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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

Vocational education, including agricultural education, has increasingly relied on local advisory committees as a means of improving programs. Teachers, school administrators, and boards of education have found that lay citizens can provide valuable assistance in determining the need for curriculum changes, evaluating the educational program, securing financial support for the expansion and improvement of the school, and many of the other problems that confront educators. Administrators and teachers realize that the product of education, young people educated to assume their responsibility as citizens of the community, will be qualified to the extent that the community becomes involved and participates in developing the specific educational and training programs offered by the school.¹

Statement of the Problem

The purpose of this study was to investigate and identify those distinctive features that differentiate effective from ineffective advisory committees in agricultural education in the public secondary schools in Ohio.

Objectives

Considerations were given to the following specific objectives:

1. To determine the effectiveness of advisory committees based on the perceptions and understandings of teachers and supervisors of agricultural education.

2. To determine the manner in which effective and ineffective advisory committees were organized.

3. To determine the membership characteristics of the effective and ineffective advisory committee.

4. To determine the activities of effective and ineffective advisory committees.

5. To determine the procedures used in conducting the meetings of effective and ineffective advisory committees.

6. To determine the contribution of effective and ineffective advisory committees to the improvement of programs of agricultural education.

Need for the Study

The problem that faces many agricultural educators is how an advisory committee might best serve the total
agricultural education program. The writer found in the literature and research studies investigated that many agricultural departments do not have advisory committees or they have committees that are ineffective or inactive. Kindschy said:

Most teachers of vocational agriculture realize the help they can receive from a well organized advisory council but too few of them have a functioning council. Perhaps one of the most often heard reasons for not organizing a council given by local teachers deals with the lack of encouragement provided by school administrators. The teacher states that his administrator does not want another board or citizen's committee to try and please. This reason is valid because there is no doubt that school administrators often have their hands full just meeting the demands of their official board.  

Throughout the history of vocational education in the United States, it has been a common practice to turn to advisory committees for assistance in conducting an educational program. The idea of citizen advisory committees originated with the vocational education movement, although it has not been adopted by many schools and school systems to assist in the improvement of both general and academic programs.

Vocational education, including agricultural education, have established objectives and goals that involve preparation for the world of work. Vocational educators

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have found it necessary to turn to those who represent the occupational world for advice and information concerning the nature and content of the vocational program. In order for instruction to be functionally related to occupational opportunities and conditions, there needs to be a source of current information. The advisory committee has proved to be a valuable adjunct to the vocational program in the promotion of meaningful and realistic course offerings.\(^3\)

Some states require that advisory committees be utilized by the vocational education department. Whether mandated or not, advisory committees should be used in the planning and the operation of vocational programs.\(^4\) Beaumont attests to the valuable service performed by advisory committees:

Vocational education has a long history of citizen involvement, particularly in its use of advisory committees. At the local level, especially, these committees have been a key to success or failure of occupational training and resultant placement.\(^5\)

There have been numerous changes in agricultural communities in the past decade that have emphasized the importance of advisory committees in developing and in


\(^4\)Ibid., p. 29.

promoting effective agricultural education programs. These changes, for example, have resulted in an increased use of advisory committees in many of the area vocational centers established throughout the nation. Capron said,

The advent of area centers has emphasized the need for advisory committees. The area served by a given agricultural teacher has grown from one township to several counties. It is difficult for one teacher to know first hand the needs of all the territory he serves. Agriculture has expanded from the traditionally community-oriented operation to an area operation. Markets, employment opportunities, and agriculture service organizations are all more area oriented. This process is only natural because of increased specialization, greater ease of travel, and greater use of technology and capital. Vocational agriculture must move ahead to meet the rapid changes in the agricultural community.

There are other changes that create a challenge for teachers of vocational agriculture, such as the change in the nature of occupations, the advancement of technology, the population mobility, and the demand of employers for people with new skills and knowledge. The agricultural educator could utilize the advisory committee as a tool to assist in developing and upgrading educational programs in order to meet these challenges. Thus, the students would have a greater chance of achieving their full potential.

---

6 James E. Capron, "Agricultural Advisory Committees," The Empire State Vo-Ag Teacher, IX (Winter, 1970), 5.

The literature and research investigated in this study revealed that advisory committees perform a valuable service to the school, the vocational agriculture teacher, the community, and the student. The problem is that many boards of education, school administrators, and agricultural educators have not effectively utilized these committees. Although many teachers of vocational agriculture are aware of the help that they can receive from advisory committees, too few of them have functioning committees.\(^8\)

Advisory committees in agricultural education have proven effective in innovating, developing, and promoting quality programs. Cushman and Jarmin substantiated this by:

Current trends within the field of agriculture, the resulting shift in purpose for vocational agriculture from preparation for farming to preparation for the broad spectrum of agricultural occupations and the development of the area vocational concept have made active participation by well informed lay persons in the determination of school policy for agricultural education ever more critical, if the need for workers with knowledge and skills in agricultural subjects is to be met.\(^9\)

However, it should not be presumed that an advisory committee will guarantee a successful agricultural education program.

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\(^8\) Kindschy, loc. cit., p. 285.

Many advisory committees have served the program of vocational agriculture by providing valuable information concerned with student and community needs. Committee recommendations have directly influenced vocational agriculture through the development of meaningful programs. Consequently, the student has been motivated to higher achievement and improved job opportunities. According to Gardner:

The relationship of education to the level of motivation in the society is more direct than most people recognize. The goals the young person sets for himself are very heavily affected by the framework of expectations with which adults surround him.¹⁰

Why are some committees successful in contributing to the improvement of agricultural education programs, while others are not? Are there characteristics and distinctive features that differentiate the effective from the ineffective advisory committee? These questions need to be answered. This study was an attempt to answer these questions. The results of this investigation could provide a base for the development of useful guidelines. Those characteristics that were associated with effective committees should determine the area of emphasis for these guidelines. The guidelines could be used to increase the utility of advisory committees in the improvement of agricultural education programs.

There appears to be a minimal amount of current literature and research on the characteristics of advisory committees in agricultural education which indicates a need for additional studies in this area. More noticeable was the lack of information and guidelines, based on the characteristics of effective or ineffective committees, that could be utilized by educators and their committee members for the improvement of agricultural education programs.

Cushman and Jarmin recommended that additional studies of advisory committees be conducted involving schools representative of a variety of geographic and administrative settings. Their recommendations were based on the fact that most studies, in past years, have attempted to describe the organization and utilization of either single boards or small groups of boards within a limited geographical area. They recommended that there needs to be additional studies which will:

1. Describe the "state of the art" in whole states or regions of the United States.

2. Discover trends in the organization and utilization of such boards, particularly in school districts offering preparation for off-farm agricultural occupations.

3. Discover procedures for organizing and utilizing agricultural advisory boards which are associated with effectiveness in improving vocational agriculture programs.\(^{11}\)

\(^{11}\)Cushman and Jarmin, op. cit., p. 98.
Westfall emphasized the need for further study of agricultural advisory committees which would be concerned with:

1. The development of a rating scale for evaluating the performance of advisory committees.

2. Determining the experiences needed by agricultural teachers for the successful utilization of agricultural advisory committees.

3. The use of advisory committees in evaluating agricultural education programs.\(^2\)

Stuckey found in his study that seventy per cent of the teachers of vocational agriculture thought it important to organize and use advisory committees in planning a total program of vocational agriculture in the community, but only twenty-one per cent of the teachers were served by active advisory committees. Although this study was made over a decade ago, it points to some of the problems that face agricultural educators today. The study revealed that many agricultural teachers do not realize the value of an advisory committee. Also, many agricultural teachers do not know how to effectively utilize the services of their advisory committee. In order to be successful, the advisory committee must have full support

and sanction of the school administrator.\(^{13}\)

This study emphasized the need for guidelines to assist the agricultural teacher in organizing and utilizing an effective advisory committee.

McKinney emphasized the need for additional training by agricultural teachers in the use of advisory committees when he said:

It can be assumed that important differences exist between citizens and practicing educators. In-service education programs for educators could prove to be a profitable means of securing better understanding in regard to the use of citizen committees.

The findings of this study suggest that school representatives working with citizen groups can improve the effectiveness of citizen groups by an educational and informational program for the citizen committee members.\(^{14}\)

This would indicate that information is needed concerning the characteristics associated with effective and ineffective agricultural education advisory committees.

**Limitations of the Study**

The writer recognized the following limitations in conducting this study:

1. The findings of this study would be applicable only to those public secondary schools in Ohio that utilize agricultural education advisory committees.

\(^{13}\)Wenrich Stuckey, "Program Planning in Departments of Vocational Agriculture in Ohio" (Unpublished Master's Thesis, The Ohio State University, 1957), pp. 80-81.

\(^{14}\)McKinney, op. cit., p. 265.
2. Limitations were recognized which are inherent in the use of survey instruments--differing interpretations of instructions and terminology used in both the mailed questionnaires.

3. Limitations were recognized to the extent that all advisory committees used in agricultural education whether for the total program or specific purposes have characteristics similarly affecting organization and usefulness.

Basic Assumptions

The basic assumptions accepted by the investigator and not tested were:

1. That the sample population used in this study were representative of both the effective agricultural education advisory committee and the ineffective agricultural education advisory committee in the secondary schools in Ohio.

2. That by determining those characteristics that are associated with effective and ineffective agricultural education advisory committees, certain implications could be drawn that would aid in organizing, utilizing, and promoting the use of agricultural education advisory committees in the public secondary schools in Ohio.

3. That the teachers and the supervisors of agricultural education, because of their intimate knowledge of their local advisory committee and local programs were in a position to furnish the information needed to identify the characteristics associated with effectiveness and ineffectiveness.

4. That the advisory committees serving the entire program of vocational education, the committee serving the entire program of vocational agriculture, and the committees serving specific occupational areas are similar in organization and usefulness.
Definition of Terms

For the purpose of this study, the following terms were used in these capacities:

1. **Agricultural education advisory committee**—An organized group of lay citizens who assess vocational agriculture programs according to community and student needs, and make recommendations for the improvement of the program.

   **Synonyms:** Agricultural Advisory Board
   Agricultural Advisory Council
   Citizens Advisory Board

2. **Perceptions**—A conceptualization of the set of expectations held; a direct or intuitive cognition.

3. **Effective agricultural education advisory committee**—Refers to a committee whose advice and recommendations brought about significant improvement in the vocational agriculture program.

4. **Ineffective agricultural education advisory committee**—Refers to a committee whose advice and recommendations did not bring about significant improvement in the vocational agriculture program.

5. **Jury**—A competent group of people recognized by others in their respective fields as being authorities. The jury validated subject matter content for this study.

6. **Vocational agriculture teacher**—One who is employed by a public secondary school to teach one or more classes in vocational agriculture.

7. **Agricultural education**—Refers to those educational activities relating to the preparation of students for employment in agricultural occupations or in agriculturally related occupations.
8. **Supervisors of agricultural education**—Refers to those individuals who are employed by Area Vocational Centers to supervise programs of vocational agriculture.

9. **Area Vocational Centers**—Refers to a jointure of school districts to provide a more comprehensive program of vocational education.

**Method of Investigation**

A detailed description of the methodology may be found in Chapter II, however, a brief summary of the procedures used will be presented here.

By design, the information was obtained from the public secondary schools in Ohio that utilized the services of advisory committees in agricultural education. These included both the comprehensive high schools and the area vocational centers.

The schools using advisory committees were identified by: (1) the 1969 annual reports of teachers maintained by Mr. James E. Dougan, Assistant State Director for Vocational Education—Agricultural Education and (2) the information supplied by the state supervisors of agricultural education in Ohio. Accordingly, eighty-seven comprehensive high schools and fifteen area vocational centers were apparently using advisory committees. The entire target population was used in this investigation.

The next step was to develop an instrument that would allow the agricultural teachers and the local supervisors of agricultural education to give their perceptions of the
organization, activities, and effectiveness of their respective committees. In the development of the instrument, the writer received valuable assistance and guidance from staff members in the Department of Agricultural Education, the members of the writer's graduate committee, and the graduate students in the Department of Agricultural Education.

The data were secured by mailing questionnaires to teachers of agriculture and supervisors of agriculture with programs in the schools that comprised the sample. Eighty-eight teachers and local supervisors responded by completing questionnaires and returning them to the investigator. Of these respondents, fifty indicated that they had advisory committees serving the agricultural department. The data were analyzed and interpreted to differentiate those schools with effective agricultural education advisory committees and those with ineffective advisory committees.

The next step involved the designing of an instrument to collect data regarding the organization, function, and utilization of agricultural education advisory committees. This instrument was to identify the characteristics of advisory committees that were associated with their effectiveness or ineffectiveness. The investigator relied heavily upon suggestions from the staff members of the Department of Agricultural Education in the development of the instrument.
The final phase, collecting the data, involved the mailing of questionnaires to fifty-three of the initial respondents who had indicated that they had advisory committees serving their respective departments of agricultural education. The data collected from these respondents identified the characteristics of advisory committees that could be placed in one of three classifications, i.e., effective, ineffective, or neither.

**Review of Related Research**

Review of related literature and research which deals with advisory committees in agricultural education is reviewed in this chapter. Noticeable is a concern for the effective use of agricultural education advisory committees.

In recent years increasing attention has been directed toward the assessment of agricultural education advisory committees in an effort to determine those committee characteristics that contribute to effectiveness. Although there has been much written about the organization and utilization of advisory committees, including advisory committees in agricultural education, very little research has been conducted to show how the different characteristics are related to the effectiveness of committees. Although few studies have been conducted to reveal the characteristics that are associated with effectiveness, the studies and literature were helpful in the design and conduct of this study.
Harold R. Cushman and Martin V. Jarmin, The Organization and Utilization of Agricultural Advisory Boards in New York State

Cushman and Jarmin studied the agricultural advisory boards serving high school departments of agriculture in New York State. This study was undertaken to discover ways and means of improving the effectiveness of agricultural advisory boards. The main areas investigated were: (1) the characteristics of agricultural advisory boards in New York State, (2) the trends in the organization and utilization of agricultural advisory boards in New York State, and (3) how the effective agricultural advisory boards in New York State differ from ineffective boards in such areas as membership, appointment of members, manner in which they function, and activities engaged in.¹⁵

They compared 100 effective and 99 ineffective agricultural advisory boards in New York State to determine what characteristics were associated with effective advisory boards. In this study, the effectiveness of the advisory board was determined by the agricultural teacher who made this valued judgment based on whether the advisory board did or did not contribute significantly to the improvement of the agricultural program.¹⁶

¹⁵Cushman and Jarmin, op. cit., p. 9.
¹⁶Ibid., p. 10.
The researchers sent questionnaires to all of the 258 schools in New York State. They had preferred to interview a random sampling of the agricultural teachers, but a lack of funds for the employment of interviewers eliminated this technique. From the questionnaires, the investigators sought to determine those characteristics of advisory boards that differentiate the effective from the ineffective.\(^1\)

The investigators found that effective and ineffective agricultural boards can be expected to differ in certain characteristics. Effective boards have:

1. A significantly larger number of appointed members
2. A greater participation in the nomination of appointed members
3. Greater effort to notify new members of their appointment
4. Greater use of the board to do such as: arrive at recommendations in group meetings, schedule dates of future meetings at first meeting, schedule meetings at equal intervals throughout the year, plan a program of work, prepare an agenda for meetings, and use rules of parliamentary procedure.
5. Greater number of meetings
6. Higher attendance at meetings
7. Greater use of boards to improve public relations and teacher efficiency and effectiveness.\(^2\)

\(^1\)Ibid., p. 11.
\(^2\)Ibid., pp. 94-95.
As a result of their investigation, Cushman and Jarmin recommended the advisory boards:

1. should be composed of members who represent the typical occupational endeavors that would be utilized in work experience programs.

2. should maintain an active membership of five or more members, who should submit nominations to the board of education whenever vacancies exist.

3. should hold frequent meetings, have high proportion of attendance at such meetings, and make group recommendations.

4. should be guided by agendas prepared in advance of meetings.

5. should utilize a program of work.

6. should use parliamentary procedures as a normal feature of the meetings.

7. should study and make recommendations concerned with the several phases of the agricultural program each year, in order to improve the program and teacher effectiveness.

The investigators emphasized that ways and means of the effective utilization of agricultural advisory committees be included in both pre-service and in-service teacher training programs for all teachers of agriculture in New York State.¹⁹

This study revealed that, at their best, agricultural advisory boards have played an effective role in improving local agricultural education programs. At their worst, they

¹⁹Ibid., pp. 97-98.
have been either inactive, ineffective, or both.\textsuperscript{20}

\textbf{Floyd L. McKinney, The Operation and Function of Citizen's Advisory Committees}

McKinney determined the perceptions and expectations of vocational educators, vocational advisory committee members, school administrators regarding the operation and function of citizen advisory committees. The vocational advisory committee members, vocational educators, and school administrators associated with six secondary schools in Michigan participated in the study. This included eighteen school administrators, fifty-four vocational educators, and 182 advisory committee members.

McKinney found that:

1. Committee size should range from five to nine members

2. School administrators and vocational educators favored an advisory committee composed of members with various levels of education

3. Committee members opposed this composition

4. Committee members strongly favored the board of education making the final selection of committee members, and then only if the school planned on utilizing the committee member's advice

5. Vocational educators opposed this method of selecting committee members

\textsuperscript{20}Ibid., p. 1.
6. Respondents recommended that advisory committee meetings should be regularly scheduled.

7. Respondents favored committee officers coming from the lay members of the committee.21

McKinney concluded his findings by stating:

General support was evidenced in the responses of the groups for a citizens committee to evaluate local vocational education policies, local long range plans for vocational education, facilities planning and improvement, and equipment planning and improvement. The respondents were almost unanimous in their agreement that citizens committees should annually evaluate their own work and effectiveness.22

The writer valued the review of this study since it served as a basis for comparison with his investigation.

Paul F. Burns Study of Practices Used by Teachers of Agriculture in Michigan in Organizing and Using Advisory Councils

Burns' found that the typical Michigan agricultural advisory board was organized because the agricultural teacher wanted to do a better job. The agricultural teacher initiated the organization of the advisory board by discussing the matter with the school administrators. The agricultural teacher nominated members for the original advisory board and appointments were made by the school board. Nominations

21 McKinney, op. cit., p. 264.
22 McKinney, op. cit., p. 265.
for replacements to fill vacancies that existed on the advisory board were made by the advisory board. The typical Michigan agricultural advisory board had geographic representation. Board officers were elected annually. A member of the school board and the school administrator met regularly with the advisory board. The average agricultural advisory board was composed of ten members. The typical advisory board member understood that he was functioning in an advisory capacity only and that the school board could abolish the agricultural advisory board at any time. The typical advisory board operated under a written constitution. The school administrator served in a liaison capacity between the advisory board and the school board. The officers of the advisory board met prior to the general advisory board meeting in order to prepare the agenda for the regular monthly meetings. Members of the advisory committee received the agenda before the general meeting. The agricultural advisory board interpreted the programs of vocational agriculture to the people in the community.

Burns recommended that systematic evaluation of activities of the advisory board should receive more attention.23

Herbert M. Hamlin, Citizens Participation in Local Policy Making for Public Education

Hamlin was concerned with the basic decisions affecting committee organization, committee function, and activities. He recommended that:

1. Citizens committees should operate on a continuous basis, rather than sporadically.

2. Temporary committees can be formed if they receive their assignments from and report to the continuing committee.

3. Citizens committee should be composed of lay citizens only, with the professional educator serving in the role of a consultant to the committee without voting rights.

4. The number of lay citizens on the advisory committee should approximate one per cent of the voters in the district.

5. Ex-officio members of the committee should include the school administrator, the teachers, and the non-professional staff. 24

6. The board of education name a selection committee to secure and screen nominations for the advisory committee.

7. The board of education should make the appointments of lay citizens to the advisory committee.

8. The board of education should notify the lay citizen of his appointment to the advisory committee.

9. Annual and a long-time program of work should be formulated by the citizens committee.

10. Committee meetings should be held on a regular monthly basis.

11. Activities that the advisory committee should engage in are evaluation of the educational program and the studying and making recommendations regarding school organization, administration, program planning, staff, funds, and facilities.²³

Robert L. Westfall. The Development and Use of Departmental Advisory Committees by Ohio Teachers of Vocational Agriculture

Westfall determined the use being made of departmental advisory committees by Ohio teachers of vocational agriculture. Questionnaires were sent to sixty teachers in Ohio who had previously indicated that they were utilizing the services of agricultural advisory committees. The questionnaires were designed to secure some of the perceptions, problems, and suggestions from teachers concerning their respective agricultural advisory committees. They were also used to secure the teachers evaluation of selected items concerning the organization, operation, and activities of their respective advisory committee.²⁶

²³Ibid., pp. 18-20.

Westfall found that:

1. The teachers of vocational agriculture usually initiate the organization of the agricultural advisory committee.

2. The agricultural teacher was usually responsible for the training of new committee members in order to prepare them for their committee responsibilities.

3. Most teachers supplied an agenda to advisory committee members.

4. A significant proportion of advisory committees did not use parliamentary procedures in the conduct of their meetings.

5. Most teachers agreed that agricultural advisory committees should only function in an advisory capacity.

6. Three factors considered most frequently in the selection of advisory committee members were their occupations, interest, and geographical representation. The committee membership ranged from five to nine members.

7. The chairman was usually chosen for a one year term by the total committee.

8. Teachers with the approval of the committee determined the meeting dates.

9. All members of the advisory committee usually had voting privileges.

W. R. Flesher, et. al., Local Advisory Committees for Vocational Education in Ohio Public Schools

Flesher conducted a study for the State Advisory Council For Vocational Education. The major purpose of

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27Ibid., pp. 66-67.
this study was to discover the extent to which vocational education advisory committees were being utilized in the improvement of vocational programs in the Ohio public schools. Data were obtained through the use of both questionnaires and interviews. Of the 550 school districts that responded to the questionnaires, 156 school districts reported the existence of vocational advisory committees in agricultural education, business education, distributive education, home economics education, and trade and industrial education. The respondents were the school superintendents, vocational directors, supervisors, teachers, and advisory committee members. Most of the data were compiled in such a manner that information specifically concerned with agricultural education advisory committees was not easily identifiable, even though some personnel involved in agricultural education participated in the study.

Flesher found that:

1. Personnel in the vocational departments were quite influential in determining the composition of the local advisory committee. This refers to the geographical, business, or industrial make-up of the committee member.

2. School personnel served most frequently as secretaries of the advisory committees.

3. Committees meet approximately every three months.

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4. Most school personnel met occasionally with their committees, although twenty percent of the school superintendents never met with the committee.

5. School personnel usually sought advice from the advisory committee rather than from individual committee members.

6. Vocational personnel appeared to follow the committee's advice to a considerable extent.

7. Respondents reported a need for closer relationship between school personnel and their advisory committee. 29

8. Committee members felt that they had been of considerable assistance in developing the vocational curriculum, but vocational teachers considered this assistance to be only average.

9. Most respondents felt the committee had been of most assistance in the area of equipment advisement. 30

10. Committees recorded and distributed committee minutes, although the form and style could have been improved.

11. Vocational teachers are the most neglected group of school personnel in terms of receiving committee minutes regularly. 31

George Edwin Gray, Some Case Studies of the Structure of Vocational Agriculture Advisory Councils in Johnson County, North Carolina

Gray studied four well organized agricultural advisory councils in North Carolina to determine the need

29 Ibid., p. 53.
30 Ibid., p. 54.
31 Ibid., p. 70.
for, structure of, and function of advisory councils. He found that the teachers of agriculture, in each case, initiated the formation of the advisory council. In all four cases, the school administrators and the local boards of education gave final approval for the formation of each council. The method of nominating new council members were: (1) two council members were nominated by representative families in the community and, (2) the school administrator and the agricultural teacher nominated council members in the other two councils studied. In all cases, the school board and the school administrator were involved in the final selection of advisory council members. The school board was represented on each of the four advisory councils. The number of members on the four advisory councils were seven, seven, five, and twelve.

Gray reported the functions of these agricultural advisory councils as: to give the community a voice in suggested school policy for vocational agriculture; promote the instructional program, especially adult classes; to survey community and student needs; to serve as a means of communications; to help with the evaluation of the vocational agriculture program; and to help with course calendar development.

The general conclusions were:

1. A need should be possessed by the teacher before attempting to organize an advisory council.
2. The support of the administration and school board are essential to the effective utilization of the council.

3. Specific objectives should be developed for the advisory council.

4. The council activities should be in line with the best interests of the total school program.  

**Summary**

Although the studies reviewed varied in their approach to determine the effectiveness of advisory committees, they did identify characteristics associated with successful and unsuccessful advisory committees. Many of the findings, conclusions, and recommendations were in accord with the outcomes of this study.

Although many of the studies reviewed did not include characteristics that differentiate effective from ineffective advisory committees, there were some implications derived that provided clues for the planning of this investigation. The study of Cushman and Jarmin did identify many characteristics of advisory committees that were associated with effectiveness and ineffectiveness and proved to be of major importance in the development and design of this study.

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The studies by Cushman and Jarmin\textsuperscript{33}, Burns\textsuperscript{34}, Flesher\textsuperscript{35}, and Gray\textsuperscript{36} revealed that the composition of effective advisory committees is mainly determined by personnel in the local department of agricultural education.

Most effective advisory committees understood that they were functioning in an advisory capacity, to make recommendations that would result in the improvement of the agricultural education program. This was supported in studies by Hamlin\textsuperscript{37}, Cushman and Jarmin\textsuperscript{38}, Burns\textsuperscript{39}, and Westfall.\textsuperscript{40}

In general, the review of literature implied that effective agricultural education advisory committees had a membership of five to ten committee members. These committees met at regular intervals during the year and more frequently than ineffective committees. They usually had a higher percentage of committee members in attendance at their meetings. They made most of their recommendations

\textsuperscript{33}Cushman and Jarmin, op. cit., p. 7.
\textsuperscript{34}Burns, op. cit., p. 3.
\textsuperscript{35}Flesher, et. al., op. cit., p. 53.
\textsuperscript{36}Gray, op. cit., p. 4.
\textsuperscript{37}Hamlin, op. cit., p. 20.
\textsuperscript{38}Cushman and Jarmin, op. cit., p. 98.
\textsuperscript{39}Burns, op. cit., p. 3.
\textsuperscript{40}Westfall, op. cit., p. 67.
through committee action. Most effective committees were formally organized and used parliamentary procedures during the meetings. They were more concerned with annual and long range plans to improve the agricultural education program and teacher effectiveness.

Although this by no means identifies all characteristics of advisory committees that are associated with effectiveness, it does illustrate that there is a degree of relationship between certain advisory committee characteristics and the successful operation of the committee.
CHAPTER II

DESIGN AND CONDUCT OF THE STUDY

The study was primarily concerned with determining the characteristics of advisory committees in agricultural education in Ohio that were associated with effectiveness and ineffectiveness. It was decided to select agricultural teachers in the high schools and the supervisors of agricultural education in the area vocational centers to respond to questionnaires concerning their experiences with advisory committees. It seemed that these agricultural teachers and supervisors would provide the best source of data for this study.

The design and conduct was determined after consulting with the writer's graduate adviser and other staff members of the Department of Agricultural Education, The Ohio State University. Considerations were given to the sample, the geographic distribution of the sample, the cost of the study, and the time available for conducting the study when deciding to use the survey as the method of investigation.

Presented in this chapter is the chronological order of the steps involved in conducting the study. It started
with the development of a questionnaire, and follows with sampling procedure, the gathering of data, and the treatment and interpretation of the data. The second phase of the study included the development of a second questionnaire to determine the different aspects of advisory committees, and then follows with the sampling procedure, the collection of data, and the treatment and interpretation of the data.

**Questionnaire I**

**Design of the Instrument**

The development of the first instrument used in this study was influenced by the review of literature concerned with agricultural education advisory committees. The Cushman and Jarmin study\(^1\) proved helpful in that one of the objectives of their study was to identify the characteristics that were associated with effectiveness and ineffectiveness. The investigator utilized a number of questions from this study and adapted them for use in Questionnaire I.

The primary purpose of the initial questionnaire was to identify the high schools and the area vocational centers that had advisory committees and then to identify those which were most and least effective. The identification

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\(^1\)Harold R. Cushman and Martin V. Jarmin, *The Organization and Utilization of Agricultural Advisory Boards in New York State* (Ithaca: Cornell University, 1965).
was based on the perceptions that the agricultural teachers and the local supervisors of agricultural education had on the outcome of their respective advisory committees.

The investigator established two requirements that had to be met by each school before it could be considered a part of this study. These were: (1) the agricultural education advisory committee must have been in existence from July 1, 1969 to February 1, 1970, and (2) the respondents must have been employed by the school on or before July 1, 1969.

In order to categorize the different advisory committees either as effective or ineffective, the investigator compiled a list of questions for the respondents to report the perceptions of the effectiveness of their advisory committees. The initial list of questions was derived from the literature reviewed and from suggestions offered by the writer's graduate adviser and other staff members in the Department of Agricultural Education.

The teachers and supervisors were asked to circle the response to each question that corresponded to their appraisal of the extent to which their respective committees performed each of the activities listed. An example of a question and the four different ways that could be used to report the respondents answer is:

How often did your advisory committee meet with business leaders in your community?

never    seldom    quite often    regularly
The investigator reasoned that a response to either quite often or regularly would indicate that the advisory committee showed a definite degree of activity concerning a particular committee function, while an answer of seldom or never would indicate a lack of activity.

In order to pre-test the questionnaire, the investigator submitted the questionnaire to a jury including the writer's graduate adviser, three members of the writer's graduate committee, one member of the staff of the Department of Agricultural Education, and eight fellow graduate students in the Department of Agricultural Education. Each jury member was asked to give his reaction and evaluation to the general style and format of the questionnaire, the clarity, understandability and relevancy of each question. After receiving each jury member's reaction to the format and to the instructions of the questionnaire, the investigator tabulated the criticisms and suggestions. The same procedure was used in the evaluation of each question that was included in the questionnaire. Where a majority of the jury agreed upon a revision, inclusion or deletion, a change was made in the questionnaire.

The final form of the questionnaire was the direct result of suggestions and constructive criticism offered by the writer's graduate adviser and members of the jury (see Appendix A).
**Sampling Procedure**

In planning this study, all public secondary schools in Ohio with advisory committees in agricultural education were to comprise the target population. This population included both the comprehensive high schools and the area vocational centers. The identity of schools with agricultural departments that were served by advisory committees was based on information received from two sources. First, the investigator reviewed the agricultural teacher's annual reports that were sent to the Agricultural Education Service, Ohio Department of Education. These reports require each agricultural teacher in Ohio to indicate whether or not the school is served by an agricultural education advisory committee. Second, the investigator interviewed each state supervisor of agricultural education in Ohio who supplied the names of additional schools in his charge that were served by advisory committees. As a result of information obtained from these two sources, the investigator determined that there were eighty-seven comprehensive high schools and fifteen area vocational centers or a total of 102 schools that would comprise the target population (see Appendix A).

The original design of this study required that the sample be randomly selected from the entire target population. This requirement was abandoned due to the small number of schools included in the target population. The decision was reached to use the entire population rather than a sample in this phase of the study.
Collection of Data

For each of the 102 schools presumably with advisory committees, a teacher or supervisor in the school was selected to respond to the questionnaire and they were sent questionnaires. The questionnaire was accompanied by a cover letter which briefly stated the purpose of the study and the need for prompt responses (see Appendix A). After ten days a follow-up post card was mailed to all non-respondents (see Appendix A). Within a week after mailing the post cards, the investigator telephoned the remaining non-respondents to encourage them to complete the questionnaire and return it to the investigator. Of the 102 schools included in the sample and mailed questionnaires, eighty-eight (86.3%) responses were received. The investigator analyzed all of the returned questionnaires and found that only fifty of the 102 schools were using advisory committees in agriculture. The number and per cent of responses for each category may be found in Table 1. The investigator was unable to explain the discrepancy between the schools reported as having active advisory committees and the fifty schools that were actually served by advisory committees.

Analysis and Interpretation of the Data

The questionnaires from the fifty high schools and area vocational centers comprising the sample were usable for this study.
TABLE 1
RESPONSES TO QUESTIONNAIRE I

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Questionnaires Mailed</th>
<th>Number Returned</th>
<th>Number Usable Returns</th>
<th>% Usable Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Teachers</td>
<td>87</td>
<td>74</td>
<td>40</td>
<td>54</td>
</tr>
<tr>
<td>Supervisors of Agricultural Education</td>
<td>15</td>
<td>14</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>88</td>
<td>50</td>
<td>57</td>
</tr>
</tbody>
</table>

As an assistance in analyzing the data each of the four possible answers was given a numerical value. These values ranged from one to four and were arbitrarily selected after consulting with the staff of the Department of Agricultural Education. Another request made of the jury was for them to identify the positive and negative questions. The basis for their decision was whether the activity, when pursued, was desirable (positive) or undesirable (negative). Examples:

A. How often did your committee explain the program of vocational agriculture to individuals or groups in the community?

(1) (2) (3) (4)
never seldom quite often regularly

This question was classed by the jury as positive and was scored by the different values noted in the parentheses.
B. How often did your advisory committee pursue to the action stage their decisions and did not inform you of their activities?

(4) never (3) seldom (2) quite often (1) regularly

This question was classed as negative or possessing attributes that were undesirable in the activities of an advisory committee and is scored in reverse order of the previous question A.

The investigator tabulated the information from each of the questions in each questionnaire returned. The scores for the twenty-six questions were added to give an accumulative score. These scores ranged from a low of forty-three to a high of eighty-one from a possible 104 and indicate relative effectiveness of an advisory committee. This is referred to in this study as effectiveness score. These effectiveness scores for the fifty questionnaires were placed in rank order (see Appendix A). The mean score is 64.46 and the median is 64.0 and was calculated using the formula:

$$Md = L + \frac{z}{f} \cdot F(1)$$

The quartile and median values were derived from methods suggested by Glass and Stanley.² The quartiles were calculated

using the following formulas:

\[ Q_3 = L + \frac{3n}{f} - F(i) = 71.25 \]

and

\[ Q_1 = L + \frac{n}{f} - F(i) = 58.75 \]

Where:
- \( L \) = lower limit of median interval
- \( n \) = frequency
- \( (i) \) = width of median interval
- \( F \) = cumulative frequency up to the median interval
- \( f \) = frequency in the median interval

The position of an advisory committee within a particular quartile reflects, in general, how active the committee was in relation to positive and negative activities. Those advisory committees with the high scores in the top quartile were considered to be most effective, while those in the bottom quartile were considered to be least effective (see Appendix A).

The investigator recorded the number of never, seldom, quite often, and regular scores for each assigned quartile. Where the possible answers were none, some, much, and major, the scores were determined and recorded in the same order and manner. An example of the system used to record these responses is shown in Figure 1.

Following the tabulation of responses to each of the questions as shown in the preceding paragraph, the investigator grouped the responses in order to accommodate a 2 X 2 contingency table. This was necessary in order to
more clearly distinguish if there was any difference between the way that the more effective advisory committee responded to a particular question as compared to the more ineffective committees. It should be remembered that the effective committee would be expected to participate in more of the activities that reflected desirable attributes of advisory committees. Cushman and Jarmin discussed some of the desirable characteristics that were associated with effective committees. An example of the system used to group the responses is shown in Figure 2.

Effectiveness Scores
Quartiles

<table>
<thead>
<tr>
<th>Frequency of Activities</th>
<th>N=12</th>
<th>Q</th>
<th>N=13</th>
<th>Md</th>
<th>N=12</th>
<th>Q</th>
<th>N=13</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>seldom</td>
<td>7</td>
<td>9</td>
<td>2</td>
<td></td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>quite often</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td></td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>regularly</td>
<td>5</td>
<td></td>
<td>1</td>
<td></td>
<td>5</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 1—An Example of the System Used to Record the Perceptions of Agricultural Teachers and Supervisors of Agricultural Education Concerning Their Respective Advisory Committees.

Effectiveness Scorea

<table>
<thead>
<tr>
<th>Frequency of Activity</th>
<th>N=25</th>
<th>N=25</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>seldom</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>quite often</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>regularly</td>
<td>8</td>
<td>17</td>
</tr>
</tbody>
</table>

aThe values were the result of grouping the values shown in Figure 1.

Figure 2—An Example of the System Used to Record and Group the Responses to Each Question.

3Cushman and Jarmin, op. cit., p. 92.
The 2 X 2 contingency table used by the investigator in the analysis of the responses to each question is shown as:

\[
\begin{array}{cc}
  & b \\
 a & c & a+b \\
 c & d & c+d \\
 a+c & b+d &
\end{array}
\]

Following the grouping, the investigator utilized the 2 X 2 contingency table to calculate the chi-square values. These values were calculated with one degree of freedom and \( p < .05 \). The following formula was used to obtain the chi-square values for each question:

\[
X^2 = \frac{N (ad-bc - \frac{N}{2})^2}{(a+b)(c+d)(a+c)(b+d)}
\]

Where \( N \) = frequency of responses

\( a, b, c, \) and \( d \) = values taken from 2 X 2 contingency table

The chi-square values were used to indicate if there was or was not a relationship between a particular advisory committee activity and the effectiveness of that committee. These values provided the investigator with additional information concerning the characteristics of agricultural education advisory committees that were associated with effectiveness or ineffectiveness.

Another calculation utilized in this study was that used in determining the phi coefficient. The phi coefficient
was determined for each of the questions in questionnaire I using the values obtained from the 2 X 2 contingency table. The formula used to obtain the phi coefficient was:

\[
\text{phi coefficient} = \sqrt{\frac{X^2}{N}}
\]

Where: \( X^2 = \text{chi-square value} \)

\( N = \text{frequency of response} \)

The phi coefficient gave the investigator another value that indicated whether or not there was a relationship between a particular advisory committee activity or characteristic and the effectiveness or ineffectiveness of that particular committee (see Appendix A). As the phi coefficient value approached 1.0, the relationship became increasingly stronger.

The questionnaire proved of value in this study since it revealed the perceptions that the agricultural teachers and supervisors of agricultural education in Ohio had of their respective advisory committees. These perceptions, based on the way the respondent answered each question, gave the investigator clues as to those committee activities that could be associated with effectiveness or ineffectiveness. In the analysis and interpretation of the data, it was also possible to place each advisory committee into one of four different categories which were differentiated by effectiveness. This differentiation determined the degree of committee participation in each activity.
Questionnaire II

Design of the Instrument

The design of this instrument was influenced by the need to identify the characteristics of advisory committees that could be associated with effectiveness or ineffectiveness. The characteristics identified by this instrument were: (1) membership, (2) appointment of members, (3) advisory committee functions, (4) procedures used in conducting the advisory committee meetings, and (5) activities of the advisory committee.

The development of this instrument was strongly influenced by the Cushman and Jarmin study⁴, since the instrument used in their study included questions as well as categories of activities and organizational characteristics pertaining to advisory committees. The investigator received valuable assistance from his graduate adviser, members of the staff of the Department of Agricultural Education, and fellow graduate students in the Department of Agricultural Education in developing the questionnaire.

The instrument was designed to obtain additional information from the respondents to the first questionnaire who had indicated that they had active advisory committees serving their respective agricultural departments. Some commonalities existed between the two instruments, since

⁴Cushman and Jarmin, op. cit., pp. 109-117.
both were concerned with only that period of time between July 1, 1969 and February 1, 1970.

The initial step in the development of this instrument required that the investigator make a list of characteristics and activities of advisory committees that could be associated with effectiveness or ineffectiveness. The initial list was compiled after reviewing related studies and noting the suggestions of the writer's graduate adviser and other members of the staff of the Department of Agricultural Education. This list was incorporated into the first draft of the instrument under the following main categories of characteristics and activities:

1. Membership
2. Appointment of members
3. Advisory committee functions
4. Procedures used in conducting the advisory committee meetings
5. Activities of the advisory committee

The instrument was tested by submitting it to the jury referred to earlier. This jury noted some ambiguity and irrelevancy in certain questions that were a part of the first draft of the instrument. Also, there was some construction criticisms of the format of the instrument. These suggestions and criticisms were considered by the investigator and, where possible, were made a part of the final draft of the instrument.

After making numerous revisions, additions, and deletions, the instrument was completed in its final form (see Appendix B). It should be noted that under Part V and
Part VI of the questionnaire the investigator included open type questions that would allow the respondents to freely express their views and opinions concerning:

1. Important recommendations made by the advisory committee during the prescribed time period.
2. To whom these recommendations were intended.
3. Ways that the advisory committee could have served the teacher and the agricultural department better.
4. Additional comments and suggestions concerned with any aspect of advisory committees that was not adequately covered in the instrument.

The decision to include these questions was based on desire of the investigator to allow the respondents some flexibility in answering the questionnaire, which would provide valuable insights into advisory committee characteristics.

Sampling Procedure

The sampling procedure required that all public secondary high schools and area vocational centers in Ohio who had indicated in Questionnaire I that they were served by active advisory committees be considered the target population (see Appendix B). The agricultural teachers and the supervisors of agricultural education in those schools were again asked to be respondents to the questionnaire mailed to their respective schools. This questionnaire completed the survey phase of this study. Since there were only fifty-three schools with active advisory committees, the investigator decided to use the entire target population as the sample. The discrepancy between the number of schools
with active advisory committees that made up the sample for each of the questionnaires is due to three late responses that were not included in the analysis of data from Questionnaire I. The geographic distribution of agricultural teachers and supervisors of agricultural education responding to the questionnaire is illustrated in Figure 3, page 47.

**Collection of Data**

The instrument that was designed to obtain information on the organization, function, and utilization of agricultural education advisory committees in the public secondary schools in Ohio was mailed to each agricultural teacher and supervisor of agricultural education included in the sample population. This instrument was accompanied by a cover letter (see Appendix B). After ten days, a reminder in the form of a postal card was mailed to those individuals who had not responded to the first mailing (see Appendix B). Ten days after mailing the reminder, the investigator made personal telephone calls to each of the remaining non-respondents to encourage them to complete the questionnaire and return it as soon as possible.

A sufficiently large percentage of usable responses to the questionnaire were received to provide a strong basis for generalizing the study to all public secondary schools in Ohio which were served by advisory committees. The numbers and percentage of response for each category may be found in Table 2.
Figure 3--Geographic Distribution of Agricultural Teachers and Supervisors of Agricultural Education responding to Questionnaire II.
Completed questionnaires were returned in a stamped self-addressed envelope furnished by the investigator. Upon receiving the questionnaires from the respondents, the investigator tallied the responses to each question, scored the response, and calculated the accumulated score for each return.

All respondents completed the questionnaires, although a few failed to answer certain questions. Since these unanswered questions were few in number, it appeared that they would not affect the outcome of the study.

<table>
<thead>
<tr>
<th>Category</th>
<th>No. Questionnaires Mailed</th>
<th>Number Returned</th>
<th>Number Usable Returns</th>
<th>% Usable Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Teachers</td>
<td>43</td>
<td>36</td>
<td>34</td>
<td>94</td>
</tr>
<tr>
<td>Supervisors of Agricultural Education</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>46</strong></td>
<td><strong>44</strong></td>
<td><strong>98</strong></td>
</tr>
</tbody>
</table>

The Analysis and Interpretation of the Data

The investigator utilized descriptive statistics in the analysis of the data revealed in Questionnaire II. The data analysis involved the use of frequency distribution
and percentages to determine if certain advisory committee activities and functions could be associated with committee effectiveness and/or ineffectiveness. The data from Questionnaire II were analyzed in terms of the effectiveness quartiles established by Questionnaire I. The top quartile with a range of scores from seventy-two to eighty-one was the quartile that included the most effective committees. The range of effectiveness scores decreased in each succeeding quartile until the bottom quartile with scores ranging from forty-three to fifty-eight.

The investigator compiled and tabulated data from Questionnaire II according to the designated quartile within which the specific advisory committee was assigned. Total scores for the questionnaire within each quartile were recorded for use in comparisons. The interpretations of the findings were based on the assumptions that the advisory committees in each quartile would have commonalities such as:

1. Membership
2. Appointment of members
3. Advisory committee functions
4. Procedures used in conducting advisory committee meetings
5. Activities of the advisory committee.

Summary

The design and conduct of this study was based on the need to identify the characteristics of agricultural education advisory committees in Ohio that were associated
with effectiveness or ineffectiveness. The first step in meeting this objective was to design Questionnaire I which allowed the agricultural teachers and the supervisors of agricultural education to give their perceptions of their advisory committee's concerning certain activities and functions. The questions utilized in Questionnaire I were approved by a jury consisting of the writer's graduate adviser, members of the staff of the Department of Agricultural Education, and fellow graduate students in the Department of Agricultural Education.

The questionnaire was mailed to 102 agricultural teachers and supervisors of agricultural education in the public secondary schools in Ohio. Of the questionnaires returned, fifty were usable and served as the base for initial phase of the study.

The questionnaires were evaluated according to how the respondents perceived their respective committee's activities and functions. Each question was scored according to the degree of effectiveness displayed by the advisory committee in certain activity areas. The total score for each committee was determined to designate its position in a rank order. The rank order was divided into quartiles with the committees in the high scoring quartile considered to be most effective and the committee in the low scoring quartile considered to be the least effective.
The investigator secured the commonalities of advisory committees in each quartile to determine the activities associated with effectiveness or ineffectiveness. This was accomplished through the use of 2 X 2 contingency tables and calculating the chi square and phi coefficient for each activity.

The final phase of this study involved the mailing of Questionnaire II to fifty-three agricultural teachers and supervisors of agricultural education who had indicated in Questionnaire I that they had active advisory committees. This questionnaire was concerned with the degree of participation of each committee in active and functional areas such as membership, procedures, organization, and activities.

Forty-four of the forty-six completed returns in this phase of the study were usable. The data from the questionnaires in each of the quartiles were kept separate. The number of responses for each question was secured by quartiles and so recorded. By comparing the activities and functions of the committees in each quartile, the degree of their participation was determined. This procedure permitted the investigator to identify the characteristics of agricultural advisory committees that could be associated with effectiveness and ineffectiveness.
CHAPTER III

PERCEPTIONS AND UNDERSTANDINGS OF RESPONDENTS REGARDING ADVISORY COMMITTEE ACTIVITIES IN AGRICULTURAL EDUCATION

The purpose of this chapter is to report the findings and analyses of the perceptions and understandings that agricultural teachers and supervisors of agricultural education had concerning their respective advisory committees.

The specific objectives of the study toward which this chapter is directed are: to determine the perceptions of respondents regarding the advisory committee in their school; to determine if there were any significant or observed differences in the characteristics of advisory committees that could be associated with effectiveness or ineffectiveness; and to evaluate the comments and suggestions made by the respondents.

Although there were 316 public secondary schools in Ohio with departments of agricultural education, there were only 102 reported to be using advisory committees. Included

In the 102 schools were eighty-seven high schools and fifteen area vocational centers. Questionnaires were sent to the agricultural teachers and supervisors of agricultural education representing these schools. Eighty-eight of these agricultural educators responded to the questionnaire which amounted to an 86 per cent return. A review of responses indicated that there were fifty schools with active advisory committees. These fifty schools were used for this phase of the study. Table 3 shows the types of and distribution of advisory committees reported by the respondents.

As revealed in the table, the predominate type of advisory committee was serving the entire agricultural education program. Although an advisory committee for production agriculture was not reported in the questionnaires, there is a strong possibility that advisory committees serving Young Farmers and/or Adult Farmers are involved in this occupational area.

The distribution of advisory committees by type and quartile is shown in Table 4. It may be noted that the different committees are distributed quite uniformly by quartiles with the exception of the nine committees serving specific occupational areas in the bottom quartile. The similarity of distribution would indicate that the objectives of the study would be enhanced by using the data from all 50 committees rather than using only the 21 departmental, or the 27 specific or the 2 overall committees separately.
The rank order of these committees according to effectiveness scores and quartiles may be found in Appendix C, including the type of committee.

TABLE 3
TYPES AND DISTRIBUTION OF ADVISORY COMMITTEES
REPORTED BY THE RESPONDENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Schools Reporting</th>
<th>Per Cent of Schools Reporting</th>
<th>Basis for Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Committee Serving Entire Vocational Program</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Advisory Committee Serving Entire Agricultural Education Program</td>
<td>21</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Specific Advisory Committees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agribusiness</td>
<td>16</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Agricultural mechanics</td>
<td>18</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Ornamental horticulture</td>
<td>13</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Production agriculture</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Young Farmers</td>
<td>10</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Adult Farmers</td>
<td>9</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>100</td>
<td>50</td>
</tr>
</tbody>
</table>

The number of committees does not correspond to total number of schools included in the survey, since many schools were served by more than one type of advisory committee.

The Extent to Which Advisory Committee Activities are Related to Effectiveness or Ineffectiveness

The investigator analyzed and interpreted the data obtained from Questionnaire I according to the design outlined in detail in Chapter II.
TABLE 4

THE NUMBER AND PER CENT OF ADVISORY COMMITTEES ACCORDING TO TYPE AND QUARTILE

<table>
<thead>
<tr>
<th>Type of Committee</th>
<th>Quartiles</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Advisory committee serving entire vocational program</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Advisory committee serving entire agricultural education program</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Advisory committee serving specific occupational area</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>

In an attempt to determine which of the twenty-six activities were most highly related to an advisory committee's effectiveness score, a 2 x 2 contingency table was constructed for each activity. These tables utilized the effectiveness scores recorded by quartile for each question. The answers were rated according to their position on either side of the median. Thus, 1 and 2 comprising one group and 3 and 4 the other (see Appendix C). Figure 4 illustrates the construction of the 2 x 2 contingency table. From each contingency table a phi coefficient was calculated indicating the degree of relationship between the extent of advisory committees performance of activities and the teacher's ratings of the committee's effectiveness.
The activities for which a statistically significant relationship was established are listed in Table 5. The phi coefficients noted in Table 5 show that the advisory committee activities listed possess a moderate degree of relationship with committees that had high effectiveness scores. It was assumed that effective committees were generally of more assistance in securing jobs for graduating students of vocational agriculture and in locating training stations for occupational experience, than the ineffective committees. This may be due to the fact that effective committees maintain a closer association with the agricultural teacher and the students. Also, these committees may be more knowledgeable concerning job opportunities and student needs.

The committee activities were concerned with: (1) studying the needs of the community, (2) obtaining funds from private businesses in the community for the vocational agriculture program, and (3) explaining the program of vocational
TABLE 5

RELATIONSHIP BETWEEN EXTENT OF ADVISORY COMMITTEES PERFORMANCE OF ACTIVITIES, AND THE COMMITTEES EFFECTIVENESS

<table>
<thead>
<tr>
<th>Activities</th>
<th>Phi Coefficient</th>
<th>$X^2$</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide assistance in securing jobs for graduating vocational agriculture students</td>
<td>.377</td>
<td>6.98</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Help in locating training stations for students in occupational experience programs</td>
<td>.356</td>
<td>6.23</td>
<td>&lt;.025</td>
</tr>
<tr>
<td>Help in studying the needs of the community</td>
<td>.320</td>
<td>5.12</td>
<td>&lt;.025</td>
</tr>
<tr>
<td>Help in requesting and obtaining funds from private business for the vocational agriculture program</td>
<td>.306</td>
<td>4.60</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>Explaining the program of vocational agriculture to individuals or groups in the community</td>
<td>.301</td>
<td>4.46</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>Help in the evaluation of the vocational agriculture program</td>
<td>.279</td>
<td>3.92</td>
<td>&lt;.05</td>
</tr>
</tbody>
</table>

*The data for each of the activities may be found in Appendix C.*
agriculture to individuals and groups in the community appears to verify the fact that the effective advisory committee members are more knowledgeable of agricultural concerns in the community than are the members of ineffective committees. Also, functioning in a liaison capacity, the effective committees could have been more instrumental in the improvement of communications among citizens, the agricultural educators, and students. An explanation of why the members of the effective advisory committee are more active in the evaluation of the vocational agriculture programs than the ineffective committee might be that they have a deeper concern for the future of the students and the educational program; or they are better able to express this concern through their action as members of the advisory committee; or they may have been given the opportunity to participate and to react to the program.

Activities Possessing Low Relationship With Effective Committees

Although there were a number of advisory committee activities that exhibited a moderate relationship with committees with high effectiveness scores, there was even a greater number of activities that showed a minimal relationship with these same committees. The phi coefficient calculated for each activity listed in Table 6 verifies this minimal relationship. The chi square values ranged
from 0.0 to 1.46 with one degree of freedom and the P values exceeded .1 (see Table 6). The data indicate that the probability is greater than .1 that these relationships occurred by chance alone.

The activity concerned with committee members pursuing to the action stage their decisions and not informing the agricultural teacher of their activities was quite similar between the effective and ineffective committees. Since the less effective committees did not pursue the negative activity, this was most likely not a cause for their ineffectiveness.

The committee activity concerned with recruiting high school students for the program of vocational agriculture was also highly rejected by nearly all of the committees. A possible reason for this is that the respondents did not perceive many committees as being active in the area of recruitment nor did they consider recruiting by committees as desirable.

The activity concerned with making decisions about the program of vocational agriculture that were not in agreement with the decisions made by the school administrator was strongly rejected by most respondents. This could be due to the negative nature of this activity, since the respondents might consider this committee activity as contrary to the purpose of advisory committees which is to advise and not legislate. This reason might also apply to
<table>
<thead>
<tr>
<th>Activities</th>
<th>Phi Coefficient</th>
<th>$X^2$</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pursuing to the Action Stage</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Recruiting High School Students for the Vocational Agriculture Program</td>
<td>0.00</td>
<td>0.00</td>
<td>&gt; .9</td>
</tr>
<tr>
<td>Making Decisions About the Vocational Agriculture Program that</td>
<td>0.006</td>
<td>0.002</td>
<td>&gt; .9</td>
</tr>
<tr>
<td>Were Not in Agreement with the Decisions made by the School Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Recommendations that the Teacher did not agree with</td>
<td>0.07</td>
<td>0.271</td>
<td>&gt; .5</td>
</tr>
<tr>
<td>Making Recommendations About the Utilization of Facilities for the</td>
<td>0.117</td>
<td>0.646</td>
<td>&gt; .25</td>
</tr>
<tr>
<td>Vocational Agriculture Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Suggestions and/or Recommendations that Contributed Directly</td>
<td>0.122</td>
<td>0.750</td>
<td>&gt; .25</td>
</tr>
<tr>
<td>to the Improvement of Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Phi Coefficient</td>
<td>$X^2$</td>
<td>P</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>-----------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Propose Activities and/or Make Recommendations which were not in Agreement with School Policy</td>
<td>.135</td>
<td>.858</td>
<td>&gt; .25</td>
</tr>
<tr>
<td>Helping to Organize an Adult Program</td>
<td>.149</td>
<td>1.04</td>
<td>&gt; .25</td>
</tr>
<tr>
<td>Assistance in Developing the Curriculum for the Vocational Agriculture Program</td>
<td>.163</td>
<td>1.31</td>
<td>&gt; .25</td>
</tr>
<tr>
<td>Acting as a Pressure Group to Influence Decisions Made by the School Administrator</td>
<td>.163</td>
<td>1.33</td>
<td>&gt; .1</td>
</tr>
<tr>
<td>Serving as Resource Personnel for the Vocational Agriculture Program</td>
<td>.164</td>
<td>1.38</td>
<td>&gt; .1</td>
</tr>
<tr>
<td>Functioning to Improve Communications Between the School and the Public</td>
<td>.167</td>
<td>1.42</td>
<td>&gt; .1</td>
</tr>
<tr>
<td>Meeting with Other Agricultural Agencies in the Community to Coordinate the Work of the Vocational Agriculture Department</td>
<td>.172</td>
<td>1.46</td>
<td>&gt; .1</td>
</tr>
</tbody>
</table>

*The data for each of the activities may be found in Appendix C.*
the committee activity concerned with making decisions with which the teacher did not agree. The phi coefficient of .07 provided evidence that very little relationship existed for this activity between effective or ineffective committees.

Making recommendations about the utilization of facilities for the program of vocational agriculture was a committee activity showing very little relationship with the committees in any of the quartiles. This may be due to the respondents, considering that the activity as not a part of the committee's purpose. Decisions concerned with utilization of facilities appear to be perceived by most respondents as being the responsibility of educators.

The committee activity concerned with making suggestions and/or recommendations for the improvement of teaching had little relationship with the effectiveness of advisory committees. This could be due to the fact that many teachers are reluctant to ask for or accept suggestions from lay citizens concerning means for improving teaching. Committee members likewise could be hesitant to participate in this activity. The respondents generally perceived this activity as a negative function of a committee.

There was a low phi coefficient calculated for the committee activity concerned with making recommendations which were not in accord with the school policy. Most respondents perceived this activity as not one in which advisory committees should be involved. Thus, with this
factor there is similarity between effective and ineffective committees. It appears that this activity defeats the purpose of and reason for advisory committees.

There was also very little relationship among the scores of committees ranging in effectiveness from top to bottom based on the activity, helping to organize adult programs. A possible explanation is that the respondents perceived their advisory committees as functioning in an advisory capacity only and not actively participating in the organization of such programs. The phi coefficient of .149 attests to this low relationship.

The phi coefficient for the activity concerned with committee assistance in developing the curriculum for the vocational agriculture program was .163. This minimal relationship might be explained by the fact that many educators consider curriculum development as the responsibility of the educator and not within the realm of lay people.

The committee activity concerned with acting as a pressure group to influence decisions made by the school administrator had a phi coefficient of .163. This shows a low relationship for the activity with either the effective or ineffective committees. The chi square value of 1.33 and P > .1, indicates that the probability is greater than .1 and that this relationship occurred by chance. This apparently appears as a negative activity so it would conceivably be avoided.
Most respondents did not perceive their advisory committees as being active in an effort to improve communications between the school and the public. This activity showed a low relationship with either the effective or ineffective committee, as indicated by a phi coefficient of .167. It appears that most committees were not making a concerted effort to improve communications. A possible explanation might be that the respondents perceive all committee activities as indirectly benefiting communications between the school and the public and not directly as an assigned function.

The activity concerned with meeting with other agricultural agencies to coordinate the work of the department of vocational agriculture showed a low relationship with any degree of committee effectiveness. The phi coefficient of .172 verifies this low relationship. The respondents perceptions of their respective advisory committees appears to reject the committee in the role of a coordinator of activities that they consider to be confined to the domain of the professional educator.

Table 6 indicates the relationship between the activities performed by advisory committees and the ratings of committee effectiveness. The relationship is expressed by the phi coefficient, and the chi square value indicating the significance of the relationship.
Activities Possessing Low to Moderate Relationship with Effective Committees

Table 7 includes the advisory committee activities with phi coefficients ranging from a high of .274 to a low .202. These activities have a moderate to low relationship with the committees possessing high effectiveness scores. In comparing the phi coefficients and the chi square values for these activities with the values found for the activities included in Table 6, a significant difference was observed. The phi coefficient generally indicated a greater relationship for the activities listed in Table 7 and the committees in the top quartiles. The respondents perceived their respective advisory committees as being more active in some functions, and in turn, there was a higher relationship between these activities and the committees grouped in the top effectiveness quartiles.

The committee activity concerned with helping to improve the image of the program of vocational education in the community had a phi coefficient of .202. This shows a low relationship between the activity and the effective committees. A possible explanation might be that the respondents perceive this activity as an indirect benefit derived from other committee activities and not as an activity performed as a direct committee assignment.

The respondents perceived the effective advisory committees as being more active in making recommendations
<table>
<thead>
<tr>
<th>Activities</th>
<th>Phi Coefficient</th>
<th>$X^2$</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping to improve the image of the vocational program in the community</td>
<td>.202</td>
<td>2.08</td>
<td>&gt;.1</td>
</tr>
<tr>
<td>Making recommendations about equipment and facilities needed for the vocational agriculture program</td>
<td>.214</td>
<td>2.25</td>
<td>&gt;.1</td>
</tr>
<tr>
<td>Help in presenting the needs of the community to the Board of Education</td>
<td>.221</td>
<td>2.48</td>
<td>&gt;.1</td>
</tr>
<tr>
<td>Helping the teacher to feel more secure in his job</td>
<td>.243</td>
<td>2.95</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>Meet with school administrator to endorse the teacher's ideas</td>
<td>.252</td>
<td>3.11</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>Helping to make the teachers job more satisfying</td>
<td>.260</td>
<td>3.42</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>Requesting and obtaining funds from the school for the vocational agriculture program</td>
<td>.274</td>
<td>3.62</td>
<td>&gt;.05</td>
</tr>
</tbody>
</table>

The data for each of the activities may be found in Appendix C.
about equipment and facilities needed for the program of vocational agriculture than for the previous activity. This is shown by the phi coefficient of \(0.214\). Although the relationship was still considered low, effective committees appear to be more active in performing this activity than the ineffective committees. It is possible that the effective committees were more knowledgeable about the needs of the agricultural department and as a result, were in a better position to make recommendations. This reasoning could also apply to the activity concerned with helping to present the needs of the community to the Board of Education. Due to the characteristics of effective committees, they tended to be more active in community and school affairs which would likely improve their knowledge of community needs and the ways that the agricultural department might meet these needs.

The committee activity concerned with helping the teacher feel more secure in his job was perceived by the respondents reporting for the more effective committees as an activity that was characteristic of their committees. With a phi coefficient of \(0.243\), the relationship between this activity and the more effective committees was moderate. It appeared that the effective committees provided more assistance to the agricultural teachers than the ineffective committees. This same reasoning could apply to the activity concerned with helping to make the teacher's job
more satisfying. This activity had a phi coefficient of .260.

The respondents for the effective committees perceived their committee as being more active in meeting with the school administrator to endorse the teacher's ideas than the respondents reporting for the more ineffective committees. This might be explained by the reason that effective committees tend to have a closer association with both the school administrator and the teacher and so it becomes easier to find ways to communicate. This association might also be the reason why the committees with the higher effectiveness scores participated more in the activity concerned with requesting and obtaining funds. The relationship of this activity with the more effective committees in the top quartile appeared to be moderate with a phi coefficient of .274.

Summary

The primary purpose of this chapter was to accomplish the first objective of the study; to determine the effectiveness of agricultural education advisory committees based on the perceptions and understandings of teachers and supervisors of agricultural education.

The data yielded by Questionnaire I revealed that of the twenty-six committee activities considered in this phase of the study, only six showed a moderate relationship
with the committees in the top effectiveness quartile. As one observes relationships among committees ranging from the most effective to the least effective, involvement in the following activities diminish: (1) providing assistance in securing jobs for graduating vocational agriculture students, (2) helping to locate training stations for students in occupational experience programs, (3) helping in studying the needs of the community, (4) helping in requesting funds from private business for the program of vocational agriculture, (5) explaining the program of vocational agriculture to individuals or groups in the community, and (6) helping in the evaluation of the program of vocational agriculture.

There were thirteen advisory committee activities, based on phi coefficients, that had extremely low relationship with the committees possessing the highest effectiveness scores. The respondents perceptions of both the effective and ineffective committees participation in these activities provided data that revealed there was a comparable degree of participation regardless of the committees assigned quartile.

There were six advisory committee activities considered as having a moderate to low relationship with the most effective committees. Due to the characteristics of the committees in the top effectiveness quartile, the interpretation of the data revealed that, in general, the activities were more palatable to these committees.
The respondents' perceptions of advisory committees revealed that the effective advisory committees were generally more active than ineffective committees, in helping to understand the needs of the school and the community and taking steps to meet these needs.
CHAPTER IV

CHARACTERISTICS OF ADVISORY COMMITTEES

This chapter provides an overview of selected characteristics of advisory committees in agricultural education that are associated with effectiveness and ineffectiveness. This is in keeping with one of the objectives of this study "to identify those distinctive features that differentiate the effective from the ineffective advisory committees." Questionnaires were sent to fifty-three Ohio teachers and supervisors of agricultural education. The data presented in this report were collected from forty-four, or 83 per cent, of the teachers and supervisors of agricultural education to whom questionnaires were sent (see Appendix B). The respondents appraised selected characteristics of advisory committees in their schools with particular concern for the organization, utilization, and function as related to the following:

1. Membership
2. Appointment of members
3. Functions of the advisory committee
4. Procedures used in conducting the committee meetings
5. Activities of the committee

The advisory committees were placed in rank order according to effectiveness scores. This served as the
basis to determine the placement of committees into effectiveness quartiles. All responses for each question were recorded to allow comparison within quartiles. These comparisons determined whether there were characteristics of advisory committees that could be associated with effectiveness or ineffectiveness. The findings are presented in this chapter according to the sequential placement of each item as it may be found in Questionnaire II (see Appendix B).

Selected Characteristics of Advisory Committees

Ranges of School Enrollment

Table 8 presents a summary of the distribution of advisory committees according to ranges of school enrollment.

<table>
<thead>
<tr>
<th>Ranges of School Enrollment</th>
<th>Number Responding to Item</th>
<th>Per Cent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>200-400</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>401-600</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>601-800</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>801-1000</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>1001-1500</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>1501-2000</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>over 2000</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

*School enrollment ranged from 240 to 3700 students.*
As shown by the data in the table, the highest frequency (12) was in the 601-800 category, while the lowest frequency (1) was in the 1501-2000 enrollment range. The school enrollment ranged from a high of 3700 students to a low of 240 students.

**Type of Advisory Committee**

The data in Table 9 show the distribution of advisory committees according to their functional purpose.

**TABLE 9**

**NUMBER AND PER CENT OF ADVISORY COMMITTEES ACCORDING TO TYPES**

<table>
<thead>
<tr>
<th>Type of Committee</th>
<th>Number Responding to Item</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>17</td>
<td>39</td>
</tr>
<tr>
<td>Agricultural Mechanics</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Agribusiness</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Production Agriculture</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Young Farmer Program</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Adult Farmer Program</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>44</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As can be seen, the general advisory committee is the category which includes the largest number. These committees serve the entire department and they are not restricted to specific occupational areas. The next most popular committee served eight schools and each was involved in production agriculture with Young Farmer programs. Respondents did not report any advisory committees for
agricultural mechanics, but it is possible that this occupational area was included in one of the other categories.

Agricultural Teachers

Table 10 shows the number and per cent of teachers in schools comprising this phase of the study.

TABLE 10

NUMBER AND PER CENT OF AGRICULTURAL TEACHERS IN THE SCHOOLS PARTICIPATING

<table>
<thead>
<tr>
<th>Teachers in the Agricultural Department</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Schools</td>
</tr>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>10 and over</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
</tr>
</tbody>
</table>

The data show that the greatest number of schools (15) had one agricultural teacher in the department. Twelve schools had two teachers, seven schools had three teachers, and ten schools had four or more teachers.

Students

Table 11 shows the distribution of students enrolled in the program of vocational education.
TABLE 11
DISTRIBUTION BY NUMBERS AND PER CENT
OF ADVISORY COMMITTEES AND BY RANGES
OF STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th>Ranges in Enrollment^a</th>
<th>Number of Schools Responding</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>21-30</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>31-40</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>41-50</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>51-60</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>61-70</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>71-80</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>81-90</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>91-100</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>101-150</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>151-200</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>over 200</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTALS</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

^aRange of student enrollment was from 24-430.

The range of enrollment in the 51-60 category had the largest number of schools. Referring to Table 10, it might be coincidental that the enrollment had a relationship with the number of teachers in departments, since there is a gradual decrease in schools reporting higher ranges of enrollment. The next highest frequency of schools were those in the 41-50 (16) and the 61-70 (16) range of enrollment. Eighty-seven per cent of the schools had enrollments ranging from 41 to 150 students.
Membership

Initiating the Advisory Committee

Table 12 shows who was responsible for initiating the committee according to the effectiveness quartile.

The most effective committees were initiated by individuals, in addition to the agricultural teacher. The committees in the other three quartiles were initiated mainly by the agricultural teacher. It appears that the most effective committees have a wider association with school personnel and possibly a greater involvement on their part in the program of vocational agriculture, than the ineffective committees. The involvement of other educators might be a contributing factor to the increase in committee effectiveness.

Regular Members

Table 13 shows the range in numbers of regular committee members according to effectiveness quartiles.

The number of regular members serving on advisory committees is not a characteristic that can be related to any degree of effectiveness. The top quartile is uniform throughout the entire range of committee size, but it seems like this pattern would have little bearing on the effectiveness of these committees.
### TABLE 12

**NUMBERS BY KINDS OF RESPONDENTS FOR EACH QUARTILE AS RELATED TO WHO WAS RESPONSIBLE FOR INITIATING THE COMMITTEE**

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Agricultural Teachers</th>
<th>School Administrators</th>
<th>School Board</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1</td>
<td>12</td>
<td>8</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>9</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bottom 4</td>
<td>11</td>
<td>10</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>38</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Per Cent</td>
<td>86</td>
<td>5</td>
<td></td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

*aSupervisors of Agricultural Education and Vocational Directors.*
<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Number of Members on the Committee by Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4-5</td>
</tr>
<tr>
<td>Top 1/2</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Top 1/4</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Top 1/4</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Bottom 1/2</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>13</td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>
Although not related to effectiveness, it is interesting to note that the highest per cent of regular members are in the 4-5 (30%) and the 10 and over (33%) ranges. In the Cushman and Jarmin study, the findings revealed that the effective advisory boards had a significantly larger number of appointed members than did the ineffective boards. In this study, the data did not substantiate the Cushman and Jarmin findings.

Ex-Officio Members

Table 14 shows the distribution of ex-officio members serving on advisory committees as related to the effectiveness of the committee.

The data show the agricultural teacher is the category with the greatest number of ex-officio members. This appears to be fairly uniform according to the responses recorded for each quartile. The top two quartiles indicate a greater total involvement of supervisors, school administrators, school board members, and others than the more ineffective quartiles. It is possible that the greater involvement of these individuals in committee activities was a contributing factor to the success of the committee, as noted by the number of individuals who served as ex-officio members.

---

### TABLE 14

NUMBERS BY KINDS OF RESPONSES FOR EACH EFFECTIVENESS QUARTILE
AS RELATED TO WHO WERE EX-OFFICIO MEMBERS
OF ADVISORY COMMITTEES

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Agricultural Teachers</th>
<th>Supervisors</th>
<th>School Administrators</th>
<th>School Board Members</th>
<th>Others&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top £ 1</td>
<td>12</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>£ 1/2</td>
<td>11</td>
<td>11</td>
<td>3</td>
<td>9</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>£ 1/2</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Bottom £ 2</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>42</td>
<td>39</td>
<td>12</td>
<td>21</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Per Cent</td>
<td>47</td>
<td>15</td>
<td>25</td>
<td>12</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>County Cooperative Extension Agent.
Occupational Areas Represented by Members

The data in Table 15 show the distribution of regular members on the advisory committee according to occupational areas represented by the members and effectiveness quartiles.

The predominate occupational areas represented by committee members are similar for all quartiles, in that farmers and agricultural suppliers and agricultural service-men are most frequently reported. In the top quartile it can be noted that there were more members representing the agricultural suppliers and agricultural service occupations than in the lower quartiles. This characteristic could be a contributing factor to these committees increased effectiveness. The other occupational areas represented were scattered and did not appear representative of characteristics that were associated with increased committee effectiveness.

Characteristics of Regular Members

Table 16 shows the characteristics of the regular members of the advisory committee by effectiveness quartiles.

No apparent pattern could be related to effectiveness for those members who were parents of students of vocational agriculture. Although the top quartile had six members who were teachers, it did not appear that this
<table>
<thead>
<tr>
<th>Quartile to Item</th>
<th>Farmers</th>
<th>Suppliers</th>
<th>Services</th>
<th>Land</th>
<th>Ornamentals</th>
<th>School Teachers</th>
<th>Testimonials</th>
<th>Administrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1/4</td>
<td>11</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1/4</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Bottom 1/4</td>
<td>11</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>31</td>
<td>24</td>
<td>21</td>
<td>14</td>
<td>3</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Per Cent</td>
<td>28</td>
<td>22</td>
<td>19</td>
<td>13</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

TABLE 15

NUMBERS BY KINDS OF RESPONSES FOR EACH EFFECTIVENESS QUARTILE AS RELATED TO THE DISTRIBUTION OF REGULAR MEMBERS ON THE ADVISORY COMMITTEE ACCORDING TO OCCUPATIONAL AREAS
<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Number</th>
<th>Agriculture Students</th>
<th>Agriculture Students</th>
<th>Teachers</th>
<th>Principals</th>
<th>School Board</th>
<th>Board of Agriculture</th>
<th>Vocational Teachers</th>
<th>Vocational Students</th>
<th>Vocational Students</th>
<th>Senior Men</th>
<th>Senior Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1/4</td>
<td>11</td>
<td>15</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>13</td>
<td>17</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>6</td>
<td>9</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>16</td>
<td>16</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bottom 1/4</td>
<td>11</td>
<td>15</td>
<td>15</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>34</td>
<td>34</td>
<td>6</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>TOTALS</td>
<td>44</td>
<td>46</td>
<td>57</td>
<td>15</td>
<td>10</td>
<td>28</td>
<td>28</td>
<td>88</td>
<td>88</td>
<td>7</td>
<td>31</td>
<td>256</td>
</tr>
</tbody>
</table>
characteristic contributed to its effectiveness, since the lower quartiles had a comparable number of teachers. The data for the bottom quartile, the ineffective committees, did not include school administrators and women as regular members of the committee. They had the least number of regular members who had been members at one time of a board of education. The bottom quartile included the highest number (34) of former students of vocational agriculture. The top two quartiles showed a higher number of school administrators (15) and former members of boards of education (10) who were regular members of the committee than the committees in the two lower quartiles. This could imply that the effective committees had a closer working relationship with school administrators and former school board members which was an important factor in the committee's contribution to the educational program. The two top quartiles also included women (7) as regular members of their committees while the lower quartiles did not include them. It is possible that the more effective committees were aware of the contributions that women committee members could make to the improvement of the program of vocational agriculture, while the ineffective committees were not.

**Occupational Representation**

The data shown in Table 17 give the responses to whether or not members of advisory committees represented
the major occupational areas in school districts. There seems to be little difference among the effectiveness quartiles in regard to this question, since there were 38 YES answers and 4 NO answers.

**TABLE 17**

**NUMBER OF YES AND NO REACTIONS OF RESPONDENTS IN EACH EFFECTIVENESS QUARTILE REGARDING WHETHER OR NOT THEIR ADVISORY COMMITTEE REPRESENTED THE MAJOR OCCUPATIONAL AREAS IN THEIR SCHOOL DISTRICT**

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top</td>
<td>12</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Bottom</td>
<td>9</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>38</td>
<td>4</td>
</tr>
<tr>
<td>Per Cent</td>
<td>90</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Obviously the committees in the lower quartiles were not ineffective because they did not have representatives from all parts of the school community.

**Geographical Representation**

Table 18 shows the responses to the question of whether or not the major geographical areas in the school district should be represented on the advisory committee.

The respondents for the top quartile did not think that it was necessary for the major geographical area to be represented on the committee. It appears that these
respondents were more concerned with representation based on occupational areas (see Table 17). These opinions were reversed in the other quartiles where there was a predominance of YES answers (23) as compared to NO answers (9).

TABLE 18

NUMBER OF YES AND NO REACTIONS OF RESPONDENTS IN EACH EFFECTIVENESS QUARTILE ON WHETHER OR NOT THE MAJOR GEOGRAPHICAL AREAS IN THE SCHOOL DISTRICT SHOULD BE REPRESENTED ON THE ADVISORY COMMITTEE

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top ⅓</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Top ⅔</td>
<td>11</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Top ⅔</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Bottom ⅓</td>
<td>11</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
<td>52</td>
<td>48</td>
</tr>
</tbody>
</table>

Information to be Maintained

The data in Table 19 show the kinds of information that respondents thought should be kept by the advisory committee. The top quartile showed a higher number of committees reporting information concerned with minutes of past meetings (8), recommendations made by the committee (6), and curricula (4) that should be maintained, compared to the bottom quartile where occupational information (4), was more of a concern to the ineffective committees. The respondents in this quartile might have valued this information as a
base for making projections concerning the educational pro-
gram. Presumably, they use the materials which many of
the committees in the other quartiles did not.

**TABLE 19**

**NUMBER OF RESPONSES IN EACH EFFECTIVENESS QUARTILE**

**FOR KINDS OF INFORMATION OF A PERMANENT NATURE**

**THAT SHOULD BE MAINTAINED BY THE ADVISORY COMMITTEE**

<table>
<thead>
<tr>
<th>Information that should be maintained</th>
<th>Effectiveness Quartile</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Top N=12</td>
<td>N=8</td>
</tr>
<tr>
<td>Minutes of past meetings</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Membership data</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Program of activities</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Recommendations of committee</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Curriculum data</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Student data</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Occupational Information</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Budget</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FFA Program</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>17</td>
</tr>
</tbody>
</table>

**Appointment of Members**

**Length of Term**

The data shown in Table 20 give the responses for each quartile, concerning the length of term for advisory
committee members. It may be noted that for committees in the top quartile, 3 years was the length of term for most committee members. The bottom quartile shows a scattering of terms of different lengths, with the highest number (4) in the category of indefinite length of term. There does not appear to be any significance relating this procedure with committees' effectiveness or ineffectiveness.

**TABLE 20**

**NUMBER OF COMMITTEES IN EACH EFFECTIVENESS QUARTILE WITH TERMS FOR MEMBERS OF ONE, TWO, THREE, FOUR, FIVE OR INDEFINITE YEARS**

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Term in Years</th>
<th>Indefinite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top</td>
<td>12</td>
<td>1 3 7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>5 3 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>2 3 3</td>
<td>2</td>
</tr>
<tr>
<td>Bottom</td>
<td>11</td>
<td>1 2 3</td>
<td>1 4</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>9 11 14</td>
<td>1 8</td>
</tr>
<tr>
<td>Per Cent</td>
<td>21 25 33</td>
<td>2 19</td>
<td></td>
</tr>
</tbody>
</table>

Staggered Terms

The respondents were asked to react to the question concerned with whether or not the terms of appointment were staggered so that only part of the committee members were replaced each year. Table 21 shows the responses to this question and clearly points out that there was a difference between the top two quartiles and the bottom quartiles.

The top quartile shows that these committees, with 19 YES
and 2 NO answers, generally have staggered terms of appointment, compared to the bottom quartiles with 11 YES and 9 NO answers. This may be a factor that contributed to the effectiveness of these committees, since staggered terms tended to improve the continuity of committee functions and activities. This might be a factor in the improvement of programs of vocational agriculture covering a long span of time. The bottom quartile shows 5 YES and 5 NO answers.

**TABLE 21**

**NUMBER OF YES AND NO RESPONSES IN EACH EFFECTIVENESS QUARTILE PERTAINING TO WHETHER OR NOT THE TERMS OF APPOINTMENT WERE STAGGERED SO THAT ONLY PART OF THE COMMITTEE MEMBERS WERE REPLACED EACH YEAR**

<table>
<thead>
<tr>
<th>Effective Quartile</th>
<th>Number Responding to Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1/4</td>
<td>12</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>1/2</td>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>1/4</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Bottom 1/4</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
<td>71</td>
<td>29</td>
</tr>
</tbody>
</table>

**Consecutive Terms**

Table 22 shows whether or not committee members were appointed to serve two or more consecutive terms. In observing the data, the top quartile had a higher ratio of committees permitting the appointment of members to serve two or more consecutive terms than the committees in the
lower quartiles. The continuity of serving two or more consecutive terms coupled with staggered term provisions shown in Table 21, might compound the effectiveness of the committees in the top quartile. The committees in the top quartile had a more continuous influence on the educational program which might have contributed to their effectiveness compared to the ineffective committees where members have limited contacts with the committee and with advisory problems.

**TABLE 22**

**NUMBER OF YES AND NO RESPONSES IN EACH EFFECTIVENESS QUARTILE PERTAINING TO WHETHER OR NOT COMMITTEE MEMBERS WERE APPOINTED TO SERVE TWO OR MORE CONSECUTIVE TERMS**

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Appointed to Serve Consecutive Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Top $\frac{1}{4}$</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>$\frac{1}{2}$</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>$\frac{3}{4}$</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Bottom $\frac{1}{4}$</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>24</td>
</tr>
<tr>
<td>Per Cent</td>
<td>63</td>
<td>37</td>
</tr>
</tbody>
</table>

Appointment Responsibility

Table 23 shows the distribution of individuals responsible for appointing new members to the advisory committee according to quartiles.

In the top quartiles, more school administrators and committees have the responsibility for appointing new
members to the advisory committee than in the lower quartiles. This might indicate that the effective committees function more independently than the committees in the lower quartiles. It appears that the committees in the lower quartiles were influenced and directed to a higher degree by the agricultural teachers than the committees in the more effective quartiles. As noted in the data, the supervisors of agricultural education in three of the area vocational centers had the responsibility for appointing new members to the committee. Also, the agricultural teachers appeared to be mainly responsible for appointing new members.

**Nominating New Members**

The responses concerned with who was involved in nominating new members of the advisory committee may be found in Table 24. It may be noted that there were differences between the top quartile and the lower quartile as to who nominated new members. The committees within the top quartile involved the school administrator and members of the board of education to a greater extent than did the committees in the lower quartiles. It is possible that association of school officials with the advisory committees increased their support for vocational activities. The data also show that some of the advisory committees required more than one individual to be involved in the nomination
<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Agriculture Teacher</th>
<th>School Administrator</th>
<th>Board of Education</th>
<th>Advisory Committee</th>
<th>Others&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bottom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>24</td>
<td>5</td>
<td>3</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Per Cent</td>
<td>43</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>38</td>
<td>5</td>
</tr>
</tbody>
</table>

<sup>a</sup>Supervisors of Agricultural Education.
### TABLE 24

NUMBERS BY KINDS OF RESPONSES FOR EACH EFFECTIVENESS QUARTILE
AS RELATED TO WHO WAS INVOLVED IN NOMINATING
NEW MEMBERS OF THE ADVISORY COMMITTEE

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Agriculture Teacher</th>
<th>School Administrator</th>
<th>Board of Education</th>
<th>Advisory Committee</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top †</td>
<td>12</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>†</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>††</td>
<td>9</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Bottom ‡</td>
<td>11</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total †</td>
<td>42</td>
<td>29</td>
<td>5</td>
<td>6</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Per Cent</td>
<td>57</td>
<td>10</td>
<td>12</td>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Some of the advisory committees required that more than one individual or group participate in the nomination of new members.*
of new members. Usually the agricultural teacher and the advisory committee were jointly involved in nominating members.

**Notifying New Members**

Table 25 shows the number of responses in each effectiveness quartile for the procedure used in officially notifying new members of the advisory committee of their appointment.

Most of the committees in the different quartiles followed the practice of having the agricultural teacher send a letter officially notifying the new members of their appointment. It appears that the individuals were also personally notified by the teacher. The more effective committees in the two top quartiles were assisted by the school administrator in sending notifying letters. This was evident in the top quartile where 3 committees utilized letters from the school administrator and 2 committees had the school administrator notify the new members personally. The data did not reveal whether or not the personal notification was coordinated with a letter or by what means it was accomplished.
TABLE 25

NUMBER OF RESPONSES IN EACH EFFECTIVENESS QUARTILE FOR THE PROCEDURE USED IN OFFICIALLY NOTIFYING NEW MEMBERS OF THE ADVISORY COMMITTEE OF THEIR APPOINTMENT

<table>
<thead>
<tr>
<th>Notification Procedure</th>
<th>Effectiveness Quartile</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Top 1</td>
<td>2</td>
</tr>
<tr>
<td>Letter from agricultural teacher</td>
<td>3 1 6 4</td>
<td>27</td>
</tr>
<tr>
<td>Letter from School Administrator</td>
<td>3 2</td>
<td>10</td>
</tr>
<tr>
<td>Letter from Board of Education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Personally notified by Agricultural Teacher</td>
<td>7 8 5 5</td>
<td>49</td>
</tr>
<tr>
<td>Personally notified by School Administrator</td>
<td>2 1</td>
<td>3</td>
</tr>
<tr>
<td>Personally notified by Board of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others(^a)</td>
<td>1 2 12 12</td>
<td>3</td>
</tr>
<tr>
<td>Totals</td>
<td>16 12 12 11</td>
<td>100</td>
</tr>
</tbody>
</table>

\(^a\)Supervisors of Agricultural Education.

Advisory Committee Functions

Meetings

Table 26 shows the number and per cent of responses concerned with the number of committee meetings held during the 1969-70 year as related to effectiveness quartile.

The committees in the top quartile have more meetings than those in the lower quartiles. There was one of
### TABLE 26

**NUMBER AND PER CENT OF SCHOOLS WITH COMMITTEE MEETINGS HELD DURING 1969-70 YEAR ACCORDING TO EFFECTIVENESS QUARTILE**

<table>
<thead>
<tr>
<th>Effective Quartile</th>
<th>Number Responding to Item</th>
<th>Number of Meetings Held</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Top 1/4</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Bottom 3/4</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>5</td>
</tr>
</tbody>
</table>

Per Cent
these committees that met 7 or more times and one committee had 6 meetings. It was possible that these committees required more committee time to conduct their business. Also it was possible the committees in the bottom quartile might have needed the extra meetings due to inefficiency or disorganized meetings.

Table 27 shows the responses regarding whether or not the dates of the meetings to be held during the year were scheduled at the first meeting.

### TABLE 27

**NUMBER OF YES AND NO RESPONSES IN EACH EFFECTIVENESS QUARTILE REGARDING WHETHER OR NOT THE DATES OF THE MEETINGS TO BE HELD DURING THE YEAR WERE SCHEDULED AT THE FIRST MEETING**

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Meetings Scheduled at First Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Top 1/4</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>2/4</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>3/4</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Bottom 4</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>14</td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

The data show slight differences between the committees in the different quartiles. It appears that this activity was not related to effectiveness scores, since the responses are similar for both the top and bottom quartiles. It may be noted that 67 per cent of the committees had not scheduled
the meetings for the entire year. Consequently the establishment of a calendar of meetings for the year may or may not be important.

Table 28 shows the responses regarding whether or not the committee meetings were scheduled at equal intervals during the year.

**TABLE 28**

NUMBER OF YES AND NO RESPONSES IN EACH QUARTILE REGARDING WHETHER OR NOT THE COMMITTEE MEETINGS WERE SCHEDULED AT EQUAL INTERVALS DURING THE YEAR

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Meetings Scheduled Yes</th>
<th>Meetings Scheduled No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top ( \frac{1}{4} )</td>
<td>12</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>( \frac{1}{4} )</td>
<td>10</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>( \frac{3}{4} )</td>
<td>10</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Bottom ( \frac{1}{4} )</td>
<td>10</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Per Cent</td>
<td>42</td>
<td>31</td>
<td>69</td>
</tr>
</tbody>
</table>

There are only slight differences among the quartiles in regard to scheduling meetings at equal intervals. However, there is only one exception of the second lowest quartile, there was only 1 YES answer as compared to 9 NO answers. Referring to Table 27, it appears that most committees do not feel that the scheduling of meetings to be held during the school year is important, nor do they feel that it is important to schedule meetings at equal intervals during the year. This is substantiated by the fact that 69 per
cent of the committees answered NO to this activity.

Table 29 shows the responses to whether or not the advisory committee held special meetings during the 1969-70 year.

**TABLE 29**

NUMBER OF YES AND NO RESPONSE IN EACH QUARTILE REGARDING WHETHER OR NOT SPECIAL COMMITTEE MEETINGS WERE HELD DURING THE 1969-70 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Special Meetings Held</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1/4</td>
<td>12</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>1/4</td>
<td>10</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>3/4</td>
<td>9</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Bottom 1/4</td>
<td>10</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Per Cent</td>
<td>41</td>
<td>59</td>
<td></td>
</tr>
</tbody>
</table>

A majority of the committees in the lower quartiles did not hold special meetings during the year. The data show that the committees in the top effectiveness quartiles tend to hold more special meetings than those in the other quartiles. This might be accounted for by the reason that effective committees are generally more active and require more meetings. If there were insufficient time to conduct business in the regular meetings, then it is possible that special meetings were called. Also, there could have been activities of an unusual nature that required special meetings.
Officers Elected

Table 30 shows the number of responses regarding the kinds of committee officers that were elected for the committees that were included in this study.

The committees in the top quartile elected more chairmen, vice-chairmen, and secretaries than did the committees in the other quartiles. This amounted to 39 per cent of the total number of officers elected. It appears that the most effective committees, because of the number of elected officers, probably were more formal and businesslike in the manner in which they conducted their meetings. This could have resulted in a more efficient use of committee time, and in turn, have been instrumental in the promotion of quality programs of vocational agriculture.

Program of Activities

Table 31 shows the responses concerned with whether or not the advisory committee planned an annual program of activities.

The data do not show differences among quartiles, however, 74 per cent of the respondents indicated that their committees did not plan an annual program of activities.
### TABLE 30

NUMBER OF SCHOOLS ELECTING KINDS OF OFFICERS
FOR ADVISORY COMMITTEE ACCORDING TO EFFECTIVENESS QUARTILE

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Chairman</th>
<th>Vice Chairman</th>
<th>Secretary</th>
<th>Treasurer</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top ⅓</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>7</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>¼</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>¼</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Bottom ¼</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>20</td>
<td>11</td>
<td>17</td>
<td>3</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE 31
NUMBER OF YES AND NO RESPONSES IN EACH QUARTILE REGARDING WHETHER OR NOT THE ADVISORY COMMITTEE PLANNED AN ANNUAL PROGRAM OF ACTIVITIES

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Planned Annual Program of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Top 1</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Bottom 4</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>11</td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

Procedures Used in Conducting The Advisory Committee Meetings

Meeting Place

Table 32 shows whether the advisory committee met in the agricultural department rooms, in other locations in the school, or in places away from the school.

The committees in the different quartiles gave similar responses to this item. As might be expected, 89 per cent of the advisory committees met in the agricultural rooms, and 9 per cent met in other locations in the school. One committee held its meetings in a member's residence.

Presiding over Meetings

Table 33 shows the responses regarding who presided over the advisory committee meetings.
TABLE 32

NUMBER OF SCHOOLS FOR EACH EFFECTIVENESS QUARTILE HAVING ADVISORY COMMITTEE MEETINGS IN THE AGRICULTURAL DEPARTMENT, IN OTHER LOCATIONS IN THE SCHOOL, AND IN OTHER PLACES THAN IN THE SCHOOL

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Vocational Agriculture Department</th>
<th>Other Location in School</th>
<th>Other Places Than In The School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top</td>
<td>12</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>9</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bottom</td>
<td>11</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>39</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Per Cent</td>
<td>89</td>
<td>9</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

*aResidence of Advisory Committee Members.*
TABLE 33
NUMBER OF SCHOOLS FOR EACH EFFECTIVENESS QUARTILE
ACCORDING TO WHO PRESIDED OVER THE ADVISORY
COMMITTEE MEETINGS

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Committee Chairman</th>
<th>Agriculture Teacher</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1/4</td>
<td>12</td>
<td>8</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2/4</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Bottom 1/4</td>
<td>11</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>21</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>Per Cent</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>4</td>
</tr>
</tbody>
</table>

The committees in the top quartile generally have the committee chairman preside over the meetings. Out of 12 responses in this quartile, 8 respondents indicated the chairman as the presiding officer and 3 respondents indicated the agricultural teacher. These responses were reversed in the bottom quartile, where 7 respondents indicated that the agricultural teacher presided over the meetings and 3 responses indicated that the chairman presided over the meetings. It appears that this item substantiated other findings in this study, in that the effective committees are more formal than the ineffective committees in the way that they conduct their meetings. The two middle quartiles were evenly divided between the committee chairman and the agricultural teacher as to who presided over the meetings.
Table 34 shows the responses concerned with whether or not an agenda was prepared for the advisory committee meetings.

### Table 34

NUMBER OF YES AND NO RESPONSES IN EACH QUARTILE REGARDING WHETHER OR NOT AN AGENDA WAS PREPARED FOR THE ADVISORY COMMITTEE MEETINGS

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding of Item</th>
<th>Agenda Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Top 1/4</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>3/4</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>1/2</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Bottom 1/4</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>30</td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

The top quartile, with 12 responses to this item, indicated that all 12 committees prepared an agenda for their meetings. This was not the case with the other quartiles, where some committees did not prepare agendas. These data that appear in Table 34 indicate that the effective committees conduct their meetings in a more formal manner than did the ineffective committee. It is possible that the effective committees found that an agenda permitted them to conduct their meetings efficiently and business-like. Therefore, they would accomplish more business during their regular meetings.
Table 35 shows who was responsible for preparing the agenda for the committee meetings. Although only 32 responses were received for this item, 94 per cent of the respondents indicated that the agricultural teacher was responsible for preparing the agenda. To account for the remaining 6 per cent, the top quartile included one committee where the secretary prepared the agenda.

**TABLE 35**

NUMBER OF SCHOOLS FOR EACH QUARTILE ACCORDING TO WHO WAS RESPONSIBLE FOR PREPARING THE AGENDA FOR THE COMMITTEE MEETINGS

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Chairmanship</th>
<th>Secretary</th>
<th>Agriculture Teacher</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1st</td>
<td>12</td>
<td>1a</td>
<td>1</td>
<td>10</td>
<td>1a</td>
</tr>
<tr>
<td>2nd</td>
<td>7</td>
<td></td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Bottom 4th</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>.5</td>
<td>1</td>
<td>30</td>
<td>.5</td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
<td>1.5</td>
<td>3</td>
<td>94</td>
<td>1.5</td>
</tr>
</tbody>
</table>

aThe Chairman and Supervisor were both responsible for preparing the agenda.

Table 36 shows the responses concerned with whether or not a written agenda was usually available to committee members at each meeting.

In the committees in the top quartile there were 11 YES answers and 1 NO answer. For the next more effective committee, there were 5 YES answers from the 5 responses to the item. This pattern did not hold true for committees in the lower quartiles. The majority of these committees...
did not provide a written agenda to their members. It appears that the better committees utilize the agenda and a means of improving their effectiveness.

**TABLE 36**

**NUMBER OF YES AND NO RESPONSES IN EACH QUARTILE REGARDING WHETHER OR NOT A WRITTEN AGENDA FOR CURRENT MEETINGS WAS USUALLY AVAILABLE TO COMMITTEE MEMBERS**

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Agenda Available</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1/4</td>
<td>12</td>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1/2</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Bottom 4/4</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>22</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
<td>69</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

**Notices of Meetings**

Table 37 shows the responses concerned with whether or not notices were mailed to committee members before each meeting.

The data show slight differences among the committees in each quartile, although the committees in the bottom quartile had relatively more committees who did not mail notices. This may be noted by the 6 YES and 4 NO answers. In proportion to the number responding to each quartile, it appears that the top quartile has a few more committees who send notices of meetings to the members which would not
differentiate the effective from ineffective committees.

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Notices Mailed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Top ¼</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>¼</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>¼</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Bottom ¼</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>32</td>
</tr>
<tr>
<td>Per Cent</td>
<td>74</td>
<td>26</td>
</tr>
</tbody>
</table>

Table 38 shows the responses concerned with who was normally responsible for sending notices to committee members alerting them to each upcoming meeting.

The committees in the top quartile tend to assign this responsibility to individuals, in addition to the agricultural teachers. These committees utilizes the services of the committee chairman, the secretary, vocational directors, and supervisors to send the notices. It appears that this procedure can be used to differentiate the effective from the ineffective advisory committee. This characteristic appears to substantiate other findings in this chapter concerned with the characteristics that can be associated with effective committees. In general, the effective committees seem to involve more people in procedural matters.
# TABLE 38

**RESPONDENTS DESIGNATION OF WHO WAS NORMALLY RESPONSIBLE FOR SENDING NOTICES TO COMMITTEE MEMBERS ACCORDING TO EFFECTIVENESS QUARTILE**

| Effectiveness Quartile | Number Responding to Item | Committee Chairman | Secretary | Agriculture Teacher | Others
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1/4</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Top 1/3</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 1/2</td>
<td>9</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bottom 1/4</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>1</td>
<td>2</td>
<td>27</td>
<td>5</td>
</tr>
<tr>
<td>Per Cent</td>
<td>3</td>
<td>6</td>
<td>77</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

*Vocational directors and supervisors of agricultural education.*
Minutes

Table 39 shows whether or not minutes were recorded for the advisory committee meetings. A higher number of advisory committees in the top quartile recorded the minutes of their meetings than did the committees in the other quartiles. This is evident with 10 YES and 2 NO answers as compared with 4 YES - 6 NO, 5 YES - 5 NO, and 6 YES - 5 NO answers for the other quartiles descending from the highest to the lowest quartile. This procedure, along with other findings in this phase of the study, points to the more business-like approach that the effective committees take in activities concerned with their meetings.

| TABLE 39 |
| NUMBER OF YES AND NO RESPONSES IN EACH QUARTILE REGARDING WHETHER OR NOT MINUTES WERE RECORDED FOR THE ADVISORY COMMITTEE MEETINGS |

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Written Minutes Kept Yes</th>
<th>Written Minutes Kept No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1/4</td>
<td>12</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Bottom 3/4</td>
<td>11</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>Per Cent</td>
<td>58</td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

Table 40 shows who was responsible for keeping the minutes of the committee meetings. The effective committees in the top quartile used a secretary more than they did the
agricultural teacher for recording the minutes. The com-
mittees in the bottom quartile reversed the assignment and
the agricultural teacher recorded, with the exception of one
where a secretary kept the minutes. With a more formally
organized committee, it is probable that the effective com-
mittees would rely more on the secretary to record the
minutes.

Table 40

RESPONSES CONCERNED WITH WHO WAS RESPONSIBLE
FOR KEEPING THE MINUTES OF THE COMMITTEE MEETINGS
ACCORDING TO EFFECTIVENESS QUARTILE

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Responsible for Keeping The Minutes</th>
<th>Agricultural Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1/4</td>
<td>11</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>2/4</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3/4</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Bottom 1/4</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
<td>52</td>
<td>48</td>
</tr>
</tbody>
</table>

Table 40 shows whether or not the minutes of the
previous meetings were usually available for each meeting.

The data show that the differences between the com-
mittees in the top quartile and those in the bottom quartile is very slight. It should be noted that the number of responses varied between the two quartiles and this fact was considered in evaluating the data.
TABLE 41

NUMBER OF YES AND NO RESPONSES IN EACH QUARTILE REGARDING WHETHER OR NOT THE MINUTES OF PREVIOUS MEETINGS WERE USUALLY AVAILABLE FOR EACH MEETING

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Number Responding to Item</th>
<th>Availability of Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quartile</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Top 1/4</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>1/4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3/4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Bottom 1/4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>19</td>
</tr>
<tr>
<td>Per Cent</td>
<td>70</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 42 shows the responses concerned with who was responsible for seeing that the minutes were distributed to advisory committee members.

The data show that the committees in each of the quartiles rely on the agricultural teacher to distribute the minutes to the members. Only in the two more effective quartiles were other individuals assigned this responsibility. These were the committee chairman, the committee secretary, and the supervisor. The effective committees tend to spread the assigned responsibilities to other committee members, rather than relying on the agricultural teacher.

How the Committee Functioned

Table 43 shows the schools that use committees for overall purposes and those that use subcommittees. The data show that most of the committees among the quartiles
<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding to Item</th>
<th>Distribution of Minutes</th>
<th>Agricultural Teacher</th>
<th>Others&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top &lt;sup&gt;1&lt;/sup&gt;</td>
<td>9</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>&lt;sup&gt;‡&lt;/sup&gt;</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>&lt;sup&gt;‡&lt;/sup&gt;</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Bottom &lt;sup&gt;‡&lt;/sup&gt;</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>2</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
<td>9</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

<sup>a</sup>Supervisors of agricultural education.
arrive at their recommendations through committee action. There appears to be no relationship between this activity and effectiveness quartiles, since 93 per cent of the committees indicated that they function as a committee-of-the whole and the other 7 per cent of the committees, using sub-committees, were uniformly distributed among the top three quartiles.

**TABLE 43**

NUMBER OF SCHOOLS IN EACH EFFECTIVENESS QUARTILE USING ADVISORY COMMITTEES AS A WHOLE OR USING SUBCOMMITTEES

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding</th>
<th>Committee Functioned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Committee-Of-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Whole</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of Subcommittees</td>
</tr>
<tr>
<td>Top 1</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Top 2</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Top 3</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Bottom 1</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>40</td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
<td>93</td>
</tr>
</tbody>
</table>

Transaction of Business

Table 44 shows the responses concerned with whether or not the advisory committee conducted their business formally or informally.

The data show slight differences among the effectiveness quartiles in that most committees conduct business informally. Two committees in the top quartile used parliamentary procedures in conducting their meetings, while the committees
in the other quartiles had one committee each using these formal procedures.

**TABLE 44**

NUMBER OF SCHOOLS CONDUCTING ADVISORY COMMITTEE BUSINESS FORMALY AND INFORMALLY IN EACH EFFECTIVENESS QUARTILE

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding</th>
<th>Business Transacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Informally</td>
</tr>
</tbody>
</table>
| Top  
1/4                   | 12                | 10         | 2        |
|  
2/4                   | 10                | 9          | 1        |
|  
3/4                   | 10                | 9          | 1        |
| Bottom  
4/4                   | 11                | 10         | 1        |
| Total                  | 43                | 38         | 5        |
| Per Cent               |                   | 88         | 12       |

Special Activities

Table 45 gives the number of schools and the activities of the committees, such as special functions, community surveys, and follow-up studies of graduates.

The data show that the committees in the top quartile participated in more special functions and community surveys when compared to the committees in the other quartiles. This seems to agree with other findings in this study, in general, the effective committees are typically more active in educational functions. (see Table 5, Chapter III).
<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Number Responding</th>
<th>Special Functions</th>
<th>Community Surveys</th>
<th>Follow-up Studies of Graduates</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1/4</td>
<td>12</td>
<td>13</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2/4</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bottom 4/4</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>22</td>
<td>17</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Per Cent</td>
<td>50</td>
<td>39</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activities of the Advisory Committee

Activities

Table 46 shows the data concerned with the advisory committees activities during the period from July 1, 1969 to February 1, 1970.

The data, considering the small number of responses, show only slight differences between the two top quartiles. However, there were noticeable differences between the two least effective quartiles, since the effective quartiles showed that there committees were more active in regard to: (1) agricultural curriculum, (2) course content for the program of vocational agriculture, (3) facilities, (4) FFA program, and (5) evaluation of the program of vocational agriculture. A possible explanation for this increased activity, is that the effective committees tend to be involved in and show concern for the total program of vocational agriculture.

Explaining the Program

Table 47 shows the number of times that representatives of the advisory committee and the agricultural teacher explained the program of vocational agriculture to individuals and groups in the community.

The data show that there were differences between the committees in the top two quartiles and those in the lower two quartiles in regard to the number of times that
<table>
<thead>
<tr>
<th>Activities Area</th>
<th>Top 2 N=12</th>
<th>1/2 N=11</th>
<th>1/4 N=7</th>
<th>Bottom 4 N=11</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural curriculum</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Course Content</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Standards On-Farm Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards Off-Farm Instruction</td>
<td>3</td>
<td>3</td>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Supervised Farm Experience Programs</td>
<td>1</td>
<td>3</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Cooperative Occupational Experience Programs</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Agricultural Teachers Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program of Work</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Program of Work</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Facilities</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>FFA Program</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>
TABLE 46—Continued

<table>
<thead>
<tr>
<th>Activities Area</th>
<th>Effectiveness Quartile</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Top N=12</td>
<td>Top N=11</td>
</tr>
<tr>
<td>Evaluation</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Budget</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>54</td>
</tr>
</tbody>
</table>
a representative of the committee explained the program to individuals and groups in the community. This activity appears to substantiate other findings in this study (see Table 45), that the effective committees are more involved in community activities.

**TABLE 47**

NUMBER OF SCHOOLS AND NUMBER OF TIMES FOR EACH EFFECTIVENESS QUARTILE THAT REPRESENTATIVES OF THE ADVISORY COMMITTEE AND THE AGRICULTURAL TEACHER EXPLAINED THE VOCATIONAL AGRICULTURE PROGRAM TO INDIVIDUALS AND GROUPS IN THE COMMUNITY

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Frequency Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Responding to Item</td>
</tr>
<tr>
<td>Top</td>
<td>12</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Bottom</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
</tr>
</tbody>
</table>

In regard to the agricultural teacher explaining the program of vocational agriculture to individuals and groups, there appears to be very little difference between the quartiles, when the number of responses for each quartile were taken into consideration.

**Recommendations**

Table 48 shows whether the advisory committee recommendations were arrived at by committee action or by individual members.
The data show that there were little differences among the quartiles. Almost all of the committees arrived at their recommendations through committee decisions. There were 3 committees scattered among the effectiveness quartiles who indicated that most of their recommendations were made by individual committee members.

Table 49 shows the relationship between the kinds of recommendations made by the advisory committee and effectiveness quartile.

The data show that the top quartile included committees that made more recommendations than the other committees in the less effective quartile. This appears to reflect the added interest and concern that these committees have for the improvement of the program of vocational agriculture. Although there were many recommendations made, only the major ones are shown in Table 49. The main areas

<table>
<thead>
<tr>
<th>Frequency Quartile</th>
<th>Number Responding to Item</th>
<th>Determination of Recommendations</th>
<th>Committee Meeting</th>
<th>Individual Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 1/4</td>
<td>12</td>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>9</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bottom 1/4</td>
<td>9</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>36</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Per Cent</td>
<td>92</td>
<td>87</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
that differentiated the effective committees from the ineffective were: (1) instructional facilities, (2) equipment, (3) FFA program, (4) student job placement, (5) farm business planning analysis programs, and (6) long range planning. The number of recommendations made were highest for the effective committees in these areas, with the number of similar recommendations decreasing for each succeeding quartile.

**TABLE 49**

**RELATIONSHIP BETWEEN KINDS OF RECOMMENDATIONS MADE BY THE ADVISORY COMMITTEE AND EFFECTIVENESS QUARTILE**

<table>
<thead>
<tr>
<th>Recommendation Area</th>
<th>Top N=12</th>
<th>‡ N=10</th>
<th>‡ N=7</th>
<th>Bottom N=7</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional facilities</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Equipment Changes in Course Content</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>FFA Program</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Student Job Placement</td>
<td>4</td>
<td>6</td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>FBPA Program</td>
<td>4</td>
<td>5</td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Long range plans</td>
<td>11</td>
<td></td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>31</td>
<td>17</td>
<td>8</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

The respondents were asked to identify the individuals for whom the recommendations were intended. Although these
indications were not kept separate by quartiles, most of
the recommendations were directed to the agricultural teacher
and the school administrator. Although few in number, some
recommendations were directed toward the board of education,

Suggestions Made By the
Respondents to Improve the
Utilization of the Advisory
Committee

The investigator did not tabulate the data concerned
with suggestions for improving the utilization of the
advisory committees since the responses were scattered and
many were incomplete. The suggestions most frequently men­
tioned are listed according to the number of times they
were mentioned. They are:

1. The advisory committee should meet more fre­
quently (9).
2. The advisory committee should be formally
organized (8).
3. The advisory committee should schedule their
meeting times to accommodate the highest
per cent of the committee members (6).
4. The advisory committee should study the
curriculum and course offerings more in
depth (3).
5. The advisory committee could be of greater
assistance to the agricultural department
if they would be more active in community
surveys (2).
6. The number of members on the advisory com­
nittee should be increased (2).
7. The advisory committee should be more
active in promoting and explaining the
program of vocational agriculture to
individuals in the community (2).
8. The advisory committee should increase their
participation in evaluating the total voca­
tional agriculture program (2).
Summary

The purpose of Chapter IV is to fulfill the one objective of this study, to determine the characteristics of advisory committees in agricultural education that could be associated with effectiveness and ineffectiveness.

Questionnaires were sent to fifty-three agricultural teachers and supervisors of agricultural education. Of the forty-six returned, forty-four were usable. The questionnaire was designed to secure perceptions and understandings of the respondents regarding activities and functions of their respective advisory committees. The data were analyzed and interpreted on the basis of effectiveness by quartiles. This determined those characteristics that could be used to differentiate effective from ineffective committees.

The data showed that there were certain characteristics of advisory committees that were common to the effective committees in the top quartile and not to the ineffective committees in the two lower quartiles. The characteristics associated with the effective committees are as follows:

1. The supervisors and the school administrators used the agricultural teacher in initiating advisory committees.
2. Included more agricultural teachers, supervisors, school administrators, and school board members as ex-officio members of the committee.
3. Included school administrators and women as regular members.
4. Were not concerned with geographical representation of the membership.
5. Were concerned about maintaining past committee minutes, recommendations, and curriculum data.
6. Established longer terms for their members.
7. Used staggered terms of appointment so that only part of the members were replaced each year.
8. Appointed many members to serve two or more consecutive terms.
9. Had the school administrator and the committee in addition to the agricultural teacher appoint new members.
10. Involved the school administrator and the board of education in nominating new members.
11. Had many meetings during the 1969-70 school year.
12. Held many special meetings during the 1969-70 school year.
13. Elected chairman, vice-chairman, and/or secretaries.
14. Generally had the chairman preside over the meetings.
15. Generally used prepared agendas.
16. Usually provide a written agenda for the members at each meeting.
17. Used the services of the committee chairman, secretary, and supervisors to send notices to members alerting them to upcoming meetings.
18. Recorded the minutes of the meetings.
19. Usually had the secretary keep the minutes.
20. Used the committee chairman, secretaries, or supervisor in addition to the agricultural teacher, to distribute the committee minutes.
21. Participated in special functions and community surveys.
22. Studied and made recommendations concerned with such areas as curriculum, course content, facilities, FFA program, and evaluation of the total program.
23. Explained the program of vocational agriculture to individuals and groups in the community.
24. Made many recommendations during the year concerned with improving the educational program.

The characteristics of advisory committees that were associated with ineffective committees are as follows:

1. Usually had two years or less, or indefinite number of years as the normal term of appointment.
2. Usually relied on the agricultural teacher to nominate new members for the advisory committee.

3. Relied on the agricultural teacher to notify the new member of his appointment to the committee, this usually involved a letter and personal notification.

4. Usually had the agricultural teacher presiding over the advisory committee meetings.

5. Usually had the agricultural teacher responsible for sending notices of upcoming meetings.

The characteristics of advisory committees that were not associated with either the effective committees or the ineffective committees are:

1. Number of regular members that served on the advisory committees.

2. Occupational areas represented by regular members.

3. Opinions regarding whether or not the committee membership should have occupational representation.

4. Scheduling the dates of meetings to be held during the year, at the first meeting.

5. Annual program of activities.

6. Location of committee meetings.

7. Notices mailed to members before each meeting.

8. Availability of the minutes of previous meetings.

9. Manner in which the committee normally functioned, such as a committee-of-the-whole, or through the use of subcommittees.

10. Manner in which the committee transacted business.

11. Number of times the agricultural teacher appeared on the program of community organizations.

12. Method of making recommendations.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the characteristics of advisory committees in agricultural education in the public secondary schools of Ohio that differentiate effective committees from ineffective committees.

Also in this chapter are: the objectives, the need, the design and conduct of the study, and the major findings, the conclusions and recommendations.

Summary of the Study

Purpose

The purpose of this study was to investigate and identify those distinctive features that differentiate effective from ineffective advisory committees in agricultural education in the public secondary schools of Ohio.

Objectives

The following specific objectives were identified in order to facilitate the development of the study:

1. To determine the effectiveness of advisory committees based on the perceptions and understandings of teachers and supervisors of agricultural education.
2. To determine the manner in which effective and ineffective advisory committees were organized.
3. To determine the membership characteristics of the effective and ineffective advisory committee.
4. To determine the activities of effective and ineffective advisory committees.
5. To determine the procedures used in conducting the meetings of effective and ineffective advisory committees.
6. To determine the contribution of effective committees to the improvement of programs of agricultural education.

Need for the Study

The need for the study was predicated on the following:

1. The problem that faced many agricultural educators was how an agricultural education advisory committee might best serve the total agricultural education program.
2. Most teachers of vocational agriculture realized the help that they could receive from a well organized advisory committee, but many agricultural departments did not have advisory committees that were effective and active.
3. There was a need for research to identify the characteristics of advisory committees in agricultural education that differentiate effective from ineffective advisory committees.
4. There was a need to study the characteristics of effective advisory committees concerning organization, function, and utilization in order to give direction to school boards, school administrators, agricultural teachers and supervisors of agricultural education.
5. There were unique problems facing agricultural educators concerned with why some advisory committees were successful in contributing to the improvement of the vocational agriculture program, while others were not.
Design and Conduct of the Study

The design and conduct of this study was determined after consulting with the writer's graduate adviser and other staff members of the Department of Agricultural Education, The Ohio State University. After considering the sample, the geographical distribution of the sample, the cost of the study, and the time available for conducting the study, it was decided to use the survey as the method of investigation. Since this study was primarily concerned with identifying the characteristics of advisory committees that were associated with effectiveness and ineffectiveness, it was decided that the teachers and supervisors of agricultural education would be a most appropriate source of information.

The development of the first instrument used in this study was influenced by a review of literature and research concerned with advisory committees in agricultural education. The primary purpose of the initial questionnaire was to identify the high schools and area vocational centers that were served by effective or ineffective committees. The identification was based on the perceptions of the teachers and supervisors of agricultural education concerning their respective advisory committees. A tentative list of questions was compiled after reviewing related literature and consulting with staff members of the Department of Agricultural Education. A jury reviewed this list, and after
modifying and refining, the questionnaire was completed.

Questionnaire I and a letter was mailed to eighty-seven agricultural teachers and fifteen supervisors of agricultural education. The identity of the schools reported as having active advisory committees was obtained from the teachers annual reports and from the state supervisors of agricultural education in Ohio. One follow-up postcard and a personal telephone call to each non-respondent, resulted in returns from eighty-eight or 86.3 per cent of the teachers and supervisors. Of the instruments returned, fifty respondents indicated that their schools were using advisory committees. These served as the basis for this phase of the study.

The data were tabulated and analyzed according to the total accumulated score, or effectiveness score of each committee. These scores were determined by adding the individual scores for each item on the basis of a four point scale. In order to differentiate the effective committees from the ineffective committees, effectiveness quartiles were established based on the effectiveness score of each committee. Phi coefficients and chi-square values were calculated from information obtained from 2 X 2 contingency tables, based on quartile effective scores. Appropriate descriptive statistics were used to describe the relationship that existed between selected committee activities and the committees in each effectiveness quartile.
The characteristics of advisory committees concerned with organization, function, and utilization associated with effectiveness or ineffectiveness were identified by a second instrument, Questionnaire II. It was constructed after reviewing related literature and research and consulting with the writer's graduate adviser and other staff members in the Department of Agricultural Education. The final version of the instrument was based on questions which the writer's jury considered to be appropriate. The questions were concerned with the characteristics of advisory committees in such areas of organization, membership, activities, procedures used in meetings, and contributions to the improvement of the educational program.

Questionnaire II was mailed to fifty-three teachers and supervisors who had indicated in Questionnaire I that their schools were served by active advisory committees. The follow-up post cards and one personal telephone call to each non-respondent, resulted in returns from forty-six or 87 per cent of the fifty-three schools with advisory committees. Forty-four or 83 per cent of these returns were determined to be usable.

Descriptive statistics were used in the analysis of the data, which involved the use of frequency distributions and percentages to determine if certain advisory committee activities and functions could be associated with committee effectiveness and/or ineffectiveness. The data were analyzed
in terms of the effectiveness quartiles established by Questionnaire I. It was assumed that the advisory committees in each quartile would have commonalities in their organization, function, and utilization. By comparing the data in each quartile, it was possible to identify the characteristics of advisory committees that could be associated with effectiveness and ineffectiveness.

**Major Findings**

**Perceptions of Teachers and Supervisors Regarding Their Advisory Committees**

The findings of this phase of the study are summarized in terms of the significance of advisory committee activities as related to effectiveness quartiles. Six committee activities, of a possible twenty-six, were of such significance to be considered moderately related to the committees in the top two effectiveness quartiles. All of the chi square values were greater than 3.84 with one degree of freedom and $P < .05$. The phi coefficients ranged between .301 and .377, indicating that a moderate relationship existed.

**Assistance in securing jobs for graduates**—The effective advisory committees were of more assistance in securing jobs for graduating students of vocational agriculture than the ineffective committees. The phi coefficient for this committee activity was .377 indicating a moderate relationship between the activity and the more effective committees.
Helping to locate training stations for students in occupational experience programs—Effective advisory committees were more helpful in locating training stations for students in occupational experience programs than the ineffective committees. The chi square value for this activity was 6.98, with $P < .025$.

Helping in studying the needs of the community—The effective committees were more helpful in studying the needs of the community than the ineffective committees. Seventeen effective committees were active and helpful in this activity area, while there were seventeen ineffective committees that were inactive. A phi coefficient of .320 attests to the relationship that existed between this activity and the effective committee.

Help in requesting and obtaining funds from private business for the vocational agriculture program—The effective advisory committees were more helpful in requesting and obtaining funds from business and industry for the vocational agriculture program than the ineffective committees. There were eight effective advisory committees that participated regularly in this activity as compared to twenty-three inactive committees in the bottom quartiles.

Explaining the program of vocational agriculture to individuals or groups in the community—The phi coefficient for this activity was .301. The effective advisory committees were much more active in explaining the program of vocational
agriculture to individuals and groups in the community, than the ineffective committees. There were sixteen effective advisory committees that participated in this activity, compared to seven ineffective committees that were active in this activity.

**Involvement in the evaluation of the vocational agriculture program**—There were more effective advisory committees (17) that were involved in the evaluation of the vocational agriculture programs, when compared to the ineffective committees (9). The chi square value for this activity was 3.92 and $P < .05$, also the phi coefficient was .279.

In regard to the other twenty activities included in this phase of the study, the findings showed a range from a low to an extremely low relationship with the top two effectiveness quartiles. Thirteen of these activities had phi coefficients ranging from .00 to .172, indicating a very low relationship existed. The chi square values for these thirteen activities ranged from .00 to 1.46, which was well below the significance level of 3.84, with $P < .05$. Seven activities were grouped in the study and had phi coefficients ranging from .202 to .274 and chi square values ranging from 2.08 to 3.62 with $P > .05$. These activities were determined to have low relationships with the committees in the top two quartiles.
Characteristics of Advisory Committees That Differentiate Effective From Ineffective Committees

The findings show the characteristics of schools and advisory committees associated with effectiveness and ineffectiveness, and the respondents suggestions to improve the organization and utilization of advisory committees.

Selected school characteristics—The schools included in this phase of the study had enrollments ranging from 240 students to 3700 students. The highest number of schools (12) were in the 600-800 enrollment range. The size of the agricultural departments ranged from single teacher departments to over ten teachers in the department. Most departments (15) were in the category of single teacher departments, followed by the two teacher departments with 12 departments in that category. The enrollment in programs of vocational agriculture ranged from 24 students to 430 students. The highest per cent (20) of the schools were in the 51-60 student range. The general advisory committee, one serving the entire agricultural department, was the committee most frequently reported (39 per cent), and used as the basis for this study. This was followed by the advisory committees serving production agriculture and agribusiness programs (18 per cent each).

Membership—The agricultural teacher was the individual mainly responsible for initiating the advisory committee.
The characteristics associated with effective committees are as follows:

1. School administrators and supervisors helped to initiate the advisory committee.
2. In addition to the agricultural teacher, school administrators, supervisors and school board members served as ex-officio members.
3. School board members and women were included as regular committee members.
4. Membership representation by geographical areas was not considered important.
5. Information of a permanent nature was usually maintained concerned with minutes of committee meetings, recommendations, and curricula data.
6. Fewer former vocational agriculture students were included as regular members when compared to ineffective committees.

The characteristics that were not associated with either the effective or ineffective committee are as follows:

1. The number of regular members on a committee.
2. The occupational areas represented by committee members.
3. Opinions regarding whether or not the major occupational areas in the school district should be represented on the committee membership.

Appointment of members--The characteristics associated with the effective committees are as follows:

1. Most committees established three years as the length of term.
2. Terms of appointment were generally staggered.
3. Committees tended to appoint members to serve two or more consecutive terms.
4. The responsibility for appointing new members was assigned to the teacher, school administrator, and the advisory committee.
5. In addition to the agricultural teacher, other individuals were involved in nominating new members for the committee.
6. Many different individuals were involved in notifying members of their appointment.

The characteristics associated with ineffective committees are:

1. The committee usually established the term of appointment as one or two years, or as an indefinite term.
2. The agricultural teacher was usually assigned the responsibility to nominate new members for the committee.
3. The agricultural teacher was usually responsible for appointing new members to the committee.
4. The committees relied mainly on the teacher to notify members of their appointment.

Advisory committee functions—The characteristics associated with effective committees are:

1. The committees met more times during the year than did the ineffective committees.
2. Many special meetings were held during the year.
3. The committees tended to elect chairmen, vice-chairmen, and secretaries.

The characteristics that were not associated with either the effective or ineffective committees are as follows:

1. Committee action regarding the scheduling of meetings at equal intervals during the year.
2. A planned annual program of activities.

Procedures used in conducting advisory committee meetings—The characteristics associated with effective committees are as follows:

1. The chairman usually presided over the meetings.
2. Agendas were prepared for the committee meetings.
The committee members were usually provided with a written agenda for current meetings.

Although the agricultural teacher was normally responsible for sending notices of meetings, other members of the committee also were given this assignment.

Minutes were usually kept of the meetings.

The secretary usually kept minutes of the meeting.

In addition to the agricultural teacher, other individuals distributed committee minutes to members.

The committees studied and made recommendations regarding such areas as curriculum, course content, facilities, FFA program, and evaluation.

The committees explained the program of vocational agriculture to individuals and groups in the community.

The committees made recommendations concerned with the major facets of the educational program.

The characteristics associated with the ineffective committees are as follows:

1. The agricultural teacher usually presided over the meetings.
2. Seventy per cent of the committees prepared agendas.
3. Fifty per cent of the committees provided written agendas for current meetings.
4. The agricultural teacher usually kept minutes of the meetings.

The characteristics that were not associated with either the effective or ineffective committees are as follows:

1. The location where committee meetings were held.
2. Notices mailed to members before each meeting.
3. Availability of minutes of previous meetings.
4. The manner by which the committee functioned.
5. The procedures used by the committee in conducting committee business.
6. The number of times the agricultural teacher appeared on programs in the community to explain the program of vocational agriculture.
7. The method used by the committee to arrive at recommendations.

Respondents suggestions for improving the advisory committee—The respondents suggested that the advisory committee should:

1. meet more often;
2. be formally organized;
3. schedule their meetings to accommodate the most members;
4. study the curriculum and course content more in depth;
5. be active in community surveys;
6. increase the membership size;
7. be more active in promoting the program of vocational agriculture in the community;
8. increase their participation in evaluating the total educational program.

Conclusions

The following conclusions are based on an interpretation of the data presented in this study:

1. The advisory committees in agricultural education with high effectiveness scores involved the agricultural teacher, the school administrator, and the school board in committee activities.
2. The characteristics of advisory committees associated with effectiveness were: (a) agricultural teachers, supervisors, school administrators, and school board members were many times included as ex-officio members; (b) school administrators and women were included as regular members; (c) past committee minutes, recommendations, and curriculum data were maintained by the committee; (d) long terms were established, usually for three years; (e) staggered terms were used; (f) members were appointed to serve two or more consecutive terms; (g) in addition to the agricultural teacher,
school administrators and advisory committees appointed new members; and (h) school administrators and boards of education were involved in nominating new members.

3. The characteristics of advisory committees associated with ineffectiveness are:
   (a) normal terms of appointment were two years or less or for an indefinite term;
   (b) agricultural teachers had the responsibilities for nominating new members;
   (c) the agricultural teacher notified the new member of his appointment;
   (d) the agricultural teacher presided over the advisory committee meetings; and
   (e) the agricultural teacher was responsible for sending notices to committee members alerting them to upcoming meetings.

4. Effective advisory committees in agricultural education showed the following characteristics:
   (a) held twice as many meetings as the ineffective committees;
   (b) special meetings were required by the committee;
   (c) chairmen, vice-chairmen, and secretaries were elected by the committee membership;
   (d) agendas were prepared;
   (e) written agendas were provided for members;
   (f) committee chairmen, committee secretaries, and supervisors were involved in sending notices to members alerting them to upcoming meetings;
   (g) minutes of the meeting were recorded, committee secretary recorded the minutes of the meetings;
   (h) either the teacher, the committee chairman, the committee secretary, or the supervisor was involved in distributing the minutes;
   (i) participated in special functions and community surveys; and
   (j) made many recommendations concerning the improvement of the educational program.

5. Effective committees were involved in explaining the program of agricultural education to individuals and groups in the county.

6. The advisory committees with high effectiveness scores involved many individuals of varied backgrounds and experiences in their membership and activities.
7. Committee meetings of those committees in the top quartile were conducted using business-like procedures.

8. Agricultural teachers and supervisors felt the need for active and effective advisory committees.

9. Effective advisory committees provided assistance in the following areas: (a) instructional facilities; (b) equipment; (c) FFA programs; (d) student job placement; (e) farm business planning and analysis programs; and (f) long range planning.

10. Program improvement, particularly through changes in course content, would have assisted the departments with ineffective committees.

11. Although there were 316 secondary schools in Ohio with departments of agricultural education, less than twenty per cent were served by advisory committees. An explanation for the low number of committees might be that the teachers and supervisors were not knowledgeable in ways of initiating, organizing, and using committees. It is also possible that they were insufficiently motivated to expend the effort to have an advisory committee.

Recommendations

The recommendations reflect the judgment of the investigator and are based on conclusions drawn from the study, and ideas and suggestions growing out of the study. They are:

1. That the characteristics of advisory committees identified in this study as being associated with effectiveness, be incorporated into a manual that would promote better utilization of advisory committees in agricultural education.

2. That the manual developed, be promoted by state supervisors of agricultural education and disseminated by teachers, vocational directors, and supervisors of
agricultural education and their administrators.

3. That in-service educational programs be initiated by the state supervisors of agricultural education in order to promote a better understanding on the part of agricultural educators as to the successful organization and utilization of advisory committees.

4. That pre-service educational programs be initiated by the departments of agricultural education, in order to promote a better understanding of the organization, function, and utilization of successful advisory committees.

5. That school administrators and agricultural educators be encouraged to enroll and participate in selected graduate courses, in order to promote the successful organization and utilization of advisory committees.

6. That national, regional, and state concern be given to the organization and operation of advisory committees in agricultural education through the promotion of research, seminars, and publications.

Recommendations For Further Study

During the conduct of this study the writer became aware of the need for additional research to extend and to improve the use of advisory committees. Some suggested studies are:

1. To improve the organization and operation of advisory committees through in-depth study of functioning committees.

2. To determine the effectiveness of advisory committees by utilizing the findings of this dissertation.

3. To assess the contribution made by state supervisory and teacher education staffs in promoting and assisting local teachers to effectively use advisory committees.
SCHOOLS INCLUDED IN THE SAMPLE
AND THE SCHOOLS PARTICIPATING
IN THE STUDY—QUESTIONNAIRE I

<table>
<thead>
<tr>
<th>HIGH SCHOOLS</th>
<th>RESPONDENTS</th>
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<td>David A., Jones</td>
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<tr>
<td>Fairview*</td>
<td>David F., Poulson</td>
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<td>Evergreen*</td>
<td>George Hershberger</td>
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<td>Delphos</td>
<td>Bill Gerderan</td>
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<td>Minster*</td>
<td>Raymond E., Barr</td>
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<td>Greenvale*</td>
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<td>Versailles</td>
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<td>Coldwater*</td>
<td>Jerome E., Vogt</td>
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<td>Kenneth Hirsch</td>
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<td>Fairlawn</td>
<td>John Shoe</td>
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<td>Talwanda*</td>
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<td>Wynford*</td>
<td>James Neff</td>
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<td>Arlington</td>
<td>Fred Mengert</td>
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<td>Cory-Kawson*</td>
<td>Franklin Deeds</td>
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<td>Ashland*</td>
<td>Donald D., Dilgard and Stanley Lifer</td>
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<td>Western Reserve*</td>
<td>Gale W., Bachelder</td>
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<td>Fredericktown*</td>
<td>Norman W., Stanley</td>
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<td>Highland</td>
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<td>Clear Fork Valley*</td>
<td>Donald J., Hahn</td>
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<td>Urbana*</td>
<td>Elmo Layman</td>
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<td>Hardin Northern*</td>
<td>Robert McBride</td>
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<td>Upper Scioto Valley</td>
<td>Merrill Williams</td>
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<td>Northeastern</td>
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<td>Westland</td>
<td>Ronald Howsman</td>
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<td>West Union*</td>
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<td>Ray Butt</td>
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<td>Wilmington*</td>
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<td>Corbett Lovely</td>
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<td>Harry L. Eastman</td>
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<td>Cleveland City Schools*</td>
<td>Pete Wotowelic</td>
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<td>Southeast*</td>
<td>Dwight L., Moyer</td>
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<td>Waterloo</td>
<td>Bob Klingensmith</td>
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*High Schools and Area Vocational Centers served by Agricultural Education Advisory Committees and Participating in the Study.
HIGH SCHOOLS

Warren-Western Reserve
Indian Valley*
Zane Trace
Federal Hocking*
Logan
Wauseon*
Paulding*
Perkins
Anthony Wayne*
Toledo
Genoa
Oak Harbor
Woodmore
Seneca
Tiffin
Hopewell-Loudon*
Old Fort
Bowling Green
Otsego
Big Walnut*
Buckeye Valley*
West Liberty-Salem
Marysville*
Miami Trace*
Canal Winchester
Westerville
Madison Plains
Carrollton
Jefferson-Union*
Mentor*
River View
Garaway
Union
Fairfield Union
Lancaster*
Meadowbrook
Gallia Academy
Hannan Trace
Kyger Creek
North Gallia
Southwestern
Morgan Local*
Caldwell
Shenandoah*
Marlington*
Dalton
Triway*
Waynedale*

RESPONDENTS

Michael Bach
Terry Hiller
Arlie D. Lydick
D. C. McInturf
C. W. Snyder
Glenn Abke
Larry G. Wilson
John C. Billick
Richard Christenson
Ralph Altstadt
Raymond Thompson
Larry Heintz
James Klopp
Richard E. Heimlich
Roland D. Zimmerman
Archie Fruth, Jr.
Richard Gardner
Allen Green
Bernard J. Scott
Gary Bauer
Robert Fuller
Kenneth Eby
Odel Miller
William Diley
Howard Siegrist
Glenn H. Griffith
Robert G. Griffith
Phillip Keener
Kenneth Madden
Daniel R. Perkins
Raymond Griffith
A. H. Hummell
Robert L. Mathews
James H. Ketcham
Dempsey Bailey
Robert M. Lyons
Ralph Stonerock
J. Tommy Pope
Thomas M. Roberts
Gerald Pope
J. Bob Evans
Douglas Mercer
J. E. Parrish
Norman Blaney
Maurice DeHoff
Jerry Berg
Richard Mills
Bruce Ramsey
AREA VOCATIONAL CENTERS

Four County*
Montgomery*
EHOVE*
Vanguard*
Penta County*
Knox County
Pioneer*
Springfield-Clark
Eastland*
Greene County*
Piketon
Ashtabula*
Wayne County*
Muskingum
Tri-County

RESPONDENTS

Lyle Sigg, Supervisor
William Watt, Supervisor
James Mutchler, Supervisor
V. L. McCraw, Supervisor
James Pease, Supervisor
Richard Gordon, Supervisor
Gayle Leimbach, Director
Howard Neal, Supervisor
Franklin Miller, Supervisor
Robert Brandt, Supervisor
Orville Wolters, Supervisor
Frank Breedlove, Supervisor
Glen R. Boling, Supervisor
Ralph Alexander, Supervisor
David Barrett, Supervisor
February 2, 1971

To: Teachers of Vocational Agriculture

Dear:

This is a request for your assistance to determine those characteristics that are associated with effective and ineffective agricultural education advisory committees used in the public secondary schools in Ohio.

You can supply the information that is needed and the enclosed questionnaire will make this possible. You may rest assured that your responses will be treated confidentially and will not be identifiable in the final report.

We would appreciate your response on or by February 12, 1971.

Enclosed is a self-addressed, stamped envelope for your convenience.

Thanks for your assistance and cooperation.

Sincerely,

Willard H. Wolf
Professor
Agricultural Education Department

John B. Kulvana
Graduate Research Associate

Enclosures
NOTE: We would appreciate your cooperation in returning the completed questionnaire by March 15.

AGRICULTURAL EDUCATION ADVISORY COMMITTEE

QUESTIONNAIRE SURVEY

Teacher ____________________________

School ____________________________ District _______

Date ________________________________

Total School Enrollment (9-12) ____________________________

Enrollment in Vocational Agriculture ____________________________

Number of Agriculture teachers ____________________________

Tenure of the agriculture teachers: Respondent (1) ________

Others (2) __________________ (3) __________________ (4) ________

(5) __________________ (6) __________________ (7) ________

Specific advisory committee to which this questionnaire refers:

_____ Agribusiness

_____ Agricultural mechanics

_____ Ornamental horticulture

_____ Production agriculture

_____ Young Farmer Program

_____ Adult Farmer Program

_____ Others: (specify)

NOTE: This questionnaire considers only that period from July 1, 1969 to the present.

Part I. MEMBERSHIP

1. Indicate who was responsible for initiating your advisory committee. Check (✓) one of the following:

_____ Agriculture teacher

_____ School administrator

_____ Board of Education

_____ Unknown

_____ Others: (specify)
2. Indicate the number of regular members that serve on the agricultural advisory committee. ________

3. Check the following who are ex-officio members of your agricultural advisory committee.

______ Agriculture teacher
______ Supervisor of Agricultural Education
______ School Administrator
______ School board member
______ Others: specify

4. What are the occupational areas represented by the regular members of the advisory committee?

5. Indicate the number of regular members who are:

______ Parents of vocational agriculture students
______ Parents of former vocational agriculture students
______ Former vocational agriculture students
______ Teachers
______ Administrator(s)
______ Member at one time of a Board of Education
______ Women
______ Men
______ Others (specify)

6. Do you think that the advisory committee members represent the major occupational areas in your school district? Check one. Yes____ No____

7. Is it important that the major geographical areas in your school district be represented on the advisory committee? Check one. Yes____ No____

8. What information of a permanent nature should be maintained by the advisory committee?

Part II. APPOINTMENTS OF MEMBERS

9. The normal term of appointment for members of the advisory committee is ____ years.
10. Are the terms of appointment staggered so that only part of the members are replaced each year? YES______NO______

11. Are members of the advisory committee ever appointed to serve two or more consecutive terms? YES______NO______

12. Who appoints the new members of the advisory committee? Check (✓) the appropriate person(s).
   □ Agriculture teacher
   □ School administrator
   □ Board of Education
   □ Advisory committee
   □ Others. (specify)__________________________________________

13. Who was involved in nominating the members for the advisory committee? (✓) Check the appropriate person or persons.
   □ Agriculture teacher
   □ School administrator
   □ Board of Education
   □ Advisory committee
   □ Others (specify)__________________________________________

14. How were new members of the advisory committee officially notified of their appointments? Check (✓) one or more of the following.
   □ By letter from the agriculture teacher
   □ By letter from the school administrator
   □ By letter from the Board of Education
   □ Personally notified by the agriculture teacher
   □ Personally notified by the school administrator
   □ Personally notified by a member of the Board of Education
   □ Others. (specify)__________________________________________

Part III. ADVISORY COMMITTEE FUNCTIONS

15. How many advisory committee meetings were held during the 1969-70 school year?______

16. Considering each, the regular and the ex-officio members of the advisory committee:
   a. What was the average percent attendance of the regular members at these meetings?______
   b. What was the average percent attendance of the ex-officio members at these meetings?______

17. Were the dates of meetings to be held during the year scheduled at the first meeting? YES______NO______

18. Were meetings scheduled at equal intervals during the year? YES______NO______
19. Were there any "special" meetings held during the 1969-70 school year? YES NO

20. Were advisory committee officers elected? Yes No If yes, specify those officers elected:

________________________________________________________________________

________________________________________________________________________

21. Did the advisory committee plan an annual program of activities? YES NO

Part IV. PROCEDURES USED IN CONDUCTING THE ADVISORY COMMITTEE MEETINGS

22. Where were the advisory committee meetings usually held? Check (*) one of the following:
   ___ Vocational agriculture department
   ___ In the school, but not in the vocational agriculture department
   ___ At places other than school. Specify

23. Who presided over the advisory committee meetings? Check (*) one of the following:
   ___ Advisory committee chairman
   ___ Agriculture teacher
   ___ Others. Specify

24. Indicate if an agenda was prepared for the advisory committee meetings. YES NO If yes, answer question 25. If no, go to question 27.

25. Who was mainly responsible for preparing the agenda for the advisory committee meetings? Check ( ) one or more of the following:
   ___ Chairman of the advisory committee
   ___ Secretary of the advisory committee
   ___ Agriculture teacher
   ___ Others. Specify

26. Was a written agenda for the current meeting usually available for each meeting? YES NO

27. Were notices mailed to members before each meeting? YES NO If yes, answer question 28. If no, answer question 29.

28. Who normally was responsible for sending notices? Check (✓) one of the following:
   ___ Advisory committee chairman
   ___ Advisory committee secretary
   ___ Agriculture teacher
   ___ Others. Specify

29. Are written minutes kept of the advisory committee meetings? YES NO If yes, answer question 30. If no, answer question 33.
30. Who kept the minutes of the advisory committee meetings? Check (✓) one of the following:
   Advisory committee secretary
   Agriculture teacher
   Others. Specify

31. Were the minutes of previous meetings usually available for each meeting? YES NO

32. Who was responsible for seeing that the advisory committee minutes were distributed to members?
   Advisory committee chairman
   Advisory committee secretary
   Agriculture teacher
   Others. Specify

33. How did your advisory committee normally function? Check (✓) one of the following:
   As a committee-of-the-whole
   Through the use of subcommittees

34. Advisory committee business was usually transacted: Check (✓) one of the following:
   Informally
   Formally by rules of parliamentary procedure

35. Indicate if the committee members participated in one or more of the following activities. Check (✓) one or more of the following:
   Represented the advisory committee at special functions
   Community surveys to determine occupational opportunities
   Follow-up studies of the vocational agriculture graduates in your district
   Others. Specify

Part V. ACTIVITIES OF THE ADVISORY COMMITTEE

36. Listed below are some areas of the vocational agriculture program upon which an advisory committee might study and make recommendations. Check (✓) those that your advisory committee dealt with during the period from July 1, 1969 to the present.
   Agriculture courses (curriculum) to be offered in grades 9-12
   Content for the course of study
   Standards for on-farm instruction
   Standards for off-farm instruction
   Supervised farm experience programs
   Cooperative occupational experience programs for off-farm agricultural programs
   Agricultural teacher's summer program of work
   Annual program of work
   Physical facilities for vocational agriculture
   FFA program

(Continued on Page 6)
Evaluating the vocational agriculture program

Budget requirements

Others, Specify

37. How many times did a representative of the advisory committee explain the vocational agriculture program and objectives to individuals and groups in the community?

38. How many times did the advisory committee make arrangements to have the agriculture teacher appear on the program of community organizations to explain the vocational agriculture program?

39. How were the recommendations of the advisory committee most frequently determined? Check (✓) one of the following:
   - In group meetings
   - By contacting members individually

40. What important recommendations did the advisory committee make during the past year? Briefly describe below,
   a.
   b.
   c.
   d.
   e.
   f.
   g.

41. For each of the recommendations listed in question 40, indicate for whom the recommendation was intended,
   a.
   b.
   c.
   d.
   e.
   f.
   g.

42. In your judgment, how could your advisory committee have been more useful--have accomplished more?
   a.
   b.
   c.
   d.
   e.
   f.
   g.
Part VI. COMMENTS

43. Additional comments and suggestions by the respondent concerning agricultural education advisory committees.

Thank you for your cooperation in this endeavor. Please return to:

Agricultural Education Department
Agricultural Administration Building
2120 Fyffe Road, Room 208
Ohio State University
Columbus, Ohio 43210

Attention: John B. Mulvana

(Use other side if needed)
This is a reminder concerning the agricultural education advisory committee questionnaire that was mailed to you last week. If you have not already done so, we would appreciate your completing and returning the questionnaire at your earliest convenience. Thank you for your assistance.

John B. Mulvana  
Graduate Research Associate  
Department of Agricultural Education  
The Ohio State University  
2120 Fyffe Road  
Columbus, Ohio 43210

POST CARD REMINDER
EFFECTIVENESS SCORES, MEDIAN VALUE, AND QUARTILE RANGES FOR QUESTIONNAIRE I, N = 50

Agricultural Education Advisory Committees
Determined to be Lost Effective

q_3 = 71.25

Agricultural Education Advisory Committees
Determined to be Least Effective

x = 64.46
APPENDIX B
### HIGH SCHOOLS

- Fairview
- Evergreen
- Greenville
- Coldwater
- Talawanda
- Elmwood
- Wynford
- Cory-Hawson
- Ashland
- Western Reserve
- Fredericktown
- Clear Fork Valley
- Urbana
- Hardin Northern
- West Union
- Georgetown
- Wilmington
- Lynchburg-Clay
- Zane Trace
- Cleveland City Schools
- Southeast
- Indian Valley
- Wauseon
- Paulding
- Anthony Wayne
- Big Walnut
- Buckeye Valley
- Marysville
- Miami Trace
- Carrollton
- Mentor
- Shenandoah
- Marlinton
- Triway

### AREA VOCATIONAL SCHOOLS

- Four County
- Montgomery
- EHOVE
- Vanguard
- Penta County
- Pioneer

### RESPONDENTS

- David Poulson
- George Hershberger
- Lowell McLear
- Jerome Vogt
- C. Donald Eberwine
- Paul Freeman
- James Neff
- Franklin Deeds
- Donald D. Dilgard and
  Stanley Lifer
- Gale Bachelder
- Norman Stanley
- Donald Hahn
- Elmo Layman
- Robert McBride
- Scott Rigdon
- Ray Butt
- Dale Stokes
- Alfred Cramton
- Corbett Lovely
- Pete Watowec
- Dwight Moyers
- Terry Hiller
- Glenn Abke
- Larry Wilson
- Richard Christenson
- Gary Bauer
- Robert Fuller
- Odell Miller
- William Diley
- Phillip Keener
- Daniel Perkins
- Norman Blaney
- Maurice DePoff
- Richard Mills

- Lyle Sigg, Supervisor
- William Watt, Supervisor
- James Mutchler, Supervisor
- V. L. McCraw, Supervisor
- James Pease, Supervisor
- Gayle Leimbach, Director
<table>
<thead>
<tr>
<th>AREA VOCATIONAL SCHOOLS</th>
<th>RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastland</td>
<td>Franklin Miller, Supervisor</td>
</tr>
<tr>
<td>Greene County</td>
<td>Robert Brandt, Supervisor</td>
</tr>
<tr>
<td>Ashtabula</td>
<td>Frank Breedlove, Supervisor</td>
</tr>
<tr>
<td>Wayne County</td>
<td>Glen Boling, Supervisor</td>
</tr>
</tbody>
</table>
To: Teachers and Supervisors of Agricultural Education

Dear:

The Department of Agricultural Education of The Ohio State University
is sponsoring a study to determine those characteristics that are associated
with effective and ineffective agricultural education advisory committees in the
public secondary schools of Ohio.

We appreciated your prompt response to the questionnaire that was
mailed to you early in February. This was the first phase of our research.
It involved the perceptions of teachers and supervisors of agricultural education
regarding activities of advisory committees.

The final phase of the research is concerned with the organization,
activities, and utilization of advisory committees. The facts needed are to be
secured from selected schools by means of questionnaires. Your school was one
of those selected. We need your help, so please complete the questionnaire and
return it in the self-addressed envelope on or before March 15, 1971.

You can be assured that the information received will be treated
confidentially and will not be identifiable in the final report.

The results of this study will be made available to you upon request.

Thank you for your cooperation.

Sincerely,

Willard H. Wolf, Professor
Agricultural Education Department

John B. Mulvana
Graduate Research Associate

WHW/JBM:bls
Enclosure
NOTE: We would appreciate your cooperation in returning the completed questionnaire by March 15.

AGRICULTURAL EDUCATION ADVISORY COMMITTEE

QUESTIONNAIRE SURVEY

Teacher ____________________________

School ____________________________ District ______

Date _________________________________

Total School Enrollment (9-12) ____________________________

Enrollment in Vocational Agriculture ____________________________

Number of Agriculture teachers ____________________________

Tenure of the agriculture teachers: Respondent (1) ____________________________

Others (2) ____________________________ (3) ____________________________ (4) ____________________________

(5) ____________________________ (6) ____________________________ (7) ____________________________

Specific advisory committee to which this questionnaire refers:

__ Agribusiness

__ Agricultural mechanics

__ Ornamental horticulture

__ Production agriculture

__ Young Farmer Program

__ Adult Farmer Program

__ Others: (specify) ____________________________

NOTE: This questionnaire considers only that period from July 1, 1969 to the present.

Part I. MEMBERSHIP

1. Indicate who was responsible for initiating your advisory committee. Check (✓) one of the following:

___ Agriculture teacher

___ School administrator

___ Board of Education

___ Unknown

___ Others. (specify) ____________________________
2. Indicate the number of regular members that serve on the agricultural advisory committee. __________

3. Check the following who are ex-officio members of your agricultural advisory committee.

- Agriculture teacher
- Supervisor of Agricultural Education
- School Administrator
- School board member
- Others: specify __________

4. What are the occupational areas represented by the regular members of the advisory committee?

- Parents of vocational agriculture students
- Parents of former vocational agriculture students
- Former vocational agriculture students
- Teachers
- Administrator(s)
- Member at one time of a Board of Education
- Women
- Men
- Others (specify) __________

5. Indicate the number of regular members who are:

- Parents of vocational agriculture students
- Parents of former vocational agriculture students
- Former vocational agriculture students
- Teachers
- Administrator(s)
- Member at one time of a Board of Education
- Women
- Men
- Others (specify) __________

6. Do you think that the advisory committee members represent the major occupational areas in your school district? Check one. Yes ______ No ______

7. Is it important that the major geographical areas in your school district be represented on the advisory committee? Check one. Yes ______ No ______

8. What information of a permanent nature should be maintained by the advisory committee?

________________________________________

________________________________________

________________________________________

Part II. APPOINTMENTS OF MEMBERS

9. The normal term of appointment for members of the advisory committee is ______ years.
10. Are the terms of appointment staggered so that only part of the members are replaced each year? YES____ NO____

11. Are members of the advisory committee ever appointed to serve two or more consecutive terms? YES____ NO____

12. Who appoints the new members of the advisory committee? Check (✓) the appropriate person(s).

✓ Agriculture teacher
✓ School administrator
✓ Board of Education
✓ Advisory committee
✓ Others. (specify)

13. Who was involved in nominating the members for the advisory committee? (✓) Check the appropriate person or persons.

✓ Agriculture teacher
✓ School administrator
✓ Board of Education
✓ Advisory committee
✓ Others (specify)

14. How were new members of the advisory committee officially notified of their appointments? Check (✓) one or more of the following.

✓ By letter from the agriculture teacher
✓ By letter from the school administrator
✓ By letter from the Board of Education
✓ Personally notified by the agriculture teacher
✓ Personally notified by the school administrator
✓ Personally notified by a member of the Board of Education
✓ Others. (specify)

Part III. ADVISORY COMMITTEE FUNCTIONS

15. How many advisory committee meetings were held during the 1969-70 school year?_____

16. Considering each, the regular and the ex-officio members of the advisory committee:
   a. What was the average percent attendance of the regular members at these meetings?_____
   b. What was the average percent attendance of the ex-officio members at these meetings?_____

17. Were the dates of meetings to be held during the year scheduled at the first meeting? YES____ NO____

18. Were meetings scheduled at equal intervals during the year? YES____ NO_____
19. Were there any "special" meetings held during the 1969-70 school year? YES____ NO____

20. Were advisory committee officers elected? Yes____ No____ If yes, specify those officers elected:

____________________________________________________

21. Did the advisory committee plan an annual program of activities? YES____ NO____

Part IV. PROCедURES USED IN CONDUCTING THE ADVISORY COMMITTEE MEETINGS

22. Where were the advisory committee meetings usually held? Check (✓) one of the following:
   ___ Vocational agriculture department
   ___ In the school, but not in the vocational agriculture department
   ___ At places other than school. Specify____________________

23. Who presided over the advisory committee meetings? Check (✓) one of the following:
   ___ Advisory committee chairman
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   ___ Others. Specify____________________

24. Indicate if an agenda was prepared for the advisory committee meetings. YES____ NO____ If yes, answer question 25. If no, go to question 27.

25. Who was mainly responsible for preparing the agenda for the advisory committee meetings? Check (✓) one or more of the following:
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   ___ Secretary of the advisory committee
   ___ Agriculture teacher
   ___ Others. Specify____________________

26. Was a written agenda for the current meeting usually available for each meeting? YES____ NO____

27. Were notices mailed to members before each meeting? YES____ NO____ If yes, answer question 28. If no, answer question 29.

28. Who normally was responsible for sending notices? Check (✓) one of the following:
   ___ Advisory committee chairman
   ___ Advisory committee secretary
   ___ Agriculture teacher
   ___ Others. Specify____________________

29. Are written minutes kept of the advisory committee meetings? YES____ NO____ If yes, answer question 30. If no, answer question 33.
30. Who kept the minutes of the advisory committee meetings? Check (✓) one of the following:
   Advisory committee secretary
   Agriculture teacher
   Others. Specify

31. Were the minutes of previous meetings usually available for each meeting? YES ☐ NO ☐

32. Who was responsible for seeing that the advisory committee minutes were distributed to members?
   Advisory committee chairman
   Advisory committee secretary
   Agriculture teacher
   Others. Specify

33. How did your advisory committee normally function? Check (✓) one of the following:
   As a committee-of-the-whole
   Through the use of subcommittees

34. Advisory committee business was usually transacted: Check (✓) one of the following:
   Informally
   Formally by rules of parliamentary procedure

35. Indicate if the committee members participated in one or more of the following activities. Check (✓) one or more of the following:
   Represented the advisory committee at special functions
   Community surveys to determine occupational opportunities
   Follow-up studies of the vocational agriculture graduates in your district
   Others. Specify

Part V. ACTIVITIES OF THE ADVISORY COMMITTEE

36. Listed below are some areas of the vocational agriculture program upon which an advisory committee might study and make recommendations. Check (✓) those that your advisory committee dealt with during the period from July 1, 1969 to the present.
   Agriculture courses (curriculum) to be offered in grades 9-12
   Content for the course of study
   Standards for on-farm instruction
   Standards for off-farm instruction
   Supervised farm experience programs
   Cooperative occupational experience programs for off-farm agricultural programs
   Agricultural teacher's summer program of work
   Annual program of work
   Physical facilities for vocational agriculture
   FFA program

(Continued on Page 6)
Evaluation of the vocational agriculture program

Budget requirements

Others, Specify

37. How many times did a representative of the advisory committee explain the vocational agriculture program and objectives to individuals and groups in the community?

38. How many times did the advisory committee make arrangements to have the agriculture teacher appear on the program of community organizations to explain the vocational agriculture program?

39. How were the recommendations of the advisory committee most frequently determined? Check (✓) one of the following:
   - In group meetings
   - By contacting members individually

40. What important recommendations did the advisory committee make during the past year? Briefly describe below.
   a.
   b.
   c.
   d.
   e.
   f.
   g.

41. For each of the recommendations listed in question 40, indicate for whom the recommendation was intended.
   a.
   b.
   c.
   d.
   e.
   f.
   g.

42. In your judgment, how could your advisory committee have been more useful—have accomplished more?
   a.
   b.
   c.
   d.
   e.
   f.
   g.
Part VI. COMMENTS

43. Additional comments and suggestions by the respondent concerning agricultural education advisory committees.

Thank you for your cooperation in this endeavor. Please return to:

Agricultural Education Department
Agricultural Administration Building
2120 Fyffe Road, Room 208
Ohio State University
Columbus, Ohio 43210

Attention: John B. Mulvany

(Use other side if needed)
This is a reminder concerning the agricultural education advisory committee questionnaire that was mailed to you last week. If you have not already done so, we would appreciate your completing and returning the questionnaire at your earliest convenience. Thank you for your assistance.

John B. Mulvana
Graduate Research Associate
Department of Agricultural Education
The Ohio State University
2120 Fyffe Road
Columbus, Ohio 43210

POST CARD REMINDER
### SUPPLEMENT TO TABLE 4

**RANK ORDER OF ADVISORY COMMITTEES ACCORDING TO EFFECTIVENESS SCORES AND QUARTILES—ACCOMPANIED BY TYPE OF COMMITTEE TO WHICH QUESTIONNAIRE I REFERRED**

<table>
<thead>
<tr>
<th>Effectiveness Quartile</th>
<th>Top 1/4 N=12</th>
<th>2/4 N=13</th>
<th>3/4 N=12</th>
<th>Bottom 1/4 N=13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank by Effect. Scores by Type of Committee</td>
<td>Rank by Effect. Scores</td>
<td>Rank by Effect. Scores</td>
<td>Rank by Effect. Scores</td>
<td>Rank by Effect. Scores</td>
</tr>
<tr>
<td>1 (81) B</td>
<td>13 (71) B</td>
<td>27 (64) B</td>
<td>39 (58) C</td>
<td></td>
</tr>
<tr>
<td>2 (80) C</td>
<td>14 (68) C</td>
<td>27 (64) C</td>
<td>39 (58) B</td>
<td></td>
</tr>
<tr>
<td>3 (79) C</td>
<td>17 (67) C</td>
<td>29 (63) C</td>
<td>41 (57) B</td>
<td></td>
</tr>
<tr>
<td>4 (78) C</td>
<td>17 (67) C</td>
<td>29 (63) C</td>
<td>41 (57) C</td>
<td></td>
</tr>
<tr>
<td>5 (77) C</td>
<td>17 (67) C</td>
<td>31 (62) C</td>
<td>43 (56) C</td>
<td></td>
</tr>
<tr>
<td>6 (76) C</td>
<td>17 (67) C</td>
<td>32 (61) C</td>
<td>43 (56) B</td>
<td></td>
</tr>
<tr>
<td>7 (74) C</td>
<td>20 (66) C</td>
<td>32 (61) B</td>
<td>43 (56) A</td>
<td></td>
</tr>
<tr>
<td>8 (72) B</td>
<td>20 (66) B</td>
<td>34 (60) B</td>
<td>43 (56) C</td>
<td></td>
</tr>
<tr>
<td>9 (71) B</td>
<td>20 (66) B</td>
<td>34 (60) C</td>
<td>47 (54) C</td>
<td></td>
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<tr>
<td>10 (72) C</td>
<td>20 (66) C</td>
<td>36 (59) B</td>
<td>48 (48) C</td>
<td></td>
</tr>
<tr>
<td>11 (72) B</td>
<td>24 (65) C</td>
<td>36 (59) B</td>
<td>49 (44) C</td>
<td></td>
</tr>
<tr>
<td>12 (72) B</td>
<td>24 (65) B</td>
<td>50 (43) C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Notes:**

- Rank order according to effectiveness scores.
- Effectiveness scores indicated in parentheses.
- Type of Advisory Committee: A—Advisory Committee serving entire vocational education program; B—Advisory Committee serving entire vocational agriculture program; C—Advisory Committee serving specific occupational area.
## SUPPLEMENT TO TABLE 5

### RELATIONSHIP BETWEEN EXTENT OF ADVISORY COMMITTEES PERFORMANCE OF ACTIVITIES AND RATINGS OF EFFECTIVENESS BY TEACHERS AND SUPERVISORS OF AGRICULTURAL EDUCATION

<table>
<thead>
<tr>
<th>Frequency Activity is Performed</th>
<th>Degree of Effectiveness Index</th>
<th>Number of Teachers Responding to Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above Median</td>
<td>Below Median</td>
</tr>
<tr>
<td>Providing assistance in securing jobs for graduating vocational agriculture students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Helping to locate training stations for students in occupational experience programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Helping in studying the needs of the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>17</td>
<td>8</td>
</tr>
</tbody>
</table>
## SUPPLEMENT TO TABLE 5—Continued

<table>
<thead>
<tr>
<th>Frequency Activity</th>
<th>Degree of Effectiveness Index</th>
<th>Number of Teachers Responding to Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above Median</td>
<td>Below Median</td>
</tr>
<tr>
<td><strong>Helping in requesting and obtaining funds from business and industry for the vocational agriculture program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td><strong>Explaining the program of vocational agriculture to individuals or groups in the community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td><strong>Helping in the evaluation of the vocational agriculture program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None - Some</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Much - Major</td>
<td>17</td>
<td>9</td>
</tr>
</tbody>
</table>
**SUPPLEMENT TO TABLE 6**

**RELATIONSHIP BETWEEN EXTENT OF ADVISORY COMMITTEES PERFORMANCE OF ACTIVITIES AND RATINGS OF EFFECTIVENESS BY TEACHERS AND SUPERVISORS OF AGRICULTURAL EDUCATION**

<table>
<thead>
<tr>
<th>Frequency Activity</th>
<th>Degree of Effectiveness Index</th>
<th>Number of Teachers Responding to Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping in recruiting high school students for the vocational agriculture program</td>
<td>- - - - - - - - - - - - - - - - - - -</td>
<td>48</td>
</tr>
<tr>
<td>None - Some</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Much - Major</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

| Pursuing to the action stage their decisions and not informing the teacher of their activities | - - - - - - - - - - - - - - - - - - - | 50 |
| Never - Seldom     | 25                             | 24 |
| Quite Often - Regularly | 1                            | 1 |

| Making decisions about the vocational agriculture program that were not in agreement with the decisions made by the school administrator | - - - - - - - - - - - - - - - - - - - | 49 |
| Never - Seldom     | 22                             | 22 |
| Quite Often - Regularly | 3                             | 2 |
### Frequency Activity is Performed

<table>
<thead>
<tr>
<th>Making recommendations that you did not agree with</th>
<th>Degree of Effectiveness Index</th>
<th>Number of Teachers Responding to Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Median</strong></td>
<td><strong>Below Median</strong></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making recommendations about the utilization of facilities for the vocational agriculture program</th>
<th>Degree of Effectiveness Index</th>
<th>Number of Teachers Responding to Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Median</strong></td>
<td><strong>Below Median</strong></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>14</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making recommendations that contributed directly to the improvement of teaching</th>
<th>Degree of Effectiveness Index</th>
<th>Number of Teachers Responding to Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Median</strong></td>
<td><strong>Below Median</strong></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>17</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposing activities and/or making recommendations which were not in agreement with school policy</th>
<th>Degree of Effectiveness Index</th>
<th>Number of Teachers Responding to Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Median</strong></td>
<td><strong>Below Median</strong></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Frequency Activity is Performed</td>
<td>Degree of Effectiveness Index</td>
<td>Number of Teachers Responding to Item</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Helping in organizing adult program</td>
<td>Above Median Below Median</td>
<td>47</td>
</tr>
<tr>
<td>None - Some</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Much - Major</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Assisting in developing the curriculum for the vocational agriculture program</td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>None - Some</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Much - Major</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Acting as a pressure group to influence decisions made by the school administrator</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>None - Some</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>Much - Major</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Serving as resource personnel for the vocational agriculture program</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>None - Some</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Much - Major</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Frequency Activity</td>
<td>Degree of Effectiveness Index</td>
<td>Number of Teachers Responding to Item</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Improving communica-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tion between the sc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hool and the publi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Above Median</td>
<td>Below Median</td>
</tr>
<tr>
<td>None - Some</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>Much - Major</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Meeting with other a-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gricultural agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the community to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>coordinate the work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of the vocational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>agriculture department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with those agencies</td>
<td>Above Median</td>
<td>Below Median</td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>9</td>
<td>4</td>
</tr>
</tbody>
</table>
SUPPLEMENT TO TABLE 7

RELATIONSHIP BETWEEN EXTENT OF ADVISORY COMMITTEES PERFORMANCE OF ACTIVITIES AND RATINGS OF EFFECTIVENESS BY TEACHERS AND SUPERVISORS OF AGRICULTURAL EDUCATION

<table>
<thead>
<tr>
<th>Frequency Activity is Performed</th>
<th>Degree of Effectiveness Index</th>
<th>Number of Teachers Responding to Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above Median</td>
<td>Below Median</td>
</tr>
<tr>
<td>Helping to improve the image of the vocational agriculture program in the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None - Some</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Much - Major</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Making recommendations about equipment and facilities needed for the vocational agriculture program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Presenting the needs of the community to the Board of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>
**SUPPLEMENT TO TABLE 7—Continued**

<table>
<thead>
<tr>
<th>Frequency Activity is Performed</th>
<th>Degree of Effectiveness Index</th>
<th>Number of Teachers Responding to Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above Median</td>
<td>Below Median</td>
</tr>
<tr>
<td>Helping the teacher to feel more secure in his job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None - Some</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Much - Major</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Meeting with the school administrator to endorse the teacher's ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Making the teacher's job more satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None - Some</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Much - Major</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>Requesting and Obtaining funds from the school for the vocational agriculture program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never - Seldom</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>Quite Often - Regularly</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>
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