Jay Benham, a former FFA member himself, has been appointed as the first Administrative Secretary of the recently formed FFA Alumni Association. Until 1950 no provision was made for alumni membership of the FFA. At the National Convention held in Kansas City, Missouri last October members voted to change the constitution permitting the establishment of an alumni category of membership so former FFA members could continue to play an important role in the organization.

Jay graduated from the Ohio State University, had a distinguished record as a teacher of vocational agriculture at Oxford, Ohio and was named outstanding young teacher in his region by the NVATA. In his 10 years at Oxford, the vocational agriculture department expanded from 30 students and one teacher to 150 students and four teachers and an adult program with over 300 enrolled. There are over 4 million former FFA members in the U.S. Benham is aiming for 15,000 members in the FFA Alumni Association for the first year of operation.

The top priority concerns, expressed by James E. Despain, Assistant Director, Vocational Education, Ohio, at the 1970 AEA Convention were: more definite information on the employment opportunities for skilled trained people in the various areas of agriculture, teachers being employed on 12-month basis, lack of state personnel, recruitment and in-service training of teachers, increased salaries, expansion of adult education, plenty of 9th and 10th grade agriculture, and making instruction vocational.

For every $1,000 an American farmer had tied up in machinery 10 years ago, he will have about $1,500 invested now. Annual costs of owning a piece of equipment has risen to about 15% of the initial purchase price. This may explain why many farmers are considering renting or leasing equipment as opposed to outright ownership, as they look ahead at their replacement needs.

THE NATIONAL FUTURE FARMER, Vol. 15, No. 2

Trained men with ideas coupled with the tools with which to work in the formula for uncovering the answers to the questions and solutions to problems.

THE EMPIRE STATE MEAN

The rate of on-the-job injuries is rising — pointing to the need for improvement in workplace environment. The rate of disabling work-related injuries in American industry has increased more than 20 per cent since 1958 causing a loss of productive man-days that is 5 times the number lost from strikes. In both human and economic terms the current occupational safety and health score needs improvement. About 14,000 persons are killed annually as a result of industrial accidents. Over two million are disabled each year. Two hundred fifty million man-days are lost each year because of work-connected disability.

U.S. Dept. of Labor — U.S. Manpower in the 1970's

Taiwan had an economic growth of 8 per cent last year. Taiwan economy has five main aspects: expanding industrialization, deceleration of agricultural growth, more dependence on experts, a shortage of technicians and managers, and retail price inflation.

—Minister of Economics Tsai Yen-Shen

Diane R. Land was recently appointed to the National Advisory Council on Vocational Education. He received his B.A. degree from Macalester College, St. Paul, Minnesota, and his M.A. and Ph.D. from University of Minnesota. He has been a teacher, counselor, high school principal and is now superintendent of schools in Staples, Minnesota. He was Executive Secretary for U.S. Senator Edward J. Thye from 1955 through 1958.

His accomplishments, offices and honors include:

Member, Governor's Advisory Committee on School Finance, 1960
Chairman, Minnesota Manpower Advisory Committee, 1964
Member, Study Group of Education in Business and Industry, 1963
Vocational Education Consultant to the District Committee of the U.S. Office of Education, 1955-7
Member, Title I Advisory Committee to Minnesota State Department of Education, 1966-8
Vice president, Minnesota Association of Vocational Schools, 1966-70
Member and first Chairman, Minnesota Professional Teaching Practices Commission, 1955-present
Member, Advisory Committee to Minnesota State Department of Education for all Federal Education programs, 1966-present
Member, Minnesota State Advisory Council for Vocational Education, 1966-present
Member, Board of Trustees of Upper Midwest Regional Education Laboratory, 1966-present
Member, State "Education for the 70's Committee," 1979
Delegate to White House Conference on Education of the Disadvantaged Child Past President, Central Minnesota Education Association and Member of State MPA Board of Directors

Research people in the field of memory transfer believe that chemical procedures capable of increasing man's intelligence will be available within 10 years.


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Schenectady, New York, April 7, 1971

JOE E. JONES, Editor, AGRICULTURAL EDUCATION MAGAZINE, 200 First Street, S.E., Columbus, Ohio 43215

SCHENECTADY, NEW YORK

THE AGRICULTURAL EDUCATION MAGAZINE

VOL. 44  1971  NO. 1

LEADERSHIP

Recently correspondence came to my desk regarding the lack of leadership in Agricultural Education. Is this something— the weather—everyone claims about it but no one does anything about it? Where are the leaders in Agricultural Education today? Most they are only in the U.S. Office of Education, the president of the AASA, ATEA, or the staff of a State Department of Education or of a Teacher Education Institute.

Agricultural Education has been a powerful influence in the development of vocational education in the United States. It has had the support of several influential members of Congress and State legislative bodies. In recent years, this favored spot, if Agricultural Education ever had one, became to be diminished funds and the amount of funds for vocational education, in relation to the other areas, have diminished.

Look at yourself. Have you supported the efforts of the other branches for vocational education as a united front, where we can change agricultural education? You should be talking to people, writing to inform your state and national representatives. Influencing and utilizing other leaders is a logical tactic of a leader. People are not leaders just because they are appointed or elected to a position. They enter their leadership when they participate.

Agricultural Education needs the efforts of each of its several agents; teachers, supervisors, and teacher educators. In unity there is strength. Should these groups combine their talents and efforts to support an Executive Secretary or the like? Is it to be set up to hold enough friends and influence enough people to maintain its leadership, must concentrated efforts to educating young people in agriculture and all its related fields to positions of leadership — and these positions of leadership must extend beyond the field of agriculture. Young agriculturists must be able to persuade the urban dwellers as well as the nation's decision-makers that agriculture is vital to the nation and all its people — not just to farmers.

Probably the agriculturalist's greatest single asset is his strategic position of indispensability. No one man — king, president, legislator, educator, or farmer — may be essential. But faintly he is the most valuable. With the exception of those who fish the sea for food, farmers are the nation's one and only source of new replaceable wealth from year to year.

Another great asset is the latent sympathy and friendship which a majority of the public feel for those who live close to the earth and use it lovingly to produce food, fibre and flowers for the benefit of mankind. And older people, even the cautious thousands, when the children ask the future a hope that someday, somehow, they will be able to live in a rural area, where the sky is blue, and the land will produce, with little effort on their part.
all the food and clothing needed. For most people — an unattainable dream — but dream it is for many — and it gives them a connecting point with the agricultural establishment. Borrowing the theme of its product and latent friendliness of a sympathetic public, agriculture can add another asset: an unspotted reservoir of goodwill which it can draw upon to encourage and support public hunger for new leadership.

Generally, the background of today’s youth in agriculture is neither one nor that of silver spoons. These are individuals reared on principles of hard work, honesty, kindness, and goodness, taught by their parents to do for others as they would be done by. They acquired a sense of loyalty and patriotism from the horses in which they were born and reared. They knew the value of individual and group efforts, and the strength in unity. Their conviction that the future of this country is in their hands has been a driving force in their lives to prepare themselves for the position of leadership in civic and business life when they come of age.

The problem of leadership in agriculture is not only the problem of identifying and selecting leaders, but it is also the problem of providing opportunities for the exercise of leadership. Leadership is a dynamic concept and, as such, it varies with the changing conditions of the time. The challenge to agriculture is to provide a framework within which leaders of the future can develop their potentialities.

While it may be humancious to think of a leader fol lowing the crowd, it is as true, we believe, that we expect in a political democracy. Don’t we want our political leaders to have a definite philosophy? If you took your cues from Jefferson’s writings, your answer would probably be “yes.” If you followed the view of Madison, you would say “not always.”

The Constitution contains many evidences of these two opposed tendencies, one of which would give power and responsibilities to the electorate, the other would guard against unlimited popular government. In this pluralistic society of ours, all voices and efforts have seldom been united. A variety of individual and group goals, attitudes, opinions — many conflicting — are allowed, encouraged to exist in the U.S. This pluralism creates ambiguity and excitement when working together.

A leader in agriculture must have the ability to continue a transaction or movement between two extremes: change and stability. Sometimes the leader must have the courage to advocate and implement change even when this involves conflict with constituents or content. Sometimes he must be prepared to stand pat — to hold the line, to resist change, even when the change is the one that is needed. He may see great need for a period of stabilization — for maintenance of what he believes to be a desirable current status. Other times, he must realize that not all those who have experienced psychic trauma, the alleged inconsistency of sometimes pressing for change and sometimes pressing for maintenance is not always healthy.

Now having said that, how does an educational institution, particularly an educational setting with the dual responsibility of preparing young leaders for the leadership positions of the future and meeting the educational needs of those who are already engaged in agriculture, meet the challenge of providing leadership in agriculture?

Agriculture must provide educational leadership in agriculture to recognize potential weak spots within agriculture as they can be used to take the lead in these developments of agriculture. Agriculture has already provided a leadership role in the agricultural sciences. It is the role that is critical in the future.

I said at the outset that agricultural people are an island in a sea of change. They are not alone. It is a task of leadership to bring the islands together.

The history of higher education in its earliest days in pre-Christian Alexandria provides evidence of a persistent structure and continuity. The evidence is that a person must learn to become a leader before he can lead. And we must develop an understanding of the relationship between the concepts of leading and following.

Let me illustrate with the story of Emetile, a French revolution.

Emetile was enjoying a few hours of relaxation in the armchair of a friend. In the middle of his contentment, he heard a knock at the door. When he answered it, it became obvious that it was the sound of an angry, menacing voice, "Get out of here, you mother—mou——" sounded as though it was right outside the room. Emetile could not believe what he was hearing. He looked out the window. Coming out for a moment, he turned to his companion and asked, "What do you think he means?"

"That was the army of the Revolution," I must follow them for I am their leader."

"What’s a wheel?" If the question is about that, you’ll have to include that a wheel is a round object used to carry a load and add a function. Dependability and endurance becomes essential when relying on wheels. You must have an inch in which you have faith and confidence in its performance.

A successful wicker chair must have the same characteristics as those found in a reliable wheel. It must have the same characteristics as the wheel in its construction and performance.

On the other hand, the institution must recognize that our society still demands, and probably always will demand, individuals who have a sufficient depth of specialization to make possible an appropriate division of the tasks of the work-force and avoid decision-making on the collective basis. The theme of this paper is that the relationship is a dynamic and changing one. The history of higher education in its earliest days in pre-Christian Alexandria provides evidence of a persistent structure and continuity. The evidence is that a person must learn to become a leader before he can lead. And we must develop an understanding of the relationship between the concepts of leading and following.

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LEADERSHIP: The “Key” to Program Development

Claudia R. Smith
Agricultural Education
University of Maryland
College Park, Maryland

Professional staff development is one of the most important leadership problems confronting vocational education in this decade. The teacher supply-and-demand problem in vocational agriculture has become so acute that it is no longer one that can be solved by teacher educators alone. The declining interest by rural youth in teaching vocational agriculture as a career, changing occupational outlook trends, and shifting emphasis in the funding of vocational agriculture programs by the Office of Education and state departments of education are the factors, when combined, that make staff development one of the most critical problems confronting vocational education as a profession in general and agriculture educators in particular.

The responsibility for recruitment and training of teachers and the development of agricultural education must be shared by all agricultural educators; the teachers in the field, the supervisors of agricultural education and the agricultural teacher educators. Successful recruitment will require an understanding of the needs of the education and responsibilities and the recognition that cooperative effort and cooperation are essential if the problems and responsibilities to the profession.

The recruitment and training of agricultural educators collectively redeploy themselves to the task of implementing and sustaining beneficial, vital educational objectives and standards which would influence a training program that could maintain critical standards. Standards made by educational planners will not be long until state and federal funds made available for vocational educational agriculture would be memory of another era that has now become a historical fact. With immediate aggressive but cooperative effort by the profession, the development of a broad-based and adequately informed personnel prepared to assume leadership positions at the various levels, the agricultural education program in this society is jeopardized and may soon become a predominantly rural field of work. The need for professional personnel will result in the failure to meet the educational needs of rural youth, the closing of departments, and a reduction in the quality of the rural educational programs.

The Chalanges

The basic problem which confronts vocational agriculture education as a profession becomes clear in a review of supply and demand information:

In 1975, 109,136 teachers of vocational agriculture were employed. The number of professional vocational agriculture educators in 1975 is 350,000, an increase of 300 per cent.

There are over 10,500 teachers of vocational agriculture in the United States. We experience an annual turnover rate of approximately 10 per cent.

The number of vocational agriculture teachers needed in the United States was estimated by 1975 is estimated at 212,179.

Only 51 per cent of those qualified for teaching vocational agriculture in the United States entered the profession in 1970.

The pre-service preparation of teachers is essential if we are to achieve a viable program of agricultural education. A comprehensive professional development program should include a revised and expanded teacher education program and curriculum laboratory as well as other necessary components to assure the further development of personnel presently employed.

A Suggested Leadership Development Program

It is incumbent on the profession to accept the responsibility for identifying potential leaders to provide them with the kind of vocational educational training that would recruit one student every four years who prepared for a teaching career.

Although the situation appears bleak, the profession has an opportunity to meet these challenges in meaningful ways. There are hopeful signs and some new approaches that should be considered.

For example, the Agriculture Education Division of the National Agricultural Education Association has an outstanding example of shared leadership for the solution of staff development problems at the national level. The structure that makes this leadership possible involves teaching supervisors and teacher-educators. It will take all three to solve vocational problems within their respective jurisdictions.

In one study, it was found that the need for professional personnel will result in the failure to meet the educational needs of rural youth, the closing of departments, and a reduction in the quality of vocational agriculture as a professional field of service.

The Specific Personnel Needs

Although it has been of great concern to agriculture educators that vocational agriculture does not maintain a pre-set of enrollees over the projected time period, it is interesting to note that in terms of enrollments, vocational agriculture appears to be a program with a future showing an acceptable growth pattern. This trend in the number of enrollments is one of the reasons why vocational agriculture is expected to be a program with a future showing an acceptable growth pattern.

The 1960 National Conference of College Deans may find its place in the history of the profession. It will have charted the course of vocational and technical development programs in the years to come. In this conference, the idea of a National Board of Agriculture Education was shown to be a viable concept.

A new concept of leadership in agriculture education has been developed. This “situation theory” of leadership is based on the belief that where there is a clear-cut goals for the situation, the leader does not need to be highly skilled. In this new leadership position, the leader is able to fulfill the essential leadership role.

A new audit of all tasks within the organization for which leadership is required is required. This is, in essence, utilization of the vocational concept of job analysis. The audit should be conducted at the national level for which indicates the specific requirements of leadership skill that needs to be developed. This “situation theory” of leadership may be one of the reasons why vocational agriculture is expected to be a program with a future showing an acceptable growth pattern.

The plan for 1971 will be the first step in a series of planned steps to develop the professional staff development program in agriculture education. This plan will be the first step in a series of planned steps to develop the professional staff development program in agriculture education. These steps will be the first step in a series of planned steps to develop the professional staff development program in agriculture education.

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LEADERSHIP TRAINING AT THE
"GRASS ROOTS" LEVEL

Dennis W. Torrence
Vocational Agriculture Instructor
Appomattox, Virginia

Emmitt Knight is an energetic, ambitious, and popular teacher at Appomattox High School, who, like thousands of other young people across America, has his goal set on becoming a leader. Emmitt, however, has questions, many, many questions: What to do? How to act? What to say? What it takes? Can I do it?—just to name a few.

The Hub Federation of Virginia FFA Chapters in Appomattox and Campbell counties decided to help young men and women in Emmitt and his classmates to answer their questions, help build their confidence and instill in them the right direction toward becoming more effective FFA chapter officers.

Leadership School

Officers and advisors of the Hub Federation planned and conducted a leadership training school for present and prospective FFA officers. There were three main objectives:

1. To give each participant practical experience in serving the district of his office or the office in which he hopes to serve.
2. To give practical training in table manners and social grace.
3. To discuss and demonstrate practical topics necessary for rendering an effective FFA chapter program.

Office Training

Following the opening ceremony by Federation officers, an inspirational briefing on "Leadership, What, How, and Why" was given by the federation advisor. Participants were then divided into officer groups. Duties were discussed, ceremony parts rehearsed and ideas exchanged.

Reporters, for example, discussed proper methods and techniques of writing chapter news articles as well as using and taking pictures. They prepared a reporter's schedule of coming FFA events and ended their work session with each reporter writing an article on the leadership school for his local paper.

Sentiments practiced their parts for the opening ceremony, and how to meet visitors, shake hands, seat people, order paraphernalia and set up rooms for different types of FFA meetings.

- Vice-president exchanged copies of projects programs of work and suggested ideas on program topics, how to set up programs, and how to introduce programs and speakers for chapter meetings.

The other office groups conducted similar work sessions relating to their particular office.

Banquet Training

Every minute of the school was utilized, even the dinner hour. A local restaurant set up the meal similar to an FFA Parent-Teen Banquet. Through-out the meal FFA members were faced with the problems of which fork for which dish, how to properly cut the meat, how to do the silverware, what to do with the napkin, how to appear pleasant, what to say, etc., all with the crackle of cracker wrappers, where to lay the knife and fork after it had been used, plus many more. These problems were discussed and solved as the meal was served.

Special Topics

After dinner the group assembled to discuss the meaning of chapter topics pertaining to successful chapter officers and effective FFA chapter.

A model opening ceremony was conducted by the winning team from William Campbell High School. In line with the example of what a good set of officers sounds like, an enthusiastic discussion of "The Right Essentials of a Good FFA Chapter" was presented. Special topics discussed and demonstrated included:

1. Practices to be followed mostly in training officers.
2. Points for the nominating committee to keep in mind.
3. Ten commendations for FFA officers.
4. Proper dress for FFA officers.
5. Ways of starting conversations.
7. Introducing committee.
8. How to remember names.

How successful was the school? Only time will tell, but according to one evaluation, conducted through a questionnaire, over ninety per cent of the participants classified it as "most helpful."

Emmitt Knight, that ambitious Greenhain, summed it this way: "I know where I wanted to go all along. Now I have a better idea of what it takes and how to get there."

To the Hub Federation of FFA Chapters this is leadership training where it really counts . . . at the "grass roots" level.

If the quality of teaching is the key to successful schools, the kind of preparation teachers receive is increasingly receiving increased attention because of the recognition of the need for improvement of instruction. It has become apparent that the in-service growth of teachers and the improvement of education are enhanced markedly by dynamic in-structural leadership.

The principal is usually faced with the dual responsibility of the administration of the school and providing supervisory leadership so teachers may continue to improve in techniques of instruction. In order to improve teaching, the principal must understand the aspects of good teaching. The various activities used for the improvement of instruction may be classified as group and individual. Since teachers vary in their individual abilities and professional needs, instructional improvement activities should also vary. There are occasions when the best way to help a teacher is to help him individually. At other times, group activities are more effective and economical. Teachers of vocational agriculture are the forerunners of the instructional improvement activities and must continue to improve themselves, their departments, and their communities.

According to the fall reports of 1,372 teachers, as revealed by a Pennsylvania study, the following professional growth practices were recommended for continued or expanded use in the improvement of instruction:

- Service education activities, including use of bulletin, teachers' handbooks, demonstrations of use of new materials and methods, visual skill, professional reading, profession of courses, field trips, travel, teacher-pupil conferences, and faculty meetings.

In a teacher education program, a student teaching handbook is one of the instruments that can be used effectively to provide practical assistance to student teachers as those who assist them. University and public school personnel are interested in providing professional assistance in this crucial phase of preparing young people for entrance into the teaching profession. This handbook should be brief, practical, and simple with emphases on matters of major concern to student teachers and cooperating teachers. Implicit in this attempt is the hope that all the necessary for initiating a successful career in teaching has been implicated in other regular classes.

Student teaching is considered, by most people involved in the process of preparing or hiring teachers, as the most crucial stage of teacher preparation. The best efforts of all involved in the process is required. This is a cooperative responsibility of the university, the student, and the cooperative school. Here, theory is to be put into practice. The purpose of student teaching is to prepare the student for a teaching position, under capable supervision, into full-time teaching. Here the student observes classes that will soon be his own, begins to assist the cooperating teacher in teaching, and then gradually moves from partial responsibility to full responsibility of a teacher's assignment.

Where From? "Supervision Training for Improvement of Instruction in Public Schools," Published by the Pennsylvania State University, 1954.

Charles Kolbren Wisconsin State University
Marelaus, Wisconsin

Gene N. Love University of Missouri
Columbia, Missouri

THE AGRICULTURAL EDUCATION MAGAZINE

JULY, 1971

"TEACHER EDUCATION AND SUPERVISION"
FPA PARTICIPATION PROMOTES UNIVERSITY STUDENT LEADERSHIP

Clarence R. Bland, Professor
Department of Agricultural Education
Iowa State University
Ames, Iowa

Larry H. Bihlers, Assistant Director of Residence
Office of Student Affairs
Fresno State University
Fresno, California
Ames, Iowa

The Future Farmers of America has among its primary aims the development of agricultural leadership, cooperation, and citizenship. The fulfillment of this aim has provided one of the major sources of agricultural leadership at the national, state, and local levels.

In a recent study, it was determined that a relationship existed between participation in FFA activities, other high school activities, parent's activities, selected high school or university factors and participation in university activities.

This study involved a sample of 400 Iowa State University students, 200 of whom had had two or more years of FFA experience and 200 of whom had no FFA experience. One-hundred of each group were enrolled in the College of Agriculture and the other 100 in other colleges. Each of these groups contained 50 juniors and 50 seniors.

Activity scores were evaluated by a panel of judges to obtain scores for all students responding to the questionnaire.

Students with FFA participation had a higher total university activity participation mean score (78.34) than those without (71.30) activity. The FFA group had a mean score of 82.52 as compared to a total student average of 69.29. Residence activities made the largest contribution of an individual's activity score followed by curricular and departmental activities, all university honorary activities, and religious activities, respectively.

The total university mean score for those with FFA experience was 82.52 for those enrolled in the College of Agriculture and 62.63 for those enrolled in other colleges. Students without FFA experience had an average of 65.22.

Although data indicated that FFA experiences were found to be significant in influencing participation in activities, the FFA must continually strive to improve its leadership programs at all levels.

The FFA has crossed the threshold to what may well be its most decisive decade in its history. Whether the organization has been challenged to adjust to the contemporary needs of conventional agriculture students. Although modifications have been and are being made, membership records are not reflected in membership enrollment.

The FFA has increased the number of students enrolled in agriculture in 1966 were also FFA members. By 1970, the FFA membership of student enrollment had dropped to 75 per cent. This means that approximately 119,000 agriculture students did not affiliate with the FFA in 1970. In addition to the enormous number of non-FFA agriculture students, a sizable percentage of presently enrolled members are not participating in FFA activities to their full potential.

In light of this situation, a National FFA Research Study was conducted during 1970-71 to identify and investigate the factors that are influencing student participation in FFA activities. This nationwide study involved 109 vocational agriculture and 2,773 junior and senior vocational agriculture students. The study was conducted by the National FFA officers, Directors and partially funded by the National FFA organization.

Findings

IMAGES. Vocational agriculture teachers and non-FFA vocational agriculture students indicated that a major problem facing the organization is to recruit the image of the FFA from that of a farm group to one that is general and meaningful, particularly for field youth, and 3) could not attend chapter meetings when they were scheduled.

Table 1. Total university activity score by FFA experience

<table>
<thead>
<tr>
<th>FFA</th>
<th>College of Agriculture</th>
<th>Other Colleges</th>
<th>All Universities</th>
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<tbody>
<tr>
<td>Total University</td>
<td>80.23</td>
<td>62.63</td>
<td>61.72</td>
</tr>
<tr>
<td>Curriculum and Personnel</td>
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<td>67.43</td>
<td>62.57</td>
</tr>
<tr>
<td>Total University</td>
<td>81.68</td>
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<td>84.80</td>
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<tr>
<td>Total University</td>
<td>81.68</td>
<td>65.78</td>
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</table>

PARTICIPATION. Students joined the FFA primarily to participate in FFA activities. Students with lower grades in high school participated to a greater extent in FFA activities and school and community organizations than students with higher grades. Participation in FFA activities increased as membership in the program of activities; and 2) a high percentage of the membership to become involved in leadership positions within the chapter.

SOCIO-ECONOMIC STATUS. Students with a higher socioeconomic status participated to a greater extent in FFA activities than students with a lower socioeconomic status.

INFLUENCE. Friends, FFA advisors and teachers, and important personalities affecting vocational agriculture students' decisions to join the FFA.

OCCUPATIONAL EXPERIENCE. One-fourth of the vocational agriculture students involved in FFA activities had been involved in occupational experience activities.

As FFA enrollment continues to decline, agriculture teachers must receive some existing conditions in FFA chapters. Implementing solutions to the study findings may prove relevant after an evaluation of local conditions.

Implications

Activities of the chapter should appeal to all students regardless of their background; consideration of their given to students interests, needs, and limitations. A wide variety of activities covering the broad spectrum of agriculture will present an opportunity for greater student participation.

A key to increased student participation appears to be active student involvement in: 1) planning and conducting chapter meetings; 2) leadership positions; and 3) committee responsibility. It is within the means of each chapter to involve 100 per cent of the membership in committee responsibility.

The creation and utilization of multiple vocational agriculture chapters provides opportunities for greater involvement by additional members. To help recognize the influence exerted by FFA members on students' decisions to join the FFA, vocational agriculture teachers' influence can also be emphasized to encourage non-members to join.

Summary

The challenge to vocational agriculture teachers and FFA chapters is obvious—active involvement of all vocational agriculture students in all levels of FFA activities. We have the ability, the means, and the capacity to bring all vocational agriculture students into the mainstream of chapter activities. We need only the will. We must accept the challenges which confront us this decade is to be the most dynamic in the history of the FFA organization.

From the Research Editor's Desk
COMING ISSUES

August—Maintaining Programs of High Standards

September—Instructional Materials

October—Broadening the Offerings

November—Support by Industry and Organizations

December—Multiple Teacher Departments

January—Agricultural Mechanics

February—The Farm Management Approach

March—Competencies for Careers in Agriculture

April—Serving the Out-of-school Group

May—Innovations in Agriculture Education

June—Teaching Methods

All copy must be in the hands of the Editor three months in advance, i.e., material for the October issue should be received by July 20th.
MODIFYING VOCATIONAL EDUCATION PROGRAMS

Vanis S. Eddy
Coordinator, Agricultural Education
Auburn University
Auburn, Alabama

Many rural youth are unable to benefit from the advantages offered by a comprehensive system of vocational education. Opportunities for dynamic reward careers are frequently unavailable for the segment of the population who reside in the isolated rural areas of the United States. A youth or school may be isolated by virtue of: 1. Distance from other schools or other centers.
2. Lack of sufficient student population.

The lack of appropriate vocational education programs is a limiting factor in the preparation of students attending the majority of isolated rural schools. Limited alternatives resulting from restrictive philosophies of career development are instrumental in foreclosing for which they are unsuitable or may have curtailed opportunities for success. Inadequate support programs are in operation in many of these schools to effectively deal with the problems of potential dropouts, slow-learners, disadvantaged, and handicapped students. Viable and effective vocational guidance programs are rarely found isolated rural settings. Compounding these problems is the fact that many rural youth may be transmigrated from their home communities to obtain advanced career education and satisfactory employment.

There are inherent advantages in the operation of isolated rural schools in spite of the complexity of the problems faced by these programs. A lower-teacher-pupil ratio permits greater individual attention, a concern for the personal problems of each student, and deeper insight into the home environment. A strong community spirit contributes to patronage support of the major goals and objectives as well as favorable reaction to educational finances. Improved communications between parents and school personnel is effective in promoting understanding of the role of the school and home environment in the total development of each individual student.

The implications for changes in vocational agriculture are evident when one considers the role this service has traditionally played in serving rural America. Changes in vocational agriculture policy should be directed toward an alarm for the loss of identity. There is a critical and continuing need for agricultural education. The role of this program and the other vocational disciplines in the future may be significant elements in a comprehensive career education program rather than independent offerings of an elective nature as they have been in the past. The task ahead is great and complex. Leadership is needed for the modification of vocational education programs to meet the changing needs of people in rural areas.

The overall objective of an isolated secondary vocational education program should be to prepare each student to obtain and retain employment; and/or to be able to pursue additional educational opportunities in his chosen field. Supporting objectives should emphasize career exploration, placement training for occupational opportunities in the labor market, citizenship, leadership, work adjustment, and placement of graduates in suitable occupations.

A suggested administrative and supervisory staff chart for isolated rural schools is shown in Figure 1. Line and staff administrative organization is recommended with emphasis upon clear channels of communication. Advisory councils, state staff personnel, and school committees are proposed in a consultative role to provide advice and assistance in career development planning.

`Curriculum Development Curriculum Design for Isolated Rural Schools,` shown in Figure 2, is proposed to ensure that relevant academic study be provided to complement vocational preparation. The merit of this particular approach is predicated upon the value of each individual. The ultimate goal is to provide each student the opportunity to achieve his maximum potential. Emphasis is placed upon preparation for the next step which may be continuation education for certain students or immediate employment for others. This curricular design provides the students with knowledge and skills leading to employability which includes related academic preparation for social development and the establishment of individual values. Six curricular developmental criteria are proposed to aid in the achievement of career objectives:

1. Curriculum content should support the major occupations. This should be determined by follow-up surveys of state employment, survey of employers of program graduates, and periodic interest in the occupational needs at local, state and national levels.
2. Student interests, aptitude, and personal values should be considered in program development.
3. Vocational program should require community acceptance and support.
4. Advisory councils and staff committees should participate in the planning, development, and program development.
5. College preparatory and occupational training for persons entering a limited-demand occupation in high demand, in number, but they usually require training beyond high school and other retraining employment.
6. Exploratory knowledge, skills, and experience should be provided in a variety of occupations.

The instructional program proposed for isolated rural schools is recommended with an agricultural guidance to permit students to develop learning and their abilities in relation to occupational opportunities.

The development of decision making skills should be emphasized as an aid to the maturation process. Student-counselor relations are necessary elements of career exploration. Guidance materials and conferences are recommended for the purpose of counseling students to provide individual and group interaction in decision making processes.

Sources of funds for initial and operating costs of students implementing vocational education could include the local tax base, state and federal funding through title projects, and standard vocational education. Possible supplements to these sources for operational costs might be local gifts, donations, surplus property, industrial assistance, student fees, shared equipment, and leased equipment.

Summary
Youth in many isolated rural areas are deprived of the opportunity for vocational preparation and rewarding careers because comprehensive vocational education programs are not available. A lack of funds, ineffective vocational programs, and physical or psychological barriers are frequently limiting factors.

A career development curriculum is proposed for isolated rural schools which provides for occupational and general educational preparation along with an effective guidance and counseling program. The significance of this design is the interdependence of vocational and general education in the total development of each student.

The work experience programs should be closely coordinated and supervised through the instructional program and by participation in youth organization.
Man seeks to free himself from disease, yet, he is not free in his body. Man seeks to free himself from toil, yet, he pollutes his environment. Now, once more, man realizes that he can no longer dismiss his dependency on his environment. He must now live in the world of nature. The miracle of life and its cycles will now have to receive our emphasis in man's pattern of thinking. Modern man has to "turn on" to a renewed appreciation of the miracle of growth, the wonders of nature, and the responsibility to live today in a way that will give his children hope for a fulfilling tomorrow.

Killing people in the schools today especially need to develop an appreciation of the natural world about them and, also, to develop an awareness of the future roles they can play to perpetuate and to implement both the natural world and the man-made world.

It is on this particular need that the educational program called "The World Agricultural Education Program" is being studied, explored, and projected on a kindergarten through grade twelve basis in a Washoe County School District. Although the program is in its beginning stages, initial planning indicates a real potential for an exciting educational program.

The World Agriculture Denotes a partnership between the worlds Agriculture and Ecology. This partnership is more that the reorganization of man's dependencies on the cause of the bread-fruit of agriculture (farming, cattle, etc.), but a necessary automatic and essential to science when projecting the ways and means of survival in the natural environment and our man-made world. Because outdoor education is directly related to both fields, the outdoors will have to play a large part in such an educational program. Therefore, the World of Agriculture leads to the outdoor classroom at the setting for much of its instructional program.

Vocational educators have long stressed "learning by doing." Educators have long stressed the "Activity Method of Instruction." To turn students on to the things they do not know about, much of their learning occurs in the out of doors. If cooperative work experience turns a young person "on" to the man-made world, it seems highly likely that outdoor experience is going to be essential to turn a young person on to the natural world and its related fields of agriculture, conservation, recreation, recreation, etc. Consequently, in looking to the future, the World of Agriculture program is exploring such educational avenues as making part of the school playground into an outdoor classroom or a school farm, utilizing youth groups of other rural areas as outdoor classroom, tree farms, plant nurseries, etc. Also, initiating outdoor programs with the University of Nevada College of Agriculture and the Nevada State Conservation and Natural Resources Department.

The World of Agriculture Program will, hopefully, meet another prime need of the community schools and that is the need to have more seen in the elementary classrooms. There is every indication that the College of Education and the College of Agriculture students can be utilized as student teachers, instructional aids, resource persons, and outdoor supervisors. The World of Agriculture District elementary schools which contain economically or educationally disadantaged students, or areas not made to expand the background experience of younger and teachers to their knowledge of the work world about them. The World of Agriculture program would not only provide an educational experience, making youngsters more aware of agricultural careers in the fields of conservation, horticulture, range management, forestry, turf maintenance, and wildlife, but would provide them with the knowledge of field trips and audio-visual materials to attain this objective. But it would go further; it would seek to develop an appreciation of growing things and the miracle of life through involvement in the World of Agriculture. This will provide a positive attack on environmental problems.

Last, but certainly not least, Washoe County educators, including William Kilpatrick and his staff, are putting on a series of outreach programs to various school systems and to the public. These programs will provide a new educational experience for students. This would take students off the streets, provide more youth employment and provide a positive attack against environment problems.

In order for things to be different tomorrow, we have to start doing things differently today. The Work of Agriculture and teachers, through the fields of agriculture, ecology, and outdoor recreation. It will be a real challenge to move this program from the drawing board to the classroom, but this challenge can be met successfully if we can capture the enthusiasm and creativity of educators in this area.

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**World of Agriculture**

John A. Crecina, Curriculum Coordinator
Washoe County School District
Reno, Nevada

**Educational Agriculture in Southern Brazil**

Harold B. Matteson
Agricultural and Extension Education
University of Wisconsin
Madison, Wisconsin

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**Brazil as have many other developing nations been faced with a major problem, the population growth, causing time consuming its economic development and growth. The situation with the intention of identify the environmental conditions which have the greatest influence on the development of its agriculture.**

Since Brazil has basically an agrarian society, the development of the agricultural sector of the economy has been recognized as an important factor in its economic development.

As the Brazilians began to analyze the agricultural sector of their economy, they became apparent that an adequate preparation of agricultural technicians was a major key to this development. Consequently, many of the following questions are being asked by Brazilian educators and government officials:

1. What is the present status of agricultural knowledge in the country?
2. What is the future of agricultural education?
3. What is the future of agricultural education in the country?
4. What is the future of agricultural education in the country?

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**Educational Agriculture in Southern Brazil**

Harold B. Matteson
Agricultural and Extension Education
University of Wisconsin
Madison, Wisconsin

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**Findings**

1. The purpose of the agricultural high school most frequently indicated by both professors and students was to prepare students for specific occupations. The majority of teachers and students felt that more emphasis should be placed on the development of a wide variety of teaching projects, and school cooperatives to provide students with an opportunity to participate in these projects while they were receiving their training.

2. The professors and students did not agree as to the reasons why students enrolled in agricultural high schools. The reasons most frequently mentioned were:

   a. the student received a scholarship
   b. the student was born and raised in a rural area
   c. the school provides free room and board
   d. the student graduated from an agricultural junior high school

   The reasons students preferred were:

   a. the student graduated from an agricultural junior high school
   b. agriculture is the student's vocation
   c. the school provides free room and board
   d. the student was born and raised in a rural area

   In spite of this difference, the professors and students were in agreement regarding the criteria an agricultural high school should use when selecting students. The criteria most frequently mentioned by the respondents were:
AN ANALYSIS OF THE LEADERSHIP FUNCTION

Ralph A. Benton
Southern Illinois University
Carbondale, Illinois

At all levels of American life there is a growing demand for men and women who are willing to assume significant leadership roles. Leadership — training conferences are held, for instance, in high school. In America we have as one of our major responsibilities to provide leadership for our young leaders. At both the high school and the college and university level, students who demonstrate leadership ability are needed if clubs and student organizations are to be made effective and make their influence felt.

However, there is diversity of opinion on what constitutes leadership. For the most part, it is described in terms of its function and of the qualities and characteristics which are said to be found associated with particular types of leaders or patterns of leadership. The most apparent feature of both is that leaders in different situations do not possess the same traits and that one cannot make generalizations about leadership traits in general. Indeed, we must talk about leadership traits in particular situations.

A review of the literature has shown that little has been done to determine the characteristics of leadership. The term "leadership" has been given various meanings from social standing, politics, family, etc. The second is a view of the relationship of the traits and habits of men he says that one must realize that leaders are effective and lead those attain to their leadership only when the traits possess are those demanded by the situation.

His third distinction deals with the nature of leadership traits and what the question, "Are there any traits which are common to all leaders and which may be called characteristic of leadership as distinguished from the situation traits?" he discovered that...
CREATIVITY IN A CHANGING SOCIETY
J. C. Allerton
Teacher Education
Louisiana State University
Batson Rouge, Louisiana

Effort should be made to retain the best of the old, that which is still useful, and to discard the rest. The new, the temptation to discard or abandon all of the traditions of the past must be resisted. Those things which no longer work effectively should be dropped and replaced by others which will, there is no merit in continuing unnecessary effort. It seems wise that one realize that education as a vocational agriculture is not and should not ever become finally and irreversibly fixed. Change will inevitably come. The extent to which it is orderly or haphazard depends, in large measure, upon the type of involvement of the planner and the implementer.

In order to make an intelligent selection of the worthwhile features of the old, it is imperative that there be an evaluation of the various aspects of the work. This is no simple task, as it is difficult to look at one's own activities candidly. Personal prejudices and sentiment tend to enter into the picture. One is disposed to shun admission of insufficiency or lack of effectiveness of his own pet projects.

The teacher of vocational agriculture faces a dilemma when it comes to programming activities for the year or on a long-range basis. He has the problem of integrating the multiplicity of activities utilizing part of the old traditional methods and procedures while embracing the newer concepts which have been brought into focus by recent and pending legislation. The solution to this is proper planning.

Planning should be deliberate, long-range and carried out in a systematic manner. Activities should be programmed and executed, as a general rule, on the basis of appreciation in order and not merely the result of emergencies which arise periodically.

AUGUST 1971

Agricultural Education: An Introduction to Learning and Teaching through Social Science
William L. Hull, Columbus, Ohio, Charles E. Peck, Publishers and Distributors, 1951, 320 pp. $9.00

The textbook is one of a series on career programs designed to provide information on the underlying theory and practical instruction in establishing a successful agricultural education program. It was prepared by a team of experienced educators, and it is an excellent guide for both the undergraduate and graduate student enrolled in college or university courses in teaching vocational and technical education.

The text consists of eight carefully documented chapters and is written in a clear, concise manner. (1) An introduction to learning and teaching, (2) learning and instruction, and (3) assessing the quality of instruction. The learning theory basic understanding of the teaching-learning process is presented in Part I. Part II is a variety of practical approaches to teaching and learning in the classroom and laboratory is presented in Part II. The topics in Part III include assessing the learning outcomes and evaluating the effectiveness of the teacher. Additional information presented includes the role of vocational education as it relates to general education, the role of the vocational education curriculum and program, and the role of the career education, and the role of the career planning.

The appendices include useful information on the selection of publications, the role of the vocational education program of work, advisory committee participation and by-laws, and the evaluation instruments.

Dr. R. A. Reamer is chairman, Department of Vocational Technical Education, Kansas State University, Manhattan, Kansas. Dr. J. N. Smith, Department of Education Administration, Ohio State University, Columbus, Ohio, and Dr. R. A. Reamer are authors who have combined their experiences as high school and college teachers and have written this worthy publication in agricultural education.

Walter F. Bell
Professor
California Polytechnic State University
San Luis Obispo, California


Sheep and Wool Science is a comprehensive book on sheep and wool. It treats all aspects of the sheep from reproduction to the use of sheep and wool in the fashion industry. This is particularly useful and readable in the sections on breeding, feeding and management.

Each section is introduced in a interesting narrative form which provides the necessary background information needed by the reader. The text treats with the history and classification of the breed, the types of production and management are treated in a comprehensive manner. Each section is supported by modern equipment and management techniques.

The appendix contains much frequently used information about the use and feed composition, metric and American systems, weights and measures, genotype tables and breed registration associations.

Dr. R. B. Stowell served as the animal production staff at the Animal Industry Laboratory, New York State Department of Agriculture. He also served as chairman of the Department of Animal Science for 21 years at Washington State University. Sheep and Wool Science is an excellent reference for secondary, postgraduate, ordinary college classes, and sheep producers dealing in accurate information.

Holly Rud
University of Wyoming

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TORT LIABILITY IN TEACHING

Herman D. Brown
Agricultural Education Department
Texas A&M University
College Station, Texas

The possibility of a public-school teacher being involved in a legal action resulting from a school-related injury is greater today than in any other period in our nation’s educational history. The problem is not new. Over crowded playgrounds, more complex transportation problems, sophisticated equipment for vocational and technical education, and a host of other new problems are generated by the additional responsibilities being assumed by the public schools. The problems must be faced directly and intelligently if teachers are to be protected from the financial burden and the embarrassment of being defendant in a court trial.

Life today is almost impossible without the use of tools and machines; therefore, consideration must be given to the legal and moral responsibilities of teaching potentially hazardous manipulative skills. New programs in vocational agriculture, especially farm mechanics programs, have necessitated a closer look into farm shop safety programs.

The legal aspects of a teacher’s relationship with pupils is contained in the phrase, “in loco parentis” which means “in place of parents.” This phrase is an ancient legal doctrine under which the teachers become parents as far as the protection, care, and interests of the rights and duties of parents. In the faithful discharge of such duties, a teacher is bound to use reasonable care, in the light of the existing relationship.

The feelings of the courts regarding the principle of “in loco parentis” are illustrated in Brown v. Jacoby. That action was brought against a high school principal and superintendent, and it involved a pupil when he fell from a stage which had been erected around a vocational training building being constructed with pupil assistance. The pupil, working under the defendant’s instructions, was injured when the staging collapsed. The pupil charged the teacher with negligence in allowing a defective staging to be used. The court, in finding for the plaintiff, stated that the teacher was negligent in his relationship to the plaintiff and that, while he did act as a reasonable and prudent parent would act under similar, or the same, circumstances.

Negligent conduct may involve action or a lack of action, with foresight as the test to determine proper or negligent conduct. In situations where a reasonably prudent person could have foreseen or anticipated the harmful consequences of his action or lack of action, and individual who disregards foreseeable consequences may be liable if his conduct results in injury to another.

In the teacher-pupil relationship, the teacher has a duty to take all reasonable precautions to protect pupils against the possibility of harm. A teacher may find himself involved in a tort action if a pupil in his charge is hurt because of lack of proper supervision or adequate instructions. If negligence is proven against the teacher in court, the teacher will have to pay the judgment out of his own pocket unless he is covered by liability insurance or unless he teaches in a state where, by statute or judicial decision, the employing school board is liable for damages.

Double still exists in the minds of many teachers and administrators as to the nature of their legal rights and responsibilities in view of the surrounding circumstances in which they work. Vocational agriculture teachers have a legal responsibility to act with caution and prudence to keep their classrooms free of hazards and accidents. A teacher has omitted legal duty and is liable for negligence in the event a pupil is hurt if (1) he fails to adequately instruct the pupil on the correct method of using a dangerous machine or tool, (2) he fails to warn of the dangers that may arise if safety rules are disobeyed; (3) the use of safety devices is ignored; or (4) personal protective equipment is not worn by the teacher himself. A teacher who fails to adequately instruct the pupil on the correct method of using a dangerous machine or tool, and who fails to warn of the dangers that may arise if safety rules are disobeyed, is liable.

A strong SENSE of HUMOR when nothing else will meet the situation.
A large VIEW of the work to be done.
Ability to LOSE GRACEFULLY and to REBOUND after each defeat.
Indomitable COURAGE in standing for the right.
A firm DETERMINATION to see the work put through to completion.
A contagious ENTHUSIASM that inspires local leadership.
Unquenchable OPTIMISM in spite of all discouragements.
Unmistakable BELIEF in the IMPORTANCE of the FARM FAMILY to the commonwealth.

Herman D. Brown
Agricultural Education Department
Texas A&M University
College Station, Texas

A teacher has the responsibility to instruct his students in safety practices and to supervise their ability to use farm machinery. If he disregards this responsibility, he may be found negligent.

In the teacher pre-service training program, the moral and legal responsibilities of teachers and supervisors should be emphasized. Naturally, each incident must be judged on its specific circumstances but an awareness of possible situations might cause the prospective teacher to become more cautious in safety orientation and supervision.

Liability insurance shields a teacher against financial losses arising out of professional service and to compensate injured pupils who could not otherwise collect damages. Many states require or authorize school boards to carry insurance to cover the operation of school buses, but a majority of the states do not provide for insurance to cover districts to purchase liability insurance to protect teachers.

As programs continue to expand, vocational agriculture teachers need to become better acquainted with legal and moral responsibilities associated with teaching. Such awareness by teachers is combined with a good safety program in the school and an adequate insurance program by the school district, will benefit teachers and pupils alike.

'Thomas M. Jones, 31A, 441 (osen, 1958).'

Twelve Attributes of an Agricultural Leader

Alfred Vivian, Dean
College of Agriculture
The Ohio State University
Columbus, Ohio

Abounding FAITH in the importance of the work;
Infinite TACT in meeting trying situations;
Unlimited PATIENCE in overcoming community inertia;
Infinite GOOD NATURE in face of all obstacles;
A SAVING SENSE of HUMOR when nothing else will meet the situation;
A LARGE VIEW of the work to be done;
Ability to LOSE GRACEFULLY and to REBOUND after each defeat;
Indomitable COURAGE in standing for the right;
A firm DETERMINATION to see the work put through to completion;
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Unmistakable BELIEF in the IMPORTANCE of the FARM FAMILY to the commonwealth.

Twelve Attributes of an Agricultural Leader

News and Views of NVATA

JAMES WALL
Executive Secretary

EDUCATION IS KEY TO AGRICULTURAL EFFICIENCY

In recent years the number of farms has declined, but not because of reduced demand for agricultural products. Indeed, the demand for farm products has increased steadily. Well educated farmers backed by highly skilled agricuiters and advanced technology have met the demands by increasing their production efficiency.

The vocational agriculture program is the only program providing classroom instruction to high school students preparing for careers in agriculture. This training combined with other high school academic courses is vital if we are to meet the growing demand for trained personnel in the business of providing farm services, marketing, processing and transportation.

Approximately 110,000 students graduate from high school agriculture education programs each year. Yet it is estimated that every year more than half a million jobs will be filled in agriculture. Training in vocational agriculture is vital. If this nation is to continue to reap the benefits of a productive, efficient agriculture.

Twelve Attributes of an Agricultural Leader

News and Views of NVATA

JAMES WALL
Executive Secretary

Portland Convention

December 4-8, 1971

"Career Development" is the theme for the 1971 ANA Convention to be held in Portland, Oregon.

Ag Division Headquarters will be at the Hilton Hotel. Reservations will be handled through the convention bureau.

The NVATA Convention will begin on Saturday, December 4 with a General Session commencing at 9:00 A.M. NVATA meetings will follow about the same format as in the past except..."
In the March 1971 issue, credit for the article Employment Opportunities and Educational Requirements for Jobs in Outdoor Recreation should have been given to two individuals—Dr. W. H. Annis, chairman, Occupational Education Program, University of New Hampshire, Durham and Richard G. Floyd, Jr. At the time of the study, Mr. Floyd was a graduate assistant in Occupational Education at the University of New Hampshire. He returned to Essex Agricultural and Technical Institute, Hathorne, Massachusetts as head, Department of Natural Resources. He is currently employed as Recreational Planner, Department of Natural Resources, Commonwealth of Massachusetts, Boston.

* * * * * *

One part per billion is about one minute in time since the birth of Christ, or 1 penny in 10 million dollars.

* * * * * *

A study of the "Influences of Vocational Agriculture in the Kiel, Wisconsin, community," by Bjoraker and Kramer showed that high school graduates were more apt to enter farming with more years of instruction in vocational agriculture. Only 7% of the graduates with 1 year of vocational agriculture entered farming compared with 15% with 2 years, 19.6% with 3 years and 28.6% with 4 years. A similar trend was noted for drop-outs. Students who dropped out of school with only 1 year of instruction in agriculture represented 11.9%, whereas 28.5% of the drop-outs with three years of instruction were farming.

The 112 enrollees in adult classes, at the time of the study, had an average attendance of 9.8 years since 1948. This sustained attendance indicates that adult instruction is an essential part of a total program and provides opportunity for continuing education for those engaged in farming.

Ignorance of the benefits of vocational education is a cause for student/parent misunderstanding. A positive image through immediate and sustained public relations program is termed vital by the Indiana State Advisory Council for Technical Education. —1970 Annual Report.

* * * * * *

The U.S. Department of Agriculture and the National Aeronautics and Space Administration plan to study the extent of damage from southern corn leaf blight by a joint remote sensing research project.

The experiment is intended to show the capability of remote sensing rather than to provide information on corn blight itself. The aim is to give crop reports from a camera on an earth-orbiting satellite. This will be a big help to farmers because it will make crop information more accurate and timely than that which is now available.

Among the expected capabilities of remote sensing are the following:
* Classify land by major use category.
* Delineate earth characteristics.
* Determine changes in crop development or acreage over time.
* Detect those plants under stress because of mineral deficiency, salinity, disease or insect infestation.
* Study land forms and predict agricultural land use.
* Obtain data from unmapped regions and correct ground survey maps.

Basically, remote sensing works by gathering data in the ultraviolet, visible, infrared and microwave regions of the electro-magnetic spectrum. The information is recorded on tape and fed into a computer. The computer is programmed to extract certain features and it prints out a map of the area surveyed. Each crop appears as a different letter on the map. The temperature of a plant stressed by disease, for example, is higher than that of a healthy plant. These temperature differences are shown in infrared images. The cause of the stress, however, must be determined by a man on the ground. At this time all remote sensing can do is indicate variations from the norm.

-Agri-News April 1971

Honorable James A. Rhodes, former Governor of State of Ohio, in his acceptance of a citation at the 1970 AVA Convention for his contributions to vocational education stated: "We have got to be realistic that not everyone goes to college includes getting to the high school or the 9th or 10th grade. "If you wait until a kid graduates from high school, it's too late. We've got to get to them before they even think of dropping out of school."

* * * * * *

Russell Kirk, in his syndicated column wrote, "Nowadays some well known authorities of the schools are recommending that teacher-certification requirements be abandoned altogether by state boards of public instruction in state legislatures. Instead, these reformers would leave appointment of teachers and administrators entirely in the hands of local school boards and school officials, enabling those local authorities to recruit the ablest candidates, whether or not those applicants have labored long in the dreary vineyard of the education establishment." Formerly, California was the most rigid of states in such matters but last year, California's legislature passed an act which reduced "certification" for both administrators and teachers.

* * * * * *

A graduate study from the University of Indiana reported that a successful manager assigns priorities to each of his problems and to each of his jobs. The same applies to a successful teacher according to my observation.

* * * * * *

Japan became the first country to import more than $1 billion of U.S. farm products in one year. Over half of this 1970 import was in feed grain and soybeans.