

## NEWS TO ME



Jay Benham, a former FFA member himself, has been appointed as the first Administrative Secretary of the recently formed FFA Alumni Association. Until 1970 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 3½ 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.

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The top priority concerns, expressed by James E. Dougan, Assistant Director, Vocational Education, Ohio, at the 1970 AVA 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.

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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. 19, No. 2

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

—*The Empire State Mason*

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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 scene 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

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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 exports, a shortage of technicians and managers, and retail price inflation.

—*Minister of Economics Sun Yun-Suan*



Duane R. Lund 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, 1961
- Member of Study Team of Education in western Europe, 1965
- Vocational Education Consultant to the District Committee of the U.S. House of Representatives, 1965-7
- 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, 1967-present
- Member, Advisory Committee to Minnesota State Department of Education for all Federal Education programs, 1968-present
- Member, Minnesota State Advisory Council for Vocational Education, 1969-present
- Member, Board of Trustees of Upper Midwest Regional Education Laboratory, 1969-present
- Member, State "Education for the 70's Commission," 1970
- Delegate to White House Conference on Education of the Disadvantaged Child
- Past President, Central Minnesota Education Association and Member of State MEA Board of Directors

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

—*Report on Education Research* Vol. 2, No. 21



Volume 44

# Agricultural Education

July, 1971

Number 1



Featuring —

NATIONAL, STATE and LOCAL LEADERSHIP

The  
**Agricultural  
 Education**  
 Magazine



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COVER PICTURE

J. Dan Lohmann, National President, greeting Randy Roller, Virginia State President, with George Allen, National Vice President, North Atlantic Region, looking on at a Regional Leadership Conference for state officers, held at the National FFA Center, Washington, D.C., January 22-24, 1971. The conference involved officers from the states of Maryland, New Jersey, Pennsylvania, Virginia and West Virginia. (Photo by Archie L. Hardy, The FUTURE FARMERS OF AMERICA)



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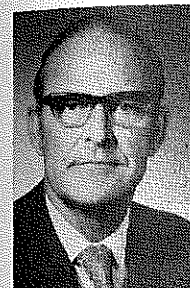
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THE AGRICULTURAL EDUCATION MAGAZINE

FROM YOUR EDITOR

LEADERSHIP



Education institute?

Recently correspondence came to my desk bemoaning the lack of leadership in Agricultural Education. Is this something like the weather — everyone complains about it but no one does anything about it? Where are the leaders in Agricultural Education today? Must they be only in the U.S. Office of Education, the president of AASAE, AATEA, NVATA, or on 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 such a position, has eroded. Designated funds and the amount of funds for vocational agriculture, 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? Have you made an effort to change agricultural education? You should be talking to people, writing to inform your state and national representatives. Influencing and utilizing others is a basic characteristic of a leader. People are not leaders just because they are appointed or elected to a position. They exert their leadership when they participate.

Agricultural Education needs the efforts of each of its several segments — teachers, supervisors, and teacher educators. In unity there is strength. Should these groups combine their talents and efforts to support an Executive Secretary at the state and national level? Is a vice-president for Agriculture in the AVA sufficient? Various state teacher's associations have appropriated money to support an Executive Secretary. Does this money have its greatest influence within that particular state or would it be more effective at the national level combined with that from other states?

What should we expect of our leaders? Must they always be looking for funds for the expansion and improvement of our programs? Teachers, supervisors, and teacher educators should inform the public of their achievements. An informed public generally supports a worthy cause. The lack of support, or the apparent withdrawal of support for Vocational Agriculture, may be the result of some previous condition and not the symptom of an approaching ill. Agricultural Education has placed too much emphasis on GROWTH as measured by the amount of funds expended, the increase in enrollment, or new programs when we should have considered PROGRESS, or improvement in the program, as serving individuals in a better manner and offering a program geared to the needs of society today. Leadership is essential but don't look too far for that individual when it may be yourself. Opportunity to serve mankind is man's greatest privilege, neglect to serve is man's greatest tragedy. Be a leader! Poor leadership, or the lack of it, reduces accomplishment and leads to frustration and dissatisfaction.

JULY, 1971

Guest Editorial

AGRICULTURAL EDUCATION  
 AND LEADER PREPARATION

Dr. R. E. Kennedy, President  
 California Polytechnic State College  
 San Luis Obispo, California



I wonder if anyone else would consider the possibility that King Solomon was basically an agriculturist — in my opinion, he thought like one. Centuries before Christ, Solomon expressed his strong belief in the importance of the alteration of the seasons when he said, "To everything there is a season, a time for every purpose under the heavens."

To the young men and women who select agriculture, this is, indeed, the beginning of a new season — a time that will permit them to specialize in some generalization about agriculture and its relationship to other aspects of our society — its economy, its culture, even its political structure. In my opinion, agricultural people are a very independent breed. They are, by and large, born leaders, not inclined to follow. This is not to say they're not cooperative when they understand the objectives and value of a situation.

Agriculturists, as you all know, are a dwindling 5 per cent of this special "independent breed" in this country. From within this 5 per cent of the nation's total population must come integrative leadership that can penetrate, understand, work with and influence the ever broadening spheres of our economic, political and cultural life. American agriculture, if it is to hold enough friends and influence enough people to maintain its leadership, must concentrate on 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 the continued success of agriculture is vital to the nation and all its people — not just to farmers.

Probably the agriculturist's greatest single asset is his strategic position of *indispensability*. No one man — king, president, legislator, educator, or farmer — may be essential. But farmers as a group are indispensable. 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 *friendliness* which a majority of the public feel toward those who till the soil. Today, young people everywhere have a great feeling of support 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 ghetto dwellers, seem to include in their dreams for 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 agriculturist.

To these two important assets—indispensability of its product and latent friendliness of a sympathetic public, agriculture can add another asset: an untapped reservoir of young people whose attributes can and will appeal to a public hungry for new leadership.

Generally, the background of today's young agriculturists is neither one of slums nor of silver spoons. These are individuals reared on principles of hard work, honesty, kindness, thrift, self-control, and fair treatment of their fellows. They acquired a sense of loyalty and patriotism from the homes in which they were born and reared. They are neither extremely reactionary nor extremely revolutionary. Their spiritual roots are deep in the American philosophy their ancestors developed. They are proud of what their country has done and have confidence in what it will do. No other group of young people is better equipped to use the talents of leadership to marshal the basic virtues and good intentions which lie deep in the minds and hearts of most Americans. There is no doubt that agriculture has strong assets which can help bridge the gap of understanding between producers and consumers. But within agriculture itself lie fermenting antagonisms which are the greatest threats to the achievement of the degree of understanding necessary to its continued full support by the public. We must find a way to prevent destructive alienation between those who produce and those who distribute, between those who manage and those who labor.

Analogies are always dangerous. But I must draw this simple comparison as a warning. Current lack of public support for higher education is a direct result of antagonisms and alienations between students, faculty, administrators, and trustees. Support for higher education will not be regained until infighting ceases. And, worst of all, trouble on a few campuses gives all of them a black eye and results in punitive actions by legislatures and taxpayers which adversely affects even those which have had no problems. If education can fall from the heights to the depths of public support in so short a time, let it be a warning to other segments of our society including agriculture. We must educate our young leaders in agriculture to recognize potential weak spots within agriculture so they can lend their talents to the development of new, stronger bonds of cooperation between all segments of agriculture. The trick is to achieve cooperation and coordination — and that is a prime function of leadership.

I said at the outset that agricultural people are an independent breed—born leaders—not inclined to follow. If I really believed the only route to leadership was to be born a leader, I would not be engaged in an educational program to develop leadership ability. There is evidence that a person must learn to be a *follower* before he can be a good leader. There is a complicated relationship between the concepts of *leading* and *following*.

Let me illustrate with the story of Emile, a French revolutionary.

Emile was enjoying a few hours of relaxation in the apartment of a friend. In the middle of his contentment, he heard a distant roar that kept growing louder. Soon it became obvious that it was the sound of an angry, marching mob. When the roar of the marching mob sounded as though it was right outside the room, Emile could stand it no longer. He jumped up, dashed to the window. Gazing out for a moment, he turned to his companion and reluctantly announced he would have to leave. "That was the army of the Revolution. I must follow them for I am their leader."

While it may be humorous to think of a leader following the crowd, it is, to some extent, what we expect in a political democracy. Don't we want our political leaders to represent the majority viewpoint? If you took your cues from Jefferson's writings, your answer probably would 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 responsibility to the people, while 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, aspirations, opinions — many conflicting — are allowed, even encouraged to exist in the U.S. This pluralism creates ambiguity. In all instances of individuals who remain for any time in a leadership role, there is overwhelming evidence that they have learned to live with ambiguity.

A leader in any field today must learn to make a continuing transaction or movement between two extremes: *change* and *stability*. Sometimes the leader must have the fortitude to advocate and implement change even when his associates or constituents object. Sometimes he must be prepared to stand pat — to hold the line, to resist change, even when others around him are pressing for it. He may see great need for a period of stabilization — for maintenance of what he believes to be a desirable current status. He must be capable of accepting, without psychic trauma, the alleged inconsistency of sometimes pressing for change and sometimes pressing for maintenance of the status quo.

Now having said that, how does an educational institution, particularly one which attempts to educate agricultural leaders, go about the job of turning out men and women who are technically competent in one or more agricultural specialties, who are aware of and concerned with all the board problems of our society, who are motivated to serve their fellow men, and capable of living with the ambiguity of leadership — the necessity of making the frequent transaction between the elements of change and stability? First, the institution must recognize an obligation to do more than provide technical competence.

On the other hand, the institution must recognize that our society still demands, and probably always will, individuals who have a sufficient depth of specialization to make possible an appropriate division of the nation's work-force and avoid decision-making based on the collective ignorance of general knowledge.

The history of higher education from its earliest days in pre-Christian Alexandria provides evidence of a persistent controversy as to whether institutions of higher education should serve the needs of society or the needs of the individual.

In my opinion, they can not do one or the other — they must do both. They must provide specialized education and also general education. The goals are, again, ambiguous. But we can and do make the transaction. We must provide each student with the technical or specialized knowledge needed for his selected career field as well as a general education — the latter designed to make him aware and concerned about the problems of society. He also needs to improve his ability to relate to and effectively communicate with others — a skill necessary for the leader who must understand people as well as issues.

## Be Effective . . . Be a WHEEL

Marty Thornton, Research Associate  
Division of Agricultural Education  
University of Illinois  
Urbana, Illinois



"What's a wheel?" If you think about that question, you'll probably conclude that a wheel is a round object used to carry a load and do a job. Dependability and endurance becomes essential when relying on wheels.

You must have one in which you have faith and confidence in its performance.

A successful Agriculture teacher must have many of the same characteristics as those found in a reliable wheel. The most obvious of these is to not be "square." The square wheel just doesn't get along smoothly. Likewise, a "square teacher" won't succeed in his endeavors. You must operate smoothly and keep in step with the times. Knowing what makes students tick. . . their likes and dislikes, problems and accomplishments, and shortcoming and goals is a must for success.

An Ag teacher needs several spoke characteristics to make him effective. Understanding students, or INVOLVEMENT as it might be called, is a critical spoke in your wheel. You must show genuine interest in the student's own problems whether they be school or personal. Making supervisory visits related to the Agriculture experience program, coupled with counseling on career choices, makes the involvement spoke strong and an integral part of the total program.

The second spoke you might want to add to your wheel is that of ADAPTABILITY. This spoke, made of new types of material, is always changing in its composition. Found only in the most progressive wheels, it is available

to all, but often overlooked for its value. Many teachers talk about the new changes that are taking place, but don't do much for instigating those changes. You might need to adapt in the area of budgets. A good small engine program can be developed economically by obtaining several old "junk" engines. Using ingenuity, students can usually salvage one running engine for every three or four "junks". The reward received by "making an engine" and seeing it run greatly surpass the satisfaction a student would receive by taking a working engine apart and then putting it back together.

Another area in which you may have to adapt is that of projects. With more students coming from the urban areas, you might want to consider some changes. The old idea of growing only corn and soybeans may not be exactly what a city girl wants from agriculture. Diversity in your planning to include gardening, floriculture, turf and nursery management, and small animal and pet care may be more in line with urban students' needs. Your responsibility to your students is to get a variety of activities for both farm and urban students. Idea of diversity should carry over into your classroom. You need to provide instruction for those interested in agribusiness, conservation, ecology, recreation, and pet care as well as in production agriculture.

Still another spoke in your successful "wheel" is INNOVATIONS. This one, when added to the other spokes, helps to make your wheel unique so it will best serve your own situation. Using this spoke requires work on your part. You need to collect new ideas. The ideas do not necessarily have to be original, but only need to be meritorious and foreign to your own Ag program. Ideas

such as a Mechanic of the Week bulletin board, made of pictures taken of the student performing the most effectively each week in shop, help to stimulate interest and competition among students. You might decide to develop new portable electrical storage cabinets in which all tools and electrical items would be easily accessible for your electricity class. Other innovative ideas could be to paint safety zones on the floor around each power tool, or relate to reference materials or club activities such as sales demonstration contests or flower arrangement competition.

As your wheel starts to take shape with the three spokes of Involvement, Adaptability, and Innovations, you'll soon see that another is needed to provide added strength. That one is DETERMINATION. Determination provides that extra stamina to carry the load and do the job when another area breaks down. It helps to maintain progress when a weak spoke is being repaired or replaced. An enthusiastic attitude toward your total program and an ambition to improve it are often catching. By using the results from an interest inventory test identifying prospective students or showing a video tape of students working in the shop your recruitment problems can be solved quite easily. Your enrollment will increase allowing for more staff personnel and budgeting increases, thus making your program still more effective and enjoyable.

The last spoke in your Ag program is the one that comes free when you install the rest. This spoke, SATISFACTION, makes your wheel complete and keeps you rolling smoothly as an Agriculture teacher.

# LEADERSHIP: The "Key" to Program Development

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



Professional staff development is one of the most important 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 recent shifts in emphasis in the funding of vocational education programs by the Office of Education and state departments of education are the factors, when combined, that make staff development a most critical problem 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 vocational agriculture education must be shared by all agricultural educators; the teachers in the field, the supervisors of agricultural education and the agricultural teacher trainers. Successful recruitment will require an understanding of the respective roles and responsibilities and the recognition that cooperative effort and concessions are essential if these groups fulfill their responsibilities to the profession.

The warning that unless agricultural educators collectively rededicate themselves to the task of implementing and maintaining bonafide vocational objectives and standards which would insure a training program that could sustain criticism and inroads made by educational planners it would not be long until state and federal funds earmarked for vocational agricultural education would be memory of another era that has now become a historical fact. With-

out 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 is in jeopardy and may soon become a programmatic artifact of the past. The failure to satisfy this 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 prestige of vocational agriculture as a professional field of service.

## The Challenges

The basic problems which confront agriculture education as a profession become clear in a review of supply and demand information:

- \* In 1965, 109,136 teachers of vocational education were employed. The number of professional vocational educators needed 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 by 1975 is estimated to be 12,347.
- \* 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 but is insufficient 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 interdisciplinary components to assure the further development of persons presently employ-

ed. Of course, in-service programs, courses, institutes and special workshops for teachers, supervisors and administrators should be conducted which make a contribution to a strengthened and an improved image of vocational agriculture.

## The Specific Personnel Needs

Although it has been of great concern to agriculture educators that vocational agriculture does not maintain a pro-rata of the enrollment 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 Office of Education projection reveals an anticipated enrollment in vocational agriculture courses in 1975 of 1,230,000, almost double that the enrollment in 1960 of 796,237. Experience since 1965 would indicate that the 1975 projection is probably conservative.

Staff development responsibilities are not confined to the pre-service or in-service training of teachers. Staff development includes the professional preparation of personnel for local administrators for positions in state departments of education and for professional personnel in regional and national offices employed by the federal government. The Office of Education estimates a need for twice as many persons to fill responsible teaching, supervisory and administrative positions by 1975 if vocational and technical education is to have an effective and efficient system. The challenge to teacher educators, and to all professional agricultural educators is a very real one. Only by satisfying this need may there be a viable program of vocational agricultural education in American public schools.

## The Profession is Stimulated

The profession can meet these challenges by developing a strategy for recruiting, selecting, and training the

necessary number of teachers and other leaders to support a viable program of vocational agriculture. It has been estimated by the American Vocational Association Recruitment Committee that the shortage of teachers of vocational agriculture would be met if each teacher would recruit one student every four years who prepared for a teaching career.

Although the situation appears bleak, the profession has been moved to meet these challenges in meaningful ways. There are hopeful signs and some new approaches and strategies that show promise. For example, the Agriculture Education Division of the AVA is 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 teachers, supervisors, and teacher-educators. It will take all three to solve recruitment problems which confront the profession. Recruitment and staff development programs should include all personnel for agricultural education, supervisors, teacher-educators, research personnel, specialists, and local personnel needed to develop and staff the comprehensive programs required in today's agricultural education program.

The 1968 National Conference of College Deans may find its place in the annals of major activities which will have charted the course of vocational and technical development programs. Planned and conducted by agricultural educators, Jim Horner and Roy Dillon at the University of Nebraska, the implication of recommendations of the several task force groups have relevance to all facets of vocational and technical education. Some of the recommendations of the Conference were to formulate:

- a. State councils of teacher educators in vocational-technical education to articulate and coordinate program development across the vocational fields.
- b. A master plan for vocational-technical teacher education for each state by a broadly representative commission or group with long range projections for the future development and financing of these programs. This master plan should include projected teacher education enrollment, programs, and institutional responsibilities for specific vocational-technical areas. A systematic method for anticipating professional staff needs should be balanced by plans for optimal utilization of available resources.
- c. A strategy for professional staff development and the organizational patterns within institutions best served when all fields of service within vocational and technical education are coordinated through a single unit.

## A Suggested Leadership Development Program

It is incumbent on the profession to accept the responsibility for identifying potential leaders to provide quality occupational training at the secondary, post-secondary and adult levels. Assuming an acceptable recruitment, selection, and pre-service training program, a comprehensive six-phase leadership development program is suggested. The first of these are routine procedures in such a program, while the final phases related to more subtle aspects of such a program.

1. An inventory of possible leaders based on personal contact.

It is essential that persons responsible for staffing or manning an organization have wide contact with possible leaders both within and outside the organization. These contacts must be more than casual or superficial in nature and must be sufficiently intimate to facilitate judgment for the kind of contribution these persons could make to the organization.

2. An audit of all tasks within the organization for which leadership is required.

This is, in essence, utilization of the vocational concept of job analysis. The audit should be a discriminating list which indicates the specific requirements of each leadership skill to be developed. This "situation theory" of leadership is useful at this point where it places emphasis upon the various aspects of the situation—the task, the group, the culture which is essential in placing and assigning leaders. This audit of leadership positions will identify specifics for each position where special characteristics of leadership, such as imagination, consideration, and initiative are required.

3. Planned strategy for placing and developing leaders.

The essence of this step is to mesh the first two steps. Good strategy here calls for the initiation of a program that recruits persons with ability or potential ability to prepare them for leadership roles in the situations in which leadership is now required or likely to be required.

What has been suggested as the first three steps are mechanics of the programs. They are simple, uncomplicated in nature and widely known. The next three steps stress the importance of the intricate task of helping leaders develop.

4. Develop a framework for appraising groups, tasks, and leaders.

This is an essential and critical requirement for staff development programs. The qualitative aspects must not be overlooked. We must pay close attention to what we expect of our potential leaders—that is what the

leader must be and what the leader must do.

5. The development of a program of supervision.

There is a definite need of an appropriate organization within which developing leaders can continue to be supervised and developed within the field of vocational education. Through such an arrangement, recognized educators should spend some time with developing leaders to release the capacity for new skills, new insights and new abilities. A skilled and supportive adviser, through regularly arranged leadership development meetings, holds perhaps the greatest promise to provide the most fruitful means of leadership development at this level. The degree of formality of this arrangement and activity may well depend upon the personality of the supervisor and the psychological atmosphere of the organization. Regardless of these qualities, the need for such activity is not lessened.

6. The development of leadership courses, seminars and institutes.

There are several important dimensions which should be a part of leadership courses, seminars and institutes. These are: (a) actual knowledge including organizational functions and procedures and resources available in the organization; (b) understanding of people, their needs and relationships, the characteristics of group life and the requirements of leadership in the various types of group settings, and (c) developing and using leadership skills.

## Summary

Agricultural education is a program with an exciting and challenging future. The problems which confront agricultural educators will not diminish and are of such a nature that they may be ignored or taken lightly. There is no heritage of the future; the profession cannot rest on past achievements. To plan progressive programs will require the vision and imagination of the most fully developed personnel at all levels and in all fields of vocational education service.

The need is great for a quantity of high quality leaders who understand and support agricultural education. The importance of selecting men of potential ability, of giving them responsibility, consistent support, opportunity to share their problems with their peers, and providing friendship and counsel with an experienced leader may be the key to the success of a leadership development program. The opportunities for interested educators to serve are also outstanding. With the expanded opportunities must come assurance that the quality of leadership is commensurate with the increased responsibility of the individual and the expanded goals of vocational education in agriculture.

## LEADERSHIP TRAINING AT THE "GRASS ROOTS" LEVEL

Dennis W. Torrence  
Vocational Agriculture Instructor  
Appomattox, Virginia



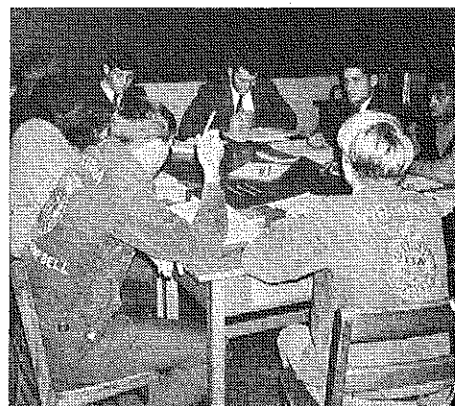
Emmitt Knight is an energetic, ambitious, ninth grader at Appomattox High School, who, like thousands of other young people across America, has his goal set on becoming a leader. Emmitt, however, has questions, many, many questions: What to do? How to act? What to say? What it takes? Can I do it?—just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

The Hub Federation of Virginia FFA Chapters in Amherst, Appomattox and Campbell counties decided to help Emmitt and sixty-five fellow FFA members to answer their questions, help build their confidence and head them in 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 performing the duties of his office or the office in which he was interested.
2. To give practical training in table manners and social graces.
3. To discuss and demonstrate practical topics necessary for conducting an effective FFA chapter program.



"Now this is what we do at our chapter. . .," explains Carter Roakes from the William Campbell chapter during the vice-presidents work session.

### Officer Training

Following the opening ceremony by Federation officers, an inspirational briefing on "Leadership, What, Why and How" was given by the federation adviser. 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.

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

Vice-presidents exchanged copies of their programs of work and discussed ideas on program topics, how to set up programs, and how to introduce programs and speakers for chapter meetings.

The other officer 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-Son Banquet. Throughout the meal FFA members were faced with the problems of which fork for which dish, how to properly cut the meat, how to properly butter bread, what to do with the napkin, how to squeeze lemon in the tea, what to do with all the cracker wrappings, 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 for discussion of special topics pertaining to successful chapter officers and effective FFA chapter.

A model opening ceremony was conducted by the winning degree 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 Eight Essentials of a Good FFA Chapter" was presented.

Special topics discussed and demonstrated included:

1. Practices to be followed monthly in training officers.
2. Points for the nominating committee to keep in mind.
3. Ten commandments for FFA officers.
4. Proper dress for FFA officers.
5. Ways of starting conversations.
6. Making introductions.
7. Introducing speakers.
8. How to remember names.
9. Evaluation of meetings.

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

Emmitt Knight, that ambitious Greenhand, summed it this way: "I knew 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.



"FFA chapter president, that's what I want to be," dreams Emmitt Knight, a Greenhand member of the Appomattox FFA chapter.

## TEACHER EDUCATION AND SUPERVISION



Charles SaLoutos  
Wisconsin State University  
Platteville, Wisconsin

and



Gene M. Love  
University of Missouri  
Columbia, Missouri

If the quality of teaching is the key to successful schools, the kind of preparation teachers receive is critically important. The education of teachers is currently the subject of many controversies. We hear debates about the relative merits of learning the subject matter to be taught and learning the methods of teaching. Such debates are usually not very profitable, for on the one hand, a grasp of subject matter obviously does not insure an ability to teach, and on the other hand, good teaching is much more than mastery of techniques. Little evidence has supported a position that more of the one and less of the other makes better teachers. The way the courses are taught, undoubtedly, does make a difference in preparing students for teaching.

Good teaching is based, above all, on a deep and broad understanding of the educative process. The sources of such an understanding are varied, thus, the education of teachers should include a study of human growth and development, an examination of research on the learning process and a consideration of its relevance for teaching, an understanding of the relationship between education and the concepts of democracy and other idealogies. It should include a general background in the behavioral sciences. It should also include guided observations and participation in classroom activities, especially, through student teaching. All of this is in addition to a good general education and special knowledge and understanding in the subjects that the prospective teacher will teach. The over-all purpose of such an education is to help teachers develop a sound philosophical and psychological

foundation for their teachings.

The role of the instructional leader in the secondary school is gaining 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 materially by dynamic instructional 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 also should 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 judgements of 1,372 teachers, as revealed by a Pennsylvania study,<sup>1</sup> the following professional growth practices were recommended for continued or expanded use in the improvement of instruction:

1. in-service education activities, including use of bulletins, teachers' handbooks, demonstrations of use of new materials and methods, visual aids, professional reading, professional courses, field trips, travel, teacher-principal conferences, and faculty meetings.

2. observation and classroom visitation.
3. faculty meetings.
4. resource materials and service agencies utilized in a supervisory program.

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 and 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. The handbook should be brief, practical, and simple with emphasis on matters of major concern to student teachers and cooperating teachers. Implicit in this attempt is the hope that all else necessary for initiating a successful career in teaching has been imparted in other university courses.

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 provide a gradual induction, 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.

<sup>1</sup>Harry Farbanish, "Supervisory Practices for Improvement of Instruction in Joint School District in Pennsylvania," Ph.D. Dissertation, Pennsylvania State University, 1958.

## FFA PARTICIPATION PROMOTES UNIVERSITY STUDENT LEADERSHIP

Clarence E. Bundy, Professor  
Department of Agricultural Education  
Iowa State University  
Ames, Iowa

Larry H. Ebbers, Assistant Director of Residence  
Office of Student Affairs  
Iowa State University  
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 of our nation.

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 who had had two or more years of FFA experience and 200 who 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 participation data 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 did those without FFA experience (58.48) as compared to a total student average of 69.29. Residence activities made up the largest portion of an individual's activity score followed by curriculum and departmental activities, all university or honorary activities, and religious activities, respectively.

The total university mean score for those with FFA experience was 89.25 for those enrolled in the College of Agriculture and 62.63 for those enrolled in other colleges. Students without FFA experience in the College of Agriculture had a total mean score of 65.22, whereas those enrolled in other colleges had a mean score of 57.33 (see Table 1).

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.

This can be implemented by continually evaluating present programs. Many programs are based on the premise that "we did it last year", without really evaluating why we were doing it. We must develop a feeling of responsibility and leadership in evaluating and re-defining programs to meet the needs of individual members, the chapter, the local school, and the community.

FFA chapters and advisors at all levels need to pursue new and different types of leadership experiences. We need to develop new programs in the FFA which focus on the problems of interpersonal relationships, human relation skills, and communication skills. This may involve such programs as a fellowship program sponsored by a local or state chapter or even the national office to promote agricultural development in rural poverty areas. These fellowships could be used to support FFA members for three months to a year's work in deprived areas. They would not only be involved with agricultural leadership among young people, but also become very involved in agricultural improvements in the area. Other programs may focus on leadership development labs, interaction-reaction sessions and issue focus seminars.

FFA chapters and advisors need to look for more ways of involvement based on individual skills and not as leadership expressed through chapter offices or contests. Many times the average or below average students seems

to become lost in the myriad of activity. It is all too easy to work with the achiever and forget the student who may have the most need for leadership experiences. Not all leadership development is derived from a contest or officer participation.

Another opportunity exists for further leadership development through an extension of the advisory committee concept. Why not attempt to set up an advisory committee of strictly FFA members or a combination of adult-student committees for various community agencies or businesses such as the local cooperatives, community action committees, local service clubs, and local farm groups?

Some FFA chapters may want to consider a "mini-foundation" visitation program similar to that of the national offices. Even though this may be occurring on an informal basis, it may be really appreciated and significant in terms of local leadership development if a local tour were organized, developed and conducted by the local chapter.

The key to a good leadership program is based on continued involvement by as many members as possible. We must continually evaluate current programs and strive to create new programs to meet the needs of a rapidly changing agricultural scene of leadership development. Are we willing to meet this challenge?

<sup>1</sup>Ebbers, Larry H., "Relationship of Future Farmers of America Leadership Activities to Participation in Student Activities at Iowa State University." M.S. Thesis, 1968, Iowa State University.

Table 1. Total university activity score by FFA experience

Activity Scores	FFA		No FFA	
	College of Agriculture	Other Colleges	College of Agriculture	Other Colleges
Total University	89.25	62.63	65.22	57.33
Residence	48.40	33.64	38.52	33.41
Curriculum and Department	18.80	14.89	9.38	8.64
Religious	9.99	6.32	8.30	5.25
All University or Honoraries	11.67	7.05	8.77	11.29

## BRIDGING THE MEMBERSHIP GAP

Richard F. Welton, Research Associate  
Department of Agricultural Education  
The Ohio State University  
Columbus, Ohio



The FFA has crossed the threshold to what may well become the most decisive decade in its history. Within recent years, the organization has been challenged to adjust to the contemporary needs of vocational agriculture students. Although modifications have been and are being made, membership records indicate these changes are not reflected in membership enrollment.

Eighty-seven per cent of the students enrolled in agriculture in 1966 were also FFA members. By 1970, the FFA membership of student enrollment had dropped to 79 per cent. This means that approximately 114,000 agriculture students did not affiliate with the FFA in 1970. In addition to the enormous number of non-FFA agriculture students, a sizeable percentage of presently enrolled members are not participating in FFA activities to their fullest potential.

In light of this situation, a National FFA Research Study<sup>1</sup> was conducted during 1970-1971 to identify and investigate the factors associated with student participation in FFA activities. This nationwide study involved 109 vocational agriculture departments and 2,773 junior and senior vocational agriculture students. The study was endorsed by the National Board of Directors and partially funded by the National FFA organization.

### Findings

**IMAGE.** Vocational agriculture teachers and non-FFA vocational agriculture students indicated that a major problem facing the organization is to modify the image of the FFA from that of a farm youth organization to one with appeal for all students who have a career objective in agriculture.

**DID NOT JOIN.** Three major reasons why non-FFA vocational agriculture students did not join the FFA were: 1) too involved in other activities; 2) the organization is primarily for farm youth; and 3) could not attend chapter meetings when they are scheduled.

**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 academic records in high school. Over one-third of the FFA members were not involved in chapter committee responsibility. Members actively participating in FFA activities were also active in school activities and community organizations. The extent of participation by members in FFA activities was increased as chapters provided an opportunity for: 1) additional membership participation 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 socio-economic status participated to a greater extent in FFA activities than students with a lower socio-economic status.

**INFLUENCE.** Friends, FFA advisors and members were the most influential persons affecting vocational agriculture students' decision to join the FFA.

**OCCUPATIONAL EXPERIENCE.** One-fourth of the vocational agriculture students indicated they were not involved in occupational experience activities.

As FFA enrollment continues to decline, agriculture teachers must reassess existing conditions in FFA chapters. Implementation and incorporation of 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 should be given to student 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) the planning of chapter activities; 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 FFA chapters would provide opportunities for greater involvement by additional members.

Teachers need to recognize the influence exerted by FFA members on students' decision to join the FFA. Vocational agriculture teachers' influence can also be employed 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 if this decade is to be the most dynamic in the history of the FFA organization.

<sup>1</sup>A report of the National FFA Research Study will be distributed to Agricultural Educators and FFA personnel in each state during the summer of 1971. Other persons who wish to receive a copy should contact The Ohio State University, Department of Agricultural Education, Columbus, Ohio 43201.

This article is taken from Richard F. Welton's Ph.D. dissertation, "Relationship of Student Characteristics and Program Policies to Participation on FFA," which was completed at The Ohio State University in 1971.



Participation in activities may be increased as students are recognized and rewarded according to their level of participation. These students, participants at Eaton High School, Colorado, received recognition for taking part in a freshman creed speaking contest.

# Our Leaders In Agricultural Education—1971



**H. N. HUNSICKER**, Chief  
Agricultural Education Service  
Division of Vocational & Technical Education  
U.S. OFFICE OF EDUCATION



**GENE M. LOVE**, Chairman  
Department of Agricultural Education  
University of Missouri  
Columbia, Missouri  
PRESIDENT, A.A.T.E.A.



**GLEN D. McDOWELL**  
Vocational Agriculture Instructor  
Pikeville, Kentucky  
PRESIDENT, N.V.A.T.A.



**JULIAN M. CARTER**  
State Consultant for  
Vocational Education in Agriculture  
Montpelier, Vermont  
PRESIDENT, N.A.S.A.E.

## The Agricultural Education Magazine



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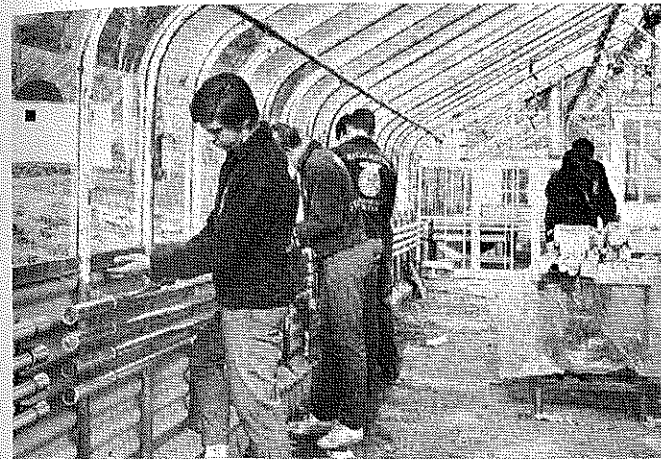
### COMING ISSUES

- 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 Agricultural 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.

# Stories in Pictures

ROBERT W. WALKER  
University of Illinois



Vocational agriculture students at the Monument Mountain Regional High School, Great Barrington, Massachusetts are shown installing perimeter Thermotubes which are a part of the electrical heating system for the greenhouse. Money for the system was provided by a State and Federal grant. This type of electric heating is cheaper to install than a Fin-Pipe system or a hot water system with the water heated by oil. (Photo by Kenneth W. Milligan, teacher)



A Trees For Tomorrow Forester demonstrates to Wisconsin agriculture instructors the techniques in determining tree age and rate of growth with an increment borer during a forestry workshop. (Photo from Dale C. Aebischer, Head Supervisor, Agricultural Education, Wisconsin)



In a question and answer session with the six student officers of the Future Farmers of America, Black & Decker Honorary Chairman (center rear) comments on agricultural uses of power tools. Also in attendance at the January 14 visit were Frank P. Lucier (left), vice president and general manager U.S. Operations, and C. Allen Kozelski, vice president-personnel. (Photo by Black & Decker Public Relations Department, Towson, Maryland)

# MODIFYING VOCATIONAL EDUCATION PROGRAMS

Vanik S. Eaddy  
 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 to prepare for dynamic and rewarding careers are frequently unavailable for the segment of our population who reside in the isolated rural areas of the United States. A community or school may be isolated by virtue of:

1. Distance from other schools or other population centers.
2. Lack of sufficient student population.
3. Barriers
  - a. Physical-lakes, rivers, and mountains
  - b. Psychological-tradition, social, or political
  - c. Economic-lack of adequate school finance and low per-capita income

The lack of appropriate vocational education programs is a limiting factor in the career preparation of students attending the majority of isolated rural schools. Limited alternatives resulting from restrictive philosophies of career development are instrumental in forcing students into occupational choices for which they are unsuited or may have curtailed opportunities for success. Inadequate supportive programs are in

operation in many of these schools to effectively deal with the problems of potential drop-outs, slow-learners, disadvantaged, and handicapped students. Viable and effective vocational guidance programs are rarely found in isolated rural settings. Compounding these problems is the fact that many rural youth may be forced to migrate 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 school objectives as well as favorable reaction to educational finance measures. 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 should not be viewed with alarm over a concern for loss of identity. There is a critical and continuing need for agricultural education.

The roles to be played by 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 education in his chosen field. Supporting objectives should emphasize career exploration, cluster training for occupational opportunities in the labor market, citizenship, leadership, work adjustment, and placement of graduating students in suitable occupations.

A suggested administrative and supervisory staff chart for isolated secondary schools is shown in Figure 1. A line and staff administrative organization is recommended with emphasis upon clear channels of communication. Advisory councils, state staff personnel, and craft committees are proposed in consulting roles to provide advice and assistance in career development planning.

The "Career Development Curriculum Design for Isolated Rural Schools," shown in Figure 2, is proposed to ensure that relevant academic

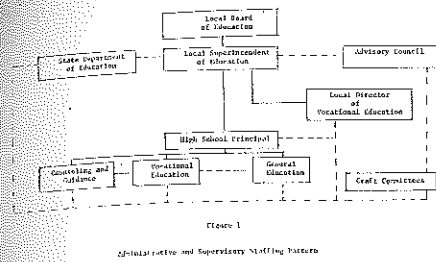


Figure 1

study be provided to complement vocational preparation. The merit of this proposal rests in the recognition of 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 continued education for certain students or immediate employment for others. This curricular design provides the students with knowledge and skills leading to employability. It includes related academic preparation for social development and the establishment of attitudinal 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 of students, surveys of employers of program graduates, and present and projected occupational needs at local, state and national levels.
2. Student interests, aptitudes, and personal characteristics should be considered in program development.
3. Vocational programs should acquire community acceptance and support.
4. Advisory councils and craft committees should be utilized in curriculum planning and program development.
5. Opportunities should be provided for preparation in limited-demand occupations. Such positions are normally few in number, but they usually require highly developed skills and offer rewarding employment.
6. Exploratory knowledge, skills, and experiences should be provided in a variety of occupations.

The instructional program proposed for isolated schools incorporates vocational guidance to permit students to develop knowledge of their abilities in relation to occupational alternatives. The development of decision making skills should be emphasized as an aid to the maturation process. Student-counselor sessions are necessary elements of career exploration. Counseling sessions and conferences are recommended for students, teachers, parents, and counselors to provide individual and group interaction in decision making processes.

An interdisciplinary approach to vocational education is proposed with grades nine and ten receiving pre-vocational or exploratory instruction. Specialization is recommended in grades eleven and twelve by occupational cluster groupings. Three major cluster groups are proposed: (1) Business, Distributive, and Personal Services Education; (2) Home Economics, Consumer, and Health Occupations Education; and (3) Agricultural and Industrial Education. Cooperative education programs are proposed with each of the respective cluster groups responsible for the placement and supervision of its students (See Figure 2). The cooperative education program should be thoroughly coordinated among the vocational services represented.

Work experience programs should be planned to provide actual occupational experiences and realistic decision making situations. These experiences should be supplied concurrent with and/or following the acquisition of established essential minimum skills. On the job work settings are preferred, but simulated laboratories or school facilities may be devised where training stations are unavailable. The ultimate goal of the work experience program is development of students into responsible citizens capable of contributing to society by successful performance in their chosen occupations and through discharging the responsibilities of citizenship.

An evaluation is suggested to determine the extent to which program objectives are achieved. Measures of student progress are recommended through a testing program including aptitude, attitude, interest, and achievement. Follow-up studies should include surveys of the students after employment and their employers to determine the effectiveness of the vocational education programs in preparing youth for a place in the occupational world.

The implementation of programs of vocational education in isolated rural settings is usually difficult as a result of limited resources. Continued use of professional instructors is recommended with the addition of teacher aides, resource persons, and local residents who have specialization which would be useful for periods of short duration.

Possible solutions to facility limitations are the use of mobile instructional units, outdoor area laboratories, rented space, and innovative buildings. Greater efficiency in the use of facilities is urged through improved curriculum design, space utilization, and extended time use of students and faculty.

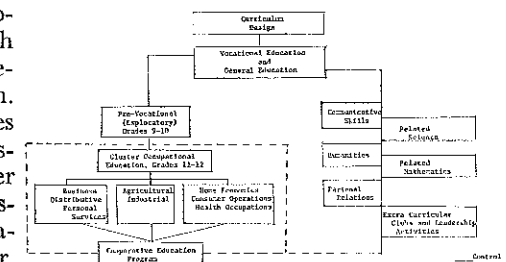


Figure 2

Sources of funds for initial and operational costs of program implementation could include the local tax base, state and federal funding through title projects, and standard vocational funds. Possible supplements to these sources for operational costs might be loans, 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 in satisfactory 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 study 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 program should be closely coordinated and supervised to ensure relevant occupational application. The development of citizenship and leadership is to be accomplished through the instructional program and by participation in youth organizations.

The ideas described in this article were developed by the participants who attended Institute III of the National In-service Training Multiple Institutes for Vocational and related personnel in rural areas, held at Auburn University, Auburn, Alabama during April 5-10, 1970. The title of this institute was, "Modifying Programs of Vocational Education to Meet the Changing Needs of People in Rural Areas." In attendance were 120 participants selected from all regions of the U.S., from each of the vocational services, and representing local through national levels of responsibility in vocational education. This group studied the problems facing rural vocational education from the kindergarten through the post-secondary level. Consideration was also extended to adult education and rehabilitation services for disadvantaged and handicapped individuals in the rural environment. This article is limited to the findings and recommendations of the work group which had responsibility for developing a functional model to extend a comprehensive vocational education program into the isolated rural secondary school setting. This model was developed for a target group of grades nine through twelve in secondary schools having from 10 to 350 students to be served by vocational programs. The author served as Director of Institute III and leader of the Isolated Secondary Program Work Group.

# WORLD OF AGRICULTURE

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



Man seeks to free himself from disease, yet, he pollutes his body. Man seeks to free himself from toil, yet, he pollutes his leisure. Man seeks to free himself from nature, yet, he pollutes his environment. Now, once more, man realizes that he can no longer discount his dependency upon his environment nor his dependency on the laws of nature. The miracle of life and of living things has to receive renewed 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 his responsibility to live today in a way that will give his children hope for a fulfilling tomorrow.

Young 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 their natural world and the man-made world.

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

The word Agriculture denotes a partnership between the words Agriculture and Ecology. This partnership is more than just a marriage of words because the broad fields of agriculture (forestry, conservation, wild life, horticulture, etc.) are necessary partners to science when projecting the ways and means of salvaging our 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 looks to the outdoor classroom as the setting for much of its instructional program.

Vocational educators have long stressed "learning by doing". Educators such as William H. Kilpatrick have stressed the "Activity Method of Instruction." To turn students on to the world about them it is necessary that much of their learning occur 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, outdoor 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 garden; utilizing vacant school sites or other rural areas as outdoor classrooms, tree farms, plant nurseries, ecological sites etc.; developing adjoining freeway site areas as school gardens, school farms or outdoor activity areas; and initiating joint 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 in the elementary school area and that is the need to have more men in the elementary classroom. There is every indication that the College of Education and the College of Agriculture students can be utilized as student teachers, instructional aides, resource persons, and outdoor supervisors.

In those Washoe County School District elementary schools which contain economically or educationally disadvantaged students, attempts have been made to expand the background experiences of youngsters and to expand their knowledge of the work world about them. The World of Agriculture project would enlarge upon that direction, making youngsters more aware of agricultural careers in the fields of conservation, horticulture, range management, forestry, turf maintenance, etc. It would primarily use the vehicle 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 nursery-type projects and observation of the world about them as it changes from season to season. The cold pages of the black and white printed textbooks are not sufficient to instill the wonder of the miracle of life and of growing things.

The Washoe County School District has adopted a "middle school" philosophy which is to be phased into being by 1975. One of the major tenets of this philosophy is to broaden the exploratory nature of the sixth, seventh, and eighth grades.

Already being piloted are World of Construction and World of Manufacturing courses devoted to building concepts and not skills. Proposed for the 1971-72 school year is a pilot in the World of Business. Also on the drawing board are the World of Communications and the World of Transportation. Emphasis is on laboratory work experiences which enable the student to experience the challenge and worth of each man's job and develop concepts about the occupational field, its relation to the American economic system, and its contribution to society. All of these will be to no avail, however, if environmental education and occupations do not receive our foremost attention.

With this in mind, we feel it is important that we add a World of Agriculture Program to those already in the planning stages. This program will emphasize "learning by doing experiences" and also, conceptual learning. The primary aim of adding this program to the middle school curriculum will be to make students aware of their dependence upon the natural world and the need to incorporate into the patterns of their vocations and avocations an interaction with the natural elements of their environment.

Focus of the World of Agriculture program at the high school level would be three-fold: one focus would be on pre-vocational and vocational agricultural courses (forestry, wildlife management, ornamental horticulture, landscaping, etc.); the other focus would be on a work experience program for both the summer and regular school

term; and the third focus would be on writing "activity guides" to complement existing science courses, implement the agricultural courses to be initiated, or create an entirely new ecology curriculum which integrates all of the sciences. A by-product of the work experience facet could be a separate cooperative project with Federal, state or local governments to create a youth Agriculture Corps which would provide paid work experience for students on government nurseries, forests, wildlife projects, pollution projects, etc. This would take students off the streets, provide more youth employment and

provide a positive attack against environmental problems.

Last, but certainly not least, Washoe County educators will explore the concept of turning young people on to outdoor recreation or outdoor activities as alternatives to a passive or escapist approach toward life. More self-fulfilling and more constructive uses of leisure time are becoming a national priority whether from the standpoint of conserving our natural resources or conserving the moral fiber of our people. Attention to the creative arts and cultural pursuits can meet the needs for one segment of our people,

but involvement in outdoor life or agricultural pursuits can conceivably, meet the needs for a much larger segment of our people.

In order for things to be different tomorrow, we have to start doing things differently today. The World of Agriculture is a different approach to 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 only be met successfully if we can capture the enthusiasm and creativity of educators in this area.

## AGRICULTURAL EDUCATION IN SOUTHERN BRAZIL

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



Brazil, as have many other developing countries, has spent considerable time analyzing its economic and social situation with the intention of identifying those factors which have the greatest influence on the development of its country.

Since Brazil has basically an agrarian society, the development of the agricultural sector of the economy has been recognized as an important facet of total economic and social development.

As the Brazilians began to analyze the agricultural sector of their economy, it became apparent that adequate preparation of agricultural technicians was a major key to agricultural development. Consequently, many of the following questions are being asked by Brazilian educators and government officials. (1) What is the present purpose or objective of the agricultural high schools? (2) What should be the purpose or objective of these high schools? (3) What is and/or should be the importance of various curricular offerings in an agricultural high school? (4) Who enrolls in these schools? Why? (5) What changes should be made so that technicians graduating from these schools are better prepared to assist in agricultural development in the local community?

The Vocational Agricultural Teacher Training Center at the Federal Uni-

versity, Porto Alegre, Rio Grande do Sul, conducted a study to collect data regarding these questions. The data were collected by sending a questionnaire to all agricultural teachers and a random sample of one-third of the seniors in the eight agricultural high schools in the State of Rio Grande do Sul that have third year (senior) students.

### Findings

1. The purpose of the agricultural high school most frequently indicated by both professors and students was to prepare technicians to work with extension agencies and the Secretary of Agriculture. A larger percentage of the students than the professors, however, indicated that the major purpose of the school was to prepare students for entering the university. Neither the professors nor students believe the purpose of the agricultural school was to prepare students for farming.

2. When asked what should be the objectives of an agricultural high school, both professors and students gave the following responses:

- Prepare technicians to work in Extension and in the Secretary of Agriculture.
- Prepare prospective farmers.
- Prepare technicians to work in agricultural business.
- Prepare students for entering the College of Agriculture.

3. The respondents place more em-

phasis on the importance of agricultural subjects than on general education subjects. Over 90 percent of both the professors and students felt that more emphasis should be placed on the development of the school farm, supervised projects, and school cooperatives to provide students with an opportunity to put into practice the knowledge they were receiving in the classroom.

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

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

The reasons students presented were:

- the student graduated from an agricultural junior high school.
- agriculture is the student's vocation.
- the school provides free room and board.
- 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:

- a. the student must like and wish to study agriculture.
  - b. the student must have had some farming experience.
  - c. the student must have graduated from an agricultural junior high school.
5. Both the professors and the students indicated three additional factors which, if improved, would greatly enhance the educational program in the agricultural high school. These factors were:
- a. both the agricultural and general education teachers need additional training in their area of specialization and in teaching methodology.
  - b. the school does not have sufficient didactic supplies and equipment to adequately conduct its instructional program.
  - c. the school is not well integrated into the community. In fact, in some instances the school has relatively no contact with the community.

### Summary

A set of criteria that the researchers recommended be used for selecting agricultural high school students was:

- a. A student must be interested in agriculture as a vocation and a field of study.
- b. A student should have some farm experience.
- c. Preference should be given to those students who have graduated from an agricultural junior high school.
- d. Students must obtain a minimum score on their written entrance examinations. These examinations should encompass not only general education (which is the present situation) but also the field of agriculture.

There was considerable agreement and concern regarding the need for additional professional preparation of the agriculture and general education teachers. Since it is difficult for these teachers to attend the university on a full time basis, the researchers recom-

mended that the teacher training center in Porto Alegre provide in-service training for these teachers. Since the training needs will probably be greater than the resources, an attempt should be made to identify specific training needs and establish training priorities. It is imperative that the College of Agriculture and College of Education collaborate on these training efforts.

The agricultural schools should become more integrated in its local community. The schools could begin this process by providing various services to the community. Examples of the type of services a school could provide are: young farmer classes, adult farmer classes, visits to local farms to advise on agricultural problems, and experimental work with local seed varieties on the school farm. As the community becomes more interested in the school, an advisory committee might be formed. The community might also assist the school by providing supplies and equipment for the instructional program and school farm.

## AN ANALYSIS OF THE LEADERSHIP FUNCTION

Ralph A. Benton  
Southern Illinois University  
Carbondale, Illinois



At all levels of American life there is a pressing demand for men and women who are willing to assume positions of leadership. Leadership training conferences are held frequently. In high school the FFA has as one of its prime objectives, the training of boys for rural leadership. In agricultural extension the county agent has as one of his major responsibilities the seeking out and training of local leaders. At both the high school and the college and university level, students with leadership ability are needed if clubs and student organizations are to be strong and effective and make their influence felt.

However, there is diversity of opinion as to what is meant by "leadership." For the most part, it is described in terms of its function and of the qualities and characteristics which are to be found associated with particular types of leaders or patterns of leader-

ship.

Browne and Cohn<sup>1</sup> state that "leadership is both a function of the social situation and a function of personality, but in reality it is a function of these two in interaction."

Cowley<sup>2</sup> makes three distinctions in the study of leaders. His first is an arbitrary classification of so-called leaders into two groups:

(1) the actual and unquestionable leaders, and (2) individuals frequently called leaders but who are merely "headmen" by reason of social standing, politics, family, etc. The second is a contrast of the traits of leaders and the traits of headmen in which he says that one must recognize that leaders are effective and headmen attain to their leadership only when the traits they possess are those demanded by the situation.

His third distinction deals with the problem of leadership traits and raises the question, "Are there any traits which are common to all leaders and which may be called general traits of leadership as distinguished from the situational traits?" He discovered that

leaders in different situations do not possess the same traits and that one cannot talk about leadership traits in general, but instead we must talk about leadership traits in particular situations.

A review of the literature has shown that little has been done to determine the influence or degree of carry-over into adult life of the so-called leadership activities engaged in by students when in high school and in college or university.

The broad objectives of this study were:

1. To measure the degree of participation in leadership activities while in high school, the university, and in a community following graduation.
2. To determine the persistence of leadership activities from high school through the university and into community life following graduation.
3. To determine how significant are the personality traits most commonly associated with leaders when applied to the persons in this study and their leadership involvement.
4. To determine those factors of greatest significance to leadership after graduation.

### OBJECTIVES

This study of graduates from the School of Agriculture, Southern Illinois University between 1959 and 1964, was an attempt to determine if there is a significant relationship between certain activities and other factors related to leadership when applied to university graduates. They were examined at both the high school, and the university level, and the community in which they lived following graduation. These particular years were chosen because 1959 was the first year Illinois high schools began using a uniform reporting form in submitting transcripts of a student for admission to a college or university. These earlier years also gave the graduate a longer period of community living following graduation. There was a 78 per cent response with 138 usable records.

The data used were obtained by means of (1) the students' high school transcripts submitted to the admissions office; (2) the Illinois High School directory; (3) the students' record in the university registrar's office; (4) a three-part questionnaire on high school extra-curricular activities, university extra-curricular activities, and post-university graduation activities; (5) a personality rating check sheet; and (6) a job rating sheet.

### FINDINGS

Of the 138 graduates in this study, 42 per cent came from small high schools (0 to 249), 38 per cent from medium sized (250-599) high schools, and 20 per cent were from large (600 and over) high schools. Regardless of the size of high school from which they graduated, approximately 75 per cent were in the upper 50 per cent of their high school graduating class.

While in high school, these graduates were most active in clubs with 88 per cent participating, followed by 73 per cent taking part in athletics. It was also revealed that boys in small high schools averaged 21 per cent greater participation in extra-curricular activities than those from medium sized schools, and 46 per cent more than those from the large high schools.

In the university these same students were most active in the School of Agriculture clubs with 78 per cent participating. This was closely followed by R.O.T.C. which, at the time of this study, was compulsory but which was listed as having leadership connotations.

Contrary to the relationship in high school, the size of high school from which these students graduated had essentially no significance upon the degree of participation in university extra-curricular activities.

However, there was a marked difference when the students were separated into four different groups according to their rank in their high school graduating class. Those in the first quartile averaged 26 per cent more activity points than did those in the second quartile, 32 per cent more than those in the third quartile, and 59 per cent more than the fourth quartile group.

The 138 respondents were rated by a committee of 14 professors on ten personality characteristics closely associated with proven leaders as determined by previous research. It was found that in nearly all of the characteristics there was a noticeable difference when the students were grouped by grade point averages and then compared. At the university level the better the student the higher his personality rating, and also the greater his involvement in leadership activities.

Following graduation and becoming established in some community with a job, it was found that the greatest participation by all the respondents was in church activities. The second greatest degree of participation was in farm organizations.

When comparing the total activity scores of high school, university, and post-graduation participation on the basis of size of high school attended, it was found that those from small high schools had a 8 per cent greater participation than those in medium-sized schools, and 30 per cent greater than those from the large high schools.

### CONCLUSIONS

By means of the Wherry-Doolittle Multiple Regression Method of statistical analysis the following conclusions were reached:

1. The size of high school from which a student graduates does not have a marked influence on community leadership involvement following graduation from university.
2. There is a significant positive correlation between a student's participation in high school activities and his participation in university activities.
3. Student participation in high school activities does have greater significance in relation to post-university graduation leadership involvement than does participation in university activities.
4. There is no significant correlation between the combined leadership activities engaged in by a student while in high school and in the university, and his post-graduation leadership activities.
5. The high school principal's evaluation of a student's behavior is of greater significance in predicting leadership involvement than is the student's personality rating when in college. In fact, a student's attitude and behavior in high school had the highest coefficient of correlation of any of the independent variables.

6. A student's overall university grade point average is of little significance in relation to leadership involvement in community affairs following graduation.
7. There is a significant correlation between the kinds of employment engaged in after graduation and leadership involvement.
8. The high school principal's estimate of a student's probable success does have a significant positive relationship with leadership involvement following graduation from the university.
9. Rank in the high school graduation class does not show a strong correlation with leadership activities following graduation from the university.
10. The length of time a person has been graduated from the university does not significantly influence his involvement in community leadership activities.
11. There is a significant relation between the number of years after graduation from the university and leadership responsibilities in the most recent job held.
12. There is a strong correlation between the job held, or rating, and leadership activities in the community.
13. The university over-all grade point average is strongly significant in relation to leadership involvement in the current job.
14. A person's rank in his high school graduating class is not a significant factor in indicating his leadership involvement in the kind of work engaged in following graduation from the university.

Using the "post-graduation leadership activity rating" as the dependent variable, it was found that the most important single factor in predicting the degree of participation in leadership activities following graduation from the university was the student's behavior pattern while in high school.

With "job-rating" as the dependent variable it was determined that the overall university grade point average earned in school is the one most important factor in determining the degree of leadership involvement in a community following graduation based upon the kind of employment engaged in.

Finally, from the results of this study it appears that there is not an increasing degree of general participation in leadership activities on the part of students from high school to university to post-university life. On the basis of evidence submitted, it appears that participation is greatest at the high school level, then in community life following graduation from the university, and thirdly at the university level.

<sup>1</sup>Browne, C. G. and Cohn, T. S. "The Study of Leadership" Interstate Publishing Company, 1958.  
<sup>2</sup>Cowley, W. "Three Distinctions in the Study of Leaders." Journal of Abnormal and Social Psychology. Vol. 23, 1955.

## CREATIVITY IN A CHANGING SOCIETY

J. C. Atherton  
Teacher Education  
Louisiana State University  
Baton Rouge, Louisiana



Our way of life is threatened by educators who know methods, but fail to comprehend meanings, techniques, and principles. In the field of education there is a need for both training and education (if these two terms can be separated in shades of meaning). Persons need to be trained in ways of making a livelihood. But, they need education also so that they may attain knowledge and comprehension which are so vital in one's preparation for making a living.

A combination of good training and excellent education is essential for the development of leaders and leadership. Only by truly and totally educating the youth who are preparing for a livelihood in agribusiness will the educator discharge his responsibility in a manner which meets the intent and purposes of recent legislation in the field of vocational education.

We are in a period of transition and upheaval, there is a breaking away from the old traditional procedures and a charting of new courses of action. It appears that this change is creating a certain amount of tension in some quarters and lethargy in others. This is not the time for either. On the contrary, it is the period for action and for planning future courses of action. Careful thought needs to be interwoven with appropriate execution. Planning should be deliberate, long-ranged, and carried out in a systematic manner. Activities should be programmed and executed, as a general rule, on the basis of appropriate planning and not be merely the result of emergencies which arise periodically.

Effort should be made to retain the best of the old, that which is still useful, as there is an acceptance of the best of 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 unending failure. It seems wise that one realize that education in vocational agriculture is not and should not ever become finally and irrevocably 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 inefficiency 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 best from a 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.

One soon discovers that goal setting is not too difficult a task. Determining the ways and means which will lead to goal attainment is the big problem. Goals would be meaningless without a program to fulfill these ideals. Develop-

ing people and not just a program is the major job.

A scarce resource in any business is manpower that can make adequate decisions and then fully implement them with a minimum of supervision and control from above. An employee should be an asset to the organization of which he is a part. Otherwise, there is no justification for retaining him on the payroll.

One's present goals and actions may be better oriented if he has a definite idea concerning what he wishes to be in five or ten years. Then activities can be geared to purpose and related to major goals rather than being buffeted and carried along by the whims, pressures and desires of the moment.

To go places, one cannot always be a follower, although intelligent followship is commendable. To be effective as a leader, the employee must be diplomatic, tactful, and stand on principle.

Making effective decisions is one of the more important tasks of the worker. Even while occupying the lower rungs of the employment ladder he will be called upon at times to make decisions. Some of these will not only affect the work life of the individual, but of the business itself. It should be recognized, however, that the conclusions reached will have minimum impact until such time as they are put into operation. As a general rule it takes much more time to implement a decision than it does to make it.

One should learn all he can about a situation and then major on those elements which indicate the greatest need. Any plan which is devised should be workable and economical. It should be flexible enough to facilitate adjustments which will be required due to changes in the situation.

There are some elements or steps in decision-making which will be of assistance to the worker if he uses them systematically. Through proper use of them he is able to reduce the element of risk in decision-making and is in a much better position to arrive at an effective decision.

1. The person needs to determine if the situation is one of a recurring nature or if it is a rare phenomenon. Should it be the former he will want to take into account the policies of the business which pertain to such an event. On the other hand, if the event is unique, it should be treated as such.
2. There must be a clear understanding or definition of the problem. Until this is attained, one cannot make any decisions intelligently. The limiting factors as well as the extensiveness of the situation are critical items of information so necessary for sound judgment.
3. The third step is one of actually making decisions — concluding the course of action to take and then working it in such terms that it can be understood clearly.
4. Finally, there must be implementation if the entire effort is to be worthwhile. Without action, the decision is useless. There is an old proverb which states that a poor decision properly carried out is more valuable than a marvelous decision which remains unused.

In the strengthening of the ability of the trainee to make good decisions periodic evaluations of his efforts may be useful. One needs a yard stick to measure mental growth so that progress or lack of it is quite apparent. In self evaluation, one may ask himself the following:

1. Do I accept responsibility readily?
2. To what degree is my performance flawless?
3. Do I recognize my errors and avoid repeating them?
4. Am I willing to try new methods and procedures?
5. To what degree could my errors be classified as sheer stupidity?

One should realize that permanent success is a rare article. One must continue to "produce" effectively, or there will be a decline. At times it will be necessary to innovate and to adjust to changes which are occurring. It may be necessary, also, to take a hand in making changes occur or in reshaping some which are in the process of evolution. Should a person sit back contentedly and rest upon his laurels, he is risking as well as inviting reverses. One must defend against decline and the most appropriate offense is making better that which is good and modifying that which is not satisfactory. A certain amount of conservatism is commendable but continuing to "stand pat" can lead to ruin.

## BOOK REVIEW

**SHEEP AND WOOL SCIENCE** by M. E. Ensminger. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1970 (Fourth Edition) 948 pp., \$10.75.

*Sheep and Wool Science* is a comprehensive sheep and wool text. It treats all areas of sheep production and management necessary in the modern sheep industry. The new and revised sections stress the application of recently developed technology in sheep husbandry. This is particularly noticeable in the sections on breeding, feeding, and management.

Each section is introduced in an interesting narrative form which provides the necessary background information needed by the reader. The text treats with the history and distribution of the breeds and all areas of production and management are treated in a comprehensive manner. Each section suggests modern approved practices and management techniques.

The appendix contains much frequently used information about energy terms and feed composition, metric and avoirdupois systems, weights and measures, gestation tables and breed registration associations.

Dr. Ensminger served on the animal production staffs at the University of Massachusetts, the University of Minnesota and the U.S. 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 text and reference for secondary, post-secondary college classes, and sheep producers desiring an accurate and informative handbook.

Jack Ruch  
University of Wyoming

**AGRICULTURAL EDUCATION: APPROACHES TO LEARNING AND TEACHING** by Charles C. Drawbaugh and William L. Hull. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971, 324 pp. \$9.95.

This textbook is one of a series of career programs designed to provide information on the underlying theory and practical methods involved in establishing a successful agricultural education program. It was developed primarily for use by advanced undergraduate and graduate students enrolled in college and university courses in methods of teaching vocational and technical agriculture.

The text consists of eight carefully documented chapters organized in three parts, namely: (1) an introduction to learning and teaching, (2) the realm of instruction, and (3) assessing the quality of instruction. The learning theory basic to understanding the teaching-learning process is presented in Part I. 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 use of instructional technology, student career exploration, and job placement as a criterion for measuring occupational preparation. The appendix includes useful information on instructional materials, FFA program of work, advisory committee constitution and by-laws, and evaluative instruments.

Dr. Charles C. Drawbaugh is chairman, Department of Vocational-Technical Education, Rutgers University, New Brunswick, New Jersey. Dr. William L. Hull is Associate Professor of Agricultural Education at Ohio State University. Both authors are former teachers of agriculture who have combined their experiences as high school teachers and teacher educators to compile this worthy publication in agricultural education.

Wilbur P. Ball  
Fresno State College  
Fresno, California

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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 period of educational history. The problem is real! Overcrowded 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.

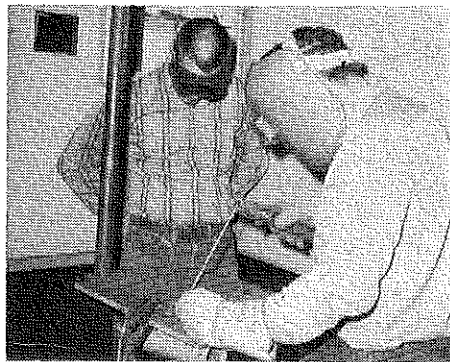
The legal aspects of a teacher's relationship with pupils is contained in the phrase, "*in loco parentis*" which means "in place of the parent." The phrase is an ancient legal doctrine under which the teachers become parents pro tem; that is, they have some of the rights and duties of parents. In the faithful discharge of such duties, a teacher is bound to use reasonable care, tested in the light of the existing relationship.

The feelings of the courts regarding the principle of "*in loco parentis*" are illustrated in *Brooks v. Jacobs*<sup>1</sup>. Direct action was brought against a high-school shop teacher for injuries sustained by a pupil when he fell from a staging 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, ruled that the teacher was negligent in his relationship to the plaintiff and that he did not 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 the 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 instruction. If negligence is proven against the teacher in court, the teacher will have to pay the judgement out of his own pocket unless he is covered by liability insurance or



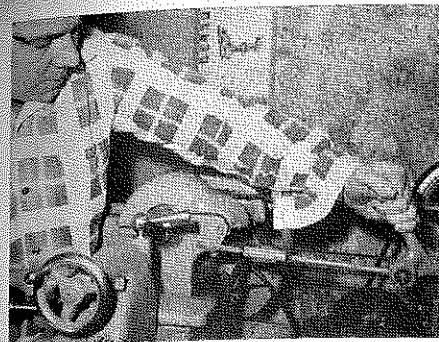
The enforcement of proper safety precautions, such as wearing goggles and gloves while welding, reduces the chances of injury.

unless he teaches in a state where, by statute or judicial decision, the employing school board is liable for damage.

Doubt still exists in the minds of many teachers and administrators as to the nature of their legal rights and responsibilities. In view of the surroundings 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 protection equipment is not worn. The teacher leaves himself open to a charge of negligence if he fails to properly supervise the activities in the shop to prevent pupils from inflicting harm on each other.

Most teachers follow a safety program in some respect but, tort liability never concerns a teacher until a serious accident has occurred. Even though the teacher may not be held liable, the mental anguish experienced by the teacher through sleepless nights may far exceed punishments imposed by a court of law.

What is the solution? It is apparent that vocational agriculture teachers must organize and implement a comprehensive safety program for their students in agricultural mechanics. At the conclusion of the instructional program in safety, an examination should be administered to each student and the results filed for future reference. This approach will assure the teacher that students are knowledgeable of safety practices necessary to prevent accidents. In case of an accident, the teacher would have a basis for defending his position as "a reasonable and prudent person."



A teacher has the responsibility to instruct his students in safety practices and to supervise their activities in the shop so violations, such as shown above, do not occur.

## 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;
- Endless GOOD NATURE in face of all trials;
- A saving SENSE OF HUMOR when nothing else will meet the situation;
- A large VISION of the work to be done;
- Ability to LOSE GRACEFULLY and to REBOUND after each defeat;
- Indomitable COURAGE in standing for the right;
- A grim DETERMINATION to see the work put through to its completion;
- A contagious ENTHUSIASM that inspires local leadership;
- Unquenchable OPTIMISM in spite of all discouragements;
- Unreserved BELIEF in the IMPORTANCE OF THE FARM FAMILY to the commonwealth.

—Agricultural Education Magazine,  
August 1929

## News and Views of NVATA

JAMES WALL  
Executive Secretary



In the teacher pre-service training program, the moral and legal responsibilities of teacher supervision 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 thorough 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 in-

urance to cover the operation of school busses, but a majority of the states do not expressly authorize school 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, combined with a good safety program in the school and an adequate insurance program by the school district, will benefit teachers and pupils alike.

<sup>1</sup>Brooks v. Jacobs, 31A. 2d 414 (Maine, 1943).

### EDUCATION — 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 agri-businessmen and advanced technology have met the demands by increasing their production efficiency.

The vocational agribusiness 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 agribusiness education programs each year. Yet it is estimated that every year more than half a million jobs must be filled in agriculture. Training in vocational agribusiness is vital if this nation is to continue to reap the benefits of a productive, efficient agriculture.

### PORTLAND CONVENTION

December 4-8, 1971

"Career Development" is the theme for the 1971 AVA 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-

The NVATA reception will be held on Saturday from 5:00-6:00 instead of Sunday from 4:00-5:00.

The State President's Dinner will be on Sunday night instead of the usual Saturday night.

The Second NVATA General Session will be Sunday morning rather than Sunday afternoon.

Shifting of the schedule resulted from the scheduling of AVA Departmental meetings from one-half days on Monday and Tuesday to a full day on Monday.

# NEWS TO ME

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, Hawthorne, 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 26.6% 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 in 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 AV Convention for his contributions to vocational education stated: "We have got to be realistic that not everyone is college material, and then do something about it. That 'something' is to provide job education and job training on a large scale." He added that his idea of providing for those not going to college includes getting to the students by the 9th or 10th grade, "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 and state legislatures. Instead, these reformers would leave appointment of teachers and administrators entirely to 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 educationist establishment." Formerly, California was the most rigorous 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 job. 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 grains and soybeans.