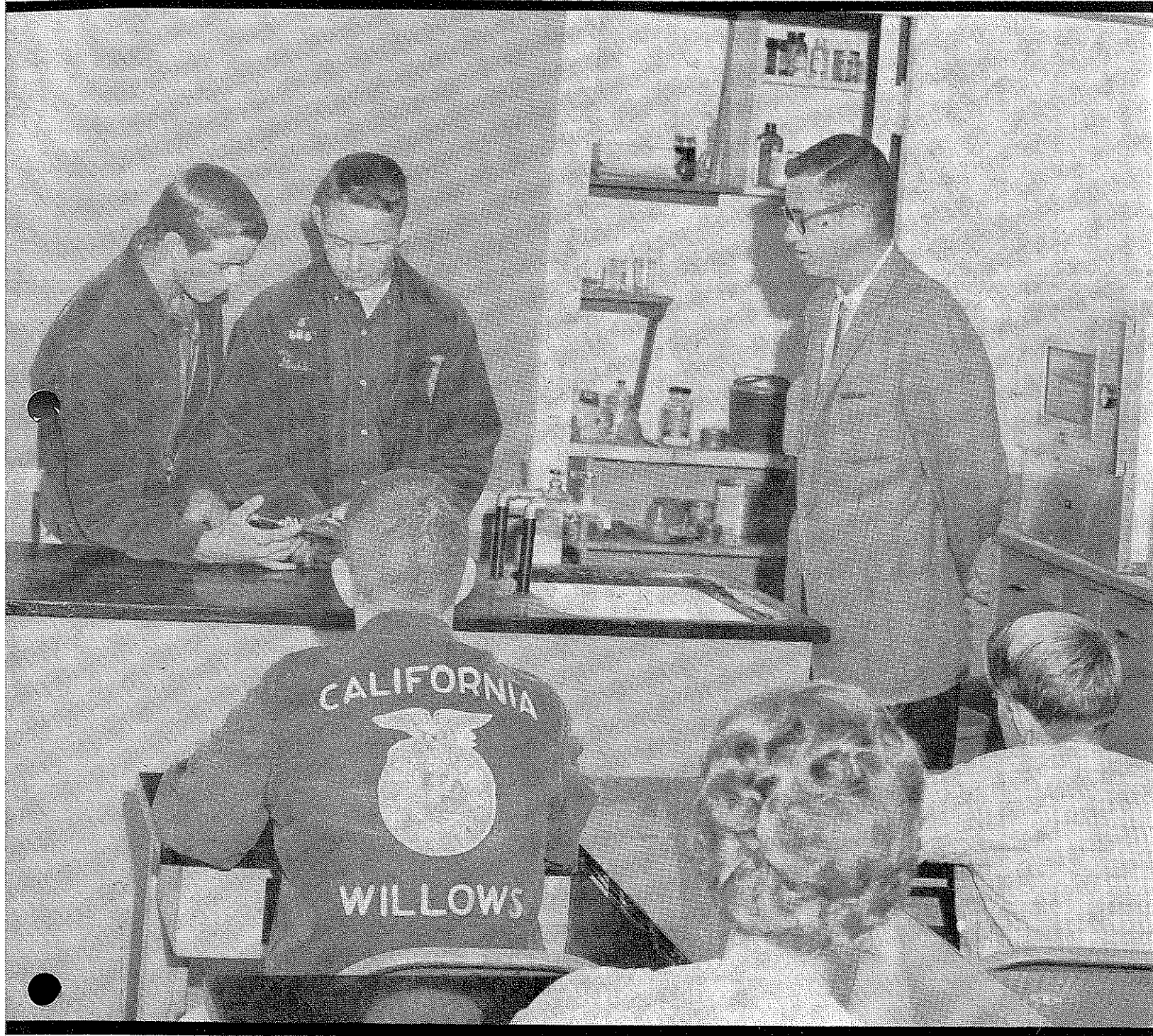


# Agricultural Education

OCTOBER 1964



*Featuring—New Horizons For The FFA*

The professional journal of Agricultural Education. A monthly, managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

THE INTERSTATE

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# The Agricultural Education Magazine

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## The Cover

The October cover picture, which was taken at Willows, California illustrates certain aspects of the theme "New Horizons for the FFA. In the picture John Montz is making a hormone injection into a guinea pig as a part of a laboratory experiment. Holding the guinea pig is James Streble.

Want to help improve this magazine? Send us your suggestions in our reader survey.

From the Editor's Desk . . .

## Our Obligation in the War on Poverty



Ralph J. Woodin

President Johnson's "war on poverty," which has been widely publicized this fall, includes action designed to improve the economic situation of both rural and urban families. Because of the contact and experience which vocational agriculture has had over a period of years with American farmers, rich and poor, it is important that we understand the program and any obligations which we should accept.

The extent of rural poverty is far greater than we may realize. The U. S. Census of 1960 shows that every section of the nation has its thousands of poverty stricken rural families. The West with 251 thousand families is lowest and as might be expected the South is highest with over two and one-half million of such families. Even the North Central Area has 625 thousand families defined as living in poverty with 402 thousand in the Northeast.

In his economic message to congress on January 20, 1964, President Johnson proposed a five point program for building individual earning power which included education, health, skills and jobs, community and area rehabilitation and equal opportunity for all regardless of race. At that time the President outlined two prongs of an all out attack on poverty as "First, to enable every individual to limited his earning power to full capacity."

"Second, to assure all citizens of decent living standards regardless of economic reverses or the vicissitudes of human life and health." This statement has been called one of the most significant declarations of national purpose of this century.

"The Economic Opportunity Act of 1964," H. R. 10440 embodies most of the proposals of the President. For the most part it provides for the use of existing

agencies and programs in a unified approach to the problem of rural poverty. Among the agencies which will be directly participating in the rural aspects of this program are the U. S. Department of Agriculture. The Cooperative Extension Service, The Farmers Home Administration, The A.S.C., Rural Area Development Committee and The Forest Service. While vocational agriculture is not listed as one of these cooperating agencies it seems apparent that in some communities the vo ag teacher will be the person with the most useful first hand information on the needs and problems of such persons in his community.

Teachers should secure copies of H. R. 10440 and should provide that assistance which they can best offer in their own communities.

Orville Freeman, Secretary of Agriculture made this statement in testimony on the bill before Congress.

"It is no exaggeration to say that if we can overcome poverty in the rural areas of the nation, we will eliminate once and for all the major source and fount of the problem throughout the nation. For the urban poor who are today overwhelming our cities are the rural poor of yesterday, or the children of the rural poor of a generation ago. And the rural poor of today, and their children, are the urban poor of tomorrow.

The recommendations contained in H. R. 10440 are among the most meaningful ever proposed in this nation to wipe out poverty, and the eroding effects of poverty, on the thousands of weather-beaten inadequate farms that still mar this lovely country-side of ours."

Our obligation then becomes one of becoming familiar with this program and in making sure that it accomplishes its important objectives with a maximum of local effort.

*Ralph J. Woodin*

## For Boys Only?

Guest Editorial . . . Warren G. Weiler, State Supervisor, Columbus, Ohio



Warren G. Weiler

Some twenty years ago a rather irate mother came to the writer, then Executive Secretary of the State Association of Future Farmers, wanting to know why her daughter was not elected to the State Farmer Degree. It was evident that the program developed by the young lady was a good, and perhaps better, than some who were elected. The explanation was made that the FFA was organized to serve BOYS

who were studying Vo-Ag. The persistent mother then asked, "Why shouldn't it serve GIRLS when they are students of Vo-Ag?" This was a good question—one that is difficult to answer satisfactorily.

If we examine the Smith Hughes Law, Section 10, we find that it is designed to meet the needs of PER-SONS over 14 years of age and who have entered upon the work of the farm or the farm home. An examination of the issues of Vocational Education Bulletin No. 1 that are available to the writer does not reveal any wording that limits high school enrollment

in Vocational Agriculture to boys. The terms "students" and "persons" are used. Earlier issues of Bulletin No. 1 refer to "Out-of-school young MEN who are enrolled in *young farmer classes*" and in the same issue we find "The in-school youth needs instruction in agriculture to lay a foundation for HIS farming career." In this situation the term "HIS" may have been used in an editorial sense. However, the 1958 Edition of the same Bulletin does not contain this wording. It states "Young Farmer classes for out-of-school YOUTH . . ." and the term HIS is not used.

Our most recent legislation, Public Law 88-210 also uses the term PERSONS.

What does this mean to us? Have we a right to deny admission to our classes of any high school student, over 14 years of age if HE or SHE is interested in "any occupation involving knowledge and skills in agricultural subjects . . ." The George-Barden Act authorizes the supervision of the Future Farmers of America and the New Farmers of America. Public Law 88-210 does not seem to change this concept. If the primary purpose of the FFA is to vitalize and enrich the instructional program of Vocational Agriculture and it is an integral part of our program for which we are responsible, on what basis can we deny membership to any enrolled student. The Summary Report of the Panel of Consultants on Vocational Education states in the Agenda for Action: "Make education and training opportunities equally available to all, regardless of race, sex or place of residence."

Ours is a prominent horticultural state. Girls are interested in certain aspects of horticulture, particularly floriculture and greenhouse production, and in some departments girls are enrolled. Recently a Horticulture judging team won second place in our state contest but was disqualified because two girls were members of the team and the contest is listed as an FFA activity.

We raised this question with our Department of Education attorney, who incidentally was a Future Farmer while in high school. Some quotes from his response follow:

"My answer is predicated on my understanding that membership in FFA is a requirement of participants in FFA activities which are inextricably mingled with curricular school activities and, hence, a part of such curricular school activities."

"The schools . . . shall be free to all school residents between 6 and 21 years of age."

"The situation described in your query, as I understand it, is one where a portion of the school work is available to boys but not to girls. The problem appears to me to be one of whether the girls are being denied the equal protection of the law."

"In this instance, it would appear that boys participating in vocational agriculture classes are favored by being permitted to join FFA and, hence, participate in that portion of the activities whereas a greater burden is thrust on the girls by denying them this participation. Although it is difficult to make a judgment, except in the context of a particular fact situation, it appears to me that this discrimination against girls is an unlawful denial of the equal protection of laws."

Whatever the legal angles might be, what is our responsibility to girls who are sincerely interested in an agricultural occupation? Are we fair in not giving girls the same educational opportunity as boys? If we are partial to boys, what is the basis for it? Studies have shown that Vo-Ag has contributed greatly to the education of those interested in an agricultural occupation. Who are we to say that this privilege shall be denied to any high school student who is sincerely interested in an agricultural occupation and who will participate fully in an educational program designed to prepare for that field? The FFA is an integral part of our program and, therefore, class time is used for some of the activities. When girls are enrolled, why should we deny them full participation in the program? It is doubtful if we have just cause. □

## LETTERS

Sir:

Please accept my humble comments on Mr. William E. Drake's article "Summer Activities that Count." We have a special form in Arkansas that shows a well rounded time budgeted schedule of summer activities. This has been a tremendous help to school Administrators in seeing what the teacher of Vo-Ag really does during the summer.

Practically every Vo-Ag teacher in the nation has probably been asked the question "what are you going to do this summer." This could be the Vo-Ag teachers fault by either not carrying out a well rounded summer program of activities or failing to inform the public of our twelve months work.

Our summer program offers a chance to catch up. By this I mean on supervised farm visits, reading professional magazines, office work and files, on our community public relations and planning and revising our program to keep abreast.

Teaching five classes a day of eighty all day students and two to four adult classes plus all other school and community activities will keep a teacher of Vocational Agriculture hustling. Therefore that is why additional emphasis should be placed on the summer activities of a well organized program and then tell the public about it.

To many of us in Vo-Ag are sort of like the 'ole boy winking at his girl in a dark room. He knew what he was doing but she didn't. We know what we are doing but does everyone? Let's turn on the light and let the public know.

LUTHER HARDIN  
Vocational Agriculture Teacher  
Searcy, Arkansas

Dear Editor:

I read with interest Mr. Bryant's study "Preferences for Teaching in Multi-Teacher Programs." I believe a study of this type should also include the subject areas that a teacher prefers to teach. It would be possible in a multi-teacher department to let a teacher teach the subject area and the clientele he prefers.

Mr. Bryant may be right, that teachers are missing opportunities to counsel their students. It would seem to me that it would be difficult for a good teacher to determine when he is advising or when he is counseling. On-the-farm instruction offers a wonderful atmosphere for a teacher to engage in these activities. Would it be possible for a teacher to actually evaluate these activities in separate categories?

A most revealing part of the study was that a greater percentage of beginning teachers prefer teaching adults than experienced teachers. My work with student teachers would have led me to believe just the opposite was true.

LLOYD B. SMITH  
Teacher of Vocational Agriculture  
Delphos, Ohio

Sir:

Friend Scarborough's article ". . . and Develop Those Qualities of Leadership. . ." was read with great interest.

The qualities which he suggested were excellent, however, in my opinion, he omitted a few significant ones.

I should like to suggest those qualities for our consideration. A good leader must have vision—he must be able to know what should be, on a sound,

(Continued on page 98)



Alfred A. Krebs

One of the more "emotionally charged" problems facing agricultural educators is that of the FFA in relation to changing programs of vocational education in agriculture.

That there will be many conflicting points of view expressed is just as certain as is the inevitability of changes in the organization. Whatever may be our own beliefs, it is important that we begin constructive consideration of the future of the FFA so that youth interested in agriculture may continue to benefit through participation in a strong leadership training program related to their field of interest.

### The Situation

The situation with which the leadership of the agricultural education profession must deal is clear. The character of the vocational agriculture program is changing to the extent of the enrollment of many new members who are not from farms. Vocational agriculture has now been charged with the responsibility of preparing youth for "any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or of the farm home, and such education may be pro-

# The FFA on Trial

ALFRED H. KREBS, Teacher Education, University of Illinois

vided without direct or supervised practice on a farm." The old, familiar pattern of agriculture courses is changing and it is quite likely that we will have more students who will not be in vocational agriculture for a full four years. Girls may be more often enrolled. The agricultural experience programs will no longer be limited officially to farming programs as we have known them. If early indications can be used for prediction, the businessmen supporting the FFA Foundations are more than ready to consider a re-structuring of the award program to adapt it to the changing situation—and these businessmen may actually insist that this be done. Businessmen may become more enthusiastic than ever about the possibilities for assisting youth through the FFA.

### What Will We Do?

We still have choices we can make regarding the FFA. However, if we don't make our choices quickly and correctly, we may place the FFA squarely in the middle of some human relationship problems which will remain with us for a long time and which may eventually destroy the FFA.

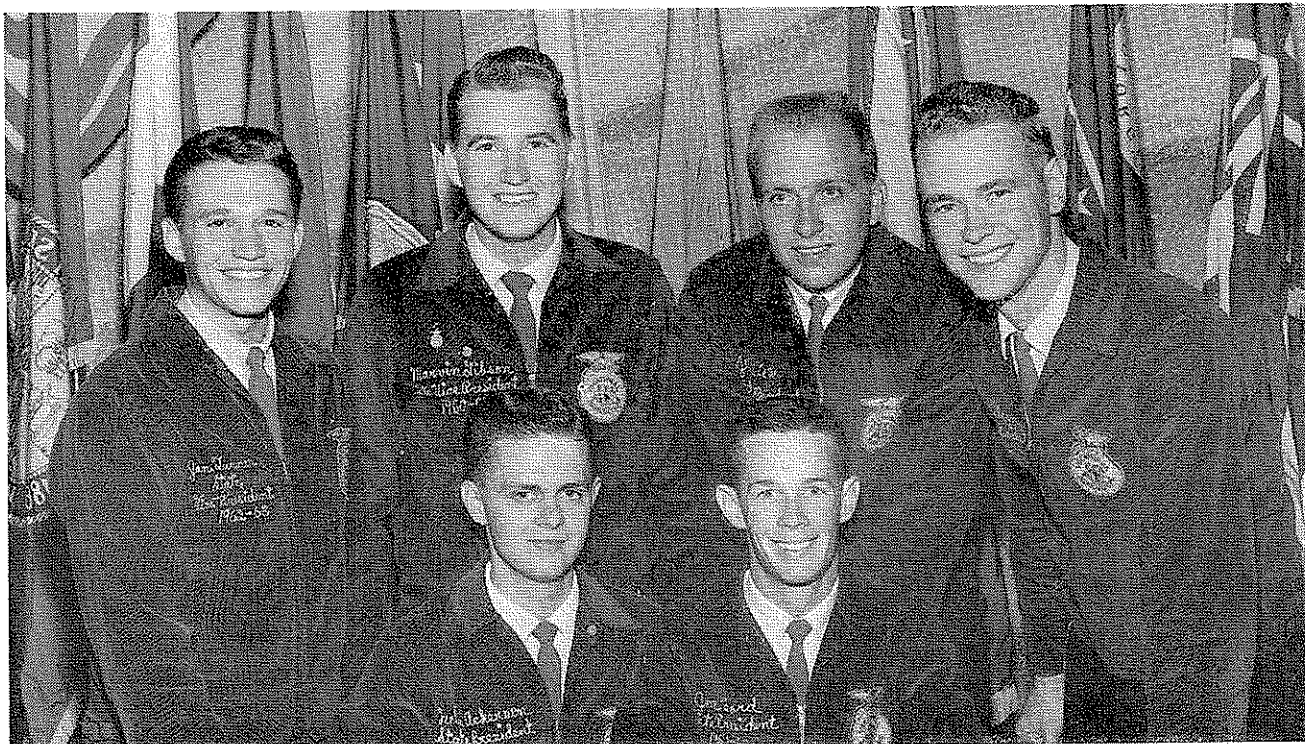
### Revise Aims and Purposes

Of first order of importance is the revision of the aims and purposes of the FFA. For the most part, the aims and purposes are already stated in broad terms. Only four of the purposes as stated in the *Official Manual* need some changing to make them conform to the new concept of vocational agriculture with emphasis on agricultural occupations rather than on farming alone. Actually, the aims and purposes of the FFA have always been sound. We just haven't paid enough attention to them in planning FFA activities.

### Make Letters "FFA" Symbolic

Once the aims and purposes of the FFA have been revised to serve as guidelines, the Creed and other official documents of the organization can be reworded to conform to the aims and purposes. One of the most difficult problems to solve will be that of changing the name. In some ways, it might be best to start fresh with a new name, new letters, and a new symbol. I'm sure the members could accept a new name and symbol, but

(Continued on page 99)



Youth interested in agriculture should continue to benefit from a strong leadership program related to their field of interest just as have this group of 1964 FFA officers.



H. L. Schaller

## If the FFA Could Start From Scratch—

HERBERT L. SCHALLER, Director, Bureau of Information, Purdue University

If you have followed a program for two years, review it. After five years, revise it. If the time period is ten years or more, scrap it and start over.

The basic premise is sound, even though in practice you wouldn't literally follow this advice. But in the process of assessing the value, future and need of any activity or program, the minds of leaders should work in this fashion.

If you had the opportunity today to begin the Future Farmers of America organization, how would you organize it?

If you could erase from your minds the close associations with this organization, and the glories of its past achievements, what would you do?

If you could successfully force yourself to forget the past, look only ahead and analyze present conditions for what they are and not what you would like them to be, how would you develop a program?

For instance, you would need to take a hard look at these facts. Today the FFA is drawing its membership from an ever shrinking pool of manpower—farm boys.

In the very near future there probably will be but a million top farmers in the United States.

In general the total number of farm boys in relation to the total number

of young people even now may approach but 3 out of every 100.

### What Limitations are Needed

Thus, if you were to start from scratch and were considering beginning a new organization called the "FFA," would you limit your membership to farm boys? Would you exclude girls?

Would you limit chapters to those schools and areas where you have agriculture departments? Would you set up programs in livestock judging, soil judging, conservation and safety practices?

What would you choose as the real objectives of such an organization?

Chances are that an FFA organization started today would be considerably different than the one now in existence. Chances are, too, that the more progressive leaders in FFA already recognize this and have made drastic changes in their programs. If every adult leader in the organization honestly looked in the mirror and truthfully assessed the present environment in which agriculture lives and works, he would agree to and struggle for even more drastic revisions.

What ARE the new horizons for the Future Farmers of America organization? I pose more questions than I

have answers. In truth, no one man has the answers. Whatever course the FFA chooses to follow, up or down (and it can't remain status quo, ever), it will be the result of the efforts and thoughts of a number of men. And these will be the leaders who recognize that if you want to advance—"you can't steal second base with one foot on first."

So let us pretend. Based on the present position of agriculture in our society, and assuming that no FFA exists, suppose you and I discuss starting a new organization. What contributions could such an organization make?

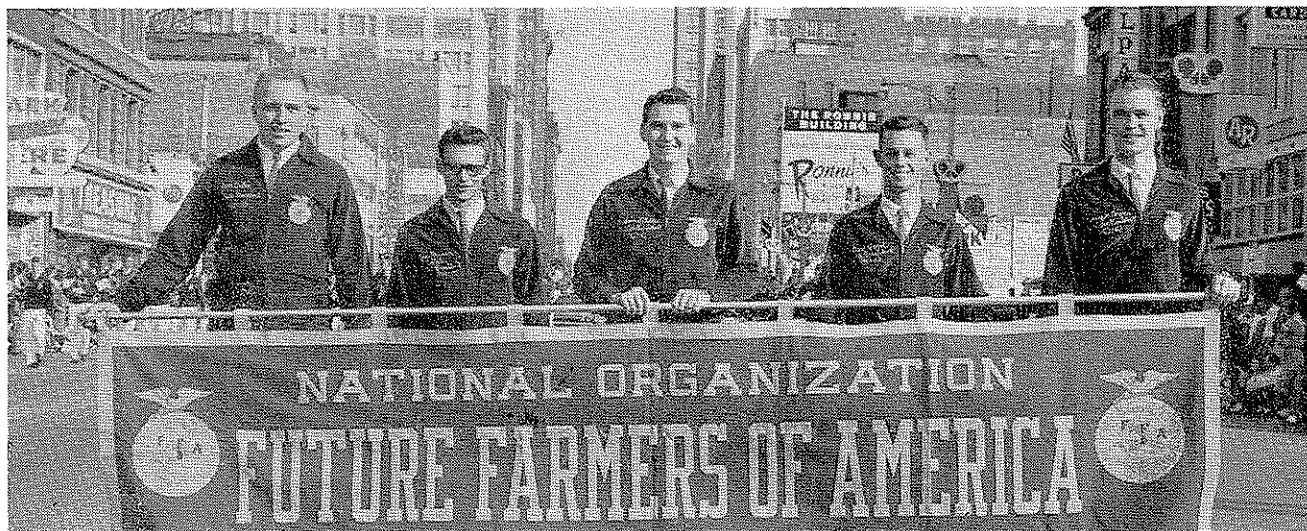
### An Outsider Looking at the FFA

Let me admit in the beginning, thus giving you an immediate advantage, that I am on the outside looking in and I have no reservoir of research and study that prove my opinions. Thus you can, from the start, assert your superiority.

Since I have pen in hand, let me lead with my thoughts.

Ready?

What we should form is an organization of young people who are deeply interested in and concerned with the field of agriculture in our modern society. This should be a community oriented group of young people who will help in educating other people



Newly-elected National FFA Officers and the National Band lead the American Royal Parade.

of the basic role agriculture plays in their lives.

This organization ought to point its program toward our urban society and leave the scientific and production oriented activities to the formal classroom.

What about a name? Maybe the Future Friends of Agriculture. This is what we really need, now and certainly in the future.

Let's open up the membership to any boy or girl who is really interested in agriculture. And let's start with a broad base. We surely should not limit this to our own small area. That is one of our problems. We are too few!

Why not take on a missionary status? Using this organization as a base, why not establish FFA clubs in urban and, where practical, city schools? Each parent club might pick out a school and have as part of the program the establishment of such a club. Then it could act as its source for help, guidance and information on a program designed to gain friends who better understand our field, our work and recognize the opportunities we have for many profitable careers.

Program? Most important. But let's recognize that this ought to be based on the *NEEDS* of today. Our FFA clubs should get away from programs similar to what we study in class.

Why not agricultural science fairs? This should make a good project. Many schools have science fairs—and agriculture is based on science. Let's tell people who are interested in science that there is an outlet for these ideas in agriculture. Let's tell people of the great scientific contributions agriculture makes toward improved standard of living. Talk about contests! In time we probably could stage a national agricultural science fair under our sponsorship.

#### Programs Given in City Schools

And what about our clubs taking the initiative in planning, arranging and putting on informative agricultural programs in city schools? We could have awards provided for our clubs at the local, regional, state and national level for high school assembly programs presented in urban and city schools. This could develop into a real program—and a meaningful one, too.

In this world we live in and the progress it is making, we ought to stress the real needs among our members for the continued development of their abilities in the field of com-

munications—speech, writing and general leadership. We ought to plan programs for our clubs that will help the individual members become better citizens for tomorrow. And let's not make the mistake that other clubs have made in promoting a few at the expense of the others. All should take part in every aspect of this part of our program.

Then let's resolve that as the leaders we will always have the courage to take bold new steps, be quite critical of ourselves, and not glory in what we have done so well. Let's resolve to keep moving on. Let's always look

for new challenges.

All pretending aside, let me close with these brief statements.

Horizons? Every day brings two new ones—sunup and sundown. Whether you rise with one, or set with the other, the choice is yours. High noon is but a fleeting second. The contributions of any man, or any organization, reaches the highest point but for a moment. There is no resting here.

And as advisors, "stationed under the owl," look up once in awhile. That wise old bird may have moved!

Okay. Now it is your turn. □

## No Place for Horseplay

JOE COUPLAND, Principal Morgan County High School, Hartselle, Alabama

There is an old truth that goes something like this. "We are to others what we appear to be."

How does your FFA, the individuals who are members, appear to others? Does your best angle show or do you give a poor appearance at certain times?

The FFA is one of the best organizations that this writer has ever been affiliated with. As a student in secondary school it was a source of inspiration. As a teacher of Vocational Agriculture it was an organization which I sponsored in my school with pride. As a school principal it is an organization in which I take pride in having one of my teachers sponsor. It rates with or above other clubs in school so far as development of leadership and character are concerned.

The big question is, how does the FFA in my school and your school appear to the public? There is one occasion on which this writer believes that many FFA chapters could improve their image. This is at the time of initiation of greenhand members.

What conceivable good can be derived from a boy wearing a horse collar around his neck, or wearing his trousers rolled to his knees. What good may be derived from carrying some piece of farm equipment around with one for a school day or getting one lick with a paddle from every "chapter farmer." This writer contends that these things are not representative of the FFA and have no place in its program.

Further, it is believed by this writer that these kinds of things are a definite deterrent to boys taking Vocational Agriculture, or joining the FFA. I see no reason why a human being of average intelligence would desire to have himself made a spectacle.

The initiation set out in the FFA Manual is a beautiful and impressive ceremony and representative of the FFA and its high ideals. This writer believes that it represents the FFA fairly. So, in order to appear to be what we really are, let's use it rather than some ceremony lesser representative of our true characteristics. □



Thomas L. Ayers, left, Assistant to the Director, Conservation and Land Use Division, ASCS of the U. S. Department of Agriculture, was awarded a Distinguished Service Plaque by Wallace Elliott, Orono, Maine, Chairman of the 1964 North Atlantic Regional Conference in Boston. The plaque was presented to Mr. Ayres in recognition of his liaison work between Vocational Agriculture and the U. S. Department of Agriculture. Prior to his employment with the USDA in 1934, Mr. Ayers taught Vocational Agriculture and served as teacher trainer at Clemson College of Agriculture.



V. R. Cardozier

The study of parliamentary procedure has been an integral part of the course of study since boys' clubs were introduced into the vocational agriculture program. This grew out of a need. As boys formed clubs, they found it necessary to learn to conduct their business meetings in an orderly manner.

At first they turned to Robert's *Rules of Order*. Later, a simplified reference became available when Dr. W. F. Stewart of Ohio State University wrote a small pamphlet entitled "Helps in Mastering Parliamentary Procedure," which set forth in simple, easy to understand form, the courses of action to follow in most situations in a business meeting.

From the beginning, instruction was geared to helping boys to learn to conduct their business meetings. It also held as a major goal the further development of rural leadership. On both counts, most informed judges would say teachers of agriculture have succeeded. But on the second count, there is some question concerning what has been achieved. Few would question the fact that former FFA members usually know parliamentary procedure better than most other members of groups. Through the use of their knowledge of parliamentary procedure, they are often virtually able to control meetings.

Some are asking what have they learned—parliamentary procedure or parliamentary maneuvering? That they have learned the mechanics of parliamentary law is not often questioned. But have they learned the spirit of parliamentary law? Has the study of parliamentary procedure caused them to develop positive attitudes toward the democratic process?

#### A Study of Attitudes Toward Democracy

A study, conducted several years ago by this writer, raised serious doubt as to the values being generated in vocational agriculture pupils by the study of parliamentary procedure. An attempt was made to determine whether students who had studied parliamentary procedure in vocational agriculture differed in democratic attitudes from other students of their grade levels who had not studied parliamentary procedure.

While the study did not probe all



Are they learning parliamentary law or parliamentary maneuvering?

## Parliamentary Law and the Democratic Concept

V. R. CARDOZIER, Teacher Education, University of Maryland

aspects of the question, it did determine that there were no significant differences in attitudes toward democracy between pupils who had studied parliamentary procedure in vocational agriculture and an equal group of pupils in each of eight schools who had not studied parliamentary procedure.

A single study is not sufficient basis for generalization, yet these findings are probably consistent with the observations of most people who have considered the matter carefully.

Lest we become complacent about the inculcation of democratic attitudes, let us be reminded that we are far from secure in the democratic tradition. Aside from external or seditious influences, anti-democratic practices are continually before young people. They read about the role of power and influence in the legislative and executive branches of government at all levels from the precinct to the nation's capital.

#### Dedication to Principles Needed

Those who feel that a democratic tradition of 175 years or so is secure would do well to analyze this carefully, for they will realize that our system of political values is still relatively undeveloped and only partly reality. It is true that the theory has long been understood by the intellectual leaders of the country, but dedication to the principles of democratic living still prevail for many only in the absence of a strong reason for

doing otherwise.

We have only to reflect on the incidence of ballot-box stuffing, rampant lobbying, vote buying, influence peddling at all levels, block voting, and many more to realize that the true democratic tradition is still in the infant stage in the United States.

The contribution of the vocational agriculture teacher to the further realization of the democratic ideal will weigh little if he limits his instruction in parliamentary law to the procedures, without inculcating in his pupils the values upon which the law is based.

It is true that pupils learn much of this in courses in civics and problems of democracy courses. Few teachers of those subjects would suggest, however, that they are able to develop adequately the attitudes of the pupils toward democracy that they would like. The practice of parliamentary law provides laboratory experience in the development of understanding of democratic concepts which are taught in other special courses, but it is not enough to hope for transfer of these values from other courses to parliamentary practice.

Democratic values need to be an integral part of instruction in parliamentary procedure. When students learn these values along with the rules of parliamentary practice, their education in the democratic approach to human affairs will begin to have real meaning. □





Guy E. Timmons

# Money, Money, Everywhere, But Few Drops of Learning!

GUY E. TIMMONS, Teacher Education, Michigan State University

"Mister, would you like to buy a chance on a shotgun our FFA is raffling off?" Legion are the times that we have been asked this or some similar question. Our Future Farmer Chapters have sold everything from abalone to zoophytes. They have engaged in all varieties of activities, legal and otherwise, "to make money."

## The FFA is Self-Supporting

One has but to look at the outlined operational procedures of the FFA, to discover that the organization strives "to finance themselves." This is indeed a worthy goal of this or any organization. As the book says, "good business training and experience" can be gained through such operational principles. It is this objective, as stated, that becomes a veritable smokescreen which tends to obscure, cover or camouflage the "unthinking," within the profession.

We strive in our daily teaching to put the story across to our agricultural students that agriculture is a way of life. Yes, we even believe that most of our students aim to and can make a livelihood from some agricultural pursuit. Most of our program in agricultural education is based upon such assumptions. Too frequently in practice and when the FFA treasury needs replenishing, we stuff a box of greeting cards, a packet of unknown quality seed, a box of candy or some such trivia into the lad's hand and say "go forth and sell, so that our treasury may overflow." We contradict our daily teaching and we might as well say to our youth, "agriculture is all right, but brother when you need money, turn to where the money is, and this is not in the field of agriculture." We preach daily that a living can be made through agricultural pursuits, but practice that a salesman in a non-agricultural business is the one who really reaps the harvest.

## Why Money At All?

The FFA organization has much

the same money problems as have individuals. There are needs of the group, and some of these needs can best be purchased with money. Further, the greater the activity, the more money that will be needed. However, we must be ever mindful of the fact that the FFA is an educational program. As such, the activities engaged in must always be educationally sound, as must be the method of making and spending the money involved.

## How Much Money?

A sound, educational-based, program of work must first be developed. Next, a sound, adequate budget must be developed to aid in the successful carry-out of the planned program. Such a budget will provide for the activity planned and will also have a small built-in reserve to meet some unforeseen emergencies. Too often what starts out to be adequate and sound finance-raising, goes off the deep-end and results in treasury surplus. Such surplus can be dangerous and cause real concern for those involved.

## How Should the Money be Raised?

We are indeed fortunate in agriculture to have so many ways in which monies can be legally raised, and as an outgrowth of good educational activity. However, we must place a high priority on the proper activities. To aid in activity selection, the following basic five criteria might be employed.

1. *Educational soundness.* This ought to be the prime factor in activity selection. The activity should compliment and supplement a sound and acceptable program in education.

Priorities should be given activities which would afford new experiences.

As an example, we might look at a broiler project for a community where boys are not getting this poultry experience in their home situation. Such an activity, properly conducted, could afford these kinds of educational experiences.

- (1) Planning the entire project, to include a working budget.
- (2) Purchase of chicks, necessary



Raising a corn crop is an appropriate way of financing the FFA Chapter and providing educational values at the same time.

- equipment, feed and other supplies.
- (3) Constructing and/or placing brooder house, brooding equipment and the like.
  - (4) Feeding-management operations.
  - (5) Dressing-packaging activities.
  - (6) Marketing of broilers.
2. *Agricultural centered.* The activity should contribute to and further the individuals knowledge and interest in his chosen field of agriculture. The selection of such agricultural activities that might produce revenue in addition to or over and above the essential educational benefits are so numerous that they need not impose a hardship in selection by any chapter. A chapter or a given part of the chapter, let us say the freshman group, may elect to raise vegetable plants. Such an activity might be particularly appropriate where there is no local source of plants and particularly plants of approved varieties. An activity of this type properly handled, could enrich agricultural experiences, in addition to other educational benefits of a general nature. Such agricultural experiences might include study and selection of approved varieties, seed-source, seed treat-

ment, planting, hot-bed and cold-frame construction and maintenance, plant marketing and a host of other agricultural experiences.

3. *Socially acceptable.* All activity engaged in must be acceptable to and have the full approval of not only the school administration, but the general public served. The activity must be such that it will reflect credit upon those who work in it.

Such an activity as raffling turkeys or other items, even though these items represent an agricultural commodity, should not be engaged in because it might encourage gambling practices.

4. *Provide fairly equal opportunity for all participants.* Care must be exercised to select activity that will provide appeal and opportunity for all members. This is in keeping with democratic ideals of the FFA, and should serve to motivate and maintain the interest of the individuals within the chapter.
5. *Provide for a fair financial return.* No activity should be undertaken for the sake of raising money per se. Careful study and analysis must be exercised to first ascertain which of the many agricultural activities that might be engaged

in will render the greatest educational benefit and perhaps at the same time require less time-effort, in relation to anticipated cash returns.

#### How Well Are We Doing?

Not long ago while visiting a teacher of vocational agriculture, that teacher was called to the telephone. He returned rather red-faced and reported that the caller was an irate father of one of his better vocational agriculture students. The father had taken the teacher "over the coals" for using valuable school time for a scrap-drive, to raise money for the FFA. The father had stated in no uncertain terms that he did not approve of the attempt to make a "junk-dealer" out of the son. Are we attempting to make "junk dealers" or some other "foreign tradesmen" out of those seeking an education in agriculture, by conducting non-agricultural experience programs? Perhaps we all need to take a hard look at our own FFA Chapter's financial activities.

The hour is now late for getting our FFA house in order, to make it the sound agricultural and educational "tool" it was designed and developed to be. □



J. E. Christiansen

Two effective ways of improving the dignity and impressiveness of the Green Hand degree initiation ceremony exist. These two techniques can be used by every FFA chapter.

The first is to conduct the ceremony in a darkened room with candles being lit at each officer's station as the group of Green Hands progresses from station to station during the ceremony. This helps to keep the attention of the group being initiated on the words and actions of each chapter officer as he conducts his part of the ceremony. The time to darken the room is at the point in the ceremony when, after three raps on the door, the president says, "Let the sentinel attend the door." At the close of the ceremony, when the president says, "We welcome you as Green Hands. Please be seated," the room lights may be turned on again.

Since the room is darkened with

## Improving the Effectiveness of Green Hand Initiation Ceremonies

JAMES E. CHRISTIANSEN, Graduate Assistant, The Ohio State University\*

the exception of the lighted candles, a second technique is especially appropriate. This is to have an FFA member project selected slides at appropriate times during the ceremony to hold the attention of the guests present, especially squirmy younger brothers and sisters! The suggested content of slides shown and the place to project them in the ceremony are listed below:

1. *Reporter:* "The business of farming is the keystone in the arch of industries . . ."

*Slide Description:* Stone archway with prominent keystone in it photographed against a contrasting background.

2. *Reporter:* "The first farmer was the first man, . . ."

*Slide Description:* Copy of painting or diorama showing prehistoric man planting or gathering seeds.

3. *Treasurer:* "He kept farm accounts . . ." (speaking of George Washington)

*Slide Description:* Handwritten farm account ledger. The author was fortunate enough to be able to copy

\**Editor's Note:* James E. Christiansen, the author of this article, was formerly teacher of vocational agriculture from 1958-1961 at Tempe Union High School, Tempe, Arizona. He is currently working for a Ph.D. degree in agricultural education at The Ohio State University.

one of Washington's personal account sheets.

4. *Treasurer*: "He invented a steel plow and a grain drill." (speaking of Thomas Jefferson)

*Slide Description*: Copy of woodcut of early steel plow.

5. *Vice-President*: "Without the steel plow we might still be plowing with sticks . . ."

*Slide Description*: Farmer using wooden plow showing the hard toil involved.

6. *Advisor*: "The owl is the time-honored symbol of wisdom."

*Slide Description*: Owl against neutral background.

7. *Secretary*: "Let me call your attention to this ear of corn."

*Slide Description*: Ear of Indian corn against pale blue background.

8. *President*: "The rising sun is emblematic . . ."

*Slide Description*: Sunrise through trees or clouds.

9. *Advisor*: "The pin worn by Green Hands is made of bronze."

*Slide Description*: Bronze pin on background of blue corduroy of the FFA jacket.

10. *Advisor*: "The silver pin of a Chapter Farmer and the gold charm of a State Farmer await those who earn them."

*Slide Description*: Silver pin on background of blue corduroy of the FFA jacket for one slide; gold state farmer charm on background of blue corduroy for the second slide. One slide of the two pins could be made also.

11. *Advisor*: ". . . some of you may eventually be warded the golden key of an American Farmer."

*Slide Description*: Gold American Farmer degree key on blue background of the FFA jacket corduroy material.

The author found it desirable and time-saving to have a committee of FFA chapter members locate specific samples of the materials to be used as subjects of slides in books, magazines, or real life locations. The items selected were then copied on color film with a 35mm. camera.

These two techniques will contribute to the dignity, solemnity, and effectiveness of any Green Hand degree initiation ceremony when properly used. □

The smallest number with God and truth on their side, are weightier than thousands. —C. SIMMONS

## Our Stewardship of FFA

GEORGE P. COUPER, Assistant State Adviser, San Luis Obispo, California



George P. Couper

land, and in many foreign countries, the initials "FFA" symbolize a challenge to achieve, a vehicle to give recognition, a means of learning and practicing the principles of democracy, a step toward the establishment of a career.

Businessmen, farm leaders, educators, social workers and the lay public see in the Future Farmers of America the characteristics of a movement which provides a great bulwark against school drop-out, against juvenile delinquency, against discouragement. They see a movement which encourages leadership, good citizenship, proper work habits, clean minds and strong bodies; and they envy vocational agriculture its precious asset.

Within the next few months, and the next few years, you will hear much about the new horizons of vocational education. As funds are provided to implement the expanded vocational offerings, there will be surveying of needs, and planning of programs. The interpretation that supervised work experience does not need to be "on the farm" will open

Vocational agriculture has the stewardship of a priceless possession. It is called the Future Farmers of America.

Throughout the length and breadth of this

new vistas in the field of related agricultural services training.

However, as we analyze the impact of the new legislation, we recognize that most of the new funds will be available for kinds of programs which have little reference to a major segment of the 400,000 young people in the United States who make up the present membership of the Future Farmers of America. The principal impact will be on those of post-high school age, or drop-outs needing specialized training.

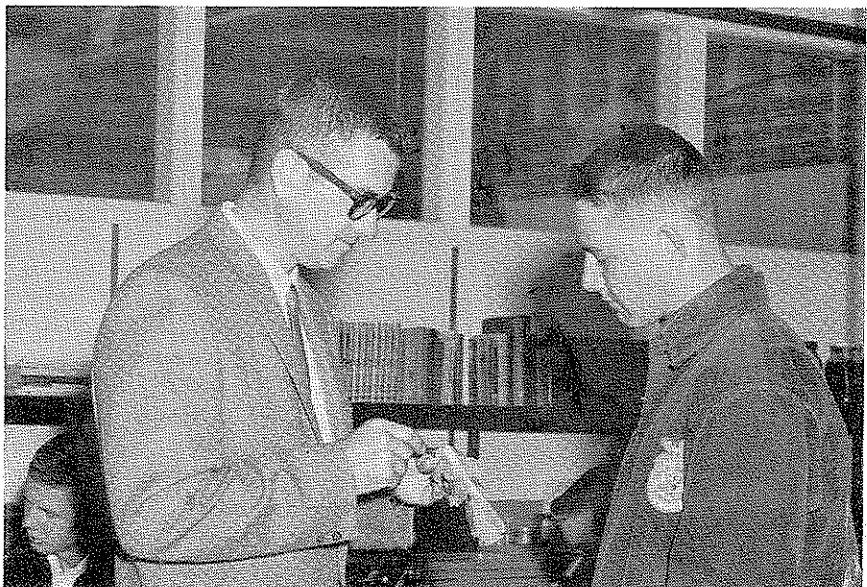
For as long as I can remember, vocational agriculture has been recognized as a powerful influence against drop-outs. For two decades, we have had students who had work experience which was not "on the farm." Since the early thirties, we have had Young Farmer programs, with varying degrees of post-high school education.

*Editor's Note. The following are excerpts of a letter from Mr. Couper which came with this article.*

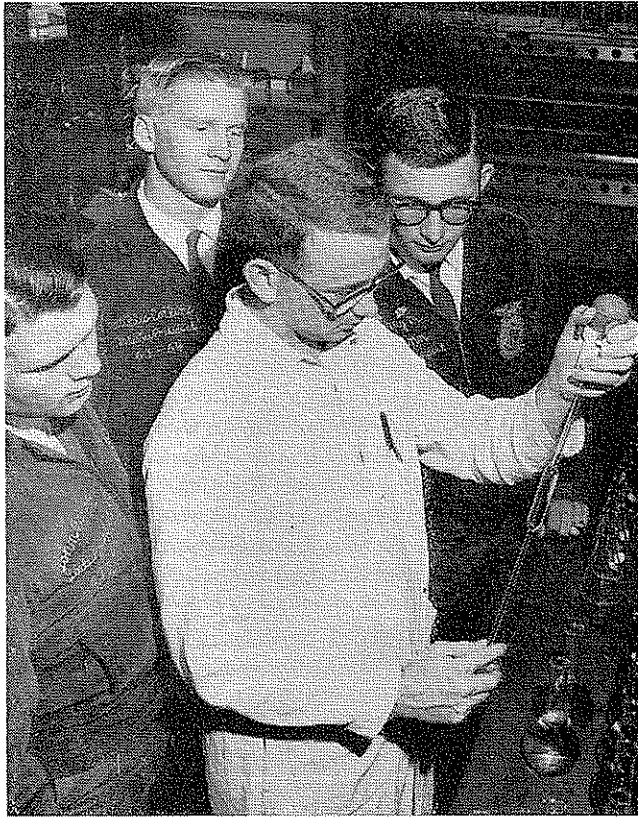
By way of background, I have just completed my 33rd year in the state Future Farmers of America office, currently with the title of assistant state adviser and with the duties of the executive secretary. . . .

In recent weeks, I have received a couple of letters from other states asking how California was going to "modify" its FFA program in light of the new vocational education act. I have said not at all—that as and if

(Continued on page 102)



It's the vo-ag teachers and their organizations which are the stewards of the FFA.



Learning of changing skill requirements in agriculture by first hand observation, state officers of the Georgia Future Farmers of America concluded their recent annual good-will visit to Atlanta with a tour of the Research Center of Armour Agricultural Chemical Co. Joe Cooper, technician, fills flasks with test samples of solutions in the Center's "wet" laboratory. Looking on are: John Parks, Jefferson, president; and Willis Collins, Arabi and Henry Gnann, Stillwell, both vice presidents.



Gordon L. Berg

You may not like what you read here. But I suggest that you read it anyway.

The moment of truth has arrived concerning what to do with the unemployed and so-called "unem-

ployable."

We've brought much of this problem on ourselves. We've known for years that this was going to happen. Automation has been taking over in agriculture and the rest of the economy.

But there's also the extra burden of the post-war baby crop for which we are sadly unprepared.

I've been asked to write something that would tie in with your theme this issue, "New Horizons for the FFA." I take it that you'd like some suggestions for the improvement of Vo-Ag. Well, I've been making suggestions for years—and I'm happy to see that some of them have taken root.

What's more, I feel that we're on the threshold of some major changes in vocational agriculture and the FFA.

#### Vocational Education Act of 1963 —Bigger Than Smith-Hughes Itself

The Vocational Education Act of 1963 which redefines agricultural education to include training in *any occupation* in which knowledge and skills in agricultural subjects are involved may prove to be more significant than the original Smith-Hughes Act itself.

But it has been too long coming!

Your president of the National Vocational Agricultural Teachers Association, Walter Bomeli, and I were in the audience several months ago when Martin R. Gainsbrugh, vice president and chief economist, National Industrial Conference Board, Inc., told those attending the annual meeting of the National Plant Food Institute:

"We must create *productive employment* for this crop of post-war babies . . . the question we must ask ourselves is:

"Will this be done at the private or public level?"

The grass roots level  
—That's You and Me!

Gainsbrugh wasted no time insisting that for the good of the nation

# It's Time to Change the FFA

GORDON L. BERG, Editor, *Farm Technology*,  
Willoughby, Ohio

We've got to help young people  
decide what they want to be—  
but it isn't that easy!

this can best be done under *private* auspices.

That's the *grass roots* level—you and me!

Hundreds of thousands of kids haven't the least idea what they can contribute to society. They're dependent on *you* to help them in an age which would prefer to let the computer pass them by! It's an age which is seeing the occupational structure and pattern of labor utilization *completely transformed* by automation.

Although many of these youngsters are aware of the changes, your biggest challenge will be *receptivity* to them!

Your big task will be to inform students of *changing skill requirements*—to alert young people and adults to the impact of the technological revolution.

You must remind them that illiteracy and marginal incompetence in basic skills can lead to permanent disqualification in the world of work.

You must make them realize somehow that technological change calls for continuous *updating of skills* and creates *increasing need for life-long learning*. Education, which is always incomplete, now tends to become obsolete more quickly.

Rapid change calls for *flexibility*. Although little is known about the teaching flexibility there is hope that a broad, thorough basic education is the best foundation for the rapid acquisition of new knowledge and skills.

These are some of the points stressed by the National Education Association's Project on the Educational Implications of Automation, under a grant from International Business Machines Corp.

*These points apply to agriculture as well as to any other area.*

#### Service industries offer wonderful opportunities

For many years the magazine for which I've served forecast the present era of *agricultural services*. Many editorials were written on the subject and special articles attempted to show the many *opportunities* for farm-reared boys. One entire issue was devoted to *basic skills*.

These services don't necessarily require a farm background, but just about everyone I know in these new industries, which have sprung up in little towns and large cities all over the map, have found their farm training invaluable.

Now I know what some of you vocational instructors are going to use as an argument against changing your programs! You think that the present program is *good enough*—that it provides the necessary *farm experience* for these services.

You're wrong!

If you're doing the job now, then *why are so many jobs going abegging in agriculture?*

If you're doing the job why do agribusiness concerns say they can't find *qualified young men to fill agriculturally-related positions?*

If you're doing the job, why aren't *more services* being created when there's such a *crying need* for them?

"Finding qualified salesmen and field men is not easy and has led to our company's active participation in an important new recruiting program," one farm chemicals company president told me. "We are working closely with an agribusiness advisory committee established to help develop a two-year training program in agricultural technology at Northeastern Junior College, Sterling, Colorado."

I won't go into detail about this program except to say that it is a unique work-study program. The curriculum will combine 1) soil and plant technology, 2) animal nutrition tech-

nology, and 3) business management applied to agriculture.

Now get this.

"We don't have enough qualified people at our level of the industry," my informant pointed out. "The major companies seemingly have little trouble attracting qualified personnel but we do."

"The average college student quite often doesn't feel that he wants to participate at this level. The Junior College program is a method of getting qualified people."

He pointed out that in California there are some 1,500 jobs in industry now going vacant.

I feel that what they have learned from the formation of this Junior College might well apply to vocational agriculture. Here's a program that attracts industry.

An old classmate of mine back at South Dakota State told me the other day:

"The present revolution in agriculture must be a little like the days when oil companies were beginning to establish gasoline stations at crossroads across America."

"There's only one word for my job—*thrilling!*"

He's an executive in a company that wasn't in existence three years ago. They've developed a better idea for spreading fertilizer, timed with the development of bulk blending which has seen fertilizer use increase remarkably in the past few years.

He told me that recently his company decided to pay their workers in *two dollar bills* "just once to see what would happen down town."

The result: Local business places were surprised beyond belief at the size of the payroll at this new company as two dollar bills accounted for a huge percentage of receipts at stores that day!

#### Service industries—employing most of the work force

Let's take a look at what the National Industrial Conference Board reported about service industries in its report concerning "Current Trends in Employment" in April.

A total of 8.6 million more people were employed in services in April 1964 than during the same month in 1953! This is by far the *fastest growing* field of employment in the entire economy.

A total of 1.2 million more people were employed in this area of our economy in April of this year than

*during the same period last year!*

The statement many times is made that 4 out of 10 jobs in this country are in agribusiness. I don't know if this is true—but we should find out.

You can help clear some of the cobwebs from people's minds on this matter. Gainsbrugh himself referred to agriculture as one of the industries with shrinking job opportunities."

If he's confused on this, think of how ignorant the rest of the public is!

#### Why it's time to change the FFA Organization

There's no doubt that the FFA will be changed, along with the vocational agriculture program. There are many reasons for this:

(1) There are far more *opportunities* in agribusiness for our youth and adults.

(2) A smaller number of FFA boys will actually farm.

(3) The problem of unemployment will be with us—constantly prodding us to change the existing program.

(4) There will be more prestige for the farm youth organization that recognizes *other occupations* than just farming.

(5) Specialization will demand a change.

At this time I would not want to attempt to suggest a name change. That will take much time and work. But it should be started now. Every year this is delayed will hurt the finest farm youth organization in the nation.

In closing, I want to leave you with this challenging—and frustrating—thought which recently appeared in *Automation* magazine:

"Our fundamental problem is that we are the first generation in history which must educate children for an unforeseeable changing society."

"Many of the things they will need to know have not even been discovered yet . . . The child must learn that learning itself is valuable even when he cannot predict the payoff in 'practical' terms." □

#### Reader Survey Completed

Within one week after the August issue reached readers over 100 reader surveys were received by the editor—a real demonstration of interest in the magazine. In addition, every 15th reader received a special request for his return. By now all surveys are in. A report of what readers think of the magazine will appear in an early issue. □



James W. Hensel

With the wink of an eye and your tongue planted firmly in the side of your cheek, let us approach the dilemma of the vocational agriculture teacher and his problem of

prestige.

All of the textbooks and college methods courses have succeeded in indoctrinating the present generation of vo-ag teachers with the concept that everything they do must become common knowledge of the community. We have been concerned with public relations and have done our utmost through fairs, exhibits, radio and TV broadcasts, newspaper articles plus various and assundry other techniques to keep the public informed. Above all, we have stressed the fact that all information must be kept at the layman's level of comprehension. Vo-ag teachers have done this for several decades and yet, to our chagrin, we find the public now saying there is no place for the intelligent young man in agriculture.

#### Other Disciplines Use Succeeded

Perhaps we have done our job too well and made agriculture seem extremely simple. Stop for a moment and observe some of the techniques employed by other disciplines as they have faced a similar challenge.

Modern mathematical concepts have changed the time honored arithmetic to the point where dad and mother haven't the faintest notion as to the technique for solving the simplest equation. Yet parents are now insisting on adding the new mathematics to the curriculum and are clamoring to enroll their children. Biology textbooks have been revised or "upgraded" to include an intensive study of the obscure cell. Science classes now delve into the secrets of nuclear fission and meteorology. The speaking of foreign tongues has enraptured millions of people into believing it is the answer to a true education. Suddenly we find mathematics, science and foreign languages have risen above the ordinary into some kind of prestige category within our high schools. Why?

Sometimes it is the mysterious, the hidden or the complex which gives an

item unfathomable prestige. Since the beginning of time, women have been noted for their techniques of hidden secrets which gave them certain powers over the unwary male. Witchdoctors and magicians have flourished because of their skill in dealing with the unknown. In more modern times, the mathematicians, scientists and medical men have bewildered millions with complex formulae, unparalleled achievements and new terminology, thereby gaining the respect of the nation.

#### Oxytocin and Endometrium Can Help

Vocational agriculture teachers get smart. Begin to utilize some of the modern agricultural terminology which the general public does not understand and they will recognize you as a status bearing scientist.

Painstakingly cultivate your vocabulary to include the latest scientific agricultural terminology and use it when you converse with members of your community. Terms such as: photosynthetic reaction, evapotranspiration, metabolic balance, reflex arc, peristalsis, parasympathetic nervous system, oxytocin, luteinizing hormone and endometrium are all commonplace words we could be using. Why bother to simplify them so the average man can understand them? Do the members of the medical profession take time to explain their terminology? Certainly not.

Vocational agriculture teachers could move into the exclusive club of high prestige with a planned program of confusion. The next time you meet with your adult classes, discuss some elementary horticultural terminology. Define etiolation very simply as morphological expression of light deficiency and is related to the effects of light on auxin distribution and synthesis. DO NOT explain it further, after all, this is the approximate definition given in a high school text.

The next time one of your city friends asks you "what's new," inform him of a recent major advance that may lead to the identification of florigen. This being the isolation of

the pigment system called phytochrome in the leaf, which specifically receives the photoperiodic message.

Kick the term "tensiometer" around a while and then define it as being a porous cup filled with H<sub>2</sub>O and attached to a mercury manometer that measures the tension at which the water is held in the soil. There are, however, more sophisticated procedures which are available to measure the same phenomena. If your friend shows a slight indication toward understanding your first explanation, you should proceed to explain it in somewhat more detail, bringing in the method based on the thermal properties or on the neutron-scattering potential of the soil. You must at this point, be cautioned however, that if you continue to yield some of the secrets of this process, you are in danger of him understanding what you are talking about and thereby lose the prestige factor.

#### Ability to Confuse, Bewilder and Mystify Important

People think they understand agriculture and it becomes commonplace. They know farming because they either grew up on a farm or they have an uncle who has a place in the country. Farming is merely the business of growing corn, raising pigs, cows and chickens and knowing how to drive a tractor. They see vocational agriculture as a high school course for the dumb kids who want to go back to the farm, wear overalls and pitch hay. Why in the world would a student with above average intelligence want to study agriculture when he might succeed as a scientist?

It is high time we add a confusion factor to the science of agriculture. We must begin to confuse, bewilder, and mystify the general public if prestige and status are our ultimate goals. Build an impenetrable wall of scientific terminology around agriculture, show them that you have the only key and you will emerge with prestige in a highly technical profession. □

# Build Prestige with Confusion Factors

JAMES W. HENSEL, Teacher Education, University of Wisconsin, Madison

# Advising the FFA During Student Teaching

JAMES F. HASKINS, Senior in Agricultural Education, The Ohio State University

As a junior at the Ohio State University, majoring in Agricultural Education, I was placed to do my Student Teaching during the Autumn quarter, 1963-64, at Anthony Wayne High School, near Toledo, Ohio. After meeting with James L. Pease, teacher of Vocational Agriculture at Anthony Wayne and my cooperating instructor, I was privileged to serve as advisor of the FFA chapter.

As advisor of the Anthony Wayne FFA, my first objective was to talk to each of the elected officers about their respective responsibilities and obtain their ideas on improvement in view of the over-all success of the chapter.

The next step was to interest and motivate my freshman students in setting up worthwhile goals for themselves. To become Greenhands, the freshmen had to become acquainted with the organization, its aims and purposes, and experiences that could be theirs through membership and active participation in all of its realms. Through classroom study and discussion and answering of the many questions raised, I strove to stimulate their interest even more.

My third objective as advisor was to help the officers and members to set up a challenging program of work for the year. The Executive commit-

tee, was the key to this. As the leaders of the chapter, they had the incentive to work towards a higher level in the National FFA Award program. Committee appointments were made to the several sections of the program. Each committee met and discussed their specific area, revising the section to set up new goals and develop an area that would be meaningful and challenging to the members. When all of the committees had submitted their recommendations, the entire program of work was presented to the membership for its approval.

One of the activities in the chapter was a district Parliamentary Procedure contest. Two divisions were set up for the contest with a team composed of Juniors and Seniors, and another composed of Freshmen and Sophomores. Through classroom instruction and practice after school for one week the teams were made ready for the contest.

Even though applications for individual FFA Awards were not being sent in until next spring, I felt that the members should be aware of the awards given so they would be better able to work towards meeting the qualifications. I also worked to instill in them the ability to work harder to

gain the experience and rewards of fulfilling goals they had set for themselves. Several of the Senior boys started filling out their State Farmer applications with three Junior boys trying for the honor also. Since I had been a State Farmer, I was able to help them in filling out the applications and explaining to them the value of correctly submitted applications.

Some of the immediate re-

wards of the boys, and a source of great satisfaction to me were:

1. Our boys won gold medals and first place in both divisions of the Parliamentary Procedure contest.
2. Ten boys submitted applications for the State Farmer degree with several working towards qualifications for "star" awards.
3. A challenging program of work was completed and was being followed.
4. Freshmen members began taking active roles in the organization, and officers working harder to meet their responsibilities.

My experience as advisor of the Anthony Wayne FFA taught me much about living up to the standards and carrying out of the duties of the man "stationed by the Owl." □

## Two Exhibits Show Career Opportunities in Ag Ed

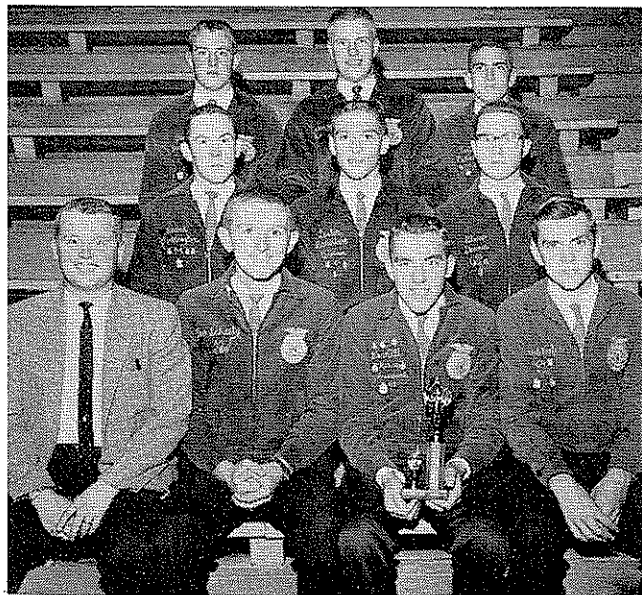
BILL AGERTON and BILL GILLEY,  
Seniors Agricultural Education,  
Auburn University

"Opportunities for Employment in Agricultural Education" was the theme of the Collegiate FFA Exhibit at the annual Village Fair at Auburn University in Alabama. This theme was in keeping with the purpose of the fair in providing high school students with a closer look at occupational opportunities.

On career days, such as this, Agricultural Education Departments face the question of whether to have an exhibit in the School of Agriculture or in the School of Education. The Auburn Collegiate FFA solved this problem by having *two* exhibits, one in each school. Each display emphasized the wide variety of employment opportunities open to the Ag Ed graduates. Posters, slides, brochures and other materials were used. Members of the Collegiate FFA managed booths, answering questions and giving further information. Agricultural Education faculty members assisted the students in planning the exhibits.

### Student Subscribers

Business manager T. C. Faulkner says that many universities take advantage of student subscriptions to The Agricultural Education Magazine. The low rate of only one dollar per year is possible because the teacher trainer at each institution collects all subscriptions and distributes copies to his classes.



This Ohio FFA chapter had just won their district chapter procedure contest when this picture was taken. Their advisor, Richard Adams, is seated at the left.

# Agricultural Instruction in India's New Regional Colleges of Education

BENTON K. BRISTOL and WAYNE E. SCHROEDER,  
Consultants in Agricultural Education, The Ohio State University College of Education  
Faculty in India

Nearly 300 million of the 434 million people in India are engaged in agriculture. They represent 65 million families and about 70 percent of the population. Yet, every cultivator (Indian farmer) produces enough food to feed only five other persons. Compare these figures with similar United States data, and the importance of agricultural instruction in India's new regional colleges of education becomes clear.

From August 1963, the Regional Colleges of Education at Ajmer (Northern Region) and Mysore City (Southern Region) have been operating one year programs of agriculture for graduates of colleges of agriculture who are interested in teaching as a profession. When similar programs are started at Bhopal (Western Region) and Bhubaneswar (Eastern Region) all of India will be served by the colleges.

The regional colleges of education were established by the National Council of Educational Research and Training to meet the country's urgent need for a supply of well trained teachers for its multipurpose secondary schools. In the case of the agricultural and other programs, courses are integrated to provide a unified approach to general education, subject matter content and professional education experiences.

The multipurpose secondary schools, and their agriculture (and other vo-

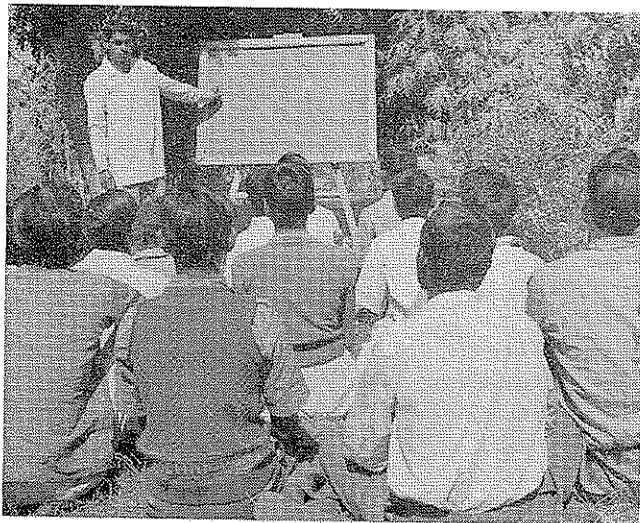


A student teacher supplements classroom instruction with a practical demonstration.

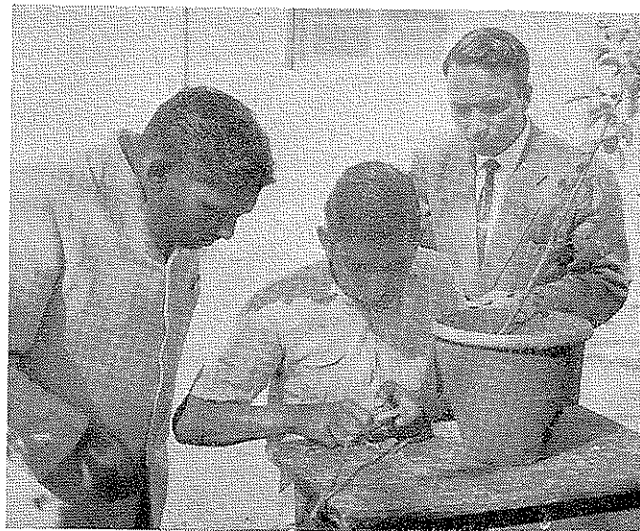
ational) programs, are being supported aggressively by the Government of India as part of its effort to utilize more effectively the potential resources available to the community. Let's take a brief look at the setting of the country's "agricultural community."

Most people in India with a knowledge of the facts probably would agree that:

1. Agriculture constitutes the most important sector of the nation's economy.
2. Much of the hoped for future development of the country depends on the strength of agriculture.
3. Agricultural production needs to be improved considerably.
4. The average cultivator is handicapped by the following and more:

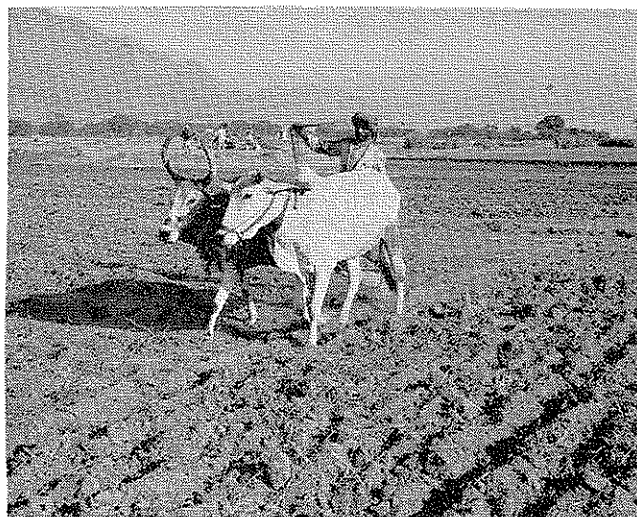


Classes under the trees make India's educational funds go further.

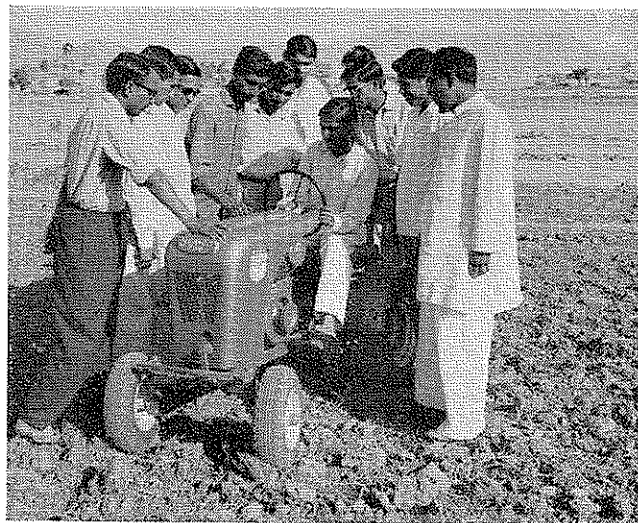


Ornamental horticulture receives considerable attention in India.





Bullocks still are the primary source of farm power in India.



Proper adjustment of farm equipment is important.

a. He is a poor, conservative, ill-equipped, illiterate and has heavy domestic responsibilities.

b. The central government (known as the Centre) and the States have not succeeded very well in coordinating and implementing agricultural programs at the local level.

(1) Too often, proper supervision and control is lacking at the "doing level."

(2) Frequently, technical

and financial assistance to the farmer in the field is inefficient and unrealistic.

5. India's educational system must meet the needs of the rural areas. Implementing the following objectives in the secondary schools will help:

a. Teach farmers' sons so they will go back to their farms and work more effectively.

b. Teach farmers to do a better job of farming.

c. Prepare persons for pro-

fessional and non-professional positions in agriculture and related occupations.

6. Prior to India's independence in 1947, and for some time thereafter, the country's secondary school system was geared almost exclusively to serve the needs of college-bound students.

Representative activities of the agriculture students at the Ajmer and Mysore Regional Colleges of Education during their first year of operation are shown in the captioned photos which follow: □

## Inadequate Number of Students Receiving Vo-Ag Training in Virginia

B.C.BASS\*



Dr. B. C. Bass

The present program of vocational agriculture in the high schools in Virginia does not turn out enough young men who have completed two or more years of training in vocational

agriculture to meet the replacement needs in farming and related occupations, according to results of a study recently completed by J. M. Campbell, State Supervisor of Agricultural Education, and A. L. Yeatts,

Jr., Assistant State Supervisor of Agricultural Education.

Of the 9,792 former students of vocational agriculture who were included in the study, over 62 per cent, or nearly two-thirds, were employed in some phase of agriculture or were employed in other occupations related directly to the mechanical training they received in vocational agriculture. It was also determined that an increasing number of the former students are farming and also working in a local industry with one job supplementing the other.

Twenty-one per cent of the former students completed only one year of vocational agriculture before leaving or being graduated from high school, 23 per cent completed two years, 20

per cent completed three years, and 36 per cent completed the four-year course.

The findings of the study also revealed that between 2,500 and 3,000 boys who have studied vocational agriculture one or more years leave high school each year in Virginia. About one-third of this number complete the four-year course. Campbell and Yeatts estimated there will be an annual replacement need in Virginia by 1970 of about 2,100 trained farm operators and farm workers. They also estimated that an additional 1,500 trained workers will be needed for annual replacements in nonfarm but farm related occupations, or a combined total of 3,600.

It was concluded that more high school students should be enrolled in vocational agriculture in Virginia in order to meet the replacement needs for trained farm operators and farm workers. Also emphasized was the need for expanding the post-high school training in vocational agriculture offered farmers, especially for young farmers who are in the process of becoming established in farming. □

\*Dr. Bass is Associate Professor of Agricultural Education at Virginia Polytechnic Institute, Blacksburg.

# New Horizons of the FFA

C. A. CROMER, Consultant in Agricultural Education, Lincoln, Nebraska



C. A. Cromer

Looking toward new horizons of the FFA it would seem that many of our progressive teachers, through the use of individual ingenuity and resourcefulness, have found a dynamic tool with which to make their in-school course of Vocational Agriculture much more meaningful to their students. The philosophy that especially appeals to me is the one that advances the theory that whenever there is a particular problem or need among students in a Vocational Agriculture department there is an FFA activity that can be designed to give an educational application.

It is continually a source of amazement to discover certain chapters who have made an outstanding success story out of something that may have been a particular problem the previous year. A good example might be the department where a major problem existed in keeping farming program record books. The teacher was at a loss as to what he could do to bring about a change for the better. With a little careful planning the Supervised Farming Committee designed an activity that would accomplish the objective and best of all, encouraged the students to *like* what they were doing. The same thing might also be said about the chapter that lacked purpose in the Scholarship Committee. The same three or four names always appeared on the Chapter Honor Roll each month, with very little interest or concern by the other ninety percent of the chapter members. With some good original thinking and a shift in emphasis, a new Scholarship activity was designed that would recognize any member that managed to improve his scholarship status, even though it was from a "D+" to a "C-". This involved everyone and was set up on a Point basis, which gave a special incentive to all members.

One of the most inspiring aspects of teaching Vocational Agriculture has been the fact that the teacher is privileged to work with such a dy-

amic instrument as the FFA in giving application to agricultural instruction. This is one of the best examples known in modern education to encourage the development of original thinking on the part of both student and teacher.

In plotting new horizons for the FFA it would seem that the basic structure has been very well designed. The adapting of the FFA to include related off-farm agriculture occupations can be easily accomplished by broadening the Aims and Purposes and the Degree Ceremonies to include the off-farm student. The realistic educational experiences gained by off-farm students, participating in purposefully designed FFA activities can contribute greatly to building the Agricultural background which is so necessary for the student's development. □

## Letters...

—Continued from page 84

fundamental, and functional basis. He must have strength of conviction—be willing to stand up and be counted. Others must know that he will take a stand. And, he must be willing and able to shoulder responsibility for his own actions and his fair share of the responsibilities of the group.

A good leader must be able to communicate his thoughts and actions to others so that they may be clearly understood—he must be able to tell and show others the way. Along with this he must have optimism and enthusiasm. A good leader believes that something needs to be done; that a way can be found; that obstacles can be removed; that the problem can be solved. And, he is able to enlist the services of others as he goes about the task with zest and enjoyment.

The ability to work with others in a friendly and peaceful manner is a quality of leadership. Other people are glad to associate with a good leader. He is straightforward, industrious, and agreeable. He gives credit where credit is due and does not seek credit for himself. He is open-minded and does not claim to have all the answers. He seeks the thoughts and views of others and supports them if they seem better than his own.

A good leader is one that is willing to work for the common good; he is willing to make personal sacrifice for the common good; is one that other persons in the organization are glad to have in their midst. He is also a strong believer in democracy—that the group (when informed) has both the right and the ability to make its own decisions.

A word on developing qualities of leadership. It would seem that the first step of an individual in developing his leadership abilities would be to know the desirable qualities of leadership. Knowing this he could make his commitments, set his goals, and begin practicing those qualities which he desires to possess at every opportunity he may have. It would seem that goals and practice are essential in learning qualities of leadership.

HAROLD R. BINKLEY  
Teacher Education  
Lexington, Kentucky

Dear Sir:

My former vocational agriculture teacher recently retired after thirty years service in his last school. His last school was the Roseboro-Salemburg High School in Roseboro, N. C. The FFA boys dedicated his last Father and Son Banquet to him and gave appropriate gifts. As a former student of his, and teacher of agriculture in his county I was asked to take part on the program. The enclosed poem was delivered at that time.

If you can use this poem you're welcome to it.

J. B. BOONE  
Teacher of Agriculture  
Roseboro, N.C.

TO MY FORMER TEACHER OF AGRICULTURE  
W. S. "Uncle Tom" SAWYER

By J. B. BOONE

This is a story about one grand guy  
Much as he has meant to us, oh my!  
In the fall of nineteen hundred thirty  
four  
He looked in my corned and said there's  
just one more.  
I was determined to be more than that  
So when Uncle Tom would speak I'd scat.  
When others lost faith in country boys  
like me  
Uncle Tom didn't give up, as you can  
see.  
There were insects, diseases, and all  
kinds of specimen  
Uncle Tom had solutions to all kinds of  
"questionen".  
Some people doubted and to him some  
would deny  
But on his judgment my family would  
always rely.  
He'd laugh and play and have lots of fun  
But when working time came he'd put  
us on the run.  
When teaching in the classroom didn't  
suffice  
He'd visit my home and give his advice.  
And sometimes advice with me didn't rate  
Then he'd whip out his tools and demonstrate.

Sir:

Mr. Faulkner's article on the subject of State FFA Camps prompts a reaction. He has made a sound case for his point of view. One may assume that Alabama, with a vigorous program of vocational agriculture, does not sponsor a State FFA Camp for the good and sufficient reasons detailed in Mr. Faulkner's article.

The extremely limited resources available to vocational agriculture postulate the establishment of priorities. These

priorities must reflect the primary objectives of vocational education in agriculture. Thus, Mr. Faulkner's article does not argue that there is not some good in State FFA Camps. It does suggest, however, that there are better ways of investing the resources. There is merit in this argument.

Mr. Faulkner suggests that there is a fallacy in the idea that leadership training at FFA camps is effective. However, I have never heard FFA camp directors argue that leadership is learned in a few days at an FFA camp. Rather, the idea has been that this is supplemental and developmental training and makes possible the use of special instructors under controlled conditions. It seems a bit far fetched to suggest, as Mr. Faulkner does, that "bringing boys into camps under specially designated teachers other than their own local instructor would destroy this close teacher-student relationship and would thoroughly weaken the education process." This, I believe, is a relatively weak argument in an otherwise well stated case.

The State FFA Camp with which I am most familiar has found it increasingly difficult to operate at capacity during the short period the camp is open to FFA members. It may be that the teachers and FFA members, by lack of participation, are providing the answers to the question raised by Mr. Faulkner.

MIL0 J. PETERSON  
Teacher Education  
St. Paul, Minnesota

## FFA on Trial. . .

(Continued from page 85)

I'm not so sure that those of us who have for so many years known the FFA could easily make the change. For the sake of the "old timers," perhaps a new interpretation of the letters to read "Future Farmers and Agriculturalists" could be adopted. A still better solution would be to "retire" the words for which the letters have stood. The words, Future Farmers of America, can become part of the long and honorable history of the organization; the letters, FFA, can then be used as the name for the organization but would be completely symbolic in that they could not be translated into words. As for the emblem, this need not be changed. It is, after all, symbolic of the foundation upon which the entire agricultural industry rests.

### Re-direct the Program

In the final analysis, the greatest changes must come in the program itself—changes which have been long overdue. Excellent goals and purposes accomplish nothing if not used to guide the activities of an organization.

Some program changes which might help to make the FFA of the future even stronger than the FFA of the past are as follows:

1. Placing emphasis on quality rather than on quantity in giving recognition to farming program development.

Preparation of youth for farming will continue to be a major purpose of vocational education in agriculture. The motivation provided through incentive awards given by the FFA can continue to play an important role. However, greater emphasis needs to be placed on quality than on quantity of program development.

2. Developing ways to give recognition to students for achievement in forms of agricultural experience programs other than farming programs.

If achievement awards have merit, then there is reason for using them to motivate the development of strong agricultural experience programs of all kinds. In addition, providing a greater variety of awards will eliminate the necessity for "watering down" the standards of farming program awards to bring them within reach of boys with limited opportunities.

3. Placing more stress on individual progress than on competition among individuals.

Competition may be of some value in bringing to the fore examples of achievement for others to use as goals. However, perhaps even more can be achieved by setting standards for awards and giving the award to all who equal or exceed the standard set. In addition, some forms of recognition need to be developed for progress in individual development apart from any set of arbitrary standards because of the great differences in individual ability and opportunity. This type of award needs to be more than a "participation" button.

4. Developing activities which reflect more accurately the content and concepts of modern day agriculture than do many of the present activities.

The classic example of dairy cattle judging based on beauty is a case in point. Change for the sake of change is not necessarily good; but clinging to practices discarded by the modern agriculturist is even more indefensible.

5. Placing increased emphasis on the leadership aspects of agricultural education.

The failure of the FFA to develop

any strong sense of responsibility for others is no more painfully demonstrated than by the shortage of young men with rich agricultural backgrounds who enter the teaching profession in agriculture. The FFA shares in the failure to motivate enough young men to prepare for teaching agriculture to provide for the survival of the FFA. There is something basically sick about an organization to which people wish to belong as youth, but for which they do not wish to provide leadership as adults.

6. Working toward the goal of *one* strong national organization for *all* who enroll in programs of vocational education in agriculture at the high school level.

There is strength in numbers as well as in organization. The FFA can have both if its leadership has the wisdom and foresight to achieve the goal of one strong national organization for all who study agriculture. Achieving this goal would eliminate a major conflict between philosophy and practice regarding the FFA.

### A Time of Trial and Change

The suggestions for change are illustrative only of the kind of re-thinking necessary to make the FFA the instrument for good it should and can be. The time for change is now while so much about the vocational agriculture program is changing. In many ways, the FFA itself is on trial. The basic strength of the philosophy which has guided the program is being tested. Can the FFA, through its leadership, make the changes needed? Can the FFA be a living example of the ideals for which it has stood?

It may hurt to make the changes needed, but it will hurt for only a little while and some hurting appears to be a part of many "growing up" processes. It might help to keep in mind that there is only one alternative to growing older. □

### Exotic Addresses

Subscriptions to The Agricultural Education Magazine go all over the world. The August subscription report shows subscriptions going to such addresses as: Tennanarive, Madagasear; Buenos Aires, Argencosia, Cyprus; Karatina, Kenya; Manila, Philippines; Adelaide, So. Australia and Vermilion, Alberta, Canada. trailia and Vermilion, Alberta Canada.

# A Test of Programmed Instruction in Farm Credit

DAVID R. McCLAY, Teacher Education, The Pennsylvania State University



David R. McClay

Programmed instruction or more popularly known as "machine teaching" has dramatically attracted the interest of educators in the Nation during the last few years. The use and value of this new teaching method has been explored in many fields.

Programmed instruction is a self-instruction procedure in which the student responds to constructed sequences of educational materials or "frames." The subject matter of each frame usually consists of a sentence or short paragraph about the subject. Frames are arranged in a logical sequence for orderly learning. In using programmed materials, the student reads the frame and writes down the answer to a question which covers the important information in the frame. Correct answers are provided with the programmed materials thus the student learns immediately if his answer is correct.

The Department of Agricultural Education at the Pennsylvania State University has conducted two experiments in the use of programmed materials during the last three years. One experiment compared traditional teaching methods such as the lecture and class discussion with programmed instruction in teaching agricultural finance to high school and adult vocational agriculture students. The second experiment included all students enrolled in the Bacteriology 6 course during the 1963 Winter and Spring Terms at Penn State. This study was designed to determine whether or not college students could learn the principles of bacteriology through independent study of programmed materials instead of attending course lectures.

## Experiments in Teaching Farm Finance in High School

Twenty high school agriculture teachers in Pennsylvania, West Virginia, Virginia, Maryland, and Delaware, participated in the study the first year. One-half of the teachers taught the unit by the programmed

MEAN SCORES FOR KNOWLEDGE OF FARM CREDIT AND AGRICULTURAL FINANCE BY TWO TEACHING METHODS

Teaching Method	Number Students	Mean Scores		
		Pretest	Test	Retest
(1961-62 Experiment)				
Programmed Instruction	240	29.71	34.95	36.00
Lecture-Discussion	240	30.28	38.45	38.88
Difference			3.50	2.88
(1962-63 Experiment)				
Programmed Instruction	64	28.81	30.36	28.08
Lecture-Discussion	64	25.47	31.00	28.97
Difference			.64	.89

method and the other half taught the unit by the lecture-discussion method. The second year, eight different teachers in the same states taught the unit in farm finance by both methods to different groups of students. This research conducted during the 1961-62 and 1962-63 school years was supported by a financial grant from the Farm Credit Banks of Baltimore.

Of the 608 individuals who participated in the experiment, one-third were high school students enrolled in 9th and 10th grade agriculture, one-third in 11th and 12th grade agriculture, and one-third adults enrolled in young adult farmer classes.

The groups were tested at the start and end of the experiment to determine the gain in knowledge of farm finance. A retest two months after the experiment determined the retention value of the two teaching methods.

## Conclusions

Both methods of teaching farm finance resulted in a gain in knowledge. Groups taught by lecture-discussion in the first year had the greater gain in knowledge, although the lecture-discussion method of teaching during the second year's experiment was not significantly superior to the pro-

grammed instruction. The results during the first year may have been influenced by the time variable. Some teachers who used the lecture-discussion method spent twice as much time teaching the unit as the teachers using the programmed method.

A significant gain in knowledge occurred at all three grade levels in both experiments. Adults started with the most knowledge of farm finance and learned more than did the two high school groups.

## Experiment in Teaching Bacteriology in College

Seven of the twenty lectures given in an introductory course in bacteriology were programmed during the Fall of 1962. The seven lectures were those normally given during the middle one-third of the course. The programmed lectures consisted of 807 "frames" of information.

All students who were enrolled for the course during the Winter and Spring Terms in 1963 voluntarily agreed to participate in the experiment. Students were randomly assigned to one of three groups each term and participated in the experiment as outlined below.

## WINTER TERM EXPERIMENT

Group	n	Method	Activity and Study Pattern
IA	43	Conventional	Attended lectures and studied textbooks
IIA	41	Program only	Attended no lectures, studied the textbook, and studied the programmed lectures in class
IIIA	46	Program-Discussion	Attended no lectures, studied the textbook, studied the programmed lectures in class, and participated in a short discussion

## SPRING TERM EXPERIMENT

Group	n	Method	Activity and Study Pattern
IB	37	Conventional	Same as IA
IIB	36	Program and Problems	Similar to IIA, except studied the programmed lectures at home and worked on problems in class
IIIB	36	Program and Discussion	Similar to IIIA, except studied the programmed lectures at home and participated in discussion in class

In brief, there was no significant difference in gain of knowledge among the three groups during each of the two terms of the experiment.

Some general observations made from the above two experiments involving programmed learning are:

1. High school and college students can learn factual information through the use of programmed materials by self-instruction.
2. Students in general, however, prefer learning a subject with the help of a teacher rather than through the use of programmed materials "on their own."
3. The preparation of good programmed materials involves considerable time and effort of competent teachers. □

## Rank In High School Class Predicts College Success At Southern Illinois University

DR. RALPH A. BENTON\*



Ralph Benton

In the summer of 1962, records of the first four classes to graduate from the newly created School of Agriculture at Southern Illinois University were examined for factors contributing

to success of the students. Only those students who matriculated in the freshmen classes of 1955, 1956, 1957 and 1958 and whose records were complete were included. There was a total of 362 freshmen of whom 143 graduated, 187 dropped out of school, and 32 transferred to another school or college.

Data were processed in an IBM 1620 machine. The Wherry-Doolittle multiple regression method was used to obtain coefficients of correlation. Significance of the coefficients was tested by the Choleski method of least squares regression.

### How the Students Performed

The 362 students in this study graduated from small to very large high schools. Approximately 69.0 per cent of the students in the upper half of their high school graduating class came from high schools of less than 500 enrollment. Of those in the lower half of their graduating class, 52.5 per cent came from high schools with enrollments in excess of 500. It was found that the size of high school attended had little influence on University grades.

### Rank is Important

This study showed that rank in high school graduating class is the single most important factor in predicting success in a college or university. When subjected to statistical analysis, the coefficient of correlation was sufficiently high for rank in class to be considered a strong influencing factor.

### High School Courses and University Performance

Contrary to common belief, the subjects taken in high school did not

have much influence on grades earned in the University. While in high school all the students had approximately the same amount of English which averaged slightly more than seven semesters. However, those in the upper half of their class took 20.9 per cent more science, 19.6 per cent more vocational agriculture, and 14.0 per cent more math than those in the lower half. The coefficients of correlation between the semesters of high school subjects taken and the University grade point average were not sufficiently strong to indicate that they were influencing factors.

### Influence of Entrance Exams

The evidence indicated that English and reading scores were probably the second strongest predictors of success, although the correlation between entrance exams and University grade point average was not highly significant.

### First and Third Quarter Performance

It may be logical to assume that capable freshmen will do better at the end of the school year than at the beginning. The 143 graduates in this study did not. Their grade point averages were lower at the close of the third quarter. However, they proceeded to improve considerably by graduation time. On total University performance the first quarter performance was more significant than that of the third quarter.

### School of Vo-Ag Drop-outs

The 187 drop-outs were in school an average of 3.76 quarters. Most

\*Dr. Ralph A. Benton, Head of Agricultural Education, Southern Illinois University, Carbondale.

had less than a passing average. Only the 14.5 per cent in the first quartile of the drop-outs had maintained a passing grade. The other 85.5 per cent were not passing and this apparently was the reason for their dropping out. It is very likely that a number of those students who had a passing average at the time of dropping later entered another college or university and graduated.

Finally, from the results of this study, it appears that rank in high school graduating class was the single most important factor influencing the degree of achievement at the university level for most students. Second in importance were the English and reading freshmen entrance examinations. This would indicate the importance of the best possible English background at the high school level for students who plan to attend college. □

### Stewardship of FFA...

(Continued from page 91)

there are opportunities to extend the good features of the FFA to an expanded program, we would do so, but we intended to retain the FFA as it is until there is a greater need to change than is now evident. . . .

Perhaps a footnote might indicate that it was originally prepared essentially for a California meeting.

California has led the nation for 50 years in the category of "area vocational schools" with its junior college program, and the junior college program is growing throughout the country. Soon we may have funds to employ the manpower needed to carry on these worthwhile programs meeting special needs, and for greater numbers of students. There is little that is "brand new" and little for regular high school boys.

There is a time-worn expression, "Don't throw out the baby with the bathwater." Applied to the year of 1964, I express the sincere hope that the State Agriculture Teachers associations will see in the Future Farmers of America such a powerful influence for good achievement, enjoyable and educational competition, experience in self government, and fine relationship with adults both in urban and rural areas, that there will be an irresistible strength and determination to carry on the FFA, while meeting the new challenges and opportunities that are

afforded to other segments.

The National Vocation Education Act has been characterized as a great step toward increasing occupational competency, and if all of its provisions are carried out, it has great potential. In some areas, it has been proclaimed as a step toward a complete revision of our vocational philosophy and practice. It has even been intimated that the Future Farmers of America program "won't fit" the new image.

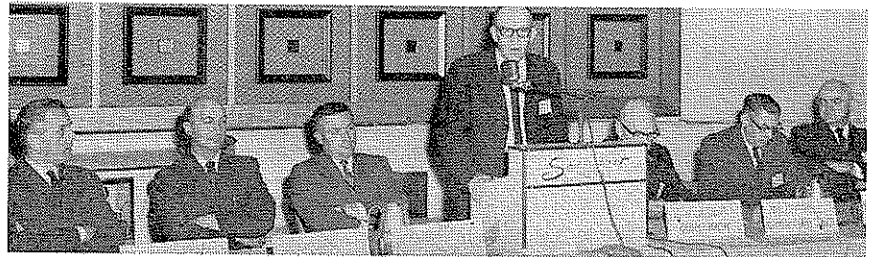
I do not fear or resist change because it is different. There have been many changes in my thirty-three years of experience. Nor do I subscribe to the theory that because something has gone on for many years, it is necessarily outmoded or inapplicable.

Certainly more and more jobs will appear in the service and related areas in agriculture. But every one of these jobs depends ultimately on one basic component—production agriculture.

Somebody, somewhere, by some method, must produce the grain, and the cotton, and the meat and the fruit, and the milk. As far ahead as I can see, there will continue to be need to give basic training in production agriculture, even with perhaps a greater expansion in the related areas. There will still be a place and a purpose for State Farmer Degrees, and American Farmer Degrees, and Star Dairy Farmers, and State Championship vegetable judges and project competition.

The State Agriculture Teachers associations represent a permanency more important and more lasting than any state or federal administrative unit. May you pass on to your successors, and they in turn to their successors, the determination, and strength, and vision to maintain a strong, constructive, respected Future Farmers of America. □

## News and Views of the Profession



"Competencies Needed to Fill Available Jobs in Agriculture as Seen by Employers" was a topic discussed by a symposium during the 1964 North Atlantic Regional Conference of Vocational Agriculture Supervisors and Teacher Trainers held recently in Boston, Massachusetts. This program feature proved to be a high light of the Conference. Dr. William Drake, standing, presided during the symposium. Participants who gave views regarding their particular occupational area are, left to right: J. P. Griffin, Dairy Processor, Boston; Umberto Matroni, Landscaping, South Weymouth, Massachusetts; Joseph Murtaugh, Farm Manager, Bloomfield, Connecticut; Dr. Drake; Curry W. Stoup, President, New Idea Farm Equipment Company, Coldwater, Ohio; Mr. Merton A. Cottrell, Manager of Personnel, Eastern States Farmers' Exchange, Springfield, Massachusetts; and, John H. Walker, Florist and Ornamental Horticulturist, Washington, D.C.

### Iowa Teachers Have Traveling Library

The Professional Improvement Committee of the Iowa Vocational Agriculture Association is assembling material from many agricultural education sources. This professional material and teaching aids will be placed in a "Moving Library" and will move about in the sub-district regions of Iowa. The sub-district chairman will be in charge of the library when it is in his area and when it has moved among the vo-ag instructors there, he will transport the materials to the next sub-district. And in this same way it will move through the six districts in Iowa.

As each instructor reviews the professional material he will be asked to add a copy of the best teaching unit that he has developed.

The original material for this library was started from a source listing of professional information in agricultural education developed and published by the Professional Information Committee, Agricultural Education Division, American Vocational Association. □

Men possessing minds which are morose, solemn and inflexible, enjoy in general, a greater share of dignity than happiness. —BACON

## State Editorial Representatives Listed

Listed below are the state editorial representatives who work with the special editors of the Magazine in securing contributions. Since reports had not been received from all special editors a supplemental list will be carried as soon as they are received.

Howard Christensen, *Special Editor Western Region*

*State Editorial Representatives—*Alaska—Walter E. Ward; New Mexico—James D. McComas; Oregon—Henry TenPas; Utah—Elvin Downs; Washington—Joel H. Magisos; Wyoming—Jack Ruch.

Gene Love, *Atlantic Region*

*State Editorial Representatives—*Delaware—D. E. Koble; Maryland—H. P. Addison; New Jersey—W. H. Evans; New York—Joe P. Bail; Pennsylvania—Norman K. Hoover; West Virginia—H. E. Edwards.

M. G. McCreight, *Special Editor Central Region*

*State Editorial Representatives—*Illinois—A. H. Krebs; Iowa—Joseph Harper; Kansas—Howard Bradley; Minnesota—Paul Marvin; Missouri—G. F. Ekstrom; Nebraska—Marvin Monson; South Dakota—H. E. Urton.

J. A. White, *Special Editor Southern Region*

*State Editorial Representatives—*Alabama—J. E. Smith; Florida—W. T. Lotten; Mississippi—J. R. Hamilton; Tennessee—Lloyd Kuykendall.

C. C. Scarborough, *Special Editor Southern Region*

*State Editorial Representatives—*

Georgia—Herschel Lester; North Carolina—L. L. Lewis; Virginia—L. M. Jewell.

Jesse Taft, *Special Editor Atlantic Region*

*State Editorial Representatives—*Connecticut—W. H. Martin; Maine—Wallace H. Elliott; Massachusetts—Homer V. Judge; New Hampshire—Neal D. Andrew; Rhode Island—David Shontz; Vermont—Cola D. Watson.

O. E. Thompson, *Special Editor Western Region*

*State Editorial Representatives—*Arizona—R. W. Cline; Colorado—E. E. Julson; Hawaii—Tomatsu Horii; Idaho—Dwight Kinchey; Montana—Max Amberson. □

## Hensel Replaces Coster as Special Editor



James W. Hensel

Dr. James W. Hensel of the Department of Agricultural Education at the University of Wisconsin became a new special editor of the Magazine representing the central region.

Hensel, who is a native of Nebraska and who received his doctorate from Iowa State University, replaces Dr. John Coster, formerly of Purdue. Dr. Coster has taken up new duties as a member of the Teacher Education staff at Nebraska.



## N.V.A.T.A. News

James Wall  
Executive  
Secretary

Walter Bomeli, President and James Wall, Executive Secretary, represented NVATA at the annual meeting of the American Institute of Cooperation which was held at Michigan State University, Lansing, Michigan, August 9-12. The executive secretary is a member of the AIC Youth Education Consulting Committee. President Bomeli served as moderator of a panel composed of the advisors of the four national award winning FFA Chapters in the AIC sponsored cooperative contest.

A new objectives bulletin for vocational agricultural education is being written. The first draft was prepared by a committee of 15 that met in Washington with Dr. Tenney and his staff.

A committee of 5 has been appointed to prepare a final draft for presentation to the proper authorities in the U. S. Office of Education for their consideration.

Floyd Johnson, York, South Carolina, AVA Vice-President for Agriculture, will serve as chairman of the committee. Robert Taylor of the National Research Center, Columbus, Ohio, is in charge of writing the bulletin. State supervisors are represented on the committee by Warren Weiler of Ohio, teacher educators by Sid Sutherland, of California and the teachers of vocational agriculture by James Wall, NVATA Executive Secretary.

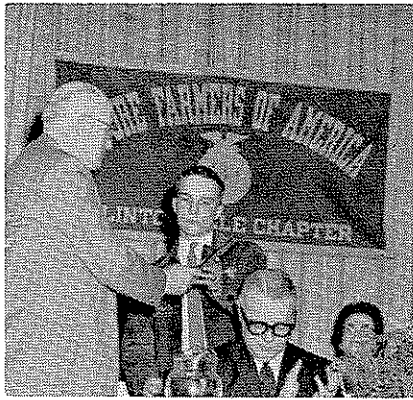
The NVATA has urged state associations for many years to give consideration to having the same individual serve as secretary for more than one year. The benefits that can be derived from such a procedure should be clearly evident to all. However, it is frequently difficult to find a qualified person to serve in such a position on a gratis basis for more than 2 or 3 years.

A number of associations are raising their dues or securing revenue from some other source and are appointing a part-time executive secretary who receives a salary of \$40-\$50 a month plus necessary travel and other expenses. The Pennsylvania and Nebraska associations have recently reported that they are appointing executive secretaries.

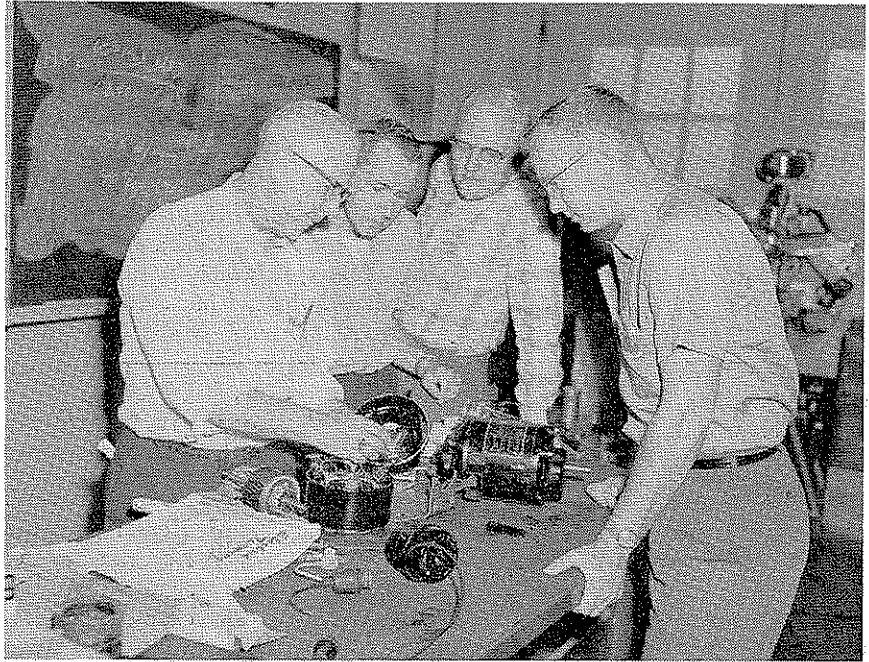


Left to right: the late Dr. Victor E. Nylin, Wisconsin State University, Platteville; Phil Johnston, Vice President of the Iowa-Grant FFA Chapter; Millard Gundlach, Instructor in Vocational Agriculture at Iowa Grant, Wisconsin; and, Douglas Johns, who was doing his student teaching under the supervision of Mr. Gundlach. Mr. Johns was showing Phil Johnston a skill that he learned from his college classes in Agricultural Education under the late Dr. Nylin.

# Stories in Pictures



Over 900 people from the community and even from many miles away came to Clintonville in late April to pay tribute to E. A. Hutchinson who retired July 1 after 40 years as teacher of agriculture in the high school. Citations for service were presented by the U. S. Office of Health, Education, and Welfare, The Wisconsin Department of Agriculture, State Board of Vocational & Adult Education, Wisconsin Association Vocational Agriculture Instructors, Clintonville Chapter Future Farmers of America, local cooperatives, Board of Education, School Administration, and L. M. Sasman, former Chief Vocational Agriculture State Board of Vocational & Adult Education. In the photo Allen Machmueller, President of the FFA Chapter (center) presents E. A. Hutchinson (left) with a citation for four decades of service as advisor. Burr E. Tolles, principal Clintonville Schools and Master of Ceremonies, looks on.



This photo was taken during the 1964 Colorado Vocational Agriculture Teachers workshop and electricity was the type of activity in which they engaged. Pictured are left to right: Ray Richardson, Public Service Company of Colorado; Jack Annon, vocational agriculture teacher, Grover; Franklin Johnson, vocational agriculture teacher, Windsor, and James Little, vocational agriculture teacher, McClave. This section of the workshop dealt with electricity and the various appliances used on the farm. Other teachers were learning about farm mechanics, veterinary medicine and soils.



## EVALUATE VISUAL AIDS

Montana 1963 summer school students are shown evaluating slide films for the Montana State High School Agriculture Course of Study. A list was made of recommended movie films, slide films, texts, publishers, and sources of teaching materials for each course of study content area. Pictured above include left to right Ag Teachers, Luther Lalum of Kalispell, Montana; Vernon Pacovsky of Bainville, Montana; and Don Elser of Elko, Nevada. Leo L. Knuti was the instructor.