

Dennis Kamstra
Modesto

Science and mathematics go into training today's Agriculture Technician. Basic to many technical fields is the accurate use of scientific instruments. Modesto Junior College includes all of these in its technical training program.

Stories in Pictures

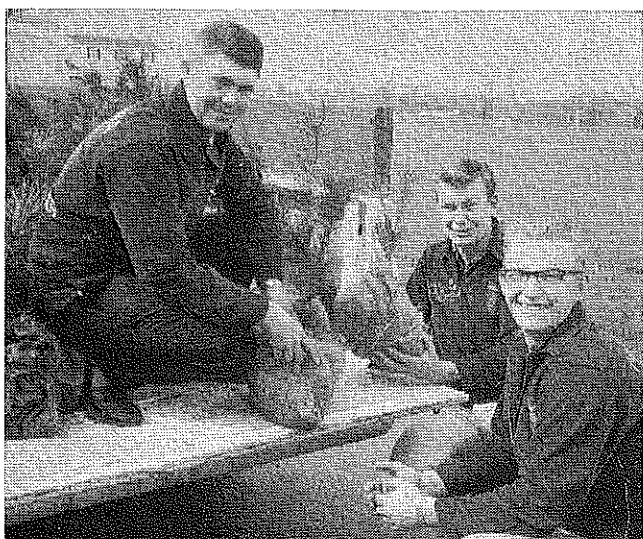
Gilbert S. Guiler
Ohio State University
Columbus



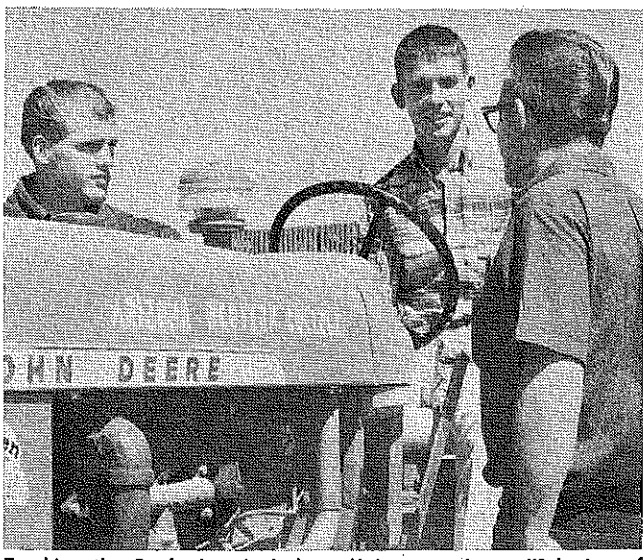
In-Service work for teachers on preparing dairy product samples for scoring is provided by Dairy Science Department of South Dakota State University.



Proper student selection of high school program of studies keeps doors open to advanced education in agriculture. (Falls Village, Connecticut)



Tree planting is a profitable business for Minnesota Future Farmers



Teaching the Production Agriculture Majors a unit on "Selection of Farm Machinery" is included in the Arizona Western College Curriculum.

Agricultural Education

Volume 38

April, 1966

Number 10



NVATA Executive Committee—1966—Front Row: Left to Right: Robert Howey, Treasurer, Sycamore, Illinois; Sam Stenzel, Past President, Russell, Kansas; James Durkee, President, Laramie, Wyoming; James Wall, Executive Secretary, Lincoln, Nebraska.
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Featuring — NVATA

The professional journal of Agricultural Education. A monthly publication managed by an Editorial Board and published by Interstate Printers and Publishers, Danville, Illinois.

The Agricultural Education Magazine

Volume 38 April, 1966 Number 10

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Editorial

The NVATA

"They said that it couldn't be done". You know the remainder of the verse. This idea pretty well describes the beginning of the NVATA. It is good that the leaders (?) who discouraged the formation of the NVATA were incorrect in their prediction of failure for a national organization of teachers of vocational agriculture. The only way that these people who predicted failure for the NVATA could have been "correct" is that they did not wish to see a strong national professional organization for teachers. Only they can say whether this was the case.

The beginning of the NVATA was not easy, as clearly indicated by Lionel Cross and others in the articles appearing in this month's feature of the NVATA. Perhaps no organization, certainly if national in scope, is easily formed and developed. The most interesting point to me is that the teachers saw a vital need for such an organization before the state and national leaders saw this need. Again, a case of wondering who is leading who (whom)? May be that this is a good thing, for if the leadership had come from the national level it would likely have resulted in a "trickle down" philosophy. We might also have expected a heavy hand if the role of "Adviser" had been assumed by someone in the U. S. Office of Education. So, maybe the NVATA has done very well without too much help from some of us.

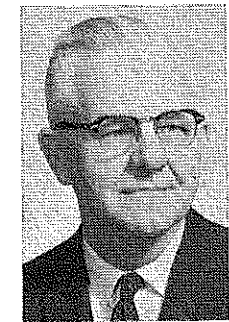
Why has the NVATA grown to be a strong national professional organization in a few years? Leadership from the ranks would certainly be the first reason. However, leadership cannot function, at least on a national scale, without some sort of structure to make leadership possible. It is a frustrating experience to try to be a leader when the structure, or lack of same, makes this impossible. So, the close tie with AVA, as Alton Ice emphasizes in his article, is a major part of this structure. This gave the NVATA an on-going, national professional organization, of which many teachers were already members, to "tie to." This is also extremely important for a national organization. (My own experiences in the early days of the Adult Education Association, USA, with no national tie except an office upstairs on North Wabash Avenue, Chicago, makes me see the real value of a "parent organization".)

Another major part of any organizational structure is finance—dollars and cents, receipts and expenditures, etc. The NVATA has worked its way through these problems in an effective manner. There will always be financial problems, either in securing the receipts or in the manner of spending. If the leaders continue to insist on democratically and openly tackling these problems, I believe that the NVATA will continue to be solvent, self-supporting and forward looking.

One other major factor in the organizational structure should be mentioned. That is, the tie-in with state associations. This seems to me to be just as essential as the tie-in with the AVA. Some state associations have had their weak moments, making it extremely difficult for NVATA to be of much value directly to the teachers in that state. However, through leadership schools and attendance at national conventions, most states are participating in the values of a national professional organization self-owned and operated.

Well, if the NVATA is all this, it must be the perfect national professional organization. I don't believe that it is quite this good, nor would any of the NVATA leaders past or present make that claim. My own concern about the NVATA now and in the future lies in its relationships with other groups, particularly commercial groups. As some of the articles featured in this issue point out, one of the values of the NVATA is to work with other groups, and that the NVATA leaders are being asked more and more to work with other groups. That's just the question. What groups? Most of these that I am aware of are the commercial groups in contrast to the other professional groups. In fact, does

(Continued on page 223)



Cayce Scarborough

Theory and Practice

We are pleased to feature the NVATA this month. I wish that I and others teaching some years ago had been a part of this movement. I'm proud to be a member of NVATA, but I am not sure that we should be eligible for this organization for teachers of vocational after we leave these ranks for some other position in agricultural education.

Paul Day, Vice President NVATA, Region III, sends out an interesting Newsletter to supplement the Newsletter from the national office. Always interesting. Thanks, Paul, for the nice plugs for the *AgEd Magazine*.

Some of the people in Agricultural Research Service are suggesting that adoption of some of the newer practices is a good way to fight poverty. Research has helped develop new processing as well as new products fitting into developing better communities for better living. If interested, you can receive information on new products and processes for rural community by writing to the following: Utilization Research, Agricultural Research Service, USDA, Washington, D.C., 20250.

When you hear the term "keeping up-to-date" as a professional in agricultural education, what comes to mind? I bet (a small amount) that some new agricultural practice comes to mind. Why is this? Even as a college professor, the neighbors are much more likely to ask you questions about agriculture than questions about education. By the way, are you an agriculturist or an educationalist?

(Continued on page 220)

Dear Editor:

I saw your question in the last issue of the Ag Ed Magazine about modules. It was quite a coincidence, since I saw one just yesterday.

I am planning to teach a unit next week on propagating horticultural plants, and was at a loss as to how to go about it. Yesterday morning I received in the morning mail a "module" on that very topic. It sure did look good to me. I read it over carefully to try to understand it and it made pretty good sense. It was fairly well organized and had the information I wanted; in fact, it looked a lot like the resource units I have been using for years.

"Module" . . . I looked it up in the dictionary and found that it means . . . "a unit of measurement." That didn't seem to fit it. After a good deal of thought about it, I came to the conclusion that it must be something pretty complicated. What I thought might be a resource unit was obviously something a great deal more advanced and complicated and was probably based on a theory of teaching that had been developed since I got out of college . . . something like new math, teaching machines, that kind of thing.

It was mighty tempting to go ahead and use it like a resource unit, but you never know . . . you start messing around with something that looks fairly ordinary but is actually far advanced and complicated and you get into trouble. So I decided I'd better not try it.

Sure wish I had a good resource unit on propagating horticultural plants.

Sincerely,
Aloysius P. St. John
Vo-Ag Teacher

Thanks A. P. this helps clear up this module business!—CCS

Theory and Practice

(Continued from page 219)

Jim McComas, New Mexico State University, has added one to our terminology discussion. In a newsletter, he asks, "What is Your I.Q.?" But he is using the term to mean "Image Quotient." Say Jim, did you try your I.Q. test on yourself? I flunked it.

Did you see the announcement, with pictures of the members, of the National Commission on Industrial Arts Education? Sounds like a great idea. Maybe our new national Advisory Committee will serve a similar purpose.

Best wishes to every active member of the NVATA.

Cayce Scarborough

Letters to the Editor

Dear Cayce:

I would like to take this opportunity to express my sincere thanks and appreciation and those of our 9,500 NVATA members to you for devoting this issue of the *Agricultural Education Magazine* to our professional organization, the National Vocational Agricultural Teachers' Association.

After assisting James Wall, our NVATA Executive Secretary, with collecting and preparing materials for this issue I am more appreciative and more aware of the problems that confront you each month in your work as Editor for our professional magazine.

Certainly, much of the credit for the success of our NVATA must go to men such as you in the field of Teacher Education and those in Supervision that have given us this type of support and cooperation in our professional work over the past 18 years.

Again, my thanks; any time I or the NVATA may be of service to you please feel free to call on us.

Sincerely,
Jim Durkee
President, NVATA
Laramie, Wyoming

Thanks Jim. It is a pleasure to work with you and other NVATA officers in planning this special issue. Every issue should be a special one for teachers. CCS

Dear Mr. Scarborough:

From *Agricultural Education Magazine* I expect a balanced publication of interest to teachers, supervisors, and educators. To balance a magazine it is necessary to reach into all directions and draw for publication the attitudes and activities of every position which relates to our work. Both the enthusiasts and opponents of vocationalism should be heard, studied, and criticized. Such has not been done. Criticism is the heartbeat of scholarship. In this sense *Agricultural Education Magazine* has practically no heartbeat. Such scholarship as invades its pages does so by being disguised in the form of constructive evaluation. The *Magazine* should encourage dissent, controversy, and libertarian criticism. Mr. Chase should be invited, indeed urged, to write for us.

Critics should be sought out and their views studied, analyzed, and when appropriate, ruptured. The absence of any serious answer to Mr. Chase's article in *Harper's* is symptomatic of the back seat position which makes our professional journal a dry and tasteless pulp production. Where is the penetrating insight into contemporary educational problems? Whence went the historical perspective we should now have developed? Who ever (except the editor) walked the floor at midnight over something he read in these pages?

And where is the book review which exposes the careless and irresponsible smearing of ink on paper which we all secretly know is omnipresent? To my knowledge no book has ever received a seriously negative review in *Agricultural Education Magazine*! My own critical review of *Food for America's Future* (Ethyl Corporation) was not even acknowledged or returned, much less published!

The opinion that only good books deserve review in the *Magazine* is erroneous and mischievous. Bad books should be cut to pieces. Bad writers should be embarrassed. Bad thinking should be exploded. We are overrun with rags and triviality. Someone must be responsible for this foolishness.

Research in our field should be sharply evaluated. Invitations should be sent to research personnel (both in and out of vocational education) for critical evaluation when reports are published. In educational research we seem to head the list of those who use poor methods, poor controls, and poorly understood variables. The *Magazine* should have a lively interest in publishing the best research in methods and history of education along with the most handsome criticisms of these works.

Living, teaching, working, and dying are not always mushy, agreeable, and blasé. But our magazine has been. I expect the good signs I see in the last few issues to continue. I will do what I can to see that it does.

There now, you made me say it; where is my dollar?

Sincerely,
Thomas K. Shotwell
Teacher of Voc. Agri.
Charleston, Missouri

Thanks Tom for those incisive remarks. You gave more than a \$1 value, but we promised only the dollar. It's in the mail. CCS

An Idea

Do you have a problem patching holes in gasoline tanks on equipment?

I have found an easy solution to this perennial problem. Through experimentation, I have found that holes in full tanks can be plugged by using liquid solder.

It can be done by cleaning the area of the leak and then applying several applications of solder directly over the hole or by using a tin can lid as a patch.

Fred Beckman
Voc. Agr. Inst.
Payette, Idaho 83661

Early History of NVATA

LIONEL CROSS, Supervisor of Agriculture, San Jose Unified School Dist.

San Jose, California*

At the AVA convention in 1929 a small group of Vo-Ag men came up with an idea that there should be an organization for Vo-Ag teachers. The records do not reveal the names of those in attendance at this meeting, nor do they reveal many other facts which might be of considerable interest. However, we do know that an organization was formed, officers were elected and for some two years an organization did exist.

Until 1948 the Vo Ag men were literally men without a voice in the AVA. A few of them attended the annual AVA conventions, but found little of real interest at these meetings. The agricultural section was largely made up of Supervisors and Teacher Trainers. The programs were of a nature to be of interest to the administrative groups. As a result of this situation it became increasingly difficult to convince members that the AVA was really an organization representing the interests of Vo-Ag men.

*Mr. Cross was the first president of NVATA and served as Executive Secretary, 1951-58.

The '47 Convention

The history of the 1947 AVA convention in Los Angeles tells something of the initial efforts to start a national organization for Vo-Ag teachers. Some of the facts are:

1. There were quite a number present who could not see the need for such an organization. However, about three-fourths of those present favored the plan to be prepared by 1948.

2. There was another segment present who felt that such an organization would replace our need for the AVA.

3. Some administrators who were in attendance suggested that such an organization had been tried earlier and had failed; therefore, they suggested that any such effort was doomed to failure.

Yes! There was a wide diversity of opinion and little did anyone realize what might happen in subsequent years.

The meeting of the AVA at Milwaukee, Wisconsin in 1948 was indeed a surprise to many. A group of inexperienced and determined men had done a great deal of work since the 1947 convention and were determined to forge the links which would set up an association for all Vo-Ag men.

There were many who felt that

this was but the initial step to build an organization which would directly compete with the AVA. Even with a provision written into the NVATA constitution that this was to be an affiliated organization, and also providing that NVATA members had to be first of all AVA members; there were many who refused to be convinced of the sincerity of this group. The years since that time have revealed the wisdom of the provisions which were set up by those responsible for organizing the group.

Working Without Funds

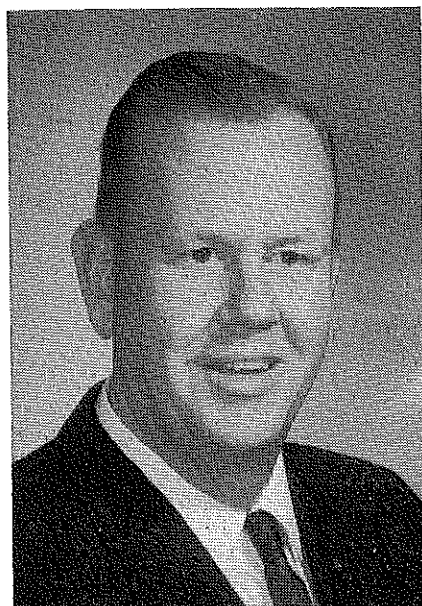
Reams could be written about the activities attempted during the first year. With six vice-presidents, a treasurer (who had no funds) and a president, the first executive committee had a tremendous job to do. Each of the original committee managed to carry on correspondence and attempted to do the job by using their own personal resources. By mid-year it was evident that an Executive Committee meeting was desirable. The question was, what do we do for funds and where could we meet? The committee members decided to meet and worry about the expense another time.

At the first mid-year meeting, many policies which are still in

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FIRST NVATA OFFICERS—1948-1949—Elected at Milwaukee, Wisconsin. LEFT TO RIGHT: Louis Sasman, AVA Representative, Wisconsin; John Matthews, Vice-President—Region IV, Illinois; Leroy Bunnell, Vice-President—Region I, Utah; C. W. Seabold, Vice-President—Region IV, Maryland; Jess Smith, Treasurer, Wisconsin; A. C. Hale, Vice-President—Region V, Arkansas; Parker Woodul, Vice-President—Region II, New Mexico; Neil Johnston, Vice-President—Region III, Iowa;



Floyd D. Johnson

The NVATA— A Dynamic Organization

FLOYD D. JOHNSON, AVA Vice President for Agriculture

sions are made by which all people interested in agricultural education can belong to NVATA. This unique feature makes it possible for teachers, teacher educators, supervisors, and other leaders in our field to make desirable contributions through NVATA which will expand and improve the total program in vocational education in agriculture.

Objectives—The aims and purposes of the organization can best be presented by quoting from Article II of the NVATA Constitution which follows:

1. To assume and maintain an active national leadership in the promotion and furtherance of agricultural education.
2. To bring together all vocational agricultural teachers through membership in a national organization, devoted exclusively to their interests.
3. To provide an opportunity for agricultural teachers to discuss all problems affecting agricultural education on a national level.
4. To serve state or local organizations of agricultural teachers in the solution of any problems which may arise.
5. To have and possess all the rights, powers, and privileges given to corporations by common law.
6. To cooperate with the American Vocational Association in furthering the cause of all vocational education.

Truly these are wholesome objectives for a great national organization.

Leadership—One of the primary aims of NVATA has been to develop dynamic leadership at all levels of responsibility for those professionally engaged in the field of vocational education in agriculture. The organization is so struc-

worker in the field is encouraged to share their ideas which will help develop a strong national program of work for NVATA. The program provides maximum opportunities for leadership development for all members by participation in planned activities from the local through the national level.

Professionalism — Agricultural teachers are probably the most professional minded group of teachers in America. Figures recently released by the NEA show that teachers of vocational agriculture rank at the top in percentage of membership in their own professional organizations as well as in general educational organizations. This high position of professionalism is held on the local, state and national levels. Such a record of professionalism is a tribute to those in the field and is indicative of the high caliber of the men who have been and are presently leaders in NVATA.

Services — The strength of NVATA is largely dependent upon the strength of the various state associations of agricultural teachers. Therefore, much of the efforts of leaders in the organization are devoted to activities which will motivate state associations to take a more active interest in vocational agricultural education and the welfare of the teacher of agriculture. Regular newsletters issued by the executive secretary and by the vice-presidents, visits to state conventions by national officers and the sending of delegates to national conventions are a few of the things which have resulted in a tremendous increase in the interests and activities of the state associations. National and regional meetings have given the opportunity for an exchange of ideas never before possible. Both vocational agriculture education and the professional worker in the field have gained as a result.

A number of factors make the NVATA a dynamic organization. NVATA has been dynamic in growth, organization, objectives, leadership, professionalism, services, cooperation, accomplishments, acceptance and dedication.

Growth—NVATA came about because the teachers of vocational agriculture in the nation felt the need for such an organization. NVATA was organized in 1948 at the AVA Convention held in Milwaukee, Wisconsin as an affiliate of AVA. During the past seventeen years, the growth of NVATA has been phenomenal. Membership in the organization has gradually increased through the years. Today 95 percent or about 10,000 professional workers engaged in the field of vocational education in agriculture belong to NVATA. This is a record of growth for which leaders in the organization are justly proud.

Organization—NVATA is an organization of affiliated state associations. It is probably one of the best organized teacher groups in America today. Early leaders did an excellent job planning the organizational structure for NVATA. There are six regions in NVATA. The organization has nine members on the Executive Committee and a full-time executive secretary. Every section of the Nation has representation on the administrative body of NVATA. Even though the organization is primarily structured

Floyd D. Johnson

(Continued from page 222)

Cooperation—NVATA is currently enjoying a most cordial working relationship with AVA. It is the sincere desire of leaders in the organization to continue to work with and support AVA in every possible manner. NVATA does the very best it can in attempting to synchronize and channel their efforts along the same lines of the parent organization. NVATA maintains a wholesome working relationship with NEA. The organization stands ready and willing to join forces with the various general educational organizations, farm groups and others in working for those things which will help meet the economic, social and other basic needs of the people.

Accomplishments—The achievements of NVATA have been most gratifying to vocational educators throughout America. The organization has been mainly interested in the improvement of the standards for agricultural education and the improvement of agricultural teacher status. The excellent program of work which has been developed and carried on by NVATA through the years attests to the success attained by the organization in achieving its primary goals.

Acceptance—NVATA has gained the respect of all fields of vocational education. It has been a guiding force in developing and implementing new programs of vocational education in agriculture. Leaders in the organization are being asked to participate in affairs of national importance. NVATA has representation on the policy formulating committees in vocational education. Leaders in government, business, education, the professions, farm groups and others are seeking the guidance and leadership of NVATA in attempting to devise ways and means by which the total educational program for rural America might be improved and expanded.

Dedication—Professional workers in agricultural education are one of the most dedicated groups in America. They are professional educators by choice and not by chance. They have dedicated their

My Creed

I am a teacher of vocational agriculture by choice and not by chance. I believe in rural America; I dedicate my life to its development and the advancement of its people. I will strive to set before my students by my deeds and actions the highest standards of citizenship for the community, state and nation. I will endeavor to develop professionally through study, travel, and exploration. I will not knowingly wrong my fellow teacher. I will defend him as far as honesty will permit. I will work for the advancement of vocational agriculture and I will defend it in my community, state and nation. I realize that I am a part of the public school system. I will work in harmony with school authorities and other teachers of the school. My love for rural people will spur me on to impart something from my life that will help make for each of my students a full and happy future.

NATIONAL VOCATIONAL AGRICULTURAL
TEACHERS ASSOCIATION, INC.

What is a Vo-Ag Teacher?

They come in all sizes and temperaments; short, tall, skinny, and plump; laughing, serious, and sometimes sad.

They're psychiatrists without a couch, politicians without a promise, baby-sitters without the right to raid the refrigerator.

In addition to knowing all there is to know about agriculture, writing and arithmetic, they have to be an authority on baseball, hotrods, pretty girls, proms, young love, horsepower, and the space age.

Underpaid, unappreciated at times, harried and overworked, going without a full night's sleep, they gain their pay in secret satisfaction—seeing young people succeed in agricultural careers.

Secretly, they will admit, "I have the greatest job of all," because they hold the history of agriculture's future in the palms of their hands.

D. W. Scheid, Agriculture Instructor
Fort Atkinson High Schools
Fort Atkinson, Wisconsin

Editorial

(Continued from page 219)

the NVATA have a close working relationship with any other professional group of teachers? How about any other professional group in agriculture? Since we are teachers by profession and in agriculture through our specialty, it would appear that we should have something in common with other professional groups in both education and agriculture.

Please understand that this is not a condemnation of commercial groups. It is certainly appropriate and timely to work cooperatively with people in the agri-business field. I am suggesting that NVATA lacks similar close working relationships with other professional groups in education and agriculture. (I must add a personal bias here, that I do believe that some companies have gotten a lot of mileage from their advertising dollar through their relatively small contribution to the program of the NVATA.)

It is my belief that the supervisors and teacher educators might well take some lessons from NVATA and make NASAE and AATEA a national professional organization able to develop programs and take action for the professional improvement of its members.

—Cayce Scarborough

vancement of people in rural America. They constantly work toward personal and professional improvement through study, travel and exploration. They support the highest

selves and the people they serve. Yes, NVATA has a dedicated membership. It is a powerful force for good in vocational education today. NVATA truly fits the term "dynamic."

The Region is the Key to Much NVATA Work

JIM DURKEE, President NVATA, Laramie, Wyoming

The National Vocational Agricultural Teachers' Association is organized into six regions. Much of the work of the organization is done through the regions and the regional vice-presidents.

Each teacher of vocational agriculture has an opportunity to express his ideas and make his suggestions and recommendations through his district and state association. If his state association supports his ideas and suggestions, they may be presented at a Regional NVATA meeting. If accepted by the Region, they may then be considered by the delegates at the National Convention and/or by the NVATA Executive Committee.

Regional Vice Presidents conduct two meetings each year. A summer Leadership Conference is held to acquaint the state association officers with the NVATA, to provide information on problems of concern to the profession and to consider suggestions, recommendations, and resolutions presented by state associations. Regional meetings are also held in conjunction with the NVATA Convention.

The articles in this section have been submitted by teachers of vocational agriculture expressing their views on their Professional Organization, the NVATA.

* * *

Region I: Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming; Region II—Arkansas, Colorado, Kansas, Louisiana, New Mexico, Oklahoma, and Texas; Region III—Iowa, Minnesota, Nebraska, North Dakota, South Dakota, and Wisconsin; Region IV—Illinois, Indiana, Kentucky, Michigan, Missouri, and Ohio; Region V—Alabama, Florida, Georgia, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, and Virgin Islands; Region VI—Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Virginia, and West Virginia.

Region I



M. REX JENSEN, Vo Ag Teacher, Bear River High School, Garland, Utah

The first line of the NVATA Creed reads: "I am a teacher of Vocational Agriculture by choice not by chance."

This statement indicates membership in a highly professional organization of men who have dedicated their time and talents to the advancement of Agricultural America through education.

The NVATA through the intense efforts of its founders, has continually brought recognition to vocational agriculture by establishing healthy working relationships with business, industrial, civic, professional, governmental, and many other community organizations. Also the organization has continued to develop and promote activities and programs to improve and advance professional standards, the welfare of teachers, and the image of Agriculture throughout the area served by the school.

The "choice, not the chance" dedication of vocational agriculture teachers is excelled in no other segment of education. This dedication has encouraged me to continue teaching agriculture and to dedicate my life to working with rural people, and to enjoy the associations with farm boys who participate in many activities of the Future Farmers of America.

The energy and enthusiasm put into professional improvement through conventions, workshops,

are a great stimulus to me and seem to set a pattern for good teaching. This, in turn, seems to promote advancement of agriculture in the community.

As an integral part of the school system, the NVATA has helped me to work cooperatively and harmoniously with other teachers and my school administrators. In a like manner, it has encouraged me to try to impart a small part of my life to the rural boys with whom I work in order to help them achieve a full and happy future.

Region II



Herbert Lubke, Vo Ag Teacher, Grandview, Texas

I am one lone agriculture teacher and the NVATA is my organization and it looks out for my best interests. Compare it if you will to a tree. The leaves are the teachers and officers who are changing and being replaced. The organization or tree lives on, providing protection and shade. The dues are the rain needed for survival of the tree or organization.

In the world of today we have specialization in all fields and organizations. So the agriculture teachers must have a national organization in order to have a voice and representation with weight and value. There is strength in numbers, so by each agriculture teacher joining the NVATA his strength is added. The government, agricultural businesses, and others will listen when a large number is supporting a cause or wanting something done. The dues paid add support for the organization and its projects. Any group needs money to operate and our officers should have support while they carry out functions for us. At the national convention it was pointed out that neither the local school

Region Reports

(Continued from page 224)

nor teacher should have to bear the burden of the cost of a substitute teacher for the many days our national president is away on business for us.

The opportunity to attend, for the first time, the national convention at Miami Beach gave me a chance to see the organization in action. The reports given reflected the thought, planning, and work which had been done by the officers. My association with the officers and teachers from other states was delightful and valuable. Comparing farming conditions the soils and crops was interesting. Discussing teaching systems and types of vocational schools proved valuable and new ideas were exchanged which will benefit all. Yes, we even laughed over our accents and expressions from different states. Do you say veranda, porch, or piazza in your state?

The NVATA National Convention convinced me that my organization was fulfilling its place.

Region III

Ernest Wingen, Vo Ag Instructor, Hoven, South Dakota

Most so-called "professional" men say "What has my professional organization done for me or what can it do for me?" I've heard this phrase about NEA, NVATA, AVA and about enumerable other organizations. Quite frankly, if I may inject an opinion, I am getting tired of hearing it! What can one man do on a football team or any other athletic team? What can one man do to produce an automobile in a manufacturing plant? What can a cog wheel do with a cog missing? Certainly you can answer these simple questions.

In many places in our educational world, working conditions are not adequate, facilities are not available or salaries are not what they should be. We all have complaints about our organizations not doing enough to promote professional welfare. Now we are at the core of the situation! We cannot let George do it any longer! We, as educators of young people, especially agricultural youth, are in the most vital situa-

tion. We do not live in a world of our own and our attitude toward this total program of education can be the key to united cooperation.

What does this have to do with your "Professional Organization?" When you were a college-bound youngster, you were going to educate *yourself*. After graduation, you proceeded to get *yourself* a job. The longer you attack the world problems about *you*, the more you realize that it is not just *you!* YOU cannot solve all the problems! There must be a mass effort. What your organization can do for you, must be found out by *you*. Attend for example, the AVA, and NVATA Convention in December. Find out the problems that face your group and see what is being accomplished and what can be accomplished. See the effort that must be exerted by the leaders of your group. See other educators from throughout the United States and talk to them and inquire of their problems. This happened to me and I can say that no single item has had more effect on my teaching and on my over-all attitude toward the educational program. It is difficult to explain what occurred, but I know that it really is inspiring to bump shoulders with these people.

Conclusion? There is only one conclusion for a professional. Every member of a professional organization must participate in order to be a worthy member. This does not only include paying your dues and calling yourself a member, but it is *actively* doing your part. There are many things *you* can do. You'll not have to look far to find it. As a result, you will find nothing, absolutely nothing that will give you more satisfaction than being a working member of "Your Professional Organization"—the NVATA.

Personal Question for Every Vo Ag Teacher

"What is MY Role in NVATA, at the Local, State, Regional and National Level?"

Region IV

George Irvine, Vo Ag Teacher, Tonica, Illinois

It isn't just enough to be just an ag teacher. The goal is to be a professional ag teacher.

It wasn't until I attended my first NVATA Convention that I started to realize that we ag teachers are a professional group, just as much so as an organization of doctors or lawyers.

I sincerely believe as long as the teachers as a whole believe they are "just teachers," they will not be professional and they can not expect others to class them as professional.

This means being optimistic instead of pessimistic about our profession. It means taking part in your organization locally and nationally instead of "letting the other fellow do it" attitude.

It means to have pride in your organization. It means that you believe in what you are doing. Only by taking part in your organizations will we learn and develop a professional attitude.

As the late president Kennedy stated "it is not what your country can do for you but what you can do for your country." This is very true in our own situation locally and nationally. What can I do for the IAVAT and NVATA rather than what can I get out of it should be our goal. Also true today are the words of Lincoln who said—"Every man owes something to his profession."

We cannot all be officers of the NVATA but we can support the officers and policies of the organization that has a stronger national organization than the NVATA and it gives me pride to be a part of a group that is so highly respected.

The NVATA has made me realize that I am a Professional Ag Teacher.

Region V

E. H. Cheek, Vo Ag Teacher, Perry, Georgia

The NVATA has given the teachers of vocational agriculture (Continued on page 226)

Region Reports

(Continued from page 225)

throughout the United States an organization which is concerned with their common interests and problems. Since its organization, the NVATA has had as its goal the support of the program of Vocational Agriculture and those who make up its professional corps.

The national organization has provided a sounding board and nucleus for transmission of local ideas and needs to a national level. National officers have had the opportunity of serving the entire program of agricultural education knowing that they were representatives of a professional group whose primary interest has been that of developing our natural and human resources to the benefit of the entire nation.

Through the channels of leadership, the entire program has benefited through revised legislation. Teacher welfare programs have helped each teacher to be more secure in their positions. The public relations program has increased the prestige of the teacher of vocational agriculture and has made the public more aware of the importance of agriculture in a changing national and world society.

Above all else, our national organization has given me the satisfaction of belonging with a group of men who have dedicated their lives to the betterment of rural America and to the knowledge that our contributions to the adults and youth of our land will help our nation maintain its position of leadership in world affairs.

Region VI

David G. Cook, Vo Ag Teacher,
Rockville, Connecticut

In 1949 when I enrolled in my first Vo Ag class as a high school student, few of us envisioned the tremendous horizontal expansion that was to take place in Agriculture. Most Vo Ag teachers majored in general farming, and instruction was geared toward farm employment and ownership. Agri-business and the occupational mix were still unborn.

Now, in 1966, we are on a rising tide of enthusiasm flooding in from

An Administrator Views The NVATA

ROBERT C. DAY, Principal, Carey High School, Carey, Idaho

The teacher of vocational agriculture at the local level often feels far removed from the National Vocational Agricultural Teachers Association. In many instances the NVATA is only a vague jumble of letters included in a dues package and brought forth only during a membership drive.

The Vo-Ag teacher becomes so involved with his local program that he fails to realize or isn't aware of how the many federal programs will ultimately effect him on the local level. Each teacher of vocational agriculture should plan and make an all out effort to attend a National Convention. Only by attending this annual meeting can an Ag-Man realize the magnitude, function, and all out effort of his dynamic national association.

areas of support that knew little of us twenty years ago. But we are not adrift on a stormy sea. We are moving steadily towards common goals; goals we can express, share, and measure.

Could we realize these goals without some central thought, some cohesive bond? NVATA has given us that nucleus. For me, NVATA is an opportunity to draw together the best thoughts of each of us, that these thoughts are not decimated through never having expression.

For me, NVATA is the spearhead for scores of individual splinters drawn into one shaft that has carried us to Washington and pierced the shell of complacency.

The public has provided for us what we could not provide for ourselves. And with this provision is an inherent responsibility to utilize this new support wisely. We cannot move apart on a hundred diverse paths, a hundred small groups drifting towards such established areas as Distributive Education, Business, Biology, and Industrial Arts. For me, NVATA will be the nucleus of a cell which has me as an inclusion—together with all of you

For the Pro

The state and national organization of the professional Ag teacher enables men interested in Agriculture to meet on common grounds to discuss mutual problems, up-grade the profession, and help maintain the high caliber program which has been prevalent in the past.

Teachers of vocational agriculture are leaders in their community. Education in agriculture is well organized and probably some of the best teaching in the public schools is performed in this field. The local Ag departments are being challenged more now than ever before. Agricultural production is important but agricultural occupations and related fields are coming rapidly to the front. Unless Vo-Ag keeps abreast of the bills, polycys, and decisions on the national scene local departments are bound to suffer. The responsibility falls upon the NVATA to evaluate, disseminate information and speak out in behalf of its membership.

The Challenge

May the teacher of vocational agriculture at the local level rise up to meet the challenge of a changing agriculture; become informed about and support the program of the NVATA. May those men selected to lead and direct the work of this essential organization be inspired in following the footsteps of their predecessors in maintaining an effective and influential National Association.

For Vo Ag Teachers
Only

There's Still Time To
Win a \$1 by Writing A Letter
on

"What I Expect From My
Professional Magazine"

Send to the Editor

Partners

The NVATA and The AVA

ALTON ICE, Director Professional Services, AVA*

The National Vocational Agricultural Teachers' Association has, through the years, exercised strong leadership in the Agricultural Education Division, which has been of great influence in the American Vocational Association. The efforts of teachers, supervisors and teacher educators have been well coordinated, thereby serving well the interests of Agricultural Education and Vocational Education in the nation. As the AVA serves the total Vocational Technical Education fields, there are areas in which Agricultural Education does not have a direct interest. In behalf of the indirect benefits and the well-being of vocational and technical education in general, the AVA has enjoyed the cooperation and support of the important and strong Agricultural Education Division. Yet there are many special and peculiar needs of Agricultural Education and Vocational Agricultural Teachers, which can be served only by the National Vocational Agricultural Teachers' Association.

New Neighbors for Ag

As communication, transportation and technology have broken down many barriers, we find ourselves with neighbors we have not known very well in previous years. In fact, almost every citizen in this great nation of ours is represented by a variety of organizations serving his interests in his profession, business, work and/or play. It has been pointed out that we have many direct, as well as indirect, interests. The recent and current reapportionment of congressional districts and state legislatures will bring about cooperation between rural, and urban, representation we have not previously known. There is little doubt that those of us who have rural interests will need to do a much better job communicating with our urban cousins to gain their understanding and support.

*Mr. Ice also served as Executive Secretary of The Texas Association of Vocational Agriculture Teachers.

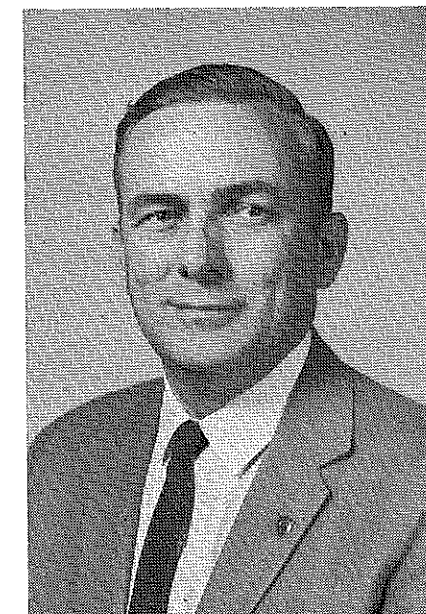
Every professional vocational educator is proud of the accomplishments made in vocational and technical education through the years. The American Vocational Association has not worked alone. Many organizations in vocational education have labored long and effectively. We have been joined on many occasions by friendly organizations and friends who are interested in vocational education. The national and state affiliated organizations are the "life's blood" of the American Vocational Association.

Communication Essential

Cooperation is vital to the overall effectiveness of AVA. However, a prerequisite to cooperation is communication. The NVATA has worked hard and effectively in this area through newsletters, their exchange between members, regional conferences, national conventions and other occasions. An informed membership is a responsive and effective one. The AVA utilizes the *American Vocational Journal* in communicating with the membership in general and the *Washington Newsletter* to various leaders in the field of vocational education regarding matters of special interest to them. Another media of communication is divisional vice presidents' and associated organizations' representation to the Board of Directors. This is a two-way communication.

The Agricultural Education Division of AVA has for years lead all divisions both in the number of members and percentage of potential membership. This important accomplishment is a result of dedicated leaders and strong national, and state, organizations in agricultural education who believe in, and support, the AVA. The NVATA makes membership in AVA a prerequisite to its membership.

The National Vocational Agricultural Teachers' Association is a vital and essential organization extending leadership to the affiliated state associations, which provides an avenue of contact for business,



industry, farm organizations, agricultural organizations, and others with an interest in agricultural education. NVATA performs many services in behalf of the professional improvement of its membership, as well as being an influence for the improvement of agricultural education throughout the nation. The strong state associations encouraged by NVATA have an important influence on state organizations in other phases of vocational education, thereby strengthening the total state vocational association with AVA reaping the benefits of strength from these organizations.

The American Vocational Association Convention provides many opportunities for communication and cooperation between AVA, NVATA and other vocational education organizations. There are joint committees between several divisions in AVA for coordination of mutual interests. General Sessions and Special Sessions at the Convention, covering broad interests in vocational education, afford opportunities for the total objectives of vocational education to be served.

The Convention is also an opportunity for the AVA staff to work with the local committee and the AVA Board in making general plans and provisions for the Convention. The NVATA and other groups provide the programs, and work sessions, that serve the interests of vocational educators throughout the nation. A multitude of details must be coordinated and

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A State Supervisor Looks to the NVATA

R. C. S. SUTLIFF, Chief Bureau of Ag Ed., Albany, N. Y.

The NVATA is a very important organization in this country and is a vital group in AVA, constituting a very significant section of the Agricultural Division in that Association.

State supervisors as a group realize the importance of NVATA, not only as a nationwide organization and as a part of the Agricultural Division of AVA, but even more significantly in the advancement of agricultural education on the state level. I have watched and been associated with NVATA since its beginning and have observed its tremendous growth not only in number of members, but in the maturity of the organization. The NVATA on the state level is one of the most valuable and helpful organizations with which any state supervisory staff can work.

Successful State Program

No state supervisor and no state staff can operate a successful state-wide program in agricultural education except with the counsel, advice, cooperation and loyal support of the teachers of that state. Agricultural teachers, through their state organization, by whatever name they choose, provide the state staff with an indispensable all

important group by which the democratic process may evolve and assure orderly procedures, that personal rights shall be respected and that each participant in agricultural education shall contribute to the general welfare of all.

Teachers of agriculture through their state associations have established distinctive qualities of cooperation and service and an esprit de corps which make it an impelling force in the establishment, maintenance and advancement of agricultural education.

State agricultural teachers associations have been organized in most instances with a constitution, by-laws and plan of operation as typically American as freedom of speech and religious worship. Teachers of agriculture and state staffs have covenanted together to provide for orderly procedures of operation and a united force to meet perils encountered in progress, growth and development.

Alton Ice

(Continued from page 227)

these culminate into a demanding schedule to provide a worthwhile experience to participants in the Convention. Through the *American Vocational Journal* and reports of participants, the total vocational education program benefits from this week-long Convention.

The AVA headquarters is the focal point of legislation, policy and administration relative to vocational education. However, without the support and cooperation of NVATA, and other AVA organizations, communication and resulting action would not occur.

Opportunities

Numerous opportunities for cooperation between NVATA and AVA occur. However, one of the most recent is the establishment of the National Advisory Committee to the Agricultural Education Division. Prominent leaders in various segments of the agricultural indus-

The Committee's first meeting was held during the AVA Convention in Miami Beach, Florida, on December 6, 1965, and this meeting was directed by AVA Vice President for Agriculture, Floyd Johnson. Support to the Committee was pledged from the AVA staff, NVATA Officers and Executive Secretary, leaders in Agricultural Supervision and Teacher Education, and U. S. Office of Education personnel from the Agricultural Education Branch. This is an excellent opportunity for agricultural education to benefit from the wise counsel of our friends in the total field of agriculture.

From this brief review we are quite aware of the interdependence of AVA and NVATA in order that the best interests of agricultural education be served. Through the years, leaders in agricultural education have supported and communicated with AVA making

National Association

It is not at all strange, and yet exceedingly fortunate, that leaders in state associations covenanted together to expand their organizations beyond the state basis and formed the National Vocational Agricultural Teachers Association. Each state association functioning under a constitution has served to inculcate the oncoming generations of teachers with the purposes, ideals of majority rule, freedom and concerted action for the common good of those who are responsible for and benefit from agricultural education. Without the experience and development of state associations, the development on a national basis would have been fraught with peril. Conversely, without the uniting of state associations into a national organization and without the cooperative effort of that organization with the national organizations of teacher educators and supervisors, and the combined efforts of all organizations in AVA, vocational education and agricultural education in particular would have been fraught with perils beyond the realm of our imagination.

In Changing Times

Agricultural education up until the recent past has been largely rural. It is changing and in the future will include programs in many urban and suburban communities. It is indeed fortunate that rural America has provided and developed strong rural and agricultural leadership in all three sections of the Agricultural Division of AVA. That leadership will provide the sound down to earth guidance for the development of an expanded program in agricultural education in the years ahead.

Obviously state staff members will be charged with leadership responsibilities in the development of agricultural education in urban areas and along with their counterparts in the expansion of all voca-

A Teacher-Educator Looks To the NVATA

CLARENCE BUNDY, Iowa State University



Clarence E. Bundy

The first objective of the NVATA "To assume and maintain an active national leadership in the promotion and furtherance of agricultural education" is equally appropriate as a goal of the organizations of teacher-educators and supervisors. Previous to 1948 when the first constitution of the NVATA was drafted, the leadership in promoting and developing programs of agricultural education in an organized way was vested in the teacher-education and supervisor groups. These groups assisted in the organization of NVATA.

Teacher-educators now share with the NVATA and supervisors in the promotion and developing of prestige in agricultural education. Each of the three groups because of the nature of their memberships and their vocational responsibilities have specific roles in promotional activities.

R. C. S. Sutliff

(Continued from page 228)

tional education in rural areas. It is indeed fortunate that state supervisors and NVATA on local, state and national levels have the common purpose of providing the best and most appropriate education possible for youth and adults. It is also fortunate that at this critical time in the development of vocational education generally, and agricultural education in particular, that state supervisors and state affiliates of NVATA have reached a high degree of quality and maturity of leadership. This leadership will be tested to the utmost in the years ahead.

Let us never forget that through your leadership and mine our primary responsibility is to the students both youth and adults, who can profit from a high quality program in agricultural education.

Teacher-educators look to the NVATA for grass root programs at the local level, for use as student teaching centers and for the development of pilot studies. The supervising teachers in the local departments of vocational agriculture are key men in the teacher-education program. Up to the present time the selection of student teaching centers and of supervising teachers is largely a matter handled by the agricultural education departments of the various universities and by the supervisors in separate states. It is possible that the NVATA may wish to initiate programs which would encourage individual instructors to participate and to prepare themselves for service as supervising teachers. The organization also may develop programs which would add to the prestige and recognition given supervising teachers.

Recruiting

Teacher-educators have always looked to local NVATA members for leadership in recruitment of prospective teachers of vocational agriculture. In many land granted institutions more than 50% of the students enrolling in the College of Agriculture are former vocational agriculture students. NVATA members can render a valuable service to the individual boy and to the agricultural education departments in the various teacher training institutions by recognizing early the qualities possessed by boys to continue their education and become teachers of vocational agriculture. One teacher of vocational agriculture in the State of Iowa has brought to the campus on the Monday following Christmas each year a group of boys and occasionally parents for a tour of the campus and visits with several department chairmen. As a result, we have as majors in agricultural education an average of three or four men from this department each year.

The profession of teaching of vocational agriculture can best be

developed at the grass roots by having in each vocational agriculture department an outstanding teacher, both from the standpoint of personal qualities and abilities to teach, and a program of instruction which merits recognition both in and outside the community. The standards of excellence in the teacher education program must be based upon the excellence of local programs in the state. The members of the NVATA have the responsibility of setting the stage for prospective teachers. The quality of programs in the individual departments have much to do with the quality of trainee being qualified by the teacher education department.

The teachers of vocational agriculture in Iowa cooperated last fall with the supervisory and teacher education staffs in conducting a career day in agricultural education. The one-day event, held on a Saturday, attracted some 250 boys and approximately 90 instructors. It was a very successful event. The officers of the Iowa Vocational Agriculture Teachers Association represented NVATA well in sponsoring the event and participating on the program. A similar event is being planned for next fall.

Undergraduate Program

The NVATA may wish to develop programs through which the prospective teachers of vocational agriculture enrolled in the agricultural education departments of the various institutions will become better acquainted with NVATA and with the association of vocational agriculture teachers in the respective states. Programs recognizing outstanding undergraduates in agricultural education, leadership training programs and the funding of scholarships may be worthy activities. The NVATA may through its state associations provide assistance to college agricultural education clubs.

(Continued on page 230)

Clarence Bundy

(Continued from page 229)

Research

We are greatly in need of research at the grass roots level in regard to the best methods of organization of instructional programs, the most effective methods of teaching subject matter, the best schedules of classes for individual situations, the successful means of providing farming program and occupational experience activities, and the most effective use of advisory committees and councils. Vocational agriculture instructors have been extremely busy. In most cases they are working under an overload. Effort should be made to increase personnel so that individual instructors can participate in pilot and other research studies which in turn would improve both the teacher education programs and the programs within the individual states.

The U. S. Department of Agriculture has both regional and federal research laboratories. We have not had in agricultural education, research facilities parallel to those named which are attempting to develop at the local level new methods and new techniques in teaching vocational agriculture. Individual NVATA members may assist the teacher education departments in conducting research programs and the NVATA as a national organization may assume greater leadership in this area. Teacher educators will be very happy to work with the NVATA in developing sound programs of research.

Philosophy

Lastly and perhaps most important, teacher educators look to NVATA members for the development of individual vocational agriculture programs and individual philosophies concerning vocational agriculture in the rural community which will set the stage for the development of enthusiastic prospective teachers of vocational agriculture. The philosophy and enthusiasm of the individual teacher may be the factors most closely related to the selection of vocational agriculture teaching as a career by

Themes for the Agricultural Education Magazine

July-September, 1966

JULY — CURRICULUM CHANGES IN HIGH SCHOOL VO AG

What major changes have been made? What are the trends? What is meant by Basic Vo Ag? How far can we go in specialization? Can we offer specific training for specific jobs? Do we have 4-year programs? What clientele is the curriculum intended to serve? Relationship to other vocational areas.

AUGUST — ORGANIZING PROGRAMS IN MULTIPLE TEACHER DEPARTMENTS

Major differences found in multi-teacher situation. Research in these situations. Trends. Division of responsibilities. How does the multi-teacher situation differ from the one-man departments? Will the one-man departments disappear?

SEPTEMBER — PLANNING SUPERVISED PRACTICE FOR ALL STUDENTS

Emphasis on *all* students. Report of programs designed for students with varying backgrounds in same class. Same for special classes for boys having no facilities for supervised practice. Relating supervised practice to teaching program. Summer programs of supervised practice. Relationship to work experience programs

Send your article for any of above issues NOW to the Editor or a Special Editor.

A New Awards Program

The image of vocational agriculture in the community is quite largely dependent upon the image of the instructor in that community. The image of a program in a state is dependent quite largely upon the images developed by individual teachers in their respective communities. As teacher educators we look to the NVATA members for leadership in developing this type of image. The strength of the NVATA in this regard is dependent quite largely on the effort of the individual members of the association rather than activities of the national association.

Teacher-educators congratulate the NVATA on the great progress that has been made by the organization since its origin and offer our help in continuing the excellent program now underway. We are very pleased that a teacher-educator is a member of the board of directors of most state associations. We have appreciated the opportunity to work with the organization at both the state and national level. Jointly the NVATA, teacher educators and the state supervisors can bring about greater prestige and higher quality in vocational

JAMES WALL, Executive Secretary, NVATA

A new awards program was started in 1965 by the NVATA in cooperation with Charles Pfizer and Company, Inc. of New York. Each year \$500 cash awards will go to the instructors of the National FFA winners in poultry, dairy and livestock farming. The awards are to be presented each year as a part of the NVATA convention.

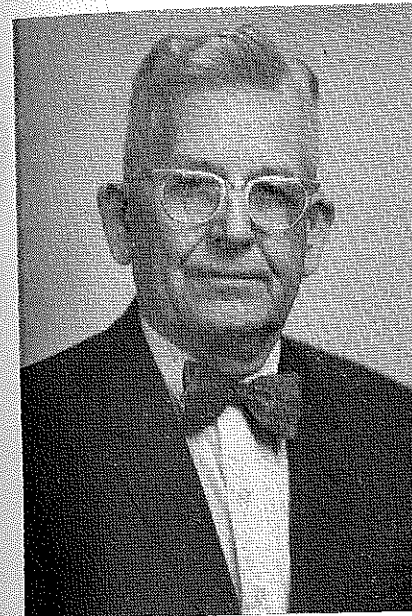
The awards presented at Miami Beach, went to: Bruce W. Emanuel of Greenwich, New York for his contributions to the FFA program of one of his students—David Mosher—who was selected Dairy Star Farmer of America; Rees Hackenbracht of Bellevue, Ohio for counseling Ted Sieber, National FFA Poultry Award Winner; and Truman Tillerias for counseling Roger Pfeifer, National FFA Winner in Livestock Farming.

It is hoped that the program will stimulate interest in poultry, livestock and dairy farming and upgrade this part of Future Farmer activities and will at the same time recognize teachers whose contributions to agriculture often go unnoticed.

(See back page for picture.)

Three Regional Offices Staffed for Agricultural Education

Three regional offices of the U.S. Office of Education have been staffed with agricultural education representatives who also will serve on the Board of Directors of the Future Farmers of America and on the Board of Trustees of the FFA Foundation.



Dr. M. C. Gaar, formerly program specialist for agricultural education in the Washington office representing the old Southern region, was assigned last summer to the Atlanta regional office.



Jesse A. Taft, until recently State Supervisor of Vocational Agriculture for Massachusetts, has been employed as field representative in Boston regional office.

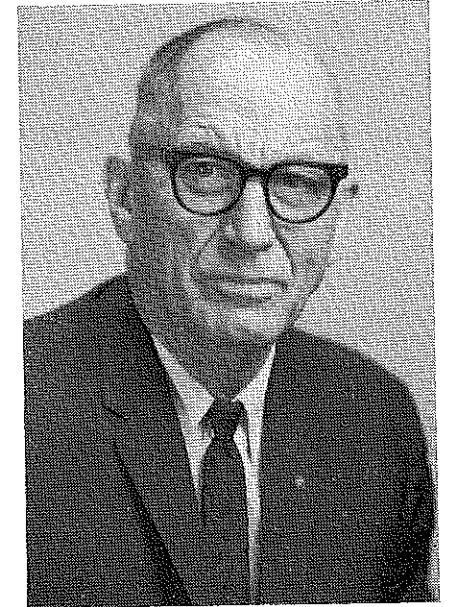
Elmer Johnson Retires

Elmer J. Johnson, program specialist in the Agricultural Education Service, U. S. Office of Education, retired December 31 after nearly 40 years of service to Vocational Agriculture. In recent years he has been responsible for the administration of the program of agricultural education in the Pacific Region.

Johnson served as general superintendent of all national FFA judging contests for the past 19 years. While teaching Vocational Agriculture in Colorado, he trained nine different teams which went on to win the state judging contest. He later became State Supervisor of Agricultural Education in Colorado.

On two trips abroad for the State Department, Johnson served as an educational advisor and consultant on youth programs in Japan, Philippines, Peru and Costa Rica. In the role of a visiting professor, he has instructed summer sessions at Colorado State University, Montana State College and the University of Hawaii.

Johnson has written over 40 tech-



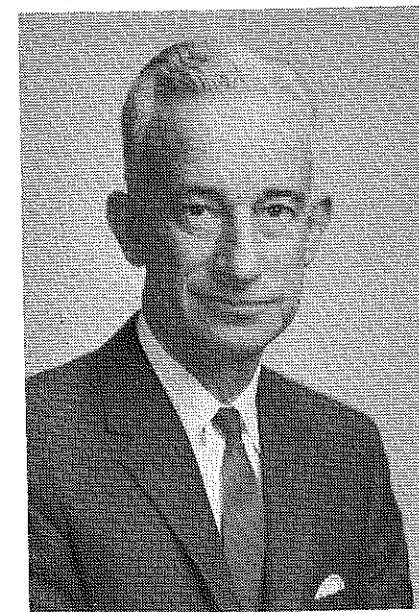
nical manuals and bulletins, and was co-author of two textbooks in farm mechanics. His articles have appeared in many professional and farm publications. He holds two degrees from Colorado State University, where he was awarded membership in Alpha Zeta and Alpha Tau Alpha honoraries.

The FFA conferred the honorary American Farmer Degree upon him for his service as a member of the Board of Directors of the Future Farmers of America and the Board of Trustees of the National FFA Foundation, Inc.

Joe Bail, Chairman, Agricultural Education, Cornell, is one of eight members of a special nationwide committee to recommend biological science courses for agricultural students. The committee is asked to help determine materials to be included in curricula for students in animal, plant, social and food sciences, agricultural education, natural resources, and bio-engineering.

H. N. Hunsicker met with officials in USDA to develop plans for the work of the Liaison Committee. This committee is comprised of each of the 16 agencies in the USDA and the Agricultural Education Staff in the U. S. Office of Education.

Neal Andrew, Director of Vocational Agriculture in New Hampshire, is now Assistant Chief, Vocational and Technical Education in that state.



Homer E. Edwards has left his post as State Supervisor of Vocational Agriculture in West Virginia to become a field representative working out of the Chicago regional office.

All three have broad experience in the field of vocational agricultural education and in FFA leadership, at State, regional and national levels.

BOOK REVIEW

Heady, Earl O., Haroldsen, Edwin O., Mayer, Leo V. and Tweeten, Luther G., *Roots of the Farm Problem*, Iowa State University Press, Press Bldg., Ames, Iowa, 1965. pp. 224, Price, \$4.95.

To-day's farm dilemma has often been explained by saying that the basic cause was an oversupplying of agricultural commodities which in turn has caused low prices. The authors of this book assert that this statement is erroneous. Their contention is that the true roots of the farm problem lie in change: changing technology, changing capital use, changing labor needs—and in the inability of agriculture to adjust to these changing conditions. Overproduction, they say, has been the result rather than the cause of the farm problem that has existed since 1933.

"Roots of the Farm Problem" analyzes the causes and consequences of farm troubles and policies in language farm workers, industry representatives, policymakers, and other interested laymen can easily understand. It was written in answer to requests of farm leaders and others who recognize the urgent need for public understanding essential to the intelligent guidance of the agricultural industry in coming years.

The authors analyze and interpret the background of the present U. S. agricultural situation, and relate it to some aspects of world agriculture. From this perspective, they go on to have increased the use of fertilizer and examine the economic forces that chemicals, farm machinery and operating inputs, which have decreased the need for farm labor. They appraise those forces that are causing rapid changes in technology and output. These appraisals are then projected to estimate both the future supply of farm products and the future input mix that will be used in the farm industry. Farm land prices, number of farms and future trends are scrutinized. The authors present a picture of agriculture in 1980 as based on their interpretation of present trends.

Earl O. Heady is Executive Director, Edwin O. Haroldsen is Editor, and Leo V. Mayer is an Associate, all with the Center for Agricultural and Economic Development at Iowa State University. Luther G. Tweeten is Assistant Professor of Agricultural Economics at Oklahoma State University.

—Guy E. Timmons

Passing the NVATA Gavel

SAM STENZEL, 1965 NVATA President, Russell, Kansas



Sam Stenzel

For the 18th time, the official gavel of the National Vocational Agricultural Teachers' Association was passed to the newly elected president at the conclusion of the 1965 convention at Miami Beach, Florida. Jim Durkee, vocational agriculture instructor at Laramie, Wyoming, will direct the activities of the Association until the 18th convention, scheduled for Denver, Colorado.

Since assuming the gavel in Minneapolis in December 1964, many definite accomplishments can be cited. Over one-third of the membership had the opportunity to meet and visit the Regional Vice-President during his official visit and participation in annual State Conferences. Many of the members also participated in the Regional Leadership Conference conducted by the NVATA officers and in the activities sponsored by the American Institute of Cooperation, New Farmers of America, and the Future Farmers of America.

Learned About NVATA

Agri-business and industry had the opportunity to become acquainted with the NVATA and its objectives. The President and other members of the Executive Committee attended and participated in the activities of National Plant Food Institute, National Safety Council, National Association County Agricultural Agents, American Institute of Cooperation, Farmers Union, and the National Grange at their Conventions.

Major Accomplishments

Major accomplishments for the year include securing representation on Advisory Committees determining the objectives and establishing the course for Vocational Education in Agriculture and the FFA; Appointment of an Advisory Committee for Agricultural Education through the American Vocational Association composed primarily of outstanding leaders in

dination of award programs for outstanding teachers of vocational agriculture, sponsored by Agri-Business and Industry and administered through the NVATA; and the development of guidelines for growth to give direction to the Executive Committee in directing the activities of the Association. The pinnacle was attained when the official delegates expressed confidence in the leadership and faith in the future of Agricultural Education through the NVATA by increasing the annual dues to \$5.00, providing the means for the NVATA to accomplish its purposes. The NVATA is a dynamic organization which takes pride in placing the needs of its profession and the demands of its members above all goals.

Appreciation

Your out-going President is appreciative of the many courtesies, support, and cooperation accorded him during his term of office. His year as President was a tedious task, but a pleasant experience in having the opportunity to serve his profession, his fellow teachers, and his National Organization.

Best Wishes

It is with utmost confidence and deepest respect, that he passes the official gavel of the NVATA to Jim Durkee and directs him to assume the duties as president of the National Vocational Agricultural Teachers Association.

Accepting The Gavel

JIM DURKEE, 1966 NVATA President, Laramie, Wyoming



Jim Durkee

In accepting the gavel for the National Vocational Agricultural Teachers' Association along with the responsibilities of directing the organization for 1966, a number of concerns confront your President.

First, there is a feeling of inadequacy in performing the task that the membership has charged the President to do. When a professional organization has established a program of activities that does create the interest and desire so that 95 per cent of the teachers of vocational agriculture in the United States join because they want to be members of the NVATA, it becomes quite a job just maintaining this position. But I am confident the job can and will be done with the fine team of professional teachers of vocational agriculture we have on the Executive Committee and with the support and cooperation we receive from teachers, teacher educators, supervisors, and other men in business, industry, and education.

Some Problems and Goals

I would be amiss if I failed to recognize that we do have problems facing vocational agriculture over the next twelve months. Many of these problems were identified at our NVATA Convention in Miami and testimony given by state presidents to do something about them during their term of office; to these I pledge my support.

Communications—an informed member is an active member; and too, an informed public will lend support to the profession of teaching vocational agriculture, whether this public be a teacher, school administrator, legislator, or men associated with the business and industry of our great American Agriculture.

Recruitment—vocational agriculture programs may be improved, expanded, and new programs developed in the same ratio that teachers are available. Increased demands have been placed on our Vo Ag teacher ranks to provide leadership on the local, regional, state, and national levels to fill vacancies as coordinators, supervisors, and teacher educators for

as well as in other areas of adult and vocational education. As a member of a profession, we do have a responsibility for identifying, selecting, and guiding young men to enter the profession of teaching vocational agriculture.

Curriculum—much work has been accomplished and many words written on changes for local programs of vocational agriculture, but it still remains the responsibility of the teacher of vocational agriculture to adapt a program to fit the individual needs of the boys enrolled in his class, whether the instruction is directed toward production agriculture or to the broad areas involved in the service, processing, distribution, and marketing of agriculture products.

Broader Leadership

Many challenging opportunities to lend leadership in Agricultural Education on the national level have become available to your professional organization, the NVATA. The voice of the teacher of vocational agriculture will be heard as an ex-officio member on the FFA Board of Directors, and on an Advisory Committee for the Classification of Agricultural Occupations. State Vo Ag Teachers Association Presidents will be involved in some of the Regional Conferences for teacher educators and supervisors.

These events and activities do not just happen. They are caused by the diligent efforts of your Executive Committee and the strength of your professional organization, the NVATA.

I accept the gavel of President, knowing that each NVATA member will join with me in making 1966 a banner year for our professional work.

News and Views

Ralph Woodin stepped down as Executive Secretary of the Ohio Vocational Association, a post held for the past 15 years. Ralph was paid high tribute by his coworkers in all areas of vocational education in expressing appreciation for his work for the organization and vocational education.

Robert Hargrave, Teacher of Vocational Agriculture, Route 1, Box 314, Gainesville, Florida, is president-elect of the Florida Vocational Association.

A. G. Bullard, former State Supervisor of Vocational Agriculture in North Carolina, is now State Director of Vocational Education. V. B. Hairr succeeds Mr. Bullard as State Supervisor.



Teachers and their wives in the West Kentucky and Purchase District Agricultural Teachers Associations enjoyed an illustrated talk at their annual Christmas dinner by Dr. and Mrs. George Luster.

Highlights of their two-years' work in Ahwaz Agricultural College in Iran where George served as Co-Director were reviewed. The agriculture of the country and the developments at the college which serves the desert area of southwest Iran were well described by Dr. and Mrs. Luster as they showed an excellent series of slides.

John R. Williams, Agricultural Specialist and Professor of Agricultural Education at University of Arizona died of cancer in Tucson. He was 43. Dr. Williams graduated from University of Maryland in 1943 and received his PhD. from Penn State in 1952. He is survived by his wife and two sons.

What The Texas Vocational Agriculture Teachers Association Does for Its Members

WILBERT H. MEISCHEN, Executive Secretary

During the spring of 1940, Vocational Agriculture Teachers of Texas were being selected to represent their fellow teachers in exploring the possibilities of forming an organization. In August, a representative of each of the areas of the state met in College Station, Texas, during the State In-Service Training Conference. The result of this meeting was the formation of the Vocational Agriculture Teachers Association of Texas. W. E. Williams of Cotulla was elected President of the newly formed organization.

The following members are the present officers of the Association: M. S. Hammack, President; Jack Roquemore, Vice-President and D. R. Luthringer, Secretary-Treasurer.

From the very beginning of the organization, the leadership has challenged Vocational Agriculture Teachers to a maximum effort to their profession and as such has influenced many important improvements in Vocational Agriculture. As the organization has grown and matured through the years, its efforts have grown also.

Dues

Membership dues in the Vocational Agriculture Teachers Association of Texas have been based upon the earnings of the teachers since the formation of the organization. The first dues were set from \$3.00 to \$5.00 based upon salaries of \$1800.00 to above \$2400.00 per year. In 1947, the Board of Directors voted to recommend to the membership dues of $\frac{1}{2}$ of 1% of the annual salary. The membership approved the dues increase recommendation and in January 1948, the Board of Directors elected Lewis B. Taylor as first Executive Secretary of the association. This position was served faithfully by Mr. Taylor for 10 years until his untimely death in 1958. John Holcomb was elected the Execu-

September 1, 1960. Alton D. Ice served the association from September 1, 1960 until August 1965. Wilbert Meischen, present Executive Secretary, started to work on August 1, 1965.

Office in State Capital

The office was located in Waco Texas from 1948 until 1954. In March, 1953, the Board of Directors recommended that the association office be moved to Austin, Texas, location of our State legislature. This move was most important for the association because the Legislature has assisted the association with important legislation that has improved Vocational Agriculture Education in Texas. The association has 105 Vocational Agriculture Teachers who serve in their districts as Legislative Chairmen. Chairmen and teachers work with Legislators and candidates for the office in the best interest of Vocational Agriculture. A Legislative Directory is published by the association and distributed to each Legislative Chairman so he may work closely with his fellow teachers in his district to keep the members of the Legislature informed. The directory lists the state and national representative, their committee assignments and home districts.

Membership

Membership in the Texas association is usually 96% or better. We have 53 district membership chairmen who encourage teachers to be professional and belong to the Vocational Agriculture Teachers Association and other state and national professional organizations. Association committees are the very lifeblood of the organization. The association by-laws provide for nine standing committees and such special committees as are found necessary to conduct the business of the organization. Many of the



Wilbert Meischen

come through the following committees: Membership, Education, Cooperation, Personal Interest, Legislation, Budget, Publicity, Professional Improvement and Duties of Executive Secretary.

Membership material is mailed the last of March or the first of April each year direct to the membership. Periodic reports are mailed to the chairmen from the association office as dues are received.

Special Benefits

Benefits the Vocational Agriculture Teachers Association of Texas have available to the teachers are as follows:

- (1) *Association hospitalization insurance*
- (2) *Major medical insurance*—This may be used on our associate hospitalization plan and/or other hospitalization insurance plans a teacher may have in force.
- (3) *Disability income insurance*

These insurance services are performed as a service and savings to the membership. Administration of the programs is handled in the association office. Premiums are paid in the form of postdated checks and these are processed monthly by the association office and one monthly premium check for the group is sent the company. Claims are sent directly to the company and are paid promptly from their office.

(4) *Credit Union*

The Vocational Agriculture Teachers Association Credit Union was organized in July of 1961. It has 520 members and total assets of \$253,279.41 as of December 31, 1965. A 5% dividend is being paid to the members this year on their savings. Loans are available as

Wyoming, A Small State Association

CLARK ALLEN, Teacher of Vocational Agriculture, Cheyenne, Wyoming

What can 54 men teaching vocational agriculture in one state do?

Little significance would be given in statistics to a figure that represents about one-half of one per cent of the whole, but 54 teachers of vocational agriculture have done something.

Fifteen years out of the seventeen that the NVATA has been organized, Wyoming has been a 100% state association with a high percentage of these years being the first state association to be recognized as a 100% NVATA association.

Wilbert H. Meischen

(Continued from page 234)

signature loans (without security up to \$750 at the rate of 1% on the unpaid balance per month) and secured loans (\$755 or more at the rate of $\frac{3}{4}$ of 1% on the unpaid balance per month).

(5) *Purchase of automobiles at fleet prices*

Almost since the establishment of an association office in 1948, there has been available to the membership arrangements for the fleet purchase of automobiles. Present arrangements are made for purchase of Fords, Chevrolets, Buicks, Pontiacs and Oldsmobiles. Price lists are prepared by the association office each year as soon as received from the cooperating dealers.

Public Relations

The association carries out a well planned public relations program. We have 904 addressograph plates in our office that provide us with the mailing addresses of all newspapers, radio and television stations in Texas. The association can supply the news media with pictures and outlines.

Public relations awards are presented by the Vocational Agriculture Teachers Association at the state conference during a special Awards Breakfast. Awards are pre-

Leaders are not born but they are made. This leadership is developed and nurtured not only by the Vo Ag Teachers' Association but by every opportunity available to our teachers of vocational agriculture as is demonstrated so well in their communities and in our state.

The role of Vo Ag Teachers in the state will show that they have provided leadership in the following areas: mayors, councilmen, board members for community colleges, members of the Governor's Committees on Youth and Educa-

Outstanding District Public Relations Chairman—Selection is based upon combined activities in newspaper, magazine, radio and television publicity.

Area Public Relations Award to teachers for newspaper and magazine activity. Points tabulation is as follows: all articles, 200 points; picture and caption, 400 points; all articles with picture and caption, 600 points.

Area Public Relations Award to teachers for radio activity. Points are earned by broadcast time at the rate of 10 points per minute.

Area Public Relations Awards to teachers for television activity. Points are earned for telecast time, at the rate of 20 points per minute.

Other awards presented are in the following categories: tenure, teacher trainer, state staff, school administrator, newspaper, radio, legislative, awards to members of the press and special awards.

The association plans to construct a 2700 square foot office building on a lot close to the State Capitol. This will meet the growing needs of Vocational Agriculture Teachers in Texas. Space will also be provided for the VATAT Credit Union and workroom space to carry on the functions of the association. The Vocational Homemaking Teachers Association of Texas will also have offices in the new

tion, an author, a candidate for State Senator, a State Junior Chamber of Commerce Vice President, an Outstanding Young Man of the Year for the State, district president of State Education Association, Executive Secretaries of State Vocational Association, and two presidents for the National Vocational Agricultural Teachers' Association.

Members of the Wyoming Vocational Agricultural Teachers' Association have developed an organization that all teachers of vocational agriculture take pride in and want to be a member of.

The NVATA has always been viewed by members as the voice of our Vo Ag teachers on the National level. Each year four to seven teachers of vocational agriculture have observed and participated in our National Convention. The message they gave the membership through their enthusiastic reports and the new ideas they put to work in our association and in their local departments made 54 active NVATA members in Wyoming. Thirty percent of our present membership have participated in one or more national conventions of the NVATA.

Some Problems Too

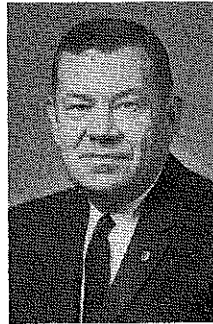
You're right, we have had our share of doubters, our problems and our concerns in both professional work and in teaching vocational agriculture. The mere fact that Wyoming is a small state association creates problems in providing funds to send delegates to Regional Leadership Conferences and National Conventions, but these handicaps have been overcome by both the support from our State Department of Vocational Agricultural Education and our teachers of Vocational Agriculture.

State Association problems have been solved by the willingness of all members to be active members in threshing out the problems and keeping the WVATA an organization that is serving a purpose and active in promoting the profession of teaching vocational agriculture.

The teachers of vocational agriculture in Wyoming do have a voice through their professional organization, the WVATA, in establishing policies and making decisions of concern to programs of vocational agriculture.

Characteristics and Competencies Desired By Employees in Agricultural Related Businesses

WILLIAM STEVENSON, Coordinator for Research in Vocational Education, Oklahoma State University



In Oklahoma a survey of some seven hundred agricultural related businesses was conducted to determine the needs of these businesses. Approximately two hundred job titles in ten types of businesses were considered in over two thousand job title interviews. The more important businesses dealing with farmers and farm products in Oklahoma were included in the research.

Agricultural Related Businesses Interviewed

Type Agricultural Business	Number Interviewed	Percent of Total Population
Meat Packing and Processing	102	40
Dairy Processing	21	55
Cotton Gins	70	45
Cotton Mills	4	100
Grain Storage	47	45
Agricultural Supplies	157	40
Ornamental Horticulture	127	40
Aerial and Ground Applicators	31	45
Agricultural Machinery Sales & Service	128	40
Poultry Processing	23	65
Total	710	

The interviews of these farm related businesses had three major purposes. These purposes were: (1) to determine the present and future needs in numbers of employees, (2) to determine the characteristics desired in employees, and (3) to determine the competencies required for initial employment and advancement. In each case the information was obtained by personal interview with the owner or manager of the business. The firms to be considered were selected at random and were located in all sections of Oklahoma.

Employers in these businesses reported a definite present and future need for trained young men to work in their companies. These managers expressed considerable interest in, and a willingness to assist with, a program in vocational agriculture which would make trained employees available. Their

encouraging, in that they saw a real expansion in the number of employees needed within the next five years. Employers estimated a 34 percent increase in the number of employees needing agricultural competencies within the next five years. During this same period of time, over three thousand new employees with training in agriculture will be needed. This indicates a need of supplying over six thousand agriculturally trained employees to these businesses in Oklahoma. Types of businesses which emerged as indicative of greatest need were ornamental horticulture, agricultural machinery, and agricultural supplies. Such businesses also were identified as ones in which a higher percentage of employees needed agricultural competencies. It was found that 77 percent of those employed in agricultural machinery sales and service

in ornamental horticulture and agricultural supply stores the percentage was 64 and 59 respectively.

Of major concern was the obtaining of an overall concept of the characteristics and competencies which a majority of business employers considered to be important in persons they may wish to hire. A farm or rural background was preferred by most of the businessmen interviewed. With such a farm background a young man has a vast store of marketable knowledge which many of us take for granted. If an employer has to teach an employee all of that which the farm-raised boy knows automatically, the training period will be much longer. Another advantage of a farm background, as expressed, was that such a young man has developed much more positive attitudes toward work. Such a willingness to work is considered a prime prerequisite and one which not all our young people presently possess. Through experience the business managers have learned that our rural youth can and will work hard. Young men with a farm background know how to talk the farmer's language. They respect the farming profession and are often more sympathetic toward farm problems. For these reasons the owners and managers of agricultural businesses are looking for men with a farm background.

In-Service Training

Results of several completed research projects in Oklahoma show that it is imperative that a majority of present employees have further education and training. Business administrators do not wish to do this training themselves for several reasons, chief of which is the fact that most of the businesses are relatively small and do not have training facilities or personnel to do the job. These firms cannot pay an untrained employee enough to keep him for the necessary training period. A well rounded education is necessary and the public school is certainly best prepared to supply this. These same managers indicated that an in-service training program for present employees would be highly beneficial to them. According to the persons interviewed, high school education is sufficient for many of the jobs they

education is directed toward occupational placement and provides some work experience. Many of the higher skilled, supervisory, and managerial jobs would, of course, require more schooling but presently a large number of well trained high school graduates can be placed. Very few employers indicated that they would be interested in employing anyone with less than a high school education.

Employers were asked to indicate the competencies that they

A total of 63 competencies were given ratings by employers for each job title represented in their business. Certain of the competencies appeared to be important regardless of type of business or level of employment. These knowledges and skills which seemed necessary for all types of employment were rated as follows when all job titles were combined.

This information indicates that any program designed with the objective of training young men for

Competencies Desired by Most Employers (700 Businesses, 200 Job Titles, 2000 Job Title Interviews) (No Importance-1, Some Importance-2, Very Important-3)

Rank	Competency	Rating
1.	Customer Relations	2.69
2.	Writing	2.64
3.	Salesmanship	2.55
4.	Safety	2.52
5.	Public Speech	2.34
6.	Employee Relations with Fellow Workers	2.28
7.	Experience in Management Decisions and Problem Solving	2.25
8.	Inventory, Stock Control, and Warehousing	2.17
9.	Receiving, Marking, and Shipping	2.11
10.	Employee-Supervisor Relations	2.08

considered essential in the men they hire. These competencies were broadly divided into three categories—Agricultural, Business and Distributive, and Trade and Industrial. Each interviewee was asked to rate the degree of competency necessary for employment and advancement in a number of areas as none, some, or high. Space does not permit us to discuss the skills needed in each of the 200 job titles, but there were several competencies so universally mentioned as to merit some particular attention. These competencies were found to be important in almost every job that was available in any agricultural business.

employment in Off-Farm Agricultural Occupations should aim at increasing the students' abilities in the above areas in addition to more specific instruction in a chosen field. Curriculum and course planning for courses and units to prepare off-farm agricultural employees should include opportunities for students to become proficient in these non-agricultural competencies found to be so important to successful employment.

Research in Oklahoma indicated that agricultural competencies needed were determined by the type of business and by the level of employment at which the person was working. As we see in the table

Agricultural Competencies Needed by Workers in Off-Farm Agriculture

	Plant Science	Soil Science	Animal Science	Agri. Mechanics	Ag. Bus. Management
Agricultural Supplies					
Management	3.0	2.0	2.5	1.3	2.0
Sales	2.0	2.0	2.5	1.0	1.8
Service	2.1	1.7	2.1	1.7	1.8
Agricultural Machinery					
Management	2.0	2.0	1.5	3.0	2.2
Sales	2.0	2.0	1.0	2.3	2.1
Service	1.9	1.6	1.0	3.0	1.1
Ornamental Horticulture					
Management	3.0	2.7	1.0	1.5	1.3
Sales	2.8	1.8	1.0	1.5	1.1
Service	2.8	2.8	1.0	1.5	1.1

None-1, Some-2, High-3

Lionel Cross

(Continued from page 221)

existence were adopted. These men, who came from every section of the country had to first arrive at some basic understandings and to build a respect for the talents and capabilities of others. The going was frequently neither smooth, nor easy, however, many of the decisions reached at that time have proven to be highly acceptable even up to the present time. The experience of growing up, of changing our thinking from a state to a national basis, and the building of respect and confidence among the various members was indeed a thrilling and inspiring one which will never be forgotten by any of those who were privileged to be committee members.

It should be noted that less than one-half of the expense of the committee could be paid at the first executive committee meeting. By the time of the 1949 convention in Atlantic City the organization was in a position where the larger portion of the expense could be paid. Fortunately, several local districts or states financially assisted some of the committee members. Practically all expense for stationery, stamps and secretarial work was born by local districts and individual executive committee members during the first year of the organization.

Some Significant Happenings

1. Since the time of the first executive committee meeting, visitors have always been welcome.

2. The AVA has had a representative

(Continued on page 238)

(left), persons in the managerial level of the agricultural supply business should be highly trained in plant science and animal science with some training in soil science and agricultural business management and very little training in agricultural mechanics. If we find a high need for agricultural machinery training with only some instruction in plant and soil science and agricultural business management. These guide lines can give us direction not only in curriculum planning but will indicate where different training programs may allow some grouping of individuals with differing occupational objectives.

Lionel Cross

(Continued from page 237)

at practically all meetings of the NVATA executive committee.

3. The executive committee is the group responsible for the nomination of a president. It has been highly complimentary to this group that there has been very little, if any, politicking for office. With a close association over a period of several years the men on the committee have a remarkable opportunity to size up the various members. At the time for balloting, no nominations are made, the group cast their ballots for the man of their choice. By repeated ballots and the elimination of the man with the low vote, a nomination is finally made. This is a situation where "the office seeks the man and not the man the office." The records of the past presidents bear out the wisdom of this method of operation.

4. In the early days of the association there were quite a number who felt that purchasing advantages should be arranged for the membership. Firestone cards were made available. An attempt to arrange for fleet purchases of cars was made, and several similar possibilities were investigated. It was soon found that in crossing state lines many difficulties were encountered, also, probably of more importance was the feeling of the majority of the members that our basic purpose was for professional improvement, exchanging of ideas, and the promotion of the profession.

5. Members do have a voice in those things affecting vocational education and particularly vocational agriculture.

6. The development of newsletters from the national office has resulted in much better lines of communication. In recent years most members of the executive committee have adopted a practice of sending out "Newsletters." Many states have found this to be an excellent manner for keeping their membership informed.

7. Legislative successes have been many since the NVATA was formed, however, the major portion of the effort of officers has been in other lines, such as promoting the general welfare and professional aspects of the organization.

8. In 1947 there was no way by which any group of national stature could hope to represent Vo-Ag men. Since that time there has been a steady but rapid growth in numbers of organizations who regularly contact and look to the NVATA as the group representing Vo-Ag men.

Abraham Lincoln once said, "every man owes something to his profession." The early leaders in the NVATA were firmly convinced that they too "owed something." The record of accomplishments and the strength of the organization today reveal how much this group believed in the profession and how much they gave.

Harvestore Travel Scholarships

ROBERT HOWEY, Treasurer, NVATA, Sycamore, Illinois



Robert Howey

A. O. Smith Harvestore Producers, Inc. of Arlington Heights, Illinois announced in October the sponsorship of a Travel Scholarship program for outstanding teachers of agriculture.

The purpose of the program was to recognize NVATA members who have done an outstanding job of promoting a total program of vocational education in agriculture at the local level and who have contributed to their profession by active participation in professional, civic, and community organizations.

A score card was devised by the NVATA Executive Committee to facilitate the selection of these outstanding members. One award was made in each of the six NVATA Regions and the winners for 1965-66 were: Rex Jensen, Garland, Utah, Region I; Sterling Beckham, Sulphur Springs, Texas, Region II;

Donald Erickson, Rugby, North Dakota, Region III; Albert Ackley, Ovid, Michigan, Region IV; W. S. Boyd, Fayetteville, North Carolina, Region V; and Harvey Seal, Ashland, Virginia, Region VI.

The winners were given free transportation to the annual NVATA convention in Miami where they were feted and received their awards. This summer, the recipients will go on an expense paid tour including visits to the nation's capitol, farm equipment and supply manufacturers, A. O. Smith Harvestore Products factories and facilities, some outstanding farms featuring modern systematic production operations, and other areas showing the latest developments in scientific food production.

Changes This Year

The program will be sponsored again for 1966-67 with a few changes made in the score card and details for selecting the winners. Regional winners will be selected only from those named as state winners at the state summer conferences. The information will be sent out early enough this year so that State Association officers can make their selection and submit one name to their NVATA Regional Vice-President.



Regional winners of the NVATA—A. O. Smith Harvestore Products Travel Scholarships for 1965. The six teachers received their awards at the NVATA convention and the trip to Miami. Pictured from left: Donald Erickson, Rugby, North Dakota, Region III, M. Rex Jensen, Garland, Utah, Region I, Harvey Seal, Ashland Virginia, Region IV, Robert C. Smith, A. O. Smith Harvestore Products, Inc., Sulphur Springs, Texas, Region II, Albert Ackley, Ovid, Michigan, Region IV, and W. S. Boyd, Fayetteville, North Carolina, Region V.

BOOK REVIEW

Hannah, H. W., *Resource Book for Rural Universities in the Developing Countries*, University of Illinois Press, Urbana and London, 1966. pp. 375, Price, \$8.50.

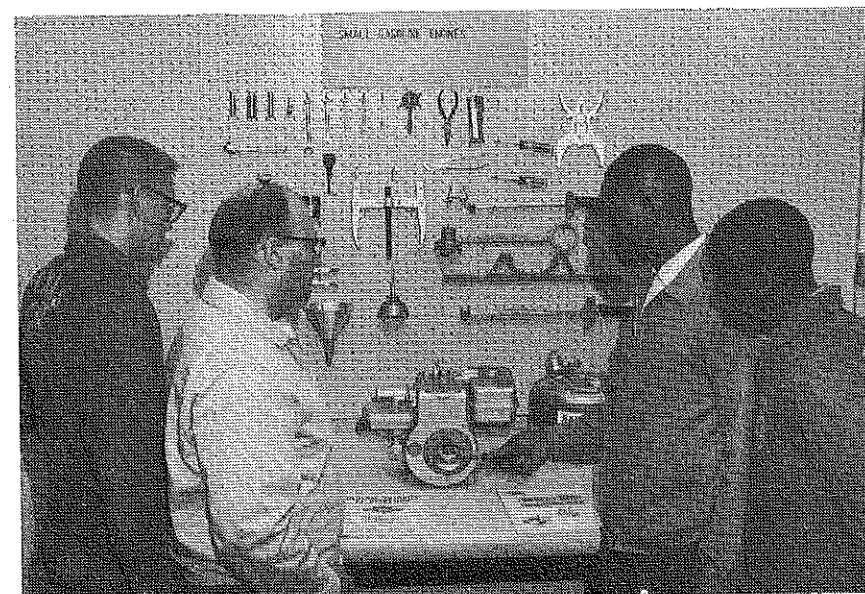
This is a comprehensive resource book for agricultural, educational, and political leaders in developing countries and for foreign advisors to these governments and their agricultural or rural universities.

The volume should prove to be an invaluable compendium of information, with, as stated by the author, a threefold purpose: (1) To express as meaningfully as possible and in as many instances as are appropriate, those underlying assumptions and principles which give the land-grant institutions their vitality. (2) To explain and discuss the general structure which seems to have best promoted these assumptions and principles. (3) To provide a reservoir of detailed and factual information about the internal organization and functioning of such a university, from which may spring ideas and answers about what to do and what not to do.

The author discusses the role of agricultural education in economic development, the purposes of the new universities and the need for them, and the necessity for a new philosophy and new look in existing colleges and universities. There is also presented a wealth of detailed information about the structure, policies, and procedures for setting up and operating both the academic and administrative areas in an agricultural university. Finally, the author makes some insightful observations about existing agricultural universities in Africa, Asia and South America.

Professor Hannah has helped establish and has served as a consultant to agricultural universities in India, Nigeria, and Pakistan and has compiled this book under a contract with the Agency for International Development. He is professor of agricultural law and veterinary medical law at the University of Illinois. He also has served as associate dean of the University of Illinois College of Agriculture.

—Guy E. Timmons
Michigan State University



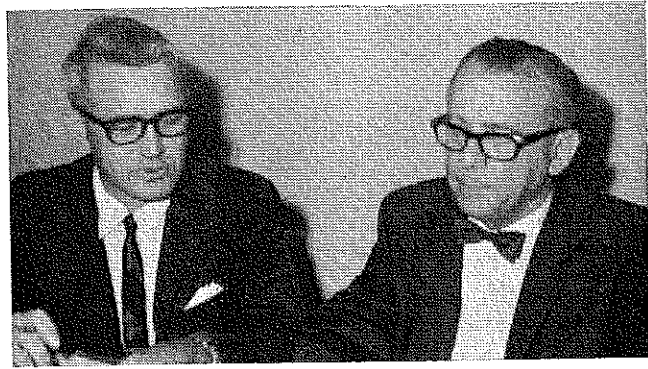
Tools and equipment necessary for teaching a unit in small gasoline motors. From left to right: Johnny Prihoda, Vo. Ag. III student, Gabe Dooley, Jr., Vo. Ag. Teacher, Lorenzo Crosby, Jr., Vo. Ag. Teacher, and Jeff Kelly, Vo. Ag. III Student: (LaGrange, Texas)



An easy-to-use, desk-top teaching aid for demonstrating the "Magic of Fluorescence" is available to schools from January 15 to July 15, 1966, as a free bonus with the purchase of ten or more standard packages of General Electric lamps for school lighting. The scientific demonstrator can be used to show how a fluorescent lamp is constructed and how light is produced, to explain how different "colors" of light are derived and how light affects the colors seen, and to describe the basic electrical circuitry. It comes complete with a specially-made lamp and fixture, color swatches,

Stories in Pictures

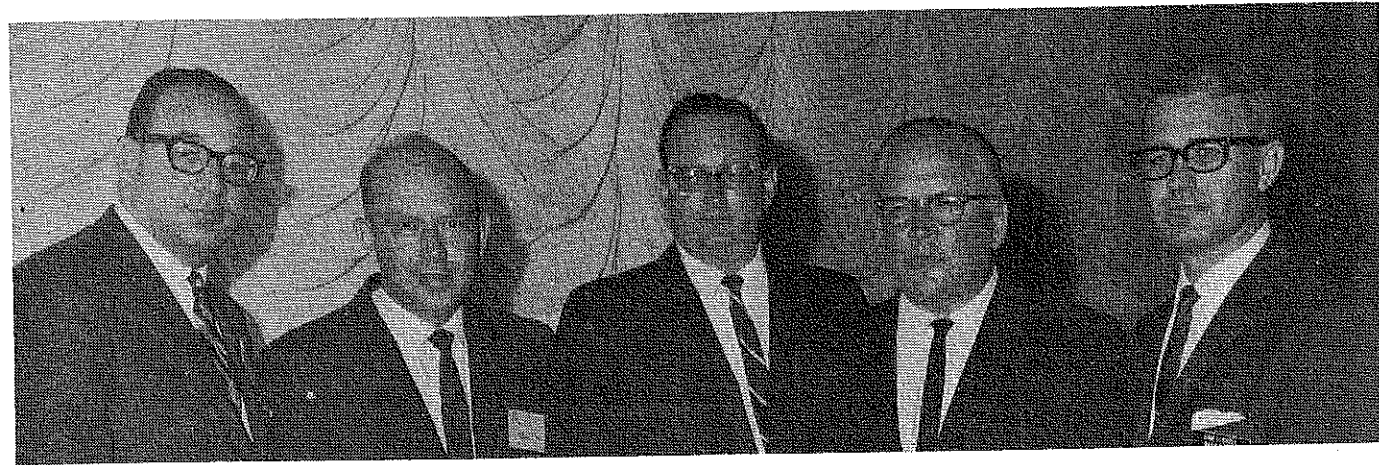
Gilbert S. Guiler
Ohio State University



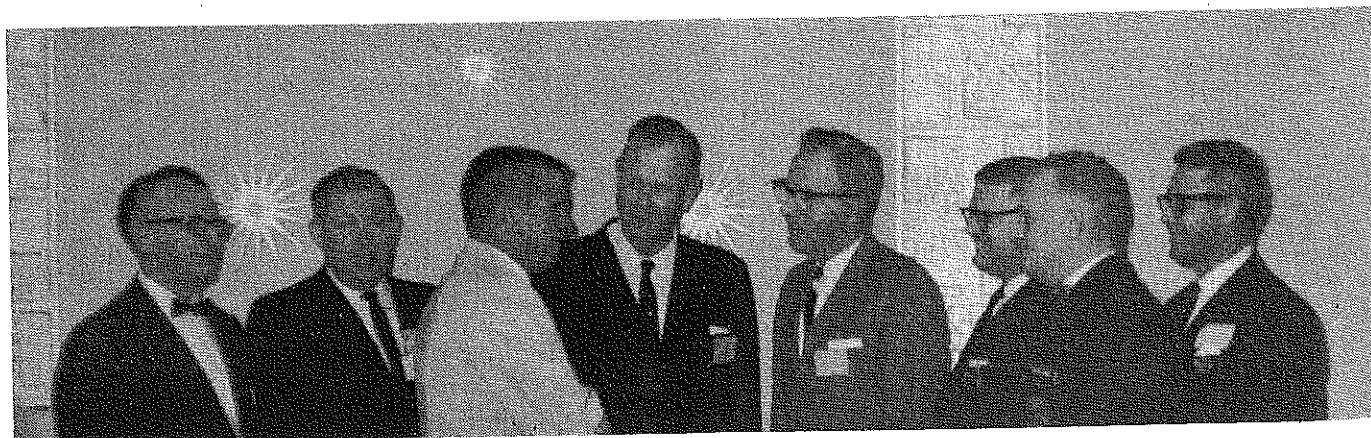
President Sam Stenzel left and Executive Secretary James Wall right make plans for NVATA opening session.



E. L. Sparrow, Training Department Manager, Tractor & Implement Division, Ford Motor Company, was keynote speaker at opening of the 1965 NVATA convention in Miami Beach, Florida.



Three vocational agricultural teachers each won a \$500 cash award from Chas. Pfizer & Co., Inc. of New York for outstanding contributions as this year's national FFA winners in poultry, dairy, and livestock farming. From left: A. J. Adolff, Public Relations Director for Pfizer's Agricultural Division; Truman Tilleraas, Vocational Agriculture teacher at Blooming Prairie, Minnesota and winner in the livestock farming award, Bruce W. Emanuel, Greenwich, New York, teacher of vocational agriculture and winner of the Dairy Award, Rees C. Hackenbracht, vocational agriculture teacher, Bellevue, Ohio and winner of the poultry award, and Sam Stenzel, Russell, Kansas, outgoing President of the National Vocational Agricultural Teachers' Association, Inc.

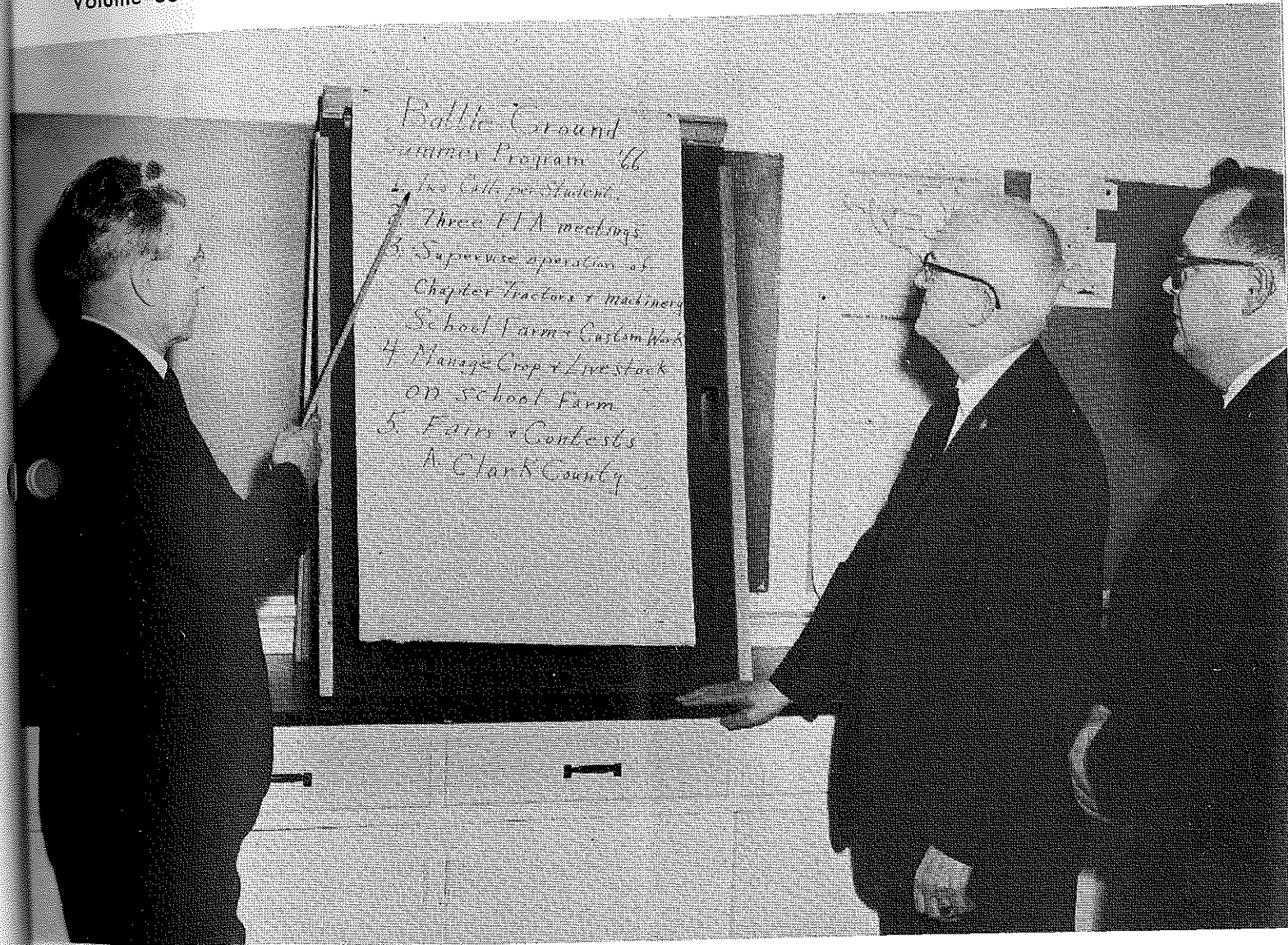


AGRICULTURAL Education

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Ralph Olmstead, senior teacher of Vocational Agriculture at Battle Ground (Washington) High School since 1940, points out plans for the summer program to Superintendent of Schools, Harold Johnson, while Pat Alleyn, the second vocational agriculture teacher, looks on. photo—M. C. Knox, Washington

Featuring—

Planning Summer Programs