



Five members of the Charles Harms family are enrolled in the young and adult farmer program at the Southwestern Wisconsin Vocational-Technical School, Platteville, Wisconsin. A sixth member of the family is enrolled in vocational agriculture at Platteville High School. Pictured are Mr. Harms and his five sons. (Photo by Bryan Dugdale, Instructor)



Volume 43

Agricultural Education

September, 1970

Number 3

Stories in Pictures

ROBERT W. WALKER
University of Illinois



Facilities for teaching floriculture in the high school at Jackson, Michigan. (Photo by Walter McCarley, Michigan State University)



Richard Hiatt (left), President, and fellow officers of the Southern Illinois University Collegiate FFA Chapter discuss plans for turning over the organization's leadership to a new set of officers. Other officers are (seated) Thomas Schertz, Vice President; David Kelsey, Treasurer; William Doerr, Faculty Advisor; (standing) Larry Janson, Reporter; and Larry Kraft, Sentinel (Staff Photo, Southern Illinois University)



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THE AGRICULTURAL EDUCATION

MAGAZINE

Vol. 43 September, 1970 No. 3

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THE AGRICULTURAL EDUCATION MAGAZINE is the monthly professional journal of agricultural education. The publication is managed by an Editing-Managing Board and is printed at The Lawhead Press, Inc., 900 East State Street, Athens, Ohio 45701.

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Subscription price, \$3 per year. Foreign subscriptions \$4.00. Student subscriptions in groups one address, \$1 for October-May. Single copies .50 cents. In submitting subscriptions designate new or renewal and address including zip code. Send all subscriptions to Doyle Beyl, Business Manager, AGRICULTURAL EDUCATION MAGAZINE, Box 5115, Madison, Wisconsin 53705.

Articles and pictures should be sent to the Editor or to the appropriate Special Editor.

Second-class postage paid at Athens, Ohio.



Editorials

From the Editor . . .

Is FFA Acting Its Age?



J. Robert Warmbrod

It is commonplace today for the bright, idealistic, under-thirty crowd to label many of us who have passed that milestone as establishment-oriented defenders of the status quo. Perhaps the same outlook and orientation holds for organizations also. Is it not possible that new or young organizations are more dynamic, more responsive to the needs of its members, and more imaginative than older, more static organizations that tend to hold on to the past and respond slowly, if at all, to new challenges and responsibilities? Following this analogy, some concerned members of the profession contend that FFA, which as a national organization is now twelve years beyond the thirty-year mark, is acting its age. The allegation is particularly noteworthy in view of the fact that FFA's membership is made up of adolescents and young adults, none of whom is over thirty.

The phrase "of, by, and for students of vocational agriculture" is used frequently to describe FFA. Is FFA a

students' organization? Is there at least a remote possibility that the programs and policies of FFA reflect more the outlook and orientation of adult advisors than the interests and aspirations of youth who comprise its membership? Although the need for guidance and advice by adults is indispensable, teachers and advisors at state and national levels are not immune to temptations of influencing FFA programs and policies in directions they desire and encouraging the continuation of programs, policies, and activities that evolved from a past era of vocational agriculture. Teachers must be especially sensitive to the possibilities and dangers of misusing FFA as a public relations and publicity tool. It is a strong and dedicated teacher indeed who can keep FFA in perspective when accomplishments of FFA members and chapters are used as the primary criteria for reward and recognition within the profession. Also, is not the temptation great to use FFA as a means for securing nonpublic funds for supporting or promoting activities which, in reality, appeal to and benefit a rather select group of vocational agriculture students?

(Continued on next page)

Guest Editorial . . .

Proud Past—Bright Future



Donald E. Wilson

Little comment needs to be made concerning FFA in the past. The accomplishments of the FFA speak and stand for themselves. As for the present, we can all look at the FFA and make our own assessment. The FFA is an integral part of vocational agriculture and vocational education. Vocational education and all of education is undergoing change. The FFA is part and parcel of a rapidly changing system of education. The FFA has changed more than most people realize or will admit; it is the most relevant portion of our program.

The past several years have served to test severely vocational agriculture and the FFA. The revised system of federal funding for vocational education, the elimination of earmarked funds, the attempt to eliminate subject matter identity, attacks on the FFA Foundation, and the U.S. Office of Education's policy on youth groups have been

serious challenges. The FFA has withstood these challenges and remains strong and active.

The FFA activity and awards program has been expanded and broadened. The National FFA Foundation structure has been revised. It is possible to continue to expand and revise contests and other award activities as needed. Award, contest, and activity programs either exist or can be developed that are appropriate to any phase of vocational agriculture instruction. FFA can accommodate the needs of future vocational agriculture students. We would do well to utilize fully the opportunities now available rather than complain about outmoded programs or self-imposed restrictions. We are all guilty of a lack of imagination when it comes to utilizing existing programs and opportunities. The key to a successful FFA is an effective local and state program. National contests and awards are important but for the most part they are "frosting on the cake."

FFA has numerous problem areas. I feel that basic issues can be resolved and emerging needs accommodated. The climate for vocational education groups is exceptionally good at the present time. The general public is very

(Continued on next page)

Donald E. Wilson is Chief, Bureau of Agricultural Education, California Department of Education, Sacramento.

From the Editor . . .

To what extent do student FFA leaders study and discuss among themselves the issues and problems facing FFA, then propose changes in policies and programs? For intelligent, creative young men such as those who serve as state and national officers not to propose innovative changes, or occasionally even drastic changes, would be an anachronism. How many proposals for change initiated by state and national officers during the past five years have had to be tempered by state advisors and executive secretaries or the National Board of Directors?

Some rather convincing evidence can be cited to support the assertion that FFA as a national organization is institutionalized to such an extent that it is, at best, slow in responding to changes in vocational agriculture. A case in point is Public Law 740 incorporating the Future Farmers of America which has done little to enhance change in FFA. Other evidences are that it took five years to change the national constitution to allow girls to be members and that the 1969 national delegates either elected not to consider or defeated proposals for altering the name "Future Farmers of America," for changing the titles of the degrees of active membership, and for adjusting the number of regions and the number of states in each region to insure more equal representation of membership. Which has changed more during the last ten years, instructional programs in vocational agriculture or the FFA?

The fact is indisputable that FFA has made and will continue to make significant contributions to vocational agriculture and to the development of vocational agriculture students. We must not lose sight, however, that FFA is a means, not an end in itself. Its very root and purpose are derived from the program of vocational education in agriculture and the school and social settings in which public education functions. We adults must not mistake what we want or think FFA to be with what it should and must be to serve best the purpose for which it was established — the development of qualities of leadership, citizenship, and cooperation in all students of vocational agriculture.—JRW

Guest Editorial . . .

receptive to youth and youth groups demonstrating a sense of constructive purpose and responsibility. It appears that many of our problems and concerns are at the national level. Certainly the organizational pattern in the U.S. Office of Education has done nothing to support or strengthen FFA or any youth activity programs. The recent stumbling and partial retraction of the USOE concerning its policy on youth groups has not been an indication of support or strength.

The ill-advised attempt to stampede into a post-secondary FFA at the national level stands very little chance of success. National emphasis on an international FFA pro-

gram, while laudable in intent, is not well timed. We should have our own house in order before we export the organization. The time and effort devoted to international and post-secondary efforts could be better expended improving our FFA program in this time of change.

The relationship of the FFA to other vocational education youth groups is a fertile area for discussion. Some "togetherness" is desirable, but common advisors, mergers, and the across-the-board approach to vocational education youth programs would result in the weakening of all programs. There is a danger today of generalizing vocational education to such an extent that it is meaningless. The FFA, like vocational agriculture, must maintain its identity in order to be effective, and in fact to survive.

Vocational agriculture and FFA have always had the capability of accommodating students with special needs. The individualized nature of the instruction and activity programs is particularly well adapted to such students. It would be very wrong to assume, however, that FFA and vocational agriculture are the answers to basic social problems in our urban and rural areas. The FFA must remain oriented to the agricultural occupations. Any agricultural youth group that forgets about or neglects agriculture is in for serious problems.

My closing comment on the FFA is best expressed in four words—PROUD PAST—BRIGHT FUTURE.

Themes for Future Issues

October	Ideas for Effective Teaching
November	Research in Agricultural Education
December	Innovations in Agricultural Education
January	Work Experience Programs for Agricultural Students
February	Placement and Follow-up of Agricultural Students
March	Environmental Science Education in the Agricultural Curriculum
April	Agricultural Education for the Disadvantaged

THE COVER PICTURE

A first for the FFA was marked during the 1969 National Convention with the selection of the Star Agribusinessman of America as well as the Star Farmer of America. Oscar J. Manbeck, Bethel, Pennsylvania, was named the 1969 Star Farmer of America. Dan Dunagan, Willcox, Arizona, is the first FFA member to be named Star Agribusinessman of America. (Photo by A. Daniel Reuwee, Director of Information, National FFA Center, Washington, D.C.)

Changes in Vocational Agriculture and FFA

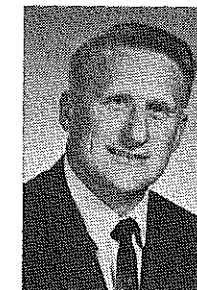
MADS COTTRELL
Vocational Agriculture Teacher
Meeteetse, Wyoming

Needed Changes

Some teachers of vocational agriculture are so interested in winning blue ribbons and FFA contests that the vocational agriculture program as a whole suffers. I agree that those activities build pride and leadership for those who win and that the FFA is one of the world's best youth organizations. But the program as a whole should be balanced for those who do not come from large farms or ranches and do not have the facilities of some of the other students. Something is missing if a young man can become a state FFA president but not know how to turn an oxyacetylene unit on and off. There have been such cases. Each teacher should strive to have a balanced vocational agriculture program.

Another place where some change could be made in many cases is the practice of keeping a student in vocational agriculture for four years when he could achieve his goal in a shorter time if the curriculum were changed. Over the years we have taught several units within any one semester, jumping from one unit to another as the semester progressed. In other words, for a student to learn about some area of mechanics in which he might be interested, he would be forced to learn about poultry or something else he does not care about just because it is taught that semester. We are living in an era of specialization. More students could be helped if curriculums were changed such that certain areas of vocational agriculture were taught each semester. Then a student could get in and out to his advantage.

If the curriculum were changed in this fashion, many would suggest that students coming and going each semester will ruin local FFA chapters. I grant that this is a challenge that would have to be met by teachers of vocation-



Mads Cottrell

Mads Cottrell, Vocational Agriculture Teacher at Meeteetse, Wyoming, is President of the Wyoming Vocational Agriculture Teachers Association.

al agriculture if the chapter's activities are to be kept interesting and if membership is to be maintained. However, many students would stay in vocational agriculture for four years. Students who want to specialize would join and enjoy the benefits FFA has to offer while they were in the program. In many cases these students would stay with the program after they were introduced to it. In one case where the change in curriculum was made, enrollment in vocational agriculture and membership in the FFA increased 60 per cent the first year.

Changing World

It is apparent that as long as there are people to feed and clothe, there will be a necessity for production agriculture and a need for agribusiness to help produce, process, and market agricultural products.

Vocational agriculture can continue to play an important role in preparing personnel in the agricultural field if we evaluate and change programs as the needs arise. We cannot say what was good enough last year will be good enough next year. We are living in a changing world and we must change with it.

Membership Gap . . . Fact or Fallacy Appraisal

RICHARD F. WELTON
Former Teacher of Agriculture
Eaton, Colorado

The use of "gap politics" came into prominence during the late 1950's when an aspiring presidential candidate made the the missile gap a hotly debated campaign issue. Not too long ago, a resident of the White House was accused of creating a credibility gap. We are all well aware of the generation gap.

Within the past decade, the expression "membership gap" has been introduced into the FFA vocabulary. No doubt the term had its origin when state and national leaders identified membership as a problem deserving attention. The organization first became aware of a serious gap in membership in the 1960's when consideration was focused on the non-farm background of many students who were enrolling in vocational agriculture and the impact of these students on FFA membership.

FACTS AND FALLACIES

As we enter the 1970's, the FFA finds itself faced with a multiplicity of unsolved problems. Many of these problems are reflected indirectly in the number of students who do not join the FFA each year. It may be possible for us to observe the membership gap as

a barometer in predicting trends and needed modifications within the organization. If we are to use this device wisely, we should examine some of the facts and fallacies before attempting to make appraisals.

• There is a membership gap. . . FACT

Obviously, a membership gap exists in the FFA. In 1969, only 84 per cent of the students enrolled in vocational agriculture were FFA members. This gap is accentuated when one considers this recently established goal of the national organization: Involvement of all vocational agriculture students in the FFA.

• Membership gap has occurred recently. . . FALLACY

A close examination of the accompanying figure quickly reveals that this statement is pure fantasy. Many persons associated with the FFA have been under the delusion that membership has only recently declined and that this declining membership is a problem of the times. As far back as 1953 the organization experienced a membership gap. The percentage of vocational agriculture students who were FFA members in 1969 was essentially



An Executive Committee retreat to a cabin in a recreation area gives students a chance to evaluate their program of activities and make plans for the coming year.

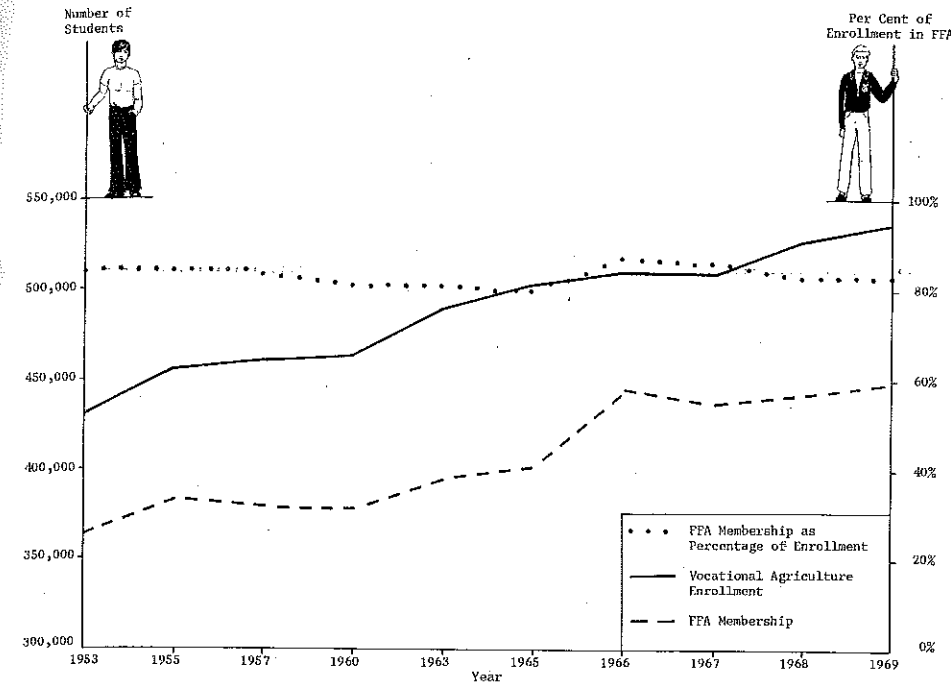
the same as in 1953. There is of course one major difference between 1953 and 1969. In 1969, more students were enrolled in vocational agriculture. Sixty-nine thousand students elected not to join the Future Farmers in 1953. In 1969, there were approximately 87,000 students who did not become members of FFA.

• Membership gap is result of legislation. . . FALLACY

When the Vocational Education Act of 1963 was enacted, the traditional concept of vocational agriculture was altered to include "any occupation involving knowledge and skills in agriculture." One anticipated result in this modification was a sudden influx of non-farm students with little interest in belonging to a farm-oriented youth organization. A sudden drop in the percentage of enrollment was expected. The figure shows that enrollment in vocational agriculture and membership in the FFA both increased gradually before the 1963 Act and have continued the trend since.

• Need for change is evident. . . FACT

When we realize that as many as 87,000 vocational agriculture students have elected not to pay their dues in the FFA, this is an indication that some changes in the organization are needed. It is conceivable that modifications were in order as early as 1953 when only 84 per cent of the students enrolled in vocational agriculture associated themselves with the Future Farmers. Perhaps the membership gap has become a scapegoat for revitalization. We may be accused by some of being preoccupied with maintaining a high membership percentage as an end in itself,



Enrollment in Vocational Agriculture and Membership in FFA
United States, 1953-1969

even at the expense of more fundamental endeavors such as effectively serving the needs of all students.

• Change in FFA has narrowed the gap. . . FALLACY

It may be too early to evaluate effectively the impact of recent modifications in the constitution and by-laws, contests, awards, and objectives on the percentage of vocational agriculture students who become FFA members. There are indications, however, that the percentage of vocational agriculture students who are FFA members has declined in the last three years and may have leveled off at this point. An evaluation of the situation a decade from now may provide the real proof of the pudding. On the other hand, there are those who argue that we have been too late with too little and urge more drastic changes to meet the contemporary needs of a growing membership.

REVITALIZATION

If one were to attempt an appraisal of how to revitalize the FFA to meet the demands of an expanding membership, we will find that problems facing the FFA must be shared by the national and state associations, local chapters,

and vocational agriculture teachers. No particular order of importance is intended in the list. Some may argue that teachers and chapters are restricted in their activities by state and national policies and procedures. This is true to a certain degree; however, revitalization on the local level can be initiated without directions from above. On the other hand, national and state associations must keep a finger on the pulse of local chapters to anticipate and make needed changes continually to improve and up-date the organization.

No one can deny the tremendous challenges which face the FFA in the decade ahead. The problems which confront us may be opportunities in disguise. Clear thinking and cooperative action on the part of everyone associated with the FFA are needed as never before. The following are suggested as some of the areas which merit our earnest consideration in revitalizing the FFA on the local, state, and national levels.

—The image of the FFA must be changed from that of a farm youth organization to one with appeal for all students interested in agriculture.

—Consideration should be given to the value of benefit participation by members in activities, that is, students

should be recognized and rewarded by the organization according to their level of participation.

—Where the situation will justify, the use of multiple FFA chapters in vocational agriculture departments will provide an opportunity for greater involvement by all members.

—The attitude of "anti-change" on the part of many individuals within the organization should be countered with a more progressive and positive attitude.

—Chapter activities should be designed to appeal to all students regardless of their background. Students of the lower socio-economic scale participate less than other students thus they need and will benefit more from the experience of participation. A wide variety of activities will present an opportunity for greater participation.

—No one can deny the value of competition as it hones the edge of success; however, when competition is overemphasized, the end result may have the effect of stifling interest.

—Students should be vigorously involved in planning activities. They should have the option of adding to or omitting from their yearly plans.

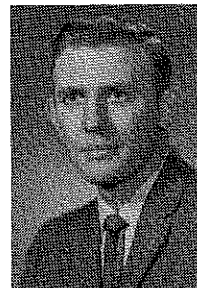
—Vocational agricultural teachers should realize the importance of their role in the implementation of the local program. Their attitude and interest is a key to the successful outcome of chapter activities.

It is not enough for us to recognize these areas for possible renewal. We must have the organizational arrangements to make change a possibility. John Gardner, author of *Self-Renewal*, offers these words regarding organizational renewal.

The ever renewing organization is not one which is convinced that it enjoys eternal youth. It knows that it is forever growing old and must do something about it. It knows it is always producing dead wood and must, for that reason, attend to its seed beds. The seedlings are new ideas, new ways of doing things, new approaches.

The survival of the FFA may depend upon how quickly we attend to our seed beds; *listen* to new ideas; *accept* new ways of doing things; and *allow* for new approaches. By cultivating these concepts, the FFA membership gap will be bridged more rapidly as we move toward serving and involving all students who are enrolled in vocational agriculture.

Richard F. Welton taught vocational agriculture in Nebraska and Colorado for ten years, the last six of which were at Eaton, Colorado. During seven of the ten years his FFA chapters were designated National Gold Emblem Chapters. In 1966 the Eaton FFA Chapter was the national winner in Farm Safety. In 1970 he served as a consultant on contests and awards to the National FFA staff. Mr. Welton is currently a Ph.D. candidate in agricultural education at The State University, Columbus.



Richard F. Welton

Improving the Art of Teaching

ISAAC C. ROGERS
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In vocational agriculture today, a great deal of attention is being given to principles of teaching, learning theories, and new techniques which enable teachers to improve teaching practices. Teaching is an art, but science can improve that art. Teaching experiences, well-founded principles of teaching; and trial and error can bring about improvement in teaching. A successful teacher should acquire proficiency in utilizing psychological principles, including the development of efficient ways of evaluating one's own teaching.

• Methods of Teaching

As the number of teaching methods used by a teacher is increased, it is probable that learning is increased. Many teachers develop or favor one best method of teaching; however, not all students learn equally well under a specific method in presenting subject matter. The constant use of one method of instruction, irrespective of the reason, causes monotony and loss of interest among students. The teacher who is interested in professional growth should endeavor to become skilled in several methods of subject matter presentation. Learning will increase as better use is made of textbooks, teaching devices, and as students exert greater efforts in the learning processes.

Teachers must be familiar with what is known about learning. There are a number of insights which have been developed by psychologists that are relevant to teaching and learning. Some of these insights, or principles of learning, are discussed in this article.

• Reward

Behaviors which are rewarded are more likely to recur. This principle seems to hold for every sort of animal from the earthworm to the human. The behavior which usually emerges

in any situation is that which was found successful in a similar situation. Properly planned learning provides a steady and cumulative sequence of successful experiences.

An individual learns or changes the way he acts by observing the consequences of his actions. If reinforcement follows the desired action quickly, learning is more effective. However, delayed reward weakens the probability of the successful act being repeated or effective learning taking place. Intermittent rewards tend to increase the length of time a learner will persist at a task without further reinforcement. When a student becomes aware of his learning progress, he will do a much better job.

Learning appears to accumulate with repetition; however, repetition without reinforcement is a poor way to elicit learning. Boredom and fatigue result when long periods of time are devoted to practice. Short periods of practice have proved to be superior to relatively long periods of practice. Practice does not always make perfect.

• Discipline

Good discipline is important to facilitate effective teaching. Discipline problems arise from a variety of causes including health or personal problems; home situation; activities outside the home and school; and problems within the school environment. Little teaching and learning will be realized unless there is discipline in the classroom.

Generally, threats and punishment have variable and uncertain effects upon learning. Threats and sarcasm build tension and anxiety in students. Sometimes absence of punishment may be just as good a way to produce new responses as administering punishment.

Punishment is not, psychologically, the reverse of reward. It disturbs the relationship of the learner to the situa-



Isaac C. Rogers

Isaac C. Rogers is Development Officer, Winston-Salem State University, Winston-Salem, North Carolina. Mr. Rogers is a former vocational agriculture teacher and teacher educator in North Carolina.

tion and the teacher. Psychologists claim that punishment does not assist the learner in finding and fixing the correct response. Punishment has often been overused at home and at school, and it is relatively ineffective as a form of producing the proper responses. Too much tension usually results in divergent behavior.

• Readiness

Learning is enhanced when it is related to the needs and interests of students. When the information studied is judged to be useful, the motive is strong and forgetting is less likely. The task of the teacher is to provide learning experiences at the student's level. This points out the relationship between maturation and learning. Students learn to learn; they learn desirable motives and interests. Readiness for learning is a complex process involving capacity, experience, methods of teaching, and emotional and personal adjustment.

Readiness is closely related to use. It is useless to try to teach a student before he is ready to learn. He may not be ready to learn something because he has no immediate use for it. He may not be ready because of mental development, interest, or attitude. A teacher must guide students to tackle those problems for which they are

ready and which they are capable of handling. A minimum of success is necessary for continued interest.

• Inductive Method

The problem-solving approach with students in vocational agriculture provides a challenging experience for teachers. It is an effective approach for getting desirable learning. Problem-solving helps students form a general concept by presenting information in numerous and varied specific situations, contrasting experiences with and without the desired concept, and encouraging formulation of the general idea and its application in different situations. This principle provides an opportunity to think. The ability to think can be internalized.

The inductive method of instruction

involves the examination of a number of specific examples from which generalizations can be developed. This approach is usually preferred to the deductive method where generalizations are given as information to be learned by students. The former involves a number of senses and results in more permanent learning. When students learn to generalize, one of the aims of teaching is realized—transfer of training.

• Improving Teaching

Teaching is an art, but the use of well-founded principles and techniques of learning can improve that art. Some of the basic principles of teaching and learning which teachers should use are summarized as follows:

—Behaviors which are rewarded are likely to recur.

—The use of a greater number of

teaching methods in any one class increases the probability that learning will increase.

—Teachers develop or favor one best method of presentation; however, not all of the students learn equally well under each method.

—Constant use of one method of instruction, irrespective of the reason, causes monotony and loss of interest among students.

—Teacher-pupil planning increases interest and perception.

—Problem-solving involves the student and helps him to formulate ideas and concepts.

—Learning is facilitated when it is related to the needs and interests of students.

—Learning is affected by the environment.

—Directed learning is effective.

Occupations of West Virginia's American Farmers and Past State FFA Officers

W. H. WAYMAN
State Supervisor (Retired) of Vocational Agriculture
West Virginia Department of Education



W. H. Wayman In February 1970, a survey was completed of the educational and occupational accomplishments of former vocational agriculture students in West Virginia who had served as state FFA officers and/or received the American Farmer Degree. A summary of the survey is presented.

American Farmers

From 1930 to 1969, 139 vocational agriculture students in West Virginia received the American Farmer Degree. In 1970, their status was as follows:

54 were farming full-time; an additional 32 were farming part-

time while engaged in other agricultural or nonagricultural work
26 were engaged in off-farm agricultural occupations
39 were engaged in nonagricultural occupations
12 were college students
4 were in military service
4 were deceased

Excluding the four who were deceased and the four who were in the military service, 114 (87 per cent) of the 131 American Farmers were living and working in West Virginia, 4 were living in West Virginia but working outside the state, and 13 were living and working outside West Virginia.

Past State FFA Officers

From 1928 to 1969, 224 vocational agriculture students served as officers of the West Virginia FFA Association.

Fifty-seven of the past state officers received the American Farmer Degree. In February 1970, the status of the 224 past state officers was as follows:

31 were farming full-time; an additional 15 were farming part-time while engaged in other agricultural or nonagricultural work
58 were engaged in off-farm agricultural occupations
90 were engaged in nonagricultural occupations
18 were college students
12 were in military service
14 were deceased
1 was unknown

In 1970, 136 (69 per cent) of the 198 living past state FFA officers who were not in the military service were living and working in West Virginia; 62 were living and working outside of West Virginia.

Eighty-five (38 per cent) of the past state FFA officers had completed college in 1970; an additional 18 of the former state officers were still in college. Of the 85 who completed college, 62 (almost three-fourths) received a B.S. degree in agriculture; the other 23 earned degrees in nonagricultural fields. Twelve of the 85 former officers who had completed college in 1970 had earned a doctor's degree in agriculture; 3 additional former officers had earned a doctor's degree in a nonagricultural field.

A New Look for FFA Proficiency Awards

ROBERT A. SEEFELDT
National FFA Center
Alexandria, Virginia

The FFA proficiency awards program can be one of the vocational agriculture teacher's most valuable teaching tools. Unfortunately, many teachers have found it difficult to use this tool because the applications have been long, confusing and difficult for students, as well as teachers, to understand.

The Study

Realizing the problems of administering the proficiency awards program, the National FFA Foundation allocated funds in October 1969 to study the present proficiency award program and recommend changes. The study resulted in a completely revamped proficiency award program that promises to be a more valuable teaching tool than ever before.

The study was made by six consulting committees made up of vocational agriculture teachers, teacher educators, representatives of business and industry and state executive secretaries and vocational agriculture supervisors. In all, 47 persons participated in the six two-day committee meetings held at the National FFA Center. As a result of their work, two completely new proficiency awards were added; separate, simplified application forms were designed for each award area; and changes were made in the type of information to be reported on the application form.



Robert F. Seefeldt

Robert F. Seefeldt, FFA Manager of Contests and Awards, taught vocational agriculture at Ivanhoe, Minnesota, for ten years prior to joining the National FFA staff in 1969.

Awards

In an effort to structure the FFA proficiency awards program, the consulting committees recommended that the proficiency awards be grouped in basic occupational areas. At the recommendation of the FFA Board of Directors, these occupational areas were made to correspond to the eight agricultural occupational areas set forth by the U.S. Office of Education. The Board felt that grouping proficiency awards under these basic occupational areas would eliminate confusion and would help coordinate the instructional and awards program. The areas of educational and occupational experience set forth by the Office of Education and the FFA proficiency awards offered in each are the following.

Agricultural Production Experiences in planning and managing land, labor, and capital to produce plant and animal products. Proficiency awards in agricultural production are Placement in Agricultural Production, Crop Production, Dairy Production, Poultry Production, and Livestock Production.

Agricultural Supplies-Services Preparation for occupations providing consumable supplies used in the production phase of agriculture including the services necessary to make the supplies available. The Placement in Sales and/or Service proficiency award is offered in this area.

Agricultural Mechanics Activities that develop abilities for assisting with and performing the common operations involved in selecting, operating, maintaining, constructing and using agricultural power, equipment and structures. Proficiency awards offered in agricultural mechanics include Agricultural Electrification and Agricultural Mechanics.

Agricultural Products Activities in basic principles and management decisions involved in the science and

technology of processing agricultural crop and livestock products. The Placement in Processing proficiency award is offered in this area.

Ornamental Horticulture Activities concerned with the culture of plants used principally for ornamental or esthetic purposes. The Ornamental Horticulture proficiency award is offered in this area.

Agricultural Resources and Environmental Science Experiences in principles and processes of conservation and improvement of natural resources such as air, soil, water, fish and wildlife for economic and recreational purposes. Proficiency awards offered in this area include Outdoor Recreation; Soil Water and Air Management; and Fish and Wildlife Management.

Forestry Experiences in the multiple use of forest lands including management and protection. A proficiency award for Forest Management is offered in this area.

Other Agriculture Experiences emphasized in agriculture which are not listed or classified in other agricultural-related categories. The Home Improvement proficiency award is offered in this area.

To reduce confusion, previous award titles were retained except in the case of the Agribusiness and Soil and Water Conservation proficiency awards. Committee members felt that these awards needed to be more specific. This was accomplished by creating an award for Placement in Sales and/or Service, an award for Placement in Processing, and three awards under the occupational area Agricultural Resources and Environmental Science.

The Placement in Sales and/or Service award falls under Agricultural Supplies Services and is for students preparing to enter employment in feed and farm supply stores, farm equipment



The vocational agriculture teacher plays an important role in helping students select the proficiency award which fits his supervised occupational experience program.

dealers, building supply stores, and other agricultural related retail and wholesale outlets. The Placement in Processing award is under Agricultural Products and is for students preparing to enter employment in places that cool, clean, grade, bottle, can, freeze, cut, mix, or package agricultural products.

Three more specific awards replaced Soil and Water Conservation and were placed under Agricultural Resources and Environmental Science. A new proficiency award for Outdoor Recreation will recognize students who develop income producing recreation enterprises such as vacation cabins, camping areas, riding stables, vacation farms, guest ranches and other activities related to recreation. A Fish and Wildlife Management award will recognize accomplishments in improvement of existing land and water habitat. Soil, Water and Air Management, the third award area under Agricultural Resources and Environmental Science, will recognize students using management practices that improve the productivity of the soil, prevent erosion, and promote the efficient use of water resources and reduction of air and water pollution.

Application Forms

With the addition of new award areas, it became obvious that it would be difficult, if not impossible, to devise one application form that would be fair to students and would give judges adequate information in all areas. For this reason, the consultants recommend-

ed that teachers keep the guidebook and one complete set of applications available for reference. Teachers should plan at least one class period early in the school year to go over the awards program with students. Additional time should be spent with each student to help him get started in the awards program that best meets his occupational work experience goals.

Benefits

Vocational agriculture teachers who use the proficiency awards program will find that there are several benefits. First, it makes the teacher's job easier by stimulating students' interest. Proficiency competition gets students involved in the practical application of ideas taught in the classroom and at the same time stimulates competition among students.

In addition, participation in the awards program can stimulate community interest in vocational agriculture and FFA chapter programs. Many teachers have advisory committees whom they call on to judge award applications, thus making community leaders aware of the vocational agriculture program and accomplishments of students. Calling on a committee of community leaders also eliminates the feeling on the part of the students that the teacher has a preference for students who are named to receive awards.

Finally, the award program is a focal point for news. Students who earn awards are of interest to the community. News media are usually eager to publish interesting articles on youth.

Now is the time to begin preparing students for awards in the 1971 school-year. The new applications will take into account the student's activities from the time he entered vocational agriculture through December 31, 1970. Students should be encouraged to plan ahead to enter proficiency award competition. They can do this by keeping accurate records from the time they begin taking vocational agriculture. If accurate records are available, filling out the application form is simply a matter of summarizing data.

In the end, the successful use of the proficiency awards program is in the hands of the teacher. He must have a good understanding of the awards program and he must motivate students to participate to the best of their ability.

STUDENT ORGANIZATIONS IN POST-SECONDARY SCHOOLS

KENNETH O. INGVALSON
Anoka (Minnesota) Technical Education Center

"Youth organizations shall be conducted as integral parts of vocational education programs in public schools and shall complement and enrich instruction." This is the first statement of Minnesota's State Policies for Youth Organizations in Vocational-Technical Education.

Former Commissioner of Education James E. Allen, Jr., issued a memorandum in January 1970 stating that it was the policy of the U.S. Office of Education to encourage youth organizations directly related to established vocational education instructional programs, that federal-state grant funds for vocational education may be used to give leadership and support to youth organizations, and that the Office of Education will provide advisory assistance to national organizations and state agencies regarding youth organizations. Mr. Allen's memorandum was published in the March 1970 issue of *The Agricultural Education Magazine*.

The Director of the Anoka (Minnesota) Technical Education Center makes this statement about an organization of students which is related to their technical field and is financed and operated by students.

The goals of vocational education are not only a development of technical knowledge and skills, but also the application of them in relation to people and organizations. It is difficult for me to conceive of vocational education achieving the goals of leadership development, working effectively with people and working within organizations without a student organization. Furthermore, a student organization, relative to his technical field or interests, becomes an excellent communication vehicle with industry, the public and the instructional staff.

In a recent letter I received from William Paul Gray, National Executive Secretary of FFA, Mr. Gray says, I have a very strong feeling that there should be an organization for students of agricultural education enrolled in systematic, reimbursable programs in the post-secondary level. The organization should not be in conflict with the program on the secondary level, but rather it should complement it.

It should provide activities to assure the continued development of leadership and self-improvement, and also offer opportunities for recognition of achievement. I believe such an organization should be under the "FFA umbrella" and governed by policies set by the current Board of Directors. The State Supervisors should administer the program and should be held legally responsible for its activities. Please bear in mind these are my own viewpoints. Time will tell whether or not they are the correct way to go, but the key is training in vocational agriculture for careers in agriculture.

Professional Clubs

Everyone is a joiner—the clique, the gang, or the club. This is a psychological need that is sometimes so strong that people are willing to change their moral code of ethics or give up self-respect to gain acceptance. Is it logical then to provide a channel whereby students can join and seek acceptance? Why not make it a professional club that will complement the personal and professional developments of students?

In Minnesota, with our fast-growing post-high school agribusiness programs, we are seeking guidance and advice in providing for the organizational needs of students. I have made an effort to acquaint you with the policies and philosophy of the U.S. Office of Education, the Minnesota Department of Education, and an administrator of our Technical Education Center about

youth organizations in vocation. They are providing the support, both financially and morally, to move forward.

There are 750 agribusiness students in 31 different courses in the vocational-technical schools in Minnesota. At present there are six organized professional clubs. The Willmar Area Vocational Technical School and Junior College has a Collegiate FFA Chapter with 123 members. Their Agricultural Department Head says that affiliation with FFA is good for agriculture production students completing state and national farmer degrees. Programs in agriculture are rapidly being changed to include agribusiness. It is natural that supervised agribusiness programs are and will become common in FFA achievement. Canby Area Vocational School (Canby, Minnesota) has an organization called the "Nutra-Chem Club" made up of students from their livestock-nutrition and chemical-fertilizer courses.

The Landscape Technology students from Anoka Technical Education Center and the Brainerd Area Vocational School have organized the Minnesota Association of Professional Landscape Employees (MAPLE). The club members of the two schools have combined their efforts in joint functions such as



Kenneth O. Ingvalson

Kenneth O. Ingvalson is Instructor of the Agribusiness Course at the Technical Education Center, Anoka, Minnesota. He has served as Chairman of the Minnesota Post-High Agribusiness Instructors Organization the past two years.

fund raising to finance bus trips to areas of professional interest and numerous community activities involving work with Camp Courage, a camp for handicapped children. The feed-grain technology students at Anoka Technical Education Center have an organization known as the "Agribusiness Club."

State Policies

The guide for youth organizations in vocational-technical education in Minnesota is the following statement of state policies which were adopted by the Minnesota Board for Vocational Education. The professional clubs for post-high school agribusiness students are organized in accordance with these policies. Perhaps the policies may serve as a guide in other states also.

—Youth organizations shall be conducted as integral parts of vocational education instructional programs in public schools and shall complement and enrich instruction.

—Membership shall be open to students in an occupational area without regard to race, color, or national origin.

—The organizations shall be conducted on a non-profit, non-political, non-sectarian basis.

—Youth organizations shall be provided for in the local plan for vocational-technical education.

—Youth organizations shall provide for youth leadership training under adult supervision.

—Vocational education instructors shall promote and serve as advisors of local units of the organization.

—State staff members of occupational areas shall serve as state advisors and shall provide essential leadership on the state level.

—Youth organizations shall develop policies for the operation of the state associations and local units with guidance from the state staff.

—All youth enrolled in public vocational education courses shall have the opportunity to belong to a vocational youth organization.

—Youth organizations shall provide opportunities for the development of leadership abilities and the personal improvement of individual members.

—Teacher educators shall provide instruction in the philosophy and techniques of youth organizations.

—A plan should be developed for systematic reporting of activities, membership, and finances to local school

Members of the Agribusiness Club at Anoka (Minnesota) Technical Education Center visit the Minneapolis Grain Exchange.



boards and the State Department of Education.

—Youth organization activities should be evaluated at regular intervals in view of local and state program objectives.

—Appropriate literature and guide books should be developed for officers, members, and advisors.

—A close working relationship should be maintained between the various youth organizations in vocational-technical education.

—Relationships should be maintained with youth and adult organizations outside the vocational education field.

—While conducting competitive events and other activity programs, care should be taken to protect students from inappropriate influences.

—Youth organizations should prepare at the state and local levels an annual program of activities.

—Youth organizations should provide opportunities for members to participate in community improvement and to develop a sense of civic responsibility.

—Youth organization activities should center upon achievement of students in the occupational areas and enhance the instructional program.

—The program of awards and competitive activities for members should be designed to complement instructional objectives and to motivate student interest and attainment.

State Organization

I am certain that articles of interest could be written about student organizations mentioned as well as some clubs not mentioned. Is it logical that

a state organization of post-high school agribusiness clubs be organized in Minnesota? It may or may not be affiliated with FFA.

An Agribusiness Instructor from the Jackson Area Vocational School (Jackson, Minnesota) has suggested getting all students together for a one-day meeting and let them decide which way a post-high state organization should be organized rather than instructors deciding for them. There is a tentative plan for a one-day convention of Minnesota's post-high school agribusiness students to be held at the Anoka Technical Education Center in October 1970. We want the students to come to this meeting with a common philosophy and adult guidance that will enable them to make their own decisions and make them right. We will not call this meeting until we know we are ready.

It has been my privilege to serve as chairman of the Minnesota Post-High Agribusiness Instructors group for the past two years. At our 1970 conference we are planning a panel discussion on Agribusiness Student Organizations. It is our purpose to set the stage of philosophy for advisors who will in turn prepare students for the state student conference in October. We can then form a state organization if and when we are ready.

These decisions, including the question of affiliation with FFA, are for the students. In Minnesota we are ready to learn from experiences in other states. We offer our policies and philosophy for your appraisal. We look forward to working with other states as a national organization of post-secondary agribusiness students.

Expanding Vocational Agriculture to Students in Parochial Schools

CLIFFORD VAN BERKUM
Vocational Agriculture Teacher
Swea City, Iowa



Clifford Van Berkum
Could you enlarge your department by including parochial school students in the school district in vocational agriculture? This problem confronted our school district two years ago when nearly three townships were annexed. In Bancroft, Iowa, eleven miles from Swea City, stand two school buildings. One is the public school building which our district is now operating, and the other is the St. John's Catholic School with approximately 180 high school students and 370 grade school pupils.

New Class

Since the parochial school is financed by the area's parishioners who also help in financing the Swea City school district, the possibility of a vocational agriculture course at Bancroft was discussed among the school administrators. There was some discussion as to the legal status of the arrangement since Iowa does not allow public schools to transport parochial students. It was agreed to release students from St. John's to attend one class at the public school in Bancroft which is located four blocks away.

In 1968-69, the first class of 17 students from grades 10, 11, and 12 studied livestock production. Since there were no facilities available, tool repair and care was taught through demonstrations. In 1969-70, the 21 students enrolled studied crop production. Shop facilities became available in the spring of 1970, so basic wood working skills were taught.

FFA Activities

One of the problems in the beginning was in handling FFA activities. The boys of each school decided how they would like to arrange FFA membership. The boys at Swea City said they would abide by the decision of the Bancroft boys on this matter, but they sent an invitation to the boys at Bancroft to attend meetings at Swea City. After a vote at Bancroft, it was decided they would become an auxiliary group of the Swea City Chapter with their own officers for the first year to learn better the functions of the chapter. They were invited to all the functions of the Swea City Chapter, but they did not attend too well.

The second year found one of the boys from St. John's becoming the sentinel for the chapter. The other members were placed on standing committees and became assistant officers to the regular officers. Meetings are now alternated between the two sites each month and the Bancroft boys have begun to attend the functions more freely. Even though the groups sometimes segregate themselves at the beginning of these functions, it is found that through mixed teams during recreation periods that barriers are soon removed. The rapport between the groups is improving considerably.

There were a few changes that had to be accomplished to achieve this arrangement. Since there were no hard feelings between the two schools involved, these changes have met with no opposition. The chapter name was changed from the Swea City FFA Chapter to the North Kossuth FFA Chapter. With additional reorganization possible, this name would also meet possible future needs. The change in

name of the chapter made the Bancroft boys feel more comfortable and allowed them to purchase FFA jackets to wear at local, district, and state functions.

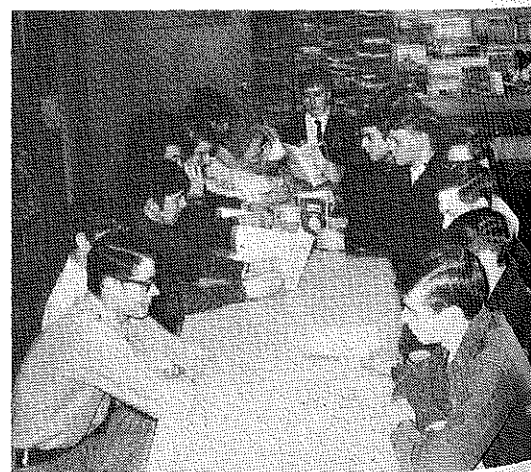
Another change was to include the parochial school students in judging teams and leadership contests. Since the Bancroft boys were taught livestock production, some members of the livestock judging team were selected from these students. Another problem is to get the two groups together for committee work. Committee meetings are now held after regular meetings so the boys are able to work together.

Potential

There is far more potential than there are problems. The new school area includes productive family farms which are quite diversified. The outlook of boys staying in the community appears to be great. Young farmer and adult courses could be added. The adults do not seem to mix in the present adult classes as readily as do the youth. But through reorganization of our adult farm committee to include them, part of this will be eliminated.

Look around your area. Not only could parochial school students be included, but what about the neighboring public school districts that do not have a vocational agriculture program? With a little common sense and tact these problems can be overcome. The potential is unlimited.

The experience has indeed been rewarding. Watching the two groups of students cooperating with each other and seeing the FFA chapter grow and mature have made the additional work well worth the effort.



Assistant FFA officers from the parochial school work with officers in the public school.

FFA Is Changing

J. E. DUNN, Executive Secretary
Georgia Association FFA



This FFA member won chapter and district public speaking contests with a speech on "The Changing Image of Vocational Agriculture."

Most of us will deny that we resist change whether it be in our philosophy, style of dress, instructional programs, or organizations. Our actions do not always verify our statements.

The FFA in Georgia has undergone changes in recent years. Whether these changes have been soon enough, fast enough, or far-reaching enough is debatable. Regardless of the amount of change made in the program of vocational agriculture, the FFA continues to be the best vehicle yet developed for teaching leadership, providing incentive, and giving a show place for the instructional program. It still does a good job of accomplishing the goals and purposes for which it was formed.

Changes

For the past several years, the FFA membership in Georgia has been rather constant at approximately 24,000 members in 300 chapters. The awards program until recently was primarily concerned with production agriculture—cotton production, corn, and winter pastures. In 1950, there were 2,493 members with 9,759 acres of cotton in their supervised farming programs. Last year only 1,399 acres of cotton were reported by members. During the same period the number of chapters participating in public speaking increased by 100.

Currently the Georgia Association of FFA has 21,181 members in 292 chapters. As we move rapidly to a unitary school system, we anticipate a further reduction both in the number of chapters and membership. Many systems that have had two chapters with one of them predominately Negro, will now have one large chapter. In most cases

both teachers will be retained, thus noticeably increasing the number of multiple teacher departments.

In some instances students will be attending much larger schools than in the past. A broader curriculum will be offered. A number of these students will not elect to take vocational agriculture when they have a wider choice of subjects from which to choose.

There is a great influx into private schools in Georgia. Just how great this will be and what final result it will have on FFA membership is anyone's guess. We anticipate an immediate sizable decrease in members with a gradual trend back upward and a leveling off in the mid 1970's. At any rate, the loss in membership will not be nearly as great in proportion to the decrease in number of chapters.

Post-Secondary Organizations

We have twelve organized Young Farmer Chapters in Georgia. A statewide organization is currently being formed. So far this has been done by dedicated teachers and enthusiastic young farmers with very little help or leadership from the state level. The need for a post-secondary organization and a statewide association is widely recognized in Georgia; however, we feel that this must be a separate organization from the FFA in order for both groups to continue to grow and meet the needs of the members. Regardless of the similarity of objectives, they are not the same.

Awards

The awards program still contains most areas of production agriculture because production agriculture is still

important in Georgia. But other awards have been added such as: Ornamental Horticulture, Agribusiness, FFA Quiz, and Forestry Field Days. Others have been overhauled such as the electrification program which is now designed to fit non-farm students as well as students living on farms.

Girls in FFA

Georgia's delegates to the National Convention voted against girl membership to the bitter end. Yet our experiences to date with girl members have not borne out this fear of change. We have no idea what the total number of girls who are members is, although it is a rather small percentage and will probably remain so.

Nevertheless, the young ladies are being heard from. During 1970, we witnessed one girl receive her Chapter Farmer Degree as a result of a dairy project. She gets up at 3:30 a.m. and milks 70 cows. One area finalist in public speaking was a girl. We had an outstanding steer in the state show exhibited by a girl. The second-place state winner in Ornamental Horticulture is a girl. Another young lady was a contestant in one of the area Forestry Field Days.

Change in Name

Generally speaking FFA members, teachers, and staff in Georgia have

(Continued on page 69)

Reactions to a Proposal to Change FFA

EARL B. RUSSELL
Former Agricultural Occupations Teacher
New Lenox, Illinois

In the March 1969 issue of *The Agricultural Education Magazine*, I described a new organization formed at Lincoln-Way High School, New Lenox, Illinois, for students interested in a wide range of agricultural occupations. The article concluded with the proposal that FFA leaders revise our present youth organization to include the words "agricultural careers" in its official name and that appropriate revisions be made in activities and award programs.

Based on favorable reactions to the new organization, a proposal for change in the FFA at the national level was sent to the National FFA Officers, the FFA Board of Directors, NVATA Officers, members of the Advisory Committee to the Agricultural Education Division of the AVA, and to other leaders in agricultural education including supervisors and teacher educators. The proposal calling for consideration of a name change and revision of activities and awards was sent to 75 persons with a letter simply requesting that the recipient "support" the proposal.

THE PROPOSAL

Briefly, the proposal discussed several specific dangers inherent in retaining

the letters FFA as the name of the youth organization. These dangers are:

—the farmer image associated with the FFA letters which restricts the public acceptance of non-production agricultural education programs,

—the inability of the FFA letters to attract public attention to changes in agricultural education,

—the problem of the often more difficult task of the public to unlearn or forget what it knows about the FFA before proper understandings can be developed, as compared to the relative public ease of associating a totally new organization name with the recent emphasis toward agricultural occupations, and

—the risks of hard-to-manage diversity (especially in smaller schools) of sub-organizations or occupational divisions such as Future Horticulturalists within the FFA structure and the possible tendency for such divisions to limit student participation.

Since the youth organization will likely continue to be the primary means of informing the public about agricultural education, the proposal suggested that the "Future Farmers of America" name be changed to the "Agricultural Careers Clubs of America." The proposal called for the FFA Board of Direc-

tors to initiate the change since high school students lack the professional background for understanding the complexity of the problem; thus, more adult guidance in affecting a name change was recommended. A plan for involving students and agricultural educators in finalizing the name change from FFA to ACCA and for appropriately revising student activities and awards was also presented in the proposal.

RESPONSE

Responses to the proposal varied greatly. One group of teachers labeled the proposal a "crack pot" idea. Other leaders stated that the proposal was excellent and pledged their support. Although replies were not requested from the persons receiving the proposal, twenty-one persons sent letters in response to it. As the following table shows, nine were opposed to the proposal, seven were in favor, and five were noncommittal.

Response	Number of Persons Responding	
	Affiliated With FFA	Not Affiliated With FFA
In Favor	1	6
Opposed	7	2
Noncommittal	2	3

Persons directly affiliated with the FFA held positions such as members of the Board of Directors and State FFA advisors. Those who were not affiliated with the FFA held positions such as teacher educators and college administrators of vocational programs. A majority of those favoring the proposal were teacher educators.

Each of the following quotes represents the general reaction of the person taking a position for or against the proposal. Excerpts were taken from the letters in their original wording, except where shortened by spaced periods or clarified by the wording in parentheses.

Opposition

... if half of the effort currently being devoted to a major organizational change would be devoted to making our existing organization work, everyone would be much further ahead. . . . Your proposal sounds like so many recent pleadings for "change for change's sake," and such reorganization usually winds up by throwing out the baby with the bath water. (A second person opposing the proposal simply stated that he agreed with the person's letter from which this quote was taken.)

... in the case of "F.F.A." its thoroughly affirmed trademark (FFA) has not as yet been adequately exploited. . . . Since such effort is now underway I would want to give it further opportunity at least for a limited and reasonable time.

The idea you propose . . . is to me regressive. . . . When you drop FFA (as a name?) you are killing one of the greatest organizations that America has had for the future of the foods and fiber industry. . . . I would fear that changing horses in the middle of the stream by changing the name of this great youth organization would be a step backward.

I do not believe that we could ever afford to change the name from "FFA" letters. After forty years, the name "FFA" is well known to the general public and for this reason I do not think we could ever afford to change it. . . . I would be for considering some adjustments . . . , provided the term used would be "FFA."

I cannot endorse your proposal, and recommend it to replace an organization that has more than *proven* itself. The FFA is making needed adjustments, under competent advice from men fully aware of the trends in agriculture . . . one cannot change an animal simply by changing the color of his coat. Likewise, . . . what is in a package is important, not the wrapping. (Italics added)

Through the 40 year history of the FFA Organization it has complemented instruction in Vocational Agriculture We are sure that you are able to *adapt your program to the new activities* being planned by the FFA. (Italics added)

I see the F.F.A. as structure—it is . . . a window for vocational agriculture. To knock out the window is bad but we can change that which shines through . . . it is more important to build a program of worthwhile activities than to try and justify or change the structure's name.

I can think of many reasons why ACCA would not be an appropriate name and the Board (FFA Board of Directors) would not wish to give up a long time trade mark of FFA. Of course, this is a matter for them to decide

Support

Your proposal . . . has considerable merit. I agree that changes are long overdue . . . the FFA is deep-rooted and efforts to bring about even minor changes have been strongly resisted . . . a number of changes must be adopted.

... we must change not only the image but also the substance of the FFA. The "Future Farmer" name negates many of our efforts to change agricultural education programs . . . it would be difficult to use the letters "FFA" and make people

forget what they have stood for over the years.

I can say without reservation that I endorse the proposal 100 percent.

I have been interested in this matter (of an FFA name change) for a long time. In spite of the obstacles, my interest continues. The "ACCA" idea . . . is the best that I have seen. I had about given up on renaming.

You have very adequately presented why the "FFA" is no longer appropriate as the national agricultural youth organization The letters "ACCA" are excellent Other than (a criticism of the emblem) the proposal in its entirety is outstanding.

Your proposal concerning ACCA is sound There appears to be little interest, and possibly resistance, to efforts to move in the direction of non-production agriculture (in this state) The number of secondary programs of agriculture and the number of teachers is being reduced. It is possible that ACCA could "revive" the programs.

A head teacher educator, upon receipt of the proposal, sent it with a letter to the state's FFA executive secretary stating,

He (Russell) has done considerable thinking about this change and has asked for action. What he reports has merit. Please read his letter and printed materials The State of . . . should not stand idly by. We need to support or reject this proposal.

PREDICAMENT AND POTENTIAL

From the wide differences in opinion regarding the proposal and the appropriateness of the FFA, several implications are apparent. First, the FFA leadership in general seems to be unrepresentative of the views of the agricultural education profession as a whole. The responses suggest that FFA leaders are biased in favor of protecting the FFA and consequently have difficulty in seeing the need for or the urgency of change in the organization.

Second, some persons with the support of the FFA Board of Directors, should objectively evaluate the

—real image the FFA presents to the public,

—the effects of the FFA upon expansion of new types of agricultural education programs,

—the ability and opportunity levels of those students profiting most from FFA experiences,

—the proportion of FFA funds spent on promoting traditional activities and awards,

—the benefit from funds spent on a "national center" and an expanded international program compared to the

potential benefit from the same funds spent to improve the agricultural education of more youth at local and state levels, and

—the effects of "pilot chapters" of a youth organization with a completely new name operated by cooperating vocational agriculture teachers receiving appropriate financial and moral support from the FFA Board of Directors.

Finally, the profession seems to lack the self-renewing capacity of getting ideas into the system which originate outside the system. One of the supporters of the proposal wrote, "You have an up-hill battle to get official consideration of your proposal." He was right. To my knowledge, nearly thirteen months after the proposal was submitted to the FFA Board of Directors, no official action on the proposal has been taken.

The immediate problem is to get a hearing. "And that means," states John W. Gardner, former Secretary of Health, Education, and Welfare, in his book *Self-Renewal*, "breaking through the crusty rigidity and stubborn complacency of the *status quo*." Unless this is done, we cannot determine whether any untried idea is of the "crack pot" or "jack pot" variety, or somewhere between these extremes with potential for improvement.

FFA Is Changing

(Continued from page 67)

opposed a name change for the organization because of the prestige the FFA has gained over the years. The Teamsters Union members no longer drive "teams" either, but the name has gained a place in the sun. However, during the past two years we have seen specialized instructional groups who are in favor of a name change. Many girls in ornamental horticulture, for example, object to being called "future farmers." Indeed, they are not future farmers.

In Georgia production agriculture will continue to be very important for a long time and will form the nucleus for supervised work experience programs. During the same period we will have an increase in FFA membership of students involved in other specialized areas of agriculture or agribusiness.

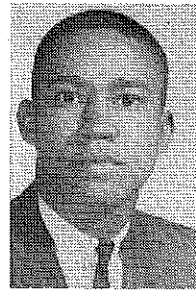


Earl B. Russell

Earl B. Russell is now working toward the Ph.D. in agricultural education at The Ohio State University. A copy of Mr. Russell's proposal for changing the FFA can be obtained by writing him at the Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210.

Opening and Closing Ceremonies Are Essential

J. D. BROWN, Teacher Education
Florida Agricultural and Mechanical University
Tallahassee, Florida



J. D. Brown

Would you consider conducting a FFA meeting without using the official opening and closing ceremonies? Many vocational agriculture teachers with whom I have talked see little or no value in using the ceremonies in chapter meetings. I believe that there are values in their use. To omit them would be to eliminate important ideas and meanings from FFA meetings.

The opening ceremony has three fundamental values: the declaration of purpose of the FFA is repeated; each officer explains the symbol at his station and describes his duties; and an atmosphere is set for the accomplishment of goals and objectives. The importance of the closing ceremony is that it gives order to the final stages of the meeting and it gives a challenge to and encourages unity among members.

Purpose of FFA

Adolescents in today's high schools are different from generations that preceded them. They dress differently, talk differently, have different hopes and aspirations, and think differently. Youth in secondary schools are constantly questioning and challenging accepted values of past generations.

Many students find it difficult to establish or realize purposes in their lives while many others refuse to participate in activities, both curricular and extra-curricular, that have no purpose. They are very often plagued by such questions as why study, why work, and why join school organizations.

The total program of the FFA helps students find answers to these ques-

tions. More specifically, each student is reminded that as an FFA member he belongs to an organization whose purpose is definite and whose aims are worthwhile. In the opening ceremony the president asks members, "Why are we here?" The answer, repeated in unison, serves as a declaration of purpose for each member as well as for the organization. "To practice brotherhood, honor rural opportunities and responsibilities, and develop those qualities of leadership which a Future Farmer should possess." This general statement reminds members who may doubt or may have forgotten that the FFA does have a purpose.

Responsibilities of Officers

Related to this need for knowledge of purpose is the need for awareness of responsibilities of officers and meanings of symbols. The opening ceremony has unique value because it combines an explanation of both. The symbols and the duties of each officer are not hidden in some rarely referred to book but are explained briefly in the opening ceremony.

The importance of this seems obvious. Each officer mentions his duties revealing to himself and to others present the significance and worth of his responsibilities. These are related directly to the FFA and are expressed in terms of the symbols which are representative of the FFA. Because each member uses and displays the emblem, whether it be on a jacket, a ring, a notebook, or in a classroom, he is identified with it. His familiarity with it, therefore, is a part of his responsibility as an FFA member — to know what the symbols represent and that he has a share in the wisdom, the labor, the progress, the agricultural interests, and the national scope of the organization.

Atmosphere

The opening ceremony has another value because it sets an atmosphere of order, responsibility, and purpose. The few minutes taken by this ceremony give FFA members time to settle down and to frame their minds for the business of the meeting. The officers and advisor remind members and themselves of their responsibilities. The purposes are repeated in unison, after which the president states encouragingly, "May we accomplish our purposes." The opening ceremony, because of its content and inclusion of all members and advisor, is an excellent introduction and a source of encouragement to members to proceed with a constructive meeting.

Closing Ceremony

The closing ceremony gives a meeting the same kind of order as does the opening ceremony. There is no rushed, haphazard ending or impatient call for a motion to adjourn. Instead, the meeting is closed in the same business-like and responsible manner with which it was opened. More than this, the president's final statement gives all present food for thought and a challenge for daily living: "As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone, and above all, honest and fair in the game of life."

The ceremony also includes the pledge of allegiance to the Flag. Once again unity is stressed as members repeat the pledge, show their patriotism, and honor the flag which represents the national scope of the FFA.

Image

In our evaluation of the merits of the opening and closing ceremonies, we need to consider the impression the ceremonies make on the public. I think

we must be objective enough to realize that much of the work of the FFA depends on public support. Like it or not, the kind of impression made on the public by the FFA is important.

The opening and closing ceremonies are impressive and revealing. They relate duties and meanings of symbols, state purpose, challenge, and show the FFA has not forgotten patriotism. The ceremonies do more however. They include the public and make it evident that students are not members of an

isolated body and that they do not detach themselves or their goals from the public. The sentinel points this out when he says, "It is my duty to see that the door is open to our friends at all times and that they are welcome." This is reinforced when the president invites guests to join members in pledging allegiance to the Flag. Visitors to meetings which my students have held have said to me how much they learned about the FFA from the ceremonies. Many have pledged their support for

the total program or for specific projects.

So often we become bored by constant repetition of the opening and closing ceremonies. Yes, they are repetitious, but they are full of meaning and they give members a sense of responsibility, purpose, and unity which so many of them want and need.

Listen to the ceremonies carefully or take a moment to read them. Their meaning can do much for advisors as well as for members.



Adding Interest to FFA Creed Speaking

R. E. HAUPTMANN
Vocational Agriculture Teacher
Mount Ayr, Iowa

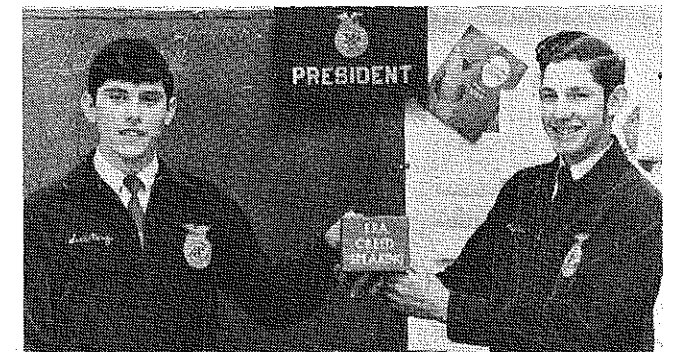


R. E. Hauptmann

Freshmen vocational agriculture students at Mount Ayr Community School are required to memorize the FFA creed as one requirement for FFA membership. To stimulate interest, to keep prospective members working toward proficiency in speech delivery, and to stimulate pride in a job well done, we establish a freshman creed speaking drawing. A box neatly decorated in FFA colors and labeled "Freshman Creed Speaking" was prepared. Each freshman's name is neatly typed on a slip of paper and placed in the drawing box along with a new crisp one-dollar bill.

During each monthly FFA meeting, the chapter president with the assistance of the secretary draws one name from the box at random. The freshman whose name is drawn takes his place beside the president and recites the creed without prompting to the group.

FFA Officers draw the name of a freshman student from the FFA Creed Speaking Box to determine which Greenhand will have an opportunity to recite the creed to the Chapter.



If he recites the creed perfectly, he receives the one-dollar bill. If he falters, his name and the dollar bill are returned to the drawing box.

A separate drawing box identical to the freshman box has been prepared containing the names of the senior members of the chapter. If the freshman falters on his delivery, a name is drawn from the senior box by a freshman and the senior likewise is given the opportunity to recite the creed and win the dollar bill. Freshmen delight

in seeing and hearing seniors put their skill and memory against the freshmen.

We have found that this simple procedure stimulates and maintains a keen interest in developing proficiency and pride in creed speaking throughout the entire year. The competitive atmosphere of the drawing keeps all members on their toes. Also, this procedure does much toward stimulating interest in other areas of FFA speaking and participation by offering students an opportunity to develop confidence.

The Display Board— An Easy Way to Extend the Classroom

CHARLES L. GUATNEY
Vermont Department of Education

There are seven pupils in John Darrow's vocational agriculture class. Not large, true, but just last week his class had an opportunity to see four diesel crawlers, six different tractors, and inspect a complete hydraulic display of motors, pumps, cylinders, and valves. Not only that, they studied forty different styles of clamps and had an exposure to a national meat processing plant.

Unusual school? Yes! Large school? Not at all. Wealthy? Not really.

How, then, did John's small class manage to see so much that is usually reserved for the larger, wealthier schools? First, ingenuity; second, effort; and third, the realization that limitations of time, money, and space would curtail field trips, equipment purchases, and expensive visual presentations. John's secret? He uses the bulletin board to expose students to new equipment and supplies.

Not a New Way

Today's students should be exposed to the modern equipment and supplies that are available, even the uncommon and expensive items. Of the many ways to acquaint students with modern equipment and supplies, the display board, a fancy term for the old bulletin board, is under-utilized and often overlooked.

The use of the display board for visual displays certainly isn't unique. There was a time when the bulletin board was the single most important visual aid available to the teacher. For a variety of reasons though, it has passed into disuse. This should not be the case. The display board can be used to show a wide variety of equipment that is related to instruction. No single piece of practical equipment is so big, so expensive, or so complicated that illustrations cannot be obtained for classroom display purposes.

Print Sources

Sources for visual materials are endless—newspapers, magazines, advertising literature, or original art work. All these sources provide suitable prints. Photographs, black and white or color provide another source. An excellent source for quality industrial photographs is the manufacturer. He usually has an advertising and public relations department with an extensive collection of glossy photographs of current and past production.

Reams of colorful, accurate advertising literature are available on request. The possible return from such advertising encourages the manufacturer to either give the prints free of charge or at a nominal figure. Local, state, and national political representatives and government agencies often have files of photographs and other illustrations. A query to your representative may uncover just the print you need.

How to Use the Display

Teach from the display board. Call attention to each part. Spend several minutes pointing out the prominent features. An example could very well be the area of welding. Have displayed on the board prints of all kinds of equipment, preferably from a variety of manufacturers. Among the prints you could have examples of work being performed, equipment and supplies being used, and people on the job.

Studying farm mechanics? Show different motors, tools, tuners, and shop techniques. Still another useful technique requires that the prints be mounted on a small piece of sturdy board. On each board there should be a number and a complete description on the reverse side. The cards can be used by students and teacher for quick verbal or written reviews and tests of machine recognition and application.

Charles L. Guatney
is Consultant, Distributive and Office Education, Vermont Department of Education, Montpelier.



Charles L. Guatney

These "time fillers" are also ideal for the slack moments that occur in all classrooms.

How to Mount Prints

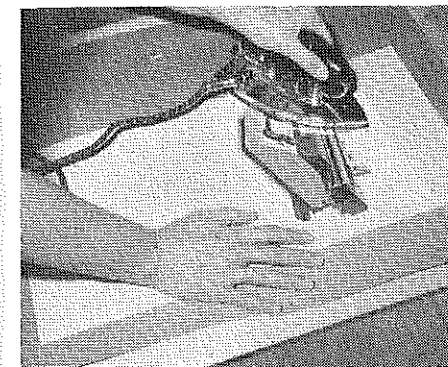
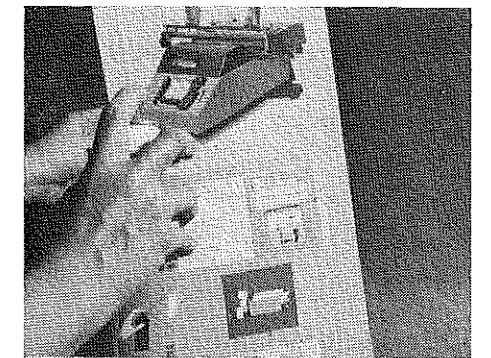
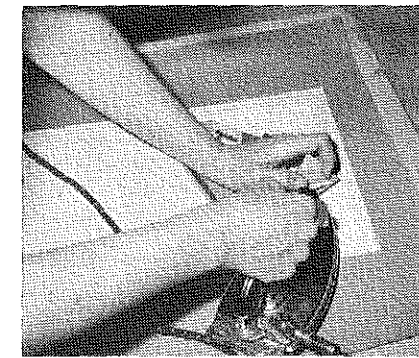
The prints that have been described are too flimsy to stand up under classroom handling and repeated mounting on the display board. Unprotected prints will quickly look shopworn. Properly mounted, the prints will last for a considerable period of time. Mounted on standard cardboard sheets, they can be stored, displayed, and handled with minimum of bother and wear.

There is no shortage of mounting materials on today's market. Standard mounting board is available in many sizes. So many kinds of adhesives are available that final selection is sometimes difficult. For example, there are different kinds of dry-mount tissues, spray-on adhesives, several brush-on products, and at least one kind of double-faced tape.

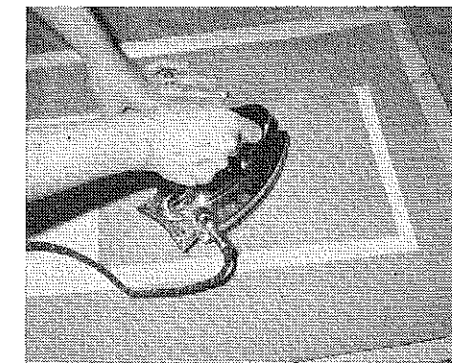
Dry-mount tissue will be used to explain a mounting technique that can be accomplished with commonly available equipment. This tissue is a special product that can be purchased through photographic supply stores and mail-order houses. A package of 25 sheets of 8 x 10 tissues costs about 4 cents

each, less than \$5.00 in boxes of 150. Other sizes are available, ranging from 5 x 6 to 16 x 20.

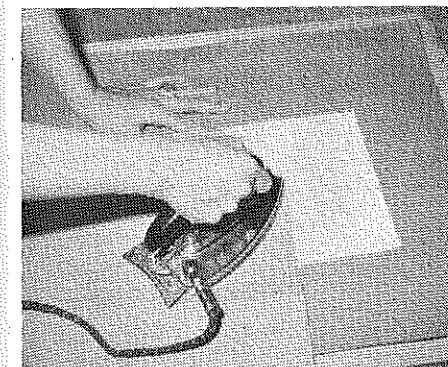
The materials needed include the mounting board, dry-mount tissue, an electric iron, scissors, ruler, and equal parts patience and practice. Just follow the five-step procedure illustrated by the pictures.



STEP 1. Use an iron set at a moderate heat. Settings may range from 180 and 300 degrees, or between rayon and silk for different products. Pre-heat the mounting board and print to drive out any excess moisture. Moisture trapped between mounting board, tissue, and print will create bubbles that prevent complete adhesion. In addition to the improved appearance, properly applied tissue will protect both the board and print from harmful chemical compounds in either.



STEP 3. Turn the tissue-print assembly over and position it on the mounting board. When positioning the print, allow the space to be arranged so that the vertical prints have more space along the sides than at the top; the top should be smaller than the bottom. Horizontal prints should have extra space at the bottom. If the print balance isn't correct, the print will appear to be falling off the board. Be sure the board is clean and has been pre-heated. Raise one corner of the print and touch the tip of the iron to the tissue until it sticks to the board. Then, go to the opposite corner and stick it to the board.



STEP 4. Cover the print-tissue-mounting board assembly with an unprinted brown or white piece of paper (a large paper bag or wrapping paper). Iron from the center of the print out in a gradually increasing circle. Pay close attention to the edges, but watch the heat. If too much heat is applied, the print may come loose or the color may change. Place the whole assembly, including the unprinted paper, under some kind of weight such as a drawing board or large books until it is cool.

How to Display the Prints

Instructional media such as that used on the display board extend students' awareness without relying on words alone. The use of the display board allows visual communication. For this effort to be effective, however, the language used must supplement the visual presentation.

STEP 5. If the adhesive finds its way to the surface of the print or board, carefully remove it with benzene, lacquer thinner, Kodak Film Cleaner for color prints, or a cleaner recommended by the film manufacturer. The cooled print assembly can be further protected by spraying it with a clear plastic spray. Other techniques that have been used to protect the print surface including the addition of a sheet of clear plastic backed with pressure-sensitive adhesive to the face of the complete assembly. Shellac and varnish have also been applied.

There are three distinct features for effective use of the display board. The first feature is the subject heading. Special letters may be used for the subject heading or it may be given verbally. Students should know the subject, why, and the main thought. The second feature is the illustration of the subject heading with suitable illustrations which are the display. The heading should be illustrated and the illustrations should support the heading. The third feature is the attractive arrangement of the illustrations, that is, good balance, a planned color scheme, coherence, and other principles of art should apply to this feature.

New Dimension

The display board retains a unique position for today's teachers, many of whom have forgotten or never knew about mounted prints for the classroom. Within the obvious limitations of the display board, there is an opportunity for individual effort and ingenuity, and an opportunity to add a new dimension to the classroom.



FFA: Past, Present, and Future

SAM M. TAYLOR
Vocational Agriculture Teacher
Mansfield, Arkansas

To those who are in position to look back for a few years into FFA's early history, it can be stated with conviction that vocational agriculture and FFA had a good beginning. Our beginning was successful in the FFA through the vocational agriculture program helped to raise living standards in rural America.

FFA has been successful in promoting one of the best youth leadership training programs in the country. The early leaders did a good job of setting up useful purposes and drawing up a meaningful creed which reflects love for rural life and sets up challenges for dedicated agricultural leadership. Former FFA members, teachers of vocational agriculture, supervisors, and teacher educators can look with a feeling of satisfaction and pride to the past history of FFA. It is evident that the early leaders influenced the organization in paths which make present successes possible.

Present

From a small but well founded beginning, the FFA has grown to a membership of over 400,000 active members in more than 9,000 chapters throughout the country. The FFA is an integral part of vocational education in agriculture in the public school system. It is an intra-curricular activity providing opportunities for members to learn through participation.

FFA contests and judging activities serve as a teaching device to enable teachers to motivate students in learning good agricultural and leadership practices. The FFA through its various activities has helped members to become established in farming, secure good positions in other agricultural careers, and assume positions of leadership in education and government. The

organization has been used by numerous other groups as a pattern for setting up youth organizations.

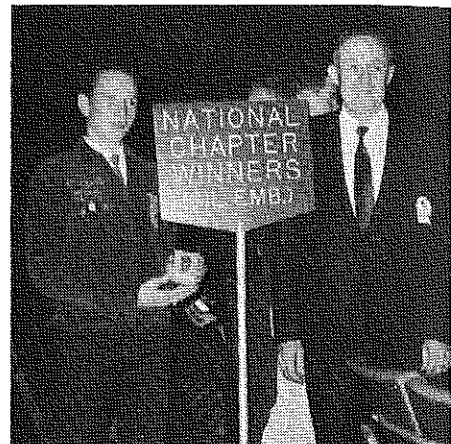
To summarize, it may be concluded that FFA has been responsible to a large degree for the success of vocational agriculture in the high schools across the nation. FFA has enjoyed in some schools such a high level of success that it is often referred to by students as a class in FFA.

All successful organizations must be alert to the changing society. Leaders in vocational agriculture and FFA are mindful of the changing conditions in agriculture and society and are working to keep FFA abreast and in tune with the changing times.

Future Trends

A number of changes have taken place in the FFA in recent years. One of these changes was the reorganization of the awards system to include recognition of achievement in related agriculture fields. One example of this change is the recognition of the Star Agri-Businessmen at the National FFA Convention. Other new awards are in ornamental horticulture and natural resources. Since the related fields in agriculture have grown rapidly, it is proper that worthwhile achievement in these areas be recognized.

It was proper that the FFA and NFA merge into one organization. At the present time FFA is being challenged as to what course to follow in the new organization of vocational education. We should keep in mind that there will always be a need for experiences in the fundamental purposes of FFA—leadership, cooperation, and citizenship. Devices for providing these experiences will change with the changing economic and social pattern, but fundamental needs will always exist.



Sam M. Taylor, Vocational Agriculture at Mansfield (Arkansas) High School, and FFA Chapter President Duane Foote exhibit the Silver Emblem National Chapter Award which they had just received at the 1969 National Convention.

In view of the new policies recommended in the Vocational Educational Education Amendments of 1968, it would be well for FFA to stand firm in keeping its identity in vocational agriculture. The FFA as a national organization holds the respect of many people in agriculture, business, and government. I feel we should call upon our friends to help keep FFA as a strong, integral part of vocational agriculture and to keep its present position as an intra-curricular activity in the high schools. Perhaps we might be critical of recent efforts in informing our friends in FFA relative to keeping the present status of the FFA in the new vocational education policies.

It is obvious that some changes in vocational education must come to pass. We must exert every effort to see that our well founded purposes are carried on in the fine traditions of the FFA.

News and Views of NVATA

JAMES WALL
Executive Secretary

The Fontainebleau has been designated headquarters for the NVATA and the Agricultural Education Division at the AVA Convention in New Orleans. Delegates should plan to arrive on Friday, December 4 in order to be on time for the first NVATA General Session on Saturday at 9:00 a.m. The convention will be concluded with the AVA House of Delegates meeting scheduled for 9:00 a.m. on Wednesday, December 9.

★ ★ ★

Members of the NVATA-USOE Committee met in Chicago on May 22 with several top industrial representatives. The purpose of the meeting was to discuss the direction in which agricultural education is headed.

The situation that has developed

with the resignation of Dr. Grant Venn was discussed, along with a possible answer for his replacement. A number of names have been suggested. Unfortunately several are either not interested in the position or are not of the political party in power. However, the committee informally agreed upon two or three individuals considered to be most capable. It is uncertain as to how soon the appointment will be made.

In order to make every effort to assure that a capable person is appointed to the position, several members of the committee, including NVATA President Gundlach, met with Lowell Burkett at AVA Headquarters in Washington on June 1. This appointment is so important to all voca-

BOOK REVIEWS

GERALD R. FULLER, Special Editor
University of Vermont

ESSENTIALS OF GENERAL SPEECH by A. Craig Baird and Franklin K. Knower. New York, New York: McGraw-Hill, 1968, 301 pp. \$5.50

The authors in the third edition of their book have developed an excellent introductory reference text in a service course on speech. It contains sixteen chapters on a wide variety of topics such as Communication In Today's World, Listening, Choosing Your Subject, The Speaking Voice, Visual Communication, Persuasive Speaking, and Oral Reading. No pictures, charts, or

diagrams are included. The book may be used either as a text or as a reference. The appendix contains sample speeches given by outstanding Americans as well as a listing of sources of information and opinion.

The authors, both of whom are members of speech departments of midwestern state universities, apparently wrote the book for college students. However, it could be used as a reference book by high school students. One or more copies would be a valuable addition to a classroom library.

Julian Carter
Vermont Department of Education

tional education that we must have the full support of all concerned to make sure that the most capable person receives this assignment.

★ ★ ★

Director Frederick J. Neirode of the Vocational, Technical and Adult Education School of Sheboygan, Wisconsin, comments in the Directors Bulletin of District 11: "I can say this, that I have never seen a more enthusiastic and interested group of teachers than I observed at the AVA Convention in Boston. These agriculture teachers are well organized, they are interested and enthused and without question dedicated to the job that they have, and as I look and participated in some of the convention programs at the AVA, there was no question in my mind but that the Agriculture Division could very well serve as a model for others to follow."

★ ★ ★

The National FFA Board of Directors and National Officers at their meeting on March 5 authorized the formation of a National FFA Alumni Association. They also authorized a temporary Governing Council and requested that the Council report to them on its plan of operation and objectives.

From the Book Review Editor's Desk

USING COMMERCIAL FERTILIZERS by Malcolm H. McVicker. Danville, Illinois: The Interstate Printers and Publishers, Inc., Third Edition, 1970, 352 pp. \$6.25.

According to the publishers, this book will be of "interest to everyone concerned with the fertilizer industry — from student to farmer to executive in the industry." High school and junior college teachers should review this expanded edition for possible use as a reference book.

FARM CHEMICALS 1970 HANDBOOK. Willoughby, Ohio: Farm Chemicals Handbook, 1970, 496 pp. \$16.00.

The latest edition of this annual publication is available. This publication is, among other things, a plant food dictionary, pesticide directory, encyclopedia of fertilizer trade names, and buyer guide. Teachers who include major units of instruction on farm chemicals should consider this publication as a reference.



Gene McGrew, Teacher at Bushnell (Illinois) High School, supervises an academically disadvantaged student who views a slide film while listening to an audio tape which explains each frame. (Photo by Robert W. Walker)



Don Kind (left), Manager of the Games Unlimited Hunting Club, Hudson, Wisconsin, demonstrates to FFA officers the proper way of holding a Mallard hen to be sprayed with yellow or red florescent paint. Standing (left to right) are Harlan Jopp, Teacher of Agriculture, St. Cloud (Minnesota) Technical School; W. J. Kortsmaki, Executive Secretary, Minnesota Association FFA; Paul Day, State Supervisor, Minnesota; and Glenn Edin, Teacher of Agriculture, Owatonna, Minnesota. (Photo by W. J. Kortsmaki, Minnesota)



Volume 43

Agricultural Education

October, 1970

Number 4

Stories in Pictures

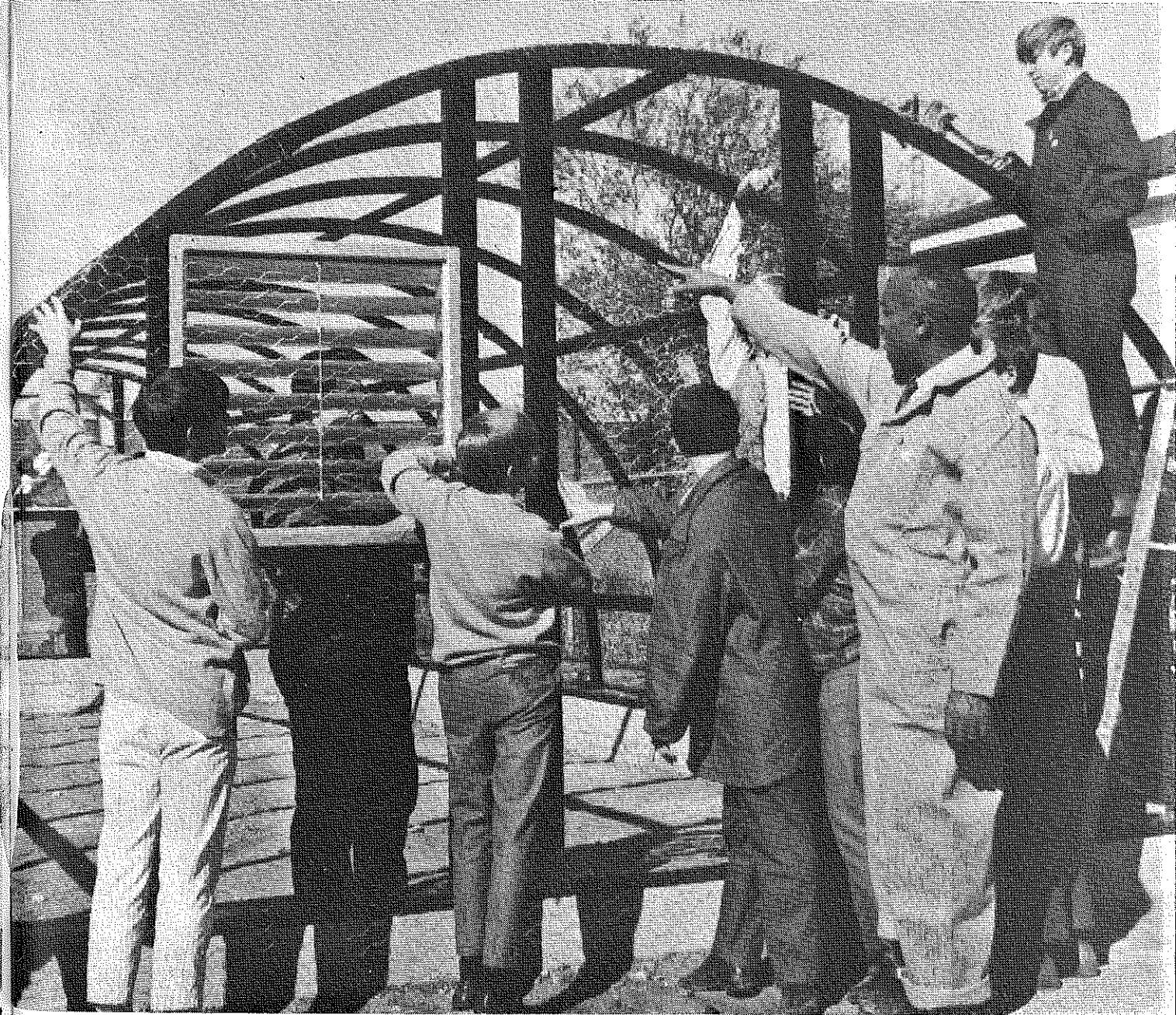
ROBERT W. WALKER
University of Illinois



Production enterprises are an important part of the vocational agriculture program at Trousdale County High School, Hartsville, Tennessee. (Photo by Brown Draper, Vocational Agriculture Teacher, Hartsville, Tennessee)



D. D. Clemente (left), President of Mindanao Institute of Technology at Cotabato, Philippines, interviews Dr. Robert Holt, Director of the North Central Soil and Water Conservation Research Center, Morris, Minnesota, during a visit in May 1970 to the University of Minnesota and experimental stations and vocational schools in Minnesota. (Photo by Teofilo dela Cruz)



Featuring —

IDEAS FOR EFFECTIVE

KY 40383

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