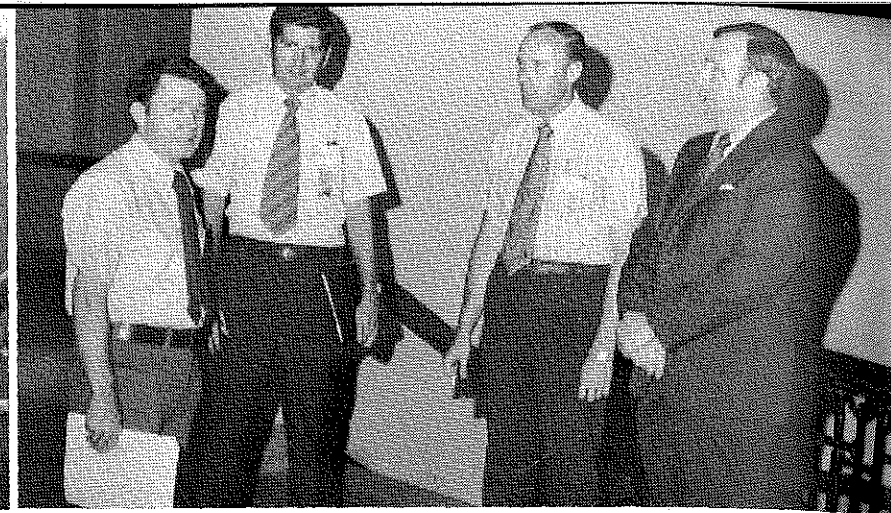


1. Virginia Adult and Young Farmers provide input as well as participate in formal classes (photo from John W. Myers, Jr., Assistant Supervisor, Virginia State Department of Education).



2. Teacher Educators stand ready to assist when teachers make their needs known. Left to Right, John Thompson, Wisconsin, Ben Byler, Alan Kahler and James Gibson, Michigan. (Photo by Richard Douglass).

Stories in Pictures

by Richard Douglass

WHERE DO YOU LOOK FOR HELP?



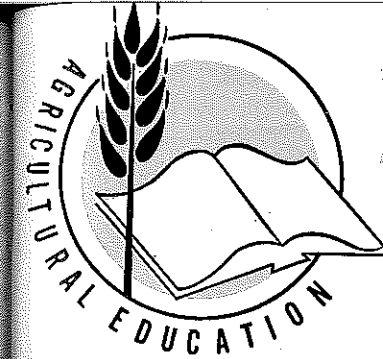
3. Teachers should explore the use of technical experts in the community to provide realism, help solve actual day to day problems as well as occupational information. The effect of heat upon the expansion of metals is demonstrated by the instructor of the Wynn Oil-Fuel Seminar held at West Bend, Wisconsin. (Photo from Wayne Koene, Moraine Park Technical Institute, Fond du Lac, Wisconsin).



4. Teachers should seek assistance from their supervisors. Local, area and State supervisor's role is to help us improve our program. J. C. Simmons helps a Vo-Ag teacher at Capital High School, Baton Rouge, Louisiana. (Photo supplied by J. C. Simmons, Assistant State Supervisor, Vocational Agriculture).



5. Guatemala Agricultural teachers organize with guidance from Harry Pierce, University of Florida and Kermit Adams, California Polytechnic. The central purpose of the new organization is professional improvement. Subsequent conferences will be devoted to the various ways of improving agricultural education methodology at the high school levels in Central America. (Photo from Carl Beeman, University of Florida.)



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"Atlanta - 1973"

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MAYNARD J. IVERSON
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ALEXINGTON
KY 40505



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TABLE OF CONTENTS

THEME—NVATA SILVER ANNIVERSARY ISSUE

Editorials

Professionalism, Leadership, and Service Francis Murphy 99

NVATA—Like a Shot of Adrenalin Roy Dillon 100

Themes For Future Issues 100

The NVATA—Ten Thousand Strong James Wall 101

You Are A Potential NVATA Award Winner Sam Stenzel 103

NVATA—25 Years Of Leadership William G. Smith 105

Ag-Ed Division of AVA: A Major NVATA
Ways And Means Vehicle Glen D. McDowell 106

Vocational Agriculture And Agribusiness:
A Valuable Partnership Donald McDowell 107

The NVATA As A Political Pressure Group Ralph J. Woodin 108

Past National NVATA Presidents 109

25 Year Historical Booklet Available 109

From The Book Review Editor's Desk—
Books To Be Reviewed 109

Role Of The Regional Vice President Bill Harrison 110

State NVATA Role—Keeping Members Informed John Mundt 111

Building The Professional Vocational
Agriculture Teacher—A State Challenge Howard Wallace 112

This We Believe G. D. Rejahl 113

Role of the State Association Unique Eldon E. Witt 114

Good Things Don't Just Happen W. S. Harman, Jr. 115

Responsible "State Associations"—A
Keystone of NVATA Growth George Dunsmore 116

An Ag Teacher's View of NVATA Paul S. Stull 117

To The Local Teacher—"Happiness Is NVATA" Marlin W. Wacholz 118

Stories In Pictures 120

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Send articles and pictures to the Editor or to the appropriate Special Editor.

COVER PHOTO

ABOVE — Members of the first NVATA Executive Committee, elected at Milwaukee, Wisconsin in December, 1948. Seated from left to right: Louis Sasman, Wisconsin, AVA Representative; John W. Matthews, Illinois, Vice President Region IV; Leroy Bunnell, Utah, Vice President Region I; C. W. Seabold, Maryland, Vice President Region VI; Jess Smith, Wisconsin, Treasurer; A. C. Hale, Arkansas, Vice President Region V; Parker Woodul, New Mexico, Vice President Region II; Neil Johnston, Iowa, Vice President Region III; and L. E. Cross, California, President.

BELOW — Members of the 25th NVATA Executive Committee, elected at Chicago, Illinois in December, 1972. Standing from left to right — Vice Presidents: Luther Lahm, Montana, Region I; William Harrison, Oklahoma, Region II; John Murray, Minnesota, Region III; Odel Miller, Ohio, Region IV; H. I. Jones, Georgia, Region V; James Shadle, Pennsylvania, Region VI. Seated: Sam Stenzel, Nebraska, Assistant to the Executive Secretary; Francis Murphy, South Dakota, President; Howard E. Teal, New York, Past President; and James Wall, Nebraska, Executive Secretary. (Photos from James Wall, NVATA Executive Secretary).



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Editorials

Guest Editorial . . .

Francis Murphy
NVATA President
Madison, South Dakota



Francis Murphy

"Why Should I Join?" — is a question that has been asked by countless new teachers entering the Vocational Agriculture teaching profession. The same question is frequently asked by teachers who have not been informed of the true mission of the NVATA. The question is understandable because of the considerable number of professional organizations which offer membership to teachers. Many feel that it is too expensive and impractical to maintain membership in all of the organizations. Therefore, they must make a decision. Perhaps the information and thoughts which follow will be helpful to persons who may question the wisdom of joining the NVATA.

From a humble beginning in 1948 at Milwaukee, Wisconsin, the NVATA has grown to be one of the more potent forces in 1973 in the area of professional educational organizations. Only a handful of educators in vocational agriculture came together to form what is recognized as one of the best organized and most effective professional groups in America. This group will meet for the 25th time in Atlanta, Georgia in December to transact the business of an organization which boasts a membership of over ten thousand.

The NVATA has and does direct its entire strengths to the task of maintaining the welfare of the membership. In essence, the NVATA is not a public relations group, but if it becomes necessary it also acts in that capacity. It deals with the problems that seem to continually beset the field of education in agriculture. Most recently, the NVATA and its membership took part in a campaign to defeat a Congressional Bill that, in the opinion of the membership, was not in the best interests of vocational education. The Bill was the controversial "Better Schools Act" which at this point seems to have suffered the fate of many "Bad Bills."

The NVATA has attempted to help the teacher of vocational agriculture to identify himself and to recognize that he is an important person in the educational fraternity. The NVATA gives the individual member a place to turn in times of difficulties and provides the local and state associations the same privilege.

The NVATA works hand in hand with the AVA in a continuous effort to upgrade Vocational Education in its entirety. The overall program in Vocational Education is continually being evaluated in an effort to offer the best possible career education. The NVATA is recognized by the AVA as an important member of its rather large family. This has been pointed out by the fact that the NVATA represented the first group of teachers who ever met with the AVA Board. This relationship has continued to flourish

**PROFESSIONALISM,
LEADERSHIP, AND SERVICE**

and the NVATA Executive Committee now frequently meets with the AVA Board. Today, Vo-Ag teachers are represented on every major committee of the AVA Agriculture Division and on several AVA committees. In the early days of the NVATA, the organization was not given a great deal of responsibility in the formulation of federal legislative proposals or in other areas of concern. Now members of the NVATA are frequently called upon to testify before Congressional Committees, thereby lending proof to the fact that the NVATA "has arrived" in the eyes of those in high places.

The NVATA has helped the teacher of agriculture recognize that he is an important person in the educational fraternity.

The NVATA meets during the AVA Convention to carry out the program of their organization. Some of the time is spent with the total membership meeting in General Sessions and part is spent in six Regional Meetings to conduct business relevant to the particular Region. Being a member oriented organization, the Regional Meetings give the individual the opportunity to express himself and his expressions can be carried on into the General Sessions for consideration by the entire group—a true illustration of democracy at its best.

A very important segment of the NVATA philosophy is communications—keeping the individual member informed. It is difficult for a member to maintain much enthusiasm for an organization which he does not understand or knows very little about. This fact has brought about an expanded program of communications within the NVATA. The communications have continued to improve over the years to the point where the NVATA member is now one of the best informed persons in education. Twice a year, the Every Member Newsletter mailings from the NVATA National Office, in addition to other regular mailings from the Executive Secretary, have done much to improve the communication line throughout the entire organization. The regular mailings of the Regional Vice Presidents also help keep the membership informed. The Newsletters produced by many of the State Associations have been a great help in keeping the individual member informed from the local to the National levels. Contributions to the Agricultural Education Magazine by the members and others have helped to maintain a better informed membership.

The NVATA believes that its heart lies with the "grass-roots" individual—that teacher on the local level. It listens to individual members and studies local problems from the teacher to his district or regional representative; to the State

(Continued on next page)

(Murphy—from page 99)

Association Officer; to the Regional Vice President; and to the NVATA Executive Committee. It is the hope of the NVATA that the member will take advantage of the line of communication to make his needs and problems known.

The year 1973 marks the 25th anniversary of the NVATA. It is hoped that in Atlanta, Georgia we will see the greatest convention ever of the organization. It is the hope of the Executive Committee that many "old timers" will find it possible to go to Atlanta and reminisce, meet many of their former colleagues and to have a wonderful time. We hope that they will be able to attend some of the sessions and learn of the many changes that have transpired over the years. We hope they will share the wisdom they have amassed over the many years. We are hoping for a tremendous "Welcome Back Convention."

The Atlanta Convention culminates "Twenty-five Years of Professional Leadership and Service." It is fitting that this be a theme for the convention. The growth and achievements of the NVATA the past 25 years have been spectacular and one has no reason but to believe that the next 25 will be even more spectacular. A special 25 year history

publication will become a reality at Atlanta and will be another highlight of the convention. This booklet will be available to those at the convention and additional copies may be purchased for those not in attendance. No "old timer" will want to go home without one of the booklets.

A large amount of the success of the organization comes from the guidance and wisdom of the dedicated people in the National Office and a hard working group of NVATA officers from the six Regions across the Nation. The officer group spends untold numbers of hours in the pursuit of the business of the NVATA without compensation. Their pay is the satisfaction of the job well-done and the feeling that they may have contributed something towards a better future for Vocational Education in Agriculture. They are rewarded by the opportunity to meet with hundreds of fine people across the country and by the appreciative comments from so many of the members.

Despite the many forces that would weaken or eliminate Vocational Agriculture and in turn the NVATA, this fine professional organization will continue to grow and to flourish because it has an important mission—that of promoting a strong program of Vocational Education in Agriculture. ♦

THE NVATA - TEN THOUSAND STRONG

James Wall
NVATA Executive Secretary
Lincoln, Nebraska



James Wall

The year was 1948—the place was Milwaukee, Wisconsin where on December 2 a small group of Vocational Agriculture teachers organized the National Vocational Agricultural Teachers' Association and elected Lionel Cross of California as its first President. A committee had been appointed during the 1947 Convention of the American Vocational Association to draw up a Constitution. The proposed Constitution was adopted with a few minor amendments and the organization was on its way. Dues were set at \$1.50 and by the end of the year 4,867 had joined the organization.

Many so called "old timers" predicted that the organization would be short-lived and would soon fall by the wayside as did a similar organization some twenty years earlier. Time has proven that they were wrong. Today the NVATA is admitted by many "outsiders" to be the best organized, most professional and forceful organization of teachers in the United States. The NVATA is widely recognized by business, industry, government and many others as the spokesman for Vocational Agricultural Education.

— THE NVATA IS —

An affiliation of State Associations consisting of persons professionally qualified and certified to teach Vocational Agriculture in an elementary, secondary, or post secondary public and/or private institution offering less than a baccalaureate degree in Vocational Agriculture and be a member of an affiliated association of Agriculture teachers. Supervisors, Teacher Educators and others engaged in Agricultural Education are eligible for association membership.

Student membership is available to those training to be Vocational Agriculture teachers.

— NVATA OBJECTIVES —

- To assume and maintain an active national leadership in the promotion and furtherance of agricultural education.
- To bring together vocational agricultural teachers, in all instructional areas, through membership in a national organization devoted exclusively to their interests.
- To provide an opportunity for agriculture teachers to discuss and become involved in the solution of problems affecting agricultural education on a national scope.
- To assist state organizations of agriculture teachers by helping in the solution of problems which may arise.
- To cooperate with the American Vocational Association in furthering the cause of all vocational education.
- To have and possess all the rights, powers, and privileges given to corporations by common laws.

— GROWTH AND ACCOMPLISHMENTS —

During the past 25 years, the growth of the NVATA has been continuous and the accomplishments have been almost spectacular. Membership has increased from 4,867 in 1949 to 10,170 in 1973. Annual dues have increased from \$1.50 to \$10.00 and a National Office with 4 full-time employees has been established. Nearly 90 per cent of the potential membership is attained each year. Following are a few of the many, many accomplishments:

- Developed, promoted and supported activities designed to maintain and improve the standards for vocational agricultural education and to advance the welfare of the teachers of vocational agriculture in all instructional areas.
- Brought added national recognition and respect to vocational agricultural education by establishing working relationships with business, industry, government, and many civic, professional, and other organizations.
- Provided a "clearing house" for an expression and exchange of ideas on matters of concern to teachers of vocational agriculture and developed a wholesome professional attitude among the membership.
- Developed a national program of work and encouraged and assisted affiliated associations to develop state programs of work.
- Developed a system of national, regional and state newsletters to aid in keeping members informed.
- Arranged for national officers to visit and assist state associations on an organized basis.
- Brought about greater participation of individual members in publicity and public relations activities through the "30 Minute Club."
- Assisted commercial concerns and other groups and organizations in the developments of teaching aids and materials.
- Placed members on many important committees working for the advancement and improvement of vocational agriculture and the profession.
- Developed a national insignia, service keys, an award plaque, and a creed for teachers of vocational agriculture.
- Secured college fellowships, travel scholarships and recognition awards for outstanding teachers of vocational agriculture.
- Participated actively in national legislation affecting vocational agriculture.
- Provided representation at national meetings and conventions of farm and other organiza-

(Continued on next page)

From Your Editor . . .

NVATA — Like A Shot Of Adrenalin



Roy D. Dillon

The "grass roots" concept built into the basic objectives of NVATA means that the **individual agricultural teacher is important** in the local, state, and national framework. While policy development and activities look as though a larger vehicle is the moving force, actually over "10,000 individual horses" are under the reins.

Today we participate in a complex society, where the forces which influence our personal and professional welfare must be dealt with through group influence rather than splintered impacts. The present NVATA member has his head "out of the shell," in an effort to be a part of the group influence and activity.

I believe a major reason many agriculture teachers continue in the field for a long period of time is because of the vigor they gain through personal contacts in professional

association activities. I refer here to state, district, section, or area activities where teachers plan and carry out educational activities for students; state conferences where personal and professional enthusiasm is kindled; regional conferences where inter-state cooperation, friendships, and activities are developed.

My answer to the neophyte who asks "What will my State or National Organization Do For Me?" — is to "jump in and find out!" The requirement for personal and professional growth by the individual is a willingness to participate, pulling a "fair share" of the responsibility. The long range dividends are seen in the form of: (1) new personal enthusiasm, (2) new friends across a wide geographical area, (3) new ideas which keep local educational programs up-to-date and moving. The NVATA and its total framework, down to the "grass roots teacher" is a "stimulant" to the fellow who participates.

—RDD

Themes For Future Issues

February — Staffing Agricultural Programs	July — Program Planning and Evaluation
March — Looking Ahead in Vocational Agriculture	August — Teacher Education
April — Production Agriculture — Still in Vogue	September — School Organization and Articulation
May — Summer Accountability	October — Instructional Technology
June — Administration and Supervision — Local to National	November — Improving the Profession — Job and the Teacher
	December — Better Teaching and Learning

- tions interested in agriculture.
- Conducted annual regional leadership conferences for state officers and other members.
- Sponsored annual receptions for vocational agriculture teachers, trainees, educators and friends attending the National FFA Convention.
- Promoted the FFA organization in all of its activities and cooperated with The American Vocational Association in the improvement of all vocational, technical and practical arts education.
- Carried on an active program to secure an adequate supply of properly trained vocational agriculture teachers in all instructional areas.

— THE NVATA REPRESENTS YOU —

Members of the NVATA Executive Committee and the National Staff represent the Organization at many meetings each year and serve on numerous boards and committees. Following is a list of conventions and meetings attended during a single year:

- National Farmers Union Convention
- National Livestock Feeders Association
- Agribusiness Manpower Conference
- Pacific Regional Conference
- Southern Regional Conference
- North Atlantic Regional Conference
- Central Regional Conference
- National County Agents Convention
- National FFA Convention
- National FFA Up-Date Seminar
- Twenty-four State Conferences
- Six Regional Meetings
- American Institute of Cooperation

THE NVATA is represented on and attends meetings of the following groups and/or committees:

- National FFA Board of Directors
- National FFA Foundation Board of Trustees
- AVA Agricultural Division Policy and Planning Committee
- AVA Agricultural Division Advisory Committee
- Task Force Committee — U.S. Office of Education
- National FFA Alumni Association
- National Farm-City Committee Board of Directors
- FFA Awards Committee
- National FFA Contest Committee
- Agricultural Hall of Fame Board of Directors
- National Safety Council — Farm Conference
- Manpower Needs Planning Committee
- Ag Division Program Development Task Force
- Agricultural Education Magazine Editing-Managing Board

— YOU CAN BE MORE EFFECTIVE —

- By conducting a program of vocational agri-

cultural education that will be a credit to your community, state and nation.

- By publicizing your profession through articles and pictures in local, state and national media and by promoting vocational agricultural education at every opportunity.
- By demonstrating pride in your profession as a teacher of vocational agriculture.
- By promoting and maintaining favorable relationships with those with whom you work and associate.
- By attending meetings, serving on committees, assuming responsibilities and actively participating in the work of your professional organizations.
- By promptly paying your membership dues through your state association and encouraging others to do likewise.

— FUTURE DIRECTIONS —

Twenty-five years of Professional Leadership and Service will be completed at the time of the Atlanta Silver Anniversary Convention — December 1-5, 1973. Several members of the first Executive Committee and many who have served as national officers in succeeding years will attend. I am confident those who served during the early formative years will marvel at the changes that have taken place and the progress that has been made. While these early leaders were certainly professionally minded people with foresight and vision, I am confident that the accomplishments of the organization has greatly exceeded their fondest dreams.

I am confident that those who attend the Silver Anniversary Convention in 1973 who also have the opportunity to attend the Golden Anniversary Convention in 1998 will be equally amazed at the changes and accomplishments of the second quarter century.

The almost complete loss of leadership for and identification of Vocational Agriculture Education and the FFA, during the past decade, at the national level, so far as the USOE is concerned, has placed added responsibilities on the NVATA and its affiliated associations. The leadership that was once shared by supervision and the professional organizations now becomes a greater responsibility of the professional organizations.

Despite certain losses of leadership and identification the program has continued to grow. How long this growth will continue without the benefit of government leadership and direction remains to be seen. Educators in Vocational Agriculture have been well-trained in the past and they have been a closely knit group with a common purpose — to provide the best possible education for the agriculture community.

Survival of the program will depend more and more on state and local funding and leadership. Programs will survive in states that have strong and affluent leaders in supervision and in communities that have good programs whether or not Federal dollars and leadership are present. The professional organizations must assume greater responsibility in promoting the program and in securing adequate funding at the state and local levels and above all by encouraging every teacher of vocational agriculture to conduct a good local program. ◆◆◆

YOU ARE A POTENTIAL NVATA AWARD WINNER!

Sam Stenzel
Assistant to the NVATA Executive Secretary
Lincoln, Nebraska



Sam Stenzel

A major objective of the NVATA is: "To bring vocational agriculture teachers together through membership in a national organization devoted exclusively to their interests." For 25 years the NVATA has developed, promoted, and supported activities designed to maintain and improve the standards for vocational educators in agriculture. It has brought added recognition to members by establishing close working relationships with business, industry, government, and many civic, professional, and other organizations. Several of those relationships have resulted in numerous NVATA and NVATA-Agribusiness sponsored programs designed to recognize members, State Association officers, State Associations and those who have contributed significantly to their profession and professional organization.

The impetus of the NVATA Award Program is basically to recognize individuals for their efforts. The awards are also designed to motivate and encourage the officers of affiliated State Associations to strive to attain challenging goals. For others, the awards are designed to express appreciation for promoting and furthering the objectives of the NVATA and the causes of vocational education in agriculture.

The awards can be categorized into four major types: Member Incentive, Association Leadership Recognition, Member Leadership Recognition, and Outstanding Service. The nature and value of the various awards fluctuate. Certificates or plaques are given on the State, Regional, and National levels; fifteen expense paid trips to the NVATA National Convention are awarded on the Regional level; and, one expense paid agribusiness tour of Europe is awarded annually on the National level.

— MEMBER INCENTIVE AWARDS —

Four of the NVATA member incentive awards are: "Thirty Minute Club"; Teacher of Teachers; Years of Service; and Outstanding Service.

The purpose of the NVATA "Thirty Minute Club" award is to encourage members to publicize their professional, vocational agriculture, and FFA activities. The major rule for the award is that the method used for the publicity must reach beyond the borders of the writers' state. The most common media used is the *Agriculture Education Magazine*, *National Future Farmer Magazine*, State Association Newsletters, and radio and television stations. The NVATA awarded 546 "Thirty Minute Club" certificates in 1972. Thirty-two states participated in the program.

Vocational Agriculture teachers have an annual turn-



over of 9.5% which requires approximately 1500 teachers for replacements and new positions each year. A recent research study revealed there were 128 vocational agriculture teacher vacancies existing in early August and the report estimated that 74 departments would be unable to operate during the current school year. Recognizing that the future of agricultural education is dependent upon men entering the profession, the AVA Agriculture Division Professional Personnel Recruitment Committee recommended that vocational agriculture teachers recruit some of their interested students into the teaching profession. To recognize those cooperating teachers, the NVATA sponsors the Teacher of Teachers Award to identify those teachers who have former students teaching vocational agriculture. A NVATA Program of Work report showed that 24 states used the certificates in 1972, recognizing 246 Teachers of Teachers.

Eighty-nine percent of the affiliated state associations presented 615 NVATA Years of Service Award certificates to members in 1972. The Award certificates are available to

(Continued on next page)

affiliated State Associations who wish to express public appreciation to vocational agriculture educators for years of service in the profession. Presentations are recommended after five years of continuous service and every five years thereafter. Many states supplement the award with service keys and watches. Twenty-six states presented service keys to 260 members in 1972 and eleven states awarded watches to members completing 30 or more years of teaching.

NVATA recognition for continuous and outstanding service to the profession of vocational education in agriculture is expressed in many ways. Many State Associations use the Outstanding Service Award certificate. The citation, certificate of appreciation, plaque, honorary membership, and other awards for outstanding service were awarded to individuals, groups, and/or organizations such as cooperatives, industries, Congressmen, Senators, educators, and laymen. The NVATA Public Relations and Publicity Committee reported that 60 per cent of the State Associations used Outstanding Service Awards.

— ASSOCIATION LEADERSHIP RECOGNITION AWARDS —

To recognize State Associations and State Officers for their cooperation and dedicated leadership the NVATA offers two State Association Leadership Recognition Award programs. They are the 100 per cent Membership and Professional State Association Awards.

It is quite challenging for state officers to secure professional dues from 100 per cent of all vocational agricultural educators in their state. Approximately 30 per cent of the affiliated associations do attain that goal annually. Several of them have reported five years or more of consecutive 100 per cent membership. To recognize those attaining that elusive goal, the NVATA gives them special recognition at the National Convention each year. State officers are recognized and the Association is presented a 100 per cent Membership Certificate. An appropriate plaque is presented to recognize those Associations who have attained five and ten consecutive years of 100 per cent membership. Certificates are also available for State Associations to give recognition to officers of state sub-divisions who have attained 100 per cent membership regardless of whether the State Association reached that goal. Each State Association establishes their own guidelines for determining attainment of 100 per cent NVATA membership.

The NVATA can be no stronger than its affiliated state associations. In order for a State Association to be strong it should engage in well-planned activities designed to serve the best interests of the members and the profession. To encourage professional activities among the State Associations, the NVATA presents an engraved certificate of appreciation to the Presidents of each State Association meeting certain requirements. Over 50 per cent of the affiliated State Association Presidents qualify for the Award annually.

— MEMBER LEADERSHIP RECOGNITION AWARDS —

Several agribusiness firms sponsor award programs in cooperation with the NVATA. Application forms for the awards emphasize success of the local vocational agriculture program, implementation of new innovations, FFA Chapter activities, and professional leadership. The NVATA-Agribusiness awards are: Agriculture Teacher Recognition, Out-

standing Young Member, Career Orientation, and Professional Recognition.

Pfizer and Company sponsors the NVATA Agriculture Teacher Recognition Awards. Three \$500 awards are made annually to the vocational agriculture teacher who was the Advisor to the National winner of the FFA Agriculture Proficiency Award in either livestock, dairy, or poultry. Award winners are encouraged to use a portion of the funds to attend the NVATA National Convention.

The NVATA Outstanding Young Member Awards are sponsored by the U.S. Steel Corporation. The award is designed to recognize a member's participation in professional and other leadership activities. State winners receive a certificate and are eligible for the Regional Award. The six Regional winners receive an expense paid trip to the NVATA National Convention, where each is given a plaque. A major requirement for entering the contest is that entrants must have taught at least three years of vocational agriculture but not more than five.

The New Holland Division of Sperry Rand Corporation sponsors the NVATA Agricultural Career Orientation Awards. The awards are given to recognize those teachers of vocational agriculture who emphasize opportunities in agribusiness and have implemented agribusiness training programs. Six Regional winners are selected from the State winners. Each of the Regional winners receive an expense paid trip to the NVATA National Convention in addition to an appropriate plaque. The State winners each receive an engraved certificate.

An outstanding teacher of vocational agriculture is selected annually for the Professional Recognition Award. The award, which includes a 10 day expense paid agricultural tour of Europe, is sponsored by the CIBA-GEIGY Agricultural Chemicals. The National Winner is expected to attend the NVATA National Convention. Each of the State winners is given an award certificate. The award is based primarily upon professional activities, professional improvement, and recognition honors.

— OUTSTANDING SERVICE AWARDS —

Many individuals, organizations, and agribusiness industries support the NVATA and vocational education in agriculture. To express appreciation on behalf of the members of the profession, the NVATA annually recognizes those persons, organizations, and/or agribusiness industries with either a Special Citation, Honorary Membership, or the Outstanding Service and Cooperation Award.

Persons who contribute to the furtherance of vocational education in agriculture on the national level may be recognized with a Special Citation by the NVATA.

Persons who have made outstanding contributions to the NVATA and the program of vocational education in agriculture may be awarded Honorary NVATA Membership.

Organizations, agribusiness industries, and others who support NVATA activities and promote the cause of vocational agriculture education may be considered for the Outstanding Service and Cooperation Award.

Recipients may be nominated for a Special Citation, Honorary Membership, or the Outstanding Service and Cooperation Awards by State Associations, NVATA Regions, or the members of the NVATA Executive Committee.

(Concluded on page 115)

NVATA — 25 Years of Leadership

William G. Smith
Past NVATA President and Instructor,
Agricultural and Environmental Science Teacher Education
Cook College, Rutgers University



Wm. G. Smith

Even the most professional persons, active supporters of numerous professional organizations, sometimes question the contributions made by particular associations. It is usually easiest for members to evaluate local and state organization effectiveness due to proximity, contact and tangible benefits. The cost-effectiveness of a national professional organization is more difficult for the average local member to evaluate. The outstanding percentage of potential membership attained by the NVATA is indicative of the professionalism of those in agricultural education and the excellent working relationships and communications between the local members, the state associations, regional vice presidents and the national organization. Few national associations provide such an effective organizational structure for member involvement and leadership development.

NVATA has as its number one object "To assume and maintain an active national leadership in the promotion and furtherance of agricultural education."* At an accelerating rate the NVATA has demonstrated effective leadership in attaining this objective on the national level.

As the national professional organization for agricultural education including over 90 per cent of the secondary and post-secondary agricultural teachers, most teacher educators and state supervisors in the field, affiliated with the Agricultural Division of AVA, NVATA has involved itself in the national concerns of Agricultural Education. One need only review the annual reports of NVATA citing actions and resolutions of the organization to see examples of such concerns: federal legislation and funding; national leadership in the U.S.O.E.; state leadership, program and professional standards, regulations and teacher welfare.

How has this organization attained such a powerful position on the national scene? The answer may be found in the grass-roots focus of the NVATA and the professional dedication of its membership and leadership at all levels. Every member has the opportunity to voice concern and recommend action through open channels of communication. Despite regional, state and local differences in agricultural education programs, the NVATA has proven time and time again that through a strong professional association, we find more common ground to unite us than differences to divide us. This commonality has provided a national platform for NVATA activities.

After due deliberation, national concerns, back-up information and suggested activities are communicated from the national office via the various media (*Agricultural Education Magazine*, News and Views, personal letters, phone

The powerful NVATA National position has come about through a grass roots focus, and the professional dedication of its membership and leadership at all levels.

calls and telegrams). The focus for strength of action returns to the grass-roots for implementation. Constituents at the local, district and state levels solicit better response from the U.S. Congress than a national organization's request for action. Following this leadership, the effectiveness of NVATA again rests squarely with the members and leaders at the state and local level.

To compile a detailed list of the professional leadership provided by the NVATA in promoting and furthering the cause of vocational education in agriculture is beyond the scope of this brief article. Rather, I would point out the following fact: The NVATA has provided the profession with national leadership over the past 25 years. From a small beginning in 1948, the organization has grown to be recognized as *THE* professional organization in the vocational education field. On numerous occasions, when the direction or even the existence of vocational-agriculture was threatened, the NVATA has responded with constructive and effective programs of action. The need for such programs of action has increased in recent years as federal legislation and programs have vacillated greatly.

Some might opinion that the NVATA is ultra-conservative and has tried to maintain the status-quo in agricultural education. A better description would be that this organization has been a stabilizer—keeping the profession on an even keel along the course of orderly progress in agricultural education. The NVATA has not always been known for taking the popular stand on issues. The potentially disastrous effects of making change for change's sake have been avoided by building carefully on the sound foundation of a proven educational program. It is difficult to envision what and where agricultural education might be today were it not for the NVATA.

In my experiences as an NVATA officer, I was always most impressed with the member-orientation of our organization. The executive committee, representing top leadership from across the country, demonstrated the highest level of professional dedication and judgment in reaching national policy decisions. In retrospect, we can state unequivocally that the NVATA has had an indelible and beneficial impact on the status of vocational education in agriculture. We can be confident that our professional organization will accomplish even more in the next 25 years. ♦♦♦

* BYLAWS: The National Vocational Agricultural Teachers Association, Inc.

AG-ED DIVISION OF AVA: A MAJOR NVATA WAYS AND MEANS VEHICLE

Glen D. McDowell
 AVA Vice President—Agriculture Division
 Teacher of Agriculture
 Pikeville, Kentucky



Glen D. McDowell

One is apt to hear a realist say "Things don't just happen, they are made to happen." This truism is surely the concept which has been closely adhered to by the prime movers of the National Vocational Agricultural Teachers' Association over a span of years, cumulative with this the NVATA's Silver Anniversary. Proof of the implementation of this concept by the Association is evidenced by its procedures and achievements for self and members, for Agricultural Education in general and all of Vocational Education as well.

Of important note is the fact the NVATA decided to seek goals and objectives through close affiliation with the Agricultural Education Division of the American Vocational Association and to require its members to also hold membership in the AVA. Why did the NVATA cast its lot with these parent organizations rather than to "go it alone"?

It may be surmised the founders of the Association, being fully aware of the interdependence of the professionals involved at all levels in programming and in the implementation of programs in Vocational Agriculture, judged it best to operate within the organized total profession of agricultural educators within the AVA. Events requiring the attention of a united profession, first time teacher involvements such as the Denver Seminar, and the many issues successfully dealt with in cooperation with the Division's other two affiliates — The American Association of Teacher Educators in Agriculture (AATEA) and the National Association of Supervisors in Education (NASAE), say the decision to stay within the Division and to be a part of the AVA Team was a wise one.

At this point, in order to familiarize further the members and friends of the NVATA of the position of the Association in its major ways and means vehicles, let us take a brief look at certain aspects of the Agricultural Education Division within the AVA.

- (1) **Membership:** Members of the Division must also hold membership in the AVA. Some 90 per cent of eligible Vocational Educators in Agriculture (teachers, teacher educators and supervisors) are active members. This is the highest percentage of all the AVA Divisions.
- (2) **Affiliates:** Three autonomous National Associations, namely: the NVATA, the AATEA and the NASEA, make up the division.
- (3) **Elected Officers:** (a) President elected for a three-year term who also serves as AVA Vice President representing the Division on the AVA Board of Directors. By "Gentlemen's Agreement" this office is alternated between each of the three affiliates. (b) Secretary-Treasurer who is also elected for a 3-year term.
- (4) **Governance:** (a) Members present and voting at the

Division's annual business meeting held during the AVA Convention. (b) Policy Committee which is Chaired by the President with membership being as follows: The presidents, past presidents and immediate past presidents of the NVATA, AATEA and NASAE; the NVATA Executive Secretary; the Division's AVA Program of Work Representative and the Division's Convention Program Chairman.

- (5) **Other Committees:** (a) National Advisory Committee — This committee is made up of 8 voting members from agribusinesses and/or representatives of farmers organizations. The committee also has four ex-officio members, including the Division's President, the NVATA Executive Secretary, an Associate Director of the AVA and a representative of the U.S.O.E. (b) Standing Committees — serving in each of the following areas: Division Convention Program; Resolutions; Curriculum Materials; Research; Public Information; Publications, Professional Recruitment; Membership, *Agricultural Education, Magazine*, Safety and Advisory to the National Young Farmer Institute. Insofar as possible and where appropriate, each affiliate is represented on each of these committees.
- (6) **National Program Development Commission:** The President of the Division serves as Chairman of this Commission with the membership being as follows: The Presidents and Past Presidents of NVATA, the AATEA and the NASEA; Seven representatives of Agribusinesses and/or farm organizations, and four consultants including the NVATA Executive Secretary, an Associate Director of the AVA, the Executive Director of the National FFA Foundation and a representative of the USOE.
- (7) **AVA Governance Relationship:** (a) The Division President is also a Vice President of the AVA representing the Division on the AVA Board of Directors; (b) The Division elects a member each year to serve on the Advisory Council at the AVA Convention; (c) The Division has one or more representatives on each of the AVA General Committees; (d) Any Division member may, if elected by his state Vocational Association, serve as a member of the AVA House of Delegates; (e) The Division and/or its affiliates must operate in keeping with the AVA Constitution and/or policies; These documents do not restrict, however, independent action by the Division or its affiliates in promoting Agricultural Education and/or specific action on behalf of individual members.

In closing attention is called to the fact that a spirit of cooperation and good fellowship exists between the NVATA, teacher educators and supervisors. Because of this all have been winners within the Agricultural Education Division—AVA strength assured. ◆◆◆

In closing attention is called to the fact that a spirit of cooperation and good fellowship exists between the NVATA, teacher educators and supervisors. Because of this all have been winners within the Agricultural Education Division—AVA strength assured. ◆◆◆

VOCATIONAL AGRICULTURE AND AGRIBUSINESS

A Valuable Partnership

Donald McDowell, Executive Director
 National FFA Foundation Sponsoring Committee



Donald McDowell

The business and industry community of America salutes NVATA. For twenty-five years, and yes longer, the agribusiness leaders have been a part and parcel of Vocational Agriculture. With the beginning of an organized ag teacher structure, there has been progressive and accelerated inter-relationships with mutual concern and support.

The Free Enterprise system, based on creative capitalism has been a brilliant and constant thread running through the Vo-Ag curriculum program and through NVATA. This common goal for both Vocational Agricultural education and agribusiness has produced a mutual bond of both friendship and basic objectives. The philosophy of "learning to do and doing to learn" as in Vo Ag has been the launch pad for the greatest "Industry-Education" relationship in the United States.

Vocational agriculture, perhaps more than any other vocational field, has kept up with changing times and changing needs. For certain, the over 800 sponsors to the National FFA Foundation have a deep and abiding faith in FFA and in Vocational Agriculture. This credibility has developed continually over these many years. Certainly, NVATA has quietly, but very effectively, served as the instrument for unity and contemporary progress.

Another organization, different in make up from agribusinessmen but similar in goals and objectives, is the National Advisory Council on Vocational Education. It was because of the teamwork between teachers of vocational agriculture and agribusiness that was responsible for my initial appointment to the Council, and my re-appointment for a second three year term, beginning earlier this year. This concerted effort has assured that vocational agriculture has a strong voice in the deliberations of the National Advisory Council.

The 21 member, Presidentially appointed Council was created by Congress in the Vocational Education Amendments of 1968, and is charged by law with advising the U.S. Commissioner of Education on matters relating to vocational education, reviewing and evaluating vocational education programs, studying duplication of vocational education and manpower training programs, and reporting its findings to the Secretary of HEW and to Congress. The Council was given the same responsibilities under the Education Amendments of 1972 with respect to the new post-secondary occupational education programs (Title X) contained in that act.

In addition — and equally important — the Council serves as a strong advocate for vocational education, seeks to

The evolving of the concept of agribusiness, with its cross-currents of cooperation between all interested sectors of the economy to meet community needs, is the kind of activity which the National Advisory Council on Vocational Education hopes to see emulated throughout the spectrum in the field of vocational education.

improve the image of vocational education among the general public and the educational bureaucracy, and fosters communication and cooperation between the business community and education. The latter, of course, is especially important in the field of vocational education.

In all of these efforts, the Council has been acutely aware of the progress and contributions made in vocational agriculture. You may be assured that agriculture-agribusiness is respected and appreciated by the members of the Council. They have been kept abreast of the new trends and developments in vocational agriculture and agribusiness, and fully appreciate the accomplishments over the past 25 years of the National Vocational Agriculture Teachers' Association.

We are deeply concerned with making education relevant to both the students and the communities. Time and again, in considering this issue, we look to the example set by the NVATA in working with National, state and local agencies in the implementation of programs, its cooperation with and support of youth organizations, and its leadership in developing strong ties with the agriculture business community.

In two areas of particular concern to the Council, the experience of vocational agriculture has been extremely helpful. The Council's Seventh Report, dealing with the accomplishments and impact of vocational youth organizations, and the need for greater recognition of these groups, relied heavily on the FFA as an example. The FFA, as one of the oldest of such groups, has been a leader and an inspiration to others in the field.

The School to Work Project, which is encouraging the concept that schools have a responsibility to help place its students in productive jobs, as well as to train them, seeks

(Concluded on page 119)

THE NVATA AS A POLITICAL PRESSURE GROUP

Ralph J. Woodin

Head, Department of Vocational-Technical Education
The University of Tennessee, Knoxville



Ralph J. Woodin

One of the major questions facing professional education organizations such as the NVATA in the seventies is the extent and type of political action which they should undertake. The merger between the National Education Association and the National Federation of Teachers currently being discussed is concerned basically with the issue of political clout. While political action seems particularly unappetizing in view of the

Watergate hearings and other evidences of the seamy side of politics, it must be recognized that politics represents an established means of bringing about change in society and in educational practice.

The NVATA has been responsible for many accomplishments during its first 25 years. The organization has developed a favorable reputation in terms of having capable officers and achieving financial stability. The NVATA conventions have been sources of help and inspiration for members and delegates as well as officers of state associations. As a result of all these activities membership has grown progressively through the years until today when most teachers in the nation are members.

Valuable leadership experience has also been afforded members through the national and state organizational structure. Attending conventions and serving in positions of leadership has broadened the horizons of many teachers. Considering the number of officers in each of the states and the fact that in addition each state each year ordinarily sends delegates to the national convention hundreds of teachers have directly participated and have had valuable professional leadership experience.

The problem of the NVATA, like most professional organizations, comes back to the query of the teacher who has not attended a convention, who has not been an officer or delegate of his state or national organization and who says "what has the NVATA done for me?" or "What do I get in return for what I spend on dues?" This same question applies to most professional educational organizations and must be answered if membership is maintained.

A majority of teachers of vocational agriculture are affiliated with several professional organizations as NEA and its state and local affiliates, as well as the American Vocational Association and its state and local affiliates. Some also belong to the American Federation of Teachers.

In view of the teachers' multiple professional affiliations, one of the problems of the professional educational organization becomes that of finding its unique function along with all of the other organizations to which the same teachers belong. It seems likely that the professional organization that can identify the particular function that it can do best for its members and then carry out this function well can expect to attract and hold its members. This perhaps represents the most important problem for a professional organization.

The professional organization, to attract and hold members, must identify its unique function along with all other organizations, and carry out this function well.

In addition to determining its unique function educational organizations may well consider criteria for service to their members such as those listed below:

- (1) Does the organization result in real professional improvement for a high percentage of its members?
- (2) Does the organization itself have a positive image; is it the type of organization that teachers are proud to belong to?
- (3) Does the public relations program of the organization extend to and benefit most of the members?
- (4) Is the organization achieving desirable political and economic advantages for the membership?
- (5) Is there a sound base of facts, information, and data supporting the legislative program?
- (6) Is the organization helping the members to understand changes which are occurring in the field?
- (7) Is the organization effective in terms of increasing the salaries of its members?

When one reviews the developments in professional educational organizations of the past few years, it is plain that such organizations as the National Education Association and its affiliates have been forced to move into the political arena and to become a part of the state, local, and federal political structure. The change has been brought about by a number of developments, among them the fact that more funding is provided through state and local sources and that professional politicians tend to consider funds as a means of winning elections. Another change has resulted from the widespread public criticism of education and the demand for accountability. Teacher militancy and salary demands have also contributed to change. Competition of the American Federation of Teachers for membership has likewise forced definite action. Still another problem has been the criticism of some who say the professional organizations represent an impediment to change rather than a force for progress.

Discussing the changing role of professional organizations in their recent book "The Political Web of American Schools," Wirt and Kirst make this statement.¹

"The era of the hegemony of professional educators supported by the norm of professionally neutral competence is under assault from those who feel that the present mode of educational policy making is inadequate . . . Teachers repudiating turn-of-the-century doctrine stressing the harmony of the profession are using collective bargaining to wring concessions from boards and administrators. Controversial issues such as

(Continued on next page)

the war in southeast Asia are finding a place in the curriculum, and many more teachers now participate in political campaigns. One senses that the politicization of school policy making in all its dimensions is becoming much more apparent and is accelerating . . . Just as we cannot return to the one-room school house, so we can no longer accept professional educators' claim that they are apolitical experts."

The problem of political action for NVATA has some similarity to that described by Wirt and Kirst in that the organization probably includes those who are impatient with old time professional harmony and favor direct political action. One example of such action by NVATA has been that of attempting to strengthen the Agricultural Education area in the U.S. Office of Education. While this action has probably been more popular with some members than with others it does represent a move toward the use of political means to secure ends which most members believe desirable.

Looking ahead it seems inevitable that all teachers' organizations including NVATA must preserve and build

upon the development of leadership and competence of their members. In addition, however, more and more attention will likely be placed upon the resolution of teacher's problems through political activity. In spite of the fact that political activity is likely to entail trade offs, compromise, loss of friends, and even defeat on some issues.

Wirt and Kirst sum it all up when they say:

"Old forms and ideas are everywhere challenged, not merely by new interest groups seeking a reallocation of traditional resources. Widespread and increasing resistance to school tax referenda in recent years suggest disappointment, frustration or malaise about what our schools are or are not doing. Stress then is . . . a quality of contemporary education that permeates the school board, classrooms, administrator's office, and professionals' conventions, as well as decision-making forums at state and national levels."²

¹ Frederick M. Wirt and Michael W. Kirst, *The Political Web of American Schools* (Little, Brown, Little Company, 1970), p. 10.
² *Ibid.*, p. 20.

Past National NVATA Presidents

Year and City Where Elected

L. E. Cross, San Jose, Calif.	1948	Milwaukee, Wis.
Parker Woodul, Portales, N.M.	1949	Atlantic City, N.J.
*Jess Smith, Lake Geneva, Wis.	1950	Miami, Fla.
*A. C. Hale, Camden, Ark.	1951	Minneapolis, Minn.
Max Lampo, Neosho, Mo.	1952	Boston, Mass.
Robert Wall, Luray, Va.	1953	Chicago, Ill.
S. F. Peterson, Ayden, N.C.	1954	San Francisco, Calif.
Robert Howey, Sycamore, Ill.	1955	Atlantic City, N.J.
Robert Bishopp, Powell, Wyo.	1956	St. Louis, Mo.
James Wall, Waverly, Neb.	1957	Philadelphia, Pa.
Luther Hardin, Searcy, Ark.	1958	Buffalo, N.Y.
Julian Carter, Wellsville, N.Y.	1959	Chicago, Ill.
Floyd Johnson, York, S.C.	1960	Los Angeles, Calif.
James Hamilton, Audubon, Ia.	1961	Kansas City, Mo.
Wenroy Smith, Saltsburg, Pa.	1962	Milwaukee, Wis.
Walter Bomeli, Bangor, Mich.	1963	Atlantic City, N.J.
Sam Stenzel, Russell, Kan.	1964	Minneapolis, Minn.
Jim Durkee, Laramie, Wyo.	1965	Miami, Fla.
Elvin Walker, Norman Park, Ga.	1966	Denver, Colo.
Tom L. Devin, Dumas, Tex.	1967	Cleveland, O.
William Smith, East Brunswick, N.J.	1968	Dallas, Tex.
Millard Gundlach, Montfort, Wis.	1969	Boston, Mass.
Glen McDowell, Pikeville, Ky.	1970	New Orleans, La.
Howard Teal, Boonville, N.Y.	1971	Portland, Ore.
Francis Murphy, Madison, S.D.	1972	Chicago, Ill.

*Deceased

25 Year Historical Booklet Available

A historical booklet, "25 Years of Professional Service and Leadership by the NVATA," has been written and will be available after December 1. The history booklet includes:

- early history, growth, and development.
- objectives, goals, accomplishments, and a look into the future.
- leadership and service to the profession and its members.
- a chronological order of events during the first 25 years.
- national leaders for the NVATA.
- supporting data, photographs, and other interesting information.

Copies may be purchased during the National NVATA Convention in Atlanta, Georgia, December 1-5. Copies may also be purchased directly from the National NVATA Office, Box 4498, Lincoln, Nebraska, 68504 after December 1.

From the Book Review Editors Desk . . .

BOOKS TO BE REVIEWED

- AMERICAN COOPERATION**
American Institute of Cooperation (1971)
- RED ROCK COUNTRY**
By Donald L. Baars
Doubleday & Company, Inc. (1972)
- THE SUN'S BIRTHDAY**
By John Pearson
Doubleday & Company, Inc. (1973)
- AGRICULTURAL ORGANISATIONS AND DEVELOPMENT**
By Xavier Flores
International Labour Office, Geneva (1971)
- SOCIAL SECURITY IN AGRICULTURE**
By Robert Savy
International Labour Office, Geneva (1972)

PROFESSIONAL FLOWER ARRANGING FOR BEGINNERS
By Robert L. Gordon
Cal. Polytechnic State University Foundation (1972)

MATRIX ALGEBRA FOR STATISTICAL APPLICATIONS
By Walter L. Sullins
Interstate Printers & Publishers, Inc. (1973)

THE ADVANCE OF AMERICAN CO-OPERATIVE ENTERPRISE: 1920-1945
By Joseph G. Knapp
Interstate Printers & Publishers, Inc. (1973)

THE RETAIL FLORIST BUSINESS
By Peter B. Pfahl
Interstate Printers & Publishers, Inc. (1973)

PLANNING FOR AN INDIVIDUAL WATER SYSTEM
By G. E. Henderson and Elmer E. Jones
American Association for Vocational Instructional Materials (1973)

If you find one of these book titles interesting, send the Book Review Editor a card and he will send you a book to review. The book will be yours to keep. The address is: James P. Key, Agricultural Education Department, Oklahoma State University, Stillwater, Oklahoma 74074.

ROLE OF THE REGIONAL VICE-PRESIDENT

Bill Harrison
Region II Vice President, NVATA
Teacher of Agriculture, Leedy, Oklahoma



Bill Harrison

The organizational structure of the National Vocational Agriculture Teachers Association provides the forum through which teachers of vocational agriculture may express their will on matters affecting them professionally, and a means by which certain services and professional leadership are made available to the membership on a Regional basis. The function and responsibility of the Regional Vice President is to serve as the necessary link between the State and National Organizations to accomplish these tasks.

The Regional Vice President is charged with the responsibility of conducting the business of his region and performing certain identifiable duties in order to effectively serve the membership in his region and in turn the National Organization.

He is charged with the responsibility of planning and conducting a Regional Summer Conference and Regional Meetings during the National Convention, at which time an opportunity is provided to discuss and consider issues of Regional and National concern. From these meetings recommendations may be presented for actions that will serve the profession. Regional meetings provide the forum where-by the concerns of the Region are brought to the attention of the Vice President and suggested action is proposed for the attention of the executive committee. Sufficient pre-planning of agenda items is necessary in order to achieve the goal of having the "grass roots" input of the membership, and the appointment of committees to expedite the decision making process. Concerns expressed and actions taken at the regional level provide the basis for many of the deliberations of the National Executive Committee.

The Regional Vice President is charged with the responsibility of attending National Executive Committee Meetings and the Annual NVATA Convention and participating in the formulation of policy and the development of procedure that will be taken by the National Association. While representing his region effectively, he must also be mindful of the fact that what is desirable for the National Association is in turn good for his region and finally is desirable for the membership in general. The effective Vice President must be straight-forward in his manner of operation and always willing to accept the obligations of performing his duties.

He is charged with the responsibility of corresponding on a regular basis with the affiliated State associations within his region and keep them informed on matters that concern them professionally. He should continually encourage State association officers to effectively perform their duties

The Regional Vice President is the necessary link between State and National Organizations.

and responsibilities, and in turn assist the National Office in obtaining information necessary for the successful administration of the national organization. While it may seldom be possible that a Vice President can assist with internal problems of a State association, he should offer encouragement and assistance in finding solutions to problems when they arise. Through regular correspondence the Vice President should constantly seek inputs and suggestions from the State associations that will improve the service and function of the region and in turn the national association.

The Regional Vice President is charged with the responsibility of sending newsletters to association leaders in his region on a regular schedule in order that they may be kept informed on current developments and thus perform their duties in a more effective and desirable manner. In these newsletters, he should encourage participation in the various NVATA Awards Programs, remind leaders of important dates, and continually provide current status reports on items of concern.

He is charged with the responsibility of visiting the State associations within his region. During these visits, he should encourage continued professional activity, call attention to possible pit-falls and problems that may lie ahead and constantly be receptive to possible actions and activities that will improve the service and enhance the effectiveness of the total professional organization. The Vice President has a unique opportunity to perform a very important public relations function during these visits since this is the only direct contact that many members may have with the officers of their national organization.

The Regional Vice President is charged with the responsibility of attending other meetings and activities that are closely allied with the National Vocational Agriculture Teachers' Association and the total program of Vocational Education in Agriculture. He should be available to represent the Region and the National Association at various farm organizations meetings, work closely with Teacher Education groups and Supervisor Staffs, and constantly be associated with others having an interest and concern for the broad program of vocational education in agriculture.

The Regional Vice President is an important link between the National Association and the Affiliated State Associations and in this role has an opportunity to provide these important services and the professional leadership that is vital to a dynamic professional organization. ♦♦♦

STATE NVATA ROLE — KEEPING MEMBERS INFORMED

John Mundt
Immediate Past President, IVATA
Teacher of Agriculture, Joint School District No. 2
Meridan, Idaho



John Mundt

Today the NVATA is a live and viable organization and it must continue its active role. We, as teachers of agriculture, have an exciting and challenging job; that of developing young people into useful productive citizens of society. A strong NVATA will help insure the profession of teaching Vocational Agriculture. What is a strong professional association and how do we as members help insure a professional association for the future? Francis Murphy, NVATA President, said it best at the Region I leadership conference at Missoula, Montana, by stating, "The strength of any professional organization is measured only by the enthusiasm of its membership."

Enthusiasm will make the difference between a mediocre organization and one that is effective and instrumental in the decisions which will affect the future of agricultural education. The enthusiasm at the national level must carry down through to the "grass roots" teachers. The NVATA has always been a "grass roots" organization and certainly this has been the reason for the organization's many successes.

One of the primary objectives of each state association is to keep the member and prospective members informed as to what is happening at the national level. It is or should be the responsibility of each state association officer team to relay news of national activities to its membership. Such communication should emphasize that anyone involved with agriculture education can little afford not to belong to the NVATA. No one can successfully be forced to become a member. A member forced to join is unhappy and therefore will not contribute his part in a successful organization. Potential members have to want to join.

A successful summer conference is an excellent way to recruit active enthusiastic members. Various gimmicks can be used to effectively recruit new members at summer conferences. Some examples of gimmicks that have been successfully used are as follows:

When a member pays his dues he receives a d-con diary as well as a membership identification badge. The badge may be made of plastic with an outline of the representative state association. The member's name as well as any other information a state association may feel pertinent is engraved on the badge. The cost of the badge will require some outlay of revenue, however, most members would be more than happy to pay for the badge through the collection of their dues if and when they see their organization working for them.

The NVATA bag of favors has been used successfully

The State Association must keep every member and prospective member informed about what is happening on the national level.

at the NVATA conventions for many years. This idea can also be used equally well at state summer conferences. State association through the leadership and work of a good membership chairman can secure pens, pencils, litter bags, rulers and other like items from businesses in the association's respective state. This goodie bag or bag of favors may then be presented to members who have paid their dues. In conjunction with the goodie bags, door prizes have been used effectively at summer conferences. These door prizes are usually sponsored by local businesses and only those members who have paid their dues are eligible for the door prize drawing.

Among other ideas are special recognition for new members, an agriculture teachers steak fry, award banquets at conferences, and a north-south or east-west softball game.

Many of these activities will help to build an eagerness for potential members to belong to their professional organization. It then becomes the responsibility of the state association officer team to take this eagerness and develop enthusiastic members for tomorrow. The state association officers team must provide the leadership for its members. What makes a good leader? D. E. Warren, Past Idaho 4-H Club leader in his article "Leaders Preferred," described leaders and leadership as follows:

"LEADERS PREFERRED"

- The boss drives men; the leader coaches them.
- The boss depends upon authority; the leader depends upon good will.
- The boss inspires fear; the leader inspires enthusiasm.
- The boss says "I"; the leader says "We."
- The boss assigns the task; the leader sets the pace.
- The boss says, "Get here on time"! the leader gets there ahead of time.
- The boss fixes the blame for the breakdown; the leader fixes the breakdown.
- The boss knows how it is done; the leader shows how.
- The boss makes work a drudgery; the leader makes it a game.
- The boss says "Go"; the leader says, "Let's go."

If we as members in the NVATA help to develop enthusiastic leadership and membership the profession of teaching agriculture will be insured for the future. ♦♦♦

BUILDING THE PROFESSIONAL VOCATIONAL AGRICULTURE TEACHER—A STATE CHALLENGE

Howard Wallace
President-Elect, KVATA
Vocational Agriculture Instructor
Ellinwood High School
Ellinwood, Kansas



Howard Wallace

What has the NVATA done for Region II, our state association, individual members and students of vocational agriculture? The NVATA will help members as they learn its purposes and functions just as the Future Farmers of America does students of vocational agriculture. Help is not pushed upon members, teachers get only from the National Organization what they want, as does a student of vocational agriculture,

but the desire to want to become a professional vocational agriculture teacher can be cultivated by the NVATA.

Professional organizations should have as one of their top priorities the benefitting of students. Sure they cause professional teachers to miss classes by attending meetings and conventions but for the long term goals the students being taught will gain through broadening experiences. Too many times "professional organizations" turn into complaint or bickering sessions and the top priority is forgotten. If it weren't for the students and their goals, our goals could be forgotten. In working for, with, and gaining from the NVATA, teachers must not forget their first charge—students.

Specific purposes of the NVATA through which services to state associations can benefit are listed in our constitution, by-laws, pamphlets, etc. Yet they are of no value unless leaders put them into action. At the top of the services performed would be the promotion, guidance and leadership provided in the FFA organization. It is an ever ending responsibility to help the students with the challenges of future food and clothing production in a vastly changing world.

In Kansas our vocational agriculture teacher turn-over is faster than what we would like to admit. Young teachers are teaching a year or two then moving on. Here lies one of our challenges, yet to be solved. How can the NVATA help experienced teachers to keep the strong young teacher? By becoming involved and growing in our organization professionally when fresh out of college, should help to hold some young teachers that are now leaving the teaching field. If professional teachers will give guidance and help when needed to neighboring new teachers, it will be a beginning. What has this got to do with services of the NVATA? This attitude and view would not have shown had it not been

The top priority work of the professional organization should be to ultimately benefit students.

One of our major challenges, yet to be solved, is how to retain strong young teachers in teaching. Neighboring experienced teachers who provide guidance when needed, can help.

for our professional organization in many of our lives. Agriculture teachers owe it to students of neighboring communities to help their teachers to do their best. Sure they will turn out to be competition after explaining a district contest, but the competition isn't the end goal.

By attending a national convention one is going to benefit his students in many ways. The programs are constructed in order that one is bound to boost his enthusiasm for teaching. Enthusiasm brings up another point; that is the number of teachers who have former students teaching vocational agriculture. By setting professional enthusiastic examples, students cannot help wanting to follow in their "idols" steps in the future. Programs of state conventions are even more likely to help teachers to help their students, because of the localized agrarian situations.

Without a national professional organization our progress would be much slower in developing in some fields. There isn't a need for all states to try all experiences before deciding upon the profitable ones. Through unity, we have solutions that are not as expensive as they would be individually.

Community support is a must to all vocational agriculture teachers. Without community support there would be no need for professional organizations in vocational agriculture. This support is not going to come about without effort from the teachers. Community support is one of the most valuable assets to any department of agriculture.

Shaping national legislative matters of interest to agriculture is one specific example of a benefit provided by the NVATA to its members. Without legislative services from the national level through the NVATA the problems would be stumbling. This is nothing more than community support provided on the national level by the NVATA.

By becoming involved vocational agriculture teachers will benefit their students, communities, state associations, regional and national organizations. It is those who are reluctant to improve professionally who the NVATA cannot help. In following and working for improvement in our organization the NVATA will provide cooperative professional improvement, promote vocational agriculture, improve the status of vocational education, provide social fellowship within the teaching profession and keep members informed of current happenings. ◆◆◆

THIS WE BELIEVE

C. D. Rejahl
Executive Secretary
Wisconsin Association,
Vocational Agriculture Instructors, Inc.
Madison, Wisconsin



C. D. Rejahl

The teacher at the local level looks to his state vocational agriculture instructors association to provide him with the following:

1. Encouragement and advice in helping to maintain high standards of teaching.
2. The support which comes from the mutual helpfulness among the membership.
3. Curriculum revision to accommodate change and dissemination of teaching aids and materials.
4. Program accountability in his own community especially, as well as statewide.
5. Competent representation in his legislature with respect to the promotion, extension, protection and support in his specialized field of education.

I believe the vocational agriculture instructor is dedicated to the concept of professionalism first, and is well aware that the problems and concerns involving his profession are not confined to his own local community nor to the state boundaries but rather they involve solutions which can only be effectively dealt with and collectively accomplished at the national level. I am sure they are also aware there are few causes today that have sufficient universal appeal to be self-promoting. Likewise, single individuals are not likely to make themselves heard in a nation of 200 million people so that there is a very real need for affiliation with organizations which can speak effectively for the collective thinking and planning in the field of vocational agriculture and the larger field of vocational and technical education, of which we are all a part.

In this period of time, no state vocational agriculture instructors' association can ignore or be indifferent about what is happening in their legislature. We are totally dependent upon taxpayer support and the competition for the tax dollar is becoming increasingly keen with each passing year. This fact alone, makes it necessary for your state association to plan to actively engage in effective techniques

of how to win friends and influence people in each local community across the state and in the state legislature. These are activities which can only be done by the state association. Call it what you will — image building, public information or accountability.

What do we expect from the National Vocational Agricultural Teachers Association? It seems to me the following activities have been very well provided by the NVATA.

1. To assume and maintain active national leadership in the promotion and furtherance of agricultural education nationally.
2. To bring together all vocational agricultural teachers through membership in a national organization devoted exclusively to their interests.
3. To provide an opportunity for agricultural teachers to discuss all problems affecting agricultural education on a national level.
4. To serve state and local organizations of agricultural teachers in the solutions of problems of national concern.
5. To cooperate with the American Vocational Association in furthering the cause of all vocational education.

Finally, the American Vocational Association has long been the voice and the representative for the entire field of vocational and practical arts education all across this country. They have represented all of us well with more than ordinary success in the Congress and the far flung governmental agencies and bureaus. They have provided the umbrella for unity for all vocational interests through representative membership. They sponsor research, publish the American Vocational Journal monthly and regularly keep state associations knowledgeable about what is happening in Washington and anywhere else, thereby interpreting and detailing how the programs of vocational-technical education would be affected. These are activities which can only be provided by a national organization.

Gains in vocational education are presently being threatened in a real sense on several fronts. Educational revenue sharing has only been sidetracked as far as the administration is concerned. We live with uncertain financing at the federal level and manpower programs could well be abolished.

We must continue to do what apparently comes naturally for vocational agriculture instructors—to support their professional organizations in order that the promotion, improvement, protection and support of the entire system of vocational education is insured in every local community, every state and nationally. This is professionalism at its best.

ROLE OF THE STATE ASSOCIATION UNIQUE

Eldon E. Witt
Executive Secretary, IAVAT
Roanoke, Illinois



Eldon E. Witt

The role of the State Association in vocational agriculture is unique if one studies their objectives as compared to objectives of similar organizations representing workers of common skills and knowledge. The Vocational Agriculture Teachers Associations are unique in the main objective that they do not work for the individual gain of the teacher but for maintaining or creating the sound basic fundamental principles of vocational education with emphasis in the area of specialization and knowledge in vocational agriculture. Admittedly, individual gain can be acquired but this gain is because of efforts in overall principles as compared to efforts spent in solving one's individual problem.

Early teachers of agriculture were concerned with local problems. "Keep my school board and community satisfied and I could care less what happens in the adjoining community," was the philosophy of the period. Today, local problems are not local, nor are they state or regional problems, but have become national problems. Educational philosophies have no boundaries but encompass the entire state and nation. In fact, many of our current educational philosophies have started at the national level and rapidly filtered from the national to state to local level with little opportunity for teachers to intervene.

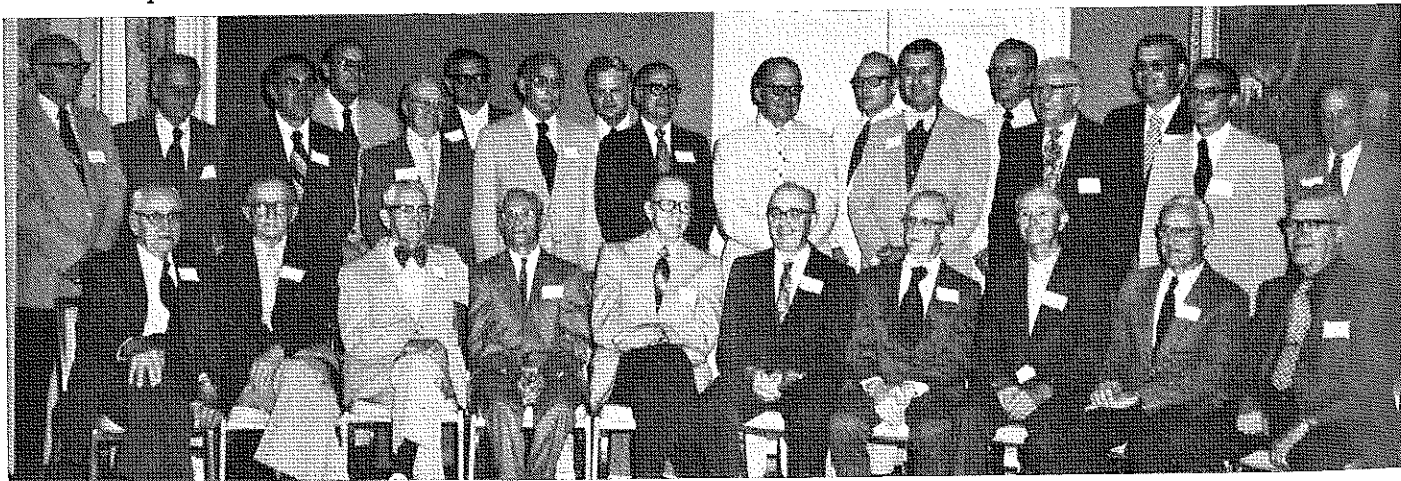
The need and importance of the State Association has increased rapidly in the past few short years. The role has increased rapidly from one of sending bodies to fill chairs at conventions to:

- 1) Providing a structure for the solution of problems. This structure may be provided in varied ways but it is present in all State Associations from Local to

Sectional to District to Regional to National.

- 2) Providing a united front through its support of local, state, and national programs. One voice crying in the wilderness often fades in the distance but this same voice relayed and magnified by the structure presents the united front that becomes increasingly difficult to ignore.
- 3) Providing unity of action and active participation. The result of many speaking for a common cause coupled with member participation from local teacher to national representation defines the cause as one of state and national concern.
- 4) Providing the structure and communication system that keeps its members informed. An uninformed member becomes burdened with apathy and complacency which soon becomes a malignancy of the entire association.
- 5) Providing programs of information, inspiration, and action. Annual conferences can adequately provide information of state importance but the Association needs sufficient programs by sections throughout the year to adequately implement knowledge needed locally.
- 6) Providing harmonious relationship between all educators. The State Association should provide the link for working relationship between all education in agriculture, teachers, supervisors, and teacher trainers as well as coordinating all educational disciplines.
- 7) Providing the committee structure to adequately cooperate with the State Vocational Association, National Vocational Agriculture Teachers Association, and American Vocational Association in areas

(Concluded on page 119)



Illinois Association Vocational Agriculture Teachers 50th Anniversary Banquet, June 20, 1973, brought together 27 past IAVAT Presidents. Seated L-R are: A. T. Anderson, P. M. Furr, Fred Wakeland, W. G. Baysinger, H. P. Erwin, Clyde E. Fry, J. B. Adams, V. A. Green, Burdette Graham, J. W. Matthews. Standing L-R are: W. H. Dowell, Robert Howey, W. C. Brokaw, John Baker, O. C. Floyd, Charles Schettler, A. V. Meadors, Eldon Witt, Ray Dunn, Keith McGuire, E. L. Bosomworth, Jesse Keyser, Charles Harn, George Irvine, Lowell F. Hillen, William Martinie, E. L. Rice.

GOOD THINGS DON'T JUST HAPPEN —

W. S. Harman, Jr., Immediate Past President
Georgia Association of Teachers of Vocational Agriculture
Teacher of Agriculture
Carrollton, Georgia



W. S. Harman, Jr.

A good state organization of teachers of vocational agriculture working hand in hand with a strong national organization doesn't just happen. This desirable situation comes about as a result of a lot of hard work on the part of some dedicated teachers of vocational agriculture. There can never be too much emphasis placed on the need for strong state organizations of teachers of vocational agriculture. Only through strong state groups will there be a strong and viable national organization.

Having had the experience of serving as president of, in my judgment, a good active state organization, I can now realize the importance of, and the contributions that can be made by a state association. Having an active national and state association begins with the teacher of vocational agriculture at the grass roots level. It is of premier importance that every teacher become involved in the work of the state and national organizations. We have been fortunate in my state to have experienced 100 per cent participation in the state and national association.

Having a good association doesn't end with getting 100 per cent membership. There must be involvement by the members. There is no better place to begin than to give new teachers an opportunity to participate in an indoctrination program. The sooner a young teacher learns about his state and national teacher vocational association, the better member and stronger association you have. An active state association has its members working in activities that promote the welfare of teachers of vocational agriculture and the educational objective of vocational agriculture.

In order for our state association to continue to be a live organization, we involve our members on various committee assignments. The committees meet on a state level at least twice a year. These committees not only participate in activities that enhance the goals of the state association but also attempt to work toward the goals of the National

An active state association has all its members working in activities that promote the educational objectives of vocational agriculture.

Association of Teachers of Vocational Agriculture. Each year teachers serving on the various committees meet at the State FFA Camp for a mid-winter conference. At this conference the association's program of work is thoroughly discussed and revised to meet current needs. Also, the teacher at this mid-winter conference works cooperatively with the administrative staff in planning the annual summer conference. It might be noted at this point that our association enjoys an excellent working relationship with the state staff. This contributes immeasurably to the success of the state association.

Our state association feels that is of critical importance to have input into the national organization. Each year we attempt to involve as many people as possible in national activities. We make a point to have delegate representation at all national and regional conferences. We are fortunate to have, at the present time, a teacher of vocational agriculture serving as Regional Vice-President of NVATA.

The staff association has looked forward with great pride and expectation to this year. It will be the pleasure of our association to serve as host state of the Silver Anniversary of the National Association of Teachers of Vocational Agriculture. We plan to have 100 per cent of the state's Vo-Ag teachers in attendance at a number of the sessions. At no time in the history of our organization has there been an opportunity to allow teachers to get a first hand view and understanding of the activities of the national association.

We didn't just happen to come to this 25th Anniversary of NVATA. We have had a great 25 years, but now is not the time to rest on our past achievements. It has never been more critical than now to get teachers of vocational agriculture involved in their state and national associations. ♦♦♦

(Stenzel— from page 104)

— APPLYING FOR AWARDS —

Every member or State Association has the privilege to apply for specific NVATA Awards. State Association officers are encouraged through the NVATA Program of Work to use the Member Incentive Awards; strive for the Association Leadership Recognition Awards; encourage participation for the Member Leadership Recognition Awards; and nominate candidates for the Outstanding Service Awards.

The procedures to apply for awards does vary for each specific type. Applications for the Member Incentive Awards can be obtained from the State Association. The State Offi-

cers must verify attainment of 100 per cent membership at the NVATA National Office. The Professional State Association Award application is mailed to the newly elected president each fall with a reminder mailed to him the following spring. All the agribusiness sponsored Member Leadership Recognition Award application forms are mailed to members with the *Every Member Newsletter* in January. Deadlines for each award are printed on the application form.

Members and/or State Association officers desiring additional information should write to the NVATA National Office, Box 4498, Lincoln, Nebraska 68504. ♦♦♦

A Keystone Of NVATA Growth

George Dunsmore
 President, Vermont Agriculture Teachers Assn.
 Teacher of Agriculture
 Bellows Free Academy
 St. Albans, Vermont



George Dunsmore

The National Vocational Agricultural Teachers Association has developed during the past twenty-five years into a very strong professional organization. Several factors have contributed to this development, one of which is the growth of solid state associations with responsible attitudes toward their parent organization. It is very difficult, even impossible, to discuss in a one page article all the responsibilities that a state association must assume within the national structure, however a few of the more important ones will be discussed below.

An informed membership is essential. Lines of communication must be open at all times. Each state association should periodically publish some type of journal or newsletter which serves a twofold purpose: one to inform its members and the other, a record. Within this "journal" all "News and Views of NVATA" from Jim Wall and the regional vice president should appear. Each state's publication should reach NVATA's headquarters as well as key people in other states; thereby, bits and pieces could be reprinted in each state's journal.

Our NVATA staff should be kept informed of happenings at the state level that might carry national implications. For example, we should be aware of the erosion of state staff personnel that has and apparently is still taking place.

The state associations must strive to develop strong, solid, programs of work which offer their membership involvement in professional activities that will be a credit to the state associations. This in turn will be a credit to the parent organization. These activities must be considerate of all factions and of particular importance is proper orientation of new teachers, those whom we want to carry on a strong NVATA. In planning our activities we should also consider other professional disciplines, both academic and vocational. We are at a stage in professional growth where cooperation is very important.

We should strive to have our state associations represented by responsible delegates at regional and national meetings as well as seminars pertinent to our field. By doing so, the state association can have a hand in the formulation of

We are at a stage of professional growth where cooperation among other professional disciplines is important.

NVATA is made up of individuals, you and me. We carry the responsibility.

national policy, and better communication takes place at all levels of our associations.

The state association has a responsibility to encourage and nominate qualified and interested individuals to serve the NVATA as officers. It is through this competitive spirit that our organization has flourished. Again, we must get all teachers involved.

We must never consider our national officers "off limits." A two way street must always be open. If the state association opposes any national policy or action, communication must be made with our executive committee. By the same token, when our officers need support, we must be there to help. Far too often we are quick with criticism and short on support. In the same light a responsible state association which needs help should feel free to request this help from the national organization. Service to its membership is of top priority, and the national organization can more easily justify its existence if it has evidence of rendering such services to the state associations.

Participation in the various activities such as the NVATA Awards program is the responsibility of the individual state associations. Several wonderful opportunities exist for those interested enough to apply. Often, far too often, the most qualified don't bother. It is the duty of the state officers to see that this does not happen. Also, it is important that reports and other procedural items are filed on time and that a sincere effort is put into them.

In order to support the above mentioned items, money comes into play. The collection of dues from all members and the forwarding of these to NVATA Headquarters early in the year is important. Our national staff has more important things to do than to become involved with dues collecting and letter writing to state officers concerning these unpaid memberships.

In closing, several factors of responsibility have been mentioned, factors which lie with the individual state associations. If we are to continue to enjoy the professional growth and recognition we have gained in the past twenty-five years of NVATA, we can not let up in the next twenty-five years.

NVATA is made up of the member state associations who in turn are made up of individuals like you and me. We as individuals carry the responsibility. ◆◆◆

Paul S. Stull
 Vocational Agricultural Instructor
 Walkersville High School
 Walkersville, Maryland



Paul S. Stull

While attending my first state Ag. teachers conference I was presented a statement of dues for the various organizations. My next reaction was, "Why should I join? What benefits would my membership bring?" I questioned the treasurer on the different items (in Maryland one may join all or any part of a package plan for dues). After hearing his explanation concerning the various organizations I proceeded to take the complete package.

The questions I asked are probably the same asked by many other teachers. As one takes a closer look at the vast opportunities the vocational associations offer teachers it would benefit each and every teacher to join, gain from, and contribute to these organizations on the state, regional and national level.

The state association offers excellent opportunities for the exchange of ideas, teaching methods, and source material. Teachers can evaluate their total teaching situation in relation to those in other areas of the state. Pending legislative issues concerning agricultural education can be discussed, acted upon and decisions passed on to proper authorities. Regional NVATA officers attend, linking the state association with NVATA. The awards program within the state recognizes members for their contributions to the teaching of agriculture. Because annual meetings are held in various sections of the state, field trips acquaint all members with the type of agriculture or agri-business in that area. State association membership is a prerequisite for participation in regional NVATA activities.

At the regional level an Ag. teacher begins to feel that he is a worthwhile part of a valuable whole. The regional conference brings together teachers from the states comprising the region, this alone makes for an invaluable exchange of ideas, teaching methods, and source material. Representatives can voice their opinions and feelings concerning the organization, national issues affecting agricultural education, or whatever, and the group will listen. Proper action will follow, whether it be a change for the betterment of the organization or a resolution to be sent to the national committee. Field trips are always a high light of a regional conference. Visiting teachers can view the type of agriculture, agri-business, or industry present in that area. Wives accompanying their teacher-husbands add a relief from male-oriented views of agriculture and teaching. Their separate discussions of husbands work and activities often turn into

In today's fast changing world it is essential that we use every method available to stay abreast of new teaching techniques, new teaching aids and above all the new methods being used. I find it necessary to turn to fellow colleagues for this help. By being a part of the NVATA we can better cope with these changes and developments which require so much of our time.

sessions of sharing and idea gathering. Lasting friendships are often the result of a regional conference. The attending NVATA representative unites the regional and national association. You meet and interact with an individual who once was only a name.

The national organization exists for the advancement of the teaching of agriculture, the welfare of the teachers and the promotion of the profession. It is the Ag. teacher's voice in Washington, D.C. It provides a link between industry and education by providing scholarships for advanced training in the field of agricultural education. Teaching materials are available through the NVATA in conjunction with the ASAE and the various breed organizations. The NVATA supports the FFA by contributing to the National FFA Foundation. NVATA executive committee members are also appointed to serve on the Foundation board of directors. Members of the association serve on the National FFA Contest Committee. The national organization communicates with the membership through a regularly issued newsletter.

In conjunction with the State Vocational Association and the American Vocational Association, members of the NVATA are able to purchase personal liability insurance, life insurance, and health insurance.

Some of the finest people I have had the opportunity to meet has been through the state, regional, and national meetings of the NVATA. Men with good positions in government and industry are willing to help those individuals who will spend their time working for and with their professions, and in return provide greater opportunities for their students.

If you do not know about your state organization, contact one of your officers, state supervisor, or teacher educator. Your enthusiasm in asking questions will allow you to become a part of your own professional organization. Scan the history and accomplishments of our association. You can be justly proud of our profession and be glad you have the opportunity to be one of its members. ◆◆◆

To The Local Teacher —

"HAPPINESS IS NVATA"

*Martin W. Wacholz
Vocational Agriculture Teacher
Renville Public School
Renville, Minnesota*



Marlin Wacholz

Happiness to a golfer is a hole in one, to a father a brand new son. Happiness to a Vo-Ag Teacher is working together for a job well done. For twenty-five years the joint effort of thousands of agriculture teachers in the National Vocational Agricultural Teachers Association has produced that happy feeling of a job well done.

Unlike many national organizations, the strength of the NVATA has remained in the hands of the local teachers working together through District, State, and National committees to make their needs known and solve problems. The leadership of the NVATA has continued to come from local teachers of agriculture willing to contribute their time and talents to improve agriculture education.

Abraham Lincoln once said, "Every man owes something to his profession." Owing something to your profession means more than just financial support through dues. It means supporting the efforts of officers and policies of the NVATA. It means being optimistic and proud of the agriculture profession and conducting the best program locally you can. It means keeping professional respect with other teachers and, above all, the privilege of being able to practice your profession in a free society.

This is a time of great optimism in vocational education and a time for us in the NVATA to be optimistic professionally. Henry Ford had these words to say regarding organizations, "Coming together is a beginning; keeping together is progress; working together is success." Our success will depend upon local teacher involvement in the direction we're headed in vocational education. In times of rapid change, we need the tempering effect of those on the firing line to change where improvement is needed and to keep those programs that are effective in developing the kind of student our agribusiness friends want to employ.

The NVATA has responded excellently to the challenge of accountability in education. The membership wants and deserves to know that their dollars are well invested. The establishment of a Bureau of Occupational and Adult Education in the U.S. Office of Education is only one example of the effect our NVATA has had when needed. For the first time this has given vocational education equal status and influence with other areas of education. We can credit the NVATA leadership and their communication with the membership for action to accomplish this goal. We know, as local teachers, that we can depend on the NVATA to see that this Bureau operates effectively so we will get the direction and visibility which is so badly needed from the

The effect of grass roots control has meant that as the efforts in vocational education have changed to career and occupational emphasis, the NVATA has been the important link between national emphasis and effective local programs. We can only meet the challenges generated externally by internal unity. The NVATA has that unity and commitment by the membership to implement changes that prove beneficial to agriculture.

U.S. Office of Education.

I have long felt that the most effective professional leadership provided by the NVATA is in the legislative area. It is most satisfying for us as local teachers to know that we have direct lines of communication open to get the facts and provide the action on legislation that affects our programs.

Happiness is an informed and involved member. One of the greatest improvements in services to the membership by the NVATA was the first semiannual newsletter to every member in January of 1972. As a state officer I always looked forward to receiving this direct and timely communication and now this information can be shared directly with all members.

It is also extremely rewarding to know the respect shown to the NVATA by the many agriculture organizations and business firms by being included in their conventions and other functions. This close contact assures us that our programs continue to meet the needs of those who employ our students. Only by meeting this need can our programs continue to grow effectively.

One of the features of the NVATA in involving members is the awards recognition program. Recognizing members who have conducted outstanding programs and who have been active professionally is always a highlight of our state conference and national convention.

It seems impossible to account for all the changes that have occurred in twenty-five years of the NVATA. The statistics of farm and agribusiness production during those years, however, tell an impressive story of progress. I'm confident that the NVATA and agricultural education have played a major role in this success story.

On behalf of all vocational agricultural teachers, I would like to congratulate the NVATA office staff, the present and past officers, and the many active members on this silver anniversary. I am sure that the next twenty-five years will be filled with new challenges and opportunities in agricultural education. I am confident these challenges will be faced effectively with a responsible and viable NVATA.

(Donald McDowell—from page 107)

to enlist the assistance of business and labor. In so doing, the spirit of cooperation between vocational agriculture and agribusiness is a guiding light.

While the Council has benefited tremendously from the experiences of vocational agriculture, it has by no means been a one-way street. Vocational agriculture also benefits from the activities of the Council in promoting the improvement of vocational education generally, and in bolstering the image of vocational education in the mind of the public.

To focus attention on the new image of vocational education, the opportunities available to students and adults under various vocational programs, the Council has sponsored a highly successful public information program. Technical assistance is provided individual states and cities, usually in cooperation with the State Advisory Councils on Vocational Education, to develop and produce imaginative television announcements and brochures describing the modern career training programs available. Nearly all 50 states are now scheduled for participation in the program. The Council also issues a monthly newsletter which covers major items of interest in the vocational education field.

In many parts of the country, the Council has also encouraged the dissemination of information to returning Vietnam veterans regarding the availability of vocational education programs under the GI Bill.

The NACVE, which is often cited as the most active and effective advisory council in Washington, meets about every six weeks. The Council confers often with officials of the U.S. Office of Education, and has assisted in the development of the state plan format and in the selection of the career education model sites.

At the request of Congress, the NACVE has undertaken a three year study of vocational education in each state. This project, dubbed Operation Baseline, will provide comprehensive data on vocational education throughout the United States, which will be indispensable to education planners and legislatures.

The National Advisory Council will continue these projects in the future, as well as instigating new ones. It will be keeping a sharp eye on the implementation of the career education concept, especially with regard to the important

(Eldon E. Witt, from page 114)

of mutual legislation.

It has become increasingly evident during the past few years that State Association must be fully aware of State legislation as well as cooperative to National organizations in National legislative efforts.

- 8) Providing the incentive to locate Agri-business friends seeking mutual cooperative efforts affecting agriculture and agriculture education.
- 9) Providing the structure for:
 - a. studying agriculture education through research studies and surveys
 - b. orienting new teachers
 - c. recognizing service of teachers
 - d. unifying the profession.

As it has been impossible for one locality to stand alone so one State Association cannot remain as an isolated asso-

role of vocational skill training. It will also be watching the operations of the new National Institute of Education, which will be HEW's educational research arm, to assure that vocational research is given its fair share of attention.

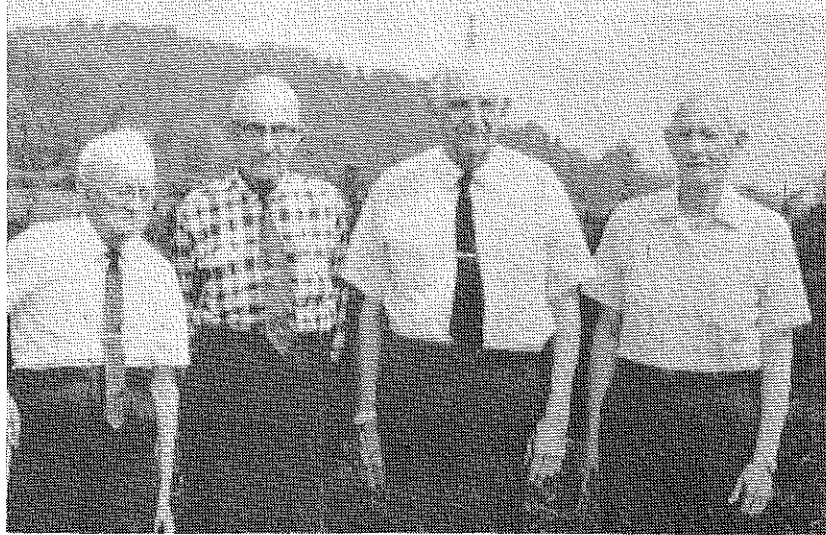
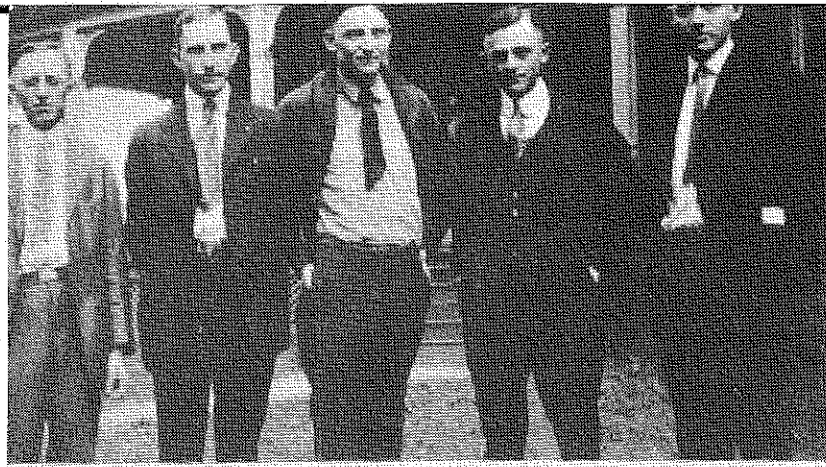
In its efforts to improve the image of vocational education in general, the Council is also concerned with the actual educational practitioner, who in the final analysis is responsible for making or breaking any of the new ideas and programs which come along. In its Sixth Report, the Council focused attention on the Counseling and Guidance profession, which is still putting most of its emphasis on the college-bound students, and offering little assistance to those students who do not plan to pursue a four year degree, and who could most benefit from vocational and technical programs, in area technical schools, community colleges, and private training institutions.

Included in the new Education Amendments of 1972 is an \$850 million program for post-secondary occupational education, which will greatly expand the options available to students who do not pursue an academic degree. The National and State Advisory Councils on Vocational Education are given the same duties and responsibilities under this new legislation as they now have under the Vocational Education Act. This program will be an important new facet in the overall state vocational education programs, and the NACVE will be deeply involved in seeing that it is effectively implemented. You may rest assured also that agriculture will continue equitably in the mainstream of all occupational education.

Dr. Calvin Dellefield, NACVE's Executive Director, in addressing the Wisconsin Association of Vocational Agriculture Instructors, observed that vocational educators are no longer second class citizens, but are moving to "center stage of the educational community of this country."

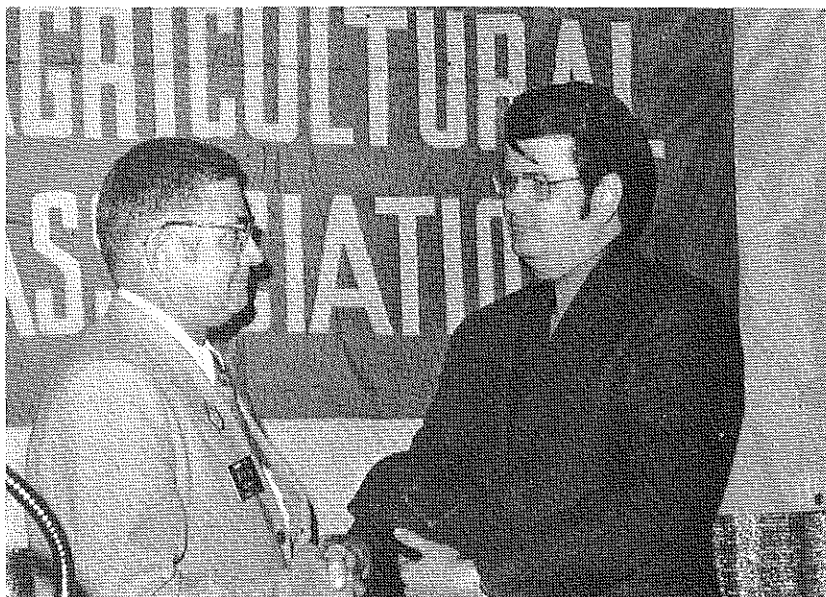
This steady progression of vocational education into the basic system of education in America, bringing with it new educational options and greater relevancy in education to a majority of students, is the major concern and commitment of the National Advisory Council on Vocational Education. The achievement of that goal has been greatly advanced by the activity of NVATA in union, harmony and cooperation with all of agribusiness in the United States. ♦

The formation of the National Vocational Agriculture Teachers Association with a permanent central office and personnel has provided the umbrella for all State Associations. It has become the responsibility of the National to develop a program of work that adequately provides the services and commonalities needed by the States. Structured by Regions the National Association provides the services and materials needed by State Associations to meet the needs of all students seeking knowledges and skills in the broad areas of agriculture. Building on the National program of work with the necessary additions to adapt to State commonalities the two Associations become as one with common goals and objectives. Each Association fully dependent upon the other, one providing the heartbeat from the grass roots, the other providing the services so evidently needed from the pinnacle. Beginning agriculture teachers in 1973 can stand on a higher hill because NVATA has scaled mountains in the previous twenty-five years. ♦♦♦



Members of the Professional Improvement Committee of the West Virginia Association of Vocational Agriculture Teachers (top photo) met at Mountain Lake Park in Maryland in the summer of 1921. Attending that meeting were: Fred A. Bradley, H. D. Rohr, J. G. Unstaitd, Tracy Fling and John M. Lowe.

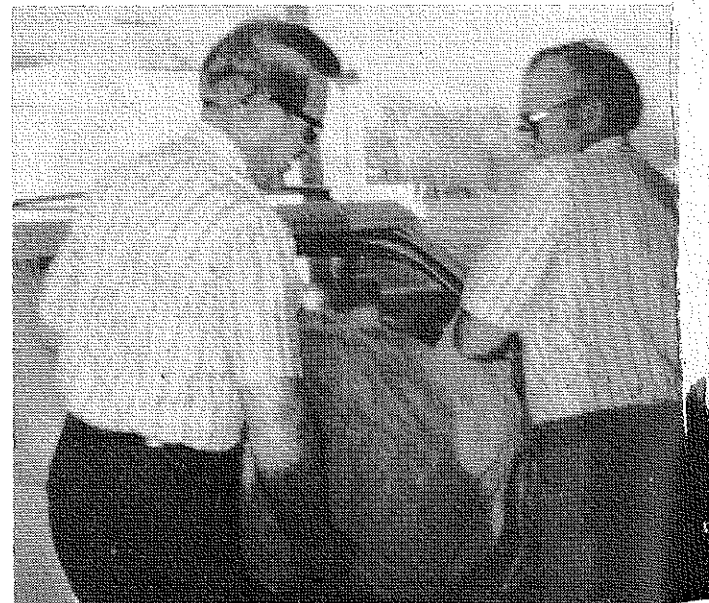
Fifty years later all living members of that committee got together again at Cedar Lakes (bottom photo) to reminisce and to enjoy the reunion. From left, Fred A. Bradley, Elkins; H. D. Rohr, Weston; Dr. J. G. Unstaitd, Austin, Texas and John Lowe, Charleston. Tracy Fling is deceased. All are retired with the exception of Dr. Unstaitd who is professor of Curriculum and Instruction, University of Texas (Photo reprinted from the West Virginia Education Association News, August 1971—submitted by W. H. Weyman)



NVATA OUTSTANDING SERVICE AWARD to Ralph Tolbert (R.) Sales Manager Central Region on behalf of Geigy Agricultural Chemicals. They have provided an all-expense, 10 day tour of Europe for an Outstanding Teacher of Vo-Ag. Geigy has for many, many years given outstanding support and co-operation to Vo-Ag and the FFA.



Members employed in the NVATA National Office at Lincoln, Nebraska are: (L to R): Beth Otto, Assistant to the Office Secretary; Georgia Wall, Office Secretary; James Wall, Executive Secretary; and Sam Stenzel, Assistant to the Executive Secretary. (Photo from James Wall)



Approximately 42,000 pieces of mail were sent from the NVATA National Office in 1972-73. Pictured are Sam Stenzel and James Wall loading a sack containing issues of the January Every Member Newsletter. The mailing totaled over 2,400 pounds. (Photo from James Wall)



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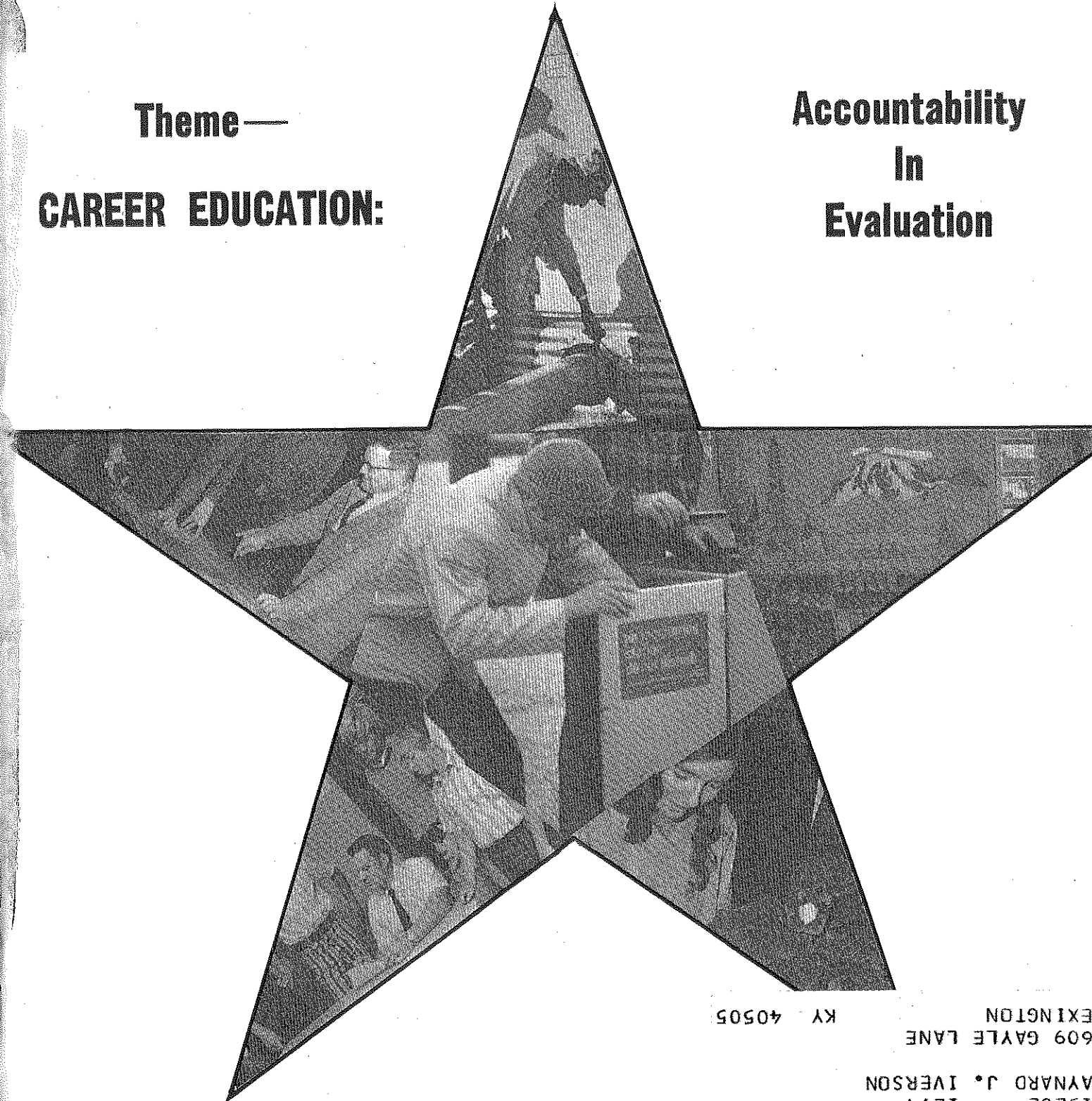
Theme—

CAREER EDUCATION:

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In
Evaluation**

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by Richard Douglas



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