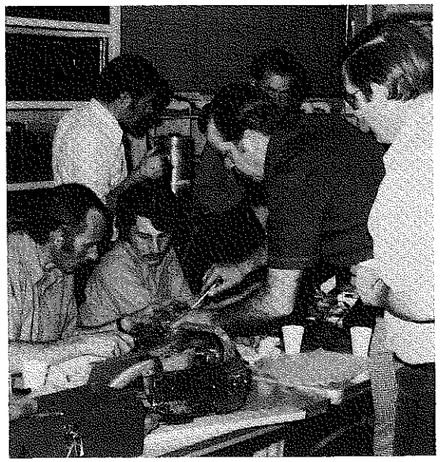
STORIES IN PICTURES

by Joe Sabol

These officers of the Louisiana State University Collegiate Chapter FFA provide leadership for the fiftieth year of operation of the first Collegiate Chapter of Future Farmers of America. In addition to FFA activities, the local membership contains the College of Agriculture President, Queen (second from left in photo), comptroller, secretary, ASA representative, and a state officer of the FFA. (Photo courtesy J. C. Atherton, Louisiana State University)

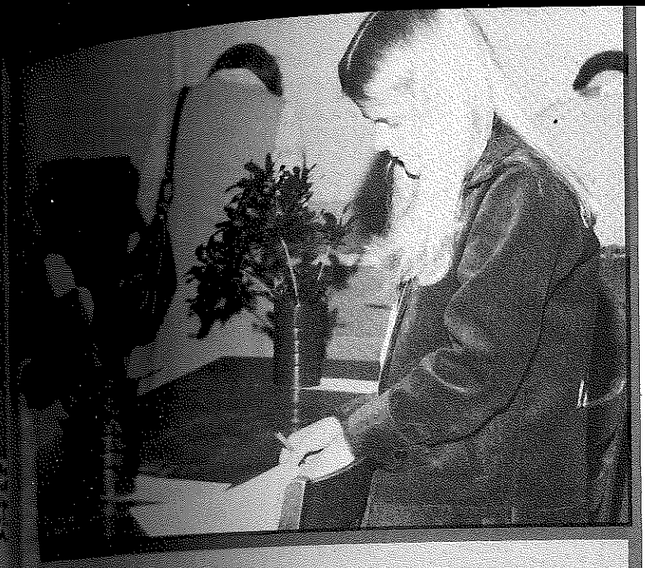
Roses pruned properly make student teacher Wendy Gauld happy to be outdoors working one to one with her students at Sierra Jt. Union High School in Tollhouse, California. (Photo courtesy Joe Sabol, Cal Poly, San Luis Obispo)

Learn by doing! This horticulture class, under the supervision of student teacher George Kaas and cooperating teacher Matt Zemny, get to practice weed control after many hours "inside" during a very wet year at Soquel High School in Soquel, CA. (Photo courtesy Len Harzman, Cal Poly)



Teacher education should include in-service education using industry representatives as instructors. A group of California North Coast teachers are attending a small gas engine workshop held at Santa Rosa High School, Santa Rosa, CA. (Photo courtesy Bill Wills, San Luis Obispo, CA)

The FFA Parliamentary Law Team from Hinds Co. AHS is presented the First Place Plaque by Mississippi State FFA President, Jim Mize. (L-R) Team members are Albert Cole, Jr., Chapter Advisor; Kelvin Stamps, Team President; Edward Robinson, Andre Devine, Booker Mims, Ronald Stamps, Team Members; and J. W. Owens, Chapter Advisor. (Photo courtesy Calvin Willis, Chapter Reporter)



AGRICULTURAL EDUCATION

Volume 51 Number 3

September 1978

FEATURING —

ENERGY PROGRAM SIMULATION
SUPER STAR CONTEST
STEPS TO EFFECTIVE SPEAKING
FIELD TRIP HINTS
CLASSROOM MOTIVATION GAMES
NVATA ANNOUNCEMENT

Theme—Student Competition—An Incentive Approach

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Identification of plant materials is a part of the FFA Nursery-Landscape Contest in Pennsylvania. (Courtesy Photography Committee, FFA Activities Week; made available by James H. Mortensen, Penn State)

CENTER PHOTO —
The Jr. Farm Shop Skills Team from the Abernathy, TX, FFA was the state Leadership winner. L-R: Buddy Bowen, Jimmy McKenzie and David Kennedy. (Photo courtesy Speck Cox, Vo-Ag Teacher, Abernathy, TX)

BOTTOM PHOTO —
Physical features of the land and soil are evaluated by contestants in the Pennsylvania Land Judging Contest. (Courtesy Photography Committee, FFA Activities Week; made available by James H. Mortensen, Penn State)

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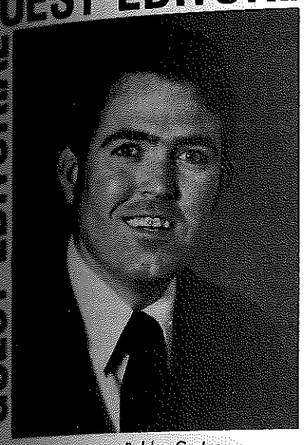
GUEST EDITORIAL



Bobby Carter

STUDENT COMPETITION —INCENTIVE—

by
Bobby J. Carter
Vo-Ag Teacher
Ennis, TX

I try to teach my students that they must set a goal, apply themselves in striving to reach it, make personal sacrifices, and do their best in the competition. If they actually do these things, they will be a winner regardless of the outcome of the competition, because these are characteristics which will benefit them in later life.

Many people are of the opinion that today's youth are exposed to entirely too much competition too early in their lives. I do not feel this is a valid statement. Certainly, all students do not respond the same to competition, but I have been able to use it as a helpful tool in motivating many students. A successful teacher must realize he is working with individuals and not attempt to use the same motivational techniques with all students. I feel one of the biggest problems a teacher faces today is keeping students motivated to learn, so we must use all methods available to motivate them.

EXTREMES

Vocational agriculture teachers, like everyone else, must be careful not to go to extremes if they choose to use student competition. One extreme is the person teaching his young people that winning is the only thing which matters. This person seems to be teaching that the students must be embarrassed and ashamed if they place anything but first. Often he even goes so far as to make them feel that anything, ethical or unethical, is justified if it will result in a win. Thankfully, there are not many vocational agriculture teachers that go to this extreme.

On the other end of the spectrum we have those people I call "participators". These individuals are very aware of the damage an over-emphasis on winning can do, but they seem to feel there is much to be gained by simply showing up and entering the competition. Their philosophy seems to be that their students will benefit by being around others that have developed a competency, even if their own students are totally incompetent. Certainly, many of us probably fit into this category on occasion if we enter students in competition long enough. However, I think we are doing our students an injustice by entering them when they are not ready, because it is embarrassing to them and does damage to a usually fragile self-confidence and self-image.

I have also found these are usually the characteristics of the winners in the competitive events. However, I feel it is important for the students to experience winning. I try to train my students to win, it is not often that I find one needing more experience at losing. Life seems to provide this for most of them, long before they reach high school.

MULTIPLE TEACHER ADVANTAGES

During my ten years as a vocational agriculture teacher in Texas, I have been fortunate to work with four other teachers that share my basic philosophy about competition. I have also enjoyed teaching in two multiple teacher departments. This has allowed the students in both schools to compete in more activities. One teacher can only do a limited amount, but two or more teachers working as a team can train students in nearly all activities. At Ennis High School, where I have been the last seven years, there are three teachers in the department. This has enabled us to help our students enter and become somewhat competent in almost all areas of student competition available to vocational agriculture students in Texas.

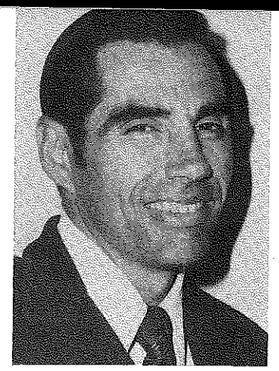
In the fall we have teams in all six leadership contests and also usually have students exhibit livestock at three shows. During the spring our students exhibit at three stock shows, enter several contests with all eight judging teams, as well as apply for advanced degrees, FFA proficiency awards, and officer posts on the district level and above. All three teachers are involved in all of these activities, but we have designated areas for which each is primarily responsible. This allows each of us to become more specialized, and makes for more consistency in the instructions given to the students. They must have faith in the instructor and his knowledge of the subject, if they develop the confidence to perform under the pressure of competition.

BENEFITS

Students benefit from competition in many ways. It teaches them to set a goal and keep working toward it, even if it takes several years. Some will not reach their goal, but

(Concluded on page 57)

COMPETITION— Boon or Bane?



FROM YOUR EDITOR

James P. Key

As has been ably discussed in the articles in this issue, there is much controversy about the use of competition as an incentive for learning. Actually, the controversy does not center around the value of competition as a motivational tool. The controversy seems to center around the extent of use and the emphasis on winning, Most people seem to agree competition "can be" an excellent incentive for learning, but have differences of opinion about how much competition is enough and how much emphasis should be placed on winning.

One teacher said he felt he had to have winning students to build his reputation as a teacher. This is probably too often the case. Sometimes it may seem we have created a "monster" of competition with which we have a great deal of difficulty living. When we pay outrageous prices for show animals, commit dishonest acts, or go to other extremes for the sake of winning, competition no longer is an incentive to learning, but has become a selfish end in itself.

However, the messages in the articles of this issue indicated there is great awareness of this danger among teachers, supervisors and teacher educators. The writers indicated the need for caution and moderation in the use of competition and gave excellent suggestions of methods for enhancing the use of competition as a learning tool. There were excellent suggestions for use of competition at the local level, in the classroom, in the shop, or on the farm. Also, ideas were shared for inter-school competition, as well as county, district, state and national level contests.

I have faith in ag teachers. They have a reputation for good judgment, common sense, honesty, and above all, an over-riding interest in the welfare of their students. With these characteristics and a strong desire to make the best use of the tools available to do the best job of teaching they know how, I know they will use competition to enhance the best learning possible and help their students gain the most from winning, losing, and participating.

OPPORTUNITIES

As we begin this new school year, are we actually aware of the multitude of opportunities open to us now? Opportunities to open new vistas for those eager young freshmen, and at the same time retain their eagerness? Opportunities to help the seniors organize an effective FFA chapter and learn excellent leadership skills while at the same time involving all the members so they are learning leadership skills too? Opportunities to work one-on-one with each student in a supervised experience program to help each learn occupational skills in agriculture or agri-business and at the same time let them know one teacher really cares about them? Opportunities to help students enter competition and taste the joy of winning, experience the disappointment of losing, and all the while enjoy the fun of competing? Opportunities to listen to students' problems, share their joys, and every now and then realize you really made a difference in a student's life? These are but a few of the opportunities facing us in this new school year. May we, with the help of the Good Lord, be open to these opportunities, be aware of the potential and strive to make the most of them to have a most successful teaching year.—Ed

(Please submit articles 2½ months in advance of Theme to allow publication time.)

COMING ISSUES COMING ISSUES COMING ISSUES

COMING ISSUES

OCTOBER — Supervisors and Consultants — Important Members of the Team

NOVEMBER — Effective Teaching — What's the Basis?

DECEMBER — Professionalism—That's The Name of the Game

JANUARY — Golden Anniversary Issue — Looking to the Past and the Future

FEBRUARY — FFA — A Valuable Resource For the Agriculture Teacher

MARCH — Classroom Instruction — Getting the Ideas Across

APRIL — Supervised Experience—Doing to Learn — Learning To Do

MAY — Agricultural Mechanics — Developing Important Skills

JUNE — Summer Opportunities — Supervision, Planning, In-Service Education, Conferences, Repairs, Other Activities?

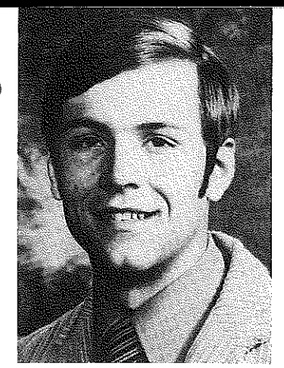
JULY — International Agricultural Education — Filling the World's Breadbasket

AUGUST — The Overworked Ag Teacher — Determining Priorities

SEPTEMBER — A New School Year — Opportunities Unlimited

COMING ISSUES

Competition—Incentive To Learn?



Duane Gebhardt
Vo-Ag Teacher
Cascade, MT

Competition can be one of the most important parts of our local vo-ag program. We can use it in our classroom as well as in our FFA activities. Students are accustomed to competing in everything they do from seeking jobs, to gaining stature and obtaining grades. We definitely need this kind of competitive activity in our vocational agriculture programs.

Many different types of competition should be used in our agriculture program. Competition can be a teaching technique in our classroom designed to achieve the same excellence as we obtain in our FFA programs.

CLASSROOM COMPETITION— A TEAM APPROACH

Everyday, students compete with themselves and their peers for grades and self-improvement. A variety of different competitive activities can be used to increase the student's desire to learn. The key to motivation is desire. Students feel a need to compete with their classmates, so why not take advantage of this need? I introduce competition into my classroom by dividing the class into two different teams. It is very important that students compete in teams rather than as individuals. Many individuals do not like to be rated according to their individual ability; thus, the team approach eliminates this pressure. A team may include half the class or just two students. The chance to be a part of a team with rewards at the end is tremendous. The response to this has been very exciting. Oftentimes, average students accept this challenge and completely change their attitude toward an area of study.

IDEAS THAT WORK

What kind of contests can we use in our classroom and shop?

Be imaginative — anything we do can be placed into some kind of contest.

Tool identification is a good example. Divide the class into several sections and give each team a name. These names can be used to stimulate their interest. Team names such as Wood Chisels and Pete's Planers are examples. After this has been done, hand out study material and give the class time to study. I always let the students study together as a team. After the study period, I hold up different tools for the teams to identify. If a team member identifies the tool correctly, the team will get one point, a star, or another appropriate award. Be sure that you do this orally so that the rest of the students feel the excitement of their peers all trying to get their hand up before the rest of the class. If one team cannot identify the tool, the other team will be given a chance at the question for double the points. At the end of the period, be sure that you give them some kind of award. For example, take the points earned by a team and divide by the number of students on the team and assign the extra credit. Always make sure that every team gets some kind of reward, even if it's only one point of extra credit. Another reward that I have used very successfully has been letting the winning class go to lunch early. It is interesting to note that students will work ten times as hard to go to lunch early as they will to pass a class with a high grade.

GIVE AWARDS

Sometimes I give the students the material and let them ask each other questions. I give the team one point for getting the questions correct, but if they miss, the team that asked the question will get the points, provided they can answer the question correctly. An application of this idea is to use questions that relate to the FFA. I have also used competition for plant identification. I label different flags and pass them out to the different teams. We will begin at a set point and the first team that has placed all their flags at a plant that matches their flag will be given a reward. Use your imagination. Almost anything can be used for competition in the class.

COMPETITION BETWEEN SCHOOLS

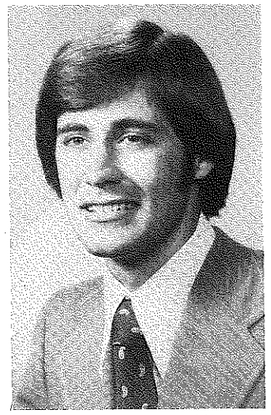
Competition between schools is also important to an individual's self-development. Contests have always been our main interest builder for our FFA program. The sooner we can get freshmen involved in the FFA program, the sooner they will establish roots in our Vo-Ag program. If the freshmen have no interest in our program, we will lose them. Under no circumstances should a student be involved in contests involving other schools unless they have had some preparation. Don't embarrass the student. A contest is supposed to help students better themselves. Always find something good about his results. Pick up on something that will make them feel good. Perhaps the student got a 100 on a beef class or perhaps he identified a soil texture correctly. If your students are fortunate enough to have gotten an award, your job is a hundred times easier.

MAKES IT WORTHWHILE

I recall one of my students who was a very average student. He was a sophomore and entered a few contests but he really was not highly motivated. Last January, he was on a team that won second and he received a ribbon. A few days later at a chapter meeting he stood up and told how proud he was of his ribbon and that he wanted to be part of a district team and win a trophy in crops similar to those we have hanging on our classroom wall. Three other boys and he began working on crops for the district contest and he was able to motivate them to win the district crops contest. It was the first time in four years that we had won that contest. This young man has changed his entire attitude toward the vocational agriculture program and is now working with younger members to help them get started.

You can all think back and remember what different kinds of competition that you have used to develop interest in the program. *We do need wholesome competition in our vocational agriculture programs.* ◆◆◆

Contests and The Classroom —A Delicate Combination—



G. Mark Mayfield

by
G. Mark Mayfield
Vo-Ag Instructor
Manhattan, KS

There is a fine line between what is right and wrong when we debate the topic of teaching contest material in the classroom. There is no doubt that variety exists. Some instructors solely teach contests while others never mention it at all. However, there is major doubt as to how much, if any, *should* be taught.

PHILOSOPHY

That doubt could primarily be solved if we could answer the question, "Do contests improve classroom performance?" A philosophy on that subject might be three-fold:

Competition is good. It can be called the basic difference between capitalism and socialism.

Competition in the classroom is good. It can have a positive impact on student performance.

Competition in the form of judging contests is good. It can be a tool for motivation and enthusiasm.

Unfortunately, this personal philosophy is not supported by pages of research. In fact, there is definitely a lack of experimental research as to whether competition, specifically contests, improves class performance. The educational journals abound with opinion based articles (here is another), but seldom, if ever, do you find a test run with control and experimental groups and variables such as I.Q., instructor ability, and agricultural background controlled. This is probably due to the immense time and impracticality of such an experiment.

So we're back to opinion . . . . mine and 15c will buy a cup of coffee, so it's as valuable as anybody's.

I have reached my opinion, but unanimous opinion has not been reached. In the March, 1958, issue of *Agricultural Education Magazine,* Bonard S. Wilson authored an article, "Contests Must Go." On the very next page Jarrell D. Gray wrote "Contests Have Value." Those views could be printed today and be indicative of the mixed feelings over the subject of contests.

WHY A PROBLEM?

Why is there a problem? The original intention of contests was to further develop agricultural competencies and stimulate motivation. No one will argue that this is a noteworthy objective. The problem is that the noteworthy objective is sometimes lost because of Lombardi's "Winning is the only thing" philosophy. Contests were designed as an educational tool; winning was secondary. The priorities today, however, may be reversing. A. R. Bunger wrote "If the present rate of empahsis continues to be placed on contests there is extreme danger that they will become an end in themselves and will not serve as an intended means to an end. Their educational value has already begun to be dwarfed and a commercial significance is becoming apparent because of the monetary incentives to win." Although that was written in 1948, it echoes the thoughts of many vo-ag instructors today. Idealistically, contests are perfect, but realistically, they may be in trouble.

INCENTIVE

But the big question still remains: are contests an incentive to better classroom performance? There is no dissent that they can be.

I am not a seasoned instructor of 30 odd years, but I do recall how some of my students have performed on units where there was a corresponding judging contest. Generally, scores were better and interest was higher. Students remembered permeability, erosion, [illegible] texture, and land use better because [illegible] the land judging contest. Some recalled the parts of the farm animals because [illegible] in the judging contest they needed to include rack, loin, stifle, pastern, [illegible] quarter in their oral reasons. I am sure there are contrasting opinions to [illegible] personal experience.

MISUSE

Thus far it sounds like the issue of contests is no issue at all, but the reason contests are a topic of debate is because they are misused by many instructors. Some become so insistent upon winning that they will go to no end in order to beat their rivals. Trophies become the entire motive to teaching. If this results, something needs to be changed. Winning does not justify pulling strings or spending four weeks in class on one contest. The other side of misuse is where the instructor never attempts to use a judging contest as a real teaching device. They just ignore contests completely.

Instructors can sometimes be classified into three categories as far as contests are concerned:

The Fervent Coach: Mr. Ernest. Primary objective is to win that trophy . . . . doesn't really matter how. Students believe they are enrolled in judging class. Most judging participants know how to judge, but don't understand why they judge. Usually a small percentage of the students are involved.

The Active Coach: Spends time in class on contest material (sometimes), but for his teams to win they must have additional workouts. When students begin the unit in class they don't always realize it corresponds with a judging contest. Teams don't always win, but they are always competitive and they always learn.

The Passive Coach: Barely attends any contests. When he does appear, his teams are unprepared and sometimes embarrassed.

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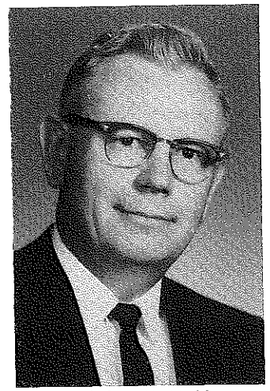
A Philosophy of Contests In Vocational Agriculture



Hilding W. Gadda

by
Hilding W. Gadda
Teacher Education
South Dakota State University

It has been repeatedly affirmed that FFA activities should enrich and enhance the instructional program in vocational agriculture. The same thing can be said of the multitude of competitive activities customarily conducted in the vo-ag program, whether they be agriculture contests, proficiency awards, degree advancement, or even a class spell-down on agriculture terms. Wholesome, friendly competition, when not used to excess, when not exploitive of learners, and when the plan for the sought-after outcomes is well designed by the instructor, will yield beneficial results.

Some professionals in psychology contend that competition in education should be eliminated, and cooperation should replace it. My contention is that both cooperation and competition can co-exist, and improve the teaching-learning situation. Whatever is done to provide greater variation in teaching methodology enhances learning.

In this country we live in a predominantly success-oriented society where the free enterprise system has been used ever since the country was founded, to make this the most affluent country on the face of the globe. Competition is an integral component of the free enterprise, and the salient feature of free enterprise as an economic system is that it works better than any other system. Since vocational education is a form of economic education, it should be based on our free enterprise system.

CAUTION—PREPARES FOR EMPLOYMENT?

But some words of caution are in order regarding contests. If inappropriately used, they can be more of a curse than a blessing. Contests should be used to motivate and to teach. Competitive activities can provide a dazzle dimension which turns learners on. The teacher must be mindful of the major purpose of the vo-ag program: to prepare persons for employment in occupations in the agricultural industry. In this context, the course of study and the teaching plan become the road map leading to the desired results. Merely to conduct a competitive activity without a clear notion of how it contributes to the development of occupational competencies is sheer folly. The contest activity must contain the specific skills needed in the occupation, and the learner must be made well aware of these as well as how they contribute to employability. This is a crucial dimension which is often overlooked.

CAUTION—MORE ABLE ATTRACTED?

Another caution lies in the reality that competitive activities frequently provide greater appeal to the more able students. This raises the problem of how to challenge those who react negatively to this type of activity. Is the teacher ingenious enough to devise means, such as individualized instruction, to lend intelligibility to the instruction on the part of the student? The central focus here is the matter of cognitive styles, defined as how various students learn best. The effective teacher pays a great deal of attention to cognitive styles, and utilizes a variety of techniques in teaching. Contest work represents one of these, and should be used with students who respond favorably. Other techniques should be sought and tried for other students. The "something for everybody" concept is to be encouraged.

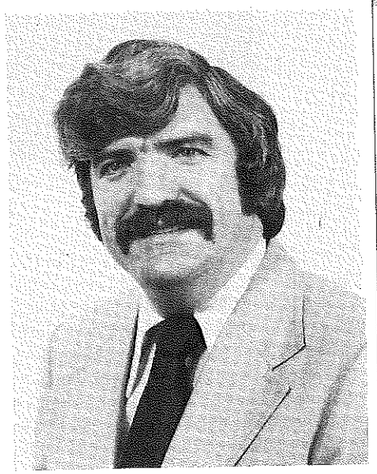
CAUTION—HOW MUCH CLASS TIME?

Some teachers look disparagingly at the notion of training contest teams for winning. They place the premium on participation. What is wrong with winning? Is not the hand of good teaching apparent when the team wins a district, state, or national contest? Why should not team members "go for all the marbles"? But another word of caution is appropriate here. Winning cannot usually be accomplished as a result of only class-time efforts. In other words, to develop winning teams entirely on class time requires so much class time that other aspects of training and other students are seriously neglected. Much out-of-class and out-of-school time is needed for those who wish to win. Class time is too valuable to spend inordinate amounts of it on competitive activities.

SUMMARY

In summary, it is to be hoped that every vo-ag teacher would examine his/her own philosophy regarding contests and other competitive activities. In so doing the teacher should keep in mind the fact that contest activity is merely one way of respecting cognitive styles of learners, and that how the competitive activity contributes to the development of occupational competencies should be an important aspect of planning instruction. One can be an effective teacher without appearing to be a "contest hound". Contests should be used as a teaching and motivating tool for learners, and not as a tool to glorify the instructor. ◆◆◆

COMPETITION THROUGH AN ENERGY PROGRAM SIMULATION



by
Emmett Wright
Teacher Educator
Dept. of Agricultural
and Extension Education
University of Maryland

Energy problems on the farm and in the cities are with us to stay. The last couple of winters have given evidence we are facing serious future problems. Many hypothesized solutions seem good on the surface, but in reality, there are no easy answers.

It is the agriculture teacher's responsibility to assist students in evaluating the known "facts". This includes the advantages and disadvantages of alternative energy sources.

My experience is that presenting energy information in a lecture format limits student exploration of the topic. They generally are not motivated to ask probing questions or offer serious debate. The main concern is to parrot back "respectable" answers on the examination. To overcome complacency, I have used successfully, with both high school and college students, a simulation which permits students to compete for the "best" solution.

(Concluded on next page)

FIGURE I: ENERGY PROGRAM SIMULATION EXERCISE

You are one of three individuals up for appointment as the next U.S. energy czar. A concerned organization of citizens groups, COCG, wishes to evaluate candidates' priorities concerning implementation of alternative energy technologies in the United States by the 1990s.

The COCG evaluation "quiz" is as follows: You must numerically rank order the following energy programs from that which is "best," in terms of desirability, expense, availability, environmental effects, efficiency and feasibility, to that which is "worst," in those same terms.

*Both are inexpensive; wind is intermittent and has negative aesthetic value; both are inefficient. Tidal: limited availability and ecosystem disruption.	____ Tidal power for all coastal cities with wind supplying power to inland areas
Initially expensive, then cost competitive; greater efficiency (50-80%); no combustion by-products; waste disposal and shutdown problems; more waste heat.	____ 90% of energy needs supplied by nuclear fission
Limited availability; combustion by-products less than other fossil fuels.	____ Primary emphasis on natural gas as source of energy
Abundant availability; energy used for extraction; lower grades highly polluting; and degradation.	____ Increased use of low grade coal and shale oil for provision of energy
Possible heating cost savings in long run; conventional means necessary for back-up (cloudy days)' fossil fuel availability increased for other uses; air pollution decreased.	____ Widespread utilization of solar energy for commercial and home heating with industrial energy provided by fossil fuels
Fuel nearly inexhaustable; highly efficient; minimal radioactive waste; presently not technologically possible.	____ Increasing emphasis on research and development of nuclear fusion
Sedimentation high maintenance costs; ecosystem disruption; geographical limitations on availability.	____ Development of 100% of the U.S.'s potential hydroelectric power
Consider energy savings; still dependent on present forms of energy; with population increase may be no net saving of energy.	____ Development of more efficient technology to reduce industrial and personal use of energy, coupled with emphasis on alternative methods of transportation and greater increased recycling
Toxic waste disposal problems; SO emmissions comparable to fossil fuels; maintenance problems; very inefficient; geographical limitations on availability.	____ Conversion, in all suitable areas to geothermal energy; conventional sources of energy in all other areas
Present estimates suggest that additional oil will not be sufficient to supply growing demands; potential risk to environment through oil spills, etc.	____ Primary emphasis on developing new technology for efficient exploration of all shore and North Slope oil

*This rationale section is given to students only after consensus is reached.

CONTINUED

COMPETITION THROUGH AN ENERGY PROGRAM SIMULATOR

THE SIMULATION

The simulation, illustrated in Figure I, requires the students to rank order a series of energy technologies (Note: The information to the left is of course not given to the students). One approach to begin the simulation is to present a short lecture defining each energy technology, followed by each student completing a rank ordering of the technologies as a homework assignment. The next class period collect the assignment and then divide the students into small groups of three to five with each group assigned the task of developing a consensus of their individual rankings.

DEVELOP CONSENSUS

To encourage critical thinking at this point, require the students to write out reason(s) for their selection of the "best" two and the "worst" two alternatives. Stress that credit will only be given for a documented response, not for hearsay or what one thinks is best or worse. The teacher should suggest good references. Students should be encouraged to use the school library. The next class period, following collection of assignment two, ask each group to elect a representative who will debate with representatives from the other groups the importance of each alternative technology.

DEBATE THE CHOICES

It should be noted that the enthusiasm for and commitment to specific technologies will create a spirited debate and competition between the representatives. Because of involvement in decision making, expect input also from individual students in the audience. The teacher will need to establish protocol for recognizing comments from the floor.

The importance of many items are debated at length by the students. The wise teacher requires the application of facts and principles and the use of scientific reasoning in the decision-making process leading to the rank ordering of the items. The motivation will remain high and the students enthusiastically learn in spite of the subject matter.

ESTABLISH PRIORITIES

It is not an objective of the activity for students to come up with the "correct" answer; particularly since both the scientific and political communities cannot agree on priorities. Thus, you should not require numerical rankings after the initial activities. A more reasonable approach would be to designate technologies as either having high or low priority. It is not essential that your students agree. It is important though that their priorities reflect careful thought and are supported by knowledgeable individuals in the scientific community, government and environmental groups.

DEVELOP A BALANCED PICTURE

The major goal of the simulation is to develop a balanced picture for each technology issue; to examine the tradeoffs one could expect if a particular energy alternative was pushed as top priority. Following class debate, which hopefully has led to some documentation and consensus, I typically hand out the information illustrated to the left of the technologies in Figure I. This input may encourage the students, to reconvene the debate, modify their choices, or question the teacher's sanity.

In summary, the simulation has the major objective of illustrating the complexity of an important issue. There is no clear cut decision-making process. By asking the students to compete in a decision-making or problem solving process, they will call upon not only agricultural and scientific information, but ideas and concepts from economics, law, political science, and sociology. The simulation idea could easily be used with other issues such as farm management choices, land use policies, marketing decisions, and perhaps important decision-making such as purchasing major equipment or introduction of a new technology. ◆◆◆

CONTINUED

GUEST EDITORIAL

they should accomplish more than they would have without a goal. Students also learn that one of the biggest factors in reaching their goal involves work. A student that is not willing to work finds himself enjoying very limited success in competition. As the students begin to win, their self-confidence becomes greater and they realize that they have the ability to perform hard tasks. This confidence quite often results in more pride being shown by the students in all their undertakings. I have had other teachers in school tell me of students that were successful on a judging team, or other competitive activity, who developed a better attitude and showed improvement in their grades afterward. I have also had parents tell me about improved attitudes at home after the student becomes involved in one or more of these activities. The students also develop a sense of belonging, of being part of a team, since they are representing their school and chapter even if they are not involved in a team activity. These students that do win are also building a record of accomplishments they can use in later life.

EXPECTATIONS

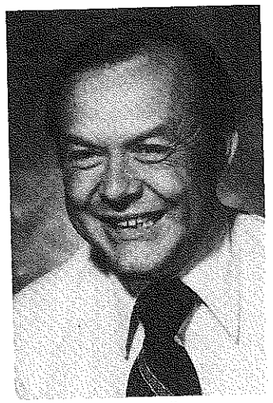
I have learned that students usually respond in about the way they feel others expect them to. If we expect our students to do poorly they usually do, but if we expect success the students quite often respond with success. It is very important for the teacher not to limit his students. Several years ago I had a student with a stuttering problem try out for the FFA Radio team. Since this team is judged almost entirely on voice qualities, I told him his stuttering would probably keep him from being on the team. Luckily this student did not listen, he not only was on the team, the team placed third at the State Leadership Contest. I often wonder how many other students have been denied success simply because I did not encourage them to try.

As teachers, I feel it is very important that we constantly evaluate our approach to competition. We must remember that the students do not want to be so poorly prepared that they are embarrassed. However, we must also realize that it is important for the student to win more than a plaque, trophy, or pennant. ◆◆◆

We must help students use competition as an incentive approach to becoming better citizens and successful, well-adjusted adults.

CONTEST—EFFECTIVENESS IN THE CURRICULUM

by
Don Spell
Vo-Ag Instructor
Klein High School
Spring, TX



Don Spell

Are you in the middle of a quarter with no teaching plan? Have you lost your students due to giving too many notes? Is it Sunday and you don't know what to do Monday in class? These problems have faced every teacher, especially a first or second year teacher with little experience.

LEARNING THROUGH CONTEST

Pick a contest — any contest — land judging for example. The district contest is eight weeks from Monday. Teach basic soil science for six weeks covering terms such as texture, erosion, permeability, runoff, and slope, and those characteristics or basic skills a student of agriculture would need to know to compete in a land judging contest. Use the seventh week to continue your taught skills and the score card. Test the students at the end of the seventh week, duplicating required skills to participate in the contest. Grade your students on the unit and select the more outstanding students to participate in the land judging contest at the end of the eighth week. This is using student competition as an incentive approach.

The student understands the need for the instruction because the teacher supplies an outlet to use the material being taught. The student becomes confident in the teacher's ability to produce applied information. The student develops a reason to attend class, to be attentive in class, and a desire to excel.

STIMULI

The teaching plan with contests included in the curriculum provides these stimuli to students.

1. It is interesting. It appeals to the student by providing opportunities to do things that are interesting and fun.
2. It develops needed skills to survive. Basic skills are learned through practice and participation. An interesting contest provides opportunities for each student.
3. It is educational and meets the needs of the majority of the students. A good contest will consist of activities that enable students to develop their skills to serve as laborers, leaders, and citizens.
4. It is broad enough to involve and challenge all students. All Students need to have the opportunity to participate. A contest must be large enough to utilize the efforts and abilities of all the students enrolled. However, the teaching plan must not be too large to be accomplished in the time available.
5. It stimulates, motivates, and develops pride in the students. Contests that provide the students with opportunities to take part in competitive events provide recognition and awards and will help stimulate and motivate students to better themselves.
6. It contributes to the development of the student. Contests are an intricate part of the total training program. Contests selected by the teacher should supplement both the classroom instruction and the student's individual needs.
7. It is consistent with the curriculum and subject objectives. The contest should be a part of the total learning experience provided by the local community through the school system. It is important that the basic skills are consistent with the demands of the labor market.

There is no one best method of developing your curriculum to include contests. Each teacher must study his student's talents and his own abilities.

The past has proven that contests do help a teacher develop confidence. The coaching profession has utilized this method from the inception of sports and competition.

"Any man's finest hour is when he has worked his heart out in a good cause and lies exhausted on the field of battle, victorious."

Vince Lombardi

CONTINUED *CONTESTS AND THE CLASSROOM . . .*

CORRECT COMBINATION

Contests and the classroom . . . . the instructor shall decide. If the combination is used in right proportions, it can be educational and fun. If used incorrectly, it can be nonessential and cutthroat.

When preparation starts for the next contest, you might ask yourself the following questions:

Am I relating the material in this contest to the practical world of agriculture?

Do I concentrate on teaching judging tricks or judging skills?

Is it always the same few people who participate in the judging workouts and contests?

How much time in class am I spending on the judging unit compared to other non-judging units?

Are contests fun?

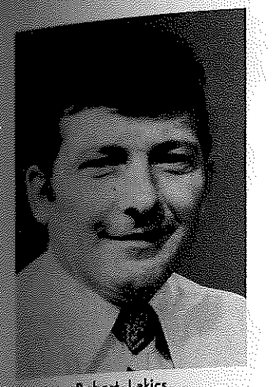
Elbert Hubbard said "Rivalry is the life of the trade and the death of the trader." Contests can have that paradoxical complexion. The instructor needs to search his own educational philosophy and determine whether he should be a fervent, active, or passive coach; and when a contest doesn't seem to reach it's idealistic goal, ask the question:

Is there something wrong with the contest or something wrong with the instructor?

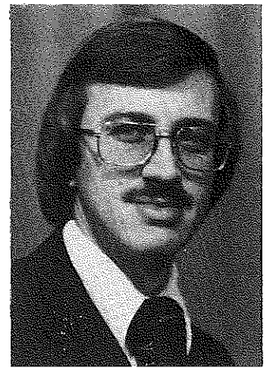
◆◆◆

WE NEED TO SAY "THANK YOU!"

by
Robert Lakics
Agriculture Instructor
Pinellas County Vocational
Agriculture Center, FL
and
Max B. McGhee
Department of Agricultural
and Extension Education
University of Florida



Robert Lakics



Max B. McGhee

A new school year! A new beginning! FFA is planning its best year yet. Fairs, show, contests—the whole spectrum of participation is in the planning phase. Sponsors are being asked to support the FFA again, as they have so magnanimously done in the past. The FFA's entire competitive award system is based upon the continuing interest and generosity of people and organizations who support agriculture. Many are former FFA members themselves, all looking for some way to help. But are we finding that each year some are a little more reluctant to participate in varied awards programs? Unfortunately, the answer is "Yes" and the reason is that many supporters have not received a warm and sincere "thank-you" or some other token of appreciation for their efforts in past years.

LOSING SPONSORS?

Of particular concern are numerous FFA County and State Fair/Show competitions. A number of students solicit sponsors for the purchase price of animal projects, and, in some cases, feed, board and equipment. The sponsorship is often without interest, and repayment is made after the animal is sold—a tremendous gesture on the part of many who want to see needy, yet worthy, students participate. Others provide their time, while many donate trophies, ribbons, and money for awards and placings. The buyers are the people and organizations interested in seeing that FFA participants are rewarded for their total and financial development. How we should cringe when we hear one of them say, "Never again. I bought a steer last year and never even got a 'thank you,'" or "Sorry, but I think I'm going to be busy this year." We are losing some of our best supporters by not displaying our appreciation!

The problem is not localized when we receive pleas from supervisors to remind students to please say "thank-you" to supporters. Some advisors ignore the plea, while others just fail to follow-up on notes of appreciation. We need to do something to keep our public relations on the highest level. We just can't allow some students to use our system of competition for pure personal gain, rather than the instructional experience for which it is intended. The widespread lack of displaying appreciation seems to indicate a trend in that direction.

PUBLIC RELATIONS UNIT?

A short unit on public relations, which all advisors present some time during the year, could include measures to ensure that the FFA's image is maintained. One can incorporate such discussion topics as letters of appreciation, understanding others, and communicating for good human relations. An old saying which can also generate a good discussion is, "Silence cannot be misquoted—but it sure can be misinterpreted."

A system whereby the FFA secretary can list names and addresses of supporters who deserve a letter or token of appreciation can be used by the advisor. The secretary can indicate the date and individuals' responsibilities for tasks as they are completed.

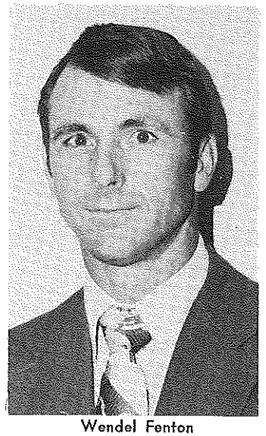
PROJECT OWNERS CLUB?

Another method that can be used is one employed by the Pinellas County Vo-Ag Center, where all animal project owners form a club each year—with a president and secretary heading the group. Here they work as a unit to assist each other in their endeavors. They exchange ideas, pool equipment, vehicles, and assign work details for upcoming fairs and shows. As an example, all the owner/sponsor signs are uniformly made by the members. This makes the barn a little more attractive, but more especially, it generates that "esprit de corps" which is most desirable in any student group. One of the other important functions of the club is to ensure that some type of appreciation is rendered to those individuals or organizations who have made the event a success. After each show, the club advisor and secretary are responsible for obtaining addresses of buyers, donors, and supporters of the show so that each deserving individual is recognized in some fashion. The real underlying objective is to make each show the best ever and to make the next one even better!

Regardless of the system, let's try to improve our students' activities in this very important area of community relationship. Let's even try to encourage parents and friends to write or call these avid supporters and express their interest and appreciation, too! Remember, these generous people, like everyone else, appreciate and deserve our warm and sincere "Thank-You."

◆◆◆

FEATURING: *FFA CELEBRATION*



Wendel Fenton

by
Wendel Fenton
Vo-Ag Instructor
Muskogee, OK

The FFA Chapters in Muskogee County, OK, organized an FFA Superstars Contest during National FFA Week. The rules and event were decided at a meeting for chapter officers and advisors last fall.

A local radio disc jockey served as the announcer and the Muskogee County Cattlemen's Association served as officials for the event.

THE CONTESTS

The competition consisted of ag-related skills as wild cow milking, greased pig chase, pony express ride, hog calling, cowchip throwing, chicken dressing (chickens were caught and dressed in pants, bonnets, and bow ties), ribbon roping, hay pitching, goat tying, ag teachers vs. chapter presidents tug of war, and chapter vs. chapter tug of war. The conclusion of the contests consisted of an obstacle course which included wood sawing, carrying an egg in a spoon, fish plug casting, barrel walking, spike nail driving, and tow sack racing.

CAKE

After the results were totaled and trophies were presented to the top three chapters, all members and advisors devoured a 3′ x 4′ 50th anniversary FFA cake.

John Raney, Muskogee, Oklahoma, Chapter President, and John Tadlock proudly displaying a chicken they dressed in the FFA Superstars Contest held February 21, 1978, celebrating National FFA's 50th anniversary.

Muskogee County FFA chapter presidents preparing to light the candles on a 3′ x 4′ cake honoring FFA's 50th anniversary.

"SUPERSTARS CONTEST"

NOW IS THE TIME TO START IF YOU WOULD LIKE TO DO SOMETHING SIMILAR THIS YEAR.

PUBLICITY

KTUL and KOTV television stations in Tulsa filmed the event. Chapters participating were Muskogee (who hosted the event), Boynton, Ft. Gibson, Oktaha, Webbers Falls, Haskell and Warner. Approximately 1,200 people attended the exciting event, which was held at the Fair Grounds Arena in Muskogee, Oklahoma. The response was so good from the farmers, businessmen, parents and FFA members that plans are being made to hold this activity annually during National FFA Week.

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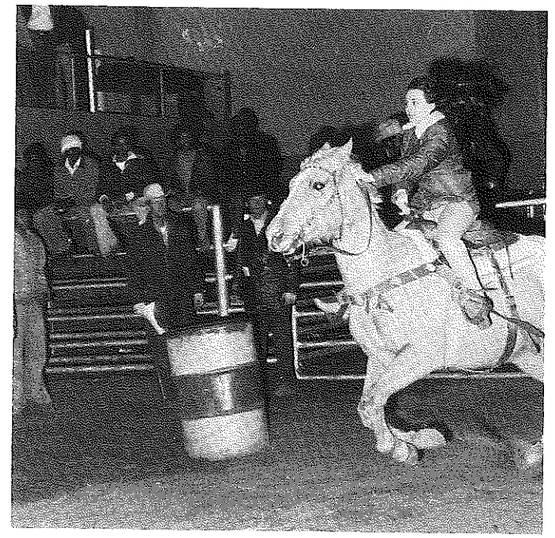
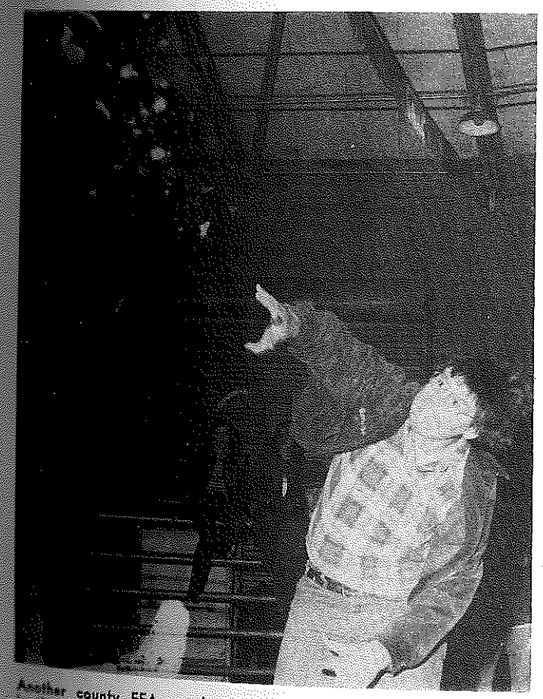


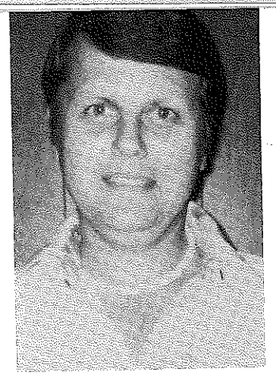
One of the Muskogee chapter members, Shelly Bass, participating in the Relay Pony Express Ride.



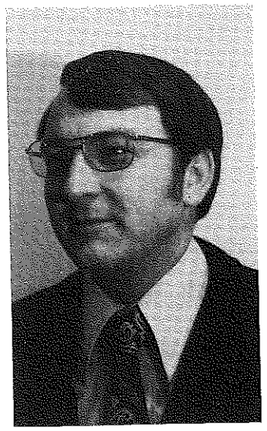
Another county FFA member, Mark Fain, putting forth all his effort in the Cowchip Throwing event.

One of the events consisted of a hay pitching contest. The winning height was approximately 9′ 8″.

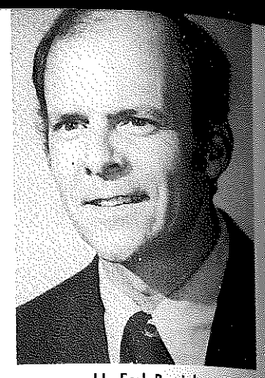
SIX STEPS TO "EFFECTIVE" PUBLIC SPEAKING



Dale G. Zikmund



H. Dwight Cline



H. Earl Bowick

by
Dale G. Zikmund
H. Dwight Cline
*H. Earl Bowick**

Would you like to put some sizzle into your students' public speaking ability? The six step method described in this article will do just that. These steps lend themselves to any topic, are straight forward, and accomplish the desired outcome—a successful oral presentation.

FFA and other vocational youth organization chapter members have the opportunity to participate in public speaking contests. As preparation for these contests, the students are encouraged to act as representatives of their chapters at social, civic and fraternal meeting, and this usually involves a speech.

Dr. Zikmund is Professor of Vocational Education, and Program Specialist for Special Vocational Needs at the Center for Vocational and Technical Education, Kearney State College, Kearney, Nebraska. Dr. Cline is Assistant Professor of The Center for Career and Vocational Teacher Education, Western Kentucky University, Bowling Green, Kentucky. Dr. Bowick is Coordinator of the Local Programs for the Larimer County Voc-Tech Center, Fort Collins, Colorado.

Dale Zikmund and Dwight Cline are former Vocational Agriculture teachers and FFA advisors. Earl Bowick has been a Distributive Education teacher/coordinator and DECA advisor.

Before making a successful presentation there are several factors at work that can make the effort less than successful. If these factors aren't corrected they can hinder the speakers ability to make an effective presentation. One of these factors is NERVOUSNESS. "Will I remember what to say? I'll bet no one else ever gets this nervous; how did I let myself get in this fix?" Another feeling of speakers is LACK OF CONFIDENCE. What will I do if someone asks a question? I'll bet my voice sounds funny over the P.A. system." Many speakers also have a huge dose of SELF CONSCIOUSNESS. "What will they think of my clothes? I bet they'll laugh if I forget my place in the speech; 100 eyes looking at me, I hope I don't get cotton mouth." Some speakers, after becoming assured of survival, consider the audience and HOW TO GET THE MESSAGE ACROSS. "Will they understand what I'm talking about; how can I relate to them?"

The following method has proven to be successful when used with students in teacher education programs, and with chapter members of FFA and other vocational youth organizations.

The following six steps can eliminate the fears and questions that could ruin the students' public speaking effort by allowing them to ANALYZE, PLAN, PRACTICE, ARRANGE (Organize) PRESENT AND EVALUATE, with peers and the chapter advisor before he tackles the contest, social, civic or fraternal group.

As former FFA and DECA Chapter Advisors, we have found these steps, with attached checklists, to be an effective method of preparing students for speech presentations.

SIX BASIC STEPS IN PREPARING A PRESENTATION

Every meeting or presentation, whether formal or informal, goes through several stages of development. Although all stages may not be developed to the same degree, each is equally important.

There are six stages to doing a good job:

1. Analyze
   Here is where you put down what you want to accomplish (your objectives), special audience problems, and any other factors unique to this situation.
2. Plan
   Now you are ready to decide what you want to do. This is where you will outline your speech or part of the meeting.
3. Practice
   After the preliminaries, you are now ready to practice. This stage is overlooked by far too many people. Everyone needs to practice because every situation is different—and we can all improve over the last time.
4. Arrange (organize)
   This may be simple, mechanical work, but it can affect the entire presentation if it is skipped over. At this stage you should check the physical arrangements.
5. Present
   This is where you do it—and it shouldn't take any longer than you expected.
6. Evaluate
   Now that it's over, how did it go? Did you accomplish your objectives? Was it successful? What will you do differently next time?

CHECKLISTS

The following series of checklists deal with the six basic steps outlined above.

(Continued on the next page)

These checklists have been devised to help you and your students get the job done in an orderly fashion. If you proceed through them conscientiously, you are bound to do a better job.

I ANALYZE

- ☐ 1. What is the general purpose of the speech—to entertain, inform, inspire? What is the problem or point you are trying to accomplish? Are your objectives clearly stated?
- ☐ 2. What, precisely, is it that you want the audience to know or how do you want them to feel after you have finished? State in detail.
- ☐ 3. How many persons will be in the audience? Who will be there?
- ☐ 4. What will the audience already know about the subject? Knowing this will help you determine how much background information, or review, you will have to deal with.
- ☐ 5. Will you have to do any persuasion? Are you going to be telling your audience something they will not want to hear? What frame of mind are they likely to be in?
- ☐ 6. Are you first, last, or in the middle of the program? Will there be any other speakers? How much time will you have for your presentation?
- ☐ 7. What sort of preparation will you have to make? Are there others to be involved? Should you make explicit assignments or reports to those involved?
- ☐ 8. What materials will you have to supply the audience before your speech or meeting? Will they need an outline of the topics?
- ☐ 9. What facts and figures will you need? Will you need the advice of a resource person? Should they be invited to attend the meeting?

II PLAN

- ☐ 1. List in detail the points or topics which you want to cover in your speech.
- ☐ 2. If others are to be involved, provide each with all of the essential information they will need in order to carry out their assigned duties.
- ☐ 3. Prepare handout materials.
- ☐ 4. Write introductions for guests and/or speaker.
- ☐ 5. Prepare the programs or agenda.
- ☐ 6. Start planning what you want to say. List important points. List examples and illustrations. Anecdotes may be useful to help emphasize a point.
- ☐ 7. Decide on the order of presentation. The subject itself or the type of meeting may dictate the order, however, be certain that you have selected the best way of doing the job. Make sure that your material follows a logical, chronological or some other ordered sequence.
- ☐ 8. Write out the body for your presentation. All you will need to do is expand the points and topics listed previously.
- ☐ 9. Now examine what you have written. Consider the following questions:
  a. Is it written in your language?
  b. Do the sentences sound natural and conversational?
- ☐ 10. Mark the places where visual aids will be used.
- ☐ 11. Write the conclusion. See that it flows natually from the body of the speech and that it drives home your main points in a clear, concise way.
- ☐ 12. Write the introduction. Make certain that it fits the occasion and that it gets the attention of the audience. Be sure that it flows smoothly into the body of the speech.
- ☐ 13. Now go back over the entire presentation. Make any necessary corrections. You are now ready to practice.

III PRACTICE

- ☐ 1. Practice your speech or presentation under the same conditions, as nearly as possible, as those you will face when you deliver it.
- ☐ 2. Practice at least once with a tape recorder. Listen carefully to the playback. Pay especially close attention for "ers" and "uhs", mumbled words and a monotonous tone.
- ☐ 3. Check pronunciation of names.
- ☐ 4. If you are going to use visual aids, have them prepared in time for your practice session.
- ☐ 5 Get someone to listen to one of your practice sessions. Have them check these points:
  a. Hands should be relaxed, not jammed in your pockets.
  b. Every gesture should have meaning.
  c. Don't pace unnecessarily.
  d. Don't rock back and forth.
  e. Watch for nervous habits such as key chain twirler, glasses fiddler, coin jingler, etc. Don't rub your nose, pull your ears, bite your nails or make faces. Be calm looking, no matter how nervous you may feel.
  f. Be sure you talk to the audience, not to the floor or the ceiling. Each person should have the feeling that you are talking to him.
  g. If you are reading your speech try to look up from the page frequently.
  h. Be sure to speak clearly. Don't mumble, slur your words, pronounce words carelessly, or talk in a monotone.
  i. Sound interested in your subject. Be forceful.

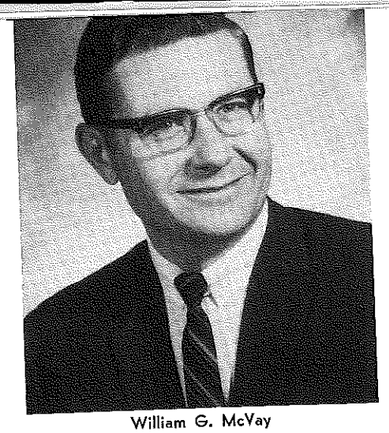
IV ARRANGE

- ☐ 1. Check out the meeting room and facilities.
  a. Test the acoustics.
  b. Check the ventilation and lighting.
  c. Adjust the podium or lecturn to the proper height.
  d. If there is a public address system be sure to check how loud you will have to talk and how close you must be to the microphone.
  e. Be sure a clock is visible. Keeping on time is important.
- ☐ 2. Are all of your visual aids or props in working order?
- ☐ 3. Is your speech in the proper sequence?
- ☐ 4. Be sure to check your appearance. A last minute check could save you an embarrassing moment.

V PRESENT

- ☐ 1. Make the necessary introductions.
- ☐ 2. Begin on time and keep on schedule.
- ☐ 3. Be enthusiastic as you make your presentation.
- ☐ 4. Keep to your prepared text.
- ☐ 5. When summarizing, be brief and accurate.

(Concluded on page 64)



William G. McVay

COMPETITION MOTIVATION RECOGNITION

by
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Vocational Agriculture Teacher
Whitko High School
South Whitley, IN

All teachers realize the key to learning is to get students motivated. How do we get students motivated? We all know that if we can show that what we are going to teach has some value to students, they will more nearly want to learn. What is of value to students? Historically in vocational agriculture, we have used the profit, or economic, motive. This is still important, but I believe with our current state of economy, most students are not as concerned with making money as they were years ago.

BASIC DESIRE

One important basic want of all people is the desire to be recognized, to have status with their peers and others. I really believe there would be less problems with young people if we could find that certain thing that they can do well, let them excel in it, and give them recognition for this excellence.

COMPETITION

This is where competition comes to play in the educational process. We all want to win and be recognized. We, as teachers, can take this natural desire and use it as a great motivational force in vocational agriculture. The large number of contests in FFA can interest students in learning. This is especially true in contests that are closely linked to our course outlines. Farm Business Management, Agriculture Mechanics, and the proficiency areas are very good examples. I have found students were much more interested in learning a difficult concept if they knew the concept was important in doing well in a contest.

In addition to FFA activities, I find competition is an excellent motivational force in the regular classroom situation.

CLASSROOM EXAMPLE

I would like to relate one example. In my course in agricultural marketing, I feel it is important for students to follow the market trends, to know the relationship between cash and future markets, and to understand the importance of timeliness and costs in marketing. I have found the following activity based on competition very useful in teaching these skills and abilities. I divide the class into five groups and give each group five commodities: corn, soybeans, wheat, 120 lb. feeder pigs, and 900 lb. feeder steers.

Sometime during the semester they must sell these items and determine their net income from the transactions. The committee with the least profit must buy the refreshments for the entire class for a semester end party. To make the activity more interesting, we post the cash and future markets on charts in the ag. room.

As a requirement, the students must calculate all costs in keeping and feeding the commodities. Storage, taxes, transportation, and feed costs are all considered. Because of the student's competitive desire to win or not be on the low team, it is amazing to see how interested in this project they become. They all become market oriented. They all want to call that toll free number to see what hog prices did today.

SUMMARY

In summary, I believe competition can be an important key in motivating students to learn. I have seen it work over and over again. A student comes into vocational agriculture as an average or below average achiever, and because he wants to do well in an activity, he gets interested and accomplishes a desired goal. He obtains some recognition, and most importantly, produces some desirable change within himself. And that is what education is all about. ◆◆◆

CONTINUED

- ☐ 6. If you do not understand a question, ask to have it repeated.
- ☐ 7. When answering questions, be brief, to the point and honest. If you do not know an answer, say so. Do not "beat around the bush."

VI EVALUATE

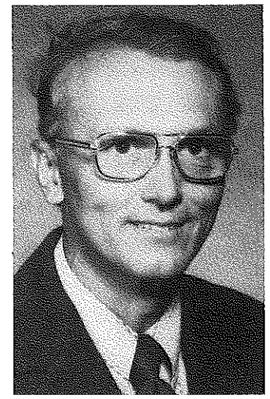
- ☐ 1. Go through the appropriate checklists. Write down things which need to be improved and those which should be kept the same.
- ☐ 2. Make a list of changes for the next time you make your presentation.
- ☐ 3. Do a critique of others who participated. Did they accomplish what you wanted them to?
- ☐ 4. It is always a good idea to write thank-you letters to those who helped you.
- ☐ 5. Make notes on the facilities. List the things which were acceptable and those which should be changed.

By following these checklists you may be able to improve your performance as a speaker or meeting chairman. Leaders of youth organizations will find that student leaders will not only improve their performance but will be setting a good example for other members of the group.

You might find it helpful to prepare sufficient copies for each member to have their own checklist. ◆◆◆

★ ★ ★ THIS WORKED FOR ME! ★ ★ ★

— FIELD TRIP — FANTASTIC OR FIASCO?



Jack Moss

by
Jack Moss
Vo-Ag Instructor
Carroll Consolidated School Corporation
Flora, IN

Are your field trips fantastic or are they a fiasco? Come on, be honest, I'll bet you have had some of both, the same as I have had. Since we are on an "honesty kick", I will have to admit that the fiascos were mostly the result of my poor planning or, more honestly, my lack of planning. Sure, I admit that the unforeseen can and often does happen—like a flat tire on the bus or a cantankerous cow, but by and large, the more complete the plan, the more successful the trip.

Field trips are one of the most useful tools that we as Ag teachers have to motivate students. Students who find simulated classroom situations not relevant are generally "turned on" by actual situations in the field. Field trips let them see what it's all about, the usefulness of the lessons, and the reasons behind the classroom instruction.

To get the most from the field trips taken, and to insure a fantastic trip instead of a fiasco, certain planning steps and procedures need to be followed. Your school situation may dictate some variance in the plan, but generally these steps are applicable to all schools. The steps required for a successful trip include the following:

I. Planning
   - A. Clear with the school administration.
   - B. Find a host or a place to go and set a date.
   - C. Make arrangements for transporation (bus preferable, and you drive if possible).
   - D. Get a parental permission blank for each student according to school policy.

II. Preparing the students
   - A. First day of the unit describe the planned trip (motivator).
   - B. Hand out an outline showing what is to be learned prior to the trip to make the trip meaningful.
   - C. Suggest what to look for and possible questions to ask.
   - D. Suggest what experiences are to be gained from the trip.
   - E. Suggest expected student conduct on the trip.

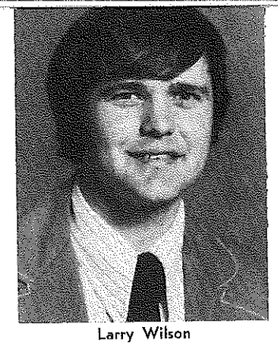
III. Pre-trip visit with host
   - A. One or two days prior to the trip, visit the host and go over last minute details.
   - B. Check the best route and travel time to and from school in order to know the amount of time that can be spent with the host.
   - C. Discuss with the host the possible safety hazards involved and try to work with him in taking necessary precautions for student safety.
   - D. Try to anticipate possible problems such as mudholes or manure puddles along the walkways, over-friendly dogs, and the possibilities of strangers spooking the animals.

IV. Trip day checklist
   - A. Get the bus.
   - B. Put the conduct rules on board as a reminder.
   - C. Double check parental permission blanks according to school policy.
   - D. Check out at the office when leaving.
   - E. Board the bus in quiet business-like manner and have the students sit in the front of bus on the way out.
   - F. Have a short pep talk before getting off the bus and remind students again of conduct rules.
   - G. Introduce the hosts and helpers.
   - H. Ask the first few questions to "break the ice."
   - I. Keep the group together and "bunched up."
   - J. Watch for hazards and student misbehavior.
   - K. Keep an eye on your watch to insure leaving on time.
   - L. Have the group thank the host verbally as they board bus.
   - M. Arrive back at school on time and check in at office.

V. Day after the trip evaluation
   - A. Discuss what was seen and answer questions.
   - B. Apply the trip to classroom experiences.
   - C. Draw conclusions and summarize.
   - D. Discuss conduct, both good and bad.
   - E. Write the host a thank-you note and have everyone sign it.

Use the above steps as a guide for planning your next field trip. Make the necessary changes to fit your situation and take advantage of a field trip that serves as an interest stimulator for the classroom and the future, an opportunity to learn by doing, a chance to integrate your school activity with the community; and probably most importantly, relieve the monotony of classroom instruction.

The old adage of the "best laid plans of mice and men" applies to field trips, but put the odds on the side of a fantastic trip with some careful planning. Try it—you may be pleasantly surprised. ◆◆◆



Larry Wilson

STUDENTS—FLOWERS?

by
Larry Wilson
Scottsboro High School
Scottsboro, Alabama

A common dictionary definition of a flower is the condition of having arrived at fullest growth or vigor. In order to arrive at that growth, flowers need nourishment. Therefore, a primary element of a flower's development is the fertilizer. The general attitude a producer takes toward fertilizer has a tremendous influence on yield.

As teacher of Vocational Horticulture at Scottsboro High School, I consider my students as the flowers — flowers that must be fertilized to blossom and develop. Students entering my program are not really sure what they want to do, where they want to live, or how they're going to make their living in the future. As their teacher, I feel that my responsibility is to help direct and instruct them to make that decision. The attitude I take will be greatly rewarding to me and my students in the future.

WHAT KIND OF FERTILIZER TO USE? Some of the successful ingredients I use in my program are:

A. Select Instructional Program to Fit Student Needs.

Selecting an instructional program that will insure students obtaining work experience within the areas of employment they plan to enter is challenging — challenging because everything you teach will have some degree of influence on your students. In planning my instruction I begin by making a survey of occupations in the school community and surrounding areas. I realize that a large percentage of the students upon graduation will seek occupations close to home, so I try to plan my instruction to correspond with the jobs available in the area. I keep reference books on occupations available to students to supplement our work. Reference books are very valuable to my program because professional help can be given to the student at any time just by merely doing a little research. Occupational information can also be provided by professional businessmen such as managers, personnel managers or craftsmen. I have found that these people are very valuable. Students tend to do better work when instruction is supplied by people who really know what they are doing. Agriculture teachers usually retain only limited information so the more help we get from resource people, the better informed the students will be.

B. Use Laboratory Facilities That Are Available To Insure That Students Learn Skills.

Students gain more experience if they actually participate in doing a task. Laboratory facilities give them the opportunity to plant, grow and sell plants as part of their productive projects. These facilities give them only a few plants during the year, but the experience they get on those few plants can be applied to a larger enterprise at home. Without laboratory facilities it would be difficult to fully communicate with my students. Using these facilities my students get more than just work experience; they get practice in being dependable, honest and thrifty.

C. Use Idle School Land For Garden And Farm Experience.

Students that live within city limits often are unable to have adequate projects and work experiences due to living on small areas of land. If a student is to progress there must be some way for him to do it. I have found it to be true that most school systems within our state of Alabama have some kind of land that is laying idle. This idle land will probably be used later by the system, but until then it can be excellent land for students to use for growing a garden or other small project. Students in my program that have no space for projects at home use land like this for their projects. The land area is divided into equal sections for the students. I leave it up to the student to see that it is tilled, planted, cultivated and harvested with accurate records kept on each segment of the operation. Utilizing this idle land assures that each student in my program can have a good productive project. Getting all students to participate means all students will benefit in the future.

D. Have Regular Visits To Students' Homes To Evaluate Their Program.

This one item to me is the key to a successful supervised occupational experience program. Visiting gives me the opportunity to check on the progress of my students. I give direction and supervision into the different problem areas the student might have. Visiting gives me a chance to evaluate a student's program to see that it is up-to-date, complete and accurate. Discussions with parents are very common on my visits. Talking with parents gives me an indication of the student's background, philosophy and future intentions. Parents can see the interest I show in their child's development. Discipline problems are solved easier when the student can see that parents give support to my program. Students get involved more because they are motivated more by me and by their parents. Advantages of these visits are:

1. To gather information to be used in teaching, counseling and planning my curriculum.
2. To check student progress.
3. To help students select a project.
4. To promote teacher-student-parent relationship.
5. To give instruction to students.
6. To verify the accuracy of a student's record book.
7. To strengthen public relations.
8. To evaluate the success of my teaching.

E. Interlock F.F.A. Within Your Program To Stimulate Students.

Using the F.F.A. within my program gives reinforcement to my students. A student whose interest is in ornamental horticulture is motivated more when he can compete for the proficiency award.

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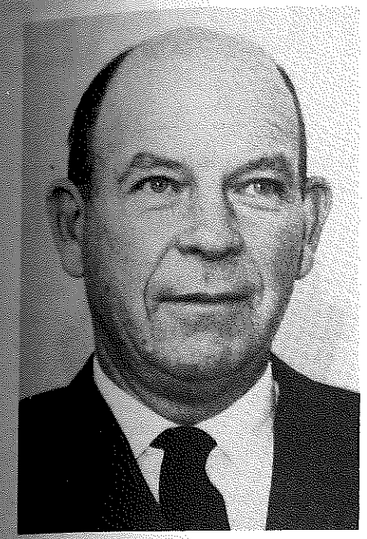
Leader in Agricultural Education:

L. C. "HAP" DALTON



by
*Leon A. Wagley & Paul R. Vaughn**

Have you ever been to Happy, Texas? If you have, then you have been to the home town of the most illustrious vocational agriculture teachers and state supervisors in agriculture education history. That's the hometown of L. C. "Hap" Dalton, long-time teacher and State Supervisor in New Mexico. Actually, "Hap" was born in Princeton, Texas, and moved to Happy in a covered wagon when he was five years old.

Those days in Happy were filled with hard work and uncertainty. Even today, "Hap" Dalton says that background is excellent training for a career in agricultural education. He still believes that a farm or ranch background shapes and molds the character necessary for success in teaching vocational agriculture.

In 1925, "Hap" Dalton and Texas Tech University in Lubbock, started out together. "Hap" enrolled in Animal Husbandry and found time to milk cows by hand, while lettering in football, basketball, and tennis. He also served as head waiter in the college dining hall.

Competition has always been important to "Hap" Dalton. He believes that if you teach a student to be competitive in high school, this will make him want to be a better farmer or rancher when he grows up.

Always one to excel, whether it's pitching horseshoes, or raising a better crop of alfalfa, it's not surprising that "Hap" was chosen to help Dean Stangle at Texas Tech select foundation stock of sheep, beef, and swine for the school farm.

A Bachelor's degree in Animal Husbandry really didn't satisfy "Hap" Dalton. He was more interested in helping people than being a ranch manager. So in the summer of 1930, he enrolled at New Mexico A & M College to certify to teach vocational agriculture. This proved to be a blessing for the state of New Mexico.

After certifying to teach, "Hap" began his vo-ag teaching career in the small community of Lake Arthur. After two years, he left this position when he found that his paycheck was being discounted as much as 50% due to the depression. He moved to Denver and took a position with Safeway stores and played professional basketball for the industrial league in that city.

When the sales tax was passed in New Mexico, he moved back and resumed his teaching career in the vocational agriculture department at Texico. In addition to his teaching responsibilities, he also coached football and basketball and served as high school principal.

"Hap" moved from Texico in 1935 and took over the vocational agriculture program at Ft. Sumner, where he also coached football and basketball. Always looking for a challenge, he moved to Clovis in 1937 where "Hap" said they had "run off the last teacher." Once again, he also coached football. After lining out the program at Clovis to his satisfaction, "Hap" moved to Las Cruces in 1942 as a full-time vocational agriculture teacher. It was from that position in 1945 that he moved into the state office as assistant state supervisor for vocational agriculture education. He took over as state supervisor a year later and remained in that position until 1970.

"Hap" was known as a "teachers' supervisor" because he never forgot what it was like to teach agriculture. In the 1940's he would spend two weeks out in the field supervising teachers and one week in the office at Las Cruces. On weekends when he was out supervising, he would help ranchers and farmers in the community where he was visiting. "Hap" was a dynamic individual who supported vocational agriculture and his teachers to the ut-

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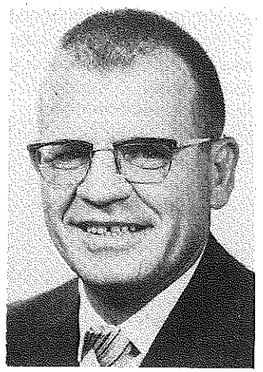
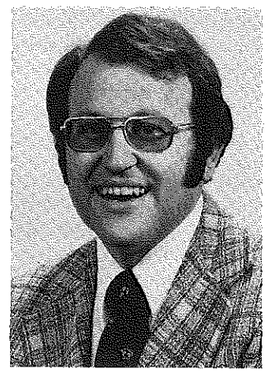


Leon A. Wagley

**Leon A. Wagley is Professor and Head of of the Department of Agriculture & Extension Education, New Mexico State University.*



Paul R. Vaughn

**Paul R. Vaughn is Assistant Professor in the Department of Agricultural & Extension Education, New Mexico State University.*

MOTIVATIONAL GAMES FOR THE CLASSROOM

by
Jack Pritchard
Teacher Educator
Oklahoma State University

Television game programs continue to be very popular, with many game shows occupying positions on prime time scheduling. TV game programs must be given some of the credit for popularizing the game concept within education today.

MOTIVATIONAL GAMES—FUN

Student teachers in Agricultural Education at Oklahoma State University have been using a variety of motivational games successfully for the past four years. In fact, credit for many of the games now in use belongs to the student teachers who responded to the challenge —"Don't get stuck with the ordinary." —"Do something really different."

Student teachers tell us that effectively used motivational games in the classroom can "break the routine, broaden the spectrum of involvement, *create a healthy climate of competition,* build and maintain high levels of interest, and allow a majority of students to reach specific objectives of the unit of instruction in a fun way."

NOT "CURE-ALL"

I must hastily point out that motivational games are not the "cure-all" for all of the teaching-learning problems in the classroom. In fact, just the opposite may be true. It should be advised at this point in our discussion that poorly planned and/or organized competitive games may cause the teacher difficulty in conducting the learning activity and create a feeling on the part of the students which hinders effective learning.

SUGGESTIONS

. . The following suggestions are the result of several years of listening to those who are using motivational games successfully.

1. An adequately communicated set of game rules which is closely and fairly followed is the *key to success.* The teacher must know before class time the rules of the game to be played and how the game will be conducted.
2. Questions serve as the basic informational element of a game. The questions should be carefully selected to make it possible for students of varying abilities and interests to perform and excel. For many games, questions need to be divided into groups of varying degrees of difficulty; during the game each student can then select the question he or she would attempt to answer on the basis of difficulty.
3. For those games in which teams are involved—baseball, basketball, football, etc.—team selection can be done in a rather unsophisticated manner, such as by choosing up sides or by random selection. However, best learning results have occurred when teams of equal size and equal academic standing have been pre-selected. This allows for keener learning and individual competition.
4. Best results have been obtained when motivational games have been used as a review of a unit or portions of a unit. However, games have been played as a means of introducing new information.

CONSIDERATIONS

There are several other areas which must be considered by the teacher as he or she attempts to structure a motivational game for a classroom setting. The teacher must consider:

1. Group size
2. Materials and setting needed to play the game
3. Preparation for the game
4. Subject areas to which the game is adapted
5. Time requirements for playing the game
6. Rules of the game:
   a. General instructions
   b. Scoring
   c. Penalties (major and minor)
7. Rewards and bonuses:
   a. Individual
   b. Team

It should be noted that individual rewards for designated questions used occasionally during the game, such as Pepsi, candy bars, etc., have been used successfully. Consideration should be given to local school policies and to the discretion of the teacher in dispensing rewards and bonuses. Best results have been achieved by rewarding both participating teams appropriately, the winning team receiving the greater reward.

Motivational games are fun and exciting to both the students and the teacher. However, a slight warning should be "posted" at this point. Games do lend themselves to excitement, excessive talking, and noise in general. Therefore, their use without proper planning and control can allow things to get out of hand. We mustn't forget that games used too often tend to become the ordinary.

In conclusion, the use of games in the classroom is not a new concept. Effective teachers have used gaming techniques for many years. Most of us can quite vividly remember games we played in elementary school and the excitement and enjoyment experienced. In vocational agriculture the setting is very "natural" for competitive type teaching tools or vehicles.

Such games as Baseball, Football, Basketball, Concentration, Bingo, Hollywood Squares, Tic-Tac-Toe, Darts, and Horse Racing are but a few of the games used successfully by student teachers and teachers of vocational agriculture, and the list continues to grow.

A "Game Brochure" is presently being compiled by the Agricultural Education Department at OSU with the assistance of teachers in the field. It is hoped that the "Game Brochure" will become an important part of every classroom instructional program.

Competition Games in the Classroom? Absolutely!

* The following is an example of a motivational game easily adapted to a classroom setting.

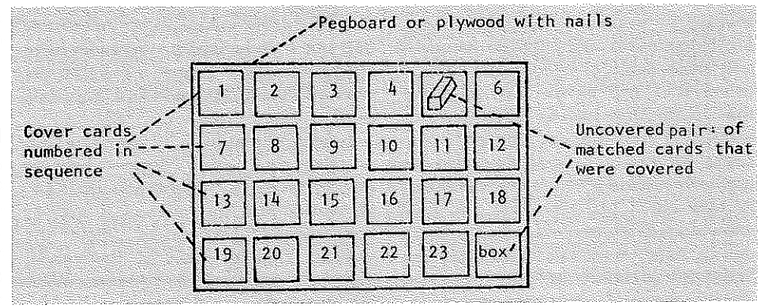
CONCENTRATION

One of the most widely used and adaptable of all motivational games, concentration, is played by matching the information on one covered card randomly placed among many cards with the paired information on another randomly placed covered card. Teams alternate in their attempts to uncover correctly the paired cards.

Suggested Group Size:
6 to 30 players have played the game successfully.

Materials and Setting Needed to Play the Game:
(1) A permanent game board is required. It may be pegboard with hooks or plywood with nails for the cards.
(2) Cards, 5″ by 7″ in size (large enough to be seen easily) made of poster board.
If you are using 24 cards on the game board, 48 cards made of poster board are needed. 24 are numbered consecutively to be used as cover cards. On the remaining 24 cards, is the information in pairs for matching. (pictures, drawings or printed information.)
(3) Scores, by teams, may be tabulated on the chalkboard.
(4) Set of game rules. (To be thoroughly discussed prior to beginning of game.) Teams should be selected through a predetermined process based on academic performance.

Preparation for the Game:
(1) Must have game board for display of cards.
(2) Subject information:
Has been used successfully in all subject areas where information can be matched by drawings, pictures, definitions and identification.



The game can easily be elaborated upon while it is being played in order to lengthen the game or to go into more depth of material. This can be done by asking the team member additional questions about the matches that have just been made. In such a case, the correct answer to the additional question may be worth bonus points.
Example of additional or "bonus" questions:
When pictures of livestock breeds are matched with the breed names, an additional question may be, "What is the origin of that breed?"

Time Requirements:
Varies from 15 to 40 minutes, depending on subject matter and question difficulty.

Limitations of the Game:
(1) Probably need at least 6 people.
(2) Descriptions and definitions on the cards need to be short.
(3) Can become exciting—not well adapted to classes with control problems.

Rules of the Game:
(1) Class is divided into two opposing teams.
(2) Attempts at matching cards are done by individual team members, with teams alternating in the attempts. Each team has a predetermined line up of members.

Scoring:
(1) A point may be awarded for a correct match.
(2) A correct match may make the team making the correct match eligible to attempt to answer the "bonus" or additional question for 1 or 2 extra points. Failure to answer the "bonus" question correctly will allow the opposing team to try to answer that question for the bonus points. If that opposing team's answer is correct, they have earned the right to attempt the next match on the board.

Penalties:
Penalties are assessed to teams for unsportsman-like behavior:
unnecessary noise
passing answers
unauthorized notes
unsportsman-like comments
making written notes of uncovered cards
A penalty for an infraction of any of these rules consists of a loss of a turn by the team assessed the penalty.

Rewards and Bonuses:
The winning team is the team that has compiled the most points at the end of the game.
As for team rewards, best results have been observed when both teams are rewarded appropriately, but with the winning team receiving the greater reward.
Example: Winning team members receive regular candy bars
Losing team members receive pieces of candy
Note: Always consider local school policies as well as your own classroom policies in making rewards.

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USING STUDENT COMPETITION PRODUCTIVELY

If everyone knew how to use competition productively to increase learning, to stimulate thinking, and to improve student participation, there wouldn't be so much controversy over competition.

by
Jerry Crownover
Vo-Ag Teacher
Carthage, MO

I think I must be like every other teacher in wondering whether or not I put too much emphasis on competition and winning— or too little emphasis on it. I will be the first to admit that in my first two or three years of teaching I used student competition to better myself. Unfortunately, a Vo-Ag teacher's success is sometimes measured by how much his teams win and how many awards his students receive. With this in mind, I set out to conquer the State of Missouri in every contest, award area, and every area of competition I could. I must confess this resulted in me using students for my own self-glory, and it wasn't until a couple of years ago that I finally realized this is the wrong attitude to have. If your own ego satisfaction is the sole reason for competing, you will foster insecurity and selfishness in you and your students.

Now you may ask, did I give up the idea of student competition? Absolutely not, but I do believe my attitudes have changed so that I now use it for the students' good and not just my own good.

I believe that it is of ultimate importance that every student believes that he or she is the best at something, no matter how insignificant it may at first appear. This brings about the students finding pride in themselves, their school and FFA Chapter. With this in mind, I have encouraged wider participation in even more kinds of competition, for if enough is offered, *every student can be the best at something*. Whether it is grades, welding a bead, record books, building a sawhorse, riding in a rodeo, showing cattle, making a store window display, selling fruit, or the traditional judging and speaking contests, if enough competition is offered, everyone can be a winner.

Life is full of competition—competition for jobs, for raises, for advancements and promotions. If students develop that "Success Attitude" while in high school, it will carry on in life and they will learn to accept winning and not winning, both with equal grace. And while in high school, they will be happier, more productive students helping your chapter to be more active and successful.

One last comment: Let's face it, winning is fun—for student and teacher. In my situation I enjoy useful and productive competition and it makes teaching much more enjoyable for me. I'm just as certain that this same type of competition makes learning much more enjoyable for the students. If you keep in mind that it is for the student, you'll be even happier when your student wins and you won't be nearly as depressed when they don't win, because you know they have learned something that they wouldn't have otherwise. ◆◆◆

CONTINUED *STUDENTS—FLOWERS?*

The F.F.A. gives students a chance to run an organization on their own. It helps mold them into competitive, aggressive, and prolific individuals. America needs good leaders in our employment force and the F.F.A. is an excellent source. I use F.F.A. to motivate students to have better projects and work experience. I try to get all members to take an active and participating part in the organization.

As a horticulture teacher, my goal is to turn out prize-winning flowers. The stimuli or fertilizer I use may vary since different crops, or different students, respond differently. Just as important as the fertilizer is the attitude I take in handling my job. After all, what is more important than turning out an outstanding crop of youth? ◆◆◆

CONTINUED *LEADER*

most. The story of "Hap" chasing a state superintendent of education around his desk is a legend in New Mexico educational history.

After leaving the state department in 1970, "Hap" "retired" into the classroom at New Mexico State University as an assistant professor in agricultural engineering. He remained at New Mexico State until 1975 when he officially retired. His skill at teaching and his popularity among students led him to be selected as the Teacher of the Year in the College of Agriculture.

"Hap" has held many professional offices. He served as a member of the National FFA Board of Directors, president of the National Association of Supervisors of Agricultural Education, member of the executive council of AVA, secretary-treasurer of the New Mexico Vocational Association (for 20 years), and chairman of the advisory committee which established the Center for Vocational Education at The Ohio State University. In recognition of his outstanding service to agricultural education, "Hap" has been awarded the Honorary State Farmer Degree, the Honorary American Farmer Degree, the Federal Land Bank 50 Year Anniversary Award for Service to Agriculture, the Meritorious Service Award from U.S.O.E., the National Distinguished Service Award from NVATA, the National FFA Distinguished Service Award, the Western Fair Association Distinguished Service Award, the National Fair Association Distinguished Service Award, and the New Mexico Vocational Association Distinguished Service Award.

"Hap" is staying busy in his retirement. He still serves as Director of Youth Programs at the New Mexico State Fair (a title he has held for 35 years) and is currently president of the Senior Citizens in Las Cruces. He farms and plays golf, ping pong, and horseshoes. This year "Hap" aided over 150 senior citizens with their federal and state income tax returns. "Hap" and his wife, the former Dorothy Widdifield, have traveled to Alaska, Acapulco, the Caribbean, the Mediterranean, and the Holy Land. Their future travel plans include a trip to Australia and New Zealand. "Hap" and his wife have one daughter and two grandchildren.

The tremendous effect of this individual on agricultural education is best exemplified by his response to the question: "What has been your proudest achievement?". "Hap's" reply was: "Seeing my former students become successful in the occupation for which they were trained." "Hap" Dalton—truly a great leader in agricultural education. ◆◆◆

From the Book Review Editor's Desk . . .

BOOKS TO BE REVIEWED

AGRICULTURAL ENTERPRISES MANAGEMENT IN AN URBAN-INDUSTRIAL SOCIETY by Portia Christian, Gale Research Company, 1978, 314+ pp., $18.00

APPROVED PRACTICES IN CROP PRODUCTION by Elwood A. Brickbauer and W. P. Mortenson, The Interstate, 1978, 396+pp., $7.50

BUILDINGS FOR SMALL ACREAGE by James S. Boyd, The Interstate, 1978, 219+pp., $7.45

FARM MACHINERY FUNDAMENTALS by Marshall F. Finner, American Publishing Co., 1978, 348pp., $16.00

FLOWER AND PLANT PRODUCTION IN THE GREENHOUSE by Kennard S. Nelson, The Interstate, 1978, 335pp., $10.50

FORESTRY MANUAL FOR VOCATIONAL AGRICULTURE INSTRUCTORS by Wisconsin Department of Public Instruction, 1977, 154pp., $3.00

LANDSCAPING: PRINCIPLES AND PRACTICES by Jack E. Ingels, Delmar Publishing Co., 210pp., $9.00, 1978

MANUAL OF WOODY LANDSCAPE PLANTS by Michael Dirr, Stipes Publishing Co., 1978, 536pp., Hardback ed., $16.80, paperback edition, $12.80

THE FFA AND YOU by Ralph Bender, Chester K. Hansen, L. H. Newcomb, and Robert E. Taylor, The Interstate, 1978, 565+pp., $12.95 (To be published by the end of summer)

THE RURAL COMPONENT OF AMERICAN SOCIETY by Edward Hassinger, The Interstate, 1978, 398+pp., $12.75

TREE FARM BUSINESS MANAGEMENT by James M. Vardaman, John Wiley & Sons, 213pp., $13.95

USING COMMERCIAL FERTILIZERS, by Malcolm H. McVickar and William W. Walker, The Interstate, 1978, 363+ pp., $7.50

If you feel qualified to review one of these books and desire to do so, write the Book Review Editor and he will send the book for review. Once reviewed, the book becomes the property of the reviewer.—**John Hillison, Book Review Editor, Ag. Educ. Program, Virginia Polytechnic Institute and S. U., Blacksburg, Virginia 24061.**

BOOK REVIEW

MECHANICS IN AGRICULTURE by Lloyd J. Phipps. Danville, Illinois: The Interstate Printers and Publishers, Inc. 1977, Second Edition, 836+pp., $11.00.

This book emphasizes the basic principles involved in all types of agricultural mechanics activities, from tool identification and use to soil and water management. It covers a wide range of topics, for example: tools and equipment, woodworking, carpentry, painting, glazing, welding, metal work, sheet metal work, rope and leather, power fundamentals, trucks, tractors, power transmission, buildings, concrete, sanitation, fencing, electricity, soil and water management and the metric system.

The book is also easy to read and understand. Each chapter lists typical problems and concerns, and later explains these problems and concerns in a step by step procedure.

The chapters are built around an analysis of actual jobs and the procedural steps involved in performing the various tasks. The book is easy to understand because of its organization and the wealth of pictures and diagrams.

The author, Professor Lloyd J. Phipps, is the former chairman and professor of Vocational and Technical Education, University of Illinois at Urbana-Champaign. In addition to the first edition of this book, Phipps has also co-authored at least one other mechanics book.

This book would make an excellent reference for any production agriculture unit or a text for an agriculture mechanics unit on the high school level. It would also make a fine text for college level mechanics courses.

William A. Conklin
Fairbanks High School
Milford Center, OH

ANNOUNCING:

NVATA
OUTSTANDING YOUNG MEMBER AWARDS
State/Regional Winners — 1978

REGION I:
Arizona — C. Mills Pace, Phoenix
California — Virginia Ann Vassar, Nevada City
*Idaho — Tom Klein, Nampa
Montana — Steve Wilcox, Kalispell
Nevada — Elwin Whipple, Bunkerville
Oregon — Billy C. Bellamy, Culver
Utah — John W. Diamond, Clinton
REGION II:
Arkansas — Anthony Ashlock, Stuttgart
Colorado — Larry A. Propp, Iliff
Kansas — Dennis Brown, Girard
Louisiana — Charles E. Stephens, Provencal
Oklahoma — Glen William Elliott, Alva
*Texas — Keith Park, Sulphur Springs
REGION III:
Iowa — Daniel W. Brown, Iowa Falls
Minnesota — Gary A. Thome, New Ulm
Nebraska — David P. Smith, Curtis
North Dakota — Harvey Link, Park River
*South Dakota — Lonell Moeller, Beresford
Wisconsin — James M. Shug, Oshkosh
REGION IV:
Illinois — Michael Nordstrom, Roanoke
Indiana — Robert A. Martin, Bremen
Kentucky — Michael D. Crouse, Dixon
Michigan — Don Wheeler, Elkton
*Missouri — Douglas M. Funk, Fredericktown
Ohio — Charles Lee Flint, New Philadelphia
REGION V:
Alabama — Phillip M. Ellis, Brewton
Florida — John N. Knudson, Largo
Georgia — Willard R. Dukes, Edison
N. Carolina — Ralph H. Pegram, Jr., Spring Hope
* Tennessee — Billy Michael Vestal, Parsons
REGION VI:
Connecticut — Charles J. Mavrelion, Windsor Locks
*Delaware — Keith Walker, Wilmington
Maryland — Lee Heavner, Cumberland
New York — Randall C. Kelly, Port Chester
Pennsylvania — Roger D. Apple, Allenwood
Rhode Island — Norman Hammond, New Scituate
Virginia — Albert H. Carter, Appomattox

*Denotes the regional winner

NVATA AGRIBUSINESS CAREER EXPLORATION AWARDS
State/Regional Winners — 1978

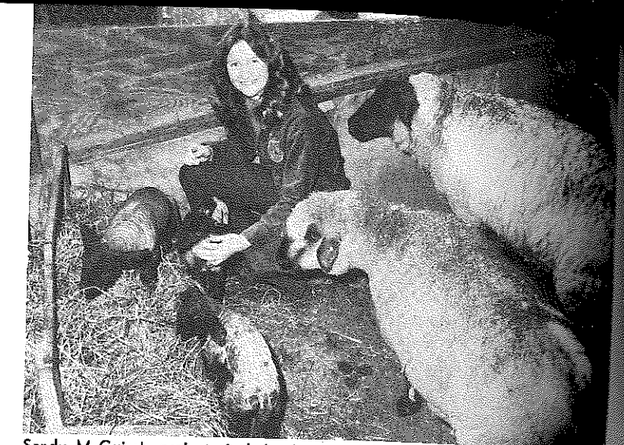
REGION I:
Idaho — James Lovell, Rigby
*Oregon — Joel Pynch, Halsey
REGION II:
*Colorado — Larry Siegfried, Fort Collins
Kansas — David L. Brothers, Burden
REGION III:
*Iowa — Joe D. Townsend, Delhi
Minnesota — Wayne S. Fairchild, Duluth
South Dakota — Clarence R. Hall, Watertown
Wisconsin — Thomas L. Frair, Lancaster
REGION IV:
Illinois — John Hatzer, Benson
Michigan — Pete Vegot, III, Watervliet
Missouri — Jim Honey, Carthage
*Ohio — Larry P. Lokai, Springfield
REGION V:
*North Carolina — John K. Bradley, Rutherfordton
REGION VI:
*Connecticut — Donald E.. Cook, Storrs
Virginia — Carlye E. Cline, McGaheysville

NVATA
SOUND OFF FOR AGRICULTURE AWARDS
State/Regional Winners — 1978

REGION I:
*Arizona — Ron Mehrer, Yuma
REGION II:
*Colorado — Howard Cope, Cortez
Oklahoma — Royce Foley, Lindsay
REGION III:
Iowa — William W. Stewart, Epworth
*Minnesota — Franklin Stuckey, New Ulm
Wisconsin — Wayne G. Koene, Fond du Lac
REGION IV:
Illinois — Allen J. Dietz, Sycamore
Indiana — Joe W. McCain, Greenfield
*Kentucky — Jack Wise, Winchester
Ohio — James W. Wahl, Fairborn
REGION V:
*North Carolina — John R. Faulk, Tabor City
REGION VI:
Delaware — Keith Walker, Wilmington
Vermont — Lyle Willey, Cambridge
*Virginia — Raymond Q. Lawing, Jr., Dillwyn

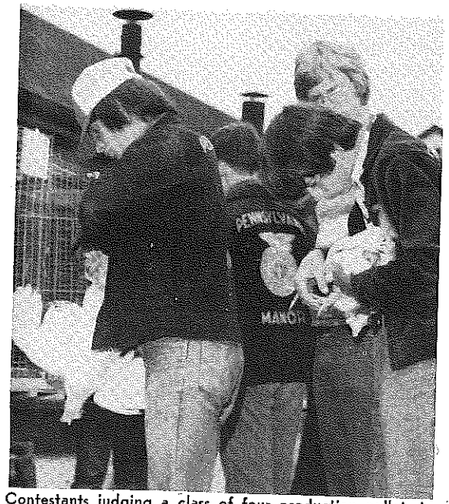
STORIES IN PICTURES

by Joe Sabol



Sandy McGuire's projects include sheep and beef. She is a gold award winner in project competition and plans a career in Agricultural Business Management. Leo Thibault, Dwight Axtell, Lloyd Doster, and Lloyd Brown are the vo-ag teachers at Palmdale, CA. Sandy is chapter and regional president. (Photo courtesy Gail Simmons, Cal Poly, San Luis Obispo, CA)

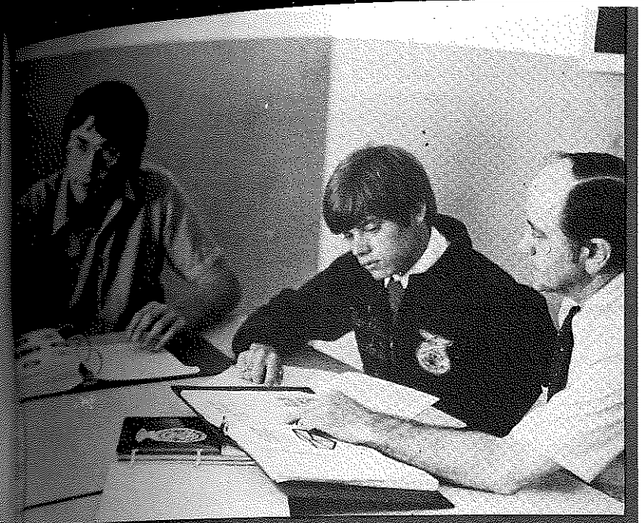
Identification of plant materials is a part of the FFA Nursery-Landscape Contest in Pennsylvania.



Contestants judging a class of four production pullets in the Pennsylvania FFA Poultry Contest. (Courtesy Photography Committee, FFA Activities Week; made available by James H. Mortensen, Penn State).

Participants evaluating hay quality in the Pennsylvania State FFA Agronomy Contest. Contestants must judge four classes each containing four hay samples and estimate the TDN for each sample.

Members judging a class of ten ready-to-cook broiler-fryers in the Pennsylvania FFA poultry judging contest. (Courtesy Photography Committee, FFA Activities Week; made available by James H. Mortensen, Penn State).



AGRICULTURAL EDUCATION

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FEATURING —

FACILITIES PLANS
WELDING HOLDER
OVERSEAS OPPORTUNITIES
COOPERATIVE NOTEBOOK
COUNTRY STORE

Theme— Supervisors And Consultants— Important Members of The T