Stories in Pictures

Gilbert S. Guilder
Ohio State University
Columbus

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

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

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

Tree planting is a profitable business for Minnesota Future Farmers.

Tending the Production Agriculture Major's unit on "Selection of Farm Machinery" is included in the Arizona Western College Curriculum.

NATA Executive Committee—1966—Front Row: Left to Right: Robert Harvey, Treasurer, Illinois; Sam Seawood, Past President, Russell, Kansas; H. E. Eaton, President, La Verne, California; Jack Well, Executive Secretary, Desoto, Nebraska.

Back Row: Left to Right: Alfred Harms, Vice-President, Region I, Iowa; Charles D. Burton, Iowa; Paul Harriss, Vice-President, Region II, Denver, Texas; Paul Day, Vice-President, Region III, Tulsa, Oklahoma; Gerald Pegg, Vice-President, Region IV, Moline, Illinois; Edwin Walker, Vice-President, Region V, Hamont Park, Georgia; Virgil Regan, Vice-President, Region VI, Woodbury, Connecticut.

Featuring — NVATA
The NVATA

"They said that it couldn't be done..."

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

The beginning of the NVATA was not easy, as clearly indicated by Lionel Cross and others in the articles appearing in this month's feature of the NVATA. Perhaps no organization, certainly if national in scope, could be as quickly formed and developed. The most important point is that the leaders saw a vital need for such an organization before the state and national leaders were aware of it. As a result of this philosophy, it may be that this is a good thing. If the leadership had come from the national level it would likely have resulted in a "trickle down" philosophy. We might also have expected a heavy hand if the role of "activist" had been assumed by someone in the U.S. Office of Education. So, maybe the NVATA last done very well without too much help from some of us.

Why has the NVATA grown to be a strong national professional organization in a few years? Leadership from the ranks would certainly be the first reason. However, leadership cannot function, at least on a national scale, without some sort of structure to make leadership possible. It is a frustrating experience to try to be a leader when the structure, or lack of same, makes this impossible. So, the close to the people we call NVATA is extremely important to the function of any national organization. (My own experiences in the early years of the Adult Education Association, USA, with no national tie except an office upstairs on North Wabash Avenue, Chicago, makes me see the real value of a "parent organization".)

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

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

If the NVATA is all this, it must be the perfect national professional organization. I don't believe that it is quite this good, nor would any of the NVATA leaders past or present want that claim. Much concern about the NVATA now and in the future lies in its relationships with other groups, particularly commercial groups. As some of the articles featured in this or any other issue of the NVATA, we are looking toward the leadership schools and annual conventions, monitored. The commercial groups are being streamlined to the NVATA. This is a difficult process, but that is what we must have, if the NVATA is to work with other groups, and that the NVATA leaders are being asked more and more to work with others. That is just the question of these groups and not the question of any other national organizations. In fact, it is a very important question for all organizations in general. (Continued on page 223)
Dear Editor:

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

I am planning to teach a unit next week on propagating horticultural plants, and was at a loss to know how to go about it. Yesterday morning I received in the mail a “module” on that very topic. It is quite detailed and very good. I read it carefully to try to understand it and it seemed pretty good sense. It was fairly well organized and had the information I wanted, in fact, a lot more than the resource units I have been using for years.

“Modules” I found it up in the dictionary and found that it means “a unit of matter that does not seem to fit. After a good deal of thought about it, I realized that the confusion that it must be something pretty complicated. What I thought might be a resource unit was actually something a great deal more advanced and complicated than I realized. I am now revised my theory of teaching that had been developed since I got out of college... something like new teaching methods, teaching materials and kind of thing.

It was mighty tempting to just go ahead and use it like a resource unit, but you never know... you might need it next week and have to get it back because it has been checked out and you got it taken. So I decided not to risk it.

Sincerely,
John Doe
Teacher, XYZ School

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Dear Editor,

I would like to take this opportunity to express my sincere thanks and appreciation for the 9,800 NVATA members that you mention in your recent Agriculture Education Magazine article, “National Know-How System for School Agricultural Teachers’ Association.”

After meeting James Wall, our NVATA Executive Secretary, with collecting and preparing materials for this issue I am more appreciative and more aware of the problems that confront yet another month for all our regional agricultural teachers.

Certainly, much of the credit for the success we have so far is due to each of you in the field of Teacher Education and those in Supervision that have given us your appreciation and support in our professional work over the past 15 years. Again, my thanks. And, any time I may be of service to you please feel free to call on me.

Sincerely,
Jim Doherty
President, NVATA
Lenox, Wisconsin

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Editor’s Note:

This letter was submitted by a teacher and is meant to highlight the importance of the NVATA’s role in supporting agricultural education.

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

Until 1948 the AVA men were literally left alone without a voice in the AVA. A few of them attended the annual AVA conventions, but few of them were interested in these meetings. The AVA structure was largely managed by Supervisors and Teachers of Teachers. The programs were of a nature to be of interest to the administrative groups. As a result of this situation the AVA became increasingly difficult to convince members that the AVA was really an organization representing the interests of AVA men.

Mr. Goss was the first president of NVATA and served as Executive Secretary, 1932-35.

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The 47 Convention

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

1. There were some protest groups who could not see the need for such an organization. However, about three-fourths of these protest favored the plan to be proposed by 1948.

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

3. Some administrators who were in attendance suggested that such an organization had been tried and had failed, and therefore, we should not raise such an issue after the effort had failed.

4. The idea was a wide diversity of opinion and little did any one realize what might happen in the subsequent years.

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

There were many who felt that...
The NVATA—
A Dynamic Organization

FLOYD D. JOHNSON, AWA Vice President for Agriculture

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

Growth—NVATA came about because the teachers of vocational agriculture in the nation felt the need for an organization. NVATA was organized in 1945 at the AYA Convention held in Milwaukee, Wisconsin as an affiliate of AYA. During the past seventeen years, the growth of NVATA has been phenomenal. Membership in the organization has gradually increased through the years. Today 95 percent or about 16,000 vocational teachers engaged in the field of vocational education in agriculture belong to NVATA. This is a record of growth for which leaders in the organization are justly proud.

Organization—NVATA is an organization of affiliated state associations. It is probably one of the best organized teacher groups in America today. Early leaders did an excellent job planning the organization for NVATA. There are six regions in NVATA. The organization has nine members on the Executive Committee and a full-time executive secretary. Every section of the Nation has representation on the administrative body of NVATA. Even though the organization is dynamic in growth, the members are always keenly aware of the influencing of those in the field of vocational agriculture in agriculture.

Leadership—One of the primary aims of NVATA has always been to develop leadership at all levels of responsibility. Every teacher professionally engaged in the field of vocational education in agriculture has had the opportunity to serve on NVATA committees or to make presentations at the annual convention held for NVATA. NVATA has provided innumerable opportunities for leadership development for all members of the organization. NVATA has planned activities for the local through the national level.

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

What is a Voc-Ag Teacher? They range in age and temperament; short, tall, skinny, and plump; laughing, serious, and sometimes sullen. They're prejudice-free, against a coexist, politicians without a purpose, baby-sitters without the right to rob the refrigerator. In addition to knowing all there is to know about agriculture, writing and arithmetic, they have to be an authority on how to feed the pigs, know just who to ship the hay, prepare the crops, use the space age.

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

I'm a teacher of vocational agriculture by choice and not by chance. I believe in rural America, I dedicate my life to its development and the advancement of its people.

I will strive to set before my students the highest standards of character, scholarship and service. I will endeavor to develop professionally through study, travel and exploration.

I will not knowingly harm my fellow teacher. I will defend him as far as my ability will permit.

I will work for the advancement of vocational agriculture and I will defend it in my community, state, and nation.

I realize that I am a part of the public school system. I will work in harmony with school authorities and other teachers of the school.

My Creed

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The AGRICULTURAL EDUCATION MAGAZINE, April, 1966

Floyd D. Johnson

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The Region is the Key to Much NVATA Work

JIM DURKIE, President NVATA, Laramie, Wyoming

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

Each local region of vocational agriculture has a president who expresses his ideas and makes suggestions and recommendations to the National President. The region acts as a liaison between the state association, supporting its ideas and suggestions that may be presented at a regional meeting. If accepted by the region, they may then be considered by the delegates at the National Convention and/or the NVATA Executive Council.

Regional Vice Presidents conduct two meetings each year. A Seminar Leadership Committee is held to acquaint the state association officers with the NVATA, to provide information of current status of the profession and to consider suggestions, recommendations, and resolutions that are brought to the committee. Regional conventions are also held in conjunction with the NVATA conventions. The articles in this section have been submitted by teachers of vocational agriculture expressing their ideas and those of their professional organization, the NVATA.

Region I

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

The first line of the NVATA Creed reads: "I am a teacher of Vocational Agriculture by choice, not by chance." This statement indicates membership in a highly professional organization of men who have dedicated their time and talents to the advancement of Agricultural America through education.

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

The "choice, not the chance" dedication of vocational agriculture teachers is, in the area of teaching, education. This dedication encouraged me to continue teaching agriculture and to dedicate my life to working with rural students. This work paid me to add support for the organization and its programs. The NVATA has overseen several of our officers and has helped us to continue that the money raised by our local school.

Energy and enthusiasm put into professional improvement is our business.

Region II

A. R. LUND, Yo Ag Teacher, Grandview, Texas

I am one lone agriculture teacher and the NVATA is my organization. I look forward to all the various meetings of my organization. Compare it if you will to a tree. The leaves are the teachers and other folks who are changing and being replaced. The organization or tree lives on, providing protection and shade. The leaves are the rain needed for survival of the tree or organization.

In the same way of today we have specialization in all fields and organizations. So the agriculture teachers must have a professional organization to have a voice and representation with weight and value. There is strength in numbers, so all agriculture teachers working in the NVATA are given strength. The NVATA is more important than ever and our officers and members should support all the programs that the organization has given us.

Region III

E. W. WILSON, Yo Ag Instructor, Francis, South Dakota

Most called "professional men" say: "What has my professional organization done for me?" I've heard this phrase often. I agree with them. Most people think the NVATA is only about paying the salaries and support their friends. Quite frankly, if I may inject an opinion, I am getting tired of hearing this phrase. I am looking for a football team or any other athletic team. What can one man do to produce in the innumerable fields? What can a cog wheel do with a cog missing? Certainly you can answer these simple questions.

In many places in our educational world the working conditions are not always adequate. There are many unavailable salaries that are not worth the time or effort. The teachers have all complained about the working conditions and are not doing enough to support the organization of our professional state organization.

Region IV

G. R. TOW, Yo Ag Teacher, Toledo, Illinois

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

Region V

E. H. CHECK, Yo Ag Teacher, Perry, Georgia

The NVATA has given the teachers of vocational agriculture (Continued on page 258)
An Administrator Views
The NVATA

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

For the Pro

The state and national organization of the vocational education teacher enables men interested in Agriculture to meet on common ground in the National, State, and Local Teachers' Association. Many organization officers, up-to-date on the advancement of agricultural education, are serving as representatives of a professional group whose primary interest has been that of developing our natural and human resources to the benefit of the entire nation.

Through the channels of leadership, the entire program has benefited through reorganized methods, Teacher welfare programs have helped each teacher to be more secure in his position. The public relations work, and awareness of the state and national importance of agriculture in a changing national and world society.

Agriculture is one of the most important to the people's lives to the betterment of society. As to the future, we are preparing the leaders of the future.

New Neighbors for Ag

As communication, transportation, and technology have become replaced our first, we find ourselves with neighbors we have not known before. It is important that we inform about and support the programs of the NVATA. May those programs be more and direct the work of this effective organization.

For Yo Ag Teachers Only

There's Still Time To
Win a $1 by Writing a Letter
On "What I Expect From My Professional Magazine"
Send to the Editor

The National Vocational Agricultural Teachers' Association has, throughout the years, encouraged strong leadership in the Vocational Education Division, which has been of great interest in the American Vocational Association. Teachers who are members of this organization play a key role in the education of the nation. As the Arizona Division, Technical Education fields, there are areas in which Agriculture Education does not have a direct interest. In behalf of the indirect benefits and the well-being of vocational and technical education in general, the AYA has enjoyed cooperation and support of the important and strong Agriculture Education arm in the state. Yet there is another special and peculiar need of Agriculture Education and Vocational Education and it must be done to that extent. The NVATA is reaching out to the Nation to a National Association.

The Challenge

May the teacher of vocational agriculture at the local level rise up to meet the challenge of a new age, thus become informed about and support the programs of the NVATA. May those programs be more and direct the work of this effective organization. It is important that we inform about and support the programs of the NVATA. May those programs be more and direct the work of this effective organization. It is important that we inform about and support the programs of the NVATA. May those programs be more and direct the work of this effective organization.

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A Teacher-Educator Looks to the NVATA

CLARENCE BUNDY, Iowa State University

The first objective of the NVATA

To assure and maintain an active national atmosphere of promotion and encouragement of agricultural education is uniquely appropriate in a group of such educators and supervisors. Previous to 1948 when the first constitution of the NVATA was drafted, the leadership in promoting and developing programs of agricultural education was vested in the teacher-education and supervision groups. These groups assisted in the organization of NVATA.

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

Recruiting

Teacher-educators have always looked to local NVATA members for leadership in recruitment of prospective teachers of vocational agriculture. In recent years the organization has represented NVATA well in sponsoring the event and participating on an extensive basis. A crucial need of the organization is being planned for next fall.

Undergraduate Program

The NVATA may wish to develop programs through which the leadership of agriculture in rural communities is more directly connected with agricultural education. The leadership of agriculture in rural communities may be better acquainted with NVATA and with the associations of vocational agriculture teachers in the respective states. Programs recognizing outstanding undergraduates in agricultural education, leadership training programs and the funding of scholarships may be worthy activities.

(Continued on page 229)
Themes for the Agricultural Education Magazine

Research

July-September, 1966

We are greatly in need of research in this area to gain a better understanding of how to teach these programs, the best methods of instruction, the best schedules of classes for individual situations, the successful methods of program development, the characteristics of successful programs, and the effective use of advisory committees and councils. Vocational agriculture instructors have been extremely busy in the past months working under an overload. Efforts should be made to increase personnel so that individual instructors can participate in pilot and other research studies which will improve both the teacher education programs and the programs within the individual states.

The U.S. Department of Agriculture has taken the lead in this area and we have had some very good programs developed. We have had some good programs developed in the past months working under an overload. Efforts should be made to increase personnel so that individual instructors can participate in pilot and other research studies which will improve both the teacher education programs and the programs within the individual states.

The image of vocational agriculture in the community is quite large. The program must address the image and present itself to the community in such a way that it is clear. This program must address the image and present itself as a way to promote and develop vocational agriculture in the rural community which will set the stage for the development of programmes which are consistent with the goals of the state and national associations.

A New Awards Program

The image of vocational agriculture in the community is quite large. The program must address the image and present itself to the community in such a way that it is clear. This program must address the image and present itself as a way to promote and develop vocational agriculture in the rural community which will set the stage for the development of programmes which are consistent with the goals of the state and national associations.

Philosophy

Lastly and perhaps most important, teacher educators must look to NVATA members for the development of individual vocational agriculture programs and individual philosophies concerning vocational agriculture in the rural community which will set the stage for the development of programmes which are consistent with the goals of the state and national associations.

The A Teacher Educators may be the only effective means to achieve the goals of the state and national associations.

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

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

Elmer Johnson Retires

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

Johnson served as general supervisor of all national FFA judging contests for the past 10 years. While teaching Vocational Agriculture in Colorado, he headed the different teams which went on to win the state judging contest. He later became State Supervisor of Agricultural Education in Colorado.

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

Johnson has written over 40 technical manuals and bulletins, and was author of two textbooks in farm mechanics. His articles have appeared in many professional and farm publications. He holds two degrees from Colorado State University, where he was awarded membership in Alpha Zeta and Alpha Tau Alpha honoraries.

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

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

J. N. Harstetter met with officials to develop plans for the work of the Liaison Committee. This committee is equipped with the 16th year of the USDA and the Agricultural Education Staff in the U.S. Office of Education.

Neal Andrew, Director of Vocational Agriculture in New Hampshire, is currently a member of the New England Association of Vocational and Technical Education in that state.
Passing the NVATA Gavel

SAEN STENZEL, 1965 NVATA President, Russell, Kansas

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

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

Learned About NVATA

Agriculture and industry had the opportunity to become acquainted with the NVATA and its objectives. The President and other members of the Executive Committee attended and participated in the activities of National Plant Food Institute, National Safety Council, and the National Agricultural Association County Extension Directors of Agriculture through the National Grange at their Conventions.

Majors Accomplishments

Major accomplishments for the year include securing representation on Advisory Committees determining the objectives and establishing the course of Vocational Education in Agriculture and the FFA. Appointment of an Executive Committee for Agriculture through the American Vocational Association composed primarily of outstanding leaders in direction of award programs for outstanding teachers of vocational agriculture, sponsored by Agribusiness and Industry and administered through the NVATA; and the development of guidelines for growth to give direction to the Executive Committee in directing the activities of the Association. The president was authorized when the official delegates expressed confidence in the leadership and faith in the future of Agricultural Education through the NVATA by increasing the annual distribution to $500, providing the nourishment for the NVATA to accomplish its purposes. The NVATA is a dynamic organization which takes pride in placing the needs of the profession and the demands of its members above all goals.

Appreciation

Your outgoing President is appreciative of the many courtesies, support, and cooperation accorded him in the term of office. As President as a tedious task, but a pleasant experience having the opportunities to serve his profession, his fellow teachers, and his National Organization.

Best Wishes

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

Anecdotes

Robert Hargrove, Teacher of Vocational Agriculture at Miami Beach, B. 314, Gainesville, Florida, is president-elect of the Florida Vocational Teachers Association.

A. C. Ballard, former State Director of Vocational Agriculture in North Carolina, is now State Director of Vocational Education. V. R. Hauser succeeded Mr. Ballard as State Supervisor.
What The Texas Vocational Agriculture Teachers Association Does For Its Members

WILBERT H. MEISCHEN, Executive Secretary

During the spring of 1940, Vocational Agriculture Teachers of Texas was incorporated in August, a representative of each of the areas of the state met in College Station, Texas, during the Service Training Conference. The result of this meeting was the formation of the Vocational Agriculture Teachers Association of Texas. W. E. Williams of Conroe was elected President of the newly formed organization.

The following members are the present officers of the Association: M. S. Harnack, President; Jack Reamore, Vice-President and D. A. Luttrell, Secretary-Treasurer.

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

What They Do

Membership in the Vocational Agriculture Teachers Association of Texas has been based upon the earning of the teachers since the inception of the organization. The first year they were granted membership with a 10% of the annual salary. The Board of Directors approved the dues increase recommendation and in January 1948, the membership dues were increased to $1.00 per year and in 1949, to $5.00 per year by Mr. Taylor for 10 years until his untimely death in 1953.

The Teachers Association does one thing that is unique in the United States. It is the only organization that provides an annual retirement income for its members.

The following are the benefits provided by the Teachers Association:

1. Association hospitalization insurance
2. Major medical insurance
3. Disability income insurance
4. Credit Union

These benefits are available to all members of the Teachers Association. The Teachers Association is a nonprofit organization and its members benefit from the financial contributions made by its members.

Some Problems Too

You're right, we have had to solve many of the problems our members have encountered in working with their districts and their communities. And it's been a challenge for us to provide the most effective service to them. But we are making progress and we will continue to work hard to meet the needs of our members.

Leaders are not born but they are made. This leadership in the Texas Vocational Agriculture Teachers Association is selected by the members and the officers are elected by the Teachers Association membership. The elected officers serve for one year and are re-elected as long as they wish to continue in office.

The role of the Teachers Association is to provide leadership in the following areas: areas: majors, committees, board members and community leaders, teachers of the Teachers Association, and the Texas Agricultural Education Association.

The Teachers Association has been active in our National Convention and the National Agricultural Education Association. The Teachers Association has been active in our National Convention and the National Agricultural Education Association. The Teachers Association has been active in our National Convention and the National Agricultural Education Association.
Characteristics and Competencies Desired By Employees in Agricultural Related Businesses

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

In Oklahoma a survey of seven hundred business establishments was conducted to determine the needs of these businesses. Approximately four hundred of these businesses fall into ten types of businesses and are considered in over two thousand job titles. The more important businesses dealing with farmers and farm products in Oklahoma were included in the research.

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

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

In-Service Training

Results of several completed research projects in agricultural education showed that it is imperative that a majority of present employees have further education. This need was especially severe where farm administrators do not wish to do this training themselves for several reasons. These reasons include the fact that most of the businesses are relatively small and do not have the training facilities or personnel to do the jobs. These firms cannot pay an untrained employee enough to keep him in their necessary training period. A well-rounded education is necessary and the public school is certainly best prepared to supply the necessary education. All these managers indicated that an in-service training program for present employees would be highly beneficial to them. According to the personal interviews, high school education is of only one year of the competencies required for successful employment.

A total of 86 competencies were given ratings by employers in their business. Certain of the competencies was important to the employees. It varies from one type of business to another.

In their business the competencies were rated as follows when all job titles were considered.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Relations</td>
<td>2.66</td>
</tr>
<tr>
<td>Work</td>
<td>2.64</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>2.65</td>
</tr>
<tr>
<td>Safety</td>
<td>2.63</td>
</tr>
<tr>
<td>Public Speech</td>
<td>2.54</td>
</tr>
<tr>
<td>Employee Relations with Fellow Workers</td>
<td>2.39</td>
</tr>
<tr>
<td>Experience in Management Duties and Problem Solving</td>
<td>2.05</td>
</tr>
<tr>
<td>Accounting, Bookkeeping, and Wages</td>
<td>2.17</td>
</tr>
<tr>
<td>Receiving, Handling, and Shipping</td>
<td>2.11</td>
</tr>
<tr>
<td>Employee-Supervisor Relations</td>
<td>2.08</td>
</tr>
</tbody>
</table>

The competencies desired in the business they hire. These competencies were broadly divided into three categories: (1) Competencies in Agriculture, (2) Competencies in Distributive, and (3) Competencies in Industrial. Each interviewee was asked to rank the competencies necessary for employment and advancement in a number of areas as time, space, or high, and there is no specific instruction in a chosen field. Curriculum and course planning for courses and units to prepare off-farm agricultural employees is critical. The competencies found to be important in almost every job that was available in any agricultural business.

Some Significant Happenings

1. Since the time of the first executive committee meeting, virtually all expenses have been spent.
2. The AVA has had a representative (Continued on page 236)

Lionel Cross

(Continued from page 232)

(Continued on page 236)
Harvestore Travel Scholarships

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

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

A score card was devised by the NVATA Executive Committee to facilitate the selection of the outstanding members. One award was made in each of the six NVATA Regions and the winners for 1965-66 were: Rex Jensen, Garland, Utah; Robert Alexander, Sulphur Springs, Texas; and Donn Klein, Region lll; Albert Ackley, South Dakota; Harvey Seal, Ashland, Virginia; and W. S. Boyd, Fayetteville, North Carolina; Region V.

The winners were given free transportation to the annual NVATA convention in Miami where they were feted and received their awards. The recipients will use the money to travel to the convention and to present a paper on their activities to the National Farm Equipment Association meeting.

Changes This Year

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


BOOK REVIEW


This is a comprehensive resource book for all administrative, educational, and political leaders in developing countries and for those governments and their agricultural and rural universities.

The volume should prove to be an invaluable compendium of information, with, as stated by the author, a thoughtful purpose: (1) to express as cogently as possible and in as many instances as are appropriate, those underlying assumptions and principles which give the land-grant institutions their vitality; (2) to examine and discuss the latest developments and trends in agricultural science and in scientific food production.

The author discusses the role of agricultural education in economic development, the progress of the land-grant college and university, and the need for them, and the necessity for a new philosophy and program for bettering their operations and improving their efficiency.

The book is well written, clear, and concise, and is recommended to all who have an interest in agricultural education and in the development of agriculture in the developing countries.
Stories in Pictures

Gilbert S. Gilller
Ohio State University

President Sam Shawal left and Executive Secretary James Wall right make plans for NYATA opening session.

E. L. Sperry, Training Department Manager, Teacher & Implement Divisions, Ford Motor Company, was keynote speaker at opening of the 1968 NYATA convention in Mesa Beach, Florida.

Three vocational agriculture teachers each won a $500 cash award from Chas. Pfizer & Co., Inc. of New York for outstanding contributions at this year's national FFA contests in poultry, dairy, and livestock judging. From left: A. B. Allon, Public Relations Director for Pfizer's Agricultural Division, Teveston, New York, teacher of vocational agriculture and winner of the Dairy Award; Ross C.健康发展, vocational agriculture teacher, Hanover, Ohio and winner of the poultry award; and Sam Denol, Russell, Kansas, outgoing President of the National Vocational Agricultural Teachers' Association, Inc.

Ralph Oliveira, senior teacher of Vocational Agriculture at Battle Ground (Washington) High School since 1948, plots new plans for his summer program in Superintendent of Schools, Harold Johnson, while Perl Altrina, the new vocational agriculture teacher, looks on.

Planning Summer Programs