Stories in Pictures

ROBERT W. WALKER
University of Illinois

Facilities for teaching horticulture in the high school at Jackson, Michigan. [Photo by Walter McCarey, Michigan State University]

Richard Hirt (left), President, and fellow students of the Southern Illinois University chapter FFA Chapter discuss plans for term over the organization's leadership is a report of officers. Other officers are: (Standing from left) Thomas Schott, Vice President; David Haak, Treasurer; William Down, Secretary; (standing) Larry Johnson, Reporter; and Larry Carper, Sentinel. [Still Photo, Southern Illinois University]

Featuring —

FFA: PAST — PR
From the Editor...

Is FFA Acting Its Age?

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

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

(Continued on next page)

Guest Editorial...

Proud Past—Bright Future

Little comment needs to be made concerning FFA in the past. The accomplishment of the FFA speaks for itself, and FFA has been and is an integral part of vocational agriculture and vocational education. Vocational education and all of education are constantly in the process of change. The FFA is part and parcel of a rapidly changing system of education.

The FFA has changed more than most people realize or will admit; it is the most relevant portion of our program.

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

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

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

(Continued on next page)
Changes in Vocational Agriculture and FFA

MADS COTTRELL
Vocational Agriculture Teacher
Meeteetse, Wyoming

Needed Changes

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

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

If the curriculums were changed in this fashion, many would suggest that students coming and going each semester will ruin local FFA's. Frankly, I am in favor of this; I grant that this is a challenge that would have to be met by teachers of vocational agriculture if the chapter's activities are to be kept interesting and if membership is to be maintained. However, many schools should stick with vocational agriculture for four years. Students who want to specialize will join and remain for FFA but might not while they were in the program. In many cases these students would stay with the program longer if they were introduced to it. In one case where the change in curriculum was made, enrollment in the FFA increased 60 per cent the first year.

Changing World

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

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

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

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

FACTS AND FALLACIES

As we enter the 1970's, the FFA finds itself faced with a multiplicity of unresolved problems. Many of these problems are reflected indirectly in the number of students who do not join the FFA each year. It may be possible for us to observe the membership gap as a harbinger in predicting trends and needed modifications within the organization. If we are to use this device wisely, we should examine some of the facts and fallacies before attempting to make appraisals.

- There is a membership gap... FACT

  Obviously, a membership gap exists in the FFA. In 1965, only 84 per cent of the students enrolled in vocational agriculture were FFA members. This gap is accentuated when one considers this recently established goal of the national organization: involvement of 90 per cent of all agricultural students in the FFA.

- Membership gap has occurred recently... FALLACY

A close examination of the accompanying figure quickly reveals that this statement is pure fantasy. Many persons associated with the FFA have been under the delusion that membership has only recently declined and that this declining membership is a problem of the times. As far back as 1953 the organization experienced a membership gap. The percentage of vocational agriculture students who were FFA members in 1965 was essentially the same as in 1953. There is of course one major difference between 1953 and 1965. In 1965, more students were enrolled in vocational agriculture. Student thousand students elected not to join the Future Farmers in 1953. In 1965, there were approximately 2,000 students who did not become members of FFA.

- Membership gap is result of legislation... FALLACY

When the Vocational Education Act of 1965 was enacted, the traditional concept of vocational agriculture was altered to include "any occupation involving knowledge and skills in agriculture." One anticipated result in this modification was a sudden influx of non-farm students with little interest in being a farm-oriented youth organization. A sudden drop in the percentage of students enrolled in FFA agriculture was expected. The figure shows that enrollment in vocational agriculture and membership in the FFA both increased gradually before the 1965 Act and have continued the trend since.

- Need for change is evident... FACT

When we realize that as many as 87,000 vocational agriculture students have elected not to enroll in the FFA, this indication that some changes in the organization are needed. It is conceivable that modifications were in order as early as 1953 when only 84 per cent of the students enrolled in vocational agriculture associated themselves with the Future Farmers. Perhaps the membership gap has become a scapegoat for revitalization. We should avoid the fallacy of being preoccupied with maintaining a high membership percentage as an end in itself, even at the expense of more fundamental changes such as effectively serving the needs of all students.

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

It may be too early to evaluate effectively the impact of recent modifications in the constitution and by-laws, contests, awards, and objectives on the percentage of vocational agriculture students who become FFA members. There are indications, however, that the percentage of vocational agriculture students who are FFA members has declined in the last three years and may have leveled off at this point. An evaluation of the situation a decade from now may provide the real proof of the pudding. On the other hand, there are indications that the FFA is needed now more than ever before. The following are suggested as some of the areas which merit our current consideration in revitalizing the FFA on the local, state, and national level.

- Revitalization

If one were to attempt an appraisal of how to revitalize the FFA to meet the demands of an agriculturally oriented society, we will find that problems facing the FFA must be shared by the national and state associations, local chapters, and vocational agriculture teachers. No particular order of importance is intended in the list. Some may argue that teachers and chapters are restricted in their activities by state and national policies and procedures. This is true to a certain degree; however, revitalization on the local level presents the greatest challenge and offers the most opportunities for improvement and growth.

The survival of the FFA may depend upon how quickly we attend to our needs; listen to new ideas; accept new ways of doing things; and allow for new approaches. By cultivating these concepts, the FFA membership gap will become a reality. As we strive to look beyond our own self-interest in serving and involving all students who are enrolled in vocational agriculture.
Improving the Art of Teaching

ISAAC C. ROGERS
Weston-Salem (North Carolina) State University

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

• Methods of Teaching

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

Teachers must be familiar with what is going on in teaching. There are a number of insights which have been developed by psychologists that are relevant to teaching and learning. Learning can be improved by using those insights, or principles of learning, as discussed in this article.

• Reward

Behaviors which are rewarded are more likely to recur. This principle prevails in the behavior of animals as well as from the earthworm to the human. The behavior which usually emerges in any situation is that which was found to be successful in a similar situation. Properly planned learning provides a steady and cumulative sequence of successful experiences.

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

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

• Discipline

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

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

Positive reinforcement is not the reverse of reward. It disturbs the relationship of the learner to the situation and the teacher. Psychologists claim that punishment does not assist the learner in finding and fixing the correct response. Punishments have often been overseen at home and at school, and it is relatively ineffective as a form of producing the proper responses. Too much tension usually results in divergent behavior.

• Readiness

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

Readiness is closely related to use. It is useless to try to teach a student before he is ready to learn. He may not be ready to learn something because of lack of interest, or attitude. A teacher must guide students to tackle those problems for which they are ready and which they are capable of handling. A minimum of success is necessary for continued interest.

• Inductive Method

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

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

• Improving Teaching

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

—Behavior which are rewarded are likely to recur.
—The use of a greater number of teaching methods in one class increases the probability that learning will increase.
—Teachers develop or favor one best method of presentation; however, not all of the students learn equally well under each method.
—Constant use of one method of instruction, irrespective of the reason, causes monotony and loss of interest among students.
—Teacher-pupil planning increases interest and participation.
—Problem-solving involves the student and helps him to formulate ideas and solve problems.
—Learning is facilitated when it is related to the needs and interests of students.
—Learning is affected by the environment.
—Directed learning is effective.

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

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

In February 1972, a survey was completed of the educational and occupation accomplishments of former vocational agriculture students in West Virginia who had served as state FFA officers in West Virginia.

W. H. Wayman

A summary of the survey is presented.

American Farmers

From 1930 to 1969, 130 vocational agriculture students in West Virginia received the American Farmer Degree. A survey was made of those students who were still living and working in West Virginia. All of the 130 American Farmers were living and working in West Virginia.

Past State FFA Officers

From 1950 to 1969, 224 vocational agriculture students served as officers of the West Virginia FFA Association.

Fifty-seven of the past state officers received the American Farmer Degree. In February 1972, the status of the 224 past state officers was as follows: 31 farm families; an additional 15 were farming part-time while engaged in agriculture or nonagricultural work 50 were engaged in off-farm agricultural occupations 90 were engaged in nonagricultural occupations 18 were college students 12 were in military service 14 were deceased.

In 1970, 136 (60 per cent) of the 224 living past FFA officers who were not in the military service were living and working in West Virginia, 62 were living and working outside of West Virginia.

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

ROBERT A. SHERFORD
National FFA Center
Alexandria, Virginia

Awards
In an effort to structure the FFA profi-
cency awards program, the com-
mittee recommended that the profi-
cency awards be grouped in basic
occupational areas. At the recommenda-
tion of the FFA Board of Directors, these
occupational areas were made to
corespond to the eight agricultural
occupational areas set forth by the
U.S. Office of Education. The com-
mittee felt that grouping proficiency awards
under these basic occupational areas
would eliminate confusion and would help
coordinate the instructional and
awards program. The areas of educa-
tional and occupational experience
set forth by the Office of Education
and the FFA proficiency awards offered
in each are the following:

Agricultural Production Experiences in planning and managing land, labor,
and inputs to produce plant and animal
products. Proficiency awards in agri-
cultural production are Placements in
Agricultural Production, Crop Produ-
ctions, Dairy Production, Poultry Pro-
duction, and Livestock Production.

Agricultural Supplies-Services Pre-
paration for occupations providing com-
sutable supplies used in the produc-
tion phase of agriculture including the
services necessary to make the supplies
available. The Placement in Sales and/or
Service proficiency award is offered
in this area.

Agricultural Mechanics Activities that develop abilities for assisting
with the many activities and common
operations involved in selecting, operating,
maintaining, constructing and using agri-
cultural power, equipment and struc-
tures. Proficiency awards offered in
agricultural mechanics include Agricul-
tural Electrification and Agricultural
Mechanics.

Agricultural Products Activities in basic principles and management de-
cisions involved in the science and
technology of processing agricultural
crop and livestock products. The
Placement in Processing proficiency award
is offered in this area.

Agricultural Resources and Environ-
mental Science Experiences in prin-
ciples and processes of conservation
and improvement of natural resources
such as soil, water, fish and wildlife for
economic and recreational purposes.
Proficiency awards offered in this
area include Fish and Wildlife Sciences;
Soil-Water and Air Management; and
Fish and Wildlife Management.

Forestry Experiences in the multiple
use of forest lands including manage-
ment and protection. A proficiency
award for Forest Management is offer-
ed in this area.

Other Agriculture Experiences Em-
phasized in agriculture which are not
listed under the above agriculturally
related categories. The Home
Improvement proficiency award is offered
in this area.

In order to keep confusion, previous award
titles were retained except in the case of
the Agricultural and Soil and Water
Conservation proficiency awards. Com-
mmittee members felt that these awards
needed to be more specific. This was
accomplished by creating an award for
Placement in Sales and/or Service,
an award for Placement in Processing,
and three awards under the occupational
area Agricultural Resources and Environ-
mental Science.

The Placement in Sales and/or Service
award falls under Agricultural Sup-
plies Services and is for students pre-
senting to enter employment in feed and
farm supply stores, farm equipment
dealers, building supply stores, and
other agricultural related retail and
wholesale outlets. The Placement in
Processing award is under Agricultural
Products and is for students preparing
to enter employment in places that
range from feed stores, dairy centers,
farmers cooperatives, and wholesale
agricultural products marketing.

Three specific awards replaced
Soil and Water Conservation and were
placed under Agricultural Resources
and Environmental Science. A new
proficiency award for Outdoor Recre-
ation will recognize students who develop
income producing recreation enter-
priases such as vacation cabins, camp-
ing areas, riding stables, vacation farm-
guest ranches and other activities rela-
ted to recreation. A Fish and Wildlife
Management award will recognize ac-
complishments in improvement of exist-
ing land and water habitat. Soil, Water
and Air Management, the third awarded
area under Agricultural Resources and
Environmental Science, will recognize
students using management practices
that improve the productivity of the
soil, prevent erosion, and promote the
efficient use of water resources and re-
duction of air and water pollution.

Application Forms
With the addition of new award areas,
it became obvious that it would be
difficult, if not impossible, to devote
one application form that would be
fair to students and would give judges
adequate information in all areas. For
this reason, the consultants recommend-
ed that a separate application form be
developed for each of the fifteen areas.

The new application forms have
been kept to a minimum length and
questions have been structured to keep
judges on their toes.

The AGRICULTURAL EDUCATION MAGAZINE
SCHERFORD
Manager of Contests and Awards, taught re-
cultural agriculture at Ivanhoe, Min-
nesota, for ten years prior to joining the National FFA staff
in 1969.

Robert F. Sherford
FFA Proficiency Awards Committee

THE AGRICULTURAL EDUCATION MAGAZINE

SCHERFORD
Manager of Contests and Awards, taught re-
cultural agriculture at Ivanhoe, Min-
nesota, for ten years prior to joining the National FFA staff
in 1969.

Robert F. Sherford
FFA Proficiency Awards Committee

THE AGRICULTURAL EDUCATION MAGAZINE

SCHERFORD
Manager of Contests and Awards, taught re-
cultural agriculture at Ivanhoe, Min-
nesota, for ten years prior to joining the National FFA staff
in 1969.

Robert F. Sherford
FFA Proficiency Awards Committee

THE AGRICULTURAL EDUCATION MAGAZINE

SCHERFORD
Manager of Contests and Awards, taught re-
cultural agriculture at Ivanhoe, Min-
nesota, for ten years prior to joining the National FFA staff
in 1969.

Robert F. Sherford
FFA Proficiency Awards Committee

THE AGRICULTURAL EDUCATION MAGAZINE

SCHERFORD
Manager of Contests and Awards, taught re-
cultural agriculture at Ivanhoe, Min-
nesota, for ten years prior to joining the National FFA staff
in 1969.

Robert F. Sherford
FFA Proficiency Awards Committee

THE AGRICULTURAL EDUCATION MAGAZINE

SCHERFORD
Manager of Contests and Awards, taught re-
cultural agriculture at Ivanhoe, Min-
nesota, for ten years prior to joining the National FFA staff
in 1969.

Robert F. Sherford
FFA Proficiency Awards Committee

THE AGRICULTURAL EDUCATION MAGAZINE

SCHERFORD
Manager of Contests and Awards, taught re-
cultural agriculture at Ivanhoe, Min-
nesota, for ten years prior to joining the National FFA staff
in 1969.
STUDENT ORGANIZATIONS IN POST-SECONDARY SCHOOLS

KENNETH O. INGVALLSON
Anoka (Minnesota) Technical Education Center

"Youth organizations shall be conducted as integral parts of vocational education programs in public schools and shall complement and enrich instruction." This is the first statement of Minnesota’s State Policies for Youth Organizations in Vocational-Technical Education. Former Commissioners of Education James E. Allen, Jr., issued a memorandum in January 1970 stating that it was the policy of the U.S. Office of Education to encourage youth organizations directly related to established vocational education instructional programs, that federal-state grant funds for vocational education may be used to give leadership and support to youth organizations, and that the Office of Education will provide advisory assistance to vocational organizations and state agencies regarding youth organizations. Mr. Allen’s memorandum was published in the March 1970 issue of The Agricultural Education Magazine.

The Director of the Anoka Technical Education Center makes this statement about an organization of students which is related to their technical field of study: "It is financed and operated by students. The goals of vocational education are not only a development of technical knowledge and skills, but also the application of them in relation to people and organizations. It is difficult for any one to consider vocational education, achieving the goals of leadership development, working effectively with people that working with a substantial student organization is a student organization. Furthermore, a student organization cannot be as technical field or interests, becomes an excellent combination in itself to build, the public and the instructional staff.

In a recent letter I received from William Paul Gray, National Executive Secretary of FFA, Mr. Gray says, "I have a very strong feeling that there should be an organization for students of agronomy, education as a major in state colleges." This is an organization for students in the technical field of agriculture, the public and the instructional staff.

Kenneth O. Ingvaldson is Instructor in the Agriculture Course at the Technical Education Center, Anoka, Minnesota. He has served as Chair- man of the Minnesota Post-High School Agriculture Instructors Organization the past two years.

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

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

- Membership shall be open to students in an occupational area without regard to race, color, national origin, age, religion, sex, handicap, or any other unjustified discrimination.

- The organization shall be conducted on a non-profit, non-political, nonsectarian basis.

- Youth organizations shall be the students in the program for the local club for the local club in the state. The local club shall serve as state advisors and shall provide essential leadership on the state level to the state organizations.

- Youth organizations shall develop policies for the operation of the state organizations and shall be responsible for the membership and leadership of the state organization.

- The state organization shall provide opportunities for the development of leadership abilities and the personal improvement of the members.

- Student teachers shall provide supervision in the leadership and technical areas of youth organizations. We look forward to the continued support of this program.

- A plan should be developed for systematic reporting of activities, membership, and finances to local school boards and the State Department of Education.

Youth organization activities shall be evaluated at regular intervals with state and national programs.

- Appropriately literature and guide books shall be developed for officers, members, and advisors.

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

- Relationships shall be maintained with youth organizations outside the vocational education field.

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

- Young organization leaders shall prepare for the state and local levels an annual program of activities.

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

- Young organization activities should be held on achievement of the state for the state students and enhance the instructional program.

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

State Organization I am certain that articles of interest could be written about student organizations mentioned as well as state clubs not mentioned. Is it logical that a state organization of post-high school agriculture clubs is organized in Minnesota? It may or may not be affiliated with TFA.

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

It has been my privilege to serve as Chairman of the Minnesota Post-High School Agriculture Instructors group for the past two years. At our 1970 conference we are planning a panel discussion on "Where Are They Now?" Students are ready to learn from experiences in other states. We can offer our policies and philosophy for the students to work with other states as a national organization of post-secondary agriculture students.

STUDENT ORGANIZATIONS IN POST-SECONDARY SCHOOLS

KENNETH O. INGVALDSON
Anoka (Minnesota) Technical Education Center

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

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

The Director of the Anoka Technical Education Center makes this statement about an organization of students which is related to their technical field of study: "It is financed and operated by students. The goals of vocational education are not only a development of technical knowledge and skills, but also the application of them in relation to people and organizations. It is difficult for any one to consider vocational education, achieving the goals of leadership development, working effectively with people that working with a substantial student organization is a student organization. Furthermore, a student organization cannot be as technical field or interests, becomes an excellent combination in itself to build, the public and the instructional staff.

In a recent letter I received from William Paul Gray, National Executive Secretary of FFA, Mr. Gray says, "I have a very strong feeling that there should be an organization for students of agronomy, education as a major in state colleges." This is an organization for students in the technical field of agriculture, the public and the instructional staff.

Kenneth O. Ingvaldson is Instructor in the Agriculture Course at the Technical Education Center, Anoka, Minnesota. He has served as Chair- man of the Minnesota Post-High School Agriculture Instructors Organization the past two years.

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

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

- Membership shall be open to students in an occupational area without regard to race, color, national origin, age, religion, sex, handicap, or any other unjustified discrimination.

- The organization shall be conducted on a non-profit, non-political, nonsectarian basis.

- Youth organizations shall be the students in the program for the local club for the local club in the state. The local club shall serve as state advisors and shall provide essential leadership on the state level to the state organizations.

- Youth organizations shall develop policies for the operation of the state organizations and shall be responsible for the membership and leadership of the state organization.

- The state organization shall provide opportunities for the development of leadership abilities and the personal improvement of the members.

- Student teachers shall provide supervision in the leadership and technical areas of youth organizations. We look forward to the continued support of this program.

- A plan should be developed for systematic reporting of activities, membership, and finances to local school boards and the State Department of Education.

Youth organization activities shall be evaluated at regular intervals with state and national programs.

- Appropriately literature and guide books shall be developed for officers, members, and advisors.

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

- Relationships shall be maintained with youth organizations outside the vocational education field.

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

- Young organization leaders shall prepare for the state and local levels an annual program of activities.

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

- Young organization activities should be held on achievement of the state for the state students and enhance the instructional program.

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

State Organization I am certain that articles of interest could be written about student organizations mentioned as well as state clubs not mentioned. Is it logical that a state organization of post-high school agriculture clubs is organized in Minnesota? It may or may not be affiliated with TFA.

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

It has been my privilege to serve as Chairman of the Minnesota Post-High School Agriculture Instructors group for the past two years. At our 1970 conference we are planning a panel discussion on "Where Are They Now?" Students are ready to learn from experiences in other states. We can offer our policies and philosophy for the students to work with other states as a national organization of post-secondary agriculture students.
Expanding Vocational Agriculture 

to Students in Parochial Schools

CLIFFORD VAN BEEKUM
Vocational Agriculture Teacher
Swea City, Iowa

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

New Class

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

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

FVA Activities

One of the problems in the beginning was in handling FVA activities. The boys of each school decided how they were able to arrange FVA membership. The boys at Swea City and they would have to agree, the decision Bancroft and two years ago, when nearly three towns were annexed. In Bancroft, Iowa, eleven miles from Swea City, stand two school buildings. One is the public school building which our district is now operating, and the other is the St. John’s Catholic School with approximately 180 high school students and 370 grade-school pupils.

New Class

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

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

FVA Activities

One of the problems in the beginning was in handling FVA activities. The boys of each school decided how they were able to arrange FVA membership. The boys at Swea City and they would have to agree, the decision Bancroft and two years ago, when nearly three towns were annexed. In Bancroft, Iowa, eleven miles from Swea City, stand two school buildings. One is the public school building which our district is now operating, and the other is the St. John’s Catholic School with approximately 180 high school students and 370 grade-school pupils.

New Class

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

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

FVA Activities

One of the problems in the beginning was in handling FVA activities. The boys of each school decided how they were able to arrange FVA membership. The boys at Swea City and they would have to agree, the decision Bancroft and two years ago, when nearly three towns were annexed. In Bancroft, Iowa, eleven miles from Swea City, stand two school buildings. One is the public school building which our district is now operating, and the other is the St. John’s Catholic School with approximately 180 high school students and 370 grade-school pupils.

New Class

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

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

FVA Activities

One of the problems in the beginning was in handling FVA activities. The boys of each school decided how they were able to arrange FVA membership. The boys at Swea City and they would have to agree, the decision Bancroft and two years ago, when nearly three towns were annexed. In Bancroft, Iowa, eleven miles from Swea City, stand two school buildings. One is the public school building which our district is now operating, and the other is the St. John’s Catholic School with approximately 180 high school students and 370 grade-school pupils.

New Class

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

In 1968-69, the first class of 17 students from grades 10, 11, and 12 studied livestock production. Since there were no facilities available, tool use and care was taught through demonstrations. In 1969-70, the 21 students enrolled studied crop production, livestock feeds, and swine facilities became available in the spring of 1970, as basic wood working skills were taught.
Reactions to a Proposal to Change FFA

Earl B. Russell  
Former Agricultural Occupations Teacher  
New Lenox, Illinois

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

Based on favorable reactions to the new organization, a proposal for change in the FFA at the national level was sent to the National FFA Officers, the FFA Board of Directors, and FFA Officers, members of the Advisory Committee to the Agricultural Education Division of the AVA, and to other leaders in agricultural education including supervisors and teacher educators. The proposal calling for recognition of a name change and revision of activities and awards was sent to 75 percent of the letter writers to ascertain the support for the proposal.

The PROPOSAL

Briefly, the proposal discussed several specific changes inherent in retaining the letter FFA as the name of the youth organization. These changes are:

- the farmer image associated with the FFA letters which restricts the public acceptance of non-production agricultural education programs;  
- the inability of the FFA letter to receive public attention to changes in agricultural education;  
- the problem of the often more difficult task of the public to accept or forget what it knows about the FFA before proper understandings can be developed, as compared to the relative public case of associating a totally new organization name with the recent emphasis toward agricultural occupations;  
- the risk of hard-to-manage diversity (especially in smaller schools) of suborganizations or organizational divisions such as Future Farmers of America, the FFA structure, and the possible tendency for such divisions to limit student participation.

Once the youth organization will likely continue to be the primary means of informing the public about agricultural education, the proposal suggested that the "Future Farmers of America" name be changed to the "Agricultural Careers Clubs of America." The proposal called for the FFA Board of Directors to initiate the change since high school students lack the professional background for understanding the complexity of the problem; thus, more adult guidance in affecting a name change was recommended. A plan for involving students and agricultural educators in finalizing the name change from FFA to ACCA and for appropriately revising student activities and awards was also presented in the proposal.

RESPONSES TO THE PROPOSAL

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

<table>
<thead>
<tr>
<th>Number of Persons Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>In Favor</td>
</tr>
<tr>
<td>In Favor</td>
</tr>
<tr>
<td>Noncommittal</td>
</tr>
</tbody>
</table>

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

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

**Support**

- "I am in favor of the name change because it would give the organization a better name."
- "I am in favor of changing the name of the organization to ACCA."
- "I am in favor of the name change."
- "I am in favor of the proposal."

**Opposition**

- "I am opposed to the name change because it would give the organization a better name."
- "I am opposed to the proposal."
- "I am opposed to the name change."
- "I am opposed to the name change because it would give the organization a better name."

The different responses reflect the complexity of the issue. Some persons favored the name change, while others opposed it. The FFA Board of Directors, however, ultimately approved the name change, and the new name, ACCA, has been adopted.

**Potential Benefits**

The potential benefits of the name change include:

- Improved public perception of the agricultural education program.
- Enhanced recruitment of new members.
- Increased visibility and recognition of the organization.
- Greater attractiveness to potential sponsors and donors.

**Conclusion**

The name change from FFA to ACCA has been a positive step in advancing the goal of providing agricultural education to a wider audience. The new name, ACCA, is more inclusive and reflective of the diverse nature of agricultural education programs. The FFA Board of Directors made the right decision in approving the name change, and the benefits are evident in the increased visibility and attractiveness of the organization.
Opening and Closing Ceremonies Are Essential

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

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

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

Purpose of FFA
Adolescents in today’s high schools are different from generations that pre-
ceded them. They dress differently, talk differently, have different hopes and aspirations, and think differently. Youth in secondary schools are con-
stantly questioning and challenging ac-
ticipated values of past generations.

Many students find it difficult to es-
tablish or realize purposes in their lives while many others refuse to participate in activities, both curricular and extra-
curricular, that have no purpose. They are very often plagued by such ques-
tions as why study, why work, and why join school organizations. The total program of the FFA helps students find answers to these ques-
tions. More specifically, each student is reminded that as an FFA member he

is a part of a larger organization whose pur-
pose is definite and whose aims are worthwhile. In the opening ceremony, the president asks members, “Why are we here?” The answer, repeated in

several sentences, is as follows: “We are an organization devoted to the mainte-
nance of the soil, the development of agriculture, the beautification of our

land, and the betterment of our lives.” This general statement reminds members who may doubt or ever have forgotten that the FFA does have a purpose.

Responsibilities of Officers
Related to this need for knowledge of the purpose is the need for awareness of responsibilities of officers and meanings of symbols.

The opening ceremony has unique value because it combines an explanation of both the symbols and the duties of each officer are not hid-

den in some rarefied realm to be used but are explained briefly in the open-
ing ceremony.

The importance of this seems ob-

vious. Each officer mentions his duties revealing to himself and to others the significance and worth of his responsibilities. These are related directly to the FFA and are expressed in terms of the symbols which are representative of the FFA. Because each member uses and displays the em-
blems, whether it be a jacket, a ring, a notebook, or in a classroom, he is identified with it. His familiarity with these symbols, therefore, is contained in his responsi-

bility as an FFA member — to know what the symbols represent and that he has a share in the wisdom, the labor, the progress, the agricultural interests, and the national scope of the organiza-

tion.

Atmosphere
The opening ceremony has another

value because it sets an atmosphere of order, responsibility and purpose. The few minutes taken by this ceremony give FFA members time to settle down and to frame their minds for the busi-

ness of the meeting. The officers and the executive board members and them-

selves of their responsibilities. The pur-

poses are repeated in union, after

which the president states encouragingly, “May we accomplish our pur-

poses.” The opening ceremony, because of its content and inclusion of all members and advisor, is an excellent introduc-

tion and a source of encouragement to members to proceed with a construc-
tive purpose.

Closing Ceremony
The closing ceremony gives a meeting the same kind of order as does the opening ceremony. There is no rushing, haphazard ending or impatience call for a motion to adjourn. Instead, the meeting is closed in the same business-

like and responsible manner with which it was opened. More than this, the presi-

dent’s final statement gives all present food for thought and a chal-

lenge for daily living: “As we mingle

tomorrow, let us be diligent in labor, just in our dealings, courteous to every-

one, and above all, honest and fair in our clover today.”

The ceremony also includes the pledge of allegiance to the Flag. Once

again unity is expressed as numbers re-

peat the pledge, show their patriotism, and honor the flag which represents the national scope of the FFA.

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

we must be objective enough to realize

that much of the work of the FFA de-

pends on public support. Like it or not, the kind of impression made upon the public by the FFA is important.

The opening and closing ceremonies are impressive and revealing. They

relate duties and meanings of symbols, state purpose, challenge, and show the FFA has not forgotten patriotism. The cer-

emonies do more however. They in-

clude the public and make it evident that students are not members of an iso-

lated body and that they do not de-

tach themselves or their goals from the public. The sentinel points this out when he says, “It is my duty to see that the door is open to our friends at all times and that they are welcome.”

This is reinforced when the president invites guests to join members in pledg-

ing allegiance to the Flag. Visitors to FFA meetings which my students have held have said to me how much they learned about the FFA from the ceremonies.

Many have pledged their support for the total program or for specific proj-

ects. So often we become bored with cer-

omy and lose the purpose of opening and clos-

ing ceremonies. Yes, they are repetitious, but they are full of meaning and they give members a sense of responsibility, purpose, and unity which so many of them want and need.

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

Adding Interest to FFA Creed Speaking

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

Freshmen vocational agriculture students at Mount Ayr Community School are required to memorise the FFA creed as one requirement for FFA membership.

To stimulate interest, the principal assigns speaking assignments to the stu-

dents as a means of promoting FFA membership.

In recent years, the students have not only been able to recite the creed but

also have been required to explain why the creed was written, what the various parts mean, and why the creed is important.

If the student recites the creed perfectly, he receives the one-dollar bill. If he

fails, his name and the dollar bill are return-

ed to the drawing box.

A separate drawing box identical to the freshman box has been prepared containing the names of the senior members of the chapter. If the fresh-

men fails on his delivery, a name is drawn from the senior box by a fresh-

man and the senior likewise is given the oppor-

tunity to recite the creed and win the dollar bill. Freshmen delight in seeing and hearing seniors put their skill and memory against the freshmen.

We have found that this simple pro-
cedure stimulates and maintains a keen interest in developing proficiency and pride in creed speaking throughout the entire year. The competitive atmos-

phere of the drawing keeps all mem-

bers on their toes. Also, this procedure does much toward stimulating interest in other areas of FFA speaking and participa-

tion by offering students an oppor-

tunity to develop confidence.
The Display Board—An Easy Way to Extend the Classroom

CHARLES L. GATNEY
Vermont Department of Education

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

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

How to Use the Display Board
Touch from the display board. Call attention to each part. Spend several minutes pointing out the prominent features. For example, on a map, you could very well be the area of welling. Have displayed on the board prints of all kinds of equipment, preferably from a variety of manufacturers. Among the prints you could have examples of work being performed, equipment being used, and people on the job.

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

Not a New Way
Today's students should be exposed to the modern equipment and supplies that are available, even the uncommon and expensive items. Of the many ways to acquaint students with modern equipment and supplies, the display board, a fancy term for the old bulletin board, is under-utilized and often overlooked.

The use of the display board for visual displays certainly isn't unique. There was a time when the bulletin board was the single most important visual aid available to the teacher. For a variety of reasons though, it has passed into disuse. This should not be the case. The display board can be used to show a wide variety of equipment that is related to instruction. No single piece of equipment isn't unique. Within the obvious limitations of the display board, there is an opportunity for individual effort and ingenuity, and an opportunity to add a new dimension to the classroom.

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

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

How to Display the Prints
Instructural media such as that used on the display board extend student awareness without relying on words alone. The use of the display board allows visual communication. For this effect to be effective, however, the language used must supplement the visual presentation.

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

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

Future Treads

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

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

In view of the new policies recommended in the Vocational Educational Education Amendments of 1960, it would be well for FFA to stand firm in its identity in vocational agriculture. The FFA as a national organization holds the respect of many people in agriculture, business, and government. I feel we should call upon our friends to help keep FFA as a strong, integral part of vocational agriculture and to keep its present position as an extra-curricular activity in the high schools. Perhaps we might be critical of recent efforts in informing our friends in FFA relative to keeping the present status of the FFA in the new vocational education policies.

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

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

Members of the NVATA-UISEOR Committee met in Chicago on May 22 with several top industrial representatives. The purpose of the meeting was to discuss the direction in which agricultural education is headed. The situation that has developed with the resignation of Dr. Great Von was discussed, along with a possible answer for his replacement. A number of names have been suggested. Unfortunately several are either not interested in the position or are not of the political party in power. However, the committee informally agreed upon two or three individuals considered to be the most capable. It is uncertain as to how soon the appointment will be made.

In order to make every effort to assure that a capable person is appointed to the position, several members of the committee, including NVATA President Guimond met with Lowell Barret at AVA Headquarters in Washington on June 1. This appointment is so important to all vocational education that we must have the full support of all concerned to make sure that the most capable person receives this assignment.

The National FFA Board of Directors and National Officers at their meeting on March 25 approved the formation of a National FFA Alumni Association. They also authorized a temporary FFA Alumni Board and requested that the Council report to them on its plan of operation and objectives.

BOOK REVIEWS

Gerald R. Fuller, Special Editor
University of Vermont

Essentials of General Speech

The authors in the third edition of their book have developed an excellent introductory reference text in a service course on speech. It contains sixteen chapters on a wide variety of topics such as Communication, In Today’s World, Listening, Choosing Your Subject, The Speaking Voice, Visual Communication, Persuasive Speaking, and Oral Reading. No pictures, charts, or diagrams are included. The book may be used either as a text or as a reference. The appendix contains sample speeches given by outstanding Americans as well as a listing of sources of information and opinion.

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

Julian Garter
Vermont Department of Education

September, 1970

The Agricultural Education Magazine

News and Views of NVATA

JAMES WALL
Executive Secretary

San M. Taylor, Vocational Agriculture at Mensfield (Arkansas) High School, and FFA Chapter President Duane Pride exhibited the Silver Emblem National Chapter Award which they had just received at the 1969 National Convention.
Stories in Pictures

ROBERT W. WALKER
University of Illinois

D. D. Clemente (left), President of Minnesota Institute of Technology, Crookston, Minnesota, interviews Dr. Robert Hink, Director of the North Central Soil and Water Conservation Research Center, Morris, Minnesota, during a visit in May 1975 to the University of Minnesota and experimental stations and vocational schools in Minnesota. (Photo by Twifilo de la Cruz)

Darin Kind (left), Manager of the Gunne Unlimted Hunting Club, Hudson, Wisconsin, demonstrates to FFA officers the proper way of holding a Mullahed bow to be sprayed with yellow or red fluorescent paint. Standing (left to right) are Herlan Jopp, Teacher of Agriculture, St. Cloud, Minnesota; Technical School; W. J. Kowalski, Executive Secretary, Minnesota Association FFA; Paul Day, State Supervisor, Minnesota; and Gleen Edin, Teacher of Agriculture, Osceola, Minnesota. (Photo by W. J. Kowalski, Minnesota)

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

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

Featuring — IDEAS FOR EFFECTIVE