Benny Campbell is a Vocational Agriculture student at Booker T. Washington High School in New Orleans. Benny is receiving on-the-job training through the Cooperative Agriculture Education Program (CAE). The program is an excellent example of cooperative education between business and education. Students attend regularly-scheduled classes in the mornings and receive their training during school released time in the afternoons. These students not only receive additional valuable training, but are also paid for their work by the business or industry in which they are employed. Benny answers questions about one of the plants he is responsible for at the Royal Orleans Hotel. One of these hotels is from Edmonton, Canada and the other is from San Francisco, California. Benny finds one of the most enjoyable duties of his job is answering the many questions asked him about the plants by guests from all over the world. (Photo from J. C. Simms, Area Supervisor, Vocational Agriculture.)

Stories in Pictures
by Richard Douglass

Sons Follow in Their Father's Footsteps—Cayce Cooppard retired recently after thirty years of successful teaching, most of it as instructor of Agriculture at the Meridiana High School in Louisiana. The surprise of this retirement is that the vacancy created by Cooper's leaving is being filled by his two sons, Lee and Landry. Both are qualified teachers of agriculture, having graduated from the same teacher training institution that their father attended. Each holds a position as it is believed this is the first time sons followed their father teaching in the same high school. Left to right—Cayce, Lee and Landry are in the small engine lab in the Meridiana High School Vocational Agriculture Department. (Photo from Lee Balch, Supervisor, Louisiana.)

Theme—CAREER EDUCATION: YOUTH ORGANIZATIONS AS AN INSTRUCTIONAL TOOL
The theme of this issue relates to using the youth organization as an instructional tool. This infers that someone (hopefully the teacher) is managing that tool so it functions as a learning mechanism.

The student who sees his or her student organization as something more than “a club” will be more likely to participate. How do the students in your school view the FFA? Is it still a “farmers’ club?” To what extent is the image of vocational agriculture for agricultural occupations being carried into the planned and published activities of your FFA?

In many communities the FFA image is strong due to well planned, carried out, and publicized activities. Many present and prospective students, guided by parents, will make the decision to take or not to take vocational agriculture based upon what they believe the FFA participation can do for them. If that image is too narrow (farming or ranching only), some prospective students may be lost who could have benefited from vocational agriculture and a broader-based student organization.

While advancing the above argument, I realize that an effective FFA Program of Work should be tied closely to the financial, ranching, and agricultural emphases in the local community, and of course this will vary. However, considering the tendency of graduates to move away from the community, this consideration must be given to relating the FFA to agricultural occupations in the larger region or state geographical area if students migrate there.

The decisions made by the National FFA at recent National Conventions, and being implemented through “FFA Update,” demonstrate the move to restructure FFA so students in the several types of agricultural occupations courses in high schools can relate to FFA activities. Some innovative teachers are helping students from special interest groups within the local “Parent FFA,” so opportunities can be provided for participation by as many students as possible in leadership, social, and award programs relating to their area of interest.

The challenge to today’s agricultural teacher is to critically evaluate the role the FFA should be playing in the lives of present and prospective agricultural occupations students in the local community, and lead the students in planning activities that are an integral part of the broader instructional program.

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USE THE FFA AS A CAREER EDUCATION TOOL

Jim Gillitzer
Alternate Vice President, Region IV, NFATA, and Vocational Instructor
Sycamore, Illinois

Many methods are employed by teachers to increase the learning desire of students. We all use varied teaching methods, employ the use of different instructional aids and in general, attempt to involve the student in the learning process.

At Sycamore, and in fact during my entire teaching career, I have used the FFA as one of my most effective tools for conveying career education to students. There are many broadly defined areas of Career Education. However, to me it is the training and developing of a student to enter the “world of work” upon graduation and be able to fill a position, yet be able to change as society changes. One of our mistakes in Vocational Education was to train students for a job and then have no job available at the completion of the instruction and training due to changes in society.

One of the constants in each person’s life is change. We must be prepared to meet and accept change with the knowledge that change is a constantly evolving process which continues forever. Youth organizations, such as the FFA, can prove to be one of the best instructional tools we have to prepare a student for a world of reality and change.

We can expose the student to the many careers in Agriculture and to the decision-making process which will confront him in his later life.

I start using the FFA and its award fields in Buse.

(Continued on next page)
The most effective PCA tool used at Sycamore is the Agriculture Experience Record Book. This tool is used to track the agricultural experience of students, including their participation in various agricultural activities, their progress towards earning credits, and their growth in various areas of agriculture.

At Sycamore, there are two credits in Agriculture that are given, one for the student receiving a passing grade in the course and the other for the student participating in an agricultural activity. These two credits together are worth a total of 12.5 credits.

The Agricultural Experience Record Book is a valuable tool for tracking student progress and ensuring that they meet the requirements for earning credits. It also helps to encourage students to participate in agricultural activities and to develop a greater understanding of the agricultural industry.
THE NEW FFA:
A RELEVANT TOOL IN CAREER EDUCATION

Robert E. Wolf
Agricultural Occupations Instructor

broadened Foundation Award areas provides a channel to the ultimate goals of career education. After classroom discussion of agricultural career opportunities, the FFA awards program is a continuous teacher in helping the student to explore and excel in his field of interest. Students on agricultural placement programs have the opportunities to relate their interests, attitudes, and abilities to the different agricultural careers.

An agriculturist—a person involved in all the phases of agricultural instruction makes the FFA a vital part in career education.

One of the fundamental needs of an FFA is a comprehensive program of activities directed toward instructing individuals to achieve the major goals of career education. Several of these goals might be to explore career opportunities, to develop the knowledge, attitudes, and abilities, and to provide a training opportunity.

Let's look at how some of these goals can become realistic in the FFA as an instructional tool.

The classroom teaching coupled with the FFA Foundation Award programs, contests, and various activities provides a way in which the general knowledge can be given the "hands on" specific application and stimulate personal involvement. Active participation in the One successful approach is to teach subject matter in the classroom, thus exposing all students to career opportunities in that area; then a certain amount of time can be spent outside of classroom time with students interested in contests in that area.

THE AGRICULTURAL EDUCATION MAGAZINE

Ray Griffith
Vocational Agriculture Instructor
Riverstone High School
Warren, Ohio

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The instruction program should be designed to give instruction related to the aims and purposes of the FFA. The above mentioned contests might not be adapted to all specific national regions but they do serve as examples of what can be included in an instructional program. The practicality of teaching for contests rots the approach taken to them. It is not feasible to teach all contests to all students because only certain students have interest relative to these areas.

The preparation for contests outside of class gives a better atmosphere for a concentrated effort of training for the contest. This method has also shown success in the past in that many gives enough interest has been shown that extra participants will take part in the contest.

Again, it is important to say that the training for contests is to expand the spectrum of the individual for his own development and knowledge of careers in agriculture.

In conclusion the FFA youth organization can be used to develop programs and activities for career education. With community involvement in these programs and activities the student can develop a fuller understanding of career opportunities. Hopefully the exposure will help a student find a career of his interest and thus attain the ultimate, the development of his abilities and attitudes for that career.

These ideas incorporated in the instructional programs will help make the curriculum more relevant to all students in all areas of agriculture and machinery field.

Ray Griffith
Vocational Agriculture Instructor
Riverstone High School
Worrol, Ohio

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FVA: A DOING AND LEARNING TOOL

Ray Ehrus

Vocational Education Senior High School
Stilwell, Minnesota

FVA Advisor Ray Ehrus, Stilwell, Minnesota, Honorary American Farmer, continues daily FVA Assignment reporting. The daily newsletter is read by all classes by a class president and a copy is posted on the FVA Bulletin Board. This practice, started at the beginning of the school year, has recorded events for members and given a chronology of events leading to 11 straight National Chapter Awards.

"I'm taking FVA."

A reasonable reply by a student of Vocational Agriculture. But is it? Many of the most highly motivated and successful students of Vocational Agriculture enunciate similar remarks. They wish they were taking "FVA" and not multi-vocational, Vocational Agriculture. Especially is this student identification with "FVA" and not with Vo-Ag prevalent among the younger siblings of former student-members.

Although anathema to many pedagogues, FVA does present a relevance for today's individualized learning as well as for the student, personally. There is irony that FVA and the doing-to-learn is nothing really new but can be newly identified for progressive curricula.

If a club is a club continues as a conventional consideration of FVA by many educationists. A student-oriented and organized group for students within or without a curriculum is the same as any other—or is it? A strong and critical part of the establishment of the validity of the FVA club is in the many orders of the day for co-curricular in far too many schools, and for the individual and FVA as nothing more than a club. And, perhaps, this results a far too prevalent philosophy toward FVA for the individual and a state and state department of education official.

Unfortunately, many FVA advisors do little to override the "club" atmosphere and are continuing activities which are not relevant to the right "doing-to-learn" individual social. On national and state levels the FVA constitutionally refuses to restructure appropriate reporting and is in maintaining far too many barriers to relevant application. FVA continues to have problems in retaining the tradition of maintaining the club.

Some features of FVA serve to freeze FVA as just another club for students. Wide variations and lack of standards for FVA membership quality for FFA chapters and the wide variation in the individual members perpetuates a wide disparity of application school to school. This disparity has established a lack of appreciation by school administrators and boards of education. There are few known requirements for basic levels of application of FFA within the Vo-Ag curriculum as there are for technology and even a few of the Vo-Ag curriculums defined and coded! And FFA is the only co-curricular given such a status. But the final and complete integration of Vocational Agriculture and FFA within the same curriculum remains a challenge. Much of the Vo-Ag technology has recognition in FFA, but not all. With the advent of the eight-class period schedule for Vocational Agriculture, there have been great strides. Recent developments by the National FFA in the area of Proficiency Awards serve as excellent guidelines for both curriculum writing as well as in the development of curriculum evaluations. (As an aside at this point, in case you have forgotten you are still on the pilot of this plane without a pilot the plane is useless. Take a look at a few ways that we can use the FFA as a carry out tool for our instruction:

Lead Program — Self Development

a. Holding Office—Responsibility
b. Educational Procedure usage

Leadership

Record Keeping, etc.
c. Cooperative Activities

F. Holding Self Confidence

Evaluation

d. Encouragement

e. Meeting Other Persons

Civic and Personal Pride

b. Building Outward Character

a. Community Service Projects

c. Public Relations Development

b. Participation in Local, State, and National Activities

Involvement in Local, State, or National FFA activities will again be habit forming and will lead toward farm oriented organizations, politics, sports, etc., as they become established in their careers.

Personal pride can be developed by dress codes, code of ethics of the FFA, participation in not only FFA but other agricultural service groups as well as mixing in other organizations' camps.

With all of the present and future pressure to have people that will be active in organizations that they believe in and are proud of. This will tend itself to a discussion solving process rather than a rigorous situation. It does little good to talk to critics if no better solutions are made available.

Because of infec- tion, we are not likely to use the same program at a meeting to con- duct that meeting. Certainly keeping records and being timely is sometimes something we all stress but lacking the man- agement of our program.

Working with others while yet being confident of his own ability is a trust when training people in production ag- riculture or agriculture related occupa- tions. Of such importance is the abili- ty to meet people. In this era it is important to make contacts no matter what your agricultural business is.

We are working to develop a per- son that can be his own ana and some- one else's employer as well as being able to be an employer. He has the capabil- ities to make contacts, keep books and have a cottage and does not have to own an organization like the FFA to give him some practical experience. Learning to dig, he may learn while on the actual job and it could be a costly experience.

Civic and Personal Pride

Certainly all of us at good American citizens should develop civic and per- sonal pride. The new BOAC program as well as the older community service projects help these three people de- velop habits that they will be more like- ly to keep throughout their lives.

Participation in local, state, and na- tional FFA activities will again be habit forming and will lead toward farm oriented organizations, politics, sports, etc., as they become established in their careers.

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d. Transacting Business

This is just a short list that you could expand upon. Most could fit in any number of vocational curriculum and lead to new man- agement but let us look at them as they are.

Leadership

You as an instructor work for de- veloping leadership in all stu- dents, call it self development or call it what you wish, the end product not the title is important and the only procedure is very important. The stu- dent learns how to express himself whether properly or how to conduct that meeting. Certainly keeping records and being timely is something we all stress but lacking the management of our program.

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With all of the present and future pressure to have people that will be active in organizations that they believe in and are proud of. This will tend itself to a discussion solving process rather than a rigorous situation. It does little good to talk to critics if no better solutions are made available.
A wide variety of criteria are employed by agricultural educators to measure the extent to which FFA programs are functioning. To provide some indication of the success achieved by the FFA programs in our state, we conducted a survey of FFA Chapter programs.

The survey was administered to all of the FFA members in South Carolina.

The survey included questions about the number of members in the chapter, the percentage of the membership that had participated in various activities, and the dollar value of the projects.

The results of the survey indicated that the majority of the FFA members in South Carolina were actively participating in various activities, and that the projects were generating significant income.

In addition, the survey provided evidence that the FFA programs were having a positive impact on the community, as evidenced by the increased involvement of parents and other community members.

In conclusion, the FFA programs in South Carolina are functioning well, and are making a positive contribution to the community.

"NOT JUST TALK—BUT ACTION"—Johnson, from page 221

Keep America Beautiful, Inc.
99 Park Ave.
New York, N.Y. 10016

They can provide materials on statistics, environmental design, pollution control, community programs, and leadership.

The environment belongs to everyone. It’s yours and mine. Let’s keep it clean, healthy, and beautiful — now and for the future.

Remember — do something — anything to HELP.

Lots of material is available. A lot is free. Send for some. Use some. Distribute some. There are many sources.

An excellent one is:

"A Formula for Redesigning Chapter Programs"

Richard F. Welton
Agricultural Education Specialist
Department of Agricultural Industries
Southern Illinois University
Carbondale

F.A.A. MEMBERS LEARN & EARN

Sueux Vocational-Technical F.F.A.
Chapter works to promote soil and water conservation in the county.

F.F.A. Chapters, each year, develop a variety of projects. The activities consist of 10 to 12 goals which are set to be developed by the chapter. The projects can also have members actively participating in various F.F.A. activities. The data showed that the high membership in F.F.A. had little or no effect on the mean participation score, Chapters with 100 percent membership had a mean score of 12.4. On the other hand, those chapters with 40 to 50 percent membership had the highest reported score of 17.3. These findings suggest that when chapters have the group participation score, this group participation score is more effective in increasing the membership rate.

This year the major project for the Sueux Vocational-Technical F.F.A. was the planting of 50 acres of cut-off woodland. The planting of the pine seedlings was a cooperative effort on the part of the F.F.A. and the National Forest at the Center: Farm Mechanics, Ornamental Horticulture, and Occupational Training in Ornamental Horticulture.

The area planted is located about two miles west of Milan on a tract of land owned by Mr. Charles D. Carney of Milan and Albemarle, New Hamp-

shires. The project was financed by the federal government and the local farmers. The pine seedlings were grown and furnished by the tree nurseries, Department of Agriculture, Lincolnton, Delaware. The non-profit F.F.A. also have members actively participating in various F.F.A. activities. The data showed that the high membership in F.F.A. had no effect on the mean participation score, Chapters with 100 percent membership had a mean score of 12.4. On the other hand, those chapters with 40 to 50 percent membership had the highest reported score of 17.3. These findings suggest that when chapters have the group participation score, this group participation score is more effective in increasing the membership rate.

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Larry Rathbun
EPDA, Graduate Fellow
Ohio State University
Columbus, Ohio

Some EPA Advisers will recall that the memo was not directed at those students similar to Eddie. Many of the early Future Farmers lived in rural social isolation, with a heavy work obligation to the farm and little opportunity for youth activities or leadership development.

The EPA adviser for each student is a crucial role that must be assigned carefully. The adviser must be someone who can understand the student's interests and motivations. They should be able to help the student find opportunities for leadership and involvement. For example, if the student is interested in agriculture, they should be able to guide them on how to get involved in agricultural clubs or organizations. If the student is interested in a different area, the EPA adviser should be able to help them find opportunities in that field as well.

As an EPA adviser, you should also be aware of any potential challenges that the student may face. For example, if the student comes from a low-income family, they may require extra support to participate in activities. The EPA adviser should be able to provide this support, whether it be through financial assistance or by helping the student find community resources.

In conclusion, the EPA adviser is a critical role in the success of the EPA program. They are responsible for helping each student find opportunities to develop leadership skills and reach their full potential. By working closely with the student, the EPA adviser can help them achieve their goals and become successful leaders in their field.

Rathbun—from page 228

Eddie expresses no outward hostility for the other members of his family. What he might assume is that his father's new lifestyle is fulfilling a certain degree of his need for love and involvement. What is his school counsel's role in this function? What do we as teachers do for the student who is receiving no love or involvement from his family?

If a student can reach the level of human growth at which he is permitted to be an influencing factor for one of the first times in his life, then he can direct his attention to the area of human concern at which most of our schools are aimed. The needs and wants of the programs and awards are directed; the need for self-esteem. Can our present EPA awards and incentives satisfy to stimulate the students with special needs? Can the EPA reach these students and involve them in their learning opportunities?

Our National Advisor, H. N. Hummel has stated:

"If we truly believe that EPA is an integral part of instruction in the schools, then every student must be a member of the concept. During the 1972-73 school year, every student who was a member of the class, E, must have the need for physiological comfort satisfied. What do you do to assist the students who come from this type housing and home life to feel warm and comfortable? Does the EPA recognize this difference in our students?"

The second need of each person as identified by Maslow is for a feeling of safety and security. This goal of Eddie Martin is approached by the very school where he lives. Our schools provide a safe environment for our students.

Since 1928, the EPA has been helping to create a safe environment for our students. It has been a primary goal for our teachers and students to work towards the creation of a safe environment for our students. It is important to remember that the EPA is not just about providing opportunities for students; it is also about creating a safe and secure environment for them to learn in.

In conclusion, the EPA is an important program that is working towards creating a safe and secure environment for our students. It is important for teachers and students to work together to ensure that this program is successful. This will help to ensure that all students have the opportunity to reach their full potential.

F/A: A CAREER EDUCATION CARRY-OUT TOOL—Senses from page 225

It is also important for us to do so. To assist students in their development, they need a plan. Let every student be a plane, and let us do all we can to get him off the ground.

Let us work to get all students participating so that the bums are really working and not just reading along. We are developing whole individuals by using many means. Being an officer or being a helpful, friendly person is not enough, but if you have given the correct background. Keeping Secrets must be balanced with the main's minimum knowledge, you cannot know the correct procedure. Selecting breeding stock, fertilizer, etc. is diff. too well or you women may lose your cool, so to speak. Or are you the one that says it does not matter because you are a good person. You can just eject and it is all over.

Most Vocational Agriculture Instructors are of the belief that if I am the pilot this is my plane, it goes down.

In conclusion, the EPA program is a critical component of the educational process. It helps to create a safe and secure environment for students, provides opportunities for leadership and involvement, and helps to develop the skills necessary for success in life.
A NATIONAL LEADER

In Formative Years of Vocational Education—

RAY FIFE

It also pointed to the accomplishments of those giving leadership to promoting vocational education. Here the contributions of Fife is in the limelight and provides clues to the competencies possessed by this man. He could analyze problems, arrive at acceptable procedures, and then could secure the resources to get the task accomplished.

Ray Fife was reared on a farm in Northwestern Ohio. In his school programs, The Ohio State University, College of Agriculture in 1915. He did some grade school work at Gualala and California State College. After receiving his Bachelor of Science and Ph.D. from Columbia in 1953. Following his Bachelor's degree he had experience in high school teaching, school administration and Agricultural Extension at the county level. Later, he was the Assistant State Leader of the 4-H Clubs in Ohio. In 1920 he was appointed teacher at The Ohio State University and one year later became the Superintendent of Vocational Agriculture in Ohio. He continued in the work until 1936 when he resigned from the position as President of New Mexico State University. In 1938 he returned to the Department of Agricultural Education at The Ohio State University to head up the program of research and to assist in graduate education. He remained in this capacity until his death in 1950.

Dr. Fife was highly regarded as an administrator and teacher. He provided leadership in developing the program of vocational agriculture in Ohio. Ray Fife there was no compromise on the purposes of the programs as defined by the Smith-Hughes Law of 1917. These programs were to be conducted by teachers of vocational agriculture. This included high school curricula in keeping with the needs of the students enrolled and the agricultural endeavor they would likely pursue. In the fulfillment of this curricular provision was the effectiveness of their efforts.

Ray Fife

Dr. Ray Fife was one of our national leaders in the formative years of vocational education. He started his career in 1920 and along with another pioneer, Dr. Wilbur F. Stewart, developed a program of vocational agriculture in Ohio that was well received and is viewed now as a monumental achievement. In 1933-34 when vocational education had a struggle for its existence, Dr. Fife was chosen to be President of the A.A.V.A. In recognition of his accomplishments, and in consideration of the difficulties ahead, he was reelected President of the A.A.V.A. for 1933-34.

During the 30's we were confronted with an economic depression. Programs depending on public monies for survival had to receive an articulation approved by citizens before funds were made available. Generally the legislatures were requested to reduce governmental spending. It was at this time that Fife through his uncanny capacity as a leader, mobilized forces in each state so his citizes were made aware of the need for vocational education and the need for continued financial support on state, local and federal levels. The aroused public through directors, contacts and telegrams made their feelings regarding vocational education known. The fact that federal appropriations were not withdrawn and that the George-Ellery Law of 1934, the George Dean Act of 1936, and subsequent legislation favorable to vocational education was passed, revealed the effectiveness of their efforts.

RAY FIFE

It also pointed to the accomplishments of those giving leadership to promoting vocational education. Here the contributions of Fife is in the limelight and provides clues to the competencies possessed by this man. He could analyze problems, arrive at acceptable procedures, and then could secure the resources to get the task accomplished.

Ray Fife was reared on a farm in Northwestern Ohio. In his school programs, The Ohio State University, College of Agriculture in 1915. He did some grade school work at Gualala and California State College. After receiving his Bachelor of Science and Ph.D. from Columbia in 1953. Following his Bachelor's degree he had experience in high school teaching, school administration and Agricultural Extension at the county level. Later, he was the Assistant State Leader of the 4-H Clubs in Ohio. In 1920 he was appointed teacher at The Ohio State University and one year later became the Superintendent of Vocational Agriculture in Ohio. He continued in the work until 1936 when he resigned from the position as President of New Mexico State University. In 1938 he returned to the Department of Agricultural Education at The Ohio State University to head up the program of research and to assist in graduate education. He remained in this capacity until his death in 1950.

Dr. Fife was highly regarded as an administrator and teacher. He provided leadership in developing the program of vocational agriculture in Ohio. Ray Fife there was no compromise on the purposes of the programs as defined by the Smith-Hughes Law of 1917. These programs were to be conducted by teachers of vocational agriculture. This included high school curricula in keeping with the needs of the students enrolled and the agricultural endeavor they would likely pursue. In the fulfillment of this curricular provision was the effectiveness of their efforts.
**From the Book Review Editors Desk...**

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

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**PLANT GROWTH SUBSTANCES IN AGRICULTURE**

- By N. R. W. W. H. Freeman and Company
- **LITERATURE AND EVALUATION**
- By Donald E. T. R. Thompson and Frederick R. T. Tread
- **McGraw-Hill Book Company**
- **OPERATION RHINO**
- By John C. T. W. C. Dowdell & Company
- A SELECTED LIST OF EDUCATIONAL MATERIAL AVAILABLE FROM COMMERCE AND INDUSTRY
- By John P. D. Dewey
- **New York State College of Agriculture and Life Sciences**

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**SOILS AND SOIL FERTILITY**

- By Louis M. T. T. Thompson and Frederick R. T. Tread
- **McGraw-Hill Book Company**
- **OPERATION RHINO**
- By John C. T. W. C. Dowdell & Company
- A SELECTED LIST OF Educational MATERIAL AVAILABLE FROM COMMERCE AND INDUSTRY
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**APRIL, 1971**
1. "Don't Make a Slide Presentation"

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I have a few slides here that I thought I'd show you," began the speaker, and with that unhappily introduced his program started downhill. The audience, clearly unprepared to settle down for a long winter's nap, had nothing new and no one they were prepared to sit there and listen. The speaker was expecting his announcement to rouse enthusiasm, he was in for a disappointment. The speaker said his audience when he admitted he was there to show slides. Yet an informative talk, supplemented by colorful slides can be very effective if proper technique is used. The example of a slide presentation, as are all others in this article, is true. It illustrates many pitfalls commonly made in using slides.

Announcing she had some slides to show, the lady uncaressed a projector, placed it on a table, pointed it at a light-blue colored wall, located an electrical outlet, loaded the rotary slide tray and began. She introduced each slide with the same phrase: "This is a picture. This is a cluster of tomatoes, a few bunches of dried flowers, and an iron fence. Said the lady brightly, "This is a picture of a cemetery." She should have read the next slide without further comment.

Placed in the machine at random, the slides presented no logical sequence. Frequently the lady was unable to identify a scene, many slides were blurred or improperly exposed, and one slide was completely blank. Slides that appeared on the screen sideways didn't cause her to give up. The blackness of slides is eliminated and the presentation flow more smoothly. Whatever equipment you choose should project with a picture (with or without flow if you expect to hold the attention of the audience. Should a malfunction occur, don't hesitate to change slides at any point in your presentation rather than just at the end of a paragraph. Vary the points where slides are advanced in order to avoid creating the impression that the slides are running on the edge. If you go without, of course, that the speaker must know how to operate the machine. This comes to the point of an award to a belated retiree of a professional association.

The awards committee had commissioned an artist to prepare a colorcature drawing of the retirement. This drawing was photographed, placed on a slide, and was to be shown on a screen.

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There is no excuse for using poor slides — don't apologize — just don't use the slide.
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The AGRICULTURAL EDUCATION MAGAZINE

2. "Needed — Recreational Safety Information"

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For years, as well as other Vo-Ag teachers, I have been making and seeing articles and reports and forms on Safe Corn Harvest and Safe Tractor Operation. In this changing world, I think it is time we adjust to include a bit of study and talk in our classrooms about recreational safety. To be specific, I mean the snowmobile which may come under the category of names and speed and horsepower.

Recreation is a needed part of one's life, but it must be done in a safe and sane manner. This is where the Vo-Ag instructor can fit in. To instruct or inform the people of his areas about some of the hazards of this new boom in recreation.

The following three recent events have brought this vividly to mind. During Christmas vacation, a local Ag boy took his first and only ride on a snowmobile. He did quite well at it, except for the fact that he reduced speed of 55 mph before he realized he was at the creek crossing.

He didn't make the crossing successfully. Somewhere in the mishap he fell, injured both legs and suffered internal injuries for more than fifteen minutes at a time. It's rather difficult for a farmer to get his winter work done in fifteen minute hours.

Another incident happened the other night to a younger sister of a former Ag student. This seventh grade girl got her scarf tangled in the drive belt. In less time than it takes to tell about it, she was being chocked and bruised. In the initial jerk, her head bent the handle bars. That sort of eliminated the immediate pain. Luckily, this accident occurred in the night. Her parents rushed to the house and informed her parents that "Joanie can't breathe."

She was lucky to be so close to needed adult help. She suffered a severe bruised hand, neck, broken from the scarf, and was badly frightened. A recent phone call concerning the younger brother of another former Ag student brought tragic news. The young man, after adjusting the snowmobile, had decided to take it for a test run. Darkness had set in, but after a brief run on the area laid out for the use of such machines, he struck off cross country. Reports are that he was injured very badly and buried in the rice with his head. His funeral was held in a local church.

All three of those accidents could have been prevented. Not condemning these recreational opportunities, but I think a bit of caution is a good thing about the two that happened locally survived, but either or both could have been fatal accidents. As it is, they suffered needless pain and agony.

I realize that from our standpoint the aggravating part is that there is no way to prevent accidents that are in preventing accidents and similar mishaps. We can't record the positive results, only mark down the failures in getting the message across that this new toy is something that must be operated by trained and skilled operators using some old-fashioned honest sense.

Think about local accidents or close ones. Think about your brother, sister, or someone close to you, and work with any other media that you have for contacting your area about the dangers of the snowmobile game. Let us do it to help the next kid not have to do a snowmobile expert to figure out some caution and warnings.

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(Sliding from page 292)

Meeting directors..."...in the projector. As she began her remarks, the director stepped forward and handed her the control switch. With a puzzled look, the lady began her talk, then stopped and asked, "What do you do, just hold it down?" With that, the projector, in response to the pressure on her thumb clamped down on the bottom. As a result, the set case image was almost a motion picture. Gently, the director took the switch away, and demonstrated with a considerable amount of a professional assistant to handle it. The assistant, without question of any cure from the speaker, advanced the slides as the spirit moved him.

Charts, graphs, and illustrated lists fall under the "dead" slide category. These slides, partially because the writing is unusually small for everyone to read

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April, 1973

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274"
LEARNING BY DOING BENEFITS EVERYONE

J. L. Collins
Teacher of Agriculture
Monument Mountain Regional High School
Great Barrington, Massachusetts

Plans for developing fifty acres of land at the rear of the school were designed for the advancement of a small group of students interested in agriculture and natural resource management. The group was begun in the fall of 1970 to provide an opportunity for students to learn about agricultural practices and to develop a sense of responsibility for the environment.

A work study program for the summer was developed. Access roads, foot trails, and a logging road were the basic improvements to be accomplished during the first year. Any hard wood trees that had to be cut were kept for firewood. Plans for the creation of a log shelter, fourteen feet by sixteen feet, to protect maps of the area were also included.

Work Study Program
Six students were assigned to farms and natural resources were selected to work on for two months. They worked three days each week during both the spring and fall semesters. The students were given a chance to learn about sustainable agriculture and to develop a sense of responsibility for the environment.

Troll and Shelter Construction
Twenty six hundred feet of foot trails were cleared and marked with white paint on trees. A access road was developed from a hard top road by the Kenneth W. Milligan Science Center (now known as the Student Science Center) back to the site of the log shelter. Work on the shelter, started late in the fall, was completed during the first semester activity in the fall semester under the guidance of instructor Gary Johnston. All of the students involved in the project gained new skills in using hand tools and power tools and a valuable experience in working together.

The school tractor provided the power for skidding full length logs to the site of the log shelter. The logs were delivered to the site with draw thaws and axes. Each student drove the tractor and helped to prepare the logs for skidding. Hauling, showing loggers, and plastic safety glasses were in use by the students. The project was started using a chain saw and continued with a chain saw.

Cooperating Agencies
The County Forester and Soil Conservation Service Agent worked closely with us on the plans and will continue to aid us in recommending further work such as blast off pot holes for driven nails at the far corner of the site. The swagman is the property line, locating a site for a nursery, and a small arborist for selecting our lines for seedlings. The local tree nursery for the area is bordered by wooded slopes and extensive swamp land.

The Nature Center is a feeding spot for a total of five to six deer, and some forest management is planned for this taxonomic animal. Cottontail

The educational emphasis of the program will be on visiting local vocational and technical education facilities in the area and the classroom. In addition, the students will be able to have a major portion of the physical education requirement taken care of for them. All educators are welcome to participate.

For more information about this 21st century tour, please write to Dr. Bill J. Frye, College of Education, University of Akron, Akron, Ohio 44304.

April, 1971

BOOK REVIEWS


There are nine chapters in the book, each of which is geared to portray the scope of the agricultural field and its technical aspects. The book is designed to be used by students in the high school and community college level. The author is an experienced agricultural education teacher and the book is well-organized.

Rabbits and varying hares are also numerous. Bird life is extensive, including rabbits, raccoon and native woodcock. One half of the high dry ground was formerly pastureland and is resting to white pine, chestnut, tamarack, barberry, birch, some aspen and a few red oaks.

Timber stand improvement practices are being carried on by the young men who wish to develop a career in agriculture, and are capable of developing a career in agriculture.

Agricultural careers are available for high school and junior high school students. It is simply a matter of individual interest and ability. A program is being developed at the University of Minnesota and has been successfully used in a number of states. A Career-Agriculture program is being developed in the University of Wisconsin. This is a fitting that the career of the young agricultural communicator is applied to the study of agriculture.

The science of meat and its products is a wide range of meat from selecting a Parsons to the front cover of meat products. This book will appeal to anyone who is interested in the production and processing of meat and meat products. It is a must for any person who is interested in the production and processing of meat and meat products. The book is a must for anyone who is interested in the production and processing of meat and meat products.

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HANDBOOK OF LIVESTOCK EQUIPMENT by Elwood M. Juer,

This is a guide to livestock equipment needed for livestock production. The equipment is designed to be used by students in the high school and community college level. The book is well-organized and the information is easy to understand.

Rickard's Law shows the need for a larger more efficient and cost-effective farm. As a result, farmers are moving forward, equipment and labor-saving devices are being developed to assist livestock management and to put into use the most efficient and cost-effective.

The authors have developed an excellent resource for the meat industry. Their goal is to help others in the understanding of the meat industry. The book is a must for anyone who is interested in the production and processing of meat and meat products.
Youth Involved Through Competitions — Future Farmers of America (FFA) judged at the National Convention of Future Farmers of America in the Agricultural School of Valdosta.

Photo (from left): Matt, Jim, Mark, and Steve (Future Farmers of America, Valdosta, Georgia).

Youth Involved in Wildlife Conservation. The Samuels, Minnesota FFA Chapter led workshops “Hunt Raccoon” as one of its projects. The Chapter decided to raise funds to be used locally to buy birds for sale to local areas. (Photo from Tony Wysong, Wyoming).

Stories in Pictures

by Richard Douglass

Youth Involved in Preparing Exhibits. Roy Holtzman won the award Equestrian Youth as an excellent team role. Fortunate cooperation exists between the Equestrian Youth and the 12 other Chapters in the Yakima Valley of Central Washington. The teens are kept simple and usually show early the 1974 idea or theme for, what is taught in 4-H, techniques needed to produce quality products, the importance of agriculture, the security for preserving a livable environment, or procedures for conserving natural resources. Benefits to each chapter are joint public relations. Members really examine the produce of the area and begin to think about how they can improve the quality. These in charge of some part of the booth develop executive ability. (Photo by Roy Holtzman, Council, Washington).

Youth Involved in Eye-Opening Study Tours. A recent study tour to Europe didn’t make 15 Kansas FFA students eager to farm. The students learned that agriculture is a very important part of the world’s economy, and the student recognized the importance of agriculture to the world. They also learned about the importance of agriculture, and the student recognized the importance of agriculture to the world. (Photo from Earl Whiting, Agriculture Education, Topeka, Kansas).

Supervised Experience Programs

Theme — Career Education: