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

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

3. Teachers should explore the use of technical experts in the community to provide realistic, help solve actual day to day problems as well as occupational information. The effect of local upon the expansion of modern agriculture heard at the 15th Annual Oil Fuel Seminar held at West Bend, Wisconsin. (Photo from Wayne Kness, Muscatine Park Technical Institute, Fond du Lac, Wisconsin).

Stories in Pictures

WHERE DO YOU LOOK FOR HELP?

by Richard Douglass

4. Teachers should seek assistance from their supervisors, local area and state supervisors to help in improving our programs. J. C. Simmons helps a Va-Ag teacher at Caprona High School, Kansas. Kansas, Los Angeles. (Photo supplied by J. C. Simmons, Assistant State Supervisor, Vocational Agriculture).

5. Guatemala Agricultural teachers organize with guidance from Henry Pavez University of Florida and Kermit Adams, California Polytechnic. The central purpose of the new association is professional improvement. The program of the new association is focused on agricultural education methodology at the high school level in Central America. (Photo from Carl Been, University of Florida).
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THE AGRICULTURAL EDUCATION MAGAZINE

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“Why Should I Join?” is a question that has been asked by countless new teachers entering the Vocational Agriculture field. The same question is frequently asked by teachers who have not been informed of the true mission of the NAVTA. The question is understandable because of the considerable number of professional organizations which offer membership to teachers. Many feel that it is too expensive and impractical to maintain membership in all of the organizations. They feel that the NAVTA is not worth the trouble. Perhaps the information and thoughts which follow will be helpful to persons who may question the wisdom of joining the NAVTA.

From a humble beginning in 1948 at Milwaukee, Wisconsin, the NAVTA has grown to be one of the more potent forces in 1973 in the area of professional educational organizations. Only a handful of educators in vocational agriculture came together to form what is recognized as one of the best organized and most effective professional groups in America. This group was organized for the 25th time in 1973 in Atlanta, Georgia in December to transact the business of an organization which boasts a membership of more than 2,000 members.

The NAVTA has and does direct its entire strength to the task of maintaining the welfare of the membership. In essence, the NAVTA is not a vocational agriculture relation group, but if it becomes necessary it will make adjustments in that capacity. It deals with the problems that seem to continually beset the field of education in agriculture. Most recently, the NAVTA and its members took part in a campaign to defeat a Congressional Bill that, in the opinion of the membership, was not in the best interest of vocational education. The Bill was known as the "Better Schools Act" which at this point seems to have suffered the fate of many "Bad Bills."

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

The NAVTA works hand in hand with the AVA in a continuous effort to offer the best possible leadership and guidance to the teacher of the NAVTA as an important member of its rather large family. This has been pointed out by the fact that the NAVTA represented the first group of teachers who ever met with the AVA Board of Directors.

The relationship has continued to flourish and the NAVTA Executive Committee now meets frequently with the AVA Board. Today, the NAVTA is one of the major committees of the AVA Agriculture Division and so several AVA committees. In the early days of the NAVTA, the organization was to incorporate the great deal of responsibility in the formulation of federal legislative programs or in other areas of concern. Now members of the NAVTA are frequently called upon to testify before Congressional Committees, thereby leading to the fact that the NAVTA “has arrived” in the eyes of those in high places.

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

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

A very important segment of the NAVTA philosophy is communications—keeping the individual informed. It is difficult for a member to maintain much enthusiasm for an organization which he does not know exists. The NAVTA has brought about an expanded program of communications within the NAVTA. The communications have continued to improve over the years to the point where the NAVTA is now one of the best informed persons in education. Twice a year, the Every Member Newsletter mailings from the NAVTA National Office go to all members. The system also helps to keep the membership informed. The newsletters produced by many of the State Associations have been a great help in keeping the individual member informed from the local to the National levels. Contributions to the Agricultural Education Magazine by the members and others have helped to maintain a better informed teacher of agriculture in the state.

The NAVTA believes that its heart lies with the “grassroots” individual—that teacher on the local level. It listens to the individual teacher. Based on the feelings of the teacher the District or state committee can find the teacher to his district or regional representative; to the State (Continued on next page)
From Your Editor... 

The "grass roots" concept built into the basic objectives of NVATA means that the individual agricultural teacher is important in the local, state, and national programs. With NVATA development and activities look as though a larger vehicle is moving force, actually the "grass roots," individual persons are under the reins.

Roy D. Dillon

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

I believe a major reason many agriculture teachers continue in the field for a long period of time is because of the vigor they gain through personal contacts in professional association activities. I refer here to state, district, section, or area activities where man-to-man discussions take place. The school or college teacher and the local or small community teacher often find solutions to problems that they may have been working on for years. The NVATA and the other national organizations are serving a valuable purpose in the development and improvement of education in agriculture. 

-RDD

The year was 1948—the place was Logan, Utah. It was at that location where the 2nd Group of Vocational Agriculture teachers organized the National Vocational Agriculture Association and elected Lionel Clegg of California as its first President. A committee had been appointed during the 1947 Convention of the American Vocational Association to draft a Constitution. The proposed Constitution was adopted with a few minor amendments and the organization was on its way. Dues were set at $1.50 and by the end of the year 4,867 had joined the organization.

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

The NVATA is an affiliation of State Associations consisting of persons professionally qualified and certified to teach Vocational Agriculture in an elementary, secondary, or post-secondary instiution offering high school academic, vocational, or vocational/academic programs. These associations are organized on the regional basis under the guidance of the NVATA National Executive Board and are represented by its Southern, Western, and Eastern Regional Chairs of Supervision, Teacher Education and others engaged in Agricultural Education who are eligible for membership in the NVATA.

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

The NVATA Objectives

To assume and maintain an active national leadership in the promotion and furtherance of agricultural education.

To bring together vocational agricultural teachers, in all instructional areas, through membership in a national organization devoted exclusively to their interests.

To provide an opportunity for agriculture teachers to discuss and become involved in the solution of problems affecting agricultural education on a national scale.

To assist state organizations of agriculture teachers by providing in the solution of problems which may arise.

To cooperate with the American Vocational Association in furthering the cause of all vocational education.

To have and exercise all the rights, powers, and privileges given to corporations by common law.

GROWTH AND ACCOMPLISHMENTS

In the past 20 years, the growth of the NVATA has been continuous and the accomplishments have been almost spectacular. Membership has increased from 4,867 in 1949 to 19,170 in 1969. Financial growth has been from $1.50 to $10.00 and a National Office with 4 full-time employees has been established. Nearly 90 per cent of the potential membership is attained each year. Following are a few of the many, many accomplishments:

- Developed, promoted and supported activities designed to maintain and improve the standards for vocational agricultural education and to advance the welfare of the teachers of vocational agriculture in all instructional areas.
- Brought added national recognition and respect to vocational agricultural education by establishing working relationships with business, industry, government, and many civic, professional, and other organizations.
- Provided a "clearing house" for an expression and exchange of ideas and concerns by teachers of vocational agriculture.
- Developed a national program of work and encouraged and assisted affiliated associations to develop state programs of work.
- Developed a system of national, regional and state newsletters to aid in keeping members informed.
- Arranged for national officers to visit and assist state associations on an organized basis.
- Brought about national recognition of individual members in public and professional activities through the "90 Minute Club."
- Assisted commercial concerns and other groups and organizations in the developments of teaching aids and materials.
- Placed prominent of many important committees working for the advancement and improvement of vocational agriculture and the profession.
- Developed a national insignia, service keys, an award plaque, and a creed for teachers of vocational agricultural education.
- Secured college fellowships, travel scholarships and recognition awards for outstanding students of vocational agriculture.
- Participated actively in national legislation affecting vocational education.
- Provided representation at national meetings and conventions of all other organizations.
YOU ARE A POTENTIAL NVATA AWARD WINNER!

Sam Stensel
Assistant to the NVATA Executive Secretary
Lincoln, Nebraska

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

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

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

MEMBER INCENTIVE AWARDS

Four of the NVATA member incentive awards are: "Thirty Minute Club," Teacher of Teachers; Years of Service; and Outstanding Service. The purpose of the NVATA "Thirty Minute Club" award is to encourage members to publicize their professional, vocational agriculture, and FFA activities. The major rule for the award is that the method used for the publicity must reach beyond the borders of the writers' state. The most common media used is the Agriculture Education Magazine, National Future Farmers Magazine, State Association Newsletters, and radio and television stations. The NVATA awarded 546 "Thirty Minute Club" certificates in 1975.

Vocational Agriculture teachers have an annual turn-over rate of about 50% which requires approximately 1600 teachers for replacements and new positions each year. A recent research study revealed there were 128 vocational agriculture teacher vacancies existing in early August and the report estimated that 74 departments would be unable to operate during the current school year. Recognizing that the future of agricultural education is dependent upon those entering the profession, the NVATA Agriculture Division Professional Development and Recognition Committee recommended that vocational agriculture teachers recruit some of their interested students into the teaching profession. To recognize those cooperating teachers, the NVATA sponsors the Teacher of Teachers Award to identify those teachers who have produced their students teaching vocational agriculture. A NVATA Program of Work indicates that 24 states used the certificates in 1972, recognizing 246 Teachers of Teachers.

Eighty-nine percent of the affiliated state associations presently participate in the NVATA Year of Service Award certificates to members in 1972. The Award certificates are available to

(Continued on next page)
affiliated State Associations who wish to express public appreciation to vocational agriculture educators for years of service in the profession. Presentations are recommended after five, ten, fifteen, and twenty years of service thereafter. Many state associations supplement the award with service keys and watches. Twenty-six states presented service keys to 26,300 members in 1972, and 30 states presented watches to members completing 30 or more years of teaching.

NVATA recognition for continuous and outstanding service to the national leadership of agriculture education in agriculture is expressed in many ways. Many State Associations use the Outstanding Service Award certificate. The citation, certificate, and accompanying monetary award, and other awards for outstanding service were awarded to individuals, groups, and/or organizations such as cooperatives, county, state, and local extension, and other entities. The NVATA Public Relations and Publicity Committee reported that 60 percent of the State Associations used Outstanding Service Awards.

ASSOCIATION LEADERSHIP RECOGNITION AWARDS

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

It is quite challenging for state officers to secure professional affiliation from all vocational agriculture educators in their state. Approximately 30 percent of the affiliated associations do attain that goal annually. Several of these states have more than 100 percent membership. To recognize those attaining that elusive goal, the NVATA gives special recognition at the National Convention each year. State officers are recognized and the Association is presented a 100 percent Membership Certificate. An appropriate plaque is presented to recognize the state officers who have attained five and ten consecutive years of 100 percent membership. Certificates are also available for State Associations to give recognition to officers of educational agencies and other persons who have 50 and 100 percent membership regardless of whether the State Association reached that goal. Each State Association establishes its own guidelines for determining attainment of 100 percent NVATA membership.

The NVATA can be no stronger than its affiliated state associations. In order for a State Association to be strong it should engage in well-planned activities designed to serve the best interests of the members and the profession. To recognize those influential activities among the State Associations, the NVATA presents an engraved certificate of appreciation to the Presidents of each State Association meeting certain requirements. Since 1963 the NVATA has affiliated State Associations qualify for the Award annually.

STUDENT LEADERSHIP RECOGNITION AWARDS

Several agribusiness firms sponsor award programs in cooperation with the NVATA for the purpose of recognizing the achievements of students in agriculture education. The NVATA-Agribusiness awards are: Agriculture Teacher Recognition, Outstanding Young Member, Career Orientation, and Professional Recognition.

Cullin & Company sponsors the NVATA Agricultural Teacher Recognition Award. The award is given annually to the vocational agriculture teacher who was the Advisor to the National winner of the FFA Agriculture Education Skills competition which is held the previous March or April. The award recognizes the outstanding performance of the Advisor at the national level.

The NVATA Outstanding Young Member Awards are sponsored by the U.S. Steel Corporation. The award is designed to recognize a member's participation in professional and other activities which are considered to be interesting, valuable and worthy of recognition, and are eligible for the Regional Award. The six Regional winners receive an expense paid trip to the NVATA National Convention in addition to an appropriate plaque. The State winners receive a plaque engraved for the contest where it is won.

The New Holland Division of Sperry Rand Corporation sponsors the NVATA Agricultural Career Orientation Award. The awards are given to recognize those teachers of elementary and secondary school students in agribusiness and have implemented agribusiness training programs. Six Regional winners are selected from the State winners. Each of the Regional winners receive an expense paid trip to the NVATA National Convention in addition to an appropriate plaque. The State winners each receive a plaque engraved for Cooperative Career Awareness Award.

An outstanding teacher of vocational agriculture is selected annually for the Professional Recognition Award. The award, sponsored by the Cooperative Career Awareness Award. The award, sponsored by the American Agriculture Education Foundation and the Charles E. Thun Foundation Tour of Europe, is sponsored by the China-Japan Agricultural Chemicals. The National winner is expected to attend the NVATA National Convention. Each of the Regional winners is given an award certificate. The award is based primarily upon professional activities, professional improvement, and recognition honors.

OUTSTANDING SERVICE AWARD

Many individuals, organizations, and agribusiness industries support the NVATA and vocational education in agriculture. To express appreciation on behalf of the members for the contributions, the NVATA presents a Special Citation to persons, organizations, and/or agribusiness industries with either a Special Citation, Honorary Membership, or the Outstanding Service and Cooperation Award. The NVATA opened membership to other persons, organizations, and/or agribusiness industries. The NVATA recognizes the contributions of persons, organizations, and/or agribusiness industries with either a Special Citation, Honorary Membership, or the Outstanding Service and Cooperation Award. The NVATA opened membership to other persons, organizations, and/or agribusiness industries with either a Special Citation, Honorary Membership, or the Outstanding Service and Cooperation Award. The NVATA opened membership to other persons, organizations, and/or agribusiness industries with either a Special Citation, Honorary Membership, or the Outstanding Service and Cooperation Award. The NVATA opened membership to other persons, organizations, and/or agribusiness industries with either a Special Citation, Honorary Membership, or the Outstanding Service and Cooperation Award. The NVATA opened membership to other persons, organizations, and/or agribusiness industries with either a Special Citation, Honorary Membership, or the Outstanding Service and Cooperation Award. The NVATA opened membership to other persons, organizations, and/or agribusiness industries with either a Special Citation, Honorary Membership, or the Outstanding Service and Cooperation Award.

Persons who make outstanding contributions to the NVATA and the program of vocational education in agriculture may be recognized by Honorary NVATA Memberships.

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

Recipients for the awards emphasize the success of the local vocational agriculture program, implementation of new innovations, FFA Chapter activities, and other activities. The NVATA-Agribusiness awards are: Agriculture Teacher Recognition, Outstanding Young Member, Career Orientation, and Professional Recognition.

The AGRICULTURAL EDUCATION MAGAZINE

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

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

NVATA has as its number one object "To assume and maintain an active national leadership in the promotion and furtherance of agricultural education."

An accelerating rate of change the NVATA has demonstrated effective leadership in attaining this objective on the national level.

As the national professional organization for agricultural education including over 90 percent of the secondary and post-secondary agricultural teachers, most teacher educators and state supervisors in the field, affiliated with the Agri-cultural Division of AVA, NVATA has involved itself in the national concern of Agricultural Education. One need only review the NVATA program for both action and results of the organization to see examples of such concern: federal legislation and funding; national leadership in the U.S.O.A.R. leadership program; and professional standards, regulations and teacher welfare.

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

After due deliberation, national concerns, back-up information is communicated from the national office via the various media (AGRICULTURAL EDUCATION Magazine, News and Views, personal letters, phone calls and telegrams). The focus for strength of action returns to the grass-roots for implementation. Constituents at the local, district and state levels solicit better response from the U.S. Congress than a national organization's request for action. A reflection of the effectiveness of the NVATA again rests squarely with the members and leaders at the state and local level.

To compile a detailed list of the professional leadership provided by the NVATA in promoting and furthering the cause of vocational education in agriculture is beyond the scope of this presentation and discussion. Table I outlines the following facts: The NVATA has provided with national leadership over the past 25 years. From a small group of dedicated individuals in 1910, the organization has grown to be recognized as THE professional organization in the vocational education field. On numerous occasions, when the direction or the existence of vocational-education were threatened, the NVATA has responded with constructive and effective programs of action. The need for such programs of action has increased in recent years as federal legislation and programs have vacillated greatly.

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

In my experience as an NVATA officer, I was always most impressed with the member-orientation of our organization. Our committees, representing top leadership from across the country, demonstrated the highest level of professionalism and dedication in reaching national goals. In state volunteerism that the NVATA has had an indelible and beneficial impact on the state of vocational education in agriculture. We can be confident that the leadership provided by the NVATA will accomplish even more in the next 25 years. 2005

The powerful NVATA National Position has come about through a grass-roots focus, and the professional dedication of its members and leaders. It is interesting to note that professional leadership by the NVATA again rests squarely with the members and leaders at the state and local level.
AG-ED DIVISION OF AVA: A MAJOR NVATA WAYS AND MEANS VEHICLE

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

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

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

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

(1) Membership: Members of the Division must also hold membership in the AVA. Some 90 percent of eligible Vocational Educators in Agriculture (teachers, teacher educators, supervisors, and administrators) are members. This is the highest percentage of all the AVA Divisions.

(2) Affiliates: Three autonomous National Associations, namely: the AVA, the AAATEA and the NASAE, make up the division.

(3) Elected Officers: (a) President elected for a three-year term who also serves as AVA Vice President representing the Division to the AVA Board of Directors. By "Gentlemen's Agreement" this office is alternated between each of the three members of the Board. (b) Secretary-Treasurer who is also elected for a three-year term.

(4) Governing Bodies: (a) Members present and voting at the Division's annual business meeting held during the AVA Convention. (b) Policy Committee which is Chaired by the President of the Division and is responsible for the membership being as follows: Five presidents, past presidents and immediate past presidents of NVATA, AVA and NASAE; the Division's AVA Program of Work Representative and the Division's Convention Program Chairman.

(5) Other Committees: (a) National Advisory Committee - This committee is made up of eight voting members from agribusinesses and/or representatives of farmers organizations. The committee also has four ex-officio members, including the Division's President, the NVATA Executive Secretary, an Associate Director of the AVA, and the National FFA advisor. (b) Standing Committees - serving in each of the following areas: Division Convention Program; Resolutions; Curriculum Materials; Research; Test Information; Publications; Professional Recruitment; Membership; Agricultural Education, Magazine, Safety and Advisory. (c) Nominating Committee as far as possible and where appropriate, each affiliate is represented on each of these committees.

The National Program Development Committee: The President of the Division serves as Chairman of this Commission with the membership being as follows: The President and Past Presidents of NVATA, the AAATEA and the NASAE; Seven representatives of Agribusinesses and/or Farm organizations, and four consultants including the NVATA Executive Director, the National FFA Advisor, the Director of the AVA, the Executive Director of the National FFA Foundation and a representative of the Social Science Officers. (c) Division Governing Body: The Division Governing Body is the body of the leadership team of vocational agriculture and agrarian issues that is responsible for the formulation and revision of policy statements and procedures. It is the primary policy-making body of the Division. (d) The Division has one or more representatives on each of the AVA General Committees; (d) Any Division member may, if elected by his state Vocational Association, serve as the state member of the Division's Council. (e) The Division and the NASAE may be represented in keeping with the AVA Constitution and/or policies; (f) These documents do not reflect, however, independent action by the Division or its affiliates in promoting Agricultural Education and/or specific action on behalf of individual members. (g) In closing attention is called to the fact that a spirit of cooperation and goodwill fellowship exists between the NVATA, teacher educators and supervisors. Both of this have been winners within the Agricultural Education Division—AVA strength assured. 

VOCATIONAL AGRICULTURE AND AGribusiness

A Valuable Partnership

The business and industry community of America and the capitalization in NVATA. For twenty-five years, and yet longer, the agriculture leaders have been a part and parcel of Vocational Agriculture. With the beginning of an organized agriculture structure, there has been progressive and acclimated inter-relationships with mutual concern and support.

The Free Enterprise system, based on creation and the capitalization in NVATA, has produced a mutual bond of friendship and basic objectives. The philosophy of "learning to do and doing to learn" as in Vo-Ag has been the launch pad for the greatest "Industry-Education" relationship in the United States.

Vocational agriculture, perhaps more than any other vocational field, has kept up with changing times and changing needs. For certain, the over 800 sponsors to the National FFA Foundation have a deep and lasting faith in FFA and in Vocational Agriculture. This credibility has developed over many years. Certainly, NVATA has quietly, but very effectively, served as the instrument for unity and contemporaneous progress. Another organization, different in make up from agriculture but similar in goals and objectives, is the National Advisory Council on Vocational Education. It was the charter of the membership of the Association, now and then, to keep abreast of the latest trends and developments in agricultural education and agriculture, and fully appreciate the accomplishments over the past 25 years of the National Advisory Council on Vocational Education.

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

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

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

THE NVATA AS A POLITICAL PRESSURE GROUP

Ralph J. Woolin
Head, Department of Vocational-Educational Education
The University of Tennessee, Knoxville

One of the major questions facing professional education organizations such as the NVATA in the seventies is the extent and type of political action which they can take. The political merger between the National Education Association and the National Federation of Teachers recently has been discussed in detail with the issue of political clout. While political action seems particularly unpopular in view of the Watergate hearings and other evidences of the seamy side of politics, it must be recognized that political actions represent an established means of bringing about change in society and in educational practice.

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

Valuable leadership experience has also been afforded members through the national and state professional structures. Attending conventions and serving in positions of leadership has broadened the horizons of many teachers.

Considering the number of members and the fact that in addition each state each year ordinarily sends delegates to the national convention hundreds of teachers have participated and have had valuable professional leadership experiences.

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

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

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

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

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

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

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

Discussions of the changing role of professional organizations in their role as "professionals of American Schools," Wirt and Kirtz make this statement:

"The era of the hegemony of professional educators supported by the forces of professionally central control is under assault from those who feel that the modern model of educational policy making is inadequate... Teachers repudiating turn-of-the-century doctrine stressing the harmony of the profession are using collective bargaining to win concessions from boards and administrators. Controversial issues such as...

(Continued on next page)

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Past National NVATA Presidents

Year and City Where Elected

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<tr>
<th>Year</th>
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<tr>
<td>1959</td>
<td>L. E. Cross</td>
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<td>1960</td>
<td>J. E. See</td>
<td>Dallas, TX</td>
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<td>E. F. Jones</td>
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<td>M. I. Park</td>
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<td>E. W. Long</td>
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<td>W. C. Hance</td>
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<td>L. H. Bowers</td>
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<td>W. F. S. Miller</td>
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<td>L. E. Cross</td>
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25 Year Historical Booklet Available

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

- Early history, growth, and development
- Objectives, goals, accomplishments, and a look into the future
- Leadership and service to the profession and the public
- A chronological order of events during the first 25 years
- National leaders for the NVATA
- Supporting data, photographs, and other interesting information

Copies may be purchased during the National NVATA Convention in Atlanta, Georgia, December 1-5. Copies also may be purchased directly from the National NVATA Office, Box 4936, Lincoln, Nebraska, 68504 after December 1.

From the Book Review Editors Desk...

BOOKS TO BE REVIEWED

AMERICAN EDUCATION

American Institute of Cooperation (1971)

RED BOOK COUNTRY

Clarence McIlvaine (1971)

THE SOFTWARE REVOLUTION

By John Pearson

AGRICULTURAL ORGANIZATIONS

By Xavier Eter

SOCIAL SECURITY

By Robert B. Smith

November, 1973

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PROFESSIONAL PLANNERS ARRANGING FOR BEGINNERS

By Robert W. Godwin

Planning for an Individual Water System

By W. E. Hostetter and Elmer E. Jones

American Association for Vocational Instructional Materials (1973)

MATRIX ALGEBRA FOR STATISTICAL APPLICATIONS

By James W. Knapp

OPERATING A WINE BUSINESS

By Joseph E. Knapp

Retail Florist Business

By Peter B. Fahl

Planners for an Individual Water System

By W. E. Hostetter and Elmer E. Jones

American Association for Vocational Instructional Materials (1973)

If you find one of these books interesting, send a copy of the Book Review Edits to us. We will try to send you a book to review. The book will be yours to keep. The address is: James W. Key

Agricultural Education Department

Oklahoma State University

Stillwater, Oklahoma 74074.
The organizational structure of the National Vocational Agriculture Teachers Association provides the forum through which teachers of vocational agriculture can express their will on matters affecting them professionally, and a means by which certain services and professional leadership are made available to the membership on a regional basis. The function and responsibility of the Regional Vice President is to serve as the necessary link between the State and National Organizations to accomplish these tasks.

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

He is charged with the responsibility of planning and conducting a Regional Summer Conference and Regional Meetings during the National Convention, at which time an opportunity is provided to discuss and consider issues of Regional and National concern. From the recommendations of the Regional Vice President, in turn, the National Officers may be requested to take action as to the need for the organizational structure of the NVTAs and the development of services to the membership. The Regional Vice President is, therefore, charged with the responsibility of maintaining a close working relationship with the State Associations to improve the service and function of the organization and in turn the National Association.

The Regional Vice President is charged with the responsibility of sending newsletters to association leaders in his region on a regular schedule in order that they may be kept informed on current developments and thus perform their duties in a more effective and desirable manner. In these newsletters, he should encourage participation in the various programs of the National offices. The Regional Vice President should constantly seek ways to strengthen the Region and the National Association and to improve services to the membership.

The Regional Vice President is charged with the responsibility of attending National Executive Committee Meetings and the Annual NVTAs Convention and participating in the formulation of policy and the development of procedure that will be taken by the National Association.

While representing his region effectively, he must also be mindful of the fact that the services available for the National Association is in turn good for his region and finally is desirable for the membership in general. The effective Regional Vice President must be straight-forward in his manner of operation and always willing to accept the obligation of performing his duties.

He is charged with the responsibility of corresponding on a regular basis with the affiliated State Associations with in his region and keep them informed on matters that concern them professionally. He should continually encourage State Association officers to effectively perform their duties and responsibilities, and in turn assist the National Office in obtaining information necessary for the successful administration of the national organization. While it may seldom be possible that a Vice President can maintain with the constant demands of a full-time position, he should make every reasonable effort to attend meetings and assistance in finding solutions to problems when they arise. Through regular correspondence the Vice President should constantly seek new opportunities and suggestions from the State associations that will improve the service and function of the region and in turn the national association.

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

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

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

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

When a member pays his dues he receives a bold new shirt. He has been a member for a short time and has been an active member for the past year.

When a member plays a game he is given a free book. He has been a member for a short time and has been an active member for the past year.

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

Among other ideas are special recognition for new members, an agriculture teachers steak fry, award banquet at conferences, and a north-south or east-west softball game. Many of these activities will help to build an eagerness for state and local members to belong to their professional organization. It then becomes the responsibility of the state association officer team to take this eagerness and develop enthusiastic members for tomorrow. The state association, officers team must provide the leadership for its members. What makes a good leader? D. E. Warren, Past District 4-H Club leader in his article "Leaders Preferred," describes leaders and leadership as follows:

"LEADERS PREFERRED"

The boss drives men; the leader coaches them.

The boss depends upon authority; the leader depends upon good will.

The boss inspires fear; the leader inspires enthusiasm.

The boss says "I, the leader says "We."

The boss assigns the task; the leader sets the pace.

The boss says "Give me the facts!" the leader gets there ahead of time.

The boss gives the blame for the breakdown; the leader faces the breakdown.

The boss knows how it is done; the leader shows how.

The boss makes work a drudgery; the leader makes it a game.

The boss says "Go;" the leader says, "Let's go."

If we as members in the NVTAs help to develop enthusiastic leadership and membership, the prestige of teaching agriculture will be insured for the future.
What has the NVATA done for RALEIGH, N.C.? The state association, its individual members and students of vocational agriculture? The NVATA will be a member as they learn its purpose and functions just as the Future Farmers of America does students of vocational agriculture. The NVATA is not pushed upon the students, teachers get only from the National Organization what they want, as does a stamping of the vocational agriculture.

By attending a national convention one is going to benefit his students in many ways. The programs are constructed in order that one is forced to keep his enthusiasm for teaching. Enthusiasm brings up another point, that is the number of teachers who have former students teaching vocational agriculture. By setting professional enthusiastic students cannot help wanting to follow in their "dieds" steps in the future. Programs of state conventions are even more likely to help teachers to help their students, because of the beneficial activities. Without a national professional organization our program would be much slower in developing in some fields. There isn’t a need for all states to try all experiences before deciding upon the profitable ones. Through unity, we have solutions that are not as expensive as they would be in dividing.

One of our major challenges, yet to be solved, is how to retain strong young teachers in teaching. Neighboring experimental teachers who provide guidance and need help. for our professional organization in many of our lives. Agricultural teachers see it to students of neighboring communities to help their teachers to do their best. Sure they will turn out to be competition after explaining a district context, but the competition is a healthy one.

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

Traditionally, vocational agriculture instructors have universally supported their state and national professional association, the educational attainment of the National Vocational Agriculture Teachers Association. This has resulted in the most completely unified and effective organization and the largest in membership of any of the other disciplines in the entire field of vocational education.

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

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

There isn’t a need for all states to try all experiences before deciding upon the profitable ones. Through unity, we have solutions that are not as expensive as they would be in dividing.

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

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

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

In this period of time, no state vocational agriculture instructors’ association can ignore or be indifferent about what is happening in their legislature. We are totally dependent upon taxpayer support and the competition for the tax dollar is becoming increasingly keen with each passing year. This fact alone, makes it necessary for your state association to plan to actively engage in effective techniques of how to win friends and influence people in each local community across the state and in the state legislature. These are activities which support their professional organizations in order that the promotion, improvement, protection and support of the entire system of vocational education is insured in every local community, every state and nationally. This is professionalism at its best.
ROLE OF THE STATE ASSOCIATION UNIQUE

Eldon E. Witt
Executive Secretary, IAVAT
Roanoke, Illinois

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

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

The need and importance of the State Association has increased rapidly in the past few years. The role of the Association has increased rapidly from one of sending bodies to fill chairs at conventions to:
1) Providing a structure for the solution of problems. This structure may be provided in varied ways but it is present in all State Associations from Local to Sectional to District to Regional to National.
2) Providing a unified front through its support of local, state, and national programs. One voice crying in the wilderness often fails in the ears of those who have this same voice relayed and magnified by the structure presents the unified front that becomes increasingly difficult to ignore.
3) Providing unity of action and active participation. The result of many speaking for a common cause coupled with membership participation from local teacher to national representation defines the cause as one of state and national concern.
4) Providing the structure and communication system that keeps its members informed. An uninformed member becomes burdened with apathy and complacency which soon becomes a malady of the entire association.
5) Providing programs of information, inspiration, and action.
   Annual conferences can adequately provide information on state importance but the Association needs efficient programs by sections throughout the year to adequately implement knowledge needed locally.
6) Providing harmonious relationships between all educators. The State Association should provide the link for working relationship between all education in agriculture, teachers, supervisors, and teachers trainers as well as coordinating all educational disciplines.
7) Providing the committee structure to adequately cooperate with the State Vocational Association, National Vocational Agriculture Teachers Association, and American Vocational Association in areas (Concluded on page 119)

GOOD THINGS DON'T JUST HAPPEN

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

A good state organization of teachers of vocational agriculture working hand in hand with a strong national organization does not just happen. This is not the voice relayed and magnified by the structure of this state but the result of a lot of hard work on the part of the dedicated teachers of vocational agriculture. There can never be too much emphasis placed on the need for strong state organizations of teachers of vocational agriculture. Only through strong state groups will there be a strong and viable national organization.

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

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

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

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

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

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

The staff association has looked forward with great pride and expectation to this year. It will be the pleasure of our association to serve as host state of the Silver Anniversary of the National Association of Teachers of Vocational Agriculture. It is our plan to have 200 percent of the state's Vo-Ag teachers in attendance at a number of the sessions.

No time in the history of our organization has there been an opportunity to look at a national and state view and understanding of the activities of the national association.

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

Sincerely—From page 106

APPLYING FOR AWARDS

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

The procedures to apply for awards does vary for each specific type. Applications for the Member Incentive Awards can be obtained from the State Association. The State Officers must verify attainment of 100 percent membership at the NVTA National Office. The Professional State Association Award application is mailed to the newly elected president each fall with a reminder mailed to him the following spring. All the agricultural sponsored Member Leadership Recognition Award application forms are mailed to members in the Member Newsletter in January. Deadlines for each award are printed on the application form.

Members and/or State Association officers desiring additional information should write to the NVTA National Office, Box 4491, Lincoln, Nebraska 68504.
RESPONSIBLE “STATE ASSOCIATIONS” — A Keystone Of NVATA Growth

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

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

An informed membership is essential. Lines of communication must be open at all times. Each state association should periodically publish some type of journal or news letter which serves a twofold purpose: one, to inform its members and the other, to publicize. Within this “journal” all “News and Views of NVATA” from our Wall and our regional vice president should appear. Each state’s publication should reach NVATA’s headquarters as well as key people in other states; headquarters, state, and local people can be informed of each other’s journals.

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

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

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

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

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

Participation in the various activities such as the NVATA Awards program is the responsibility of the individual state associations. Several wonderful opportunities exist for those interested enough to apply. Often, far too many of the most qualified are the ones the state officers to see that this does not happen. Also, it is important that reports and other proceedings items are filed on time and that a sincere effort be made on them.

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

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

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

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

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

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

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

The AGRICULTURAL EDUCATION MAGAZINE

NOVEMBER, 1971
The Local Teacher – "Happiness IS NVATA"

Marvin W. Wacholz
Vocational Agriculture Teacher
Renville Public School
Renville, Minnesota

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

Unlike many national organizations, the strength of the NVATA is maintained in the hundreds of local chapters voting together through District, State, and National committees to make their needs known and solve problems. The leadership of the NVATA has continued to come from local teachers of agriculture who have contributed their time and talents to improve agriculture education.

Abraham Lincoln once said, "Every man owes something to his profession." Our profession does more than its share for his country, but its tremendous value means more than just financial support through dues. It means supporting the efforts of officers and police of the NVATA. Its officers, who are non-profit, are not interested in making a profit on the inspections they make of the NAEC, but are rather interested in helping the growth of agriculture education.

This is a time of great optimism in vocational education and a time for us to take NVATA to be optimistic persons who are optimistic about the future. The NVATA is a great organization and we should support it wholeheartedly.

The NVATA has responded excellently to the needs of the nation and the demands of the people. It has been instrumental in the development of agriculture education. Our students are benefitting from the work of the NVATA.

The U.S. Office of Education.

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

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

It is also extremely rewarding to know that respect shown to the NVATA by the many agricultural organizations and business firms will be seen in the long run as a benefit to education programs.

One of the features of the NVATA in involving members is the awards recognition program. Recognition programs are important because they provide the means to change where improvement is needed and to keep those programs that are effective in developing the kind of student our agriculture friends want to employ.

The NVATA is a great organization and we should support it wholeheartedly.

Eldon E. Witt, from page 114

November, 1975
Stories in Pictures
by Richard Doughlas

Agricultural
Education

Volume 46
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Theme -
CAREER EDUCATION:
Accountability
In Evaluation

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Office Secretary, Georgia Will, Office Secretary, James
Smith, Secretary, Secretary, and Sam Crum, Supplied to
the Executive Secretary. (Photo from James Will)

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