Stories in Pictures

by Joe Sabol

These officers of the Louisiana State University Collegiate Chapter have leadership for the fifth year of operation of the first Collegiate Chapter of Future Farmers of America. In addition to FFA activities, the chapter contains the College of Agriculture President, Queen (second from left), vice president, treasurer, secretary, AAS representative, and a state officer of the chapter. (Photo courtesy J. C. Allerton, Louisiana State University)

Learn by doing! This horticulture class, under the supervision of student advisor George Ross and cooperating teacher Mollie Zinser, get in practice control after many hours “inside” during a very wet year at Verdugo School in Soquel, CA. (Photo courtesy Las Harris, CA Poly)

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

The FFA Parliamentary Law Team from Hinde Co., AL, is practiced the parliamentary law rules, which guide the procedures in a FFA meeting. Team members are Albert Cree, Jr., Charles Adair, and Ronald Stenba. Team members also appear in the picture. (Photo courtesy Gabe Willis, Claude, Texas)

Theme—Student Competition—An Incentive Approach

AGRICULTURAL EDUCATION
Volume 51
Number 3
September 1978

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

STUDENT COMPETITION INCENTIVES

By Bobby J. Carter
Ve-Ag Teacher
Ennis, TX

I try to teach my students that they must not eat a dog, apply themselves in striving to reach it, make personal sacrifices, and do their best in the competition. If they actually do these things, they will be a winner regardless of the outcome of the competition, because these are characteristics which will benefit them in later life.

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

MULTIPLE TEACHER ADVANTAGES

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

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

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

EXTREMES

Vocational agriculture teachers, like everyone else, must be careful not to go to extremes if they choose to use student competition. One extreme is the person teaching his young people that winning is the only thing which matters. This attitude seems to be reaching that the students must be em- powered and ashamed if they place anything but first. Then he even goes so far as to make them feel that anything other than a first, is justified if it results in a student that is going to this extreme.

On the other end of the spectrum we have those people who do "participate." These individuals are very aware of the value of participation. They have a hard time accepting the competition, they are willing to risk losing and in many cases are not participating in the contest in the first place because they know they will lose. Quite often students will benefit by being around others who have developed a competency, even if their own students are not strong in that area. Certainly, many of us probably fit in this category on occasion if we enter students in contests long enough. However, I think we are doing a great injustice in entrusting them when they are not strong in the particular subject and forcing them to show in an area in which they are weak. Leaving it to them and doing damage to their self-confidence and self-image.

Submissions are invited for the next issue. Please submit manuscripts and graphics by November 1, 1978, to the address below.

Joseph G. CVCARCA, Weatherford College, 1000 University Drive, Weatherford, TX 76086.
COMPETITION—Boon or Bane?

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

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

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

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

OPPORTUNITIES
As we begin this new school year, are we actually using the multitude of opportunities open to us? Opportunities to open new vistas for those eager young fellows and at the same time retain their eagerness? Opportunities to help the seniors organize an effective FFA chapter? Opportunities to learn leadership skills while at the same time solving all the problems they are learning leadership skills? Opportunities to work one-on-one with each student in a supervised experience program to help each with the practical skills in agriculture and agri-business and at the same time let them know their teacher really cares about them? Opportunities to help students enter competition and try to win, experience the disappointment of losing, and all the while enjoy the fun of competing? Opportunities to listen to students' problems, share their joy in the Good Lord, and to open opportunities to show the potential and drive to make the most of them? (It is most successful teaching year.)—Ed

[Please submit articles 1½ months in advance of theme to allow public time]

COMING ISSUES COMING ISSUES COMING ISSUES

OCTOBER — Supervisors and Consultants — The Members of the Team

NOVEMBER — Effective Teaching — What's the Basis?

DECEMBER — Professionalism—That’s the Name of the Game

JANUARY — Golden Anniversary Issue — Looking Back, Ahead, Past and the Future

FEBRUARY — FFA — A Valuable Resource For the Agriculture Teacher

MARCH — Classroom Instruction — Getting the Ideas Across

[FROM YOUR EDITOR]

James P. Key

From the Editor

COMPETITION—Incentive To Learn?

Competing can be one of the most important lessons of our local ag-pro programs. We can use it in our classroom programs and FFA activities. Students are motivated to compete in every new and every now and then really make a difference. FFA activities will often point out the best way to compete. Competition can be a teaching tool.

The main reason is to make the students feel the excitement of their peers all trying to get their hands up before the rest of the class. If we can use competition to identify the tool, the other teacher will be given a chance at the question for double the points. At the end of the period, be sure that you give them some kind of award. For example, take the points earned by a team and divide by the number of students on the team and assign the extra credit. Always make sure that every team gets some kind of reward, even if it’s only one point of extra credit. Another reward that I have used very successfully has been to let the winning team get the lunching class to go back early. It is interesting to note that students will work ten times as hard to get to lunch early as they will to pass a class with a high grade.

GIVE AWARDS

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

COMPARISON BETWEEN SCHOOLS

Competition between schools is also important to an individual’s development. Contests have always been our main interest builder for our FFA programs. The sooner we can get freshmen involved in the FFA program, the sooner they will establish roots in our Vo-Ag program. If the freshmen have no interest in our program, we will lose them. Under no circumstances should a student be involved in contests involving the crops they have never been exposed to by some preparation. Don’t embarrass the student. A contest is supposed to help students better themselves. Always find something good about his results. Pick up on something that will make them feel good. Perhaps the student get a 100 on a beef class or perhaps he identified a soil texture correctly. If the students are fortunate enough to have gotten an award, your job is a hundred times easier.

MAKES IT WORTHWHILE

I recall one of my students who was a very average student. He was a sophomore and entered a few contests but he really was not highly motivated. Last January, he was on a team that won second and he received a ribbon. A few days later a chapter at meeting he stood up and introduced himself. He was a head of his ribbon and that he wanted to be part of a district team and win a trophy in crops similar to those we have here. Working on our classroom wall. Three other boys and he began working on crops that he had never seen before. It was a tremendous experience to be able to motivate them to win the district crops contest. It was the first time in four years that we had won any contest. This young man has changed his entire attitude toward the vocational agriculture program and is now working with younger members to help them get started.

You can all think back and remember what different kinds of competition that you have used to develop interest in your program. We do need more students involved in our vocational agriculture programs.

Diane Gehlhard
Vo-Ag Teacher
Concord, MT
Contests and the Classroom—A Delicate Combination

by G. Mark Mayfield

There is a fine line between what is right and wrong when we debate the topic of teaching contest material in the classroom. There is no doubt that variety exists. Some instructors who teach contest material may teach different approaches that work for them and their students. However, there is major doubt as to how much, if any, should be taught.

PHILOSOPHY

That doubt could possibly be resolved if we could answer the question, “Do contests improve classroom performance?” A philosophy on that subject might be three-fold:

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

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

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

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

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

I have reached my opinion, but unanimous opinion has not been reached. In the March, 1994 issue of Agricultural Education, Merid S. Wilson authored an article, “Contests Must Go.” On the very next page, J. A. D. Gray wrote “Contests Have Value.” Those views could be printed today and be indicative of the mixed feelings over the subject of contests.

WHY A PROBLEM?

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

INCENTIVE

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

I am not a seasoned judge of any contest. I don’t recall, however, that some of my students have performed on units where there was a corresponding judging contest. Generally, when students are interested and excited, their performance is better. Students remembered permeability, richness in texture, and hand one better because they judged the contest and received the parts of the farm animals in the judging contest they raised and judged. Even in life, style, stature, quarter in their oral reports, there are contrasting opinions of personal experience.

MISEUSE

Thus far, it seems like for one reason or another contests are an issue at issue, but for what reasons? Some become so insistent upon having contests designed to fit the va-vo program, whether the ag program, activities, projects, groups, programs, or even a class designed to be graded on agricultural terms. Which results in contests run, not for what is to be learned, but to get top placement. This type of contest will be the result of more students participating. Winning is the only thing.

Some instructors can be too competitive and win the contest. The purpose of a contest is to challenge students to show what they know in a specific area. A contest designed to be graded on agricultural terms will yield beneficial results.

CAUTION—MORE ABLE ATTRACTION?

However, there is another side to the question of competition: not every student is the same. Some may be more competitive than others. How are these students to be graded? How does one determine which students are more competitive? Are some students more competitive than others?

SUMMARY

In summary, it is to be hoped that every vo-ag teacher would examine his own philosophy regarding contests and the competitive atmosphere. In so doing the teacher must realize that the fact that contest activity is merely one way of respecting competitive styles of learners, and that how the competitive activity contributes to the development of occupational competencies should be an important aspect of planning instruction. Conducting a competition should reflect the needs of the students and be a tool to motivate learning.
Energy problems on the farm and in the cities are with us to stay. The next couple of winters have given evidence we are facing serious future problems. Many highly-simplified solutions seem good on the surface, but in reality, there are no easy answers.

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

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

(Concluded on next page)
CONTEST-EFFECTIVENESS IN THE CURRICULUM

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

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

STIMULI

The teaching plan with contents included in the curriculum provides these stimuli to students:

1. It is interesting. It appeals to the student by providing opportunities to learn new things that are interesting and fun.

2. It develops needed skills to survival. Basic skills are learned through practice and participation in the contest. Therefore, contest provides opportunities for each student.

3. It is educational and meets the needs of the majority of the students. A good contest will consist of activities that enable students to develop their skills to serve as laborers, leaders, and citizens.

4. It is broad enough to involve and challenge all students. All students need to have the opportunity to participate. A contest must be large enough to utilize the efforts and abilities of all the students enrolled. However, the teaching plan must not be too large to be accomplished in the time available.

5. It stimulates, motivates, and develops pride in the students. Contest that provide the students with opportunities to take part in contests and events provide recognition and awards and will help instill motivation to students to better themselves.

6. It contributes to the development of the student. Contents are a part of the total learning program. Contents selected by the teacher should contribute to the classroom instruction and the student's individual needs.

7. It is consistent with the curriculum and subject objectives. The contest should be a part of the total learning experience provided by the local community through the school system. It is important that the teaching plan supplement the contest to meet the demands of the labor market.

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

The past has proven that contest is the teacher's best friend. The coaching profession has utilized the method from the inception of contests and competition.

"Any man's finest hour is that he has fought his battle and has seen the fruits of victory on the field of battle, victorious!"

Michelangelo

PROJECT OWNERS CLUB

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

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

THE AGRICULTURAL EDUCATION MAGAZINE
FEATUREING: FFA CELEBRATION

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

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

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

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

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

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

One of the events consisted of a hay pitching contest. The winning height was approximately 9' 9".

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

by Wendel Fenton
F-Ed Instructor
Muskogee, OK

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

One of the members, FFA member, Bob Fair, putting forth all his effort in the couchpipe throwing event.

One of the Muskogee chapter members, Shelly Bass, participating in the Relay Pony Express Ride.
SIX STEPS TO “EFFECTIVE” PUBLIC SPEAKING

by Dale G. Zikmund
H. Dwight Cline
H. Earl Boock

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

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

The following steps have proven to be successful when used with students in teacher education programs, and with chapter members of FPA and other educational youth check contests.

The following six steps can eliminate the fear and questions that can ruin a student’s public speaking effort by allowing them to ANALYZE, PLAN, PRACTICE, ARRANGE, (Organize) with peers and the chapter advisor before he tackles the content, social, civic or fraternal group.

As former FPA and DECA Chapter Advisors, we have found these steps, when attached in a checklist, to be an effective method of preparing students for speech presentations.

SIX STEPS IN PREPARING A PRESENTATION

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

There are six stages to doing a good job:
1. Analyze
2. Plan
3. Practice
4. Prepare
5. Evaluate
6. Populate

Once you have completed the six steps, you will have to supply the audience before your speech or meeting. Will they need an outline of the topics?

Some suggestions for your preparation:

3. Review the material you have to make.
4. Plan the outline of your presentation.
5. Evaluate the material you have to make.
6. Practice your presentation.

This simple, mechanical work, but it can affect the entire presentation, if it is handled correctly.

[Continued on the next page]
COMPETITION

MOTIVATION

RECOGNITION

by

William G. McVey

Vocational Agricultural Teacher

Whitko High School

South Whitley, IN

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

BASIC DESIRE

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

COMPETITION

This is where competition comes in to play in the educational process. We all want to win and be recognized. We,
shears, wheat, 120 lb. feeder pigs, and 500 feeder steers. Sometime during the semester they must sell these items and determine their net income from the contest.

CLASROOM EXAMPLE

I would like to relate one example. In my course in agricultural marketing, I feel it is important for students to follow the market trends, to know the relationship between cash and futures markets, and to understand the importance of time- ness and costs in marketing. I have found the following activity very useful in teaching these skills and abilities. I divide the class into five groups and give each group five commodities: corn, soy,

SUMMARY

In summary, I believe competition can be an important key in motivating students to learn. I have seen it work over and over again. A student relates more to others, to the average layman, and because he wants to do well in an activity, he gets better grades. Students are competitive by nature, and this is recognition, and most importantly, produces some desirable changes in him. And that is what education is all about.

[Continued]

6. If you do not understand a question, ask to have it repeated.
7. When answering questions, hold to the point and honest. Do not lie, or ask if you don't know an answer, say so. Do not "beat around the bush.

VI. EVALUATION
1. Go through the appropriate checklist. Write down which need is improved and what should be kept in the same.

[Box]
2. Make a list of changes for the next time you make your presentation.
3. Do a critique of others who participated. Did they accomplish what you wanted them to?
4. It is always a good idea to write thank-you letters to those who helped you.
5. Make notes on the facilities. List the things which were acceptable and those which should be changed.

by

Jack Moss

Vo-Ag Instructor

Carroll Consolidated School

Flora, IN

Are your field trips fantastic or are they a farce? Game on, be honest! I'll bet you have had both of them, the same as I have had. Since we are on an "honesty kick," I'll have to admit that the facts were mostly the resulting of our poor planning or, more likely, my lack of planning. You might limit that the sunshades can and often does happen — like a flat tire on the bus at a campground or, out and large, the complete plan, the more successful the trip.

Field trips are one of the most useful tools that we as teachers have to motivate students. If you find standardized classroom situations not relevant are generally "turned on" by actual situations in the field. Students like trips to see what things cost.

SUMMARY

In summary, I believe competition can be an important key in motivating students to learn. I have seen it work over and over again. A student relates more to others, to the average layman, and because he wants to do well in an activity, he gets better grades. Students are competitive by nature, and this is recognition, and most importantly, produces some desirable changes in him. And that is what education is all about.

[Box]

C. Suggest what to look for and possible questions to ask.
D. Suggest what experience is or is not to be gained from the trip.
E. Suggest how students should conduct themselves on the trip.

H. Enroll in a school on time and check in at office.

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

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

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

AUGUST 1976

THE AGRICULTURAL EDUCATION MAGAZINE

[Caption]
Leader in Agricultural Education:

L. C. "HAP" DALTON

by

Leon W. Wagley & Paul R. Vangher

Hap was chosen to help Dean Strangle at Texas Tech select foundation stock of sheep, beef, and swine for the school farm.

A bachelor's degree in animal husbandry really didn't satisfy "Hap" Dalton. He was more interested in helping people than being a ranch manager. So, in the summer of 1939, he enrolled at New Mexico A & M College to certify to teach vocational agriculture for the state of New Mexico.

After certifying to teach, "Hap" began his own teaching career in the small community of Lake Arthur. After two years, he left this position when he found that his paycheck was being discounted, as much as 20% due to the depression. He moved to Denver and took a position with Safeway stores and played professional basketball for the industrial league in Denver.

When the sales tax was passed in New Mexico, he moved back and re-entered his teaching career in the vocational agriculture department at Texas.

In addition to his teaching responsibilities, he also coached football and basketball and served as high school principal.

"Hap" moved from Texas in 1955 and took over the agricultural education program at Ft. Sumner, where he also coached football and basketball. Always looking for a challenge, he moved to Clovis in 1957 where "Hap" said they had "run off the last teacher." Once again, he also coached football. After lineing out the program at Clovis to his satisfaction, "Hap" moved to Santa Fe in 1958 for a full-time vocational agriculture teacher. He was from that position in 1959 that he moved into the state office as state supervisor for vocational agriculture education. He took over as state supervisor a year later and remained in that position until 1970.

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

(Concluded on page 70)
MOTIVATIONAL GAMES FOR THE CLASSROOM

Television game programs continue to be very popular, with many games showing occupations on prime time scheduling. TV game programs have given some of the credit for popularizing the game concept within education today.

MOTIVATIONAL GAMES—FUN

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

"Do something really different."

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

NOT "CURE-ALL"

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

SUGGESTIONS

The following suggestions are the result of surveys of a large number of educators and are offered to those who are using motivational games successfully.

1. Adequately communicate set game rules which are clearly and fairly followed by the key players.

The teacher must tell the students what he or she is going to play, how the game will be conducted.

2. Questions serve as the basic informational element of a game. The questions should be carefully selected to make it possible for students of varying abilities and interests to perform and excel. For many games, questions should be divided into groups of varying degrees of difficulty; during the game, each student can then select the questions he or she would attempt to answer on the basis of difficulty.

3. For those games in which teams are involved—baseball, basketball, football, etc.—team selection can be done in a rather unstructured manner, such as by choosing up sides or by random selection. However, best learning results have occurred when teams of equal size and equal academic standing have been pre-selected. This allows for keener learning and individual competition.

4. Best results have been obtained when motivational games have been used as a review of a unit or portion of a unit. However, motivational games have been used as a means of introducing new information.

CONSIDERATIONS

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

The teacher must consider:

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

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

CONCENTRATION

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

Suggested Group Size: 8 to 12 students have played the game successfully.

Material and Setting to Play the Game:

1. A permanent game board is required. It is pre-printed with hooks of plywood with nails for the cards.
2. Cards, 5" x 7" in size (large enough to be easily made of paper and rubber).
3. Cards, 5" x 7" in size (large enough to be easily made of paper and rubber).

If you are using 24 cards on the game board, 48 cards made of paper and rubber are needed. 24 numbers can be selected to be used as cover cards. On the remaining 24 cards, the information in pairs for matching (pictures, drawings or printed information).

Scoring: by teams, may be tabulated on the chalkboard.

Rules of the Game:

1. Clans are divided into two opposing teams.
2. At specific matches are made by individual team members, with teams alternating in the attempt. Each team has a predeter- mined line up of members.

Scoring:

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

Penalties:

Penalties are assessed to teams for incorrect behavior: unnecessary noise, insulting answers, unauthorized notes, unprofessional behavior, making written notes of uncovered cards. A penalty for an infraction of any of these rules consists of a point to be scored by the team against the penalty.

Rewards and Bonuses:

The top team is the team that has compiled the most points at the end of the game.

For team rewards, but results have been observed when both teams are rewarded appropriately, but with the winning team receiving the greater reward.

Example: Winning team members receive team or individual rewards. Losing team members receive prizes of candy. The winning team members receive prizes of candy. The winning team members receive prizes of candy.
ANNOUNCING

BOOK REVIEW


This book emphasizes the basic principles involved in all types of agricultural machinery, and sets out to aid and supplement agricultural mechanics courses. It is intended for workers in the field, for practical mechanics, and for students.

The book is step by step, teaching how to build, design, and operate machinery, and it is excellent material for all students in agriculture.

The book can be recommended for use in conjunction with the basic principles of agriculture education.

NIVATA AGRICULTURE EDUCATION EXPLORATION AWARDS

NIVATA OUTSTANDING YOUNG MEMBER AWARDS: State/Regional Winners - 1978

REGION 1: Arizona - C. Mills, Page, Arizona City - Virginia Alvarez, Nevada City

REGION 2: Nevada - Tom Kline, Nevada City - Mike Williams, Fallon

REGION 3: Idaho - Albert Anthony, St. Anthony

REGION 4: Idaho - Ron Dietz, Hailey

REGION 5: Idaho - Mike Lounsbury, Lewiston

REGION 6: Idaho - Bruce Kelley, Nampa

REGION 7: Montana - Mike Smith, Butte

REGION 8: Montana - Mike Lounsbury, Lewiston

REGION 9: Montana - Mike Smith, Butte

REGION 10: Montana - Mike Lounsbury, Lewiston

REGION 11: Montana - Mike Smith, Butte

REGION 12: Montana - Mike Lounsbury, Lewiston

NIVATA AGRICULTURE EDUCATION EXPLORATION AWARDS: State/Regional Winners - 1978

REGION 1: Idaho - Joeseph Williams, Idaho City

REGION 2: Nevada - Mike Lounsbury, Fallon

REGION 3: Idaho - Mike Smith, Butte

REGION 4: Idaho - Mike Lounsbury, Lewiston

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

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

Members judging a class of ten ready-to-cook broiler-fryers in the Pennsylvania FFA poultry judging contest. (Courtesy of the Photography Committee, FFA All-American West, available by James M. Donahue, Pena State.)