Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

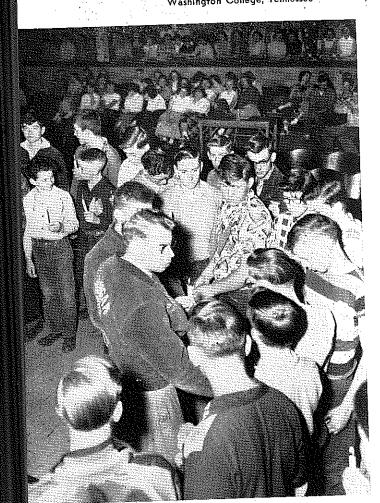
> "Testing Soil in Vocational Agriculture Laboratory"

Ward Harrington, Teacher Macon, Missouri Camera: 4 x 5 Crown Graphic Film: Super pan press Type B 40 flash bulb

FIRST PLACE

"Careful Planning Means Better Results"

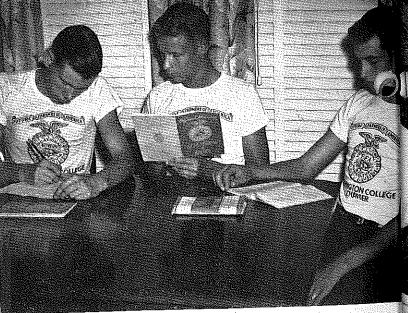
A. B. Foster, Teacher
Washington College, Tennessee



"Receiving More Light in Agriculture— A Part of Green-hand Initiation"

D. G. Cronkhite, Teacher Stockbridge, Michigan "Brazing A Lap-joint" [Bond L. Bible, Teacher Morgantown, West Virginia







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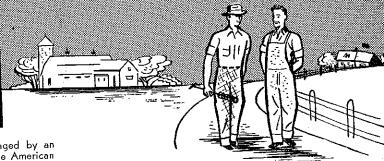
NUMBER 6



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Jeaturing . . .
Improving the FFA Chapter

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois,

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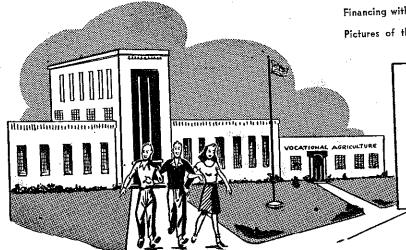
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Guest Editorial . . .

Agricultural education as I see it

RAYMOND C. FIRESTONE, Vice-President, The Firestone Tire & Rubber Company

IN FORMING our opinions and in making our evaluations and appraisals, we must bear in mind that our judgment may be influenced to some extent—or it even may be prejudiced—by the point of view from which we make our decisions. The way things look to us often depends upon where we stand. When our position of observation changes or our own personal interests become involved, the picture before us also changes.

My appraisal of the Agricultural Education Program in operation today is restricted to two viewpoints. One viewpoint is that of one engaged in industry watching the play from the sidelines. The other is a closerange viewpoint as a co-worker in the Future Farmers

of America Foundation.

Speaking from industry's point of view, I know that we, as manufacturers, cannot have business prosperity without a sound, progressive, and prosperous agriculture. Industry depends not only upon the people of agriculture as an essential market, but also we must depend upon them as a source of supply of most of our raw materials. Unless a fair and reasonable trade and business balance can be maintained between industry and agriculture, we as a nation can neither strengthen nor maintain our economic stability. The business welfare of each is dependent upon the other.

We know, too, that trained technical personnel and good business executives are just as essential to the field of farming as they are to the field of manufactur-

Agriculture, as you know, must have agronomists, animal husbandmen, chemists, research men, and agricultural engineers. . . . We, too, must have chemists, physicists, research men, and production specialists. These human resources neither of us can have without competent, well organized educational leadership. Most of your future specialists and leaders and some of ours will come from your classrooms, and the influence of your teaching will make its impact in the technological fields of both agriculture and industry for years to come. From that standpoint alone, it is highly important that we of industry live with a full realization of the importance of the work being carried on in vocational agricultural education, not only as it affects farming today and tomorrow, but also as it affects the immediate and the long range future of industry and business.

Entrops Note:

EDITORS NOTE:

Mr. Raymond C. Firestone has been closely associated with agriculture practically all of his life. He was with his father, Harvey S. Firestone, all through the years that Mr. Firestone was carrying on the experimental work in developing the pneumatic tractor tire that was eventually to put the farm on rubber. This work was done at Firestone Homestead Farms at Columbiana, Ohio.

Raymond C. Firestone is very active in the management of the Firestone Farms today and spends a lot of time there. He also owns and operates a 160 acre farm north of Akron, Ohio.

He is interested in many youth groups, and has been especially active with the Future Farmers of America both before and since he was Chairman of the Sponsoring Committee of the Future Farmers of America Foundation. He was awarded the Honorary American Farmer Degree at the National FFA Convention in Kansas City in October, 1951.

This, I am sure is the way that many industrialists and businessmen look at agriculture and agricultural education today. Of course, everyone has not had an opportunity to see at first hand the work of supervisors and teachers of vocational agriculture. This is unfortunate but entirely understandable. Possibly some day a program will be worked out where all of us can have a better understanding of common problems.

It has been my own good fortune to observe the activities and to appraise the results of those who work in the field of agricultural education, and it has been a valuable experience. Thus, my second viewpoint is that of one who has been privileged to cooperate, in

a small way, in your work.

And it is from this viewpoint that I feel best qualified to evaluate agricultural education and its results. I am convinced that these boys whom you are guiding, not only academically but also morally and spiritually, constitute one of the greatest influences we have left for the preservation of the kind of an America that has been built for us and passed into our custody for safe keeping. And where can you find better custodians than the boys in your classrooms?

Last February in Washington, D. C., it was my privilege, as Chairman of the Sponsoring Committee of the Future Farmers of America Foundation, to give a report to the Foundation trustees and donors on my year's work. I should like to repeat my impression of a Future Farmer as I expressed it to that group.

"First, he believes that he lives in the greatest country in the world, and he believes that it is a part of his responsibility to keep it that way. He believes in working for what he gets. He believes that he should reap a just reward for what he produces. He detests begging . . . he wants no handouts . . . he is self-reliant, and at the same time, cooperative. He isn't afraid because he depends upon himselfand his own initiative. He is active—and you don't find fear getting a foothold in an active, open, freethinking mind.

"The Future Farmer respects the rights of others —and he expects others to respect his rights. If his rights are threatened, he is not afraid to fight. The Future Farmer has honest pride—pride in his chapter, pride in his accomplishments, and pride in the things he has carned. And above all, he is

proud to be an American."

That is the Future Farmer of America as I see him. To you workers in agricultural education who have accepted the responsibilities of your profession I can only recommend that you carry on your great work as you have been doing, and continue to guide yourselves, and those who look to you for guidance, by the same principles through which you have turned out so many fine and true American citizens.



Improving the FFA chapter

H. W. WELTON, Vo-Ag Instructor, Kearney, Nebraska



H. W. Welton

TF AN "Ag" instructor chooses to sit back and think that the chapter for which he is adviser has reached its pinnacle he is "missing the boat." Perhaps he is adviser of a chapter which is considered somewhat superior to others in his community or state;

nevertheless his chapter can stand improvement.

Teachers need both experience and a progressively enthusiastic approach to be good agricultural instructors; and without question they need continuous improvement in their FFA chapters to do justice to the young, prospective farmers of tomorrow who are placed under their guidance.

It is required of boys taking vocational agriculture to take inventory of their farming projects. How about having them take inventory of their FFA chapter today and starting an improvement program? They will be amazed at their accomplishments but only if their efforts are sincere and perpetual, and backed by the efforts and interest of their adviser.

There are many ways in which most chapters can improve their present status. These will be listed first in broad areas and then each area elaborated on in detail. Some chapters will be able to use or apply only a few of the possible improvements, whereas other chapters can make use of many. The broad areas for improvement are:

- 1. Attitude of personnel
- 2. Improved financial status of chapter
- 3. Selling the local chapter to the community
- 4. Leadership activities
- 5. Attractive chapter room
- 6. Better planned meetings

The attitude of the personnel (adviser and chapter members) is very important. The adviser must develop and display an attitude of keen interest in the FFA and in all of its activities. This in turn has a positive reflection in or correlation with the students' attitudes toward the organization. If the adviser's attitude is one hundred per cent pro-FFA his main battle for having a successful chapter is won. However, if he shows lack of interest in some phase of the organization this attitude is not long in becoming instilled in the minds of the chapter members. Consequently less interest and cooperation result. Occasionally an individual boy or clique of boys will try to degrade the FFA. Toleration of destructive adolescent behavior is inexcusable and, if corrected in its infancy, the respect of all members (even those reprimanded) will be higher. In more advanced phases of improper behavior,

removal of a boy may be necessary to correct the situation. The organization and the welfare of the majority comes first. Don't let one boy spoil or detract from the purposes and aims of the organization.

Improve Financial Status

The second step toward improving the individual FFA chapter is to get the chapter on a sound financial footing. Reliable annual sources of income are to be preferred over fly-by-night money making ventures. The annual sale of Christmas cards, Easter cards, cement hog troughs, flagstones, magazines, refreshments, ground mixed feed, mineral mixes, pencils, custom-built projects, rat or insect baits, treated seed, lunch period movies, and so forth, make excellent steady annual sources of income. Reinvested chapter money helps earnings and savings if good judgment is the practice. Such things as chapter-owned livestock, trailers, tractors, paint sprayers, bonds, stock, shares and real estate would come under the investment or rental type of income ventures. Reimbursement for services rendered makes a good source of income, such as harvesting, spraying, dipping, painting, shearing, terracing, planting, cultivating, auctions, or the like. The entertainment field offers many possibilities, such as carnivals, rodeos, plays, dances, boxing matches, wrestling, basketball and talent shows. The success of a chapter depends upon its ability to stand on its own feet financially. Don't look for handouts from philanthropists, service clubs or chambers of commerce. Be self-supporting in all respects and hold your head high.

Publicize the Chapter

The third area for chapter improvement is selling the local chapter to the community. This is a big continuous job requiring active salesmanship. Many "tools" are available for selling the FFA to the public, and none should be overlooked. TV programs, radio programs, newspaper articles, public FFA meetings, community chest drives, rural poster contests, Christmas baskets, "CARE" packages, window displays, community surveys, parade floats, official FFA jackets for all members, project markers, special pages in high school annuals, public projects, county fairs, state fairs, public exhibits, public open house meeting in the chapter room, field trips, and cooperation with all community service minded organizations help to sell the organization to the public.

Develop Leadership

The fourth area, leadership activities, has a great bearing on the success of the chapter. Leadership can start with the freshman member in the form of a junior FFA organization. The sooner responsibilities are given the junior members, the more highly skilled their development will be in their later school years. Leadership can be developed

through junior FFA organizations, regularly scheduled officer meetings, many active committees, committee reports, programs for farm organizations, public meetings, programs for the school, programs for service clubs, officer banquets, active part in worthy community drives, rural school contests, radio programs, demonstrations and others.

Attractive Facilities For Meetings

The setting or environment for chapter meetings is only slightly less important than the other areas previously mentioned. The chapter room should reflect the pride of all its members. Cleanliness, which is next to Godliness, is a must. Attractive, frequently changed. meaningful bulletin boards, FFA banners, well organized library, magazine racks, equipment displays, livestock models, machinery models, project pictures, maps of boys' farms, contest plaques, enclosed glassed cabinets for paraphernalia, crop display, radio, visual aid equipment, market reports, notebook rack, file cabinets and chart racks all aid in making an attractive agricultural room. Those cluttered corners found in some chapter rooms need immediate correction. Give the boys the responsibility for the chapter room's appearance. They will no doubt air their dislikes for the job, but they will take pride in their accomplishments once progress for a neater chapter room is achieved.

Plan Meetings

Well planned meetings, although discussed last in this article, are second to none in importance. Every meeting should be built around some constructive purpose. The constructive aspect can be easily integrated with forms of recreation. An example of this might be a basketball game following a short business meeting where fifty or one hundred pounds of scrap iron serve as admission requirements. This type of meeting has the interest of the boys; it serves as a source of income and yet fills all requirements of a good meeting. Plan these meetings on a boy level with activity and progress being the goal. Regular in-school business meetings supplemented with well planned night meetings is a desirable arrangement. Attendance in these business meetings thus is one hundred per cent and the night meetings, by their nature, attract a good attendance. Give the boys the feeling that it is entirely their responsibility to make each meeting a success. Let your organization be known for successful meetings, but be constantly alert and critical of the less auspicious meetings.

It is very gratifying to wafch the growth and improvement of an FFA chapter. A diligent eye for improvement potentialities backed with postive application means continued advancement. The chaper that wakes up and finds itself a success is one that hasn't been asleep.

The schoolboard represents all the people-Through the school system it builds America's future.—School Boards in Action

Criteria for evaluating FFA money-making activities LLOYD J. PHIPPS, Teacher Education, University of Illinois

to an end. The money earned makes activities possible which contribute to the overall objectives of the FFA. Chapters often attempt to earn money so that they will be able to sponsor programs which will contribute to the members' ability to farm, to work with people, to be good American citizens, to adjust to changing conditions, to cooperate, to contribute to the welfare of their communities, to participate effectively in leisure time activities, and to maintain their health. Other objectives could also be listed.

Members and advisers need to remember, however, that money-making activities often may contribute directly to the objectives of the FFA, and the criteria used to determine the value of other activities may also be applied to moneymaking activities.

Because of the unique position of a FFA chapter, limitations often are placed on a FFA chapter's money-making activities. Some of the criteria which may be used by FFA members and advisers to evaluate their money-making activities are as follows:

- 1. Is it agricultural?
- 2. Is it educational?
- 3. Is the proposed use of the money
- 4. Does it contribute to the welfare of the community?
- 5. Is it acceptable to the mores of the community?
- 6. Is it legal?
- 7. What are its concomitant results?
- 8. Does it contribute to FFA objectives?
- 9. Does it promote desirable school relationships?
- 10. Does it promote desirable community relationships?
- 11. Does the activity provide sufficient profit to pay for the labor expended?
- 12. Is the money actually earned?
- 13. Is it safe?

Advisers and FFA members often do not recognize the relationships between FFA money-making activities and the overall objectives of the FFA. The result is that chapters often accept money making as an end in itself with no evaluation of the means. They, therefore, engage in activities that produce criticism, opposition, or undesirable public relations in their community.

Agricultural

The FFA is related very closely to agriculture and whenever possible moneymaking activities should contribute to agricultural abilities. A chapter can find many agricultural money-making activities without resorting to other non-agricultural activities. Since agriculture is highly diversified and competitive, agricultural money-making activities do not

MONEY-MAKING activities in the deny anyone a noticeable portion of his income. The sale of greeting cards, for example, is a non-agricultural activity which in some communities may deprive a local businessman of a significant part of his income.

Educational

The FFA is an integral part of agricultural education and its activities should contribute to the objectives of agricultural education. Theoretically an end may justify a means, or in other words the use of money earned may, within reason, justify the way it is earned. However, since a FFA chapter has many opportunities to earn enough money to support itself, it is usually possible to select money-making activities which have educational value.

Some chapters use class time for earning money. This can never be justified unless the educational value of the money-making activity is equivalent to the usual class activities. Educational value regarding picker adjustment; and type of hybrids to use can be derived from the gleaning of corn, but the total educational value of corn gleaning would probably not justify the use of very much class time. Gleaning corn after school or on Saturdays may, if properly conducted, meet most of the criteria suggested for money-making activities.

Contribution To The Community

Community service is not an essential requirement for a FFA money-making activity. It is a desirable objective, however, and if there is an opportunity for choice, money-making activities which contribute to the welfare of the community should be given preference. The painting of names on mailboxes with luminous paint is an example of a money-making activity that also contributes to community welfare. At least being able to find the names of residents on their mailboxes is considered a community convenience by many.

Legality

Occasionally, FFA chapters are tempted in communities with lax moral standards to sponsor money-raising activities that are illegal. A FFA chapter should he an organization that raises the standard of conduct in a community rather than an organization that accepts present standards.

Ignorance of the law is sometimes responsible for illegal activities. Some chapters have hunted rabbits at night with cars. This activity is not only dangerous but it is also illegal in many states, Ignorance of the law is no excuse, FFA chapters should educate themselves regarding the law.

Mores Of The Community

A FFA chapter cannot afford to violate directly the mores of a community, especially in money-making activities,

Occasionally a portion of a community may be opposed to dancing. Public relations would be strained in such a community if the Chapter sponsored dances as a money-making activity.

Concomitant Results

Concomitant results of money-making activities are often of vital importance and need careful consideration before an activity is adopted. The effect an activity will produce in a community or in the boys is important. If a task is too difficult, it may produce discouragement. An activity may even encourage illegal activities. In one situation boys stole pigeons so that they could produce their quota in a money-making drive. Advisers need to observe constantly their moneymaking activities to discover and prevent undesirable concomitant results.

FFA Objectives

Does the money-making activity contribute to the boys' ability to cooperate? For example, some activities have to be highly competitive to be successful. These activities may develop the ability to compete and neglect the ability to cooperate. Does the activity contribute to the ability to be good American citizens? Does the activity contribute to the health of the individuals participating. The health of a group of boys cannot be jeopardized for a few dollars. Gleaning corn in bad winter weather is an example of an activity that may jeopardize the health of those participat-

School Relationships

A FFA chapter, because of its prestige and importance in many schools, is in a position to "latch onto" most of the lucrative money-raising schemes in the school. A Chapter should refrain, however, from being "piggish" because other clubs with few opportunities to earn money may be virtually eliminated or greatly handicapped without moneyraising opportunities. For good school relationships a FFA chapter has to remain conscious of the effect of its activities on the other clubs in the school. Its policy must be to live and let live.

Community Relationships

It is desirable that all money-making activities have a good effect on community relationships, or at least a neutral effect. Many of the moncy-making schemes used by FFA chapters actually alienate the good will of segments of the community. Some chapters sell advertisements in a yearbook or on a calendar. Often merchants consider this type of advertising useless and the cost a gift. If they feel this way it puts the boys in the position of begging for their funds.

Often Chapters sell items and in this way compete directly with local businessmen, which is an easy way to alienate good will. A FFA needs to build good will and not alienate it.

A money-making scheme may be undesirable because the profit does not provide enough money for a fair wage for the labor expended. Most money-(Continued on Page 142)

program

VERNON V. LUTHER, Vo-Ag Instructor, Neponset, Illinois



Vernon V. Luther

 $E_{\text{chapter is faced}}^{\,\text{VERY FFA}}$ each year with the problem of raising money for financing activities. The amount of money needed depends on the type and scope of activities. One should plan the amount of money needed in a budget at the beginning of the year, based

on the activities listed in the program of work. Money raising activities should be: listed also.

Money-raising activities can be of two types-Non-agricultural and Agricultural. I believe one should select the agricultural types and work them into the FFA and Vo-Ag program as instructional

Future farmers have so many ways of making money of the agricultural type that they need not have to bother with such items as paper drives and bake sales. Leave those to the Boy Scouts and FHA. Those organizations must raise money also and their methods are fewer than ours. Such items as carnivals, bazaars, magazine sales and dances have little teaching value and can well be sponsored by other groups.

At the Neponset High School we have adopted a system of earning money throughout the year that is of the agricultural type. The activities are as follows.

- 1. One hundred pounds of early potatoes are planted and cared for by the sophomores. They dig and sell them in July for \$2.00 per bushel. This usually brings in about \$40.00. The sophomores attend the State Fair on the proceeds.
- 2. The chapter farms 8 acres of crop land with a rotation of corn, oats, and hay. This amounts to around \$200.00 per year. The chapter owns most of the equipment but rents the land.
- 3. At Thanksgiving time we sponsor a turkey and duck raffle which brings in about \$40.00.
- 4. In the winter time, junior class members clean and paint tractors and machinery for farmers or dealers during their study of tractors and machinery. This can bring in \$20.00 per tractor paint excluded.
- 5. In the spring one member manages the plowing and harrowing of gardens in town. Other members help and are paid 25 per cent of the gross income.

This annual program always insures the chapter of an income and people of the community learn that we do these things. Consequently they support them.

There are other methods we have tried and use occasionally to earn money but we do not make a regular practice

(Continued on Page 136)

Financing the FFA Publicity gets results for the FFA

HAROLD GILKEY, Vo-Ag Instructor, Longview, Washington

THE Longview, Washington, Future Farmers are firmly convinced that effective publicity has been our most valuable tool in promoting the cause of vocational agriculture. We point with pride to the great strides made nationally in expanding vocational agricultural training since the inception of the Smith-Hughes program in 1917. In taking stock of our accomplishments we soon realize that publicity has been our chief means of "selling" the FFA to our homes, our communities and the nation.

It is my belief that a definite pattern of publicity methods cannot be prescribed for all Future Farmer Chapters. Such factors as variance in service available, community background, talents of students and instructors and length of time the department has been operating all enter into the scheme of formulating the type of publicity program that will do the job best in a given community.

An enthusiastic instructor—sold on his program—is the first requisite for successful public relations in advertising the work of the department. The instructor will find that his enthusiasm is "catching" and that students, parents and friends will soon be ardent supporters of the FFA.

A Variety Of Outlets

Bill Mosier, Farm Director of Radio Station KJR-Seattle has a healthy philosophy on "ways Ag men may improve their radio and news publicity." Mosier, an honorary member of the Washington State FFA Association, says "There is news occurring in our agriculture rooms and chapters every day that our farm people would like to hear." News does not always have to be of the outstanding variety but should include the commonplace activities and programs of each of our local organizations. The day to day happenings are the things that farm people, who are supporting the agriculture program, want to hear about over the radio and in local newspapers. The public wants to know what is being done to build the future of agriculture in the State of Washington for they realize that agricultural men as educators have that responsibility. Therefore it is our duty to report to the people who are paying the bill.

The agricultural teachers should not feel inadequate as publicity men for we are in direct contact with the farm activities and progress in our local community. All that is necessary is to make these happenings known to publicity outlets such as radio farm directors and farm newspapers, present them the facts and send in the information.

There should be no rationing of news to the public. The news belongs to the public. There is a mistaken concept among instructors that the newsmen are doing the instructors a favor by publi-

cizing their news items. Farm directors and newsmen feel that we are doing them a favor by giving them news and stories. The news belongs to the people and it is our duty to report these activi-

Benefits Are Varied

In brief, the publicity program conducted by the Longview Future Farmers consists of regular and special newspaper articles in the "Washington Future Farmer," (official mouthpiece of the State FFA Association), "The Longview Daily News" and occasional reports in large metropolitan newspapers and regional magazines. We find that pictures do much to vitalize our newspaper articles and often tell the story better than words. Project stories have proven interesting and have done the most in gaining new supporters for our program,

We present occasional radio programs and give talks to service clubs and other organizations. Often such talks pay immediate dividends as was the case in 1941 when our boys told the Junior Chamber of Commerce about their project activities. One of the boys mentioned our plight in not being able to find a satisfactory market for all of our large tomato crop. Several young merchants were in the group and volunteered to buy all tomatoes that we did not already have under contract.

At Longview, we often employ "Social Engineering" as a tactful method of acquainting "key" men in business and industry with special phases of our program. For example, we have invited members of the Longview Toastmasters Club to serve as judges of our parliamentary procedure contests. We found them happy to serve and very competent. They gained a better comprehension of the scope of our program and we made new friends for the FFA.

In closing, I would say that effective publicity, used discreetly, can prove to be a powerful force in accelerating and vitalizing our Future Farmers of America program.

OUR COVER

A section of the FFA exhibits at the West Virginia State Fair. In addition to numerous exhibits of grain, vegetable and poultry products, the 24 educational booths shown along the walls illustrate some phase of FFA, vocational agriculture or farming programs. All exhibits contain animation. Including the livestock and poultry exhibits, shown elsewhere, nearly 1,000 entries were made by over 700 boys.

Men are never so likely to settle a question rightly as when they discuss it freely.—Thomas B. Macaulay

Chapter improvement is possible

ALFRED C. RHONEMUS, Vo-Ag Instructor, Lynchburg, Ohio

ter?" is the question running through the minds of many of the new teachers of vocational agriculture throughout the United States. Some of the important steps to consider in improving your FFA Chapter, if they can be adapted for your situation, may be as follows:

- 1. Survey Chapter's past activities 2. Arrange and plan for a FFA meeting
- Talk with boys and parents on past and future programs
- 4. Arrange joint meetings with other county advisors and chapter presidents 5. Plan a balanced program of work for
- the coming year 6. Carry out the planned program

The first step in improving an FFA chapter is to see what has already been done in the past. Studying a past written program of work and/or by talking with some of the older boys of the Chapter are possible ways of learning about past activities. This is important since some of the boys may have a so-called "sourgrape" opinion of their FFA. Those activities held previously which might not have been too successful may be replaced by the chapter. In many cases it may be found that the meetings previously held were just rough-house meetings with little if any boy-planning. You, as an advisor, should plan activities which may lead the boys to consider as important in relation to creating interest.

The second step is to call the officers together and let them suggest and plan for the next meeting to be held. The school superintendent and principal might well be invited to attend this meeting in order to become familiar with the objectives of the chapter.

Start Early

During their first executive meeting, instill in the officers the important part they have in carrying out a successful

"WHAT can I do to improve my FFA meeting. A suggestion in planning Future Farmers of America Chapfor the first meeting is to have each officer learn his part in the opening and closing ceremony. This may be one link that has been missing in the past meetings and we know that the opening and closing ceremony give dignity to the

Along with this, plan the business to be brought before the chapter. The business meeting should not exceed fortyfive minutes and, better still, might be a thirty minute session. Usually the quicker the meeting progresses the more interested are the boys.

If the committee is not already appointed for the program and recreational activities of meetings, allow one of the best workers to act as chairman and have him meet with a committee well in advance to lay out plans for the program. This should be, like the business meeting, a short and interesting program.

Plan The Recreation

If the meeting is at a time when planned recreation can be held, have some type of organized recreation. By all means, always select games in which everyone can participate. Nothing will cause members to lose interest more rapidly than to see some at play during the entire evening while they do not get to play at all. This happens many times when small team games are played. Some suggested games of interest for group play in a gymnasium are volley ball and dodge ball. Outside sports may consist of a softball tournament among members and relay races.

Have the president announce at the first meeting the events for the coming month. If your school year commences in July, always start pushing the exhibits for the county and state fairs. Plan some group trips to the experiment stations, soil conservation field days, FFA camp, and the like. Another good project to

start is having the reporter and a committee write and distribute by mail a chapter news letter two or three times during the summer. This may be sent to all members and to local businessmen who are showing an interest in the chapter. Just as a reminder, list meetings which may be of interest to the

Inform Prospective Members

The third step is to talk over the Future Farmer of America program with the boys and parents while on project visitation. Stress some of the aims that might not have been realized by members or parents. Ask mother and dad for suggestions. Usually they are willing to let their son participate in the Chapter's activities and they need to be made to feel that they have an important part in this portion of their son's train-

The best way to convince the parents of the usefulness of the FFA program is to plan a parents' night and tell them of the objectives of the group. Later in the school year, the best method of selling parents the FFA organization is a planned Parent and Son Banquet. Such banquets are usually held by each Chap-

Use The District Organization

The fourth step is to plan a joint meeting with the other advisors and presidents of FFA Chapters of the county. One can find that much help can be gained from this type of planning. Through county planning one can organize fair activities, county pest hunts, county greenhand initiations and many other projects. This helps the boys to try to keep their Chapter as good, if not better than, other Chapters. A monthly meeting of the county FFA Chapter advisors always helps coordinate the activities and also helps the public relations both locally and countywide. Plans should be made to have a county organization with two or three representatives from each Chapter. They can plan much in the way of county activities.

Have A Program Of Work

The fifth step is to begin immediately to plan a written program of work. In (Continued on Page 133)



High County Chapter Farmer Initiation which was held at McClain High School in Greenfield, Ohio. County or district organization is



Superintendent J. J. Wiggins examines the Lynchburg FFA Chapter's Program of Work with the officers and their advisor, Alfred C.

The Quakertown high school farm

Ray K. Hagenbuch and Rudolph Brannaka* Vo-Ag Instructors, Quackertown, Pa.

THE Quakertown Toheca FFA Chapter initiated its farm venture in 1939 when an interested board member and businessman purchased the farm which consisted of a small dairy, a few Chester White sows and a small poultry flock. The field operations consisted of sweet corn and tomatoes as cash crops in addition to corn, oats, hay and winter grain.

Between 1945 and 1947 the Quakertown School Board took over the financial responsibility of the farm operation and began making building additions and repairs and purchasing the farm. A very fine herd of purebred Guernsey and Holstein cattle was developed and the Chester White swine breeding stock was improved. A tile farrowing house equipped by Louden, and with radiant heat, was constructed and a poultry house moved from another farm. In December, 1947, fire destroyed the barn, shed, corn crib, and damaged the shop. A barn three miles away was rented to house the dairy cows, and the debris from the fire was cleaned up. During the summer of 1948, a haymaker, a silo, and a metal corn crib-grain bin combination were built. Barn plans were drawn and approved, but all bids had to be rejected because of the high cost,

Since that time the dairy has been sold and the swine and poultry enterprises increased in size. Work is always underway to improve the facilities and appearance of the farm.

The vocational agriculture boys spend 825 minutes per week in agriculture, about half of which is spent at the farm, About half the time spent at the farm is given over to farm shop. Of course, season and weather have a great deal to do with this ratio from week to week, The boys do not do farm chores beyond the learning stage and jobs are rotated from day to day. A bus is provided by the school district to transport boys to and from the farm a distance of about 1½ miles.

.Some of the practices carried on by the boys at the farm are:

- 1. Cleaning and disinfecting brooder house and adjusting brooders and guard for chicks.
- 2. Dressing poultry for market.
- 3. Grading eggs for market and for hatching.
- 4. Housing laying flock.
- 5. Culling, blood testing, and vaccinating pullets.
- 6. Iodining turkeys.
- 7. Debeaking poultry. 8. Laying water lines and adjusting
- automatic waterers. 9. Repairing and moving range shelters.
- 10. Building hog fence.
- 11. Pig castration.
- 12. Cutting needle teeth, iodining navel cord and ear marking pigs.
- 13. Fence construction.
- 14. Clearing fence rows, dynamiting stumps.

- 15. Planting forest tree seedlings.
 - 16. Leveling and laying drain pipe. 17. Operation of tractors and all farm
 - implements from tillage to harvest. 18. Selecting and fitting Chester Whites for show and showing them.
 - 19. Raising transplants.
 - 20. Adjusting drills and planters for
 - seeding. 21. Repair and construction of farm equipment.
 - 22. Painting and glazing. Building repairs and construction,
 - 24. Feed mixing.
 - 25. Concrete work and many others too numerous to mention.

Two teachers of agriculture jointly manage the farm-one living on the farm. A farmer also lives on the farm and does the regular work of caring for livestock and crops. A committee of three board members meet once a month with the superintendent, the agriculture teachers, and the farmer to hear a report on the farm and advise on its operation. Students are hired during busy seasons to work on the farm.

All farm records are kept by the head of the vocational agriculture department, who submits a monthly report, takes inventory in January and July, and makes deposits with the treasurer of the School Board weekly. All transactions are written in triplicate so that all concerned have a numbered copy. Swine registrations, promotion and correspondence are all carried on by the head of the department. The poultry business is largely conducted by the second agriculture teacher who also has charge of FFA activities.

Physical facilities at the 100-acre farm consist of: a two-family house, a 50'x50' shop with a 20'x50' machine shed attached built of cinder blocks, a 20'x50' farrowing house of construction tile, a 20'x60' frame laying house lined with stone wallboard and concrete floor, a 21'x35' hay maker, a 10'x35' metal silo, one 26'x60' corn crib-grain bin combination with roof attached between for machinery storage, two 12'x12' frame brooder houses, two range shelters, twelve portable pig houses, a 10'x15'

Livestock enterprises are swine and poultry. The swine business consists of 20 to 30 sows farrowing twice yearly, 5 boars used also to breed approximately 30 outside sows each season, and pigs of all ages and both sexes for private sale throughout the year. The poultry business consists of a breeding flock of 250 hens and cockerels housed annually, 1,800 broilers raised throughout the year and 200 turkeys. The Quakertown swine breeding program is well known in the East. Stock is sold in all nearby states and occasional shipments go abroad to Central and South America.

As for crop enterprises the farm is divided into four parts for the growing of certified seed oats, certified seed barley, corn, and hay. The hay at present is used for land improvement (cut and left to decay). Pasturage for swine is set aside so that a 5-year rotation may be used, usually ladino clover and orchard grass. The only privilege granted staff members is space for a garden for each

Parliamentary training develops leadership

CLYDE W. HANKINS, Vo-Ag Instructor



Clyde N. Hankins

ONE of the four primary aims and purposes of the Future Farmers of America is the development of agricultural leadership. My favorite method of developing leadership in vocational agricultural students is through teaching parliamentary pro-

cedure. I believe there is sound reasoning for this method of teaching leadership to boys who wish to become farmers. In the first place, boys like to learn parliamentary law. The second reason is that the boys like to work on it and actually enjoy it. The third reason is that a teacher can work with a large number of boys at one time. One public speaker takes about as much of a teacher's time as is required to teach an entire class the fundamentals of parliamentary procedure.

The time required to train a radio skit team takes even more time and in my opinion cannot even be compared to parliamentary procedure as to value for leadership training. Time always has to be considered for teaching every job with the tremendous load vocational agricultural teachers are now carrying.

Every teacher has his own time and method of teaching parliamentary procedure and in presenting my own way it is hoped that it may be helpful to others. The fundamentals, such as raps of the gavel, kinds of motions, rank of motions, and simple parliamentary language can be taught in the form of a regular problem solving type of job. Most teachers have some pet reference they prefer on parliamentary law, but I use a few pages of mimeographed material which have been condensed from several books. This saves time and helps to hold interest. The FFA Manual is a good and effective reference to use in teaching parliamentary language.

When the students appear to have most of the aforementioned fundamentals well in mind, we begin to practice. The teacher acts as chairman for the class for the first demonstration. The boys "get a bang" out of this and really take an active part in the discussion. If someone is not taking part, a question directed to him will usually bring out his opinion. Should a motion be discussed for which a decision cannot be reached, it is referred to a committee, laid on the table or postponed. Boys like to study these forms of action. Every boy in the class acts as chairman at least once, then the class really opens up to test the chairman's knowledge of parliamentary law by deliberately trying to trick him. (Continued on Page 136)

Improve through better programs

R. W. CAUGHELL, Vo-Ag Instructor, Fairmount, Indiana

improve itself beyond its own boundary by lifting on its own boot straps, but a far horizon may be brought into view when the lifting is done on the boot straps for another. If our FFA horizon seems confining, perhaps we could look to that part of our motto, "Living to Serve."

"The Future Farmers of America is a national organization for farm boys taking vocational agriculture in our high schools." This statement is the usual opening remark for each of our monthly broadcasts. The Fairmount, Indiana, FFA chapter has chosen to furnish FFA news and information for the "Rural Route," 12:15 p.m. program aired by radio station WBAT (CBC), Marion, Indiana.

Broadcast experience is rotated with each of the high school grade levels taking part. By the time of graduation, a senior farm boy has had from one to several program participations. Many of the boys are reluctant to take advantage of this opportunity for leadership experience. After the first program, however, nearly every boy would like to be called upon again soon. Then it becomes a problem to keep these boys in the background until others have had their opportunity.

Broadcast material seems always to be at hand in a county where all five of the rural high schools have FFA chapters and in a seven county district where in the last eight years the number of chapters has increased from three to twenty. There are twelve districts in Indiana.

The organization of Indiana FFA District VI was helpful to our chapter. There was more opportunity for competition. The district meetings permitted the formation of new friendships. Four district meetings are held each year. The April meeting at the State FFA Convention is used for the selection of new district officers. The summer meeting is mostly for recreation. Chapter officers are given helpful suggestions at the fall

THE FFA chapter may not be able to training meeting. Contest eliminations are held in the late winter. Following this procedure, boys from District VI began to receive more recognition in the State meetings. At one time we had both the state president and the state secretary.

> Entertainment and recreation are intended to be a part of most of our meetings. Soft-ball, swimming, horseshoes. volley ball, basketball, and ping pong contests topped off with a wiener roast. ice cream, and cokes make a fair setting for the formation of friendships. FFA contest competition alone is not enough for this function. In order to know a person, one needs to work with that person. To be friends with an individual. one must play with that individual.

In our own chapter, we have gone through a period when school time was available for organized recreation as well as for business meetings. Business meetings were held each week. Recreation time was short but all boys took part. All the boys looked forward to that half hour each two weeks. This play time did much to make ours a happy cooperative chapter. Through schedule changes, recreation time was lost. Business meetings are now held each two weeks. Recreation seems to be more specialized in groups for those that prefer basketball and for those that get together for pin-pong. We seem to have lost that "oneness" that seemed to have come from a common participation in

Play and recreation is not overly stressed. Work is accomplished. Certainly progress is not made without "-labor and tillage of the soil. Without labor. neither knowledge nor wisdom can accomplish much." It took three years of effort and two public demonstrations to help agitate for local farm fire fighting equipment. At this time it seems probable that a petition will receive action necessary for the securing of such equipment for this community.

Perhaps high school boys should not be expected to construct their own



Chapter members inspect a tree set out a year previously as a community improvement

needed facilities, but our agricultural boys have furnished much of the labor used in building and enlarging the farm shop which we use. In addition to class use, night, Saturday and summer use is made available to the boys. It is intended that the boys learn some things they can do for themselves. They also learn about some things that they cannot do so well for themselves.

The strength of the national and state FFA organization depends upon the local chapter. Surely the local chapter depends upon the character of the local members. Members cannot be improved without chapter improvement. Therefore. "As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone, and, above all, honest and fair in the game of life."

Chapter improvement—

this program see that each student participates on a committee. Lead the committees in planning a well-balanced program including all of the national and state activities. A program with too much recreation can ruin a FFA as quickly as one without enough recreation. It is best to let the boys set goals by which they feel they can benefit and make accomplishment. A copy of the program of work should be given to the school's superintendent for approval before it is adopted by the chapter.

In planning the program of work check other Chapter's programs and have the committees apply any suggestions which will help their Chapter, After the program is planned and printed copies should be sent to some of the local businessmen. Let them see what you are doing and in turn they will probably help the chapter, financially or in some other way.

Work Your Program

The sixth step is to carry out your program of work. Always be willing as an advisor to accept the responsibility it takes to develop and carry out any given activity. With a good group of boys who are willing to cooperate there will be no problem on your part of getting acceptance of responsibility. Some of the best activities for creating interest on the part of boys are-to take a group to the State FFA Camp, a group to the State fair, a group to Agricultural Field Days, and if possible, to take a carload or more to the National Convention at Kansas City. Group activities tend to help the FFA more than the individual activities. Always try for some of the state and national awards. Trying will give the group a feeling of wanting to do better.

If all the vocational agricultural teachers took the attitude that it takes too much time to develop a good FFA program, we would not be progressing as we are in FFA work. Working together in the FFA is the best way to have better classroom response and better Future Farmers of America. If we, as teachers, work to improve our Future Farmers of America Chapters, we are certain to have more personal satisfaction in a job well-done

Program of work is key to chapter improvement

MACK PATRICK, Vo-Ag Instructor, Rabun Gap, Georgia

starts thinking in terms of improving the FFA Chapter, he must first form a concept of the function of the FFA Chapter in the total vocational agricultural program. He wants, first of all, the FFA Chapter to provide the necessary motivation to bring about growth of sound supervised farming programs. This in turn will create new interest and enrich the classroom work. He wants the FFA Chapter to become an integral part of the instructional program, and at the same time add interest to the extent that study will become fun for the farm boy. The teacher wants the FFA Chapter to provide him with the opportunity to deal with certain problems that are difficult to handle in the regular classroom. Some of these would be social problems, cooperative undertakings, citizenship, leadership, and recreation. All of these can be dealt with in an informal way through the FFA Chapter.

Program Planned By Members

It is usually true that a Future Farmer organization is no better than the program of work indicates. It is logical then, for one to improve a FFA Chapter, that the starting point would be to improve the program of work. The program of work should, by all means, be planned by the boys. The teacher should stand by, in the capacity of adviser, to help if needed. Every activity put into the program of work should meet certain qualifications. Is the activity worthwhile? Are the boys interested and enthusiastic about getting this activity done? Does it fit into the local community and fulfill a need of the Chapter? Can specific ways and means be planned to get the activity done? Does it meet with the approval of the local school?

After the program of work has been carefully planned and accepted by all the members it should be put into chart form and posted on the bulletin board. This should be done as early in the year as possible. When the President of the

WHEN a vocational agricultural teacher Chapter appoints the various committees to be responsible for carrying out the different sections of the program, he should take into consideration a number of factors. First, if at all possible, he should appoint members to the activity in which they would rather serve. He should make sure that all members are serving on at least one committee. It is always better to have all members active rather than just a few carrying out the program of work. In most cases, it is advisable to appoint a main committee for each section of the program (supervised farming, cooperative activities, community service, leadership activities, earnings and savings, conduct of meetings, and recreation), and also sub-committees to be responsible for each activity under the various sections. Members of a main committee may serve also on a sub-committee under a particular section. By using this plan all members of a Chapter can be used and the responsibility is designated. A high school boy will do a good job of carrying out his share of the work if he fully understands his duties. The program of work might well be posted on the bulletin board showing the sub-committee appointments on cards surrounding the regular accepted form for a program of work chart. Ribbons leading from the cards can be used to indicate the section of the program of work under which the sub-committees are working.

Select Officers Carefully

It is obvious that when an outstanding program of work is planned and carried out, the results will be an improvement of the Chapter. Provisions should be made in the program of work for a plan that will select well qualified officers. Usually this can best be done by using a nominating committee to study each prospective candidate. His case should be gone over to determine for just what office he would be best suited. His project work should be considered, his attitude toward holding an office and his

intentions toward performing the duties of the office. When the nominating committee can substantiate its nominations with good sound facts the Chapter will invariably go along and elect the slate of officers the committee recommends. The result is that the potentially better boy leaders are always chosen.

Public Relations Important

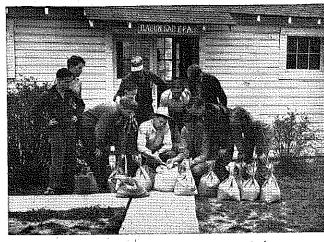
A good public relations program should be provided for in the program of work. It means much more to a member to belong to an organization that is always before the eyes of the people. The FFA member will have a feeling of distinction in belonging to the FFA. He will be proud that those with whom he is associated recognize his work as worthwhile. He will gain the feeling that his chosen occupation is one of which he may be especially proud.

FFA members should set up in the program of work the contests that are to be entered. The contest to enter will be determined, to a large extent, by the supervised farming programs. When the competitive spirit, which is natural to the American way of life, is used, boys can be expected to do a far better job. It is to the advantage of the Chapter to sponsor at least some contests on a local level if funds are available. Prizes for such contests on a local level, as public speaking, outstanding member, best project program, best cooperative worker. outstanding scholar, etc., help a great

Income Needed

If a Chapter is to operate at its highest efficiency it is almost necessary to have some sources of income for such things as sending delegates to State conventions, sponsoring local pig chains and shows, sponsoring fat cattle shows, purchasing a Chapter truck, purchasing a Chapter tractor, providing prizes for local contests, having a father and son banquet, putting on socials, etc. All fund raising activities should be planned in the program of work. It would be impossible to list here activities that a Chapter should engage in to make money, since situations in communities vary. An activity that would be profitable in one school might not prove to be so in another. Many activities that prove profit-(Continued on Page 143)

WORTHWHILE ACTIVITIES PUT "LIFE" IN CHAPTER PROGRAMS



Members purchase seed corn cooperatively.



Chapter members inspect newly erected road sign.

The community a part of the FFA

RICHARD B. BAILEY, Vo-Ag Instructor, Vicksburg, Michigan

TS THE Future Farmers of America just another organization in the community or is the community a part of the FFA? The obvious answer is that both should be true, but in too many instances the Future Farmers Chapter is just another of the many organizations in a community. It is, also, important that FFA members should feel that they are a part of the community and that they as a group have responsibilities and duties to perform. In the same sense the community should feel that it is a part of the FFA.

When the question is asked. "Does your school have a FFA Chapter?" the answer too often is about as follows-"Yes, the agriculture teacher has a group of boys he gets together every once in a while for a softball or basketball game." The answer we would like to get from such a query would be something like this—"Yes, we have a Future Farmers organization in this community, We have a group of boys that have some good projects," or "We had four state farmers last year."

How does the community develop the feeling that it is a part of the FFA, and what people or groups of people in the community should have the feeling that they are a part of the FFA? First of all, there are the students themselves. The program of the FFA should be such that every student enrolled in vocational agriculture wants to join the FFA. Some Chapters provide automatic membership in the FFA when students enroll in vocational agriculture. This is a mistake. The program, opportunities and advantages of the FFA should be presented in such a way that every student enrolled in vocational agriculture will want to belong without feeling compelled to join.

The Parents

The second group of people in the community that should be made to feel a part of the FFA are the parents of the vocational agricultural students. They should know the aims, purposes and advantages of the FFA so that they will want their boys to join the organization. A good way to acquaint parents is to invite all of the parents of the freshman students into school at the beginning of the school year for a pot-luck dinner and a chance to talk over the program. After students join the FFA, parents should be brought in on as many activities as possible.

The annual parent-and-son banquet is a good place to make parents feel that they are a part of the organization by having members take an active part in the program. Outside speakers should be given a place of secondary importance if the same purpose can be accomplished by Chapter members.

Any awards, such as Chapter star farmer, farm mechanics, farm electrification, dairy farmer, soil and water management, public speaking, parliamentary procedure and other local Chapter awards can be made at this time by other members. Any parent who has a boy participating in front of the group identifies himself with the group responsible.

Organized Farm Groups

The next groups of people that should be made to feel a part of the FFA are the farm groups in the area such as the Farm Bureau, Grange and other local rural groups. If the FFA can contribute to any rural groups in the community by helping with their programs, such as with parliamentary procedure, public speaking, or with other types of demonstration, adult groups will say, "Our Future Farmer Chapters." In the same way, adult rural groups often like to recognize youth by putting on an FFA night in which they entertain the boys.

Farmers who may not be parents of FFA members, or who may not be members of local rural groups, can often be identified with the organization when preparing the boys for FFA contests. They can be asked to help by furnishing

materials and classes of beef, sheep, hogs, dairy animals, grains, farm mechanics and other items for use in instruction of the members. Although it is felt that the winning of contests is of secondary importance to the instructional value derived from the preparation for contests, a gold or silver rated judging team may be a source of pride to a farmer who helped in the preparation of the

Urban Representation

The next group in a community that can be made to feel a part of the Future Farmers is the urban or town group. Service organizations in town often are looking for special programs for their meetings and they can be served the same way as mentioned before with rural groups. Likewise, town organizations often want to serve rural groups. They are often looking for an opportunity in which they can assist rural youth. The FFA is a medium through which this aid can be channelled to do the most good. It should be noted, however, that the FFA should not be a drag on such organizations through asking help in financing various projects. At the same time the FFA should not be expected to be a service group, tied down to doing routine work in the community.

Awarding of honorary chapter farmer degrees to people who have recognized the FFA as a worthwhile organization and have aided it in carrying out whatever program it is endeavoring to accomplish is another way to make the community and outside individuals feel they are a part of the FFA.

The School

The last group, but perhaps the first in importance, that should be made to feel a part of the FFA, is the students and staff of the school and the board of education. The Chapter members, trained in parliamentary procedure, can help the student council in the training of its members. They can participate in assemblies and because they are an organized group, can aid in many of the activities around the school. Without the backing of the rest of the student body, the school administration, and the school board, many activities that make the community a part of the FFA could not be accomplished.

LET THE SCHOOL AND COMMUNITY SHARE IN CHAPTER ACCOMPLISHMENTS



Representatives of the school and community witness the award made by the adviser to the year's outstanding chapter member.



The County School Superintendent awards the prizes to winners in the various chapter contests with parents and friends as an audience.



Members of Colorado and Utah Chapters and their advisers broadcast a program as part of exchange visit activities.

FFA Interstate exchange visit

FRED H. CORNABY, Area Supervisor, Utah

LAST spring the North and South Emery Chapters of Future Farmers of America in Utah played host to the Montrose Chapter from Montrose, Colorado. The Colorado guests were shown several FFA projects and a Chapter meeting was held in their honor.

On a later weekend, members of the Utah Chapters and their advisers made an exchange visit to Montrose, Colorado. After a tour of the new Montrose school the boys were loaded into Colorado cars to visit several Chapter chain projects in the Montrose farming area. The chain projects, or those placed with boys by the Chapter, included swine, Hampshire sheep and Montedale sheep which are crossbreds from the Cheviot and Columbia breeds.

After the project visiting was concluded the boys were taken to the high school to prepare for a fifteen minute radio program which had been scheduled. At radio station KUBC serving the Montrose and Delta areas, two Colorado FFA members interviewed four of the Utah visitors. The Colorado boys seemed as much at home behind the microphone as their Ag teacher would behind his deak

After the broadcast, the Utah delegation was taken to the Future Home Makers department in the high school and there joined the entire Montrose FFA Chapter in a delicious roast beef banquet. Following the banquet all FFA members and advisors assembled in the high school's very beautiful band room and heard chapter reports from Utah's FFA Chapter Officers. Slides were shown of the Montrose area and of an FFA pack trip taken last summer in the extremely high Rockies near Montrose.

At the program's conclusion eleven Montrose FFA members each took one of the visiting Utah members to his home for the night.

On Friday morning all FFA members met at the high school at 8:30 a.m. From here a fifteen-car caravan took them to the six mile Uncompography Water Users Association Tunnel which brings water from the Gunnison River on the east to the Montrose and Delta areas on the West. It is only on rare occasions

4. Select done on some of the work.

5. Arra work.

6. Select 7. Do necessary.

that visitors are permitted to enter the tunnel because any mechanical difficulty in the tunnel could be very serious. Before entering, a statement was signed by all caravan participants releasing the Uncompography Water Users Association of all responsibility in case of accidents within the tunnel's portals. The tunnel is arch shaped in construction and concrete lined most of the way. It is about eight fect wide, and the same distance high. It took approximately forty minutes to drive each way through the tunnel. The tunnel cost five millions of dollars to construct and was completed in the early forties.

The exchange trip provided a very rich educational experience for those participating. It is hoped that more interstate chapter exchange visits may be made during the coming years.



The group of 22 Canadian Future Farmers registering for the convention. A. W. Johnson, Montana adviser, was active in getting the Future Farmers of Canada organized in Creston, B. C.

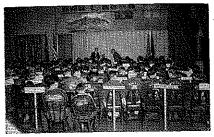
Financing the FFA

(Continued from Page 130)

of them. Then there are other agricultural types that could be used which we haven't tried. No chapter really needs to worry about how to raise money when you have the methods that are mentioned plus such other items as: pick up corn after the picker; test soil, milk, seeds, etc.; dehorn cattle; dock sheep; castrate hogs; sell crop seeds; build dams, waterways, etc. in soil conservation work; dip sheep; cull poultry; prune trees or bushes; spray weeds; paint buildings; build hog houses, loading chutes and other construction projects; steam-clean equipment; mix and sell minerals and feeds.

In selecting a money raising program one should keep these guides in mind:

- 1. Do not infringe on local people who are using these same items for a living—such as in the case of plowing gardens or providing veterinary services.
- 2. Do not get involved in projects that become burdensome.
- 3. Select projects that are educational.
- 4. Select projects that can be partly done on school time.
- 5. Arrange to pay students for excess work.
- 6. Select projects that are "profitable."
- 7. Do not use more methods than necessary. \Box



Scene at delegate session where 116 delegates represented 58 active Montana chapters of 2210 members. Don Gaarder, president, in the background talking with A. W. Johnson, state adviser.

Montana FFA entertains Canadian Future Farmers

OVER 550 Montana Future Farmers were in attendance at the 22nd Annual State Convention held in Bozeman, April 16, 17, 18. A special feature this year was the group of Canadian Future Farmers who, with their adviser, John Verkerk, traveled from Creston, British Columbia to attend this, their first FFA convention. A student from the French Zone of Germany who is enrolled in the vocational agriculture department at the Charlo High School, Montana, was a guest of the convention.

The theme for this, the biggest convention ever held in Montana for Future Farmers, was a re-emphasis on the Future Farmer's Goal: to improve in character, personality, helpfulness, friendliness, thoughtfulness, thankfulness, leadership, citizenship, self-expression, patriotism, farming abilities and skills. Forty-four members were awarded the highest honor of State Farmer.

A. W. Johnson, Montana Adviser, was active in getting the Future Farmers of Canada organized in Creston, B. C. All FFC members were involved in judging and public speaking contests during the Convention. John Verkerk, FFC Adviser, was given the honor of becoming an Honorary State Farmer in Montana.

Parliamentary training

(Continued from Page 132)

These fundamentals are taught in Ag I and reviewed in Ag II with each boy acting as chairman again. When our FFA spring contest time arrives there is always keen competition for our parliamentary team, especially for the chairmanship. My boys feel that it is a real honor to hold this position. Once a boy is selected as chairman he tries to learn everything about every motion so he can answer any question a judge may ask.

The above procedures for teaching leadership training have worked well for the writer. Our teams' winnings in five consecutive contests include one State championship, one first in the district, five firsts in the sub-district, third two times in the district and second two times in the district. The district represents more than 60 schools.

Public speaking as a leadership activity in F.F.A.

L. R. HUMPHERYS, Visiting Professor, Louisiana State University



L. R. Humpherys

PUBLIC speaking has been a major activity in the program of the Future Farmers of America on local, district, state, regional and national levels since 1930, a period of more than two decades. During this interval this activity has been the means of arousing public

interest in our national farm youth organization, has promoted unity and a group consciousness among the Future Farmers of America themselves, and has directed the attention of the general public to the fact that there are major problems in farming as an occupation.

With such an unbroken record of experience in this activity it may be helpful to raise the following questions concerning our prevailing practices. To what extent do Future Farmers participate in the public speaking contest on the several levels? Do the objectives of this contest provide for all the desirable outcomes? To what extent are we discussing worthy problems in farming? Will changes in our objectives require changes in our score card?

As a professional worker in the agricultural education field over the years and coming from a state (Utah) which has probably participated more than any other state in the national public speaking contests, the writer may be pardoned for discussing these questions and making some suggestions for changes in our present procedures for directing this worthy activity.

Extent of Participation

In the twenty-two years of public speaking on a national level, thirty-six states have participated in one or more contests, one state was represented nine times, ten states were represented two different times, thirteen states participated in one contest, and eleven states have had no participation in the national classic. The records also indicate that several individual chapters in the nation reached the national finals more than once.

While an exhaustive tabulation of participation for every chapter on local, district, and state bases is not available, the indications are that there has been a wide range in the percentage of chapter member participation in public speaking. There is also considerable variation by states in the percentage of Future Farmer chapters participating in public speaking as a regular chapter activity. These variations are probably little different from the variations in the other F.F.A. contests, but give rise to the need of examining our objectives and making a careful analysis of the effec-

tiveness of this activity on the local level.

Objectives of the Public Speaking Contest

The primary aim of the F.F.A. public speaking contest as set forth in the proceedings of the Fifth National Convention is, To develop rural leadership. In our F.F.A. literature over the years this objective has been variously stated and interpreted but the essential rules for conducting the contest have remained about the same with some changes in the weight given to items in the score card.

Possibly it is not too much to say that one of the major needs of the allday agricultural program is a provision for an activity which will assist the Future Farmer to recognize the farming problems of his day and to study these problems looking forward to a satisfactory solution. The recognition and solution of common problems in farming call for a group consciousness and a cooperative effort for their satisfactory solution. The public speaking contest properly conceived and properly organized seems to offer an excellent device for a desirable informal forum in the local chapter for stimulating the study of local problems, thinking, discussing, and planning the solution of these problems. This type of activity appeals to the writer as functional learning.

This conclusion is based on the assumption that in the local chapter boys will have an opportunity to present findings of a study and respond to questions from fellow class members. This procedure develops the ability of the boy to think while on his feet. Among farmers this acquired ability is too rare.

For the purpose of encouraging these values the writer proposes to set up the following objectives for giving direction to the efforts in the public speaking contest:

 To encourage the Future Farmer to recognize and systematically study current problems in farming looking forward to their solution.

2. To develop the ability to speak of these problems before interested groups and effectively respond to questions raised by the listeners.

Extemporaneous Response to Questions

Under our present procedure for conducting the F.F.A. public speaking contest each contestant is given ten minutes to make a formal presentation. Only five minutes are allowed the three judges to determine how thoroughly the contestant understands his problem, the meaning in the presentation, and above all the ability to stand on his feet, interpret a question raised by the judges, think through the problem and its implications and respond in a clear-cut way. This ability to respond extemporaneously to meaningful questions is much needed by farm boys in cooperative community planning for the ad-

vancement of farming. In the opinion of the writer this activity is the meat of the contest.

The five minutes allowed under the present rules do not provide enough time for the judges to ask follow-up questions and satisfy themselves concerning the boy's familiarity with the problem discussed and test his ability to respond adequately to pertinent questions. Under the present plan a boy may elaborate extensively on one question with which he is familiar and deprive the judges of asking additional questions. Reason, "the time is up." The three judges cannot make a just evaluation in the five minutes allotted for their joint efforts in "quizzing" the boy.

To eliminate this undesirable feature of the contest, the writer proposes to allow ten minutes for extemporaneous responses to questions raised by the judges. To further emphasize this feature, it is proposed to eliminate the item "response to questions" as a subheading under DELIVERY and set it up as a separate major item. This item, "response to questions," includes more than one factor in delivery. It tests the boy's understanding of the subject-matter in his official presentation, his ability to stand on his feet and think through a problem raised by the judges without previous notice and make an intelligent and appropriate answer. True, this proposal makes a more difficult situation for the contestant, but with an increase in the time for questions the judges can make a placing which will more nearly measure the total performance of the boy. Moreover, it will increase the emphasis on the problem-solving aspect of farming which is so much needed in a planned program of agricultural educa-

If this additional five minutes is allotted to each speaker for responses, more direction will need to be given by the official conducting the contest, acquainting the judges with the objectives of the contest, explaining the meaning and use of the official score card, outlining the responsibility of the judges in making a thorough pre-contest analysis of the manuscript, suggesting a procedure for the proper use of the time for extemporaneous responses, and finally giving directions for the final evaluation of the contest. If these essentials cannot be observed effectively, why have a contest? The real purpose of the contest is defeated and the participants lose confidence in public speaking as a valuable activity.

This change in procedure will require more time for contests on all levels. But will not the additional returns justify the expenditure of the extra time? At this point it may be well to raise the question, "Does the public speaking contest as now conducted on the several levels yield the most desirable returns?"

Selecting the Problem for Discussion

Many of the problems discussed by Future Farmers in the twenty-two annual contests have been in the realm of agriculture. Others have been in marginal areas related to agriculture, Sev-(Continued on Page 146)

Developing FFA officers

R. A. ROSSMILLER, Vo-Ag Instructor Racine County School of Agriculture Rochester, Wisconsin

TN WORKING with our FFA Chap-上 ter we always try to keep one basic idea in mind. We are convinced that in order to be successful the chapter must be run by and for the boys-the "adviser" must be just that, in action as well as in title.

With this idea in mind, we try to suggest projects or programs for the chapter but we always leave the final decision up to the boys. By doing this we are able to get their whole-hearted cooperation in all our undertakings. We have found that the boys will work about five times as hard on something they decide on themselves as they will if they are told-"you do this!"

We are convinced that the officers are the key to a successful FFA Chapter and, while granting that they must possess certain characteristics of leadership, we feel that a good officer is made not born. A boy does not become an outstanding officer merely by being elected. Even though we include a unit on the organization and purposes of the FFA in our freshmen course of study we find that many boys are not really familiar with the general organization and purposes of the FFA and with their particular duties at the time they are elected. A thorough study of the official manual with the new officers is one of the best ways to familiarize them with the organization of the FFA in general and their individual duties in particular. We always attend the Leadership Training Schools for chapter officers which are held in Wisconsin every fall. Our officers always seem to get a great deal of benefit from the contacts they make with officers from other Chapters as well as from the program itself. The important thing in all of this is to develop pride in their job and the desire to do it as well as they can. How to go about this depends on the boy and his feelings toward the responsibility which has been given him. In this case the adviser is much the same as a coach, each boy must be handled differently to obtain the best performance.

Elect Officers Early

We like to have our new officers elected far enough ahead of the end of the school year so that the new officers and their retiring officers can hold one or two joint meetings. This helps a great deal in getting the new officers acquainted with their duties. We like to get a head start on the new school year by holding several officers' meetings during the summer months. This will help keep them acquainted with their duties as well as providing a chance to set up plans for the year rather than concentrating on all of this during the commotion of the opening of school when both the adviser and the officers are too busy for effective operation.

Our experience has been that the best

way to develop programs with the boys is through the officers of the chapter. The very fact that they are officers is a good indication of their leadership ability. Our regular chapter meetings are held for a 45 minute period twice a month. In addition to these chapter meetings we try to hold an officers' meeting every week throughout the school year. It is in these officers' meetings that the real work of developing our chapter program is carried on. Various ideas are suggested by the Chapter officers and discussed by the group. I bring out any ideas I may have and they are discussed by the officers. If any idea or suggestion is thought worthwhile we bring it up at one of the Chapter meetings. It has been our experience that the Chapter officers are an excellent sounding-board; if they feel an idea is good the rest of the Chapter usually feels the same way.

Spread Responsibilities

The use of officers to head the more important committees makes it possible for the committees to function more effectively. The best way to have the Chapter run by the boys is to spread the responsibility over the whole group by having as many boys as possible on some committee. This gives them an opportunity to express their ideas and to have a hand in setting the policies.

A successful FFA Chapter does not just happen. It requires just as much work and time as a successful program of class instruction or a successful adult class. But if you are willing to spend a little extra time in developing good officers you will soon see results in the FFA Chapter which will be reflected in the entire program of the department, as well as providing the certain sense of satisfaction you get from having a hand in developing boys. An enthusiastic bunch of Future Farmers will provide some of the best publicity you can ever find for your Ag department.

The Quakertown

(Continued from Page 132) of the agriculture teachers and for the farmer.

Minor enterprises are operated in order to provide the boys with experience in these fields. They include an 8-acre forest plantation, a 1-acre small fruit plot of strawberries, raspberries and grapes, and hot beds as well as cold frames for plant propogation.

The financial picture is indicated by the following statement from the in-

entory for January, 1932.	
Real Estate	40,000
Poultry and Poultry Equipment	1,913
Swine Equipment	2,040
Swine	2,420
Machinery and Equipment	6,498
Feeds, Seeds, Fertilizer and Crops.	6. 5 00
Farm Shop Equipment	0,300

\$63,947 Total...

The annual gross income from the farm is between \$15,000.00 and \$17,000.00. The farm is considered to be jointly operated by the FFA Chapter and the school board since the FFA group originated the idea and continues to have an important place in its operation and maintenance.

"I so move ye..."

IVAN E. HEAD, Vo-Ag Instructor, Alstead, New Hampshire

TEACHERS of agriculture are often I faced with the problem of teaching varied and unusual subjects: subjects which are not included in the responsibilities of academic teachers and about which other teachers often seem oblivious. One such matter is that of instructing students in conducting public meetings. The method used in conducting meetings, known as parliamentary procedure, is practiced essentially the same in every community in the country, Therefore, it is one of the few phases of learning that does not differ in various parts of this country and even in many foreign countries.

Let's look for a moment at the value of a standardized method of conducting meetings. You do not have to leave your school to see how disrupted and unsatisfactory poorly conducted meetings are. Many of us have merely to look at our FFA and class meetings. Often these groups are dominated by one or a few students, are long drawn out affairs, and end with a feeling of little accomplishment. On the other hand, if a meeting is conducted properly, with not only the officers but all members knowing what is expected of them, your meeting can be short, lively, and successful.

I feel that there are three things in particular that can be accomplished by practicing correct parliamentary procedure. First of all it provides an orderly way of doing things. That is, first business comes first, each phase of business is completely finished before proceeding to a new question, and students are not confused as to what is actually taking place at the meeting.

Secondly, I feel that minority groups are given equal rights to discuss issues along with the majority. It is very important that the President should call for discussion on every item to give those who are timid and those who would otherwise be shouted down, a chance to express their ideas. You'll often find that these are the opinions that will sway the group onto the right track.

What we all want, of course, is for a meeting to finish. Therefore, the third accomplishment should be prompt action. As each questoin comes up and as each motion arises, a well schooled president and a student body familiar with conduct of meetings can often dispatch the problem with a few words of parliamentary language and avoid many minutes of discussion and argument.

Practice Required

In a few years, as community leaders, these students of ours will be called upon time after time to lead and take part in meetings. Because of this I feel that a teacher is justified in spending considerable class time on the question of parliamentary practice. There just isn't enough time during FFA and other meetings to teach all there is to know, although you should insist that pro-(Continued on Page 146)

Goals must be set

LAWRENCE W. DRABICK, Vo-Ag Instructor Lehman, Pennsylvania



Lawrence Drabick

ran into an interesting problem when I entered this school in January of this year, one which many of you probably will think you would enjoy wrestling with.

Briefly, it was a case of having an overstuffed treasury with no definite plans for disburse-

ment of the funds. The result was that none of the boys could be induced to participate wholeheartedly in any further fund-raising activities. To cite only one instance; the annual FFA seed sale was in progress at the time with an anticipated net profit of about \$70 on the basis of previous results. Instead of that, only three members, out of 28, sold any seed at all and gross sales did not equal the profit from some other years. The lethargy was so pronounced that persons right in the school who had purchased seed for as much as five years were not even contacted.

Several other fund-raising activities met the same doleful fate and my attitude began to be very sour, but some introspection has convinced me that the boys were actually being smarter than the instructor in this case. Why should the members, in particular the seniors who could probably do the best job, work at raising money for the treasury when there was no plan advanced for disbursement of that money already on hand? The obvious answer is that they will not.

What now looks to be a satisfactory answer is appointment of an advisory committee of FFA members to suggest and assist in carrying out means of putting this money to good use. Dispositions which will bear looking into include such purely selfish things as financing of a worthwhile senior trip, holding dances and other parties, as well as the more altruistic ideas of giving grants in aid to deserving members, loaning money to members to aid in project work and using some of our treasury balance for community projects.

I sincerely believe that advancing some ideas such as the above and letting the boys work on them, talk them over and see how much they themselves can benefit from such progressive thinking, will not only solve my original rather petty problem, but can also assist in the more important objectives of making better citizens of my students, knitting more tightly an entire community and creating the idea of neighborly giving which is the only charity worth its salt.

Train up a child in the way he should go-and walk there yourself once in a while.—Josh Billings

Improving chapter meetings

EVERETT A. TOOL, Supervisor, North Dakota

of my high school life."

This is one of the most gratifying comments made to me by FFA members following their graduation. To those students their FFA experience can be an increasing source of satisfaction as they learn to appreciate the unusual privileges that the FFA has afforded them.

The Chapter meetings can and should be one of the most important phases of the FFA program. When the meetings are properly planned and carried out members develop the ability to transact business, they learn to cooperate, and they discover that successful activities develop a "give and take" attitude in those participating.

As advisers we should remember that the FFA is the boys' organization and they should be given full rein to plan, discuss, and carry out their activities, with only the necessary guidance from adults. They should decide what activities they are going to participate in and with the assistance of the Chapter officers and committee chairmen the members should carry out a well-rounded program of activity.

Planning is one of the most important prerequisites for good Chapter meetings. Several days in advance the executive committee should meet to plan the next meeting. They may call in chairmen of various committees to meet with them. If committees are to be appointed during the Chapter meeting to carry out certain activities the executive committee should decide tentatively who will be named on the committees. When selecting members for committees, careful consideration should be given to each individual's interest, ability and time available for the job. Committee appointments usually should be made so that there are some of the older members and some of the new members working together. All members should have definite responsibilities during the year, but the number of assignments should depend upon the individual.

Carefully-planned recreation in which all or a majority of the members can

participate should be an essential part of most Chapter meetings. Recreational activities of the Chapter should supplement rather than duplicate the athletic program of the local school. It should develop members' interest and ability in activities which they can continue to enjoy after graduation when only two or three other people may be available as participants. Too of-

"MY FFA activities have been the ten the chapter recreation program con-most profitable and enjoyable part ten the chapter recreation program con-sists only of basketball, which usually is a duplication of the school program and an activity in which few members who return to the farm after graduation can participate. Although recreation is essential, it can easily be overdone. A well balanced program is necessary.

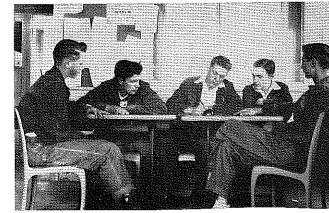
> The Chapter should hold regular meetings which are a part of the planned school calendar so that all meetings can be held on a regular schedule at a specified time, Generally speaking, a live Chapter will hold two meetings a month during the school year and at least one during the summer.

> Future Farmers are fortunate in having an opening and closing ceremony which, when properly used, will do much to develop desirable ideals, interest, and attitudes on the part of members, Likewise, it offers an opportunity to help interpret the program to those unfamiliar with it. To be most effective it is essential that the officers know their parts, understand the meaning, and speak the parts clearly and distinctly, Newlyelected officers cannot be expected to use the opening and closing ceremonies effectively without some discussion as to the meaning expressed and without proper practice. The ceremonies should be discussed and practiced prior to the first meeting. Proper Chapter paraphernalia add much to a meeting and a good Chapter has all the needed equipment.

> All Chapter business and discussions should be guided by correct parliamentary procedure. Members cannot be expected to know the correct procedure without a discussion of it, and different Chapters have different methods of teaching this to their members.

The annual Chapter program of work, which should be written by the members should be the basis of a large portion of each Chapter meeting. Therefore, this program of work should contain activities in which the boys will be interested and at the same time be of a practical nature. For example, a wellplanned parent and son meeting or banquet in which the members and their parents participate can be one of the

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Officers of the Elgin, North Dakota Chapter plan for the next

A follow-up study of state farmers in Georgia*

W. C. LONG, Graduate Student, Georgia



W. C. Long

gia Planters (State Farmers) has been made recently by four graduate students in agricultural education at the University of Georgia. The purposes of the study were to determine the present and interim occupations of those who had

received the Georgia Planter degree during the years 1929 through 1948, as well as to obtain certain other related information about members of this group.

A tabulation of the official records revealed that 1,136 former FFA members had received this state award. By various means the present address of 643 or 65.60 per cent of the recipients was obtained. By means of questionnaires and interviews, information was obtained on 529 or 82.26 per cent of those recipients whose present address was available.

Findings

At the time these data were collected, it was found that 43.10 per cent of the

*Based upon A Study of FFA Boys Awarded the Georgia Planter Degree for the Year 1929 Through 1948 with Special Emphasis Upon Present and Interim Occupations and Higher Education. A Problem in Applied Education, M.E. degree, University of Georgia, By N. A. Alton, G. A. Chance, Jr., W. C. Long, and R. F. Williamson; 1952, 199 pp.

A FOLLOW-UP Georgia Planters were farming. Of the present occupational distribution of the recipients, 69.94 per cent were engaged in farming, occupations related to farming, or attending an agricultural college. It was found that 25.71 per cent were engaged in occupations not related to farming and 4.35 per cent were enrolled as students in non-agricultural colleges.

Of the 78 recipients who were found to be engaged in professional work, 26, or 33 per cent, were teaching vocational agriculture or were instructors in the Institutional On-Farm Training Program. It was found that 78.74 per cent of the men included in this study, who were engaged in professional work, were employed in agricultural professions, while 21.26 per cent were employed in professions not related to agriculture.

The study also revealed that 52.79 per cent of the Georgia Planters had been engaged in only one occupation, 27.95 per cent had been engaged in two occupations, and 19.26 per cent had been engaged in three or more occupations. Of the Georgia Planters who chose farming as an occupation, 87.54 per cent chose it as a first or second occupation.

Of the reasons given for not being in the business of farming, "financial" was mentioned most, "preferred going to college" was second, and "home farm too small for more than one operator" was third.

It was revealed by the study that 47.07 per cent of the Georgia Planters at-(Continued on Page 145)



Ohio Future Farmers of America dedicated a flag pole on the Ohio FFA Camp grounds during their recent camping period. The flag pole was dedicated in honor of Future Farmers who gave their lives in World Wars I, II and in the Korean War. A flag of a Future Farmer who died in World War II was used in the dedication ceremonies. Participating were—the Rev. Clyde Rogers from the Town and Country Division of Ohio Councils of Churches; A. W. Short, Supervisor of Conservation Education of the Ohio Division of Natural Resources; Paul Miller, Vice-President of Ohio Association of FFA; and Richard Leuthold, President of the Ohio Association of FFA. Photo submitted by H. C. Horstman, Anna, Ohio

What becomes of our State Farmers?

B. R. MILLS, Vo-Ag Instructor Live Oak, Florida



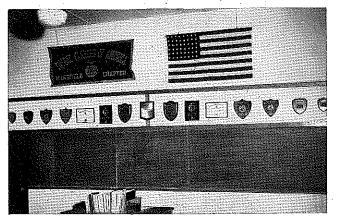
WHAT becomes of our State Farmers? To answer a question of this nature would call for many months of research for which few of us have the time to spend. Believing that State Farmers are much the same in all states and that schools vary little in selecting

them, the writer will use as examples the boys in his own FFA Chapter who have attained the State Farmer Degree.

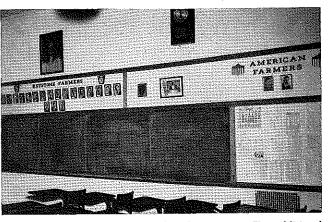
I have seen twenty-five of my chapter members receive this honor. In all cases they were farm-raised boys who carried full programs of supervised farming. These boys date back eight years, when the first member received his degree, and include the eleven who received their degrees last June.

Sixteen of these State Farmers have become or will become farmers. Two may stay in military service, while two, or possibly three, will be teachers. The others will enter other occupations or are still undecided. Of course, it is well to keep in mind that all of these young men are very eligible for a call from the draft board. This is a great drawback to several who would secure heavily-mortgaged farms and attempt to work out their future if the draft shadow did not hover so closely. To emphasize this problem, I can point to a recent survey that I conducted among 114 former students on our follow-up records. I found that sixty were in the Army, Navy and Air Force. Two or three years of military life can remove much of the appreciation of farm life that an agriculture teacher develops through many long hours of instruction. Other teachers may have suffered greater losses from this cause than I have. All of us realize the necessity for national defense, but none can overlook the effect of the draft upon the present activities of our State Farmers.

State Farmers should be determined to a great extent on how far they have progressed toward establishment in farming or have exhibited a desire to become an agricultural leader. The teacher should encourage, if not insist, that his Chapter set high standards for a member to meet before becoming eligible to apply. New members should be thoroughly acquainted with all degrees and as they grow in the Future Farmer work their records should speak for them. So, as their last year approaches the agriculture teacher can very easily select those who will repay to him all of his hard work by giving him the satisfaction of seeing another fine group of young men take their places in our agricultural world.



A center of attention in the meeting room of the Mansfield, Pa., Chapter. The plaques have been won during past five years.



Degree awards are recognized in the Chapter room. Five additional Keystone farmers have been named since picture was taken.

Developing a Program of work for FFA chapters

CHARLES F. HESS, Vo-Ag Instructor, Mansfield, Pennsylvania



DROBABLY no one phase of an agricultural teacher' work is more helpful to a successful program of agriculture in hiscommunity than a well organized and active FFA Chapter. Such a Chapter will sell the agri-

Charles F. Hess cultural program in the community in a fashion that cannot be secured by any other means.

Since the Future Farmers of America organization was founded in 1928 it has grown very rapidly both in number of Chapters and total number of members until today it is the largest organization of farm boys in the world. The growth of the organization in size has been matched by the growth of the Chapters in their varied activities. One has only to read or hear of the work accomplished by the Chapters entered in the National Chapter Contest to realize the tremendons job that the boys who make up these Chapters are doing to advance agriculture and good citizenship in their own communities and, indeed, in the whole country.

Unfortunately all FFA Chapters are not equally active. Perhaps no single item is more responsible for the moribund condition of certain Chapters than the failure of the Chapter to carefully plan and execute an annual program of work. This failure may be due in some scattered instances to the type and caliber of the individual FFA members but the responsibility for such conditions may far more often be laid at the doorstep of the Chapter adviser. The adviser, through his enthusiasm, support, and intelligent direction of the Chapter activities (or his lack of these qualities) will usually either make or break his Chap-

For those Chapter advisers who have

had difficulty in arranging and carrying out a worthwhile Chapter program and in maintaining an active interest on the part of the individual members, the following outline may be helpful in eliminating some of the trouble spots.

Prerequisites For A Successful FFA Program

- 1. There must be student interest in the
- a. 100% membership of agricultural students in the FFA. b. Develop a fraternal spirit among
- members. c. Encourage subscriptions of the members to State and National
- FFA publications. d. Have Chapter representatives attend county, state, and national
- conventions and contests. c. Develop pride of the members in the accomplishments of the Chap-
- 2. The Chapter activities must be practical. (See list of suggested activities
- in the FFA manual.) a. Have all FFA members participate in selecting tentative activities in
- which the Chapter will engage. b. The activities should be varied and challenging.
- c. Prepare a final program of work by conference (of the adviser) with a relatively small committee - possibly the Chapter officers.
- d. The entire Chapter should approve and adopt the final program.
- Directed leadership must be exercised by the FFA members.
- a. Furnish each member with a copy of the annual program of work.
- b. Appoint committees who will be responsible for the

execution of specific items in the program of work.

- c. Check program of work frequently to see that these items of work are being properly accomplished.
- 4. There must be adequate finances.
 - a. Estimate the cost of financing Chapter activities listed under the program of work.
- b. Estimate the income from Chapter activities
- c. Provide for a safe working margin or balance.
- 5. There must be community support of the Chapter.
- a. Discuss Chapter activities with the school principal and with other teachers who may be interested or whose work may be affected.
- b. Secure the support of the school board, businessmen, farmers and farm organizations through
- 1. Newspaper articles and pictures.
- 2. Demonstrations and exhibits,
- 3. Father-son banquet, Mothers' night, etc.
- 4. Chapter activities in nature of community service.
- c. See that all activities are satisfactorily completed and all obligations are promptly and properly dispatched.
- The adviser must merit the respect and have the good will of the mem-

(Continued on Page 145)



Mansfield Chapter members spray the apple orchard which they manage on a share basis. The owner of the orchard gives the members a few pointers.

FLOYD NORTHROP, District Supervisor, Florida

THE ADEQUATE training of prospective teachers to be FFA advisers is very important for the success of the program of the department of vocational agriculture in which the traince shall teach. It is necessary for the personal satisfaction of the teacher, who will come to realize that his reward is primarily in the extent to which the boys with whom he works become good and

In the preparation for satisfactory accomplishments with local FFA Chapters. a prospective teacher would need to

- 1. Knowledge of the background and organization of the FFA on local, district, state, and national levels.
- 2. Training in democratic leadership. 3. Skill in correlating the FFA activities with other phases of the vocational agricultural program.
- 4. Comprehensive and carefully planned experiences in FFA activities.
- 5. Knowledge of helpful persons and organizations outside of the vocational agricultural personnel, and good procedures for securing such

The agencies that should be available for use in providing this needed training of prospective teachers will include:

- 1. Class instruction in the college agricultural education courses.
- 2. The Collegiate Chapter of FFA in the college or university in which training is being given.
- Local FFA Chapters in departments of vocational agriculture with which trainees may make contacts.
- Local FFA Chapters in departments in which practice teaching is done.
- 5. State Association FFA activities in which the trainees may participate.

The classroom instruction in agricultural education courses should give the trainee basic information and experiences in all phases of the responsibilities and activities of the FFA adviser. It will probably suffice to say that the class procedures and assignments should be planned so that the experiences the trainee receives will be practical, and will be sufficient in variety and scope so that the prospective teacher will have a well-placed confidence in himself and his training as he later meets the problems of an FFA adviser.

The Collegiate Chapter FFA serves as a device to furnish trainees rather comprehensive experiences in conducting an FFA Chapter. It should provide actual experience in such activities as:

- 1. Selecting officers.
- 2. Performing the duties of a committee chairman and a member.
- 3. Planning and carrying out a Chapter program of work.
- 4. Planning and carrying out programs for Chapter meetings.
- 5. Budgeting and financing.
- 6. Giving proper publicity through newspapers, magazines, radio programs, and exhibits.
- 7. Recording and reporting accomplishments of the Chapter.

- 8. Social and recreational events.
- 9. Parliamentary procedure.
- 10. Serving as adviser for the Chapter for a given time.
- 11. Planning and conducting executive committee meetings.

The friendly contacts which the trainecs may have with the home FFA Chapter, or other Chapters of their acquaintance, should give them an opportunity to work with advisers of such Chapters in securing a broader experience in applying the principles learned, to a situation with which the trainee is more familiar. The trainee will have no authority. The experiences gained would be such as his persuasive powers and leadership abilities would make possible.

In the department of vocational agriculture in which the trainee is doing practice teaching work, a different opportunity is presented.' Authority may be delegated to him by the local adviser of such an FFA Chapter to scrve as and have the responsibility of the adviser in various phases of the local Chapter's activities. The assistance of the local Chapter adviser should be available as needed, without taking from the trainee the responsibility for the proper completion of the activity. In this practical situation, the trainee must learn the difference between work as the leader of a group of high school boys and work as a part of and with a group of college

Throughout the trainee's practice teaching, both the training institution and the local teacher of vocational agriculture should stress opportunities for correlating jobs taught with definite phases of the activities of the local FFA Chapter. In this regard, FFA contests and awards should be given special consideration, since such contests and awards are so frequently misunderstood and misused by teachers in the field of vocational agriculture.

The training institution, in cooperation with the local teacher in departments where practice teaching is done, should also plan with the trainee regarding contacts that are made with school faculty members and officials, adult consultants, and/or members of the department's advisory committee. Similar experiences should be provided with other interested individuals and groups of the community. The trainee should understand the nature of the services that such persons can and will render, procedures for securing these services, and methods of showing appreciation for such adult assistance. It is often difficult for a new teacher to realize the great interest of a very large number of people in furthering any program which will tend to aid the youth of their area. Trainees must understand that FFA requests for assistance are for the benefit of these youths, and should in no way he sought for the purpose of improving the personal status of the FFA adviser.

State association activities provide an opportunity for the trainee to become acquainted with FFA on a broader basis,

including state and national events, Trainees should have definite responsibilities in putting on fair exhibits, and in conducting livestock shows, contests, leadership training programs, and State FFA conventions. They should keep informed as to the activities of the FFA on a national level.

Since the activities of the FFA are very broad and sometimes complicated. the prospective teacher has much to learn. Since the success of the local department is so closely correlated with the success of the local FFA Chapter, it is very important that the prospective teacher be well trained in FFA work. Accordingly, trainees should be impressed with the importance of their training to be an FFA adviser, and should know that their accomplishments toward that end are given much consideration in making out scholastic grades as well as recommendations for teaching

Criteria for evaluating

(Continued from Page 129)

making activities to be worthwhile should return enough profit to provide fair wages. Most boys have work at home which will return them a fair wage. It is usually not fair to them to allow them to work on FFA projects which provide less returns for their labor than they can obtain at home.

Earning Money Received

Boys need to learn that money must be earned and that the school or community does not automatically owe money to them. Begging for donations does not produce the proper respect for the money obtained nor does it produce a wholesome attitude. Shady schemes designed to obtain money or to provide pressure which will ensure the success of a project cannot be tolerated in the FFA. A Chapter should attempt to develop a reputation in its community for the quality of its work.

Often chapters attempt to finance their activities through dues. This is undesirable because dues are a form of "hidden tuition" and some boys cannot afford additional costs. When they cannot afford the dues, it produces hardships or climinates them from the FFA.

Safety

Each money-making activity should be relatively safe. Boys are immature and in their zeal to earn money they will often engage in unsafe activities. Advisers are older and must guide FFA members away from such activities. A few dollars in the treasury is not worth a boy's life or a broken bone. Proper safety precautions should be observed in all activities undertaken.

Probably no money-making activity will satisfy all the criteria suggested. FFA chapters should apply these criteria to all money-making activities they are considering however and only those activities that rate best should be selected.

Effective FFA Banquets

M. B. JORDAN, Vo-Ag Teacher



M. B. Jordan

THE FFA ban-L quet usually follows either one of two patterns. It is a Father-and-Son or a Parentand Son Banquet. For many years I was of the old school that thought the father and son were very close pals and for this reason they would really appreciate

an opportunity to be honored in a banquet just for them. With years of experience I have found that the farm family is not composed of segregated units; moreover, often there exists closer ties between mother and son than father and son. Too many times the FFA member has a deceased father or his father cannot attend, so I am convinced that today the annual FFA Banquet should be a parent and son function with either or both his parents attending.

The function of the FFA Banquet should be three-fold: first it should give leadership training for the FFA members; second, it should provide a showwindow for the vocational agriculture and Future Farmer program; and, third, it should tie the school, the home and the community closer together.

Use Committees

The leadership training in conducting an FFA Banquet comes as a natural outgrowth of committee work. The smart adviser will see that not too many but certainly enough committees are formulated with membership composed of those boys who will accept the challenge in seeing the work of their committee carried to completion. Six committees that have been successfully used are: (1) Menu Committee, (2) Program Committee, (3) Invitation and Placecard Committee, (4) Banquet table Committee, (5) Decorations Committee and (6) Clean-up Committee.

The use of an FFA Banquet as a



The Chamber of Commerce president presents the "Star Chapter Farmer" award as part of banquet program.

show-window depends on the effectiveness of the banquet program. Certainly the menu needs to be simple, appetizing and served with a minimum of interference. In the main the rendition of the entire program should be done by the boys themselves. The program should be rehearsed several times with emphases on speaking distinctly and loud enough to be heard throughout the banquet hall. Different phases of the year's activities should be covered by different boys. Various businessmen and school officials who have cooperated with the Chapter in its activities should receive recognition. Honorary Chapter Farmer degrees should be conferred on from four to six of the leading cooperators. The banquet program should end with a good peppy inspirational address of never more than twenty minutes duration. The entire banquet program should not be of longer duration than two hours, including meal

The guest list should include key school personnel, local persons who deal with school matters and cooperating business people. When the introductions are made by an FFA member capable of doing a good job, the possibility of some over-zealous person prolonging his remarks indefinitely is removed without the danger of hard feelings. When FFA members render that part of the pro-

gram which deals with community improvement, an intensified feeling of goodwill between the school, the home and the community should be one of the primary aims. A well planned and well executed FFA banquet is the finest medium any teacher of vocational agriculture has for public relations, and likewise, adverse public relations come from a poorly planned and poorly executed banquet program.

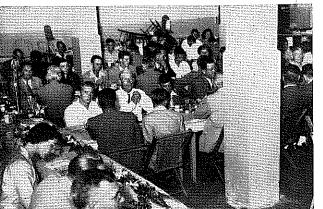
Program of work is key— (Continued from Page 134)

able can also serve as valuable training activities for the FFA member. For example, an activity can be profitable and at the same time be cooperative in nature. Even though the following activities from which a profit was made may not fit every situation, it may be well to list the ones engaged in by the Rabun Gap Chapter. These are: producing sweet potato beds from which slips are sold to farmers in the community; refreshment stand at ball games; Halloween carnival; producing tomato plants to sell to farmers in the community; incubating eggs and selling chicks; selling Christmas cards; raising a chapter steer with members contributing feed; turkey shoots at Thanksgiving and Christmas; "ads" in annual FFA paper; raising broilers; a stunt show; selling magazine subscriptions, and showing movies on Saturday nights.

Carry Out Plans

Plans are of no significance unless ample time is provided for chapter meetings and committee meetings to carry the plans out. The FFA executive committee should meet before each chapter meeting to work out an agenda for the meeting and make any needed recommendations to the Chapter. Committees on various activities should meet far enough in advance of the actual activity to make the necessary plans.

Outstanding chapters are made by members who have inspiration and enthusiasm. The adviser must be enthusiastic himself before the members can develop much enthusiasm. Interest and enthusiasm are catching. It spreads from adviser to boys, and from boy to boy. Each tiny spark should be nurtured and encouraged until it grows to its limita-



An orderly seating arrangement, simple but attractive table decoration, and with it all a reasonable degree of informality makes for a



Crowning the Chapter "Queen." Activities such as this add interest and variety to the banquet program. Conferring of honorary Chapter degrees is another appropriate activity.

THE AGRICULTURAL EDUCATION MEAGALINE, Decomos, 2000.

Preparing effective exhibits for the FFA

DON ORR, Vo-Ag Instructor, Kent, Washington

any exhibit put up by the Future Farmer Chapter should be two fold, that is, first, to advertise or bring to the attention of the general public the Future Farmer organization, and secondly, to show in some manner or other the work that is being done in the local agricultural department or FFA Chapter.

There are probably many types of exhibits which may accomplish these purposes to a greater or lesser degree. However, it would seem that there is little value in having a fine educational display unless one has some means of attracting people to stop and look. So often people walk right by the finest and most worthwhile educational displays without even hesitating. There has to be something that will draw their attention and then cause them to pause and look. Finally, of course, a really good exhibit has a worthwhile story to tell when a person has paused to look.

A good exhibit fundamentally must have two essential qualities, first enough flash or color to draw people, and secondly a real story to tell those people once they have approached the display and have stopped to scrutinize clearly what is shown there.

For a good many years a number of FFA chapters in Washington have been putting up at the Western Washington Fair at Puvallup a type of exhibit which everyone feels has done much to bring the Future Farmer organization to the attention of the general public and to stamp it as a wholly separate group from

The Western Washington Fair runs for nine days and has an average daily attendance of over 40,000 people, Experience has proven that one of the buildings which has the greatest amount of slow moving and interested traffic is the one which houses the FFA exhibits. It is the conviction of not only "ag" teachers and state office staff but fair officials as well that these exhibits are crowd getters and crowd pleasers.

The accompanying picture is an example of the type of display put up by these eight competing Chapters each year. Of course as one really sees the actual exhibit, so that true colors stand out, it is much more effective than is the case with a black and white photograph.

A prime requisite in putting up such an exhibit is that of very careful and painstaking grading of the fruits, vegetables, and field crops, so as to get almost perfect matching as to size, shape, color, and freedom from disease and insect damage. Without this perfection of size, etc., an exhibit can never have that overall sharp, smooth finished appearance that catches the eye. And I might add that some good lessons can be taught to FFA members in this activity in so far as market grades and variety identification are concerned, to

TT WOULD seem that the purpose of say nothing of practical proof of the law of variation.

Experience has proven that another must is to have an attention getting centerpiece, as is fairly well illustrated by the exhibit pictured here. This centerpiece is one which represents a cluster of pie cherries. Others that have been effective are a potted tulip, a honey bee, an apple blossom, a star within a star, a butterfly, a cow's head, and a pansy bloom. To make these centerpieces stand out, the colors used must be sharp and contrasting. For instance, in the case of the cherries and the leaves, we have blue grapes surrounding the green of the leaves and the light red of the cherries. Purples and blues against reds, greens, and yellows, always give a sha p contrast and if wisely used will have excellent eye catching appeal. These centerpieces have been made up usually from fruits or vegetables although grains have been used occasionally with good

This centerpiece can be all the more effective if it ties in with the educational theme of the exhibit or with one of the important agricultural enterprises of the community.

In so far as the arrangement and location of the different fruits and vegetables in the display area is concerned the following unwritten rules are usually observed for a display of this kind.

- 1. Vegetables, particularly those which grow in the ground and which are usually dull colored such as potatoes and bulbs, are located near the boltom of the display area.
- The brighter colored fruits are located often, as before pointed out, in the centerpiece or to some degree toward the upper sides and top.
- There must be good balance from side to side of the exhibit, i.e. cor-
- responding sections on opposite sides must have either identical varieties of fruits or vegetables or varieties which are quite similar in color and size if not shape.
- It is always better to stay with the medium sized varieties of fruits and with the medium size within the variety for both fruits and vegetables since this size is easier to match

for grade and is more uniform in shape and also easier to place in the sections so as to attain a smooth and pleasing overall effect.

5. Arrange everything being displayed so that nothing is hidden by something else in the exhibit.

6. It is wise in planning the design to avoid very many sharp corners or odd shaped sections which make the placing of the fruits or vegetables in those sections very difficult,

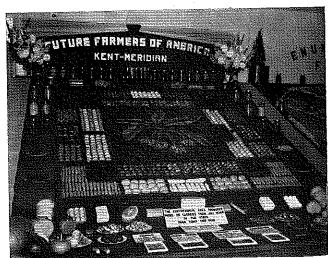
The background or vertical area behind the main display area has been used hy instructors almost without exception. primarily as a means of identifying the exhibit as being a Future Farmer project and ordinarily also to include the Chapter name. It goes without saying that this background should be quite colorful, neat and attractive but not overdone to the point where it might take the center of attraction from the display area.

Most Chapters make use of crepe paper, featuring the FFA colors to cover and set off this background. A person should keep in mind in the use of crepe paper that it must be stretched to at least half again its original length before attaching to the wall or it will sag within several hours or a day, especially during cool evenings and mornings, and thus give a sloppy appearance.

A nice effect can be obtained for crepe that is to be fastened flat against a wall by wrapping it loosely around a broom stick or something similar and putting one end of the broomstick down against the floor and then, with one's hands, beginning near the floor, pushing the roll, a little at a time, down towards the floor, using all of onc's weight. In this way, when a person has finished, the full width of the roll has been compressed down to a width, on the stick, of about 8 or 10 inches. When taken off the stick and stretched out to somewhere near its original width and unrolled, the effect is quite pleasing.

The letters used on the background are usually drawn onto plyboard, preferably 1/2" or 5%" thick rather than 1/4", then cut out and painted or covered with silver or aluminum foil. In the case of the exhibit pictured, aluminum foil was

(Continued on Page 146)



An exhibit prepared by the Kent, Washington FFA Chapter which illustrates the qualities referred to in the story.

Plan your chapter meetings

EMORY V. O'NEAL, Teacher of Vo-Ag



Emory V. O'Neal

fresh interest in your FFA this vear? Then improve your Chapter meetings. Some of the outstanding points to consider in improving Chapter meetings can be summarized as follows.

Would you like

new life and

A good meeting revolves around a

good program and a good program entails careful planning. Many meetings are a "flop" simply because definite and complete plans for their execution were not worked out in advance. The question therefore arises, what practices should be followed in effective program planning?

- 1. Hold a general planning meeting at the beginning of the school year for the purpose of working out an overall plan for the year.
- 2. Schedule monthly program topics based on individual interests, needs and abilities
- 3. Draw upon all available resource materials in the community.
- 4. Make definite program assignments providing opportunity for each member to participate.
- 5. Formulate purposeful aims and objectives for each meeting.

If we aren't careful, we can do a lot of meeting and little purposeful planning. This behind-the-scenes guidance can mean all the difference in the world between a good meeting and a bad one. Perhaps no other phase of his program so tests the ability of the vo-ag teacher as these meetings in which he develops leadership in his FFA members.

Improve Program Routine

Plans can look very effective on paper but Chapter meetings must be properly conducted for best results. We might emphasize the following points if our meetings seem not to go off as smoothly as they should.

- 1. Elect well qualified officers and effectively train them.
- 2. Establish and hold to a regular meeting time at a regular meeting place.
- 3. Begin and close meetings on time.
- 4. Strictly follow rules of parliamentary procedure.
- 5. Provide suitable facilities, including chapter room and equipment.
- 6. Each meeting should have opening and closing ceremony; it lends dignity to the meeting.
- 7. Conduct meetings in businesslike and dignified manner,

8. Delegate responsibility to each mem- in some branch of the armed services.

9. Provide suitable recreation and retreshments.

Improve Publicity Program

Frequently more publicity is needed to arouse more interest among the boys, parents, and the community in the FFA program. All meetings and activities should be publicized. If you are doing a worthwhile thing, let your public know about it. It is surprising what a stimulating effect a little advertising can have upon interest and attendance. There is no better way to acquaint the public with the vocational agriculture program than through the FFA. There is no substitute for a well publicized program in developing good relations between the Chapter and the community and between the Chapter and the home.

There is much that one might add to the forgoing steps toward Chapter improvement but each Chapter has its own particular problems based upon the needs and abilities of its particular member-

In conclusion, any improvement of any Chapter rests upon the desire of the adviser and members to make every meeting an improvement upon the preceding

A follow-up study (Continued from Page 140)

tended college. Of those attending college, 72.69 per cent chose an agricultural college. A total of 34.54 per cent of those entering college graduated. Of those attending college, 22.55 per cent chose agricultural education as a major.

It was found that, of the recipients who did not graduate from college, 49.05 per cent were engaged in farming.

More than 86 per cent of the Georgia Planters included in this study came from farms that were owned by their parents. About 63 per cent of those in this study came from farms of 101 acres or more.

Of those Georgia Planters, who were farming when these data were gathered, 73.69 per cent were owner-operators, 7.02 per cent were renters and 17.10 per cent were sharecroppers. Of those farming, 64.05 per cent were operating farms of 101 acres or more.

The study revealed that 71 per cent of those not farming plan to farm. It also revealed that 71.08 per cent of the recipients were married, and that 39 per cent of the recipients in the study had served

Conclusions

Based upon data obtained in this study, the investigators believe that they were justified in reaching the following conclusions.

- 1. Georgia Planters come from families where the parents are well established in the business of farming.
- 2. As compared with similar studies made in other states, a smaller percentage of Georgia Planters remain in the business of farming.
- 3. Recipients of the Georgia Planter degree who farm tend to farm as
- Those Georgia Planters who do not farm tend to enter occupations related to farming.
- Georgia Planters who attend college tend to enroll in a college of agricul-
- Those Georgia Planters who farm tend to go directly into the business of farming.
- 7. There is a tendency for a higher percentage of those recipients who do not graduate from college to enter farming as an occupation than of those who graduate from college.
- Those Georgia Planters who enter professions tend to choose agricultural professions.

Developing a program—

- a. The adviser should be firm but considerate, cheerfully helpful, courteous, and honest. He should encourage these traits in his boys,
- The adviser should appreciate individual differences and home conditions

Certainly if any one of these six major headings listed above is ignored it is very likely to doom the entire FFA program to mediocrity. On the other hand it is hard to conceive of a group meeting all of these essentials and not having a highly successful and beneficial program. IT CAN BE DONE!



Franklin Brandt of LaGrange, Texas, president of Texas' 35,000 Future Farmers, poses with his father and mother, brothers and sister emphasizing the fact that a well rounded farm program is a family affair in which each individual member of the family has a very definite responsibility. "Serving as State FFA president would be impossible without the very fine cooperation my family gives me," says Franklin.

Public speaking—

(Continued from Page 137)

eral questions, notably soil conservation, cooperatives, and chemurgy have been over-worked. Some questions have been localized to the point where the judges have had difficulty in making evaluations. In a few instances two or more of the contestants in the same contest have discussed the same problem. In still other cases the problems discussed have been very highly controversial among leaders in different parts of the country. All of these examples emphasize the point that in continuing public speaking as one of the F.F.A. competitive activities on the several levels, we need to have a clear-cut concept of the objectives which give direction to our efforts, the outcomes sought, and desirable procedures to reduce the human element to a minimum.

In the light of what has been said the writer desires to present the following score card to evaluate the public speaking contest for the purpose of making some changes which seem to be

Score Card

1.	Content of manuscript 20 points
II.	Composition of manuscript 10 points
III.	Delivery, voice, expression, etc
IV.	Response to questions, general effect40 points TOTAL100 points

Three points (ten per cent of item I and II) shall be deducted for each minute used by the speaker in excess of the ten minutes allotted. In making deductions for over-time it seems very essential that the judges adopt uniformly a point system for scoring.

The objectives for the public speaking contest can be formulated to secure several combinations of values. A score card should fit the objectives of the contest with the understanding that it is always difficult to climinate the human element.

Much of the discussion in this presentation has concerned the F.F.A. public speaking contest on a national level. Possibly we are working on the wrong end of this problem. It occurs to the writer that a discussion of the F.F.A. public speaking activity should begin as a part of the program of the local Chapter of Future Farmers. If the public speaking contest is a worthy activity, its value should be first established on a local level. The local Chapters represent the front line trenches in our battle for the improvement of agriculture.

In a subsequent issue the writer proposes to outline a procedure for public speaking as an activity in the local Chapter in keeping with the proposed objectives set forth in this presentation.

We have not demanded the best of our most able students. We have permitted them to drift along unaware of their leadership potential and of the crying need in the modern world for the fullest use of all of their talents.—STEWART H.

Improving meetings

(Continued from Page 139)

highlights of the Chapter program. The Chapter banquet provides an excellent opportunity to give recognition to members for outstanding achievements and familiarizing parents with the program. It also provides an ideal time to give recognition to others who have had a part in the Chapter's activities.

Again, emphasizing members' participation, it is important that all members be encouraged to enter into the discussion during Chapter meetings and that all recreation held in connection with meetings be participated in by everyone. Individual musical talent, skits, radio programs, tape recordings of Chapter meetings, district meetings, etc., movies or slides of Chapter activities add a great deal of interest to Chapter meet-

The follow-up of a meeting is important and one of the best follow-up techniques is good publicity in the local paper. After each meeting the reporter should write an article pertaining to the meeting. The important thing for the reporter to remember is to include as many names as possible in the article. The members and their parents take pride in sceing their names in print.

The executive committee should follow up the committee assignments and if necessary meet with the committees.

The instructor should show an interest in all the undertakings of the Chapter and its members. However, he should not attempt to "run" the Chapter but rather should stand in the background ready to offer advice, guidance and counsel when needed.

I so move ve-

(Continued from Page 138) cedures that have been learned be strictly followed.

One method that I find to work quite well is to conduct mock meetings in class, with each student acting in turn as the moderator.

Let's say that he carries the meeting through one motion, sees that it is seconded, asks for and conducts discussion, and takes the vote on the motion. It would be time then for another to take his place. The instructor will have to carry most of the meeting for the first time or two, making most of the motions and introducing complications into the discussion, but as students gain confidence the teacher will find himself doing little but making corrections and making an occasional motion when things slow down. Along with this it is desirable to have a secretary, treasurer, and committee chairman bring in reports. The moderator would call for each report, ask for errors or omissions, and obtain an acceptance. After this the instructor can point out the faults and show how the reports can be improved. You will find that those presented at the second meeting will be much better.

You will find that some students are not interested in this, particularly older ones, so I think it best to concentrate on freshmen and sophomores. Also do not try to make the reports and motions

too realistic. It doesn't hurt students and teachers alike to laugh once in awhile, so what if some of the motions are

Area Training Meetings

It seems to me that state wide leadership training conferences are becoming more numerous. If your state does not conduct such a program, it certainly would be worth your while to look into the matter. At a conference of this sort several of the better students from each school, along with those who have aspirations of holding offices, meet for a day or two and learn parliamentary laws and other phases of leadership. These boys, in turn, may be used as a nucleus in teaching the remaining students.

While many agricultural teachers will not be too concerned with this particular subject, those in small schools will find that the problem is one to cause considerable thought. If so, I urge you to teach parliamentary procedure as you would any other subject, taking class time, attending town meetings, and organizing and supporting state leadership training conferences. You'll find the results gratifying.

Preparing exhibits—

(Continued from Page 144) used and crinkled so as to give a spark-

Nice bouquets of flowers on either side of the background and possibly on either side down in front do much to give a display that pleasing "finished" appearance.

A good educational theme is necessary in that everything that has gone before, i.e., putting up an eye-catching display which will draw people, has been done to bring people close enough so that you can in some way tell them a story about what your FFA members are doing in their Chapter activities or about some feature of the program of your agriculture department. Some examples of educational themes which have been used effectively are, model farms, models showing proper farm building construction, pictures showing FFA activities which teach leadership, pictures showing different home supervised farming projects, pictures showing the steps in fitting animals for the fair, mounts showing daffodil diseases with controls given as well as many others equally as

And now to summarize the essential qualities which a good FFA exhibit of this type must have.

- 1. Produce of best market quality which has been graded for prefection.
- Neat arrangement of produce in sections with straight rows and perfection again the goal.
- 3. A striking centerpiece made to stand out through the use of contrasting colors.
- A good educational theme which helps to advertise the Future Farmer organization and agricultural department programs.
- Positive and prominent identification of the display as a Future Farmers of America project.

What about a third degree in the FFA?

HOWARD CHRISTENSEN, Vo-Ag Instructor, Bunkerville, Nevada



Howard Christensen

TN Nevada during the past two years the Vocational Agricultural Teachers Association along with the Nevada Future Farmers Association has given a great deal of time and thought to the development of a third FFA degree. This degree would be between the

Chapter and State Farmer degrees. The purpose is to add more incentive for boys in the third and fourth year classes who aren't able to obtain the State Farmer degree.

The National Constitution limits Nevada to 10 boys to receive the State Farmer degree each year. During the years since World War II the State office has received from 20 to 25 applications each year. You may ask, "Is that bad?" but in the State there are probably an additional 50 boys who could have met the requirements for State Farmer degrees but didn't send their applications into the State office because they knew they wouldn't stand a chance due to the competitive selection.

Many chapters have found their most active and dependable boys unable to compete with boys from the large ranches in the supervised farming aspect. What vocational agriculture instructor could deny these boys, often the backbone of his Chapter, some special recognition.

Studies as well as practical experience have shown that the major reason for the success of the FFA program has been the increased interest of the student. The desire and enthusiasm of the student has been great enough to improve the student in other school areas as well as all phases of vocational agriculture. It is the consensus of opinion of the Nevada agricultural teachers that interest drops after the second year for most students. There may be many reasons for this but one of the main reasons is that many boys know they have reached the end of the climb in the FFA organization.

What Needs To Be Done

There should be an FFA degree between the Chapter farmer and the State Farmer with a pin, ceremony and requirements which will represent an advancement in achievement higher than the Chapter farmer but of less merit than the State farmer degree. The name of the degree, requirements and ceremonies will have to be worked out by a committee of experts appointed by the National officers.

Nevada would like to make the fol-

gree could be named Zone farmer. Most States are divided into geographical areas for their contests and other activities. The ceremonies for awarding the degree of Zone farmer could be made at a Zone meeting or the State convention. The requirements should stress the accomplishments in leadership, and development of improvement projects, as well as productive projects. In Nevada we would propose that it be a requirement that a

boy would have to be a Zone farmer before becoming a State farmer but on the basis of some schools who only have three year programs it appears to be more advantageous to make the Zone farmer requirements optional. That is, it would not be absolutely mandatory for a boy to be a Zone farmer before he could be a State farmer. It appears this problem could be decided on a State

As we see the problem in Nevada, there is a definite advantage in keeping the boys climbing upwards gradually each year. To add an extra degree adds additional achievement incentive and interest. The longer we keep boys interested in the FFA the more we can help

Financing with popcorn

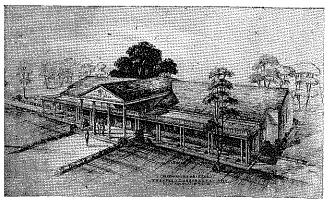
RICHARD A. CHAUNCEY, Vo-Ag Inst., Cato-Meridian, New York

AN FFA Chapter that is important in the minds of its members and is spoken of as a successful Chapter, must be doing things. The activities of a busy Chapter can be roughly classified into two groups. First, we have those activities that result in learning, broadening of experience, and pleasure, Second are those activities that provide the funds necessary to carry on the activities in the first group.

The writer has had experience with many fund-raising activities, some of them quite successful and some of them failures. This is true of most teachers. lowing suggestions. We believe the de- Many advisers may also have had ex-

perience with the program I wish to

A local resident of our community owns a popcorn machine valued at \$800. He has given the chapter the use of this machine in return for 25% of the net profit. The popcorn committee of the



The architect's sketch of the dining hall at the new West Virginia FFA-FHA Camp and Conference Center, which is now under construction near Ripley in Jackson County, West Virginia. The dining hall, when completed, will seat in excess of 1,000 persons and will include a modern kitchen, lounge rooms and small rooms for private dinners for committees and other small groups, Funds for the construction of this building are being raised by the school youth of the state, including the FFA, FHA and other youth

> Chapter keeps its own records and determines its profit each month and how much is to be paid to the owner of the

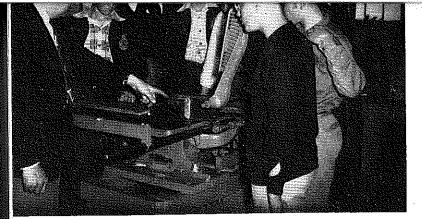
> Each year the vice-president is appointed to be in charge of the machine. His responsibilities include: ordering supplies, scheduling the times and places where the machine will be used, scheduling a crew of three or four members to operate the machine and clean up both the machine and the area where it is used, instructing the crew in the proper operation of the machine, and keeping a complete record of all receipts and expenditures and ordering checks drawn for materials and for rent of the

In our situation, all members are responsible for working on the machine at some time during the year. The machine is used at football, basketball, and baseball games. It also is used for other school and community functions on occasion. It has proved very useful at the school fair. Popcorn is not sold at programs in the school auditorium except at the door after the program is over.

The custodian staff of the school and the administration are both very cooperative as long as the boys clean up properly after each use of the machine, A few free bags of popcorn for the janitors also helps. The public has come to expect and demand the sale of popcorn at most events,

The margin of profit on popcorn is high. It pays a very good return per hour for the man hours of time spent working with it. It represents the sole means of financing our local Chapter,

Making and selling popcorn is an activity that the boys enjoy and it provides funds for doing the things which they enjoy even more.

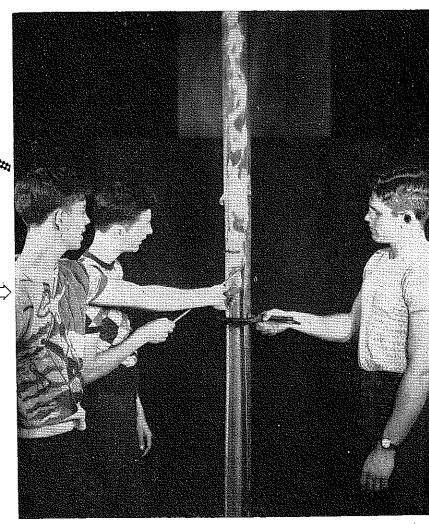


Pictures of the month...

A contest open to all teachers of Vocational Agricul-ture and farm veterans

"'Anti-kickback fingers' for safety"

R. C. Cupp, Dayton, Virginia



FIRST PLACE

"Seeing is believing. Gasoline fumes are heavier than air."

Bond L. Bible, Morgantown, W. Va. Camera: Crown Graphic 4x5 Film: Super Panchro-press Type B, f8 at 1/1000

"Treasurer and Assistant"

A. B. Foster, Washington College, Tennessee Camera: Crown Graphic 4x5 Film: Super Panchro-press Type B, f22 at 1/50 with No. 25 flash.

