

Some Challenges—

(Continued from page 94)

Is it any wonder that our adult and young farmer programs are still a long way from first base when teachers are being turned into the field as trained individuals without ever having participated in an adult or young farmer class? Vocational agriculture may have to answer for this in the next few years. To emphasize this let us say that funds will always be available to those agencies who are rendering worthwhile services to farmers.

In-Service Training in Vocational Agriculture

In the mechanization of modern agriculture all teachers must be brought up to date and kept up to date in care, operation, and maintenance of farm power and machinery so they can provide adequate instruction for all groups in vocational agriculture.

It will be the responsibility of teacher-educators to provide technical agricultural training programs that will keep teachers up to date with the latest agricultural developments. These programs will be taken to teachers in the field under training conditions similar to those in which they will be used in the vocational agriculture program.

Industry will play a more vital role in teacher education. Industrial resources will be pooled with educators "know how" to provide a more effective training program in those areas in which the objective of education and industry coincide. These services will increase both the scope and efficiency of the in-service training program that will result in a better educational program for farm communities.

The teacher educators will have to adjust their concept of in-service education from that sanctuary of the ivory towered college to that of extension courses taught by staff members in selected centers throughout the state. The teachers' classes, program of work, and community should serve as the laboratory for most effective courses in professional improvement. Why should teachers not be improved by the same principles which he follows in teaching, "learn to do by doing on the job"?

Research for Development of the Program of Vocational Agriculture

There are no walls around this area of responsibility of teacher education. So little has been done and the need is so great that any direction you face there are problems for those who have the ability and training to launch the research work needed to find the solutions to new and improved ways of conducting both the programs of teacher education and vocational agriculture. Every staff member should participate in a well-planned, organized program of research.

Teachers must be freed—freed from both fear of research and from the belief that the only way to do the job is the way the teacher educator told them. Spur their curiosity, prod their ingenuity to do organized, planned research work and experimentation in an effort to find answers to problems and develop better ways of doing the job on

the home farm and in the community. We must develop creative abilities in teachers of vocational agriculture, and assist them in planning programs of research and perhaps one of them will find the gateway to an improved program of vocational agriculture. Research should not be limited to graduate students but organized for individuals and groups of teachers working to find solution to common problems.

Our organization must cast off the fear of constructive criticism and findings that are unfavorable to our program. Such results should be used as the basis for improvement that will correct the deficiencies and strengthen the program.

Preparation of Teaching Materials for Teachers of Vocational Agriculture

Teacher educators are fully responsible for providing teachers with materials essential to the successful program of vocational agriculture. Experiment stations find answers and release them to the taxpayers. That information belongs to vocational agriculture as much as to the extension service. Every department can get it and make it available in forms teachers can readily use. Vocational agriculture must stand on its own program and provide its own services. The program has become of age and is able to assume its rightful place among the recognized programs of agriculture in the United States.

The process of doing a good job and letting the people find out about it is too slow. A good job must be done in all phases of our program and the people must be kept informed of the fact that a good job has been done. Informing the public can be left to chance no longer, but must be an accepted responsibility of our total program and assigned to some individual as a part-time or full-time job.

We must prepare ourselves to enter the field of television. The preparation and training required for a TV production center in every state should be initiated without further delay.

Placement and Follow-up of Graduates

Placement of graduates should be a function of every Agricultural Education Department in every state in the nation. This service operated in conjunction with the State Board should assist teachers in securing positions and in discovering opportunities for advancement that are commensurate with their abilities.

Follow-up should be provided for every new teacher to assist him in establishing and growth on the job. In addition, the teacher educators should constantly study the effective use being made of the materials of the student teacher's pre-employment training so modifications can be made in technical or professional courses of the undergraduate curriculum. Every teacher educator should participate in such a program so he can keep abreast of developments in the program of vocational agriculture in the state. Every effort should be exerted to have the technical agricultural staff who teach the undergraduate classes visit departments and programs of vocational agriculture in operation to familiarize them-

selves with the duties and responsibilities of the vocational agriculture teacher so they will be better prepared to give course content that will best serve the teacher's needs. Technical agriculture professors are very much interested in finding out the effectiveness of the instruction they provided the student during his undergraduate program. The initiative for such a program rests with the teacher educators and administrative staff in vocational agriculture.

Improving College Teaching

Frequently I have heard the statement that the poorest teaching being done in our educational system of today is on the college level. We have a definite responsibility to improve this condition to such a level that our trainees can be constantly subjected to the best teaching techniques instead of the poorest.

Is it any wonder that we have some poor teaching when we have our trainees in one methods class that stresses good teaching, yet through the years everyone literally throws materials at them for which they are responsible for copying down, learning and returning to the professor? Under such a system the odds are against us—the challenge to improve the situation must be accepted.

These are a few of the challenges facing each of us in the years ahead. What is done about them will depend upon us. Solutions to problems have been found in the past so again must all of us search for improvements that will make teacher education and vocational agriculture more nearly approach the ideal for which we are striving. □

Alabama vocational agriculture workers believe one of their teachers has a national record for long job tenure. L. J. Howell has been teaching in the Reform, Alabama, school since 1918.

I Am a Teacher

I am a teacher worthy of the name,
If I can strike the latent spark in youth
And fan into a living flame
Ambition for a life of service and of truth.

If I can really understand
My boys, sufficiently to draw them out,
To make them feel life can be grand,
And influence them in what they think about.

If I can rise where I can see
Beyond a class-book kept each day
And realize that one lad's mark of D
May sometimes mean more effort than another's A.

If I can feel within my heart
That mine is not a mass production job,
But rather one to give each boy a start,
That he may better serve humanity and God.

I am a teacher, if in the years ahead,
Some of my boys, wherever they may be,
Are helped by something I once said
To fight their fight, and win a victory.

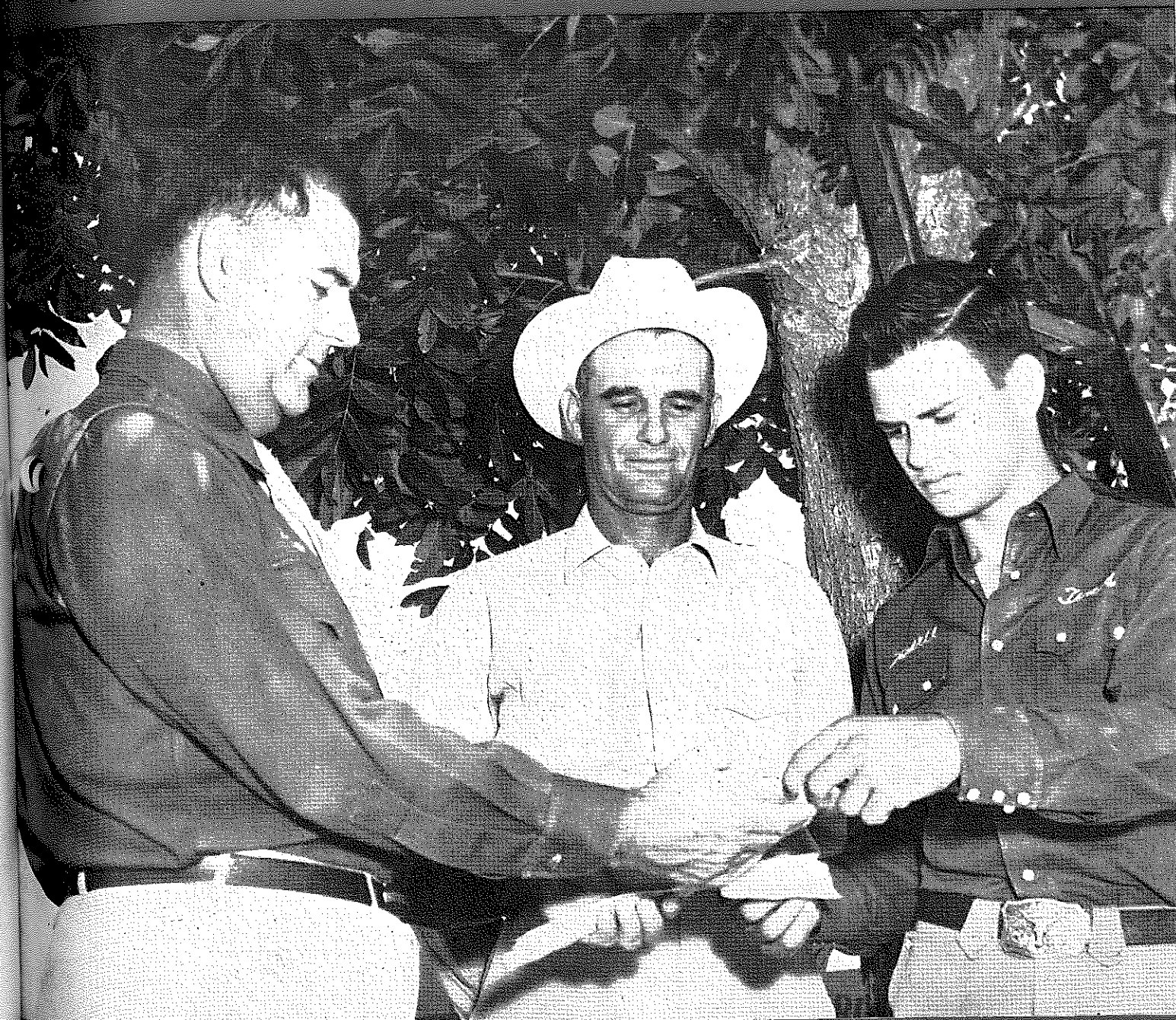
WALTER E. CURTIS
Vo-Ag Instructor,
Templeton High School,
Baldwinville, Mass. □

The AGRICULTURAL EDUCATION Magazine

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NOVEMBER, 1953

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Featuring—
A Quarter-century of
Progress of Future Farmers of America

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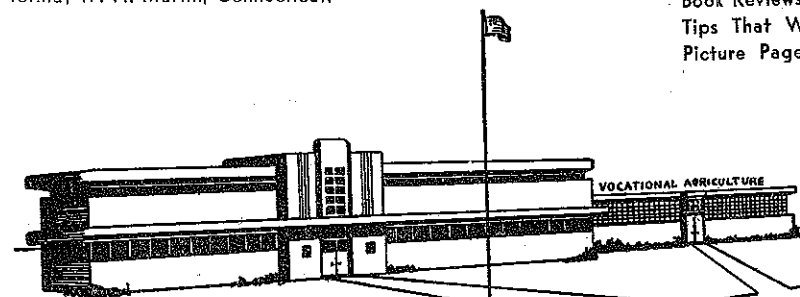
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Editorials

Guest Editorial...

W. A. COCHEL, Editor Emeritus, The Weekly Star Farmer, Kansas City

There is no other organization which has contributed as much as the Future Farmers of America to the development of boys in all types of farm work just as they reach an age where they can operate as individuals.

Members of the FFA have demonstrated the value of training in agriculture under supervision of teachers who are agricultural college graduates. They have developed into leading farmers, livestock men, fruit growers and horticulturists. The plan for having high school students working under the supervision and advice of well qualified instructors has proved to be effective.

The earnings of some of the individual award winners in FFA is almost phenomenal. The greatest value, however, has come to the thousands of boys who have not stood at the top, but who, through competition and an effort to succeed, have developed into efficient and prosperous farmers.

I well remember the early experiences of the *Kansas City Star* (now the *Weekly Star Farmer*) in connection with the development of FFA.

It was early in 1926 that Dr. C. H. Lane, Chief of the Agricultural Education Service of the Federal Board for Vocational Education, came to Kansas City seeking the cooperation of a leading livestock show to provide a national judging contest for students of vocational agriculture.

It was my privilege, along with George R. Collett, then President of the Kansas City Stockyards, and George Catts, Agricultural Commissioner of the Kansas City Chamber of Commerce, to meet with Dr. Lane and work out plans for such a contest in connection with the American Royal Live Stock Show.

Twenty-five years of progress

Few organizations of any kind and for any purpose or group of persons can point to the growth in size and achievement in function which has characterized the twenty-five year history of Future Farmers of America. In this issue of the Magazine you will read about the origins of FFA and its earliest development. Likewise you will find evidence of the scope and achievements as found today. Probably no one, twenty-five years ago, could visualize the extent to which this organization of, by and for farm youth would gain such force as an agency in the training for rural leadership.

Many of us will recall the skepticism and even downright antagonism among many well-meaning persons who were, at the time of the formation of FFA, in position to lend an active support but who chose to look upon this new organization for youth as "one too many" or even as in needless competition with existing programs. Time has proved such fears to be largely without foundation. On the contrary FFA has become

Agreement was made to provide a special program of livestock judging and to set up a special division of the Royal exhibits of steers, hogs, and lambs, with participation to be limited exclusively to vocational agriculture students.

During the first national judging contests in the fall of 1926, the *Kansas City Star* arranged to give a dinner to all vocational agriculture students and 4-H Club members attending the American Royal. It was learned that Will Rogers was in Kansas City and Mr. George Langan of the *Star* arranged for him to be a speaker at the dinner. More than 1,800 dinners were served that night in the old Baltimore Hotel, using all the special dining rooms and halls for serving.

We were among the first to tie the name "Future Farmers" to the students; "students of vocational agriculture" was just too cumbersome to use in headlines. "Future Farmers" had, of course, been used previously in Virginia and a few other states.

We followed the development of the vocational agriculture program with considerable interest, and when the FFA was organized in 1928 a plan was developed for the *Star* to give an award of \$1,000 to the organization's most outstanding student and to designate him as the "Star Farmer of America." Additional "Star Farmer" awards also were made for outstanding boys of states in the *Star's* circulation territory. Later, three regional Star Farmer awards were added.

The *Star* continued this award program for 20 years, until, upon the request of the national FFA organization, the sponsorship was turned over to the Future Farmers of America Foundation, Inc. The *Star* has continued to evidence its interest in FFA by becoming a donor to the Foundation.

recognized as filling a need and fitting into the on-going organization pattern of rural people.

We pay tribute to those who were so instrumental in the founding of Future Farmers of America, to the teachers who have exercised the continuing leadership in their Chapters and to the FFA members throughout the past twenty-five years whose achieving has made the organization what it is today.

What may we expect of the next twenty-five years? The answer will be found in what takes place in the developing program of vocational agriculture. As teachers continue to increase their recognition of and dependence upon the FFA as a means of preparation in leadership, so necessary in tomorrow's successful farmer, the FFA will grow in its effectiveness. We have every reason to be proud of the past twenty-five years. Celebration of our achievements is in order. But it will be a mistake if we don't at the same time take stock for the future and resolve to improve upon past experience and accomplishments to date in the preparation of farmers for the future.

W.A.S.

The Future Farmers of America Story

HARRY W. SANDERS, Department of Vocational Education, Virginia Polytechnic Institute



Harry W. Sanders

FOR a big oak to grow from a little acorn normally requires a half century or more. But there are exceptions. The Future Farmers of America is a notable example.

I have been privileged to participate in the program of vocational education in agriculture since its organization in 1917. It seems like only yesterday that the FFA had its beginnings. In the relatively short space of a quarter-of-a-century what was merely an idealistic dream in the minds of a few has grown into the largest organization for farm boys the world has ever known.

What is the story behind this phenomenal growth? Every state from Maine to California and from Washington to Florida, with Hawaii and Puerto Rico added, has its own story. It would take a combination of all of them to tell the whole story; yet the essential features would be the same.

Organization Came Naturally

Like the rabbit in the Uncle Remus story who "was 'bleeged to clim' a tree," the boys enrolled in vocational agriculture were "obliged to have an organization." The reason was well expressed by Walter S. Newman, then State Supervisor of Vocational Agriculture. "In my opinion," he said, "the farm boys of Virginia who are enrolled in vocational agriculture are equal to any other group of boys in the State. . . . Let's form an organization that will give them a greater opportunity for self-expression and for the development of leadership. In this way they will develop confidence in their own ability and pride in the fact that they are farm boys."

The date was September, 1925, when vocational agriculture was in its ninth year. A brass plate attached to a table in the Department of Agricultural Education at V.P.I., Blacksburg, commemorates this important date with the following inscription:

AT THIS TABLE IN SEPTEMBER, 1925, IT WAS DETERMINED THAT BOYS STUDYING AGRICULTURE SHOULD HAVE THEIR OWN ORGANIZATION—NOW THE FFA

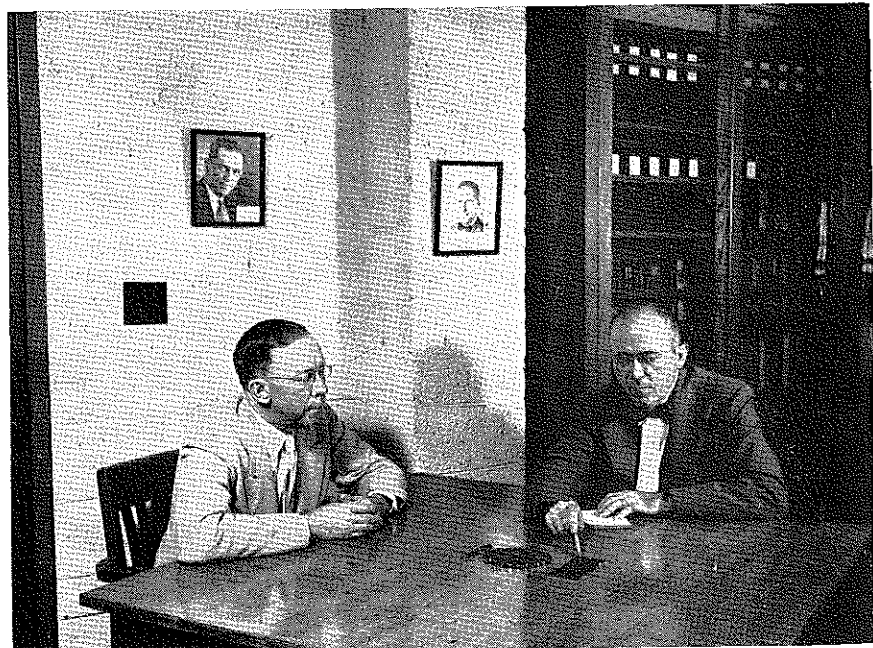
Present: Walter S. Newman, Edmund C. Magill, H. W. Sanders, and Henry C. Groseclose

Much had been done to set the stage for the new development. What was happening in the five or six preceding years in Virginia was happening in many states throughout the nation. Teachers, encouraged and supported by the boys in their vocational agriculture classes, were yielding to the demand for an organization that would afford a wider outlet for the interests and talents of farm youth.

The years from 1920 to 1925 may be called the years of groping—of trial and error—to find an appropriate organization that would meet the needs of this particular group. At least eight departments of vocational agriculture in Virginia formed organizations patterned along similar lines but each operating independently of the other. Activities and programs emphasizing leadership, thrift, cooperation, and general agricultural improvement seemed to be predominant.

Seed in Fertile Soil

Thus it happened that the idea expressed by Walter Newman was like a seed falling in fertile soil. It was the logical time to begin planning for the larger organization on a State-wide basis. Little time was lost in converting ideas into action. Finding a suitable name was no small task. Finally, Henry C. Groseclose, professor of agricultural education at V.P.I., had a happy thought: "Why not call it FFV—Future Farmers of Virginia?" This proved a most acceptable idea, not only because of its descriptive nature, but also because the original association of First Families of Virginia



FFA history was made by the men shown above. Seated at the table are Dr. Walter S. Newman, now President of Virginia Polytechnic Institute, and H. W. Sanders, Head of the Department of Vocational Education at V.P.I. Pictures on the wall are of Henry C. Groseclose and Edmund C. Magill, both deceased. Mr. Sanders is pointing to the FFA seal and plaque mounted on the table around which these four men developed the idea which, in 25 years, has grown to its present size and scope.



FFA Seal and plaque on table in Department of Vocational Education, Virginia Polytechnic Institute, Blacksburg, Va.

with the letters FFV seemed to have outgrown its usefulness and students and parents alike were ready to form a new association. It was about this time that J. O. Hoge, now area supervisor of vocational agriculture in Southwest Virginia, made the suggestion, "Why not call the new organization the Future Farmers of America?"

When Dr. Newman presented the idea of the proposed organization to the 500 boys assembled at the annual Rally in April 1926, they were unanimous and enthusiastic in their approval.

For the second time Henry Groseclose came forward with a valuable contribution. On June 14, 1926, he completed "The Proposed Constitution and By-Laws for a Boys' Organization of Vocational Agriculture."

(Continued on Page 102)

Recollections of the First National FFA Convention

H. O. SAMPSON, New Jersey State Supervisor, Retired



H. O. Sampson

THE EDITOR of *Agricultural Education Magazine* has requested that I give the readers a brief summary of my recollections of the first National FFA Convention. I am glad to do this for I am sure not many present-day workers in vocational agricultural education know much about how the organization was started on a national basis.

Preceding the first convention held in 1928 much preliminary work had been done by committees at the different regional conferences and by a special committee from the Washington office working with Dr. W. S. Newman, then State Supervisor of Vocational Agriculture of Virginia, and the late Prof. Henry Groseclose, Teacher Trainer in Virginia. At that time, Virginia had a going state organization with a constitution, known as the Future Farmers of Virginia, and the committee with the help of the Virginia men drew up a proposed constitution for a national FFA group, based somewhat on the Future Farmers of Virginia constitution, and sent it to the state offices for consideration and otherwise made ready for a national convention. During the summer of 1928, a call for such a convention was sent to the states by the late Dr. C. H. Lane, Chief of the Agricultural Education Service of the Federal Board for Vocational Education, the convention to be held in Kansas City, Missouri, at the time of the National Congress of Vocational Agriculture Stu-

dents, in conjunction with the American Royal Livestock Show. In the letter calling the convention, Dr. Lane requested that the state leaders bring or send delegates to the convention. Eighteen states complied. These states with their delegates were:

- Arizona—Dwight Patterson, Raymond Gilliland.
- Arkansas—Sam Pickering, Jesse Woodard.
- California—Arthur Ketterlin, Reid Lockhart.
- Colorado—Don Godsey, Millard Huey.
- Idaho—Carrol Baker, George Evans.
- Iowa—Herschel Hintermeister.
- Kansas—Robert Paige, Raymond Corhorst.
- Michigan—Glenn Munsel, Harry Gibson.
- Nebraska—Andrew Walberg, Alvin Reimer.
- New Jersey—Leslie Applegate.
- North Dakota—Norman Larson, Howard Cree.
- Ohio—Robert Shaw, Lawrence Augenstein.
- Oklahoma—Ollie Duroy, Elwood Berry.
- Oregon—Wilbur Signer, Neal Thompson.
- South Carolina—Wallace Grant, Carl Smoak.
- Utah—Theodore Westring, Albert Banks.
- Virginia—T. F. Kidd, Jr., Hampton Campbell.
- Wisconsin—Donald Godfrey.

It occurs to me that the names of these delegates should be recorded in an

FFA Hall of Fame, and wouldn't it be interesting to know more about these boys, how they have succeeded, and how many remained in agricultural work? I know about the work of only one, the New Jersey delegate, Leslie Applegate, who was elected the First National President. He became and still is a successful fruit grower in New Jersey and is a leader in many agricultural organizations in the State.

No record is available of all of the adults who attended this first convention and I can recall only a few. Some of the Regional Agents and Specialists from the Washington Office at the time were in Kansas City, but most of them were busy with duties in connection with the judging contests at the American Royal. Dr. W. T. Spanton, the present National Advisor, I recall, was busy at the livestock show, but he did find time to attend most of the FFA sessions. The late J. A. Linke and the late Robert Maltby, Regional Agents, were, however, assigned special duties at the convention. Of the state men present, I can recall only a few. The late Henry Groseclose of Virginia and the late E. E. Gallup of Michigan were there. Mr. H. C. Fetterolf of Pennsylvania told me recently that he attended some of the sessions although he was busy most of the time helping with the judging contests at the American Royal. I am rather certain too that Leroy Clements of Nebraska, and L. B. Pollum and A. P. Davidson of Kansas, and Sherman Dickinson of Missouri were also present. Other adults who were at some of the sessions were Mr. W. A. Cochel, Editor, *Kansas City Star*; Mr. George R. Collett, President of the Kansas City Stock Yards; J. F. Case, editor of a southern agricultural journal; Claude M. Henry, member for agriculture of the Federal Board for Vocational Education; and Ray L. Cuff of the Kansas City Live Stock Exchange—all of whom gave talks to the delegates dealing with group organization benefits.

The meetings were held in a second floor room of the Baltimore Hotel. At the first meeting, Dr. Lane acted as Chairman and appointed the following to act with him as a temporary Board of Trustees: Mr. Linke, Mr. Maltby, Mr. Groseclose, and myself. He also delegated certain special duties to each of us. At this first session, the delegates were asked to report the progress of FFA organization work in their respective states. In this connection it is interesting to note that only eight of the states represented had state organizations. The others had only local organizations, but in most cases, were considering the matter of forming state groups.

Dr. Lane appointed four committees made up of delegates with an adult on each committee. These were nominating, auditing, resolutions, and program of work committees.

The nominating committee proposed the following as officers for the next year and they were duly elected:

- President—Leslie Applegate, Freehold, New Jersey.
- First Vice President—Alvin Reimer, Beatrice, Nebraska.

(Continued on Page 102)



The FFA Commemorative Stamp

The FFA story—

(Continued from Page 100)

tional Agriculture Students in Virginia." This document was sent to every teacher of agriculture in the State. When they assembled for the annual conference that summer, 1926, they were ready to put the finishing touches on the plans for organization. Before leaving the conference the teachers set up a goal for the FFV chapter in every agricultural high school in the state. Later developments proved that this group possessed the faith, energy and enthusiasm necessary for so great a task.

As early as December 1926, the young organization had its own publication. In a contest for a title Sidney Williams of the Powhatan Chapter provided the winner: "Chapter Chats." This title has been borne by the bi-monthly publication of the State association since that time. Through the years it has continued to provide the most authentic source of information concerning matters of interest to its members.

It Was Boys' Own Organization

A favorite question for discussion, during the early days, was which Chapter in the State received the first charter. Since Chapters had to be fully organized before a charter was issued, the race to meet this requirement became exciting. The current belief is that Rural Retreat sent in the first application, but Weyers Cave, actually, received Charter Number 1. The important fact was that approximately one hundred Chapters had been organized by the time of the annual Rally in April 1927.

The 1927 meeting was another important milestone. The constitution was revised and ratified; the first officers were elected and the first Virginia Planters or Third-degree members (now called State Farmers) were recognized. Honorary Virginia Planters were elected as follows: Harry Flood Byrd, Governor; Robert D. Maltby, regional agent for the South; Dabney S. Lancaster, the second State supervisor of vocational agriculture and now president of Longwood College; Henry C. Groseclose, professor of agricultural education; and Walter S. Newman, State Supervisor of vocational agriculture, now president of Virginia Polytechnic Institute.

The new organization was off to a good start. Important principles on which it was to operate were clarified and clear-cut objectives set up. In organizing "from the bottom up" instead of "from the top down," the Future Farmers possessed a strength they might not have had otherwise. Members worked hard because theirs was an organization of, by, and for farm boys with a minimum of guidance or control by adults.

When the national organization, The Future Farmers of America, was formed in 1928, the Virginia association was granted the first State Charter and Henry C. Groseclose was elected national treasurer. Because of this position and because of his experience in assisting in the Virginia organization, Groseclose was able to help materially in forming the national association. It was easy

to adjust the State organization and program to that of the larger organization. In later years Virginia continued to make contributions to the National association.

William Shaffer, of Mauertown, served as National President in 1935-36; Dowell J. Howard, now State Superintendent of Public Instruction, was elected to succeed H. C. Groseclose as National Treasurer; while Robert Lee Bristow in 1937 was elected Star American Farmer, and in the following year the Holland Chapter, with J. J. Gwaltney, advisor, won first place in the National Chapter Contest. That same year Hunter Greenlaw, of Fredericksburg, was elected Star Farmer of America. Robert Stevens, of Rustburg, was chosen Star Farmer for the South in 1949.

National Organization Formed

Many other states had formed similar organizations of students of vocational agriculture by various names. In November, 1928, 18 of these states sent representatives to Kansas City for the first national convention and organized the Future Farmers of America. At this meeting Joseph Beard, Floris High School, Fairfax County, was awarded the American Farmer Degree in recognition of outstanding accomplishments in farming. He was the first Virginia American Farmer. The first honorary American Farmer degree to be awarded a Virginian was given to Henry C. Groseclose.

Growth of the Virginia association in the intervening years has been both steady and sound. The hundred Chapters with approximately 2,000 members in 1927 had grown to 260 Chapters with 9,798 active members in 1953. Last year these boys were responsible for growing 31,702 acres of crops and raising 25,383 head of livestock, not including 525,584 fowls. They made a total income of \$2,929,754.06, or an average income of approximately \$300 per boy. "Earning while learning" is a basic concept of the program of vocational education in agriculture which Future Farmer records amply justify.

These are but a few of the highlights. Enough has been said, however, to give some indication as to why the FFA in Virginia and throughout the nation has grown stronger as the years have passed.

This great growth of the FFA in size, strength and service down through the years is because the FFA offers almost unlimited opportunities for the development of leadership on the part of its members.

It promotes better agricultural practices.

It recognizes and appropriately rewards superior attainment.

It inspires individuals and groups to do their best.

It fosters a spirit of wholesome competition and friendly rivalry.

It makes invaluable contributions to the development of good citizenship.

As long as the Future Farmers of America continue to do these things its future is assured and its place in the development of American agriculture can not be questioned. □

Recollections of—

(Continued from Page 101)

Second Vice President—Lawrence Augenstein, Ashley, Ohio.

Third Vice President—Sam Pickering, Gentry, Arkansas.

Fourth Vice President—Arthur Ketterlin, Santa Rosa, California.

Student Secretary—Don Godsey, Yuma, Colorado.

Executive Secretary-Treasurer—Henry Groseclose, State Board of Education, Richmond, Virginia.

Advisor—Dr. C. H. Lane, Federal Board for Vocational Education, Washington, D. C.

The auditing committee reported liabilities of \$221.00 and assets of \$30.00. Thus, the national organization started very much in debt. The liabilities included expense for such items as charters, national seals, and American Farmer Keys. The deficit was to be taken care of during the coming year by membership dues of 10 cents each and the sale of charters to the states applying for them. (At the 1929 convention, the National Organization had a net worth of \$1204.61.)

The program of work committee suggested several important items to be considered by local Chapters, by state Associations, and by the National Association.

The resolutions committee extended thanks and appreciation to those adults who had helped with the preliminary work of the organization.

One of the duties of the Board of Trustees appointed by Dr. Lane was to select boys to receive the American Farmer Keys for 1928. The way the committee met this assignment was quite different from present-day methods. The Board decided for this first year that as far as possible the keys be awarded to delegates present at the convention and further that not more than one key be awarded in each state. The boys who had passed the State Farmer Degree or who were, in the opinion of the committee, eligible for this degree were then called before the Board and their credentials examined. Most of the decisions by the Board were made upon oral examinations. Not many written records were in evidence. The final decision was that American Farmer Keys for 1928 be awarded to the following:

Elsnier Beall—Arkansas
Arthur Ketterlin—California
Carrol Baker—Idaho
Leslie Applegate—New Jersey
Norman Larson—North Dakota
Lawrence Augenstein—Ohio
Ollie Duroy—Oklahoma
Guy Whitestone—South Carolina
Theodore Westerling—Utah
Joseph Beard—Virginia

The American Farmer Keys were awarded to the ten boys by Mr. Maltby at a banquet held later in the week for all vocational agriculture boys in attendance at the judging contests and the FFA Convention.

Thus, the first National FFA Convention got under way. □

Leslie Applegate

First National President

OWEN E. KISER, Supervisor, New Jersey

WHEN Leslie Applegate entered high school his father owned four good fruit (apple) farms near Freehold, New Jersey.

While studying vocational agriculture Leslie rented a 10-acre block of apple trees from his father and worked for his father for his supervised farming program.

Leslie was president of the New Jersey Young Farmers Association when the call came in 1928 for each state to send a delegate to Kansas City to consider the possibilities of developing a national organization of boys who were studying vocational agriculture. Leslie went with H. O. Sampson, State Supervisor of Agricultural Education, to represent New Jersey at that conference. His contributions were such that when it came time to elect the first set of officers for the new organization of Future Farmers of America Leslie was chosen as the first president.

Before Leslie was graduated from high school his father died and left the estate to Leslie's mother. Mrs. Applegate

attempted to operate the farms with the help of Leslie and an older brother, but Leslie said he and his brother could not agree on how things should be done, so each of them bought two farms from their mother and they have conducted successful farming enterprises ever since. Leslie is now renting an additional 60 acre apple farm, which gives him a total of 250 acres in apples.

He has a comfortable farm home, a modern packing house and major equipment including five tractors, two sprayers, two farm trucks, and two trucks for marketing his produce.

He has eight full-time workers and employs up to 50 during the peak of the harvesting season. He was one of the first growers in New Jersey to adopt the box-pack of wrapped apples. More than one-fourth of his crop is shipped to foreign markets, mostly to Argentina.

Leslie is a charter member of the New Jersey Fruit Cooperative, Inc., which is the oldest fruit cooperative in the Northeast. He says his convictions that farmers can succeed better by working together, stems from the teachings of Mr. Earle Stillwell, his vocational agriculture teacher.

He has been happily married for 22 years. His daughter is a junior in college and his son is a senior in high school.

The first American Farmer of the FFA in New Jersey and a successful farmer in deed believes the FFA has made its greatest contribution through excellent leadership training and providing opportunities for boys to learn to work together. □

Our Cover Picture

Vocational agriculture and the FFA are reaching into the second generation in many families. Pictured on the cover we see R. J. Powell, who began teaching in Richland Springs, Texas, in 1930 and is now in his twenty-fourth year in the same community. One of his early pupils was B. Y. Pierce, the person in the center of the picture, who is now a successful farm operator in the community. Currently enrolled in the Vo-Ag department and a member of the FFA Chapter is the son, Gary Pierce.

The teacher in this scene, with the help of the father, is giving instruction to Gary on the latest procedures for patch-budding pecans. The farm is located in one of the major pecan producing centers in Texas.

Picture by L. V. Halbrooks, Bryan, Texas.

There is merit in ---

Official FFA Supplies

Advantages are discussed by—

ELVIN DOWNS, Supervisor, Utah



Elvin Downs

IT would be quite difficult to prove that official FFA supplies have made measurable contributions toward improving our farming during the past six years. It is plainly evident, however, that interest among vocational agriculture students is keen; more so than we experienced a decade ago. An interested, enthusiastic student is one of the first prerequisites for learning readiness. Factors which have contributed to the student's interest in school, his FFA activities, etc., have also made definite contributions toward the improvement of the program in vocational agriculture.

Official FFA supplies have assisted in bringing recognition to boys enrolled in vocational agriculture. There are few if any \$10.00 jackets in this nation that are as well known and respected as the official FFA jacket. It is symbolic of rural youth, clean living, leadership and honest work. Students of vocational agriculture have worked just a little harder, have accomplished just a little more with the official jacket a reward for accomplishment. Official wearing apparel has

added dignity to FFA exhibitors at fairs, shows and exhibitions. The management of the Intermountain Junior Livestock Show at Salt Lake City, Utah, provides cash awards to the three FFA Chapters whose exhibitors are most appropriately dressed. The Lehi Chapter of Lehi, Utah, dressed their stock exhibitors in the official FFA coverall and walked off with first prize money. This is the second year that the Lehi Chapter has won such an award. Official wearing apparel brought recognition to this Chapter and it has reflected in greater interest in the boys' farming programs.

The delegates to the 1947 convention authorized the Future Farmer Supply Service, and it began to operate in 1948. It has grown into a thriving business from the humble start made seven years ago. There has always been some difference of opinion as to the official FFA supplies which are to be stocked by the



Don't they make a fine appearance? These members of the Lehi (Utah) Chapter won the "Uniform" contest in the Intermountain Junior Stock Show on the basis of their display of the official FFA coveralls.

Supply Service. The FFA Board of Directors has reviewed the list of official supplies each year and deleted and added items from time to time. Perhaps greater emphasis can be given to the consideration of official supplies in the years ahead.

The Future Farmer Supply Service has made possible the ordering of supplies for all FFA occasions from a central address. Appropriate meaningful awards have been provided for honorary Chapter farmers, and other real friends of the Future Farmers of America.

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A member of Congress looks at the FFA

Building in beliefs

A State Representative, whose son is now enrolled in vocational agriculture, speaks of the FFA from a challenging point of view.

CLIFFORD G. McINTIRE, M.C., Third District, Maine, Representative, United States Congress, Washington, D. C.

WHAT YOUTH has not thrilled to the adventures of such inspirational characters of fiction as Robin Hood or King Arthur and his Knights of the Round Table? They were engaged in a crusade. They were the ever-constant pursuit of an ideal, their lives dedicated to a principle which lent direction and force to their efforts. The flying arrow, the flashing sword, and the leveling lance . . . these they braved because they BELIEVED.

The Future Farmer of America is not unlike those colorful characters of fiction, for he, too, is engaged in a crusade; he, too, knows adventure; he, too, BELIEVES.

The future of farming is something in which the Future Farmer BELIEVES, and because the future is made up of many todays, he is concerned with the many problems which currently confront agriculture. Even now he is pondering the answers to such agricultural problems as these: What is the solution to our present-day complex agricultural surplus problem? What program of agricultural research will enable us to break through existing research ceilings and permit our meeting the future food demand of our increasing population? What are the best methods for preserving our soil's fertility? What part, if any, should price supports play in our agricultural programs? . . . the search for the answers to problems such as these contains the seed of true adven-

ture, posing as a true challenge for today's Future Farmer. How the answers to such problems are resolved will, in large measure, determine the future of agriculture.

The Future Farmer BELIEVES that, although the soil is a hard taskmaster, there are many joys associated with farming. He knows the magic of a morning whose air is laden with country freshness and whose fingers of faint light beckon him forth to the waiting fields. He is accustomed to the pleasant sight of mother's sunbonnet floating in a soft summer breeze, her busy feet carrying her and a perspiring jug of lemonade to the hired hands toiling in the distant fields. His is the rare privilege of being able to view first hand life at its beginning, as it reveals itself in the form of a new-born colt or calf; and of watching at close range the miracle of growth, as it finds expression in a hard head of grain or a green blade of grass. He is familiar with that wonderful tiredness that sweeps over one who has done a hard day's work in the field, and, too, he knows that rich feeling of satisfaction that comes only to one who has an awareness that his work is well-done. But most important of all, the Future Farmer is engaged in a rare type of adventure, for he lives in close association with nature's wonders, and, through them, knows and feels an indefinable kinship with God.

The Future Farmer BELIEVES that much of agriculture's progress has flowed, and must continue to flow, from good leadership. He knows that such leadership, to be effective, must be of a nature that wins the deep-rooted respect of those who are to follow; that before satisfactory progress can be made in any agricultural endeavor, there must be that kind of leadership which establishes well-defined objectives and constructive courses of action. The Future Farmer knows, too, that leadership is important in areas other than agriculture. Today, more than ever,

our communities are in dire need of high-quality leadership, for communities are the basic units of our nation and, in the aggregate, make our America. Good leadership in our schools, too, is vitally essential in this day when all of our American ideals are being threatened by doctrines foreign to our way of life. And good leadership in our state and federal governments is an absolute essential if we, as a country, are to lead the free world on through the storms of world confusion and into the haven of international security. Such, then, is the role that good leadership plays in our day-to-day living. Good leadership is the challenge of the day, a challenge which the Future Farmer, because he stands ready and able to lead, is ready to accept.

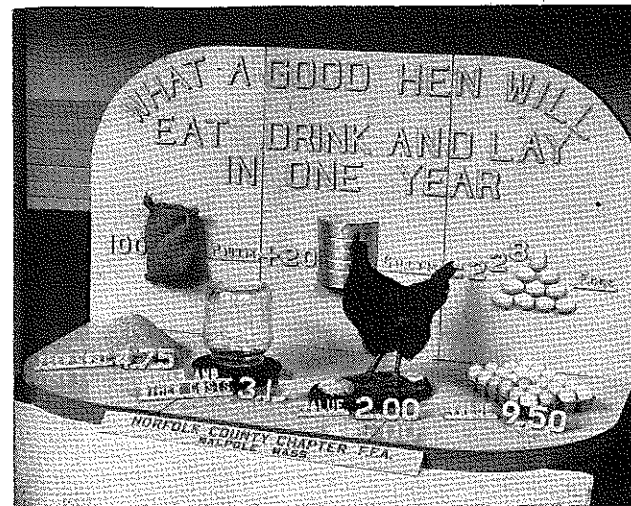
The Future Farmer BELIEVES in his own ability to work and his own talents to succeed. Such a belief does not exist easily in an atmosphere where, more and more, a paternalistic government is doing for its people that which they might well do for themselves. To reverse this trend would require great sacrifice, but the reward of such an adjustment is a rich one, for it is well-established that the degree of liberty we enjoy is directly proportionate to the amount of responsibility we bear. Time does not alter the basic principles from which flow independence, and it is true today, as always, that self-reliance rather than dependence is freedom's keynote. The Future Farmer knows that he must exercise great effort and considerable diligence, lest the termite of reliance eat away the timbers of self-determination. But this he will do, because in himself he BELIEVES.

Clear thinking is something in which the Future Farmer BELIEVES. He believes in that kind of thinking which prompted the creation of the splendid organization of which he is a part. This organization took form in 1928, when State leaders of organizations of vocational agriculture students met in Kansas City and determined that agriculture's future would best be preserved by providing proper training and organization for those who would serve it and be its guardians in the future. Since that time, the Future Farmers Organization has gone through a program of constant growth, until today this fine organization of young men has Chapters in all forty-eight States and in Hawaii and Puerto Rico and has enrolled approximately 350,000 young men. The great strides made by agriculture in the last twenty-five years can, in no small way, be attributed to the efforts of this organization that has trained young men to cope with old agricultural problems. Tremendous increases in productivity, increased attention to soil conservation, wise farming practices . . . these reflect, in large measure, the efforts of the Future Farmers of America organization. In agriculture, as in other fields, continued clear thinking is an absolute essential if we are to perpetuate the gains of the past and assure the progress of the future. Continued clear thinking rises as another challenge for the Future Farmer; his training, past and present, makes him superbly equipped to successfully meet that challenge.

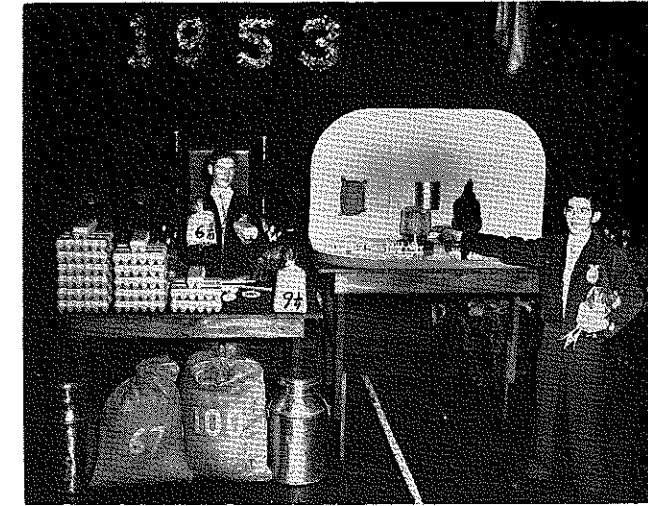
(Continued on Page 112)



Congressman McIntire and son Blynn are examining the progress of Blynn's Katahdin potato project with Everett C. Cunningham, Vo-Ag instructor at the McIntire farm at Perham, Maine.



Shown here is the Exhibit which won first place in the State contest. Its publicity value was realized later when placed in a local store window.



The same exhibit became the focus of the idea around which a demonstration was prepared and conducted before a public gathering.

We should remember that --

Chapter activities have multiple values

Capitalize on them

JOSEPH H. POWNALL, Vo-Ag Instructor, Norfolk County Agricultural School, Walpole, Mass.



Joseph H. Pownall

good newspaper copy and that they can sometimes be used in a demonstration. At any rate, ours did!

Our Norfolk County Chapter each year sponsors a number of activity clubs, each under the guidance of an instructor. These clubs meet every two weeks, alternating with an all-school assembly.

During the year, the FFA-sponsored Science Club took the assignment of building a creditable exhibit to be entered in state competition. Entitled "What a Good Hen Will Eat Drink, and Lay in One Year," this exhibit won first place in the exhibit contest held at the time of the Annual Convention of the Massachusetts FFA Association.

Arrangements were made then to put the exhibit on display in the show window of one of the local hardware stores. Here it remained for a week and was coupled with an article on the front page of the local newspaper, telling the public where it could be seen, its title, its meaning, and brief statements of what FFA is and its meaning. This arrangement benefited both the Chapter and the hardware company.

Later it was decided to put on a Senior Demonstration at graduation. The

IN OUR program of work we often tend to keep the various sections of endeavor separate and distinct. For example, when we make an exhibit it is simply an exhibit to be used for that purpose only. This year we found to our surprise and delight that exhib-

its sometimes make question arose as to whether an exhibit could be adapted to demonstration purposes. Could the exhibit be used in the demonstration itself? Two outstanding senior boys who had majored in Poultry were consulted and agreed to put on the demonstration, using the exhibit, if a suitable dialogue and acting procedure could be developed. Out of two weeks' work came a dialogue entitled "Poultry Pictures." The demonstration showed the amount of feed a good hen of today would eat in a year, the amount of water she would drink, and the number of eggs she would be expected to lay. It also showed the amount of money involved in the life of one hen for one year. In addition, it put in contrast the performance of the well-bred hen of today and the barnyard fowl of 40 years ago, both at today's prices. Additional properties were needed and were added. The exhibit itself was used as a demonstration board and figures and properties were changed during the course of the demonstration.

A delightful and instructive demonstration, evolved from an exhibit, was the result of this endeavor. The audience of parents and friends of the graduating class received it enthusiastically and regarded it as the highlight of the evening.

Increasing Information of Members

Another field of activity as regards our program of work seems to challenge our Chapter in the year ahead. We feel that our 120 members are not well enough informed concerning local, state, and national FFA activities, contests, and other data pertaining to FFA. Neither are they kept well enough informed on the significance of degree work, outside contests for which they are eligible, and scholarships which are available. We propose to remedy this situation by attacking it from several angles. First, we

shall see to it that every member owns an official manual. We will do this by having the price included in the dues. We would like to increase subscriptions to the *National Future Farmer Magazine* from 50% of our members this year to 75%. The third direction of attack is to install, in the most prominent place in the gymnasium, an all-FFA informational bulletin board. We realize that just the board solves nothing, therefore the duty of keeping it filled with pertinent information will fall to a committee working closely with the Chapter reporter and adviser. Our experience has been that once a committee of boys fully understands its duties and responsibilities, that committee functions in a completely satisfactory manner. A well informed Chapter member has infinitely greater possibilities than one poorly informed.

Saving and Investing

In the matter of individual savings among our members, we feel that we are weak. Considerable planning has gone into methods of bolstering this phase of our chapter existence. It has been proposed that all members set aside a certain amount of money each week, even if it is small, in order to learn the good habit. It has also been proposed that some plan be worked out to have this handled through a local bank, and that an account cannot be withdrawn until a certain specified time has elapsed. This period of time would be set by general agreement of members. These proposals all come from students themselves. They agree that they must first get the habit of saving, then plan their investments after the savings accumulate.

These needs among our members are brought out into open debate when the need becomes acute, and in dealing with them we have found that there is a very distinct "right time" to solve the problem. If we try to rush the issue, we get only confusion and discord. If we wait too long, the opportune moment has gone by and interest has been lost. In either case we usually have an unsatisfactory solution. One of our officers put it this way, "It requires the skill of a tight-rope artist in sensing the right time

(Continued on Page 115)

A scorecard for - - -

Evaluating individual member participation

In the NFA

DANIEL SMITH, Vo-Ag Instructor, Cleveland, Miss.



Daniel Smith

IN RECENT years much attention and thought have been devoted to the improvement of Future Farmer and New Farmer Chapter organizations in schools offering courses in vocational agriculture. The task of improving these organizations so they will make the

maximum contributions toward the development of desirable behavior patterns in farm boys has been approached and undertaken from many angles. However, not enough has been done to develop instruments to evaluate the individual member's participation in the various activities carried on by the Chapter.

Information gained from such an evaluation should serve, first, to increase and improve participation in the total Chapter program on the part of the individual boy; and secondly, to improve the Chapter program through improved participation on the part of each member.

Importance to the Boy

In too many instances, boys who are enrolled in vocational agriculture classes are interested in becoming NFA members only because of their interest in one or two phases of the Chapter program. Too often farm boys fail to interpret the total objectives of the Chapter program as being a part of their educational needs.

In many cases boys are not aware of the fact that they are not participating as fully as they should in the various activities of the Chapter.

An evaluation device, such as has been attempted, should serve to make the boy conscious of the necessity for including all phases of the Chapter program in his individual plans. The evaluation device, when used, should serve to point out to the boy and the teacher the progress the boy is making in participating fully in all of the activities of the Chapter. A member evaluation should serve to solicit cooperation on the part of the NFA Chapter, the teacher, and the boy to help the individual member make progress toward his objectives.

The Program of Work in Relation to Participation

The NFA Chapter program of work should be so planned as to provide experiences and situations which develop certain abilities within each member. The abilities developed through the member's participation in carrying out the program of work should be the objectives of the boy's membership in the Chapter.

Regardless of how extensively the Chapter program is planned, if it fails to develop desirable behavior in members it is failing in its intended function. It seems very necessary, then, to evaluate each member in the local Chapter in terms of certain abilities which have been developed as a result of membership and participation in the NFA.

For the purpose of this evaluation, the following list of pupil objectives is suggested and is being used in the construction of the evaluating device.

1. Ability to farm effectively.
2. Ability to work with others.
3. Ability to provide worthwhile leadership.
4. Ability to recognize and practice responsibility toward others.
5. Ability to earn money and practice thrift.
6. Ability to provide for and participate in wholesome recreation.
7. Ability to appreciate, obtain, and use needed information.
8. Ability to provide for and share in wholesome family living.
9. Ability to appreciate and improve farm and home surroundings.

Using the NFA Member Evaluation

The scorecard should be thoroughly explained to the NFA members at the beginning of the school term and just prior to the time the boy plans his training program for the year. The form is placed in the boy's individual folder and kept at the school. However, the boy

(Continued on Page 108)

A SCORECARD FOR EVALUATING INDIVIDUAL NFA MEMBERS

Name of member.....Date.....

Grade in school.....Degree held.....

Instructions—The member to be scored should first check (V) in the appropriate column whether he thinks his performance has been satisfactory or unsatisfactory. This self-evaluating should represent the honest opinion of the member.

When the individual has checked his performance opposite each activity in which he has participated, the scorecard is turned over to a Chapter committee to be scored. The student will then be given a score agreed upon by the committee and the individual for each ability and according to the maximum score set by the Chapter.

I. ABILITY TO FARM EFFECTIVELY

Committee maximum score 150*

- | | | |
|---|-------|-------|
| a. Farming program measures up to class standard. | Yes | No |
| b. Farming program appreciably larger than previous year's program. | _____ | _____ |
| c. Enterprises carried on a continuous basis. | _____ | _____ |
| d. Records and accounts up to date. | _____ | _____ |
| e. Earnings from farming invested in farming. | _____ | _____ |
| f. Qualified for an advanced degree. | _____ | _____ |
| g. Applied for an FFA Foundation award. | _____ | _____ |
| h. Participated in judging contests. | _____ | _____ |

Your score.....

II. ABILITY TO WORK WITH OTHERS

Committee maximum score 120

- | | | |
|--|-------|-------|
| a. Attended most of Chapter meetings. | _____ | _____ |
| b. Observed parliamentary rules in meetings. | _____ | _____ |
| c. Actively participated in meetings. | _____ | _____ |
| d. Served on one or more committees. | _____ | _____ |
| e. Assisted in raising Chapter funds. | _____ | _____ |
| f. Participated in cooperative buying. | _____ | _____ |
| g. Participated in cooperative selling. | _____ | _____ |
| h. Worked with Chapter productive projects. | _____ | _____ |
| i. Worked with Chapter improvement projects. | _____ | _____ |
| j. Used Chapter thrift bank as needed. | _____ | _____ |
| k. Used Chapter insurance plan. | _____ | _____ |

Your score.....

III. ABILITY TO PROVIDE WORTHWHILE LEADERSHIP

Committee maximum score 130

- | | | |
|--|-------|-------|
| a. Served well as officer in NFA. | _____ | _____ |
| b. Applied parliamentary rules in conduct of meetings. | _____ | _____ |
| c. Served well as committee chairman. | _____ | _____ |
| d. Participated in Chapter public programs. | _____ | _____ |
| e. Entered contest in speaking, talent, quiz, or quartet singing. | _____ | _____ |
| f. Participated in radio program. | _____ | _____ |
| g. Brought in at least one new member to Chapter. | _____ | _____ |
| h. Recruited at least one adult farmer or young farmer for class work. | _____ | _____ |
| i. Wrote at least one news article. | _____ | _____ |
| j. Served as Chapter delegate in district or state. | _____ | _____ |

Your score.....

(Continued on Page 108)



The annual spring banquet of the Sam Houston Collegiate Chapter was addressed by Jimmy Dillon, national FFA President. Sitting at the left is Bruce Griffin, College Chapter President.



Among the guests at the annual banquet was R. E. Naugher of the U. S. Office of Education. He is being presented with a "Naturalization Certificate" for the "Republic of Texas" by Dr. W. E. Lowry, Dean of the College.

Training FFA Advisers

In a Texas Collegiate Chapter

J. L. MOSES, Teacher Education, Sam Houston State Teachers College, Texas



J. L. Moses

COLLEGIATE Chapters find their justification in the National Constitution of the Future Farmer organization. Sam Houston State Teachers College in Huntsville, Texas, took early advantage of this provision and organized a collegiate Chapter in 1928, soon

program of the department in which the trainee is to teach. Therefore, teacher trainers at this college have emphasized membership and active participation in the collegiate Chapter. It is also used as a training device to aid the members in developing the same qualities of leadership and social and cultural attributes desirable in every Future Farmer member.

after the chartering of the FFA in Kansas City. It has continued since that time as one of the most active Chapters in the state and nation, holding weekly meetings throughout the year.

It is evident that adequate training of prospective teachers to be FFA advisers is very important to the success of the

In his preparation for organizing and leading high school FFA Chapters, the prospective teacher finds the collegiate Chapter his greatest asset. First, he obtains a knowledge of the background and organization of the FFA on local, district, state and national levels. He is given basic information on the responsibilities and activities of the high school FFA adviser, and the collegiate Chapter serves to provide actual experiences in many activities. The program of work is similar to the program of work in high

school Chapters. All activities are carried out by committees. Valuable training is received in conducting meetings by parliamentary procedure. Members learn to work with other organizations and to cooperate in carrying out projects. Hidden abilities are developed, accomplishments are recognized, and a desire to advance the principles of this largest farm boys' organization in the world is inspired.

In the field of training the Sam Houston Collegiate Chapter is busy throughout the school year. Among the activities for which it is responsible are the following:

- (1) Sponsor the Area Judging Contest annually with more than 1000 boys participating
- (2) Sponsor a weekly radio program
- (3) Write weekly news articles
- (4) Sponsor an annual state-wide leadership contest through the local, area, and state levels. Senior members serve as judges in green-hand and chapter farmer conducting, radio, farm skill demonstration, and Future Farmer Quiz.
- (5) Serve as judges for local awards to Future Farmers

(Continued on Page 123)



Certificates of Merit are awarded annually for accomplishment and outstanding service. Dean Lowry is making the presentation.



A feature event of the annual Valentine dance is the naming of the Chapter Sweetheart. She and her Court are pictured here for 1953.

Scorecard (Continued from Page 106)

IV. ABILITY TO RECOGNIZE AND PRACTICE RESPONSIBILITY TOWARD OTHERS.

- Committee maximum score 100
a. Participated in all Chapter community services.
b. Rendered individual community service.
c. Made effort to conserve public property.
d. Worked with church and civic organizations.
e. Made regular financial contributions to church.
f. Contributed willingly to charity.
g. Assisted fellow students with problems.

Your score _____

V. ABILITY TO EARN MONEY AND PRACTICE THRIFT

- Committee maximum score 100
a. Earnings from farming program sufficient for personal needs.
b. Earned money from one other source.
c. Deposited money to savings account.
d. Net worth larger than previous year's.
e. Made and followed personal budget.
f. Invested money for productive purposes.
g. Borrowed money for productive use.
h. Practiced conservation of tools and machinery.
i. Engaged in one or more soil conserving practices.

Your score _____

VI. ABILITY TO PROVIDE FOR AND PARTICIPATE IN WHOLESOME RECREATION

- Committee maximum score 90
a. Participated in one or more Chapter athletic contests.
b. Attended all Chapter socials.
c. Attended Chapter picnic.
d. Did share in preparing for parent-son banquet and attended with parent.
e. Constructed recreational equipment.
f. Went on Chapter camping trip.

Your score _____

VII. ABILITY TO APPRECIATE, OBTAIN, AND USE NEEDED INFORMATION

- Committee maximum score 100
a. Earned passing grades in all subjects.
b. Started or improved home library.
c. Used latest approved practices in farming program.
d. Had conferences with adviser.
e. Had conferences with other teachers in school.
f. Often talked with other farmers and experienced persons to get information.
g. Attended educational meetings.
h. Made use of various agricultural agencies to get information.
i. Listened to educational radio programs.

Your score _____

VIII. ABILITY TO PROVIDE FOR AND SHARE IN WHOLE-SOME FAMILY LIVING

- Committee maximum score 100
a. Assisted family with planning and carrying out family social occasions.
b. Assisted in making schedule for use of car, radio, bathroom, etc.
c. Shared with chores in home.
d. Discussed personal problems with parents.
e. Worked with family in the selection of gifts for family members and friends.
f. Produced food for family use.
g. Practiced good health habits.

Your score _____

IX. ABILITY TO APPRECIATE AND IMPROVE FARM AND HOME SURROUNDINGS

- Committee maximum score 110
a. Made repairs on dwelling.
b. Repaired home furniture and appliances.
c. Installed home conveniences.
d. Constructed appliances for home.
e. Constructed labor saving devices.
f. Improved home grounds.
g. Repaired and improved fences and farm buildings.

Your score _____

TOTAL OF MAXIMUM SCORES..... 1000*

YOUR TOTAL SCORE.....

*Maximum scores were suggested by a class of graduate students at Michigan State College studying "Evaluation in agricultural education."

Suggested scores may serve to guide the Chapter in setting the actual maximum scores to be used by the committee.

Evaluating—

(Continued from Page 106)

should be allowed to refer to the form whenever he desires. He should refer to this form when he is planning his year's training program in the vocational agriculture course. Members, other than those enrolled for the first year, should be greatly benefited by using their previous year's evaluation to determine what activities to include in their program plans for the current year.

The evaluation of the boy's abilities would best be made at different times during the year rather than attempt to evaluate all of the nine abilities at one time. For example, the evaluation of his farming ability could best be made near the end of the calendar year or when he makes his report on supervised farming. On the other hand, abilities such as leadership would probably be evaluated more effectively just before the close of school.

A summary of the member evaluations should be made to discover weaknesses that may exist in some of the areas of the Chapter program of work. These weaknesses may be revealed as lack of quality as well as quantity of participation. When this is revealed, corrective measures should be employed in terms of revisions or changes in activities for the particular area.

The various committees in the NFA Chapter should be made to feel their responsibilities more keenly since they will realize that the results of their work can be measured to a large degree by the member evaluation.

The evaluation should assist the teacher in getting at the actual problems of the student. It should serve as a basis in planning the instructional program. The teacher will also know what needs to be discussed with his pupils during personal conferences at the school and on the home farm visit.

Further Suggestions for Use

The following suggestions for using this evaluation scorecard were made by members of a class of graduate students at Michigan State College studying "Evaluation in agricultural education":

- 1. That the maximum scores decided upon by the Chapter remain unchanged until such time that a change is deemed necessary.
2. That the teacher assist the committees in securing necessary evidences of member participation during the evaluation.
3. That weighted scores be assigned the various activities under each member objective to help the committee arrive at the member's score.
4. That the evaluation might be made at the end of each grading period of the school to determine the grade for the student.

AVA Program—
Agricultural Section
See Page 122

Would this contest appeal to your pupils?

An FFA small-bore rifle match

THOMAS R. BURGESS, Vo-Ag Instructor, Pottsville, Arkansas

Did you ever consider holding a rifle match in your FFA Chapter? For several years the writer had given thought to the possibilities of using such an event as a special interest arousing activity. It was attempted for the first time in the fall of 1952, and proved highly successful.

First Steps

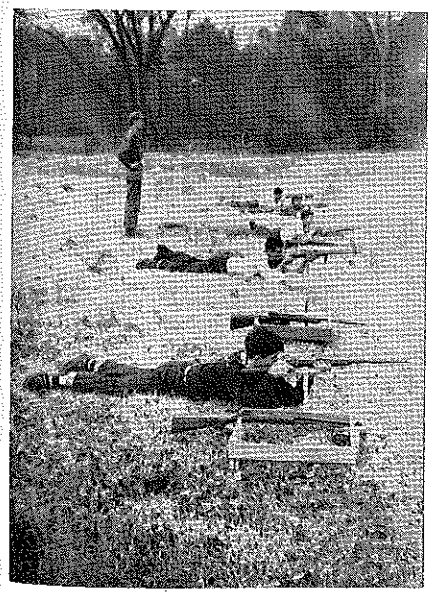
The first thing to be done is to obtain information on the subject. This may be secured gratis from the National Rifle Association, 1600 Rhode Island Ave., N.W., Washington, D. C., and from the various manufacturers of arms and ammunition.

At the same time it is well to "feel-out" the interest of the members to find out whether you should proceed. You may rest assured that interest will grow stronger as the date of the event approaches. In no case should a match be attempted unless there is considerable interest among the members after the matter has been well explained to them. But interest may be built up for a match at a later date.

Planning

After it has been definitely decided that a match is to be held, plans should be made a few weeks in advance of the event. In planning, the following points should be given careful consideration: (1) safety, (2) the types of contests to be held, (3) selecting a suitable range, (4) constructing equipment, (5) obtaining targets, (6) organization and supervision, (7) safety (emphasized first, last and all the time). These will be discussed in the order listed.

Safety. This point should be stressed from the very beginning and should be well planned and executed. If this is given enough careful thought and emphasis there is little likelihood of an ac-



Prone position. Photo shows position stakes and gun racks. Range chief in background.

cident. In our match we required that the guns be brought to us unloaded and with the actions open. We registered the guns and retained possession of them until we went on the field. They were placed in specially devised racks which were located at the shooting positions and we did not permit anyone (including the owner) to pick them up until the command was given by a range chief.

We gave repeated cautions on handling the guns prior to the contests and gave detailed instructions in conduct on the range. More about safety later on.

Type of Contests. There are many different positions, distances and types of targets that can be incorporated into the rifle match. It is the writer's belief that a combination offering variety is far more interesting than a single event.

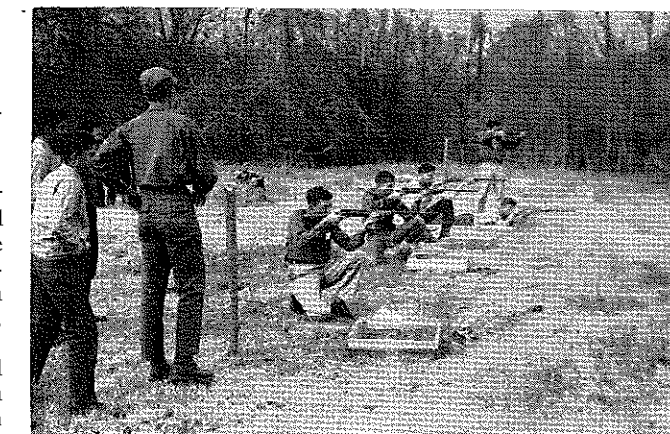
In our match we used the following distances and positions:

- 50 feet (slow fire), prone, kneeling and standing positions.
50 yards (slow fire), prone, kneeling and standing positions.
100 yards (slow fire), prone, kneeling and standing positions.
75 feet, rapid fire.
75 feet, moving target.

While we do not claim these to make up the best combination in every case, we found them to be interesting and quite satisfactory. The range available may necessarily limit distances to the shorter ones, but with a little thought and planning a good match can still be worked out.

Selecting a suitable range. This must be done some time in advance. If a site is available where a high clay bank or steep hill can be used for a back stop with a fairly level field in front of it an ideal range is provided if it is not located near houses, people, cattle or other property which might be damaged. If such natural back-stop is not available one can be constructed from sand bags, logs, heavy timbers or earth ramp. However, these would require considerable labor.

Constructing equipment. We used four different items of equipment which we constructed in the school shop: (1) Target backgrounds, consisting of a plank about 20 in. by 20 in. nailed to a stake about 3 1/2 feet long, sharpened at the end so we could drive it in the ground. Each target had a large piece of cardboard tacked below the target and a number on it. (2) Position stakes, each sharpened and numbered to correspond with a target. (3) Gun racks, one for each target. These are frames, about 30" square, made like a bottomless box about 6



Rapid Fire. Choice of positions. Safety zone shown a few feet behind position of riflemen.

inches deep. Two opposite sides are notched to fit guns laid across the box.

Obtaining Targets. Sporting goods companies and National Guard units are usually cooperative in supplying targets for such an occasion. Or they may easily be made on a duplicating machine. The bull's-eye will probably have to be painted in by hand, however.

Organization. This is an important point to consider. The officials needed are a general superintendent, a range chief who directs the fire, an assistant range chief who issues ammunition and otherwise aids the chief, a target master and one or two assistants who put up targets, and a recorder who takes the scores from the targets and records them. Here we might suggest that individual score forms be prepared in advance of the event.

Safety. As mentioned earlier safety cannot be overemphasized. On the field we retained possession of all ammunition and issued it to contestants just prior to the command "Load." In moving from one range to the next we had two boys grasp the gun racks on either side and walk back to the position and set the rack down without picking up the guns.

We stretched a long cord about 10 feet behind the positions of the gun racks. This was our safety zone, and was changed each time the range was changed. Everyone, except the range chief and his assistant, was required to remain behind this line until the command was given "On position."

Have Awards

If prizes can be offered competition will probably be keener. In our match we awarded a cash prize to the individual (Continued on Page 112)



Moving to a new range. Guns in racks. Boys do not handle guns. Guns are not loaded.

How do you answer the question - - -

"Future Farmers, why are we here?"

A Guide is suggested by

ALFRED H. KREBS, Teacher Education, University of Illinois

THERE is only one way to find out how good a job we are doing with the FFA, and that is to have systematic, periodic "days of reckoning." This "reckoning" should take place throughout the year as the program unfolds and at the end of the year when the entire program is given a very careful scrutiny. It can be especially helpful just prior to the development of a new program of work. The evaluation must, of course, be in terms of the objectives decided upon when the program was planned. This article shows how the program proposed in a recent issue of the *Agricultural Education Magazine* can be implemented and evaluated.

In considering the evaluation of the FFA program of work, we should keep in mind that we are evaluating a *program of work*. We are not evaluating the boys. Comparisons of individuals with respect to the progress made in the development of certain desired abilities do need to be made because these comparisons are valuable in providing sound guidance in involving boys in those FFA activities which will contribute most to their personal growth and development. However, the responsibility for it lies with the local adviser and local Chapter for local, personalized use. Thus we are not concerned with comparisons of individual boys here, but with a consideration of the extent to which the program of work provides opportunities for boys to develop desired abilities and values as stated in the educational objectives for each area, and the manner in which the program is planned, carried out, and evaluated.

The following guide for evaluating an FFA program of work includes both objective and subjective elements. Most of the emphasis should be placed on those items which deal with the "how" of planning and evaluation. It is in terms of the planning and evaluation that the true worth of the program will emerge.

Guide for Evaluation of FFA Programs of Work

Leadership

Objectives:

- To develop the ability of members to participate effectively in local organizations as members or officers
- To develop the ability of members to serve as spokesmen for rural peoples
- To develop a sense of responsibility for providing leadership for rural peoples

Evaluation:

- How were the needs for leadership activities determined?
- Have all members held some position of responsibility in the Chapter during the year?
 - Chapter officers
 - Chairman of a program of work committee

- Chairman of a special committee
- Representative of FFA in some organization

Note: There should be a written statement of accomplishments for each member with respect to the above.

- Has each member been required to make at least one oral and one written report to a full Chapter meeting on how well he carried out the responsibility assigned him by the Chapter?
- In how many different community and agricultural organizations does the FFA have representation and how active has this representation been?
- How many FFA members have appeared before public groups as speakers or panel members?
- In what ways has recognition for accomplishment been given in
 - Supervised farming program
 - School participation
 - Various FFA activities
- What study has been made of the FFA and other organizations, and how have these studies contributed to making the FFA more effective?
- What special activities were carried out to provide training for responsibilities of officer and membership responsibilities?
- What contributions did each of the activities completed make toward the accomplishment of the educational objectives for this area?

School Participation and Personal Development

Objectives:

- To develop an understanding of how the school can contribute to the preparation of each member for the future
- To develop the ability of members to make the most of their educational opportunities
- To develop an understanding of responsibilities to the school and the ability to assume these responsibilities
- To develop the ability of members to plan their educational programs jointly with parents and teachers
- To develop an understanding of how vocational agriculture fits into the total school program
- To develop an appreciation of the place of the school in our present-day society

Evaluation:

- How were the needs for activities in this area determined?
- What activities were carried out to acquaint FFA members with the total school program?
- What has the FFA done to make the school a better school?
- What has the FFA done to acquaint the school faculty with the total vocational agriculture program?

- What has the FFA done to promote better parental understanding of the vocational agriculture program?
- What has the FFA done to help its members develop social skills?
- How many of the members were involved in this kind of activity on committees or in other positions of responsibility?
- What special activities have been carried out to promote a greater liking for farming and farm living?
- What contributions did each of the activities completed make toward the accomplishment of the educational objectives for this area?

Recreation

Objectives:

- To develop an understanding and appreciation of how leisure time can be used profitably and enjoyably
- To develop the ability of members to participate in various leisure time activities, especially those of a rural nature
- To develop the ability of members to act in a sportsmanlike manner

Evaluation:

- How were the recreational needs of the members determined?
- What recreational activities have been sponsored by the FFA to meet needs?
- How many members had a position of responsibility in this kind of activity as
 - Chairman of a committee
 - Member of a committee
 - Helping to put on a program?
- What contributions did each of the activities completed make toward the accomplishment of the educational objectives for this area?

Finances—Personal and Organizational

Objectives:

- To develop ability of members to manage both personal and organizational funds and make financial transactions
- To develop ability of members to anticipate financial needs and plan for them
- To develop ability of members to keep accurate records and accounts
- To develop ability of members to plan and carry out fund-raising activities
- To develop an appreciation of the use of money for constructive purposes

Evaluation:

- How were the financial needs of the Chapter determined?
- How did the Chapter determine what fund-raising activities to use?
- How well in balance were the budget and the money raised?
- How well were financial records kept?
- What financial reports were made on loan funds by committee and special auditing committees?
- How many members participated in this type of activity?
- What contributions did each of the activities completed make toward the accomplishment of the educational objectives for this area?

(Continued on Page 111)

A Summer Activity

FFA members take a tour

Promoted by the Connecticut Association

BERTRAND A. HARRISON, Vo-Ag Instructor, Willimantic, Conn.

SEVERAL years ago the question of desirable summer activities was discussed in the annual state FFA convention. A state FFA camp had long been discussed but interest had never been great enough to warrant the cost of such a venture. Connecticut farm boys, like those in most states, have little opportunity to travel, particularly in the summer. Thus the idea of a bus trip gained favorable consideration. The State Association has put the idea into practice.

On a good hot August day last summer a bus load of boys with two advisers left the Hartford Bus Terminal for a week of glorious adventure. The itinerary drawn up by a committee, appointed by the State FFA Executive Committee, provided visits to places of interest for farm boys which they normally would have little opportunity to see. One of the two advisers appointed to the Bus Trip Committee had accompanied the Connecticut FFA members on a previous trip. Some of the members were former trip participants. It was necessary for the committee to meet several times during the year to develop a trip which would be interesting and an educational experience for all the boys.

This fifth annual bus trip included visits to: Walker Gordon Laboratories, Plainboro, N. J.; Dock Street Market area in Philadelphia; Mushroom growing in Kennett Square, Pa.; Buck and Doe Run Valley Farms, a branch of the King Ranch, Coatesville, Pa.; Farm machinery manufacture at the New Holland Machine Co., New Holland, Pa.; John Eshelman & Sons—Feed mill and research farm, Lancaster, Pa.; the Union Stock Yards, Lancaster, Pa.; Gettysburg National Military Park, Gettysburg, Pa.; Hershey Chocolate Co., Hershey, Pa.; Whitmoyer Laboratories, Meyerstown, Pa.; and Lehigh Valley Farmers Cooper-

ative, Allentown, Pa.

Other educational visits made on previous trips have taken Connecticut FFA members to: Beltsville, Md.; Washington, D. C.; Seabrook Farms, Mount Vernon, Va.; National FFA

Camps; Morgan Horse Breeding Farm, Vermont; State Forests and Parks, New York; Vermont and Cornell Universities; a coal mine in Pennsylvania; Corning Glass Center, Corning, N. Y.; Artificial Breeding Farms; Baseball Hall of Fame, Cooperstown, N. Y.; Farm Museum, Cooperstown, N. Y.; Ford Assembly Plant, Somersville, Mass.; Boston Navy Yard; Major League Baseball; Vo-Ag Departments and County Agriculture Schools; the White Mountains; Rock of Ages Granite Quarry, and farms of Star Farmers and other FFA members.

Value Exceeds Cost

One value derived from these trips is the social opportunity boys gain from learning to live together, to play together, with the necessity of adjusting to personality differences in a large group. At the end of a typical day's run of 100 miles or so, the boys stay at inexpensive hotels, cabins, dormitories, YMCA's or at camps. After registering, the group may divide up or stay as a party for the evening meal. Evening activities cover movies, campfire meetings, exploration of the town they are in, swimming, indoor games, and of course emphasis on seeing what the girls in town look like.

Inflation has had its effect on transportation, food and housing charges.



Connecticut FFA members assemble for the start of the annual tour which is one of the feature summer activities of the State Association.

While the cost of this year's trip was forty dollars per boy, it is still a good buy. As one boy said, "Where can you get a vacation trip like this for the price? You could never do it on your own for this amount." The cost of the chartered bus is based upon a 750-mile trip. Because of the mileage factor it is necessary to hold to a time schedule for each day.

Planning Required

Much of the success of these trips has been due to extensive and careful planning by an enthusiastic bus trip committee for overnight accommodations as well as the visits to places of interest. Boys who made the trip tell other boys about what they did and what they saw and enjoyed on the trip. As one of the boys said, "I was just lukewarm about the trip when we started. Boy, did I learn things. I'm going again next year." Pictures taken on the trips are shown to groups throughout the year. So word is passed along from boy to boy and interest and enthusiasm are generated for a new trip another year.

The advisers may not get enough sleep, but it is still an interesting experience and a pleasure to see so many boys have the time of their lives. There is never a dull moment and no trip is ever long enough to see everything the group would like to see. □

"Future Farmers - - -"

(Continued from Page 110)

Cooperation

Objectives:

- To develop the ability of members to recognize opportunities for cooperative undertakings
- To develop the ability of members to initiate and to participate effectively in cooperative undertakings
- To develop an appreciation of the need for working cooperatively with others in daily living

Evaluation:

- How were the needs for activities in this area determined?
- What needs were discovered?
- What cooperative activities to meet needs were undertaken?

Program of Work Planning Sheet

Area of activity and educational objectives	Activities planned to accomplish objectives	Activities completed	Evidence of accomplishment of educational objectives

- How many members were involved in these cooperative activities?
- What financial reports were kept for each activity?
- What activities were carried out to promote better urban-rural relationships?
- What contributions did each of the activities completed make toward

the accomplishment of the educational objectives for this area?

Community Service

Objectives:

- To develop understanding and appreciation of the responsibilities of citizens to their communities and

(Continued on Page 112)

Here we find what happens to "State Farmers."

A look at Delaware's Diamond Farmers

SAMUEL F. SIMMONS, Vo-Ag Instructor, Wilmington, Delaware



Samuel F. Simmons

TWO hundred thirteen (213) members of the FFA in Delaware have received the Diamond Farmer (State Farmer) degree from 1932 through the school year 1952-53. A recent study has revealed some pertinent and interesting facts about them.

Survey information concerning two hundred nine (209) Diamond Farmers was gathered by agriculture teachers from sixteen schools. About one-half of the members were from Sussex County and one-fourth from each of Kent and New Castle Counties. The number of vocational departments in the state is in about the same proportion by counties.

Ninety-eight Diamond Farmers (46%) are now actively engaged in farming. Forty-one are in partnership with their fathers or other family members, thirty-six are farm owners, fifteen rent their farms, four are farm workers on salary, and two are farm managers.

The average size of the farms is 189 acres. Forty-two of the farms are general in type, 33 are dairy type, 19 poultry, 2 grain, and 2 specialize in fruit growing.

Twenty-three Diamond Farmers (10.8%) are now engaged in allied agricultural occupations. Five have managerial positions in farmers' cooperative organizations, four are teaching vocational agriculture, three are selling farm equipment and supplies and two are in the field of agricultural chemistry. The other nine are in varied agricultural occupations, ranging from the head of a college dairy husbandry department to that of an artificial inseminator of dairy cattle.

Twenty-two of the members are in the Armed Forces. Thirteen are in the Army, five in the Air Force, and two each in the Navy and Marine Corps. All of the members who are now in service received their Diamond Farmer Degree after 1941.

Thirteen members are now attending high school while six are enrolled in college. Five members are deceased. No records or information were obtained for four members.

Thirty-eight (18%) of the Diamond Farmers received some college education. Thirty-one received this training in agriculture. Only seventeen members received college degrees while the others either did not complete their college work or they were enrolled in programs not leading to a degree. Only two

members of the "Engaged in Farming" group of 98 have college degrees. Two have diplomas in business administration. Ten of the college graduates are in allied agricultural occupations while three are in non-agricultural occupations. Two are in the Armed Forces.

One hundred twenty-eight (61%) of the Diamond Farmers are married and have an average of two children per family.

In conclusion, we might say that, on the average, the Delaware Diamond Farmer is now engaged in farming on a general farm of about 200 acres. He is on a partnership basis with his father and is on the road to farm ownership. He has no college degree but has completed a short course in agriculture at the state university. His principal livestock interest is dairying. He is 27 years of age, married, and has two children. He confidently believes that farming in Delaware is not only a profitable occupation for him but that it is also a satisfying one. □

Building in Beliefs

(Continued from Page 104)

Rural America will continue to contribute to our basic American ideals, serving to make our country safe, solvent, and secure. . . . this the Future Farmer BELIEVES. Ever since our nation came into being, agriculture has played an important part in its growth. Fiber from the fields fed the hungry machines of industry, prompting an industrial growth which found no parallel the world over. Food flowed from the raw fields in a never-ending stream, feeding and keeping healthy an expanding population that enjoyed, and still enjoys, an eating standard envied all over the globe. From the rural country came agrarian philosophies that have colored and remained a part of our American way of life, these contributing very substantially toward making the great American dream burst into a reality. Rural America has traditionally answered the call for increased food production during periods of national emergency, with World Wars I and II being striking examples of Rural America's food production response. In this day of uncertain events, one cannot tell when agriculture will, once again, be called upon to meet the demands of another emergency, and there is no doubt that, in such an event, this small group of food producers representing only about 15% of our population will, as they have in the past, meet the challenge.

The Future Farmer knows that it is his responsibility to preserve those contributions that Rural America has made to our American way of life; he knows, too, it is his further responsibility to see that Rural America continues to make such contributions. This, he knows, is a

real adventure; this, he knows, is a real challenge.

In making an appraisal of the young men who make up the Future Farmers of America organization, it is easy to reach the conclusion that they are not ordinary individuals. The Future Farmer possesses that rare combination of youth and a deep sense of responsibility, being aware that tomorrow is his greatest of all responsibilities. He is engaged in a crusade. Tomorrow is calling him forward, forward to a future bursting with the challenge of hard work and the promise of a rich reward. And although he belongs to the agricultural today, the agricultural future—and all that is in it—belongs to his country, to his fellow Americans, and to him. □

"Future Farmers - - -"

(Continued from Page 111)

the ability to assume such responsibilities

2. To develop ability to initiate community improvement activities and to participate effectively in such undertakings

Evaluation:

1. What studies were made to determine community needs?
2. What community needs were discovered?
3. What activities were carried out to meet these needs?
4. How many members participated in this kind of activity?
5. What contributions did each of the activities completed make toward the accomplishment of the educational objectives for this area?

It seems only proper that the suggested program of work and guide for evaluation be accompanied by a program of work planning sheet which would take full advantage of the changes in emphasis. For this reason, the suggested form is included (see page 111).

It is hoped that the use of the suggested program of work, the guide for evaluation, and the planning sheet will result in a strengthened FFA organization which will make a still greater contribution to the development of the kind of future farmers and rural leaders this country needs. It is indeed a formidable challenge. *Future Farmers of America, that is why we are here!* □

An FFA Rifle Match

(Continued from Page 109)

making the highest total score. It would be a good idea to offer smaller prizes for each separate event or distance.

It is also a good idea to rate contestants according to their scores of "Expert," "Sharpshooter," and "Marksman." The N.R.A. rules may be followed for determining these ratings or a set of unofficial ratings may be set up in advance. For a match in which all, or most of the participants are rank amateurs, the latter may be preferable since N.R.A. scores are rather high and may not be reached by any of the contestants. This was the case in our match.

From the enthusiasm and cooperation shown by the boys in our Chapter I feel certain we will make the event an annual affair. Certainly it is a diversion from classrooms and books. □

Have you tried - - -

A joint program of work for FFA and FHA?

DAN J. CHAVEZ, Graduate Student, Pennsylvania State College



Dan J. Chavez

A JOINT program of work at the local level may strengthen both Future Farmers and Future Homemakers of America organizations.

Shared activities such as box socials, school dances, Father-Son banquets and exchange classes have long

been popular with FFA and FHA groups. The effectiveness of such cooperative effort may well be increased through systematic planning of an annual program. In addition, a joint program affords an excellent opportunity for coordinating many instructional phases of both vocational agriculture and home economics.

These were some of the conclusions reached in a joint home economics-vocational agriculture panel discussion, held during a Workshop in Agricultural Education at Pennsylvania State College. Workshop and panel members represented over a dozen states, Puerto Rico and Colombia. Teachers, Teacher-trainers and State Supervisors in home economics and agricultural education took part in the discussion which was an outgrowth of student planning in the Workshop.

Instructional Values Frequently Overlooked

It was pointed out that, in the case of Father-Son banquets, cooperation is often primarily a matter of FHA girls preparing and serving the meal but frequently neglecting the instructional value inherent in the activity. However, if the activity were part of an overall plan, thought out and scheduled by both groups, it is more likely that exchange or combined classes in vocational agriculture and home economics would be used in putting on the banquet. The agriculture teacher might discuss with the home economics class the production of the different foods to be served at the banquet. The home economics teacher conducting the class with the vocational agriculture students could explain nutritional values and other factors in the meal preparation or perhaps banquet etiquette.

Other Examples

The Father-Son banquet is but one example of how learning and group cooperation experiences can be achieved by both FFA and FHA where joint planning has taken place. The agriculture teacher can provide excellent instruction to home economics classes in such areas as kinds and cuts of meats, simple re-

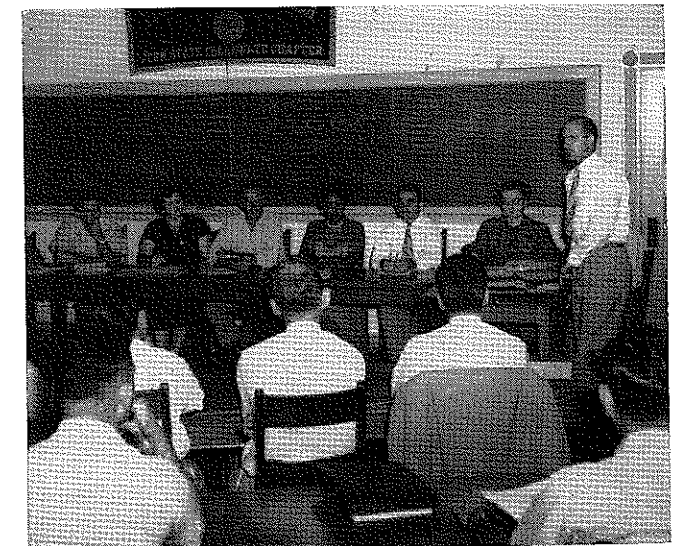
pairs in the home such as replacing a plug on an electric cord, paint mixing and its proper use and application, and other temporary, minor repairs.

The home economics instructor may present units to vocational agriculture students in such areas as nutrition, basic essentials in meal planning and food preparation, furniture selection and home decoration.

Such instruction need not be comprehensive. Specific skills and abilities can be developed but perhaps the greatest value in the joint program is the instructional opportunity afforded for developing in the Future Farmer an awareness and understanding of the work of the Future Homemaker and vice versa. With their instructors, students plan and share in the educational experiences that are essential for home and family living.

Organization Needed

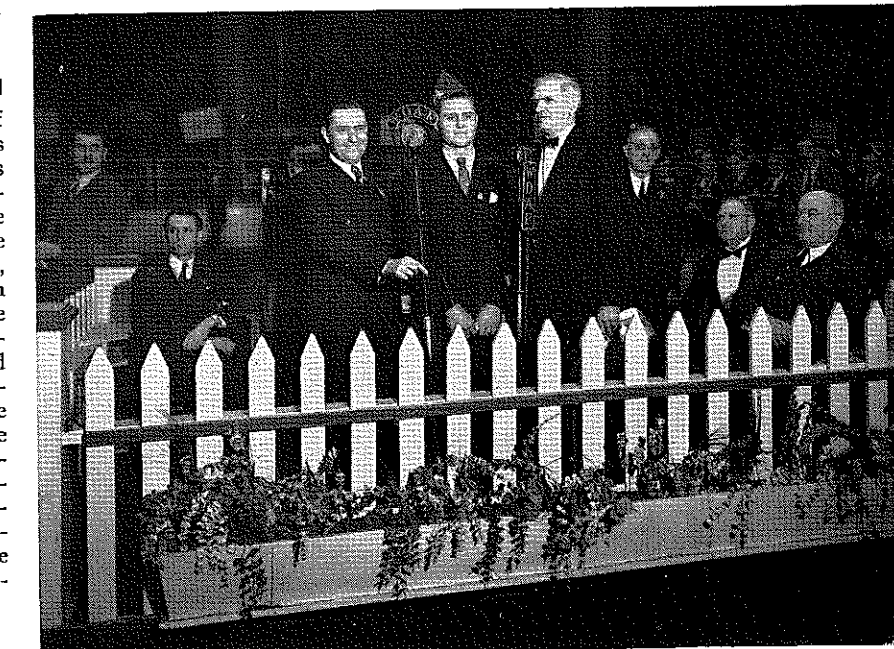
Above all else, the two teachers involved must be capable and agreed on



Home Economics and Vo-Ag teachers, State Supervisors and Teacher Trainers discuss joint FFA-FHA programs of work for the local high school level.

the principle and value of a joint program. Much can be achieved by systematizing and coordinating the activities of the two groups but there must be careful selection in the phases that are chosen for joint effort. Nothing will be gained by needlessly complicating both programs with doubtful or overlapping instructional units or activities.

Nor should the two groups attempt to cooperate on everything. Many phases will continue to be done best as FHA or FFA activities. But the many areas that lend themselves to cooperative effort may be implemented more effectively on a joint program basis. □



W. A. Cochel, editor of the weekly Kansas City Star, is shown presenting a check of \$1,000 to Paul Leck, Washington, Kansas, in recognition of being selected the National FFA Star Farmer for 1935. Included in the picture are, left to right: Oscar L. Chapman, Assistant Secretary, Department of Interior; Paul Leck; Mr. Cochel and J. A. Linke, National FFA Adviser. The award was presented by the weekly Kansas City Star annually from 1928 to 1947, when the National FFA Foundation was formed and the Kansas City Star became an affiliated donor. However, the title "Star Farmer" still remains and is used nationwide by virtually all FFA groups to designate outstanding accomplishments of vocational agriculture students in farming and leadership ability.

Advice for the Adviser - - -

"Stationed by the Owl"

T. L. FAULKNER, Executive Secretary, Alabama FFA Association

"MR. ADVISER (that's you) stationed by the Owl. Why by the Owl?"

"The Owl is the time-honored emblem of knowledge and wisdom."

"Say, Mr. Adviser, do you believe all that?"

"Yes, and I would like to tell you what we can do about it."



T. L. Faulkner

The success and achievement of any FFA Chapter is in direct proportion to the local adviser's ability to visualize and organize his work, and his desire to carry it out. Many advisers will conduct an outstanding FFA program wherever they may be. If they are in Podunk or anywhere else, their program will be excellent. Some advisers will have weak FFA programs anywhere they go. It is all in the teacher and very little in the students. Boys, as a whole, are alike. They are anxious to do and learn the things you get them interested in doing. These can be worthwhile things just as well as not.

Now, Mr. Adviser, here is something else that is very important. This is not new; it is something you already know. Listen to this—your FFA is the most important work you do. It reflects the most important things you do as a teacher of vocational agriculture.

Here's why—a well-rounded FFA program will include all the basic objectives of our Vo-Ag program and then some. If you have a well-rounded FFA program, it has been developed through a good Vo-Ag program.

Let's put it this way. Your FFA program is so closely enmeshed in your Vo-Ag program that you cannot have a successful FFA without having a good vocational agriculture program, too. Vo-Ag and FFA are dependent upon each

other; either one will be weak and incomplete without the other. We should, therefore, consider it as one big, strong program.

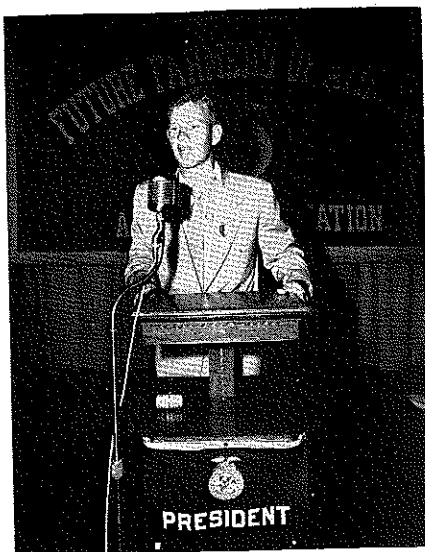
Employing boards and supervisors are looking for Vo-Ag teachers that are capable of conducting strong FFA programs. They want teachers with outstanding FFA records. One of the questions frequently asked when interviewing a prospective Vo-Ag teacher is, "What kind of FFA program can he produce?" In the case of an experienced teacher they ask, "What kind of FFA program has he had where he taught?" They realize that the successful Vo-Ag program is dependent upon a well-planned FFA Activity Program.

To do this is no easy task, however. It takes careful planning on the part of the Vo-Ag teacher. Good organization is necessary. Definite teaching plans must be made to include agriculture and all other phases of the year's work.

When you see an outstanding FFA program you will find that much time was spent each year and throughout the year in planning and organizing the FFA Activity Program. Unless it is carefully planned, continually, there will be many things of importance left out. It is important to plan your work and plan it well.

The Activity Program should be challenging to all members. It should provide training activities that will develop the members and keep them busy. Here are the general headings that should be basic in planning the local FFA Activity Program: (1) Supervised Farming, (2) Cooperative Activities, (3) Community Service, (4) Leadership Activities, (5) Earning and Saving, (6) Conduct of Meetings, (7) Scholarship, and (8) Recreation. These general headings will provide a guide for building a program that will challenge any boy to improve his record.

The *Aims and Purposes* of the FFA are basic in planning and conducting a complete Vo-Ag and FFA program. To



One of the outstanding activities of FFA members is public speaking before audiences and over radio networks.

leave off any one phase of the purpose would make it incomplete.

Let's take a brief look at the purposes of FFA:

1. *To develop competent, aggressive rural and agricultural leadership.* Now what could be more important than this in teaching and preparing our farm boys for a successful future?

2. *To create and nurture a love of country life.* Many of our boys are at an age that country life is uninteresting to them. They are faced with many hardships of country life and it is our job to show them the better ways and appreciation for country living. After all, they will be our farmers of tomorrow.

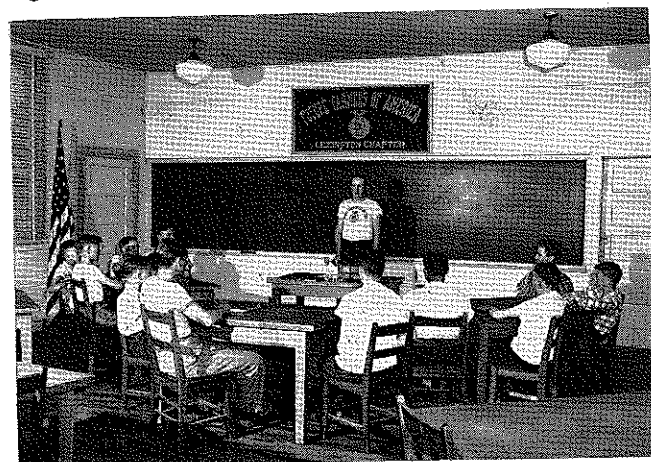
3. *To strengthen the confidence of farm boys and young men in themselves and their work.* Everyone must have confidence in himself and his work in order to achieve happiness and success. Sound FFA programs will strengthen the confidence of its members.

4. *To create more interest in the intelligent choice of farming occupations.* Selecting the right farming occupation is necessary to a boy's success in farming. Everyone has his like and dislikes. It is always important to select an occupation one likes and also one that has a practical future.

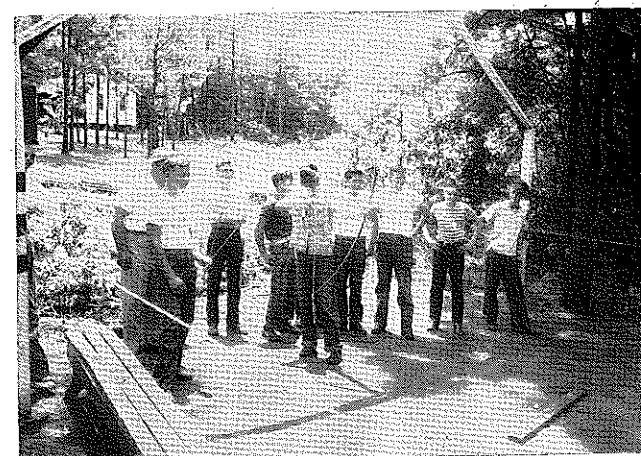
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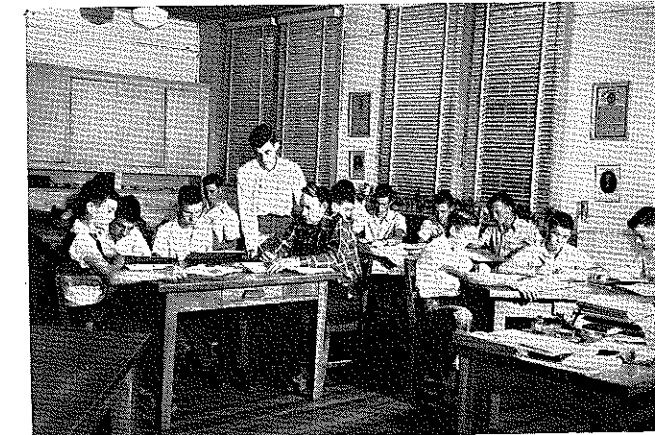
This group of FFA members is accepting a challenge—cooperatively. This calls for Chapter planning.



FFA members learn how to conduct public meetings as part of their planned FFA activities.



No local program of FFA activities is complete without planned recreation for its members. This Alabama Chapter is trying to develop a modern "Robin Hood."



A well planned FFA program of activities includes scholarship. To develop the ability to select, evaluate, and use agricultural information in solving farm problems should be recognized.

5. *To encourage members in the development of individual farming programs and establishment in farming.* Our FFA Motto is, "Learning to Do, Doing to Learn, Earning to Live, Living to Serve." The individual farming programs are necessary devices as indicated in our motto.

6. *To encourage members to improve the farm home and its surroundings.* When we teach our boys to appreciate good homes and beautiful surroundings, it is just natural that they will want to do something about it and they usually do.

7. *To participate in worthy undertakings for the improvement of agriculture.* Boys should always be encouraged to help improve anything relating to their own profession. Worthwhile undertakings in this connection should be provided for them.

8. *To develop character, train for useful citizenship, and foster patriotism.* We have a wonderful opportunity to develop the thinking and character of these boys. It is just a natural. We have them in class, in FFA meetings, on fishing and other trips, and we visit them at their

homes. We should not overlook the importance of this objective.

9. *To participate in cooperative effort.* Again, our boys learn by doing. They should therefore be given practical training and experience in cooperative effort.

10. *To encourage and practice thrift.* Thrift is one secret to success. To earn is one thing, but to be thrifty with our savings and investments is another. Training in both are necessary to insure success and happiness.

11. *To encourage improvement in scholarship.* A good Vo-Ag teacher is usually the boy's most effective adviser. His encouragement can go a long way toward getting him to study and make good grades in school. His personal interest in boys as individuals will encourage them to study and work hard. The cooperative spirit of the Chapter tends to encourage boys to become better scholars.

12. *To provide for and encourage the development of organized rural recreational activities.* "All work and no play makes Jack a dull boy." For this reason a well-planned recreational program is necessary for the development of our

boys, both mentally and physically. It becomes our responsibility to provide or supplement their recreational activities.

Now, don't you think the twelve points listed above are extremely important in the development of the "Successful Farmers of Tomorrow, which are the Future Farmers of Today?" □

Growth

Membership in the Future Farmers of America has reached a new record total of 363,369 during the organization's 25th anniversary year, according to records compiled in the national FFA office at Washington, D. C.

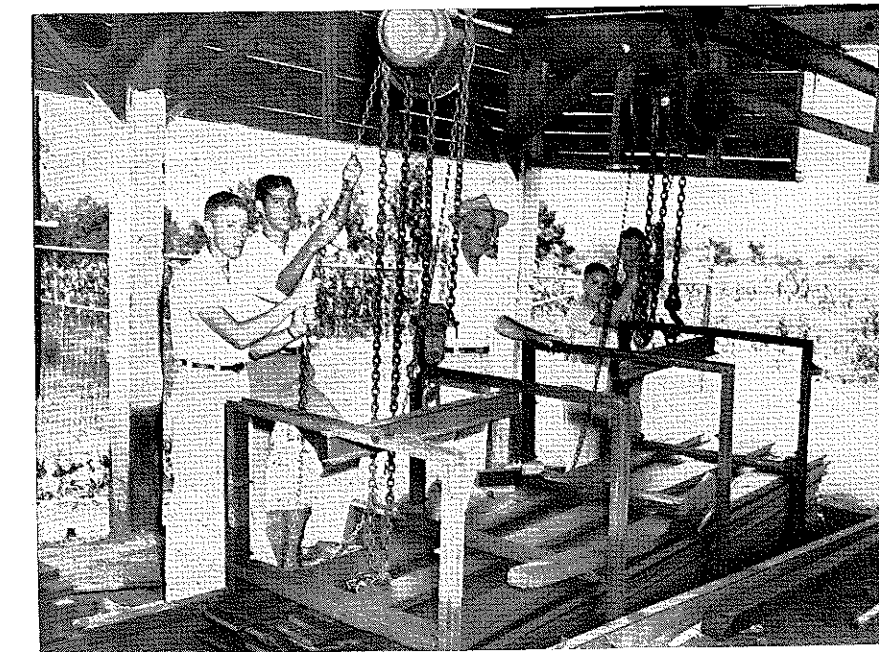
The 1953 FFA membership topped 1952 by 10,453, or nearly three per cent. Figures are based on the amount of dues (10 cents per member) paid by the State FFA Associations to the national organization.

Thirty-one States increased their FFA membership during the year. The organization is active in all the 48 States, Hawaii, and Puerto Rico. Texas leads the nation with 36,322 members, followed by North Carolina with 21,914, and Illinois with 17,421.

Chapter Activities—

(Continued from Page 105)

to get our fellows together on some issues." At any rate we all have confidence that the matters of information to members and of individual savings will be executed with the same finesse and understanding by which our Chapter carried through the matter of adapting an exhibit to a demonstration and to newspaper copy. It is these very difficult situations which give our boys the instruction they need for citizenship and for just plain "growing up." These situations also give the greatest personal satisfaction to members and officers when they are satisfactorily solved. We find we forge ahead farther when we combine operations. The surface of possibilities has merely been scratched in FFA. We are still a very young organization. □



This Alabama Chapter of Future Farmers of America renders community service. The FFA Chapter assists with running the wood treating plant located at the local school.

AVA Program—
See Page 122

An answer to the question - - -

Does FFA keep boys in school?

GEORGE W. SLEDGE, Teacher Education, Michigan State College



George W. Sledge

IN A STUDY* of factors influencing holding power in departments of vocational agriculture in Michigan, it was found that the enrollment in Agriculture IV in 1950-51 was 53 per cent of the number enrolled in Agriculture I three years previously in 1947-48. Holding

power in vocational agriculture is determined by computing the percentage of students enrolled in vocational agriculture in the 12th grade in relation to those who enrolled in the 9th grade. The average enrollment in Agriculture I classes in 1947-48 was 17.2 students per class and the average enrollment in Agriculture IV classes in 1950-51 was 9.2 pupils. Therefore, at least 46 per cent of the freshmen enrolling in agriculture drop out before completing the four-year agriculture programs offered in the schools studied. It should not be inferred that all of these 46 per cent had dropped from school. In this study an effort is being made to determine what factors are associated with this drop-out problem. Do FFA activities affect the retention of Future Farmer members in vocational agriculture? If so, are there evidences that support the hypothesis that good FFA programs increase the holding power of pupils in vocational agriculture classes?

To implement such a study, 20 departments of vocational agriculture having the highest holding power and 20 departments having the lowest holding power during 1947-51 were selected from a sample of 139 departments studied.

It is well to point out that a comparison of the Future Farmer programs of these two groups of departments was only one aspect of the total study. The number of twelfth grade students enrolled by the 20 departments with high holding power ranged from 64 to 100 per cent of the number of students enrolled in the ninth grade; whereas, the number of twelfth grade students enrolled by the 20 departments with low holding power ranged from 8 to 34 per cent of the number enrolled in the ninth grade. One factor that might affect the holding power of the departments selected is the percentage of students enrolled in vocational agriculture who are FFA members. It is interesting to note that 94.8% of vocational agriculture students in the departments with high holding power were active Future Farmers; whereas, only 85.4% of the students in

*A study being conducted in Michigan by a committee headed by Dr. Kenneth G. Nelson and composed of Dr. H. M. Byram, Mr. Harry Nesman, Mr. Burton K. Thorn, and Mr. Jack Prescott.

departments with low holding power were active Future Farmers in 1950-51.

FFA Activities

Data presented in Table I on the FFA activities participated in by students in departments with high and low holding power indicate that participation in FFA activities, in general, may help to hold more students in the classes of vocational agriculture. The percentages of the members participating in different activities were significant, as indicated by the test of Chi square with the derived values shown in the right hand column of Table I, and can be used for comparison between the two groups of departments with low and high holding power. The only activity not showing a significant difference in favor of the high holding power departments was "members using improved crop production practices." A greater percentage of the total active members in the departments with high holding power participated in increasing size of farming programs, in cooperative activities, in repairing or reconditioning farm machinery, in organized conservation work, in repairing farm buildings and/or equipment, in carrying out definite thrift practices, and in the number of members attending 100% of Chapter meetings than did members in the departments with low holding power.

It was also found that departments with high holding power had an active membership averaging 61.2 students, whereas, the departments with low holding power averaged only 45.3 students. There were two students in the high holding group of departments who had received the American Farmer Degree and none from the other group. Other evidences of the Chapter activities of the two groups of departments are presented in Table II.

It is important to note that data in Table II deal with the number of Chapters entering certain activities in 1950-51; whereas, the data in Table I are based upon the per cent of members participating. The writer believes that such data as presented in Table I are more reliable in studying holding power as affected by FFA, since a large number of Chapters participating may tend to create the impression that a large number of members are also participating. This is not always the rule. It is interesting to note that Chapters in departments with high holding power held more FFA meetings per month than the Chapters in departments with low holding power.

How FFA Can Help Retain Students

If one concludes that more members participate in FFA activities in departments with high holding power, the question then arises as to how the Future Farmer Chapter may increase the participation of its members in FFA activities. The remaining portion of this article presents the opinions of the writer, who believes that a good FFA program of work which increases the percentage of

(Continued on Page 118)

Table I—Extent of Participation by Future Farmers in Chapter Activities During 1950-51

Activity	Departments with High Holding Power	Departments with Low Holding Power	Chi Square X ²
Members increasing size of their farming programs.....	57 %	52 %	6.99
Members using improved crop production practices.....	47 %	58 %	22.91
Members participating in cooperative activity.....	72 %	69 %	52.29
Members repairing or reconditioning farm machinery.....	35.4%	30.1%	6.58
Members engaging in organized conservation work.....	51.3%	35.2%	54.97
Members repairing farm buildings and/or equipment.....	51.1%	39.7%	27.49
Members carrying out definite thrift practices.....	34.7%	22.1%	39.31
Members attending 100% of Chapter meetings.....	51.2%	28.8%	107.00

Table II—Other Evidence of Chapter Activity in 1950-51

Activity	Departments with High Holding Power	Department with Low Holding Power
Number holding Parent-Son Banquets.....	16	14
Number using official secretary's book.....	20	19
Number using official treasurer's book.....	17	13
Number entering Public Speaking Contest.....	11	11
Number entering Parliamentary Procedure Contest.....	14	16
Number entering Demonstration Contest.....	11	8
Number entering Michigan Chapter Contest.....	5	7
Holding 3 meetings per month.....	1	0
Holding 2 meetings per month.....	15	8
Holding 1 meeting per month.....	4	12

An important question - - -

Does your "program of work" work?

And some solutions.

DALE W. ANDREWS, Teacher Education, California State Polytechnic College



Dale W. Andrews

TO MEET the fundamental objectives of the FFA, a program of work must be more than a "calendar of activities." A better name for program of work is "Program for Improvement." Unless the plan embraces organized, long-time improvement in agricultural practices and leadership and citizenship opportunities, it has no particular significance as a worth-while guide for Chapter activities.

To organize this program for improvement, it is common practice to separate the objectives into these categories: Supervised Farming, Cooperative Activities, Community Service, Conduct of Meetings, Scholarship, Thrift (Earnings and Savings-Investments), Recreation, and Leadership. Sometimes an objective of "Public Relations" is also added. It is not vital that the program of improvement embrace these headings, but these are time-tested and may well be recommended unless there are better or more logical ones.

Each classification may be sub-divided into more specific items. Supervised farming may include objectives in improving livestock, in developing better crops enterprises, increasing irrigated pasture, growing certified seed, etc. Cooperative activities may include Chapter ownership of foundation sires, various Chapter-owned equipment such as tractors, brooders, scales, etc.; cooperative buying of feed, shipping of livestock, or other features. Recreation should be divided into such items as intramural or interchapter basketball, fishing trip, party with the FFA, etc.

Use Committees

There should be one Chapter committee responsible for each of the major divisions. This committee should contain boys from all classes, with upperclassmen as sub-chairmen. Opportunity should be constantly given for freshman-sophomore members of the major committees to have participating experiences leading to ultimate advancement in committee responsibility. Sub-committees must evolve from the major committees directly in charge of the activity. It is possible that because of the school schedule, boys who are working on a single activity may be from one class to facilitate meetings—during class time; however, the larger committee must embrace the various classes to have continuity in its program.

Each Chapter objective should be followed by a projected goal, this in turn

followed by one or more planned means of accomplishing the goal. Some of the "means" will result in an activity involving many Chapter members, perhaps other students in the school, perhaps parents, other adults and/or the general public. Other "means" will involve the members of the general committee.

Evaluate Accomplishment

At some period in the Chapter year, preferably during the spring while the committee chairmen (upperclassmen) are still available, there must be a time of measurement. This measurement should be in terms of improvement—advancement in farming practices or quality, increase in the Chapter bank account, expansion in the Chapter cooperatives, or whatever may have been the goal; not merely what happened in a particular activity such as a dinner or dance.

Finally, the program of work or program of improvement should be topped off with recommendations for the following year, based on the experiences of the various committees. Before the year closes, arrangements should be made for chairmen who will be in school the next fall to take over the major division responsibilities. These chairmen should be from the committee itself, and should have had two or three years of experience in that division of objectives. In the fall, the major committees should function like a well-oiled machine.

Other items such as the Chapter award system, loan system, etc., are included in the program of work and the inclusion of such materials is often advisable if they contribute to the accomplishments of improvement by the Chapter.

Have a Calendar

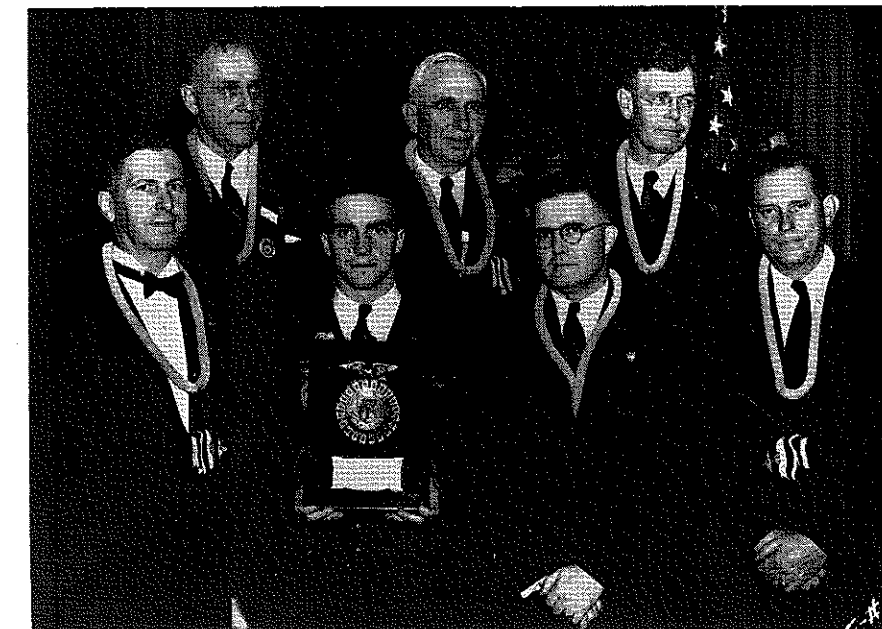
It is important that a calendar of activities be drawn up, to accompany the program of work or program of improvement. This calendar is generally done on the chronological basis, showing the function set for particular days or particular weeks during each month. Summer months should be included, and there should be plans for one or more summer executive committee meetings and perhaps a Chapter social event such as a swimming party, watermelon "bust" or fish-fry.

The calendar of activities should either include, or be paralleled by, a calendar of "Deadlines." Such important dates as payment of dues, submission of reports, submission of applications for higher degrees, for scholarships, reservations for state convention, etc., should be clearly listed and checked almost daily.

In many Chapters, the calendar of activities is substituted for, or confused with, a program of work or program of improvement. Such a plan oftentimes substitutes an activity which is completely terminated when it has been held, for a long-time plan for better farming and better rural living. Chapters must have the long-time program of improvement, accompanied by a calendar of activities which contribute to the more permanent goals.

Surplus Copies of the Magazine

See Page 122



Early founders of the FFA attended the 10th Anniversary Convention in Kansas City in 1937 and were present when Joe Black, Wyoming, then National FFA President, presented Thomas C. Burke, Manager of the Baltimore Hotel, a plaque to be placed in the room of the hotel in which the National FFA was organized. Standing, left to right, are: Mr. Burke; J. A. Linke, second National Adviser; Joe Black; C. H. Lane, first National Adviser; W. T. Spanton, present National Adviser; H. O. Sampson, Secretary of the First National Convention and State Supervisor of Agricultural Education, New Jersey, and Henry C. Groseclose, Virginia, first National Treasurer.

When properly conducted—

FFA Trains Leaders

—Here are some guide-posts

OTTO A. DILLON, Vo-Ag Instructor, Tucumcari, New Mexico, and Reporter, N. Mex. Vo-Ag Teachers Ass'n

Never in the history of the Nation and perhaps in the history of Civilization has *Leadership* been so urgently needed. Of equal importance is the need for people to think for themselves. Within the past few years, urgent and persistent demands have been made on Educational Institutions for leadership training. Countless articles have been written and numerous oral dissertations given as to the responsibility of developing leadership.

The writer does not claim to be an authority as to where or when leadership should begin—in the grades, high school or college. However, after fourteen years of teaching vocational agriculture in New Mexico and serving during that same length of time as an adviser of the Future Farmer Chapters, he is certain that high school boys can and will assume and discharge leadership duties if given the opportunity along with the proper guidance. These young men will "think for themselves" if given the opportunity.

Responsibility Needed

Perhaps the first prerequisite in developing leadership and thinking ability is to give the potential leader responsibility. After working with high school youth these past few years, it seems to the writer that young people are not given enough responsibility. This seems to be true of both the school and the home. Young people must be given responsibility at home and in their educational program if satisfactory leadership is to be developed.

In the Tucumcari High School, city pupils outnumbered the rural students by a large majority, yet within the past seven years, three of the presidents of the high school Student Council have been Future Farmer Members. In a fourth year, another member served as vice president and last year the council treasurer was a FFA member. During this same period, four other members have served as Parliamentarians of the Council. The local Chapter has also furnished five state FFA Officers as well as leadership for the District organization. Two members have served as official delegates to the National Future Farmer Convention.

Methods Used

Leadership in the Tucumcari Future Farmer Chapter is developed in several ways. Each member makes a special study of the Major Aim and the purposes of the FFA. This study is made by first year students and reviewed by the members each year. Greenhands also study the creed of the organization. A study of this Aim, the

purposes and the creed gives a sound foundation for leadership development.

Developing the Annual Chapter Program of Work also affords an outstanding opportunity for stimulation of the members thinking ability and for leadership development. As members make plans in the various committee meetings for *Supervised Farming Activities, Cooperative Activities, Community Service, Leadership Training, Earning and Savings, Conduct of Meeting Planning, Scholarship and Recreation Activities*, members learn to think for themselves, to express their individual ideas and to make plans for the future. In the local Chapter, every member, including the Greenhands, are placed on at least one major committee. At the beginning of the school year each student in Vocational Agriculture is asked to name the committee on which he wishes to serve. From this list, the Executive Committee selects the program-of-work committees. Each committee considers three factors in drawing up its plans: (1) Needs of the individual members; (2) Chapter needs and (3) Community needs. Committee members discuss these factors, place them on paper, discuss them further and then come up with their committee plan which is presented to the Chapter during a regular meeting. Further discussions follow, items are discarded or added. From this discussion and planning, individual and community needs are realized and the Chapter sets out to do something about them. During the year at regular Chapter meetings, each committee reports on its accomplishments. During the committee meetings and Chapter sessions, members learn to think for themselves, to recognize individual and community needs and to express themselves. From it all, **LEADERS ARE BORN.**

Parliamentary Procedure is another method used for leadership training. In the Tucumcari Chapter special care is used to carry out the meetings according to correct parliamentary procedure. The Greenhands have their own officers. They make plans and hold meetings. Parliamentary procedure demonstrations are also held with all members serving as the chairmen of group demonstrations.

Other activities of the local Chapter that have proven valuable for leadership training include cooperation of the members with other school activities, other agricultural organizations and church activity. Two other Chapter activities that provide valuable training are the Annual Parent-Son Banquet and the Annual Barbeque prepared and served to the public. The members

Does FFA Keep Boys—

(Continued from Page 116)

members participating in the different activities can also increase the retention of students of vocational agriculture in several ways. First, emphasis should be placed on securing 100% membership of agricultural students in the FFA Chapter. All members should have responsibilities in committee work and in cooperative activities; they should be encouraged to participate in Chapter meetings and contests. Students should be encouraged to advance from one degree to another. This will require parental cooperation to aid students in conducting good supervised farming programs and to allow them the opportunity to participate in the total FFA program.

Each Chapter should set as its goal 100% attendance of active members at all meetings. Interesting, well-planned programs for each meeting are essential if attendance is to be maintained. More student participation in business sessions and thorough committee reports should be planned. Chapter meetings should be held regularly, preferably two or more times per month, to assure continuity of the total program and to sustain the interest of members. Special programs, such as a parent and son banquet, should be held occasionally.

Future Farmer activities can help hold students in vocational agriculture. It has much to offer in interest, leadership, cooperation, thrift and citizenship. It is the function of the school, the community, the teacher of agriculture, and the Future Farmer to plan and cooperate fully in conducting an FFA program that will aid in holding students in vocational agriculture and in school. □

Official FFA Supplies

(Continued from Page 103)

It is my sincere belief that official FFA supplies have added a spark of interest among boys studying vocational agriculture. These supplies have added prestige, dignity, yes and even a touch of glamour to the casual observer the country over. Farming programs have been increased and boys have been spurred on to greater positions of rural leadership because of a challenging, interesting program in agricultural education. The official FFA supplies have played an important role in building this interest. □

make all plans for these functions by committee planning and Chapter action.

Yes, after working fourteen years with high school youth, the writer is convinced that the young people of today have leadership ability. They are capable of thinking for themselves. These young people will discharge these important phases of the American Way of Life if:

1. They are given adequate responsibility.
2. They are encouraged to make their own plans and carry them to conclusion.
3. They are given proper guidance. □

AVA Program—Page 122

How to achieve — — —

Advancement in FFA Degrees

—A Texas Chapter sets a record

HENRY ROSS, Teacher Education, Texas A. and M. College



Henry Ross

record, at least in Texas.

"How did you do it?" is the question neighboring Vo-Ag teachers keep asking. Mr. Brown says that there is no copyright on the formula nor is there any patent on the process. Common sense, early, well established purposes and goals in the minds of Future Farmers of America and carefully kept, accurate records are the ingredients that make up successful advancement to the American Farmer Degree.

Brown says further that the first American Farmer Degree for a Chapter or teacher to secure for one of the members is the hardest to get. Once you get the ball to rolling, each succeeding wave of Future Farmers of America in the Whitney Chapter seem to outstrip the records made in the past. Each boy is committed to help a younger member to make progress toward the goal of the top award in FFA work.

Other Organizations Assist

Whitney people and organizations all participate in helping the FFA Chapter members get their degree advancement work done. Mr. W. A. Winkleman, President of the First National Bank of Whitney, Texas, says that it has been a pleasure and good business for his bank to finance boys' supervised farming programs. Credit was available in amounts to meet the needs of any worthy ambitious FFA member. Mrs. Harry F. Sims, Jr., (Betty) the wife of a Lone Star Farmer, has for several years helped copy the applicant's record books to insure proper entries and neatness. Miss Barbara Shelley, who works in a business office in Whitney, has typed the degree application forms for the candidates. The Whitney Lions Club has considered the local FFA Chapter to be one of its primary responsibilities for sponsorship of feeding and breeding projects which facilitate boy development. The Board of Education, Superintendent John C. Ramsey, and Principal B. E. Oberholtzer were all active in inspiring boys to strive for outstanding FFA awards.

FIVE American Farmers from one FFA Chapter in one year is the record. This record was set by J. F. Brown, teacher of vocational agriculture, with the Whitney FFA Chapter in 1953. A grand total of 14 American Farmers from one Chapter is another

In a speech delivered to the 937 teachers of vocational agriculture in the State Conference in August, 1953, the Whitney Vo-Ag teacher said that of all the activities engaged in, the one that really paid off was the keeping of good reliable, accurate records. This contributed most to the FFA members in degree advancement work.

The Necessary Records

If a boy will keep the following records from the very first year, he will be assured of success as a Future Farmer, according to this successful teacher.

1. Date of purchase of animal—starting date of project.
2. Selling dates of animals.
3. Selling prices—amounts.
4. Breeding, farrowing, calving and lambing dates.
5. Planting and harvesting dates for crops.
6. Self hours and man hours.
7. Interest on borrowed money.
8. Crop rental.
9. Rental on all enterprises.
10. Show records
 - a. Entry fees
 - b. Transportation
 - c. Bedding and fitting supplies such as soap, brushes and feed buckets
 - d. Extra expenses for keep of boy at show
 - e. Premiums.
11. Veterinary fees—poison for pest control.
12. Feed—salt, minerals, tonics.
13. Seeds, fertilizer, poison.
14. Transportation, commissions, yardage.

All teachers of vocational agriculture were cautioned in Brown's speech to study carefully all record book instructions, FFA manuals, report forms and instructions in letters from administrative and supervisory officials in the Vocational Agriculture program. Teach-



Bobby Williams of the Whitney Chapter and his Adviser, J. F. Brown. Bobby was one of the five Chapter members to receive the American Farmer degree. Brown has been Chapter Adviser for 19 years.

ers who do this seldom have an applicant or candidate for an advanced degree turned down. It is constant attention to the small details that seem to help most in advancing boys in the Future Farmers of America program.

Handicaps Overcome

Progress has been made by the Future Farmers of America in the Whitney Chapter in spite of handicaps which would have been insurmountable to teachers of vocational agriculture of less ability than that of Mr. Brown. The Brazos River borders the Whitney community on the west and, as is usually the case, some of the best land in the Whitney community is in the Brazos bottom. A few years ago the Whitney dam and lake project was started and is nearing completion at this time. This caused many of the best prospects in the Chapter for degree advancement to be uprooted and moved out of their established farm homes. In spite of this, one of the 1953 American Farmers overcame the hardship of moving out of the Brazos bottom. The type of

(Continued on Page 121)



The FFA Chapter of Whitney, Texas. The fourteen members who were awarded the State Farmer degree are identified by numbers. All were active members at the time of receiving the award.

This is the modern age when - -

FFA Takes to the Air

—A Chapter takes a tour

H. D. GARVER, Vo Ag Instructor, Merriam, Kansas

SUMMER trips have become commonplace among many Future Farmer Chapters. These range in length from a few hundred miles to thousands of miles. Usually these trips combine educational as well as recreational points of interest. But, regardless of length and purpose of such trips, the matter of transportation and duration is of prime importance.

Large school busses present problems of maneuverability in out-of-way places, yet have the advantage of keeping the group together. Improvised farm trucks have many of the advantages of busses, but provide less passenger comfort and are less safe. Caravans of passenger motor cars multiply road hazards and necessarily scatter the group on the road. This writer has had experience with all three methods of group travel, but recently tried out a fourth method which proved very satisfactory. This time airplanes were used.

In June, 1953, eighteen Shawnee-Mission Future Farmers of Merriam, Kansas, with their adviser and John Patterson, Educational Director of Civil Aeronautics Administration embarked on an air trip through parts of Kansas and Oklahoma. Except for the method of transportation this trip was similar to those of countless other FFA trips taken each summer throughout the nation. Territory to be covered and points of interest were chosen to give the widest possible range of educational and recreational value to these boys from extreme eastern Kansas.

Travel Was Fast

The group left home, near Kansas City, early in the morning and drove in cars to Manhattan, 125 miles west. Cars were used for this leg of the trip since suitable airplane charter service was unobtainable nearer home. Following a brief tour of Kansas State College campus, the group drove to the Manhattan Municipal Airport where

four planes were waiting. These consisted of a Lockheed carrying eleven passengers and three Cessna 170's each carrying three passengers. After a flight over the campus and city, the planes headed for Wichita, arriving at noon. The group was taken to the Cessna Aircraft Company's cafeteria for a greatly appreciated lunch, followed by a tour of the Cessna plant. The planes took off for Woodward, Oklahoma at 1:15 P.M. and arrived at the Woodward strip at 2:45 P.M.

The balance of the afternoon was spent with a tour of ranch land around Woodward. This tour was made in a school bus driven by Hugh Robinson, local vocational agriculture teacher, accompanied by Ralph Gilbert, businessman and rancher, Leland Walker, banker, Jack Engleman, grass specialist, and Harold Walker, soil conservationist. It would be futile to attempt a description of the boys' reactions to what they saw while visiting in and around Woodward. Just a few hours earlier they had left their homes in the green hills and fields of eastern Kansas where agriculture is diversified. The flat land with few trees and endless sagebrush, devoted almost entirely to ranching, was a great contrast. Some of the boys were intrigued with what they saw; others wanted no part of it. But such is America and Americans.

Cooperation of Another School

The second day of the trip started out with a visit to the vocational agriculture department's cooperative feeding layout. This was explained in detail by Hugh Robinson as he drove the bus filled with the Kansas FFA boys. The Woodward visit ended with a carefully planned visit to the Southern Great Plains Agricultural Experiment Station located near town. Superintendent McElvain discussed in detail the various projects under way. Considerable time was spent in learning identification of native grasses and



The group at the Woodward, Oklahoma, Airport on morning of the second day, while waiting for the planes which took them to the next stop—Hutchison, Kansas.

trees, as well as problems in sage brush control. The latter seemed to be the big problem around Woodward. All too soon the visit ended and it was time to return to the planes for the homeward trip.

Points of Interest Included

The planes left the Woodward field at 10:15 A.M. and arrived at Hutchison, Kansas at 11:40 A.M. After a quick lunch in the airport dining room, the planes took off for Manhattan, Kansas, by way of Salina, Abilene (President Eisenhower's home town) and Fort Riley. The scenery was as varied on the return trip as it was the day before. The huge wheat fields, still showing the scars of battle with soil blowing, made an interesting picture. Within four hours, the FFA boys had seen the flat ranch land of northwestern Oklahoma, and the more diversified farms of central Kansas.

The group returned to Manhattan in time to visit the annual Agronomy Field Day being held near the Kansas State College campus. Within four short hours they had had an opportunity to hear specialists from two states speaking on the grounds of their own stations. Not much longer than a typical field trip at home. Following the visit to the college Agronomy Farm, the group returned to their motor cars, and left for home—a very, very "slow" trip at 60 m.p.h. Arrival was 6:30 P.M.—just thirty-six hours after leaving.

It may seem that this trip was taken too fast for opportunity to see or study anything. Actually, the reverse was the case. It is true that planes cannot pull off to the side of the road, or to stop at will. Offsetting that disadvantage, is the fact that entire areas can be seen at one time instead of from just one side, as would be the case from a speeding car or bus. It takes a plane, flying at four thousand feet, longer to pass out of sight of a given object, than it does a motor car traveling at sixty miles per hour. Farmsteads, field layouts, terraces, wooded areas, etc., are easily seen and studied from the air. Much easier than from a car or bus.

Air travel for FFA Chapters is bound to become commonplace in the near future. It is practical with the planes and facilities available today. However, as with busses and motor cars, careful planning is necessary. A few suggestions may be in order for

(Continued on Page 121)



FFA Group at Manhattan (Kansas) Airport just before leaving for Wichita, Kansas

FFA Takes—

(Continued from Page 120)

the benefit of those who may plan air trips for FFA Chapters or similar groups.

Planning Required

First of all, chartered planes should be used. While privately owned planes might be obtained at a considerable saving in cost, the matter of liability must be considered. All charter planes carry adequate insurance on passengers, and all are closely regulated by the Civil Aeronautics Administration as regards safety factors. Even though privately owned planes are also subject to CAA regulations, it is impossible to maintain as close supervision as with those in regular charter service. A parallel is in the licensing of private automobile drivers. Whenever all driver's licenses are issued with the same care as are those of airplane pilots, this nation's highway deaths will decrease to a fraction of what they are today.

A second suggestion is to use high wing, small planes. These permit better ground observation by being able to fly safely at lower altitudes and slower speeds than with the larger, low wing types. This is an important item when air trips are taken for educational, sightseeing purposes. As a rule, it is undesirable for several planes in a group to fly together, since this present an unnecessary possible safety hazards. Also, planes of different sizes and types have different cruising speeds which should be maintained. Buicks and Crosleys may travel together, but not twin motored Lockheeds and Cessna's.

Air sickness is another problem with group air travel. While careful pilots can do much to overcome this by seeking smooth air, there is much they cannot do. A supply of special pills should be taken along and handed out freely. Whether their value is physiological or psychological matters little. They usually do the work, as this writer found out with three boys on the trip described.

Parental Support

It will probably be some time before the parents of boys will accept the air plane as a safe method of travel. Road gears on farm tractors, high speed trucks and "souped up" jalopies are accepted—even though reluctantly; but not that little plane so high up in the air. Speeding cars, passing within four feet of each other still seem a lot safer



Part of the group hearing a lecture while waiting for turns in the planes, during local soil conservation air tour.

than planes cruising four thousand feet above the ground. Only time will dispel this feeling, and at present there is little the FFA adviser can or should do about it.

A fourth factor to be considered in planning an educational air tour, is that of transportation after the planes have landed at their destinations. At present planes still cannot cruise around on the ground to places of local interest. Such was the case at Woodward when the Shawnee-Mission boys visited the farms, ranches, experiment station, and swimming pool near that city. Some means of ground transportation must be planned for in advance. Vo-Ag Teacher Hugh Robinson solved that problem for the Kansas FFA visitors. Here it was possible for FFA boys and their adviser to capitalize on the universal feeling of fellowship among members of this great boy's organization. It goes without saying that a school bus will be waiting for the Woodward boys when they visit Shawnee-Mission. There are many "Hugh Robinsons" and "Woodwards" throughout this nation.

Financing

Last, but far from least important, is the matter of cost for a group airplane trip. This can be reduced materially by a little shopping around and adjustment of schedule. By choosing a time of the week when charter service demands are lightest, the charter flying service operator can give lower rates than otherwise. Usually his pilots are on payroll and his planes must be maintained. Also, by planning to return by noon, instead of a later hour in the day, the operator will have his planes available for charter elsewhere the same day. Another saving may be made by driving the group to the home airport of the flying service. This will save a round trip, flying empty, to the point of departure. Cars still travel cheaper than planes.

A last suggestion is that of contacting the nearest CAA office. This branch of Federal service is always willing to help out in the promotion of aviation, especially among farmers. The CAA works closely with National Flying Farmers, an organization with a service program equal to the best. The CAA is in an excellent position to give valuable advice as to planes available, routes, landing fields and any other help that might be needed. The CAA and National Flying Farmers are good friends of the FFA.

Returning to the two-state air trip by Shawnee-Mission Chapter, the total cost for twenty persons was \$540.00, including charter fee, Federal tax of \$60.00, all meals (including those of the four pilots) and lodging. Each boy paid \$15.00 and the balance was paid from the Chapter treasury. Well over a thousand road miles would have been covered by motor car for the same trip.

The Shawnee-Mission boys were enthusiastic about their trip. This is the air age and more and more Future Farmers will have a part in it.

Tribute Where Due

(Editor's Note: The following quotation is from an article in *Western Farm Life*, written by Editor James H. White following his visit to the national FFA convention.)

"Comments on the meetings—even as sketchy as these—would be amiss if sincere appreciation and recognition were not given to the hundreds of vocational agriculture teachers who are helping these future rural leaders along the path of progress. These agricultural instructors and FFA Chapter advisers are not overly paid; they know nothing of an 8-hour day; they drive hundreds of miles, day and night, to aid their students; they make scores of personal sacrifices to assist the youngsters in dozens of ways.

"They, too, are producers or growers. They sow seeds of knowledge, carefully cultivate their boys with advice from day to day, water their crop with inspiration and enthusiasm, eliminate the weeds of which human nature has so many, and finally harvest a crop of young farmers who are gradually becoming better year by year. In these crops they find exceptional stalks, who because of heredity and environment, are particularly outstanding. These are preened and polished and are eventually sent to the national FFA convention in Kansas City, where they shine as officers and participate in the various national contests and national activities.

"It is hard work—often discouraging—but there must be tremendous satisfaction in producing a winner—satisfaction which far exceeds the monthly pay check." □

Advancement in —

(Continued from Page 119)

farming at Whitney has consisted mainly of cotton and corn on rolling land which has resulted in seriously depleted soil. Many of these State and American Farmers have been active in carrying on a program which not only netted them a profit but made a contribution toward increasing the productivity of the land.

The Whitney Chapter of Future Farmers of America in 1952-53 shows a picture of 14 State Farmers in the group. Out of this 14 will come the prospects for American Farmers for the next two or three years. It is possible that the Whitney Chapter will surpass its amazing record of 14 American Farmers from one Chapter.

Theme for
December . . .

"Working with Out-
of-School Groups"

AVA CONVENTION PROGRAM

AGRICULTURAL EDUCATION DIVISION

Saturday, November 21, 8:00 A.M.-10:30 P.M.
NVATA Executive Committee Meeting

Sunday, November 22, 9:00 A.M.-12:00 Noon.
NVATA First General Session

1:00-5:00 P.M.

NVATA Regional Meetings

7:30-10:30 P.M.

NVATA Second General Session

Monday, November 23, 9:00 A.M.-12:00 Noon.

Combined Agricultural Education Groups
Theme: Local, National, and World Relationships.

Some Possibilities for Television in Vocational Agriculture—James H. Davis, Audience Development Coordinator, Program Development, WOL-TV, Iowa State College, Ames, Iowa.

Farm Policies That Meet Our Needs—J. Earl Coke, Assistant Secretary, United States Department of Agriculture, Washington, D. C.

My Experiences as an Exchange FFA Member to Great Britain—David Boyne, Former President of Michigan Association of Future Farmers of America, Marlette, Michigan.

Business Meeting of AVA Agricultural Education Division.

Review of year's activities of the AVA Agricultural Education Division, reports from committees, plans for new committees, other business.

12:15-1:30 P.M.

Luncheon Meeting

State Supervisors, teacher trainers, and teachers of agriculture. Courtesy of the Great Atlantic & Pacific Tea Company. (Secure tickets at registration desk.)

1:45-4:15 P.M.

Supervisors and Teacher Trainers

Theme: Teacher Education for a Comprehensive Program.

Highlights of a Program for Educating Negro Teachers—E. M. Morris, Head Teacher Trainer in Agricultural Education, Prairie View Agricultural and Mechanical College, Prairie View, Texas.

A Local Educational Program for Negro Farm People—W. L. Kissam, Teacher of Vocational Agriculture, Jackson High School, Tyler, Texas.

My Experiences in the Point Four Program in India—Luke H. Kelly, State Supervisor of Agricultural Education, Lansing, Michigan.

A Study of the Functions of Teacher Education in Vocational Agriculture in the United States—Thomas W. Gandy, Assistant Professor of Agricultural Education, Alabama Polytechnic Institute, Auburn, Alabama.

Discussion period.

NVATA Third General Session

4:30 P.M.

Meetings of Committees of the AVA
Editing-Managing Board, Agr. Edu. Magazine, annual meeting.

Tuesday, November 24, 7:00-9:15 A.M.

Breakfast Meetings

State Supervisors—Mark Nichols, AVA Vice President for Agricultural Education Division, and State Director of Vocational Education, Salt Lake City, Utah, in charge.

Teacher Trainers—Glenn Z. Stevens, Assistant Professor of Agricultural Education, Pennsylvania State College, State College, Pennsylvania, in charge.

National Vocational Agricultural Teachers' Association—Robert Howey, NVATA Vice President for Region IV, and Teacher of Vocational Agriculture, Sycamore, Illinois, in charge.

9:30 A.M.-4:30 P.M.

Agricultural Tour

Tour of modern development in farming in the Fox River Valley near Elgin, Illinois, for state supervisors and teacher trainers in agricultural education, teachers of vocational agriculture, and their wives. Included in the tour are visits to a high-producing dairy herd, a cooperative breeding association, mechanized facilities for feeding beef cattle, and a pig hatchery. Labor-saving equipment and farm management will be highlighted. Luncheon provided at Elgin. Courtesy of Sears-Roebuck Foundation. R. C. Pehworth, Sears-Roebuck Foundation, and H. R. Damisch, State Supervisor of Agricultural Education, Springfield, Illinois, in charge. (Tickets will be made available to eligible persons through state supervisors of vocational agriculture in the respective states, prior to the convention.)

5:00 P.M.

Meeting of Executive Council of AVA
Agricultural Education Division

Wednesday, November 25, 8:30-10:00 A.M.
NVATA Regional Meetings

Supervisors and Teacher Trainers
Theme: Supervisory Relationships and Responsibilities.

A Study of State Supervision in the Central Region—Milo J. Peterson, Head, Department of Agricultural Education, University of Minnesota, St. Paul, Minnesota.

Panel Discussion: Some Implications of the Study of State Supervision.

Byron J. McMahon, Chief, Bureau of Agricultural Education, Sacramento, California, Chairman.

R. E. Bass, State Supervisor of Agricultural Education, Richmond, Virginia.

Milo J. Peterson, Head, Department of Agricultural Education, University of Minnesota, St. Paul, Minnesota.

W. R. Tabb, Associate Professor of Agricultural Education, University of Kentucky, Lexington, Kentucky.

Cola D. Watson, State Supervisor of Agricultural Education, Montpelier, Vermont.

Discussion period.

10:15-11:45 A.M.

Combined Agricultural Education Groups

Theme: Administrative Relationships and Lay Participation Through Advisory Groups.

Citizen Participation in Illinois Advisory Groups—H. M. Hamlin, Chairman, Advisory Group of Agricultural Education, University of Illinois, Urbana, Illinois.

Panel Discussion: Activities of the Advisory Council at Mahomet, Illinois.

Harold F. Engelking, State Supervisor of Agricultural Education, Springfield, Illinois, Chairman.

Kenneth W. Knell, Teacher of Vocational Agriculture, Mahomet, Illinois.

Oscar W. Osborne, Superintendent of Schools, Mahomet, Illinois.

Homer Keller, Member of Board of Education, Mahomet, Illinois.

Two members of Advisory Council from Mahomet, Illinois.

Discussion period.

12:00 Noon-4:30 P.M.

Combined Agricultural Education Groups
Luncheon and Educational Program at Museum of Science and Industry. Courtesy of International Harvester Company.

W. T. Schnathorst, Supervisor, Educational Services, International Harvester Company, in charge.

Thursday, November 26, 8:30-10:45 A.M.

Combined Agricultural Education Groups

Theme: Strengthening Local Programs.

Challenges in Vocational Agriculture—W. T. Spanton, Chief, Agricultural Education Branch, Office of Education, Washington, D. C.

The Cheapest Visual Aid—L. O. Armstrong, Professor of Agricultural Education, North Carolina State College, Raleigh, North Carolina.

Panel Discussion: The Program for Young Farmers at Wausau, Wisconsin.

(Continued on Page 123)

BACK ISSUES OF THE MAGAZINE

There are available varying quantities of back issues of *Agricultural Education Magazine*. Do you need copies to complete your file or for other purposes? Listed below are the issues available.

Orders for copies are to be sent directly to the Interstate Printers and Publishers, Danville, Illinois. The cost per copy is the same as the advertised rate for single copies of any issue—fifteen cents. Send cash, checks or stamps with order. Indicate year and month of the magazines you order.

Year	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
1929	0	0	0	0	0	0	0	0	0	0	0	0
1930	1	1	1	16	6	1	0	8	2	1	3	10
1931	1	1	12	9	5	0	1	5	6	9	8	2
1932	13	10	14	11	15	10	7	2	8	9	8	13
1933	12	7	5	12	8	7	5	12	0	9	13	1
1934	6	6	0	7	6	7	10	14	1	15	3	2
1935	5	0	0	1	0	15	7	2	0	0	0	0
1936	0	1	3	3	6	2	0	0	0	1	0	0
1937	3	3	7	1	9	7	6	1	5	3	1	0
1938	1	1	1	1	7	4	3	1	0	1	6	4
1939	12	29	9	12	10	18	2	12	14	16	20	23
1940	34	22	4	0	13	2	0	4	0	0	11	2
1941	29	3	0	0	15	8	2	8	4	0	4	7
1942	0	14	0	19	21	12	7	3	1	3	2	9
1943	3	1	4	0	0	0	0	0	0	0	0	0
1944	1	0	0	7	0	0	0	0	1	0	0	0
1945	0	0	0	0	0	0	0	0	0	0	0	0
1946	0	0	0	0	0	0	0	1	0	0	0	3
1947	0	0	0	0	0	0	0	0	0	0	0	0
1948	120	0	250	150	288	375	388	528	444	600	0	240
1949	15	168	276	360	85	482	528	612	396	16	0	0
1950	216	96	60	600	696	672	684	372	96	144	0	0
1951	0	0	168	168	516	192	360	144	168	468	168	540
1952	72	504	144	432	96	456	480	456	0	96	120	36
1953	6	144	472	243	303	215	272	506

AVA CONVENTION PROGRAM

Clarence H. Bonsack, Itinerant Teacher Trainer of Agricultural Education, Madison, Wisconsin, Chairman.

Laurence Hoyt, Director of School of Vocational and Adult Education, Wausau, Wisconsin.

Eugene Lehrmann, Teacher of Vocational Agriculture, Wausau, Wisconsin.

Young Farmers from Wausau, Wisconsin. Discussion Period.

10:45 A.M.-12:00 Noon.

Visits to Exhibits

1:00-2:45 P.M.

NVATA Final Business Meeting

Supervisors and Teacher Trainers

Theme: Some Recent Developments in Research in Agricultural Education.

Regional Reports on Research—Members of the Committee on Research in Agricultural Education.

Western Region—Leo J. Knuti, Head, Department of Agricultural Education, Montana State College.

Central Region—George S. Ekstrom, Head, Department of Agricultural Education, University of Missouri.

Southern Region—J. Bryant Kirkland, Dean, School of Education, North Carolina State College.

North Atlantic Region—Henry S. Brunner, Head, Department of Agricultural Education, The Pennsylvania State College.

Reports on Studies.

Central Region—"Adult-Farmer Education," Harold M. Byran, Head, Department of Agricultural Education, Michigan State College, and Lloyd J. Phipps, Associate Professor of Agricultural Education, University of Illinois.

Southern Region—"Factors Contributing to Success of Supervised Farming Programs," T. J. Horne, Head, Department of Agricultural Education, Virginia Polytechnic Institute.

Western Region—"Teacher-Pupil Relationships," S. S. Sutherland, Chairman, Department of Agricultural Education, University of California.

North Atlantic Region—"A Supervisory Guide," R. C. S. Sutliff, Chief, Bureau of Agricultural Education, New York.

Discussion period.

3:00-4:30 P.M.

Combined Agricultural Education Groups
Business Meeting of AVA Agricultural Education Division.

Report by Chairman of Editing-Managing Board of *Agricultural Education Magazine*. Progress reports by new committees, other business.

8:00 P.M.

Recreational Program for All Groups at AVA Convention

Music, square dancing demonstration, general square dancing. Arranged by Illinois Vocational Association.

Friday, November 27, 8:00-10:00 A.M.

NVATA Executive Committee Meeting

BOOK REVIEWS

FARM ENGINES AND TRACTORS,

by Harold E. Gulvin, pp. 397, illustrated, published by McGraw Hill Book Company, list price \$6.00.

A relatively non-technical treatment of farm and tractors. In addition to pictures, the author has used many original and exceptionally clear illustrative sketches and drawings of operating principles and adjustments. An excellent classified list of reference aids is included in the appendix. —APD

REPORTING AGRICULTURE,

by Wm. B. Ward, Professor of Agricultural Journalism, Cornell University, pp. 373, illustrated, published by Comstock Publishing Associates, Cornell University Press, Ithaca, New York, list price \$4.00.

This text tells in simple, readable, interesting language how to write for a farm audience and points out the writing opportunities that now exist in the rural field. The author emphasizes the fact that the farm press is still an

important medium for reaching the rural people through the written word, but that it has been supplemented by farm departments of newspapers, the house organs of most of the farmers' organizations, the trade publications, the publicity and advertising departments of the manufacturers of farm and rural products, the publicity and copywriting departments of advertising agencies, and the vast new field for writers in radio and television. These opportunities are all outlined and described in "Reporting Agriculture." One of the most interesting parts of the book is the case histories of successful agricultural journalists. Vocational agricultural teachers, extension workers, and FFA members will find this book of interest and value.

—APD

Training FFA Advisers

(Continued from Page 107)

(6) Send a representative to each National Convention

The Chapter conducts a program of planned recreation, including the following, which serves to keep it very much in the center of things at the college:

(1) An annual spring banquet, with outstanding speakers and guests

(2) A Valentine dance, at which the FFA Sweetheart is presented

(3) A Christmas party, with gifts going to an orphans' home

(4) Summer picnics

(5) Family nights

Other examples of activities of the Collegiate Chapter at Sam Houston State Teachers College are:

(1) The establishment of a loan fund, in order that no worthy member is forced to leave college because of lack of funds

(2) Conducting a safety program, for which the Chapter was awarded the 13th Annual Texas Safety Award in recognition of outstanding service in farm and ranch safety

(3) Recognition of accomplishments and outstanding service

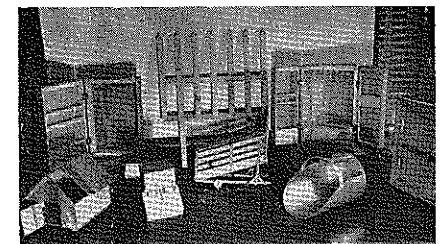
1. Awarding collegiate degrees

2. Awarding certificates of merit

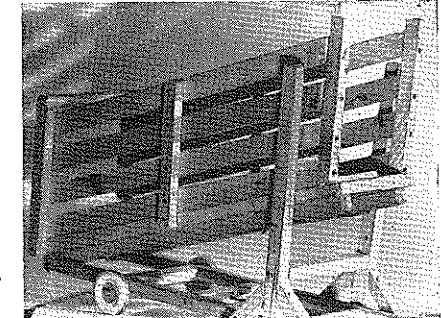
3. Presenting the Lowry Award annually to an FFA member for outstanding character, service, scholarship, and professional attitude above and beyond the call of duty

All the activities of the Collegiate Chapter aid in promoting social, cultural, parliamentary, and professional training for the prospective advisers of Future Farmer Chapters. These activities are under the direction of capable and enthusiastic Chapter advisers, who know college boys and their needs. They realize that the success of a local department is closely correlated with the success of the local FFA Chapter. Prospective advisers should therefore be well-trained in FFA work and should be impressed with the importance of the training they receive in their collegiate Chapters.

Harry I. Knox,
Acting Area Adviser
Hollidaysburg, Penna.

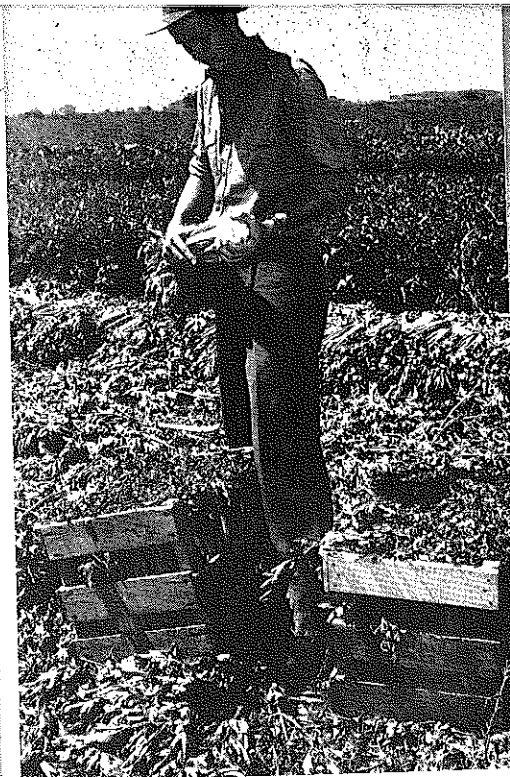


A collection of models covering wood work, cold metal, tool storage, etc.

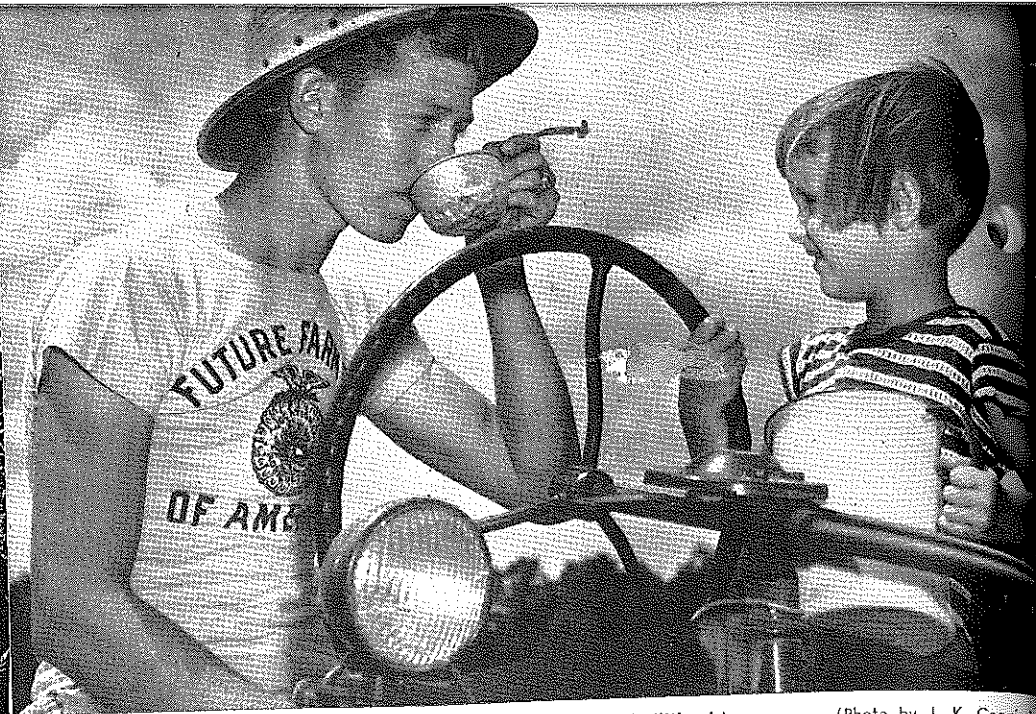


A portable loading chute is always in demand on farms, at shows, at sales. (Can be a metal-welding job also.)

—APD



...s Bromley, youthful celery grower from American Fork, Utah, displays a bumper crop of Utah's famous celery. ...s was an enthusiastic Future Farmer and is now a member of the local Young Farmers, keenly interested in improved methods of crop production. Photo by Union Pacific Railroad, courtesy of Elvin Downs, Ex-Sec. Utah FFA Association.)



An FFA member pauses for a refreshing drink brought to him by his little sister. (Photo by J. K. Coggins.)

The AGRICULTURAL EDUCATION Magazine

VOLUME 26

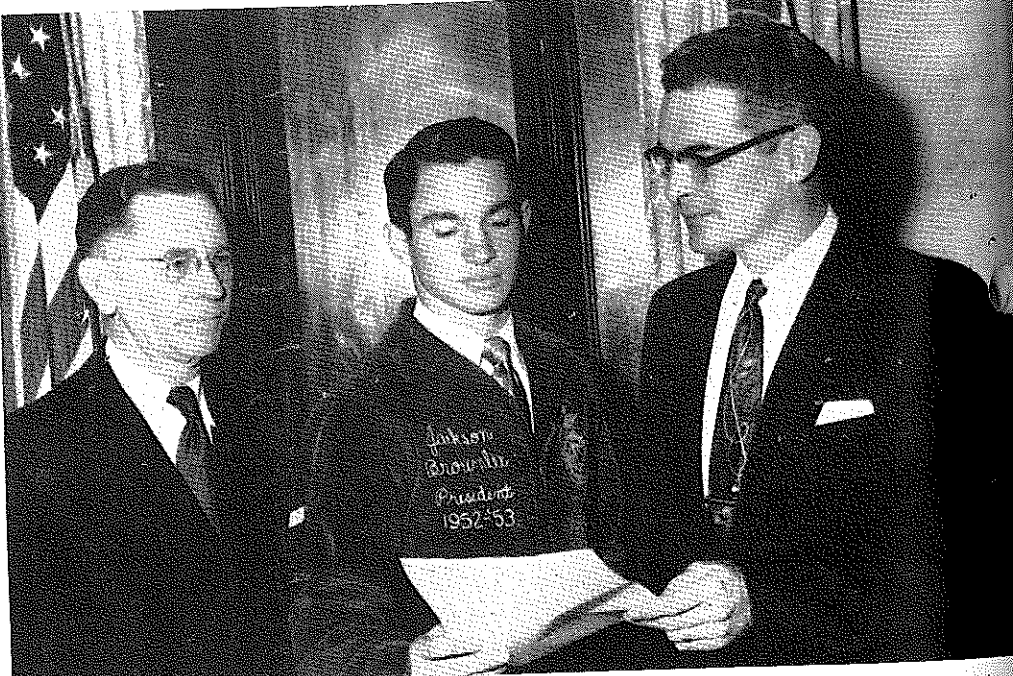
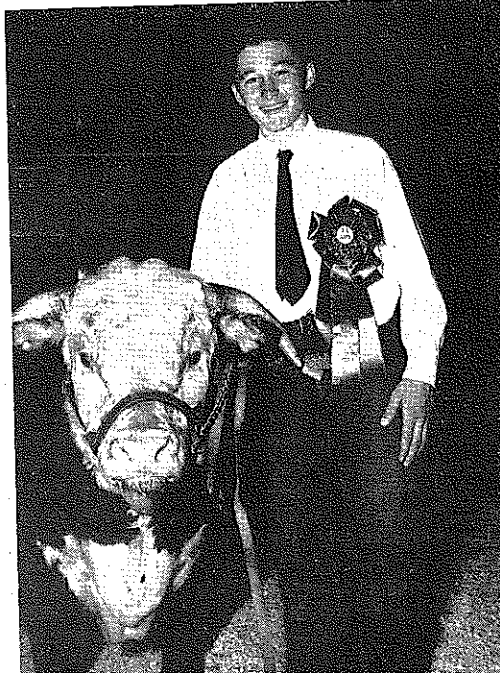
DECEMBER, 1953

NUMBER 6

The FFA

“Learning to Do
Doing to Learn
Earning to Live
Living to Serve”

...n Shanks of the Huntley Project High School, Worden, Indiana, is proud of his accomplishment in the Junior Livestock Show.



Above—Governor Dan McCarty, State of Florida, presenting to Jackson Brownlee, President of the Florida Association, Future Farmers of America, a Proclamation of Future Farmer Week in Florida. Superintendent of Public Instruction, Honorable Thomas E. Bailey, Honorary Member of the Florida Association, accompanied Jackson to the Governor's Office to receive the Proclamation.

Below—Keith Albrecht, vocational agriculture teacher, Farron, Utah (center) discusses the farming program with Paul Crawford (right) and his father, Carlyle Crawford. Paul was selected as the Star American Farmer in the Pacific Region in 1950. He is a progressive young cattleman and an active member of his local Young Farmers Chapter. Paul and his father operate their large ranch in partnership. (Photo courtesy Fred Cornaby, Provo, Utah.)



Picture legend, page 147

Featuring —
Working With Out-of-School Groups