

*The*

# AGRICULTURAL EDUCATION

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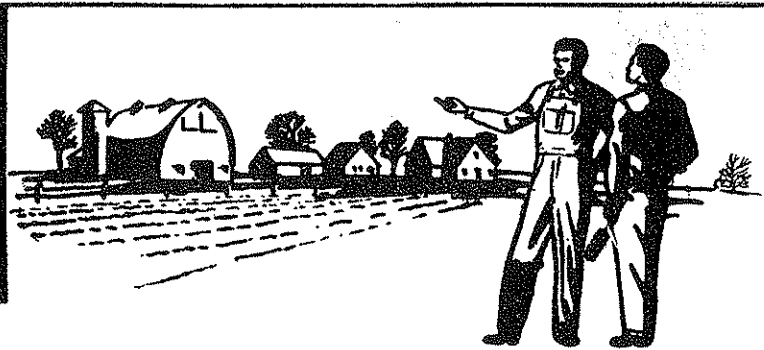
NUMBER 9



Picture legend, page 214

*Featuring—* FFA Activities As  
Preparation for Leadership

# The Agricultural Education Magazine



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

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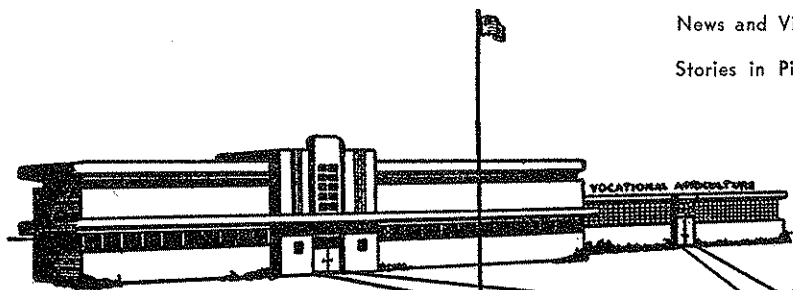
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## Editorials

### What Is the Obvious in FFA?

JACK RUCH, Teacher Education, University of Wyoming

When I was a junior in high school, a man teacher joined the staff. The advent of a new teacher in the community always made kids inquisitive in those days. After considerable snooping, we came up with the following sketchy information: he had taught mathematics in a college someplace in Ohio and had resigned to move west for his health; he had discovered a dinosaur bed the first week he was in our community; and he had been assigned to teach advanced mathematics.

Classes took up that fall and we soon learned that we had a real taskmaster on our hands. It was also discovered that our previous math courses had delivered us somewhere between recognition and appreciation—recognition that we had gotten by, and appreciation that we hadn't learned very much. The order had been changed. The new man wanted activity at the understanding and performance levels. In two six-weeks periods we rediscovered algebra, geometry and some trigonometry. On we went for the remainder of the year. Much of the mathematics has been forgotten, but the man and the impressions he left are still strong. When problems confused us and we applied wrong procedures, or when careless calculations paid off in "just dumb" answers, he would counsel, "A mathematician plans; he does not overlook the obvious, and he mentally asks himself if the results obtained are reasonable."

Perplexing situations are currently confronting vocational agriculture. They are adversely affecting (or will affect) its organization and structure, and they may alter its entire future if the wrong conclusions are drawn. In discussions of cause and effect of problems related to vocational agriculture, FFA seems to have assumed a position of complacent immunity. Recognizing FFA as an integral part of vocational agriculture, I maintain that proposals affecting FFA cannot be solved in terms of the broad over-all program. Those forces affecting FFA must be analyzed in terms of probable effects on FFA. At this point I suggest consideration of a few proposals which, if they come to pass, will have a vital impact on the Future Farmer of America organization.

- (1) It is proposed that the Federal Government no longer engage in a cooperative vocational education program with the states. Will this proposal, if passed, assist FFA to maintain its present position of high esteem and insure its future growth?

(Continued on page 201)

### From the Editor's Desk . . .

#### Two kernels of truth . . .

Amid all the turbulent discussions of the activities promoted and supported by the FFA, two kernels of truth stand out: 1. The FFA continues to be recognized as a truly great instrument for the development of leadership in farm youth. 2. The FFA, as an organization, responds very slowly to suggestions for improvement.

The first kernel of truth is one we can all savor and enjoy. However bad we may feel about those few boys who do not exhibit the qualities of citizenship expected of them, we cannot help but take pride in the accomplishments of the rest.

The second kernel of truth is not as tasteful, nor are the reasons for its being clear. The strong resistance to change is sharply contradictory of the quality of leadership the FFA is designed to develop. Too, the FFA members appear to be more susceptible to suggestion than the resistance to change demonstrates. But whether the failure to respond to constructive criticism is a failure of the boy or of his adult leader, the condition needs correction. If the members and leaders are not able to bring about change in FFA activities, someone else will make the changes for them.

An example of the forces which will bring about change is the current unrest among donors to the FFA as to whether their funds are being wisely spent. We may be forced by the donors to evaluate the use of their contributions in terms of the effect on the development of boys—something we should have been doing all along.

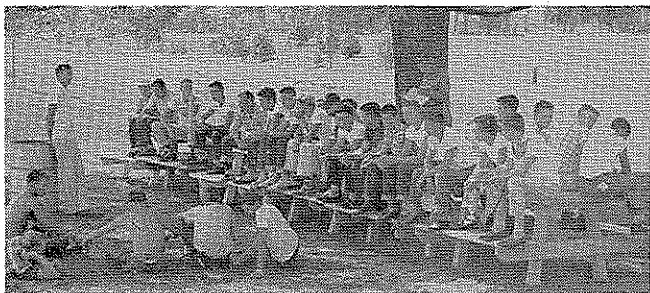
An example of slowness to change is the resistance to changes in our many judging contests. How long will it be before the FFA sponsored contests catch up with current farm practices in animal selection to say nothing about leading the way to better selection practices?

Of even more concern is the situation which makes it easy to obtain donor funds for a contest award, but almost impossible to use some of the same funds to finance workshops to train teachers and boys for conducting leadership training schools.

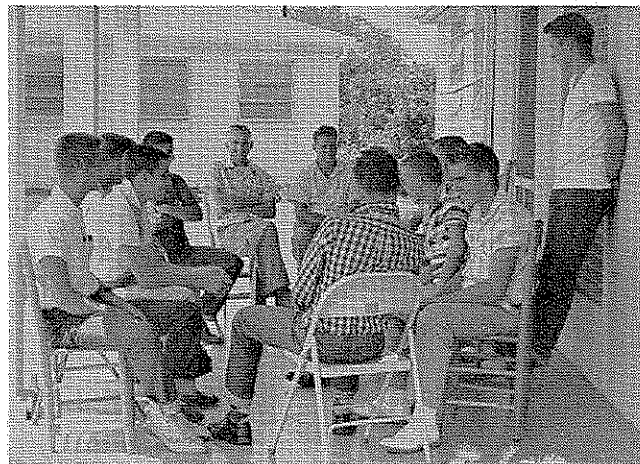
The decision to change should not be lightly made, but change cannot be avoided forever. Sooner or later the FFA will be evaluated in terms of its contribution to the development of boys rather than on the number of boys participating in contests and attending the conventions.

The achievements of the FFA in leadership de-

(Continued on page 201)



Mr. Bailey, Education Director, Cedar Lakes, reviewing points discussed on conservation tour.



Mr. Cox and Mr. Law, Vo-Ag teachers, discussing with class members the topic, "Your Responsibility as Chapter President."

We have a responsibility - - -

## Providing Leadership for FFA

JOHN B. SWECKER, Teacher Education, West Virginia University

Within the membership of the FFA there is a vast potential of leadership that may be developed. It is the type of leadership we need to strengthen and make secure our FFA organization and to insure for future generations a strong and prosperous rural America. In order that this vast potential of leadership be developed and utilized, training must be provided at all levels in the FFA organization—chapter, state, and national. Who shall be responsible for providing the training? What type of training will be effective? When and where shall the training be given?

### Responsibility

The FFA chapter is the source of all raw material from which the federation, state association and national organization will receive their leaders. What is accomplished in the chapters will ultimately reflect upon the entire organization.

Stop for just one moment and think. If you are a FFA adviser, how many federation, state, and national officers have come from your chapter? How many of the members have been honored by receiving the State or American Farmer Degree? How many of your former FFA members have developed into community, state or national leaders? How many have become established in farming? The response to these questions and others gives the answer to why a large percentage of our FFA leaders come from a small percentage of the local chapters.

This brings us to the point where we can draw a rather definite conclusion. For one reason or another, a great many of our FFA members are receiving little or no training in

leadership development. A few of the most common reasons given by advisers are as follows:

1. Too many activities—not enough time to do justice to any of them.
2. FFA is subordinate to vocational agriculture—let the boys run it.
3. Time spent with FFA activities could be of more value if applied to teaching additional subject matter.
4. There is no time allocated in the school curricula for regular FFA meetings.

Many more reasons, equally as good or bad, have been offered; and who is to doubt the validity of each for a given situation?

Please turn to page 10 of the *Official Manual of the FFA* to find this quotation. "The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation, and citizenship." (Since you have turned to that page, continue to read the specific purposes for which the organization was formed.) Obligated?—Yes. Responsibility?—Ours.

### Type of Training

One chapter adviser has informed us that his leadership training program for FFA members is based upon one of the specific purposes of the organization. "To strengthen the confidence of farm boys and young men in themselves and their work." Since he has enjoyed tremendous success as a Vo-Ag teacher and FFA adviser, let's take a quick survey of how he does it.

First and foremost, he believes that if a job is worth doing, it is worth

doing well. Time must be taken to thoroughly acquaint freshman and sophomore with the basic principles of the FFA. Sure he uses some class time when he could be teaching a unit on "feeding for milk production," or "providing pasture for pregnant sows." To minimize the importance of teaching such production jobs is not intended; rather, we would like to think that they would be more meaningful when the students have gained a knowledge of the FFA and have learned that production jobs and their application are stepping stones to higher degrees, means of winning awards and contests, and the foundation for establishment in farming.

Some consideration may be given to the following activities used to acquaint freshmen and sophomores with the FFA.

1. Develop an understanding and appreciation for the FFA Creed.
2. Teach the unit—"A Knowledge of the FFA," using the official manual as a reference.
3. Use time necessary to explain:
  - a. Degrees of membership
  - b. FFA Contests
  - c. Organization—purpose and objectives of FFA
  - d. Program activities
4. Acquaint students with basic parliamentary procedure.
5. Encourage students to enter contests which are applicable.

Our good adviser believes that the potential leadership abilities may be developed only when there are opportunities for his FFA members to express themselves and use their ingenuity and initiative. As the mem-

# The Forward Look in Vocational Agriculture

H. N. HUNSICKER\*



H. N. Hunsicker

REALLY, what is the future of vocational agriculture? In view of the declining farm population and huge accumulating surpluses of farm products, has training for farming ceased to be important? How can I, as a high school principal, justify a department in my school when not more than 8 or 10 of the boys enrolled in agriculture plan to farm? Would not general agriculture or some other agriculture course be better for my school? Do you mean to say our school has a responsibility for young farmer and adult farmer classes? What about college-of-agriculture-bound students—how can they take vocational agriculture and meet college entrance requirements? These questions are examples of those I heard raised most frequently on my recent official visits to schools in the North Atlantic Region.

The implications of the questions often ranged from sheer optimism to extreme pessimism about the program's future. One teacher in Maryland claims this is the best year in the department's history. "We have three teachers," he says, "over 100 high school students and 70 young and adult farmers are enrolled. Some of our graduates go into farming, some go to college, some to related agricultural occupations and some—well, let's just say they are a loss—or a gain—to agriculture, depending upon how you look at it. We teachers know what our job is and we try to do it."

A teacher in another state said, "Program-wise, I am all shook up—and confused. One day I read where vocational agriculture should train for occupations related to agriculture—but they never tell me how to do it or what to teach. The next day I hear the 'hold-the-line' philosophy that vocational agriculture instruction has always been, is, and always will be

only for those who plan to farm or who are engaged in farming. I try to be conscientious about my work but this point of view also bothers me a lot because so many of my day school students, especially my Freshman, Sophomore and Junior boys really don't know yet what they are going to do. I think they are too immature to decide. One boy's dad expressed it this way: 'If George makes satisfactory progress in vocational agriculture and shows an interest in farming, I'll make him a partner in the farm business as soon as he gets a little older, probably at high school graduation.'

Another teacher writes, "We need a unity of purpose in our program. So many teachers in my area have heard and read so much about related occupations, agri-business, declining farm prices, high capital investment, agricultural integration, farm safety campaigns, judging contests, community development and science emphasis, that they don't know what they should be teaching or accomplishing."

These types of questions and comments point up two great needs in our program. First, the urgency for agreeing upon a clearly defined, positive and forward looking program in vocational agriculture—one which can be identified, explained, publicized and followed with a great degree of uniformity at least in philosophy and fundamental purpose. A program that will meet the agricultural training needs of vocational agriculture students today in the machine age, just as effectively as the program did 30-35 years ago in the horse and wagon age.

Second, our program needs dynamic leadership by individuals who have the *Forward Look* in mind and who work persistently and enthusiastically to implement it. That job, gentlemen, is largely your responsibility and mine as supervisors and teacher trainers on the state and national levels. It is the teacher's job on the local level. The future of vocational agriculture is what we make it. The program will move forward or backward depending upon what we think and do and upon the firm-

ness of our convictions as to its essential character and objectives. This firmness in philosophy is especially necessary as we confer with teachers, school administrators and others. My plea is that we pursue the *Forward Look* which will enable vocational agriculture to meet the needs of more people to a greater extent than ever before.

What is this "Forward Look" in vocational agriculture? Does it include the same program as we have always had? Does it include any new concepts? Will it bring unity of purpose and be within the framework of our National Vocational Education Acts? The answer to all of these questions is, yes. The *Forward Look* must conform to these National Acts, else it would not be vocational agriculture. The *Forward Look* not only includes, but also emphasizes, the basic principles and features which have made the program popular and educationally sound. These include learning by doing, supervised farming on a farm, and renewed insistence on meeting the agricultural training needs of students.

Specifically, the *Forward Look* for the all-day program is predicated upon the following beliefs:

1. That any student (farm or non-farm) who is interested in agriculture and can meet the supervised farming requirements may enroll.
2. That not only shall the course of instruction be designed to "train for the work of the farm" but that both group and individual instruction shall be geared more closely than ever to this principle.
3. That supervised farming programs be more realistic and practical, with emphasis placed on the "whole farm" rather than on mere projects or enterprises.
4. That specific training in skills for related agricultural occupations is not a responsibility of departments of vocational agriculture.
5. That training in vocational agriculture, FFA participation, and supervised farm work experience, designed to train for farming may also serve as valuable prerequisites to success in many occupations dealing with the work of the farm and farm home.

The amount of education required for maximum success in most vocations gradually is moving upward. Completion of a high school education is no longer adequate in business, industry or professions. Neither is it

\*Program Specialist, Agriculture Education, U. S. Office of Education. Delivered at 1958 North Atlantic Regional Conference in New York City.

### The Forward Look - - -

(Continued from page 197)

adequate for success in farming. The rapidly changing farm technology, the increasing number of problems in maintaining production efficiency and the need for using good business practices require continuous education beyond high school if a farmer is to survive today's competition. It is in the area of post high school instruction where the teachers of vocational agriculture can really work with young men at the age level when they are getting started in farming. A school which does not provide instruction for young farmers at the age when they need it and can profit from it most cannot possibly accomplish the total objectives of vocational agriculture. It is doubtful whether a department can survive without a young farmer or adult farmer program.

The attached diagram shows the *Forward Look* in vocational agriculture and its relationship to the total agricultural education program. It is intended to emphasize the following points:

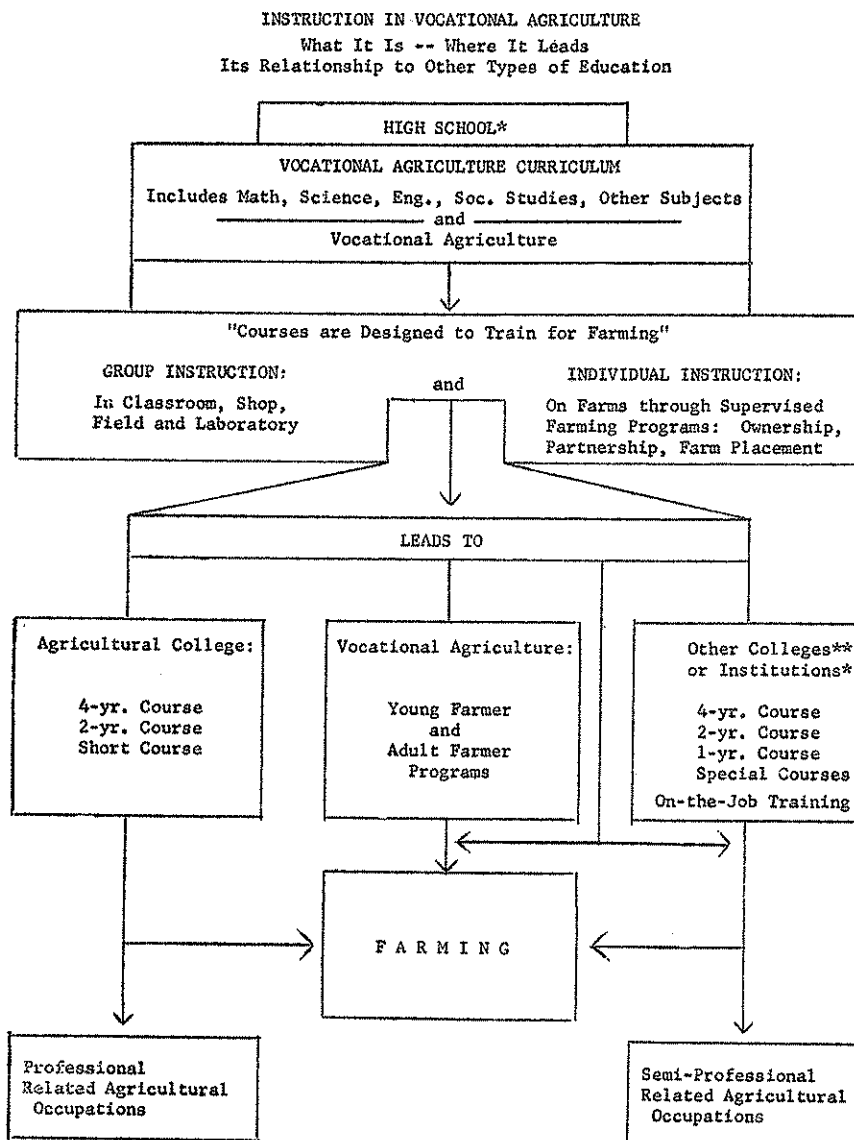
1. That instruction in vocational agriculture leads to farming, to college of agriculture, to professional and semi-professional agricultural positions, and to many other agricultural occupations which require a farm background and agricultural training.
2. That students who study vocational agriculture can also take other subjects which will qualify them for college.
3. That both group instruction and individual on-farm instruction are inseparable parts of the program.
4. That facilities for group instruction include shops, laboratories and field trips as well as classrooms.
5. That supervised practice on a farm

is an essential part of the instructional program. This may be provided in several ways:

- a. On the student's home farm as
    - (1) Ownership programs
    - (2) Partnership arrangements
  - b. Placement on other farms for farm work experience
6. That specific instruction for professional, semi-professional and related occupations in agriculture will be of greatest value if given at the post high school level. Such training is not a part of the instructional program in vocational agriculture but is a responsibility of the various schools, colleges and other institutions specializing in those fields.
  7. That instruction in vocational agriculture on the post high school level is limited to young and adult farmer classes and leads only to farming and the solution of farm problems.

Since farming in the North Atlantic Region varies widely, so do the opportunities vary for training and establishment in farming. Mention of such counties as Lancaster, Pennsylvania and Aroostock, Maine, connotes some of the finest agricultural areas and best farms in the entire country. We also have cranberry farmers, mushroom growers, broiler growers, asparagus growers, floriculturists, nurserymen, and many other highly specialized types of farming. Our farms range in size from city lots with a greenhouse to 1000-acre dairy and livestock farms. Some of you may have seen the picture in *Life Magazine* of a Massachusetts dairyman who uses an old apartment house for a barn. Strange as it may seem, cows are housed on the fourth and fifth floors—all this means we have students of vocational agriculture with similarly diversified backgrounds. Many of our students come from full-time farms, others from part-time and residential farms. The North Atlantic Region has some of the largest consolidated high schools in the United States. We also have many schools with total enrollments under 100 students.

Such wide variances in types of farming, background of students and size of schools creates many problems in developing an effective and forward looking program. These problems can and must be overcome. Past tendency "to do the best you can" in teaching vocational agriculture is not



\*Includes Area Vocational Schools

\*\*Includes schools and colleges where specialized skills for related occupations may be taught

## The Forward Look - - -

(Continued from page 198)

sufficient to accomplish the job required of us today. The following are a few ideas which will help give our program the *Forward Look*:

### In Supervised Farming

Emphasize enlarged programs for all students involving them in many experiences in operating the "whole farm" by the senior year. Small projects and enterprise programs of yesterday are no longer adequate training for today's farming or any other work requiring a farm background. Boys living on farms may start a good production program in the ninth grade but this should lead gradually to greater operational and managerial experiences as the boys mature. Records that are realistic and accurate should be kept by all students. These records should be analyzed and used in replanning to a greater extent than in the past. Placement for farm work experience will become an important way of providing non-farm boys with supervised farming programs as well as supplementing the training of boys with limited facilities.

### In Developing Courses of Instruction

Fluctuation in amounts of time allowed for vocational agriculture classes may be expected from year to year. This will necessitate more frequent replanning of the course of instruction, constant shifts between jobs taught in group instruction when two class periods of time are available, and jobs taught individually when class time is reduced. Such units as farm mechanics, farm management, farm records and laboratory and field demonstrations will consume much class time. Many jobs dealing with "How to Grow" and the development of the supervised farming program may need to be taught individually or in small groups. However, the real key to effective course organization is an understanding of the purpose of vocational agriculture. When training for farming is fully accepted, planning the course of instruction will be made easier.

### New Facilities

A greater variety of facilities will be needed in the future in order to provide adequate training for students from varied backgrounds. In addition to the traditional shops, classrooms and laboratories, many schools will need greenhouses, nurseries,

school forests, land to lease to students, and even school farms. A promising idea which may replace school farms for economy reasons is the cooperating farmer. Under this plan, a local farmer is employed as an assistant or special teacher. The farmer then makes all the facilities on his farm available to the school for practice and instruction.

### FFA's Role

FFA will need to assume responsibility for training far beyond the 12 purposes listed in the manual—training in those areas in which farmers, businessmen and professional workers are attaching great importance. Some of these are: how to get along and work with people, a respect for others, how to sell, self confidence, enthusiasm, a pleasing personality, how to speak and how to take part in meetings. The *Forward Look* includes every vocational agriculture student as an FFA member and every department with an active FFA chapter.

### Administration and Supervision

An adequate supervisory and secretarial staff is essential for an effective state program of vocational agriculture. Also, the supervisors will need to be students of their programs. They will need to summarize important information about local programs. An analysis of this data will show strengths and weaknesses and serve as a valuable aid in program development. Annual self-evaluations of local programs by teachers will in itself stimulate great improvement. The North Atlantic Regional Supervisory Guide is an effective instrument for this purpose. We as supervisors need to be more thorough and more inquisitive in our observations on visits to schools. We need to survey the situation accurately, then teach and advise. Often times we are prone to give praise without sufficient justification.

The *Forward Look* will require supervision of the whole program including the FFA, young and adult farmer classes, and all-day classes.

In the future we may expect an increase in the number of multiple teacher departments. Many small departments also will need to be consolidated and, of course, departments serving areas which are becoming industrial or urban may need to be discontinued. Supervisors may well encourage the formation of local consulting committees, the development of official plans and policies for local

vocational agriculture departments, and planned programs of publicity.

*Young and Adult Farmer Programs*  
These programs will grow and expand when:

1. The state's reimbursement plan encourages their establishment.
2. Teachers and school administrators have observed effective programs in operation in other schools.
3. They are recognized as necessary in accomplishing vocational agriculture's objective of successful establishment in farming.

### Teacher Training

Teacher trainers have important responsibilities in developing the *Forward Look* in vocational agriculture. Here are only a few of many ways their help is needed:

1. To conduct inservice training workshops and courses in:
  - (a) Replanning the program of instruction in vocational agriculture.
  - (b) Modernizing teaching procedures.
  - (c) Making on-farm instruction more effective.
  - (d) Farm placement training.
  - (e) Farm mechanics.
  - (f) Farm management.
  - (g) Technical agriculture.
2. To conduct research work, especially in areas where information is needed for program development.
3. To provide student teachers with experiences in conducting the whole program including young and adult farmer work.

### Unity of Purpose Needed

In summary this is what I have tried to stress:

1. The need for exerting dynamic and positive leadership in the program of vocational agriculture.
2. The importance of agreeing on what the program is to be in the future.
3. A few suggestions as to how the program may be further developed.

Each of us is free to develop his own philosophy of the program's future. Admitting that the content and operation of local programs may vary, we can and should maintain uniform overall aims and objectives. This is what is important because it establishes unity of purpose. I am sure as you begin to rewrite your state plans you will project in them the *Forward Look*. □

# Training for Aggressive Rural and Agricultural Leadership

—The Collegiate FFA is the agricultural education department's most valuable resource for leadership development

ZENO E. BAILEY, Teacher Education, East Texas State College



Zeno E. Bailey

AT MID-CENTURY we find ourselves living amid a period which has often been referred to as one which has brought about a literal "explosion" of scientific and technological developments. There is little doubt that we are witnessing the most rapid change in science and technology ever experienced by the human race. With the recent launching of Russia's Sputniks I and II along with the launching of our own ICBM's "Atlas," "Jupiter" and others, we stand on the threshold of a period of unparalleled uncertainty. At this moment we might well pause and ask ourselves this important question, "In which direction will mankind choose to go?" As the writer sees it, he is faced with the ultimate choice of traveling in either one of two directions: He can choose the road that can lead to world peace and prosperity, the like of which the world has never known; or he can choose the road that can lead to the annihilation of large segment of the human race from the face of the earth.

## Urgent Need for Competent Leadership

At no time in the history of the

Nation and perhaps in the history of civilization has the need for *leadership* been so urgent. But what kind of leadership does the world need? The writer feels that the type of leadership so urgently needed today is that type in which the actions taken by our leaders are based upon sound humanistic principles. To be sure, their actions must be motivated by sound moral convictions rather than upon economic expediency. The type and quality of leadership provided by the world leaders of today and tomorrow will determine the type of society future generations will inherit.

In America there exists today a great need for aggressive leadership among the rural population. This need becomes especially apparent when thought is given to the segment of the Nation's population who shapes the policies under which both the rural and the urban people must live and work. Since our rural population has been experiencing a gradual decline for some time, it behooves us who are privileged to work with rural-minded people to put forth every effort to help them bring to fruition their fullest leadership potential. The fact that the agricultural education faculty at East Texas State shares this sentiment so strongly has stimulated it to exert concerted effort toward expanding and enriching its program of leadership and citi-

zenship activities in the collegiate FFA chapter. The staff feels that the activities offered through its FFA program provide the most effective means for developing in its graduates those qualities that make for competent and aggressive rural leadership.

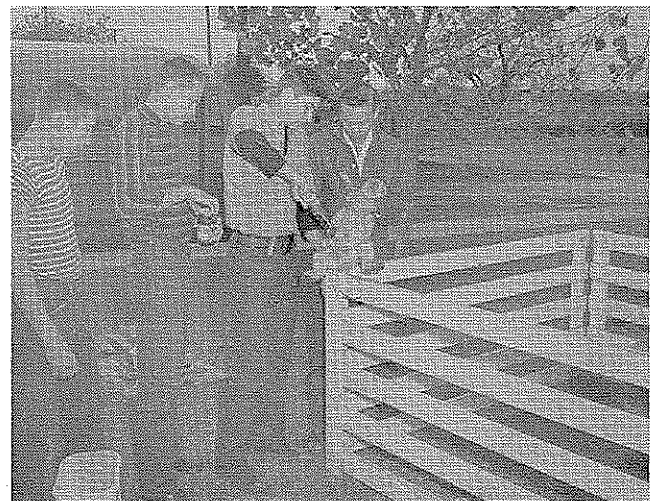
Justification for collegiate chapters in the teacher education institutions is found in the National Constitution of the Future Farmers organization. It was not until 1950, however, that East Texas State College instituted its program of teacher-training in agricultural education. At this time the department took advantage of the provision of the National Constitution and organized a collegiate chapter of Future Farmers of America. During this short seven-year period the membership has grown until now there are more than 75 members actively participating in a comprehensive program of varied and diversified activities. It is believed that weekly meetings which have been held since the chapter was organized have had a profound influence on the progress and success enjoyed by this chapter.

The agricultural education faculty at East Texas State subscribes to the philosophy that the FFA is a definite and integral part of the total vocational agriculture program in the public high school. As such, the activities of the collegiate FFA constitute a very essential part of the program of activities provided for prospective teachers of vocational agriculture. It is believed also that the degree of success enjoyed by the teacher of vo-

(Continued on page 211)



Hardwood control demonstration by team from Hughes Springs chapter.



Lamb docking and castrating demonstration by team from Paris chapter.



## Providing Leadership - - -

(Continued from page 196)

bers grow and develop, the opportunities must be more challenging.

Some activities that may provide such opportunities are:

1. Advanced study of parliamentary procedure, with opportunity for participation.
2. Discussion periods on specific agriculture topics.
3. Chapter public speaking contests.
4. Programs on a school and community basis.
5. Recreational activities — joint parties and picnics with other boys.

A glance at the program of activities of the national organization, state associations, and local chapters, gives ample information of the opportunities available for developing leadership through the FFA. Very few organizations have so many and varied activities from which selection can be made to meet the needs of students.

The horse was led to water, but he was not made to partake thereof. Many activities designed to develop leadership may be provided for our FFA boys, but it's mighty hard to force a healthy, normal American boy to participate. In the first place it is not a good policy to try; in the second place, it is not necessary. Provide the opportunity for participation in many worthwhile activities and you will make possible leadership training on a voluntary basis for all members in the chapter. Equal opportunity for development and achievement will likewise be provided. Responsibility can and should be an integral part of the over-all training program. Let those members with proven ability assume the responsibility for chapter activities.

### Training Beyond the Chapter

The responsibility for leadership training for FFA members does not stop with the chapter adviser. Supervisors and teacher trainers, not excepting personnel in the national office, are also involved.

Leadership training beyond the chapter level may be handled differently in the various states; however, the program and activities may be very similar as there is usually an organizational link between the chapter and state association. This organizational link is commonly re-

ferred to as federation, area, or district. Leadership training on this level can be made very effective as the scope is larger and more challenge is involved. However, detailed planning is necessary and accomplishments may be dependent upon the close cooperation of the supervisor of the federation, the chapter advisers, and the federation officers. The supervisor must work closely with the chapter advisers and federation officers in planning programs that will involve leadership training as well as other phases of the FFA program.

The federation programs and activities, except the actual teaching of leadership classes, are all planned and conducted by the members under the supervision of the federation adviser, chapter advisers, and supervisor in charge. An attempt is made to plan programs and activities to involve as many as possible of the objectives of the FFA without emphasizing any one area such as leadership.

Summer camping programs are becoming more popular each year as a means of promoting leadership development. Many state associations are providing camping facilities for their membership and other educational groups.

The author had the privilege of working with the West Virginia Association presidents' camp, and if one statement could express an opinion of this camp, it would be, "The most responsive, enthusiastic, and receptive group of young men I have ever worked with." The success of this camp will be determined when its value is reflected in the work of the local chapters during the current year.

This training camp presented a tremendous challenge to chapter presidents. The challenge to go back to their local chapter, make use of the information received in camp by sharing it with the chapter officers, FFA members, and fellow students.

The training afforded our national officers through the planning and conducting of the National Convention, the good will tours and executive committee meetings is superior. Needless to say, it is reflecting back on our state associations and local chapters. The impressions left by national officers through their visits to state conventions and local chapters makes it easier for the FFA members to understand the value of their or-

ganization and that they too can become leaders.

"... and develop those qualities of leadership which a future farmer should possess." Yes, we have a responsibility. □

## What Is the - - -

(Continued from page 195)

- (2) Farm experience programs in some instances are degenerating into unplanned, uncontrolled farm labor activities; or related agricultural experience programs of dubious merit. Does this add up to placing well-trained, highly skilled workers in the competitive business of farming? Does it improve the quality of those who will receive the Chapter, State, and American Farmer Degrees?
- (3) It is further proposed that vocational agriculture be reduced to two- and three-year programs, thus lessening the depth and broadening the scope of studies. Will this encourage a continued interest in FFA so that students will avail themselves of its maximum leadership training benefits?
- (4) It has been suggested that farming should not be entered because of the huge investment required; competition with incorporated farms and contract farming is also too great. Does this defeatist attitude assist in preserving the family type farm through the influence of a strong local FFA Chapter? Does it help FFA members to enter and compete in these types of farming?

These are but a few of the many problems that must be solved in the interest of the Future Farmers of America organization. Is it wise to apply the procedures of the mathematician? Plan! Don't overlook the obvious! Are the results obtained reasonable! □

## Two Kernels - - -

(Continued from page 195)

velopment are deserving of praise. However, unless a breakthrough is achieved in the resistance to change, future talk of leadership development may be well limited to the office of the historian. □

Much can be gained through - - -

## A Student Exchange Program Between FFA Chapters

DONALD HANSEN, Vo-Ag Instructor, Plattsmouth, Nebraska



Donald Hansen

FOR several years I have had the pleasure of meeting Future Farmers from other states at our FFA State Convention at Lincoln, Nebraska. I have been impressed by these young men. Upon inquiry, I found that they were visiting the Lincoln Northeast Chapter, of which Mr. Lloyd Schmadke is advisor.

It was readily evident that these boys were the cream of the crop and that they were attending our convention and visiting the Lincoln chapter for a definite purpose—to learn. To make a long story short, in 1957 our own chapter at Plattsmouth, Nebraska, decided to institute an exchange student plan of its own.

Our chapter met and the members decided that they would like to exchange with a chapter in southern California. We contacted the California State Department of Agricultural Education and were informed that Santa Paula had one of the outstanding chapters in that area. After some correspondence with Mr. Gordon Woods, the advisor, arrangements were made to start an exchange program with the Santa Paula Chapter.

Members of our chapter worked hard to raise money enough to finance the trip for three boys—\$250.00 worth of railway tickets. Chapter members worked even harder to win one of the three tickets. Of course, some boys were disappointed but that, too, is one of the good lessons of life. A score card, to be used in selecting the boys who were to make the trip to California, was developed by a committee of chapter members. Any num-

ber of different score cards could have been used, but it was felt that any boy making the trip (10 days in this instance) must be in good standing with all of his teachers.

The program was highly successful from several standpoints. Not only was it an educational venture for the boys, but our chapters exchanged hams for oranges, lemons and avocados, and the Chambers of Commerce of the two towns exchanged letters and information. The boys spoke to the Rotary Clubs in the two towns and returned home bubbling over with enthusiasm about the things they saw and did.

Our boys were in California in the dead of winter. Needless to say, they returned home enthusiastic about the fruit trees and the California climate. The California boys arrived in Plattsmouth shortly after one of the worst spring blizzards in Nebraska history, so they marveled at the snow and mud. They saw a Grand Champion boar at Plattsmouth that stood higher than their waists—something new to boys coming from an area where a permit must be secured even to raise hogs.

The trip was newsworthy, too. After the boys returned from California, our largest state paper sent a re-

(Continued on page 215)

## Mix Business with Pleasure

In planning your program of work - - -

CLARENCE R. EVANS, Teacher Education, University of Tennessee



Clarence R. Evans

WHEN summertime comes, Tennessee FFA chapters load up their camping and sports equipment and take off for the mountains or one of the numerous state parks to get in some much needed change from the rigors of school life. But these serious-minded young men do not limit their trip strictly to pleasure, for they get down to the business of planning their annual programs of work.

A typical example of this practice of mixing business with pleasure is the Bradley County Chapter of Cleveland, Tennessee. As soon as school ends each year, thirty boys from this Chapter go to a campsite in the Chilhowee Mountain area at

the foothills of the Great Smoky Mountains. These boys are selected by a merit system of grading based on their Future Farmer activities.

In preparation for planning, each spring the Bradley Chapter elects its officers prior to the state convention in April. This gives the incoming officers the opportunity to attend the convention and take advantage of its leadership activities. This is followed by a one-week officer training session about the first of May. At this time, committee chairmen are selected for the major areas of the program of work. These chairmen are usually boys who have served on the committee the previous year and have done outstanding work.

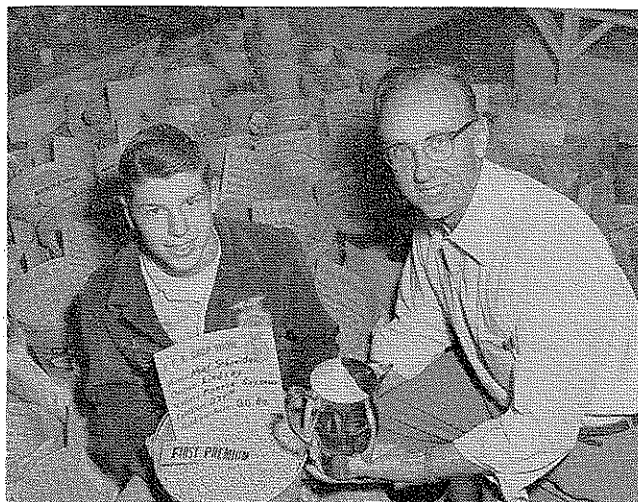
During the last days of school, the executive committee (officers and committee chairmen) meets to evaluate the past year's program. At this time each officer is delegated the responsibility for one portion of the

program. It will be his responsibility to see that adequate planning is done in this area at the summer encampment. Other boys attending the camp are allowed to select the committee on which they will serve.

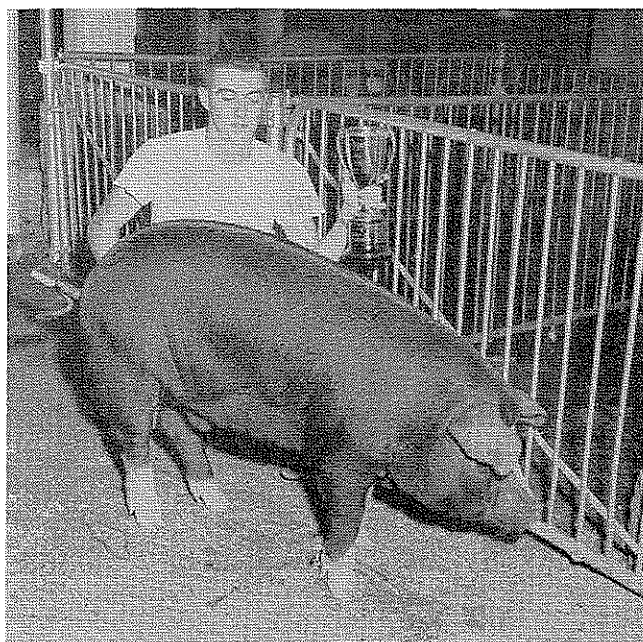
After each meal at the camp the officers discuss the program of work and then the group is broken down into committees to plan their activities. The current program is used and each item is carefully weighed and evaluated before the decision is reached whether to include it in the new program. Each committee is also charged with planning for new activities which will strengthen the program of work for the coming year.

While at the encampment the chapter members engage in a variety of sports including softball, volleyball and swimming. Thus this chapter has two enjoyable days while accomplishing what is often a tedious chore to their less ingenious fellows. Many other chapters in the state use such devices as combination planning and swimming trips or combine planning sessions for the FFA and FHA with recreation periods at the end.

(Continued on page 215)



... "brings credit and recognition to the teacher of vocational agriculture ..."



"rather see a blue ribbon boy with a red ribbon pig than vice versa"

**A teacher's answer to a tough question - - -**

# Should Jim Show at the County Fair?

DENVER J. KAISER, Vo-Ag Instructor, Barnesville, Ohio



Denver J. Kaiser

WITHOUT a doubt, most FFA advisors have asked if it is worth while to go to all the bother to take part in the county fair. Before this question can be answered intelligently, one must

first look at the values an FFA chapter can gain from a county fair exhibit. As I see it, some of the results are as follows:

- (1) It develops leadership within the boy so that some day he can act as senior fair board member.
- (2) It gives the boy practical experience in showing and developing herds for future use.
- (3) Many FFA chapters in Fulton County have capitalized fair accomplishment in setting goals and standards in their local FFA program of work.
- (4) It gives recognition to the individual and FFA chapter willing to work for it.
- (5) It brings the boy into close contact with other young FFA breeders and adult breeders which leads to sales of surplus livestock.
- (6) It gives a boy a chance to see the quality of his livestock

compared with that of other boys of his own age.

- (7) It teaches sportsmanship within the boy by being a good winner or a good loser.
- (8) It develops pride in the boy, his parents and his advisor.
- (9) It develops a degree of interest in good livestock which is almost impossible to do any other way.
- (10) The dollar and cent value which cannot be overlooked is usually quite large.

I feel that showing at fairs, shows, and similar events brings lasting benefits and much credit and recognition to the teacher of vocational agriculture, the school, and the department if done well.

Good exhibits rank high as a means of public relations and information. A good vocational agriculture department's exhibits develop closer relationship between the school and the community.

I do not feel that we as vocational agriculture instructors can afford to deny our students the opportunity of gaining the experience and thrill that comes from fair exhibiting.

I have had parents and relatives standing by the show ring that have been as thrilled as the boy who was handed the blue ribbon.

In my experience in teaching, I have had very little difficulty in getting good farming programs from

boys that show at the fairs. It seems to develop a feeling of greater importance of ownership among the students.

Many times I have had boys tell me that their projects are not good enough to show at the county fair. I have always felt that these boys are timid and with a little encouragement the boys do an outstanding job of showing. I would rather have a blue ribbon boy with a red ribbon pig than a red ribbon boy with a blue ribbon pig. We must remember we are working with boys.

Usually at my Parent and Son Banquet, I have the chairman of the leadership committee present each boy with the prize money and awards. While all of these boys are anxious to get a financial return, I have had a number tell me that the education and experience gained was worth far more than the money.

In my previous remarks I have thought mostly of livestock, grain, poultry and farm shop exhibit.

I feel that an FFA booth should not be overlooked. I do not feel that booths should be ranked as 1st, 2nd, 3rd, etc. When they are ranked in this way, some chapter is last and still it can be a very good booth. A placing of gold, silver, and bronze is the best rating in my estimation.

I feel that the booth should be put up by the boys and not the teacher if it is an FFA booth. The advisor should help but in too many cases the teacher does all the work and the boys lose out in this valuable training. The booth should be

Practical suggestions for - - -

## Training Judging Teams

OLEN SMITH, Vo-Ag Instructor, Guthrie, Oklahoma

At the request of J. C. Atherton, Associate Professor of Agriculture Education at the University of Arkansas, I was asked to prepare this article on training judging teams for competition. At the outset, I would like to say that at Guthrie we look upon the judging contest as a definite integral part of our program of instruction in agriculture. The judging team experience that an FFA boy has while an active in-school member of an organized FFA chapter is, I think, vital as it concerns his development and growth in the related phases of his education in agriculture. I do not mean to imply that the judging contest itself is the end as it concerns future farmers, but the means to an end. It is a tool or stepping stone. When put to work, judging skills learned will aid the future farmer with many phases of his farming program—thus aiding him in becoming established in farming. As Harley Kellogg, an Honorary Chapter Farmer and father of one of Guthrie's American Farmers, said about judging team competition: "Aside from the skills received in the actual mechanics of judging work, there are a few aspects that appeal to me even stronger. To me, judging teaches a boy to stand on his own two feet; how to cooperate with others; fairness to one's competitors; gives each boy an equal chance; teaches boys that they will not get something for nothing; and above all, teaches the boy to reflect pride in his school and state."

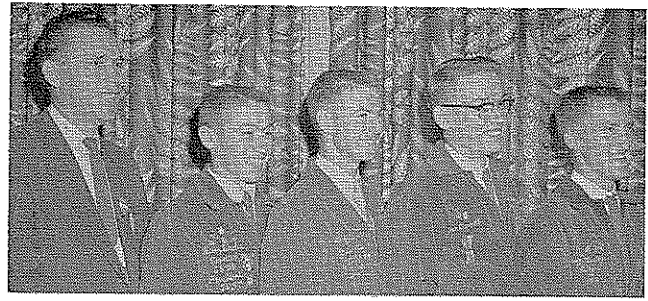
### Is the Coach Sold?

As I try to visualize a starting place in the process of training judging teams, it is elemental, I think, that we start with the FFA instructor himself and ask a question: "Is the coach\* sold on the judging contest and its possibilities for use in his teaching program in his local chapter?" If the answer is yes, I think the coach is now ready to set about preparing to use one of the most useful and dynamic tools for learning that has yet appeared on the American educational scene, the tool of "competitive judging." This

does not mean, however, that the coach will endeavor to train judging teams in all the many different phases of competition which now exist in most states. In Oklahoma, for example, there are competitive events held in livestock judging, dairy judging, horticulture, entomology, farm shop, farm structures, farm level, land and pasture judging, soil conservation, parliamentary procedure, crops, public speaking, to mention a few—and many of these are held several times a year. In my opinion, it behooves the coach to examine carefully each of the contests to determine how they might benefit his own chapter members. His decision should be based on types of farming, location, etc., with the thought in mind of training boys for those contests which will contribute more to the welfare of the boy and his family.

If the coach is sold on the contest, he will have little trouble generating enthusiasm among his boys because boys naturally love competition if they can see the ultimate goal. The boy should be led to feel that he is reaching the goal a step at a time. At Guthrie, the freshman boy is encouraged to set his goal for national competition. Naturally, it is a rough, competitive road through county, district, and state competition—but as one goal is reached, the boy gains confidence in his own ability to accomplish the higher goal. If the coach minimizes the goal set up, so will the student, but with the ultimate goal of national competition in view, each accomplishment or subsequent winning along the way will lend encouragement and confidence to the team—and, I might add, team members with confidence many times give encouragement to the coach.

As evidence that boys generate enthusiasm to each other in judging competition, I recall that in the Guthrie Chapter, several of our former members were on two different national teams while in high school. One boy, Bill Bartram, former Chapter president and graduate of



National meats judging team, Kansas City, Mo., 1956. L to R—Coach Olen Smith, Homer Rhodes, Bill Bartram, Evert Carroll, Raymond Custard.

Guthrie High School in 1955, competed on three different national teams in the course of four years in high school.

Self reliance, teamwork, decision making!—call it what you will, but those are the rock-ribbed qualities that many an FFA boy learned in judging work that helped anchor, stabilize, and characterize his thinking in our modern, business-like, fast-moving world of today.

### Judging Aids

"A man's judgment is no better than his information." This is particularly true, I think, when training judging teams. One of the major problems for the FFA instructor is that of securing and organizing judging materials and information in order that he might intelligently train his team. All coaches will agree, I think, that one must constantly train himself and search for new ideas, discarding those which have proven ineffective. There are many sources of help available to the FFA instructor to help him do a more effective job of training judging teams. Some materials will have to be purchased, but much can be secured and organized by the teacher himself. Here are some suggestions which have proven effective at Guthrie:

1. Visit the various departments of the agricultural colleges in states where they exist and request their help and any information they might give in training teams. Chances are that you will be given many helpful teaching aids, bulletins, pamphlets, and guides to assist you in your judging work.
2. Call on the college trained specialists in the fields of livestock, meats, dairying, and the many other related judging fields and request their help. Maybe you can arrange for these people to meet with your chapter members for talks or special instruction.
3. I am a firm believer that "What can be seen with the eye can be remembered the longest." As a result, in the Guthrie Chapter, we spend a lot of time organizing visual aids which will be used in judging instruction. We make good use of the following aids and procedures:

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\*Note: In all cases where the word "coach" is used in this article, it refers to the vocational agriculture instructor.

# Evaluation — Stepping Stone or Stumbling Block?

D. S. CROSS, Vo-Ag Teacher, College Area Schools, State College, Pennsylvania



Donald S. Cross

AT VARIOUS times our educational program and policies are subjected to the onslaught of current trends. We have witnessed the changing of curricular emphasis from one area to another for varying lengths of time. Public opinion has forced certain departments and instructors to become more conscious of the course content and its adaptability for turning out an end product that will benefit society in the best possible way. This is nothing more than a society imposed method of evaluation of and in specified areas. In the long run, most of our areas of instruction will have been carefully scrutinized. Vocational agriculture has, and will be, under public surveillance. The farm situation of surpluses, increased production, subsidies, etc., have caused a lessening of attention on vocational agriculture and a greater emphasis on the courses of instruction more closely connected with the long awaited conquest of outer space.

It is the duty of all people in the teaching profession to evaluate their own situation. This is especially true of those people employed in the fields where public attention has been temporarily averted. Evaluation must be conducted in all phases of the program. No single phase can be omitted without presenting a false illusion. It is known that a bolt or screw can cause the most powerful engine to become inoperative regardless of its potential. Would this apply to education as well?

Evaluation is a professional responsibility all educators accepted when they first entered into their chosen profession. It must be a continuous process which knows no limitations and has no time off at the end of the day or to await the end of the semester. Whatever methods of evaluation are employed, they must be thorough and all inclusive if the best results are to be obtained.

We must first know what we want to evaluate and the purposes for

which the information is to be used. What and who should be evaluated?

## Teacher Evaluation

The first area we should take into account is ourselves. All teachers, consciously or unconsciously, directly or indirectly, play an active part in the development of each pupil in our classrooms and in many cases it carries over to students that we might not even know. We must know clearly what we are trying to achieve in the training of these students and how we expect to achieve that end. If we plan to steer the students towards any goals, probably those we hold dear to ourselves, we progress in a manner according to our values. Are our values those we would want our own children to possess? If we are certain our goals are those we wish to see developed in the pupil, then the next thing to do would be to evaluate the means we plan to use in motivating these people while we are in direct contact with them.

If we are to be fair with ourselves we should accept any evaluation that we might give ourselves and any direct or indirect, as evidenced by pupil reaction, evaluation by students as a new challenge for the betterment of ourselves, our instructional material and methods. A student evaluation, if it is fair and unbiased, will provide a good source of information for our improvement.

The number of items that could be listed as necessary for evaluative purposes for any teacher is almost endless. These same qualities will not be necessarily the same for each teacher or teaching situation.

Each teacher should develop as early as possible an educational philosophy that is sound and well conceived. The school of philosophy to which one belongs is not the important factor but rather should be one that is consistent with your local educational institution and with your own personal beliefs. Again, this philosophy ought to be placed on trial so that it might hold up to your expectations; if it needs revision, the instructor must be of such character that he would change it for any phases that need to be improved.

Personal traits are on exhibition at all times and certainly are being

subjected to praise or criticism. These qualities and mannerisms should be checked and changed if they do not reach our own standards or those expected of us.

Relations with the students should be more than merely professional in nature, but rather a more intimate acquaintanceship so that we might better understand pupil reactions and problems in his environment. The relationship with the pupil must be on such a plane that he will not lose respect with the instructor and the educational system.

## Curriculum Evaluation

Another area that should be evaluated is that of the curriculum and its planning. After the educational objectives have been conceived, a guiding set of principles and a well planned list of procedures should be established so that the goal can be attained. Of course, the pattern used for organization is the backbone of our curriculum. Once these have been accomplished, they should be subjected to evaluation to determine if they are exactly what we desire to present to the students.

The program in general should also be placed on the line. If it is our desire to turn out a well-rounded, mature individual we must integrate our material so that it might be correlated with the other courses. It must be of such nature that it meets the needs of the students and the local community. We cannot expect to achieve this end if we do not carry out a well organized public relations program. The program is subject to numerous external and internal forces that necessitate our continuous attention toward desired results.

## Student Evaluation

Student evaluation is a necessity. All instructors must know the interests, abilities and needs of each individual pupil. Due to their inherent qualities and the environmental differences, a teacher must realize that there are as many different cases as there are pupils. All teachers should try to ascertain the causes for all pupil actions and reactions so that the causative ingredient does not become a permanent fixture. Pupil evaluation is taking place at all times.

(Continued on page 210)

### Some Tips for - - -

## Developing State and American Farmers

W. A. GAHARAN, Vo-Ag Instructor, Delhi, Louisiana

Encouraging and developing State and American Farmers should be one of the objectives of every vocational agriculture department. The strength of any vocational agriculture department can be measured by the strength of supervised farming programs carried on by its students.

During my fifteen years as a classroom teacher of vocational agriculture, I have had 48 boys receive the State Farmer Degree and 9 boys receive the coveted American Farmer Degree. These boys were awarded these degrees for having developed

outstanding supervised farming programs.

The freshman vocational agriculture student should first understand the various degrees he may achieve and the requirements to reach each one. The next thing a beginning student must understand is the importance of a supervised farming program and the reward he can gain by developing it.

The second step in developing candidates for these higher degrees is creating an interest in the students. This interest may be created by the following methods: first, by bringing

examples of the accomplishments of former outstanding State and American Farmers before the agriculture classes; secondly, by conducting tours of freshmen vocational agriculture classes to observe the supervised farming programs that have been established by former State and American Farmers; and thirdly, through chapter pig chains and chapter dairy chains.

The third step in developing vocational agriculture students for State and American Farmer degrees is to impress upon all of the students the importance of participation in leadership activities sponsored by the Future Farmers of America Chapter. Active participation in leadership activities and strong supervised farming programs should be the main objectives for any potential State or American Farmer. □

## Training a Chapter Meeting Team

### Combines fun and education.

ERNEST MUNCRIEF, Vo-Ag Instructor, Marlow, Oklahoma

The boys of the Marlow FFA Chapter love to compete, and some of the most intense competition in Oklahoma is found in the FFA Chapter Meeting Contests. Actually, it is one of the better contests that is sponsored by the Oklahoma Association because of the number of students participating. Twelve members plus the advisor make up a team, whereas in other contests such as livestock, dairy, etc., only four boys compete on a team.

The Marlow Chapter has been quite active the last few years in Chapter Meeting Contests. The success of their activities can be seen readily by the fact that the past four years they have won the district contest, and have won the state title the past two out of three years.

Approximately 80 per cent of the Marlow Chapter enrollment vie for a place on the team with the contest starting locally on a county level, then the area (which in Oklahoma is known as the Professional Improvement Group) and the district. These eliminations bring together five exceptionally well-trained teams, the winner of each district, into the state contest.

Much work goes into training a group of boys in parliamentary prac-

tices, but it pays off. Actually, I think the training given these boys in this phase of vocational agriculture strengthens the other phases of the total vocational agriculture program. Through this training, boys' interest picks up in public speaking, livestock, dairy, and many other items. Personally, I feel that this training contributed much to the two National Gold Emblem awards awarded the Marlow Chapter in 1957—the Livestock and Chapter Awards.

Many of our FFA boys also became leaders in other school organizations because of their ability to carry on orderly and constructive meetings. It is not uncommon to find one or more FFA boys serving as class presidents, and last year, one of our chapter meeting team members was president of the student senate.

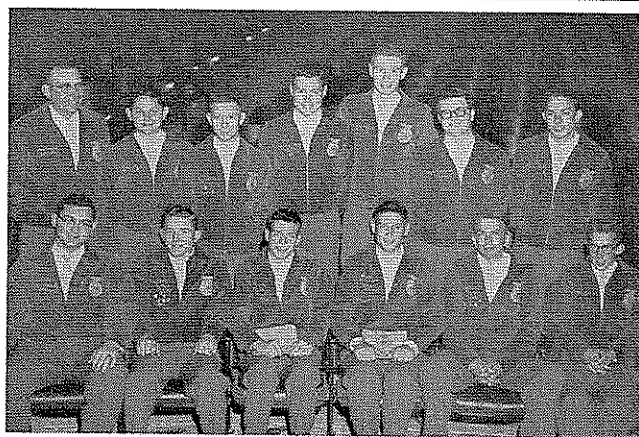
Boys will also gain knowledge which will help them later in their career as members of farm organizations. Actually, any organization this individual joins later in life will be helped by the fact that this person knows enough about parliamentary procedure to aid him in voicing con-

structive and logical debate.

However, the most important item in connection with the study of parliamentary practices comes in the improvement of the local chapter meetings. This alone will more than pay any instructor for extra time and effort that he uses in training his chapter meeting teams. Before our chapter began the study of parliamentary procedure, I would often be pretty well disgusted following some of our official FFA meetings. Maybe a meeting would go on for three hours with very little accomplished. Now our meetings never last more than one hour and we accomplish ten times more.

This type of training also trains a student to think on his feet. This can well mean the difference in success or failure later on in life, if an individual cannot accomplish this trait of making swift and accurate decisions. These boys can also fill in

(Continued on page 210)



The Marlow Chapter team and adviser in Cameron College auditorium after winning district title for 4th consecutive year.

Suggestions for - - -

# Organizing the Farm Mechanics Program

CHARLES B. SMITH, Vo-Ag Instructor for Farm Mechanics, Middletown, Conn.

The growing importance of the farm mechanics program as an integral part of the effective over-all vocational agriculture program seems to be an accepted fact among the vast majority of instructors and administrators in this field. It is inevitable that an increase in demands upon such a program as has developed with the rapid transition to more highly mechanized farming brings increased demands upon the instructor. With this need for more varied and more complicated teaching, he needs every possible minute of classroom time and a great deal of supervised farming time to give each student the type of farm mechanics instruction that will best suit his immediate and probable future needs.

In order to use the instructor's time (of which there is never enough) as efficiently as possible, it is advisable to simplify in every possible way the often ponderous burden of individual records. A master sheet of farm mechanics skills, set up for a four-year period, can tell both the instructor and the student just where he stands at any stage at almost a moment's glance. This also serves to prevent duplicity in instruction and student participation and helps to eliminate the tendency to permit some students to practice skills in which they already excel.

The skills to be taught vary with the individual needs of the students, with the community (types of agriculture practiced, resources, etc.), and with the changing trends in farm machinery and equipment. Consequently, any list of skills must be constantly revised and evaluated for an efficient and worthwhile program.

The list of skills which follows has been set up for the Regional Vocational Agricultural Center at Woodrow Wilson High School where the farm mechanics program has been in operation for less than a year. The list is based on a study of the needs of the patronage area, the experience of the staff of three instructors, and the recommendations of the consulting committee.

The skills chart which follows the list is not original with this department, but has been used effectively in previous departments. The so-called

chart actually involves four charts a year, one for each class (AG I, AG II, etc.). Listed on each chart (which is on poster board, in ink) are the skills which could be taught to that class in that year. Also listed are the names of the members of each class, with a space for each skill, enabling the instructor to mark the student's ability in any skill in which he has received instruction. It is essential that these charts be kept almost daily in order for them to be of any value. It is also necessary that previous year's charts be kept readily accessible for quick reference when planning assignments for a particular unit or jobs requiring certain skills. These charts are best filed in a glass-front cabinet with vertically hinged frames making it possible to display two charts back to back using as many frames as needed for the four-year program. This greatly simplifies storage and almost eliminates day-to-day reference to individual records in a file. The glass front keeps the charts in view as a constant reminder to the instructor and students to see that they are up-to-date.

No student is expected to develop proficiency in all the skills listed for any one year, or for the full four-year program. The skills he is taught are selected for his particular needs and, in some cases, abilities. He is not restricted to the skills listed for the year in which he is a student, but may go back for skills he has missed in previous years. The skills listed include only those taught, or available, in the farm mechanics program itself and do not include many which are taught in other units of vocational agriculture instruction.

## Basic Farm Mechanics Skills

### Agriculture I

#### HOME FARM SHOP

Storing Supplies  
Selecting and Storing Tools  
Importance of Farm Buildings

#### GLAZING

Cutting Glass  
Replacing Window Glass

#### ROPE WORK

Knots  
Hitches  
Splicing  
Whipping Ends

### MOTOR MECHANICS

Repair Flat  
Change Tire  
Replace Radiator Hose  
Steam Cleaning

### PLUMBING

Selecting Tools  
Repairing Leaky Valves and Faucets  
Measuring Pipe  
Cutting Pipe  
Threading Pipe

### PAINTING

Selecting Paint  
Painting Metal  
Painting Wood  
Cleaning and Storing Brushes

### CARPENTRY

Making Working Drawings  
Sketching Free Hand  
Reading Drawings  
Tool Identification  
Use and Adjusting Planes

### WOODWORKING

Kinds and Grades of Wood  
Measuring and Marking Wood  
Use of Wood Chisels  
Use of Auger Bits  
Fastening Wood with Nails  
Fastening Wood with Screws  
Fastening Wood with Glue  
Fastening Wood with Bolts  
Reading Rules and Scales

### TOOL FITTING

Dressing Screw Drivers  
Dressing Grinding Wheel  
Sharpening Cold Chisels  
Sharpening Auger Bits  
Sharpening Axes and Hatchets  
Filing Plane Irons  
Filing Wood Chisels  
Filing Saws

### METAL WORK

Drilling  
Twisting  
Cutting  
Sawing  
Filing  
Finishing  
Bending Cold

### SOLDERING

Operating Blow Torch  
Preparing Soldering Iron  
Preparing Metals  
Seam  
Joint  
Patch  
Holes

### ELECTRICITY

Reading Meters  
Minor Repairs (cords, etc.)  
Installing Fence  
Splicing Wires  
Replacing Fuses

### Agriculture II

#### POWER TOOLS

Table Saw Cutting  
Table Saw Rabbeting  
Jointer Surfacing  
Joint Ends  
Jointer-Chamfer  
Jointer-Stop Chamfer  
Jointer Rabbeting  
Thickness Planer-Use  
Drill Press-Drilling  
Drill Press Mortising  
Power Drill-Use (Portable)  
Portable Saw-Use

(Continued on page 210)

Encourage good students by - - -

## Establishing a Local FFA Scholarship

REX C. BISHOP, Vo-Ag Instructor, Miami Jackson High, Florida

Many Vocational Agriculture teachers have probably thought, "How can I, as a Chapter Adviser, help local FFA boys with expenses while they are in college?" For eight years I have tossed the idea of a chapter scholarship around in my mind and have discussed it with many of the boys' parents and with other teachers. The idea was always well-received, but like most other things of value, the big stumbling block was: Where will the money come from? How large should the scholarship be? Should it be a gift or a loan?

In 1951, our chapter Mothers formed a Future Farmers' Mothers Club for the primary purpose of sponsoring recreational activities and promoting a better understanding of our vocational agriculture program. This club has been of great service to our local FFA chapters and has encouraged the idea of a scholarship in

many ways, including financial support.

In December, 1957, I received a call from one of our larger chain restaurants of Greater Miami who are interested in youth. They had just purchased the Grand Champion steer of the Jr. Calf Division of the International Livestock Show at Chicago, Illinois. They had purchased the animal for advertising purposes and wanted to donate it to a worthwhile youth organization. They wanted to know how we would use the animal if it were donated to the Future Farmers of America. We outlined a plan in which the proceeds from this steer would go into a scholarship fund that we were trying to establish. This plan was very satisfactory so we became the recipients of one prize steer.

This animal was sold to a local meat packer and a very favorable

story appeared in the Miami newspapers. From this newspaper article we received fine response from other businesses and private individuals. In a very short time our scholarship fund had become a reality. This brought about drafting the final plans for administering and naming the scholarship fund.

In a meeting with the principals and vocational agriculture teachers of Miami Edison, Miami Jackson, North Miami and Hialeah high schools, the final details were agreed upon. The name "RAYMOND CARLEY MEMORIAL SCHOLARSHIP" was selected in memory of one of our most outstanding agriculture students who lost his life on a trip for the FFA chapter. The amount of \$100 per year for four years is to be awarded to one boy from each of the above-named chapters to help defray college expenses, with the following stipulations:

1. Student must have completed a minimum of two years of vocational agriculture and have been an active Future Farmer member.

(Continued on page 211)

## Collegiate FFA Helps Prepare Future Teachers

JARRELL D. GRAY, Teacher Education, Texas A & M College



Jarrell D. Gray

THE TEXAS A & M Collegiate Chapter of Future Farmers of America affords an opportunity for prospective teachers of vocational agriculture to continue their FFA work while in college. No

doubt other collegiate chapters provide similar opportunities.

Since these prospective teachers will be advisors to local FFA chapters, they need to develop an adequate understanding of FFA work. This understanding was probably not gained by members of local chapters, since they would not be thinking about the operation of the chapter from the advisor's point of view. Participating in Collegiate Chapter activities provides experiences that help to give an insight into FFA work. Such an insight is helpful to future chapter advisors.

To provide FFA experiences that will be of help when one becomes a teacher of vocational agriculture is the primary purpose for establishing and maintaining the Texas A & M Collegiate FFA Chapter.

The Chapter, which normally has approximately 100 members, formulates a program of work each year which closely parallels the one followed by high school FFA chapters.<sup>1</sup> Committees for each section of the program are established and each committee is charged with its respective responsibilities. These usually pertain to cooperation, scholarship, leadership, conduct of meetings, finance, and recreation.

As a means of providing experiences pertaining to cooperation, the Chapter sponsors an exchange of students between their chapter and other agriculture departments in Junior Colleges throughout the state. This gives Junior College students who are

potential transfer students an opportunity to become familiar with the Collegiate Chapter and the A & M campus.

Cooperative activities by the Chapter are also carried out when the college has its annual Parents Day. At this event where parents visit the campus, a chapter exhibit is prepared that depicts Collegiate FFA work and activities of the Department of Agricultural Education.

Scholarship activities include the presentation of awards to outstanding individuals and the presentation of a \$125 scholarship to a deserving student.

A plaque is presented to the outstanding senior and junior collegiate member for each semester. These recipients are selected by majority vote of the membership.

A plaque is presented also to the professor in the School of Agriculture who is chosen as the "Outstanding Professor." This award, in addition to giving recognition to outstanding individuals, makes for a better understanding between the Department of Agricultural Education and other departments on the campus.

The scholarship of \$125 is presented to a deserving junior and is to be used his senior year at A & M.

(Continued on page 212)

<sup>1</sup>Copies of the Texas A & M Collegiate Chapter program of work may be obtained upon request.



Some suggestions for - - -

## Effective FFA Meetings

WILMER L. HARRIS, Vo-Ag Instructor, Mechanicsburg, Pennsylvania



Wilmer L. Harris

How can I most effectively use my FFA meetings? How can I fulfill the purposes of the FFA by developing leadership? How can I have the boys plan the meetings themselves? These are some of the most perplexing problems of the vocational agriculture teacher.

At Cumberland Valley, Mr. Sealover and I have found one method which seems to be more effective than other methods we have tried thus far.

Our entire FFA group meets every other week. The alternate week is set aside for committee meetings as the need for such meetings arises. The committee meets, does what is expected of that committee, and has a complete report ready for the following meeting.

To give more boys a chance to develop leadership, we also have a group of "Junior" officers (primarily ninth and tenth grades) who are in charge of several meetings during the year. A better selection of "Senior" officers can be made because of the opportunity the club has had to observe the "Junior" officers in a leadership role.

Getting back to our club meeting and alternating committees meeting, I can see where some problems might arise in a single teacher department unless the administration would support your idea and have another teacher in charge of the members who were meeting on a committee on that particular day. In a two teacher department, one adviser can meet with the various committees and the other adviser can meet with the remaining part of the group for a study period, project book work period, educational film, or whatever seems best.

I believe this would be one big step in having the proper preparation for an effective and meaningful FFA meeting.

I believe, however, that we must go one step further in being properly prepared for our meetings. I doubt very much if you are going to have enough business and discussion on that business to fill every meeting. During this free time would be a good time to practice parliamentary procedure, and it would be very valuable training *provided* it is conducted so that the members learn the many parliamentary practices and learn how and when to use them. If the parliamentary procedure practice is left entirely up to the group it will be certain to end in foolish motions which will result in little parliamentary procedure training. One solution

might be to have one of the committees make up motions and the other parliamentary practices. These would be written and distributed to various members for the club meeting. When you had your training period, these motions would be used and you would be certain all the practices would be used.

I believe, too, that one of our goals for the vocational agriculture student should be to broaden his education so that he has some understanding of other occupations, particularly those related to agriculture. We follow a teaching plan which already can hardly be taught in four years and we find it extremely difficult to omit anything and include something on these "related" occupations. I wonder if we wouldn't be accomplishing more for the boys if we used any free time in our FFA meetings, and particularly in the "alternate week" I mentioned earlier, to introduce some of these other fields—perhaps via films if films are available which fulfill this purpose.

In conclusion, I believe there are two *important* things we must guard against in following any of the above suggestions. First, we must select films that will satisfy needs. Teachers getting together in your area, as we do in the Cumberland-Perry area, and "separating the sheep from the goats" as far as films are concerned would be of value here. Second, we must guard against a "watered down" FFA program whereby we would neglect the leadership training which is so important and which has been an outstanding characteristic of the FFA. □

## How to Help Your FFA Reporter

BRUCE H. STRICKLING, Vo-Ag Instructor, Frankfort, Ohio



Bruce H. Strickling

DOES the average FFA reporter need help from the advisor in discharging the duties of his office? Yes, I think many teachers who have attempted to train FFA reporters will agree that this is one area of vocational agriculture work in which many of us fail to

get the job done to our satisfaction.

What is the reason for this difficulty? What are some of the reasons that desirable FFA publicity fails to reach the printed column of our local newspaper? I believe that the answer to these questions lie in three general areas:

1. The reporter fails to recognize a news story as such.
2. He does not have the ability to cope with the mechanics of con-



A group of Ohio student teachers drop in for a visit with the editor of the county paper at Kenton, Ohio. Such conferences with key people in the community are an important part of the experience of these student teachers.

struction of a story that will meet the requirements of the local editor.

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**Training a Chapter - - -**

(Continued from page 206)

and do an excellent job at civic affairs, field days, etc.

In training a Chapter Meeting team, some extra time and effort must go into it. For the instructor, it is important to know and be able to explain parliamentary practices. To do this, he must study "Robert's Rules of Order." This is not the only reference that may be used, but it is the basic reference for all parliamentary purposes. We keep several copies in the vocational agricultural library for the students.

Each vocational agriculture class in the Marlow school has a set of FFA officers, plus duplicates, besides our regular set of FFA officers. In the different classes the boys learn their parts and practice parliamentary procedure to some extent. However, most of our training is given at night, after our official FFA meetings or some other night designated beforehand for that specific purpose. During the contest season, generally one night per week is used.

Yes, it's fun, too. Anyone who loves to work with youth will get many thrills from watching these young men in debate. Of course, many educators say that learning is fun. If this

is true, then I think I have found the most important learning device ever.

**Evaluation - - -**

(Continued from page 205)

No effort was made to list all of the areas that might influence a teacher and his relations with his students. Rather, some thought provoking items were listed as possible sources of evaluation. The degree and intensity of evaluation must of necessity be adapted for the individual and his particular situation. Any teacher that uses the results of his investigation for his betterment will find that it is a stepping stone to success. □

**Organizing - - -**

(Continued from page 207)

**TOOL FITTING**

- Drills
- Mower Knives

**CONCRETE**

- Selecting Materials
- Establishing Preparations
- Estimating Quantities
- Building and Removing Forms
- Mixing, Placing, Curing

**SHEET METAL**

- Layout
- Forming Joints

**ARC WELDING**

- Cutting
- Brazing
- Use of Carbon Arc Torch
- Identification—Metal (Spark)
- Welding

**OXY-ACETYLENE WELDING**

- Brazing
- Forging
- Cutting

**ELECTRICITY**

- Cleaning Motors
- Lubricating Motors
- Connecting Motors
- Reversing Motors
- Replace Brushes
- Minor Motor Repairs
- Selecting Wiring Material
- Safe Wiring Practices
- Replace Light Fixtures
- Replace Receptacles
- Replace Switches
- Home Made Equipment

**PLUMBING**

- Cutting Soil Pipe
- Caulking and Leading
- Maintenance and Repair Pumps

**HOT METAL**

- Twisting
- Cutting
- Bending

**MOTOR MECHANICS**

- Adjusting Brakes
- Connect Power Take Off
- Pack Water Pump
- Winterizing
- Servicing Air Cleaner
- Servicing Oil Filter
- Servicing Cooling System
- Fuel Intake Carburetion
- Servicing Spark Plugs
- Servicing Generator
- Servicing Starter
- Servicing Magneto
- Servicing Wiring
- Servicing Lights
- Servicing Battery

- Lubrication
- Adjust Mower
- Adjust Plows

**Agriculture III**

**ELECTRICITY**

- Installing s.p. Switch
- Installing 3-way Switches
- Installing 4-way Switches
- Selecting Wiring Materials
- Selecting Wiring Appliances
- Installing Receptacles
- Installing Junction Boxes
- Installing Light Fixtures
- Installing Water Pumps
- Installing Motor Protectors

**MOTOR MECHANICS**

- Adjust Tappets
- Carburetor Adjustment
- Timing
- Ignition
- Power Appliances
- Tractor Lubrication
- Wheel Bearings
- Operation of Farm Motors (including Tractors)

**CARPENTRY**

- Use of Special Tools
- Selection and Use of Wood as a Building Material
- Selection and use of Concrete as a Building Material
- Selection and use of Masonry as a Building Material
- Selection and use of Insulation as a Building Material

**MEASURING**

- Micrometers

- Gauges
- Scales

**FARM MACHINERY**

- Operation, Adjust and Repair of Plows
- Operation, Adjust and Repair of Spreaders
- Operation, Adjust and Repair of Loaders
- Operation, Adjust and Repair of Tillage Machines
- Operation, Adjust and Repair of Crop Harvesters

**Agriculture IV**

**CARPENTRY**

- Using Special Tools
- Determining Building Requirements

**SOIL CONSERVATION**

- Using Transit
- Laying Tile
- Backfilling Trenches
- Laying Out Contour Lines
- Locating Boundary Lines

**MOTOR MECHANICS**

- Belt Lacing W/Rawhide
- Belt Lacing W/ Clips
- Take Up or Replace Pistons
- Fit Bearing (Rod)
- Fit Bearing (Main)
- Install Piston Rings
- Grind Valves
- Grind Valve Seats
- Remove Carbon
- Replace Wet Sleeves
- Replace Dry Sleeves
- Tune Up Engine
- Trouble Shooting
- Turn Down Armature

**Sample Skills Chart**

**Ag. III Farm Mechanics**

Skills	Names				
	D. Emanuelson	H. Goodrich	B. Hall	S. Harmon	
Electricity					
Installing S.P. Switch	X	X	X	X	X
Installing 3-way Switches	/	/			
Installing 4-way Switches					
Selecting Wiring Materials	X	X	X	X	X
Selecting Wiring Appliances					
Installing Receptacles					

**Training for - - -**

(Continued from page 209)

ational agriculture in the high school is determined to a great extent by the type and quality of training received through the FFA while enrolled in college. The writer is firmly convinced that a strong and aggressive program of teacher education is not possible without a well-planned and challenging program of Future Farmer activities.

**Purposes of the Collegiate Chapter**

The East Texas State Collegiate Chapter was organized with a four-fold purpose in mind; namely that of:

1. Providing opportunity for cultivation of the act of self-expression and the improvement of personality on the part of every member.
2. Improving professional interest in teaching vocational agriculture.
3. Providing fellowship and recreational opportunities for those who are interested in vocational agriculture.
4. Providing opportunity to practice parliamentary procedure and to plan and conduct meetings and discussions in an effective manner.

To attain these stated purposes, a challenging and balanced program of activities is planned and carried out each year by the chapter. The activities of the chapter are not confined to the college campus but cover a geographic area of Northeast Texas comprising some 39 counties.

**Activities (on campus)**

The chapter conducts a year-round program of planned leadership, recreational, and social activities which includes:

1. An annual spring banquet for the members' wives and sweethearts, with outstanding speakers.
2. An annual fall barbecue held at the College Park.
3. Watermelon slicing or ice cream supper each summer.
4. Sponsor an area leadership contest annually with more than 250 high school FFA members participating. Collegiate members serve as judges for the contest which is composed of the following divisions: Green hand and Chapter Farmer chapter conducting, Green hand and

Chapter Farmer farm skills demonstrations, farm radio broadcasting, and Future Farmer quiz.

5. Sponsor a bi-area judging contest annually with more than 2,000 high school FFA members participating. This contest is composed of divisions of beef cattle, dairy cattle, swine, sheep, crops, land use, and land judging.
6. Recognition of member accomplishments and outstanding service by:
  - a. Awarding Collegiate Degree pin and certificate—a member must hold degree to be eligible for an office in the club.
  - b. Awarding Certificate of Merit—the highest honor bestowed upon a member by the chapter.
7. Contribute annually to charitable organizations.

**Activities (off campus)**

The collegiate chapter is busy throughout the year. Many of the activities engaged in by the chapter require that the members and their advisor leave the campus and work with high school FFA members in their respective school districts. A few of the many off-campus activities and responsibilities assumed by the collegiate chapter are as follows:

1. Conduct officer-training clinics for various districts upon request.
2. Conduct ten or more district leadership contests annually.
3. Serve as official judges for FFA sweetheart district eliminations upon request.
4. Conduct officer-training clinics for campus organizations.
5. Conduct degree-raising ceremonies for local chapters upon request.
6. Conduct a four-area MEATS contest sponsored by Swift and Armour packing companies in conjunction with the Fort Worth Chamber of Commerce.
7. Provide division superintendents to assist in conducting the College and Junior College division of the Southwest Exposition and Fat Stock show held in Fort Worth.

**Summary**

The staff is conscious of the need for social, recreational, cultural, parliamentary, and professional training on the part of the prospective teach-

ers of vocational agriculture. In its teacher-training program, the department places special emphasis upon providing the types of experiences which will assure that these needs are met. There exists a definite correlation between the relative success of the total program of vocational agriculture and the effectiveness of its program of FFA activities. In other words, the success of the total program of vocational agriculture is closely related to the success of the FFA chapter. It is necessary, therefore, that prospective teachers of vocational agriculture be well trained in FFA work and realize its importance while they are collegiate FFA members.

The writer is convinced of the great leadership potential residing among the collegiate FFA members who are preparing for careers in teaching vocational agriculture. These young men are capable of thinking and acting for themselves. They will discharge these important phases of the American Way of Life providing that they are given adequate responsibility, encouraged to make their own plans and carry them through to completion, and are given the proper guidance and encouragement at the time they are doing so. □

**Establishing - - -**

(Continued from page 208)

2. Student must major in some phase of agricultural work at a college of his choice.
3. Student must meet requirements for entrance to the University of Florida.
4. Student must be recommended by the agriculture teacher and the principal of the school which he attends.
5. Parents of student must co-sign scholarship loan notes, which are to be repaid at the rate of \$100 per year after college graduation or withdrawal from school. The notes bear no interest.

At the present time we have reached a point where our scholarship fund has sufficient capital to begin operation, and the first scholarship will be awarded this school year. We have projects on the School Farm that are designated as scholarship projects, and the receipts from these projects will continue to boost our ever-growing fund. It is our desire to someday be able to increase the amount of scholarship funds available to each boy. □

## How to Help - - -

(Continued from page 209)

3. He is not familiar with the editorial structure of the newspaper, the kind of material wanted, who to send it to, and when to send it.

Let us consider the first area of difficulty; that of recognizing news material. Many reporters do not recognize a good news story even though they may have all the facts available for an excellent story. In a study conducted by the author, under the supervision of Dr. Ralph J. Woodin of Ohio State University, it was found that news stories were written on the following subjects most often by FFA reporters in Ohio:

1. Boy receives State Farmer degree
2. New officers installed
3. Boys attend state FFA camp
4. Results of FFA test plots
5. Outstanding farming programs
6. State and national FFA convention
7. Exhibits at county and state fairs
8. FFA project tours and trips
9. FFA contests such as livestock, parliamentary procedure, public

- speaking, and soils
10. National FFA week and community service projects

You might say, "Yes, an FFA reporter would know that these subjects would make desirable news stories." But do they? No, I think not or more stories would have been written. As a result of this study I am including a list of possible news stories in an FFA reporter's guide which I will use as an aid to my reporters.

The second area of difficulty is the actual mechanics of construction of the story. The editors contacted seemed to feel that the average story should have the following characteristics:

1. The article should be about one page, double spaced, typewritten copy.
2. Pictures should be not smaller than 5 x 7, sharp, glossy prints.
3. The "punch line" should be included in the first paragraph.
4. All names should be spelled correctly; include as many as you can. Names make news.
5. Answer such questions as when, who, where, what, and why in your story.

The following is a summary of the

thinking of editors contacted regarding the last area of difficulty:

1. Most large newspapers have a farm editor or someone on the staff designated to handle the farm news. All stories should be sent to him.
2. Most newspapers have a deadline when the paper goes to press and the FFA reporter should be aware of this getting copy to him well in advance of this time.
3. Newspapers are interested in news rather than history, so report the news to him as soon as it happens. Call him if necessary.
4. Most newspapers will process film and make the prints if you use a standard 4 x 5 or 2½ by 3½ cut film press camera. This might be a good investment for the chapter.

I believe an FFA reporter's guide could be the answer to a part of our FFA reporter's problems. A guide could be prepared for the reporter in which is included sample stories on the subjects most commonly used by FFA reporters and written in a manner acceptable to editors. The reporter could use this form adapting the specific data to his own situation. □

## Collegiate FFA - - -

(Continued from page 208)

This scholarship is awarded on the basis of the student's financial need, FFA activities, and grades in college.

Leadership activities of the Chapter consist of such things as assisting with high school FFA livestock judging contests, livestock shows, and leadership contests. For these events, the Chapter furnishes judges and students to help with operating the shows and contests. Experiences gained in these events provide Chapter members an opportunity for fur-

ther development of those leadership abilities that will better qualify them to become advisors of high school FFA chapters.

Another means of providing leadership experiences for members is afforded by the system followed by the chapter in electing officers. Chapter officers are elected on a semester basis, thereby giving officer training to more members than would be provided if they were elected annually. The Chapter also elects their Faculty Advisors.

Since local chapter advisors need to have a knowledge of parliamentary

law, all Collegiate Chapter meetings are conducted according to accepted parliamentary practices. Meetings are conducted also in accordance with the FFA Manual, thereby providing valuable training.

Adequate financing can frequently be the secret of success for an organization. Realizing this, chapter members attempt to provide adequate finances for the operation of their chapter. Such funds are obtained through chapter dues of \$2 each semester, a candy concession operated throughout the year, and refreshment

(Continued on page 213)



Vice-President Earl Rudder (center), of Texas A & M College, discusses FFA work at the Annual Student-Prof Banquet with Clinton Spotts (right) and Larry Cooper. Support from the college administration helps to cause members to have much more interest in their organization.



E. V. Walton (left), head of the Department of Agricultural Education at Texas A & M College, presents the "Outstanding Senior Award" to Henry Williams at the Annual Student-Prof Banquet. This award is presented to the outstanding senior elected to receive it for each semester.

**Training Judging - - -**

(Continued from page 204)

- a. Picture classes of swine, beef cattle, and poultry. There is no substitute for the live animal, but these aids can be used fairly effectively on days when one cannot arrange workouts in the country.
- b. Slides and film strips which may be used over and over until the desired skills are accomplished.
- c. Pictures and aids cut from farm magazines and glued on poster paper and filed for future use.
- d. For entomology, our boys collect and mount insects which will be useful in their training for future entomology contests in district or state competition.
- e. Much of the materials for horticulture work may be obtained by the boys themselves from their home farms. Those crops and vegetables that are not available at home may be obtained from the supermarket in town.
- f. At Guthrie we call on purebred livestock breeders of our county and former students to help us organize materials and train boys for competition.
- g. Personnel from locker plants, supermarkets, and packing plants are called on each year to help train Guthrie Meats Judging teams.
- h. Milk plants in Guthrie have always been glad to furnish cans and sediments to aid in training boys in dairy products judging work.
- i. We enlist the help of our English and speech teachers in training boys for public speaking.

Much could be said about securing judging aids and information because it is a tremendous task. However, not all the problem is in the collection of these materials; much time is required in organizing materials and aids where they are easily accessible and can be ready for instant use, not to mention the job of discarding materials which are outdated and no longer effective.

**Useful Training Techniques**

Numerous factors influence the training of top-flight judging teams as they advance from one plateau of learning to another, and the writer is first to admit that no two coaches will use the same training techniques in developing judging teams. The following is a list of techniques and ideas which have been used effectively at Guthrie:

1. Boys are started young—many a Guthrie FFA boy who has come in to *night workouts*\*\* at the agriculture building has brought along a smaller brother who was too young to be eligible for FFA membership. These youngsters judge through the workouts; along side of big brother, this creates the feeling that he, too, can

make a winning judging team when he is old enough to belong to the Future Farmers.

2. Guthrie boys are encouraged to train for several different kinds of judging teams in the course of a year's work. This allows for the development of more skills as far as the boy is concerned.
3. Train boys under conditions as similar to official contest conditions as possible. Whenever possible in workouts:
  - a. Allow the same practice time for classes as official contest rules require.
  - b. In classes where reasons are required, allow boys the same preparation time for reasons as in the official contest.
  - c. Where possible, train boys with the same type or kind of a judging card or sheet which will be used in the official contest.
  - d. It is a good practice, where several boys are trying for a team position, to divide them up into two or more different teams in order that they may compete against one another as a team.
4. Keep a careful summary of results on each workout in order that each boy knows his score. The writer feels that it is a good practice to post contest workout results for all to see. This procedure gives the winner confidence and encourages the boys who scored low to redouble their efforts. As contest day approaches, the coach can make a quick average of each member's workout results and select his team. I recall several times at Guthrie when less than  $\frac{1}{4}$  of a point separated two boys and that I felt much better about designating one boy for the team with the written record to back it up.
5. Make classes of animals and crops as simple as possible for beginning judges and prepare harder classes as the boys advance.
6. Take time to give individual help and encouragement to members and remember that all boys do not grasp the same meaning from group instruction.
7. Field trips, slides, film strips, pictures, and lectures are all effective in preparing judging teams; don't burn the boys out by over use of one.
8. Don't turn loose your former members and members of winning teams in the past. Use these boys to help organize and develop other youngsters; my experience has been that these people still reflect pride in their FFA organization and enjoy teaching someone else.
9. After the official contest, I feel that the coach should carefully copy the official contest results down on paper and review with each boy on the team the results. Show each boy his strong points as well as his weak ones. Do not wait till the boy has forgotten the contest to review the results with him.

In closing, I wish to say that as long as we have proficiency in farming and establishment in farming as our goals in vocational agriculture, that it is my firm conviction that the judging contest will have a well earned position in the teaching program of every straight-thinking agriculture instructor. The ability to per-

form skills, to make decisions, and to think while working are all necessary when we talk about establishment in farming and the supervised farming program; these are the traits which the prospective farmer must acquire somewhere along the way. In a competitive world, the survivor is the competitive individual. Here is a salute to supervisors, teacher trainers, livestock and crop specialists, agriculture instructors and all those people who have realized long since the value of the judging contest to the Future Farmers of America. Let us remember that where the boy is concerned in our vocational agriculture classes that like the seedlings of the forest, only the heartiest survive; and like one author says, "as the twig is bent, so shall the tree incline." □

**Collegiate FFA - - -**

(Continued from page 212)

concessions at judging events. These funds are used to finance the Student-Prof Banquet, to purchase plaques, to provide a \$125 scholarship, and for other incidental expenses.

These financing experiences, in addition to raising money, acquaint prospective FFA advisors with problems involved in financing the operation of local chapters.

Recreation is important to any organization, and especially to FFA groups. Recreational activities sponsored by the Collegiate Chapter include the Student-Prof Banquet, refreshments at chapter meetings, entertainment at the State Judging Contest, and social affairs with the Agricultural Education Wives Club.

The Student-Prof Banquet, similar to the Parent-Son or Father-Son Banquet, is the highlight of the Chapter's activities each year. At this event the awards are presented to outstanding students and to the professor in the School of Agriculture who is chosen by the FFA members as the "Outstanding Professor." The banquet also serves as a means of acquainting non-agricultural education professors with activities of the Collegiate Chapter and the Department of Agricultural Education.

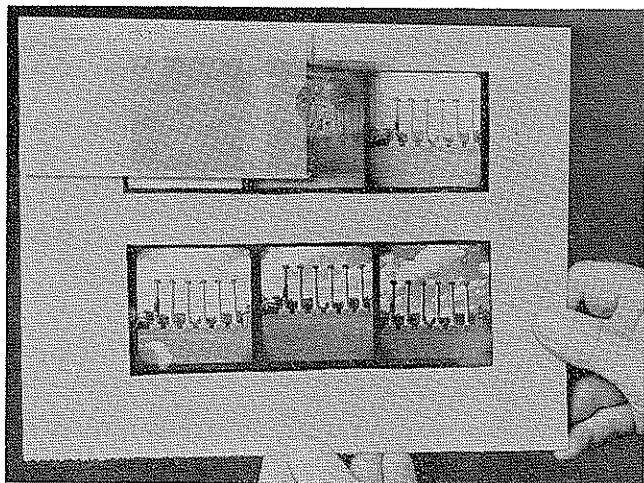
Activities participated in by Collegiate FFA members are very valuable to students preparing to become teachers of vocational agriculture. The Texas A & M Collegiate Chapter, then, serves as a training device in the preparation of future teachers and leaders in vocational agriculture. □

\*\*Note: Most contest workouts at the Guthrie Chapter are held at night—leaving the day time

## ◀ TIPS THAT WORK ▶

### Filing Roll-Film Negatives

A simple way to file roll film negatives is to have the roll strip-printed on an 8 x 10 sheet of contact paper, put the negatives in a small envelope and staple to the print. The sheet and negatives can be placed in a letter folder and filed according to the proper category.



Miscellaneous pictures may be cut from the strip and glued to an 8 by 10 sheet of paper. The accompanying negative may be placed in the attached envelope.—Note: While pictures show negatives attached on the front we actually find it more convenient to attach them to the back.

Advantages of this method are: (1) negatives are easily located by finding the picture desired, (2) it is easy to replace negative after use, (3) the strip permits easy selection of desirable exposure, and (4) the cost of 8 x 10 sheet of contact paper is less than individual prints.

Filing may be by event, subject, etc. For example, several rolls of film may be taken at the state fair. These would be placed in a folder marked "State Fair." Where miscellaneous pic-

tures are taken on a single roll, the 8 x 10 sheet may be cut and filed by category. To avoid different size materials in the same folder the small pictures should be glued to an 8 x 10 sheet of heavy paper. Small pictures may be added until the sheet is full. Rubber cement is best for this purpose. The corresponding negatives are placed in the attached envelopes. □

Earl S. Webb, Teacher Education,  
University of Missouri



When a similar subject or event is taken on a roll of film the pictures are printed on a single sheet of contact paper. Negatives are placed in attached envelope.—Note: While pictures show negatives attached on the front we actually find it more convenient to attach them to the back.

### Administration of a County Fair Program



Glenn Gallaway

years.

A group meeting is called, a county fair chairman is elected and then assignments are made. Teachers are picked for certain phases of the fair work and each in turn selects a boy from his department to be his assistant. These teachers, or department superintendents, instruct the assistants on their jobs and then are free to move from place to place on the fair ground and help wherever their assistance is needed. Usually a teacher is only needed in his department for two or three hours but must constantly keep check to see that everything is in order.

In May or June the county teachers will meet after discussing the county fair with their FFA officers and work out the FFA division of the Junior Fair.

This is then presented to the Senior Fair for approval. □

Glenn Gallaway,  
Archbold-German High School  
Archbold, Ohio

### BDI Milk Test Users

Several changes have been made in the original BDI milk test and I believe that these may be of interest and value to those instructors using the BDI.

1. In the mixing of the solution, you are to add 2.0 g. to  $\text{NaHCO}_3$ . The sodium bicarbonate improves the meniscus of the test and the stability of the solution. Do not add sodium bicarbonate if you use the non-centrifuge method.
2. To improve heating, the samples are shaken after boiling for 2 minutes instead of five minutes.
3. During the last 15 minutes of boiling, the samples should be shaken twice.
4. The tempering period needs to be only 5 minutes instead of 15 minutes.

The BDI test is now called the DPS (Dairy Product Section) detergent test.

For more detailed information you could write to Dairy Products Section, Eastern Utilization Research Branch, Agricultural Research Service, USDA, Washington 25, D. C. □

Philip E. Schmidt, Vo-Ag Instructor,  
Oconto, Wisconsin

### Should Jim Show - - -

(Continued from page 203)

planned as far as six months in advance as there will be changes necessary from time to time that will make it more educational.

Some of the benefits derived from a booth are as follows:

- (1) It advertises the FFA chapter and vocational agriculture department.
- (2) It is valuable training for the boys.
- (3) The students derive a great deal of pride and pleasure from exhibiting their best work.
- (4) It encourages the boys to do their best work if it is to be displayed before the public.
- (5) It encourages the boys to be good winners and losers.
- (6) It gives the people that see the booth on exhibit valuable information. □

### The Cover Picture

Richard Van Auken of New Jersey is shown as he was interviewed by the FFA Nominating Committee during the 1958 National Convention. Richard is one of the newly elected vice-presidents. □

**A Student Exchange - - -**

(Continued from page 202)

porter to spend a day with us to interview the boys. The local paper also printed many stories about the exchange of students. The boys appeared on both TV and radio to tell of their experiences and explain the values they thought they had gained from the trip.

A program of this type requires a great deal of careful planning. However, so far it has proved to be well worth the time, provided—and this is most important—that only mature-thinking, well-mannered and well-trained boys make the trip. These boys are away from home and very much in the public eye. The right kind of boys will help your chapter and be a credit to FFA; the wrong kind could very easily do irreparable damage.

This year we made our exchange with the Arcadia, Florida Chapter and once again found an excellent chapter and its advisor, Mr. William Fletcher. Our members had recently passed through two years of drouth and felt that the weatherman was playing tricks on Nebraskans. On their arrival at Arcadia they found that inclement weather plays no favorites, and they found tons of frozen oranges on the ground. The four boys making the trip found that the farmer everywhere has his problems and they returned home with a brighter viewpoint toward farming.

The Florida boys visited our chapter this spring and our boys were delighted with their southern accents. They in turn were amazed with our corn cribs and silos. We felt that we had made an important contribution toward their education.

A basic part of the exchange is that the boys spend some time attending classes in the new school. Comparisons are made of English, history, and science classes. Some of the comparisons make the boys happy, others rather sad.

The score card used by our chapter varies from year to year, depending upon the boys developing it. The basic system that we use includes these items; the points awarded will vary from chapter to chapter.

**1. Supervised Farming**

Extra points for larger programs.

This includes production, betterment, and supplementary projects.

**News and Views of the Profession****Tenney Leaves U. S. Office**

Dr. A. W. Tenney

Dr. Tenney will begin his new work January 1. Initial offices will be established in Kansas City, Missouri.

A native of West Virginia, Dr. Tenney was graduated from the University of Florida and worked several years in that state as teacher of vocational agriculture and as professor of agricultural education in the University. He became national executive secretary of the Future Farmers of America in 1943, and served in that capacity until 1957 when he was given full-time responsibility as program planning specialist in agricultural education for the 13 states comprising the Central Region.

Significant achievements by the FFA during his tenure as executive secretary included the establishment in 1944 of the Future Farmers of America Foundation, Inc., which provides a national awards program supported by some 350 donors; establishment of the FFA owned and operated Future Farmers Supply Service which provides jackets and other supplies bearing the FFA emblem to the members, and establishment of the National FUTURE FARMER Magazine which now has a bi-monthly circulation of a quarter-million FFA subscribers.

2. High School Activities
3. Scholarship
4. FFA Activities

Next year, our chapter will exchange with a school in the Pacific Northwest. If it is as successful as the last two years, then any effort is well worth the results. This has been an excellent means of stimulating interest in all phases of school work and especially in Vocational Agriculture and the FFA. □

**Mix Business - - -**

(Continued from page 202)

The chapter making such a trip should give careful attention to planning. Committees will be needed for transportation, food, recreation, and safety. Members of the chapter can be used to prepare the food and perform the other chores involved in

Dr. Tenney envisions a dynamic highly interesting Agricultural Hall of Fame that will serve as an educational and public relations center for the American farmer. □

**Heads Agricultural Education at Oklahoma State**

Dr. Robert R. Price

Dr. Robert R. Price became Head of the Department of Agricultural Education at Oklahoma State University on October 1, 1958. Dr. Price received the B.S. and M.S. Degrees from Oklahoma State University and the Ed.D.

from Pennsylvania State University. He taught vocational agriculture in the public schools of Oklahoma for twelve years before joining the staff at the Oklahoma State University.

Professor C. L. Angerer, Head Emeritus, came to Oklahoma State University in 1938 and became Head of the Department on September 1, 1942, and continued in that capacity until August 31, 1952. Professor Angerer served four years on the staff of the Imperial College of Agriculture and Mechanical Arts in Ethiopia. He is one of the few persons to receive the coveted Gold Medal from His Imperial Majesty, King Haile Sellassie of Ethiopia. This honor was awarded him for outstanding service as Dean of the Division of Agriculture and later President of the Imperial College. □

feeding the group. A time should be set aside each day for the entire group to clean up the camp area. Some of the members might be given the responsibility of planning devotions and musical programs at the end of the day.

The camp is an excellent place to include such things as first aid instruction, nature study, swimming lessons and water safety. Many times local conservation workers would be happy to accompany the chapter on such a trip and help with this instruction. A first aid kit complete with snake bite equipment should always be provided.

We in Tennessee feel that the results of a well-planned outing will more than justify the expense and use of the vocational agriculture teacher's time. □



**FFA TWINS**

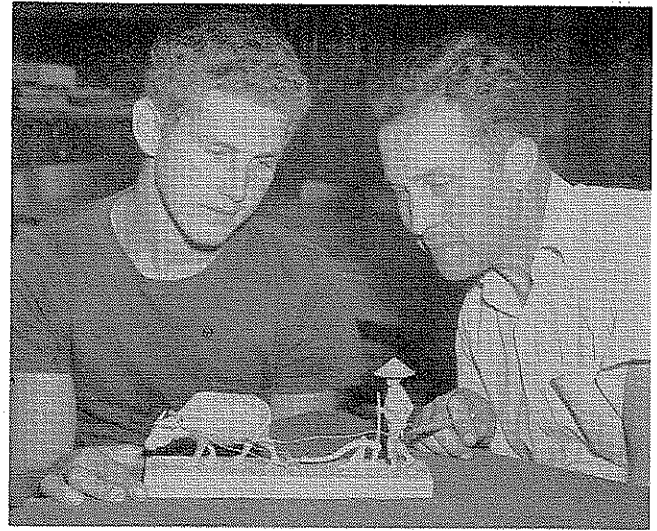
**CHARLES TAYLOR (L)**—Age 17 (twin). Graduated from high school (Mansfield) in May 1958. Member of FFA four years. Member of Poultry Judging Team four years. Land Judging Team two years. Star Chapter Farmer 1958. Received State Farmer degree 1958. Member of 1957 National Future Farmer Chorus (Kansas City). Showed livestock and poultry in County, District and State Livestock Shows. (Each boy won approximately \$500 during his school days). Lettered in track 1958. Secretary of FFA two years. Won county award in electricity-parliamentary team three years. Won county award in broiler production. Received a Sears Roebuck Scholarship to the University of Arkansas in June 1958. Plans to enroll in the University of Arkansas in September in College of Agriculture.

**MARTIN TAYLOR (R)**—Age 17 (twin). Graduated from high school (Mansfield) in May 1958. Salutatorian of 1958 graduating class. Member of FFA four years. Member of Poultry Team four years. Member of land team two years. FHA Chapter Beau 1958. Received State Farmer Degree 1958. Member of 1957 National Future Farmer Chorus (Kansas City). Showed livestock and poultry in County, District and State Livestock Shows. (Won approximately \$500 during school days.) Won County FFA electric award. Song leader at local church. President of local church group. Received a Federal Land Bank Scholarship to the University of Arkansas in June 1958. Expects to enroll in the College of Agriculture at the University in Sept. 1958. Both boys own a small herd of hereford cattle. They will use the income from the cattle to help defray college expenses.

## Stories In Pictures



Future Farmers recognize adults. FFA president places honorary FFA pin on the Mayor of Huntington. Left to right: Adviser H. E. Throckmorton; Millard Morrison; W. W. Payne, Mayor of Huntington; President Harvey Foster; Bank president H. E. Jackson; and Howard Thornburg, President of Board of Education. (Milton, W. Va.)



The Chuckberk Chapter in Punxsutawney, Penna., has received an exchange remembrance gift from Central Luzon Chapter, Future Farmers of the Philippines. Past president, Paul Smith, and Adviser William Mechling, are examining their carving of a Philippine carabao. The Chapter sent a mounted owl to the Island Chapter.



Dixie High School (Tennessee) vocational agriculture students pruning apple trees. (Photo by Ira Brasfield)



Bert Brown, State Advisor of the Washington State Association of Future Farmers of America, discussing plans with the officers newly elected for the 1958-59 year. The boy in the foreground is Harry Lyda, State Vice President from La Center. The others from left to right are: President Maurice Peugh, White Swan; Reporter Dietrich Jung, Carnation; Treasurer Kenneth Ahlf, Reardan; Secretary Wayne Rembold, Walla Walla and Sentinel Roger Kennedy, Waitsburg.