

# *The* AGRICULTURAL EDUCATION *Magazine*

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*Featuring—*The FFA,  
Past and Future

# 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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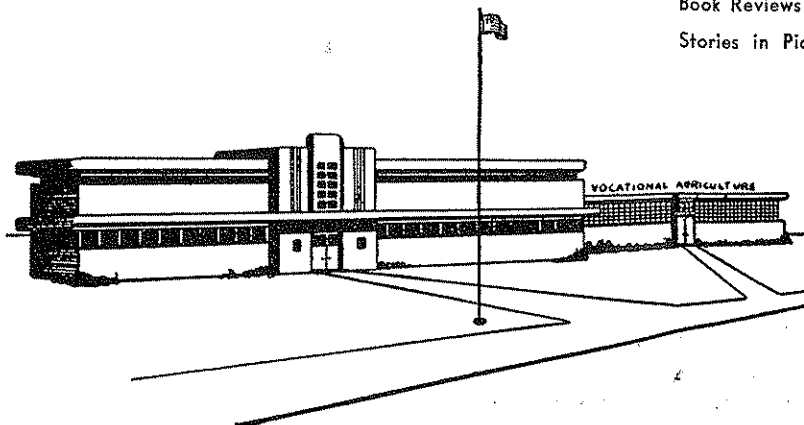
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# Contents

## Editorials

Silence Is Golden, But Speech Is Platinum.....	195
Bill J. Siminoe.....	
Your Professional Journal.....	195
The Cover Picture.....	196
FFA.....	196
Robert C. Watson.....	
Vocational Agricultural Training in Economically Developing Countries.....	197
Gordon I. Swanson.....	
Future Themes.....	199
Developing State Farmers.....	200
J. C. Green.....	
Leadership Training for FFA Officers.....	201
Glenn W. Lewis.....	
Plan Your FFA Scrapbook.....	202
Donald A. Frerichs.....	
Reports at Area Meetings.....	203
Roland F. Wentzel.....	
A Unique Cooperative Activities Project.....	204
Virgil Telfer.....	
Parliamentary Procedures in Our FFA.....	205
Merlin Newman.....	
Increasing the Effectiveness of Adult Farmer Instruction Through the Improved Use of Audio-Visual Materials.....	206
Allen Haller.....	
Training for Leadership.....	207
George H. Nelson.....	
FFA—Building Stone of Democracy.....	208
Wayne Curtis.....	
The Value of FFA Activities.....	209
R. A. Baker.....	
FFA Tour During Farm-City Week.....	210
Leon Whitlow.....	
Selective Recruitment for Vocational Agriculture.....	211
O. E. Thompson.....	
News and Views from NVATA.....	214
News and Views from Teacher Education.....	215
Tips That Work.....	215
Book Reviews.....	215
Stories in Pictures.....	216

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## Guest Editorial

### Silence Is Golden, But Speech Is Platinum

BILL J. SIMINOE, Vo-Ag Instructor, Holbrook, Nebraska

Most of us have grown into adulthood believing that to be successful we should be silent, thoughtful, and have a good standard of conduct and ideals. With regard to the thoughtfulness and good habits, nothing has changed. But in today's changing world, we must re-evaluate both our thinking and our actions; we can no longer be silent.

Recently I attended a meeting of business and professional men. We were all trying to work together to solve a common problem. This meeting brought home to me, more than any other one meeting in my life, the tremendous asset a good public speaking ability is. As I listened and worked with the group, I was continually reminded that the leaders of the group were not the best qualified men, but still they were the ones that were getting the business accomplished.

After the meeting I talked with one of the men who had not said anything in the meeting; he was one of the better qualified men in the group. As we talked he said to me, "You know, if you don't teach my boy anything else, I hope you teach him to be able to stand on his feet in any group and say what he believes."

This was a personal challenge that made me think and review my lesson plans, program of work, and time schedule. Needless to say, I've added to my schedule more training for all in public speaking.

I don't mean to imply that all we have to do to be successful is to become skillful speakers, but the training that goes into developing the ability to speak in public is without question very valuable to any successful person.

I would like to give you an example of how that little bit of extra effort has worked with my students. One of my Junior boys at the beginning of the year would not venture questions in class and would only answer with a "Yes" or "No" if possible. As part of their work to qualify for the Chapter Farmer degree, the boys in his class had to lead a class discussion for 15 minutes. On his day, this boy was absent, so I drove out to see him. He was feeding his sheep when I arrived. We talked about his sheep and his farm, and then without being prompted, he said, "Mr. Siminoe, I didn't come to school today because I can't lead a discussion for 15 minutes on anything." It wasn't an easy situation, but he got through his discussion and

(Continued on page 196)

## From The Editor's Desk . . . Your Professional Journal

In recent years the teachers of vocational agriculture have organized the National Vocational Agriculture Teachers' Association, Inc. The teacher educators have organized the National Association of Teacher Educators in Agriculture. The supervisors have operated for years under a loosely knit organization which has been very effective even without formal organization. The point is that professionalism in the field of agricultural education is here to stay.

A professional organization invariably needs a professional journal. I cannot recall a single nationally organized professional group that does not have its own professional journal. Up until the present you and I have considered the *Agricultural Education Magazine* as our professional journal, but this assumption may not be quite correct! What do I mean? Let me explain as clearly as I know how.

For many years the dues for the *Magazine* have been \$2.00. There is no professional journal with such a low subscription rate. But during the past two years this small \$2.00 subscription rate has caused some members of our organizations to pass rulings which deny their professionalism. We have consistently collected subscription dues at the same time that AVA and NVATA and local dues were collected. Lately, due to increased needs on the state level certain state organizations have seen fit to remove the small subscription fee from the annual collection and place \$2.00 additional on the annual dues for local needs. As a result, each member is retained as a member at the same dues level as last year. But they ask the individual teacher to subscribe on his own to the *Magazine*. What happens is that few people subscribe from those states. The critic may say, "Well, if the *Magazine* can't draw its own subscribers, it doesn't need subscribers." How misinformed can one be? How many of you find it easy to subscribe to the *Saturday Evening Post*, the farm magazine you take, or to any other magazine? Even if you had plenty of money, would you find it easy to subscribe? The answer is obviously "No."

A major reason why it is wrong to take the *Magazine* out of the "package" plan is that by doing so you withdraw official support from the *Magazine*. Teachers get the idea that the *Magazine* isn't particularly important to the profession, so why subscribe?

The *Magazine* is suffering financially. Unless more subscriptions come in within this year, we will have to suspend at least one month's publication. Or we

(Continued on page 196)

## The Cover Picture

The cover picture shows a project that the Oconto Falls, Wisconsin, FFA Chapter recently completed. The welcome sign is made primarily of brick. The bottom portion is six feet long, 32 inches wide and 22 inches high. The top section or center is built up from the bottom of the planter made around the border of the bottom section. The top section is 40 inches long, 16 inches wide, and 45 inches high.

This was a community project that the boys had in their program of work. The Rural Electrification Association gave the site to the FFA and put spotlights on the sign so that it can be seen when entering the community at night. The picture was made by Mr. Mortell and submitted by Charles Saloutas, formerly Vo-Ag Instructor of Oconto Falls and now

Supervisor of Student Teaching at Wisconsin State College and Institute of Technology, Platteville. □

## Your Professional Journal . . .

will have to go up on the subscription rate. Neither alternative is a good one.

There are five states with fairly large teacher lists which provide very little support for the *Magazine*. This leaves all other states actually subsidizing those who are negligent. My one plea is that each State Vocational Agriculture Teachers' Association will include the *Magazine* subscription (\$2.00 will not really hurt any teacher) in the dues collections during each annual teachers' conference. In no other way can the *Magazine* stay solvent under present regulations.

In closing, let me emphasize the fact that as professionals you will have to have a professional journal. If it is not the *Agricultural Education Magazine*, which already has built up prestige, then what will it be? Under any other arrangement, your professional journal is going to cost you double the amount you are now paying. □

## Silence Is Golden . . .

now is average or better in speaking ability.

Logical, systematic thinking and organization of thoughts and the ability to express them clearly are abilities that come easier for some than for others, but we can help all of our students with just a little more push. □

# FFA

ROBERT C. WATSON, Board of Cooperative Services, Tully FFA and Lafayette FFA Chapter Advisor, Lafayette, New York



I believe the FFA is truly our greatest teaching tool in agricultural education.

The boy who is really interested in FFA becomes a better student as he advances in FFA degrees. The key to unlock the FFA door may come during any year in agriculture, but we hope to do this in his first year. During his freshman year an agricultural student should be prepared in the classroom, by personal conferences and home farm visits, to set a high goal for himself in FFA work. The time is well spent in teaching each class about supervised farming, the FFA and its various opportunities.

We want to light the lamp, to brighten the future of each FFA member. The earlier we can share our enthusiasm and faith in FFA with each boy, the better member he will become.

When the FFA member has been stimulated and is glowing with enthusiasm, we need to give him a chance on his own. The advisor and the member's parents always need to be ready with some help and advice,

especially in hours of discouragement.

The FFA Chapter is the proving ground for these young men studying vocational agriculture. In our FFA Chapter, we work hard during our officer's training period, so our meetings will be of good quality. The meeting where the officers know their parts, use good parliamentary procedure, get plenty of member participation, and need very little advice from the advisor, help in developing leadership. Officers should be careful in committee appointments to be sure that everyone has a part in the Chapter program; this helps to develop leadership qualities in every member and results in an active group.

In the LaFayette and Tully Chapters we have 100% FFA membership of those studying vocational agriculture at the Central Schools. Each member is also a member of the State and National Associations and subscribes to the National Future Farmer Magazine. Each member has an official jacket to wear whenever participating in any FFA activity.

New members when joining the

FFA Chapter sign a pledge similar to the National FFA Code of Ethics and the one on proper use of the FFA jacket.

The FFA Chapters meet twice monthly during the school year and once monthly during July and August. Officers hold meetings twice monthly on alternate weeks from the regular meetings during the school year. Each year the program of work committees develop a monthly activity calendar and, in addition to fund raising projects and local meetings, we usually have activities as follows:

July—Farm Safety Week program, Onondaga County Fair, New York Leadership Training Foundation Camp, Oswegatchie.

August—Judging tour, crop demonstration evaluation, preparing for New York State Fair.

September—State Fair activities and judging, combined local School Fair sponsored by FFA Chapters.

October—National FFA Convention or New Jersey tour, final corn plot evaluation.

November—Farm-City week. Participate in two Kiwanis luncheons.

December—Contributions to CARE. Distribute FFA calendars.

January—Chapter field trip to local industries.

February—FFA Week—good will tour, take part in programs and set up displays.

March—FFA County and Regional Contest, Farm and Home week at Cornell University.

April—Local Chapter combined Father and Son Banquet.

May—Elect new officers, New York State FFA convention.

June—County field rally, social get together.

The awards of the Future Farmers of America Foundation, Inc., give members incentive on the local chapter level. Award medals given at our annual chapter banquet, from the FFA Foundation, Inc., are public speaking, dairy farming, farm electrification, farm safety, farm mechanics, soil and water management, crop farming, poultry farming, farm forestry, and chapter star farmer. In addition to the above awards, the local chapter gives special awards for exceptional work done by its members in judging contests, essay contests, FFA sports events, chapter meeting contest teams, debating teams, and any other contest for the improvement of agriculture and leadership. Trips to nearby states

and the National Convention at Kansas City, Mo., await those who meet certain qualifications in our chapters.

In the FFA program we are continually working for the over-all growth of the boy, by developing good character, by teaching responsible citizenship and by preparing him to take his place as an asset in any community.

We, as teacher and advisor, need to stimulate, teach, and set examples for our boys, so they will be the type of gentlemen befitting a Future Farmer. What we teach a boy about a certain farm job may not be a recommended practice in five years but the kind of a young man this boy develops into is of utmost importance. □



## Vocational Agricultural Training in Economically Developing Countries\*

GORDON I. SWANSON, Teacher Education, University of Minnesota, St. Paul

Vocational agricultural training has a positive and normative part to play in promoting progress in the economically developing countries. This is clearly evident from the programs and discussions of all agencies that provide technical assistance on a multi-lateral, bi-lateral, or regional basis. It is not the purpose of this article to describe in detail such a positive and normative role; its scope, however, may be gauged by considering some of the special problems that are associated with vocational agricultural training in less developed countries.

Before doing so, a word of caution may be given. There has been a tendency on the part of some less advanced countries to base development schemes on models adopted by advanced areas, particularly North America and Europe, without taking sufficient account

of the historical background of those areas.

### HISTORICAL DIFFERENCES

Although a study of the economic growth of such regions is instructive and rewarding, it would be a mistake to ignore the principles underlying their development; the historical differences—cultural, educational and economic—must always be borne in mind.

In North America, for example, there was in its development phase, a vast supply of land and a relative shortage of labor and capital. Capital was attracted from Europe, and labor supplies were increased through immigration policies. Moreover, the immigrant labor had been educated and trained in Europe, thus adding to the human capital element needed to exploit the land. The export of primary farm products to Europe helped to foster the industrial revolution that was beginning in that continent, and allowed agriculture to become the primary contributor to economic development in North America. A combination of economic resources which includes abundant land, deficient labor supply and limited capital is unusual

among the developing nations of the 20th century.

### TEN CENTURIES OF EVOLUTION

Similarly the case of Europe is untypical. Its political and social institutions have been continuously evolving for ten centuries. Scientific and technical progress has been more spasmodic, but it has been fairly continuous for at least five centuries. There has been widespread recognition of the value of engineering knowledge, the importance of a skilled, industrious artisan class, the need for administrative capacity and for the continuity of economic institutions. The effect of many centuries of literacy on economic, political, social and technical decisions in Europe, and its cumulated impact on economic development, are insufficiently appreciated in newer countries.

### SPECIAL PROBLEMS IN VOCATIONAL AGRICULTURAL TRAINING

#### 1. Acceptance of Education as a Form of Investment

In the allocation of money for economic development, it is expected that

\*Based on a contribution to the EPA/OEEC Working Conference of Directors of Vocational Agricultural Education in Europe and North America held in Paris, France, on September 25-30, 1961. This paper exists in essentially the same form as it is published in 8 languages in Volume VIII No. 5f the FATIS REVIEW, 1961.

expenditure in a given sector will be as effective as similar expenditure in any alternate sector which might be chosen. In this attempt to achieve a balanced expenditure on development, the investment opportunities of education have been left undefined, even in the advanced countries. A great deal of attention has been paid to capital, labor, and the need for investment in productive plants to assure increased productivity. In substituting capital for labor, human capital in the form of increased labor skills has been largely ignored in its economic context.

In the United States commercial undertakings are always alive to the possibilities of increasing financial gains by plant, equipment and research, while education continues to be supported on the basis of merit that is only obliquely associated with its marginal return. A well-known economist has made a careful study of these decisions, and has concluded that a greater proportion of productivity gain may be credited to improved methods, management and quality of employees than to improved physical plant; and further that conventional capital goods are overemphasized in economic growth as compared with education and training.

## 2. Stages of Educational Development

In the early stages of economic development the highest priority is customarily given to primary education, the objective being to raise the standard of literacy of the people. Next in priority comes higher (university) education, in order to provide a reservoir of knowledge and a center for teaching in culture, science and certain technological fields. The final level to be introduced in most developing countries is the middle level, or secondary education. Delay in introducing secondary education seriously affects the agricultural sector, because it delays vocational agricultural training, or finds it inadequately organized due to lack of co-ordination between the economic and the educational development plans.

Dependence upon an extension service does not solve this problem in the early stages of development. The effectiveness of advisory work is directly proportionate to the standard of literacy, since extension work depends to a considerable extent on "mass" methods with a heavy reliance on the printed word. Thus for maximum efficiency extension work depends on the existence of an agricultural community

which is reasonably well informed about the basic principles and application of agricultural science and technology.

A general solution of this problem might be the combining of the agricultural education and extension services at an early stage of economic development. Until some such solution is found it will continue to be one of the most serious problems of vocational agricultural training in underdeveloped countries.

## 3. Changes in Farming Methods

Throughout the various stages of agricultural development the changes in farming methods fall into one of three main categories:

- (a) reduction of human energy required for farm operations;
- (b) advances in technology;
- (c) development of cultural practices and management techniques.

All may serve the development needs of agriculture, but the first is labor saving while the other two promote increased output.

Reduction of human energy resulted initially in its replacement by animal energy and later by mechanical power and other labor-saving devices. These may affect a general increase in production, but their usual result is to increase the return per unit of labor rather than the return per unit of land. In less developed countries there is usually a surplus of agricultural labor available at comparatively low cost; for this reason the need to supplant human energy has not appeared to warrant a high priority in the early stages of agricultural development.

Advances in technology, represented by artificial insemination, animal breeding, plant breeding, and the use of fertilizers, fungicides, insecticides, etc., yield rapid returns in the form of increased production, and a further advantage is that they may be introduced to a developing country by a relatively small number of well-trained experts.

The development of improved cultural practices and improved management techniques is a slower process and one that requires more fundamental knowledge of agriculture, more practical instruction, and more understanding of the alternatives to the decisions that may be taken. In introducing them in a developing country, a relatively larger number of well-trained teachers is necessary.

A special problem of vocational

agricultural training in less developed countries is to distinguish between the several categories and to allocate teaching resources to them, so that agricultural development may be a smooth process that is not restricted by neglect of the categories requiring more time, more personnel, and more investment.

## 4. Problems Related to Land Tenure

Inadequate land tenure relationships may be directly associated with defective agricultural education programs in developing countries. The defects in agricultural education may be of two kinds, a restraint of motivation and a restriction to the development of schools.

The first defect grows from a land tenure relationship that fails to provide security of tenure for the operator with opportunity for increasing reward for added increments of capital and labor. When such a tenure system is widespread it results in a failure to provide incentives for private capital formation in agriculture and it is essentially equivalent to a lack of motivation for vocational agriculture training. The burden of capital formation in agriculture is therefore thrust upon the public sector. The most common projects in the public sector (power sources, irrigation schemes, reclamation projects) are likely to have little or no effect on the individual rewards that provide the strongest incentives for motivating the acceptance of vocational agriculture training.

Secondly, a land tenure relationship that does not include an adequate land and property tax is restrictive to vocational agriculture training. When this is coupled with a tax system that does not allow the farm operator to become a full beneficiary of tax proceeds on agricultural land and property, *regardless of his ownership status*, there will be a restriction to the development of public institutions and agencies for education of all kinds. Landlords have rarely been happy with the burden of tax necessary to educate their tenants or the children of their tenants. Where public services including agricultural education depend on decentralized sources of tax funds, their development and growth depend upon an adequate system of land and property tax.

## 5. The Adaptation of Common Terminology for Agriculture Education

Few areas of education are more encumbered with culturally weighted

terminology than agricultural education. Outside of the United States "supervised farming," for example, has little meaning. First, it is not a descriptive term amenable to translation; it requires additional definition. Secondly, its additional definition to Americans may include a significance that is legal, historical, and traditional but the only significance of concern to other countries is educational. Thirdly, the term and its meaning is most applicable to nondormitory schools—an unusual pattern in many of the agricultural schools of other countries. There are many other terms that fail to carry derived meanings when translated into other languages and there are other problems of terminology that involve such simple concepts as the level, degree, and duration of studies.

An international classification of agricultural education was proposed by Mr. Chaponnier, Director of the International Center for Agricultural Education (Zurich) at the EPA/OEEC seminar in agricultural education held in Casalina, Italy in 1959. His classification was based on level, degree, and duration of studies and it included the relationship of these to previous education as well as terminal competency. This classification was used at the EPA/OEEC seminar on agricultural education held in Vienna in July, 1960 and also at the International Course in Agricultural Education (Zurich) in August, 1960.

With additional use and refinement, this classification is likely to become an international standard for use in discussing or planning agricultural educational programs in developing countries as well as in all international meetings.

#### 6. *Unifying the Purposes and Programs of Vocational Agricultural Education and Agricultural Advisory Work*

In many countries, and particularly in those less developed, there is urgent need to co-ordinate and unify the agricultural education and advisory services.

In less developed countries there is a genuine shortage of competent institutions whose influence can be increased by an extension service. There is also a shortage of agricultural educational school programs at the lower, middle, and higher levels of the second degree. By the extent to which unification of purpose and program in each activity can be achieved, both programs will be more successful and,

above all, the country will be assured of maximum effort towards agricultural development.

#### 7. *Agricultural Education of Women*

Educational enrollment of females is usually a disproportionately small fraction of the male enrollment in developing countries. In some countries this is a reflection of cultural or religious practice; it can scarcely be defended on economic grounds. Such traditions do not tend to create a desirable climate for education. Illiterate mothers are not likely to infect their children with intellectual curiosity or the desire for educational achievement.

In agriculture there is special need for including women in the vocational training programs of less developed countries. This point has been made repeatedly at international and regional meetings. It was emphasized at the 3rd Inter-African Conference on Soils (Guinea) in November, 1959, and again at the meeting of the African Consultative Commission of the I. L. O. (Angola) in December, 1959.

Family labor is particularly important in agriculture, and a skilled, literate labor force is impossible without the inclusion of women in school enrollments. Vocational agricultural training in less developed countries will be improved by the inclusion of women in both primary education and in vocational agricultural training.

#### 8. *Preparing Teachers for Vocational Agricultural Training*

The infrequency or absence of systematic courses of instruction for vocational agricultural teachers is a grave omission in the organization of agricultural education.

An EPA/OEEC seminar held in Vienna, Austria in July, 1960, concentrated its attention on teacher training.

Particularly instructive was the summary of country reports regarding certain specific aspects of such training. The complete absence in five countries of pedagogical training for agricultural teachers was reported. In five others correspondents expressed the view that it was inadequate or unsuitable. Some of the correspondents emphasized that pedagogic training in vocational agriculture was less well provided for than for teachers of general subjects or teachers in other vocational subjects. All deplored the gaps and considered that the facilities for such training should be improved.

This disturbing account of one of the phases of agricultural teacher training in advanced countries is a clue to what may be expected in those which are less developed. Systematic instructional programs for preparing teachers of vocational agriculture are extremely rare in the less developed countries of Latin America and Asia. At the UNESCO Regional Seminar on Vocational and Technical Education in Accra (Ghana) in 1960, it was reported that no special school for agricultural teachers exists in Africa.

#### SOCIAL AND CULTURAL CONTEXTS

This paper has emphasized certain special problems associated with vocational agricultural training in less developed countries. It is not suggested that these are the only problems, or that these problems are exclusive to the economically less developed countries. Moreover, it should be added that the problem of all countries exist within a certain social and cultural context; this will have its individual form of influence on the educational or economic stimuli that are introduced to encourage national growth. □

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#### FUTURE THEMES

April—The Vo-Ag Teacher's Role in Guidance

May—Planning for the Summer

June—Improving the Quality of Farming Programs

July—Planning Local Programs

August—Building School Relationships

September—Selecting Farming Programs

# Developing State Farmers

J. C. GREEN, Teacher Education, Stephen F. Austin State College, Texas



How does it happen that some local FFA chapters consistently have a high percentage of their members making applications for the State Farmer Degree while other chapters rarely ever submit an application? Does this situation develop as a result of one or more of the following reasons: differences in the sizes of chapters, differences in the kinds and sizes of enterprises produced in the areas, differences in the academic abilities of chapter members, lack of good local FFA programs of work, or differences in the abilities and techniques of chapter advisors?

FFA members who are awarded the State Farmer Degrees must have demonstrated their proficiency in two primary areas: namely, development of leadership abilities and the ability to plan and carry out adequate supervised farming programs. Achievement in these two areas does not materialize by chance; more frequently it is realized because of careful planning by someone. A teacher of vocational agriculture can influence the *kind* and *degree* of accomplishment in those two areas. Also it is the duty of every teacher to encourage and *push* each eligible member to apply for the State Farmer Degree, because each application reflects many sound features in his local program.

This study was made to determine the methods that successful teachers have used to get first year agriculture students to set up and carry out strong supervised farming programs which could be expanded into a plan acceptable to the State Advanced Degree Committee three years later. Five schools in each of the ten areas of Texas were selected for the study. The schools were selected on the basis of the number of their members who had been awarded the State Farm Degree in 1959. Questionnaires were mailed to the local advisors, and twenty-nine of the completed questionnaires were returned. A summary of the replies follows:

I. Teacher's classroom work with first year students

	Yes	No
A. Do you explain the nature of students' supervised farming programs? .....	29	0
B. Do you set minimum standards for students' supervised farming programs? .....	26	3
C. Do you lead students to determine the possibilities of making money with enterprises common to the community? ..	29	0
D. How do you use Enterprise Record Books of present and former students to acquaint the students with farming programs?		
1. Have students examine books and ask questions ....	25	4
2. Duplicate and distribute copies of better programs for study and suggestions .....	22	7
3. Prepare a composite program as an ideal for students	19	10
4. Record books of present and former students not used in setting up programs with first year students .....	10	19
E. Do you give students a full explanation of the rewards and awards available for outstanding farming programs? ..	27	2
1. Do you consider these rewards and awards as desirable aids in stimulating students to set up and carry out adequate farming programs? .....	26	3
2. Do you find that your students view these rewards and awards as major goals and tend to lose sight of developing superior programs? ..	1	28
F. Are students encouraged to draft the first plans of their programs without your assistance? .....	25	4
G. Do you prepare five or six standard programs and require first year students to select one?	2	27
H. Do you take first year students to see the programs of superior second year students? .	21	5
(sometimes .... 3)		
I. Are first year students given a chance to inspect the farming programs of State and American Farmers in order to encourage them to do long-range planning? .....	27	2
J. Do you require your first year students to extend the planning stage of their farming programs beyond the initial year? .....	25	4

K. Do you emphasize the relationship between outstanding farming programs and the advancement in FFA degrees? ..	28	1
II. Guidance provided in assisting students to set up their supervised farming programs.		
	Yes	No
A. Do you visit the homes of first year students prior to the initial planning of their programs? .....	23	6
B. Is each student counseled privately? .....	25	4
C. Are students grouped according to major enterprises and counseled as one group? ..	3	26
D. Is the entire class counseled as one group? .....	26	3
E. Is the final stage of planning the student's farming program carried out at his home?	17	12
F. Do you employ a joint agreement, clearly stating what is to be contributed by teacher, student, and parents, in carrying out the student's farming program? .....	7	22
III. Carrying out the supervised farming program		
	Yes	No
A. Do you provide an award for first year students who develop outstanding farming programs? .....	20	9
B. Do you make use of FFA Foundation awards to stimulate first year students? .....	28	1
C. Average number of supervisory visits made to each student's farm per year. Range 2-20; mean 6.5; most frequent 6.		
D. Do you insist that parents participate in your inspection tour of student's program? ...	7	22
E. Average length of time spent in each supervisory visit? Range 20-120 min.; mean 47 min.; most frequent 30 min.		
F. Toward the end of the year do you:		
1. Give more time to superior students? .....	21	
2. Give equal time to all students? .....	8	
G. Do you keep a written record of visits to each student's home farm? .....	11	18



	Yes	No		
H. Is enterprise record keeping a definite part of your classroom instruction? .....	29	0	2. One enterprise record book at school? .....	14
			3. One enterprise record book at home and one at school? .....	13
I. How often are enterprise record books posted under your supervision? Weekly: 1; Twice per month: 6; Monthly: 17; Each six weeks: 2; Once per year: 1; No plan: 1.			L. Do you take all first year students on an enterprise tour near the end of each year? ..	19 10
J. Are students required to keep: 1. One enterprise record book at home? .....			M. Do you display a progress check sheet in the classroom to record the progress each student is making in carrying out his supervised farming program? .....	5 24

This study was limited to the work carried on with first year students, be-

cause the requirements for the State Farmer Degree are such that the entire three year period must be used wisely if a student is to reach the goal by graduation. A good beginning with first year students insures a higher percentage of students who will be eligible to apply for the State Farmer Degree three years later.

Perhaps this will provide teachers with one or more ideas for getting their students to set up and carry out better supervised farming programs. □



## Leadership Training for FFA Officers

GLENN W. LEWIS, State Exec-Sec. of FFA, Easton, Maryland

The debatable maxim that leaders are made and not born has been discussed many times as one reviews past history and events. We find that leaders are people who exert themselves mentally by getting facts, ideas, situations, and fitting them into a conformity that suits the majority of people. The leader, in order to accomplish the above criteria, needs to be intelligent, aggressive, versatile, mature, exhibit drive, friendly with people, and familiar with situations that confront him during his period in office. He must show confidence in himself and the group he represents if his reign will be a successful one. Thus, we can say that some qualifications of a leader are inherited and displayed in the intelligence of the person. For the second part of the maxim, experience has taught us that man, if he is to be a good leader, must organize his talents to promote his ingenuity in working with situations and people. So to be a true leader, we must agree that the candidate must have a high potential in the above human characteristics.

The problem for the FFA chapter is to capture the interest and motivate each member to become a leader in the organization. This enthusiasm can be obtained by giving an FFA boy a firm foundation in the understanding of the Future Farmers of America organization and the goals it wishes to promote. Motivation creates interests, desires, high goals, and a

purpose for accomplishment. His experience of observing other officers in operation and chapter meetings being correctly conducted should do much to acquaint him as to his duties, and responsibilities. We reach the period when selection of new officers must be made and the chapter members must survey its reservoir of leaders to see who fulfills the qualifications they desire. The use of a nomination committee may be helpful at this point since it will promote thinking or evaluation of candidates at this particular period.

After the newly elected officer has been selected by his chapter, his talents must be sharpened so that they exhibit a high degree of efficiency and are meshed with his duties. This can be accomplished to some extent by sponsoring a regional or state leadership training program geared to the exact responsibilities of the officer. Here we can include proficient qualities of a leader, participating experiences, and parliamentary procedure; these are tools that will raise his standards as an FFA officer. Learning by doing, doing to learn, earning to live, living to serve can be the theme or controlling guide when organizing this period of training. The ways and means, experiences, interests must surround this theme to assemble the talents of the officers. Leadership training conferences may involve two to five days of concentrated training in the above circumstance.

The question may be asked, "What is this concentrated program?" It may involve the following "doing" activities:

1. Encouraging students from other chapters who are confronted with similar problems of their station to meet with your own officers and giving them the opportunity to solve them. They have a meeting of minds.
2. Observing the standards of achievement of fellow officers.
3. Demonstrating the importance of the office.
4. Setting goals and creating better understanding of the need for each duty and responsibility of each office.
5. Acquainting the new officer with the way in which this information will better prepare him for life's work.

The orientation needs to include the above objectives if the students are to be captivated with interest in this endeavor. Setting up practice sessions brings the officer face to face with the job he must control. He is learning by doing in a live situation that causes him to think and manipulate his talents to master the performance. This develops confidence, self reliance, and sharpens the mind so that true leadership is molded. When designing a leadership training program, the organizer should have a distinct purpose for each part of the program he in-

serts so as to attain his goals as soon as possible.

Leadership training does not stop here; it goes on forever in a boy's life as he moves from one situation to the next.

The process of getting good FFA officer material means getting competent, interested students who have

displayed leadership in school, class, and community activities. Often, we do not get students who are advanced in leadership and we must start training on the bottom rung of the ladder. This situation requires more time, training, interest, and drive on the part of the instructor to see that the student gets this experience.

Each FFA boy should be trained to his maximum in leadership since this could be the deciding force in determining his status in life. Time spent on real leadership study can bring forth many goals needed for successful living. After all, this is the pinnacle for which we labor. □

## Plan Your FFA Scrapbook

DONALD A. FRERICHS, Vo-Ag Instructor, Kimball, Nebraska



"No organization can accomplish its objective without records of past performance as a guide for future activities."<sup>1</sup> Thus, the FFA Scrapbook is a vital chapter record which should be as complete and comprehensive as the budget allows.

### Secure Equipment

First, adequate equipment should be available in order to make possible a satisfactory scrapbook. It is recommended that the Official FFA Scrapbook be purchased for this.

Also, photographs to illustrate the various activities of the chapter are desirable. In some cases, the newspaper or magazine will send a photographer to get the pictures. However, the chapter that provides its own photos will have a more nearly complete scrapbook.

Some FFA chapters own press-type cameras. However, good pictures are made by the photographer—not the camera. Ordinary flash-equipped cameras such as are owned by most families will make good pictures in the hands of a photographer who knows what he is doing.<sup>2</sup>

A specific inexpensive camera which might be used is the Eastman Brownie Bull's Eye Camera (\$13.50) using 620 film and equipped with an Eastman Kodalite Flashholder (\$4.75).

Some type of rubber cement is recommended for mounting clippings, leaflets, pictures, etc. Either Sanford's

or Carter's Rubber Cement is satisfactory. Photo corners add to the attractiveness of the pictures.

If a color scheme is to be used in the scrapbook, poster and construction paper in the desired color or colors should be available. FFA colors of national blue and corn gold make an attractive book. The construction paper is used for backing or trim on the clippings, leaflets, etc. The poster paper is preferred for typed or lettered material. Some brand of erasable bond (8½" x 11") should be used for any copy placed in the scrapbook as corrections can be made easily on it.

Variety may be added or a color scheme carried out more completely by using different colors of typewriter ribbons for the copy. Ribbons with medium inking are advised.

Other articles which will facilitate the making of the scrapbook are scissors, rulers, paper cutter, decals, etc. Adequate storage space is a "must" for the working equipment once it has been obtained.

### Plan Dummy

The key to a successful scrapbook, though, is careful planning which must be detailed. Planning is not easy—it is a careful process of thought and discussion, trial, and revision. It fixes firmly a desired end product, conceives the means of attaining that end, and includes the details of every step along the way. Once decided, the plan of action becomes a way of action; it becomes a guide by which

a reporter works and attains a book worthy of the effort and representative of the chapter. One of the greatest contributing factors to the success of a plan is the consistency with which it is conceived and executed. The scrapbook must be thought of as a unit, with each section contributing to a total impression.<sup>3</sup>

"For most planning throughout the book one uses what is called a 'working dummy,' a loose-leaf notebook with sketched page planning."<sup>4</sup> Paper (8½" x 11") folded horizontally may be substituted and put together into a little booklet of the proper number of pages. Always the even-numbered page falls on the left and the odd-numbered on the right. All major divisions should be right-hand pages.

Tentative items to be included should be listed preceding the period to be covered. Dummy should be planned (1) following the program of work or (2) according to the calendar of activities. Since the format following the program of work is preferred, the suggested dummy is "geared" to that plan. Items within each major section may be arranged chronologically.

The following plan is that recommended for the minimum-sized scrapbook for any FFA chapter:

<sup>1</sup>Benjamin W. Alnutt, "Consistency and Your Yearbook," *Scholastic Editor*, XXXVIII (March, 1959), 4.

<sup>2</sup>Vida B. McGiffin, "The Outline, Miniature Dummy, and Dummy," *The School Press Review*, XXXIV (February, 1959), 7.

<sup>3</sup>*Official Manual for Future Farmers of America* (Alexandria, Virginia: Future Farmers Supply Service, 1958), p. 53.

<sup>4</sup>*Ibid.*, p. 95.

<i>Left-hand pages</i>	
	Page
Table of Contents	2
FFA Calendar	4
Copy of Program of Work	6
Chapter Summary	28

<i>Right-hand pages</i>	
	Page
1 Title Page	
3 Officers' Picture & Identification FFA Group Picture & Identification	
5 FFA Membership (May be either a list of names of individual pictures with identification.) Green Hands Chapter Farmers State Farmers	
7 Supervised Farming	
9 Cooperation	
11 Community Service	
13 Leadership	
15 Earnings & Savings	
17 Conduct of Meetings	
19 Scholarship	
21 Recreation	
23 Public Relations	
25 State & National Activities	
27 Americanism	
29 Index	

### Reports at Area Meetings

Roland F. Wentzel  
Vo-Ag Instructor  
Fortuna Union High School  
Fortuna, California

The Humboldt Section California Agriculture Teachers' Association is an almost remote area from the rest of the state of California. The center of the section is located 275 miles due north of San Francisco, a good seven hours driving from the Bay area over mountainous roads. To the east and north lie the rugged Coast Range and to the west is the Pacific Ocean. Activities with other vocational agriculture departments and FFA chapters within the state are almost impossible so an active FFA program is carried on on a sectional basis. This area, however, has an active group of 225 FFA members supervised by six vocational agriculture teachers in five different high schools. All five schools carry on an outstanding program for their FFA members.

Monthly meetings of the agricultural teachers of the section are held at different high schools on Saturdays. Activities of the individual high schools' FFA, community, school, and vocational agriculture programs are reported by each instructor. Such items as the number of project visits, FFA functions supervised, school meetings attended, farmers visited, agricultural meetings attended are all part of the monthly reports.

Prior to these reports by the agricultural teachers at least an hour of each regular meeting was wasted by all instructors talking at once, it seemed. Very little, if anything, was ever accomplished by these so-called "bull sessions." The picture has changed with the reports and a new interest developed in the sectional meetings. More good FFA activities are being accomplished as a result.

The report system is not meant as a check-up or boasting. It can be a good learning device as well as a teaching idea. The philosophy is that things can be learned from the other fellow. It gives one an idea of what his fellow-teachers are doing plus working some of those ideas into his own program. This may prevent one from getting into a rut too, an easy thing for a teacher to do, particularly in an area such as this.

Reports of the various activities of each community which may be of


The above plan is made flexible by the addition of pages between the above named major divisions which are right-hand pages. The pages should not be numbered until the

scrapbook is completed. Also, the Table of Contents and the Index should not be compiled until last.

Illustrations follow for pages 1-9 of the dummy.

RIGHT: Title Page is the form page placed first in the Official FFA Scrapbook.

**FUTURE FARMERS OF AMERICA**



*Official Scrap Book*

---

Name

---

Location

---

President                      Reporter

---

Period Covered: \_\_\_\_\_

Month                      Year

1

Plans for succeeding pages would follow the same general plan. If a dummy booklet is desired, divide the number of pages listed by four which gives the number of 8½" x 11" sheets needed. (29 ÷ 4 = 7, so eight sheets will be required for the booklet.) Fold the sheets horizontally and fill in the tentative plans on each page. Sure, some changes in the dummy will probably have to be made, but the

basic design and plan will be there, and that's the time-saving feature of the dummy . . . one knows in what direction he is working.

The index adds immeasurably to the value of the book as a reference, not only now, but years from now. The index carries the name of every person in FFA with page where name,

**Plan Your FFA Scrapbook . . .**

<p>Table of Contents</p> <p>(Page 2 is the reverse side of the Title Page.)</p> <p>2</p>	<p>Officers' Picture &amp; Identification</p> <p>FFA Group Picture &amp; Identification</p> <p>3</p>
<p>FFA Calendar</p> <p>(Page 4 is the reverse side of page 3.)</p> <p>4</p>	<p>FAA Membership</p> <p>5</p>
<p>Copy of Program of Work</p> <p>6</p>	<p>Supervised Farming (List the items to be included in this major division.)</p> <p>Fair Premium Book Pictures of Fair Exhibits Fair Exhibit Clippings Wheat Show Vo-Ag Judging (District--State) Livestock Judging Land Judging SWCD Contest Loans from Banks Write-ups &amp; Pictures of Foundation Awards</p> <p>7</p>

(Continued on page 205)

**Reports at Area Meetings . . .**

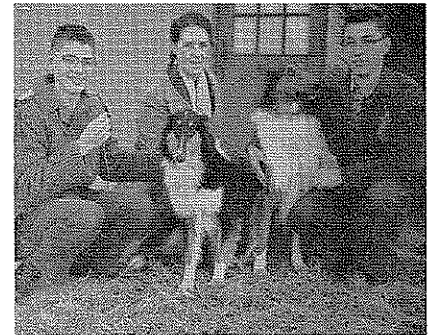
interest to every teacher are presented, too. Often things seemingly unimportant prove to be of value to someone in the group.

The idea is still in its infancy but agricultural teachers in the section believe it will add a great deal to their meetings as time goes on. □

**A Unique Cooperative Activities Project**

Virgil Telfer  
Vo-Ag Instructor  
Martinsville, Indiana

In addition to the usual high school, young and adult farmer, and FFA activities conducted by a vocational agriculture department, a rather unique cooperative project has been initiated by the Martinsville, Indiana, FFA Chapter.



Participants in a unique project, left to right, are Tom Hanna, Miss Patience Keever, and Rufus Simpson.

Through arrangements with a Martinsville breeder of working colliers, Miss Patience Keever, one or two dogs per year are being furnished to local FFA boys. The students agree to properly care for the dogs and train them after attending training sessions conducted by Miss Keever. FFA members who qualify through participation in the training program become the owners of registered colliers. To date, four well-trained farm work dogs have become the property of four well-trained farm boys. □

T. H. Huxley--If a little knowledge is dangerous, where is the man who has so much as to be out of danger?

**Plan Your FFA Scrapbook . . .**

<p>Supervised Farming Continued</p> <p>8</p>	<p>Cooperation</p> <p>FFA-FHA Sweetheart Dance Co-op Leadership Camp Livestock Judging at Fair Chapter Co-ops</p> <p>9</p>
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portrait, candid, or group picture appears in the book. It is worth in convenience alone all time, work, and space it takes.<sup>5</sup>

**Collect Items**

Now that the dummy of the scrapbook is planned, the reporter must be

<sup>5</sup>Vida B. McGiffin, "What Your Modern Yearbook Should Contain," *The School Press Review*, XXXIV (December, 1958), 9.

alert to collect the necessary items, articles, and pictures. Planned pictures should be taken. As soon as this is done, they may be assembled in the scrapbook. Since it is preferable to enter them in the major divisions chronologically, entry may be made soon after collection.

By following the above suggestions, a complete history of the chapter's activities for the year will be completed in a well organized manner. □

## Parliamentary Procedures in Our FFA

MERLIN NEWMAN, Vo-Ag Instructor, Faulkton, South Dakota

Who will lead our organization next year? This is a question asked often during the course of the year. It is a problem on the local level as well as on the state and national level.

We must be concerned about our leadership, particularly on the local level. It is here that we deal with the young people, our leaders of tomorrow. In your community organizations, isn't there always a need for better leadership? I'm sure there is. It is true that we have some good leaders today, but they are not ca-

pable of leading every organization in the community.

How can we develop better leadership for our local community organizations? It seems that our schools are in the best position to train our younger generations for the kind and quality of leadership needed in our communities, state, and nation. At present we have many good leaders coming from our schools, but there are not enough to carry on all the activities on the local level. The good students attend college and eventually

take residence in another area. This accents the need for good leadership, since our better leaders go on to higher levels of leadership.

We have many people locally who would enjoy being a member of an organization. Why, then, do most of our organizations have to beg or solicit membership? This question can be answered by saying that most of the people are not trained well enough to make good leaders.

As soon as we join an organization, we are appointed to serve on a committee or are given some type of responsibility, even before we have become acquainted with the organization and its principles. This is a primary reason for people to be shy about joining an organization. They do not want to be put on the spot, so to speak. This should not be the case, but it is quite evident when you ask members in your community to join your club or group. They have many excuses, such as: "I do not have the time," "It's too far to travel to the meetings," or "I would not get any good from being a member." Again, if people were better trained in leadership, they would feel more free to join the organizations in their local areas and would benefit by being an active member.

So, a good question is, "How many of our local organizations use parliamentary procedure properly in their group activities?" Parliamentary procedure is the basis of good leadership. It gives everyone an opportunity to learn the correct procedure of conducting meetings.

Knowing how to direct a group of people in a democratic manner gives us confidence and increases the urge to belong to the organizations in our community. This will make any community government stronger, and will provide the unity we need to maintain peace. Citizens working together can help strengthen our nation.

In the past few years it has been the goal of the Future Farmers of America to practice leadership training by becoming proficient in the use of parliamentary procedure. The FFA has turned out many, many good leaders. Some have reached great heights in their fields of endeavor because of the leadership training received in FFA. Many of our rural people have and are learning to be good leaders through this organization. Every organization should have as its goal the development of leadership among its members. □

# Increasing the Effectiveness of Adult Farmer Instruction Through the Improved Use of Audio-Visual Materials



ALLEN HALLER, Vo-Ag Instructor, Middlebury, Indiana

## A. Why use audio-visual materials in teaching adult farmers?

The two basic reasons for using audio-visual materials in adult farmer instruction are to stimulate student interest and to save teacher time. Audio-visual materials increase the retention of knowledge and stimulate the development of understandings and attitudes. Adult farmers will remember what they see, hear, and read on a slide film longer than just reading from a textbook or listening to the vocational agriculture instructor lecture. Audio-visual materials may be used to help adult farmers recognize problems, to obtain information necessary to solve problems, and to summarize a discussion.

## B. Using audio-visual materials effectively.

Everyone talks about the effective utilization of audio-visual materials, but just what is it? "Effective utilization is the system of judgments and procedures by means of which audio-visual materials are put to work to accomplish valid teaching objectives, with proper emphasis on accepted principles of teaching and learning."<sup>1</sup>

## C. What role do audio-visual materials play in teaching adult farmers?

A number of roles will be cited with a brief illustration of each as they apply to the vocational agriculture instructor:

1. Audio-visual materials provide the means for extending the horizon of experience. Example: The vocational agriculture teacher cannot possibly take the class out to the farm for every job that requires the learning of basic skills. A slide film that Pfizer & Co. provides free, entitled "How to Judge Livestock," can be used very effectively in supplementing instruction on livestock judging.

2. Audio-visual materials provide rich sources of meaningful informa-

tion. Example: Welding instruction has been given in the classroom which was followed by practice in the shop. The welding chart published by Lincoln Arc Welding Co. could be used very effectively to show the right bead vs. the wrong bead in arc welding.

3. Audio-visual materials may serve as a starting place for exploring a wide variety of learning activities. The film "The Rumen Story" might be the starting point for an adult farmer class discussion on the subject of the ruminant animal's digestive system and roughages that could be fed to a ruminant animal.

4. Audio-visual materials provide devices for bringing all persons up-to-date for instructional purposes. Example: The slide film, "Hygromycin," would lend itself well to bringing a new idea before the adult farmer class. This concept of roundworm control is new and not all farmers are aware of this process.

5. Audio-visual materials assist the teacher in overcoming physical difficulties of presenting subject matter. Example: The teacher has made a set of overlay transparencies for presenting the complicated relationship of the parts of a combine and how each part works in harvesting wheat. These overlays would be used in the instructional part of the meeting followed with actual work in the shop. This overlay technique works especially well with adult farmer groups which are too large to take into the shop for practice.

## D. Formulating specific techniques that are successful in motivating adult farmers by way of audio-visual materials.

Audio-visual materials can be used extensively in the adult farmer program because they improve and enrich instruction. This result will not be achieved unless good utilization is employed. Good utilization requires consideration of a number of factors:

1. Use audio-visual materials to

the extent that they contribute to effective instruction and greater comprehension.

2. Know the audio-visual material to be presented.
3. Be able to time the presentation perfectly.
4. Know good projection techniques.
5. Know the projector.
6. Maintain good physical factors within the classroom.

## E. Results of a survey made by the writer.

The survey on which this report was based was designed to determine the use made of audio-visual materials and techniques and the sources of audio-visual materials used in teaching adult farmer classes in Indiana. The number of survey forms sent out was 50, and the number returned was 35, or 70 per cent. Approximately two-thirds of the teachers reporting had their B.S. degrees and one-third the M.S. degree. The average experience was 11 years as teacher of vocational agriculture and eight years as a teacher of adult farmer classes.

It was found that 12 out of the 35 teachers could be considered to be adequately trained to handle audio-visual equipment. Two-thirds of the teachers had had no formal instruction in audio-visual techniques. This fact points out the need for a required course for all teachers in the audio-visual education area.

The question was asked, "Do you feel qualified to operate this A-V equipment?" Out of 35 reporting, the following answers were indicated:

Equipment	Feel qualified to operate
16 mm projector	34
Charts	32
Opaque projector	24
Recorder	23
35 mm projector	22
35 mm camera	20
Flannelgraph	17
Overhead projector	12

<sup>1</sup>Carlton W. H. Erickson, *Administering Audio-Visual Services*, New York: The Macmillan Company, 1959. p. 59.

The vocational agriculture teachers considered the materials in the following list as important in teaching adult farmer classes. The materials are listed in order of importance:

1. 16 mm movies
2. Blackboard
3. Slides

4. Charts
5. Opaque projection materials
6. Graphs
7. Actual specimen.

The teachers were asked to indicate the use they made of various A-V materials. Their responses are shown in Table 1.

Table 1. Responses from 35 teachers of adult farmer classes in Indiana concerning their use of materials and techniques of audio-visual education.

Techniques and materials	Use frequently	Occasionally	Seldom
1. Lecture followed by 16 mm film.....	9	21	4
2. 16 mm film followed by lecture.....	4	19	11
3. Discussion followed by slides.....	5	17	12
4. Slides followed by discussion.....	5	18	11
5. Discussion with slides as discussed.....	17	12	5
6. Bring actual specimen to class.....	7	11	16
7. Use of 35 mm film and record.....	2	10	22
8. Use of recorder at panel discussion.....	1	3	30
9. Presenting flannelgraph material.....	1	4	29
10. Write on plastic and project through use of overhead projector.....	0	2	32
11. Use of 16 mm film as sole source of lesson.....	1	2	31
12. Use slides provided by commercial company.....	6	14	14
13. Use slides prepared by Purdue University.....	2	19	13
14. Use a model to demonstrate a point....	2	12	20
15. Record of an important vo-ag meeting...	3	3	28

In the responses for Table 1, one teacher did not return the survey page, so a total of 34 responses were possible. If a person failed to mark a blank, it was counted in the "Seldom" column.

Table 1 indicates that slides are an excellent medium to use while teaching adult farmers, as judged by the responses from teachers. The lec-

ture followed by a 16 mm film was quite popular, but may be a little dangerous. Education-wise, the film may be just used as a recreation tool and not to further learning. A high percentage showed the 16 mm film first with lecture or lesson afterward, which may be a more desirable method since reference to the film can be made.

The overhead projector, recorder, and flannelgraph are not used in many schools or are not utilized in teaching adult farmer classes.

The last phase of the survey was concerned with the compiling of a list of A-V materials that the teachers deemed worthwhile in adult farmer instruction. A list of 43 materials was prepared from the responses. Since the preparation and/or procurement of A-V materials is often the reason given for not using them, the reader is urged to contact the Vocational Agriculture Service, Urbana, Illinois, for a fairly complete list of materials that are ideal for preparing adult farmer class instructional guides. The index gives the materials plus the company address from which the material may be secured.

The most up-to-date listing of 16 mm films and 35 mm filmstrips for adult farmer classes can be found in the *Agriculture Leader's Digest* usually in the July-August issue yearly. This list includes the title, resumé, and company from which to order.

Three conclusions can be drawn from the survey:

1. Vocational agriculture instructors need additional training in the preparation and use of audio-visual materials.

2. There is a great need for the Department of Agricultural Education to pull all the information possible together to create an excellent audio-visual materials listing for vocational agriculture instructors.

3. Audio-visual materials, when used properly, can be very effective tools in the hands of the competent teacher. □



## Training for Leadership

GEORGE H. NELSON, Vo-Ag Instructor, Palmyra, Wisconsin

In the opening ceremony for Future Farmer meetings is a sentence that gives us one of the primary purposes of the Future Farmers of America. This sentence says "—and develop those qualities of leadership which a future farmer should possess." The training of young men to assume positions of leadership is a factor which

is too vital to overlook in rural America. The press, radio, television, leading magazines, and prominent public speakers have made American agriculture one of their principal topics of discussion. Much of this discussion has been unfavorable to agriculture. Our agriculture can use many more competent spokesmen to explain its side

of the story. Training these spokesmen fits into the category of training future farmers in leadership.

For the past two or three decades the government has been actively engaged in agriculture through a wide variety of programs. This practice by our government is not likely to cease in the near future. Since the American

farmer is going to have to operate with the American government programs as a "co-partner," he will have to understand these programs in order to make sound decisions. To understand the programs will require much study and an intensive educational program. Study will involve reading and applying information to the farmer's own situation. Explanatory programs are a vital part of this study. Explanations must be given on a farmer to farmer basis as well as in informal "meetings." Here again we must depend upon good leadership. To develop the ability and confidence to ask an intelligent question at a meeting, to explain a point to a neighbor, to read and understand a piece of information in a publication are all marks of leadership.

The need for agricultural leadership is paramount, and it is obvious that this need increases with each passing day, month and year.

How can we train farm boys for leadership? It seems that one of the most important things we can do is aid them in learning to think. We should guide them to think critically and intelligently. We should assist them not only in finding the facts and information, which are a common part of everyday classroom work, but also teach them to apply these facts and information to a particular situation and arrive at sound decisions. Gathering information and studying it until it is understood has a certain

cultural value in itself. But in Future Farmer work we are concerned with not only the cultural values, but the vocational values as well. Unless the material that we have learned is put to some practical application, we receive only the cultural value from it. Our job as teachers of agriculture is to teach boys how to use the information, in other words how to apply the information to local situations. When a Future Farmer has learned to do this, he is on his way to becoming a leader.

Another tremendously important aspect of developing leaders is to teach and train boys to speak. More appalling than a person who talks too much at a meeting is the well informed person who says and contributes nothing to the group and the ill at ease person who fears to ask a question. "Mike Fright" is an affliction of many speakers and is one that we, as teachers, can help to cure. One of the finest training experiences is the Future Farmer speaking contest. Does every boy in your department take part? If not, why not?

Public meetings offer an opportunity to train boys in public speaking. P.T.A. groups, service clubs, school groups, 4 H clubs, farm organizations, and countless other groups offer opportunities for FFA members to put on short programs or for members to give a special report.

It is often desirable to put on your

own programs. Here in Palmyra, the FFA sponsors an annual Corn and Grain Show. Now in its ninth year, this event draws between 300 to 400 people each year. The most impressive part of the program is the fact that the FFA members handle the entire evening program.

After the first experience with a "Mike," the talks to follow come easier and a marked improvement is shown. By the time they are seniors, boys lose their "fear" if they have had enough experience in speaking. Our job is to see that they get that experience.

There can be no doubt concerning the need for leadership in rural America. I feel that we have a definite responsibility to our communities and our nation to help provide that leadership through the young men who pass through our classrooms. We can provide them with a portion of it through effective teaching; teaching that trains them to think. We can provide it by aiding them in all of their public speaking activities, and by urging them to do more. If we do our job well, we will graduate a group of Future Farmers who will develop "competent, aggressive, rural leadership." They will know and believe in the future of farming and American agriculture as a way of life and will eagerly engage in those activities which will be their important "part in that inspiring task." □

## FFA—Building Stone of Democracy

WAYNE CURTIS, Senior in Agricultural Education, Auburn University, Alabama



A momentous event occurred in Kansas City, Missouri, in November, 1928—an event which has brought enormous benefits to thousands of farm boys and to the entire country as well. The event was the birth and organization of the Future Farmers of America, a national organization of, by, and for students studying vocational agriculture in public secondary schools. An integral part of the program of vocational agriculture, the Future Farmers of America—FFA—is built upon a foundation that "includes

leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism."<sup>1</sup> One might note that there are eleven "building stones" listed as comprising the foundation of FFA. These building stones are traits which, in my opinion, are very important, indeed; they constitute the very essence of a democracy such as

the one in which we live. Consequently, there is urgent need for inculcating them in our students, for these traits should be possessed by all successful, productive citizens, regardless of occupation or field of endeavor. It will be our duty, as teachers of vocational agriculture, to see that these traits are implanted in our students.

In the future, as in the past, there will be tremendous need for positive direction in our country. This direction, or leadership, must be provided

<sup>1</sup>Official Manual for Future Farmers of America, Alexandria, Virginia: Future Farmers Supply Service, 1955, p. 3.



on the local, national, and international level; otherwise, we in America will forfeit our rights as free men and become slaves. We must promote leadership and character development in our students, as it will be their duty to guide our country in the turbulent years that lie ahead. And it is my opinion that FFA can help provide these leaders of the future.

It follows, therefore, that if we are going to have this necessary leadership, patriotism must be shown by the American people, our people. This patriotism, however, should go beyond love of country. It is true that we must strive to maintain strength in our country, and we must sacrifice for it if the necessity should arise. Nevertheless, our patriotism must extend further than this; it must include citizenship and an intelligent understanding of our government, our na-

tional purposes. FFA can aid greatly along these lines.

One key to a great many problems encountered today is lack of understanding between individuals, groups, or nations. Think how many disputes would not have arisen, how many wars would never have existed, had there been more understanding on the part of the adversaries. If there is to be more and better understanding, every person must possess, to some degree, a sense of fair play, a desire to serve his neighbor, and the willingness to cooperate. These attributes, absolutely necessary to our continued existence on earth, can be gained through participation in Future Farmer activities.

In addition to the many other obstacles the future holds in store, there will be a considerable challenge in agriculture. The world's population is rapidly increasing, while the amount

of land remains constant. Therefore, farmers of the future will have to purchase, produce, and market their goods more efficiently. In order to cope with the problems they will encounter, they should be informed of improved agricultural practices; they should possess thrift; and they must have a high degree of scholarship. FFA helps provide all of these.

"All work and no play makes Johnny a dull boy." This is an old adage, but it is one which is certainly applicable today. We cannot face the pressures society imposes upon us today without some form of recreation. It must be provided if our minds and bodies are to function properly. Participation in FFA can show the need for recreation, as it is one of the essential, desired traits advocated by FFA—traits which are vitally important to all people. □

A true description determines . . .

## The Value of FFA Activities

R. A. BAKER, Graduate Assistant, Oklahoma State University,  
Stillwater, Oklahoma (Formerly Vo-Ag Inst., Tuskegee, Ala.)



During the past five years we have read many articles in educational publications relative to the value of Future Farmer activities. Most of these articles have been in terms of two values even though others exist. Most of us have been taught that it is only fair to "consider both sides of every question." The obvious assumption is that every question has only two sides. We tend to think in opposites; we feel that what is not good must be bad.

Although two valued terms may be used, we should realize that they tend to conceal the factors necessary for a true description of values. This is especially true in the attempt to place values on the various Future Farmer activities in the vocational agriculture program. It is not the intent of this article to cast Future Farmer activities into an offensive or defensive role but to reflect some basic facts and suggest a few proposals relative to FFA modernization.

### Value of Activities

Most of us will agree that the

success and achievements gained through the use of any activity in the total educational program is in direct proportion to the teacher's ability to design and carry out that activity. The activity should be educational and designed to:

- (1) Motivate students in their study of vocational agriculture.
- (2) Implement the teaching program.
- (3) Contribute to the over-all development of the vocational agriculture program.
- (4) Contribute to the development of the individual student and the agriculture of the local community.

The purpose of each proposed activity should be analyzed to determine if it will include at least one, if not all, of the objectives outlined above.

### Benefits and Conflicts

As it is with many undertakings in education, agriculture or business, there are advantages and disadvan-

tages. So it is with Future Farmer activities. There can be little argument over the merits of many of our activities and these are the ones that we should accent. Those activities that tend to be weak should be discontinued or redesigned to increase quality.

The following are benefits received from Future Farmer activities in the total vocational agriculture program:

- (1) Activities foster an integrated program of vocational agriculture at the local level.
- (2) Activities improve the school-community relationship.
- (3) Activities assist in the development of farming programs.
- (4) Activities provide an esprit de corps effect for farming and agricultural occupations.

Some conflicts that exist relative to Future Farmer activities are as follows:

- (1) Activities are often used by the public as the basis for evaluating the total vocational agriculture program at the local level.

- (2) Activities require teachers to devote more time to participants than other students.
- (3) Activities distract student attention from other school classes.
- (4) Activities require teacher time that could possibly be used to supervise out-of-school programs.

### Modernization

Advancing technology is forcing better organization everywhere and agricultural education is no exception. Today there is a sincere concern over

the future of the FFA in this era of a changing agriculture. It is generally conceded that it is time for FFA modernization.

Some thoughts for modernization could be along these lines:

- (1) All Future Farmer activities should be based upon the local vocational agriculture course of study and the local long-time program of work.
- (2) Conduct activities that promote a sound local agriculture.
- (3) Provide local recognition for activities.
- (4) Carry out a program of work

with emphasis on local leadership and responsibilities through lay participation.

- (5) Provide more leadership activities.
- (6) Modify activities and contests to conform with changes in agricultural technology.
- (7) Emphasize more fully the social benefits of future farmer activities.
- (8) Curtail activities on the local level that teach false economy in agriculture regardless of their educational and social benefit. □

## FFA Tour During Farm-City Week

### —Developing Public Understanding and Cooperation

LEON WHITLOW, Teacher of Agriculture, Scottsville, Kentucky



The development of our modern marketing and distribution systems has decreased direct contacts and understanding between farm and city people. The city consumer is scarcely reminded when she buys a package of food that the item was produced by a farmer. City people are too often led to believe that farmers are a favored group of individuals receiving government benefits.

Realizing the need for a better understanding between rural and city people of our community, the Allen County FFA Chapter decided to take the professional and business men of Scottsville on a farm tour. The Chap-

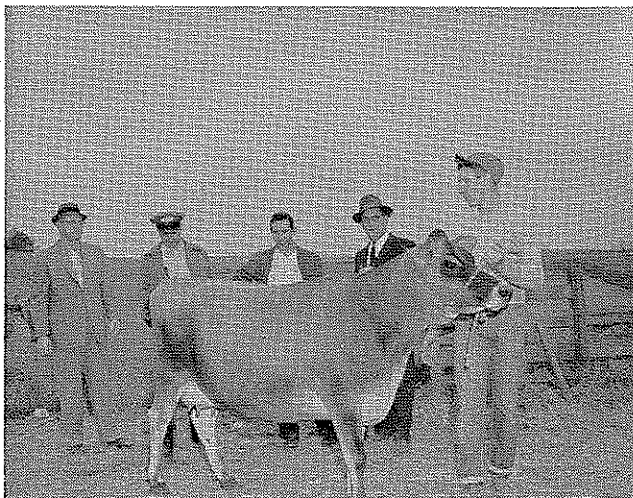
ter asked the chairman of the Farm-City Week Committee if it might conduct a tour during National Farm-City Week. The chairman of the Farm-City Week committee, the president of Farm Bureau, a fieldman of the Pet Milk Company, the agriculture teachers, and a group of FFA members planned the tour. The tour was set for Friday afternoon so as to fit into the schedules of the business and professional men.

Since many of the business and professional men were members of the Rotary Club, the committee arranged for everyone desiring to make the tour to meet at the hotel follow-

ing the luncheon meeting of the Rotary Club.

In order to make the tour in the limited time available, three FFA boys whose farms were close to town were selected to visit. Each boy prepared a brochure of his farming program showing his present farming program and how it had developed during his work in vocational agriculture. Each boy also was guide and host on his farm, pointing out the things which he felt would be of most interest to the group. The tour included a visit to two beef farms and one dairy farm.

On the farm of Charlie Guy, the group saw a farming program which



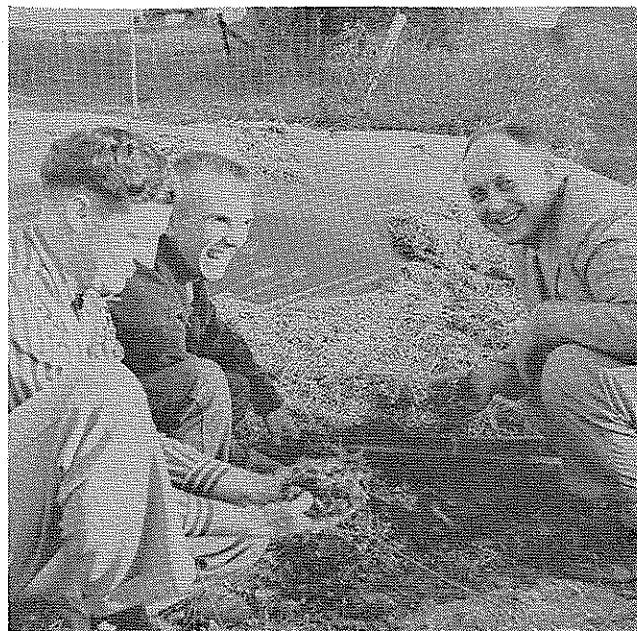
A group of business and professional men looking over a foundation animal on the home farm of Sammy Trice.



An interesting stop on the tour. A group viewed the watering trough below the dam of a pond on the farm of Tommy Simmons. Note the float in the watering trough.



Ed Newman (left), petroleum products distributor, and T. C. Simmons, High School Principal, look over Dennis Pearson's 325 ribbons, 19 trophies, banners, and placards which Dennis has won in three years showing in local fairs, Kentucky and Tennessee State Fairs, and the Mid-South Fair at Memphis, Tenn.



Vo-Ag teacher, John Britt, and insurance agent, John Covington, (right) inspect the high quality corn silage in Charlie Guy's trench silo. The silo is covered with a plastic sheet.

included a foundation herd of 12 registered Angus cattle and a trench silo filled with high-quality silage. The trench silo, being new in the community, was interesting to the group. Charlie is a junior partner with his father.

At Martin Payne's place they viewed his herd of 25 registered Hereford cattle in which he is a junior partner with his father. The herd includes the Allen County Grand Champion Bull and the Reserve Senior Champion Cow. Martin produces the hay and corn for his livestock. He produced the highest corn yield in the chapter corn-growing contest.

At the last stop the group saw the dairy herd of Dennis Pearson. His herd consists of 16 registered Brown Swiss and three registered Jerseys, of which he has complete ownership. He also owns seven meat-type sows and keeps 2,000 layers. His farming program includes 13 acres of corn, 5 acres of oats, and 10 acres of alfalfa hay. His display of 19 trophies and 325 banners and ribbons won in three years of vocational agriculture was of special interest to the group. Mrs. Pearson and the FFA boys served refreshments at this stop.

Thirty professional and business

men made the tour. They included doctors, bankers, insurance salesmen, merchants, educators, extension agents, druggists, lawyers, service-station operators, soil conservation technicians, and an artificial breeding technician.

One could easily sense the friendly atmosphere developed by the interest expressed by the visiting city friends. Everyone expressed his appreciation for an opportunity to participate in the tour. We feel that they left knowing more about the problems of farm life and with a greater appreciation of farm living. □

## Selective Recruitment for Vocational Agriculture

O. E. THOMPSON, Teacher Education, University of California, Davis



The need for technically trained persons in agriculture was never greater than it is today, and if the enrollment in agriculture in colleges continues to decline at the present rate, by 1970 there will be only one college trained agriculturist for every five needed.<sup>1</sup> True, the number en-

<sup>1</sup>McGlothlin, Robert S., "Trends Within the Agriculture Industry," *Stanford Research Institute Journal*, Vol. 4, 1960.

gaged in farming has decreased, but the total number employed in agriculture, about 24 million, has not decreased markedly. For each person leaving farming there is a corresponding increase in the number in the great business of agriculture.<sup>2</sup> In California at least the high schools, junior colleges, and four year college programs in agriculture are falling far

<sup>2</sup>*Ibid.*

short of graduating enough students to replace the 5,000 farm operators expected to leave farming each year due to death or retirement.

Thus it is quite evident there is a real need to increase the enrollment in agriculture at all school levels. Since many of those enrolled in agriculture in college have taken vocational agriculture in high school, it appears the best means of increasing agricultural enrollment at all

levels is to place increased emphasis on recruitment for high school classes in agriculture. For the teacher of vocational agriculture this can best be done by an organized program of selective recruitment. By this it is meant that he must devise means for identification of potential students already interested in agriculture and create an interest in agriculture in others. This article contains suggestions that should help the teacher do both of these.

The following suggestions for developing student interest in agriculture are a partial listing of those obtained from a survey of 144 experienced teachers of vocational agriculture in the Western United States. Each respondent cited the activities that he had used successfully in interesting students in agriculture; so, these are proved practices. Since working with parents and junior high school boys is so very important in selling your agricultural program, the discussion here is limited to these two groups. Obviously, local conditions may prevent the use of certain of these suggestions and others may need to be modified before they can be used.

### I. Successful Practices For Use With Junior High School Pupils

A. Personal contacts with grade school and junior high school students before they enroll in high school was emphasized by all teachers. To accomplish this teachers used the following practices:

1. Have a group of Future Farmer officers in uniform talk to prospective students about the experiences they have had in agriculture and the benefits they have derived from study in this field.
2. Have teacher talk with the group, using slides to illustrate supervised farming programs, fair exhibits, Future Farmers and class activities.
3. Take a recent graduate from a particular school along when talking with prospective students. Have this student tell about his experiences in agriculture in high school.
4. Provide each prospective student with a sample high school program which shows how he can enroll in agriculture and still meet college and university entrance requirements. Encourage students to take these sample programs home to their parents.

B. Many schools provided a special preview day for incoming students to visit the high school. Teachers recommended that one or more of the following activities be used during this day:

1. Have boys spend at least half a day visiting classes in agriculture. Plan some activity for the visitors such as animal naming contest or contest on identification of agricultural products. Plan a bean-feed or some special event by Future Farmers at noon.
2. Plan for a special presentation on agriculture by Future Farmers during the general assembly typically held during junior high school day.
3. If your school doesn't have a preview day, arrange to have one for agriculture only. Have each student bring a prospective agricultural student as his guest for the day. Encourage the Future Farmer chapter to hold a special meeting sometime during the day to introduce these boys to the organization.
4. Hold a special evening Future Farmer meeting to which prospective agricultural students are invited as guests. Have a model meeting with refreshments and a short program.

C. Some of the other kinds of special events teachers promoted for prospective students were as follows:

1. Sponsor a spring livestock field day with rural grade school students and 4-H Club members as special guests. Included should be contests such as livestock judging and the like in which they could participate. Also included should be demonstrations on agricultural skills such as sheep shearing done by Future Farmer members.
2. Conduct supervised farming program tours for prospective students and their parents. Visit home farms of three or four Future Farmers, where they will hear discussions on supervised farming by the boys. Plan a light lunch or refreshments at the last stop.
3. Throughout the year invite grade school students and parents to such Future Farmer activities as chapter farmer initiation, public speaking contest, parliamentary procedure contest, and parent and son banquet.

D. Summer visits to prospective agricultural students are important. The following techniques for doing this have been used by successful teachers:

1. Arrange to have one or two Future Farmers, preferably upper classmen with strong supervised farming programs, visit each prospective freshman to discuss the home farming program with him.
2. Have a committee of Young Farmers work on enrollment in high school agriculture. Encourage the Young Farmers to assist incoming students with supervised practice programs by providing loan funds to purchase livestock and by providing work experience for boys who do not have opportunities at home.
3. Work with grade school students so that supervised practice programs can be started before enrolling in high school. Make a special effort to talk both with the parent and the boy on initial visits.
4. Arrange to take several junior high school students with you when visiting supervised practice programs of high school students. Plan to do this with as many students as possible during the spring and summer before they enter high school.

E. Various other activities used to arouse interest in agriculture among pre-high school age students include the following:

1. Have Future Farmers sponsor an officer's training school for 4-H Club members and leaders, Juvenile Grange groups, and other rural youth organizations.
2. Write a personal letter to each junior high school graduate telling him about agriculture. Explain how he can prepare for many different careers through the study of agriculture.
3. Become well acquainted with all rural residents in your area. Work closely with others working with rural youth. Get to know the brothers of your present students.
4. Provide at least two bulletin board displays yearly on agriculture and products of agriculture in each junior and senior high school in your area.
5. Have regular articles and pictures in the newspapers that publicize the activities of the

Future Farmers and your classes in agriculture.

6. Provide a subscription of the National Future Farmer Magazine for the library in each grade school, junior and senior high school in the district. Encourage all libraries to subscribe to farm magazines that would be of interest to students.
7. If you have greenhouse facilities, provide planters and showy potted plants for use in grade school classrooms and for special school events.
8. Have a ready reserve of students who can put on demonstrations for grade school classes. Very popular in many schools have been such things as budding, grafting, soil testing, parliamentary procedure, and the like.
9. Hold a "farm day" for grade school students and teachers. A school farm makes an ideal location for such an event although teachers without school farms have held such events at local fairgrounds. Students provided various classes of livestock and gave short talks on each kind of animal to small groups of students. When neither of the above were possible, teachers arranged to use a farm close to school for a tour for grade school students. Future Farmer members were used to guide students and to talk about the farm animals on exhibit.
10. In multi-man departments of agriculture try to arrange for one teacher to work with counseling of students interested in agriculture. Also try to have this individual serve on the team that pre-enrolls junior high school students for high school.

## II. Successful Practices To Use With Parents

A. All too often, parents are overlooked when educators are planning activities designed to help students plan their careers. Most career day activities omit the parents who actually, by working more or less behind the scenes, are undoubtedly doing more than anyone else in helping the student make at least a tentative decision on a vocation. Teachers of vocational agriculture through the supervised practice program have a unique opportunity to assist parents in directing the activities and thinking of their children. Following are the successful practices that have been

used in furthering parent understanding of vocational agriculture:

1. Conduct the home visit only when you have a reason to be there and schedule it at a time that is convenient for the parents. Parents should always be contacted at least on the initial visits.
2. Hold annual meeting of parents of incoming students immediately before or just after the opening of school in the fall. In this meeting discuss the various aspects of the program and answer any questions they may have about agriculture and the school.
3. Publish a newsletter for parents periodically that outlines the activities of the agricultural department and that tells of coming Future Farmer field days and other events. Use this as a means of informing parents of activities that will take the students away from home for a day or overnight.
4. Use annual parent and son banquet as means of having parents become familiar with the local agricultural program. Have the entire program conducted by students to let parents see their children in action. Encourage students to have at least one parent appear on the program.
5. Invite parents to attend special Future Farmer activities such as greenhand and chapter farmer initiation, public speaking events, judging trips, snow trips and the like. Also when Future Farmers are given special awards, such as State or American Farmer degrees, have parents on platform with the boys at public recognition ceremony. Many teachers arranged to have this award presented at a local school assembly program.
6. Have parents visit your classes in agriculture as guests. Also use some of them as resource persons either by having them talk to your class or by taking the class to their farm for a field trip.
7. Use parents on advisory committees for the agricultural department and school farm where applicable.
8. Include the name of the parent and his community location when a student is given special recognition in the newspaper for an outstanding accomplishment.
9. Build a Future Farmer chapter to which parents will be proud to have their children belong.

10. Provide adult evening classes for the parents in the community.
11. Create opportunities for parents, other farmers, service clubs, and others to help the agricultural department. Many individuals in the community, if given a chance, are willing to give time and financial and moral support to youth activities.
12. Promote youth fairs and hobby shows if needed in your school and community. These are excellent means of getting parents to the school in a "fair activity" completely devoid of commercialism.
13. Donate the use of the facilities of the department for agriculturally related meetings for farmers.
14. Present a personal invitation to parents of boys enrolled in agriculture to attend "school open house," "back to school night," and the like. Prepare programs especially geared to what they need to know about the agricultural department.
15. Let each parent know you are truly interested in what is best for his son or sons. Making the best of this opportunity is an unending challenge to the teacher.

All teachers are encouraged to develop a planned program for informing the public about agriculture. In addition to junior high school students and parents, teachers need to plan to inform other teachers, school counselors, school administrators, local businessmen, and the general public about the opportunities available to those who have studied agriculture. This becomes a year around program and could well be an integral part of your public relations activities. It must be planned—you cannot leave it to chance.

Undoubtedly the best single recruitment device any teacher can have is a sound instructional program in agriculture. Some will say this is all that is necessary to attract an adequate number of students. However, today there is much evidence to refute this belief. While the quality of instruction is important, additional activities are necessary if agriculture is to compete with the highly glamorized subject areas for the more capable students in the school. So, it is imperative that a selling job for agriculture must be done if we are going to supply the trained personnel this great industry needs. □

## News and Views From NVATA

### James Hamilton Elected President of NVATA



James Hamilton of Audubon, Iowa, was elected President of the National Vocational Agricultural Teachers' Association at their National Convention in Kansas City, Missouri,

December 3, 1961.

Mr. Hamilton was born March 9, 1916, at Lucas, Iowa. He grew up on a farm in Lucas County, located in south central Iowa. He attended a rural grade school and graduated from Lucas High School in 1934. Jim received his Bachelor of Science degree from Iowa State in 1940 and his M.S. degree from the same institution in 1953.

Jim and his wife, Dorothy, have three daughters, Susan, Margaret, and Julie, all in elementary school at this time.

Jim started teaching vocational agriculture at Earlham, Iowa, in 1940, and after a year moved to Wall Lake, Iowa, but resigned to enter the Air Force. After three years in the service, he began teaching at Audubon in 1945 and has remained there for the past 15 years. He was a B-17 pilot in the Air Force and flew 35 combat missions in the European Theater, distinguishing himself by receiving the Distinguished Flying Cross and the Air Medal with five clusters.

Mr. Hamilton has for a long time been a leader in the various civic, farm, and professional organizations. He has served as chairman of the Audubon Agricultural Bureau of the Chamber of Commerce and is a member of the Farm Bureau. He is the co-author of the popular high school text *Profitable Farm Management*.

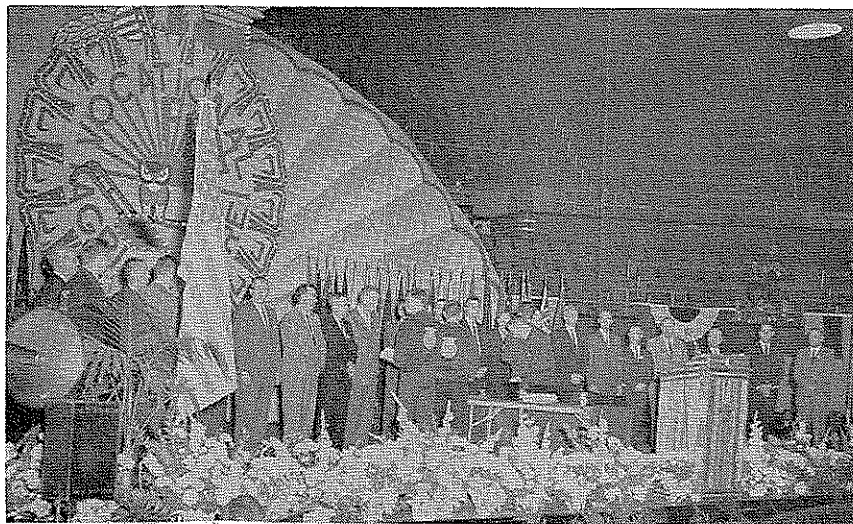
A complete program of vocational education in agriculture has been conducted under his direction. This is a one teacher department with a present enrollment of 49 high school students. His adult farmer school was acclaimed largest in Iowa from 1948-54. His FFA Chapter has won seven gold emblems in the national chapter contest and has won many other state and national awards.

Jim has served as President of the Iowa Vocational Agricultural Teachers' Association and as Vice President of Region III of the National Vocational Agricultural Teachers' Association. His term as President of the National Association, with approximately 10,000 members, will run through the annual national convention which will be held in Milwaukee, Wisconsin, in December, 1962. □

### Honorary American Farmers 1961 Convention

The Honorary American Farmer degree is awarded only by the national FFA organization. Among those so honored each year are twenty-five teachers of vocational agriculture whose records of service are outstanding in the nation. They are selected on the basis of a score card which takes into consideration such items as the length of their service, the number of boys taught who have become successfully established in farming, and the number of their boys who have won various awards for outstanding achievement in the FFA. From the ranks of more than 10,000 teachers of vocational agriculture in the United States, the 25 who received the Honorary American Farmer degree at the 1961 National FFA Convention are listed below with their schools: J. R. Lindsey, Clark County High School, Grove Hill, Alabama; Arnold Watkins,

Leachville Public Schools, Leachville, Arkansas; Glenn H. Ament, Analy Union High School, Sebastopol, California; Bruce F. Jensen, Visalia High School, Visalia, Cal.; R. E. Balkcom, Blakely High School, Blakely, Georgia; Joe Marion Fowler, Mary Persons High School, Forsyth, Ga.; Herman Nelson, Griffin High School, Griffin, Ga.; Price Turner, Hahira High School, Hahira, Ga.; Arthur L. Schick, Sterling Township High School, Sterling, Illinois; Roy F. Eck, Atchison County Community High School, Effingham, Kansas; John D. Vallot, Sulphur High School, Sulphur, Louisiana (This year appointed Executive Secretary, Louisiana State FFA Association.); Clyde B. Ray, Charlotte Public Schools, Charlotte, Michigan; Frank E. Gillett, Fredericktown High School, Fredericktown, Missouri; Luther I. Lalum, Flathead County High School, Kalispell, Montana; Homer O. Huntzinger, Broken Bow High School, Broken Bow, Nebraska; L. E. Watson, Humboldt High School, Humboldt, Neb.; Lee Howard Hutchings, Churchill County High School, Fallon, Nevada; Clyde E. Beougher, Delaware Willis High School, Delaware, Ohio; Olen L. Smith, Guthrie High School, Guthrie, Oklahoma; Claude H. Cooler, St. George High School, St. George, South Carolina; J. D. Franklin, Jr., Splendora High School, Splendora, Texas; Elmo Meyer, Schulenburg High School, Schulenburg, Tex.; R. Carlton Cupp, Turner Ashby High School, Dayton, Virginia; George B. Lancaster, Louisa County High School, Mineral, Va.; Clifford Dunn, Point Pleasant High School, Point Pleasant, West Virginia. □



Honorary American Farmer degrees were awarded to 25 teachers of vocational agriculture at 1961 National FFA Convention.

*News & Views From Teacher Education*

**Hamilton Returns to Mississippi State University**



J. R. Hamilton has returned to Mississippi State University as Professor of agricultural education, after filling the position of head of the Department of Agricultural Education at

East Texas State College for five years. He was on the agricultural education staff at Mississippi State at the time of his employment by East Texas

State. Dr. Hamilton has had varied experience in the teaching field, including several years as teacher of vocational agriculture in Mississippi and Alabama, junior college teaching, supervision and administration of veteran's education, and college teaching in the field of agricultural engineering.

He holds the B.S., M.S., and Ed.D. degrees from Mississippi State University, Auburn University, and Michigan State University respectively. His dissertation was titled "The Preparation of Michigan Teachers of Vocational Agriculture in Two Areas of Farm Mechanics." He holds membership in numerous professional organizations including the American

Vocational Association, the American Society of Agricultural Engineers, and the National Education Association. He is also a member of Kappa Delta Pi and Phi Delta Kappa, honorary fraternities in education.

Dr. Hamilton is the author of a 1959 text titled *Using Electricity on the Farm*, published by Prentice-Hall, Inc. He has contributed numerous articles to the *Agricultural Education Magazine*, and has authored a series on "farm engineering" published by *County Agent Vo-Ag Teacher* magazine.

Fields of special interest expressed by Hamilton are student teaching, vocational agriculture curriculum design, writing, and after-dinner speaking.

Dr. Hamilton replaced James F. Scoggin who retired June 30, 1961. □

◀ **TIPS THAT WORK** ▶

**An Idea That Promotes FFA Entries**

It was difficult to get corn entries for our county fair until I started using a crop exhibit card. The design of the card is illustrated in the accompanying cut. The card, which is placed with the exhibit, goes a long way in helping explain some of the

management practices used in growing the crop and points out the educational value that the boys gain in producing the crop. This modest "gimmick" has added just enough glamour to entering an exhibit until boys are now willing to participate. In the past the fair has largely been limited to the livestock entries. □

Submitted by:  
Norman Vandehaar  
Vo-Ag Instructor  
Atlantic, Iowa



**MACHINE SHOP AND TECHNOLOGY TOOL IDENTIFICATION KIT**, a publication from the Interstate, Danville, Illinois, 101 pictures, 5" x 8" in size, price \$4.50.

This kit of tool pictures contains those most commonly used in machine shop practice. The majority of the tools pictured are used in farm mechanics instruction. The kit is designed to be used in helping students become acquainted with proper tool identification. It contains a key to the tool identification pictures as well as suggestions for using the kit with students.

The cards in this kit are of heavy weight paper, and comes in an attractive storage box.

H. D. Brum  
Assistant State Supervisor  
Vocational Agriculture  
Ohio



**F. F. A. CROP EXHIBIT**

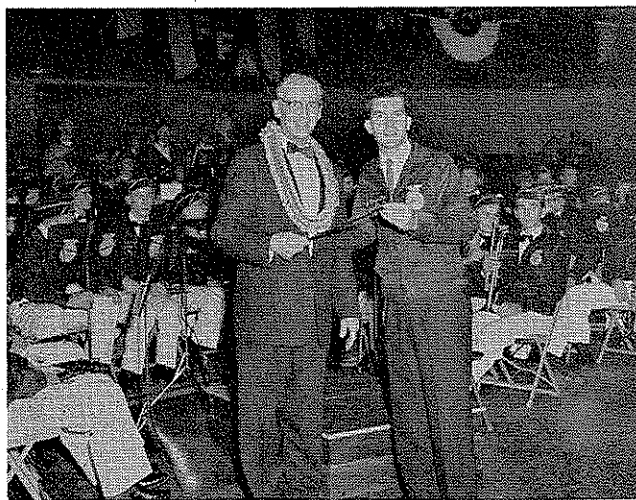
<b>Owner</b>	<b>Chapter</b>
<b>Crop</b>	<b>Variety</b>
<b>Planting Date</b>	<b>Plant Population</b>
<b>Fertilizer</b>	<b>Rotation</b>
<b>Other Practices</b>	

G. B. Cheever—For health and constant enjoyment of life give me a keen and ever-present sense of humor; it is the next best thing to an abiding faith in Providence.

## Stories in Pictures



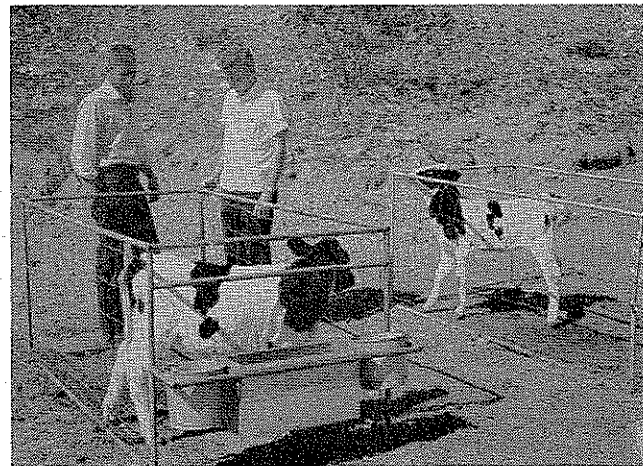
Dr. U. S. Reed, of Pine Bluff, Arkansas, is shown as principal speaker at the Eighth Annual Arkansas NFA Recognition Banquet. Picture submitted by Prof. R. C. Haynie, A. M. and N. College.



Retiring director of the National FFA Band, Dr. Henry S. Brunner, is presented a beautiful silver baton by National President Lyle Carpenter, as a token of appreciation for his distinguished service to the FFA. The presentation was made at the completion of an inspiring concert by the band during the 1961 National Convention. Dr. Brunner, formerly head of the Department of Agricultural Education at Pennsylvania State University and currently with the U. S. Office of Education, Washington, D. C., has been the band's director each year since it was organized in 1947.



Darryl Eastvold of Mayville, North Dakota, is interviewed for a National FFA office by the Nominating Committee during the 1961 National FFA Convention in Kansas City, Missouri. Darryl is now National Vice President representing the Central District.



Guy Faught and Doug Hafen, Mesquite, Nevada, who built 12 individual calf pens in the shop.



A Wells, Nevada, community service project during 1961.