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*Featuring—*Advising the FFA Chapter

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# The Agricultural Education Magazine

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## The Cover Picture

R. Curtis Day, State President of the Maryland FFA Association explains educational concerns involved with the state and chapter programs of our organization. Curtis, a graduate of Damascus High School, Montgomery County, personifies the success of the FFA program.

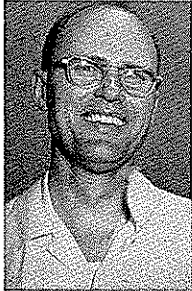
Curtis says, "The FFA program stands for action, action that involves many facets of our present day living." It is his personal goal to see that the FFA meets the needs of our present youth, so in turn, they may develop the type of leadership that agriculture rightfully deserves.

# Editorials

## Guest Editorial

### Chapter Activities for Today's Members

D. R. PURKEY, Executive Secretary, Ohio Association of Future Farmers of America



At local, state and national levels the Future Farmers of America have had a significant part in the development of Vocational Agriculture. Through this organization it was possible to develop outstanding activities that will leave their mark on rural society.

Recent changes in agriculture and changing background experiences of today's "Future Farmers"

make it necessary to look ahead, with a changing, up-to-date program. We must do this if we are to be as effective in the future as we were in the past. The following changes seem to demand a "new look" at our F. F. A.:

1. A highly specialized type of full-time farmers.
2. Increasing numbers of part-time farmers and rural residents.
3. Changing enrollment requirements for vocational agriculture students. (Not all with farm backgrounds.)
4. Decreasing numbers of "farmers" needed to produce the necessary food and fiber.
5. Increasing numbers of agricultural related occupations available where "production agriculture" is helpful.

These changing times have resulted in "Future Farmers" farming programs (which I prefer to call "occupational experiences programs") being conducted in many different ways. These "new versions" may be just as effective and in many cases more effective than the "old home farm" conducted programs.

In Ohio, nearly  $\frac{1}{4}$  of our enrollment conducts their "programs" on farms or facilities *other than* the home farm. In many cases there is no "home farm." Horticulture, landscaping, greenhouse work, nursery stock production and many others have taken on new importance. Recently a "Future Farmer" in Ohio conducted as his "occupational experience" program, sod production for resodding lawns. In the same class were several boys who were placed on specialized farms for "work experience" programs. While others had an opportunity to participate in the entire farm business, still others conducted their programs on a school land laboratory.

(Continued on Next Page)

## From the Editor's Desk

### The Individual and the Organization

In this FFA issue, criticism is made of over participation in contents, of continuing outmoded activities, of ignoring the needs of nonfarm members and in general, of conformity to tradition rather than exploration of new frontiers. Everyone, including the critics, would agree that the Future Farmers organization has made an important contribution to agricultural education and is still strong and sound. Similar criticisms have been made of most organizations as they increase in size and maturity. Farm organizations, labor unions, corporations and in fact, all of our organizations and institutions must meet this problem of the individual versus the organization.

William H. White, Jr., in "The Organization Man," describes employees of large corporations who lose their individuality to the extent that they not only talk, think, and dress alike on the job, but who also live in the same suburbs, participate in the same community organizations and even attend the same churches. He identifies the dangers of the organization dominating the individual to the extent that conformity rather than progress becomes the end product.

This week we received a letter from an FFA officer of a local chapter proposing a change in the FFA. He stated that his chapter thought this change to be a good idea and that he was writing to all FFA officers in his district to get their support for the change. While we didn't agree with the proposed change, we think that the faith of this farm boy in himself and his belief in the existence of other individualists may be the best way of keeping the Future Farmers of America a dynamic modern organization. Channels for the expression of new ideas must be kept open. Future Farmers come from some of the most individualistic families in our nation. We need to continue to recognize the ideas of the membership to answer the problem of size, maturity, and changing conditions.

Henry M. Wriston in *Goals for Americans*, says "The moment is ripe to remind ourselves once again that ideas come from individuals, that progress stems from ideas." This admonition is appropriate to The Future Farmers of America as they seek to find "Better ways for better days."

*Roger J. Woodin*

With the above conditions in mind, let's look at some of our "time honored" activities to see if they fit the new picture.

1. *F.F.A. Incentive Awards Program.* Are they available for all of our membership? The nine "National Foundation" awards seem to be based on the idea that all recipients will live on a farm preferably with their fathers and will have an opportunity to "take a project" in one of the areas. This does not allow an increasing percentage of our membership to even be slightly excited about participation. I believe most of the winners need to have a very cooperative family to win. This may be satisfactory for this group. We may need to find different incentives for these other students. Now awards might be given for "Outstanding Land Laboratory Programs" for "Best Cooperative Project Participants" or for "Best Cooperating Farmer-Trainee Relationship."
2. *State and American Farmers.* These two awards are concerned with a small segment of the boys who "become established or are becoming established" in farming. This is especially true for the American Farmer Degree. In my opinion, this is good and should be continued. However, should we not be concerned with a larger group of our vocational agriculture graduates who enter other fields of agricultural work including College of Agriculture students, agricultural sales representatives, and others?
3. *Judging Contests.* The value of this area is again limited to a small segment of F. F. A. members. When we consider the "unreliability" of the event, we become more concerned. This is especially true in Dairy Cattle and Hogs, where the reliability of the judging results and production are at odds. With our "farm reared and farm directed" members, it still may be a farce in many cases. To require a member to become proficient in all the "general livestock" areas is in many cases a waste of time. He may be a specialized farmer and needs to have more "depth" in the enterprise that

concerns him.

It is true most Future Farmers "like to judge." It is a good public relations activity. It may be that it is popular enough that "incentive" awards need not be given.

4. *State, County, and Local Fairs.* These are excellent public relations activities and for this reason may need to be continued. If so, let's quit calling them "educational." They may promote the production of registered livestock. This, however, is questionable on many farms

where facilities are not available.

There are other areas that need attention but time and space does not allow them to be discussed here. The four areas mentioned above are concerned with only a small (but very important) segment of our membership. If we are interested in going forward, we may need to change the name from Future Farmers of America to Future Agriculturalists of America. It is only changing the letters from F. F. A. to F. A. A., but to me it designates Vocational Agriculture's place in the future. □

## LETTERS

Sir:

Prior to the annual Agricultural Teachers Conference this summer, the Executive Board of the N.C.A.T.A. appointed me State Chairman of the Ag-Ed magazine drive.

We organized and made an all out effort to get more teachers to subscribe to the magazine. Our efforts paid off, we think, and I am enclosing the subscription list with 110 names and a check for \$330.00.

F. RAY WALLACE

Micro, North Carolina

Sir:

During the past summer a group of six Agricultural Education Specialists from Brazil studied programs of vocational agriculture in several states in this country. They spent two months at a special workshop on Vocational Agriculture at Purdue University. While there, they became interested in the NVATA and the Agricultural Education Magazine. Before returning to Brazil, they left a check to cover their memberships and subscriptions.

*Now if you write an article for the Agricultural Education Magazine, it will be read in at least two continents.*

WALTER L. BOMELI

Bangor, Michigan

*The Agricultural Education Magazine is read in more countries than you may realize. Since July subscriptions have been received from Australia, Pakistan, India, U.S.S.R., Greece, Japan, Hawaii, Iraq, South Africa, Turkey and Canada. This is by no means a complete list of subscriptions going to foreign countries.*

Ed.

C. C. Scarborough  
Teacher Education  
North Carolina State College  
Raleigh, North Carolina

Dear Sir:

I recently read your editorial entitled "Is It Time to Change the Name of the F.F.A.?" in the May issue of *The Agricultural Education Magazine*. I agree fully with your article. I am a sophomore in high school. I hold the reporter's office in our chapter, class president, student council vice-president, star Greenhand,

and participate in all school activities. I am the type who, when I hear a good idea, I want action. That is the purpose of this letter. If at all possible I would like you to send me as many copies of your article as possible along with suggestions on how to bring it before the National Delegation.

EUGENE HAFFNER

F.F.A. Reporter—Jolley, Iowa

Sir:

I wish to commend you on the content and appearance of the *Agricultural Education Magazine*. We are looking forward to making more extensive use of this publication with both graduate and undergraduate students in this department.

R. W. CLINE

Tucson, Arizona

Sir:

As you probably know, the nature of the Prentice-Hall Scholarship award has been changed. Four \$125 scholarships for summer courses are to be offered to teachers of vocational agriculture. Application blanks for these scholarships have been mailed to teacher education departments in each state. Entries must be received by March 1. I am sure that an announcement in the Ag Ed Magazine would reach the eyes of prospective candidates.

R. C. S. SUTLIFF

Albany, New York

Sir:

Every reader interested in the nature and practice of leadership will want to read Professor H. E. Beam's article titled, "The Factor of Leadership Style in Adult Education."

This article, stressing fundamental principles of leadership, furnishes much food for thought for all who are interested in improving their leadership skill in adult as well as other areas of education.

One point which may be questioned by readers is Professor Beam's implication that a particular person is by nature either "group oriented" or "subject oriented." I believe that any good vo-ag teacher has to be, on occasion, both.

J. R. Hamilton  
Teacher Education  
Mississippi State University



## National Trends in FFA Activities

WM. PAUL GRAY, National Executive Secretary, Future Farmers of America, Washington D. C.

Studying the progress of the Future Farmers of America shows how the activities of the organization have changed. Perhaps the greatest changes began in 1941. Since then many records have been made and much accomplished in membership growth, increase in number of chapters, the number of American Farmer Degrees conferred and the broadening of leadership training. Greater emphasis has been placed upon proficiency in farming and upon an FFA awards program "geared" to a changing agriculture. The FFA idea has spread to other countries where "brother organizations" are helping to improve agriculture and develop rural leadership. Through an International Education Exchange Program, many thousands of people in over a dozen countries on three continents have become acquainted with the leadership ability and knowledge of farming, as well as the friendliness of the FFA representatives.

We can take great pride in the thousands of FFA members who have become successfully established in farming, or who have become leaders in fields related to agriculture. Today's successful farmers have been taught how to efficiently produce food and fiber with greater emphasis placed upon proficiency in organizing and coordinating the entire farm into an organized and well-managed business. Farmers are meeting the complexity of farm marketing through the application of sound financing and management lessons learned in vocational agriculture. The practical use of soil and water management, improved farmstead practices, and maintenance of farm machinery and equipment has contributed much toward a more desirable economic environment and better living on the farm. Leadership training in FFA has helped prepare members to live and compete in a society and agriculture that has grown exceedingly complex the past twenty years.

The Annual Report of the State Associations on FFA State and Chapter activities for the year 1961-62

indicated a noteworthy trend in FFA activities toward fulfilling the educational needs of farm boys in their farming program, promoting scholarship, giving leadership training, developing citizenship, in fact, in all areas of the program of work. The following accomplishments are just a few of the highlights from this report:

1. Active membership increased 9,942 making the total membership 387,992. Special emphasis has been given to maintaining out-of-school membership.
2. School farms were operated by 2,346 departments, thus providing additional training opportunities for members in supervised farming and cooperative activities.
3. Four thousand eight hundred and nine chapters provided cooperative agricultural services which ranked in the order of providing registered sires in swine, sheep and beef, with renting of chapter farm equipment second.
4. Forty-one percent of the chapters conducted safety campaigns, emphasis was greatest on tractor and farm machines, followed by farm mechanics and shop, farm work, fire prevention and farm home and building safety.
5. Thirty percent of all chapters sponsored livestock shows or fairs.
6. Thirty-five percent of all chapters conducted an organized conservation program.
7. Sixty-one percent of the chapters conducted public speaking activities or contests.
8. Sixty-five percent of all chapters participated in parliamentary procedure contests below the State level.
9. Seventy-three percent of the chapters operated on a planned budget. The highest figure submitted was \$1,574, the lowest \$106.
10. In the budget figures submitted by State associations the lowest

was \$689, with the highest \$47,000.

11. Only 75% of the chapters held 12 meetings per year, however 70% of these used an executive committee to plan meetings.
12. There were 20 States that operated State camps, but there was an increased emphasis on the leadership training given to boys in attendance.
13. A slight increase occurred in chapters holding either a parent-son or father-son banquet, with 78% of the chapters participating.
14. There was continued increase in the use of State foundations, with 25 States having a Foundation organized and operating.
15. An increase occurred in the number of States holding State Officer Good-Will Tours, with 50% of the States now conducting this activity.
16. Chapters are making excellent use of special activities to observe national FFA week with greater emphasis on outdoor billboard signs.

### Let Us Look to the Future

During the six years I have served as Executive Secretary I have observed as well as evaluated many State and chapter programs of work. Some of these have been outstanding, yet I would be naive if I believed any one program was completely fulfilling the aims and purposes of the FFA. It has been gratifying to see many chapters as well as State programs of work greatly improve. Consequently, I am certain the total overall FFA program is doing a very good job training the majority of students of vocational agriculture.

Agriculture will continue to change in the future as it has in the past and there is no doubt but what the instructional program in vocational agriculture will continue to be modified to fit the training needs of its students. Therefore, the FFA program will need to change and continue to improve in quality. I believe

this can be accomplished if all FFA members, chapters and State Associations set high goals and accept real challenges in the following areas:

1. Work to maintain a strong membership of qualified members.
  2. Broaden the use of State officers to promote FFA through State Good-Will Tours.
  3. Encourage greater participation by chapter members in conservation programs.
  4. Broaden the leadership training program on regional and State levels to reach every State officer and every member.
  5. Properly prepare and nominate a greater number of candidates for both the State Farmer and American Farmer Degrees.
  6. Place greater emphasis upon accuracy and properly completed applications for all FFA degrees and awards, with use of a State reviewing committee
7. Place greater emphasis upon all chapters to meet the minimum requirements of 12 chapter meetings per year.
  8. Provide chapter activities to promote improvement of scholarship.
  9. Encourage greater participation in the FFA Foundation Awards Program, especially in the Farm Poultry Farming, Farm Forestry and Crops Farming phases.
  10. Over 50% of the chapters in each State rate Superior Chapter (only 28% have earned this award).
  11. One hundred percent of the members in all States subscribe to The National FUTURE FARMER Magazine.
  12. Place greater emphasis on the use of the official calendar as a public relations media (only 11% of chapters participate now).
  13. Place greater emphasis on more members attending State conventions since only 50,000 members from 6,200 chapters participated last year.
  14. Every chapter sponsor a parent-and-son banquet.
  15. Encourage greater number of outstanding members who are eligible to run for a national office.

Finally, let us all work together to move the FFA forward in all areas of activities which contribute to the worth of the individual and to the improvement of vocational agriculture and the FFA. The outcome will be new records in supervised farming, outstanding achievements in leadership and cooperation and the establishment of Future Farmers as contributing citizens to their communities. □

## Choosing Appropriate Chapter Activities

W. C. MONTGOMERY, Supervisor, Frankfort, Kentucky



The Future Farmers of America organization is the show window of a local department of vocational agriculture. The FFA, if used as intended, cannot fail to make an outstanding contribution to the teaching of vocational agriculture. Organized in 1928, it should by now be making this contribution.

Show windows make impressions on the people who see them. These impressions may be either good or bad depending upon the window dressing. The local chapter advisor has the major responsibility for deciding what the public will see in his show window. Whether or not the window dressing is attractive and interesting depends upon the objectives or goals of the local chapter. Therefore, it is vitally important that the advisor understand clearly the contribution that the FFA can make to his vocational agriculture program and use it accordingly.

The teacher should keep in mind that the FFA when used wisely will provide recognition for all members who do outstanding work with their

supervised farming programs. It will in addition provide opportunities for all members to develop qualities of leadership and citizenship. He should understand and believe wholeheartedly that unless his chapter members develop good supervised farming programs their opportunities to receive recognition or to develop qualities of leadership and citizenship will be severely limited.

Local chapter programs of activities provide the ways and means to reach the aims of the FFA and make the needed contributions to teaching vocational agriculture. Good chapter activities are always based on the needs of the chapter members, school, and community.

What are the characteristics of a good chapter activity? First, it should make a definite contribution to the teaching of vocational agriculture. Although the final selection, planning, and carrying out of an activity is the responsibility of the chapter members, the advisor has the responsibility of providing counsel and guidance to members in selecting activities.

Second, a good sound FFA activity, in most instances, will involve several members. A weakness of many programs is that too few members are involved. A good chapter program will always have a few activities involving one, two, or three members, but as a rule, activities should involve several boys. The advisor can make more efficient use of his time by working with several members at one time. Third, many good activities are continued from year to year with changes in goals and ways and means. It should be understood that there will be a few activities included in most programs that will be used only one year.

The following points might prove helpful if used by the advisor and chapter in selecting activities:

1. Will the activity be an aid to teaching?
2. Will it take excessive time over and above the instructional program?
3. Will enough members be involved to justify the activity?

An example of an FFA activity that will make a contribution to the teaching of vocational agriculture follows.

Activity	Goal	Ways and Means	Accomplishments
<p><b>SUPERVISED FARMING COMMITTEE</b></p> <p>1. Sponsor a tobacco production program</p>	<p>a. Eighteen members produce 2,000 or more pounds per acre</p> <p>b. Provide framed certificates for members making 2,000 pounds or more of tobacco per acre</p> <p>c. Select member with highest yield. Provide trophy for this</p> <p>d. Make awards at Parent and Son Banquet</p> <p>e. Publish story in local paper on results of the program</p>	<p>a. Vo-ag teacher provide instruction and supervision</p> <p>b. Name a special committee by November 1 to secure a sponsor for tobacco production program—Provide certificates</p> <p>c. Sponsor provide trophy for member with highest yield per acre</p> <p>d. Committee chairman work out spot to present awards with banquet program chairman</p> <p>e. Chapter reporter prepare story for local editor. Advisor edit story.</p>	<p>a. Twenty members exceeded 2,000 pounds per acre. Exceeded goal by two.</p> <p>b. Secured D. M. Stone, Manager, Farmers Supply, as sponsor November 15. Awarded certificates to (list names)</p> <p>c. Mr. Stone presented trophy to Bob Jones who produced 2,600 pounds on one acre</p> <p>d. Awards were presented by sponsor at annual Parent and Son Banquet, April 15</p> <p>e. Story published April 23, 1961, in local paper</p>

4. Can adequate recognition or awards be provided?

Once an activity has been selected, the following steps should be followed:

1. State the activity clearly so as to denote action.
2. Set clear cut, measurable goal or goals for the activity.
3. List enough ways and means to provide the who, when, and how aspects of carrying out the activity to further involve not only the standing committee, but other members or special committees if needed. Further planning in addition to that done by the standing committee should be the responsibility of

the chapter in regular meetings during the year.

Immediately following the carrying out of the activity, the standing committee responsible should make a final report of accomplishments to the chapter at the next meeting. Accompanying this report should be a recommendation by the committee that the activity be continued during the next year or deleted from the program.

A clear, accurate summary of accomplishments should be recorded in the accomplishment column in the chapter program of activities in the secretary's book. A more detailed report should be included in the chapter minutes.

A good chapter program will include several activities based on

members' supervised farming programs. These not only contribute to the teaching of vocational agriculture but stimulate students' interest in developing good supervised farming programs. In addition, these activities provide members with opportunities to serve on committees, meet the public, and develop qualities of leadership and citizenship. A good program will also have activities designed to give training in public speaking and the correct use of parliamentary procedure.

Strong FFA programs are not developed in one year. Usually three or four years are necessary to build a good one. Making the FFA contribute to the teaching of vocational agriculture challenges the best thinking and enthusiasm of all teachers. □

### Improving an Advisory Committee Operation

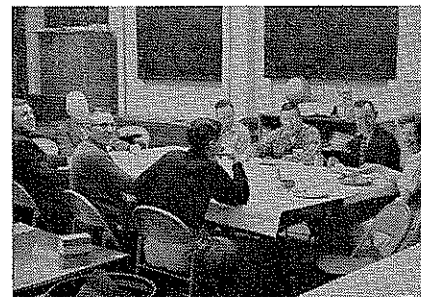
We have followed a new plan the past 2 years in promoting more efficient work in our Advisory Committee. We have divided our committee into sub-committees as follows:

- Future Farmers of America Committee
- Evening Class Committee
- School Farm Committee
- Agri. Dept. Shop & Implement Committee

The entire council meets on major problems; the teacher calls in sub-

committees on special problems, thus eliminating so many meetings of the entire group. Once a year, the advisor's wife fries chicken and makes coffee—while each member brings in a designated side dish—and a combined fellowship and business meeting is held. We have found this committee plan of organization and sub-committees very effective.

Virgil Telfer  
Teacher of Vocational Agriculture  
Martinsville, Indiana

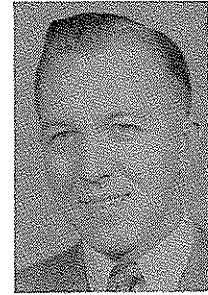


Vo-Ag Advisory Committee and the Advisor's wife, Mrs. Telfer, who fried the chicken. The empty chair is the Advisor's, who took the picture.

# Are Voc Ag Contests Valuable to Participants?

## This Illinois study says "Yes, but . . ."

PAUL HEMP, Teacher Education, University of Illinois



Contests are used in vocational agriculture programs to stimulate interest and to promote learning. Teachers and other educational leaders need to know the educational worth of contests so changes can be made and appropriate learning experiences planned. Opinion of students regarding contests should be considered along with opinions of teachers and others in arriving at a sound evaluation of contest activities.

Opinions of 500 senior vocational agriculture students were gathered recently by the writer as a part of a broad study of contests and award programs in Illinois.<sup>1</sup>

Students were asked to indicate their participation in contest and award activities and to rate the educational value of these activities. This article summarizes the opinions of these students regarding public speaking, livestock judging, dairy cattle judging, poultry judging, grain judging, land judging, and parliamentary procedure contests.

The data help provide answers to the following questions:

1. What percentage of the student group studied had participated in seven vocational agriculture contests during their high school careers?
2. How do these students rate the educational value of the seven contests studied?
3. How do students who are grouped according to their level of participation (none, local, sectional or above) rate contests?
4. How do students who are grouped according to frequency of participation rate contests?
5. How do the ratings of "winners" compare with the ratings of "losers"?

<sup>1</sup>Paul E. Hemp. "An Analysis and Appraisal of FFA and Vocational Agriculture Contests and Award Programs." Division of Agriculture Education, University of Illinois, 1961.

TABLE I

Percentage of Senior Students Rating Seven Contest Activities as "Very High," "Medium," or "Very Low" in Educational Value

	N	Percentage Rating Contest:		
		Very High	Medium	Very Low
1. Land Judging	481	64.	32.	4.
2. Livestock Judging	479	58.	39.	3.
3. Dairy Cattle Judging	477	52.	42.	6.
4. Grain Judging	478	45.	48.	7.
5. Public Speaking	470	39.	48.	13.
6. Parliamentary Procedure	473	34.	49.	17.
7. Poultry Judging	468	28.	49.	23.

### Participation in Contests

The percentage of students who had participated in each of seven vocational agriculture contests during their high school careers was as follows:

Livestock judging	53.2%
Land judging	48.0%
Dairy cattle judging	42.4%
Parliamentary procedure	35.0%
Grain judging	32.8%
Poultry judging	28.8%
Public speaking	18.4%

### Land Judging Rated Highest in Value

Land-use selection contests (land judging) were rated highest in educational value by the senior students included in this study. Poultry judging, on the other hand, was rated "very low" in educational value by 24% of the senior students. The percentages of students rating seven contests as "very high," "medium," or "very low" in educational value are shown in Table I.

Participation in contests is definitely related to the ratings students assigned to these contests. For example, public speaking contests were rated relatively low in educational value by the students included in this study, but only 18% of the students studied had participated in such a contest during their high school careers.

When students were grouped according to their participation records

in each of the seven contests studied and the ratings of these groups compared, it becomes evident that there is a relationship between participation and student rating. In every case, students who had not participated at all rated the educational value of these contests lower than did students who had participated. Students who had participated in public speaking, dairy cattle judging, and grain judging contests at the sectional level or above rated these contests lower in educational value than did students who had participated at the local level only.

### Years of Participation and Student Ratings

What is the relationship between frequency of participation and the ratings these students assigned to vocational agriculture contests? The data suggest that frequent participation is related to lower student ratings of some contests.

The data show that in every contest except grain judging there was a statistically significant difference among the ratings of students grouped according to their frequency of participation. In the case of poultry judging, grain judging, and land judging contests, students who participated two or more years assigned lower ratings to these contests than students who participated one year. One cannot conclude from the chi-square values that there is a significant dif-



ference between the ratings of the two groups but the magnitude of the differences in poultry judging and land judging is striking.

**Ratings of Winners and Losers**

The effect of contests on winners and losers is often discussed among teachers. In order to observe the relationship between the ratings of "winners" and "losers" the responses of students included in this study were divided on the basis of awards won. Only the ratings of students who had participated in each of the seven contests were considered and these were divided into "winners" and "losers."

In each of the seven contests shown in Table II "winners" rated the educational value of contests higher than "losers" did. But the differences in the ratings of these two groups were statistically significant at the 5% level only in the case of livestock judging and parliamentary procedure.

**Conclusions**

The data collected in this study warrant the following general conclusions:

1. Fewer than half of the senior students studied had participated in six of the seven contests during their high school days.
2. Contests rated highest in educational value by students are land judging, livestock judging, and dairy cattle judging. Students rated poultry judging lowest of the seven contests.
3. Students who had not participated in the seven contests studied rated these contests lower than did students who had participated. In some cases students who had participated at the sectional level or above rated contests lower than students who had participated at the local level only.
4. Students who had participated

**TABLE II**  
Percentage of Senior Students, Grouped According to Awards Won, Who Rated Seven Contest Activities "Very High" and "Medium" or "Very Low"

Contest	Group	N	Percentage Rating Contest:		Chi-Square
			Very High	Med. or Very Low	
1. Public Speaking	Winners*	( 12)	75.	25.	N.S. 3.022
	Losers†	( 67)	48.	42.	
2. Livestock Judging	Winners*	( 47)	81.	19.	P < .02 6.121
	Losers†	(186)	58.	42.	
3. Dairy Cattle Judging	Winners*	( 42)	67.	33.	N.S. 1.270
	Losers†	(144)	57.	43.	
4. Poultry Judging	Winners	( 22)	54.	46.	P < .10 3.238
	Losers†	(100)	34.	66.	
5. Grain Judging	Winners*	( 52)	58.	42.	N.S. 1.286
	Losers†	( 98)	48.	52.	
6. Land Judging	Winners*	( 75)	77.	23.	N.S. .016
	Losers†	(137)	72.	28.	
7. Parliamentary Procedure	Winners*	( 43)	65.	35.	P < .05 3.950
	Losers†	(110)	47.	53.	

\*Winners—Won an award at a sectional, district, or state contest.

†Losers—Participated but won no award.

in poultry judging, grain judging, and land judging contests two or more times gave lower ratings to these contests than did students who had participated only once.

5. Students who had won a contest award rated the contest higher than did students who had participated but had won no award; however, the differences in the ratings of the "winners" and "losers" were statistically significant in only two of the seven contests studied.

**Implications for Teaching Practice**

This study offers evidence that some contests are restricted to a small fraction of the vocational agriculture student population studied. Many students never participate but some students participate year after year. Participation in contests should be spread among a higher percentage of the student population particularly at the local level.

Poultry judging was rated at the

bottom of the list by the students included in this study. This contest should be seriously evaluated by teachers especially in areas where poultry is no longer an important farm enterprise.

In some cases, students who had participated in contests at higher levels (sectional, district, or state) rated contests lower than did students who had participated at the local level only. This is increased evidence that the greatest learning value of contests rests upon what is done by the teacher at the local level.

The values students assign to contests are probably influenced by the experiences which they have had with these contests. In weighing the opinions students have toward contests one should find out their participation experiences with the contest and their success in winning awards. Student opinion, alone, is not a valid basis for evaluating contests but these opinions can become a valuable part of the information needed for replanning and revising contest programs. □

**Thirty Years Ago in the Agriculture Education Magazine**

Thirty Years Ago in The Agricultural Education Magazine, Carl G. Howard was selected as Master Teacher of the State on the basis of the following scores:

**SCORE CARD**

Wyoming Master Teacher for  
Items 1928-1929      Points

1. Number of people reached	
-----------------------------	--

in organized instruction	170	6. Physical equipment	50
2. Types of instruction (all-day, part-time, evening)	60	7. Practice program in operation	210
3. Preparation for and methods of instruction	125	8. Community group leadership activities	100
4. Knowledge of his community	60	9. Publicity program	50
5. Plan of work based on community needs	75	10. Participation in the activities of the state program	100
			<b>1000</b>

# Future Farmer Activities in a Four Teacher Department in California

A. M. MELLOR, Teacher of Vocational Agriculture, Lodi, California

Our chapter is located at about the geographical center of California in a rich agricultural area in the great central valley. We are thirty-five miles south of Sacramento and fifteen miles north of Stockton. The Mother Lode country of gold rush days lies in the foothills an hour's ride to the east and San Francisco lies two hours' ride to the west. The land is level and under irrigation with vineyards, orchards, and field crops prevailing. Considerable dairying is scattered throughout the vicinity. Rangeland and dry grain farming increase toward the Mother Lode country to the east.

## Chapter Activities

We consider the Future Farmer chapter the core of our department. Our students are known not as "aggies" or "vo-ag" students, but as Lodi Future Farmers. We have FFA meetings in the evening at 8:00 p.m. on the third Thursday of each month during the school year, and for the last two years we have had one mid-summer evening meeting about a month prior to the County Fair.

Our meetings are opened and closed with the official ceremonies and our initiations are also carried out in the official manner. Our initiation ceremonies are formal only. We cut out the last of the hazing about six years ago. FFA meetings are held in the "Rumpus Room," a basement room specially built with storeroom and kitchen for this purpose. Among the decorations on its walls are framed pictures of all of our state or national championship judging teams with their respective coaches and framed group pictures of each year's "State Farmer Degree" recipients. Where one of the State Farmers later receives the "American Farmer" degree, additional mention is made under his already existing picture.

Other uses are found for our FFA "Rumpus Room." It has proved a valuable meeting place for school clubs in general and for many public meetings, particularly those referring to agriculture.

We have a Future Farmer treasury of about \$7,000. This is put to very valuable use and has taken a long

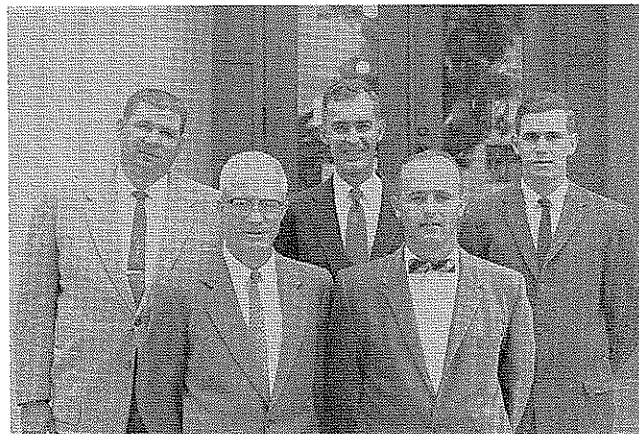
time to accumulate. Our chapter was chartered in 1930. Its history and the slow accumulation of its treasury precede even that date. Many efforts have gone toward the building up of these resources. Selling refreshments at high school games for many years played a part. For nine years the chapter operated a 4½ acre Tokay vineyard. The grapes were pruned, sulfured, thinned and packed for fresh shipment by various classes. This constituted valuable learning. We now operate a 2½ acre Tokay vineyard but it is of poor quality and the revenue is low. Its value is considerable as a teaching aid, however. Some of the money in our treasury is in bonds. About \$3,000 is used as a backlog for purchases of feed and livestock for our members. Mostly, the money owed to the chapter by members is repaid by means of bank loans. Sometimes the chapter carries the boy, charging him interest when he pays his bill.

## Other Future Farmer Activities

We have trained as many as seven judging teams. At present we train five, namely, General Livestock, Dairy Cattle, Farm Mechanics, Tree, and Vines. We consider the time that we put in on these teams well spent. About 25% of our membership comes out for judging. The training they get in discernment and speaking is of great value. The experiences they undergo on judging trips to various colleges inspires them, we believe, to plan further education at these institutions of higher learning.

## Teaching Responsibilities

With four teachers in our department we find it possible to specialize in some agricultural subject matter areas. Gary Blomgren teaches both freshmen agriculture science (crops and soils) classes, a total of about



Faculty Members of the Lodi, California Vocational Agriculture Department.

Left to Right: Walter S. Hart, Arthur W. Mellor, Glenn W. McMaster, T. Robert Phelps and Gary S. Blomgren.

forty-five boys, and follows one of his classes into farm shop to teach freshman farm mechanics. In addition to these three classes, Gary teaches one nonvocational class (as three of us do) in practical mathematics. This, with two periods for project supervision, completes his six period day.

Bob Phelps has both sophomore animal husbandry classes and the senior class in farm management. He also teaches a nonvocational class in practical mathematics, and this, with two periods of project supervision, completes his six period day.

The writer, Art Mellor, teaches the hour and one-half junior class in horticulture. In addition he keeps the junior boys (in a different room for psychological reasons) for one-half hour study hall. He also teaches a nonvocational practical mathematics class and this, together with one period for "Head of Department" and two periods for project supervision, completes his six period day.

It may have been noticed that the writer's project supervision load is light, but he shares Bob Phelps' projects giving the three of us project supervision loads of 45 to 50 each.

Glenn McMaster, our specialist in mechanics, teaches five periods of farm mechanics, namely, one freshman class, two sophomore classes, an advanced class (construction) and an advanced class (farm power). This, together with a period for shop supervision, preparation, and upkeep, fills his six period day.

Aside from the regular four instructors there is Walter Hart, a vocational agriculture trainee, graduate of the University of California at Davis. He has been selected for cadetship in vocational agriculture and is doing his six months' residence in practice teaching in Lodi at the Lodi Union High School. Walt, after the first two weeks of observing, is on a regular teaching schedule of his own. Under Gary Blomgren he teaches a class in "Crops and Soils" (freshman agriculture science). This class Walt follows into the farm shop where he teaches freshman farm mechanics under the shared guidance of Gary Blomgren and Glenn McMaster (Glenn McMaster heads all farm shop instruction). Finally, under the guidance of Bob Phelps, Walt

teaches a class in animal husbandry (sophomore agriculture science).

At the end of his semester of residence practice teaching Walt, in conjunction with the eighteen other vocational agriculture cadets now in training in California, will return to college for the last half of the year.

Having Walt with us as a man and as a teacher has enriched our lives, as, we hope, his associations here have enriched his.

#### Public Relations

It has often been said that doing a good job of teaching is the best of public relations. We believe this, but we also believe that having done this, one is pleased with the results and enjoys meeting with his administrators, the counselors of his school,

the publishers of his local paper and the leaders of his community. We also believe that, conversely, a deliberate attempt to meet with and know well these people has a desirable and uplifting effect on his teaching so we go out of our way to do just this.

#### In Conclusion

We four agriculture teachers see many shortcomings in our teaching and our handling of chapter affairs, and we are constantly searching, as are our neighboring agriculture teachers with whom we frequently converse at sectional and regional meetings, for better ways of doing things. It is for this reason this résumé of our chapter has been written and we hope that some who read it will write of their chapters. □



## The FFA Chapter—Social Club or Educational Tool?

ALLAN L. UTECH, Supervision, Springfield, Illinois

The care and use of tools is important in many departments of vocational agriculture. Nothing is more disconcerting to a draftsman than to have tools misused. It is the desire of the writer to suggest a number of ways that the FFA can be used as a tool to help dispel the "clubby" notion that persists in the minds of many who should know better.

There are still some administrators, agricultural education leaders, and Vo-Ag instructors who feel the need to apologize for engaging in FFA activities in daylight and not relegating the program to the night. The FFA is a legitimate offspring of the agriculture education program and an integral part of the curriculum of vocational agriculture. The seat of the problem might be that "night clubs" ideas don't mix too well with a day program "tooled" for education.

Several factors have combined to encourage an increase in the number of daytime meetings. The most important of these are: transportation problems for the unlicensed, juvenile delinquency and competition for student's time. Much FFA work can be accomplished in class without having a formal meeting.

A good beginning toward our goal will have been made when each class

group is organized and officers selected. It is nearly impossible to get all groups together for a worthwhile meeting in the time allotted during activity periods. Every group has problems best understood by its own group, but can still function as a segment of the larger unit. If leadership is good let's start it early and let it be continuous. By the time a student is a senior, he will have had many leadership opportunities.

The president of each group can act as chairman when there is some business to be transacted that can't wait a month for action. The reporter can write the news of his class activities. The treasurer can manage the funds for his own class without the necessity of putting all the members to the inconvenience of searching for that chapter treasurer who is never available. While you are at it, why not add a few more officers? There is a need for a parliamentarian, who can assist in the conduct of the meeting and be in charge of organizing a chapter parliamentary procedure contest. An historian can work with the reporter to collect pictures and stories for the scrapbook. The librarian can be in charge of filing the many materials that cross the Vo-Ag teacher's desk. He can also help

to keep the magazine and bookshelf presentable. Most chapters have a need for invocations and prayers at various times and a chapter chaplain meets this need. A good song leader is a welcome addition to any chapter. These officers help more students get into the act and they are useful too.

Meetings need to be planned to be worthwhile. Planning the meeting should be a class activity. There are too few persons able to plan systematically. A definite schedule of meetings should be made and kept.

You are now ready to have the meeting. When the appointed time arrives, everyone assists in getting the room ready for the meeting. The official opening is used and the regular order of business is followed. Now comes the time to "tool up" the meeting. Let's say that you have been studying the "correct use of tools." What is wrong with going to the shop and giving the demonstration on tools? If you are giving reports in the regular class work, it wouldn't detract any to give some reports as a part of your meeting. Careers, scholarship, earnings and savings are but a few areas to benefit from guest speakers. An administrator invited to talk on scholarship would gain a better insight into how well you had

"integrated" the FFA and vocational agriculture. Field trips and movies can be a planned part of the meetings. You certainly wouldn't use all these procedures for any one meeting, but a diversity of student and teacher planning will keep this newly discovered tool in good condition.

Combined meetings of all groups would not be eliminated. The addi-

tional organization would help to reinforce and enlarge the total chapter program. The extra officers can sit with their counterparts, and you will have a group of two to four working as a committee of officers. The additional presidents can sit with the advisor.

It is my hope that some of these suggestions will encourage you to see the opportunities that are not fully

realized in the program of vocational agriculture. This might be part of the answer for those who come by a potentially great program of work at the beginning of the year and wonder why there are no accomplishments at the close.

Let's put the club in the woodshed and bring the tool out of the tool room. □

## Are Contests Overemphasized in the FFA Program?

ROBERT C. JONES, Teacher Education,  
University of Massachusetts



One popular aspect of the FFA program has been the wide variety of awards sponsored by the Foundation provided on national, state, and local levels. Some individuals closely associated with the program believe that participation in the contests and award programs is overemphasized. Much time and energy are spent, with promoting, planning, conducting and evaluating judging contests.

Judging contests can be successfully used as a means of providing worthwhile learning activities which meet educational objectives. Undoubtedly this is one reason why contests have been widely used through the years. However, some evidence is available that contests are overemphasized in the FFA.

### Evidence of Overemphasis

FFA is a part of vocational agriculture. Boys must be enrolled in vocational agriculture before they can become FFA members. This means that the FFA can and should contribute to fulfilling educational objectives. Vocational agriculture is an educational program, a part of the total secondary school program.

Many individuals, consider vocational agriculture a part of FFA. They speak of the FFA course and some school administrators accept such a concept. Their instructional programs reflect this attitude, though in the legal framework under which the FFA program was conceived, such a philosophy is not acceptable.

Additional evidence involves a teacher training staff refusing to place a student teacher in school X on the basis that the department won

many contests though the instructional program left a great deal to be desired. Their decision not to use the school as a training center was valid based upon the criteria used in selecting such centers.

Further evidence that contests are overemphasized in FFA is related to the acceptance of teaching the why of farming as well as the how of farming. More knowledges and understandings are now essential in teaching some of the farm skills included in instructional programs. Undoubtedly this trend will continue. Teachers will no longer have sufficient teaching time available to train boys to participate in judging contests in which the how is emphasized.

This leads to the next bit of evidence, that many FFA contests are not correlated closely with what needs to be taught to develop proficiency in farming and/or nonfarm agricultural occupations. Whether or not the FFA Chapter enters judging contests depends upon the instructional program. Have all boys learned to proficiently judge dairy cattle, poultry, fruit and livestock? Judging teams are selected in these areas only because the essential skills, knowledges and abilities are developed as a result of the instructional program to meet educational objectives, not for the purpose of winning a contest.

Many local programs of vocational education in agriculture are evaluated largely on the basis of contests or awards winnings which further supports the statement that contests are overemphasized in FFA.

American society likes a winner. In the FFA we have been lavish

with our praise to the winners while overlooking the boys in second place who may have scored only a few points below the winners. Contests need to be evaluated as a means to an end not as the end itself.

Finally as evidence that contests are overemphasized in FFA, public officials are raising questions about this very point. Individuals not connected with the program sometimes inquire if we in FFA do anything except participate in judging contests. The same question in different phraseology has recently appeared in one of our professional magazines. Since the program of vocational education in agriculture is dependent upon public funds for support it would behoove agricultural educators everywhere to have some good answers to this question or to re-evaluate judging contests in the light of what vocational agriculture is trying to accomplish in the 1960's.

### Changes Suggested

In analyzing the information presented above it seems evident that as educators we need to consider some of the following alternatives in order to alleviate the tendency to overemphasize FFA contests. (1) Accept a philosophy in which FFA is a part of the program of vocational education in agriculture used to attain educational objectives. (2) Re-evaluate the awards and contests program at the National level. (3) The individual states should promote only these contests which have educational value in that state. (4) Continue to emphasize that contests are a means to an end and not the end themselves and that many important aspects of citizenship, leadership and patriotism can be effectively taught by using activities other than a contest. □

This education forms the common mind;

Just as the twig is bent, the tree's inclined.

(From Pope's Moral Essays)

## Using Calendars as a Chapter Public Relations Activity

HOWARD R. CARTER, Associate Editor, The National Future Farmer, Alexandria, Virginia

The nationwide dance craze called the "twist" is the same action needed with FFA chapter calendar projects. Many chapters use calendars as a fund-raising activity.

The new twist needed is to use Official FFA Calendars instead of or in addition to commercial calendars, and to use them for public relations and publicity benefits only, or at least with fund-raising merely incidental to the public relations objectives.

The Official FFA Calendar program has been designed to be a public relations tool for the FFA instead of a fund-raiser. Official FFA Calendars offer an extremely effective advertising opportunity for business firms. This effective advertising is accomplished in three ways.

First, the imprint space on the calendars carries the name and advertis-



Official FFA calendars now being ordered for the year 1963 have a "Parent & Son Banquet" as the feature illustration.

ing message of only one business firm. Second, the high quality of the calendars plus the chapter's assistance in distributing the calendars guarantees practically 100% hang-up of all calendars ordered; and third, the sponsorship idea offers the business firm an exclusive tie-in and association with the Future Farmers of America chapter which earns much good will for the firm.

The business firm gets advertising results with Vocational Agriculture and the FFA getting publicity and

public relations benefits from the calendar pictures. A chapter commission of 25% can be taken on sponsors' orders if the chapter needs a small fund-raising incentive. But, many chapters choose to refund their commissions to lower the calendar prices. This usually increases the number of calendars the sponsors will order.

The recommended procedure for using Official Calendars in a chapter public relations program is to have sponsors because they will usually order larger quantities than a chapter could afford to purchase and distribute on its own. Whether or not the chapter takes a commission is optional.

Keeping in mind the public relations objectives, Official FFA Calendars can be used in a more direct manner when business firm sponsors cannot be secured. Chapters and State Associations may order calendars imprinted with their own names and messages and give them to friends of the FFA. The National Organization distributes several hundred calendars each year in this manner on the national level.

The FFA color pictures and illustrations appearing on Official FFA Calendars help tell the Vo-Ag and FFA story. The year long, day-in, day-out publicity and public relations effect of Official FFA Calendars is a tremendous return on a small investment of time and effort by the chapter or state association that chooses to participate in the program. □

## Keeping Good FFA Chapter Records

WILLIE L. LAWRENCE, Teacher of Vocational Agriculture, Ocala, Florida

Here are some suggested experiences which might help in developing competent treasurers for keeping records: First, there should be activities centered around simple figures such as adding and subtracting numbers. This can serve as a starting point to develop a good treasurer. Figuring out the chapter's budget for any given period of time offers a good opportunity for stimulating interests in the use of figures. This can be done by placing figures in columns for the estimated budget and have the students to subtract the cost of proposed purchases and indicate the balance for each business transaction.

The final report is by far the best instrument to use for stimulating interest among students in developing a good treasurer. Here the student himself has a chance to figure his profits or losses in connection with his supervised farming program. With this experience, he can set up a budget for his individual farming program. Those students exhibiting outstanding abilities in keeping and recording accurate records of the chapter's cooperative enterprises offers still another training instrument in helping to develop a good treasurer.

When the treasurer is elected, the

instructor should teach the boy how to keep the treasurer's book. He should teach him how to make entries in the book. He should work with him periodically on a regular schedule until the boy thoroughly understands how to make all entries in his book. Thereafter, the teacher should keep a constant check on the treasurer's book to make sure that the figures are accurate and placed in the proper space or column. And finally, the teacher should keep a separate check-sheet on the treasurer's book indicating the dates entries are made, receipts, disbursements, and a running balance of the chapter's funds. The teacher and the treasurer should compare figures for possible errors prior to each chapter's meeting in order that the treasurer will not disseminate false information regarding funds to the members from time to time. □

# Both Sides of the Issue

## Two Down and One to Go—

RICHARD M. SWENSON, Director of Resident Instruction, College of Agriculture,  
Michigan State University



As I see it, it is the seventh inning of the ball game, Vocational Agriculture is up to bat, two men are out and the third is getting ready to go to the plate. Let's analyze what the pitcher was throwing to get the first two men so the third will know what to expect. The first man struck out on a "prestige" ball. He was caught with his bat on his shoulder. He didn't know the pitch had been thrown until he heard the ball pop in the catcher's glove. After all, how could some upstart bush leaguer challenge the champ? The years had gone by faster than he thought. He hadn't kept up with the modern tools of the game. He was still using a heavy, outmoded bat, when others had shifted to ones more adapted to the new style of the game. New pitchers and new teams had come into the league, and he hadn't taken time to fill himself in on what they had to throw and how they played the game.

People were saying the team wasn't what it used to be and that its style of play wasn't adapted to the new league. Others were saying that maybe the league could get along without it and a few went so far as to remark that the league would be better off if the team folded up.

Dr. Conant in his book *Slums & Suburbs*,<sup>1</sup> speaking of vocational programs states: "I know that some of the programs in some schools have long since ceased to be realistic. I know that in some states a self-perpetuating bureaucracy has gained

<sup>1</sup>James B. Conant, *Slums & Suburbs*, (McGraw-Hill Book Company, Inc.), p. 48.

control. I know that agricultural courses, in particular, require overhauling and that new areas should be explored."

These kinds of statements hurt. I doubt that these people would have made them if they didn't think they were true. When too many people around the country are thinking and saying such things, others begin to believe them, even the owners, and it makes it pretty hard for our team members to get a raise at contract signing time—in fact, they begin to feel lucky that they didn't get cut more than they did.

The good, young players coming up are aware of the reputation of the old team and don't want to have anything to do with it. They want to sign with some of the modern teams. Even some of the coaches are starting to lose morale and are beginning to wonder whether they chose the wrong team.

I refer to the place on the prestige scale where vocational training in high school is being relegated by the people who really count—the students. If we accept the analysis of James B. Conant, as reported in his book, *Slums & Suburbs*, our team is in trouble. I quote, "Whereas there is a positive relationship between ability as measured by scholastic aptitude and academic and total courses taken, there is a negative relationship between scholastic aptitude and non-academic subjects. One would expect this, of course. The less bright a student, the more likely he is to elect nonacademic courses."<sup>2</sup> If this is true—and it is for the schools Dr.

<sup>2</sup>Conant, *Op. Cit.*, p. 132.

Conant studied—then an adverse segregating process is taking place in the vocational agriculture programs which results in the less bright student selecting vocational agriculture.

At a high school principals' conference I expressed a desire for a larger share of their good students. The reply was, "The answer is simple—you will never be able to attract the best students as long as the vocational agriculture program in the high school has the reputation of attracting the tailenders." The principal speaking went on to say that in his school, when a student is unable to make it in other classes, he tells the Vo-Ag instructor to take care of him. Such comments should give us cause for serious concern.

Dr. M. D. Mobley, Secretary of AVA, in an article appearing in the October American Vocational Journal, pointed out that greater demands will be placed on agriculture in the future than in the past and that there will be a need for better educated and vocationally trained people to cope with the increased technology and complexities of agriculture.

We, therefore, face the paradox of an advancement in agricultural technology, requiring, as explained by Dr. Mobley, a better prepared person, and, at the same time, the very programs set up to train these people, due to attitudes in education today, are driving the better qualified students from the vocational agriculture classroom.

I have heard vocational agriculture defended on the basis that it lowers the drop-out rate in our high

(Continued on page 145)

Editor's Note: "Both Sides of the Issue" is a new feature of this magazine. We hope that it will provide a

forum for discussion of some of the important decisions facing our profession. Present plans call for from four to six such presentations each

year. Suggestions are solicited as to additional issues which should be discussed.

# Is Vocational Agriculture Still in the Ballgame?



## This Team Will Take Home the Pennant

RALPH E. BENDER, Teacher Education, The Ohio State University

The league in which vocational agriculture has been playing is getting tougher, but the team is still winning. There have been some wild pitches and strike-outs; a few of the coaches are using worn-out plays and the recruitment program has "bogged down." A few fair weather fans think the team is slipping—they don't know, however, that new plays and techniques are being practiced and used to meet the new challenges. The coaches and players are not completely satisfied with the progress that has been made, but they are confident that they will continue to bring home the pennants in the educational and agricultural leagues.

Throughout the years, vocational agriculture has been using the kind of players, coaches, and techniques that have made for a winning team. The locally planned programs developed in cooperation with the parents as well as the students, the application of theory and research to practice in a year-round program, the use of community resources and leadership development in the hands of devoted, competent teachers, have proven to be good. These procedures will continue to serve well in the future.

We must admit, however, that the program in vocational agriculture is not as good as it should be. The critical attention of Dean Swenson and other persons causes us to look at our program more thoughtfully and to plan more carefully. They do us a service with this kind of interest.

### *Program Is Being Broadened*

Vocational agriculture is changing more than most persons realize. Admittedly, one of our basic purposes continues to be preparation for more proficiency in farming. We are justified in that objective inasmuch as

many graduates in vocational agriculture become well established in farming. Our record of accomplishment is good, 40 per cent of the vocational agriculture graduates in Ohio in 1957 were farming as of March 1, 1962. Many states continue to have insufficient numbers of vocational agriculture graduates for replacement needs in farming.

Our concept of farming is being broadened to include more than the production of "corn and hogs." It is being interpreted to include specialized areas such as horticulture and nursery occupations as well as many of the services that are provided in production, management, and marketing. Greenhouses and land laboratories are being established in many schools to aid in meeting this and more broad educational needs. In addition to the designed training program for farming, at the junior and senior level in high school, more specific instruction in related occupations is being included. Farming programs and work experience on farms are supplemented with guided experience in related fields. More technical training is likewise being provided in area vocational schools.

We have always maintained that vocational agriculture is appropriate for many students who are college bound. Our graduates do as well in college and they demonstrate more persistence than those who have not had vocational agriculture in high school. This is true even for students enrolled in colleges such as Arts and Sciences, Education, Commerce, and Engineering as well as Agriculture.

The foregoing changes and others are being made in an increasing number of schools. They are keeping vocational agriculture dynamic and in the "ball-game" as a winner.

### *Needs of Many Students Met*

Vocational agriculture students of various capacities and interests are served through the many programs provided. This includes average boys and slow learners, as well as, the academically talented. In the public schools, in a democracy, this is the way it should be. We agree with Dean Swenson, however, that in some places vocational agriculture has been a "dumping ground." This is probably due to the lack of a challenging program, or in some cases, a lack of understanding on the part of counsellors. In two recent studies in Ohio, one including all the students of an entire county, it was found that students enrolled in vocational agriculture were as capable intellectually as other high school students. On the other hand there are less able students, and the vocational curricula are suited to their needs. We dare not turn them away. We should consider the development of special programs for them, more than we have.

Another concept that needs some attention is that of vocational and educational aptitude. Who is an educated person? Who is "bright"? Who is "dull"? I recall the observation of a vocational agriculture student giving a demonstration on welding. He could not read, but he was the best in the group in this particular field of work. Was he dull, or was he bright? Will agriculture be able to use such players on their team? Will we be striking out when such educational needs are being met?

### *Quality Teaching — Always the Greatest Need*

The most important single factor in the development of an effective pro-

# Characteristics of California Vo-Ag Students

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



What should teachers of vocational agriculture know about the students who elect this course in high school? Are they typical high school students? Do they have abnormal home backgrounds? What proportion comes from farm homes? Answers to these and other pertinent questions were sought in a study of freshmen, junior, and senior students in vocational agriculture in a sample of California schools. Each selected school had a superior program as rated by the regional supervisor, and a teacher with at least three years experience in that school. Thus the following data represent the findings from some of the best programs in vocational agriculture in California. Four schools were selected from each of the seven geographic regions of the state. One school was unable to complete the study; therefore, the sample included 27 schools with an enrollment of 445 freshmen and 394 upperclass members. Of this group 25 per cent were enrolled in the college preparatory curriculum, 49 per cent in the vocational curriculum, 20 per cent in a general curriculum while 5 per cent did not know their major.

## Home Situation

About 45 per cent of the students lived in town, while the remaining 55 per cent lived on farms. However, it should be realized that some of the boys lived in town had fathers who were farmers; likewise, some of the boys living on farms had fathers who were not farmers. This latter is substantiated by the fact that only 32 per cent of the students had fathers who were farmers. Another 8 per cent of the fathers were employed in nonfarm agricultural jobs.

The family situation of students enrolled in agriculture tended to conform with that of students in general. About five out of six students came from normal homes. About 60 per cent of those from atypical homes lived with the mother. Others were with the father, in foster homes, or living with relatives. These figures are almost identical with another group studied by this author.<sup>1</sup> Like-

wise, they are similar to national norms which show that 13 per cent of all families have as the head a man or woman with no spouse present.<sup>2</sup>

Whether a student came from a "normal" or an "atypical" home did not influence significantly his frequency of church attendance, grades, post high school plans, or his choice of occupation. As expected, it was found that the student's mother was more likely to be working outside the home if the student came from an atypical family situation.

When these data were stratified, certain statistically significant differences<sup>3</sup> were found between agriculture students who lived in town and those who lived on farms. Significantly more of the town residents attended church at least twice a month. While more of the town boys were enrolled in the general curriculum, more farm boys were college preparatory students. Farm boys likewise received higher grades in school.

Significant differences were found between occupations of fathers of farm dwelling and fathers of city dwelling vocational agriculture students. More town boys than farm boys had fathers in professional and managerial work and in skilled trades.

Farm and town boys also differed significantly in vocational choice. As expected, more farm boys than town boys planned for careers in agriculture. Also, more town boys were undecided about the vocation they planned to pursue.

Significantly more town boys indicated they planned to enter military service directly from school. While a larger proportion of farm boys indicated they planned to enter farming directly, significantly more town boys indicated they would accept any job available.

<sup>1</sup>O. E. Thompson, "What Is The High School Student of Today Like," *Journal of Secondary Education*, Vol. 36, No. 4, April 1961, pp. 210-219.

<sup>2</sup>1959 Census, "Current Population Reports, Population Characteristics," Series P-20 No. 116, May 1, 1962.

<sup>3</sup>Wherever differences are indicated these are significant at the 5 per cent level or lower.

## Academic Achievement

Academic achievement of each student was obtained by asking him to indicate the kind of grades he received. These were not verified. In a previous study by the author with high school students of the same grade level as the students in this study, it was found that there was no significant difference between the grades students actually received and those they indicated they were receiving. It was assumed these students would be equally honest. Empirical evidence tends to bear out this assumption.

Major significant differences were found when the data were stratified by high school curricula. Most of the students receiving "B's" and better grades were in the college preparatory curriculum, while few of the average or low achievers were in this major. The "C" students tended to be concentrated in the vocational option. Some of the "C" and most of those receiving below "C" grades were in the general curriculum. Most of the students who did not know the curriculum in which they were enrolled were the low-achieving students.

Grades were related also to post high school plans. Significantly more "C" than "B" students planned to enter the military service directly from high school while the high achieving students tended to be those planning to enter college directly. It was found also that the low-achieving student was the one who was undecided about what he wanted to do upon graduation.

Neither the grades a student received nor the curriculum he followed was affected by whether or not his mother worked outside of the home.

## Summary of Findings

This report is based upon information gathered from 839 students who were enrolled in vocational agriculture in 27 California high schools. It is recognized there are dangers in



attempting to develop a composite picture of a student of vocational agriculture by this means.

Actually, contrary to the beliefs of many there does not appear to be a stereotype of the "ag student." He isn't necessarily a farm boy—in fact, almost half live in town. His father isn't necessarily a farmer for only

one-third had fathers who were full time farmers. He doesn't usually plan to terminate his education with high school and return to the farm. Actually, four times as many plan to enroll in college upon graduation as plan to go into farming directly.

The characteristics of students enrolled in a vocational agriculture class

should be known by the teacher and others responsible for these programs. Otherwise, how can it be determined if the course is meeting the needs of the students? Have you checked the objectives of your program lately? Are they in line with the demands of the modern student of vocational agriculture? □

## Two Down and One to Go (Continued from page 142)

schools. Dr. Conant states that, in his opinion, "The motivating factor of vocational work is the most important consideration in the education of many boys and girls."<sup>3</sup> This is a valuable contribution which the vocational programs and the teachers of these programs make to the individual and society. However, again I ask, "Are these students the quality required for modern agriculture?"

So the first strike on vocational agriculture was a loss of prestige and this was due to factors not entirely within its control. I refer to the loss of prestige which the whole field of agriculture has suffered—a reputation which is undeserved. Agriculture is criticized for the over-abundance of food and fiber it produces, while at the same time the farmer is praised for his ability to produce more per man and per acre than any other nation. This is a real paradox. Also, Sputnik had an adverse effect upon the vocational agricultural programs, but this, in my opinion, could have been avoided had we kept up with changes which produced Sputnik.

The second man went out on a pitch that didn't have much on it. It could have been hit for a home run rather than a pop fly had the coaching staff been up to strength and quality and had the proper training program been used in preparation of the batter.

The low prestige rating of the team has made it difficult to recruit enough and the right kind of coaches. The manager doesn't have a list of prospective coaches from which to choose. He is finding himself in the position of taking anyone he can get. This has resulted in an additional loss of prestige, making it more difficult to attract new, young players, which again makes it difficult to attract good coaches. It is a vicious cycle.

In Michigan we will be short ten to fifteen agricultural education graduates to meet the anticipated needs

for the coming year. In view of our shortage, I sent letters to eight of our sister institutions in neighboring states. So far I have received replies from seven of the eight and only one state indicated they might have a few extra. This, is not a healthy situation so far as vocational agriculture is concerned. Every state should have a few extra teachers each year so as to give the superintendents a chance to pass over the poorer prospects. The success of the Vo-Ag program in a community correlates closely with the ability of the teacher. When we have to scrape the bottom of the barrel every year to get enough teachers, we can't help but place some poor ones. This hurts the program.

And so the game moves on; the pitcher is taking his place on the mound and getting ready to throw with two strikes on the batter. Someone on the sidelines yells, "Come on Vo-Ag; it only takes one strike to get a hit!"—and I say, if we are real professionals, we are still in the ball game.

The owners call a board of directors meeting to evaluate their team and its position. What personnel changes need to be made? What are the strong points? What are the weak points? What will it take to interest the bright, young stars in the team? What are the other teams in the league doing? What kind of game do the people want? What should be the spring training program next year? As they sum up their evaluation, they find they have a lot of work ahead, but they are not as bad off as many people think they are.

The strong points of the Vocational Agriculture program, from where I sit, are the opportunity for close contact between the teacher and student, the individual project, and the excellent educational experiences through FFA activities, in short, the "man" building aspects of the program.

If we relax and become compla-

cent, the third strike will go whizzing by and the umpire will say, "You're out!" To play ball we have to stay in the game—that is, have quality students in the Vo-Ag program, the kind of teachers who inspire students, have the respect of their fellow teachers and the support of the administration and the community.

This is how I see Vocational Agriculture today. The picture is not bright. Do I think the team is dead? The answer is "No." Do I think it is dying? I think it has some symptoms of doing so. Do I think these symptoms can be cured? Yes. What is the treatment? These are my five suggestions.

(1) Recognize by curriculum description that a student can take Vocational Agriculture and prepare for college.

Let's have a college prep curriculum in agriculture which will include the academic subjects in the college prep program PLUS Vocational Agriculture. If such a curriculum were so designated, it would make it clear to students and parents that a student can prepare for college (and enjoy the prestige of such a program) and also take agriculture.

(2) Require the sciences as prerequisites to the agriculture courses. Agriculture could be taught at a higher level and the student would gain a more lasting value from his science courses through the application of the basic principles in the agriculture classroom.

(3) Make a searching study and a thorough revision of the Vocational Agricultural courses in the high school. This should be done on a state basis. A study was made at the University of California to determine how they might produce a program in the high schools that would get across to both farm and city students that agriculture is based upon a wide variety of biological, physical, and behavioral sciences. They developed a year's course in agricultural science which is being offered this year in fifteen high schools in California. The course is being taught by the Vocational

<sup>3</sup>Conant. *Op. Cit.*, p. 108.

Agriculture teacher. This course in agricultural science will meet the admission requirement for the year in biological science which has been traditionally required for admission to the university.

(4) The college of agriculture must do all in its power to recruit and

better prepare Vocational Agriculture teachers. If the requirements for the agriculture education major are lower than those for the other majors in the college of agriculture, it will assume the position of the low prestige program in the college.

(5) Consider changing the name

of FFA to something like FLA, Future Leaders of Agriculture, and thus capitalize on a strong point of the program—rather than emphasize a term that is causing us trouble.

If such a program were adopted on a wide scale and put into practice at spring training next year, I am confident we can win the championship. □

## Team Will Take Pennant (Continued from page 143)

gram of vocational agriculture is the teacher. Generally, the teacher of vocational agriculture has been among the most effective teachers of the schools. Programs of teacher preparation and in-service education have been the envy of many other educational areas.

We must admit, however, that classes sometimes include too many "bull sessions" and meaningless activities. Some farming programs are elected without plan or purpose. These situations are due to poor teachers who are striking out. They need to be replaced to strengthen our team. We need all the help we can get to bring this about.

### *Recruitment for Better Teachers*

Nothing is more important than a strong local program as a means of recruitment. Daily contacts with the teacher should cause students to conclude that such a program is needed and valuable and that teaching vocational agriculture is a good life. Generally, teachers have not given enough attention to pointing out the advantages and values of teaching as a career.

Dean Swenson and many others are right when they indicate that the public image of agriculture is not good. We need to refute the concept that farmers are not needed; that we have too many problems in overproduction and agriculture is a dying industry. The Agricultural Colleges and all agricultural agencies and organizations, in addition to vocational agriculture, should do everything possible to develop understanding and correct such an image. We need to have prospective college students and others know that agriculture is a dynamic, growing industry, that is challenging and rewarding to the best personnel available. This concept affects recruitment for all areas of agriculture.

### *Colleges of Agriculture Should Help*

Baseball coaches and players are no better than the training they re-

ceive. So it is with teachers. For them the colleges of agriculture have a basic responsibility. In addition to recruiting, they must have a curriculum that is challenging and appropriate. Standards for prospective teachers of vocational agriculture must be kept as high as for others; however this does not necessarily mean the same standards. College of Agriculture personnel need to be convinced that the preparation needed by a successful teacher of agriculture is in most cases, different from that necessary to produce a soil scientist, agricultural engineer, or geneticist. Most teachers need training in several areas of agriculture and the professional training to develop competence in teaching is likewise vital.

Recently it appears that the curricula in too many of our Colleges of Agriculture are designed to have the students complete most of their science, mathematics, English, and other general education courses, previous to any course in agriculture. With almost exclusive training in general education during the freshman and sophomore years it is not surprising that many students lose interest and much of the incentive that prompted them to enroll in agriculture. This kind of program, in my judgment, is a "wild pitch." It may be likened to the baseball training camp where there is no chance to practice baseball—all of the time is used for "conditioning." There is some evidence that capable boys are lost from agriculture and from teaching because of the situation.

Why not plan our agricultural college curricula so that some agriculture and some professional course work can be taken concurrently with general education, though most of the technical and professional work would be scheduled during the junior and senior years. For the most part it is not feasible to have science prerequisites for vocational agriculture as Dean Swenson suggests. Generally, however, vocational agriculture and science will better be scheduled concurrently.

Regardless of how well the pre-service program is planned or conducted, four years of training is only sufficient to enable a start as a teacher of vocational agriculture. Continuous in-service education is needed. This, again, means that the College of Agriculture must provide courses that are appropriate as a part of the graduate program. To accommodate teachers, some courses should be available during the summer terms and on an off-campus basis. Resource materials, workshops, conferences, and individual helps from specialists are also necessary to keep the teachers up to date. This need is so great that some state divisions of vocational agriculture have found it necessary to employ specialists for the aid of teachers. This may not be good in the long run. It seems to me that if we could have one group of specialists to serve all of the agricultural needs, we would have a stronger, more unified team and program in agricultural education.

### *In Conclusion*

I see vocational agriculture as a continually improving program. Since "Sputnik" our profession has been somewhat on the defensive. But now we are ready—we're "at bat" and looking for the next "pitch." Our experience of the past 40 years has prepared us to be looking for not only the "fast ball" or a "curve" but also some "wild pitches" that have been thrown occasionally.

Vocational agriculture is at bat, and confidently looking forward to winning the series pennant. □

The Nebraska N.V.A.T.A. newsletter reports that plans have been made to hold a State Young Farmer Association organization in Lincoln. Mark Nichols, State Director of Utah, will be at the meeting to give advice and assistance.

It is better to have no ideas than false ones. —Thomas Jefferson



## Student, Counselor and Agriculture Teacher

BRUCE SHERTZER, Assistant Professor of Education, Purdue University

MORRIS NORFLEET, Teacher-Education, Purdue University



Guidance is becoming an increasingly popular word these days. Most people believe guidance to be a good thing although they're not quite sure what it is. One thing that needs to be kept in mind is that professional counselors do not want to "steer," they want to help students to learn how to guide themselves. This is a great challenge that confronts all parents, teachers, counselors, and school administrators. It is an imperative challenge and one that demands that knowledgeable people work together so that there will be no waste in the ways that guidance takes place.

### How the Two May Cooperate

With rapid changes in the field of agriculture it is imperative that the agriculture teacher and the counselor cooperate to carry on an effective guidance program for their students. A beginning could be initiated in the following areas:

1. Each counselor and agriculture teacher seriously needs to become familiar with the other's work—what each is doing and *why*, and the responsibilities each retains.

2. They should make a careful study of junior high school boys to determine those from full-time farms, part-time farms, and nonfarm youth interested in and competent to perform well in an up-to-date agriculture curriculum.

3. Referrals in counseling students about vocational and educational plans can go both ways—from the

counselor to the agriculture teacher and from the teacher to the counselor. Each has certain competencies and knowledges that will reinforce their work for the betterment of the student. Counselors are adept in (1) interviewing students, (2) interpreting appraisal data, (3) assisting students to integrate their opportunities and strengths. Agriculture teachers (1) personally know each student and his family, (2) know the home situation of each student, (3) are familiar with the farming and other agricultural possibilities in local areas, and (4) are acquainted with the general financial resources of each student.

4. Both should recognize the value of curricular activities such as the Future Farmers of America which helps the individual achieve satisfying social and personal adjustments.

5. They should share in mutual confidence such general information as obtained by the agriculture teacher's visits to the students' home and the results and interpretations of tests given to all students. Both will respect the confidentiality of information given in counseling situations.

6. They need to carry on a continuous, intensive search to collect, organize and interpret to students current information pertinent to job opportunities available in agriculture and related areas, the type of training desirable and necessary for such jobs, and their outlook. Together, they can provide in an occupational file a wealth of exploratory and informative reading materials for students that

will extend their occupational horizons.

7. Both should become thoroughly familiar with the future plans of students in agricultural training and cooperatively evaluate them. Are these plans appropriate and realistic for each student?

8. The agriculture teacher, through his on-farm-visits, can and does serve a guidance function in consulting with the entire family on future plans and establishing attainable and worthwhile goals.

9. In planning and conducting career conferences and field trips the two can cooperate in selecting agriculture career representatives who will accurately report the job opportunities and functions.

10. They must conduct periodic follow-up surveys of the graduates and school drop-outs of the agriculture curriculum so that needed learning experiences can be planned and provided.

11. Both should recognize the assistance to be given young and adult farmers with problems of economic and vocational significance as a guidance function.

12. The two should attend selectively each other's professional meetings to gain familiarity and knowledge of current thinking, trends and problems.

In summary, it is through this informed, cooperative endeavor that our farm youth will be identified, challenged, and committed to utilize and develop their creative potential so needed by our nation. □

## An Eighteen-Year Study of Graduates of a Kansas Vocational Agriculture Department

W. A. RAWSON, Teacher of Vocational Agriculture, Concordia, Kansas

A recent survey made of the graduates of Concordia High School who had taken three or more years of vocational agriculture revealed some interesting points. During the

period from 1943 to 1961, 1180 students enrolled in the school as freshmen or entered for the first time. Of the 1180, 717 graduated, 68 moved away, and since we had no further

knowledge of these 68, we have assumed in this study that they graduated. This means that 66.5% of those who entered Concordia High School graduated; 33.5% did not. Of all the

boys who enrolled in vocational agriculture during this period, only 15.2% did not graduate. It is therefore assumed that vocational agriculture helped in keeping those students in school until graduation.

The survey included 191 graduates who had taken three or more years of vocational agriculture. Of this number, 75 or 40% are farming full-time, part-time, or are working as farm hands. Thirty-eight or 20% are working in jobs directly connected with farming or jobs having contact with farmers. Of these 38, twelve are college graduates. Sixteen or 8% additional are in college, with some

of the 16 still connected with the farm.

Thirty-four, or 18%, are employed in jobs not directly related to farming. It is assumed that vocational agriculture has contributed less to the success of these young men than it did to the other 60 to 68%, though the writer feels that their time in the field of vocational agriculture was still profitable for them.

Twenty-one, or 11%, are in military service either permanently or for their two-year term. Some of these young men will eventually return to the farm or to a farm related job.

Seven, or three per cent, are unaccounted for or are deceased.

About 10% of the farm boys in the area did not take vocational agriculture.

#### Summary

It seems very evident that vocational agriculture increased the holding power of Concordia High School for those students enrolled in vocational agriculture. Between 60% and 75% of the boys who took three or more years of vocational agriculture are now employed in jobs on the farm or in agriculturally related occupations. Thus the vocational interests of the students enrolled were promoted materially. □

## V. P. I. Collegiate FFA Chapter Promotes Chicken Barbecues

C. E. RICHARD, Teacher Education,  
Virginia Polytechnic Institution

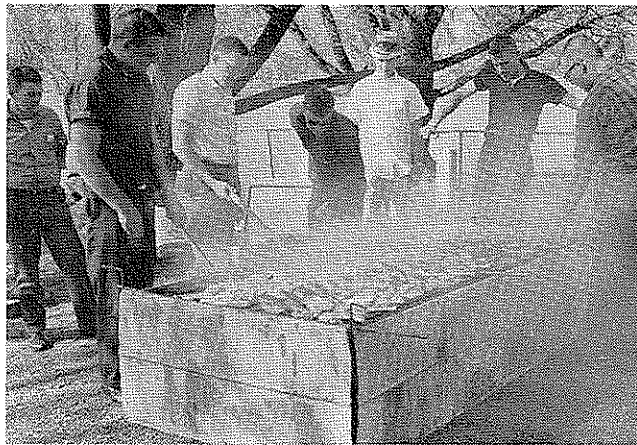
How well are we using the activities of Collegiate FFA Chapters as a training situation for our prospective teachers of vocational agriculture?

In many cases activities of FFA Chapters, both on the local and College level, are poorly planned and executed. Poor planning on the Collegiate Chapter level, in

all probability, will result in poorly planned and conducted local chapter activities. This applies to recreational activities as well as to other Chapter activities.

The Collegiate FFA Chapter at V.P.I. is making use of a recreational activity to give valuable training that is being used by its members when they become teachers of vocational agriculture.

The seniors in the Agricultural Education Department assume the full responsibility for planning and conducting the annual spring chicken barbecue for the Collegiate FFA Chapter, under the guidance and direction of members of the Agricultural



Seniors in Agricultural Education preparing chicken for the annual spring barbecue of the collegiate F.F.A. Chapter. Virginia Polytechnic Institute, Blacksburg, Va.

Education staff. In addition to the chapter members, many faculty members and their families are entertained at this activity.

All seniors participate in the selection of the menu, preparing the food, and the actual barbecuing, in addition to serving on other committees, which is essential in order to gain experiences in conducting a successful barbecue.

These barbecues are evaluated as highly successful as well as valuable training received by our future teachers of vocational agriculture. As a result of this training, barbecues are becoming popular with FFA Chapters throughout Virginia. □

### Teachers Attend Cooperative Marketing Conferences in Wisconsin

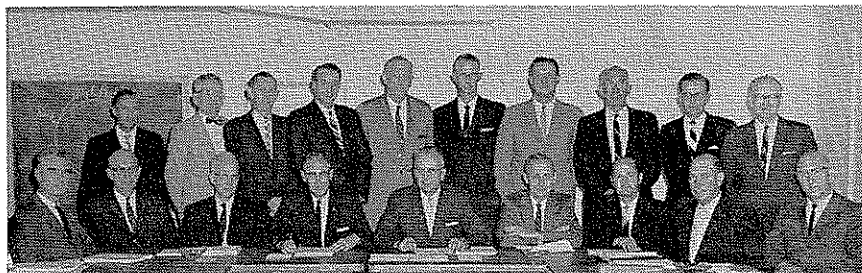
Changes and Challenges on the Farm Front was the theme of seven cooperative marketing conferences held recently by the Wisconsin Council of Agriculture in cooperation with the Wisconsin State Board of Vocational and Adult Education and the Agricultural Extension Service.

Conferences were held in selected centers so as to cover the state as well as possible. Sessions ran from 3:45 to 9:00 with a dinner in each case provided by local cooperatives. Representatives of cooperatives as well as of vocational agriculture and agricultural extension participated in the discussions.

Subjects included: Current Conflicts Confronting Farmers and Their Cooperatives; Changing Concepts of Agricultural Credit; The Role of Extension and Vocational Agriculture in Meeting Today's Farm Problems (a panel discussion); and The Challenge to Today's Cooperatives, a presentation by a local cooperative leader. The local instructor in agriculture served as chairman at each meeting. Similar conferences have been held in Wisconsin for about the last twenty years. Originally they were conducted for junior and senior students in vocational agriculture. After a few years, it was decided to hold them for instructors in agriculture and for about the past five years agricultural extension personnel have been included. □

L. M. Sasman  
Diamond Lake  
Cable, Wisconsin

## News and Views of the Profession



NATIONAL CONSULTING COMMITTEE ON FARM MANAGEMENT

Representatives of Agricultural Education and Agricultural Economics from each of the four administrative regions in the United States are shown as they met with Dr. A. W. Tenney, National Director of Agricultural Education and his staff in Washington recently to discuss plans for further extending instruction in Farm Management to all types of vocational agriculture classes. The committee recommended that aggressive steps be taken immediately at local, State and National levels to promote and further develop farm management programs. They outlined suggested procedures for action as well as developed guide lines for giving direction to the program. Copies of the proceedings of the committee have been sent to each State. National Consulting Committees on other important aspects of Vocational Agriculture will meet during 1963.

Persons included in the above picture are, left to right, seated: T. R. Nodland, Economist, University of Minnesota; George R. Cochran, Supervisor, Minnesota; A. P. Fatherree, Supervisor, Mississippi; T. J. Horne, Dean of Instruction, Virginia Tech; A. W. Tenney; A. J. Paulus, Teacher Educator, University of Tennessee; Leon Boucher, Teacher Educator, Ohio State University; L. C. Dalton, Supervisor, New Mexico; and, Ralph W. Canada, Teacher Educator, University of Colorado.

Persons standing, left to right, are: H. E. Reiley, Vo-Ag teacher, Frederick, Maryland; M. C. Gaar, H. N. Hunsicker, Harold F. Duis and Elmer Johnson of the Agricultural Education Branch; Carl C. Anderson, Adult Education Specialist, Texas A and M College; James Vermeer, Economist, U. S. Department of Agriculture; H. M. McDonald, Supervisor, Maryland; Duane Neilsen and R. E. Naugher of the National staff in Agricultural Education.



N.V.A.T.A. Region III met at the University of Minnesota June 18 and 19 under the chairmanship of Vice President Verdine Rice. Pictured above are: Front Row (Left to Right) Leo Keskinen, Minnesota; Pinky Johnson, Minnesota; Gordon Voss, Minnesota; Dr. Milo Peterson, Minnesota; Verdine Rice, Williston, North Dakota (V. Pres. of Reg. III); George Cochran, Minnesota; W. J. Kortsmake, Minnesota; Martin Aaser, North Dakota; Norris Fagerlund, North Dakota. Second Row (Left to Right) J. Joe Wright, Iowa; Dr. Gordon Swanson, Minnesota; Paul Day, Minnesota; Don Reitland, Minnesota; Dewain England, Minnesota; Curtiss Stillwell, Minnesota; Woody Woodman, Minnesota; W. Tomfohrde, Wisconsin; Leo Grosskreutz, Wisconsin; Don Walters, Wisconsin; Myles Beitz, Iowa; Harry Pierce, Minnesota; Mary Murray, Wisconsin. Last Row (Left to Right) Harold Crawford, Iowa; Martin Korsman, Minnesota; Emery Krech, Minnesota; Hugh Townsend, Iowa; Arlyn Hollander, Wisconsin; Orin Schnieder, Nebraska; Norval Utemark, Nebraska; Wendell Erickson, Minnesota; Dennis Lehto, Minnesota; Francis Baldus, Iowa.

### Hamlin Consultant in North Carolina

Dr. H. M. Hamlin, who retired from the University of Illinois July 1, continues to be active in Agricultural Education. He is serving as a con-

sultant to the state leaders in North Carolina. He will spend several months studying the state program in supervision and teacher education and make his recommendations to the State Planning Committee for Agricultural Education.

### Additional Editorial Representations

Special Editor Byrle Killian of Oklahoma lists the following persons who will assist him as state editorial representatives for the Magazine.

Dr. Earl Knebel  
Head Teacher Trainer  
Agricultural Education Dept.  
Texas A and M College  
College Station, Texas

Mr. C. P. McVea, State Director  
Agriculture Education  
State Department of Education  
State Capitol Building  
Baton Rouge 4, Louisiana

Mr. Victor H. Wohford  
State Department of Education  
State Education Building  
Little Rock, Arkansas

Mr. Walter Ward  
Vocational Agriculture Instructor  
Palmer High School  
Palmer, Alaska

Mr. Rafael Muller, Director  
Agricultural Education  
Commonwealth Department of  
Public Instruction  
Box 818  
Hato Rey, Puerto Rico

### Two Win Fellowships

Ernest T. Cullen of Mardela Springs (Md.), and Takumi Kono of Hilo (Hawaii) have received the first two

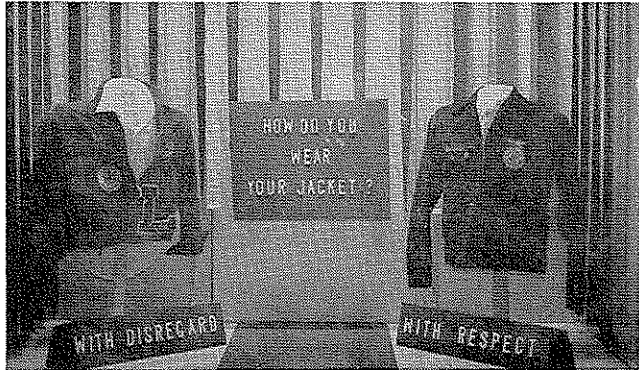


National Future Farmers of America Fellowships at the University of Maryland.

The two fellowships were provided by Massey-Ferguson, Inc., of Detroit (Mich.) to make it possible for present and future leaders in vocational agriculture to prepare themselves for executive positions in the FFA.

The program of training includes graduate study in agricultural education at the University of Maryland plus practical experience in the National Offices of the Future Farmers of America in adjacent Washington (D. C.), and in other offices interested in rural youth development.

# Stories In Pictures



This display was made at the State FFA Convention at Lowville, New York, in 1962. The exhibit was constructed by the Lowville FFA Chapter under the direction of Donald L. Haight, Advisor.



"There is a broad and rewarding field of service awaiting you in Agricultural Education," Dr. George E. Hull told a group of Future Farmers at the annual F.F.A. Leadership Conference at the University of Arizona. The Phi Chapter of Alpha Tau Alpha served as host at the breakfast meeting for Future Farmers interested in the Agricultural Education curriculum at the University. Dr. Hull is State Director of the Agricultural Extension Service. (Photo by R. W. Cline)



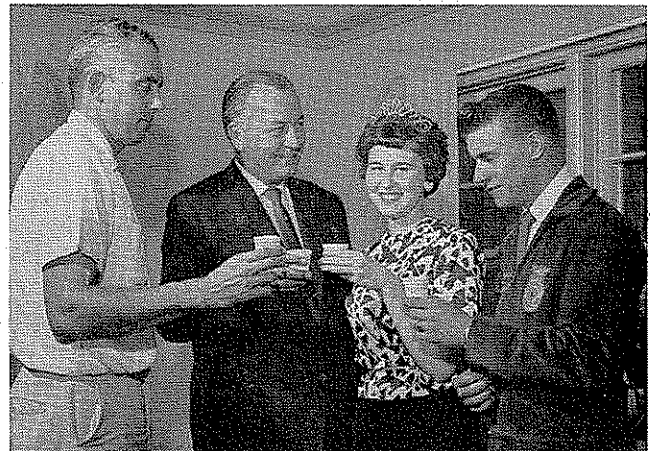
Selling certified seed potatoes at cost insures that more farm families will plant certified seed in Audubon County, Iowa. This cooperative sale is one of the chapter's biggest cooperative sales ventures.



Tom Todd—left—Tolt-Carnation F.F.A. Treasurer and Reinhart Jung—right—Tolt-Carnation chapter member and 1960-61 Washington State F.F.A. Secretary add the finishing strokes in the Fitting and Showing contest at the 1961 Northwest Junior Livestock show. Reinhart was named champion and Tom reserve champion in the 36 contestant novice fitting and showing contest. (Photo by Robert D. Walen)



Officers of the Bismarck, North Dakota, FFA Chapter pose in front of a sign celebrating National FFA Week. State Supervisor Ernest DeAlton says many favorable comments have been received as a result of this billboard.



Left to right: Paul M. Day, Faribault, President MVAIA; Honorable Elmer Anderson, Governor, State of Minn. Miss Kathy Hjelle, Princess Kay of the Milky Way; Ron Gernandt, State FFA President.

The Minnesota FFA president and the Ag. instructors president are from the same town. Ron was Faribault chapter president in 1961-62.