



**GROUP PROJECTS**—Dale Larkin, horticulture teacher at North Arundel (Maryland) Vo-Tech School, supervises a group of students in constructing a terrarium. (Photo from Clifford Nelson, University of Maryland)



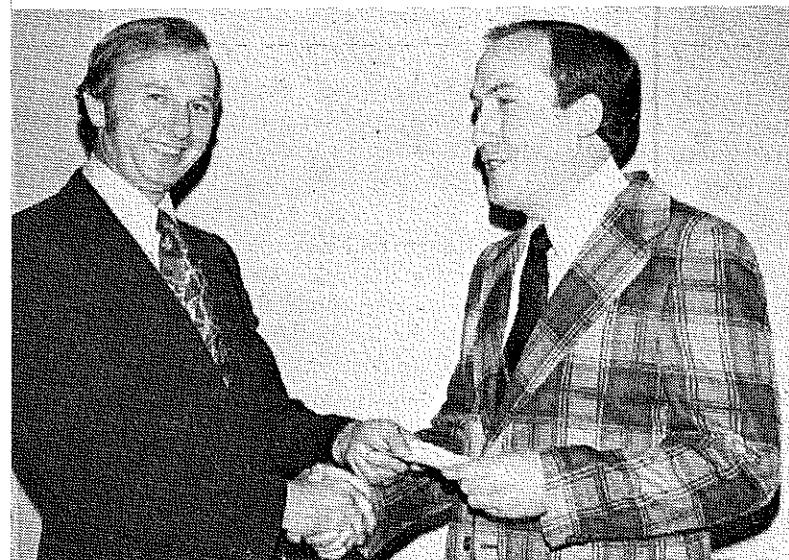
**LABORATORY ACTIVITIES**—Hope Witt, teacher at Yuba City (California) High School, supervises students who are vaccinating a lamb for enterotoxemia. (Photo from Ken Baker, University of California, Davis)

# Stories in Pictures

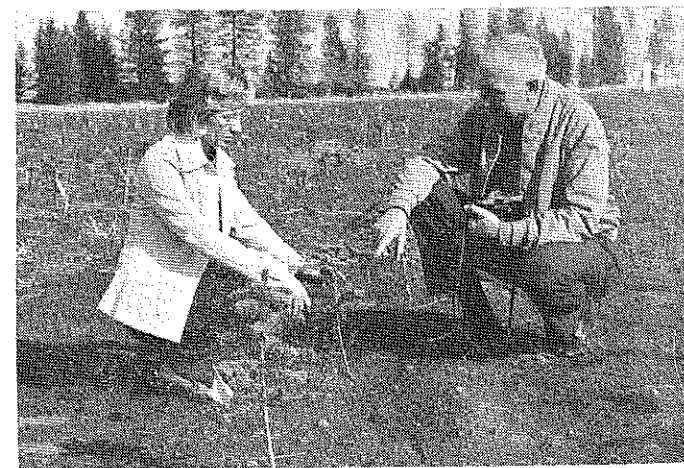
by Jasper S. Lee



**PRESIDENTS INTERVIEWED**—Tom Ellis, left, Mississippi State Supervisor and John Crunkilton, professor at Virginia Tech, are being interviewed at the Southern Agricultural Education Conference held in Williamsburg, Virginia, by Jim Jenkins of the Virginia Tech News Services. Ellis is the new President of the Conference and Crunkilton is the retiring President. (Photo from Virginia Tech News Services)



**RECIPIENT OF AWARD**—Charles Byers, right, University of Kentucky, is shown receiving the "Master Teacher Award" from Ward Crowe, President of Gamma Sigma Delta, at the University of Kentucky. (Photo from Rodney Tulloch, University of Kentucky)



**TREE IMPROVEMENT PROGRAM**—Shirley Himes, teacher at El Dorado County (California) Regional Occupational Program, is showing Elwood Juergenson, retired teacher educator, University of California, the trees being established in an improvement program at Camino, California. (Photo from Ken Baker, University of California, Davis)



Theme—THE FFA

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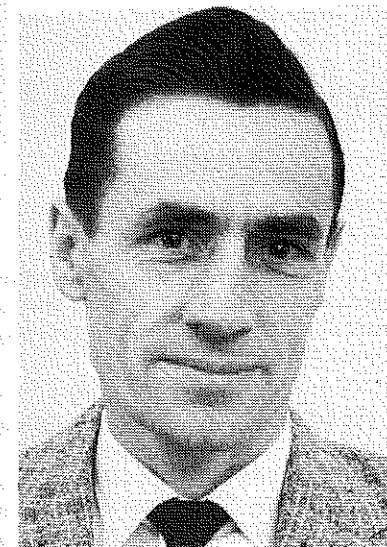


## AGRICULTURAL EDUCATION

Volume 48

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JULY 1975



G. A. Robinson

George A. Robinson  
Teacher Educator  
Washington State University

### TABLE OF CONTENTS

#### THEME—THE FFA

##### Editorials

Vo-Ag and FFA .....	George A. Robinson	3
FFA Sweethearts — An Out-dated Idea? .....	Warren D. Reed	4
Guiding Principles for Using Local Contests and Awards in FFA .....	Charles Byers	5
Pardon Me, Your Banquet is Showing .....	Richard L. Crawford	7
A Challenge to Be Different .....	Robert Burrill	8
Letter .....	Lee E. Klampe	10
FFA Membership Assessment in 1975 .....	Richard F. Welton	11

State FFA Workshop for Beginning Teachers .....	Paul Hemp and Eldon Witt	12
Wanted: Citizens of Tomorrow .....	G. J. Sperlich	13
FFA Molds Youth for Leadership .....	Ernest M. Mumcreif	14
Restore National Pride Through the FFA .....	Isaias Almazan, Jr.	15
Small FFA Chapters Must Try Harder .....	William T. Woody	16
The FFA Paraprofessional .....	Clifford W. Saylor	17
Leader in Agricultural Education: Herbert H. Burlingham .....	Osmund S. Gilbertson and Janet S. Herring	19
Prevocational Agribusiness and the FFA .....	Kenneth A. James	20
Book Reviews .....		23
Stories in Pictures .....		24



The photo used on the cover shows the faces of Florida FFA members assembled at the Florida State FFA Convention.

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There is growing alarm in certain sectors because Vo-Ag enrollment figures are reaching all-time highs, while FFA membership on a percentage basis is not keeping pace. Is there a cause? If so, is the cause an assortment of inter-related events or a single cause?

Two immediate concerns of mine may be relevant: 1) Are we playing the numbers game in vocational agriculture? 2) What has happened to the term "intra-curricular?"

Are we losing sight of the term "vocational" in vocational agriculture? Is there handwriting on the wall which says we are expanding into areas of diminishing returns? Are we trying to rephrase the expression "vocational education is for everyone" to read "vocational agriculture is for everyone?"

Does a Vo-Ag teacher have a say about his enrollment? I have talked with numerous Distributive Education and Trade and Industrial people who report using very specific criteria as prerequisites for enrollment. Students know the expectations in the programs. Are Vo-Ag course descriptions and expectations on file with the proper persons—administrators, counselors, etc.—who assist with enrollment?

Vo-Ed may be for everyone, but Distributive Education is not; neither is T & I, etc. Students given a chance to explore the possibilities can start making decisions and choices before being faced with vocational alternatives. The "pushed into" will be minimized. Numbers alone have never been a good criteria for evaluation of accountability.

There is another concern. Hopefully, the problem is not national in scope. A new breed of Vo-Ag teachers is developing. Some of these are coming from related agriculture programs. Others are from the production agriculture programs. These people believe that FFA is separate from Vo-Ag. Apparently, they believe that FFA has Vo-Ag students as members, that it meets some place at designated times, and that anything relating to FFA should not distract from classroom routine as they set about to "cover" designated areas of the course of study.

My Vo-Ag students did not know they had a choice—well, almost! My super-salesmen FFA members were quick to point out the advantages of membership. I stressed the values of membership too, even during home visits before

Perhaps Vocational Education is for everyone, but Vocational Agriculture is not for everyone.

the students enrolled. Many times I was publicly referred to as the FFA instructor. There was even a certain amount of pride in that mistaken identity.

Perhaps this trend, if it truly exists, is pointing out something to teacher education. Do we need to review experience requirements as a prerequisite for certification? Are we overlooking some needed revisions in undergraduate teacher preparation and also in in-service needs of teachers? Was there more to the Thrust '75 Workshop than the exposure by the National FFA officers and staff to new materials and programs?

Another rather disturbing thing is the long, drawn out affair of collecting FFA dues. We continue to get membership adjustments long after the June 30 fiscal period has ended. Collect them just like course fees. If students are short on money, pay the whole thing early in the school year from the chapter treasury. Dribble in collections at the local level, if necessary. Of what value is a free-loader who waited until spring before deciding to join the FFA or who participated as a non-member. You know what happens to an athletic team that competes with another team when an ineligible player is discovered.

Numbers in a vocational program is not the impressive factor when evaluating. In Vo-Ag, I am impressed by what students (FFA members) are doing and achieving—all of the students in the department, not just a few of them. There is something to say about quality. If someone boasts 100 students in Vo-Ag and 25 FFA members, something is drastically wrong. If a teacher has 50 Vo-Ag students and 60 active members, I'm impressed. I will be inclined to think that something good is happening in that Vo-Ag department and FFA chapter and that many graduates want to continue their active membership as long as possible.

I have not meant to imply that we have dropped the ball in Vo-Ag or the FFA. We continually need to look where we are going and what we want to do. Professional agricultural educators, in my opinion, are the best prepared of those in vocational education and are second to none in leadership capability. We can detect needed improvements and can do something about them. Talk, in itself, is not very demanding. It is the doing that takes effort

# FFA Sweethearts - - An Out-dated Idea?

Warren D. Reed  
Assistant Chief  
Bureau of Ag Education  
California State Department of Education  
Sacramento

Hasn't the time come for us to reconsider the appropriateness of the FFA Sweetheart activity? Whatever good reasons led to its original implementation a few years ago probably have been invalidated by the great influx of girls into vocational agriculture and FFA in the past few years.

During the years that I was advisor to an FFA chapter, I encouraged the chapter to annually select a chapter sweetheart and that was always one of the major chapter activities. My reasons for encouraging this activity were several in number, and some were lofty, while others were downright mercenary. I prefer not to speculate as to which of these categories predominated.

Like most teachers, I viewed FFA in part as one arena for developing in my agriculture students some of the social skills. Since the chapter had no girl members and there were limited opportunities for joint activities with FHA or other similar organizations, I welcomed the chapter sweetheart activity as one which provided a reason for at least some of my members to become aware of and practice some of the courtesies and considerations due to the ladies and to overcome in a healthy environment some of their boyish uneasiness with girls.

Also, there always were girls in the school with an abiding interest in agriculture and a deep wish to be involved personally in the FFA organization which was closed to them. The chapter sweetheart activity was one way available to us and to them to remove, at least somewhat, otherwise

solid barriers. We found it to be pleasant and educational for the chapter sweethearts to be utilized during the year as hostesses at our various chapter activities which involved the public, parents, and other students.

The chapter sweetheart activity also was a "natural" for chapter public relations purposes. Posters around town appealing for votes for the FFA sweetheart candidates always attracted attention and the newspapers liked pictures of attractive girls in different surroundings such as on a tractor, grooming an animal, arranging flowers, picking fruit, etc. And, the activity was a money-maker for the chapter. In fact, often it was the largest single source of chapter revenue.

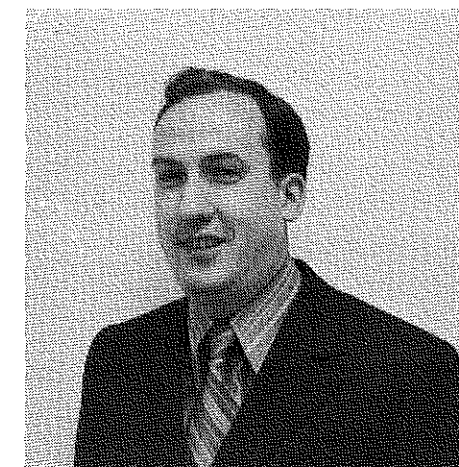
I wonder, though, if we are doing the right thing when we specifically use the interest and good will of potential chapter sweetheart candidates and the public to whom they appeal to gain public relations or financial advantage for the FFA chapter? Some would label this exploitation (in its meanest sense). I think that they are correct, and I think that this is counter to the aims and purposes of the FFA organization as well as being in opposition to those personal characteristics of courtesy, respect, integrity, and dignity which we are anxious to see develop in our Vo-Ag students.

Today our Vo-Ag classes and FFA chapters involve, as full participants, increasing numbers of girls who are interested in agriculture. It is no longer necessary to import girls to provide experiences which will contribute to the development of the social graces—instead, we have a natural environment where that can happen. Neither is it any longer necessary to provide "back door entry" to Vo-Ag and FFA for interested girls.

Yes, it does seem that the time has come to retire the FFA Chapter Sweetheart activity. ◆◆◆

# Guiding Principles for Using Local Contests and Awards in FFA

Charles Byers  
Teacher Educator  
University of Kentucky



Charles Byers

**It is cruel to have students enter a contest for which they have no background or preparation.**

Contests and awards are an integral part of the FFA program. In looking at several good local chapter programs of activities, it is evident that numerous local, district, state, and national level activities involve contests and awards. Yet, teachers of agriculture, supervisors, and teacher educators oftentimes criticize contests and awards. While some of the criticism is valid, much of it is not. The manner in which some contests and awards are used "opens the door" for criticism, however, most of the weaknesses in contests are caused by the people involved and are not the fault of the contest itself. The writer, after several years of participation, observation, and reflection, has developed some guiding principles dealing with how to make the FFA contests and awards contribute the most to the instructional program.

### Principles for FFA Contests and Awards

1. *Contests and awards should be provided at the local (chapter) level.* Activities and contests are of utmost importance to FFA members at the local level. It is at the local level, the "grass-roots," that the members live, work, play, and can and should participate in large numbers. It is at the local level that excellent performance and recognition is the most meaningful for the FFA members. It is where the parents, grandparents, neighbors, sweethearts, peers, and fellow FFA members are. Contests are most valuable in motivat-

ing chapter members at the local level and decrease in value to the local members at the state and national levels. Teachers of agriculture (advisors to the FFA) should make local contests, rather than state or national contests, the first priority in their planning and efforts. Good local contests will provide the chapter excellent representation in regional, state, and national contests.

2. *Contests should motivate the instructional programs (the curriculum).* A local chapter should sponsor and conduct contests and provide awards in those areas which are a part of the course of study in vocational agriculture. Vocational agriculture is more basic than the FFA. A teacher of agriculture should determine the department course of study based upon the interests and agricultural needs of his students and the community—not based upon FFA contests sponsored by the state or national organization. Once the course of study is determined, the advisor should guide FFA members to determine which contests to sponsor and the awards to be made at the local level.

3. *Instruction should precede the local contest.* Members should be provided instruction in a given area before a local contest is held. If members are knowledgeable in the subject area, they will be more eager and motivated to participate in the contest. Even more important, they are more likely to do well in the contest. It is cruel to have students enter a contest for which they have no background or preparation. Most contests are a paper-and-pencil or performance test. Not many teachers would consider giving a test dealing with material which students had not covered. The teacher who makes the comment, "my students didn't do very

well, but they did it on their own," has missed the point.

4. *Students should know about the contest at the time the instructional unit begins.* If the contest and resultant recognition is to serve as a motivator of the students, it is imperative that the students know about the contest at the start of the instructional unit. Knowing about the contest should include the requirements for making a good showing and what the awards will be. No person is motivated by something unknown by him.

5. *Awards should be displayed at the time the instructional unit begins.* The adage, "seeing is believing," takes on real meaning when awards are displayed for students to see. If the students are to receive a plaque, ribbon, certificate, or other prize for excellent performance in the contest, it is good psychology to allow the students to see and touch the award. Hopefully, many of them will make commitments to learn so they can perform at the level required to receive an award.

6. *Many contests should be limited to specific classes.* If a given contest is to have maximum impact in motivating students, the participants in the contest should be limited to those students who are engaged in study of the particular instructional unit related to the contest. This keeps the activity from "spreading all over" the agriculture program and makes the contest truly instructionally related and motivational. For example, if general livestock judging is taught at the sophomore class level, the local contest would be

(Continued on next page)

## COMING ISSUES COMING ISSUES COMING ISSUES

COMING ISSUES

- AUGUST — Serving Out-of-School Groups
- SEPTEMBER — Guidance, Counseling and Placement
- OCTOBER — International Agricultural Education
- NOVEMBER — Cooperative Education in Agriculture
- DECEMBER — Agricultural Mechanics
- JANUARY — Two-Year Post Secondary Programs in Agriculture

- FEBRUARY — Education in Agriculture — Our Past and Our Future
- MARCH — Programs in Agricultural Supply and Service
- APRIL — Career Exploration
- MAY — In-Service Education for Agriculture Instructors
- JUNE — The Summer Program

COMING ISSUES

limited to those students who are sophomores. There are contests which are specifically appropriate for other classes. For example, seed identification and seed tag selection may be limited to the freshmen, welding for juniors, tractor trouble shooting for seniors, and land judging for seniors.

7. *Members should plan, carry out, and evaluate contests under the supervision of the advisor.* If students are to develop planning and organizational ability, they must be responsible for the contests which the chapter sponsors. Members must be guided by the advisor, but they should feel the contest is theirs and that it is their responsibility to plan and carry out the event. At times it is easier for the advisor to make the decisions, to do the work, and simply have students run the errands. However, if students are to be enthusiastic and develop their abilities, they must get "out of the stands" and "on the playing floor." A good adviser must realize the need for orienting the various committees, keeping a check on their progress, and for offering advice and guidance at certain critical times. But, he should not forget his role — that of a teacher.

8. *Rules and procedures should be based upon local needs rather than state or national requirements.* Too often a local chapter takes a look at the state contest with its rules and procedures and adopts them for the local chapter. Often, the state rules are identical to those at the national level. In the case of public speaking, this may mean that students at the local level are expected to write and give public speeches of six to eight minutes duration. Such requirements suppress participation for this is probably too much to expect of 90 percent of the students at the local level. It would be much more realistic to hold the time limit for the local public speaking contest to three or four minutes and then work with the local winner to further develop his speech for the district or state contest.

9. *Students should earn the right to represent their chapter.* The advisor should not be responsible for selecting the chapter representatives for district- or state-level contests. The representatives should be selected on their performance — an earned right. Students

who earn the right to represent their chapter will be the strongest representative the chapter can have. Experience indicates that teachers do not always select the best representative, regardless of how well their intentions may be. Another real plus accrues when students earn the right to represent the chapter; they can be expected to go and participate and not back out at the last minute.

10. *Achievement should be measured against a standard rather than between individuals.* Instead of putting one student against another, it is more considerate and much more effective to set standards against which students compete. For example: a 140 bushel yield per acre is excellent for corn in a given community. This being so, have students compete against the 140 bushel goal, rather than who can be first, second, third, etc. In a record book contest, have students compete against a neat, accurate, complete, and up-to-date record book rather than the first five places. The number of students motivated and the level of motivation will be greatly increased for the students, within a given class or chapter, as compared to awards provided to first, second, and third place winners.

11. *Selection of winners should involve students, graduated members, alumni members, and outside experts.* Many local contests can and should utilize members in the selection process, particularly at the elimination or class level. If students are properly oriented and challenged, they will be excellent judges. In conducting a local FFA creed contest, the chapter can conduct a class contest with students in the freshman class serving as judges to determine those to receive an excellent rating and those to compete in the chapter finals. By having classmates serve as judges, the weaker students are much more likely to be willing participants. For the chapter contest, the committee in charge can bring in alumni members, school officials, agribusiness personnel, etc. to serve as judges. The use of such people will be good public relations, will be impressive to the contestants and membership, and should insure a wise choice to represent the chapter in the district or state contest. By screening the chapter

participants, we do not "show off" some of the poorer performers, and at the same time we lighten the workload of the outside judges, plus letting the students have a meaningful experience in making the initial selections.

12. *Contests should be designed so that all students who excel can be recognized.* Again, using a corn production contest as an example, the event can be set up in such a manner that all students who produce 140 bushels (an excellent yield) would receive recognition (an award). The department or chapter can still select the student having the best corn project to represent the chapter in the district or state contest. A contest designed as described might provide recognition to 10 to 12 students out of 30 who have corn projects. The contest, so designed, would likely motivate 15 to 18 students to do a better job with their corn projects, as compared with only two or three if only the best were recognized. Many local contests should be set up in a similar manner.

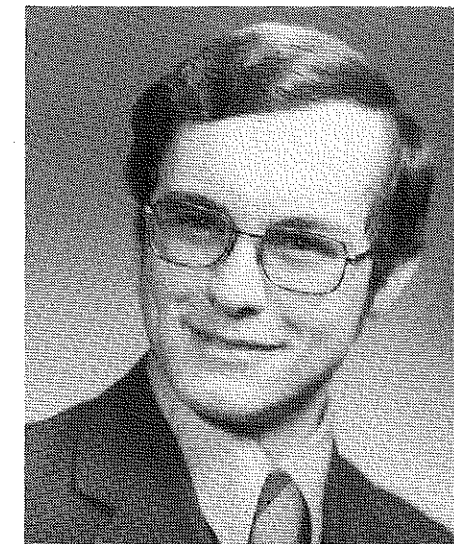
13. *Only excellent (high-quality) performance should be recognized.* The chapter should never recognize "the best" when it is poor. As one teacher so aptly put it, "When performance is poor, give instruction — not recognition!" When a student is recognized who does not merit it, recognition is cheapened. In the same vein, teachers must not castigate members who have done poorly by publicly recognizing their poor performance; when a chapter member has done poorly, no recognition is appropriate.

14. *Awards should consist of symbols more often than money.* Generally, it is advisable for chapters to present awards in the form of symbols rather than money. Most chapters do not have the financial resources to provide money in the quantity which would be significant. The symbols are more meaningful, lasting, and constitute a good public relations strategy. Some examples of effective and rather inexpensive awards are: ribbons, certificates, plaques, pins, medals, and trophies. Of course, recognition can also be provided in ways other than tangible "hardware." Examples are announcing winners at chapter meetings and through bulletin board displays, newsletters, radio an-

*(Concluded on page 10)*

## Pardon Me, Your Banquet is Showing

Richard L. Crawford\*



R. L. Crawford

Most FFA chapters have a banquet or recognition program each year. This can be the highlight of the FFA year or it can be a disaster. The chapter banquet is often the picture window of the FFA, where the public gets a good look at what the FFA is doing. In many chapters, this may be the only time when a large number of people from the community have a chance to see the FFA in action. What the public sees through this window forms the impression which it has of the FFA. It is vital that what the public sees is accurate.

Good banquets are no accident. They must be well planned if they are to be of high quality. One of the first questions a chapter must answer in planning a banquet is "What are we trying to accomplish with a banquet?" There are probably four main objectives of any chapter banquet:

- 1) to recognize the contributions of chapter members during the past year;
- 2) to allow every student to become involved in the learning process which accompanies planning a banquet;
- 3) to recognize the contributions of parents and other members of the community for their support of the chapter; and
- 4) to be one of the central activities in the chapter's public relations program.

There are many other goals and objectives that a local chapter might have and which should certainly be added to the above list. The point is that there needs to be genuine objectives for holding a banquet other than simply because we have always had one in the past. These goals and objectives should be formulated with the students so that

\*Richard L. Crawford is a student in the Combined Agriculture-Graduate Honors Program at Ohio State University.

they understand exactly what the objectives of the banquet are.

Another important point to keep in mind is that the banquet belongs to the students. They should plan it and carry it out. The students need to feel as though it is their banquet. If they do, they will take pride in planning it and then in carrying it out effectively. The secret to getting students excited about the banquet is to be sure they are all actively involved in helping to plan it. Each student should have at least one responsibility in planning the banquet. Students should be given responsibility in relation to their abilities, but planning the banquet should also be a learning experience for all members.

The banquet, to be most effective, must be well planned. A detailed timetable should be constructed well in advance (three months or more) of the banquet which outlines precisely when the various activities involved in planning the banquet should be completed. Banquet committees need to begin their work early. A good place for a committee to begin is with the report of the last banquet (if one is available) to get an idea as to what things they want to do differently. If reports are not available from last year, the committee chairmen will have to carefully formulate just what they will do and how they will do it. If banquet committee chairmen from last year are still in school, they can be a ready source of ideas to begin planning the banquet.

Each committee should have a checklist which outlines the responsibilities of the committee, exactly who will be responsible, and by what date the job should be completed. This is a very handy instrument to be used in checking the progress of each committee.

One or two members of the chapter

should act as general chairman or co-chairmen for the banquet during the planning stages. This chairman or co-chairmen should head up a banquet steering committee, made up of the chairmen of each of the banquet committees. The main job of the general chairman or co-chairmen is to coordinate the planning of the banquet and to be sure jobs are being completed on time and in the right manner.

The role of the advisor during the planning of the banquet is much the same as the role of the director of a Broadway play. The adviser should give advice, guide students in the right direction and help out in many other ways. The advisor should not run the show or try to be the leading actor. It is even a good idea for the advisor to not even appear on the program at the banquet, and if he does, it should only be a minor part of it. The banquet belongs to the students and they should do the work and get the credit.

The advisor will have to put much effort into seeing that the students are doing the job. The advisor should assist the general chairman or co-chairmen in coordinating the banquet committees. He should raise questions with these members that they might not think of on their own. They in turn should raise the same questions with the appropriate members to find acceptable answers. The advisor should be in closer contact with the general chairman or co-chairmen than with the other committees. This keeps him in the background as much as possible but still allows him to be sure the jobs are

*(Concluded on page 22)*

# A Challenge to Be Different

Robert Burrill  
Teacher of Agriculture  
Colebrook, New Hampshire

**You cannot teach a student you do not know. You cannot know a student unless you know his home situation.**

If you are fortunate enough to live on the 45th parallel then you are different, you are already halfway. Colebrook Chapter is such a chapter; they are halfway to the northpole, or equator depending on your choice of direction. However, I can assure you that is the only way they are halfway.

Every chapter needs to be different; every member needs to be different. And, last, but not least, every advisor needs to be different. The best way to accomplish this is to be unique in everything you do, and I assure all the way not halfway is really unique because very few chapters are all the way.

First, let me dedicate this article to the chapter advisors of all-the-way chapters. You are doing a tremendous job; keep up the good work. You know who you are and you also recognize the half-way advisors, and know who they are. And secondly, you realize that you are unique and that at least 80% of the chapter advisors in the nation are half way if they do that well. I also think it's safe to draw some conclusions from this:

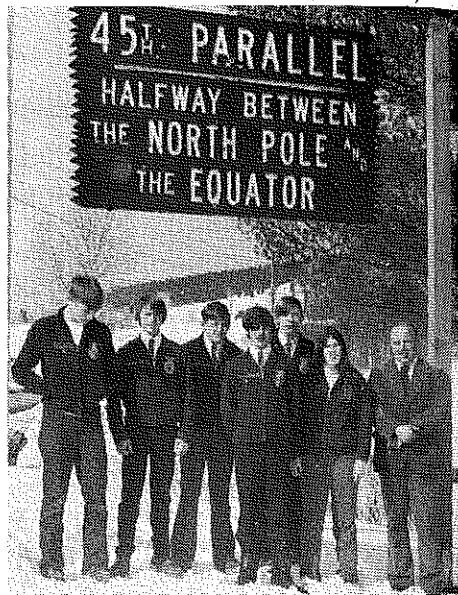
1. A half-way advisor cannot help but to have a half-way chapter.
2. A half-way chapter cannot help but to have members with half-way interests.
3. A half-way member has missed out at least half of the way.
4. A chapter is only as good as its advisor.

How many times have you heard an

advisor say, "It's 3:00 boys, my wife needs me more than you do." I had an advisor tell me one time that half of his time had to be spent reading. Another told me that his students were too old for what FFA offered. Still another told me he would not adapt anything in the FFA to his type of students. I have heard advisors say FFA needs a name change, or more relevant contests, or something that pertained to what he taught. What in the world was he teaching?

How about the advisor that attends state FFA meetings with not a single member with him, or the advisor that attends the contest and then takes members home before results are read and places announced. There are advisors who take students to contests without informing them of rules and sportsmanship. One advisor had a president who wasn't even a Vo-Ag student. Some advisors take members on trips and ignore official dress. One time I asked an advisor how many proficiency awards his chapter had submitted, he said, "None, they don't fit my students' programs." If this is the case, I bet he doesn't really know what his students have for programs.

And finally there are those advisors who take the members on a trip and then take off, leaving the members to fend for themselves. I saw the most serious case of this at the Kansas City Convention of 1973. Two advisors left over 100 students both male and female, unchaperoned in the hotel while they attended an evening cocktail party. Things got so bad the police had to be called to quiet things down and several had to be removed from the hotel with luggage and taken downtown. These are half-way advisors, they are only pretending to be doing their job, and



The program success has attracted students from other schools to attend. This is a picture of 7 students and advisor from freshman class. From left to right; Chris Babb from Freedom, NH, 160 miles away; Don Cotnoir from Franklin, NH, 127 miles away; Jeff Webster from Lancaster, 37 miles away; Tracy Garrett from Salem, NH, 200 miles away; Mike Clogston from Lake Lucene, NY, 285 miles away; Gina Ryea from Brattleboro, VT, 185 miles away. And Mr. Burrill advisor, a native of Colebrook.

they have not given the students they were hired to help a fair chance at success.

Now let's talk about chapters that are all the way and one that is unique. Here are some of the ways that Colebrook Chapter is unique, and these unique things make the members proud that they are members, especially members of this chapter.

First they know that agriculture is the oldest and most important vocation and they are proud to be called future farmers.

1. Having two state officers each year is unique.
2. Having a regional proficiency award winner three years in a row is unique.
3. Knowing that when they need their advisor that he is there is unique.
4. Having 206 at member-parent banquet when FFA roster is 103 is unique.
5. Owning and operating their own business is unique.
6. No one permitted on a trip without official dress is unique.

At this point I decided to ask 15 greenhands why they were members of this chapter. "Participation within." "I was born here and lived here all my

breathing life." "I have self-confidence instilled; I know we are the greatest." "We work harder." "We are a real neat group on trips." "I like how we do things." "No big wheels or machinery, we're all equal." "I like it because it's home." "I like it because I had to say the creed to earn my jacket." "We try to be in everything going: meetings, contests, and everything." "There is a closeness between members and advisor." "We're the best dressed." "We have more members and more participation." "We have 100 boys and 3 girls for members, and I can say the creed in both French and English." "We are paying for a woodlot."

Most Vo-Ag teachers teach Vo-Ag and consider FFA as a nuisance, and I suppose it is if they are not interested in teaching. It is a nuisance to take their time Sundays and evenings when they could be doing something else. Is FFA important? I think it is.

Boys and girls not only have the desire to belong to something, but they must be proud of the organization they belong to. They should be proud of their organization. They must be proud of the name "Future Farmers." They must also be proud of the name "farmer." Show them it is important.

Let them be proud that you are their advisor. Set standards they are proud to look up to and do only those things that they will not question in living those standards. And above all, make them proud of themselves. There are many ways you can make boys and girls proud of themselves. In many chapters you see boys walking around with the remnants of official dress. It is not complete, it is usually tattered or dirty, that boy is not proud of himself, he is not proud of his advisor, he is not proud of his local chapter and he is certainly not a Future Farmer. As an advisor, you should require a boy to be in official dress to attend all functions and it should be complete in every detail. You also should insist that they

cannot participate without complete official dress.

The boys should also have a neat appearance. Make sure seams are in line, all buttons are on, they have a neat haircut, sideburns are cut with the contour of the face; make them proud of themselves.

Let them compare themselves with other chapters. Let them see how other people dress. Make them proud of themselves by letting them succeed. Don't force them to succeed; let them succeed, and secondly help them to succeed. Show them the door, give them the opportunity to open it.

Make them proud of themselves and their accomplishments. Next, we should let the parents be proud of them. It is very important for the parent to be proud of his offspring. A letter of congratulations to the boys on accomplishments or to the parents for the accomplishments is very important. These letters will be treasured more than words. Words are soon forgotten. Letters will be kept for quite some time.

Home visits and personal contact are very important. Let the parent be proud of his son. You listen, let them talk. You should know the home situation. You cannot teach a student who you do not know. You cannot know a student unless you know his home situation. Why does Dale act so tough in class? Why does Harry not have money for hot lunch? Why is Charles solemn today? Why is Freddy so shy and reserved? Why did Mark swallow when you mentioned his mother? You should know these things. With home visits you would. Another good way to know parents and the home is to sponsor an annual FFA Banquet. During the FFA Banquet, make sure you provide an opportunity for the parent to be introduced and heard. Let them have their say. Recognize all endeavors of the FFA members, not just the large ones, but recognize everything no matter how small.

To make members proud of their organization, you should advertise. The best way to do this is to have good officers, especially a good reporter. Students like to see their names in print. Keep the editors informed about what you are doing, but do not push. Once you start to push, you will not get much in print.

Above all, work with your special students. The FFA can help to emphasize the accomplishment of a slow learner. If he is academically slow, he can still make his way in the FFA. Make sure to emphasize the accomplishment of students that come from a poor home environment. These students do not have much. They should be given that little extra encouragement that the FFA can give, and it is very possible that the FFA can change that home environment. Be sure that you emphasize the accomplishment of the bilingual student. Be sure that you let him know that he is not a freak, that he is something special because he speaks two languages.

Also, make them proud that they belong to related youth groups such as the 4-H. Emphasize the need of these students to continue their 4-H work. Correlate your activities for the FFA to work with the 4-H, Boy Scouts, Jaycees, etc.

In addition to Vo-Ag, the student is required to have a supervised agricultural experience program in which he can actually practice what he has learned in the classroom. "Doing to Learn" is an important part of his educational program. By participating in the FFA, the student learns how to take part in meetings, to follow parliamentary procedure, to speak in public, and to cooperate in programs of community betterment.

Let me sum up by saying if you are going to be halfway, be sure it's halfway between the equator and the North Pole and not in your duties. ♦♦♦

## CORRECTION

In the May 1975 issue of the MAGAZINE, Chester Gauper was listed as the instructor at Grand Rapids, Mich. It should have been Grand Rapids, Minnesota. It was correct in the picture caption.



## Write!

Letters are welcomed. A 300 word limit is suggested. Letters must be signed and your complete address provided.

nouncements, news articles, and pictures. A teacher and the chapter should use many methods during the year. Some key contests may have permanent local plaques with the names of the winners engraved year by year and displayed in the chapter trophy case.

15. *Several frequent, small or moderate awards are superior to fewer, larger awards.* Studies in psychology indicate that it is more effective in motivation of students to give several small or moderate awards frequently than fewer larger awards only occasionally. This is to say that more motivation will result by investing \$25.00 in ribbons and distributing them during the year to students for excellent performance in different activities than by buying one large plaque and giving it to one student (the best) at the end of the school year.

16. *Awards and recognition should be presented in such a way and at such a time as to make the recognition meaningful.* The when, where, and how in presenting recognition or awards is probably as important as the award being presented. In general, awards or recognition should be presented soon after the contest. If a chapter welding contest is held after school on Thursday, the ribbons (if ribbons are being used) should be presented immediately after the contest is over. Recipients of the top awards can be presented and receive applause at the next chapter meeting. Names of the award winners can be written on the bulletin board and submitted to the school newspaper, and a picture of the winner(s), along with the names of all the contestants receiving an excellent rating, can be put in the local newspaper. Only the top award recipient(s) of the various local contests should be held over for the local banquet. If all awards are held for the banquet, the banquet could last all night. A banquet program insert can be prepared which lists award winners for the year in addition to those being recognized at the banquet.

17. *The goal of contests should be education, not "winning."* Contests should be used as a vehicle to promote learning. Education is a process and learning is the product. Winning (being the "best" or first), if it occurs, is a by-product. The teacher's goal must be to teach sound agriculture, leadership, and citizenship to his students. If the goal

becomes one of winning at the district, state, and/or national level, he is likely to become upset and discouraged, depart from sound teaching procedures, and lose his honesty and integrity. Putting good teaching/advising first and letting "winning" take care of itself is a sound instructional philosophy.

*In Summary*

Contests in the FFA can be a vehicle for motivating student learning and will contribute much to the teaching of vocational agriculture. However, if contests are to have a positive influence and are to make a maximum contribu-

tion to the instructional program, they must be carefully selected and properly conducted, using sound educational principles. Unless based on sound principles, contests can be detrimental to student learning and development. The slogan should not be "how to win with the FFA" but "how to increase student learning through the FFA."

It has been the author's experience that good teaching procedures involving motivation and utilizing the above principles will result in a large number of excellent performances and more than a "fair" share of winners. ♦♦♦

At least once a day, everyday, the average citizen will read a newspaper, listen to a radio, or watch television. The result is usually the same; continuing negative news reinforcement about local, state and national problems. Too often this bad news concerns that minority of young people who are involved in movements and behaviors that are unacceptable to society. What the majority of the public fails to realize is that this constant negativism reflects only a small percentage of our youth.

As instructors of Vocational Agriculture, we have the opportunity and responsibility to help change the negative image of young people. We have the tools to transform negative attitudes, misconceptions and beliefs into positive understanding, support and enthusiasm. That positive force is the Future Farmers of America organization. The degree to which these changes will succeed depends upon how convinced the Vo-Ag instructor is that the F.F.A. can be that tool. To successfully utilize that positive force means expenditures of time, energy and effort on our part.

Within our hands have been placed two of the greatest resources of all times, young people and the opportunity to have a positive impact on agriculture.

If we work with a commitment to these resources through F.F.A. involvement at local, state and national levels then we truly can have a tremendous influence on the outlook and attitude of many people towards youth.

We all have stories and examples we can and should tell about positive activities and programs our students and members are involved in. Make every attempt to inform the public about that side of young people seldom have seen or heard.

With everyone working together, perhaps someday the average citizen can read a newspaper, listen to a radio or see on television that positive view of youth that we see every day. The F.F.A. truly can be that positive force in a negative society that is needed so badly today.

—Lee E. Klampe, Ag Teacher, Jefferson, Oregon

# FFA Membership Assessment in 1975



Richard F. Welton  
Agricultural Education  
Southern Illinois University

In a 1970 issue of the *Agricultural Education Magazine*,<sup>1</sup> this writer examined the "membership gap" as a barometer for predicting trends and needed modifications within the FFA. The article reflected upon the possibility of the organization suffering from old age. Revitalization has always been essential because the FFA produces dead wood and must, for that reason, attend to its seedbeds. The seedlings of this attention could be new approaches, new ideas, and new ways of doing things.

The mid-point of this decade may be an appropriate time for an examination and assessment of any progress toward placing more vocational agriculture students into the FFA. It is possible for us to observe the gap by examining vocational agriculture enrollment and FFA membership for the years of 1953-1973. The accompanying figure dramatically illustrates the disparity between enrollment and membership. In 1973, nearly 173,000 vocational agriculture students elected not to join FFA. This number represents a 100 percent increase from 1969, or 86,350 non-joining students. During the same period, vocational agriculture enrollment grew to an all time high. Appeal to an ever increasing number of students can be attributed to a broadening of course offerings and other adjustments in vocational agriculture programs. FFA membership obviously is not keeping pace with expanding enrollment.

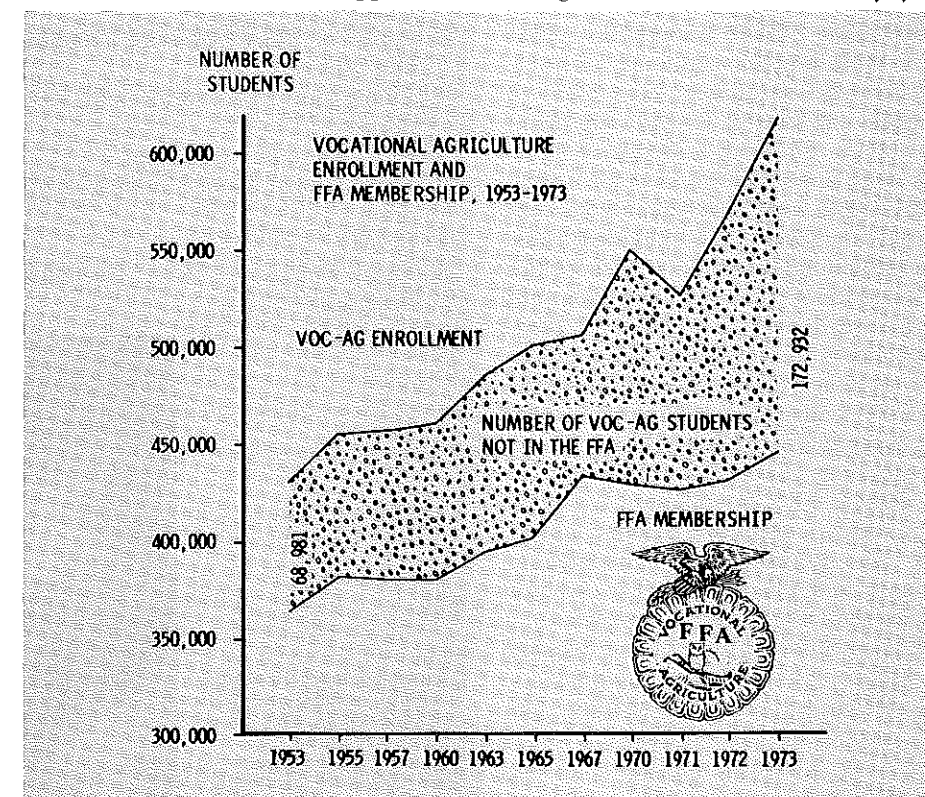
Findings of the 1971 National FFA Study will provide some insight into

how to involve more vocational agriculture students in the FFA. Nearly three thousand vocational agriculture students were involved in this nationwide project to explore the relationship between students' participation in FFA activities and selected characteristics of chapters. Of the students participating in the study, 676 were non-FFA members. In an effort to identify the reasons why they failed to join, this question was asked: "What changes are needed in the FFA before you would consider membership?" In order, five changes<sup>2</sup> listed most frequently were:

1. Hold meetings when I can attend;
2. Change the image of the FFA from that of a farm youth organization to one with appeal for

3. More interested members;
4. More appropriate activities to suit my interests;
5. Hold activities when I can participate.

These problem areas merit our immediate and serious consideration. Solutions to these problems may become the seedlings we need to plant in the latter half of this decade if we are to serve a greater number of students through the FFA. ♦♦♦



<sup>1</sup>Richard F. Welton, "Membership Gap... Fact or Fallacy Appraisal," *Agricultural Education Magazine*, September, 1970, pp. 58-59.  
<sup>2</sup>Richard F. Welton, "Relationship of Student Characteristics and Program Policies to Participation in the FFA" (unpublished Ph.D. dissertation, The Ohio State University, 1971), pp. 111-112.

# State FFA Workshop for Beginning Teachers

Paul Hemp  
Teacher Education  
University of Illinois  
Eldon Witt  
Executive Secretary  
Illinois FFA

Most beginning teachers need instruction and assistance in FFA program development during their first year of teaching. It is difficult, and sometimes impossible, to include adequate instruction in FFA programs in the undergraduate education courses which are already crowded with other necessary content. In Illinois, an increasing number of beginning teachers did not come through the vocational agriculture-FFA ranks in high school. Since FFA must be included as a part of a methods course, there is not enough time to teach prospective teachers all of the FFA knowledge and skills which they need as first-year advisors.

In order to offer additional help to new advisors and to increase chapter participation in FFA programs, the Illinois FFA Foundation provided \$1500 in its 1974-75 budget for a State FFA Workshop for beginning advisors. A steering committee composed of teachers and state staff who were members of the Foundation Board of Trustees was appointed to develop initial plans. The steering committee endorsed the idea and provided some general guidelines for the workshop, but the details of planning the programs were turned over to a program planning committee consisting of the executive secretary of the Illinois FFA, the state FFA advisor, a beginning advisor, an experienced advisor, the chairman of the State Executive Committee of the Illinois FFA Foundation, two state FFA officers, and two teacher educators. The workshop was scheduled in January and the theme, "The Advisor Makes the Difference," was selected.

The essential features of the two-day workshop program were as follows:

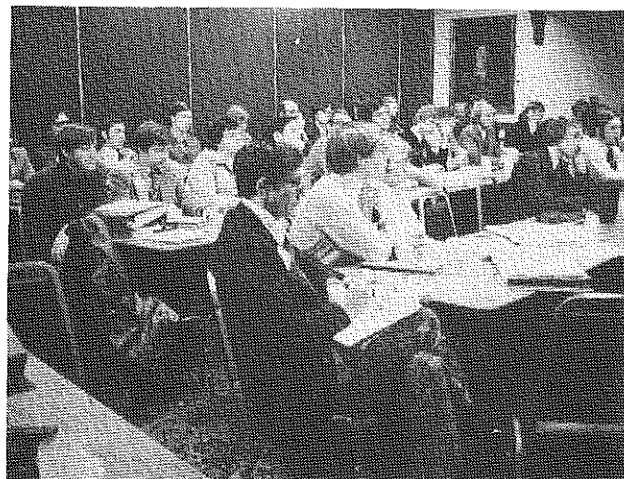
1. Seven experienced chapter advisors who had excelled in certain FFA activities were used as instructors.

2. State FFA officers, foundation representatives, and state staff were also involved in the workshop program.
3. Advisors who participated in the workshop either as instructors of students, were reimbursed for their travel, lodging and meals.
4. A post-meeting evaluation was held at the close of the workshop to gather data to use in planning future workshops.

Invitations were mailed to all beginning FFA advisors. The program started with a Friday evening dinner meeting and was concluded on Saturday afternoon. Program topics included the following:

1. Welcome
2. Main address, "FFA — Who Needs it?"
3. Panel of FFA Advisors, "Issues and Answers."
4. Filling out FFA Forms and Reports
5. FFA Alumni Association
6. International Understanding Program
7. BOAC
8. Farm Bureau — FFA Heritage Program

Beginning teachers of agricultural occupations participated in an FFA Workshop sponsored by the Illinois FFA Foundation at the University of Illinois.



Paul Hemp

9. Plan your Program of Work and Work Your Program Plan
  10. Making the FFA Visible
  11. State FFA Judging Contests
  12. Setting FFA Goals for 1975
  13. Evaluation
- Thirty-one beginning advisors attended the workshop which was held at a local motel in Urbana. The participants were asked to submit one or two questions in advance which were to be answered during the "Issues and Answers" panel on Friday evening. Each beginning advisor was given a copy of *FFA Chapter Champions* plus report forms and sample materials from local chapters. The experienced advisors were forthright and willing to present their successful procedures in working with FFA members. Some beginning teachers assume that experienced FFA advisors may be reluctant to share their trade secrets on FFA with beginning teachers, but this assumption was not supported at the Illinois workshops.

(Continued on next page)

# Wanted: Citizens of Tomorrow

G. J. Sperlich,  
Vo-Ag Instructor  
Geddes, South Dakota



G. J. Sperlich

Since its beginning in 1928, the FFA has acted as the long-arm of the classroom. The qualities and ideals that are hatched in the vo-ag classroom are hatched in the activities of the FFA. With the creation of the Building Our American Communities (BOAC) program, we have a unique incentive to concentrate our efforts in the realm of community improvement. It is obvious that we not only need leaders of tomorrow, but also need citizens of tomorrow — good, patriotic, community-minded citizens to follow and support the leaders. By initiating a community improvement project, the students become involved citizens. To quote Proverbs 22:6, "Train up a child in the way he should go; and when he is old he will not depart from it."

Recognizing the value of community involvement, the Geddes FFA Chapter has undertaken three major projects in the past three years. The first such project was the restoration of an original log cabin structure to be preserved and used for a museum. The local historical society moved the structure to town and the FFA chapter restored and refinished the exterior of the building. The FFA chapter financed the project with a grant from the South Dakota Department of Agriculture through the Building Our South Dakota Communities (BOSDC) program. The historical society is presently furnishing

the museum with artifacts of the area.

The second community project was the construction of a picnic shelter and new picnic tables in the city park. This project was financed through a BOSDC grant and community business donations.

The latest and largest project was the construction of a new Senior Citizens Center in Geddes, South Dakota. The Geddes community has a large number of retired and semi-retired residents. The town has an active senior citizens organization which in turn has an active ceramics auxiliary. The senior citizens organization was headquartered in a few back rooms of a vacant house in Geddes. This house did not have running water and had heat in only one room. After hearing about their plight, the Geddes FFA Chapter started a fund drive and began looking for a new location. After securing a lot on Main Street and tearing down the old building located there, the FFA chapter erected a new steel building with a concrete floor. The students then paneled, insulated, and put a suspended ceiling in the new structure. The next steps were constructing a kitchenette, 2 restrooms, a game room and a ceramics workroom. The students did all the work in ag mechanics classes and in their spare time. The only hired labor involved in the project was to help with the wiring and plumbing. In all, about

\$10,000 was raised, \$1000 through a BOSDC grant and \$9000 from local donations. On January 16, 1975 the Geddes Senior Citizens played their first game of bingo in their new home. In a time when our country is planning for its Bicentennial the Geddes FFA Chapter took a big step toward acknowledging its heritage by helping our community's pioneers.

By working on community projects, any FFA chapter, large or small, can have a sizeable impact on the community. Citizens see young people working or see the work that the young people accomplish. This creates positive feeling about a community's young people in a time when vandalism, drugs and a lack of respect are so prevalent among our students today. Couple this with the effect, that working to improve the community has on the student and to improve on an old phrase "we kill three birds with one stone." One, we improve our community on the outside with physical improvements. Two, we develop better public relations between FFA and community. Three, we improve our community on the inside, because we teach the habit of community involvement. The FFA members of today are our *citizens of tomorrow*. ♦

## CONTINUED FFA WORKSHOP

The post-meeting evaluation conducted at the close of the last workshop session showed that the beginning teachers felt that the program was very worthwhile. Several teachers wrote letters to the sponsors after they returned home asking that the activity be continued in the future. Some of the comments, stated in abbreviated form, were as follows:

"It was very worthwhile to see

how the top chapters in the State complete their work and how the teachers are so enthusiastic." "The workshop was a real help and a tremendous experience." "I learned a lot from the exchange of ideas, and I feel that the atmosphere was a very positive one."

"It was great. Offer it again next year."

While no decisions have been made regarding future workshops of this type, many teachers are hopeful that the activity can be continued on an annual basis. The involvement of experienced teachers in the in-service education of beginning teachers adds an important dimension to teacher education which should promote a spirit of cooperation and unity among the teachers of the State. ♦♦♦

# FFA Molds Youth for Leadership

*Ernest H. Muncrief  
Vocational Agriculture Instructor  
Marlow, Oklahoma.*

I think of Vocational Agriculture and the Future Farmers of America as an organization that functions as intricate pieces of machinery, working together to produce an end product of an honest, capable, dependable young person whose life is built around leadership, cooperation, character, and citizenship. In our Chapter, all students of Vocational Agriculture are members of the FFA, for the simple reason that I have never been able to determine where Vocational Agriculture stops and the FFA begins.

However, you can lead a horse to water but you can't make him drink; therefore, the acceleration in the program is geared to fit everyone. There will be a few students who will remain in the "jacks stage" and there will be some who reach the sky. The programs are generally geared to meet demands of all students. Not all will be farmers or even engage in agribusiness; some will be judges, doctors, school superintendents and legislators.

The most important requirement of a good FFA member is living up to his capabilities. It is always sad to see someone who fails to live up to the best of which he is capable. We always have some in our Chapter. We call them coat-tail riders or duds. They take advantage of the glory that the Chapter has gained as a whole; however, they do not expend any energy to hold that status. It seems that many fail to set real worthwhile goals in life. Everyone needs a standard of values that keeps them on the right course. A person's life is like a good story or symphony. It can have many variations, but it still needs a central theme that sets the tone of life and gives it a sense of purpose and value. I feel that the FFA excels in this area.

The FFA teaches citizenship and

patriotism. This is one thing that did not come the easy way. It had to be bought and paid for in blood. The freedom that we enjoy must be guarded with our lives if need be. Remember the little group of people from Europe who came over on the Mayflower and settled America? Half of them starved to death the first winter. The rest were not trying to buy a ticket back the next spring. They were patriots the same as George Washington's ragged group of revolutionists who were out-manned, and out-gunned but not "out-gutted." To keep the fruits of freedom, rules, laws, people, and things must be respected. FFA members learn that this respect is earned individually. It cannot be given or inherited.

The need for getting new business and new life into our rural communities is urgent if we are to motivate the young people of today for the leadership of tomorrow. Agricultural America still needs leaders—strong, vigorous leaders. It needs leaders who can cope with the many new problems confronting farmers and farm families, leaders who recognize the importance of farmers working together to solve their own problems. Such a problem-solving force has been employed in the Future Farmers of America.

How does the FFA help? The FFA provides many opportunities in leadership training such as public speaking contests. In our Chapter, we have a local contest. The winners of this contest appear in the district contests and then at the higher levels. FFA provides the members with parliamentary procedure training and holds parliamentary procedure contests. FFA training schools for officers and other members are held. The individual members are placed on committees that give them challenging and well-planned programs



E. H. Muncrief

of work. The members fulfill leadership requirements for higher degrees, such as Chapter Farmer, State, and American Farmer degrees. Judging contests and livestock shows also help in developing leadership abilities. However, leadership cannot be forced upon anyone, neither can the FFA produce leaders by itself. The individual person, boy or girl, has to want to develop these rare qualities. The individual has to examine himself closely to see what he already possesses and work to improve these traits. Then he has to work on the things he doesn't possess.

The individual member of the Future Farmers of America is taught the qualities of a good leader. For instance, we learn that a good leader is a person who exerts the combination of qualities that inspire confidence, draw others towards him, and cause them to follow. A good leader is a person who can maintain poise and courtesy when friends or relatives are making ill remarks about him. He has an ambition and curiosity to help other people in life and show understanding to others in the time of need.

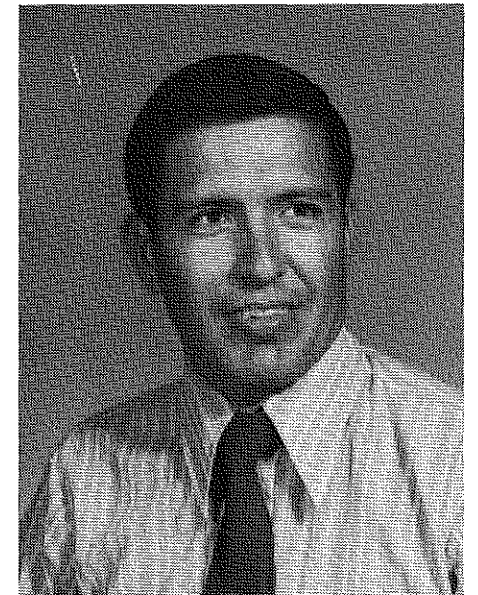
Our FFA Chapter offers a challenge to learn more about other people and their way of life. When a person is familiar with other surroundings, he understands people's feelings better.

Our FFA Chapter helps to evaluate the weak and strong points of its members. A positive plan in training members for leadership is started early. This plan is analyzed to see that it fits

*(Continued on next page)*

# Restore National Pride Through the FFA

*Isaias Almazan, Jr.  
Vocational Agriculture Teacher  
Victoria, Texas*



Isaias Almazan Jr.

**Pride is contagious; let's start an epidemic.**

He was a typical farm boy wearing a straw hat, cowboy work shirt, worn levi jeans, scarred boots that had not seen a shoeshine since they were made, and an FFA jacket that had been faded by the hot South Texas sun. The skill he was using in driving the sparkling turbocharged tractor led one to believe he had the patent on its operation. It took only a few minutes of conversation with the young man to learn he was an enthusiastic leader in his local FFA chapter. His manner of speaking showed a sign of confidence which he no doubt gained through his leadership training in his vocational agriculture classroom. The positive attitude he displayed was an indication of his willingness to succeed in the challenging field of agriculture.

When asked to define the FFA, his reply echoed the sentiment of a cross section of FFA students throughout the State of Texas, who respond that it is the studying of agriculture and the learning of responsibility. This was my finding after interviewing a respectable number of students during the Houston Livestock Show and Rodeo. It was truly an enlightening experience to

discuss the FFA with young people from different backgrounds and areas. Although they differed in some respects, it was obvious they were very proud to be wearing the National blue and corn gold of the FFA.

Of all the words that could be used to describe the FFA, "pride" would certainly take the inside track. Webster defines pride as "a sense of one's own dignity; self-respect and the best of a class or group." No other word in the dictionary has fallen in the shadows like the word "pride."

Do we as a nation have pride when we allow a Watergate figure to make millions by touring our university campuses and presenting his thoughts to the leaders of tomorrow? Is making a criminal a hero a sign of self-respect for America? Maybe it is time that our nation enters a more prestigious era by stimulating our youth to be constructive citizens and leave "Who's Who in America's Watergate" behind.

The FFA has always been a leader in presenting the colors with dignity and self-respect. This is evident during any official meeting or convention by the manner in which the officers and members conduct themselves as they begin with the opening ceremony and conclude with a salute to our Flag. If this trend is to continue, we as educators have the responsibility of stressing the importance of individual pride

which leads to pride on a larger scale.

To do this, we must be innovative to the degree of stimulating interest and avoid the age-old creature, the "status quo." The desire and willingness of a young person to contribute to society should not be hindered by an out-dated program. We should constantly analyze our overall program and be prepared to make adjustments that will keep pace with our progressing times. It is obvious that alterations cannot be universal; they should be made according to the local environment.

Along with the academics, our training institutions should vigorously stress the importance of acquiring responsibility as a method of building character and pride. With young teachers of vocational agriculture who can blend in and generate enthusiasm among our ranks and experienced ones who will continue to do a superb job, vocational agriculture and the FFA will always be looked upon with dignity and respect. It is the responsibility of all educators in the field of agriculture to see that the FFA will forever be the organization for proud young men and women. Pride is contagious; let's start an epidemic. ♦♦♦

## CONTINUED FFA MOLDS YOUTH

and if it will help the member become a better leader and citizen. It must always be remembered that before a person can become a good leader he must become a good follower. Every person must start at the bottom and go up. Imagine what it would be like

to build a house, starting at the top with the roof without a foundation to build on. The Future Farmers of America is a good foundation in building good leaders. With the proper teaching, planning, and instruction, a young person can become a good

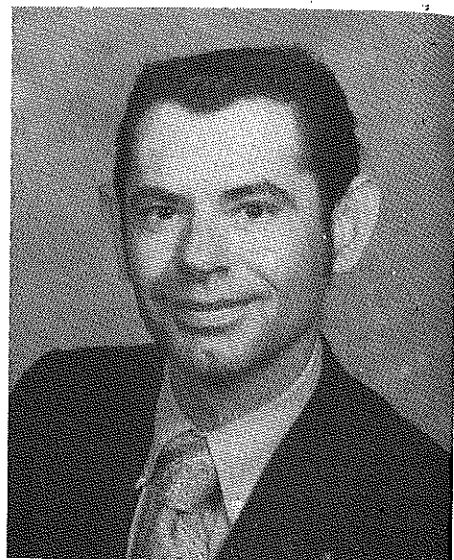
citizen while he or she is still in school, thus eliminating the rising violence and crime rates.

In our Chapter, we strive to encourage all members to become leaders and not all followers. I feel that leader-  
*(Concluded on page 18)*



# Small FFA Chapters Must Try Harder

*William T. Woody, Teacher  
Vocational Agriculture  
Lorena, Texas*



William T. Woody

Many vocational agriculture teachers feel that small school FFA chapters cannot compete with large schools. It is my desire in this article to show that this does not necessarily have to be true. If small chapter advisors accept this, then it can be true, but if they take this as a challenge, they will learn that they can accomplish high achievement.

An advisor must have a strong love for the FFA. This may come from his own membership in FFA or from observing the great things the FFA has done for so many youth in this country of ours.

I would like to tell you of the experiences of the Lorena FFA Chapter for the past ten years. By these experiences, I truly hope many small schools will be convinced that they too can receive high recognition and honors.

I will direct your attention to four aspects of the FFA. These categories are judging contests, chapter rating, BOAC, and officers above a local level.

Leadership is a very strong aspect of FFA chapters. Therefore, leadership contests and judging contests allow a young person to demonstrate the abilities of leadership that they have learned. Leadership contests such as parliamentary procedure demonstrations, radio broadcasting, public speaking, and shop skills demonstrations are perhaps the most important contests for all FFA members. At Lorena, all students are taught public speaking and parliamentary procedure. When time draws near for district and area contests the seven students who show the most skill in parliamentary procedure are chosen to be on our chapter conducting team. We believe that a great deal of practice out of the normal classroom is then necessary to

produce a winning team. The team members then engage in many hours of night practice. They realize that if they are to compete with larger schools they must work harder. Many FFA members and advisors may think that this extra work is too big a price to pay for success. We are convinced that the extra work is worthwhile. Lorena FFA started night practice in 1971. Since that time our chapter conducting teams have placed first in district each year, first in area two times, and first and fifth in state competition. Lorena FFA members believe that success is almost always there if they are willing to pay the price.

In radio broadcasting, FFA members must read a script behind a screen, and over a microphone. The preparation of the script, the timing, and the clearness of expression require many extra hours of hard work for FFA members. In the last eleven years, hard work and dedication have enabled radio teams to win nine district first places, several high placings in area competition and a second place in state competition. The success of each radio team seems to set goals for the next team. FFA members at Lorena believe that by striving for success themselves they will be able to help inspire others who will follow them.

Judging contest such as livestock judging, poultry judging, dairy judging, and milk quality and dairy foods judging offer a strong challenge to FFA members in the Lorena FFA chapter. These contests enable students to put into practice what they have learned about livestock and the products that are derived from them. Again hard work and dedication give success, and success breeds success.

Most of these contests require train-

ing away from the school. The advisor must have a good working relation with the administration, the teachers, and the coaches in order to have his students for field trip training. By working closely with these people and helping them with some of their problems, a good working relation can be created and maintained. Everyone must work together in small schools in order to have success in all fields.

Along with this cooperation of all concerned comes dedicated hard work to gain success in the judging contests. After a little success, FFA members seem to be hungry for attaining higher goals. In the past eleven years, FFA members at Lorena have received eight state judging awards and four national judging awards. Four of the state awards were first place honors in the milk quality and dairy foods contest. These teams received one silver emblem ranking and three gold emblem rankings at the national contests in Kansas City, Missouri.

After the first state award, the FFA members seemed to know that it was possible for a small school to participate well.

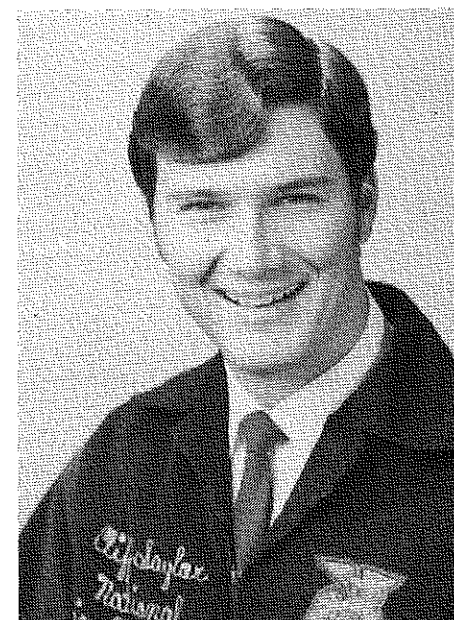
Interest in judging contests has grown steadily each year, and I believe will continue to grow.

The securing of offices above a local level is a very rewarding experience for many fine FFA members. Every student that wishes to try for an office above local level is given a chance. There are many requirements set by districts, areas, and the state, and we set one major requirement in our chap-

*(Concluded on page 18)*

# THE FFA PARAPROFESSIONAL

*Clifford W. Saylor  
FFA Paraprofessional  
Arizona Association FFA  
Phoenix*



Clifford Saylor

**We are dealing with people's lives, molding, advising, counseling, and stimulating individuals so that their inner drive can be unlocked, allowing them to be all that they can be.**

The Department of Vocational Education in Arizona serves six vocational education student organizations: Future Homemakers of America, Vocational Industrial Clubs of America, Future Business Leaders of America, Distributive Education Clubs of America, FHA/Home Economics Related Occupations, and the Future Farmers of America. Through expanding areas of career education, increasing memberships, new programs, and changes in staff responsibilities it was determined that there was a need for part-time assistants, thus the position of paraprofessional was created and funded for each of the six student groups.

There are two ways to look at the function of the paraprofessional. First, from the individual's point of view and what this position will do for him. Second, from the organization's point of view and how it will benefit.

Personal requirements needed to fill such a position are relatively basic. The main ingredient is a working knowledge of the respective organization. Others would be location and availability, time, ability to work with people, and a desire and willingness to learn. In other words, the requirements are about the same as a job in any other occupation. Past state officers, outstanding local members, and past national officers are currently serving as paraprofessionals in Arizona.

As a paraprofessional, I have been

given the opportunity to learn an organization from a different point of view. Being involved with the organization in a new capacity, that of planning, organizing, directing, controlling, and coordinating dims some of the glitter and bright lights with the realization of how much hard work is really involved in directing an organization.

My duties have included such things as revising outdated contest applications, coordinating all state FFA officer activities, and helping train state officers. I assist in planning and preparing for conventions and field days, and in developing leadership materials. Also, as I become more experienced, new responsibilities are directed toward me to allow the State Executive Secretary, Gordon G. Hall, time to concentrate on more detailed activities.

From my point of view, complete responsibility for an activity is a great stimulus to getting things done. A year in and year out routine activity such as a state fair judging contest is an example of a task the paraprofessional is capable of handling with a minimum of supervision. This frees the executive secretary from such tasks and gives the paraprofessional more responsibility and incentive.

As for myself, the position of paraprofessional is an opportunity to put to use what I have learned in my past association with the FFA. One very fascinating aspect of this position is that formerly, as an FFA officer, my association with the State Office was as an outsider. Being on the inside, looking out, is a new experience. State officers do commendable jobs but they are limited to just how much they can accomplish. The point is that the im-

portance of an efficient state staff has been revealed in an eye-opening way.

Of course, this places a great burden of responsibility on the individuals who hold these positions. When you get right down to it, we are dealing with people's lives, molding, advising, counseling, and stimulating individuals so that their inner drive can be unlocked, allowing them to be all that they can be.

As a State and National FFA officer, I was challenged to help members grow through direct contact. Chapter visits were one of the most challenging activities I faced. Through these visits, I was able to share with members what I thought could enable them to become better FFA members. State conventions were always exciting because of the opportunity to address several hundred young people at one time. It was a pleasure to see a greenhand set his goals and rewarding to present state and National awards to those who had exhibited outstanding personal qualities in accomplishing their goals.

As a paraprofessional, the chain of influence has changed. State officers come to me with questions just as I did five years ago, and they expect answers! So it is a challenge to me to provide positive leadership to these young people and thus influence the lives of many FFA members through officers' activities.

The organization benefits from the paraprofessional's employment first by giving the executive secretary someone

*(Concluded on next page)*

## CONTINUED PARAPROFESSIONAL

to assist with some of his more routine jobs and allow him to concentrate his efforts on more important matters. It also provides the staff with new ideas and a more direct link to the organization if the paraprofessional is a current member or immediate past officer.

In the case of an officer, the organization also benefits from the years of experience that individual has had. Ideally, the past officer will be very knowledgeable of the organization, its activities and how they are conducted, and about its goals and purposes. Therefore, the job of giving the individual background information about the organization is done. The supervisor can concentrate on instructing the paraprofessional about the system he

will be working with in the state's office of education.

As designed, the paraprofessional position is a part-time, as time is available, job. But as one gets involved, sets up a schedule and gets into his routine, the position becomes very dynamic and anything but routine. If a person simply came into the office occasionally and tried to do his job on an irregular basis, he would never do as well, or get as much done as the person who comes in at a regularly scheduled time. It also has been my experience that coming in for entire days is better than afternoons only. A full day allows a person to get more done on an assignment than spreading it out over two or three days. One point here, it is essential that the paraprofessional live in the proximity of the state office. The na-

ture of the job requires that he be able to be in the office to stay abreast of what's going on in the organization.

Personally, I feel that this has been an excellent way for me to give back to the FFA some of what it gave me. It is an opportunity for me to pass on what I have learned. It also helps, through my salary, to further my education and prepare for even greater responsibilities in the agricultural industry.

Any state that thinks a person in this position may benefit their program, would be on the right track by employing a paraprofessional. There is much to gain by combining the knowledge and experience of state leaders and the youthful exuberance of FFA members into a harmonious working relationship. ◆◆◆

## CONTINUED SMALL FFA CHAPTERS

ter. Anyone who runs for a higher office must show his dedication and love for the Future Farmers of America organization. A great deal of self-discipline must be taught by the advisor and demonstrated by young people involved in offices above the local level. In the past eleven years this chapter has produced eight district presidents, seven area officers and three state vice-presidents. All of these young people have demonstrated a desire to help their chapter, district, area, state, and national organization. Each of these youngsters has helped younger members in preparing themselves for leadership and service to others.

Many of the above things and others go into work on the National Chapter rating contest and the National Building Our American Community Program. Our chapter has been involved with BOAC since its beginning and

gains much satisfaction from helping our community to be a better place in which to live. This contest has 53 team members at Lorena this year. Everyone has a job to do and willingly accepts his or her share of responsibility. This chapter project probably does more to establish pride and a winning attitude than any other aspect of FFA. Our Chapter has won area, state, and national awards each year in BOAC work. The chapter has placed first in state two times and received the Governor's citation for its accomplishments. No other single thing has done more for our community, our chapter, and for each FFA member than our work in BOAC.

All of the above experiences go together in our work on the National Chapter rating contest. This contest enables the Lorena Chapter to keep records of its accomplishments and to

try to improve each year in areas that are weaker than others.

I hope that mentioning the awards we have received at Lorena does not make you think we are trying to be boastful. These accomplishments were mentioned to try to help younger teachers with small FFA chapters see that success is possible in a small school.

I have been closely associated with the FFA both as a student and teacher for 20 years. I still love the FFA as much today as I ever did and feel, as I am sure many of you do, that "all we can do for these young people is the least we should do."

Remember that if your school and chapter is small, you and your students must sometimes work a little harder to accomplish your goals. FFA will always be great if we all believe in what we are doing and always remember that the price of success is work. ◆◆◆

## CONTINUED FFA MOLDS YOUTH

ship means more to the individual member than a farm skill or technique. The reason for this is that without some form of leadership, many skills and techniques could not be put to use.

I feel that we all should be our brother's keeper, especially an FFA advisor. I think personally, that it is a duty to help other people learn how to live life. It is up to me to inform, discipline if necessary, motivate, and help students to mature. Many people say "that's his business." I disagree. It

is not his business if it infringes any way on someone else's comfort or well-being. For instance dope pushers, drunken drivers, armed robbers, and rapists affect me and all of society.

A good advisor of the Future Farmers of America can be the community's greatest molder of young people. In fact, I have often thought that R. L. Sharpe had a Vocational Agriculture teacher in mind when he penned:

A Bag of Tools  
Isn't it strange

That princes and kings  
And clowns that caper  
In sawdust rings  
And common people  
Like you and me  
Are builders for eternity?  
Each is given a bag of tools  
A shapeless mass  
A book of rules  
And each must make  
Ere life is flown  
A stumbling block  
Or a stepping stone. ◆◆◆

# Leader in Agricultural Education:

## HERBERT H. BURLINGHAM

by  
Osmund S. Gilbertson  
and  
Janet S. Herring\*



Herbert H. Burlingham rode the best and fastest Quarter Horse in Columbia County, Oregon, to high school when he was a boy. Little did the horse know all those trips to the little high school in Birkenfeld, on the Nehalem River, would help his rider become H. H. (Burley) Burlingham, Professor Emeritus. Nor did the rider know he would recall those early horseback rides years later when he occasionally rode across ranch property by horse to visit student livestock projects.

An outstanding agricultural education teacher and administrator, Professor Burlingham rejuvenated and re-established the status of vocational agriculture wherever he set foot in his 42 years of service to this field.

After graduating from Winema High School in Birkenfeld, Burlingham attended Pacific University in Forest Grove, Oregon, transferring to Oregon State University where he received his Bachelor of Science degree in Animal Husbandry in 1929. A year spent with Swift and Company, North Portland, Oregon, as an executive student, led to entry into preparation for the teaching of vocational agriculture, and completion of post-graduate work in agricultural education at Fresno State College in California and the University of California at Davis.

Once in California, Burley remained. He undertook his first full-time teaching job in Willits, arriving there with his new bride in August of 1931 and remaining for five years. He established

the Willits Future Farmers of America (FFA) chapter without delay (the school had conducted vo-ag for several years, but no FFA), and began instructing adult classes in general farm education.

During the three years he spent in Madera, the adult agricultural education program increased. He taught one or more adult classes each year, as well as serving as a "critic" teacher. It was through the adult classes that Burley spearheaded the development of the first out-of-school alumni group, predecessor to the Young Farmer clubs.

The respect and comradeship Burley and his students had for each other was evident in the continual help they gave one another. "The alumni group members were an indispensable part of my program. I had too many students for one person to supervise before we added a second teacher. Some of those alumni fellows actually assisted in the supervision of my students, as well as cooperating in coordinating a number of local FFA activities." Leaving for Paso Robles in 1939, he established the

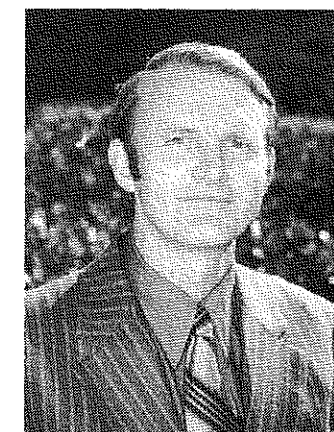
agriculture department and FFA chapter in his new school. Additionally, he created the student-teacher training center in Paso Robles for agriculture trainees coming out of nearby California Polytechnic State University (Cal Poly) in San Luis Obispo, and, again, established an adult program.

The accomplishment of his students meant much more to Burlingham than his own. "My satisfaction was always in the accomplishment of my students. My philosophy was that the program was number one for the students." He left Paso Robles in 1942 to attain another of his early goals, involvement in state supervision. He was now the Regional Supervisor and FFA advisor for the Agricultural Education Superior Region of California and remained so until 1948. Burlingham was always active in professional organizations including holding all offices at all levels in the California Agricultural Teachers' Association, being State President in 1942-43.

In 1948, the war was over and the classrooms were filling with young men again. The first full-time agriculture teacher educator at Cal Poly was hired. He was H. H. Burlingham. The agriculture teacher preparation program achieved department status in 1965 with Burlingham as its head.

Burlingham's concerns didn't end in California though. Scores of people from other countries came to Burlingham for guidance in improving their technical and professional knowledge. He also assisted in the recruitment, selection and orientation of team members for Thailand and Guatemala and served as consultant in higher education for Chiangmai University in Thailand. He was an active participant in the Pacific Regional Association of State Supervisors and Teacher Educa-

(Concluded on page 22)



O. S. Gilbertson

\*Osmund Gilbertson is head of Ag. Education at California Polytechnic State University at San Luis Obispo and Janet S. Herring is a student there.

# PREVOCATIONAL AGRIBUSINESS AND THE FFA

*Kenneth A. James  
Agribusiness Instructor  
Winter Haven, Florida*

**There were no programs at the junior high school level when FFA was begun in the high schools.**

Many junior high and middle schools in the past few years have been operating programs in prevocational agribusiness and natural resources education and experimenting with the career education concept. Northeast Junior High School, a public institution located in Polk County, Florida, has operated a pilot program for Polk County junior high schools on the wheel concept for the past school year. Although findings are not complete for the total program, the agribusiness spoke of the vocational wheel was experiencing some difficulty at the outset of the program in its organization of an effective FFA chapter.

Our vocational wheel at Northeast Junior High is offered at the seventh grade level and is operated on a nine-week basis. The orientation program for prevocational agribusiness students is based on a nine-week curriculum and places special emphasis on the problems students have in becoming oriented to the world of work as it relates to the field of agribusiness.

An inter-disciplinary approach to teaching careers in forestry, ornamental horticulture, ag. mechanics, ag. production, ag. processing, ag. supplies/sales/and services, and ag. resources are offered during each nine week session. The success of this prevocational agribusiness program and others like it, may well depend upon the success of the total agribusiness program.

In recent years we have seen the development of the career education concept at the junior high and middle

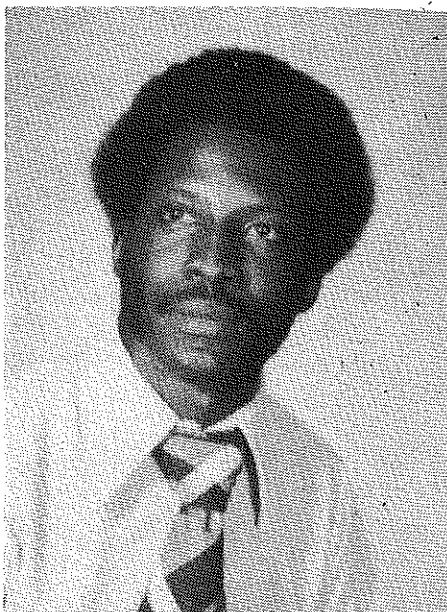
school level. With many agricultural educators this idea is presenting some complications in the development of an effective FFA chapter at the prevocational grade level. The FFA has been a strong part of the agribusiness program for many years, because of the leadership training it offers the student. It encourages most instructors to continue its existence in the junior high schools.

We are all familiar, at this time, with the operation of vocational wheel programs, in that, rotation occurs on nine, twelve or eighteen week bases. The most common of the three being the nine week wheel or 45 school days in which to orientate the student to the agribusiness world of work.

In developing the FFA chapter on this level many undesirable situations are presented such as:

1. FFA members are enrolled in actual program only forty-five days.
2. Election of officers may need to be held at each rotation to insure stronger leadership.
3. Challenge by the FFA degree system is limited.
4. Challenge by Proficiency Award Program is limited.
5. Limits participation in judging activities and other contest.

In the program itself, students are introduced briefly to or made aware of careers in the world of work. Occupations of all kinds including professional, skilled, semi-skilled and unskilled are explored with emphasis on the development of positive attitudes toward all jobs. Some leadership characteristics are developed through class study, but more can be developed through FFA activities. On the other hand, many suggestions have been given as to the implementation of the prevocational agribusiness program, one of which is



K. A. James

the elimination of the FFA at the junior high or prevocational level.

This would require much consideration. The basic purpose of the seventh grade course at Northeast Junior High School is to acquaint the young student with the world of work.

The gradual process of guidance, instruction, and practice is aimed at motivating the student to make a wise selection of the occupational objective. In this process, the Future Farmers of America can play an important role.

The instructional program is supplemented with field trips, land laboratories, resource people, films and other activities to make the course more relevant. It can also be supplemented with an effective FFA chapter.

Many of our junior high school programs in agribusiness courses serve as feeder programs for the advanced agribusiness courses on the high school level, with a major purpose being to obtain a better enrollment of interested students in these advanced classes.

Through the prevocational agribusiness program and an effective FFA chapter, this goal can be effectively obtained with students having the opportunity to receive early leadership training and a basic understanding of the specialized areas of agribusiness and natural resources education.

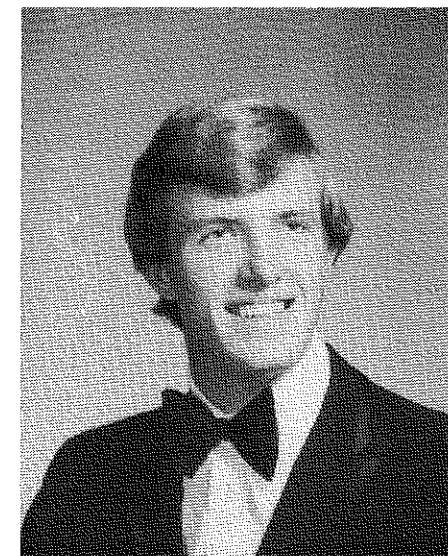
The degree of difficulty encountered in organizing an FFA chapter at the middle school level also depends on the number of instructors in the agribusiness program. However, this may well

*(Concluded on page 23)*

FFA - -

## Leadership in Action

*B. Randolph Roller  
Vocational Agriculture Instructor  
Stuarts Draft, Virginia*



Randolph Roller

... call it anything except public speaking.

How impressive it was to have President Gerald R. Ford address the National FFA Convention last October in Kansas City. It was equally impressive for me to see our past national president, Mark Mayfield, introduce the President with the poise and confidence of a seasoned orator. The Future Farmers of America has been and will continue to be a nationally recognized youth organization with outstanding leaders. What is the key to our success? Why do many of our FFA members become presidents of student bodies, legislators, business executives, leading farmers, and agriculture teachers? The answer is in that great human quality we call LEADERSHIP.

One of our primary aims in the FFA is to develop leadership in *all* students, not just the "Mark Mayfields" or the "Alpha Trivettes." The student with the least ability in your classroom needs as much leadership training or more than your most talented student. Our national FFA officers did not develop their ability to lead overnight. It began when they first enrolled in vocational agriculture. With the maturity that comes with age and the guidance and training of their agriculture teacher, our national officers symbolize the end-product of leadership development in the FFA.

FFA activities and contests are an integral part of the total vocational agriculture program. Participation on the part of all members makes a strong chapter, increases interest, and improves the leadership ability of the

members. The chapters that are winning all of the awards, train more than one or two outstanding students.

One of our greatest teaching tools is the FFA. FFA leadership activities and classroom instruction go hand-in-hand for a well-rounded agricultural program. Leadership development should be taught from the first through the last years of vocational agriculture offered at your school. I am not advocating that we devote the entire year to the FFA and leadership training activities. Technical agriculture and related subject matter is highly important if we are to keep pace with our ever changing agribusiness industry. However, I believe that FFA training can be intermingled with regular instruction throughout the year to increase motivation in students as well as make for an effective teaching curriculum.

The public speaking contest is one of the most prestigious contests we have in the FFA. Public speaking develops a student's ability to speak, think, and reason on his feet. It develops his confidence and poise in expressing himself. What better way to have a public speaking winner than to teach public speaking in the classroom, beginning with the first year of agricultural education. When most students hear the words, "public speaking," they cringe with distaste and beg you to teach something they think is more interesting. One solution is to call it anything but public speaking. It could be termed an "oral report" or a "magazine report." Give the students time to write their "report" in class. Provide magazines, books, and other materials to assist the student in obtaining ideas, facts, and pertinent information on his or her speech topic. Everyone in the classroom should be required to give a

public speech. The student that refuses to give a talk is the very one that needs public speaking the most. Set up an inner-class or a chapter public speaking contest. Use your school principal or members of your FFA alumni association as official judges of the contest. You will be amazed at the increased interest and participation in this contest. You will probably note a change in your chapter officers' speaking ability.

A knowledge of parliamentary procedure also develops leadership in the FFA member. What an advantage the FFA has over other youth organizations in that its members receive parliamentary training in the agriculture classroom. I dare say that in most schools, the only parliamentary procedure taught is that taught in the agriculture classroom. Parliamentary procedure should also be taught every year that agriculture is offered. To avoid monotony, the teacher may have to change his approach to the subject each year. Students in the first year of agriculture may learn only the basics of parliamentary procedure, such as the proper way to obtain the floor and to make a motion. By the time the student reaches his final year in the agriculture program, he or she should have a thorough knowledge of parliamentary procedure.

An excellent means of determining your students' knowledge of parliamentary procedure is to have a demonstration in class. One student

*(Concluded on next page)*

JULY 1975

## CONTINUED LEADERSHIP IN ACTION

could be selected as chairman while the other students serve as participants at a meeting. Give the students a problem and see if they can solve it by means of parliamentary procedure. After a solution or solutions are found, have the students evaluate their performance. As a follow-up to classroom learning, set up a chapter parliamentary procedure contest after school or at night. For judges, use former FFA members or adults that have a knowledge of the contest. You will see a competitive spirit develop among your FFA members as they strive to be on the chapter parliamentary procedure team. They will assume other school offices and take positions in the community as they become adults because of the extra "polish" they received in the agriculture classroom.

Every student cannot be a public speaking winner or president of the parliamentary procedure team. This

situation is where our FFA judging contests play a major role. Judging develops a student's ability to think, to reason, to make decisions, and then to justify his decisions. Learning how to judge begins in the classroom where a student must absorb the basic fundamentals of judging. Then the instructor should follow with field trips and after-school workouts. Judging contests give a wide variety of FFA members an opportunity to demonstrate their ability.

There are many FFA activities which develop leadership that I have not mentioned. However, as far as I am concerned, any worthwhile FFA activity will develop leadership ability in any student if he earnestly and sincerely puts forth the effort. Student effort and involvement is truly leadership in action.

During the summer of 1973, I had the good fortune of serving as one of

three counselors for the National FFA Leadership Conferences held in Washington, D.C. That summer we worked with approximately seven hundred FFA members from all over the country. One morning after a leadership and group dynamics session, Sammy Peebles, co-counselor and a past national officer, remarked to me about the "power of influence" the agriculture teacher has with his FFA members. Now that I am a vocational agriculture teacher, I realize how true Sam's statement was. We have the power of influence to practically mold an FFA member into the type of individual we desire him or her to be. The form for this mold is the leadership training the student receives in the FFA. Fellow educators, the opportunity is there, the challenge is now, and the outcome depends upon you and me. ♦♦♦

## CONTINUED LEADER IN AG. ED.

tors in Agriculture and served two years as workshop chairman for the group.

Burlingham assisted in the preparation of many professional materials in California and edited two professional brochures, titled, "General Agriculture-Importance, Objective, Organization and Administration," and "Vocational Agriculture-A Model Program." He also co-authored the book, *Selected Lessons for Teaching Off-Farm Agriculture Occupations*. More recently, he has updated the *History of Agricultural Education in California Secondary Schools*.

For some twenty-three years while at Cal Poly, Professor Burlingham was responsible, working with State Officers

of the CATA and with the Bureau of Agricultural Education, in planning and conducting the Skills Week (a professional-technical) workshop and the CATA Conference, both events being held annually on the campus of Cal Poly, San Luis Obispo. These two events are believed by many teachers and other educators to have contributed very greatly to the high regard and professional status of vocational agriculture and the CATA in California.

Over six hundred young men and women completed preparation for agricultural teaching under Burley's guidance and supervision and over 300 teachers completed master's degree work under him. ♦♦♦

Burlingham retired from Cal Poly in 1972, as Professor Emeritus, after 42 years of service and dedication in the field of Agricultural Education. He is still one of the first to stand up and cheer the success of agricultural education training. He hails it nearly as loudly as he hails his pride in the professional accomplishments of his many graduates in teaching, including college teaching and in educational administration.

Agricultural educators, too, should cheer just as loudly for H. H. Burlingham. His success story goes hand-in-hand with that of progress in agricultural education and in teacher education. ♦♦♦

## CONTINUED BANQUET

being done correctly and on time.

The advisor should also be sure the students do a quality job with all speaking parts. This often means helping a student write an introduction (not write it for him) or helping students to think of ideas they might not come up with on their own. It also means the advisor needs to be sure there are ample opportunities for practice to occur before the banquet. As in a Broadway play, the secret of a smooth running banquet is practice. Everything from presenting awards to giving the

welcome must be rehearsed to be most effective.

No banquet is complete until the advisor, banquet committee chairmen and others who have major roles in planning the banquet sit down and evaluate what happened at the banquet. This evaluation should take place the next day after the banquet while the ideas about the affair are still fresh. The result of this evaluation should be a permanent file, including written reports and suggestions from each of the banquet committee chairmen along

with the overall comments which come out during the evaluation of the banquet. This file should be kept so that when it comes time to begin to plan for next year's banquet, quick reference can be made to the things which were done the year before and the same mistakes won't be made again.

A good banquet helps to create a good window for the public to view the FFA. It also provides a great experience for all of the members of the chapter. ♦♦♦

## CONTINUED PREVOCAATIONAL — AND FFA

be the reason for some of the problems encountered at Northeast Junior High.

Regardless of problems, the individual student's educational goals must be given first consideration. Not every student, upon enrolling in an agribusiness program, has established a realistic or a meaningful set of goals, especially at the age of twelve or thirteen years. That's where the total agriculture program comes in. Essentially the FFA assists them in defining educational objectives and presents new goals for them to consider.

It is here that the instructor should take into account the actual purpose of the FFA and should organize his chapter on the same basis as the prevocational agribusiness and natural resources education course is organized. This may mean developing the FFA chapter to complement the junior high program.

The FFA is intra-curricular and originated as a part of the high school vocational agriculture curriculum. There were no programs at the junior high school level when the FFA was

begun in the high schools.

FFA activities encourage members to learn through active participation how to conduct and take part in public meetings, to speak in public, to buy and sell cooperatively, and to solve their own problems. The FFA was and is designed to supplement training opportunities for students who are progressing toward the goal of possible establishment in agriculture. Through FFA activities, the cooperative spirit can be discovered and developed. This presents a school with experience in the art of working together for common good. Members have a splendid opportunity at this grade level to learn how to deal effectively with themselves as well as with others.

In Florida there are 326 agribusiness and natural resources departments, utilizing 538 teachers; among these are 242 programs in introductory and exploratory agribusiness education.

This presents the opportunity to establish a solid foundation for the total agriculture program as well as the Future Farmers of America. ♦♦♦

Of the several national vocational student organizations, the Future Farmers of America is perhaps the oldest and best known. Local chapters of FFA have programs which are an integral part of the instructional program, and through FFA activities, students participate in making decisions regarding their own education.

Agribusiness education administrators should encourage and assist teachers in the development and use of this vocational agricultural organization. Through this organization, agribusiness students can be involved in the decision making process at a point where they are most directly affected. Local chapters can be a powerful influence in bringing the world of work and the school into a closer working relationship, resulting in more realistic vocational instruction. Perhaps this is why the FFA is the oldest and best known vocational student organization and should be retained at all levels of the agribusiness and natural resources education program. ♦♦♦

## BOOK REVIEWS

**THE FFA AND YOU: YOUR GUIDE TO LEARNING**, by Ralph Bender and Robert Taylor. Danville, Illinois: The Interstate Printers & Publishers, Inc., Copyright 1974, Second Edition, 565 pages, Hardback \$8.75.

This book contains 20 chapters about what to do and how to do it concerning activities of the FFA. These chapters cover about every aspect of the FFA you can think of. Some of the subjects covered are: history, purpose, organization, financing, public relations, parliamentary procedure, FFA degrees, constitutions and by-laws, leadership, selecting officers, and many others.

The text is well organized, well written and contains many good illustrations and examples. Each chapter is summarized and has suggested activities and questions. This book, along with an Official FFA Manual can be used as a complete text for the study of FFA, its history and purpose.

The authors of **THE FFA AND YOU** are two very qualified men who have had a great deal of experience in the Future Farmer organization, both as students and educators. Dr. Bender is a professor and

chairman of the Department of Agriculture Education at Ohio State University. He has served as a National Vice President and as Ohio's first full-time president of FFA. He has served on the National FFA study committee and Ohio FFA advisory committee. Dr. Taylor is director of the Center of Vocational Education and a professor of Agriculture Education at Ohio State University. He has served as a National FFA Vice President and has served as Arizona State FFA executive secretary.

This book is designed as a textbook for use with FFA students in junior high, high school, and college. It is an excellent reference book for students and should be required reading for any teacher who has had little experience in FFA. I would recommend that every department should have at least one copy for a reference.

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Elkton, Kentucky

**GROUPS KEEPING EQUIPMENT — OPERATING TRACTORS FOR GROUNDS KEEPING AND ORNAMENTAL HORTICULTURE, VOL. I** by Thomas S. Colvin. Athens, Georgia: American Association for Vocational Instructional Materials, 1974, 80 pp., \$3.95.

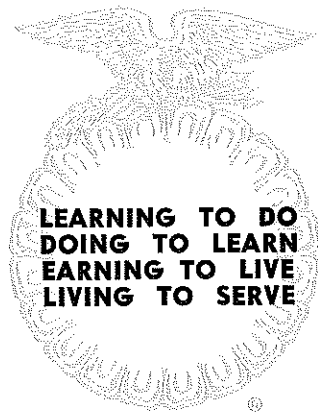
This book is written by Thomas Colvin, a research and development specialist with AAVIM, an interstate organization of uni-

versities, colleges and vocational education divisions devoted to development of effective instructional materials. The manual, an 8½" x 11" multicolor paperback, introduces the reader to identification of types of tractors, pre-operation servicing, starting and stopping engines and motors, driving tractors, and preparation of equipment for storage. The easy-to-read script and more than 200 illustrations provide an excellent coverage of these subjects.

The section devoted to an analysis of types of tractors describes machines ranging in size from small riding lawn mowers to large tractors. Engines, transmissions, power transfer system, and various hitches are described and illustrated. More than twenty percent of the book is devoted to the servicing of these machines. The section on servicing contains excellent details and is well illustrated with graphics and pictures. The information relevant to starting and stopping engines, operation of tractors and preparing the machines for storage is presented in a similar manner and offer basic information that needs to be taught.

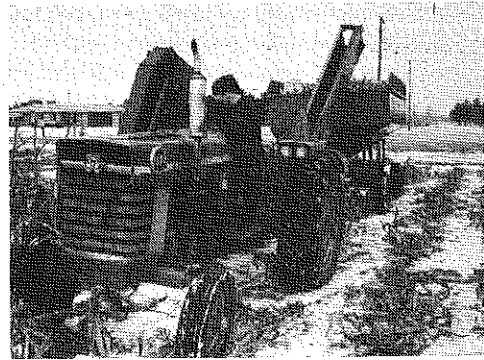
This manual is excellent for any student, secondary or post-secondary, who has not had previous training or experience in grounds equipment operation and who intends to enter employment in this career area. By using the text as a reference, instructors could easily prepare an examination to identify those students who are ready for advanced training in this subject matter area.

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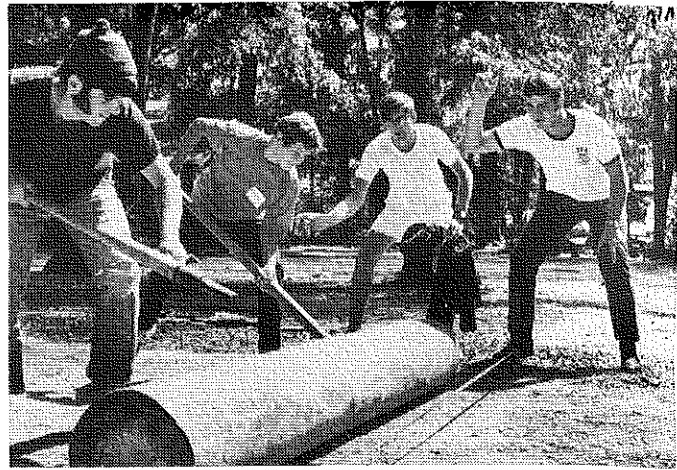


# STORIES IN

# PICTURES



**LEARNING IN THE LAND LABORATORY** — FFA members at Grant, Michigan, develop skills through work in the land laboratory owned by the school. (Photo from Frank Bobbitt, Michigan State University, and Grant Fettig, Grant, Michigan)



**RECREATION IS A PART OF FFA** — Activities at the Florida Forestry Camp include competitive log-rolling contests. This Camp is sponsored by the Wood Utilization Industries of Florida. (Photo from F. D. McCormick, Florida Department of Education)



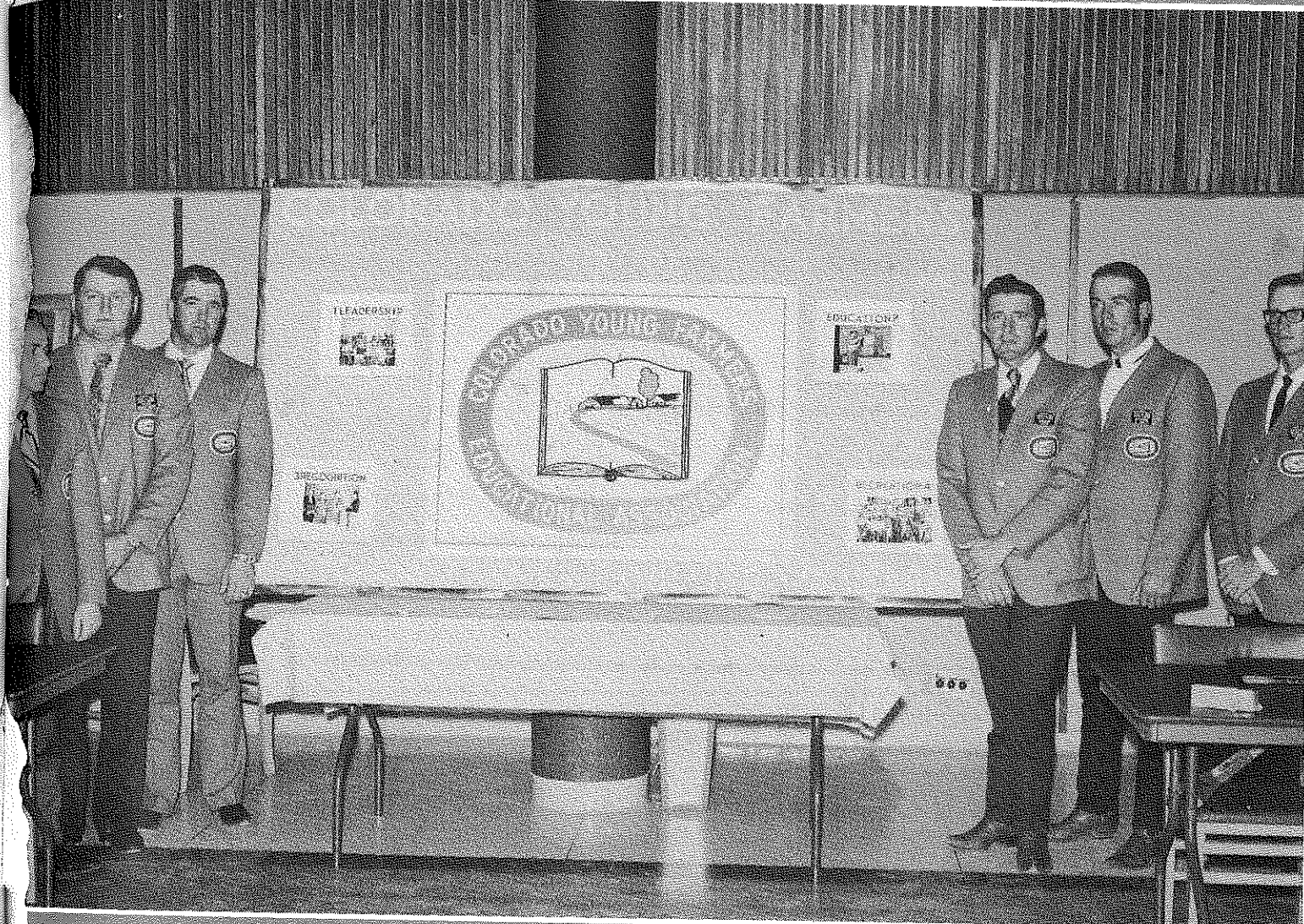
**GOLDEN FFA OFFICERS** — Officers at the Golden (Colorado) FFA Chapter pose in front of the Chapter "Wall of Fame," a display of award certificates and plaques. (Photo from Gary Bye, THE NATIONAL FUTURE FARMER)



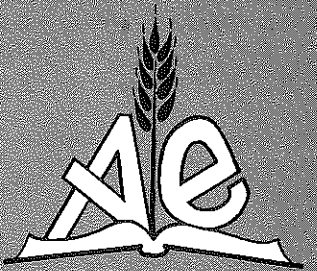
**LEARNING THROUGH OBSERVATION** — Ron Heirman, Florida Division of Forestry, demonstrates the use of a compass to FFA members attending the Florida Forestry Camp. (Photo from F. D. McCormick, Florida Department of Education)



**ADDING THE CHAPTER NAME** — FFA members at Wynford, Ohio, are shown adding the chapter name to an FFA Week billboard. (Photo from Gary Bye, THE NATIONAL FUTURE FARMER)



**Theme—Teaching Out of School Groups**  
Plus—Index to Volume 47 (page 35)



**AGRICULTURAL  
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