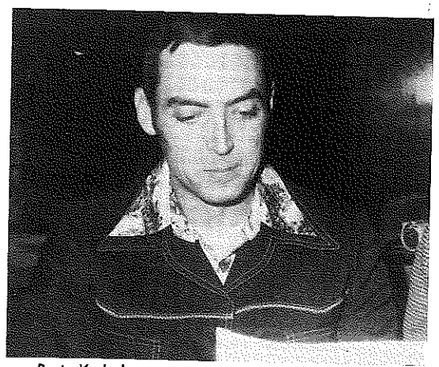
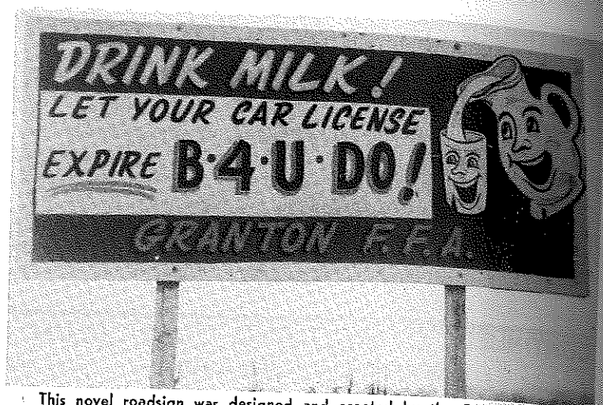
STORIES IN PICTURES

by Paul W. Newlin



Bart Kaderly, past president of the Ohio Young Farmer Association and winner in the young farmer Spokesman for Agriculture contest, assisted the Ohio FFA Association by serving as a judge for the Crop Proficiency applications. Kaderly farms near Galloway, Ohio. (Photo by David McCracken, Ohio State University)

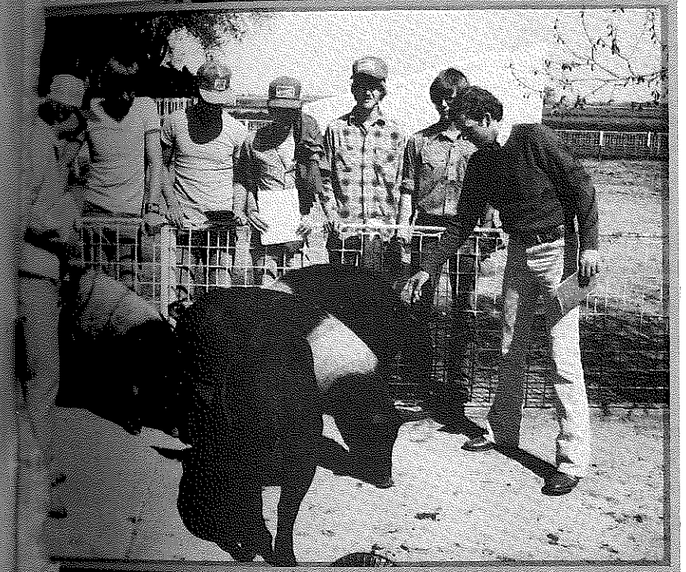
Ray Stemen, vocational agriculture instructor at Fairfield Union, assists Jodi Peacock, Ohio FFA Secretary from Medina, in evaluating one section of the applications for the FFA Degree. Miss Peacock is wearing a sling because of a broken arm. (Photo by David McCracken, Ohio State University)



This novel roadsign was designed and erected by the Granton, Wisconsin, Future Farmers of America along a busy highway near their town. It has been featured on area television stations and in daily and weekly newspapers throughout a wide area. Granton is located in a rich agricultural and dairy area of Wisconsin. (Photo courtesy Francis Steiner, Granton)

A committee of FFA officers, vocational agriculture teachers, state supervisors and teacher educators review Ohio applications submitted for the National Chapter Award Program. Left to right are Jim Cummins, state supervisor; Rob Hovis, Ohio FFA Past President; Jim Faust, OVATA vice president; Fred Shuman, teacher educator; Charles Freeman, OVATA President; Mark Sanborn, Ohio FFA President; and Ron Dickerhoof, vocational agriculture teacher. (Photo by David McCracken, Ohio State University)

AG HONOREES — Dr. Gordon M. Cairns (left), Dean of the College of Agriculture at the University of Maryland, congratulates a quartet of award winners following the eleventh annual agriculture alumni fellowship night. Honorees included (left to right): OUTSTANDING SENIOR — J. Robert Frazee of Friendsville (Garrett County), a student in agricultural education; EXCELLENCE IN RESEARCH — Dr. Sashi B. Mohanty of Beltsville (Prince Georges County), professor of veterinary science; EXCELLENCE IN TEACHING — Dr. Douglas T. Hawes* of Greenbelt (Prince Georges County), assistant professor of agronomy (turfgrass); EXCELLENCE IN EXTENSION — Wayne V. Shaff* of Salisbury, an Extension agent in Wicomico County. *(former Vo Ag teachers in Md) (Photo courtesy Cliff Nelson, Univ of Md.)



AGRICULTURAL EDUCATION

Volume 50 Number 3

September 1977

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TABLE OF CONTENTS

THEME — FAIRS, SHOWS AND CONTESTS — COMPETITION, PRACTICE AND MOTIVATION

Guest Editorial
Fairs, Shows and Contests — Motivation - Practice - Competition....*Marvin H. Hachmeister* 51
Editorial
Fairs, Shows, Contests and the FFA — — Controversy.....*James P. Key* 52
How To Win Contests Without Really Trying .....*William Farrar* 53
FFA Contests.....*Herbert Schumann* 55
Contests in Conservation and Horticulture .....*Richard D. Jones* 56
Positive Aspects of Livestock Shows.....*Jerry Stockton* 58
The Local Fair Exhibit — Still a Valuable Public Relations Tool.....*Roswell H. Smith, Jr.* 59
Let's Go To The Fair!.....*W. Forrest Bear* 60
Young Farmers Bring Pull to State Fair .....*Glenn A. Anderson* 62
Education for Excellence.....*Chester Booth* 64
This Worked for Me.....*Ron Larew* 65
Experience in Fairs, Shows and Contests .....*Thomas W. Mitchell* 66
Leader in Agricultural Education: Howard Sidney.....*Kenneth W. Olcott* 67
Youth Without Opportunity — Schools With No FFA.....*Percy W. Willett, Clifford L. Nelson, and Robert A. Seefeldt* 68
Teacher Educator — President of State Teachers' Association.....*J. R. Hodges* 70
From The Book Review Editor's Desk .....*John Hillison* 71
Book Review.....*Paul R. Vaughn* 71
Stories in Pictures.....*Paul W. Newlin* 72

COVER PHOTOS

Top Photo: Concentration is shown on the faces of these youngsters as they watch the judge while showing dairy animals at the Houston Livestock Show and Rodeo. (Photo courtesy of Houston Livestock Show and Rodeo). Middle Photo: College judging team members help train high school students in Kansas. Former students relate to the high school students on a peer level with a greater understanding than the teacher many times. (Photo courtesy Marvin Hachmeister, Plainville, KS). Bottom Photo: The Whitney FFA Chapter won four of five first place plaques at the FFA Farm Mechanics Project Show at the Heart O' Texas Fair in Waco. Left to right are: Ted O'Neil and Louis Cole, Vo-Ag students; Chester Booth, Vo-Ag teacher; Rick Boles, CVAE teacher; Boyd Bailey and Lovelle McKnight, CVAE students. (Photo courtesy Chester Booth, Whitney, TX).

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GUEST EDITORIAL

FAIRS, SHOWS AND CONTESTS —MOTIVATION— —PRACTICE— —COMPETITION—

Marvin H. Hachmeister

by
Marvin H. Hachmeister
Vocational Agriculture Instructor
Plainville, KS

Could I motivate you to become interested in this article; to read and develop a real desire to realize the value of "Fairs, Shows and Contests?" I suppose you need to have one's attention before you can motivate them; however, motivation brings about attention, does it not? How do you motivate students for instruction, fairs, shows and contests?

MOTIVATION

ENTHUSIASM is a must for the instructor or coach. He must prove to the students, their parents, the school administration and anyone else involved that the work is worthwhile and important. It must have a purpose for life after high school, and you must be able to justify the time and expense involved.

INVOLVEMENT by you as well as students will motivate the students to have a cooperative working relationship with you. Never ask a student to do anything you would not do yourself. I have noticed that when I become involved with the students' problems and their goals and ideas that they are more receptive to the things I want them to learn from me. Get everyone involved in some way. Some will enjoy showing livestock, others will enter mechanics projects, and yet some will want to do one of the many other things that are available to vocational agriculture students. Competition within your own FFA chapter will help get more students involved. An involved student is usually a motivated student. You must be willing to get involved yourself and it does take time and effort on your part beyond the call of duty. The students must do more than what is asked of them in class if you expect them to compete successfully in a show or contest.

HAVE FUN with the work. I had a group of judging students that made up a song about judging. They would sing that song on the way home from a contest, and finally were asked to sing it at the state convention. Contestants must study, listen or be quiet on the way to the contest and until the contest is over, but I feel they should relax and have some enjoyment after the competition.

COOPERATION with everyone that might be a part of the activity is a necessity. Rather than telling the students when you want to practice or in what activities to participate, discuss it with them and let them help make the decisions and plans. Let the students have the feeling they are working with you rather than for you. Some of my best instruction comes from people within the community, particularly parents, who are willing to offer their facilities or livestock for class instruction or judging team training.

PARENT SUPPORT is a key factor in the success of your total program. Make those visits when they will do the most good and ask for help. Most people will cooperate in any way if they know they are needed. Cooperation from the school and community can be very important to the success of your total program. Keep everyone informed, especially your school officials and co-workers, because you need their cooperative support to be a winner. Do not set your goal to win one particular contest, but be a successful competitor in all competition, whether it be fairs, shows or contests. Have you ever noticed when one thing goes well for you, all things are going great.

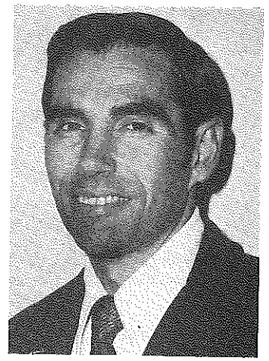
MOTIVATION is enthusiasm, involvement, enjoyment, and cooperation on your part, and that of the students, parents, school personnel, community, and anyone that will be associated with the work and goals you try to accomplish. You will get nowhere with the student unless he is motivated (interested) to give his best. You get the student motivated, and the success of activities will depend on the work and practice you can provide for the students.

PRACTICE

Is the quotation, "Practice makes perfect," true? I'm not sure it makes perfect, but you will never be a winner unless you practice. Practice means much more if it requires *sacrifice*. I believe there is not a thing worthwhile unless there is sacrifice of time and work. You cannot justify the time during school time for preparing and training a good judging team or an outstanding public speaking

(Concluded on page 54)

FAIRS, SHOWS, CONTESTS AND THE FFA —CONTROVERSY—



FROM YOUR EDITOR

James P. Key

There has been much controversy concerning fairs, shows and contests and their relationship to vocational agriculture and the FFA. They are criticized on the one hand for taking valuable time away from the classroom work and for over-emphasizing the winning aspect. On the other hand, they are praised for their value as incentives and tools for motivating students to learn. Which is correct?

PROBLEMS

I would dare say there are elements of truth in both lines of thinking. If great amounts of time are spent at fairs, shows and contests by individual students or teachers, problems may arise. The individual student may get very far behind in other subjects and begin making poor grades. In an extreme case the student might fail a subject or be forced to drop out of school. The teacher who is always gone to fairs, shows and contests may be neglecting those students not attending the fairs, shows and contests. The teacher may also be losing the chance to teach many aspects of agriculture, other than those covered in the fairs, shows and contests. If the teacher is gone much of the time, and if he takes students out of school much of the time, that teacher may have problems relating to other teachers and the administration of the school.

Much has been written and said about the over-emphasis on winning. It has been said that fairs, shows and contests are bad because there is only one winner and many losers. There are elements of truth in these statements and others criticizing fairs, shows and contests. However, the alert vo-ag teacher can avoid these problems and capitalize on the positive aspects of fairs, shows and contests.

METHODS

One way of avoiding the problem of having vo-ag students get behind in their other school work is to require them to coordinate with their other teachers for the time they will be gone. You may use different methods of doing this. Some teachers send notes to the other teachers with the students requesting the other teachers to give the students make-up work. Some teachers even give students some of the vo-ag class time to work on other subjects when they return from the activity. Some teachers help the students with their other class work, upon return. No matter how it is done, the vo-ag teacher's concern for the student's achievement in other classes will achieve better relations with other teachers and the administration, both for the students and the teacher.

Another way of preventing individual students from having problems in other subjects is to limit the amount of time any one student can be gone from school to outside events. This yields double dividends for the teacher. It protects individual students from over-extending themselves and forces involvement of more of the students in the fairs, shows and contests.

(Concluded on page 54)

(Please submit articles 2½ months in advance of Theme to allow publication time.)

COMING ISSUES COMING ISSUES COMING ISSUES

COMING ISSUES

OCTOBER — Preparation for Agricultural Resources and Forestry Occupations

NOVEMBER — Multiple Teacher Programs — Patterns and Priorities

DECEMBER — Ornamental Horticulture Occupations — A Growing Field

JANUARY — Agricultural Supplies and Services — Supplying and Serving the Nation

FEBRUARY — The FFA — Training Leaders for Agriculture

MARCH — International Education in Agriculture — Serving Our Friends There and Here

APRIL — Serving Adults — Young Farmers, Adult Farmers, Agribusinessmen

MAY — Post-Secondary Education in Agriculture — An Emerging Partner

JUNE — Cooperative Education in Agriculture — Learning on the Job

JULY — Careers in Agriculture — Summer Employment Opportunities

AUGUST — Teacher Education in Agriculture — Laying the Foundation for Good Teaching

SEPTEMBER — Student Competition — An Incentive Approach

COMING ISSUES

How To Win Contests Without Really Trying!

William Farrar

by
Wm. Farrar
Teacher of Agriculture
Craftsbury Academy
Craftsbury Common, VT

Point one — You don't!

Much has been written pro and con about contests. In a one teacher department you cannot keep up with them all. There are obviously too many. If you select those that supplement and complement your teaching goals, they are a great teaching aid. If the contest becomes all important and time consuming, it is bad. If it stimulates and makes learning meaningful, it is good.

WINNING CONTESTS REQUIRES EFFORT

Educational theory teaches prospective agriculture teachers that you don't teach for the contest, but use it as a tool in your regular instructional unit. This is applicable up to a point, but without extra effort it wins few contests. A winning team goes on the field well coached!

Contests are won by setting it—the contest—as a goal and then allotting a block of time just prior to the contest and zeroing in on it in a concentrated manner. While regular instruction in class may be the first step, motivation on the part of the student is necessary to complete the journey.

Members of the Vermont FFA State Milk Quality and Dairy Foods Team were presented a special state winners plaque commemorating their participation in the National FFA Contest in Kansas City by Mr. William Powell, President of Mid-America Dairymen, Inc., of Springfield, Missouri. Team members (left to right) Eugene Atwood, Maurice Paquette, and Mark Washburn were accompanied by their Advisor/Coach (far right) William Farrar of Craftsbury, Vermont. This team won a gold medal at National.

The amount of time NEEDED depends on the competition and the abilities of the learners; the amount of time JUSTIFIED has to be judged in terms of the skills and experiences gained by the learners.

You win by winning. Success breeds success. The motivation that is so necessary is stimulated by the fact that a brother or a friend was on a first place team and the student sees the marbles to be won. Suddenly it doesn't seem impossible to reach that goal.

You win contests by experience and by learning from your mistakes; teacher as well as student. If a student puts the answers on the wrong line once, he isn't apt to make that mistake again.

You win by supplementing your skills, or lack of them, by taking advantage of community resources and the expertise of available trained people. Many are eager to help young people and it provides community awareness of the school program.

You win by having chapter officers who are enthusiastic and proud of their chapter and want it to be the best.

IT ALSO HAS BENEFITS

A teacher is spurred on to win again when he sees students, who can't seem to win esteem anywhere else in school, succeed in picking hens better than anyone else in the state. You can't measure it with A or B or C on a card but in life's book it is immeasurable. You need to enjoy competition and be able to stimulate that spirit of competition in students.

You win by carrying a rabbit's foot in your left hip pocket. Luck is always an element and the name of the game is to out judge the judges.

Contests do help relevancy. To hear students discuss how they responded to a question or how they interpreted a situation makes you realize the value of the experience. Here, the value of the experience may well outweigh the skills learned. Being able to select the best cow or to identify the off milk flavor may or may not be put to use at some future date but the intangible value of competition, winning and losing, is a real life lesson that is bound to find application.

Other spin-offs from winning contests may be a trip to Kansas City, a first ride on a plane, a stay in a hotel and making friends all over the country. One of my students even found his bride in Kansas City! ◆◆◆

CONTINUED *GUEST EDITORIAL*

contestant. The students and you must be willing to spend hours after school and during the summer to prepare projects and livestock for the fairs and shows. Much of the practice must be on an individual basis; thus, you should not use school class time to work with one student.

There are times when class time is important for training judging teams and preparing for shows. Field trips with vocational agriculture classes are an excellent laboratory for learning for all students as well as a means of motivation for all vocational agriculture students. The knowledge and practice during class time should be extended to those persons wanting to compete. This additional practice will need to be after school time or, in some cases, the student may want to work on his project during any free time he might have during the school day.

Much of the practice can be done with materials that can be accumulated over a period of years. *Materials* that can be used include: film strips, slides, magazine materials, charts and many posters from commercial companies (many are free), and a most important source of materials would be a file of all fairs, shows and contests. Learn from your past experience, whether it be success or failure. Keep a file of all rules, regulations, and instruction for all activities in order to become more prepared yourself.

Practice, which requires sacrifice on your part and the contestants', is a must, and you must have the materials to supplement classroom instruction and field study. Practice may make perfect, but do not over practice to the point that the students feel it a burden and lose interest.

COMPETITION

Vocational agriculture is commonly known for its "problem solving" method of instruction and I know of no greater problem in life than competition. Students must learn to compete in everyday life while in high school and after graduation. The individual and team competition is one of the best ways to learn and develop the skills of competition. Many shows and contests are on a one-to-one situation where the individual is competing on a level of his own and he is the one who determines whether it will be a win, lose, or draw situation.

Winning is not always the best for the competitor as he may not be able to accept defeat when it does occur. Everyone should strive to be a winner and he should be a courteous and polite winner; however, he should be a good loser by accepting defeat and showing respect and courtesy for the officials and other contestants. A good competitor will also be the type of person that is a good loser when he knows there is someone that has done better.

Fairs, shows and contests can be one of the greatest tools vocational agriculture has to teach students the qualities of competition whether he be a winner or loser. Constructing and repairing shop projects, and selecting, managing, fitting and showing livestock teach the student more than the skills of the trade. He will learn to compare quality and to strive for perfection again and again. The contestant in a judging contest must make a "decision" when he places a class of livestock or whatever the contest might be. Giving oral reasons is very difficult and is a great challenge for a student the first time because he lacks the confidence one must have in order to express himself and tell why he placed the class the way he did.

CONCLUSION

Fairs, shows and contests can be a very important part of your vocational agriculture program. Proper motivation with your enthusiasm, the involvement of the students and community plus the cooperation and support of parents, school, and community will pay great dividends in your agricultural program. The extra time and work spent in practice and competition can be fun for you and the students as well as rewarding. The students will learn a very important skill which is called competition. ◆◆◆

CONTINUED *EDITORIAL*

The problem of the students left back at the school can be handled in a variety of ways, too. If in a multi-teacher department, one of the other teachers can take over. If not, perhaps a substitute teacher can be secured from within the community with expertise in various aspects of agriculture. Individual study assignments are another effective tool, if not over worked. The teacher who realizes there is a need to be aware of needs of the students who do not go to the fairs, shows and contests, can find many ways to effectively teach them, even though not there in person.

BENEFITS

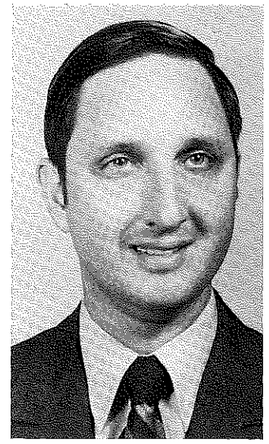
The over-emphasis on winning can be overcome by stressing the values of participation and skills learned, as well as the chance to win. Teaching students to be good losers, as well as gracious winners, is preparing them for the competition of life. The activity of the fair and the chance to see the accomplishments of others is a motivating tool that is hard to beat for motivating students. Even the fun and frivolity of the mid-way and shows has carry-over value back in the classroom for enticing students to learn.

The student who has gotten an animal or other project ready for the show has learned skills in the process which will carry over into life. That student has learned not only skills in agriculture, but in life itself. Skills such as determination, responsibility, initiative, and many others are possibly best taught in a showing situation with competition as a motivator.

FFA contests in the leadership area and the skills areas can form the basis for a very sound vocational agriculture program, either general or specialized. The teacher who studies all the contests available and has local contests for elimination within his own students can teach these skills and leadership to all the students. Used wisely, contests can be the spice to keep the learning exciting.

The teacher who considers the possibilities for motivating students through fairs, shows and contests can build a strong, exciting program for the students. If that same teacher will consider some of the problems and pitfalls of fairs, shows and contests, they can be avoided or overcome. The benefits outweigh the problems created by fairs, shows and contests, so let's use these valuable motivating tools to help us build stronger vocational agriculture programs and enhance learning. —*Ed.*

FFA CONTESTS



Herbert Schumann

by
Herbert Schumann
Southern Regional Editor
Teacher Educator
Sam Houston State University
Huntsville, TX

"He spends all year training for contests." "The only students who get anything out of that Ag. program are those who are on one of the FFA teams." Such comments often reflect the frustration felt by vocational agriculture teachers who have experienced poor success in preparing teams for FFA contests.

While there may be some validity in these statements, many teachers are successfully integrating FFA contests into well balanced programs of vocational agriculture.

Historically, most educators have agreed that the success of any instructional program is primarily related to the teacher's ability in developing a "felt need" on the part of the student. Thorndike, in his Law of Readiness, indicated that the success of the educational process is largely determined by the perceived satisfaction derived from it.[1] One of the most practical and useful tools at the disposal of the resourceful vocational agriculture teacher is to provide the required motivation through the FFA contest program.

REASONS FOR INVOLVEMENT

There are several important reasons why the teacher should become involved in FFA contests. First, they can greatly enhance the quality of the instructional program through the active involvement of the students. Students can often be stimulated to learn a rather "dry" topic with the challenge to compete with other young men and women. Competition is the basis of our free enterprise system as well as one of the basic characteristics of the adolescent. Teachers can utilize this desire to compete with one's peers and direct it in a positive manner as they prepare for one of the FFA contests.

Another reason to give high priority to the FFA contest program is that teachers can enhance the image of the program and stimulate more community support for vocational agriculture. Teachers must strive to maintain community visibility as they are often in competition for dollars with some of the more glamorous educational endeavors such as athletics and band. Contests provide a positive mechanism for developing a desirable public relations program as teachers can demonstrate tangible evidence of a sound instructional program. News articles, radio and T.V. programs should be used before and after each contest in order to give the desired chapter publicity and recognition to the students who are participating.

UTILIZATION STEPS

There are several steps that are utilized by teachers who are successfully integrating FFA contests into the instructional program. FIRST, the basic principles of the contest should be taught to all students in the vocational agriculture class and additional practice should be done after school hours. In other words, the contest material should be an integral component of the organized instructional program. Teachers cannot justify the practice of training a few members of the class and assigning the remainder of the students meaningless "busy work"! SECOND, students should be selected for the team based on competition with other students in the FFA chapter. Many teachers make the mistake of arbitrarily selecting team members without giving all students the opportunity to participate in the competition. This practice simply cannot be defended from the standpoint of fairness and equality for all students. Furthermore, the teacher may overlook some students, previously unmotivated, who may be inspired to excel in a given contest area.

THIRD, students should be well prepared if they are to compete in FFA contests. Although some teachers feel that simply allowing students to participate is sufficient, this writer contends that both teachers and students should set high standards in this endeavor. The FFA contest program, as in any other meritorious activity, must not be conducted in a haphazard manner if it is to be worthwhile. FOURTH, there should be a system of evaluation, feedback, and follow-up if the maximum potential of the contest activity is to be realized. Students should be required to make notes of their strengths and weaknesses after participating in each event and the teacher should ensure that steps are taken to correct the weaknesses.

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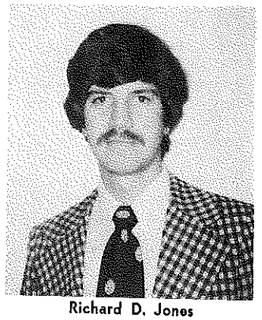


Richard D. Jones

Contests In Conservation and Horticulture

by
Richard D. Jones
Graduate Teaching Assistant
Cornell University
Ithaca, NY

Two specialized areas of agricultural education in New York State are conservation and ornamental horticulture. Growing interest in these areas has demanded additional programs, and particularly contests, to meet needs in these new areas. Consequently, statewide agricultural education contests were added in conservation and ornamental horticulture, five and four years ago, respectively. Largely through the efforts of local teachers and the cooperation of industry representatives and state staff, these contests have grown from a trial and error beginning to an organized competitive program. The contests are held at the time and location of the FFA Annual Meeting in the spring of the year.

CONSERVATION CONTESTS

Contests in the area of conservation have grown to the point where elimination contests are necessary at the district level. At the state finals each of the five districts is represented by teams in each of the ten separate conservation contests. The variety of contests are listed in Table 1, which reflect the wide scope of conservation in New York.

Table 1
Conservation Contests

Contest	*Number of Students per Team*
Tree Felling	2
Tree Bucking	2
Backhoe Digging and Backfilling	2
Bulldozer Trenching and Backfilling	2
Bulldozer Log Rolling	1
Surveying	2
Land Judging	4
Timber Cruising	4
Tree Identification	4
Wildlife Identification	4

OBJECTIVES

Students interested in forestry demonstrate their skills in tree felling, tree bucking, log rolling and timber cruising. Tree felling involves felling a tree or pole in the proper direction using a chain saw. Students are judged on the accuracy of the fell, safety and proper techniques. Tree bucking is a timed contest where students must cut and stack four foot pulp logs. Students are judged on accuracy of cuts, proper piling and safety. Students use a bulldozer in the log rolling contest to move a log a specified distance in a specified amount of time. Students are scored on safety and the damages to the turf. The timber cruising contest consists of examining ten selected trees to determine the species and estimated usable timber.

Two of the more competitive contests are in equipment operation. In the digging and backfilling contests, students show their proficiency with a backhoe and a bulldozer. Students must dig a predetermined hole or trench to exact dimensions and properly backfill leaving the area level. The surveying contest involves a differential leveling problem and mapping out a survey site. Land judging is similar to most contests of this type except with the aspect of making recommendations for conservation improvements as opposed to production agriculture recommendations.

Wildlife and tree identification contests are similar to most identification type contests. Students must not only identify samples of various species but also answer questions about habitat or characteristics.

Awards are presented in the contests on both an individual and a team basis. In addition, an overall outstanding school is selected based on results in all contests.

(Concluded on next page)

Students are pictured participating in the Timber Cruising contest as part of the Conservation Contests in New York.

Students are constructing floral arrangements during competition in Horticulture in New York.

HORTICULTURE CONTESTS

The horticulture contests are in their fourth year and rapidly growing. With approximately 1700 students specializing in horticulture, the potential is great. Contests in these areas are similar to conservation in that there are individual contests in specific aspects of the field. The different sections of the horticulture contests are in Table 2.

Table 2
Horticulture Contests

Category I	Identification of Plant Material
	Section A Woody Plants
	Section B Herbaceous Plants
	Section C Tropical Plants
Category II	Floral Design
	Section A Floral Arrangement
	Section B Corsage
Category III	Landscape Establishment and Maintenance
	Section A Planting
	Section B Pruning
Category IV	Landscape Design
Category V	Comprehensive Test

Contests are open to any student enrolled in ornamental horticulture and students may enter as many of the contests as they wish. However, each school is limited to four students in each contest.

MORE EXTENSIVE THAN NATIONAL CONTESTS

The horticulture contests in New York have similar aspects to the National FFA Contests, however, they go into additional areas, especially where students demonstrate physical skills.

The identification contests are similar to the national contest. From an established list, students must identify the Latin and common name of 25 specimens in each of the categories, woody, herbaceous, and tropical plants. Another section of the contest is a comprehensive test that includes multiple-choice questions on all phases of horticulture.

One area where the contest enters the practical aspects of horticulture is in floral design. Students put into practice the skills they have learned by constructing one floral arrangement and a corsage. Floral arrangements must be designed in the shape of a general design selected at the time of the contest. They are judged on balance, scale, harmony, color and design. Corsages are judged on design and quality of construction.

Students proficient in the landscape phase of horticulture have the opportunity to demonstrate planting, pruning and design skills. Students work in teams of two as they plant three different types of trees or shrubs. Students also must properly prune different ornamental plantings. In the design aspect, students are given several designs and asked to identify improperly placed items. Such things as placement of plantings, focal point, scale and use of color are evaluations the student must make.

WORTH THE EFFORT

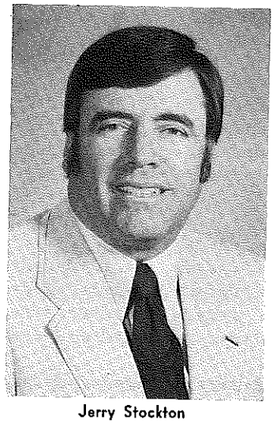
These contests in conservation and horticulture have grown rapidly in New York. The inventiveness of New York teachers has developed and improved these contests and given students an opportunity to demonstrate their skills in as realistic a manner as possible. The logistics of the contests are demanding. It is an exhaustive responsibility to arrange for land, equipment, specimens and different types of plantings. However, the rewards in student interest have been worth the effort.

More information about these contests can be obtained from the Bureau of Agricultural Education, State Education Department, Albany, NY 12230. ◆◆◆

Two Horticulture students are completing the planting of a balled and burlapped tree during State Horticulture Contests in New York.

Positive Aspects of Livestock Shows

by
Jerry Stockton
Teacher Educator
Texas Tech University
Lubbock, TX



Jerry Stockton

Agriculture has increased in complexity with each new year. Advanced technology needed to meet changing needs must be developed for the future. Dedicated young people are meeting the challenge, and many interested aggressive future agriculturists will evolve from a background that emphasized the livestock show program. Whether young agriculturists are presently employed or involved in post-secondary schools, they generally speak with great pride concerning their experience with the livestock show program.

Much has been written and expressed verbally concerning the negative aspects of livestock shows. Cheating, expense, and professionalism are some examples. If a person concentrates only on negative issues, a good case can be made against livestock shows. Considering livestock shows from the positive point of view makes more sense. The basic knowledge of livestock is acquired during the formative, participating years of the young exhibitor. This very basic knowledge is utilized throughout the exhibitor's life.

True, it is not necessary to show to acquire knowledge of livestock, but so many times the added motivational effect of competition provides the necessary incentive needed for lasting involvement in the livestock business.

COMPETITION

The key to the keen, genuine interest in livestock shows is competition; the backbone of the free enterprise system. Livestock shows transpose competition to an individual level which does not discriminate as to size, physical ability, intelligence, or sex. Boys and girls, fathers and mothers, and vocational agriculture teachers and extension service agents are mesmerized by opportunities afforded through competition. Many new learning situations are created daily, ranging from selection to showing. The kind of livestock shown is incidental. A person will experience all the competition he or she desires regardless of the kind of livestock selected to be shown.

Another plus for the livestock shows are the many good people who donate their time and energy working closely with youth. Many show officials do not receive the praise they deserve. Many honest, hard working vocational agriculture teachers and extension service agents go far beyond the call of duty and paycheck to help our youth. Judges of smaller shows receive little more than a thank you or expenses for driving long distances to judge shows. Last, but not least, the moms and dads help not only their own children but any others who need help.

INVOLVEMENT

One of the most rewarding sights is the involvement of a total family working together to try to "win." Many times the families are held together more closely by the total effort entailed in showing livestock. It is not uncommon to hear a parent say sadly that "this will be our last year" because their youngest son or daughter is graduating from the program.

The livestock shows are still the ultimate in initiating and exhibiting the reflection of consumer demands. Livestock exhibited historically reflect the extreme entities. Examples of the extremes emphasized over the years are muscling, size, fat, maturity, etc. The breeder normally achieves only intermediate gains in the direction of the extremes allowing the industry a healthy step forward. Without the livestock shows, the breeders would not be as well traveled and educated in the ever-changing trends which occur constantly.

The cost of livestock for exhibition purposes has been a controversial topic for years. Individual philosophy determines the stand a person selects for argument. As more animals are committed to sales, prices tend to inflate as buyers are forced to bid against one another instead of one on one bargaining. In some instances, prize money for champions has escalated, causing more intense competition; hence, higher prices paid for potential winners. Numerous variables involved negate any formula for determining the worth of an animal. Each individual situation will dictate price limits. Where complete families are involved, little complication is encountered. Parents realize the importance of placing and winning for motivational purposes. Uninvolved parents balk quickly at livestock prices, but many of these same parents apply only passing thought to a car, motorcycle, boat, or other item that may pay few dividends to the total learning situation of their progeny.

BENEFITS

An asset often overlooked is total involvement of youth in a program which requires enough of their time to keep them busy and out of trouble. Not every young person is proficient in sports, band, or similar school activities. The care, management, and showing of livestock provide involvement for youth on an individual basis. In addition, the livestock shows supply the opportunity to compare and compete in a learning atmosphere. Boys and girls are given a chance to experience the added responsibility of looking after themselves in the new atmosphere of a livestock show.

(Concluded on page 63)

The Local Fair Exhibit—Still A Valuable Public Relations Tool

by
Roswell H. Smith, Jr.
Vocational Agriculture Teacher
Lauderdale County High School
Rogersville, AL

Public awareness of a program of vocational agriculture is the first essential step in gaining public support of that program. Many teachers still have opportunities to "show" the public about their programs through educational exhibits at fairs. Millions of Americans from all walks of life attend fairs annually and most look for things of interest which may be viewed without extra admission charge. Our forefathers began a practice of showing agricultural products at fairs and thus they coined the term "agricultural fairs." Unfortunately in some areas today, fairs are no longer agricultural in nature; they are simply large carnivals. Agricultural exhibits at fairs are a means whereby you may inform the public about activities of your vo-ag program and FFA chapters. This public awareness in many cases may interest students in enrolling in courses in agriculture.

EXHIBIT COMMITTEE

The fair exhibit involves showing, telling, and teaching. It should be designed to make a visual impression on everyone who sees it, but it should do more. An exhibit is an impression of an idea and should (1) arouse interest, (2) stimulate thought and (3) cause action. Your exhibit should begin with a committee of students who will work, who have a bit of originality and who will share work such as collecting materials, building and supervising. Committee members gain valuable experiences while serving in this capacity. They must consider the reason for displaying the exhibit and the type of audience to be reached. They must also consider exhibit space, lighting, and money available in the budget.

The working committee should select a subject or theme for the exhibit along timely, personal or single idea themes. A timely subject will involve current topics. Avoid overworked topics! Select a specific subject rather than a general topic. Discard all subject matter that does not contribute to your goal. One principle to remember is that people learn from exhibits through what they see. Very few take time to read printed material, so keep the reading material at a minimum.

DESIGN

When you have completed your plans and a rough sketch of your proposed exhibit, you are ready for the actual design. Titles, illustrations, objects and contents should be arranged in a pleasing manner. Begin with your arrangement in the upper left-hand corner, just as you would read a book or magazine. The viewer can then follow from left to right. This arrangement will assure you of a successful exhibit which appears tied together rather than staggering about, lacking unity.

Figures of people and/or animals will attract and hold attention. Be careful, however, because too many figures and gimmicks may destroy the effectiveness of your display. Through the careful placing of such things as figures, pointing hands, and arrows, you can lead the eyes of your audience in any direction you choose.

COLOR

Color is an essential element in designing a successful fair booth. Colors help to arouse interest, stimulate thought and cause action. Warm colors such as red and orange are gay and stimulating. Cool colors like blue and green are calm and restful. The background of booths should be neutral in color, using grays, greens and blues in pastel shades. Limit the booth to two or three colors, one dominant color plus others for accent. Watch color combinations for visibility; black on yellow is the most legible combination of colors followed by green on yellow, blue on white, white on blue, and black on white. Be certain to check selected colors under lighting because different types of lights affect color. Incandescent lights enrich red and yellows, but make most other colors look gray. The best lighting for true color effect is cool, white, fluorescent lights.

LETTERING

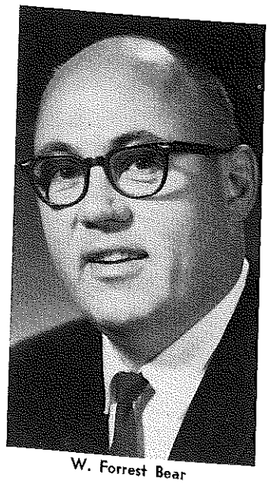
Lettering is perhaps the single most important unit of your exhibit. It should be clearly visible, not less than 30 inches nor higher than 96 inches from the floor. Use horizontal lettering as opposed to vertical lettering and be consistent in style. Letters in your title should be big and bold, larger than other lettering. Capitals are suitable for titles, but lower case letters should be used for other copy.

Some possible materials to use in construction of your exhibit include cardboard, paneling, cloth, carpet, corrugated paper, plywood, pegboard, or wallpaper. When you use motion and lights for emphasis, make it work for you, not detract.

VIEWER INVOLVEMENT

Keep in mind that the success of your exhibit will depend to a great extent on your ability to involve the viewer in order to make him want to stay. You must stimulate him and create action. Unless this is accomplished, your job is incomplete. Remember too that your exhibit has a lot of competition — it must be different! ◆◆◆

LET'S GO TO THE FAIR!



W. Forrest Bear

by
W. Forrest Bear
Professor of Vocational and Technical Education
and Agricultural Engineering
University of Minnesota
St. Paul, MN

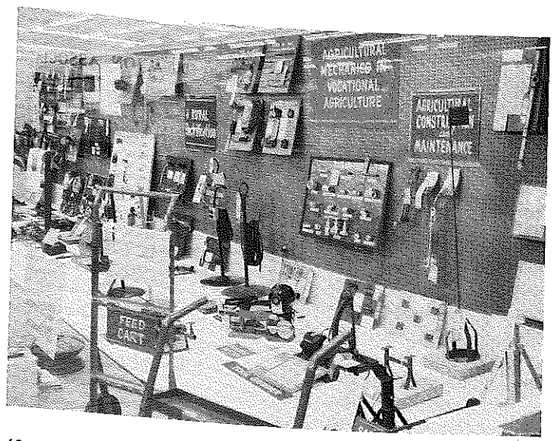
When this cry is heard most FFA youth think immediately of the steer, dairy heifer, pen of lambs, or the grand champion barrow. This can happen at the Minnesota State Fair, but this same student might also display a hydraulic demonstration board, drawbar hitch pin, feed cart, four-wheel wagon, or loading chute.

The Great Minnesota Get Together* is definitely big time and agricultural mechanics is prominent in the Education Building. Entering a shop project in the State Fair competition is as logical a conclusion to a school activity as showing livestock, or crops.

OPTIONS AVAILABLE

There are ten entry classes for agricultural mechanics projects with several lots under each. Classes A through E include educational materials in the areas of Power and Machinery, Buildings and Conveniences, Soil and Water Management, Rural Electrification, and Agricultural Construction and Maintenance.

*Theme, 1977 Minnesota State Fair.

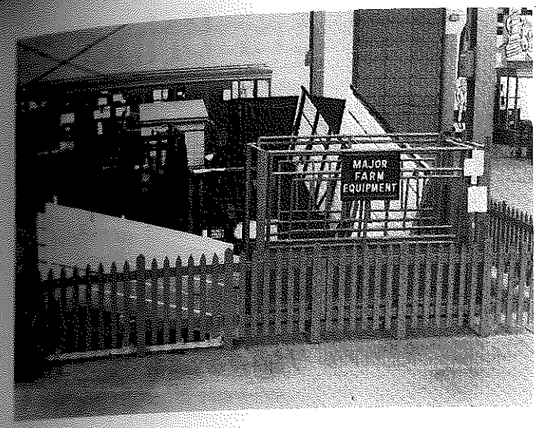


These entries must be student-made projects reflecting an activity carried out in the subject area. The basis for judging design and functionalism will be the effectiveness of the project in illustrating or clarifying a principle or an idea. Entries may be prepared by an individual student (lot 1), by two or more students (lot 2), or an FFA chapter entry (lot 3).

Class F is for directed activities and includes 21 lots. Projects are to be entered only on an individual basis. Each entry must be accompanied by a plan and should be mounted on tagboard or a similar backing. Entries should have an appropriate finish: paint, stain, varnish, shellac or polish. The specific lots are F1, "C" Clamp; F2, Bale Hook; F3, Feed Scoop; F4, Saw Horse; F5, Nail or Tool Carrier; F6, Two-wheel Bag, Can or Welder Cart; F7, Portable Work Light; F8, Drawbar Hitch; F9, Concrete Float or Darby; F10, Extension Cord Unit, Metal or Wood; F11, Eyebolt and Nut; F12, Tool Sharpening Gage; F13, Chipping Hammer; F14, Chisels and Punches; F15, Screw Driver; F16, Mechanics Safety Stands; F17, Special Wood Projects; F18, Special Metal Projects; F19, Special Concrete Projects; F20, Special Electrical Projects; and F21, Miscellaneous Projects.

Class G is for large construction projects which cannot be transported to the fair. Entries will consist of plans, pictures and an explanatory informational paragraph on each entry. Entries will consist of no more than two 8½" x 11" pages of plans with a limit of 2 pictures size 8" x 11". Entries will be judged on uniqueness of design, utility and workmanship. Entries should be mounted on tagboard for a more attractive display. The specific lots are: G1, Permanent Buildings; G2, Portable Buildings; G3, Projects Primarily of Wood; and G4, Projects Primarily of Metal.

Class H is for miscellaneous Farm and Home Equipment. Individual entries only are permitted. Each entry must be accompanied by a plan sheet and bill of materials. Plan sheets may be of commercial origin. The lots are: H1, Home Farm Equipment and Power Tools; H2, Labor Saving Equipment, Largely of Wood; H3, Labor Saving Equipment, Largely of Metal; H4, Home and Farmstead Equipment, Metal; H5, Home and Farmstead Equipment, Wood; and H6, Miscellaneous Equipment.



Class I is for major farm equipment. The lots in Class I are I1, 4-Wheel Wagon; I2, 2-Wheel Trailer; I3, Carpentry; I4, Metal Construction; and I5, Miscellaneous Farm Equipment.

DOLLARS AND CENTS

The monetary reward provided the exhibitors is most certainly significant and appreciated by schools and FFA students. Ribbons are provided for the top ten entries in each lot and the cash awards are as follows:

	CLASSES		
	A-F	G	H&I
First place in each lot	$10.00	$15.00	$30.00
Second place in each lot	8.00	12.50	25.00
Third place in each lot	6.00	10.00	20.00
Fourth place in each lot	4.00	7.50	15.00
Fifth place in each lot	2.00	5.00	10.00

The total cash for exhibitors, if all classes and lots are filled, is $2,380.00.

Each Minnesota Vocational Agricultural Instructor Association District sending 25 or more entries will receive a Merit Award in the amount of $25.00. This check is sent to the District FFA Advisor.

Another award is for FFA chapters and each chapter can earn merit points and cash based on the student entries. Merit points are assigned as follows:

First place in any lot	5 points
Second place in any lot	4 points
Third place in any lot	3 points
Fourth place in any lot	2 points
Fifth through tenth place in any lot	1 point

Each merit point earned by students is worth 50 cents for the local FFA chapter. The five FFA chapters earning the highest merit award points receive merit exhibitor ribbons.

1976 STATE FAIR

In 1976 there were 329 entries from 31 schools and the total premiums paid were $2,052.00. Chapter merit award ribbons and cash went to the following chapters: Park Rapids—$98.50, New Ulm—$47.00, LeRoy-Ostrander—$30.00, St. James—$25.50, and Little Falls—$16.50. There were $559.00 in premiums not paid for lack of entries so there is still room for expansion. The quality of entries and total number of projects has been increasing each year.

MAN POWER

The teacher trainer for agricultural mechanics at the University is responsible for display and is assisted by a vo-ag instructor chairman. This responsibility is rotated from district to district. The district teacher chairman is responsible for publicity; securing help to enter, display, and judge the projects, plus the release of the projects at the conclusion of the fair.

THE JUDGE

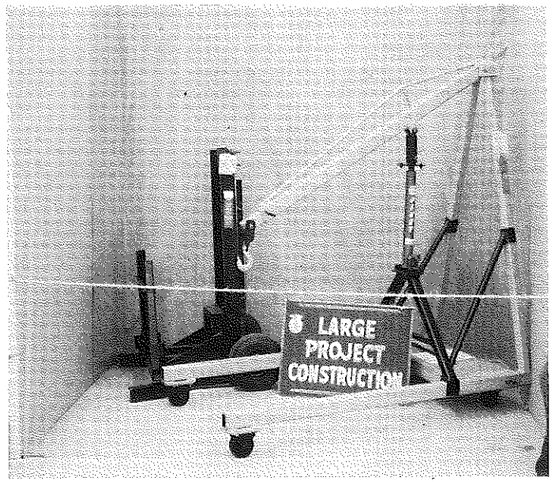
One strength for consistency and improvement of project quality has been the use of the same judge for years, specifically, Dr. Gary Bohn, Head, Agricultural Engineering Department, University of Wisconsin, River Falls, Wisconsin.

DEVELOPMENT OF THE PROJECT

Dr. Milo Peterson, retired, Agricultural Education Department, was the Superintendent of the Education Building at the Minnesota State Fair for twenty years. The development of the agricultural mechanics exhibit can be credited to his interest and leadership.

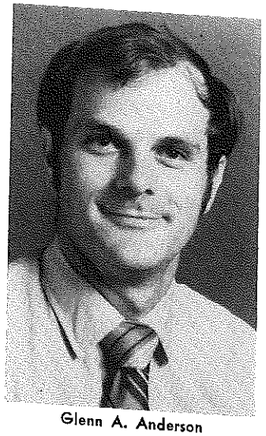
If interested in obtaining a copy of the 1977 Education Building Premium Catalog, contact Professor Forrest Bear, Agricultural Engineering Department, University of Minnesota, St. Paul, MN 55112.

This project, agricultural mechanics at the State Fair, is the result of many concerned groups: the State Fair administration, the Education Building superintendent, the University staff, the Minnesota Vocational Agriculture Instructors Association, and the local teacher with his students and instructional program. Concerned educators and team work helps promote this phase of vocational agriculture instruction and provides a meaningful experience for the students. ◆◆◆



Young Farmers Bring Pull to State Fair

by
Glenn A. Anderson
Assistant State Supervisor
Agricultural Education
Richmond, VA



Glenn A. Anderson

Tractor pulls have grown in popularity across the country in the last few years. They attract large crowds at county and state fairs, especially at national pulls. The purse for a tractor pull will range from a couple of hundred to seventy thousand dollars. The tractor pull described by the writer was one with a small purse by most standards.

DEVELOPMENT

On September 23, 1976, the first Virginia State Fair Tractor Pull was conducted by the Young Farmers of Virginia and the Virginia Farm and Industrial Equipment Dealers Association. Some 64 contestants put their tractors to the test for prize money of over $2,200. The eight classes included both stock and modified. The pull was not limited to members of the Young Farmers of Virginia. However, a majority of the contestants were members of the Young Farmers of Virginia.

Young farmer work in Virginia has always included members with innovative ideas. The interest in tractor pulls by the members has been great in the last five years or so. Many local associations discovered they could use pulls to increase their membership and raise money for normal association activities.

The associations have held their pulls at local, district, and state fairs. Young farmers have conducted the entire events, as well as provided barbecued meals for the spectators. Income from the pulls has been used by local associations to send representatives to the National Institute and to the state convention.

The State Fair Tractor Pull was a direct result of the local association pulls. The planning for the state pull actually began following comments from two young farmer advisors. From their suggestions an informal committee of young farmers met with Dr. George Morrow, Manager of Agricultural Events, at the State Fair of Virginia. Approval for a state pull to be conducted at the State Fair was granted by Dr. Morrow and young farmers began to organize for conducting the event.

ORGANIZATION

In organizing the tractor pull, the young farmer executive committee established several objectives which they wished to accomplish by this event. These objectives were as follows:

1. To provide the opportunity for young farmers to compete on a state basis
2. To increase cooperation among local young farmer associations
3. To develop cooperation between young farmers and the equipment dealers in the state
4. To increase membership in the Young Farmers of Virginia

A Planning Committee was appointed by State Young Farmer President, John Liskey. The committee set up the classes, developed rules and guidelines for the pull, and secured the resources for the awards for the pull. Working with the Virginia Farm and Industrial Equipment Dealers, prize money was provided on a 50-50 basis by the dealers and young farmers.

Young Farmers from the Culpeper Y.F. Association weigh tractors.

IMPLEMENTATION

Young farmer members and advisors conducted the pull. The sled used was provided by the John Battle Young Farmers. The sled was constructed entirely by that local association. Scales were provided and operated by the Culpeper Young Farmers. The pull officials were from all parts of the state. Young farmers brought their tractors from as far as 300 miles to compete in the contest. Members of the equipment dealers association provided the pull-back tractor and participated in the presentation of awards.

In evaluating the pull, the young farmers felt that it was successful and had accomplished the objectives set up by the Executive Committee. The fair officials agreed that the event was a success. Since it was not the objective of the Planning Committee, the Young Farmers did not make money on the state pull. Therefore, it was not a surprise when the results showed that indeed a profit was not realized. However, the Executive Committee felt that the state fair pull was beneficial to the organization and plans are for the Young Farmers of Virginia to conduct a pull at the 1977 State Fair.

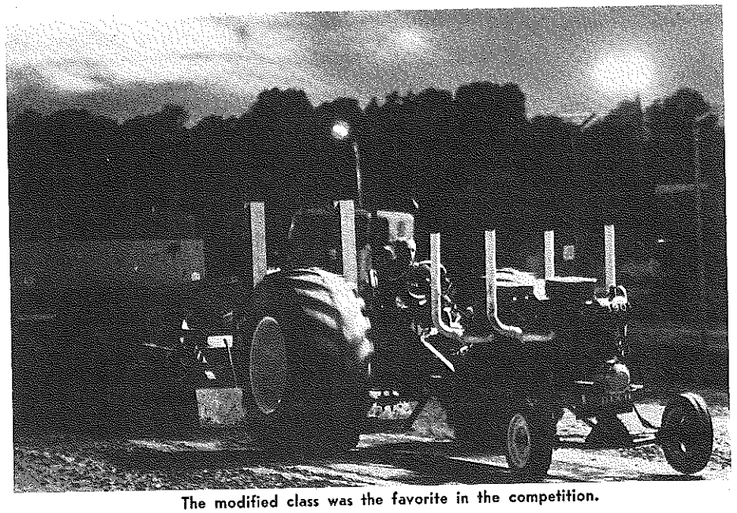
The Young Farmers of Virginia organization has experienced growth in the last few years. Membership last year increased by more than 100 since September, 1976. This increase cannot be attributed to the tractor pull. But credit should be given to the local associations for their ability to organize and conduct activities which bring out the competitive spirit in their members. Also, credit should be given to the advisors who, with the assistance of the members, planned an effective educational program.

EDUCATION

Even though the spirit of competition has increased in the YFV, the advisors and members have not forgotten to plan and conduct strong educational programs. Most associations who were planning pulls held these planning sessions in addition to their regular educational meetings.

Yes, competition is a factor in the success of the YF program in Virginia, but the most important factor is and will continue to be the desire of young farmers to improve themselves in agriculture through a strong educational program. ◆◆◆

A young farmer competes in the elimination pulls.



The modified class was the favorite in the competition.

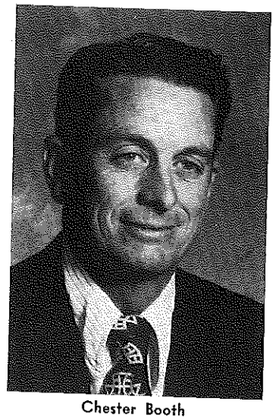
CONTINUED *POSITIVE ASPECTS . . .*

The tangible benefits most readily observed from showing livestock are pride, confidence, and knowledge: pride in their individual accomplishments, confidence gained through learning from doing, and knowledge obtained for future application. Pride, confidence, and knowledge gained serve the young exhibitors well throughout their lives.

Universities and colleges in every state owe a big vote of thanks to the livestock shows for young men and women who have chosen some phase of Agricultural Sciences as a major degree program. Livestock shows not only contribute to acquired knowledge, but also assist in solidifying the selection of Agriculture as a career.

The positive aspects of livestock show contributions to the development of young men and women are as valid today as when they began. To dwell on the negative issues only detracts from a broad-based program designed to promote Agriculture in total. The future of Agriculture will continue to be enhanced with the continuing development of livestock shows. ◆◆◆

EDUCATION FOR EXCELLENCE



Chester Booth

by
Chester Booth
Vocational Agriculture Teacher
Whitney, TX

A goal of the Whitney Vocational Agriculture Department is to produce students who are highly motivated to achieve. Participation in the FFA Farm Mechanics Project Show at the Heart O' Texas Fair in Waco helps us reach this goal. Judging from the number of entries in the show and the competitive spirit, other schools in surrounding towns recognize the value of this show as a stimulus to competition, motivation and practice. Competition in the project show is keen so students strive for excellence in their Ag. mechanics work to insure their project will receive a blue ribbon and maybe even win first place.

In the Whitney Ag. Dept. each class tries to place more projects and win more first places than the class the year before. This local competition leads to better ideas and more practice for better quality. This is what our Ag. mechanics program is all about—getting the students to look for things to build, to find a better way to build them and to practice more to do a better job on things they build. Exhibiting these projects in conjunction with a major stock show, fair and rodeo lets people in the community and the local area know what a good job the students are doing.

HOW IT BEGAN

The FFA Farm Mechanics Project Show at the Heart O' Texas Fair began as an idea of Mr. Bill Childers, former Area VIII supervisor with the Texas Education Agency in Waco. Childers contacted fair officials and they agreed to give space in the livestock barn next to Mr. Bill's Barnyard.

The barnyard was another project of Mr. Childers to give city children an opportunity to see farm animals and their babies. The barnyard usually has added attractions such as mother skunks and a doe and fawn. The majority of the people attending the fair visit the barnyard and then see the shop projects entered in the show. The first show began in 1960 with no categories or rules. In 1964 rules were established and projects were entered in four categories — livestock equipment; farm machinery; farm, home and yard conveniences; and farm electrical projects. The show has steadily improved as has the quality of the items entered. The purpose of the show is to give recognition to the excellent farm mechanics program conducted by high school vocational agriculture departments and to further develop the skills of FFA members.

THE CURRENT SHOW

The 1976 show listed seven categories with 105 projects entered. The livestock equipment category had seventeen entries including large bale feeders, creep feeders, head gates and squeeze chutes. Farm machinery had fifteen entries including field sprayers, shop equipment, pickup bumper guards, pickup racks and large bale haulers. Farm, home and yard conveniences boasted twenty-one entries including barbecue pits, small greenhouses, picnic tables of all designs, flower pot holders, and yard swings. Farm electrical's twelve entries included battery powered winches, bale elevators, shop light extension cords, and various lamps. Trailers, with twelve entries, included gooseneck, tandem and single axle trailers. Out of the nine entries in the gates category, a double gate with overhead entrance way won first place. Woodwork had nineteen projects including show boxes, tool boxes, step ladders, book cases and gun cabinets.

The projects for the 1977 show will be judged on the following:

A. workmanship — 30 percentage points
B. sound structural design and balance — 25 points
C. degree of difficulty — 25 points
D. practical utility — 15 points
E. originality of design — 5 points

The point system was decided by teachers who exhibit projects and Mr. Durwin Hill, the current area supervisor and Superintendent of this division. Two judges are selected by Mr. Hill with one judge, being held over from the past year, working with a new judge. This alternating program which was begun in 1972 has worked exceptionally well. The judges are usually professors of agricultural mechanics in teacher training universities. Projects may show one time only at Waco.

Projects in each category are awarded blue, red, or white ribbons with one project selected as the best or first place in that category. This project also receives a plaque. The chapters receiving the highest number of points get first, second, and third place banners and prize money. The winning chapter gets fifty dollars. Lesser amounts go to other chapters depending on placing.

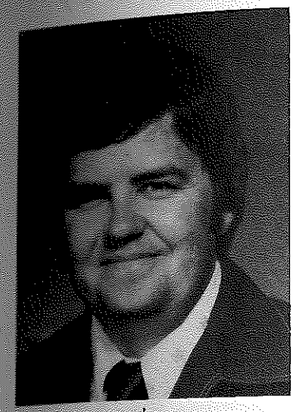
WHITNEY ACHIEVEMENTS

The Farm Mechanics Project Show has been a great motivator for mechanics projects at Whitney. Each year Whitney FFA sets a goal to win first place in all seven categories. In the 1976 contest Whitney won first place in five categories and has won enough first places the past four years to walk away with first place banners and top prize money. This takes excellence in workmanship and design and building

(Concluded on page 71)

★ ★ ★ THIS WORKED FOR ME! ★ ★ ★

COUNTY FAIR ACTIVITIES



by
Ron Larew
Vo-Ag Teacher
North Montgomery H.S.
Crawfordsville, IN

When I think of summer and summer activities, I am often reminded of the song lyrics, "Those Lazy, Hazy, Crazy Days of Summer." For many of us after an extremely busy school year, this becomes our theme for the summer activities, especially the "lazy." Granted, many of us do need the time to slow down, reintroduce ourselves to our family, and prepare for another busy year.

TELL THE FFA STORY

One of my goals for the summer, among many, is to keep the FFA members in our chapter thinking FFA and doing FFA activities. I don't want them to become lazy about their FFA work. One of our summer goals is to become active during our county fair.

To do this, we cooperate with the other FFA chapter in our county to tell the FFA story to our community.

To create interest, a gimmick is sometimes needed. Ours is a Young McDonald's Farm and contests. To bring adults into our display, we attract the little children with baby farm animals. Each year we vary the animals being displayed such as calves, pigs, chicks, rabbits, goats, raccoons, fish, and lambs. We always try to display the youngest animals available. The children can pet the animals and see them being fed.

The FFA is also in charge of one entire evening program during the fair and a one hour program for each of two other nights. During this time we host our district tractor trouble shooting contest, greenhand greased watermelon obstacle carry, and a frog jumping contest open to anyone to participate. Also available is a pedal tractor pulling contest for children 5-9 years old, FFA pedal tractor pulling contest, celebrity goat milking contest, and FFA tug-of-war. By involving a large number of people in both the Young McDonald's Farm and the contest activities, we are able to draw large crowds to the county fair. During the contests, we use chapter officers, district officers, and state officers to tell the FFA story to our audience.

PLANNING

The FFA officers do the original planning for the fair activities. Planning is started in June for the fair which is held the first week of August, giving us two months to prepare and organize. A real benefit of the project is that FFA members must talk to agri-businessmen and other farmers to get gates, bedding, animals, and prizes for contests. This gives our members a chance to talk to these people and promote the FFA.

As an advisor, I also sometimes need an opportunity to make a supervised experience program visit to our members or a visit to local businessmen. I have found our fair activities an excellent way to meet parents and promote the vo-ag program. I have also found this a good way to meet young people that are future vo-ag students and to introduce the FFA to them. I feel confident that we have gained vo-ag students and FFA members in our department due to these activities.

SUMMARY

In summary, a vo-ag teacher cannot devote his entire summer to this activity, but time spent with it has been beneficial to me and our program. I for one must have structure with some kind of goal and time schedule to meet. This activity provides these things and keeps my chapter members and myself from becoming "lazy" in the summer. ◆◆◆

CONTINUED

FFA CONTESTS

PRECAUTIONS

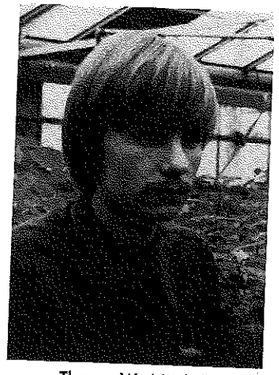
Two principal precautions should be considered prior to participating in a FFA contest. PRECAUTION ONE, the contest should be the means to an end and not an end in itself. It should be a part of a well organized program of vocational agriculture and should contribute toward the accomplishment of the overall program objectives. PRECAUTION TWO, teachers should also remember that winning is not the ultimate goal of their efforts. Sometimes teachers become so emotionally involved when the team fails to achieve the desired winning goal, that the students are severely reprimanded. This type of negative reinforcement can often injure the fragile ego of the adolescent FFA member and inhibit the learning process.

FFA contests offer many oportunities for the dedicated teacher to enhance the program of vocational agriculture. Many teachers fail to capitalize on the potential of these competitive activities because they lack the necessary technical and/or pedagogical competencies required to train the contestants. Others are unwilling to devote the extra time and preparation necessary for contest preparation. These reasons, however, fail to convince the professional teacher who is utilizing FFA contests in developing the highest quality program of vocational agriculture. ◆◆◆

[1]Thorndike, Edward L. and Arthur I. Gates, *Elementary Principles of Education*. New York: McMillan Company, 1929, p. 88.

Experience in Fairs, Shows and Contests

by
Thomas W. Mitchell
Horticulture Teacher
McKinley Vocational High School
Buffalo, NY



Thomas W. Mitchell

September, 1966, I entered High School. I can still remember the pride I felt as I walked down the hall knowing I had made it. That first day I attended my classes full of excitement and anticipation. Three of those classes were study halls; nevertheless, I thought they were great. That night as I rode home on the school bus, I didn't realize that the next day of school would help to influence the direction of my life in the future.

The second day at school began very much the same as the first, a little disorganized, much like many schools in the beginning of the year. A study hall third period was my first break of the day. I finally could relax and daydream of what it would be like to be outside in the sunshine rather than in English the following period. About half-way through study hall, a young looking, new teacher came into the class room. You could tell he was a new teacher as he nervously kept chewing on his pen. He interrupted the study hall and asked everyone who lived on a farm to please raise their hand. Like a good freshman student, I raised my hand along with approximately ten other students. Not one of us was aware of exactly what we were getting ourselves involved in. The new teacher announced that those who had raised their hand were to follow him to the Agriculture Department. To make a long story short, we became the members of the Agriculture I class. It wasn't exactly the normal routine for selecting students for a class (at least not according to any of my education courses) but it put me on a path that suited me well. The path of related fields of agriculture, including horticulture, conservation and agriculture mechanics.

LEARNING THROUGH EXPERIENCE

Agriculture, horticulture, conservation and all the related subject areas fit the needs of many students all across the United States. One of the main reasons why agriculture teachers, like myself, can provide the type of education students need is the experience obtained from participation in fairs, shows, and contests.

Webster's dictionary defines 'experience' as, "the skill or knowledge gained by actually doing or feeling a thing; the actual living through an event or events." The concept of providing experiences for students has been and should be the main theme for vocational education. It has been proved by survey after survey that learning takes place after a student has actually experienced what is to be learned. The important factor is that we, as educators, must arrange the new experiences so that they are beneficial to the student, and the knowledge of the experience is retained.

In developing a new experience for the student, we must insure a close connection between that which the student knows and that which we would like the student to know. We must then make sure that the experiences we develop relate in some way to what was previously learned by the student. For example, if a student has a basic knowledge of animal care, he might be encouraged to enter an animal at the State Fair. In this way, the student uses what he already knows, animal care, and applies it to what he is to learn, showmanship, grooming, characteristics of the breed, etc. If we can make that connection close enough, the student will bridge the gap with encouragement and motivation from his instructor.

LEARNING THROUGH CONTESTS, FAIRS AND SHOWS

If you were to ask most students in school today what they actually thought of school itself, they would probably tell you "It stinks!" Well, possibly they aren't totally wrong. If you look at the statistics available to us, we really haven't improved our school systems to any great extent in the past 10 years. However, as agriculture teachers we are doing a better job than most because we are bridging the gap between what the student has learned and what we would like him to learn. We should continue to make use of the type of learning experiences that rely on previously learned knowledge.

How do we develop a new experience which will tie what was previously learned to that which we would like to have the student learn? One of the most important means is to utilize the many contests, fairs, shows, etc., that are available to us. We have at our disposal one of the best motivating methods possible to reach our students. When we are using this motivating method we have a learning experience that will tie knowledge to previously obtained knowledge.

I have talked to some Agriculture teachers who feel that they don't want to spend their 'unpaid' time with FFA activities, fairs, shows, etc. What an unfortunate waste of one of the most valuable things we have going for us. Those who have experienced the joy in seeing a shy freshman student become a public speaking contest winner know the feeling of a special kind of pride. If we are going to be successful teachers, we need to use every opportunity available to us to help and encourage our students. In most cases, when you are preparing students for a contest you are usually able to work in small highly motivated groups.

(Concluded on page 71)

Leader in Agricultural Education:

HOWARD SIDNEY

*by Kenneth W. Olcott**

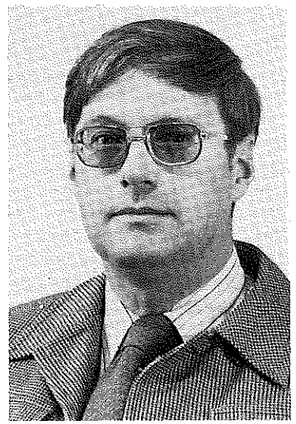
During the past 10 years, the most rapid growth in agricultural education has been at the two-year college level. In 1966, there were 142 institutions with 10,290 students enrolled. This has increased to 451 institutions with 71,067 students—a threefold increase in institutions with almost a sevenfold increase in enrollment.

More than anyone else, the person having the greatest influence on this movement has been Howard Sidney. Most people with leadership responsibility for post-secondary agricultural education in the U.S. today have been influenced by Howard's seminars, speaking engagements, and writings. Many have visited the Division of Agriculture and Natural Resources at the Agricultural and Technical College in Cobleskill, N.Y., where Howard has been Division Chairman until recently.

Raised on a farm in Schoharie, New York, Howard graduated from Schoharie Central School and received his B.S. in Agricultural Education from Cornell in 1941. He taught vocational agriculture at McLean, New York, prior to serving two years with the U.S. Navy in the Pacific Theater. After the service, a larger school system beckoned him at Homer, N.Y. During his seven year tenure at Homer, Howard served as a Supervising Teacher for the Agricultural Education Department at Cornell.

In 1953, Howard became teacher of animal husbandry and farm management at the State University of New York Agricultural and Technical College at Cobleskill. Later, he was named Chairman of the Division. It was during Howard's tenure as Division Chairman that all of SUNY was undergoing a vast expansion; utilizing his leadership ability, Howard was able to mold the Agricultural Division at Cobleskill into a model program.

National attention was focused on Cobleskill when the U.S. Office of Education sponsored a national workshop entitled, "A Training Institute for Teachers of Technical Programs in Agriculture." Although it is 40 miles from the nearest airport, many top educators came to Cobleskill for the three-day seminar of speakers and tours. For many, it was their first glimpse of post-secondary education in agriculture. Howard's performance at workshops and seminars such as this has encouraged agricultural leaders throughout the country to invite him to their areas either as a speaker or consultant.



*Kenneth W. Olcott, Chairman, Agricultural Engineering Technology Department, New York Agricultural and Technical College, Cobleskill, New York.

During the 1967-68 academic year, Howard was on sabbatical leave and worked for U.S.O.E. as a seminar leader, conducting 12 seminars serving 435 educators from all parts of the country. Following this experience, many have referred to Howard as "Mr. Post-Secondary Ag. Education." Since that time, when this author has been in attendance at various national meetings, invariably someone has introduced himself as having attended one of Howard's seminars. His advice and expertise have been considered sufficiently valuable so that he has been asked to serve as leader, speaker, consultant, or advisory committee member at 16 meetings outside New York State in the past 10 years. Additionally, he has written numerous articles for national publication and has served as editor for several publications including Special Editor for *The Agricultural Education Magazine* from 1967-70. Neville Hunsicker recently said, "He is without a doubt one of the most knowledgeable, dynamic and effective leaders in post-secondary education in America."

All who know Howard Sidney are impressed with his friendliness and his desire to become better acquainted with the people he is working with. His unique sense of humor is always evident, whether he is calling the children of agricultural faculty members on Christmas Eve to tell them Santa Claus will soon be there or meeting with university presidents and state directors of education.

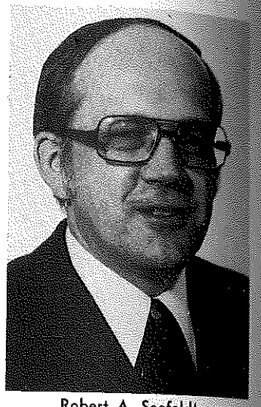
Howard believes all students deserve the very best training possible and attempts to provide this through his own teaching. He expects all other teachers to do the same. I have always been amazed at the deep understanding Howard displays of many diverse technical areas in agriculture. He is able to discuss highly technical subjects dealing with agricultural engineering,

(Concluded on page 69)

YOUTH WITHOUT OPPORTUNITY— SCHOOLS WITH NO FFA

Percy W. Willett

Clifford L. Nelson



Robert A. Seefeldt

by
Percy W. Willett, Jr.
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Over 400 schools nationally offering vocational agriculture/agribusiness courses do not have FFA Chapters. This assures that many students will not have opportunities for the personal and leadership development activities that are integral parts of vocational education in agriculture programs with FFA Chapters.

BACKGROUND

The National FFA Organization was interested in discovering what type of programs and teachers do not have FFA Chapters. At the request of Robert Seefeldt, FFA Program Specialist, and under the direction of the senior author and Mr. Seefeldt, Percy Willett, Jr., conducted the study. State Supervisors of Vocational Education in Agriculture identified 410 schools offering programs without FFA Chapters during the 1976-77 school year. A questionnaire developed cooperatively by the National FFA Staff and the University of Maryland was mailed to the 410 identified programs without FFA Chapters.

Over 100 long distance calls were made to schools that did not reply to the first mailing of the questionnaire. After one month 175 usable responses were available for analysis. Data were analyzed using measures of central tendency and chi-squares.

FINDINGS

In recent years there has been a trend toward decreased FFA membership as a percentage of vocational agriculture enrollment. Between the 1971 and 1976 school years the percentage of agriculture/agribusiness enrollment belonging to the FFA dropped from 75.0 to 71.9. It was the feeling that this percentage did not reflect the true percent of membership since many youngsters do not have the opportunity to join FFA because their program does not have a chapter. The mean enrollment of the 410 schools studied not having chapters was 89. Estimating the mean of non-responding programs also at 89, a total of 36,490 students could have been denied FFA during the 1976-77 school year. If the same number were denied programs in 1975-76, the percentage of potential FFA membership would be 75.8% rather than 71.9%.

In the study, women made up a much larger percentage (12) of teachers not having FFA Chapters than is estimated for the total population of agriculture teachers nationally (2). This might be expected since women have only been allowed to be FFA members for less than a decade. Therefore, many women may not have had an opportunity to get FFA experience and might not feel comfortable in advising an FFA Chapter.

The study also showed that over 48% of the teachers not having FFA Chapters had taught less than 3 years. It appears that the pressures of beginning teaching help to preclude FFA involvement.

Only 38% of the teachers responding had 11 or 12 month contracts. This might discourage many from getting involved in the FFA since many of the outgrowths of personal development and leadership classwork lead to FFA activities in the summer.

Approximately 60% of the departments responding offered ornamental horticulture. This might be expected since FFA has only instituted special ornamental horticulture competition and awards in recent years and because many horticulture teachers may not have previous FFA experience.

(Concluded on next page)

CONTINUED YOUTH WITHOUT OPPORTUNITY . . .

Almost 39% of the teachers without FFA Chapters had not been exposed to or had any active involvement with the FFA. In addition, 47% reported that they had never been contacted by FFA officials about starting an FFA Chapter.

Over 30% of the teachers had not been trained for working with any youth group. Fifty-one percent did not have experience in student teaching with youth groups.

Fifty-seven percent of the teachers indicated that they would like to have an "FFA Public Relations Team" visit their programs and 38% of the teachers would like to have more information about starting an FFA Chapter.

Approximately 35% of the schools without FFA were in comprehensive high schools and 35% in vocational-technical centers. The remaining percentage of programs were found in junior high schools, middle schools, correctional programs and programs for exceptional children. Twelve percent of the schools responding had clubs for their students other than the FFA.

Teachers with less than 3 years experience were significantly (.0002) more receptive to receiving information on the FFA than those who had taught more than 3 years. Also, more teachers with 3 or more years of experience had been significantly (.028) more exposed to FFA than had other teachers. It was also noted that significantly (.009) more teachers with 11 and 12 month contracts had course-work in the FFA than did 9 and 10 month contract teachers. Teachers who have taught more than 3 years are significantly (.04) more likely to have student teaching experience with the FFA than teachers with less than 3 years.

DISCUSSION AND IMPLICATIONS

It is apparent that many students do not have the opportunity to join FFA Chapters because their programs do not offer FFA as an integral part of the instructional program. Though FFA membership is at a record high, the percentage of students having the opportunity for this experience has been going down each year.

It is also evident that background and experience of newer teachers is changing. The introduction of ornamental horticulture and other areas of the agriculture taxonomy, exclusive of production agriculture, has attracted individuals to teaching without the traditional high school vo-ag / FFA background and traditional university teacher preparation. It is also evident that, at least in schools without the FFA, more teachers are being employed for less than year-long contracts. These factors appear to be possibly significant in determining why schools do not have FFA Chapters.

State supervisors, FFA executive secretaries and teacher educators must make a special effort to contact and work with beginning teachers to assist them in starting and developing FFA Chapters. Teachers with more than 3 years experience are significantly less receptive to the introduction of FFA, pointing out the need to reach teachers early in their careers. A large number of the respondents felt that more foundation or recognition awards should be provided in the horticulture area.

Neighboring FFA Chapters should make a special effort to involve schools without chapters. The average distance from the non-FFA school to the closest FFA Chapter was 9.4 miles, so many established chapters could assist potential chapter development.

A special effort should also be initiated to assist women teachers, with no FFA training and background, to become effective FFA advisors. This situation will improve over time as universities graduate more women who have high school vo-ag training and traditional teacher education preparation.

FFA has long been considered one of the most effective teaching tools available to agriculture teachers by most professionals in agriculture education. FFA was created to assist in the personal and leadership development required to be a success in agricultural occupations. To "shortchange" students enrolled in agricultural programs without the FFA by denying them FFA's opportunities is most serious. Agricultural education professionals at all levels must make a commitment to assure that the almost 4% denied opportunity to join the FFA, because of no chapters, be given this opportunity for personal development. A study, currently in progress, will further compare programs without FFA to programs with successful FFA Chapters. ◆◆◆

CONTINUED LEADER . . .

greenhouse management, dairy cattle breeding, and agricultural economics, to name a few examples. This ability is frequently evident at advisory committee meetings where committee members are truly experts in their particular field.

Many who have visited Cobleskill have been impressed by the hospitality shown by Howard and his wife, Hazel, by being invited to the Sidney home. An evening there is always a happy experience filled with stimulating conversation and pleasant good humor. The two Sidney daughters are both married and live away from the Cobleskill area.

Howard has been an active member of the church, the County Fair Association, New York Agricultural Society, and the Farm Bureau.

For the last two years, Howard has been serving as Dean of Academic Affairs for the College of Cobleskill. In this position, he is able to exert his leadership on all academic programs in this college of 2,500 students. This is just one more step in the career of educator, Howard Sidney. ◆◆◆

TEACHER EDUCATOR–PRESIDENT OF STATE TEACHERS' ASSOCIATION

John H. Mitchell

Dr. John H. Mitchell, professor and head of the Department of Vocational Agricultural Education at the University of Southwestern Louisiana, Lafayette, has just completed his elected term as President of the 28,000 member Louisiana Teachers' Association, and remains on the Council (governing board) as immediate Past President.

This teacher trainer has endeavored to practice what he teaches in methods courses relative to leadership and active participation in one's professional organizations.

Being long active in the state's largest professional teachers' organization as local unit president, as president of the Louisiana Association for Higher Education, and as the representative on the LTA council representing the colleges and universities for several years, without doubt provided him with many of the leadership experiences necessary for the presidency of the association.

The fact that Dr. Mitchell is only the third president elected from the ranks of higher education in Louisiana in the past quarter of a century is a source of gratification to him. His election can without a doubt be attributed to the close identity he has maintained with the public school teachers, and especially the teachers of vocational agriculture, from throughout the state. Mitchell's wife, Louise, is a public school teacher and supervising teacher. Their young twin daughters, Joan and Jana, in school, complete their school oriented family.

"These are challenging times in education," states Mitchell, and he concedes that it takes the best of all educational leaders to gain and maintain teacher welfare benefits. During his presidential tenure he worked hard to gain teacher salary increases, and was successful in influencing the governor to include this item in the special legislative session following the regular session in 1976. Subsequently, he and others worked on a plan to meet with all legislators representing each parish in the state to solicit legislative support. This plan was approved by the governor, the state superintendent of education, and by the general assembly of the LTA during the annual convention, and has since been implemented. The results are expected to be favorable.

During Mitchell's term, the consolidation of the LTA and the Louisiana Education Association (LEA) was a primary objective. When a ratification vote fell only six votes short of the two-thirds vote required, the LTA was re-affiliated with the National Education Association on a provisional basis. A second vote was taken which provides full affiliation, and the new consolidated organization will be known as the Louisiana Association of Educators.

Professor Mitchell initiated an in-service study to determine the types and scope of in-service programs offered in the public schools of Louisiana. Results of this study will provide a resource of information not now available, and will offer some guidelines for all school systems in the area of continuing education.

The professor reflects that although he has been associated with teachers from all disciplines and at all levels, he is especially pleased to have served in the area of vocational agricultural education, in the capacities of: classroom teacher, supervisor in the State Department of Education, and in teacher training. "The program offered through the Future Farmers of America is unsurpassed in the development of leadership among our youth, as evidenced by the fact that so many of our adult leaders received their early preparation in FFA. This is a tribute to the program in Vocational Agriculture and to the dedicated teachers who direct its progress," he asserts.

Dr. Mitchell is pleased with the success of the many teachers he has taught and graduated during the past 17 years as teacher trainer. He has been recognized for his many accomplishments, including receiving the Distinguished Service Award, presented by the National Future Farmers of America Association. ◆◆◆

by
J. R. Hodges, Director
Secondary Occupational Education and Training
State of Louisiana Dept. of Education

J. R. Hodges

From the Book Review Editor's Desk . . .

BOOKS TO BE REVIEWED

APPLIED CLIMATOLOGY, by John F. Griffiths, Oxford University Press, ($7.75), 1976.

BIOCHEMICAL INSECT CONTROL, by M. Sayeed Quraishi, John Wiley & Sons Inc., ($19.95, 280 pp.), 1977.

CHEMICAL CONTROL OF INSECT BEHAVIOR: THEORY AND APPLICATION, H. H. Shorey & John J. McKelvey, Jr., John Wiley & Sons Inc., ($19.50, 414 pp.), 1977.

CORN: IMPROVEMENT, SEED PRODUCTION, AND USES, by R. W. Jugenheimer, John Wiley & Sons Inc., ($32.50, 670 pp.), 1976.

ELECTRICITY & ELECTRONICS FOR AGRICULTURE, by Allen F. Butchbaker, Iowa State University Press, ($16.00), 1977.

EVOLUTION OF CROP PLANTS, by N. W. Simmonds, Longman Inc., ($35.00), 1976.

FOOD & AGRICULTURE, by W. H. Freeman & Co., ($9.00, 156 pp.), 1976.

FUNDAMENTALS OF MACHINE OPERATION: TILLAGE, by F. Buckingham, John Deere Service Publications, 1976.

HOW TO SUCCEED ON YOUR FIRST JOB, 11 pamphlets, The Ohio State University, 1977.

INTRODUCTION TO FOREST GENETICS, by Jonathan W. Wright, Academic Press, ($19.50, 463 pp.), 1976.

LABORATORY MANUAL OF CROP SCIENCE, by Rick P. Waldren & Stan W. Ehler, Burgess Publishing Co., 1976.

MECHANICS IN AGRICULTURE, by Lloyd J. Phipps, Interstate Printers, ($11.00, 836 pp.), 1977.

NATURAL RESOURCES CONSERVATION: AN ECOLOGICAL APPROACH, by Oliver S. Owen, Macmillan Publishing Co., Inc., ($13.95, 593 pp.), 1975.

PUBLIC GRAZING LANDS, by William Voigt, Jr., Rutgers University Press, ($19.95), 1976.

RURAL WATER SUPPLY & SANITATION, by Forest B. Wright, Robert Krieger Publishing Co., ($12.50, 305 pp.), 1977.

SCIENTIFIC FARM ANIMAL PRODUCTION, by Ralph Bogart, Burgess Publishing Co., ($15.95, 420 pp.), 1977.

TEA, by Thomas Eden, Longman Inc., ($29.50, 201 pp.), 1976.

UNFINISHED AGENDA, by Gerald O. Barney, Thomas Y. Crowell Co., ($3.95, 184 pp.), 1977.

UNFINISHED FARMER PROGRAMS: THE BUSINESS OF FARMING, by Richard F. Welton, The Interstate Printers, 1977.

If you feel qualified to review one of these books and desire to do so, write the Book Review Editor and he will send the book for review. Once reviewed, the book becomes the property of the reviewer.—John **Hillison, Book Review Editor, Ag. Educ. Program, Virginia Polytechnic Institute and S. U., Blacksburg, Virginia 24061.**

BOOK REVIEW

WINNING FFA SPEECHES, by Robert S. Brewer and Dan B. Curtis, Danville, Illinois: The Interstate Printers & Publishers, Inc., (1976), 234 pp. $7.50

This book is designed to aid the vocational agriculture student in learning the fundamentals of public speaking. It focuses on a how-to-do-it approach to effective public speaking. Basic principles are covered, along with the reason why each principle should receive careful consideration. Speeches of 49 state FFA public speaking contest winners, along with data about the student speakers, are included. Excerpts from these messages have been used to clarify, explain, or illustrate the key ideas presented. A limited analysis of the speech delivered by the national winner is also provided.

Both authors serve on the faculty in the Department of Speech Communication at Central Missouri State University and have worked extensively with students at annual public speaking workshops held in Missouri.

Although the reading level of the book does not appear to be extremely high, it will probably be best suited for students of junior standing or above. WINNING FFA SPEECHES will be extremely helpful to FFA members who wish to participate in a public speaking contest and is an excellent resource for the FFA chapter's library. The principles which are covered would also be helpful to any individual, adult or otherwise, who is called upon to speak in public.

Paul R. Vaughn
Teacher Education
New Mexico State Univ.

CONTINUED *EDUCATION FOR EXCELLENCE*

projects with a high degree of difficulty. Our students are so eager to work on their projects that they get a permit to leave study hall to come to the ag. building to work an extra period on their projects. The FFA takes trips to the fair but students who build these projects find ways to make an extra visit to the fair and judge the projects for themselves. They get new ideas and learn what it takes to win.

The outcome of the Farm Mechanics Project Show is students with a desire to excel, not only in welding, woodwork, and electricity but in other areas of school work. The objective of the Whitney Voc. Ag. Dept. is to produce champion students. The project show is one step toward reaching this objective. ◆◆◆

CONTINUED *EXPERIENCE . . .*

CHANGING LIVES

Lloyd J. Phipps stated in his handbook, *Agricultural Education in Public Schools* that, "Instruction needs to be based on those activities which a student anticipated doing or is doing, and instruction is not complete until he has used the ability being taught." If more teachers were to put into practice the thoughts of Lloyd Phipps, maybe schooling would be more relevant and the student would see the direct tie between what is being taught and what he knows.

When I began that freshman year in high school, I never knew how much the experiences of the FFA organization, contests, shows, fairs, etc., would shape my personality and future. It was changed like many of yours, and like many of our students today, in a positive, productive way.

We must all continue to put that extra effort into our work for the sake of the future. ◆◆◆

Edited by Miss Susan Liedkie, Horticulture Teacher, McKinley Vocational High School, Buffalo, N.Y.

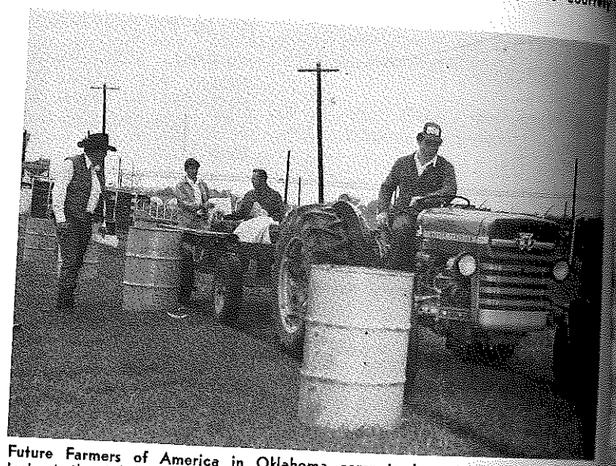
STORIES IN PICTURES

by Paul W. Newlin

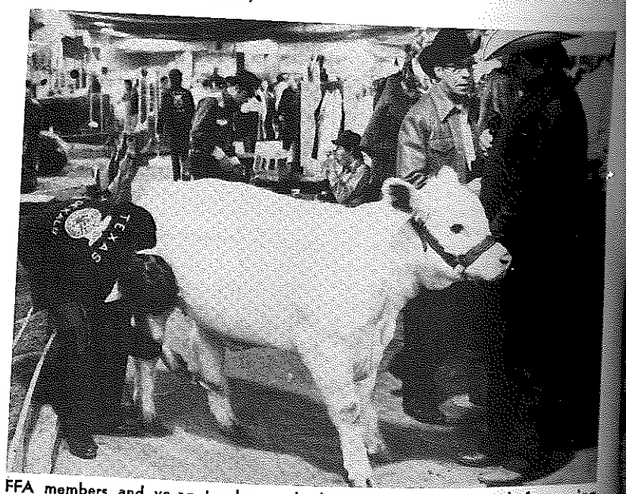
Horticulture students in New York are constructing corsages in the Floral Arrangement category of the Horticulture Contest. (Photo courtesy Richard Jones, Cornell)

A lot of soap, water and elbow grease goes into preparing a show animal for the show ring. These youngsters are preparing a steer for the Houston Livestock Show and Rodeo. (Photo courtesy the Houston Livestock Show and Rodeo)

Students in conservation are competing in the bulldozer trenching and back-filling contest at the New York State Conservation Contests. (Photo courtesy Richard Jones, Cornell)



Future Farmers of America in Oklahoma compete in a tractor driving contest at the Muskogee State Fair. Students test skill against the stop watch. (Photo courtesy Paul Newlin)



FFA members and vo-ag teachers make last minute preparations before going to the show ring for the Houston Livestock Show and Rodeo. (Photo courtesy Houston Livestock Show and Rodeo)

AGRICULTURAL EDUCATION

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