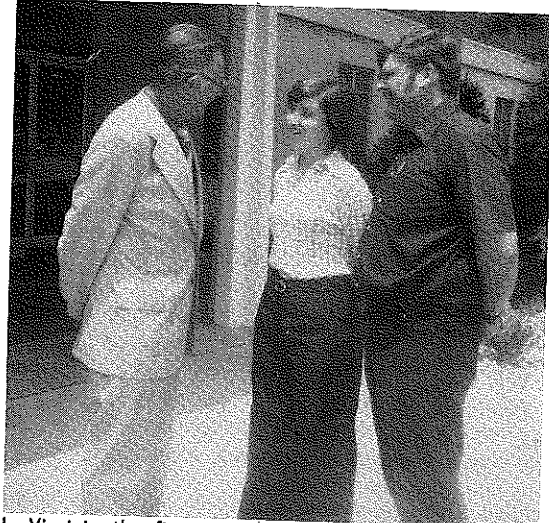


# STORIES IN PICTURES

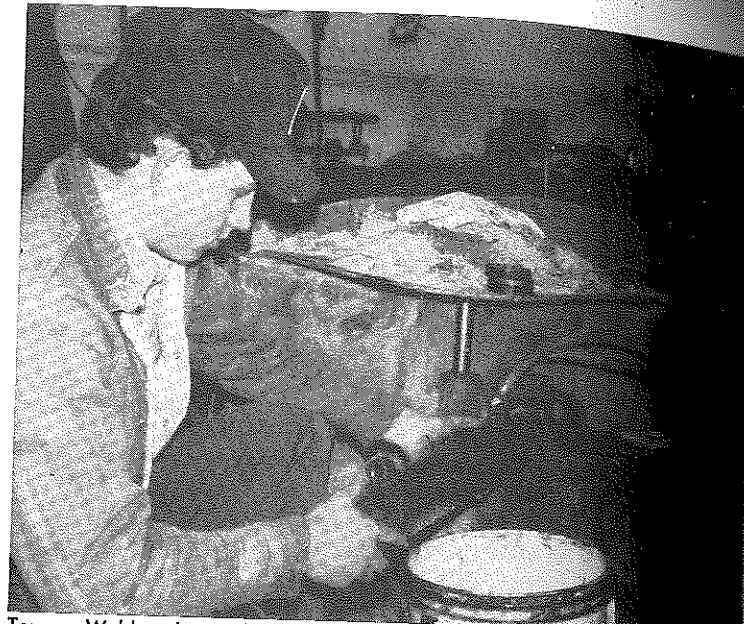
by  
Paul  
W.  
Newlin



David Dietz, Vocational Horticulture Instructor at Upper Valley Joint Vocational School in Piqua, Ohio, discusses with student Karen Plattner from Hardin-Houston a corsage made in the school laboratory. Karen is a junior student. (Photo courtesy David McCracken, Ohio State University)



Is Virginia the first state to have a brother and sister teaching agricultural education? Above J. M. Campbell, State Supervisor of Agricultural Education, chats with Carla Kirtz, agriculture instructor in Montgomery County, and her brother Gary Kirtz, agriculture instructor in Hanover County. (Photo courtesy W. C. Dudley, Asst. State Supervisor, VA)



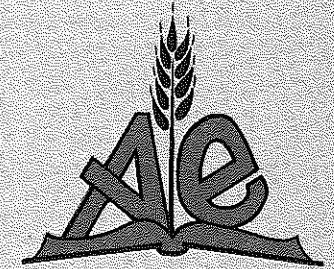
Tommy Webb, who works for a Rogersville, TN, lime distributor, repairs and replaces a hydraulic cylinder.



Joey Couch learns to manage a greenhouse as part of his agri-business experience program in Rogersville, TN.



David Lawson orders and stocks frozen foods in addition to processing meat for the Super Dollar Market at Rogersville, TN, in his agri-business experience program. (Above photos courtesy James Wells, Vo. Ag. Teacher, Rogersville, TN)



## AGRICULTURAL EDUCATION

Volume 50

Number 8

February 1978

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# AGRICULTURAL EDUCATION

February 1978 Volume 50 Number 8

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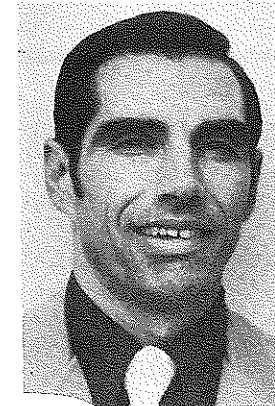
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# LEADERS OF TOMORROW THROUGH FFA



## FROM YOUR EDITOR

James P. Key

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### THE GOOD NEWS-BAD NEWS

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(Concluded on page 172)

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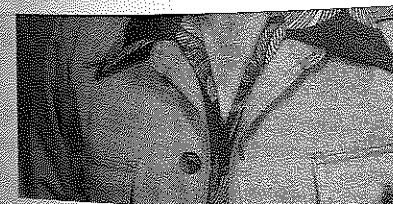
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# FFA—LEADERSHIP DEVELOPMENT

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(Concluded on page 173)



Milburn E. Wink  
Vocational Agriculture Teacher  
Hamlin High School  
Hamlin, TX



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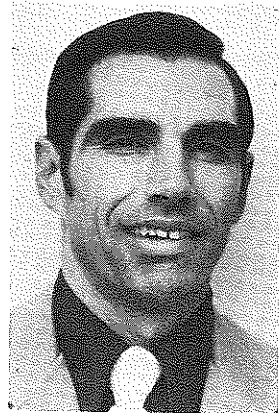
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## LEADERS OF TOMORROW THROUGH FFA



### FROM YOUR EDITOR

James P. Key

Probably the most well-known aspect of Vo-Ag is its leadership development program. The reason behind this is the product is so visible. Our Vo-Ag students and FFA members sell our programs for us in our local communities, states and across the nation as they speak before the public, compete in contests, show cattle and livestock or participate in any other FFA activity visible to the public. We as Vo-Ag teachers have the outstanding opportunity and obligation to train our students for leadership and followership through the FFA leadership activities. The articles in this issue do a fine job of describing most of these activities and suggesting methods for using them most effectively. We, as teachers of agriculture, have a great hand in shaping tomorrow, as we prepare the leaders of tomorrow—today.

this past year than the year before and subscriptions were up slightly. Articles were supplied by teachers, supervisors and teacher educators which were all educational and useful. Thanks to all of you, we had a strong and informative professional journal this past year.

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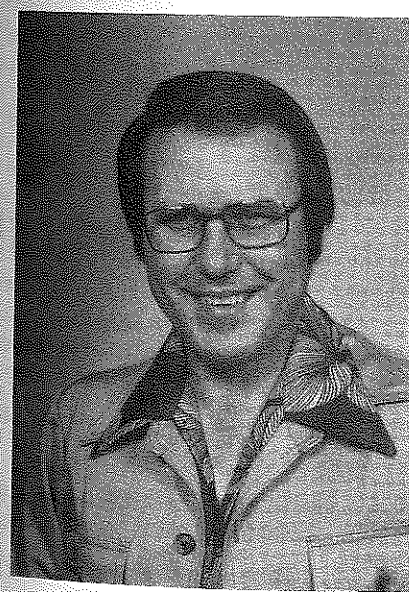
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(Concluded on page 172)

#### THANKS

I would like to express my thanks to each one of you who contributed to the *Agricultural Education Magazine* during the past year. Whether your contribution was reading the articles or writing articles to share with others, it was an important contribution. You supplied 125 more articles

## GUEST EDITORIAL



Milburn E. Wink  
Vocational Agriculture Teacher  
Hamlin High School  
Hamlin, TX

## —FFA— LEADERSHIP DEVELOPMENT

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(Concluded on page 173)



**CONTINUED EDITORIAL**

More bad news. Upon checking, it was found some ag teachers felt the *Agricultural Education Magazine* was not meeting their needs for a professional magazine.

**NEW FEATURES**

Now, the good news. Like the good ag teachers they were, they had suggestions to help the *Magazine* meet their needs. More good news, we will be able to incorporate those suggestions into the *Magazine*. As soon as possible, there will be a **Centerpages Feature**, as requested. The months following that will have centerpages features, too, if you will supply me with the pictures, drawings, sketches, or plans of shop projects, building layouts, FFA activities, teaching innovations or other ideas you figure most teachers could use.

An attempt will be made to include the **"This Worked for Me Column"** in each issue for you to share those methods which have worked especially well for you. One and a half or two pages, double spaced, typewritten should be quite enough to adequately share these methods.

**"The Country Store"** will be a column sharing your sources of free and inexpensive items you have received for your classroom, shop, greenhouse or other area of your program. This can even include sharing money-making ideas you use with the FFA or similar ideas. This column will start as soon as you begin sending these sources to me.

On the inside of the back cover I would like to start a column—**"From the Teacher's Desk"** of *PRINTABLE* jokes and stories you would like to share with other teachers which might tickle them or provide good material for speeches or as attention getters. I will attempt to start this column as soon as I get enough material.

Another avenue which might strike your fancy is **"Letters to the Editor."** If you don't feel like putting your thoughts down in article form, but do have some views you would like to share, drop me a line. You can get your views in print through a well written letter too. These preferably will be a page typewritten or less in length. If there is a policy, statement or idea you agree with, support it. If there is one you disagree with, refute it and offer alternatives.

**REQUESTED CONTRIBUTIONS**

In order to make the *Agricultural Education Magazine* the best it can possibly be for teachers, supervisors and

(Please submit articles 2 1/2 months in advance of Theme to allow publication time.)

**COMING ISSUES COMING ISSUES COMING ISSUES**

**COMING ISSUES**

- 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

teacher educators, each one of us is needed to contribute. Excellent contributions can be made by identifying persons with ideas or stories which should be shared. Let a regional editor or me know who these people are and we will write a letter requesting them to put it in writing. If the person does not feel adequate in writing it by themselves, they can get a teacher, supervisor or teacher educator to co-author it with them.

Also, there are about three to four thousand teachers who are not currently able to share the ideas of other agricultural educators across the nation because they do not subscribe to the *Magazine*. If you know any of these teachers, encourage them to take a look at the "new look" of the *Agricultural Education Magazine*. Perhaps they will want to subscribe and keep up with what is going on in agricultural education across the nation.

**REPORT FROM NVATA CONVENTION**

Some current ideas which were shared at the NVATA Convention in Atlantic City included legislation. Most teachers, supervisors and teacher educators seemed to agree we need a representative in Washington to keep us posted on what's going on there and to let the legislators know what we think. Most seemed to agree Agricultural Education needed to be included specifically in federal legislation.

Another voice was heard, however, saying we needed to do our homework in our local communities and states, since that is where the funding decisions are being made under the current legislation. Both approaches seem to have a ring of truth about them. Perhaps a combination approach is needed.

Some of that homework had been done at this convention, as a state Secretary of Agriculture praised agricultural education, and a U.S. Representative testified how Vo-Ag and the FFA got him where he is today.

Other sessions brought out some controversies and suggested solutions. It was suggested too much work had been prescribed for the agriculture teacher and perhaps some help should be given in setting priorities for minimum standards. The case was also made for close cooperation among teachers, supervisors and teacher educators. Altogether, many good ideas were shared and should help improve the profession during the coming year.—Ed.

- AUGUST — Teacher Education in Agriculture — Laying the Foundation for Good Teaching
- SEPTEMBER — Student Competition — An Incentive Approach
- OCTOBER — Supervisors and Consultants — Important Members of the Team
- NOVEMBER — Effective Teaching — What's the Basis?
- DECEMBER — Professionalism—That's The Name of the Game

**COMING ISSUES**

**CONTINUED GUEST EDITORIAL**

**PARLIAMENTARY PROCEDURE AND PUBLIC SPEAKING**

Parliamentary procedure and public speaking contests give students some of the best leadership training they can receive. Everyone needs to be able to speak before groups and to think on his feet. Participation in these contests gives students training in these areas. In public speaking, local contests can be held for every class. Class winners can compete to determine the local chapter's representative in the next level of competition. As students gather material, do research, prepare their speeches, and finally present their speeches before a group, they develop confidence in themselves and their abilities. Parliamentary procedure contests also help students to think quickly and to speak in public. Knowledge gained in the use of parliamentary procedure is always useful to students regardless of their occupations in later life. They will all participate in various community activities, civic clubs, and organizations. The basic democratic principles learned in parliamentary procedure can be a great asset to students when they become adults.

**COMPETITION**

By nature, nearly all leaders are competitive. Where else can students enter into competition that will challenge them as they can in the FFA? The answer is obvious—nowhere. Competition in livestock shows and fairs, officer elections, and for FFA awards is keen at all levels of the FFA, from the local chapter to the national organization. In the show rings, good sportsmanship is one outstanding result. Also, members learn how to win and how to lose in the show ring.

Many FFA members will set a goal early in their FFA membership and will work hard to meet the challenges to achieve this goal whether it be holding a certain office, achieving an advanced degree, or earning an award. The training students receive in holding various FFA offices is invaluable. This training includes speaking before groups to be elected to an office, learning the duties and responsibilities of holding an office, and performing these duties once elected. Students may compete for offices on the chapter, district, area, state, and national levels.

The agricultural background students gain by competing for various FFA awards is also very valuable for our future leaders. The competition can be on an individual basis, striving for a National FFA Foundation Award, or on the chapter level, seeking the Building Our American Communities awards, the chapter safety awards, and the national chapter awards. Here goals must be set and achieved in order to receive the awards. The development of community pride and working toward community improvements may be

**NEW OPPORTUNITIES FOR FEATURES**

- CENTERPAGES FEATURE** — Plans, sketches, pictures, innovations — 2 center pages •
- THIS WORKED FOR ME** — Methods of teaching, supervising, doing skills, sharing ideas — 1 page (3 pages typewritten double spaced) •

- THE COUNTRY STORE** — Source of free, inexpensive, or hard-to-find items most ag teachers need. Share your sources — 1 page or less •

- FROM THE TEACHER'S DESK** — Jokes, stories, sayings, attention getters or spice for speeches — short and sweet •
- LETTERS TO THE EDITOR** — Share your views, agree, disagree, support, refute — 1 page or less •

the most important training student leaders can receive. Everyone is a part of a community and needs to become a responsible citizen of that community. This is part of being a leader.

**CONVENTIONS AND CONFERENCES**

Attending area, state, and national FFA conventions allows FFA members to see democracy in action. Certainly leaders should know how democracy works. At these meetings members can be inspired to set individual goals and begin to develop a step-by-step method of achieving these goals. The benefits FFA members receive at conventions cannot be measured; but enthused members, filled with new ideals and goals for themselves and their chapters, return home to become leaders in their chapters and communities. This enthusiasm carries on after membership in the FFA is over and the individual becomes responsible for leadership roles later in life.

Perhaps the most intensive leadership training offered to FFA members is in the form of various schools and conferences designated as leadership training schools or conferences. Members who have proved themselves as leaders of their chapters are usually selected to attend these meetings. These programs range from local chapter officer training schools to the Washington Conference Program. In many sections of the country, outstanding officer training programs have been developed for local, district, area, and state officers. Specific duties for each office are learned. Leaders also learn how to write and deliver various kinds of speeches. Ideas are exchanged with other leaders. These officers then return to their respective chapters, districts, and areas to initiate outstanding FFA programs.

Nowhere will FFA members receive better leadership and citizenship training than at the Washington Conference Program. A dedicated staff of outstanding FFA leaders help train hundreds of chapter officers each summer at these conferences. Skills in public relations, social relations, communication, citizenship, and individual and group leadership are taught. Certainly more informed chapter officers return to their home chapters to assist in developing other leaders.

Yes, the FFA does train leaders for agriculture—leaders for today and for tomorrow. As long as leaders keep coming from the ranks of the FFA, both agriculture and our country shall continue to prosper. As educators in agriculture, let's all continue to give our students the opportunity to develop into the leaders that we and all America can be proud to claim.

**There is no part of the curriculum in our high schools that offers students the opportunity for leadership development that the FFA does.**





C. R. Hall

## MINI-CHAPTERS PROVIDE LEADERSHIP OPPORTUNITIES

by  
C. R. Hall  
Vo-Ag/Agri-business Instructor  
Watertown, SD

**The FFA can, and should, provide a wealth of experiences for developing good leaders as well as the opportunity for developing good, intelligent and active followers. Without the cooperation, participation and enthusiasm of good followers, leaders cannot reach their full potential.**

Young FFA members at the ninth grade level come into the organization with varying abilities. Some are almost afraid to be seen or heard while others have enormous enthusiasm and energy that needs directing and developing into useful and productive learning experiences. Some members are content to "ride with the crowd" but never wish to take responsibilities upon themselves. They are content to remain in the background until they have an opportunity to emerge in an activity in which they are vitally interested. Some potential leaders find it hard to develop to their greatest potential unless many opportunities are placed before them.

### MINI-CHAPTERS

Opportunities for leadership development begin in the classroom with mini-chapters. A mini-chapter in each class can provide early training for leadership by having five sets of officers in a club rather than just one set. Parliamentary procedures can be practiced according to the abilities of the particular group or class. Enthusiastic and outgoing young members can quickly find a place for themselves in the first and second years of their membership, whereas they might be overlooked or not have the opportunity in the group as a whole until later. Those on the shy order can be brought into activities much easier and will receive the parliamentary procedure training with a better chance to take part in the class mini-chapter than with the chapter as a whole. The shy member might hesitate to come to the meetings, or the member might live out away from the school with little chance to come to meetings in the evening due to age driving restrictions and lack of transportation.

There are many activities for these younger members such as the Creed Speaking contests, speeches, and committee planning, with activities geared to their level of interests and abilities. They can receive early development and knowledge of the proficiency awards, judging contests and cooperative activities. With steady development from those beginning years and on through their high school career, skills can be perfected and activities increased until the final year when these young men and women assume the responsibilities of the chapter offices and full committee chairmanships.

### FULL CHAPTER MEETINGS

FFA meetings should be planned so that all members feel that they are needed and that they have a part in the organization. Carefully developed leaders will be able to plan, organize and carry out their duties with a minimum participation on the part of the advisor. His part does read "... to give advice as need arises." A good meeting is one where he says little other than his part in the ritual.

Meetings should be well planned ahead of time. They should be brief and to the point. They should have something of interest to the members. There should be some recreation, a good film, or a good program—one which will be the topic of the day in the classes following. It should be one which will spark the interest and curiosity of anyone who might have missed the meeting so that the member will make a point to be in attendance at the next meeting.

One example of such a meeting was a program in South Dakota by the state rattlesnake trapper. He had a box full of the various types of snakes found in the state. When he was showing a huge rattlesnake to the members, it almost got away from his control. He had placed it on the floor which was smooth tile and it was almost impossible to pin his head to the floor to retrieve the snake! That caused some excitement.

### TOTAL INVOLVEMENT

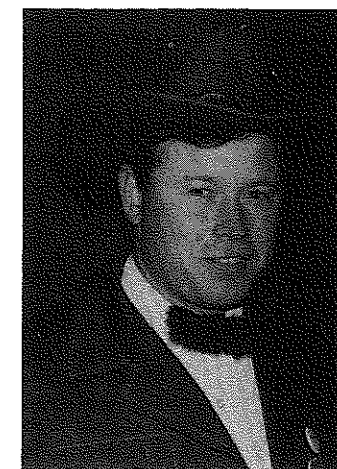
Activities should provide for total involvement. Participation develops leadership. The FFA has many and varied opportunities for members. There are many contests and proficiency awards. Members can take part in Creed speaking and speech contests. They can prepare radio and TV programs. There are local, district and state agricultural shows, leadership camps, district meetings, national conventions, money making activities, school farms, experiment plots, community service activities such as the BOAC program, and many others of local and state nature.

Time is of importance to the members as well as to the advisor. Regularly scheduled mini-chapter meetings during class hours can make many of these activities possible. Activities can be integrated with class study programs so that the

(Concluded on page 177)

## FFA—THE KEY FOR TRAINING LEADERS FOR AGRICULTURE

Ken Seering  
Vo-Ag Instructor  
Denmark, WI



Ken Seering

Developing leaders for the field of agriculture has been a challenge for many years and today is the number one area of concern. The FFA offers the opportunities essential for the young girl or boy dressed in the blue and gold.

### FFA ALUMNI

In addition, the FFA Alumni is another avenue of community individuals who are committed to supporting vocational agriculture and the FFA. This is an increasingly valuable asset to the vo-ag instructor who must take the initiative to get the ball rolling in his/her local situation. Once organized in the proper fashion, it will be self-sustaining and will allow the vo-ag instructor a chance to enter new areas of the FFA which TIME inhibited him from doing before the FFA Alumni was formed.

**The primary goal of the FFA is building leadership abilities in its members. This is essential today since our shortest supply is good leaders in agriculture. The FFA can train the young members to meet this challenge of the future.**

### LEADERSHIP ACTIVITIES

I would like to mention some of the types of activities which we use to provide this training for leadership through the FFA.

The top priority activity is our safety program. Members perform the local survey, determine needs of the community, develop a workable plan, organize the effort, and finally carry it out. Safety should be the concern of all the community individuals and is an excellent training program for the FFA youth to be involved in.

Various activities include farm/home surveys to determine hazards and then correct them; a bicycle safety program and a rodeo for the elementary children; a sale of SMV materials and refillable fire extinguishers; sand-salt gallon containers for motorists during the winter season; newspaper, radio and television programs throughout the year; cutting brush at intersections in the district which were brought to the attention of the members; and always remembering to involve the FFA Alumni members in our activities.

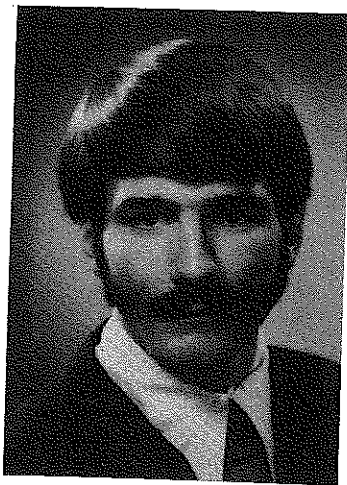
Here is a partial list of activities which build and train our youth with leadership abilities through the FFA:

- exhibiting at the various livestock shows
- participating in local, state and national leadership workshops
- membership in the state and national FFA band and/or chorus
- being delegates to the state and national FFA conventions
- either hosting a foreign youth or participating in the Work Experience Abroad program through the FFA
- developing a corn, oat and alfalfa plot for the county
- organizing a supplement of the yearly FFA program of activities for the community during National FFA Week
- judging at various contests during the year to include FFA Creed, public speaking, parliamentary procedure, dairy, swine, sheep, livestock, meats, electricity, soils, and ornamental horticulture
- helping with fund raising activities such as slave auctions, fresh fruit sale, firewood, cash cropping, and newspaper subscriptions

- aiding another country if disaster strikes through financial or materials assistance
- holding an annual parent-member awards banquet
- providing recreation for the membership in the form of cooperating with neighboring chapters with basketball, picnics, or having a winter retreat
- providing the community with official FFA calendars with your local chapter message
- having one or more outdoor billboards erected in the community
- developing members to participate in the numerous FFA awards like proficiency, state and American farmer degrees, National Chapter, BOAC and Safety, Cooperative Activities, and other enterprise/ placement type awards
- supporting the local FFA Alumni program of activities and aiding in membership development
- assisting in promotions for the March of Dimes and other various needy organizations through an activity like a haunted house
- inviting state and national officers to the chapter membership
- development of nature trails for the total community to use for educational purposes
- providing a kick-off luncheon for June Dairy Month
- involving members in the Building Our American Communities program
- applying for scholarships to further the FFA members' education
- holding weekly officer meetings and monthly chapter meetings

(Concluded on page 179)





Richard A. Seipel

# FFA OFFICER SELECTION AND TRAINING

by  
Richard A. Seipel  
Greenville FFA Advisor  
Greenville, OH

Officer selection and training are two of the primary factors in carrying out the year's FFA calendar. I will deal with each area separately in this article, although the two go hand in hand.

## OFFICER SELECTION

Officer selection begins during a student's first two years of vocational agriculture. During this period, the prospective FFA officer can be and usually is observed by the vo-ag teacher/FFA advisor and his/her fellow members. It is during these preliminary years that attitudes are formed, character is developed and the history and function of FFA are acquired.

All members begin on equal ground in FFA, though some may have other organizational ties, which may or may not be of value in getting the jump on everyone else. All beginning members are usually required to memorize the creed, study parliamentary procedure and study the history of the FFA organization. I believe those members who can master these initial tasks are those who will go on to be the future officers.

As time progresses, members may participate in many varied FFA contests. They meet and learn how to get along with other people and get a taste of competition and what it means to win or lose. Your officer material can usually be found here, too. They're easy to spot, at or near the top saying, "I can't wait till next time."

Committee work is another place of officer material can be found. Prospective officers are generally committee chairpersons or the most exuberant members of the committee. They have learned to work with fellow FFA members, community leaders and school administration. They are usually eager to help

on all projects and are more than willing to shun study halls for a pass to work in the vo-ag room.

Well—enough of building this super human image, this combination of Wonder Woman and Six Million Dollar Man. These leaders are found in all vo-ag classes. Some are easier to find than others, but they are there.

It's January or February in most departments when officers are elected. What criteria do you use to select the seven or eight people who will lead your FFA chapter through this next year?

**"Anyone can start but only the thoroughbred will finish" (Napolean Hill, *The Laws of Success*) is an excellent saying to keep in mind when selecting officers.**

Who will pick the officer candidates? Will they be candidates or appointees? Are they the people capable of leading the chapter? Do they want to lead the chapter? Remember, the FFA chapter is the student's organization and you are simply there to advise and direct.

## THE NOMINATION COMMITTEE

The method I use to select officer candidates is a nomination committee composed of senior officers and members. Five members and one advisor makes a very workable committee. I use senior members because they have watched the underclassmen for several years and thus are in the position to know each nominee. Pride is another reason to use seniors. They want to leave the chapter in the best hands possible to carry on their work and traditions. They are also experienced and cannot run for office themselves.

Nomination forms are reviewed by the committee and interviews are scheduled with each applicant by the nominating committee. All applicants are interviewed by the committee.

Questions are asked of each applicant to determine which of the three, if any, offices that person could best fulfill. All results are kept secret until the elections are held.

The elections are generally held at the regular monthly meeting in February with the new term beginning March 1. The two or three candidates the nomination committee has decided to run for president are announced and written on the board. Ballots are handed out by the nominating committee members, one to each official FFA member, and then collected. The ballots are counted immediately (a simple majority is needed) and the winner announced. (The actual count is not announced, to prevent unnecessary anxiety to the loser.)

The "loser" is then eligible to be nominated from the floor for the next office to be decided, provided the nomination form shows a desire to run for that office. The form must be kept on file for easy reference. The election proceeds in this manner until all officers have been decided. The entire officer selection procedure is outlined in the chapter's by-laws.

## OFFICER TRAINING

The second section of this article deals with officer training. This is as important as the election of the officers and is a primary responsibility of the local advisor.

**"It is good to be a seeker, but sooner or later you have to be a finder and then it is well to give what you have found a gift into the world for whoever will accept it." (Richard Bach, *Jonathan Livingston Seagull*)**

As an advisor, I carry out an on-going training program for my officer team. All members must memorize and understand their part in the opening ceremony and must know the duties for

(Concluded on next page)

their office (as described in the official FFA Manual) by the first meeting. The remainder of their local training is carried out over the FFA year.

A lot of activities throughout the year seem rather insignificant but they are possible tools which can readily be adapted as genuine officer training experiences. Retired officers can, and usually do, assist in the initial training of new officers. The month from election to first meeting is one of the busiest, most important times for new officers. Duties, responsibilities and parts for the meetings must be learned by the new team. I use my "old" officers during this part of the training.

The retired secretary usually has found several short-cuts or ideas that are beneficial in keeping the minutes and completing the secretary's book. The retired treasurer and reporter can also help in this way. The retired officers know the ropes. They are the pros.

## THE DISTRICT OFFICER TRAINING PROGRAM

I would like to expound on another very useful officer training method—District Officer Training. The district officer training program is an overnight affair conducted on a Friday and Saturday in April. It is paid for by the local FFA chapters in the district and budgeted in the annual budget.

Friday afternoon (after school) a welcome and program outline is presented to the membership. Attending State Officers are introduced and the membership then splits into area meetings based on their respective office. A short adjournment for dinner is taken and then back for more area meetings. A closing invocation and announcements are made and the officers are dismissed for the evening to swim or mingle or exchange ideas back at the hotel.

I find it beneficial to hold a rap

## CONTINUED MINI-CHAPTERS . . .

total program becomes well rounded in its development of each person to his or her full potential.

The highlight of the year's leadership activities should be the Parent-Member Banquet. Involve the entire membership in some way. Again, there are many opportunities which range from the planning of the menu, securing a place for the banquet, arranging for the program, preparing and mailing the invitations, decorating the banquet room, as well as short vocal parts on the program. The officers should take the lead, but they should also involve the younger members in some way so that they will feel that they have a part in this important event.

session later in the evening to regroup my officer team and settle them down for the night. We use it as a time when each member describes his/her session and plans for the coming year begin to mold. I feel this can either make or break the entire year.

Saturday the thrust is on overall chapter participation. Chapter applications are discussed including the National Chapter Application, Marketing, Safety, BOAC (Building Our American Communities) and Cooperation applications. Ideas on each award are discussed and again the planning begins to take place.

A noon luncheon tops off the district officer training program and members and advisors return home for a little sleep, then a year of FFA activity.

## OTHER ACTIVITIES

Executive committee meetings are another time training takes place. The advisor can guide the officers in formulating agendas, making sure important dates and events are not omitted, and help in planning logical, well balanced meetings. Minutes of previous meetings and standing committee reports should be reviewed and readied for approval at the meeting. Officers' parts and areas of responsibility should be reviewed. Problems should be identified and solutions found. All officers should be psyched up (much like in athletics) to go out and get all members interested and involved enough to attend.

Each officer should have access to an official "FFA Manual," a copy of "FFA and You" (Bender, Clark, Taylor), and the "FFA Chapter Guide" and "Activity Handbook." These materials are necessary teaching tools and resources for your officer team and no department can be complete without them. They will answer a lot of questions and consequently save your time. Your officers are leaders and thus can

be responsible, in part, for their own training.

Various state and national activities assist in training our officers. State Convention, National Convention, Washington Leadership Conference and FFA Camp are all excellent motivators as well as training instruments if we prepare our officers properly beforehand.

Programs from previous conventions and conferences are great preparatory materials. Information packets sent to advisors should be shared with the officer team, not buried under the heaps of paper on our desks. Let them be informed.

These special activities usually designate delegates, with power to vote on special issues during business sessions. State and/or national officers are usually in attendance and are more than willing to answer your officers' questions and help solve their problems. Who knows? Maybe the spark will be fanned by one of these talks and one of your officers will be inspired to become a state or national officer.

Guest speakers at meetings and use of FFA Alumni are also good motivators and teachers. Imagine the untapped, accumulated knowledge of current and/or former community leaders, FFA leaders, agri-educators and school administrators in your community. When was the last time you used your advisory committee for this?

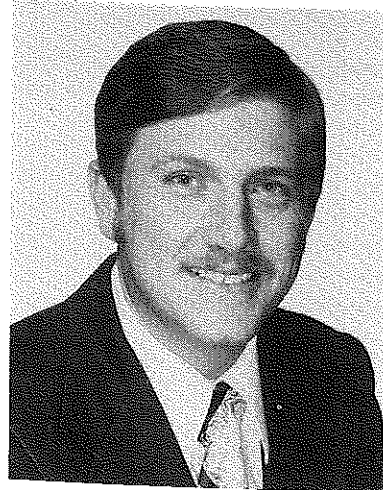
The local awards banquet or ceremony usually culminates all that has been learned and accomplished by your officer team. After a year of training and polishing, of motivating and sacrificing, it all comes together here.

Your job is over for the present and if you have done it well, you, as a FFA advisor, can sit back and enjoy the show. Your team is on the stage. It's time for the annual awards. Your team's a winner!

## OPPORTUNITY—OPPORTUNITY FOR LEADERSHIP DEVELOPMENT

Few organizations present the opportunities that the FFA can provide for its membership. If leadership development is not possible for everyone, then wholehearted participation under good leadership will make for that long time aim of the FFA—the development of "agricultural leadership, cooperation and citizenship." Every school, chapter and advisor should make the most of the opportunities available.





Glenn Beckendorff

## TRAINING FFA LEADERS THROUGH A LOCAL OFFICERS TRAINING SCHOOL

by  
Glenn Beckendorff  
FFA Advisor—Vo Ag Teacher  
Katy, Texas

### LOCAL OFFICERS TRAINING SCHOOL

We feel the chapter officers devote more time to the chapter than the average member, so we have developed our own local chapter officers training school and after only one year, its benefits are quite evident. And it is FUN—

After attending the Washington Conference Program, we set our training school up very similarly. A family which supports our chapter offered their weekend home at a resort city to sponsor the school. Arrangements by the same sponsors made it possible to have the officers as guests of the resort which meant several free meals and free use of all recreation facilities. A school bus was used as transportation, and a local youth leader from one of the churches, his wife, plus the supporting family produced the guest speakers for vesper services. The two vo-ag teachers taught the workshops.

We knew the officers would learn all the responsibilities of their respective offices while at the district officer training school. Still, there is more to being a leader than just knowing one's part and duties. Let's teach social and human relations, self motivation, public relations, pride, and personal communications.

We felt a rigorous schedule was essential for self discipline, to keep the leadership ball rolling, and to discourage laxity.

The group departed from the school at 4:00 p.m., Friday afternoon, on the two hour trip. The 6:00 p.m. arrival was greeted with grilled hamburgers prepared and ready to serve by the sponsors. At 7:30 p.m. the schedule for the weekend was presented to each officer containing only the time, meeting place and general topic to be covered.

Each new school year offers challenges to Vocational Agriculture teachers in developing leaders in our agriculture fields. Our jobs also seem to be involving more and more time each year.

Perhaps we should develop leaders within our FFA chapters and let them assist us in directing our various chapter activities. You may say this is impossible, but we are doing exactly that in Katy and the students love the responsibilities. Our chapter officers are leaders and, believe it or not, many of our past officers still take a very active part in chapter activities.

**It is easy to push the students we know are leaders and be slack on other chapter members. In the past few years, we have practiced challenging each student equally.**

Example: Every student tries out for leadership and judging teams. We do not ask for volunteers. This develops desire and enthusiasm in some students that never tried to achieve before. We challenge the students, then reward the achievers. We make sure our members who demonstrate outstanding service and achievement are recognized in our show catalogue, local newspaper, and at the chapter banquet. We all enjoy being recognized in front of our peers and other groups.

A local supporter of the FFA sponsors a bar-b-que each year for the chapter members participating in District Leadership Contests. This gives students the extra incentive it takes to bring home the first place banner.

### TRAINING SCHOOL SCHEDULE

Friday—7:30 p.m.-8:30 p.m. Group session

1. Welcome to officer training school—Vo-Ag Teachers
  2. Welcome to Resort City—Representative of the Resort City
  3. Present schedule to officers—Vo-Ag teachers
- 8:30 p.m.- 9:15 p.m. Unpack and get settled
- 9:30 p.m.-10:30 p.m. Vespers — Sponsors and youth leader
- 11:00 p.m.-Lights out

Saturday—7:00-7:45 a.m.—Breakfast at Resort City Restaurant

- 8:00-9:45 a.m. — Workshop — Group leadership skills (Vo-Ag Teachers)
1. What is a leader? (Question and answer session)
  2. Why leadership and who needs it: (Role of leaders in agriculture, politics, community, etc.)
  3. How can I develop my ability as a leader? (goal setting, observe other leaders, motivation, control temper, etc.)
  4. Group activities (developing chapter goals)

This session is to get officers thinking, "Why was I elected?"

10:00-11:45 a.m. — Workshop — Personal Communication Skills—Vo-Ag Teachers

1. Being introduced to others properly
2. Introducing others properly (dignitaries, older persons, ladies, etc.)
3. How to remember names (helpful hints)
4. Carrying on a conversation (new acquaintances, adults, etc.)
5. Preparing a speech (proper format, how to obtain information, fitting a speech to the group, etc.)
6. Do's and don't's in speaking to groups

12:00-1:00 p.m.—Lunch at Resort City Restaurant

1:00-5:00 p.m.—Free Time (enjoying any of 30 recreational activities sponsored by the resort)

5:00-6:00 p.m.—Supper at Resort City Restaurant

6:15-7:17 p.m.—Workshop — Public Relations—Vo-Ag Teachers

1. Why public relations? (benefits to program)
  2. Newspaper articles (proper procedures to write articles)
  3. Do's and don't's
  4. Radio and TV interviews and advertisements
  5. Role-playing activities
- (Concluded on next page)

7:30-9:30 p.m. — Workshop — Social and Human Relations — Vo-Ag Teachers

1. First impressions (how to impress others)
  2. Personal appearance and cleanliness (hair, teeth, shave, selecting clothes for the occasion, etc.)
  3. Language (slang, obscenities, opinions, etc.)
  4. Manners
  5. Dating (asking, driving, selecting places to go, etc.)
  6. Escorting (how to escort, how to be escorted, etc.)
- 9:30-10:30 p.m. — Chapter Impact — Vo-Ag Teachers
1. List chapter problems
  2. Divide into groups of 3 or 4 and list possible solutions
  3. Report back to entire officer TEAM
- 10:30-10:45 p.m. — Day's Reflections — Vesper (sponsors)

Sunday 7:00-8:00 a.m.—Breakfast at Resort City Restaurant

8:15-9:15 a.m.—Workshop — Group Leadership Skills—Vo-Ag Teachers

1. Why do we join groups?
  2. Developing goals and objectives
  3. Setting up a game plan to achieve goals
  4. Use of committees (getting committees to function)
  5. Committee responsibilities
- 9:30-10:30 a.m.—Social and Human Relations — Vo-Ag Teachers

1. Entering and ordering at a restaurant
2. The formal table setting and how to use it
3. Proper etiquette
4. Proper tipping
5. Being a guest of a hotel or motel (how to act)

11:00-12:00—Church

12:00-1:00 p.m. — Lunch at Resort City Restaurant

1:00-3:00 p.m. — Free Time

3:30-4:30 p.m. — Workshop — Personal Communication Skills — Vo-Ag Teachers

1. Proper writing of letters for various occasions (invitations, death, correspondence, etc.)
  2. Proper speaking (voice, body language, etc.)
- 4:45-5:45 p.m. — Chapter Impact — What can we do to improve our chapters? — Vo-Ag Teachers



6:00-6:30 p.m. — Awards session — Teachers

1. Present each officer with Certificate of Merit
  2. Present each sponsor with Certificate of Appreciation
- 7:00-7:30 p.m. — Weekend Reflections — Sponsors and Vo-Ag Teachers
- 8:00 p.m. — Depart for home

Officers wore official dress to all meals and to church. Casual but neat dress was required at all other times to increase the feeling of pride.

We feel the information covered in the training school will benefit our officers and members in achieving leadership goals in agriculture. It is becoming more important every day for our agriculture leaders to communicate effectively. Self motivation and pride are necessary during upcoming tough years, and goal setting keeps a constant challenge ahead of our modern agricul-

ture producers and businessmen.

During the year, we use officer school information on other chapter members to keep up their enthusiasm and self motivation. It really works!!!

It has improved our chapter-community communications, civic club program presentations, and our members follow the officers more closely because they respect the examples they are setting.

Meetings in the past year or two relating to agriculture production have had speakers who offered challenges of a brighter future for agriculture. This future lies in the hands of our present and future agriculture producers. Our responsibilities as teachers of vocational agriculture and FFA Advisors include training the agriculture leaders of tomorrow — TODAY. ◆◆◆

### CONTINUED FFA — THE KEY . . .

- being active on at least one chapter committee and rotating the position of chairman four times during the year
- having an in-depth occupational experience and/or production agriculture record book
- sending chapter delegates to the AIC, Washington Conference, Na-

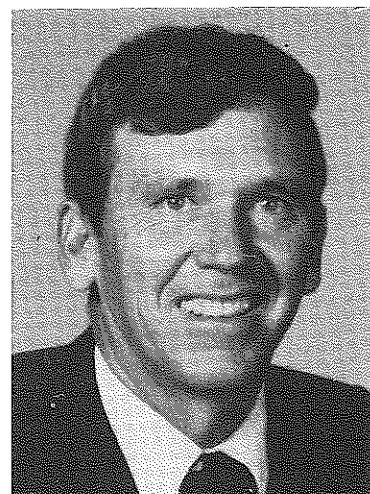
tional Safety Congress, State Farm Forums, Farmfest '76

—participating in the new Food for America program and having the Alumni do the presentation on the farm

—involving all FFA and Alumni members in the National Agriculture Week promotion

There is no doubt that the FFA has the opportunities available for the youth of today. The local advisor must take the time to provide these to our girls and boys of vocational agriculture today. Our rarest commodity is GOOD leaders in agriculture . . . FFA is the answer. ◆◆◆





Guy Finstad

# CAL FARLEYS BOYS RANCH

By  
Guy Finstad  
Vocational Agriculture Teacher and  
Farm and Ranch Manager  
Cal Farleys Boys Ranch  
Boys Ranch, TX

The main objectives of the agriculture program at Cal Farleys Boys Ranch are to help boys become valuable men by learning the basic requirements for success in any profession, to teach specific skills to those who wish to stay in agriculture, and to supply food for Boys Ranch. In order to accomplish these objectives, our program is quite a bit different from the average high school vocational agriculture program. I might explain that Cal Farleys Boys Ranch is a home for about 370 boys on 4100 acres of land located northwest of Amarillo.

## BEEF CATTLE

Boys Ranch maintains a cow herd of 200 cows including several breeds, mainly Hereford, some Angus, Charolais and crossbred cows. We have seven bulls, but a great deal of breeding is done by artificial insemination using some of the exotic breeds. This has greatly improved the quality of our calves and we are able to sell calves to FFA members for projects. We have 67 steers on feed, seven Holstein heifers and 12 beef heifers that boys are raising as projects. All of the cattle are rounded up every three months. Calves are weaned, worked, branded and sprayed. There is a schedule so that every boy in Vo Ag gets an opportunity to participate in every round-up. The weaned calves are put in our feedlot where they are fed until they weigh around 900 pounds. Each week the largest five head are taken for slaughter.

Each week five head of beef and ten head of hogs are slaughtered for use in our dining hall. All of this is done in the afternoons after school by the boys under the supervision of one adult. There is a state meat inspector there at all times to see that everything meets state specifications. Each week the previous week's kill is taken to the meat cutting department of the dining hall where it is cut and served or frozen as needed. We have a pre-employment lab class in meat processing.

## HOGS AND DAIRY CATTLE

The pork supply comes from our herd of 50 sows and eight boars. Boys care for and feed about 400 head before school in the morning and after school in the afternoon. They help with farrowing, breeding, worming, shots and records in addition to routine feeding. The top barrows are sold to FFA members to feed and show as projects.

Our dairy herd consists of 29 Holstein cows which supply us with 85 to 100 gallons of milk each day. The milk is taken to our Food Processing Plant where it is pasteurized and cartoned in half pint cartons.

## FOOD PROCESSING

Other foods are processed in this building. Fruit flavored drinks are packaged in half pint cartons. Maple syrup is made and cartoned in special syrup cartons. We also have bee hives and process the honey for use in our dining hall.

The Food Processing Plant has two rooms for processing and canning vegetables and fruit. We raise a variety of vegetables in our 25 acre garden such as corn, green beans, black-eye peas, tomatoes, okra, carrots, cucumbers, peppers, squash, watermelons and cantaloupes. They are all brought into the cleaning room where they are cleaned, shelled, cut or prepared in appropriate ways to be taken to the dining hall where they are eaten fresh or they may be canned or frozen.

*(Concluded on next page)*



Meat processing is learned first hand as boys provide meat for the tables of the school from the cow to the plate.



Boys learn food processing by processing milk at the school milk plant.

Another room has three pressure cookers with a capacity of canning 90 gallons at a time.

## GRAIN AND HAY

We raise some grain on the irrigated farming land, but our biggest crop is alfalfa hay. We have 125 acres of irrigated farming land. Most of our irrigation is done by the sprinkler method and it requires a lot of boys to keep the pipe moved over the fields of alfalfa, bermuda, barley and sudan. We average putting 20 to 25 thousand bales of alfalfa hay in the barn every summer. Boys can get experience operating all kinds of farm equipment, like the self-



The garden supplies much of the food for the school during the year.



Gardening is learned by growing vegetables on the school 25 acre garden. Five thousand ears of corn were picked and processed in one week.

propelled hay baler, combine and D5 Dozer, and the eight tractors it takes to do the farming. Boys are responsible for the care and maintenance on all farm equipment. We have a pre-employment lab class in farm machinery.

## HORTICULTURE AND VEGETABLES

We also have a pre-employment lab class in horticulture. The lawns and grounds of the ranch are taken care of by the boys that work in the horticulture department. We have two greenhouses where flowers and shrubs are started and then transplanted. In the spring, 1,500 tomato plants are started from seed to be transplanted in the garden.

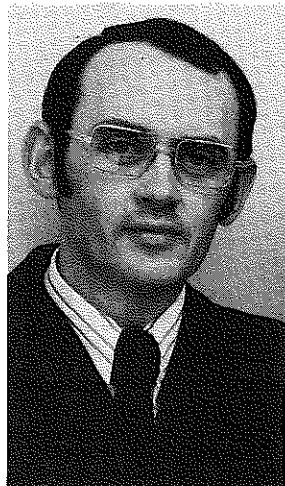
## HORSES

One more part of our agriculture program that is very important to a lot of boys is our horse program. We have about 50 head of horses including nine brood mares. We raise and train the colts. There is a class for younger boys to learn the proper way of handling and riding a horse. There is also roping practice for the older boys two nights a week. We have a roping arena and roping steers where they can practice team or calf roping. Several boys are active in the Tri-State High School Rodeo Association.

## DEVELOPING BOYS

The boys are exposed to a wide range of agriculture and ag-related occupations that should help them in choosing a profession. A quote from a student sums up the program, "My Ag class is the most interesting and funnest class I have, mainly because we don't just sit in class and see pictures but we can go and learn in the natural environment and learn by doing." ◆◆◆





Franklin Stuckey

# TRAINING CHAPTER OFFICERS AT A SUMMER CAMP-OUT

by  
Franklin F. Stuckey  
Head, Voc. Agri-Business Dept.  
New Ulm High School  
New Ulm, MN

Each of us as a chapter advisor is constantly looking and searching for new and refreshing methods of training chapter officers. Most of our training programs are a combination of borrowed ideas integrated into existing programs. These types of programs are usually very flexible, but usually adequate if time can be found to complete all the activities of the leadership training program.

I, myself, experimented and searched for a quality program that would properly train chapter officers in as short a time as possible. After using afternoon leadership seminars in our local vocational agriculture department and local parks, I thought of the idea of a summer camp-out. The first of these was a two day camp-out at a campgrounds about 90 miles from home. It did not take long to determine that two days would not be long enough for all of the activities scheduled. The next year and for each following year we have planned a three day event. All have been held at campgrounds within a 100 mile radius of home. During the month of June the chapter executive committee meets twice to formulate final plans for the camp-out.

Small groups of 2 or 3 officers plan for their own campsite, which would include: tents, equipment, utensils, food and supplies. Each campsite is self sufficient and is expected to be maintained properly. The group leaves early in the morning and endeavors to have all campsites set up by 10 a.m. The campsites are usually centered around my fold-out trailer and two screen tents used for meeting places. The leadership sessions usually run two to two and one-half hours in length and are scheduled all three days. Plenty of

recreation, relaxation and fine food are sandwiched between the leadership sessions.

During the first few years only the chapter officers were allowed to attend the camp-out. After considerable thought the chairpersons of the program of work and other major standing committees were also invited to attend. These additional chapter leaders, along with a double set of officers, except for the chapter president, makes up a group of about 25 campers. The schedules are printed in advance of the camp-out, and are also posted on the front of my trailer so all campers will be adequately informed. Adult responsibility during the camp is shared by one or two of the other agriculture instructors in our department and myself. A blanket insurance policy is purchased by the chapter on all campers attending the camp-out.

## TRAINING CAMP-OUT SCHEDULE

### Session I Monday A.M. 11:00-12:30

1. Impromptu Speeches
2. Code of Ethics
3. Program of Work
  - a. Supervised Agricultural Occupations
  - b. Cooperation
  - c. Community Services

### Session II Monday P.M. 2:00-4:00

1. Impromptu Speeches
2. Program of Work
  - a. Leadership
  - b. Earnings and Savings
  - c. Conduct of Meetings
3. Committee Reports
4. Greenhand Applications
5. Chapter Farmer Applications
6. Ceremonies — Opening and Closing

### Session III Monday P.M. 4:00-10:00

1. Recreation
2. Camp Fire

### Session IV Tuesday A.M. 9:30-11:30

1. Impromptu Speeches
2. Program of Work
  - a. Scholarship
  - b. Recreation
  - c. Public Relations
3. Chapter Officer Applications
4. State Convention Applications
5. National Convention Applications
6. Ceremonies — Greenhand

### Session V Tuesday P.M. 1:30-3:30

1. Speeches on Chapter Activities
2. Program of Work
  - a. State and National Activities
  - b. Alumni Relations
3. State and National Convention Slips
4. Secretaries and Treasurers Reports
5. Calendar of Events
6. Social Graces
7. Ceremonies — Chapter Farmer

### Session VI Tuesday P.M. 7:30

1. Banquet — Valhalla Steak House

### Session VII Wed. A.M. 9:30-11:30

1. Chapter Goals
2. Characteristics of a Good Leader
3. Officer and Committee Notices
4. Ceremonies — Honorary
5. Speeches

### Session VII Wed. P.M. 12:00-2:00

1. Recreation
2. Relaxation
- 2:00 P.M. Leave for Home

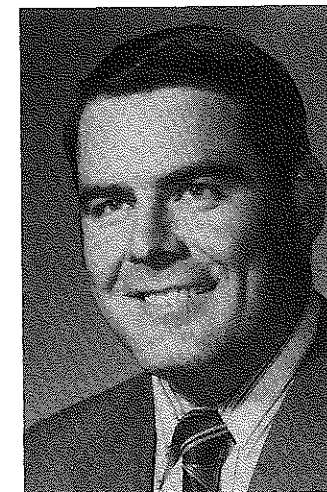
## TRADITIONAL ACTIVITIES

Some of the activities scheduled during the camp-out have become traditional for our chapter camp-outs. These are:

1. A grab bag of items for impromptu speeches
2. A banquet the second night of the camp-out
3. Watermelon spitting contest
4. Tug-of-rope contest
5. Popcorn around a camp fire  
(Concluded on page 184)

# Leadership Training—A Value Difficult to Measure

by  
Robert R. Jensen  
Vocational Agriculture Instructor  
Bear River High School  
Garland-Tremonton, Utah



Robert R. Jensen

The FFA has had a long and proud tradition in agriculture of being a great motivator of young men and, more recently, young women. Its place has been firmly established from the beginning as being an INTEGRAL part of the instructional program in Vocational Agriculture. This means that its values have been viewed as important enough to merit instructional time in the curriculum of vocational agriculture.

However, in order to retain such a lofty position in a curriculum which is constantly being changed, updated, and expanded, the values of the FFA must themselves be constantly evaluated and proven to merit the position of INTEGRAL in the curriculum. Agricultural skills taught during class time in any of the many subject areas of agriculture can be measured according to the performance outcomes tested and evaluated by the instructor. The leadership training obtained in completing FFA activities is much more difficult to measure. Yet these values should be parallel to more measurable skills taught preparatory to entering the agricultural field. Herein lies the problem of leadership development within the curriculum. What is it? How do we measure it?

I like to think of leadership training as providing opportunities for students to extend themselves into experiences which will bring out the best of their abilities. Too often students, because of lack of confidence in themselves, keep their abilities hidden or fail to identify their strong points. With encouragement and activity, many students "find themselves" through the FFA. But, how do we measure and place a value on this type of training? Leadership isn't a mystical trait that one individual has and another has not. It is learned behavior that anyone can improve by study and application.

Former agriculture students who return to Bear River High School to visit offer such comments as, "I have used

parliamentary procedure more than anything else I learned in high school," or "The training I received in public speaking has been very valuable to me," or "The first time I ever spoke in front of a group was in my Vo-Ag class."

Other leadership outgrowths and accomplishments follow, making the value of that initial step in leadership development extremely important, but difficult, if not impossible, to measure.

So let's concentrate our efforts then on providing the types of activities which will involve all students in taking the initial steps for improving themselves and their leadership potential. I believe this can best be accomplished by following these steps:

**GOAL SETTING:** Maximum values from the FFA can only be obtained when students understand completely the programs and leadership opportunities afforded them by participation in FFA activities. If students, then, set worthwhile goals and the instructor follows through with technical instruction and encouragement to assist the student in reaching these goals, tremendous growth and progress will be put into motion. The student may not reach all the goals set, and some may need adjustments along the way; however, the important point is that the direction of student improvement is set and positive action is taken toward that direction.

**ORGANIZATIONAL ABILITY:** How many times does the vocational agriculture instructor organize activities which could be done by an FFA officer or committee chairman? It's much more time consuming to teach someone else to organize activities than it is to do the organizing yourself. The tendency is for the teacher to do the organizing and let FFA officers follow through with his plans. By placing the organizational responsibility on the FFA officers as well as the follow through efforts, the direct responsibility for the success or failure of the program falls on the

officers, not the advisor. The advisor must make sure that the officers do not fail in their organizational efforts. His role becomes secondary in importance to that of the officers.

**TEACH OFFICERS TO DELEGATE RESPONSIBILITY:** Good FFA officers are hard workers and eager to carry out responsibilities. They are, however, often unwilling to delegate the responsibilities to other chapter members serving on committees. I believe that the best organizational teaching comes from FFA officers who know how to organize and then delegate responsibility to others. It is a poor officer who both organizes and does the "leg-work." That's the easy part. The difficult part comes when an officer delegates and then must use organizational principles and exert his leadership ability in working with others in the follow through efforts. The concept, then, is teaching how to organize, deputize, and supervise activities.

Tomorrow's agricultural leaders will need, more than ever before, the ability to provide the industry with sound organizational leadership in meeting our nation's changing agricultural problems. This training can begin on a "grassroot" level through the FFA organization. Although it may be difficult to completely measure the values of this type of training in the traditional sense, the long range results will be measured by the strength of American agriculture and its ability to provide Americans, and much of the world, with food and fiber.

The FFA organization is dedicated to the principle of "Training Leaders for Agriculture," with the hope of meeting this challenge. ◆◆◆



# PERSONALITY TRAITS OF POTENTIAL FFA LEADERS

by Jeffrey A. Owings, Teacher Educator, Purdue University, W. Lafayette, IN

Many vocational agriculture teachers recognize the importance of leadership training and the development of leadership skills. They know that the skills that an individual develops in FFA may one day make him/her a leader in his/her community. It must also be recognized, though, that acquired leadership abilities are not the only factor which enable an FFA member to become a leader. Together with leadership skills, each person has certain personality traits that seem to be related to the various functions of a leader.

In an organization such as FFA, which places such high priority on leadership development, information about leader characteristics is important for potentially improving training and advising functions. By knowing the types of personality traits that are most often associated with an FFA officer, a vocational agriculture teacher could counsel students towards activities that are known to enhance the development of selected personality traits and leadership skills.

## WHAT ARE THE PERSONALITY TRAITS THAT SEEM TO BE FOUND IN FFA OFFICERS?

Using a sample of 147 officers (38

state presidents and 109 chapter officers) who attended leadership training conferences at the National FFA Center during the summer of 1976, University of Maryland researchers found that FFA officers are more often classified as:

- 1) *Extroverted rather than Introverted*  
An FFA officer who is extroverted likes to deal with people, prefers public contact over paper work, and is more likely to take charge and be open to people in all types of situations.
- 2) *Sensitive rather than Intuitive*  
An FFA officer who is sensitive is especially good with details and routine, gets things done, and is immediately concerned with events as they happen.
- 3) *Feeling rather than Thinking*  
An FFA officer who is feeling is people oriented and prefers tact and sympathetic handling of people.
- 4) *Judging rather than Perceptive*  
An FFA officer who is judging likes to work within a system and works well under structure.

## CHAPTER OFFICERS VS. STATE OFFICERS

A state officer differed from a

chapter officer on only one of the four main dimensions: Sensitive-Intuitive. A higher proportion of chapter officers were classified as sensitive than were state officers. This would seem to indicate that a chapter officer is more likely to have a preference for working with detail and routine than does the state officer. The state officer would more likely prefer working on a more abstract level, such as with ideas or associations and thus be more problem-oriented than the chapter officer.

## IMPLICATIONS

Personality traits are thus an important factor in understanding the dimensions of leadership. Identifying personality characteristics of leaders yields insight into the type of person who is most probably in a leadership position. Further, insight might be gained into the type of FFA officer that would be chosen to be a state officer.

Knowing that certain traits imply certain behavioral tendencies leads to a better understanding of leadership behavior. This information is potentially useful for leadership training such as that provided by FFA for its members.

## CONTINUED TRAINING CHAPTER OFFICERS . . .

### YEARLY LEADERSHIP SCHEDULE DEVELOPED

The following is a schedule of chapter leadership activities developed by the chapter for the year:

#### APRIL

1. Members apply for office by submitting official printed application
2. Applicants are scheduled and interviewed for office
3. Chapter election of officers
4. State leadership activities

#### MAY

1. Chapter election of officers
2. Spring Ag Show

#### JUNE

1. Chapter Executive meeting and planning session for summer camp-out
2. Annual Executive Committee picnic and final planning session for camp-out

#### JULY

1. Chapter camp-out

#### AUGUST

1. County leadership activities
2. State Fair leadership activities

#### SEPTEMBER

1. All-school leadership training seminar and breakfast sponsored by FFA Chapter

#### OCTOBER

1. Chapter Greenhand Night
2. Public Speaking Contests—Creed, Extemporaneous

#### NOVEMBER

1. Raising of Chapter Farmers

#### DECEMBER

1. Parliamentary Contest

#### JANUARY

1. Preparing State FFA Degree and Proficiency applications

#### FEBRUARY

1. Chapter Banquet, Awards Program and Crop Show
2. Honorary Chapter Farmer Ceremonies
3. All-School Coffee Party

#### MARCH

1. Preparing members for "Applying for a Chapter Office"

Chapter Executive meetings are held the second Tuesday evening of each month and chapter meetings the third Tuesday of each month.

This program has worked for us. It has helped in grooming several district officers and five state officers during the past five years, one of which is the present State FFA President. I hope that you will find one or more ideas that will help you train your "FFA Officers and Leaders for Agriculture."

# THE FUTURE OF FARMING?

Some of you can go back to the old days of vocational agriculture just before the Future Farmers of Virginia was organized when some farmers were using the ox and plow, and the hoe as the main farming tool. Anyone could name our main farming tools, such as the plow, hoe, rake, hand sickle, and the flail, when about 85% to 90% of the people were full time farmers and produced food and fiber for the other 10% to 15%. Some tools have gone and some are still with us. The ox, mule and horse plow, kerosene tractor, and steam engine have gone. The L.P. tractor, and now the diesel tractor, can be found on the farm. What will future farmers' farming be like fifty years from now? No one knows, of course, but it would be interesting for a green hand to speculate, confident in the knowledge that he will be an old man before proven wrong.

The plow is the symbol of labor and tillage of the soil in our F.F.A., and it was also the symbol of agriculture in our past farming, but what will the future hold? Will the F.F.A. of the past be like the Indian when he saw his first plow and said "wrong side up."? The wind, water and the plow have caused our erosion, and put the best productive soil under water. Will we have to learn to farm without very much tillage of the soil, and to control weeds, insects and diseases with chemicals, and not kill our wildlife?

In the past our ex-F.F.A. members have been flocking to the great city life, and the small family farm has become almost a thing of the past. But now it looks as if we are doing an about face and everyone wants to go back to the country for fresh, clean air, no great water shortage, and more privacy. The rural areas now provide about the same social services as the city.

Is the small family farm near death? The family farm is already under considerable strain and slowly but surely becoming a part-time farm, or being rented out to another farmer who is requiring more land. Farms require more crop land, livestock, capital and skill than a small farmer can likely supply so he will rent his land to the large farmer who will have to borrow more money,

hire more labor, make more decisions, and know more about farming.

Since 1942 we have been cutting down our trees on flat land, hillsides and mountains to make way for crops. Our modern equipment of today will not operate on these slopes, so now we are putting them back in forest. What one man will destroy, another will rebuild.

As the population increases, more houses, roads, and airports are needed, and less land is available for the production of crops. That leads to new technological breakthroughs we must have in the near future if we are to advance and not stand still or go backward. There could be a thousand dollars spent and result in a great technological breakthrough, or millions spent with no breakthrough. One thing is sure, we must produce more per acre to feed our people. Here are a few things for our future farmers and scientists to think about.

Will we be able to:

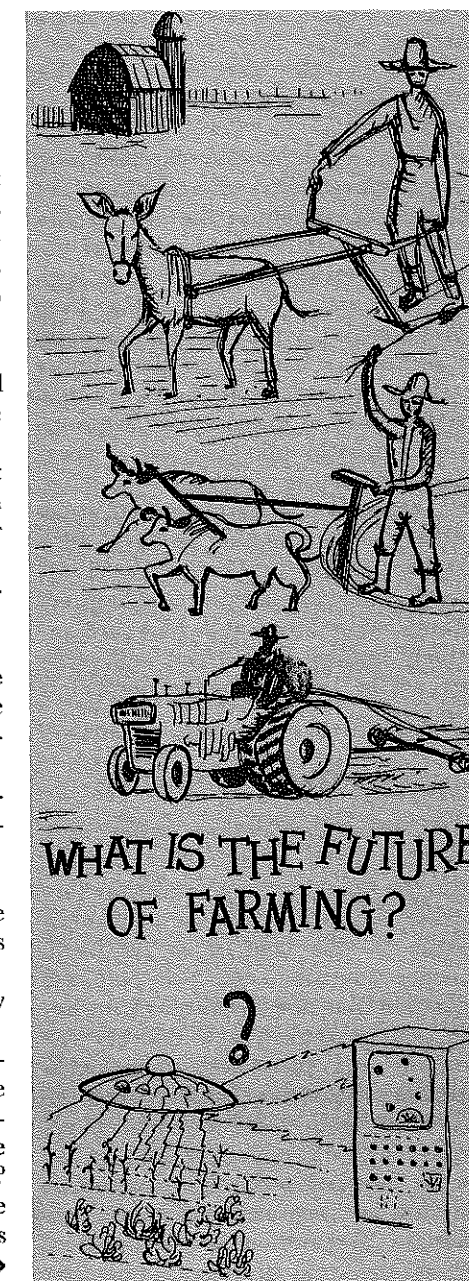
- Put the pesticides, fertilizers, and herbicides on the seed before planting
- Learn more soil management which will give greater production from the plants, and less soil under water
- Give long range weather prediction
- Use solar energy
- Develop grain that will give more protein yield, and be disease free
- Desalinate salt water for both human and crop use
- Advance food technology, particularly in vegetable production (preserve at less cost)
- Farm under the sea
- Develop shorter day plants so we can harvest two and three crops per year per acre
- Develop animals that will grow faster and will require less feed

Will we ever be able to fill the hunger of the world with food and reduce the flooding, earthquakes, wars and rumors of wars, and diseases so our people can have more feasts and celebrations?

What will the future hold for the Future Farmers of America 50 years from now?



by  
C. C. Beam  
Retired Vocational Horticulture  
Instructor  
Herndon, Virginia





# SUPERVISED LEADERSHIP DEVELOPMENT FOR PROSPECTIVE AG. TEACHERS—ONE APPROACH

One vital facet of any total vocational agriculture program is the FFA. Youth organizations like the FFA are essential to develop abilities needed to exercise and follow effective leadership and human relations in fulfilling occupational, social and civic responsibilities. It is through the FFA that vocational agriculture teachers have a vehicle to help them achieve their major program objectives. FFA provides the added dimension to enrich, vitalize, enhance and supplement teaching.

## CLIENTELE HAS CHANGED

The background and experience of prospective teachers of agriculture has changed drastically in the last decade. A larger and larger percentage of undergraduate students majoring in agricultural education are coming from nonproduction agriculture backgrounds. In addition, a majority of these future teachers of agriculture have not had the opportunity to learn about the organization and operation of a vocational agriculture program first hand. Nor have they gained personal experiences by participating in local FFA chapter activities. Their practical, "hands-on" experiences regarding vocational agriculture and FFA are extremely limited. This trend will probably not be reversed in the immediate future.

## NEW EMPHASIS NEEDED

Leadership development experiences, if lacking in our undergraduate majors, must be provided in contemporary teacher education programs in agriculture if this void is to be filled. Teacher education has not only the obligation but the opportunity to design and implement new delivery systems in our pre-service preparation program. Prospective teachers must be assisted to gain those essential experiences in leadership development. In essence, leadership development activities must be integrated into the undergraduate preparation programs as a part of the total pre-service program.

by  
David E. Cox  
Teacher Education  
University of Arizona  
and  
Floyd G. McCormick  
Teacher Education  
University of Arizona

We in teacher education cannot afford to leave to chance the opportunity of gaining leadership development experiences on the part of prospective teachers. Nor can we expect them to gain essential leadership competencies on the job as first year teachers if they are to perform as effective teachers/advisors.

In dispensing new delivery systems, teacher education in agriculture must be cognizant of those practical experiences essential for prospective teachers to possess if they are to become effective chapter advisors. It is imperative that we identify those basic competencies in leadership development essential for planning and conducting quality local programs of vocational agriculture. An assessment of those leadership skills not possessed by undergraduate majors who were not afforded the opportunity to learn about the aims of the FFA, nor to observe chapter activities must be made. This assessment will provide a reliable basis for developing leadership development programs for those undergraduates in agricultural education lacking practical experiences in working with youth and in planning and conducting local FFA activities.

## A NEW DELIVERY SYSTEM — ONE APPROACH

One approach used at the University of Arizona to provide a means to alleviate the lack of practical leadership experience and, at the same time, promote the development of leadership skills for prospective teachers of vocational agriculture is the utilization of a "LEADERSHIP DEVELOPMENT PROGRAM." The concept employed is one of individualized Open Entry — Open Exit. The program is designed to provide agricultural edu-

cation majors, who lack leadership training experience, the opportunity to participate in various leadership development activities in a local FFA chapter.

The foundation of the Leadership Development Program in Arizona is a listing of "core" and "supplemental" activities along with the description of the requirements to be met in order to complete the activity. Each activity has been assigned a point value. The more time consuming the activity, the higher the value received for completing the activity. A total of twenty (20) points of "core" and "supplemental" activities are required by each participant to receive university credit.

The format used to describe each activity is shown in the example below:

**ACTIVITY:** Assist in the training and coaching of a local chapter's parliamentary procedure team.

**VALUE:** 2

### REQUIREMENTS:

1. Prepare yourself with parliamentary procedure skills and FFA ceremonies.
2. Train a local chapter's parliamentary procedure team for a district or state contest.
3. Serve as chapter advisor on the parliamentary procedure team.
4. Submit a final written summary as part of the final report of the experiences gained.

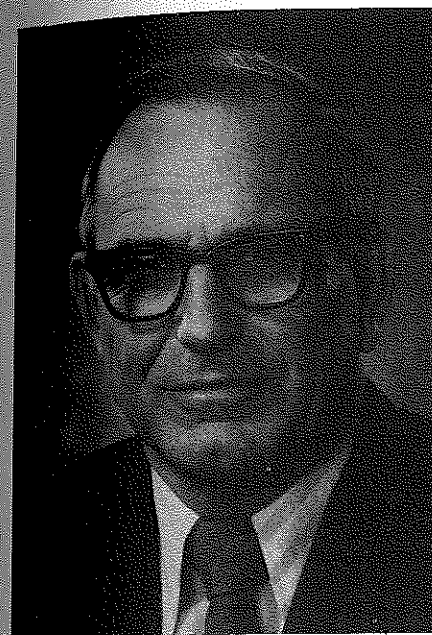
A total of thirty-two different activities have been identified in the Arizona program. Each activity has been developed as described above. It should be pointed out that these 32 activities are only suggestive; if more suitable activities are needed on the part of the student, they can be included in the overall program. Flexibility is of paramount importance to make this program effective and of greatest value to prospective teachers.

## AN ADDED DIMENSION

In addition to providing vital practical experiences in leadership development, this program has assisted to fulfill another felt need — that of providing a well-planned early experience, prior to student teaching, in a quality vocational agriculture program. Although this program is designed primarily to develop leadership skills in

(Concluded on page 191)

# Leader in Agricultural Education:



C. M. Lawrence, now the Assistant Director of the Division of Vocational Education, Florida Department of Education, did not begin his life so auspiciously. He was born in Egypt, Arkansas, in 1921 to a family of wealthy land-owners, but he soon discovered what it was to do without.

"My parents had a large family — 7 children," he says, "and we struggled to make it through the Depression like everyone else. But ours was a strong family, with lots of love and cooperation, and my memories are good ones."

Moving to Florida when he was 14 gave Lawrence a chance to look at a very different part of the country, but one where farming was still a way of life. "When I began high school at Hardee County High in Wauchula, Future Farmers of America (FFA) was only 9 years old, so I feel that I grew up with it, and later was able to help it grow," he said.

Lawrence won many honors at Hardee High School. He was an FFA state officer and an officer of the local FFA chapter. He also received the FFA State Farmer Degree.

Lawrence attended the University of Florida, receiving his B.S. in 1947 and his M.A. in 1955. He lived in a campus greenhouse to save money while attending college. He served as a first lieutenant in the Army Air Corps in the South Pacific. He married a hometown girl. His wife, Leonora, also a teacher, now trains Day Care Center instructors in Tallahassee.

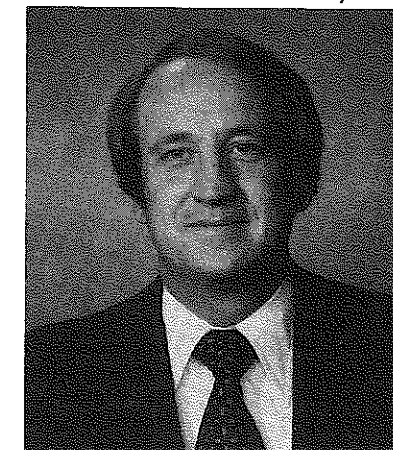
## C. M. LAWRENCE

by  
W. Ron Jeffries\*

Looking back on his years as agricultural education teacher, Lawrence said he still misses the day-to-day rewards of working with students. "I taught from 1947 to 1958," he said, "when I became area supervisor for agricultural education, I've seen many of my students become successful, which is gratifying."

Lawrence moved to Tallahassee in 1966, when he became the program Director for Agricultural Education of the then Division of Vocational, Technical, and Adult Education. In 1970, he became Chief of the Bureau of Vocational and Adult Programs. When the Division was reorganized in 1975, Lawrence was named assistant director, a position he still holds.

Lawrence has received numerous honors in his years in agricultural education. He was president of the American Vocational Association (AVA) in 1973-74, and has been a member of AVA for more than 25 years. He also served on the AVA Board of Directors as vice-president for the Agricultural Education Division for three years.



\*W. Ron Jeffries  
Program and Staff Development Section  
Division of Vocational Education  
Florida Department of Education  
Tallahassee, Florida

Lawrence served as chairperson of the Committee on Committees for AVA in 1975-76; as president of the Southern Regional Agricultural Division; and as a member of the program planning committee, the nominating committee, and the joint AVA Distributive Education — Agricultural Education Relations Committee. He has attended 15 national conventions and has been a program participant at 7 of them.

He is a member of the National Vocational Agriculture Teachers Association, Florida Vocational Agriculture Teachers Association, American Farm Bureau, Florida Citrus Mutual, and the Florida Cattlemen's Association. He is a life member of the Florida Vocational Association, and a charter member of the National Association of State Supervisors of Agricultural Education. He also belongs to the Florida Adult Education Association.

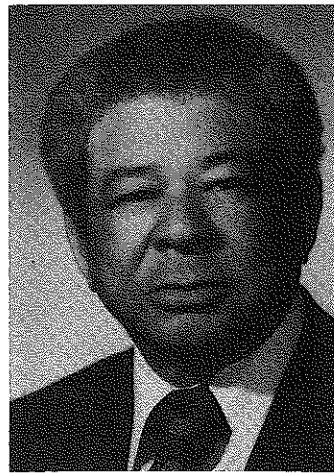
In 1972, Lawrence was the first recipient of the Carl Proehl Award, which was originated by the Florida Vocational Association to honor the state's most outstanding vocational educator. He also served as chairperson of the AVA Agricultural Education Division National Program Development Task Force and on a national committee to plan "An Agenda for Agricultural Education for the Seventies" in 1968-69.

Lawrence has written articles for various publications, including the *American Vocational Journal*, the *Agricultural Education Magazine*, and the *Florida Future Farmer Magazine*.

The future of agriculture — agribusiness, Lawrence says, is an uncertain one. "There's no question but that people will have to eat," he said.

(Concluded on page 191)





Inman White

# FFA CONTESTS— VIEWED BY PRINCIPALS, PARENTS, FFA MEMBERS AND TEACHERS

by

*Inman White*

*Subject Matter Specialist  
Vocational Instructional Services  
Texas A&M University  
and*

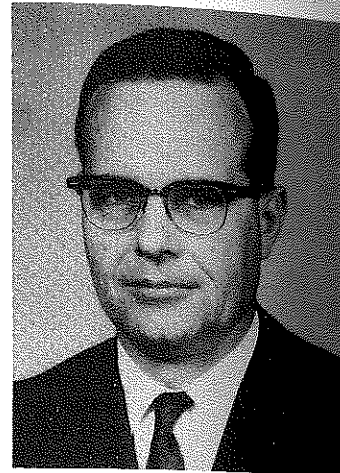
*James E. Christiansen, Professor  
Department of Agricultural Education  
Texas A&M University*

teachers are of the opinion that there is need for additional contests, deletion of some contests, or changes in present contest procedures.

3. To determine if the contest activities selected by Texas FFA chapters are influenced by the number of years of vocational agriculture teaching experience of the advisor, total number of students enrolled in the vocational agriculture classes, number of teachers in the vocational agriculture department, and size of high school.

## HOW WAS IT ALL ACCOMPLISHED?

Data were received from 144 school district sets consisting of returned opinionnaires from the secondary school principal, parent, current FFA member, and a teacher of vocational agriculture from the same school district. These represented 51 percent of the school districts in the population. Analysis of variance with the Scheffe's test was used to test the null hypothesis derived from objective one. The .05 level of significance was set for accepting the null hypothesis of equal perceptions among responding groups pertaining to 60 value statements. Data with respect to objective two were analyzed using descriptive statistics. Analysis of variance and correlation analysis were used to test five null hypotheses associated with objective three. Statistically significant differences were encountered with a correlation value of .16 at the .05 level of confidence and .21 at the .01 level.



James E. Christiansen

## WHAT DEVELOPED?

1. Significantly different means occurred in 44 (73.3%) of 60 statements among responses of secondary school principals, parents, current FFA members, and teachers of vocational agriculture pertaining to the value of FFA contests in Texas. Seven were significant at the .05 level while 37 were significant at the .01 level.

2. Eighty-five percent of all respondents were against deleting any of the contests. The group with the highest percent of responses for deleting certain contests was the Milk Quality and Dairy Foods Contest, and it was only eight percent.

3. Twenty-five percent of the teachers of vocational agriculture and 22 percent of the current FFA members listed additional contests, while only 12 percent of the parents and eight percent of the principals did so. A total of 77 of the 576 respondents (13 percent) suggested additional contests. All responding groups suggested Cotton Classing, Crops Judging, and Agri-Business as additional contests that should be included in the FFA contest program in Texas.

4. From 57 to 79 percent of the responding groups indicated the following unofficial contests should be sponsored officially by the Texas FFA Association: Grass Judging, Practice Judging, Major Livestock Show Judging, Horse Judging, Sweetheart Contest, Talent Contest, and TV Farm Reporting.

5. About one-half of the respondents made the following six (out of 30) recommendations for improving the FFA contest program in Texas. They

*(Concluded on next page)*

are ranked in descending order of mention:

1. More competent judges should be used in all contests.
2. Material which is used in FFA contests should be designed in such a way as to lend itself to regular classroom instructions with the entire class.
3. Contests should be more applicable to agriculture and more relevant to the needs of the students.
4. All district, area, and state contests should have the same basic rules and requirements as the national contests.
5. Rules governing the FFA contests should be updated in keeping with current trends in education.
6. Rules governing all FFA contests should be more strongly enforced.

## WHAT DOES THIS ALL MEAN TO YOU?

The following conclusions and implications evolved from the study. The secondary school principals' group levels of agreement or disagreement were more extreme than the other three groups in about 72 percent of the 60 cases. Examples of such differences showed up in relation to statements such as: "FFA contests are currently designed primarily for students going into farming," "Costs of preparing for and participating in FFA contests are not justified in terms of their worth or value to the individual," and "Too much time is spent in traveling to and from FFA contests." This implies either the need for attention being paid to more and better public information relative to FFA contests program, and/or vo-ag teachers examining more critically the impressions the FFA contest program leaves on school principals considering that different points of perspective are probably held by principals who observe the workings of many different student organizations. This is probably the most important implication for a vo-ag teacher arising from the study. What is the situation in your school?

Although significant differences at the .05 level were not detected for 27 percent of the value statements, the implication exists that many values and benefits were derived from the FFA contest program in Texas as reflected by the agreement and support of the

following statements: "The FFA contest program is worthwhile in regard to educational benefits received from participation by the FFA members," "Educational values received from participation by the FFA members," "Educational values received from FFA contests carry over into future life's activities," "FFA contest awards help promote activities leading to desirable changes in behavior desired for personal growth," and "FFA contests assist in preparing students for earning a living."

Since over 85 percent of the four responding groups were in favor of keeping all of the 15 FFA contests currently offered, it was concluded that the contests should be continued. However, since 14 to 15 percent of the respondents were in favor of either deleting or revising the FFA Quiz, Radio Broadcasting, and Milk Quality and Dairy Food contests and 10 percent felt the same way about the Agricultural Mechanics contest, it was also concluded that the nature and conduct of those four contests should be examined. Further, it was concluded that, with the exception of the four contests mentioned above, the four groups of respondents were generally satisfied with the types and nature of FFA contests currently offered in Texas.

Although it was concluded that the respondents were in favor of keeping the existing contests and did not see a need to revise existing contests extensively, the nature of the comments made about the overall contest program gives rise to an implication that serious attention should be paid to the way in which contests are used as instructional tools if they are to be relevant to the needs of the students and the community. This general concern was voiced by slightly over 24 percent of those respondents who made comments about the FFA contest program. How are contests used in your program? If this is a genuine concern, then a further implication exists that greater emphasis in pre-service teacher education programs and in-service programs for teachers in the field needs to be placed on the underlying philosophy as well as the techniques of using contests as integral parts of the instructional program.

While slightly over one-half of the contests entered by schools correlated with the area of teaching interest of the

teachers of vocational agriculture for the chapters under their direction, no clearcut implication can be drawn. However, the question can be asked, "Does a tendency exist for teachers to teach and encourage their students to participate in activities in which they themselves are most interested?" Is this true in your case? This also implies that further study should be conducted in this area.

It was concluded that no significant correlation exists between the number of years of teaching experience and the types of contests entered, that there is no relationship between total number of students in the vocational agriculture program of the schools and the types of contests entered, and that the number of students in the vocational agriculture program does not influence to a great extent the types of contests entered. The only exceptions, apparently, at the time the study was conducted were the Dairy Cattle Judging, Milk Quality and Dairy Foods Contest, Public Speaking Contest, and Meat Judging Contest.

As a result of the findings, it was also concluded that generally there is no relationship between the number of teachers in a vocational agriculture department and the types of contests entered. The four contests for which the null hypothesis was rejected since a relationship existed were Dairy Cattle Judging and Milk Quality and Dairy Foods at the .05 level and Livestock Judging and Meat Judging at the .01 level. However, these contests seem to be those that require more of the teachers' time as well as being contests in which students participate to the greatest extent.

Based on the results of this study, it was also concluded that the null hypothesis that there is no relationship between the size of the high school and types of contests entered could not be accepted for three out of 15 contests. Those contests were the Milk Quality and Dairy Foods Contest and Poultry Judging Contest. Since a correlation existed for only three contests, it appears that the size of the high school is not a factor in types of contests entered by students.

Now to ask a "food for thought" question. How are FFA contests viewed by the principal, parents, and FFA members in *your* school? If you are not sure, why not find out?? ♦♦♦

The article is based on Inman White's Ph.D. dissertation completed at Texas A&M University in May 1977.



# AG. ED. ASSISTANTSHIPS AND FELLOWSHIPS 1978-79

The 1978-79 survey of the Publications Committee of the American Association of Teacher Educators in Agriculture reveals a continuing availability of assistantships.

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### The University of Arizona

Research assistantships (2); 9 or 12 months; June or September; one-half time, 20 hours/week; \$435; out-of-state tuition waived; master's; department budget; March 1 or 6 months prior to enrollment; Dr. Floyd G. McCormick, Professor and Head, Department of Agricultural Education, The University of Arizona, Tucson, Arizona 85721.

### University of California, Davis

Teaching assistantship (1); nine months, half-time; \$570/month; masters degree program; May 1, 1978; Dr. Jim Leising, Teacher Educator, Department of Applied Behavioral Sciences, University of California, Davis, California 95616.

### Clemson University

Research assistantship (1); 12 months; August, 20 hours/week; \$281.25/month, reduction in fees; master's; university funds; April 1; Earl T. Carpenter, Head, Agricultural Education, Clemson University, Clemson, South Carolina 29631.

### Colorado State University

Assistantships and fellowships (3 to 8); 9 or 12 months; August 20th; 15 to 20 hours/week; \$300 to \$600/month plus a waiver of tuition; master's or Ph.D. level; research projects and departmental funds; March 31, 1978; Dr. B. Harold Anderson, Head, Department of Vocational Education, Colorado State University, Fort Collins, CO 80523.

### Cornell University

Teaching assistantship (1) and research assistantships (3); either 9 or 12 month appointments with 9 month assistantships starting September 1 and 12 month starting July 1; 15 hours/week; \$3,200 for 9 months or \$4,400 for 12 months, fees and tuition exempted; state line and Hatch Act research funds; doctoral and masters candidates; March 15, 1978; Dr. William E. Drake, 204 Stone Hall, Cornell University, Ithaca, New York 14853.

### The University of Florida

Research assistantships (4); nine month, with summer optional; September 1978; 15 hours/week; \$367.50/month with tuition waive; master's degree; The University of Florida and the Florida State Department of Education; June 30, 1978; Carl Beeman, Chairman, Agricultural and Extension Education, University of Florida, Gainesville, FL 32611.

### Iowa State University

Teaching and research assistantships (1-3); 12 month; July 1 or later; 20 hours/week; \$375-425/month and reduced fees; master's or doctoral; March 1; Harold Crawford, 223 Curtiss Hall, Iowa State University, Ames, IA 50011.

### University of Maryland

Research/teaching assistantship (1); 12 months; preferably July 1, 1978; 20 hours/week; \$350 per month and ten credits per semester remission of fees; research and one-half teaching budget; Dr. Clifford Nelson, Department of Agricultural and Extension Education, University of Maryland, College Park, MD 20742.

### University of Massachusetts

Teaching assistantship (1); 9 months; September 1; 20 hour/week; \$400/month and waiver of tuition; doctoral; School of Education funds; March 1; Dr. William L. Thuemmel, Head, Agricultural Education, Center for Occupational Education, 431 Hills House North, University of Massachusetts, Amherst, MA 01003.

### University of Missouri — Columbia

Teaching assistants (2); and research assistants (2); 9 months, beginning September 1, 1978; 20 hours/week, \$410/month, waiver of \$1,200 out-of-state tuition; M.Ed., Specialist, Ed.D. and Ph.D. programs; State Department and University funds, April 1, 1978; Dr. Curtis R. Weston, Coordinator, Agricultural Education, University of Missouri, 435 General Classroom Building, Columbia, MO 65201.

### Montana State University

Teaching assistantships (2); ten month; start September; 12 hours/week; \$400 to \$440/month; masters; apply any time; Dr. Max Amberson, Agricultural and Industrial Education, Montana State University, Bozeman, MT 59717.

### University of New Hampshire

Executive Secretary New Hampshire FFA and Project Assistantship (2); 12 and 10 months; 20 hours/week; \$330.00/month; tuition waived; masters; State Department of Education and University of New Hampshire funds; April 15; Dr. William Annis, Professor and Chairman of Occupational Education, University of New Hampshire, Durham, New Hampshire 03824.

### University of New Mexico

Teaching assistantship (1); nine months; September 1, 1978; one-half time; \$445/month; out-of-state tuition waived; master's only; March 15, 1978; send resume and transcripts to Dr. Leon Wagley, Professor and Head, Department of Agriculture and Extension Education, New Mexico State University, Box 3501, Las Cruces, NM 88003.

by

Joseph E. Sabol  
Teacher Educator

California Polytechnic State University  
San Luis Obispo, CA

### North Carolina State University

Research assistantship; 12 month; half time; \$255.50/month, possible remission of out-of-state fees; Dr. Texton R. Miller, Agricultural Education, 510 Poe Hall, Box 5096, North Carolina State University, Raleigh, NC 27607.

### The Ohio State University

Teaching assistantships (2) in Agricultural Engineering; July 1, 1978; half-time; 20 hours/week; \$450/month and all fees and tuition waived; March 15; Dr. Joe Gliem, Department of Agricultural Engineering, 2073 Neil Avenue, Ohio State University, Columbus, OH 43210.

Teaching assistantships (1-2) in Agricultural Education; 12 months; July 1 or later; one-half time; \$450/month; in-state and out-of-state fees waived; doctoral students; March 15; Dr. Ralph Bender, Chairman, Department of Agricultural Education, The Ohio State University, Agriculture Administration Building, 2120 Fyffe Road, Columbus, OH 43210.

Research assistantships (3-4) in Agricultural Education; 9-12 months; July 1 or later; one-half time; \$300-450/month; masters or doctoral; March 15; Dr. Ralph Bender, Chairman, Department of Agricultural Education, The Ohio State University, Agriculture Administration Building, 2120 Fyffe Road, Columbus, OH 43210.

Research assistantships (20 or more) in Vocational Education; July 1 or later; one-half time; \$530/month; doctoral; \$360/month masters; in-state and out-of-state fees waived; March 15; contact Dr. Robert Taylor, Executive Director, Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

### Oklahoma State University

Teaching assistantships (2) and research assistantship (1); 10 months; September 1, 1978; 20 hours/week; \$420-490/month; out-of-state fees waived; possibility of partial fee waiver scholarships for doctoral students; August 1, 1978; Dr. Robert Terry, 235 Agriculture Hall, Oklahoma State University, Stillwater, OK 74074.

Teaching assistantship (1) in Agricultural Mechanics; 10 months; September 1; 20 hours/week; \$420-490/month; out-of-state fees waived; August 1, 1978; Professor George Cook, Department of Agricultural Engineering, 113 Agriculture Hall, Oklahoma State University, Stillwater, OK 74074.

### Pennsylvania State University

Research and teaching assistantships (4); 12 months; June 1 or September 1; 20 hours/week; \$1,344/ten week term plus remission of fees; masters or doctorate (doctorate preferred); state funds; May 1, 1978; Dr. Gene M. Love, Professor and Head, Department of Agricultural Education, 102 Armsby Building, The Pennsylvania State University, University Park, PA 16802.

(Concluded on next page)

Purdue University  
Assistantship (1) teaching and research; 12 month; July or August, 1978; 20 hours/week; \$370/month; remission of fees except \$60 per term; Ph.D. candidate preferred; Department of Education; March, 1978; Dr. William B. Richardson, Chairman, Agricultural Education, South Campus Courts G-10, Purdue University, West Lafayette, IN 47907.

The University of Vermont  
Research Fellowship (1); 12 months; September 1; 20 hours per week; \$3,600 per month plus tuition remission; master's  
Agricultural Experiment Station

Funds; February 1st; Dr. Gerald R. Fuller, University of Vermont, Vocational Education & Technology Dept., Agricultural Engineering Building, Burlington, VT 05401.

### Virginia Polytechnic Institute and State College

Half-time instructors (2); 12 month; July 1 or September 1, 1978; 20 hours/week; \$500/month; doctoral students; must have three or more years of agricultural teaching experience; University funds; deadline March 1, 1978. (contact below)  
Graduate assistant (1); half-time; 9 month appointment; September 1, 1978; 20

hours/week; \$450-470/month; masters or advanced graduate students; university funded; deadline March 1, 1978; Dr. John Crunkilton, Agricultural Education, Room 106, Lane Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.

### University of Wisconsin

Graduate assistantships (4); 10 months; September, 1978; 12-15 hours/week; \$300/month, plus remission of out-of-state fees; masters degree; February 1, 1978; Dr. Marvin D. Thompson, Chairman, Department of Agricultural Education, University of Wisconsin, River Falls, WI 54022.

## IP DEVELOPMENT . . .

Upon the Individualized Entry-Open Exit Concept of an Orientation Seminar Formal Application Core and Supplemental es  
p An Individualized Leadership Development Program Local FFA Advisors e Reports  
ise the Program te the Students up in the Pre-service Pro-

## SUMMARY

ary, a well-planned, vigorous leadership develop-

ment program cannot only provide a vehicle for agricultural education majors to gain practical experiences in working with students, but will, at the same time, provide for early involvement in the field for which they are preparing as a professional career.

The Leadership Development Program as employed at the University of Arizona is providing:

1. A vehicle for gaining vital practical experiences in leadership development associated with youth activities of a local FFA chapter.
2. Early exposure and involvement in a local FFA chapter.
3. An opportunity to study the operation and function of a local department of vocational agriculture prior to student teaching. ♦

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"We have taught more than production, though," he said. "We taught those boys and a few girls, too, to be entrepreneurs — small businessmen — and I think that was one of our greatest

achievements. The leadership training our students get in FFA gives them a headstart in whatever business they may enter."

According to Lawrence, "Nations rise or become failures because of agriculture or the lack of it. When a society has to keep most of its workers in the fields just to feed its people there will be unrest and rebellion. When there is enough food to go around, though," he said, "the arts flourish, services can be furnished to larger and larger numbers of people, and nations grow."

"Education for those who go back to the farm is important," Lawrence said, "but it is only a part of what is taught in vocational agriculture. A small part of the skills needed in agriculture are applicable *only* to that situation. Most of them are universal."

C. M. Lawrence lives in Tallahassee, Florida, with his wife, Leonora. His son, Jerry, is a veterinarian and owner of Timberland Animal Hospital in Tallahassee. ♦♦♦

To: AGRICULTURAL EDUCATION MAGAZINE  
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## CONTINUED SUPERVISED LEADERSHIP DEVELOPMENT

working with students (youth) involved in vocational agriculture, the "spin-off" effects have been tremendous. Since it is impossible to separate the various facets of a total program, it is impossible to participate actively in the activities of a local FFA chapter without gaining insights and experiences into other aspects of the program, such as record keeping, supervision, planning, evaluation, interaction, teaching, etc.

### Key Steps in the Operation of the Leadership Development Program:

The steps employed at the University of Arizona for the operation of the Leadership Development Program are outlined below:

- A. Select a Program Director
- B. Integrate into the Pre-Service

- Program
- C. Build Upon the Individualized Open Entry-Open Exit Concept
- D. Conduct an Orientation Seminar
- E. Utilize Formal Application
- F. Select Core and Supplemental Activities
- G. Develop An Individualized Leadership Development Program
- H. Utilize Local FFA Advisors
- I. Require Reports
- J. Supervise the Program
- K. Evaluate the Students
- L. Follow-up in the Pre-service Program.

## SUMMARY

In summary, a well-planned, vigorously conducted leadership develop-

ment program cannot only provide a vehicle for agricultural education majors to gain practical experiences in working with students, but will, at the same time, provide for early involvement in the field for which they are preparing as a professional career.

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## CONTINUED LEADER . . .

"Agribusiness today is a highly commercialized, highly mechanized business. It needs highly trained specialists — in many fields. True, a smaller and smaller percentage of people will actually be employed in production agriculture, but many more will be needed in other phases of food production."

Lawrence emphasizes the need for leaders in agriculture to work with leaders in other fields in developing plans for water conservation and utilization, the production of fertilizer, and the allocation of land resources to agricultural production, recreation, forests, homes, and other uses.

Lawrence also said that agriculture has become more widespread. "You know, when most people think of agriculture, they think of corn growing in fields or, in Florida, of citrus groves. But agriculture takes in so much more: production, the support of production, marketing at the wholesale level, the financing of agriculture, the appraisal of land, the commodities market, forestry, animal husbandry, and horticulture, among others."

"We've just begun to scratch the surface in horticulture," he said. "Look at the golf courses, recreation areas, the green belts in cities, homes, countrysides, parks. Ornamentals themselves are a booming business today. Who knows how far it will go."

"American farmers have done such a good job in production, getting higher and higher yields per acre, that the need for employees as laborers has decreased and those workers have moved to other jobs. Today farms are huge operations — they need production managers, business managers, machinery operators, accountants, mechanics, and many others. Agricultural education has had much to do with that. By working with students, we have been able to make rapid changes in agriculture.

"We have taught more than production, though," he said. "We taught those boys and a few girls, too, to be entrepreneurs — small businessmen — and I think that was one of our greatest

achievements. The leadership training our students get in FFA gives them a headstart in whatever business they may enter."

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Please give your correct address. We must have a ZIP CODE number.

From:

Engineering, 115 Agriculture Hall, Oklahoma State University, Stillwater, OK 74074.

### Pennsylvania State University

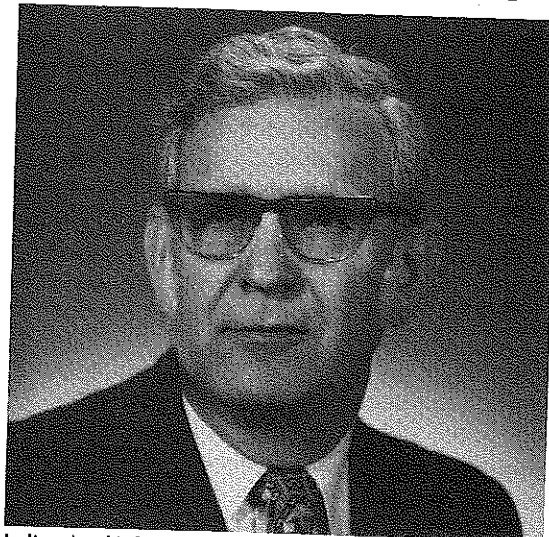
Research and teaching assistantships (4); 12 months; June 1 or September 1; 20 hours/week; \$1,344/ten week term plus remission of fees; masters or doctorate (doctorate preferred); state funds; May 1, 1978; Dr. Gene M. Love, Professor and Head, Department of Agricultural Education, 102 Armsby Building, The Pennsylvania State University, University Park, PA 16802.

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# STORIES IN PICTURES

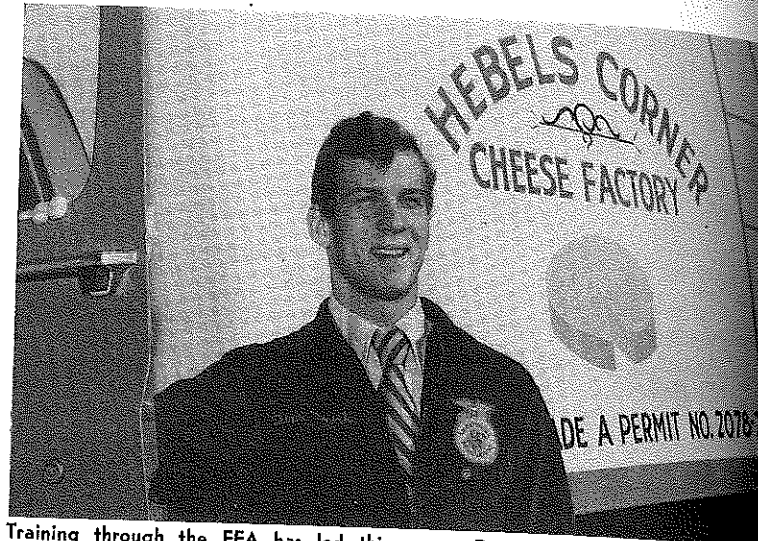
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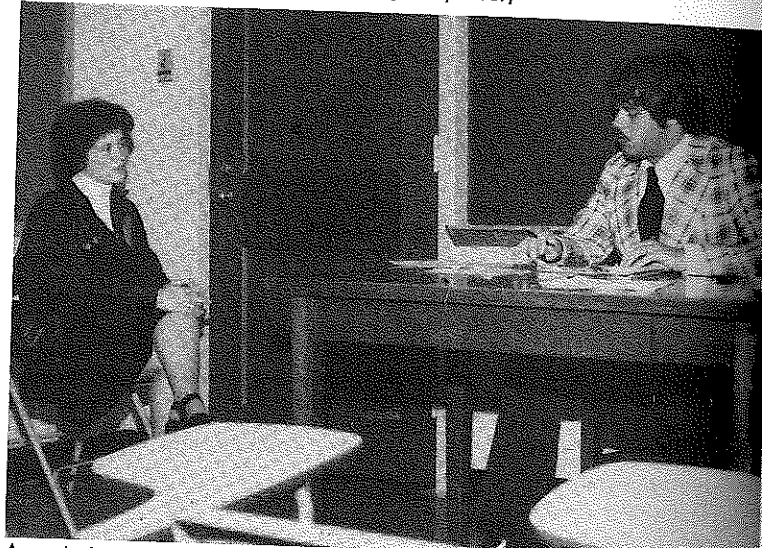
Indiana's chief state school officer received the national Future Farmers of America's Distinguished Service Award of the 1977 National Convention in Kansas City. He has greatly aided in improvement of the quality of vocational agri-business education in the state. (Photo courtesy Indiana State Dept.)



The FFA offers numerous opportunities of developing leadership abilities through training in activities such as on-the-farm safety surveys. Above are Denmark FFA members Larry Staats and Ron Skaleski visiting with dairy farmer Richard LaCourt. (Photo courtesy Ken Seering, Denmark, WI — Related story on page 175)



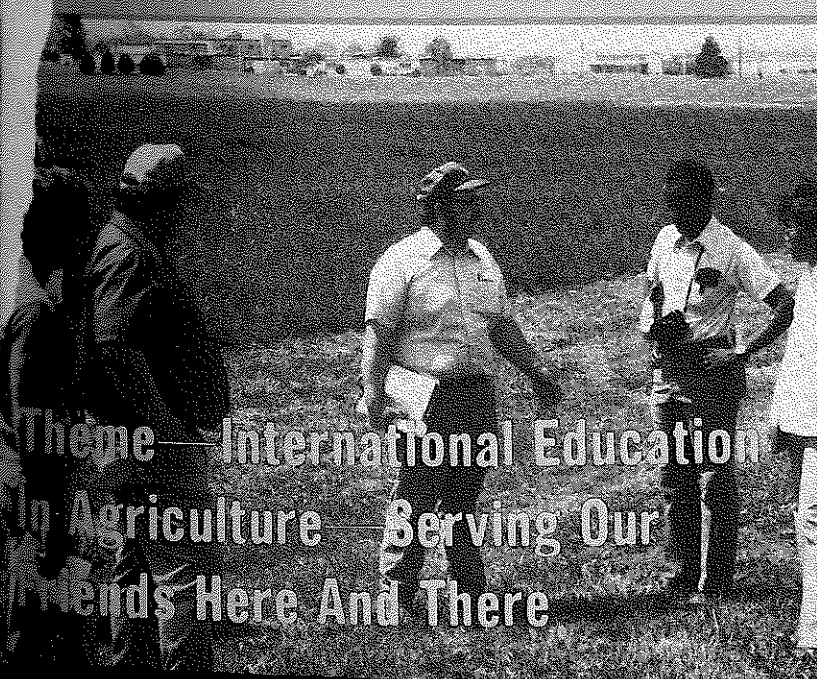
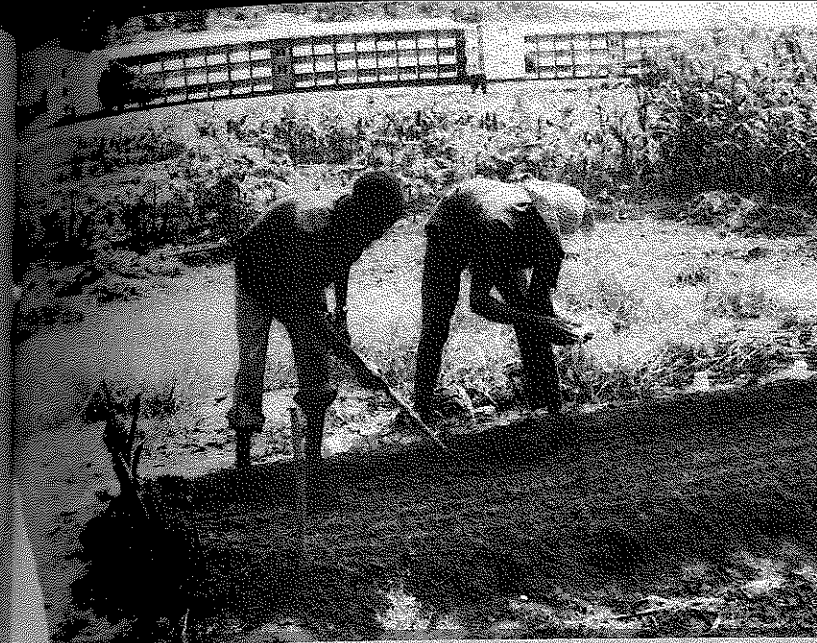
Training through the FFA has led this young Denmark FFA member to the American Farmer Degree and the nation's winner in the Proficiency area of Placement in Agricultural Processing. Tim Novak has taken advantage of the opportunities through the FFA leadership training program. (Photo courtesy Ken Seering, Denmark, WI — Related story on p 175.)



A contestant participating in the Pennsylvania State FFA Interview Contest. This contest consists of three parts: 1. Writing a letter applying for a job, 2. Completing an application for employment form, and 3. Being interviewed for the job for which application was made. (Courtesy Photograph Committee; FFA Activities Week; made available by James H. Mortensen, Penn State.)



Capacity audiences of over 1,000 FFA members attended each of the leadership seminars sponsored by the FFA Alumni Association during the National FFA Convention. (Photo courtesy Dan Reuwee, National FFA Center)



Theme — International Education  
In Agriculture — Serving Our  
Friends Here And There



## AGRICULTURAL EDUCATION

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