Whiter Contests

**Content**

**Editorials**

Whiter Contests [3] 003

**Alpba Tau Alpha Expands**

C. S. Anderson 023

**Articles Featured in Iowa**

Mervin Hendron 024

**Content on Educational Development**

D. M. Hall 026

**Orientation of Judging Contests**

W. Howard Martin 027

**Suggested Activities in Livestock Selection for Group Instruction and Contests**

G. P. Daynes 028

**Team Teacheh Hold Breed Judging Contest**

Bill Oliver 029

**Directing Students in Preparing Team Demonstrations in Agriculture**

H. M. Byers 030

**Demonstration as a Method of Teaching Vocational Agriculture**

E. F. McGufl 031

**Facts About the Business Side of Farming**

George H. Sauer 032

**C. E. Wright Appointed to A.A.V. Staff**

033

**The Relationship of Agricultural Engineering to Training in Vocational Agriculture**

T. G. Wollan 034

**Workshop Recommended for Use in North Dakota**

035

**The Collegiate Chapter C.F.A.**

S. L. Chauvin 036

**A School Letter for F.F.A. Work**

C. M. Hunshey 037

**Studman, North Carolina, Chapter Purchases**

Fruit Trees Cooperatively 038

**Three Planning Books of Successful Farming Programs**

W. R. Bryant 039

**Research Committee Report Summaries of Studies**

M. G. McCaughey 040

**Leaders Presented in F.F.A. Chapter at Ffebna, Nebraska**

Lloyd Dowler 041

**Editorial Comment**

**Whiter Contests**

Farmers Asbury runs a farm. It is a dairy cattle and poultry farm with additional crops such as oats and corn to make up a well-balanced farm business. Stationed in a certain state but might just as well be in any one of the other 47 states. It could also be a beef cattle, egg, or any combination of enterprises. Farmers Asbury is concerned with buying and raising animals and varieties that will produce high yields, and, in addition, he desires to grade the products grown so that they will bring the highest return, thereby making a high income. He is primarily interested in his own farm. It is true that he makes comparisons with his neighbors and other farmers in order to improve his yields, but he is primarily concerned to compete with them. How many farmers enter judging contests of any type? Is it in any one area or the United States as a whole? Farmers Asbury does attend sales, fairs, auctions, and the like. The prizes for participation in such events are reflected in the improved breed he buys or the return from what he sells. Other farmers are equally stupid and intelligent, but the more formal and systematic training and experience which is possible for him to receive will be reflected in his earnings from better stock or products than in any source of cash that may be given him by some organization. Relatively few farmers in the United States make large enough investments to enter prize awards.

**Do farmers have a career in science for us in vocational education in agriculture? How should it affect the training of the 250,000 prospective future Farmers Asbury in the schools who are enrolled in the agricultural classes? The farmer believes in and is likely to try to implement their work to accomplish the major objectives of vocational education to provide interest in the farming of the school area, which will meet the needs and develop that which may result from work under the direction of the teacher, to prepare for, enter upon, and progressively establish himself in the most enjoyable farming business.

**With the exception of the national contests for Future Farmers Asbury, it is important at this time that everyone in vocational agricultural education give serious and constructive thought to the problem. What every teacher of agricultural education should do is to provide training and experience that each pupil will need which will enable him to become a better and more successful farmer on a particular farm. We should not use other emphasis such as show and auction awards that are of interest to the large number of students that are "walking in" our real job of teaching boys the actual problems, which may be met by college students on a particular farm. The teachers should be oriented to give the best possible service to those retained at the serious point to those retained at the serious point to those retained at the serious point to those retained at the serious point to those retained at the serious point to those retained at the serious point to those retained at the serious point. A national committee has been working on the revision of F.F.A. standards. It has been composed of the best of the fact that improvements should be made. We believe that a start in the right direction has been made. The next step is to be incorporated into the work. The new committee should be composed of the best interests of all interests on the part of the farmers of the Future Farmer Asbury, at local level, state level, and national level. It is important to know that the committee should be representative of the national factors in the program of vocational agricultural education. The committee should be representative of the national factors in the program of vocational agricultural education. There are those who will make a complete history of the whole, the problem and procedures of each national factors in the program of vocational agricultural education. The committee should be representative of the national factors in the program of vocational agricultural education. There are those who will make a complete history of the whole, the problem and procedures of each
In the Illinois Association of Vocational Agriculture Teachers, a community of educators and dedicated professionals, the committee was comprised of teachers from various districts across the state. Their primary goal was to adapt to the changing educational landscape and prepare students for the future. It was unanimously agreed that the committee should be sent to teachers of vocational agriculture in an attempt to ascertain new categories for modernization and broadening the scope of the subject. In the Illinois Association of Vocational Agriculture Teachers, a community of educators and dedicated professionals, the committee was comprised of teachers from various districts across the state. Their primary goal was to adapt to the changing educational landscape and prepare students for the future. It was unanimously agreed that the committee should be sent to teachers of vocational agriculture in an attempt to ascertain new categories for modernization and broadening the scope of the subject. In the Illinois Association of Vocational Agriculture Teachers, a community of educators and dedicated professionals, the committee was comprised of teachers from various districts across the state. Their primary goal was to adapt to the changing educational landscape and prepare students for the future. It was unanimously agreed that the committee should be sent to teachers of vocational agriculture in an attempt to ascertain new categories for modernization and broadening the scope of the subject. In the Illinois Association of Vocational Agriculture Teachers, a community of educators and dedicated professionals, the committee was comprised of teachers from various districts across the state. Their primary goal was to adapt to the changing educational landscape and prepare students for the future. It was unanimously agreed that the committee should be sent to teachers of vocational agriculture in an attempt to ascertain new categories for modernization and broadening the scope of the subject.
A critical appraisal of judging contests is desirable at this time. Contestants were generally curtailed during the war years. Consequently, targets were not available, and the regular staffs were too small to give full service. Judging was done by student judges in the regular judging classes, but this was not considered to be of any value. The students were not given sufficient training to do the job properly.

Contributions to Vocational Objectives

Any activity long continued in the program of vocational agriculture should contribute to the development of skills in teaching. It is a fact that state contests influence the character of the Vocational Agriculture courses followed in the schools. The relative proportion of the time spent in preparation for state contests is considered to be a measure of the importance of the subject in the school. Consequently, the activities of the school in preparing for state contests should be productive of gains in the development of specific skills and attitudes. The following are some of the gains which can be made in preparing for state contests.

1. The student learns to work under pressure.
2. The student learns to work with others.
3. The student learns to work with time.
4. The student learns to work with materials.
5. The student learns to work with ideas.
6. The student learns to work with systems.
7. The student learns to work with rules.
8. The student learns to work with expectations.
9. The student learns to work with competition.
10. The student learns to work with success.

Origin of the Contest

The first state contest was held in 1910, and since then, the number of contests has increased year by year. The contests are now held in all states, and each state has its own state contest. The contests are held in a variety of locations, including schools, colleges, and universities. The contests are open to all students, regardless of age, gender, or ethnicity. The contests are judged by a panel of experts, who evaluate the students' performances based on a variety of criteria. The contests are designed to promote excellence in agricultural education and to encourage students to pursue careers in agriculture. The contests are also designed to encourage students to develop skills in a variety of areas, including leadership, teamwork, and critical thinking.
Suggested Activities for Group Instruction and Contests

G. P. DEYOE, Teacher Education, Michigan State College, East Lansing

We move daily in new directions! "Oh, do we?" In today's world, the thinking is that our work in娃

not just about what we say, but how we can point with words to get our students to accept new ideas and concepts. We need to develop new techniques and approaches, and that's where this publication is coming from.

The authors have created a series of activities that can be used in a classroom setting to engage students in critical thinking and discussion. These activities are designed to encourage students to think beyond the obvious and to explore different perspectives on the issues.

The activities include a variety of formats, such as debates, role-playing, and group projects. Each activity is accompanied by a set of instructions and discussion questions to help teachers facilitate the activity and guide students through the process.

In addition to the activities, the publication also includes tips for creating effective lesson plans and strategies for assessing student learning. The authors encourage teachers to use these activities as a way to foster a more inclusive and dynamic learning environment.

Overall, this publication is a valuable resource for teachers looking to develop and implement new and innovative teaching strategies in their classrooms. It provides a wealth of ideas and tools that can be adapted to fit a wide range of educational settings and levels.

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Science Instruction for Lifetime Learning

G. P. DEYOE, Teacher Education, Michigan State College, East Lansing

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LIVELIER, Teacher, Kennesaw, Texas

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References

Students

will learn by teaching others. By giving a demonstration, students learn how to understand the principles involved in

apprentice presenting in farming. They learn to acquire agricultural knowl-
dedge, to present it in an effective

manner, and to think "on their feet." For this rea-

son the preparation and presentation of dem-

onstrations should not be limited to a few

select few boys but should involve all

boys who can profit from this experience.

The use of demonstrations is an effec-

tive way in which to teach adults and

others in the community and in the school, values of approved practices

for the farm and home. Desirable changes in

farming efficiency and in rural living
can be brought about through demonstra-
tions which "show" as well as "tell.

The practice of using teams of boys to

present a demonstration in the school

and community is a splendid device for

development of leadership and program

involves the school and community with

the work of the department of vocational

agriculture. With the demonstrations are

done well, it reflects credit upon the

FFA, on the school, and the community.

Selecting the Subject

In selecting a demonstration, the im-

portance of the subject in the local com-

munity should receive first consider-

ation. The subject should be one in

which soil conservation is a problem or

a demonstration on fitting and

showing a dairy calf. The demonstration

should deal with changes which are con-

sidered in living pasture or farming locations

should not be limited to the more

major animal jobs. Major animal jobs can

be demonstrat

ed very effectively, such as

selec-

tion of feeds, planning a crop rotation,

and control of internal parasites in hogs or

swine. Of course, it is a decided advan-

tage to select a subject which pupils can

do with a minimum of expense. A dem-

onstration that does not

be a good job of teaching a few important

things well is better than one which treats a

broad subject only superficially.

Preparing the Demonstration

The first step in preparing a dem-

onstration is that of selecting the

subject. Pupils should study and glean

the subject matter carefully, and under-

stand it so well that they can intelligently

tackle questions concerning it. If boys

are studying lair, all of them should be

able to answer any question relating to

laire, including such

simple questions as:

What is lard?, What is the origin of

lard?, What is the purpose of lard?,

What are the uses of lard? etc.

It is probably true that all schools have

similar need to put into writing what will be

taught by their members as well as those

After the subject matter is organized,

the materials should be made or other-

wise obtained which are to be used for

demonstration purposes. These should be

actual articles as possible, rather than

models. Only when the farmer is in

condition to produce does it permit use of

actual articles. For in-

stance, if quality of hay is being discussed,

samples of hay representing dif-

ferent grades should be used. A good

sampler is milk. Milk is better than a

picture, photograph, paintings, presen-

tation pictures, maps, diagrams, graphs,

or charts, depending upon the subject and

the purpose. Nothing should be used

which cannot clearly be seen or identi-

fied at a distance of at least 50 feet.

There frequently is a tendency to place

too many words on a chart for the audi-

ence to read at one time. Words printed

on charts should be carefully chosen, and

no more should be used than necessary to
carry the thought.

If the demonstration is to be presented

before a large group, it is desirable to ob-

tain or construct a kit, truck, or some

piece of equipment which can be shown.

This should provide space where all materi-

als to be used can be placed or stored so

they will not deteriorate, become broken

to pieces, or otherwise become unsuit-

able for use.

Presenting the Demonstration

Most good demonstrations include an

introduction by one or two members of

the group themselves and the audience is

to be demonstrated. This should be done

quickly and the audience properly pre-

pared for listening and seeing.

Some demonstrations make the mistake

of talking too fast or too slow. Others

make a serious mistake of continu-

ing the same subject, speaking from one

point to another. There should be some

logical reason for this.

A good speaker, another, such as

change in subsoil, or in activity being

performed, is not made out of thin air.

The speaker should be able to keep an eye

on the audience as it is considered

With the audience up to several

hundred persons.

Avoiding Difficulties

If the demonstration is extended by

the audience, it will be easier for the

demonstrator to keep the audience in

mind.

It is very important to coordinate the

work of the team in this by setting up a de-

tailed outline of known facts.
Facts and figures about the economic or social side of farming are among the most useful tools for a person who is trying to learn about the way the farmer's business works. Some of the key facts to pay the off for the practices which produce most of the food we eat and to our future standard of living. This is true for most of the world's population, so any way to increase farm productivity is of great importance.

Key man for all this information in each county is the county agent. He collects the farm by mail from various sources of information. Some of the major sources of information include farm reports, statistics, and surveys conducted by various federal and state agencies. The county agent is responsible for disseminating this information to farmers and other interested parties. He may also provide instructional materials, such as videos or workshops, to help farmers improve their practices. Additionally, the county agent may work with local Extension offices to provide educational programs and training opportunities to farmers and other agricultural professionals. By working together, these professionals can help ensure that farmers have access to the latest information and the tools they need to succeed in the face of ongoing challenges.
The Relationship of Agricultural Engineering to Training in Vocational Agriculture

T. G. WALTERS, State Supervisor, Atlanta, Georgia

The group listed the following problems which teachers of agriculture have in carrying on a shop program:
1. What groups to reach?
2. Planning the shop building, size, size?
3. Setting up instructional program
   a. Day-long boys
   b. Adult farmers
4. Learning how to do the job in the instructional program
5. Provision of equipment, supplies, and material for shop instruction
6. Job that the teaching shop job
7. Teaching shop job
8. Setting up rules and regulations governing the operation of the shop
9. The group also set up a number of criteria in each of the eight fields and made a number of constructive recommendations.

Cooperators Spent Three Weeks Outlining Shop Program

This was the project of a group of teachers in three weeks at the state agricultural college to outline the kind of farm-engineering division program in the departments of vocational agriculture. The group set out with some problems and made areas of solving them. A representative of the teacher-training department and a representative of the agricultural engineering division worked with the group of teachers.

Mr. W. E. Thomas, teacher of agriculture, Parsons, Georgia, instructing teachers of vocational agriculture in the use of properly adjusted acetylene torches.

The Agricultural Education Magazine, May 1947
The College Chapter F.F.A.

The collegiate chapter of the Future Farmers of America was start-
ed at Colorado State College of Agriculture in 1933. It was
undoubtedly the result of the program's emphasis on
leadership and the need for better prepared teachers.

It seemed that the overall emphasis on the preparation
of instructors for leadership was more critical than
the actual number of students studying vocational agriculture.

To this end, we finally agreed on a device which would materially help
us achieve the purpose of the program. This was a Georgia
Certificate of Merit. The Certificate of Merit was given by
the state to students who met the following conditions:

1. Be an active member of the collegiate F.F.A. for three years.
2. Attend three-fourths of the meetings held while they are active members.
3. Participate in a F.F.A. work shop
4. Have a score of at least 95% on the Certificate of Merit examination.
5. Have a score of at least 95% on the Certificate of Merit examination.

These criteria require much more effort from the members than the
ordinary high school students are used to doing. This is one of the
reasons why the program is so successful.

The Certificate of Merit is awarded to those who are recognized
as outstanding members of the F.F.A. chapter. It is a measure of
the quality of leadership that the chapter is providing.

The Certificate of Merit is awarded at the end of each semester.
The recipient must be a member of the chapter for at least two years
and must have a grade point average of 3.0 or better. To be eligible
for the Certificate of Merit, a student must be a member of the chapter
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Research Committee Requests Summaries of Studies

A THIRD publication of Sempervirens Foundation, "The Value of Agricultural Education," is being prepared for printing in 1947. It will include studies completed during the years 1941-1946. The study program includes data on the effectiveness of various methods used in teaching agriculture. The new publication will be available in the summer of 1947.

Any summaries which have not been submitted hitherto may be forwarded to the appropriate member of the committee. Present action will be necessary to issue their conclusions in the forthcoming publication.

Research Committee, Agriculture Section, A.V.A.

Martin W. Howard (chairman) - North Carolina
Sandsel, H. W. - Southern Region
McClintock, J. C. - Central Region
Crane, R. C. - Pacific Region
Dodge, J. F. - N. V. lage
Hammonds, C. V. - large
Lapham, F. W. - Ext. Office

Relationship of Agricultural Engineering to Agriculture

This chapter has 65 paid-up members of the Sempervirens Foundation. The purpose of this chapter is to promote the study of agricultural engineering and to stimulate interest in the field.

The chapter has already sponsored several meetings and social events, and plans to continue these activities in the future. The chapter is looking for new members who are interested in the field.

The chapter is located in New York City, and its meetings are held at the offices of the New York State Agricultural Experiment Station.

Loydell Drown, State Superintendent, Lewis and Clark College, New York

The Agricultural Education Magazine, May 1947