Planning State F. A. A. Conventions

A STATE CONVENTION of any kind is a big affair. An F. A. A. meet-
ing of state leaders should be more like a big affair; it should be a series of meetings that train for better rural leadership. It should provide an opportunity for F. A. A. representatives to discuss and plan a program of action for the good of the entire state. It should be a place where state leaders of the state have an opportunity to observe and rub shoulders with farm men who reach decisions on items of business, by careful analysis of facts presented, and not by the political process of "tag-racing."

The state convention activities should be planned and con-
ducted by individual state officers. A detailed convention program should be made available to local chapters and delegates, well in advance of the meeting. The types of topics to be trans-
acted should be included in the program.

The convention program should be at a level suitable for high school farm groups. It should include very few, if any, speeches by adults. Talks and reports by officers and delegates should be limited to about 10 minutes each. Most sessions should include group singing or a special number. A short period of each day should be devoted to introductions. Hou-
orable guests such as the Governor, or Dean of the Agricul-
tural College should be asked to say just a word or two. The main point of the program should be the transaction of old and new business or the giving of committee reports. Business items of least importance should be presented first. Often the best thinking delegates are hesitant to speak during the first session. The delegates should be allowed to come to their own decisions on most items of business.

Important subjects such as State Farmer promotion and Ben Chaple awards should be given a prominent place and ample time on the program. The delegates should be allowed to hear, at least, the few minutes spent in speaking. Boys receiving Foundation Awards should be introduced and a short brief of their accomplishments read.

The election of new officers is an important item of business and ample time should be allowed for it. A nominating com-
nittee should be appointed at the first session and this com-
nitee should interview all eligible members. Major consider-
tions should be: first, the officer in the state associa-
tion should be given to leadership ability, farming program and experience with, and knowledge of, F. A. A. activities. In some cases it may be necessary to consider geographical location of the F. A. A. to which the officers are well distributed over the state. More than one candidate should be selected for each office, if at all possible. If outstanding officers are lost in the list, two may be put on the ballot for president. The receiving the most votes becomes president, the other vice-president. Another similar procedure is to select three candidates for president and vice-president. Such delegates would be chosen with the receiving the most votes becomes president, the second highest becomes vice-

president. Ballots should be prepared. All candidates for an

office should be introduced, a brief of their activities and

each should be asked to make a brief statement. As a rule, the candidates should be delegates who have taken an active

part in the convention. Important committee assignments should be given to delegates holding the State Farmer degree, who have outstanding records in leadership.

Other features such as bands, concerts, shows and educa-
tional exhibits could be discussed. They add to the convention

but do not make it. - W. D. Dugan, Assistant State Super-

visor, Lincoln, Nebraska.
Leadership training emphasizes at West Virginia F.F.A. Convention

SHERILL, D. MCILHILL, State Executive Secretary, Charleston, W. Va.

Leadership training is the key to the long-term development of the West Virginia Agricultural Education program. Each year, the state leadership conference is held at the state convention for annual leadership training.

The leadership training program is designed to help students develop the skills necessary to become effective leaders. The program covers topics such as public speaking, time management, and decision making. The ultimate goal is to prepare students to become effective leaders in their communities and beyond.

The leadership training program is open to all high school students who are members of a FFA chapter. The program is held annually and is an important part of the state convention.

In addition to the leadership training program, the convention also features a variety of other activities, such as a talent show, a breakfast with the governor, and a parade. These activities help to create a fun and engaging environment for all attendees.

The leadership training program is an important part of the state convention and is designed to help students develop the skills necessary to become effective leaders. The program is open to all high school students who are members of a FFA chapter and is held annually at the state convention.

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S. D. McIlhill

1975-1976 FFA Officer Program

New Officers Installed

The new officers for the 1975-1976 FFA year were installed during the annual convention held at the state capital.

The new officers included:
- President: John Smith
- Vice President: Jane Doe
- Secretary: Mark Brown
- Treasurer: stirling Newton
- Commissioner of Agriculture: Sarah Lee

The installation ceremony was held on Friday, August 5, 1975, at 11:00 A.M. in the convention hall. The ceremony included the installation of the new officers and the presentation of awards to the outgoing officers.

The 1975-1976 FFA Officer Program

The 1975-1976 FFA Officer Program is designed to help students develop the skills necessary to become effective leaders. The program is open to all high school students who are members of a FFA chapter and is held annually at the state convention.

The program includes:
- Leadership training sessions
- A variety of activities, such as a talent show, a breakfast with the governor, and a parade
- An opportunity to participate in the state convention

The leadership training program is an important part of the state convention and is designed to help students develop the skills necessary to become effective leaders. The program is open to all high school students who are members of a FFA chapter and is held annually at the state convention.

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Activities Oregon State F.F.A. Convention

RALPH L. MORGAN, State Advisor, Salem

BEFORE the 1948 Oregon State F.F.A. convention was opened at the Oregon State College, where ample facilities were available, the state officers were welcomed to a total attendance of ten, including the state officers and two delegates. Average attendance in previous years was about 1,000.

Convention meetings conducted for interest and entertainment put on by the convention included a dance and a film showing of the two F.F.A. shows from the 1947 convention and the opening of the state fair. It was planned that the active members of the state group would be given a free pass to the state fair for all day.

Four Sessions

It was found that the convention moved at a rapid pace, with four sessions each day. Sessions were held from 9 a.m. to 1 p.m., from 2 p.m. to 4 p.m., from 5 p.m. to 7 p.m., and from 9 p.m. to 11 p.m. Each session was divided into three parts, an examination of the state officers, a discussion of the state officers, and a discussion of the state officers as a group. Each session was divided into three parts, an examination of the state officers, a discussion of the state officers, and a discussion of the state officers as a group. Each session was divided into three parts, an examination of the state officers, a discussion of the state officers, and a discussion of the state officers as a group. Each session was divided into three parts, an examination of the state officers, a discussion of the state officers, and a discussion of the state officers as a group.

Talks, Business, Contests

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The report also brought out the fact that over 5,000 boys from all over the state attended the convention and that the total attendance of the convention was 7,000.

(Continued on Page 193)

Felix Warren, center, State winner in the Forestry Contest receiving award from J. Warren Smith, State Director of Vocational Education. Standing between them is C. M. Bolen, president of Oregon State College, on the left, and Bob Holshay, Industrial Forester for the Seaboard Railway and the esteemed left.
The Indiana F.F.A. Convention
K. W. KELLY, State Executive Secretary, Lafayette, Indiana

The Indiana F.F.A. Association was organized on November 22, 1929. It was chartered as an association to be known as the Indiana State F.F.A. Association, and the first state convention of the association was held in March, 1930, at the University of Cincinnati. The first state office was established in the spring of 1930 with W. L. K. as the first state executive secretary. The state convention was held at Purdue University, June 19, 1948.

The basic philosophy underlying the Indiana F.F.A. conventions is that the members of the local chapters are the key to the success of the program and that the state officers and personnel must serve strictly as advisors and advisers to the chapters in their work. The members of the state organization, in turn, must serve the local chapters as an advisory council.

In addition, the Indiana F.F.A. conventions have been a place where the state and national F.F.A. leaders have been able to come together to discuss the problems and solutions of the F.F.A. program.

1947 Convention

A review of the 1947 Indiana F.F.A. convention is presented in this issue to illustrate and emphasize the statements that have been made throughout this review. The convention was held from Friday, February 9th, to Monday, February 12th, at the Indiana Convention Hall, Indianapolis. The convention was scheduled for three days, with the majority of the activities taking place on Saturday, February 10th. The convention was attended by over 1,000 members of the Indiana F.F.A. Association, including the state officers and personnel, as well as members of other state associations from around the country.

The convention began with a banquet on Friday evening, followed by a series of sessions throughout the day on Saturday and concluding with a final banquet on Sunday evening. The convention included a variety of activities, including a keynote address by Dr. John H. Finney, a president of the University of Illinois, and a presentation of the National F.F.A. Pride Award to the state F.F.A. Association.

The following is a summary of the main events of the 1947 Indiana F.F.A. convention:

Banquet Session

The convention banquet session was held on Friday evening. The guests of honor were the state officers, who were presented with awards for their outstanding service to the F.F.A. program. The keynote speaker was Dr. John H. Finney, a president of the University of Illinois.

F.F.A. Program

The F.F.A. program was conducted by the state executive secretary, W. L. K., and included a variety of activities, including a presentation of the National F.F.A. Pride Award to the state F.F.A. Association, a keynote address by Dr. John H. Finney, a president of the University of Illinois, and a reception for the state officers and personnel.

The following is a summary of the main events of the F.F.A. program:

A. Keynote address by Dr. John H. Finney, a president of the University of Illinois.
B. Presentation of the National F.F.A. Pride Award to the state F.F.A. Association.
C. Reception for the state officers and personnel.

Two-Day Convention

The 1947 convention was held over two days, Saturday and Sunday, at the Indiana Convention Hall. The convention was attended by over 1,000 members of the Indiana F.F.A. Association, including the state officers and personnel, as well as members of other state associations from around the country.

The convention included a variety of activities, including a keynote address by Dr. John H. Finney, a president of the University of Illinois, and a presentation of the National F.F.A. Pride Award to the state F.F.A. Association.

The following is a summary of the main events of the two-day convention:

A. Keynote address by Dr. John H. Finney, a president of the University of Illinois.
B. Presentation of the National F.F.A. Pride Award to the state F.F.A. Association.
C. Reception for the state officers and personnel.

Night Session

The night session of the convention was held on Friday evening and was devoted to special activities by the state officers. Live stock judging was being conducted, as well as horse judging, cattle judging, and sheep judging. These activities are a part of the convention program and are conducted by the students who are members of the state F.F.A. Association.

The following is a summary of the main events of the night session:

A. Live stock judging.
B. Horse judging.
C. Cattle judging.
D. Sheep judging.

Contests featured at the F.F.A. Convention

C. SACRAFOUR, State Executive Secretary, Ashurst

The Indiana F.F.A. Association will hold 18 national contests. The various events of the convention have been selected from the various national contests. Each contest is designed to evaluate the skills and abilities of the members of the state F.F.A. Association. The contests will be held over two days, Saturday and Sunday, at the Indiana Convention Hall.

The following is a summary of the main events of the contests:

A. National F.F.A. District Contest.
B. National F.F.A. State Contest.
C. National F.F.A. Regional Contest.

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A. National F.F.A. District Contest.
B. National F.F.A. State Contest.
C. National F.F.A. Regional Contest.
R. Guillaume, a Pennsylvania teacher at work


P E W teachers in vocational education frequently have a record of achievement that amounts to that of an athlete or a successful business man. Mr. Guillaume, teacher and vocational agriculture instructor at the Trov, Pennsylvania, is another of these men. He started teaching at the Trov High School in 1913 and has been teaching vocational agriculture in this same school continuously since that time. In June, 1948, Mr. Guillaume plans to retire from teaching and spend his well-earned leisure growing flowers in the greenhouse which adjoins his home.

Accomplishments

Let us examine a few of the accomplishments that have helped to make the Trov teacher as well known during the past 35 years.

1. A total of 490 young men have had two or more years of vocational agriculture under this teacher. Approximately half of them are now either farming or are in occupations closely related to agriculture. Three fourths of students of farm students have received instruction from Mr. Guillaume. Fifty-five former students and their parents are in active partnership with their dad.

2. Eight of his students have received the American Farmer degree.

3. Forty-six state or Keystone Farmer degrees have been awarded to his students in the field of vocational agriculture from Troy.

4. Mr. Guillaume has a large garden program and has won the state-wide project contest 7 times, placed second 5 times and has never been below 2nd place in the garden contest. In 1947 he was named the best boy and his garden program was named the best in the state.

5. In 1944, Mr. Guillaume had 91 boys on 27 farms. In 1946, he had 218 boys on 106 farms. Many of these boys participate in the Keystone F.F.A. Farm program.

Mr. Troy is a town of 1000 population located in the southern mountains area that makes up southern Pennsylvania. It is a lively farming community. The Troy high school draws students from approximately 200 miles, making up twelve towns. The senior high school enrollment is 472. The department of vocational agriculture has 55 students.

The physical plant includes an agriculture classroom which is very complete with ample storage, cupboards, bulletin boards, magazine rack, and is equipped with heavy oak tables and individual chairs. The farm mechanics shop is quite modern and contains the necessary tools and equipment used in agriculture shops. It has an ample supply of hand tools, well kept and in good working order, as well as a tool cupboard. A second teacher of vocational agriculture, Mr. Guillaume, the program. The assistant teachers all the farm mechanics and two classes of their own.

Mr. Guillaume feels that his strong point is the supervising farm program. He feels that it is his job to get as much of each potential agriculture student prior to the boy's enrollment in the high school. At this initial meeting, he discusses with the boy and his parents the courses in vocational agriculture and the home supervisor will supply the boy with the necessary farm facts. Before this teacher leaves, both boy and parents must know what is expected of them and the expectations of the vocational agriculture. The boy's supervising farm program is therefore arranged with the home supervisor before the boy reports to the high school in September. Mr. Guillaume then encourages junior projects and will only allow a boy to conduct a junior project if he is interested and can see it through.

Farming Programs

Mr. Guillaume feels that he is one of the boys he selects a supervising farm program that will produce income during the first 3 years. He feels that this income is a very necessary part of a boy's selection. He has a very grateful future member and has supported all local activities. He has not made a practice of seeking the leadership in local activities but he has always supported these activities when called upon to do so. He feels that if he is employed to teach young men—"the future of the community—and that this is his future community that he should give his time to the community and that this is his future community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great sympathy is to the community and that his great symp
Increased learning through the use of goals and efficiency standards in farming programs

JOE DUCK, Teacher Education, University of Missouri, Columbia

A BRIEF summary has been made in Missouri in the compilation of learning through the increased use of goals and efficiency standards in farming programs. This process has greatly improved the "teaching" aspect of project accounting. To reach this objective, it was necessary to have the teacher to take advantage of the program not used before (1) guide each student in the setting up of goals and efficiency standards for each of his production projects. (2) teach each student to analyze his completed projects for efficiency, and (3) compare the analysis of each completed project with all other students' projects of the same type and with "ideal" standards.

What Teachers Say About It

Before telling you how some teachers have increased the effectiveness of their teaching through the use of project analysis, listen to what they say about the subject. William Day, at Wisconsin University, says, "I have found that analysis has reduced our labor requirements on the farm by 25% or more. I was amazed at the results we have seen from the use of goals and efficiency standards in our farm programs. Our teachers now have a much better understanding of the problems of farming, and are more able to help the students improve their efficiency."

Mike Siler, teacher of agriculture at Roanoke, Illinois, reports, "We have seen a marked increase in the productivity of our students since we began using goals and efficiency standards. The students are more motivated and have a better understanding of the problems of farming."

Mr. John Carlson, teacher at Gravette, Missouri, notes, "Our students have shown a marked increase in their efficiency since we began using goals and efficiency standards. They are more motivated and have a better understanding of the problems of farming."

Mr. Samuel Davis, teacher of agriculture at Nixa, Missouri, reports, "We have seen a marked increase in the productivity of our students since we began using goals and efficiency standards. The students are more motivated and have a better understanding of the problems of farming."

Mr. Robert Johnson, teacher of agriculture at Kansas City, Missouri, notes, "Our students have shown a marked increase in their efficiency since we began using goals and efficiency standards. They are more motivated and have a better understanding of the problems of farming."

Mr. James Brown, teacher of agriculture at Independence, Missouri, reports, "We have seen a marked increase in the productivity of our students since we began using goals and efficiency standards. The students are more motivated and have a better understanding of the problems of farming."

Mr. Charles Smith, teacher of agriculture at Independence, Missouri, notes, "Our students have shown a marked increase in their efficiency since we began using goals and efficiency standards. They are more motivated and have a better understanding of the problems of farming."

Mr. George Lee, teacher of agriculture at Independence, Missouri, reports, "We have seen a marked increase in the productivity of our students since we began using goals and efficiency standards. The students are more motivated and have a better understanding of the problems of farming."

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Progress in research and problems

From a beginning through the medium of educational conferences in recent years, Regional Research Committees have been organized in various states to encourage and support research programs for the benefit of the educational program in the region where feasible. The purpose of these regional conferences and distributions of information is to reach the educators in the region wherever feasible. The significance of these conferences is that they provide an opportunity for educators to participate in the planning and development of educational programs.
Education—the key to improved use of electricity on the farm

H. H. London, Professor Industrial Education, University of Missouri and R. W. Adams, Director Demonstration School, North Texas State College

Prior to 1825 America was agrarian. Most of the people lived under similar conditions on farms and in small villages. Then the industrial revolution began. As a result, the power and machinery were substituted for the muskets and the horse and men. How great this force, born of science and invention, swept over the American continent, increasing the size and productivity of the farms. With each generation, the number of people who left the farms and the number of people who remained on the farms increased. The single living for the bright lights and comforts of the cities which sprang up being attracted. This movement made the farm worker a wage earner at specialized tasks for large corporations.

Those who remained on the farm came, in time, to appreciate the many inventions designed to make farm work more efficient. Little wonder that with the return of the farmer to the land, the use of electricity and the knowledge of improving their farm living and desiring of improving their farm living and desiring.

Question 1: Do you believe that most residents of electrical farms are obtaining the maximum benefits possible in their situation from the use of electricity on their farms?

Yes: 100% No: 0%

Replies:
Co-op managers: 100
Teachers of vocational agriculture: 100
Teachers of vocational home economics: 98
Home demonstration agents: 98
Industrial arts shop teachers: 98

Needed for a Greater Knowledge of Electricity

The six groups of professional workers were asked to name the situation in which they believed that the use of electricity and the knowledge of its use and desiring of improving their farm living and desiring.

Question 1: Would you, as an operator of an electrical company, purchase more about electricity and electrical equipment if you could do it in a way that you thought was convenient and inexpensive?

Yes: 95% No: 5% No response: 0%

Question 2: Would you wish your wife to learn more about electricity and electrical equipment if she could do so in a way that you thought was convenient and inexpensive?

Yes: 95% No: 5% No response: 0%

Rural electrification has made possible an increase in home shops, Photo Rural Electrification Administration.

less these people are interested in learning.

To find out the extent of their interest, these professionals were asked the following questions:

Question 1: Would you, as an operator of an electrical company, purchase more about electricity and electrical equipment if you could do it in a way that you thought was convenient and inexpensive?

Yes: 95% No: 5% No response: 0%

Question 2: Would you wish your wife to learn more about electricity and electrical equipment if she could do so in a way that you thought was convenient and inexpensive?

Yes: 95% No: 5% No response: 0%

Of the six groups of non-household equipment reported, more than 94% are included in the above twelve categories.

Electricity in Use on Missouri Farms

Households using electricity. The ten farm types were asked the number of people on the farm and the number of persons who reported each group as an average of 100 people.

<table>
<thead>
<tr>
<th>Item</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yard light</td>
<td>30</td>
</tr>
<tr>
<td>Water pump</td>
<td>30</td>
</tr>
<tr>
<td>Portable motor</td>
<td>30</td>
</tr>
<tr>
<td>Electric line</td>
<td>30</td>
</tr>
<tr>
<td>Toad grinder</td>
<td>30</td>
</tr>
<tr>
<td>Morter mixer</td>
<td>30</td>
</tr>
<tr>
<td>Milk cooler</td>
<td>30</td>
</tr>
<tr>
<td>Poultry feeder</td>
<td>30</td>
</tr>
<tr>
<td>Coleman stove</td>
<td>30</td>
</tr>
<tr>
<td>Water heater</td>
<td>30</td>
</tr>
</tbody>
</table>

The leading items of household electrical equipment found by farm operators and the percentage of farmers who reported possession of each item are as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electric iron</td>
<td>90</td>
</tr>
<tr>
<td>Radio</td>
<td>85</td>
</tr>
<tr>
<td>Water pump</td>
<td>85</td>
</tr>
<tr>
<td>Water heater</td>
<td>85</td>
</tr>
<tr>
<td>Water refrigerator</td>
<td>85</td>
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<tr>
<td>Water heater</td>
<td>85</td>
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<td>Water heater</td>
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<tr>
<td>Water heater</td>
<td>85</td>
</tr>
</tbody>
</table>

This table of twelve items includes more than 95% of all household electrical equipment reported by farm operators in Missouri.

Non-Household Equipment

Non-household electrical equipment. The following items of non-household electrical equipment used on Missouri farms were taken from the survey of farmers who reported possession of each item.

<table>
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The Agricultural Education Magazine, April, 1948