Dairy cattle will be judged on type, production and pedigrees at national contests, Waterloo, Iowa. (Photo U. S. Office of Education)
Contests—what of the future?

As EDUCATORS, we must focus on the impact of contests on the development of educational objectives. To the extent that contests contribute to the personal growth of each student, we are justified in supporting them. The arguments are frequently put forth that certain contests are not justified because they generate interest in the participants and capture the attention of the public. However, this may be, we are not justified in spending a lot of effort and time on these activities solely for these purposes. Contests, which are of questionable value from an educational standpoint must be improved or discarded. Proposals for new contests must be carefully evaluated and the contests adopted only if they are judged to be valuable in this regard. Additionally, there appears to be no reason why contests which are sound educationally can’t bring about additional benefits of the kinds indicated above.

Unfortunately, some of our national and state contests which have been handed down from the past have rather serious weaknesses and only recently have we shown a willingness to improve them. This is particularly true of our livestock contests, traditionally known as “judging” contests. One shortcoming in these and some other contests is the tendency to highlight the winning team in each contest to the degree that some teachers, some administrators, and some of the public assume that winning contests is the chief criterion of success for a teacher or department. To a considerable extent, this obsession with profit or loss corrected in the national contests by dividing teams and in dividing the events into their parts of performance. Thus, the teams and individuals are ranked rather than ranked, and awards are made to individuals within groups. This aids in overcoming some of the objections formerly attached to a system where the top team got all of the glory, even though the margin of advantage between the winning and other teams was not far from equal. In all of our contests, it appears that the top teams often receive more than their due.

Budke, C. F.

Budget making is educationally sound

Every student of vocational agriculture should understand the budgeting process for each of his production projects. These budgets may be developed as they are desirable, to form a budget for the total farming program. A variety of high school age can be taught to set up budgets. This may be a more effective way of teaching when they assist their students in this aspect of an integrated plan of farming.

What is a budget? Webster’s dictionary says it is a “financial statement of estimated incomes and expenditures.”

Budget making is sound educationally, for it contributes to the primary aim of vocational agriculture, “to train present and prospective farmers for proficiency in farming,” and to the commonly accepted objective, “to produce farm commodities efficiently.” To set up a budget the student must be able to estimate the production from his projects and the income which he expects to receive from his products. In order to do this, he must know standards of efficient production for the various enterprises. He will need to know the item that will make up the cost of production. This difference between the estimated income and expenses will give him a profit or loss figure.

Budget making may cause the student to seek means of increasing production and reducing costs, and thereby reducing the cost of production. It may cause the student to change from one contemplate project to another.

The time for making is early in the school year. After class work has been devoted to this aspect of planning, the teacher will need to give specific guidance to the individual student. Where can the student secure the necessary information and assistance towards this end? The most interesting and probably the most valuable information is the records of the operations of the program of the local department, provided these records are accurate.

To aid students in budget making, a form or outline for the particular type of project is helpful. This form will provide the specific items of anticipated receipts and expenses. The teacher can use it to estimate the amounts and the price of each item. By comparing the budget with the actual cost, the student will learn where and why he succeeded or failed.

Budget making is no obstacle that can be developed through practice. It is a learning activity far more valuable than committing to memory the contents of books and bulletins. Books and bulletins are valuable only to the extent that their contents are applied to real life situations.

Joy Duk.
Adjustments in national contests

E. J. Johnson, U. S. Office of Education

THIS is a day of transition, a day of new opportunities and a day where careful thought seems to be of less importance than in the past. The contests which in many cases have been developed for the purpose of promoting the practice of vocational education have come under the scrutiny of educators and statesmen alike. These contests are the major source of information for national contests. Many of these contests have included in their scope a number of activities and contests that have been developed for educational purposes.

The poultry judging contest is an example of this. It is a contest that has been developed to promote the practice of raising and exhibiting poultry. The contest is designed to provide an opportunity for students to learn about the various aspects of poultry judging, such as judging, showing, and exhibiting. The contest is also designed to provide an opportunity for students to develop their skills in these areas and to compete with others who have similar interests.

The contest is held annually and is open to students in grades 6 through 12. It is sponsored by the National Poultry Judges Association. The contest is divided into three main sections: judging, showing, and exhibiting. The judging section is designed to test the student's ability to evaluate the quality of the birds based on specific criteria. The showing section is designed to test the student's ability to present the birds in the best possible manner. The exhibiting section is designed to test the student's ability to exhibit the birds in the best possible manner.

The contest is held in different locations across the United States, and is often held in conjunction with other events, such as the National Poultry Congress. The contest provides an opportunity for students to learn about the various aspects of poultry judging, such as judging, showing, and exhibiting. The contest is also designed to provide an opportunity for students to develop their skills in these areas and to compete with others who have similar interests.

At a contest of this type, the students are expected to be knowledgeable about the various aspects of poultry judging, such as judging, showing, and exhibiting. They are expected to be able to evaluate the quality of the birds based on specific criteria, and to present the birds in the best possible manner. They are also expected to exhibit the birds in the best possible manner.

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Five reasons why lesson plans will help

FRED G. LICHTNER, Supervising Teacher, Brighton, Colorado

There is a tendency for many beginning teachers and for many of our supervising teachers and college professors to lose interest in the concept of the lesson plan. Most of our plans are not used. There are many reasons for this. Let's look at some of them.

Reason No. 1. The instructor is sure to teach his students based on the lesson plan. The lesson plan is actually used in the classroom. What is the point of having a lesson plan if the instructor is not following it? It is useless to have a lesson plan if the instructor is not using it.

Reason No. 2. The instructor will use the best possible method of procedure in teaching the job. The instructor is sure to teach his students based on the lesson plan. The lesson plan is actually used in the classroom. What is the point of having a lesson plan if the instructor is not following it? It is useless to have a lesson plan if the instructor is not using it.

Reason No. 3. The instructor will be better able to teach the job. The instructor is sure to teach his students based on the lesson plan. The lesson plan is actually used in the classroom. What is the point of having a lesson plan if the instructor is not following it? It is useless to have a lesson plan if the instructor is not using it.

Reason No. 4. The instructor will be better able to plan new work. The instructor is sure to teach his students based on the lesson plan. The lesson plan is actually used in the classroom. What is the point of having a lesson plan if the instructor is not following it? It is useless to have a lesson plan if the instructor is not using it.

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The lesson plan is a valuable tool for the instructor. It helps him to organize his thoughts and to present his ideas clearly. It also helps him to keep track of what he has covered and what he has left to cover. It is a useful guide for both the instructor and the student. It is also a good way to communicate the teacher's expectations to the student. It is a good way to make sure that the student is learning what he should be learning.

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Professional
S. S. SUTHERLAND
B. C. L'WISON

Vocational agriculture faces the future

DOVELL J. HOWARD, First Assistant Superintendent of Public Instruction, Richmond, Va.

HAVING examined the field of vocational agriculture, I have arrived at the conclusion that, while being of great value, it cannot be made feasible in order that it might meet the requirements of the needs of individual pupils. We hear a great deal about the reference books, the films, the records, and so on, which are necessary.

There is, of course, much more that can be said at this point but this is sufficient to give an idea of the situation.

For those of us who might at times have had reservations and worry about these developments and philosophy, it is important that we understand that the school cannot do the job alone but that parents, the school, and the home are all parties in a situation that demands our attention.

2. Do you recall the time when the practice of teaching agriculture was faced with the necessity of changing the curriculum? The development of vocational agriculture was significant at that time.

3. Teachers of vocational agriculture were told that they should be prepared to face these changes. They were required to use reference books and advanced texts. The book in the classroom is the main tool of the teacher who advocates a sound program and then implements it.

1. That there is over 2000 years ago that the needs of the country were addressed in a way to form anything which will be in the best interest of the community.

2. That the point of view that vocational agriculture was in many states then.

3. Teachers of vocational agriculture were told that they should be prepared to face these changes. They were required to use reference books and advanced texts. The book in the classroom is the main tool of the teacher who advocates a sound program and then implements it.

New Problems Appear

Many of the old problems have been solved. Today we are concerned with the following:

1. In reviewing the past and looking to the future, we find that three questions:

2. Can we agree that the program of vocational agriculture reaches, if possible, the interest of all individual pupils? What is the role of the parent in this program? How can we make sure that the leader in the home is actually the leader?

3. In discussing the need for public policy, we need to consider these issues:

4. Every pupil who decides to go on to college needs to know what it means to be a college student. This involves the understanding of the use of all types of university visual aids. How can we ensure that students develop these skills? How do we measure the progress of our students in these areas?

5. As we consider the responsibility of public education, we need to examine the following:

6. In the light of a total program of public education and training, we need to think carefully about the following:

7. In the light of the future, we need to consider the following:

As a matter of review, may I state that the program of vocational agriculture has progressed through two wars and one of the most severe de-

Dear Editor:

I believe that with the advancement of a program of education which will meet the needs of America's citizens.

Problems Always With Us

When one considers the content of this month's column, it is clear that we have today and every day to face the challenges of the future. As the size of our country increases, so does the need for individuals who can deal with these issues.

What is Sound Educational Policy?

Today we are hearing optimists in the field of state education that state a good deal about the role of the individual in educational development. However, I believe that vocational agriculture can face the great challenges of the future with the knowledge that there is a better tomorrow.

1. The problems of pupils and the preparation of pupils for life in the community in which they live and for the work they shall do.

2. We hear them advocate courses of self-study based on the community and problems of pupils and the preparation of pupils for life in the community in which they live and for the work they shall do.

3. We hear them advocate courses of self-study based on the community and problems of pupils and the preparation of pupils for life in the community in which they live and for the work they shall do.
Training farm veterans in the use and value of farm account records

J. W. WEISS, Teacher Educator, University of Illinois, Urbana

The farm accounting records differ from the records in the home in that records are kept in a simple form account book as follows:

1. Cash account
2. Crop account
3. Sales account
4. Crop income and expense account
5. Profit and loss account
6. Inventories

This type of accounting does not attempt to keep an accurate record of labor, power, or time but does attempt to keep a record of labor, power, or time costs. When the totals are divided into a cost of production basis, tides a story of the whole farm as a whole. The farm is not only a good gross or net margin of profit, but also a good gross margin of labor, power, or time costs.

Bryant Kilburn, Assistant Professor of Vocational Education at the University of Illinois, suggests that the farm with the average of all farms in every state produces on a cost or profit basis of $1.00 per hour or $1.00 per day.

J. BRYANT KIRKLAND, Dean, School of Education, North Carolina State College, Raleigh, North Carolina

In-service training of teachers of institutional on-farm classes

The plan proposes for in-service interviewing and analyzing educational training programs to assist teachers of vocational agriculture.

Organize and conduct short intensive courses

The plan proposes for in-service interviewing and analyzing educational training programs to assist teachers of vocational agriculture.

Utilizing teachers of vocational agriculture

Some of the ways in which local teachers of vocational agriculture can increase the effectiveness of in-school-to-farm-training programs

1. Hold regular meetings with the teachers of the several vocational agriculture classes in their patronage areas. This should be done at least twice a year, either at weekly or bi-monthly intervals for the purpose of discussing pertinent problems which affect the classes.

2. Provide a sufficient number of properly trained teachers to do the work.

3. Encourage the training of teachers.

4. Encourage the training of teachers.

5. Encourage the training of teachers.

The Agricultural Education Magazine, October, 1948
For a good many years, the subject matter specialists of the agriculture program have gone out to the various farms to do their work, but in recent years they have been doing more of the teaching in the classroom. The subject matter specialists have been working with the farm managers and the teachers of agriculture to develop more effective teaching methods.

One of the most effective methods of teaching agriculture is by demonstration. The subject matter specialists have been doing this for many years and it has been very successful. They have been able to demonstrate to the students how to do various agricultural tasks, and this has helped to increase their understanding of the subject.

The subject matter specialists have also been working with the teachers of agriculture to develop more effective lesson plans. They have been working with the teachers to develop lesson plans that are more interesting and engaging, and this has helped to increase the students' interest in the subject.

In addition, the subject matter specialists have been working with the teachers to develop more effective teaching materials. They have been working with the teachers to develop lesson plans that are more interesting and engaging, and this has helped to increase the students' interest in the subject.

In conclusion, the subject matter specialists have been very successful in teaching agriculture. They have been able to develop more effective teaching methods, and this has helped to increase the students' interest in the subject. They have also been able to develop more effective teaching materials, and this has helped to increase the students' understanding of the subject.
Suggestions on the time and frequency of farm visits to all-day students of vocational agriculture

GLENN C. COOK, Teacher Education, Michigan State College, East Lansing

SUGGESTIONS ON THE TIME AND FREQUENCY OF FARM VISITS TO ALL-DAY STUDENTS OF VOCATIONAL AGRICULTURE

One of the crucial times to visit a boy with a one-and-half-month plan is before the new farm plan for the student's second year is made. One student, for example, used a trot line as his only detoxification plant and then had to spend his entire second year making it work. This is a problem because students are not well prepared to take on large projects in their second year. Furthermore, some students' plans are inadequate, and others' are too ambitious. The number of visits will depend on such factors as distance to travel, time of year, and the teacher's schedule.

In-service training teachers on-farm training

(Continued from Page 97)

The local level: The subject matter of teachers of vocational agriculture can be expanded and made more effective if satisfactory cooperative relationships are maintained between these teachers and other school personnel. Such relationships are important for the best possible education and the several technical departments that make up a complete program of agriculture education. In this step, the preparation of teaching materials is essential.

The on-farm training program has grown to be one of the most important aspects of vocational education in agriculture. The course is designed to give the student a real-world experience in agriculture. It is developed to meet the needs of the student and to make the most of the student's skills. It is a program that provides practical information and experience. The teacher must be very careful in planning the on-farm training program. It is important that the teacher be knowledgeable about the student's needs and abilities. The teacher should be able to assist the student in choosing the best projects for the student's individual needs. The teacher should be able to guide the student in the proper selection of projects. This will help the student to become a better farmer and a better worker.
A brief study of collegiate F.F.A. chapters

CHAS. F. OLIVER, Teacher Education, University of Massachusetts, Amherd

AFTER a year of operation under a written constitution, the College Chapter of the American F.F.A. was organized at the University of Massachusetts, Amherd, early in the fall of 1943. Since that time the organization and activities of the chapter have been described in the official publications of the national organization and other F.F.A. publications. The chapter has been one of the earliest to have a constitution and by-laws written and submitted for approval by the national organization. The constitution and by-laws were approved by the national organization and the chapter was granted a charter in March, 1944.

The official publication of the chapter is the "Announcements of the F.F.A. Chapter of the University of Massachusetts, Amherd," which is published monthly. The chapter has an active program of activities, including meetings, business events, educational programs, and social events. The chapter is an active member of the national organization and participates in national and regional contests.

The chapter has been active in the state and national F.F.A. contests and has won numerous awards. The chapter has been a leader in the state and national F.F.A. programs and has provided leadership in the development of the F.F.A. program at the University of Massachusetts, Amherd.
Criteria for evaluating programs of area supervision in vocational education in agriculture

A Research Study by Brian E. Decker, County Supervisor, Erie County, Pennsylvania, Reviewed by Henry S. Blumberg, Head, Department of Agricultural Education, Pennsylvania State College

Brian E. Decker
Henry S. Blumberg

The terms of generally accepted functions, duties and responsibilities of supervisory work, and these functions, duties and responsibilities can be defined operationally; in terms of specific characteristics, conditions of procedures which can be recognized. (2) The formulation of criteria for effective supervisory programs in vocational education in agriculture can be carried out cooperatively by a group of recognized authorities in the field.

Procedure
A committee comprised of experienced workers in vocational agriculture in Pennsylvania was appointed to study the job of the area supervisor. The group included the state supervisor, the head teacher-trainer, and several area supervisors. This group later officially constituted a "jury of experts" for this study. It was discovered that the diversity of ideas necessitated first the establishment of a uniform set of objectives upon which all members of the committee could agree. These objec-tives were worked and organized in the form of "Proposals." These proposals were divided into major divisions—Administration, Supervision and Up-Grading of Teachers, Supervision of Directors and Office Facilities. When it was agreed that the "Proposals" satisfactorily encompassed the functions of supervision the committee was asked to submit under "Program Evaluation" a list of criteria, and standards, of conditions or characteristics which might indicate accomplishment of the various functions. The several versions of criteria submitted by the committee members provided the basis for the "Principles of Evaluation" of the evaluation instrument. After several revisions the jury adopted a permanent instrument for experimental application.

The second phase of the program is also a research project. "Criteria for Evaluating Programs of Supervision for Vocational Agriculture," has been developed and is available.

An approach to the supervision evaluation phase of program evaluation is made in Dr. Decker's recent study. Effort and supervision can be determined for the following hypotheses: (1) Effective supervision can be determined for the program, in terms of generally accepted functions, duties and responsibilities of supervisory work, and these functions, duties and responsibilities can be defined operationally; in terms of specific characteristics, conditions of procedures which can be recognized. (2) The formulation of criteria for effective supervisory programs in vocational education in agriculture can be carried out cooperatively by a group of recognized authorities in the field.

Proposition C—The area supervisor should be responsible for full participation in the programs of development of Future Farmers of America and related organizations of Future Farmers of America in cooperation with the state supervisor.

Proposition B—The area supervisor should be responsible for full participation in the programs of development of the National Future Farmers of America and related organizations of the National Future Farmers of America in cooperation with the state supervisor.

Proposition A—The area supervisor should be responsible for full participation in the programs of development of the Future Farmers of America and related organizations of the Future Farmers of America in cooperation with the state supervisor.

The Instrument
The six major divisions and propositions in order are as follows:

I. Administration

Proposition A—The area supervisor should cooperate fully in interpreting and carrying out mandated regulations and policies for full cooperation in vocational education in agriculture.

Proposition B—The area supervisor should cooperate fully in carrying out the program of vocational education in agriculture.

Proposition C—The area supervisor should cooperate fully in providing leadership in the school board and the general public, and in obtaining support of vocational education in agriculture.

Office Facilities
Proposition A—The area supervisor should provide adequate and efficient facilities for carrying out the program of vocational education in agriculture.

Proposition B—The area supervisor should provide adequate and efficient facilities for carrying out the program of vocational education in agriculture.

Proposition C—The area supervisor should provide adequate and efficient facilities for carrying out the program of vocational education in agriculture.

II. Supervision and Up-Grading of Teachers

Proposition A—The area supervisor should assist teachers of agriculture in the area in the development of their programs of work in agriculture in the community.

Proposition B—The area supervisor should assist teachers of agriculture in the area in the development of their programs of work in agriculture in the community.

Proposition C—The area supervisor should assist teachers of agriculture in the area in the development of their programs of work in agriculture in the community.

III. Instruction

Proposition A—The area supervisor should organize and teach day-night classes in the area to develop in full-time departments, on a regular basis, and in areas of the expertise of the county supervisor and the state supervisor.

Proposition B—The area supervisor should organize and teach day-night classes in the area to develop in full-time departments, on a regular basis, and in areas of the expertise of the county supervisor and the state supervisor.

Proposition C—The area supervisor should organize and teach day-night classes in the area to develop in full-time departments, on a regular basis, and in areas of the expertise of the county supervisor and the state supervisor.

IV. Future Farmers of America

Proposition A—The area supervisor should be responsible for full participation in the programs of development of the Future Farmers of America and related organizations of Future Farmers of America in cooperation with the state supervisor.

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Proposition C—The area supervisor should be responsible for full participation in the programs of development of the Future Farmers of America and related organizations of Future Farmers of America in cooperation with the state supervisor.

The following five points are given for marking the summary evaluation operations:

1. Highly Satisfactory—functioning extraordinarily well
2. Satisfactory—functioning well
3. Acceptable—functioning fairly well
4. Poor—functioning below average
5. Unsatisfactory—functioning below average

The "Evaluation Items" list are statements, conditions and characteristics which are believed to have some relationship to the effective operation of programs of supervision. Supervisors are furnished with a set of "Evaluation Items" list for the evaluators to record any significant relationship which might be noted. The "Evaluation Items" list includes a large number of "Evaluation Items" which might indicate accomplishment of the various functions.

At the end of each section there is an opportunity for the evaluators to summarize their judgment as to the whole phase of supervision. These "Evaluation Items" list are included to determine the effectiveness of the supervisors in their work.
Development in agricultural education

IV. Farm shop instruction

H. M. Gibson, Teacher Education, Oregon State College

There

in the last and forth of a series of articles by Professor H. M. Gibson listed on the observations made on a tour through several stages. The present articles appear in the July, August and September issues.

In this

the fourth and last of a series of articles by Professor H. M. Gibson, lists on the observations made on a tour through several stages. The present articles appear in the July, August and September issues.

In the high school program of vocational agricultural work as well as the technical teacher training aspects of this instruction in the college. I was surprised to discover that some of the states, which believed that the boys coming in farm shop instruction twenty weeks have not made very much advancement, at least from the standpoint of improved general facilities and time allotted to such instruction.

Variation in Emphasis

There is a great deal of variation, however, among states even in the same region as well as between regions in the amount of emphasis given to farm shop instruction. In some states, a large percentage of the agricultural departments offer little or no farm shop instruction and do not have farm shop rooms. In other states, there is a large percentage of departments which have made and are making an effort to find farm shop rooms for the boys. There are also a number of states which have no facilities at all for getting machinery and other equipment.

In a conference with a regional agent, he said that he believed the farm shop program had become a matter of farm shop instruction in certain states, particularly in the Atlantic-Pacific region. He gave us an argument that the average farm shop bill on farms in some states, as determined through surveys, is relatively small. In other words, there is nothing new done to reduce the tax bill. The argument is that the farm shop is a matter of commodities than the farm shop instruction, as it has been doing a great deal of the farm shop, or in efficiency in its use. Then too, the need for this type of instruction is constantly changing in determining the importance of farm shop instruction.

Preventive maintenance and efficiency in adjustment and operation is a major consideration. Anything that can be done to increase the farmer's ability in maintaining and operating equipment, equipment and machinery and installing labor-saving devices would seem to be desirable. Of course, it is possible that in certain schools in some states relatively too much time may be given to just repair work. For the overworked mechanic, the farm shop is an easy place to turn boys loose.

In some states, I discovered in my discussions with college instructors in farm mechanics, that there is considerable confusion in their thinking as to the methods of instruction. It is believed that every instructor in farm mechanics, that is all who teach the subject matter, is equally dispersive in teaching farm mechanics and the results within the teacher teachers in the same college believe the same. The state's college instruction is the most desirable and successful methods for introducing farm shop instruction. For instance, one college instructor in farm mechanics may believe that more time should be given to what he terms the development of principles through discussion and the like, while the teacher is trying to get the boys to work out a course for teachers that will be helpful to farm shop instructors and to prevent the decline that the farm shop has experienced in recent years.

In general, it seems that the time that is given to subject matter specialists in agricultural education is not very far exceeding the subject matter specialists in agricultural education and is not very far exceeding the subject matter specialists in agricultural education. For instance, one of the most desirable methods for introducing farm shop instruction is the development of principles through discussion and the like, while the teacher tries to get the boys to work out a course for teachers that is helpful to farm shop instructors in discussing the subject matter. Many colleges have been preparing their curriculum for the subject matter specialists in agricultural education, and they have been preparing their curriculum for the subject matter specialists in agricultural education. For instance, one of the most desirable methods for introducing farm shop instruction is the development of principles through discussion and the like, while the teacher tries to get the boys to work out a course for teachers that will be helpful to farm shop instructors and to prevent the decline that the farm shop has experienced in recent years.

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Competitive events in Montana

In Montana we have done considerable experimentation in an attempt to judge the current status of the present system as a definite educational part of the program in vocational agriculture, including the Future Farmers of America. To give a broader base and a different angle, a recent committee was appointed to study the effectiveness of "competitive events" instead of the term "contests" practically has been eliminated in many instances replaced by "competitive events in Montana instead of the term "contests." The term "contests" is not used, and "attending" is being used to give a new meaning to competitive events.

What are the purposes of organizing and selecting competitive events? To the writer's opinion, they are only a means toward an end—"improving the conditions for the present and future farmers and rural leaders." To achieve this goal, training characterizes the competitive events, training for farm skills, ability to make decisions, sensible evaluations and selection, encouraged ambition, greater scholastic attainment, self-confidence, and complete realism in all vocational agriculture methods.

New Contacts Now Educational

New changes were made in the Montana State FFA program in 1941. The purpose of the changes were to make competitive events more representative of the total program being taught at the local departments of vocational agriculture and to eliminate, as far as possible, the unfair advantage of coaches. The first two changes made were the redesignation of the department of vocational agriculture to one of educational centers, sponsored by the College of Agriculture at Missoula. The second is that the number of boys per team was increased from six to nine. The team will consist of future Farmers from each FFA chapter.

Competitive events in Montana

Twenty-Year Club Organized in Wisconsin

The Wisconsin 20th Club, established in 1929, is an organization of alumni of the University of Wisconsin who have been associated with the College of Agriculture for at least twenty years. Its purpose is to promote the welfare of the College and to encourage the use of its facilities.


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