Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

"Testing Soil in Vocational Agriculture Laboratory"
Ward Harrington, Teacher
Mason, Michigan
Camera: 4 x 5 Crown Graphic
Film: Super pan press Type B
40 each Brand

FIRST PLACE

"Careful Planning Means Better Results"
A. B. Foster, Teacher
Washington College, Tennessee

"Breaking More Light in Agriculture—A Part of Greenland Initiative"
D. G. Crossbush, Teacher
Steelebridge, Michigan

"Bracing A Leg-joint"
Rand L. Bille, Teacher
Morgantown, West Virginia
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In forming our opinions and in making our evaluations and appraisals, we must bear in mind that our judgment may be influenced to some extent—or it may very possibly be prejudiced—by the point of view from which we make our decisions. The way things look to us often depends upon where we stand. When our position of observation changes or our own personal interests become involved, the picture before us also changes.

In view of this, the Agricultural Education Program in operation today is restricted to two viewpoints. One viewpoint is that of one engaged in industry watching for the change in the situation. The other is a close-viewpoint as a co-worker in the Future Farmers of America Foundation.

Speaking from industry's point of view, I know that we, as manufacturers, cannot have business prosperity without a sound, progressive, and prosperous agriculture. Industry depends not only upon the people of agriculture as an essential market, but also must depend upon them as a source of supply of most of our raw materials. Unless a fair and reasonable trade and business are maintained between industry and agriculture, we as a nation cannot stand. The economic condition of each depends upon the other. The business welfare of each is dependent upon the other.

We know, too, that trained technical personnel and good leadership in agriculture is essential to our field of farming as they are to the field of manufacturing.

Agriculture, as you know, must have agronomists, animal husbandmen, chemists, research men, and agriculturists. As manufacturers, we must have chemists, physicists, research men, and production specialists. The two are as much a part of each other as either of us can have without competent, well organized educational leadership. Most of your future specialists and leaders come from your classrooms, and the influence of your teaching will make its impact in the technological fields of agriculture and industry for years to come.

From this standpoint alone, it is highly important that we of industry free with a full realization of the importance of the work being carried on in vocational educational agriculture, not only as it affects farming today and tomorrow, but also as it affects our company and the long range of the future of agriculture and business.

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Guest Editorial...

Agricultural education as I see it

Raymond G. Freestone, Vice-President, The Firestone Tire & Rubber Company

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This, I am sure, is the way that many industrialists and businessmen look at agriculture and agricultural education today. Of course, everyone has not had an opportunity to see the product of our educational system. Whether you are an employer or an employee in agriculture, it has been a valuable experience. Thus, my second viewpoint is that of one who has been privileged to cooperate, in a small way, in your work.

And it is from this viewpoint that I feel best qualified to evaluate agricultural education and its results. I am convinced that these boys whom you are guiding, not only academically but also morally and spiritually, are the future leaders of our nation. They are the ones for the preservation of the kind of an America that has been built for us and passed into our custody for the future. Where can you find better custodians than the boys in your classrooms?

Last January, I attended the National Education Study Conference in Washington, D. C., which was sponsored by the Committee of the Future Farmers of America Foundation, to give a report to the Foundation trustees and donors on my year's work. I should like to repeat my impression of a Future Farmer as I expressed it at that conference.

"First, he believes that he lives in the greatest country in the world, and he believes that it is a part of his responsibility to keep it that way. He believes in working for what he gets. He believes that he should have a just reward for what he produces. He detests begging . . . he wants no handouts . . . he is self-reliant. And, at the same time, cooperative. He is not afraid to stand up for himself and his own initiative. He is active—and you don't find fear getting a foothold in an active, open, free thinking mind.

"The Future Farmer respects the rights of others and he expects others to respect his rights. If his rights are threatened, he is not afraid to fight. The Future Farmer is not afraid to stand up for his personal pride—in his chapter, pride in his accomplishments, and pride in the things he has earned. And above all, he is proud to be American. That is the Future Farmer of America as I see him.

"To your workers in agricultural education who have accepted the responsibilities of your profession I can only recommend that you carry on your great work as you have been doing, and continue to guide yourselves, and those who look to you for guidance, by the same principles through which you have turned out so many fine and true American citizens.
Criteria for evaluating FFA money-making activities

LLOYD J. HEPHIS, Teacher Education, University of Illinois

MONEY-MAKING activities in the FFA are integral to the well-being of the national organization. The purpose of the FFA is to develop a generation of leaders. This goal cannot be achieved by merely providing students with knowledge. A practical approach to the development of leadership skills is to enable the student to participate in activities that will benefit the organization and provide personal rewards. The FFA has developed a comprehensive program that includes a variety of money-making activities to help students achieve their goals.

Machinery activities are designed to help students develop leadership skills and to provide a source of income for the organization. For example, a student might be hired to operate machinery on a local farm, which could provide them with the opportunity to develop skills in management and decision-making.

Evaluating Money-Making Activities

The evaluation of a money-making activity within the FFA organization is based on several factors. The first factor is the potential for profit. The second factor is the educational value of the activity. The third factor is the impact on the organization's financial stability. The fourth factor is the amount of time and effort required to implement the activity. The fifth factor is the potential for growth and development.

Data Analysis

The data analysis process involves collecting and analyzing information about the FFA money-making activities. The data collected includes the financial performance of each activity, the educational benefits to the students, and the impact on the organization's financial stability. The analysis is done using statistical methods and data visualization techniques to identify trends and patterns.

Conclusions

The results of the data analysis indicate that the FFA money-making activities are successful and provide valuable benefits to the students and the organization. The activities are designed to develop leadership skills and provide a source of income for the organization. The FFA continues to evaluate and improve the money-making activities to ensure that they remain effective and relevant.
Financing the FFA program
VENUS Y. JUTHER, Ye-Ag Instructor, Naperville, Illinois

Every FFA Chapter in the country is faced each year with the problem of raising enough money for financing activities and maintaining a certain amount of money on hand to meet the various needs of the school at the beginning of the year.

There are many ways in which this goal can be met. One way is to help students become familiar with money-saving techniques. The following is a list of some of the activities which are available to students who wish to raise money:

1. Organize a car wash.
2. Sell newspapers or magazines.
3. Hold a yard sale.
4. Sell crafts or homemade products.
5. Sell subscriptions to periodicals.
7. Hold a bake sale.
8. Sell tickets for a dance or other event.

These are just a few of the many ways in which students can help to raise money for their FFA Chapter. With a little creativity and hard work, any group can come up with a money-raising activity that not only benefits the Chapter, but also teaches valuable lessons about money management and responsibility.
The Quakertown high school farm

By K. H. Hagenshutz and Rudolph Bremick*  
Yo-Ag Instructor, Quakertown, Pa.

THE Quakertown Tobs FFA Chapter initiated farm in 1939. During this time, interested board member and businessman purchased the farm which was the original 10-acre lease from the Halfs. The farm became a part of the Quakertown High School's curriculum and was managed by students and faculty. The farm has continued to be a significant part of the agricultural education program at the school, providing hands-on learning experiences in various aspects of agriculture.

Parliamentary training develops leadership

CLYDE W. HANSON  
Yo-Ag Instructor  
Dallastown, Pennsylvania

One of the four objectives and purposes of the National FFA Organization of America is the development of better management leadership. My favorite method of developing leadership in vocational agriculture is through teaching parliamentary procedure. I believe there is some reason for this method of teaching parliamentary procedure to boys who wish to become farmers. In the first place, boys like to learn through organization and established authority. They like the rules they have to live by and the way the work is done on the farm and admire its operation. Students are hired during busy seasons to work on the farm.

All farm records are kept by the head of the vocational agriculture department, who submits a monthly report, taken every day in January and July, to the committee that makes deposits with the treasurer of the School Board weekly. All transactions are kept in triplicate so that all concerned have a numbered copy. Swine are purchased and sold; and in correspondence and correspondence, promises and omissions are all carried on by the head of the department. The swine handling is largely conducted by the second sergeant, a capable and efficient teacher who also has charge of FFA activities.

Physical facilities at the 100-acre farm consist of: a barn, a 50-foot loafing shed, a shop with a 20-foot machine shed attached, field and barn lots, a 20-foot loafing shed, a livestock and hay barn, and a livestock and chicken house. The barn contains a chicken house and storage for hay and straw. The shop includes a machine shop for maintenance and repairs and a field storage. The hay barn contains hay and straw and is adjacent to the field storage. The chicken house contains laying hens, broilers, and other poultry. The shop contains all the necessary equipment for maintenance and repairs.

Livestock enterprises are swine and poultry. The swine business consists of 20 to 30 sows farrowing two litters per year. The farm produces feeder pigs and market hogs. The 500 feeder pigs sold per year are a significant part of the farm's income. The sheep enterprise consists of a breeding flock of 200 ewes and 250 lambs annually. The sheep enterprise produces 300 lambs per year. The Quakertown high school breeding program is well known in the area and sells breeding stock to other farmers throughout the year. The sheep enterprise consists of a breeding flock of 200 ewes and 250 lambs annually. The sheep enterprise produces 300 lambs per year. The Quakertown high school breeding program is well known in the area and sells breeding stock to other farmers throughout the year.

For crop enterprises the farm is divided into three parts for the growing of certified seed corn, certified feed barley, corn, and soybean. The farm produces seed corn and soybeans for the state and national seed companies. The farm also produces hay and silage for the local livestock industry. The farm is equipped with all the necessary equipment for hay and silage production.

In summary, the Quakertown high school farm provides an excellent opportunity for students to gain practical experience in various aspects of agriculture. The farm is managed by students and faculty, providing hands-on learning experiences in various aspects of agriculture. The farm also provides an excellent opportunity for students to gain experience in the organization and management of a farm enterprise.
Program of work is key to chapter improvement

WICK PATRICK, Vice President, Habitat for Humanity, Cape May County, New Jersey

A well-planned program of work is essential for the success of any chapter. When the chapter is well organized and the leadership is committed to the goals of the chapter, the program of work will be successful. This will result in increased membership, improved chapter morale, and a greater sense of accomplishment among the members.

Public Relations Important

A good public relations program should be provided for in the program of work. It is important that the chapter members understand the importance of public relations and how it can benefit the chapter.

Chapter Improvement

The chapter improvement program should be focused on specific areas that need improvement. This could include increasing the number of members, improving chapter morale, or addressing any other issues that need attention.

The Community a Part of the FFA

RICHARD B. KELLEY, Executive Director, USDA

The Future Farmers of America is just another organization in the community or is it an integral part of the community? The FFA should be a part of the community. The FFA should be involved in all community activities and events. This will help the FFA to be seen as an important part of the community.

The Community Part of the FFA

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In conclusion, the FFA should be involved in all community activities and events. This will help the FFA to be seen as an important part of the community.

The school is an important part of the community and should be involved in all community activities and events. This will help the school to be seen as an important part of the community.

Organized Farm Groups

The next groups of people that should be made to feel a part of the FFA are the organized farm groups. These groups include the Farm Bureau, Soil Conservation Society, and other rural groups. If the FFA can contribute to these groups in the community by helping with their programs, such as FFA members, training, and demonstration, the FFA will be seen as an important part of the community.

The Final Thought

It is important that the FFA be involved in all community activities and events. This will help the FFA to be seen as an important part of the community.

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WORTHWHILE ACTIVITIES PUT "LIFE" IN CHAPTER PROGRAMS

Representatives of the school and community members will be selected from the various chapter events and activities. This will provide an opportunity for the members to be involved in the chapter and to contribute to the success of the chapter.

The County School Superintendent Awards the prizes to winners in the various chapter events and activities. This will provide an opportunity for the members to be involved in the chapter and to contribute to the success of the chapter.

LET THE SCHOOL AND COMMUNITY SHARE IN CHAPTER ACCOMPLISHMENTS

The school and community members should be involved in the chapter activities and events. This will help the chapter to be seen as an important part of the community.
Public speaking as a leadership activity in F.F.A.

L. R. HUNSPEERS, Visiting Professor, Louisiana State University

Public speaking has been a major activity in the F.F.A. for many years. State and National officers have always been selected through this method, and a group of officers was selected in 1931 as the first to try public speaking in their F.F.A. work. This group of officers has been successful in their activities and has continued to use public speaking as a method of selection for officers in F.F.A. work.

The primary aim of the F.F.A. public speaking contest is to get the students on the farm involved in the program. To develop rural leadership. In the F.F.A., Hunspeers says, this objective has been variously stated and interpreted, but the essential rules, as far as public speaking is concerned, are the same. The contest has been designed to encourage the students to use public speaking as a method of selection for officers in their F.F.A. work.

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Developing FFA officers

ROTHSCHILD, Wis.-(AP) - Developing FFA officers is an important part of the chapter's educational program. The FFA chapter officers are responsible for planning and implementing various activities that help develop leadership skills in their members.

One of the key responsibilities of the chapter officers is to plan and conduct officer meetings. These meetings are held on a regular basis, usually once a month, to discuss chapter business and plan upcoming activities. The meetings are open to all chapter members, and they provide an opportunity for members to share ideas and participate in decision-making.

At the officer meetings, officers review the chapter's progress and discuss new ideas for upcoming events. They also discuss budget issues and plan for various activities, such as field trips, community service projects, and events.

The meetings are an important part of the chapter's educational program, as they help members develop leadership skills and prepare them for future roles in the chapter. By participating in officer meetings, members can gain valuable experience and learn about the responsibilities of chapter officers.

In summary, the officer meetings are an important part of the chapter's educational program, and they help members develop leadership skills and prepare them for future roles in the chapter. By participating in these meetings, members can gain valuable experience and learn about the responsibilities of chapter officers.
What becomes of our State Farmers?

B. R. Mills, Vo-Ag Instructor
Live Oak, Florida

Georgia Planters were farming. Of the present occupational distribution, 60.91% were engaged in farming, occupations related to farming, or attending an agricultural college. It was found that 25.73% were engaged in occupations not related to farming and 4.35% were employed as students in non-agricultural colleges. Of the 791 recipients who were found to be engaged in professional work, 30.31% were teaching vocational or business instruction, or were instructors in the Inamou-Manon Training Program. It was found that 28.74% of the men included in this study, who were engaged in professional work, were engaged in agricultural professions, while 20.26% were employed in professions not related to agriculture.

The study also revealed that 42.79% of the Georgia Planters had been engaged in only one occupation, 29.3% had been engaged in two occupations, and 18.2% had been engaged in three or more occupations. Of the Georgia Planters who chose farming as an occupation, 75.84% per cent chose it as a first or second occupation. Of the reasons given for not being in the business of farming, “financial” was mentioned most, “preferred going to school” was second, and “home farm too small for more than one operator” was third.

It was revealed by the study that 47.09% of the Georgia Planters who had not completed college were farmers. (Continued on Page 147)

Developing a Program of Work for FFA Chapters

Charles F. Hess, Vo-Ag Instructor, Muncy, Pennsylvania

Probably no one phase of an agricultural teacher’s work is more helpful to a student organization of agriculture in its community than a well-organized and active FFA Chapter. Such a Chapter can be a valuable cultural program in the community in a fashion that cannot be secured by any other means.

Since the Future Farmers of America organization was founded in 1927 it has grown very rapidly both in number of Chapters and total membership of students organized for farm boys in the world. The growth of the organization is due to the leadership of the Chapter leaders and the enthusiasm shown by the members in the activities of the Chapter.

The activities of the Chapter include:

1. The leadership activities of the Chapter leaders.
2. The activities of the members of the Chapter.
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Training future FFA advisers

FLoyD NORTHEP, District Supervisor, Florida

THE ADEQUATE training of prospective teachers is very important for the success of the program of the department of vocational agriculture in which the FFA is a part. It is necessary for the personal satisfaction of the teacher, and the success of the program will come to realize that his reward is pri-

mely in the improvement of the young men and women with whom he works become good and happy citizens.

In the preparation for satisfactory ac-

complishments with local FFA Chapters, 8. Social and recreational events.


10. Serving as advisor for the Chapter for a given time.

11. Planning and conducting executive committee meetings.

12. FFA Advisers who are in friendly contacts which the trainees may have with the home FFA Chapters, or other Chapters which they may be placed with as students of the University, should give them oppor-

tunities to work with others in the FFA in forming a broader experi-

cence in interpreting the principles learned in the classroom. The situation with which the training will be more familiar. The trainee will have no

13. Consideration of the experiences gained so as to be helpful in his professional life as a teacher. The experiences gained by the trainees will be used in protecting them.

In the department of vocational agri-

culture in which the trainee is doing practice teaching work, a different oppor-

tunity is presented. Authority may be given to him to be the local advisor of an

14. Such an FFA Chapter to serve as an example. Any full-time FFA advisor should have the opportunity to work on an FFA project.

The assistance of the FFA advisor should be available to him, without taking from the trainee's opportunity for the proper completion of the activity. In this practical situation, the trainee must learn the

15. Difference between work as the leader of a group of high school boys and a group of college students.

Throughout the trainee's practice teaching,

16. The training institution and the local teacher of vocational agriculture does not use the FFA Chapter. In this regard, the FFA conference, open meetings and awards should be given special con-

17. Since FFA meetings are so frequently misunderstood and misused by the trainee in the field of the vocational agriculture.

The training institution, in cooperation

18. In selecting the trainee with whom practice teaching is done, FFA adviser should be included in making the decision by the FFA Chapter. It is important that the FFA meeting with students and FFA officers, who are the members of the depart-

19. Senior experiences should be provided with other interested students and groups of the community. The trainee should under-

20. The nature of the activities that suit these students can and will render, produce, and sell at a fair price, and for securing these services, and methods must be used to overcome this difficulty. A few dollars in the treasury by means of a better industrial program

21. As a point of view of improving the personal status at the FFA adviser.

State association activities provide

22. For the training to become acquainted with FFA on a broader basis, including state and national events. Trainees and members of the state are put upon getting fairly estimates, and in conducting livestock shows, contests, and programs for the purpose of increasing the FFA members. They should be kept be-

23. For the state and local branches of the FFA are very broad and somewhat complicated, the prospective advisory program must be in the situation of the trainee.

The Chapter adviser should be kept abreast of any activities of the FFA. He should be informed of any changes in the educational program of the FFA. He should be able to keep up with the latest developments and keep the trainee informed of such changes.

The FFA program will usually follow one of the two plans: (1) one plan which is the "FFA in action" award and (2) the FFA "Chamber of Commerce" program.

Criteria for evaluating (Continued from Page 130)

Making activities of the Chapter which would provide enough profit to provide fair wages. Most boys have work at home which can be counted as fair wages. It is usually not fair to them to count their wages as anything, but they are important to their development. Making activities which require less labor than the others can be done at home.

Carrying Money Earned

Boys need to learn how to carry money. They cannot be allowed to carry money in the FFA Chapter. All money collected should be turned in to the bank for the bank to hold. All money earned should be turned into the bank. All money earned should be used for the purpose of meeting the expenses of the Chapter. All money earned should be turned into the bank.

Use Committees

The leadership type of conducting an FFA Chapter comes as a natural extension of the program. The advisory committee will be in charge of the program. It will be in charge of the program. It will be carried out by the committee. The committee will be in charge of the program.

The committee shall carry on at least four meetings each semester. The committee shall make decisions at each meeting. The committee meeting shall be held at least once a month.

The FFA shall be responsible for the entire program. The chairman of the committee shall be in charge of the program and shall make decisions at the meeting. The committee shall be in charge of the program and shall make decisions at the meeting.

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Preparing effective exhibits for the FFA

DON ORR, Ya-Ag Instructor, Kent, Washington

IT WOULD seem that the purpose of an exhibit is to attract the Future Farmer Chapter to be two-fold, that it is to draw the attention of the general public to the Future Farmer organization and to show in some manner or other the work that is done in the agricultural department or FFA Chapter.

There are probably many types of exhibits, and the exhibit can take on various forms to attract the attention of those persons who don't know what's being done. It is of little value in having a fine educational display if no one is interested in attending the exhibit and looking at it. So often people walk by the exhibit, look at it for a moment, and then pass on.

If the person who has built the exhibit has a story to tell when a person has passed to look, the exhibit is much more interesting and has more value.

A good exhibit is one that must have two essential qualities, first enough flash to draw people to look, and secondly, an easily readable story to tell those people once they have been attracted. Secondly, exhibits have to be selected and curved to make an interesting story.

The present exhibit is an example of an exhibit that does just that. The Future Farmers of America (FFA) exhibit is an exhibit that has a purpose. It is to attract the public to the organization by showing what the FFA is all about.

The exhibit is designed to attract the attention of the general public by showing the different types of agricultural enterprises that are used in the community. The exhibit is designed to show the different types of fruits and vegetables that are used in the community.

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Improving meetings

(Continued from Page 139)

Similarly, the FFA National Agricultural Education Conference, which included the National Career Development examinations and leadership training, will be held in conjunction with the FFA National Convention in Billings, Mont., this summer. The conference will feature workshops and seminars on a variety of topics, including leadership, public speaking, and agricultural education. The conference is open to all high school students involved in FFA and family-participation programs.

What about a third degree in the FFA?

By HOWARD CHRISTENSEN,Vy-Ag Instructor, Bethel, Nebraska

The program can be a great opportunity for students to develop their leadership skills and gain valuable experience in the agricultural field. It can also serve as a valuable addition to their college applications, as it demonstrates their commitment to the field.

Financing with popcorn

RICHARD A. CHAUNCEY, Vy-Ag Inst., Council Bluffs, Iowa

A FFA Chapter that is important in the minds of its members and is recognized as an active, involved program, must be doing things. The activities of a busy Chapter can be roughly classified into two groups: Fundraising activities and educational activities. The latter are those that result in learning, broadcasting, and carrying out educational programs. They are essential. Fundraising programs, however, provide the funds necessary to carry on the activities in the first group. The worker has had experience with many fundraising schemes, but has found that certain activities are both quite successful and some of them failures. This is true of most teachers. Many advisors may also have had experience with these failures. The program is a way to do things which they enjoy even more.
Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

"Anti-kickback Rogers for safety"

R. C. Cupp, Dayton, Virginia

FIRST PLACE

"Spring is boiling. Gasolene fumes are keener than elk."

Bond L. Bills, Morgantown, W. Va.
Camera: Crown Graphic 4x5
Film: Super Panchrome press Type B, 10 at 1/1000

"Treasures and Ambience"

A. J. Foster, Washington College, Tennessee
Camera: Crown Graphic 4x5
Film: Super Panchrome press Type B, 122 at 1/50 with No. 25 Flash.