Some Challenges—

(Continued from page 94)

Is it any wonder that our adult and young farmer programs are still so far from the idea of lifelong education? Many educators and citizens are beginning to realize that if we are to have truly educated farmers, we must develop new and more intensive programs of vocational agriculture. This means that the demand for qualified teachers will increase, and that we must provide the leadership and opportunities for these teachers to develop the necessary skills and knowledge.

In-service Training in Vocational Agriculture

In the midst of a modern agricultural revolution, it is clear that all farmers must be brought up to date and kept up to date in care, operation, and maintenance of farm power and machinery so that they can provide adequate instruction for all groups in vocational agriculture.

It will be the responsibility of teacher-educators to provide technical agricultural training programs that will keep farmers up to date with the latest agricultural developments. These programs will be taken to farmers in the field, under training conditions similar to those in which they will be used in the vocational agriculture program.

Industry will play a more vital role in teacher education. Industrial resources will be pooled with resources "known to" provide a more effective training program in those areas in which the objective of education and industry coincide.

These services will increase both the scope and efficiency of the in-service training program that will result in a better program of farm training for farmers.

The teacher-educators will have to adjust their concepts of in-service education from that of the power-oriented college to that of extension courses taught by staff members in selected centers throughout the state. The teachers' classes, programs of work, and professional community should adjust and help us to do this.

Research for Development of the Program of Vocational Agriculture

There are no walls around this area of responsibility of teacher education. So little has been done and the need is so great that any direction you face there are problems for those who have the ability and training to launch the research and to find the solutions to the problems.

The need for research and a need for more broadly and new methods of conducting both the programs of vocational and vocational agriculture. Every study should be based on the need for research and a need for new methods of conducting both the programs of vocational and vocational agriculture. Every study should be based on the need for research and a need for new methods of conducting both the programs of vocational and vocational agriculture.
There is no other organization which has contrib-
uted as much as the Future Farmers of America to the
development of boys in all types of farm work just as
they reach an age where they can operate as indi-
viduals.

Members of the FFA have demonstrated the value
of training in agriculture under supervision of teachers
who are university college graduates. They have de-
veloped into leading farmers, livestock men, fruit
growers and horticulturists. The plan for having high
school students working under the supervision and
advice of well qualified instructors has proved to be
effective.

The earnings of some of the individual award win-
ners in FFA is almost phenomenal. The greatest value,
however, has come to the thousand of boys who have
not stood at the top, but who, through competition and
an effort to succeed, have developed into efficient and
promising farmers.

I well remember the early experiences of the Kansas
City Star (now the Weekly Star Farmer) in connec-
tion with the development of FFA.

It was early in 1926 that Dr. C. H. Lane, Chief of
the Agricultural Education Service of the Federal
Board for Vocational Education, came to Kansas City
to see the cooperation of a leading livestock show to
provide a rational judging contest for students of
vocational agriculture.

It was my privilege, along with George R. Collett, then
President of the Kansas City Stockyards, and George
Catt, Agricultural Commissioner of the Kansas
City Chamber of Commerce, to meet with Dr. Lane
and work out plans for such a connection in
connection with the American Royal Live Stock Show.

Agreement was made to provide a special program of
livestock judging for students of the Royal and to
include all the special dining rooms and halls for serving.

We were among the first to the name "Future Farmers" to the students. "Students of vocational
culture" was just too cumbersome to use in headlines.

"Future Farmers" had, of course, been used previously
in Virginia and a few other states.

We followed the development of the vocational agri-
culture program with considerable interest, and when
the FFA was organized in 1928 a plan was developed
for the Star to give an award of $1,000 to the organi-
ation's most outstanding student and to designate
him as the "Star Farmer of America." Additional
"Star Farmer" awards also were made for outstanding
boys of states in the Star's circulation territory. Later
three regional Star Farmer awards were added.

The Star continued this award program for 20 years,
until upon the dissolution of the national FFA or-
ganization, the sponsorship was turned over to the
Future Farmers of America. The Star has continued
evidence its interest in FFA by becoming a
donor to the Foundation.

Twenty-five years of progress

Few organizations of any kind and for any purpose
group of persons can point to the growth in size and
achievement which has characterized the past twenty-five
year history of Future Farmers of America. In this issue of the Magazine you will read about
the progress of the organization to its earliest development. Likewise you will find evidence of the scope and
achievements as found today. Probably no one, twentyfive years ago, could visualize the extent to which this
organization of, by and for farm youth would gain such
force as an agency in the training for rural lead-

Many of us will recall the skepticism and even
downright antagonism among many well-meaning per-
sons who were, at the time of the formation of FFA,
in position to lend an active support but who chose to
look upon this new organization for youth as "one too
much" or even competition with existing programs. Time has proved such fears to be largely
without foundation. On the contrary FFA has become
recognized as filling a need and fitting into the on-
goan organization pattern of rural people.

We pay tribute to the fact that there was no instrumental in the founding of Future Farmers of America, to the
teachers who have exercised an outstanding leadership
in their Chapters and to the FFA members throughout
the past twenty-five years whose achieving has made
the organization what it is today.

What may we expect of the next twenty-five years?
The answer will be found in what takes place in the
Developing program of FFA. As teachers continue to increase their recognition of and de-
pcendance upon the FFA as a means of preparation in leadership, so necessary in tomorrow's successful
farmer, the FFA will grow in its effectiveness.

We have every reason to be grateful for the past twenty-five
years. Celebration of our achievements is in order. But
it will be a mistake if we don't at the same time take
some steps to improve upon past experience and accomplishments to date in the prepa-
rations of farmers for the future.

W.A.S.
The Future Farmers of America Story

HARRY W. SANDERS, Department of Vocational Education, Virginia Polytechnic Institute

A big task to grow from a small start normally requires a half century or more. But there are exceptions. The Future Farmers of America is a notable example.

I have been privileged to participate in this developing organization in agriculture since its organization in 1927. It seems like only yesterday that the FFA had its beginning. In the relatively short span of 28 years of a century what was merely an idealistic dream in the minds of a few men has grown to be the largest organization for farm boys the world has ever known.

What is the story behind this phenomenal growth? Every state from Maine to California and from Washington to Florida, with Hawaii and Puerto Rico added as its own state. It would take a combination of all of them to tell the whole story, but the essential features would be the same.

Organizations Came Naturally

Like the rabbit in the Uncle Remus story who "wasn't raised by his mother," the boys enrolled in vocational agriculture were "obliged to have an organization." The reason was, as stated by Walter S. Newman, then State Supervisor of Vocational Agriculture, "in my opinion," he said, "the farm boys of Virginia who are enrolled in vocational agriculture are equal to any other group of boys in the State. Let's form an organization that will give them a greater opportunity for self-expression and for the development of leadership. In this way they will develop confidence in their own ability and pride in the fact that they are farm boys."

The date was September 12, 1927, when vocational agriculture was in its sixth year. A burst of state activity was attributed to the table in the Department of Vocational Education at V.P.I., Blacksburg, commemorating this important date with the following inscription:

"AT THIS TABLE IN SEPTEMBER, 1927, IT WAS DETERMINED THAT BOYS STUDYING AGRICULTURE SHOULD HAVE THEIR OWN ORGANIZATION—NOW THE FFA"


For a big task to grow from a small start normally requires a half century or more. But there are exceptions. The Future Farmers of America is a notable example.

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The birth of FFA as a National organization

The editors of Agricultural Education Magazine have been asked by the author of Recollections of the first National FFA Convention, "I am glad to do this for I am sure not many percentage of the leaders in vocational agricultural education know much about how the organization was started on a national basis."

Listing the first convention held in 1927 with 58 preliminary work programs had been done by committees at different regional conferences and by a special commission from the Washington office working with Dr. W. S. Newman, then State Supervisor of Vocational Agriculture of Virginia, and the late E. W. Means, Dean of Extension, Teacher Trainer in Virginia. At that time, Virginia had a going state organization with a charter, known as the Future Farmers of Virginia, and the committee with the help of the Virginia non-drew up a proposed constitution for a national FFA group, based some-what on what Future Farmers of Virginia constitution, and was sent to the state su- perintendents for consideration and otherwise made ready for a national convention. During the summer of 1928, a call for such a convention was made by the late Dr. C. H. Lean, Chief of the Agricultural Education Service of the Department of Agriculture, and the convention was held in Kansas City, Mo., at the Hotel Washburn. The National Congress of Vocational Agriculture Students, in conjunction with the American Royal Livestock Show. In the letter call- ing the convention, Dr. Lane requested that the state leaders bring on and send dele- gates to the convention. Eighteen states compiled, three states with their del- egates were:
The FFA story

From: April 13, 1933

The Agricultural Education Magazine, November, 1932

The recent move of the American Department of Agriculture from Washington, D.C., to New York City, was made in order to bring the USDA closer to the center of national agriculture. The move is expected to stimulate agricultural research and development, and to provide better communication with farmers and agricultural organizations throughout the country.

Recent developments in agricultural education, including the establishment of new agricultural programs in various states and the expansion of existing programs, have been discussed. The Agricultural Education Association (AEA) has also been active in recent months, with a focus on promoting the importance of agricultural education and training.

There has been a growing recognition of the need for agricultural education and training, with many states and organizations investing in new programs and initiatives. The move of the USDA to New York City is seen as a positive step in this direction, as it allows the USDA to better connect with farmers and agricultural organizations across the country.

The importance of agricultural education and training is highlighted in the current issue of the Agricultural Education Magazine, which includes articles on recent developments in agriculture and the importance of education and training for success in the field.

Leslie Applegate
First National President

OWEN R. KIBLER, Superintendent, New York

WHEN Leslie Applegate entered high school, he was a farm boy on a fruit (apple) farm near Freehold, New Jersey. He has been identified with the apple industry in New Jersey for most of his life. Leslie was president of the New Jersey Apple Growers Association from 1930-32.

Applegate is a graduate of the University of New Hampshire, where he received a B.S. degree in agriculture. He started his career as an agricultural economist with the New Jersey Agricultural Experiment Station, where he conducted research on apple production and marketing.

In addition to his work with the New Jersey Apple Growers Association, Applegate has been active in the National Apple Council and the New Jersey Farm Bureau. He has served as president of the New Jersey Apple Growers Association, as well as its executive vice president.

Applegate is currently the executive director of the New Jersey Farm Bureau, a position he has held since 1988. He is also a member of the board of directors of the National Apple Council and the National Apple Marketing Agreement.

There is merit in -

Official FFA Supplies

Advantages are discussed by

ELVIN DOWNS, Superintendent, Utah

Should they make a fine appearance? Those members of the Loni (Utah) FFA chapter were the last to emerge in the national Junior Fat Steak Show in the Salt Lake City, Utah, according to the official FFA supplies list. (Continued on next page)
A member of Congress looks at the FFA
Building in beliefs

A State Representative, whose son is now enrolled in vocational agriculture, speaks from a challenging point of view.

McIntyre, M.C., Third District, Maine
Representative, United States Congress, Washington, D. C.

WHAT YOUTH has not thrilled to the adventures of such inspirational stories as Robin Hood's "Death to King Arthur and his Knights of the Round Table?" They were engaged in a crusade against evil. There was the ever-constant pursuit of an ideal, their lives dedicated to a principle which did not waver no matter how far they were forced in their efforts. The flying arrow, the plumed helmet, the knights shining with white they believed because they BELIEVED.

The Future Farmer of America is not unlike these colorful characters of fiction. For, too, is engaged in a crusade against evil. There is the ever-constant pursuit of an ideal, their lives dedicated to a principle which does not waver no matter how far they are forced in their efforts. The flying arrow, the plumed helmet, the knights shining with white they believed because they BELIEVED.

The future of farming is something in which the Future Farmer BELIEVES, and unless the future is made up of the visions of men of few days, today he is concerned with the many problems which currently confront agriculture. Even now he is pondering associations and combinations as if he knew the answers to our present national problem. What program of agricultural research will enable us to correct the difficulties through which we are passing and permit our meeting the future food demand of our increasing population? What are the best methods for preserving soil? What, if anything, should price supports play in our economy? What are the answers to the problems so numerous as these contain the soul of true agriculture?

The Future Farmer BELIEVES that although the soil is a hard taskmaster, it is one of the few jobs associated with farming. He knows the magic of a morn ing whose air is laden with country freshness and whose fingers of faint light lick the froth to the top of the distant hills. He is accustomed to the pleasant sight of mother's restaurant building in the soft summer hours, her busy foot carrying her and a wriggling bag to the bashling hands toiling in the distant hills. He is in the race privilege of being able to view that vast hand of living, as it begins to unfold itself in the face of a one-horn cow or calf, and wandering at close range the miracle of growth as it feeds expression in a hard page of green or a green blade of grass. He is familiar with the wonder of the world and the pride in the tiller's name that the one he has. He knows that every one of the Future Farmers and women of this state in the kind of thinking which the Future Farmers are engaged in this type of agriculture, for he lives in close association with nature's wonders, and from them learns and finds an indefinable link with

The Future Farmer BELIEVES that much of agriculture's future is still to be written, and no one should be more discouraged than the good leaders. He knows that the future of the land, to be effective, must be based on the soil. The men who are to follow in the footsteps of those who have preceded them must be carefully chosen. The FFA Program of the Future Farmers Organization has created an atmosphere of youth, growth, and will today this free organization of young men make an instant impact in Hawaii and Puerto Rico and has enrolled approximately 300000. The great strides made by agriculture in the last twenty years have been directed to the efforts of this organization. The FFA Program has been defied with great agricultural problems. Tomorrow may be the day when the Future Farmers of America organization in agriculture must be faced with the hard facts of life in order to meet the future. That is the kind of leadership which establishes a new and constructive way of living and constructive thinking. The Future Farmers and women of this state in the kind of thinking which the Future Farmers of America organization is engaged must be faced with the hard facts of life in order to meet the future. That is the kind of leadership which establishes a new and constructive way of living and constructive thinking. The Future Farmers and women of this state believe in the hard facts of life in order to meet the future. That is the kind of leadership which establishes a new and constructive way of living and constructive thinking. The Future Farmers and women of this state believe in the hard facts of life in order to meet the future.

As chairman of the FFA-sponsored Science Club took the assignment of building a credible and valid process in the establishment of national leadership in the improvement of the future farmer's knowledge and understanding of agriculture. The FFA Program is recognized as an organization of school boys who had major in poultry were consulted and agreed to put on the demonstration, using the exhibit, it is a suitable display and acting procedure could be developed. Out of this work came a display entitled "Poultry Pictographs." The demonstration showed the amount of feed a good hen of today would eat in a year, the amount of water she would drink, and the number of eggs she would be expected to lay. Also showed interest of money involved in the life of one hen for one year. In addition to this, to increase the interest of the well-hard hen and the barnyard hen of forty years ago, at the same time, the pictures were taken and the handout was issued. The exhibit itself was used as a demonstration handout and pictures and pictures were changed during the course of the demonstration. A delightfully and instructive demonstration, evolved from an exhibit, was the result of this cohesive effort of students and their friends of the graduating class received funding and enthusiasm and related it as the highlight of the evening.

Increasing Information of Members

Another field of activity we work on is the program of work stress to challenge the Future Farmers in the year ahead. We feel that our 1200 members are not enough and we are working on our second group of people. Here it remained for a week and was consolidated with the first group. The State FFA office, in cooperation with the local newspaper, telling the public where it could be seen, its title, its location, and the time, and the time and its purpose and the content are mailed to the newspapers. Neither are they kept well enough informed. Those cannot be without the help of the SIGNS of degree work, outside conference for which they are eligible and the scholarships which are available. We propose to remedy this situation by starting it from several angles. First, we shall see to it that every member owns an official manual. We will do this by having the price included in the dues. We will also make some reservations to the National Future Farmer Magazine from all of our members this year at a rate of 75%. The third direction of attack is to install, in the most prominent place in the agricultural, an all-FFA informational bulletin board. We realize that the board itself, seeking only that the duty of keeping it filled with pertinent information will fall to a committee working closely with the Chapter reporter and advisor. Our experience has been that once a committee of boys fully understands its duties and responsibilities, that committee functions in a completely satisfactory manner. A well informed Chapter member has infinitely greater possibilities than one poorly informed.

Selling and Investing

In the matter of individual savings among our members, we feel that the Net worth of a member is not what we are looking for. Considerably better results have been obtained when the member is given a certain amount of money each week, in order to save the same amount of money each week. If the member would show interest and put it away, after a few weeks, his savings would be of better value. He would have beenprop.

Paid-in-capital.

For example, if a member carried through this plan for a period of two years, he would have $1200 invested. This would be a considerable amount of money to start a business with or to save for a rainy day.

Lately we decided it was time to put on a better demonstration at a lower price. This demonstration was prepared and conducted before a public gathering.

We should remember that --

Chapter activities have multiple values

Capitalize on them

JOSEPH H. POWNALL, Yo-Ag Instructor, Norfolk County Agricultural School, Webster, Mass.

In our program of work we often try to use the various sections of our organization and create new interests. For example, when we make an exhibit it is simply an exhibit to be used for that purpose only. This year we found to our surprise and delight that both the chapter makes a good newspaper report and the chapter sometimes uses it in a demonstration. At any rate, our old idea,

Our Chapter, the Junior Chapter each year sponsors a number of activity clubs, each under the guidance of our adviser. These clubs meet every two weeks, alternating with an activity session.

During the trial of the FFA-sponsored Science Club took the assignment of building a credible and valid process in the establishment of national leadership in the improvement of the future farmer's knowledge and understanding of agriculture. The FFA Program of the Future Farmers Organization has created an atmosphere of youth, growth, and will today this free organization of young men make an instant impact in Hawaii and Puerto Rico and has enrolled approximately 300000. The great strides made by agriculture in the last twenty years have been directed to the efforts of this organization. The FFA Program has been defied with great agricultural problems. Tomorrow may be the day when the Future Farmers of America program is engaged in agriculture must be faced with the hard facts of life in order to meet the future. That is the kind of leadership which establishes a new and constructive way of living and constructive thinking. The Future Farmers and women of this state believe in the hard facts of life in order to meet the future.

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A scorecard for...

Evaluating individual member participation

in the NFA

DAVID SMITH, Ye-Ang, Instructor, Cleveland, Miss.

In recent years, the national trend has been to divide the various departments of Future Farmer organizations into portfolios of activities. This has led many members to seek new avenues of achievement. The task of improving these portfolios is a major goal for all members. To help achieve this goal, a scoring system has been developed by the NFA. This scoring system not only helps members to identify their weaknesses, but also encourages them to work towards improvement.

The scoring system evaluates the following areas:

1. Ability to farm effectively.
2. Ability to work effectively.
3. Ability to provide worthwhile leadership.
4. Ability to recognize and practice responsibility.
5. Ability to earn money and practice thrift.
6. Ability to provide for and participate in wholesome recreation.
7. Ability to appreciate, obtain, and use needed information.
8. Ability to provide for and share in wholesome family living.
9. Ability to appreciate and improve farm and home surroundings.

Using the NFA Member Evaluation Form:
The form can be used at any time and for any purpose. It is designed to help members assess their performance and identify areas for improvement. The form can be used as a guide for individual members, as well as for the entire chapter.

A scorecard for evaluating NFA members:

Name of member:

1. Grade in school:
2. Degree held:

Instructions: The member to be scored should check (V) in the appropriate column whether he has participated in the various activities of the chapter. This self-evaluation should help the member to identify areas for improvement.

I. ABILITY TO FARM EFFECTIVELY

1. Committee maximum score 120
   a. Farming program enhances up to class standard.
   b. Farming program appreciably larger than previous year's program.
   c. Enterprises carried on a continuous basis.
   d. Records and accounts up to date.
   e. Farming program better than previous year.
   f. Qualified for an advanced degree.
   g. Applied for an FFA Portfolio award.
   h. Participated in judging contests.
   i. Your score:

II. ABILITY TO WORK WITH OTHERS

1. Committee maximum score 120
   a. Attended most of Chapter meetings.
   b. Observed parliamentary rules in meetings.
   c. Actively participated in meetings.
   d. Served on one or more committees.
   e. Assisted in Chapter functions.
   f. Participated in cooperative buying.
   g. Participated in cooperative selling.
   h. Worked with Chapter productive projects.
   i. Worked with Chapter improvement projects.
   j. Used Chapter improved thrills bank as needed.
   k. Used Chapter insurance plan.

III. ABILITY TO PROVIDE WORTHWHILE LEADERSHIP

Committee maximum score 120

a. Served as chairman of committee.
b. Applied parliamentary rules in conduct of meetings.
c. Served as secretary or chairman.
d. Participated in Chapter functions.
e. Registered with state or national organization.
f. Participated in school projects.
g. Participated in youth organizations.
h. Worked with Chapter productive projects.
i. Worked with Chapter improvement projects.
j. Used improved thrills bank as needed.
k. Used improved insurance plan.

Your score:

The annual spring banquet of the San Houston College student chapter was attended by Jimmie Dillin, national FFA President, and others. The banquet was hosted by the San Houston College Chapter, and was attended by the college's students and faculty.

Training FFA Advisers in a Texas College Chapter

J. L. MOORE, Teacher Educator, San Houston State Teacher College, Texas

Collegiate FFA chapters and the National Constitution of the Future Farmers of America, Inc., have emphasized the importance of leadership and active participation in collegiate chapters. This emphasis is especially true in the field of training the San Houston College Student Chapter is busy throughout the school year, meeting the requirement that which it is responsible for the following:

1. Sponsor the Area Judging Contest annually with more than 500 boys participating.
2. Sponsor the FFA Bulletin Club.
3. Sponsor an annual state-wide leadership contest through the local, area, and state level.
4. Sponsor an annual state-wide leadership contest through the local, area, and state level.
Would this contest appeal to your pupils?

THOMAS R. BURGESS, Vo-Ag Instructor, Pollyville, Arkansas

Did you ever consider holding a rifle match in your FFA Chapter? For several years the water had given thought to the possibilities of using such an event as a special interest activity. It appeared for the first time in the fall of 1952, and proved highly successful.

First Steps

The first thing to be done is to obtain information on the subject. This may be assured gratis from the National FFA Association, 1300 Rhode Island Ave., N.W., Washington, D.C., and from the various manufacturers of arms and ammunition.

At the same time it is well to "feel out" the interest of the members to find out whether you should proceed. You may rest assured that interest will grow stronger as the date of the upcoming match approaches. In no case should a match be attempted unless there is considerable interest among the members after the match has been thoroughly advertised.

But interest may be built up for a match at a later date.

Planning

After it has been definitely decided that a match is to be held, plans should be made a few weeks in advance of the event. In planning, the following points should be carefully considered:

1. Selecting the date.
2. Selecting a suitable range.
3. Constructing the targets.
4. Selecting the ammunition.
5. Selecting the kind of rifle and ammunition.
6. Selecting the kind of rangefinder to be used.
7. Determining the hours and dates of the match.
8. Determining the number of participants.
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Safety

As mentioned earlier, rifle safety cannot be overemphasized. On the field of fire, all matches are considered to be an extension of the classroom and as such require the full cooperation of all participants. It is the responsibility of the authorized personnel to see that the rules are followed and that the matches are conducted in a safe and orderly manner.

Awa Awards

If prizes can be offered competition will greatly increase. Each match we awarded a cash prize to the individual with the highest score in the contest.

(Continued on Page 123)
How do you answer the question —
"Future Farmers, why are we here?"

A Guide is suggested by

ALFRED N. KIRSCH, Teacher Education, University of Illinois

THERE is only one way to find out what the FFA and what the FFA means to you. The FFA and the "how to" meaning should take place throughout the year as part of your program and not just at the close of the school year. It is significant to the development of a new program of work that the FFA objectives be in the terms of the objectives decided upon when the program is started. This article shows how the program proposed in a axes can be developed and put into practice in agricultural education. This article is designed to explain the agricultural education program and the FFA program and how they can be implemented.

Leadership

Objectives:
1. To develop the ability of members to participate effectively in local, state, and national organizations and activities.
2. To develop the ability of members to serve as spokesmen for rural people.
3. To develop a sense of responsibility for leadership for rural people.

Evaluation:
1. How the needs for leadership activities determined.
2. Has the FFA held some position of responsibility in the Chapter?
3. Has the FFA officers a position of responsibility in the Chapter?

Finance and Personnel

Objectives:
1. To develop the ability of members to manage personal and financial resources.
2. To develop the ability of members to anticipate financial needs and plan the preparation of each member for the future.

Evaluation:
1. How the need for activities in this area determined.
2. What activities were carried out to accomplish the total program?
3. What has the FFA done to make the school a better school?
4. What has the FFA done to improve the school facility with the total vocational agriculture program?

Arm of activity and educational objectives
1. A summer activity
   - FFA members take a tour
   - Promoted by the Connecticut Association

BELKIN A. HARRISON, Ass. Editor, Wilmingtorn, Conn.

SEVERAL years ago the question of summer activities was discussed in the annual state FFA convention. A committee was appointed by the national office to investigate and make recommendations.

It is now 1953 and it is time that the Connecticut FFA chapter at the 1953 FFA convention make a recommendation to their state association on this subject.

There is a growing demand for a trip which will be an educational experience for the members.

The trip should be a trip to some other state where the members will be exposed to different ways of living.

The trip should be planned so that the members will be able to do as many things as possible.

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The trip should be planned so that the members will be able to do as many things as possible.
A joint program of work for FFA and PFA?

A JOINT pro-gram of work at the local level may strengthen both Future Farmers of America and Future Homemakers of America organizations.

Special activities such as box socials, school plays, FFA-Teen-Son Seniors and exchange church classes have long been popular with FFA and PFA groups. The benefits and promise of a joint effort will be increased through: systems of joint activities; strengthening leadership; in addition, a joint program aids to achieve excellence in the various phases of both vocational-technical education and home economics.

These students—prepared in both home economics and vocational-technical education schools—would be able to participate in the joint work in each other’s areas of specialization and interest. The more diversified the program, the more successful it will be in reaching the needs and requirements of the students.

The home economics instructor in the high school, for example, teaches the students how to budget, keep records, and plan meals. The vocational-technical education instructor teaches the students how to operate farm equipment, how to repair and maintain it, and how to care for livestock. The students in both areas of specialization are preparing for careers in their respective fields and are interested in developing skills and knowledge that will enable them to perform effectively and efficiently in these careers.

Joint activities such as box socials, school plays, and FFA-Teen-Son Seniors and exchange church classes are popular with students in both areas of specialization. These activities provide opportunities for students to interact with each other, share experiences, and gain knowledge and skills that are valuable in their respective careers.

Conclusion

The joint program of work for FFA and PFA offers many benefits for students in both areas of specialization. It provides opportunities for students to interact with each other, share experiences, and gain knowledge and skills that are valuable in their respective careers. The joint program also strengthens leadership and prepares students for careers in both home economics and vocational-technical education.
Advice for the Adviser...

"Stationed by the Owl"

T. L. Faulkner, Executive Secretary, Alabama FFA Associations

Mr. Adviser: (thats you) stationed by the Owl. Why by the Owl?

"The Owl is the time-honored emblem of knowledge and wisdom."

"Yes, Mr. Adviser, do you believe all that?

"Yes, and I would like to tell you what we can do about it."

The success and achievement of our FFA Chapter is in direct proportion to the local Adviser's ability to motivate and organize his members. It is the Adviser's responsibility to carry it out. Many advisers fail to conduct an outstanding FFA program because they may be. If they are in politically or anywhere else, their program will be excellent. Some advisers will have weak FFA programs anywhere they go. It is all in the teacher and even in the students. Boys, as a whole, are ailments. They are uneasy to do and learn the things we get them interested in. Those can be worthwhile things just as well.

Now, Mr. Adviser, here is something else that is very important. This is to program. It is something to know. Listen to this—your FFA is the most important. This is to be very near to the most important things you do as a teacher of vocational agriculture.

Here's why—a well-rounded FFA program will include all the elements of a complete FFA program and then some. If you have a well-rounded FFA program, it has been developed on a sound FFA-VoAg program.

Let's put it this way. Your FFA program is so closely entwined in your VoAg program that you cannot have a successful FFA without having a good vocational agriculture program, and your VoAg and FFA are dependent upon each other; either one will be weak and ineffective without the other. We should, therefore, consider it as one big, strong program.

Employing boards and supervisors are looking for VoAg teachers that are capable of conducting strong FFA programs. They want teachers with outstanding FFA records. One of the questions frequently asked when interviewing a prospective VoAg teacher is, "What kind of FFA program can you produce?" In the case of an experienced teacher, they ask, "What kind of FFA program has he had where he taught?" They realize that the success of this FFA program is dependent upon a well-planned FFA Activity Program.

To do this is no easy task, however. It takes careful planning on the part of the VoAg teacher. Good organization is necessary. Define teaching plans that are to include agriculture and all other phases of the year's work.

When you see an outstanding FFA program, you will find that much time was spent each year and throughout the year in planning and organizing the FFA Program. Unless it is carefully planned, continually, there will be many things of importance left out. It is impossible.

The Activity Program should be challenging to all members. It should provide training activities that will develop and keep them busy. Here are the general headings that should be in planning the local FFA Activity Program:

- Supervised Farming
- Co-operative Activities
- FFA Officers
- Leadership Activities, (5) and the like. The general headings will provide a guide for building a program that will challenge any boy to try to improve his skills.

The Aim and Purposes of the FFA are basic in planning and conducting a complete VoAg and FFA program. To

(Continued on Page 113)

One of the outstanding activities of FFA members is watching before audiences and over radio networks.

Levee off any one phase of the purpose would make it incomplete.

5. To encourage members in the development of their farm programs and establishment and FFA programs. Our FFA Motto is: "Learning to Do, Doing to Learn, Farming to Live, Living to Serve." The individual learning programs are necessary devices as indicated in our motto.

6. To encourage members to improve the farm home and its surroundings. When we teach our boys to appreciate good homes and beautiful surroundings, it is just natural that they will want to do something about it and they usually do.

7. To participate in worthwhile undertakings for the improvement of agriculture. Boys should always be encouraged to help improve anything relating to their own profession. Workable undertakings in this connection should be provided for.

8. To develop character, train for useful citizenship, and foster patriotism. We have a wonderful opportunity to develop the thinking and character of these boys. It is just as natural as it is easy for us to develop their character.

9. To encourage members in the development of individual farming programs and establishment and FFA programs. Our FFA Motto is: "Learning to Do, Doing to Learn, Farming to Live, Living to Serve." The individual learning programs are necessary devices as indicated in our motto.

10. To encourage improvement in scholarship. A good VoAg teacher is usually the boy's most effective adviser. His encouragement can go a long way toward getting him to study hard and good grades in school. His personal interest in boys as individuals will encourage them to study and work hard. The cooperative spirit of the Chapter tends to encourage boys to become better scholars.

11. To develop character, train for useful citizenship, and foster patriotism. We have a wonderful opportunity to develop the thinking and character of these boys. It is just as natural as it is easy for us to develop their character.

12. To provide for and encourage the development of rural recreational activities. "All work and no play makes Jack a dull boy." For this reason a well-planned recreational program is necessary for the development of our boys, both mentally and physically. It becomes our responsibility to provide or supplement their recreational activities.

One local program of FFA activities is complete without planned recreation for its members. The Alabama Chapter is trying to develop a modern "Robby Hood.""
An answer to the question
DOES FHA KEEP BOYS IN SCHOOL?

GEORGE W. SLEDGE, Teacher Educator, Michigan State College

A STUDY7 of factors influencing the power of departments of vocational agriculture in Michigan, to enroll the enrollment in Agriculture IV in 1950-51 of the 6 percent of the students in the classes of the vocational agriculture programs of the high schools in 1947-48. Holding power in vocational agriculture is measured by computing the percentage of students enrolled in vocational agriculture for those of the same race who were enrolled in the 9th grade. The average enrollment of students in the classes in 1947-48 was 172 students per class, and the average enrollment in Agriculture I classes in 1950-51 was 92 pupils. Therefore, at least 46 percent of the freshmen in agriculture drop out before completing their courses of education in agriculture. This drop-out problem is associated with this drop-out problem. The drop-out rate of the junior class of Future Farmers in vocational education individuals to those who support the hypothesis that good FHA programs increase the holding power of vocational agriculture programs?

The purpose of this study was to determine the effectiveness of 20 farms with high holding power, and 20 farms with low holding power. The results of the study were obtained in 1947-48 from a sample of 20 farms in Michigan. It is well to point out that a comparison of the results of this study with those of the previous study is not possible because of the small sample used in the previous study. The results of the study showed that the number of students enrolled in departments with high holding power was 56 percent higher than the number of students enrolled in departments with low holding power. This finding indicates that FHA programs in Michigan are effective in increasing the holding power of vocational agriculture programs.

Table I—Effect of Participation by Future Farmers in Chapter Activities During 1950-51

<table>
<thead>
<tr>
<th>Activity</th>
<th>Departments with Holding Power</th>
<th>Departments with Low Holding Power</th>
<th>Chi-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members increasing size of their farming programs</td>
<td>57%</td>
<td>53%</td>
<td>6.99</td>
</tr>
<tr>
<td>Members using improved crop production practices</td>
<td>47%</td>
<td>58%</td>
<td>22.91</td>
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<tr>
<td>Members participating in cooperative programs</td>
<td>72%</td>
<td>65%</td>
<td>53.20</td>
</tr>
<tr>
<td>Members repairing or reconstructing farm machinery</td>
<td>35.4%</td>
<td>30.1%</td>
<td>6.58</td>
</tr>
<tr>
<td>Members engaging in organized conservation work</td>
<td>51.2%</td>
<td>35.3%</td>
<td>54.97</td>
</tr>
<tr>
<td>Members repairing farm buildings and equipment</td>
<td>51.1%</td>
<td>39.7%</td>
<td>27.40</td>
</tr>
<tr>
<td>Members carrying out definite thrift practices</td>
<td>34.7%</td>
<td>22.9%</td>
<td>39.31</td>
</tr>
<tr>
<td>Members attending 100% of Chapter meetings</td>
<td>51.2%</td>
<td>28.9%</td>
<td>107.00</td>
</tr>
</tbody>
</table>

Table II—Other Evidence of Chapter Activity in 1950-51

<table>
<thead>
<tr>
<th>Activity</th>
<th>Departments with High Holding Power</th>
<th>Departments with Low Holding Power</th>
<th>Chi-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number holding Parent-Sen Banquet</td>
<td>16</td>
<td>14</td>
<td>14.6</td>
</tr>
<tr>
<td>Number of official secretary's books</td>
<td>16</td>
<td>14</td>
<td>14.6</td>
</tr>
<tr>
<td>Number entering State, National and Continental</td>
<td>16</td>
<td>14</td>
<td>14.6</td>
</tr>
<tr>
<td>Number entering National FFA Hall of Fame</td>
<td>16</td>
<td>14</td>
<td>14.6</td>
</tr>
<tr>
<td>Number entering National FFA Hall of Fame</td>
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<td>14</td>
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Early founders of the FFA attended the 10th Anniversary Convention in Kansas City in 1957 and were present when Joe Blay, Wyoming, then National FFA President, presented Thomas C. Bailey, Minnesota; Ralph Holton, New York; and James B. Young, Nebraska, the present National Advisor, O. B. Sampson, Secretary of the 1st National Convention and State Supervisors of Agricultural Education in New Jersey and Henry G. Brown, Virginia, Atlantic Educational. Other items such as the Chapter award system, farm systems, etc., are included in the program of work and the inclusion of such materials is often advisable if they contribute to the accomplishment of improvement of the Chapter.

Have a Calendar

It is important that a calendar of activities be drawn up, to accompany the program of work or program of improvement. This calendar is generally kept on the chronological basis, showing the function set for particular days or particular weeks during each month. Summer months should be included, and there should be plans for one or more summer sessions or sessions at special dates or social events.

The activities of a calendar should either be garlanded, or be garlanded by a calendar of "deadlines." Such programs as these are recommended for submission of applications for high degree. For scholarships, reservations for state conventions, etc., should be clearly listed on the calendar.

In many Chapters, the calendar of activities is substituted for, or confused with, a program of work or program of improvement. Such a plan is sometimes studied. The calendar of events is generally terminated when it has been held, the next date is for better farming and better rural living. Chapters must have the calendar of events prepared by a calendar of activities which contribute to the more permanent goals.
Never in the history of the Nation and perhaps in the history of civilization has leadership been more needed. Of extreme importance is the need for people to think for themselves, to assume the past and present demands and potential demands have been made upon them to take a more active role in the development of leadership. Countless articles have been written and countless meetings have been held in the responsibility of developing leadership.

The question of how to train this authority as to where or when leadership should begin or end is, in the highest degree, a difficult problem. However, after fourteen years of teaching vocational agriculture in the New Mexico State College, serving during that same length of time as an advisor of the Future Farmer Club, he is certain that high school boys can and will assume and discharge leadership duties if given the opportunity along with the proper guidance. Teaching these young men will "think for themselves" if given the opportunity.

Responsibility Needed

Perhaps the first prerequisite in developing leadership and thinking ability is to give these young people responsibility. After working with high school youth these past few years, the writer is convinced that the people are not given enough responsibility. This seems to be the backbone of the whole school program. Young people must be given responsibility if they are to learn to do anything, to become leaders. It would be better if they were given responsibility in high schools, and in the high school clubs. Boys and girls should be more responsible. The responsibility of the Future Farmer Club at the end of the year is not met, and they are not observant. Young people have high potential, but they need to be given responsibility. Teach them to work for themselves.

Official FFA Supplies

(Continued from Page 155)

FFA Chapter in one year is the one you should be. This year was set by J. E. Fawcett, state advisor of vocational agriculture, with the approval of the FFA Chapter in 1953.

Henry Ross

How to achieve Advancement in FFA Degrees

A Texas Chapter sets a record

HENRY ROSS, Texas A&M College

In a speech delivered to the 937 teachers of vocational agriculture in the State Conference in August, 1953, the Whitley Vo-Ag teacher said that all of the activities mentioned in the one that really paid off was the keeping of good, reliable, accurate records. This contributed most to the FFA members in degree advancement work.

The Necessary Records

1. Date of purchase of animal—starting date of project.
2. Chapter date of animals.
3. Selling prices—amounts.
4. Breeding, farrowing, calving and weaning dates.
5. Planting and harvesting dates for crops.
6. Weigh days and hours.
7. Interest on borrowed money.
8. Crop returns.
9. How soil is handled. (Lessons on soil handling in the Future Farmers of America program)

FFA members who do this seldom have an applicant or candidate for an advanced degree turned down. It is constant attention to these small details that seem to help most in advancing boys in the Future Farmers of America program.

Handicaps Overcome

Program has been made by the Future Farmers of America in the Whitley County in spite of handicaps which would have been insurmountable in teachers of vocational agriculture of less ability than that of Mr. Ross. The Barney River borders the Whitley County community on the west and, as is usually the case, some of the best land in the Whitley County community is near the Western. A few years ago the Whitley dam and lake project was started and is nearly complete at this time. This cost many of the best prospects in Future degree advancement were topnotch and moved out of their established farmed homes. In spite of this, one of the 935 American Farmers overcame the handicap of moving out of the Whitley Dam valley. The type of

The FFA Chapter of Whitley, Texas, the fourteen members who were awarded the Star Farmer degree are identified by number of active members at the time of receiving the award.
**FFA Takes to the Air**

—A Chapter takes a tour

H. D. GARVER, Ye Ag Instructor, Meridian, Kansas

**SUMMER trips have become commonplace among many Future Farmer Chapters. These trips range in length from a few hundred miles to thousands of miles. Usually these trips result in educational as well as recreational points of interest. But, regardless, length and purpose of such trips, the matter of transportation and duration is of prime interest.**

**Large school systems present problems of maneuverability in out-of-way places; yet the advantage of trips is too great to be negated. One method which proved very satisfactory. This time airplane flying was used.**

In June, 1953, eighteen Shawnee-Mission Future Farmers of America, with their advisor and John Patterson, Educational Director of the Shawnee Mission School System, embarked on an air trip through parts of Kansas and Missouri. The purpose of the transportation trip was this trip was similar to those of those that are planned for summer throughout the nation. Territory to be covered or explored by the students were chosen to give the widest possible range of education. The group was made up of riding boys from extreme eastern Kansas.**

**Travel was Fast**

The group left home, near Kansas City, Mo., early one morning in a six-seater bus to Manhattan, 123 miles west. Upon arrival, the group, after some of the sign of a big airplane, the possible airplane charter service was unavailable nearer home. Following the day was spent touring the campus, the group drove to the Manhattan Municipal Airport where four planes were waiting.**

The group of the Addison Field, Kansas City, after a quick inspection of the aircraft company's facilities for a newly acquired plane, the plans took off for Woodward, Oklahoma, at 1:15 P.M. and arrived at the Woodward strip at 2:45 P.M.**

The balance of the afternoon was taken up with a tour of ranch land by Hugh Robertson, local agricultural educator, accompanied by Ralph Gilbert, Superintendent of the Kansas State Agricultural College. Several hours later the group returned to Addison Field at 8:45 A.M. having visited the Kansas State University, where a dinner was served.**

**Points of Interest**

The second day trip began at Addison Field at 8:15 A.M. and arrived at Manhattan, Kansas, at 2:30 P.M. for a tour of the University of Kansas. The group then took off for Woodward, Oklahoma, at 1:15 P.M. and arrived at the Woodward strip at 2:45 P.M.**

The group returned to Manhattan in time to visit the annual Agri-Fair Day being held near the Kansas State University. The group then proceeded to the airport.**

Air sickness is another problem with group air travel. While careful pilots can make it more enjoyable by easing smooth, there is much they cannot do when a trip is planned.**

**Theme for December...**

“Working with Out-of-School Groups”

(Continued from Page 132)

For the benefit of members and air trips for FFA Chapters or similar groups.

Planning Suggested

First of all, chartered planes should be used. While privately owned planes might be considered, the cost of saving in cash, the matter of liability is not considered.

All charter planes carry adequate insurance on passengers, and all are closely regulated by the Civil Aeronautics Administration on safety factors. Even though privately owned planes are subject to rural flight safety regulations, it is impossible to maintain in close supervision as those in regular charter service. A parallel is the licensing of private automobiles. It is the same.

The group's advice is, that if the licensed or unlicensed rural flight safety regulations are issued with those of the national highway's divisions, a fraction of what they are today.

A second suggestion is to use high wing planes. This is to avoid the ground observation by being able to fly relatively close to the ground, and giving a much more realistic view of the airplane by being able to see the lower, lower wings. This is an important item when air trips are taken for educational sightseeing purposes. As a rule, it is impossible for a group of students to get a really good view of a large area without the aid of ground observation. A few different sizes and types have different cruising speeds which should be maintained. Stickles and calendars may travel together, but not both in the same plane.

Air sickness is another problem with group air travel. While careful pilots can make it more enjoyable by easing smooth, there is much they cannot do when a trip is planned.

A last suggestion is that of contacting the nearest CAA office. This is a branch of Federal Aviation, and may be willing to help in the promotion of aviation, especially among farm groups. It is possible the CAA is an excellent position to give out its available advice to place school systems, land surveying, and other help that might be needed. The CAA and National Flying Farmers are good friends of the FFA.

Returning to the two-state air trip by Shawnee-Mission Chapter, the total cost for twenty persons was $549.25, including charter fee, Federal tax of $60, daily meals for the days of the trip and lodging. Each boy paid $15.50 and the balance was paid from the Chapter treasury. Total cost for a thousand road miles would have been covered by motor car for the same trip.

The Shawnee-Mission boys were enthusiastic about their trip. This is the air age and more and more Future Farmers will have a part in it.

(Continued from Page 119)

The FFA Takes... (Continued from Page 128)

Air travel for FFA Chapters is bound to become commonplace in the near future. It is necessary that all planes and facilities available today. However, some planes will have on board, and a few more are necessary. Some suggestions are in order for

Part of the group hearing a feature while waiting at the airport, while local all conservation air tour.

(Continued from Page 121)

**Theme for December...**

“Working with Out-of-School Groups”

(Continued from Page 119)

The Whitney Chapter...
AVA CONVENTION PROGRAM
Agricultural Education
November 22, 1953
9:45 A.M.-6:00 P.M.

Opening Session
9:45 A.M.-10:00 A.M.

AVA Western Regional Meetings
Supervisors and Teacher Trainers
Town Hall Superintendents and Principals of the
Supervision of Teachers and Supervisors in
the States of California, Oregon, Washington, and Idaho.

Program: A one-day program of activity for the
supervisors and teacher trainers in the Western
Region. The program will include sessions on:
2. Techniques for effective teaching.
3. The role of the supervisor in program development.
4. Recommendations for future curriculum development.

Registration Details
Registration for the Western Regional Meetings is
open to all supervisors and teacher trainers in the
Western Region. The registration fee is $25 per
participant. Registration forms are available online.

Back Issues of the Magazine
There are several back issues of the magazine that
are available for download. Each issue contains
articles relevant to the topics covered in the
current issue. To access the back issues, visit our
website and navigate to the Magazine section.

Tips That Work
- Reaching in believing" says an old adage, in shop instruction, models
- never stop promoting understanding. We have long felt the need of practical
- shop work, both for use and for display, to illustrate the point at hand; to create
- solving the problem; and to increase the enjoyment of the pupils. The
- models will be made available to agencies in the future.

COMBINED AGRICULTURAL EDUCATION GROUPS
November 22, 1953
9:45 A.M.-6:00 P.M.

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The FFA

"Learning to Do
Doing to Learn
Earning to Live
Living to Serve"

State FFA Officer Joe McCarty, State of Florida, holding the clipper, President of the Florida FFA, while members of the state FFA work on a project. (Photo by J. K. Coppley.)

Utah Young Farmers

Leadership
Community Service
Cooperation
Better Farming
U. Y. F. A.

Utah Young Farmers Cooperation

Featuring —
Working With Our-of-School Groups