Stories in Pictures

by Jasper S. Lee

GROUP PROJECTS—Dale Raybin, agriculture teacher at North Arundel (Maryland) Vo-Tech School, supervises a group of students in constructing a terrarium. (Photo from Clifford Nelson, University of Maryland)

LABORATORY ACTIVITIES—Hope Wini, teacher at Yuba City (California) High School, supervises students who are vaccinating a lamb for environments. (Photo from Ken Baker, University of California, Davis)

PRESIDENTS INTERVIEWED—Tom Ellis, left, Michigan State Supervisor and John Gruncklin, professor at Virginia Tech, are being interviewed at the Southern Agricultural Education Conference held in Williamsburg, Virginia, by Jim Jenkins of the Virginia Tech News Service. Ellis is the new President of the Conference and Gruncklin is the retiring President. (Photo from Virginia Tech News Service)

RECIPIENT OF AWARD—Charles Byars, right, University of Kentucky, is shown receiving the "Master Teacher Award" from Ward Groebe, President of Gamma Sigma Delta, at the University of Kentucky. (Photo from Rodney Talbot, University of Kentucky)

TREE IMPROVEMENT PROGRAM—Shirley Hines, teacher at El Dorado County (California) Regional Vocational Program, is shown with Howard Jergenson, retired teacher educator, University of California, the area being established in an improvement program at Cordova, California. (Photo from Ken Baker, University of California, Davis)

Theme—THE FFA
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GUEST EDITORIAL

Vo-Ag and FFA

George A. Robinson
Teacher Educator
Washington State University

Perhaps Vocational Education is for everyone, but Vocational Agriculture is not for everyone.

There is growing alarm in certain sectors because Vo-Ag enrollment figures are reaching all-time highs, while FFA membership on a percentage basis is not keeping pace. Is there a cause? If so, is the cause an assorting of inter-related events or a single cause?

Two immediate concerns of mine are: 1) Are we playing the numbers game in vocational agriculture? 2) What has happened to the term "vocational"? Are we losing sight of the term "vocational" in agricultural education? Is there handwriting on the wall which says we are expanding into areas of diminishing returns? Are we trying to rephrase the expression "vocational education is for everyone" to read "vocational agriculture is for everyone"?

Does a Vo-Ag teacher have a say about his enrollment? I have talked with numerous Distributive Education and Trade and Industrial people who report using very specific criteria as prerequisites for enrollment. Students know the expectations in the programs. Are Vo-Ag course descriptions and expectations on file with the proper persons—administration, counselors, etc.—who assist with enrollment?

Vo-Ed may be for everyone, but Distributive Education is not; neither is T & I, etc. Students given a chance to explore the possibilities can start making decisions and choices before being faced with vocational alternatives. The "pushed into" will be minimized. Numbers alone have never been a good criteria for evaluation of accountability.

There is another concern. Hopefully, the problem is not that national! We need a check on Vo-Ag teachers in developing. Some of these are coming from related agriculture programs. Others are from the production agriculture programs. These people believe that FFA is separate from Vo-Ag. Apparently, they believe that FFA has Vo-Ag students as members, that it meets some place at designated times, and that anything relating to FFA should not distract from classroom routine as they see it to "cover" designated areas of the course of study.

My Vo-Ag students did not know they had a choice—well almost! My super-salesman FFA members were quick to point out the advantages of membership. I stressed the values of membership too, even during home visits before the students enrolled. Many times I was politely referred to as the FFA instructor. There is even a certain amount of pride in that mistaken identity.

Perhaps this trend, if it truly exists, is pointing out something to teacher education. Do we need to review experience requirements as a prerequisite for certification? Are we overlooking some needed revisions in undergraduate teacher preparation to meet the increasing needs of teachers?

Was there more to the Thrust 75 Workshop than the exposure by the National FFA officers and staff to new materials and programs?

Another rather disturbing thing is the long, drawn out affair of collecting FFA dues. We continue to get membership adjustments long after the June 30 fiscal period has ended. Collect them just like course fees. If students are short on money, pay the whole thing early in the school year from the chapter treasury. Dribble in collections at the local level, if necessary. Of what value is a free-loader who waited until spring before deciding to join the FFA or who participated in a recruitment and then happens to an athletic team that competes with another team when an ineligible player is discovered.

Numbers in a vocational program is not the impressive factor when evaluating. In Vo-Ag, I am impressed by what students (FFA members) are doing and achieving—all of the students in the department, not just a few of them. There is something to say about quality. If someone boasts 100 students in Vo-Ag and 25 FFA members, something is dramatically wrong. If a teacher has 50 Vo-Ag students and 60 active members, I'm impressed. I will be inclined to think that something good is happening in that Vo-Ag department and FFA chapter and that many graduates want to continue their active membership as long as possible.

I have not meant to imply that we have dropped the ball in Vo-Ag or the FFA. We continually need to look where we are going and what we want to do. Professional agricultural educators, in my opinion, are the best prepared of those in vocational education and are second to none in leadership capability. We can detect needed improvements and can do something about them. Talk, in itself, is not very demanding. It is the thing that takes effort.
GUEST EDITORIAL

FFA Sweethearts -- An Out-dated Idea?

Warren D. Reed
Assistant Chief
Bureau of Ag Education
California State Department of Education
Sacramento

Have’s the time come for us to reconsider the appropriateness of the FFA Sweetheart activity? Whatever good reasons led to its original implementation a few years ago have probably been invalidated by the great influx of girls into vocational agriculture and FFA in the past few years. During the years that I was advisor to a FFA chapter, I remember the chapter to annually select a chapter sweetheart and that was always one of the major chapter activities. My reason for encouraging this activity was severe in number, and some were loopy, while others were downright inervenary. I prefer not to speculate as to which of these categories predominated.

Like most teachers, I viewed FFA in part as an area for developing in my agriculture students some of the social skills. Since the chapter had no girl members and there were limited opportunities for joint activities with FFA or other similar organizations, I welcomed the chapter sweetheart activity as one which provided a reason for at least some of the students to become aware of and practice some of the courtesies and considerations due to the ladies and to overcome in a healthy environment some of their boyish un-easiness with girls.

Also, there always were girls in the school with an ability in interest in agriculture and a deep wish to be involved personally in the organization which was closed to them. The chapter sweetheart activity was one way available to us and to them to remove, at least somewhat, otherwise solid barriers. We found it to be pleasant and educational for the chapter sweethearts to be utilized during the year as hostesses at our various chapter activities which involved the public, parents, and other students.

The chapter sweetheart activity also was a “natural” for chapter public relations purposes. Posters around town appealing for votes for the FFA sweetheart candidate always attracted attention and the newspapers liked pictures of attractive girls in different surroundings such as on a tractor, greenhorn an animal, arranging flowers, picking fruit, etc. And, the activity was a money-maker for the chapter. In fact, often it was the largest single source of chapter revenue.

I wonder, though, if we are doing the right thing when we specifically use the interest and good will of potential chapter sweetheart candidates and the public to whom they appeal to join public relations or financial advantage for the FFA chapter? Some would label this exploitation (in its meanest sense). I think that they are correct, and I think that this is counter to the aims and purposes of the FFA organization as well as being in opposition to these personal characteristics of courtesy, respect, integrity, and dignity which we are anxious to develop in our Vo-Ag students.

Today our Vo-Ag classes and FFA classes involve, as full participants, increasing numbers of girls who see interest in agriculture. It is no longer necessary to import girls to provide experiences which will contribute to the development of the social graces; instead, we have a natural environment where that can happen. Neither is it any longer necessary to provide “back door entry” to Vo-Ag and FFA for them.

Yes, it does seem that the time has come to retire the FFA Chapter Sweetheart activity.

COMING ISSUES COMING ISSUES COMING ISSUES

AUGUST — Serving Out-of-School Groups
SEPTEMBER — Guidance, Counseling and Placement
OCTOBER — International Agricultural Education
NOVEMBER — Cooperative Education in Agriculture
DECEMBER — Agricultural Mechanics
JANUARY — Two-Year Post Secondary Programs in Agriculture
FEBRUARY — Education in Agriculture — Our Past and Our Future
MARCH — Programs in Agricultural Supply and Service
APRIL — Career Exploration
MAY — In-Service Education for Agriculture Instructors
JUNE — The Summer Program

THE AGRICULTURAL EDUCATION MAGAZINE

GUIDING PRINCIPLES FOR USING LOCAL CONTESTS AND AWARDS IN FFA

Charles Byers
Teacher Educator
University of Kentucky

It is crucial to have students enter a contest for which they have no background or preparation. Contests and awards are an integral part of the FFA program. In looking at several good local chapter programs of activities, it is evident that numerous local, district and state levels of program activities involve contests and awards. Yet, teachers of agriculture, supervising and teacher educators optmistically organize contests and awards. While some of the criticism is valid, much of it is not. The main problem is that many tests and awards are used “open the door” for criticism, however, most of the weaknesses of tests and awards are caused by the people involved and are not the fault of the contest itself. The writer, after several years of participation, observation, and reflection, has developed some guiding principles dealing with how to make the contests and awards contribute the most to the instructional program.

Principles for FFA Contests and Awards

1. Contests and awards should be provided at the local level.
   a. Knowledgeable in the subject area and they will be more eager and motivated to participate in the contest. Even more important, there is more likely to do well in the contest. It is crucial to have students enter a contest for which they have no background or preparation. Most contests are a paper-and-pencil or performance test. Not many teachers would consider giving a test dealing with material which students had not covered. The teacher who makes the comment, “my students didn’t do very well, but they did it on their own,” has missed the point.
   b. Students should know about the contest at the time the instructional unit begins. If the contest and resultant recognition is to serve as a motivator of the students, it is imperative that the students know about the contest at the start of the instructional unit. Knowing about the contest should include the requirements for making a good showings and what the awards will be. No person is motivated by something unknown by him.
   c. Awards should be displayed at the time the instructional unit begins.

The “grading being delayed,” takes on a whole different meaning when awards are displayed for students to see. If the students are to receive a plaque, ribbon, certificate, or other prize for excellent performance in the contest, it is good psychology to allow the students to see and much the award. Hopefully, many of them will make commitments to learn so they can perform at the level required to receive an award.

6. Many contests should be limited to specific classes. If a given contest is to have a motivating effect, the participants in the contest should be limited to those students who are engaged in the particular instructional unit related to the contest. This keeps the activity from spreading all over the instructional program and makes the contest truly instructionally related and motivational. If, for example, if general livestock judging is taught at the sophomore class level, the local contest would be (Continued on next page)
CONTINUED GUIDING PRINCIPLES

limited to those students who are sophomores. There are contests which are specifically appropriate for other classes. For example, seed identification and seed tag selection may be limited to the freshman level for juniors, of well their intentions may not be identical to those at the national level. In the case of public speaking, this may be done in a more realistic setting. Students are expected to write and give public speeches of six to eight minutes duration. Such requirements support participation for this is probably too much to expect of 90 percent of the students in the local speech contest. In order to make the contest more realistic to the students, the local speech contest can be used in the selection process, particularly at the high school level. If students are properly oriented and challenged, they will be excellent judges. By conducting a local speech contest, the chapter can conduct the class contest with students in the freshman class serving as judges to determine those to receive an excellent rating. Students who win will do those in the chapter finals. By giving classification awards, the symbols are meaningful, last, and constitute a good public relations strategy. Some examples of effective and relatively inexpensive awards are: ribbons, certificates, plaques, pins, medals, and trophies. Of course, recognition can also be provided in ways other than tangible "hardware" awards. Examples are: at chapter meetings and through bulletin board displays, newsletters, radio announcements.

**Continued on page 10**

**Pardon Me, Your Banquet is Showing**

Richard L. Crawford

Most FFA chapters have a banquet or recognition program each year. This can be the highlight of the FFA year or it can be a disaster. The chapter banquet is usually the picture window of the FFA, where the public gets a good idea of what the FFA is all about. As such, most of the FFA chapters are faced with the task of planning and organizing a banquet that will be both memorable and effective. The following guidelines are intended to provide some basic principles for the planning and organizing of a banquet that will be successful.

1. Select a date that is suitable for the majority of the students. The date should be announced well in advance to allow for the planning of other events.
2. Choose a location that is suitable for the number of attendees. The location should be accessible to all attendees and should have adequate facilities for the event.
3. Plan the menu in advance and allow for dietary restrictions. The meal should be appetizing and should meet the nutritional needs of the attendees.
4. Arrange for catering services and ensure that the quality of the food is of the highest standard.
5. Plan the entertainment and solicit the help of local community organizations.
6. Prepare a budget and stick to it. The budget should include all expenses for the event, such as catering, entertainment, and venue.
7. Arrange for a photographer to capture the event.
8. Send out invitations in advance and follow up with reminders."

**Continued on page 22**
You cannot teach a student you do not know. You cannot know a student unless you know his home situation.

If you are fortunate enough to live on the 45th parallel then you are different, you are already halfway. Colebrook is such a chapter; they are halfway to the northpole, or equator depending on your choice of direction. However, I can assure you that this is not the only way they are different.

Every chapter needs to be different; every member needs to be different. And, last but not least, every advisor needs to be different. The best way to accomplish this is to be unique in every thing you do and ensure all the way but not halfway is really unique because very few chapters are all the way.

First, begin by dedicating this article to the chapter advisors of all-the-way chapters. You are doing a tremendous job; keep up the good work. You know who you are and you recognize the halfway-advisees, and know who they are. And secondly, you realize that you are unique and that at least 80% of the chapter members in the nation are halfway-advisees. Now it is safe to draw some conclusions from this.

1. A halfway-advisee cannot help but to have a halfway-advisee.
2. A halfway-advisee cannot help but to have a halfway-advisee.
3. A halfway-advisee must have missed being a halfway-advisee.
4. A chapter is only as good as its advisee.

How many times have you heard an adviser say, "It's 3:00 boys, my wife needs me more than you do." I had an advisor tell me one time that half of his time had to be spent reading. Another told me that his students were too old for what FFA offered. Still another told me he would not adapt anything in the FFA to his type of students. I have heard advisors say FFA needs a name change, or more relevant contests, or something that pertained to what he taught. What in the world was he teaching?

How about the advisor that attends state FFA meetings with not a single member with him, or the advisor that attends the contest and then takes members home before results are read and places announced. There are advisors that take students to contests without informing them of rules and sportsmanship. One advisor had a president that wasn't even a Vo-AG student. Some advisors take members on tours or ignore official dresses. One time I asked an advisor how many proficiency awards his chapter had submitted, he said, "None, they don't fit my students' programs." If this is the case, let me tell you what his students have for programs.

And finally there are those advisors who take the members on a trip and then take the member to bed left in the hotel with nothing to fend for themselves. I saw the most serious case of this at the Kansas City Convention of 1975. Two advisors left over 100 students both male and female, unchaperoned in the hotel while they attended an evening cocktail party. Things got so bad the police had to be called to quiet things down and several had to be removed from the hotel with luggage and taken downtown. These are halfway-advisees, they are only pretending to be doing their job, and they have not given the students they were hired to help a fair chance at success.

Now let's talk about chapters that are all the way and one that is unique. Here are some of the ways that Colebrook Chapter is unique, and three unique things make the members proud that they are members, especially members of this chapter.

First they know that agriculture is the oldest and most important vocation and they are proud to be called future farmers.

1. Having two state officers each year is unique.
2. Having a regional proficiency entered winter three years in a row is unique.
3. Knowing that when they reed their advisor that he is there is unique.
4. Having 206 at member-parent banquet when FFA roster is 308 is unique.
5. Owning and operating their own tractor, the only one in the region.
6. No one permitted on a trip with official dress is unique.

At this chapter there are about 15 greenhouse where they were members of this chapter, "Participation within." I was born here and lived here all my

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C O R R E C T I O N

In the May 1975 issue of the MAGAZINE, Chester Cooper was listed as the Dean of the College of Agriculture, Grand Rapids, Mich. It should have been the Grand Rapids, Minnesota. It was correct in the picture edition.

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LETTERS TO THE EDITOR

Write!

Letters are welcome. A 300 word limit is suggested. Letters must be typed and include your complete address provided.

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THE AGRICULTURAL EDUCATION MAGAZINE

JULY 1975
CONTINUED GUIDING PRINCIPLES

nouncements, news articles, and pictures. A teacher and the chapter should use many methods during the year. Some key events may have permanent place in local plaques with the names of the winners engraved year by year and displayed in the chapter trophy case.
15. Several frequent, small or moderate awards are superior to fewer, larger awards. Studies in psychology indicate that it is more effective in motivation of students to give several small or moderate awards frequently than fewer or larger awards occasionally. This is to say that more motivation will result by using $25.00 in ribbons and distributing them during the year to students for excellent performance in different activities than by buying one large plaque and giving it to one student (the best) at the end of the school year.

16. Awards and recognition should be presented in such a way and at such a time as to make the recognition meaningful. The when, where, and how of presenting recognition or awards is probably as important as the award being presented. In general, awards or recognition should be presented soon after the contest or event. If the judging contest is held after school on Thursday, the ribbons (if ribbons are being used) should be presented immediately after the contest is over. Recipients of the top awards can be presented and receive appropriate remarks at the next chapter meeting. Names of the award winners can be written on the bulletin board and submitted to the school newspaper, and a picture of the winner(s), along with the names of all the contestants receiving an excellent rating, can be put in the local newspaper. Only the top award recipient(s) of the various local contests should be held over for the local banquet. If all awards are held for the banquet, the banquet could last all night. A banquet program insert can be prepared which lists all award winners for the year in addition to those being recognized at the banquet.

17. The goal of contests should be education, not "amazing." Contests should be used as a vehicle to promote learning. Education is a process and learning is the product. Winning (being the "best" or first), if it occurs, is a by-product. The teacher's goal must be to teach sound agriculture, leadership, and citizenship to his students. If the goal becomes one of winning at the district, state, and/or national level, he is likely to become upset and discouraged, do a poor job teaching sound principles, and lose his honesty and integrity. Putting good teaching/advising first and letting "winning" take care of itself is sound instructional philosophy.

In Summary

Contests in the CAA can be a vehicle for motivating student learning and will contribute much to the teaching of vocational agriculture. However, if contests are to have a positive influence and are to make a maximum contribution to the instructional program, they must be carefully selected and properly conducted, using sound educational principles to support the student learning needs and philosophy. Good teaching/advising first and letting "winning" take care of itself is sound instructional philosophy.

At least once a day, everybody, the average citizen will read a newspaper, listen to the radio, or watch television. The result is usually the public's continuing negative reaction to local, state, and national problems. Too often this bad news concerns that minority of young people who are involved in movements and behaviors that are unacceptable to society. What the majority of the public fails to realize is that this constant negativity reflects only a small percentage of our youth.

As instructors of Vocational Agriculture, we have the opportunity and responsibility to help change the image young people have of agriculture. We have the tools to transform negative attitudes, misconceptions and beliefs into positive understanding, support, and enthusiasm. That positive force is the Future Farmers of America organization. The degree to which these changes will succeed depends upon how conscientious the Vo-Ag instructor is that the FFA can be that tool. To successfully utilize that positive force means expenditures of time, energy and effort on our part.

Within our hands have been placed two of the greatest resources of all time, young people and the opportunity to have a positive impact on agriculture.

If we work with a commitment to these resources through FFA involvement at local, state and national levels then we truly can have a tremendous influence on the outlook and attitude of many people toward youth.

We all have stories and examples we can and should tell about positive activities and programs our students and members are involved in. Make every attempt to let the public be aware of the good things young people seldom have been heard or seen.

With everyone working together, perhaps someday the average citizen can read a newspaper, listen to a radio or see on television that positive view of youth that we see every day. The FFA truly can be that positive force in a negative society that is needed so badly today.

Lee E. Klampe, Ag Teacher, Jefferson Oregon

In a 1970 issue of the Agricultural Education Magazine, this writer examined the "membership gap" as a parameter for predicting trends and needed modifications within the FFA. The article reflected upon the possibility of the organization suffering from old age. Revitalization has always been essential because the FFA produces dead wood and must, for that reason, attend to its seedbeds. The seedbeds of this attention could be new approaches, new ideas, and new ways of doing things.

The mid-point of this decade may be an appropriate time for an examination and assessment of any program toward placing more vocational agriculture students into the FFA. It is possible for us to observe the gap by examining vocational agriculture enrollment and FFA membership for the years of 1959-1973. The accompanying figure dramatically illustrates the disparity between enrollment and membership. In 1973, nearly 173,000 vocational agriculture students elected not to join FFA. This number represents a 100 percent increase from 1969, or 80,350 non-joining students. During the same period, vocational agriculture enrollment grew to an all-time high. An appeal to an ever increasing number of students can be attributed to a broadening of course offerings and other additions in vocational agriculture programs. FFA membership obviously is one key ingredient with expanding enrollment.

Findings of the 1971 National FFA Study will provide some insight into how to involve more vocational agriculture students in the FFA. Nearly three thousand vocational agriculture students were involved in this nationwide project to explore the relationship between students participation in FFA activities and selected characteristics of chapters. Of the students participating in the study, 67% were non-FFA members. In an effort to identify the reasons why they failed to join, this question was asked: "What changes are needed in the FFA before you would consider membership?" In order, five changes listed most frequently were:

1. Held meetings when I can attend;
2. Changed the image of the FFA from that of a farm youth organization to one with appeal for all students who have a career objective in agriculture;
3. More interested members;
4. More appropriate activities to suit my interests;
5. Held activities where I can participate.

These problem areas merit our immediate and serious consideration. Solutions to these problems may become the seedlings we need to plant in the latter half of this decade if we are to serve a greater number of students through the FFA.

NUMBER OF STUDENTS

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Richard F. Welton
Agricultural Education
Southern Illinois University

THE AGRICULTURAL EDUCATION MAGAZINE

JULY 1975
State FFA Workshop for Beginning Teachers

Paul Hemp
Teacher Education
University of Illinois
Eldon Frey
Executive Secretary
Illinois FFA

Most beginning teachers need instruction and assistance in FFA program development during their first year of teaching. It is difficult, and sometimes impossible, to include adequate instruction in FFA programs in the undergraduate education courses which are already crowded with other necessary material. In Illinois, an increasing number of beginning teachers did not come through the vocational agriculture-FFA ranks in high school. Since FFA must be included as a part of a methods course, there is not enough time to teach prospective teachers all of the FFA knowledge and skills which they need as first-year advisors. In order to offer additional help to new advisors and to increase chapter participation in FFA programs, the Illinois FFA Foundation provided $1500 in its 1974-75 budget for a State FFA Workshop for beginning advisors. A steering committee composed of teachers and state staff who were members of the Foundation Board of Trustees was appointed to develop an initial plan. The steering committee envisioned the idea and provided some general guidelines for the workshop, but the details of planning the programs were turned over to the program planning committee consisting of the executive secretary of the Illinois FFA, the state FFA advisor, a beginning advisor, an experienced advisor, the chairman of the State Executive Committee of the Illinois FFA, and two state FFA officers, and two teacher educators. The workshop was scheduled in January and the theme, "The Advisor Makes the Difference," was selected. The essential features of the two-day workshop program were as follows: 7. Seven experienced chapter advisors who had excelled in certain FFA activities were used as instructors.

2. State FFA officers, foundation representatives, and state staff were also involved in the workshop program.
3. Advisers who participated in the workshop either as instructors of students, were reimbursed for their travel, lodging and meals.
4. A presentation: evaluation was held at the close of the workshop to gather data to use in planning future workshops.

Invitations were mailed to all beginning FFA advisors. The program started with a Friday evening dinner meeting and was concluded on Sunday afternoon.

Program topics included the following:
1. Welcome
2. Main address, "FFA — Who Needs It?"
3. Panel of FFA Advisors, "Issues and Answers."
4. Filling out FFA Forms and Reports
5. FFA Alumni Association
6. International Understanding Program
7. BOAC
8. Farm Bureau — FFA Heritage Program

(Continued on next page)

Wanted: Citizens of Tomorrow

G. J. Sporlich, Vo-Ag Instructor
Geddes, South Dakota

Since its beginning in 1928, the FFA has acted as the long-arm of the classroom. The qualities and ideals that are instilled are carried throughout the academic years and into adulthood. The FFA has made the process of citizenship interesting and meaningful.

The latest and largest project was the construction of a new building at the Geddes FFA Chapter, Geddes, South Dakota. The building was dedicated on August 25, 1979.

The Geddes FFA Chapter has a large number of retired and semi-retired residents. The town has an active citizens organization which in turn has an active ceramics auxiliary. The senior citizens organization was headquartered in a few back rooms of a vacant house in Geddes. This house did not have running water and had bad plumbing in only one room. After hearing about their plight, the Geddes FFA Chapter started a fund drive and began looking for a new location. After securing a lot on Main Street, and raising the necessary funds, the old building located there, the FFA chapter erected a new steel building with a concrete floor. The students then poured, insulated, and put a suspended ceiling in the new building. The next step was to construct a stage and a dressing room. The FFA chapter then purchased, installed, and put a suspended ceiling in the new building. The next step was to construct a stage and dressing rooms. The students did all the work in the new building, and the building was completed in time for the spring term. The only hired labor involved in the project was to help with the wiring and plumbing. In all, about $10,000 was raised, $10,000 through a BOSDC grant and community business donations.

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FFA Molds Youth for Leadership

Ernest H. Muncrief
Vocational Agriculture Instructor
Marion, Oklahoma

I think of Vocational Agriculture and the Future Farmers of America as an organization that functions as intricate pieces of machinery, working together to produce an end product of an honest, capable, dependable young person who will be a leader in his community and country.

In our Chapter, all students of Vocational Agriculture are members of the FFA, for the simple reason that I have never been able to determine where Vocational Agriculture stops and the FFA begins.

However, you can lead a horse to water but you can't make him drink; therefore, the acceleration in the program is geared to fit everyone. There will be a few students who will remain in the "jacks stage" and there will be some who reach the sky. The programs are generally geared to meet demands of all students. Not all will be farmers or even engage in agriculture; some will be judges, doctors, school superintendents and legislators.

The most important requirement of a good FFA member is living up to his capabilities. It is always sad to see someone who fails to live up to the best of which he is capable. We always have some in our Chapter. We call them coat-tail riders or drunks. They take advantage of the glory that the Chapter has gained as a whole; however, they do not expend any energy to hold that status. I believe that many fail to act worthwhile good in life. Everyone needs a standard of values that keeps them on the right course. A person's whole life is like a good story or symphony. It can have many variations, but it still needs a center theme that sets the tone of life and gives it a sense of purpose and value. I feel that the FFA serves in this area.

The FFA teaches citizenship and patriotism. This is something that did not come the easy way. It had to be bought and paid for in blood. The freedom that we enjoy must be guarded with our lives if need be. Remember the little group of people from Europe who were able to save the Mayflower and settle America? Half of them went back to their homeland to fight the first winter. The rest were not trying to buy a ticket back the next spring. They were patriots the same as George Washington's ragged group of revolutionaries who were out-numbered, and out-gunned but not "out-gutted." To keep the fruits of freedom, rules, laws, people, and things must be respected. FFA members learn that this respect is earned individually. It cannot be given or inherited.

The need for getting new and real knowledge into our rural communities is urgent if we are to motivate the young people of today for the leadership of tomorrow. Agricultural Americans still needs leaders—strong, vigorous leaders. It needs leaders who can cope with the many new problems confronting farmers and farm families, leaders who recognize the importance of farmers working together to solve their own problems. Such a problem-solving force has been employed in the Future Farmers of America.

How does the FFA help? The FFA provides many opportunities in leadership training such as public speaking contests. In our Chapter, we hold a local contest. The winners of this contest appear in the district contests and then in the state level. FFA provides the members with parliamentary procedure training and holds parliamentary procedure contests. FFA sponsors camping for officers and other members are held. The individual members are placed on committees that give them challenging and well-organized programs.

(Continued on next page)

THE AGRICULTURAL EDUCATION MAGAZINE

JULY 1975

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B. E. Muncrief

FIRST DAY OF THE NEW SCHOOL YEAR

Reserve National Pride

Through the FFA

Isaiah Almazan, Jr.
Vocational Agriculture Teacher
Victoria, Texas

Pride is contagious; let's start an epidemic.

We are about to enter a new year. As the students report for school, the teachers are busy preparing for the year. The students are also busy preparing for the new year. They are interested in what they will learn, what they will do, and what they will achieve.

For the FFA students, this year will be exciting and challenging. They will have the opportunity to participate in a variety of activities, both academic and extracurricular. They will have the chance to develop their leadership skills, to learn about the importance of hard work and dedication, and to build a strong sense of community.

In the FFA, we believe in the value of hard work and dedication. We believe in the importance of giving back to our communities and our country. We believe in the power of teamwork and cooperation. We believe in the value of striving for excellence and making a positive difference in the world.

In this new year, let us all strive to be the best we can be. Let us all work hard, learn, and grow. Let us all be proud of who we are and what we do. Let us all be the best we can be.

(Continued on page 18)

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(Continued on page 18)
We are dealing with people's lives, molding, advising, counseling, and influencing individuals so that their potential drive can be satisfied, allowing them to be all that they can be.

The Department of Vocational Education in Arizona serves six vocational education student organizations: Future Homemakers of America, Vocational Industrial Clubs of America, Future Business Leaders of America, Distribution Education Clubs of America, FFA/Home Economics Related Occupations, and the Future Farmers of America. Through existing areas of career education, increasing membership, new programs, and changes in staff responsibilities it was determined that there was a need for part-time assistants, thus the position of paraprofessional was created and (unpaid) for each of the six student groups.

There are two ways to look at the function of the paraprofessional. First, from the individual's point of view and what this position will do for him. Second, from the organization's point of view and how it will benefit.

Personal requirements needed to fill such a position are: (1) A positive attitude, (2) the main ingredient is a working knowledge of the respective organization. Others would be location and availability, ability to work with people, and a desire and willingness to learn. In other words, the requirements are the same as a job in any other occupation. Past state officers, outstanding local members, and past national officers are currently serving as paraprofessionals in Arizona.

As a paraprofessional, I have been given the opportunity to learn an organization from a different point of view. Being involved with the organization in a new capacity, that of planning, organizing, directing, counseling, and coordinating, and directing some of the glitter and light with the realization of how much hard work really involved in directing an organization.

My duties have included such things as revising outdated contest applications, coordinating all state FFA officer activities, and helping train state officers. I assist in planning and preparing for conventions and field days, and in developing leadership materials. Also, as I become more experienced, new responsibilities are directed toward me to allow the State Executive Secretary, Gordon G. Hall, time to concentrate on more detailed activities.

From my point of view, complete responsibility for an activity is a great stimulus to get started. This year and in year-round activities such as a state fair judging contest is an example of a task the paraprofessional is capable of handling with a minimum of supervision. This frees the executive secretary from such tasks and gives the paraprofessional more responsibility and incentive.

As for myself, the position of paraprofessional is an opportunity to put to use what I have learned in my past association with the FFA. One very fascinating aspect of this position is that, formerly, as an FFA officer, my association with the State Office was an outsider. Being on the inside, looking out, it is now apparent that state officers do commendable jobs but they are limited to just how much they can accomplish. The point is that the importance of an efficient state staff has been revealed in an eye-opening way. Of course, this places a great burden of responsibility on the individuals who hold these positions. When you get right down to it, we are dealing with people's lives, molding, advising, counseling, and stimulating individuals so that their future drive can be satisfied, allowing them to be all that they can be.

Clifford W. Sayler
FFA Paraprofessional
Arizona Association FFA
Phoenix

The power of the paraprofessional, the chain of influence has changed. State officers come to me with questions just as I did five years ago, and they expect answers. So it is a challenge to me to provide positive leadership to these young people and thus influence the lives of many FFA members through officers' activities.

The organization benefits from the paraprofessional's employment first by giving the executive secretary someone else to accomplish the tasks. (Concluded on next page)
Leader in Agricultural Education:

HERBERT H. BURLINGTON

by Osmund S. Gilbertson
and Janet S. Herring*

The accomplishment of his students meant much more to Burlington than his own. "My satisfaction was always in the accomplishment of my students. My philosophy was that the program was number one for the students." He left Paso Robles in 1962 to attain another of his early goals, involvement in state supervision. He was now the Regional Supervisor and FFA advisor for the Agricultural Education Superior Region, which he served until 1968. Burlington was always active in professional organizations including holding all offices at all levels in the California Agricultural Teachers’ Association, being State President in 1942-43. In 1948, the war was over and the classrooms were filling with young men. The first full-time agriculture teacher educator at Cal Poly was hired. He was H. H. Burlington. The agriculture teacher preparation programs achieved department status in 1960 with Burlington as its head. Burlington’s concerns didn’t end in California though. Scores of people from other countries came to Burlington for training, which often led to new high schools and universities with their technical and professional knowledge. He also assisted in the recruitment, selection and orientation of team members for Thailand and Guatemala and served as consultant in higher education for the Thailand University in Thailand. He was an active participant in the Pacific Regional Association of State Supervisors and Teacher Educators.

(Concluded on page 22)

The agriculture department and FFA chapter formed in his new school. Additionally, he created the student-teacher training center in Paso Robles for agriculture trainees coming out of nearby Cal Poly Polytechnic State University (Cal Poly) in San Luis Obispo, and, within 10 years, the program grew.

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Many junior high and middle schools in the past few years have been operating programs in prevocational agriculture and natural resources education and experimenting with the career education concept. Northeast Junior High School, located in Polk County, Florida, has operated a pilot program for Polk County junior high schools on the wheel concept for the past school year. Although findings are not complete for the total program, the agricultural education spoke of the vocational wheel was experiencing some difficulty at the outset of the program in its organization of an effective FFA chapter.

Our vocational school at Northeast Junior High is offered at the seventh grade level and is operated on a nine-week basis. The orientation program for prevocational agriculture students is based on a nine-week curriculum and places special emphasis. All problems students have in becoming oriented to the world of work it relates to the field of agriculture.

An inter-disciplinary approach to teaching careers in forestry, ornamental horticulture, ag marketing, production, ag processing, ag sales/serviced, and ag, resources are offered during each nine week session. The success of this prevocational agriculture program and others like it, may determine the success of the total agricultural program. In recent years we have seen the development of the career education concept as the junior high and middle school level. With many agricultural education educators this idea is presenting some complications in the development of an effective FFA chapter at the prevocational grade level. The FFA has been a strong part of the agriculture program for many years, because of the leadership training it offers the student. It encourages most instructors to continue its existence in the junior high schools.

We are all familiar, at this time, with the operation of vocational wheel presented in that, rotation occur on nine, twelve or eighteen week bases. The most common of the three below the nine week wheel or 4S school days in which to orientate the student to the agriculture world of work.

In developing the FFA chapter on this level many undesirable situations are presented such as:

1. FFA members are enrolled in actual program only forty-five days.
2. Routine of officers may need to be held at each meeting to require stronger leadership.
3. Challenge by the FFA degree system is limited.
4. Challenge by Proficiency Award Program is limited.
5. Limits participation in judging activities and other contests.
6. In an FFA program itself, students are introduced briefly to leadership, public speaking, production, merchandising, processing, sales/service, and ag, resources are offered during each nine week session.

The success of this prevocational agriculture program and others like it, may determine the success of the total agricultural program. The one of which is the elimination of the FFA at the junior high or prevocational level.

This would require much consideration.

The basic purpose of the seventh grade course at Northeast Junior High School is to acquaint the young student with the world of work.

The gradual process of guidance, instruction, and practice is aimed at motivating the student to make a wise selection of the occupational objective. In this process, the Future Farmers of America can play an important role.

The instructional program is supplemented with field trips, laboratorics, resource people, films and other activities to make the course more relevant. It can also be supplemented with an effective FFA chapter.

Many of our junior high school programs in agriculture courses serve as feeder programs for the advanced agriculture courses on the high school level, with a major purpose being to obtain a better enrollment of interested students in these advanced classes.

Through the prevocational agriculture program and an effective FFA chapter, this goal can be effectively obtained with the help of public speaking, leadership training and the basic guidance and training of their agriculture teacher, our national officers symbolize the end product of leadership development in the FFA.

FFA activities and contests are an integral part of the total vocational agriculture program. Participation on the part of all members makes a strong chapter, increases interest, and improves the leadership ability of the members. The chapters that are winning all of the awards, train more than one or two outstanding students.

One of our greatest teaching tools is the FFA. FFA leadership activities and classroom instruction go hand-in-hand for a well-rounded agricultural program. Leadership development should be taught in the classroom throughout the last years of vocational agriculture off ered at your school. I am not advocating that we devote the entire year to the FFA and leadership training activities. Technical agriculture and related subject matter is highly important if we are to keep pace with our own changing agriculture industry. However, I believe that FFA training can be intermingled with regular instruction throughout the year to increase motivation in students as well as make for an effective teaching curriculum.

The public speaking contest is one of the non-academic events we have in the FFA. Public speaking develop a student's ability to speak, think, and reason on his feet. It develops his confidence and poise in expressing himself. The best way to have a public speaking winner than to teach public speaking in the classroom, beginning with the first year of agricultural education. When most students hear the words, "public speaking," they cringe with distaste and beg you to teach them something else. I believe there is something very wrong with this kind of teaching. One solution is to get rid of it all and just talk to them about public speaking. It could be termed an "oral report" or a "magazine report." Give the students time to write their "report" in class. Provide magazines, books, and other materials to assist the student in obtaining ideas, facts, and pertinent information on his or her speech topic. Everyone in the classroom should be required to give a public speech. The student that refuses to give a talk is the very one that needs public speaking the most. Set up an inner-class or a chapter public speaking contest. Use your school principal or members of your FFA alumni association as official judges of the contest. You will be amazed at the increased interest and participation in this contest. You will probably note a change in your chapter officers' speaking ability.

A knowledge of parliamentary procedure develops leadership in the FFA member. What an advantage the FFA has over other youth organizations in that its members receive parliamentary training in the agriculture classroom. I dare say that in most schools, the only parliamentary procedure taught is that taught in the agriculture classroom. Parliamentary procedure should also be taught every year that agriculture is offered. If the situation arises where the teacher may have to change his approach to the subject each year. Students in the first year of agriculture may learn only the basics of parliamentary procedure, such as the proper way to pass the floor and to make a motion. By the time the student reaches his final year in the agriculture program, or he she should have a thorough knowledge of parliamentary procedure.

An excellent means of determining your students' knowledge of parliamentary procedure, is to have a demonstration in class. One student (Concluded on next page)
CONTINUED LEADERSHIP IN AGRICULTURAL EDUCATION

Burlington assisted in the preparation of many professional materials in Crop, Livestock and Dairy Science, and Agriculture-A Model Program." He also co-authored the book, "Selected Professional Teaching Materials in Agricultural Occupations." More recently, he has updated the History of Agricultural Education in California Secondary Schools.

For some twenty-three years while at Cal Poly, he directed the CATA, and was responsible, working with State Officers of the CATA and with the Bureau of Agricultural Education in planning and conducting the Skill Week (a professional-technical) workshop and the Cal Poly Agri-Fair, both of which are being held annually on the campus of Cal Poly, San Luis Obispo. These two activities have contributed greatly to the professional accomplishments of his many graduates in teaching, including college teaching and in educational administration.

Agri. Ed.

Burlington retired from Cal Poly in 1976 after 42 years of service and dedication in the field of Agricultural Education. He is the third person to teach a full load of courses in the CATA, and is one of the first to be chosen as the "Outstanding Teacher of the Year" in the California Agricultural Education community.

Over six hundred young men and women completed preparation for teaching agricultural education under Burdick's guidance and supervision and over 300 have completed the master's degree work under him.


"This book contains 30 chapters about how to do and how to do it concerning activities of the FFA. Each chapter has a good summary of what every aspect of the FFA you can think of, including record keeping, types, leadership, programs, organization, financing, public relations, parliamentary procedure, FFA degree, competitive events, state FFA, and selecting officers, and many others.

The text is well written and contains many good illustrations and examples. For most of the time, the FFA has suggested activities and opinions. This book, along with the "FSA" text, will be the guide used by students in the future and will be needed by every student who takes FFA courses in school.

The authors of THE FFA AND YOU are two qualified men who have had a great deal of experience in the FFA organization, both as students and educators. Dr. Bender is a professor and chairman of the Department of Agriculture Education at Ohio State University. He has served as a National FFA President and as Ohio's first full-time president of FFA. He has served on the National FFA Study committee and Ohio FFA advisory committee. Dr. Tye is director of the Center of Vocational Education and a professor of Agriculture at Ohio State University. He has served as a National FFA Vice President and has served as Arizona State FFA executive secretary.

This book is designed as a textbook for use with FFA students in junior, high school, and college. It is an excellent reference for students who are attending schools that require reading for teachers who have had little experience in FFA. I would recommend that every department should have at least one copy for a reference book.

Arthur Green
Todd Co. High School
Elkins, West Virginia

CONTINUED VOCATIONAL AND FHA

Of the several national vocational student organizations, the Future Farmers of America is perhaps the oldest and best known. Local chapters of FHA have been a part of the institutional program, and through FHA activities, students participate in decision-making processes regarding their own education.

Agribusiness education administrators should encourage and assist teachers to develop their students' knowledge and interest in this vocational agricultural organization. Through this organization, agribusiness students can develop the knowledge and decision-making process at a point where they are most directly affected. Local chapters can be powerful influence in bringing the world of work and the school into a closer working relationship, allowing realistic vocational education instruction.

Perhaps this is why the FFA is the oldest and best known vocational student organization and should be retained at all levels of the agricultural and natural resources education program.

CONTINUED LANCUAGT

being done correctly and on time.

The advisor should also be sure the students do a quality job with all assignments. If the advisor is teaching a student an introduction (not write it for him) or helping students to think of ideas they might not come up with on their own. It also means the advisor needs to be sure the student is exposed to the subject or to the actual animal. As in a broad way, the secret of smooth running a student is service.

Every student from presenting awards to giving the welcome must be rehashed to be the most effective.

No banquet cannot be perfect until the advisory committee chairperson has the advisors who have major roles in planning the banquet are set down and the evaluations are perfect. This can be evaluated by the banquet committee chairperson. The result of this evaluation should be a permanent file, including written reports and suggestions from each of the banquet committee chairperson along with the overall comments which come out during the evaluation of the banquet. This file should be kept so that it comes to time to begin the plan for next year's banquet, quick reference can be made to the things which were done year by year and the same mistakes be made.

A banquet chairperson helps to create a good window for the public to view the FFA. It also provides a great opportunity for all of the members and advisors.

GROUNDS KEEPING EQUIPMENT—PRELIMINARY—FOR GROUNDS KEEPING AND ORNAMENTAL TURF HORTICULTURE, Vols. I, II and III. By Thomas S. Coates. (The Farming Facts, Inc., 1999, 150, $45.00.)

The authors of THE FFA AND YOU are two qualified men who have had a great deal of experience in the FFA organization, both as students and educators. This book is designed as a textbook for use with FFA students in junior, high school, and college. It is an excellent reference for students who are attending schools that require reading for teachers who have had little experience in FFA. I would recommend that every department should have at least one copy for a reference book.
STORIES IN PICTURES

LEARNING IN THE LAND LABORATORY — FFA members at Grandview, Michigan, develop skills through work in the land laboratory owned by the school. (Photo from Frank Robison, Michigan State University, and Grace Petting, Grandview, Michigan)

RECRAW IS A PART OF FFA — Activities at the Florida Forestry Camp include competitions in soil quality contests. This camp is sponsored by the Wood Utilization Industries of Florida. (Photo from F.O. McComack, Florida Department of Education)

GOLDEN FFA OFFICERS — Officers at the Golden (Colorado) FFA Chapter pose in front of the Chapter "Wall of Fame," a display of awards certificates and other items. (Photo from Gary Bye, THE NATIONAL FUTURE FARMER)

LEARNING THROUGH OBSERVATION — Ron Helmer, Florida Division of Forestry, demonstrates the use of a compass to FFA members attending the Florida Forestry Camp. (Photo from F.O. McComack, Florida Department of Education)

ADDING THE CHAPTER NAME — FFA members at Westland, Ohio, are shown adding the chapter name to an FFA Week billboard. (Photo from Gary Bye, THE NATIONAL FUTURE FARMER)

Theme — Teaching Out of School Groups

Plus — Index to Volume 47 (page 35)

Agricultural Education