
Arkansas Wins State Association Contest

With an outstanding report of the state association of the Future Farmers of America, Arkansas won first place in a field, and the Founder's Trophy presented by Harry G. Gruenstei. A plaque for this achievement was awarded to the national organization.

Honorable mention was given to Virginia, Louisiana, Texas, California, Oregon, New Jersey, Pennsylvania, West Virginia, Iowa, Kansas, Nebraska, and Wisconsin.

Eleven States Have Displays

Prof. L. P. Hall of Manhattan, Kansas reports that 11 states set up gold exhibits on the ground floor of the American Royal Building. These exhibits consisted largely of pictures and charts showing the work of vocational agriculture in the states represented. The purpose of the display was to acquaint the public with the character of vocational agriculture.

States represented were Arkansas, Florida, Illinois, Indiana, Kansas, Kentucky, Missouri, Nebraska, New York, Ohio, and Wisconsin.

Gossard Brings Best Ear of Corn

CLAIR Gossard of Kemptown, Indiana, with an ear of Red's yellow dent, took first place in the contest for best ear of corn used in the F. A. organization.

The 30-man entered included 8 of yellow dent, 1 of white dent, and 1 of flint type. The Chapter of Indiana, Louisiana, took second; Harold Schrock of Oregon placed third; the Chapier of Lawrence, Kansas took fourth.

Seaseom Wins F. F. A. Public Speaking Contest

PRESENTING his speech on "Give them a chance," William B. Seaseom, Jr, of Virginia, South Carolina, was awarded first place in the Third National F. F. A. Public Speaking Contest. With the honor attached to this distinction, a cash prize of $50 and a gold medal were presented by the F. A. organization.

Sharing honors in this event held at the Shrine Temple, three other speakers presented their views on important farm problems. Having been selected through a series of elimination contests, each represented one of the major regions of the United States. Armund Holmes of Western, West Virginia, was second place for the East and $50 for himself with his speech "The Equalization as a Farm Relief Measure." William P. Hendricks of Lovell, Wyoming, western representative, took third place and $30, speaking on "Marketing Western Wool and Lamb." The speech "Equalization as a Farm Relief Measure" presented by David Potier of Stanford, Kentucky, placed fourth and earned the $100 prize.

The judges of the contest were R. W. Dunlap, Assistant Secretary of Agriculture, Washington, D. C.; Honorable John F. Carr, President, American Agricultural Editors Association; W. G. Curtis, Missouri; and Chas. O. Williams, Teacher of English, Kansas City, Missouri.

Goldsberry of Missouri Named "Star Farmer of America"

A 22-year-old Missouri boy who had made such a record as an operating farmer that he amazed one of America's industrial giants was awarded the title of "Star Farmer of America" at the American Royal Livestock Show.

The boy was Charles Goldsberry of Houston, down in the Ozarks of Northern Missouri. With the title of "Star Farmer of America," which designated him as the most outstanding student of vocational agriculture in the nation, Charles won a $1,000 cash award offered by The Weekly Kansas City Star.

The man who was amazed at Goldsberry's achievements was Harvey E. Firestone, rubber manufacturer of Akron, Ohio. Firestone was a member of the committee which met in Washington to select the Star Farmer. After the committee had gone over the records of all the candidates, Mr. Firestone turned back to the book holding the records and pictures of Goldsberry's farming operation for the two years he was in high school and made the comment:

"It doesn't look possible for a boy to have done what he did and still be in high school."

At the time Goldsberry received the award, presentations were made to the winning Star Farmer, with cash awards offered by The Weekly Star of $100 to $200 each. Three winners were:

Star Farmer of Missouri, James McGinnis, Maryville.

Star Farmer of Kansas, Leo Fenn, Concordia.

Star Farmer of Arkansas, Erwin E. Schumacher, Dardanelle.

Star Farmer of Colorado, Harry Boggs, Fairlee.

Star Farmer of Iowa, L. V. Newton, Newton.

Star Farmer of Nebraska, Olin M. Sealy, Cambridge, South Bend.

Star Farmer of Oklahoma, Clinton McCain, Quapaw.

"Ideals cannot be abstracted from activities. When they are so abstracted they fail to function in conduct."—W. W. Charters.
EDITORIAL COMMENT

The Contributions of Warette Wallace Charters to Education

WILBERT F. STEWART, Department of Agricultural Education, Ohio State University

"I SUPPOSE I should be organized as the custodian of Dewey be-  
  tained after him during his last two years at the University  
  of Chicago and his related work. For these two years I  
  worked with Dewey analyzing the great educational  
  problems, and so I have studied his work through a  
  period of years. I have found his work to be of great  
  value and I hope to be able to use it in my own work."

William E. Coblentz

A BROAD PROGRAM OF SUPERVISORY PRACTICE

I would like to see my students, like my own, engaged in a long-term program of work, both in practical and theoretical work. In this way, we are building on the many things which they have learned. The writer is not trying to say that there is nothing to fear, but there are no fears there. One has to believe, however, that if we will go further and faster in the right direction, our students will be happy, a form of fear. Fear will change into a positive, creative mental attitude toward the future. It is this dual concept of fear and mental attitude that we must be aware of. Fear becomes motivating. It tabulates efficiency. It is essential to the mental attitude of our students and to their own self-expression. Fear, whether perceived by our students or experienced by us as educators, can be built with psychological factors.

Many differences exist in the mental attitudes of our students and of our educational systems. Some students are timid and fearful, while others are more confident and self-assured. Fear may be a necessary part of growth and development. It can be overcome by learning to control it. The key to overcoming fear lies in understanding its causes and developing strategies to manage it effectively. By recognizing fear as a normal and natural part of the learning process, we can help our students to become more confident and resilient. Fear can be a motivating force, but it must be harnessed and directed towards positive outcomes. In summary, fear is not a force to be avoided, but a tool to be utilized in the pursuit of personal and educational growth.
In the following extract from a transcript of a television show, the host asks a question about the impact of childhood experiences on academic performance. The guest responds by discussing the role of early education in shaping future opportunities. The conversation highlights the importance of fostering a supportive and enriching environment for young learners, emphasizing the need for continuous investment in early childhood development programs.

The host: "Do early childhood experiences play a significant role in determining academic success later in life?"

The guest: "Absolutely. Studies have shown that children who receive high-quality early education are more likely to succeed academically. This is because early education provides a foundation for learning, problem-solving, and social skills that are critical for later success. Additionally, it helps to address any underlying issues that might hinder academic progress if left unaddressed."

The host: "What are some concrete strategies that parents and educators can use to support young children in their early development?"

The guest: "There are several strategies that can be effective. First, creating a stimulating and engaging environment at home and in the classroom is crucial. Second, providing opportunities for children to explore and learn through play, which is a natural way for children to absorb information. Third, fostering a love for reading and literature can help develop strong language and literacy skills. Finally, encouraging social development through group activities and interactions helps children learn to work together and communicate effectively.

The host: "How do early education programs measure success?"

The guest: "Success in early education programs is often measured by indicators such as improved academic performance, higher levels of engagement in learning, and better social and emotional development. It's also important to look at long-term outcomes, such as improved job prospects and lower rates of juvenile delinquency or crime. These programs can have a ripple effect on communities, contributing to a more stable and prosperous society.

The host: "Thank you for joining us today. Your insights have been invaluable."

The guest: "Thank you. It's my pleasure to discuss such an important topic."

The conversation concludes with the host recognizing the critical role of early education in shaping the future of our society and encouraging parents, educators, and policymakers to continue supporting these initiatives.
Vocational Agriculture in Puerto Rico

H. W. SANDERS, in Charge of Teacher Training in Agriculture, Puerto Rico

To understand the program of vocational agriculture in Puerto Rico, it is necessary to know something of the agricultural and economic conditions in that island. According to the census of 1930, 29,092 of the 1,015,510 people of Puerto Rico were engaged in agriculture. Almost every farm is operated by a household, and large estates are not known. The family farm is a necessity, not a choice. The size of the farm, land ownership is limited to the farmer and his family and the labor of the farm is largely handled by the members of the household.

A significant factor in the development of vocational agriculture in Puerto Rico is the age distribution of the population. The distribution of 3,205 boys enrolled in the second Rural School in 1930-

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From the data given, the vocational agriculture program is offered to them in the sixth, seventh, and eighth grades. Moreover, the program is designed to meet the type of agricultural instruction for the average student in his first five years. This grade distribution has led to the adoption of the program for 

The vocational agriculture program is offered in the following schools:

1. Elementary schools.
2. Junior high schools.
3. Senior high schools.

Of the 48,000 students in the different colleges, 4,000 are boys per year. By 1935, the number of students will have increased to 6,000. Of these students, 2,200 are boys in pre-vocational agriculture. As there are 1,000 students per school, the average number of students per school is approximately 2,500.

Costs of Vocational Agriculture: Comparisons With Other Departments

C. G. HOWARD, State Supervisor of Agricultural Education, Wyoming

This analysis is based upon a question raised by several school administrators as to the cost of instruction in vocational agriculture as compared with other school subjects.

The procedure followed in securing the data was for the telephone investigator to call the principal of each of the 29 schools having departments of vocational agriculture in the state, and obtain a form prepared with the assistance of the school supervisor. The following are the results of the analysis:

1. Art
2. English
3. Social studies
4. Home economics
5. Physical education
6. Industrial arts
7. Business education
8. Agriculture

The cost in dollars per pupil hour for vocational agriculture was $1.00 per hour, while the average cost for all other subjects was $0.50 per hour. This shows that vocational agriculture costs the school district more than any other subject, with the exception of vocational trades courses, which are returned from the same fund as vocational agriculture.

In the event of increased enrollments in vocational agriculture, and if the school districts cut hours, the cost of Tuition for a four-year course in vocational agriculture would remain $1.00 more than English and Biology, and $0.50 more than every other subject, except Business Education.

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Today's high school is for everybody.

The education of the present and prospective farmer is the most effective means of obtaining a profit. The education of agriculture may be averted.
Rapid Development of Part-time Work in Texas

J. C. Dukes, Professor of Agricultural Education, Texas A. and M. College

A PRELIMINARY analysis of the number of part-time students in Texas universities suggests that this type of education is becoming more and more popular. In 1931-32, the number of part-time students in the universities of Texas was 1,337, while in 1932-33 it was 1,415, an increase of 68 students. This indicates that the trend toward part-time study is continuing.

Two Types of Part-Time Students

There are two main types of part-time students. The first type is the full-time student who takes part-time courses in addition to his regular full-time work. The second type is the student who is working full-time and taking courses part-time to get his degree. The former type is more common in Texas universities, while the latter type is more common in the community colleges.

Part-time work is increasing in popularity in the state of Texas, with the number of part-time students in the universities of Texas increasing from 1,337 in 1931-32 to 1,415 in 1932-33.

Functional Instruction for Part-time Students

ENROLLMENT in agricultural schools made the largest gain of any educational institution during the past year 1931-32. The increase in enrollment was from 1,337 in 1931-32 to 1,415 in 1932-33. This is a gain of 2,137 students in part-time work.

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Telling may vary all the way from formal oral presentations like the lecture to simple conversational talk. The degree to which the talk is formal or informal is often determined by the objectives set up. The appropriateness of telling as a method of teaching depends on the quality of the telling. In many instances, the telling may be used to get across the idea that the skill is to be acquired, and also provide the motivation or the suggestions for improvement.

I. The appropriateness of telling as a method of teaching depends on the objectives set up.

A. Telling may be used to get across the idea that the skill is to be acquired, and also provide the motivation or the suggestions for improvement.

B. In many cases, telling may be used instead of doing. When the pupil has already done so much of the work, it is more efficient to tell the pupil what to do. This method is particularly useful when teaching a new skill or when the pupil is not ready to do the work himself.

II. The appropriateness of telling by the teacher depends on the instructional conditions under which telling is used.

A. in some cases, telling is appropriate if the pupil can understand and interpret the information presented.

B. in other cases, telling is not appropriate if the pupil cannot understand or interpret the information presented.

C. reading materials are not appropriate if the pupil cannot understand or interpret the information presented.

III. oral presentation by the teacher

B. C. LAMSON, Department of Agricultural Education, University of Illinois

Methods

Oral Presentation By the Teacher

IV. Some limitations which may develop as a result of the telling method are as follows:

A. Telling may make the pupil habitual, and the pupil may not develop the more desirable and effective learning habits. This may happen if the pupil has had too much telling in the past.

B. Telling may develop into a tendency to over-illusion, which may lead to the talking to the pupil even when he is not ready to hear it. This may happen if the pupil has had too much telling in the past.

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D. Telling of a teacher may require a great deal of auditory attention, which means that the pupil should be able to attend, especially when making use of the more formal type of telling. Consequently, the pupil becomes passive and inactive in response to the telling.

E. If the teacher's knowledge extends well beyond the textbook, the telling may develop into needless repetition of the textbook.

F. Oral presentations may be made at any time, and the pupil may have no idea of telling, and require more time spent in reviewing of related materials.

Illustrative Materials

Uses and Misuses

"Uses and Misuses" is a book by a member of the staff of the National Education Association. It is a valuable resource for teachers who wish to understand the uses and limitations of the book. It is a useful tool for teachers who wish to understand the uses and limitations of the book.

A. A frequently asked questions book could be followed here from many years of advice on the use of the book. The use of the book should be limited to the purpose for which it was intended. It is a valuable resource for teachers who wish to understand the uses and limitations of the book.

B. A book should be given detailed directions as to what reactions the pupils may or may not do to it. The use of the book should be limited to the purpose for which it was intended. It is a valuable resource for teachers who wish to understand the uses and limitations of the book.

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Supervised Practice

Monthly Project Practice Records

H. H. GIBSON, Oregon State College

The Supervised Practice program is an integral part of the college station's function. The project practice records form an important part of this program. These records are used to evaluate the progress of projects and to aid in the decision-making process for future projects.

2. The monthly project practice records are used to track the progress of individual projects. These records are used by teachers to evaluate the progress of individual projects and to adjust their teaching strategies accordingly.

3. The project practice records are also used to evaluate the progress of students. These records are used by teachers to evaluate the progress of individual students and to adjust their teaching strategies accordingly.

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Ways in which Chapters Make Money

A Chapter in Massachusetts

THE Editors F. F. A. Chapter, at the
Newburyport Agricultural School,
Massachusetts, has a list of
worthwhile, profit-making activities to
its credit that are bound to increase
the chapter's treasury, but are good
business training. Below is a list of these activities:

1. The original beauty contest.
   The first prize was a gallon of
   milk.
2. The chapter also operates a gasoline
   stand, the members selling gasoline
to students and instructors at reduced
prices, thus reducing the gas and oil
expenses of the school.
3. The chapter has organized a mail
   order service, which has been
   successful.
4. The chapter also has a concession
   stand, which has been a great
   success.

More money was made this year than
for several years. A short play was given by each agrit

A Chapter in Wisconsin

West Virginia reports that the boys in the West Milford chapter sold 10000000 worth of plants from the first bud last spring. They also made two

California Chapters

Fruit and vegetable planters are
making it possible for students to make
profitable contracts with the chapter. At the
Cooking show, the "bail-out" was a minded
in the chapter, and cleared a good profit.

Redlands chapter made a profit by
selling goliath, "the goliath," balls and the
chapters, and cleared a good profit.

A Chapter in Ohio

Ohio FFA Chapter is expecting a good
profit by selling goliath, "the goliath," balls and the
chapters, and cleared a good profit.

A Chapter in Pennsylvania

The chapter in Ohio is expecting a good
profit by selling goliath, "the goliath," balls and the
chapters, and cleared a good profit.
fruit orchard the boys get young trees, seeds, and strawberry plants.

Point Arena students are another group with ideas for raising money for the chapter treasury. The boys held a grape sale for this purpose.

"Candy and peanut stand doing a fine business," reports the Cerro chapter.

Purchase of a hammer mill to grind feed for livestock and poultry has been authorized by the Anderson chapter.

The annual Future Farmer ball grossed $110 and is expected to net the treasury about $40.

Savings of about 15 per cent in feed costs has been effected by Lodi members who bought three tons of barley from one of the Future Farmers and had rolled and distributed to project operators. The chapter has a treasury balance of $710, and expects to add $125 by the sale of "hot dogs" at football games.

Back to good times... Orland chapter put on a 25-cent dinner at the annual Colusa- Glenn county dairy day, and made money doing their work.

Paying Delegates' Expenses

The Clarksville, Georgia, F. F. A. Chapter, which has a membership of 140 farm boys, is clearing $2.75 each week from the sale of candy. This candy is bought fresh from the salesmen by a committee of two boys appointed by the advisor. The profit is put into the F. F. A. treasury to pay the expenses of delegates to the state convention.

North Dakota

DAVID Lloyd Custer, LaMoure, raised $150 for his chapter through a pop corn stand run at the fair. The machine was secured from our local confectionery on commission.

The Future Farmers had a booth at the fair, showing some of the activities of the department.

Montana Chapter Makes

Turkey Boxes

The Gallatin chapter, Bozeman, Montana, has been able to swell its treasury by making turkey boxes for the local cooperative shipping association and by acting as salesmen at the county fair. These two activities usually return $50 net to the local group.

Why an F. F. A. Chapter?

(Continued from page 196)

3. Insist that officers learn their ritual and use it at all meetings.
5. Try to have all second-year boys qualify for second degree.
6. Hold Green Hand and Future Farmer initiation once a year.
7. Use correct parliamentary procedure at meetings.
8. Honor the F. F. A. pin by wearing it.
9. Plan some recreation, and obtain facilities for it.
10. Assign boys topics for talks along lines of thought desired to develop.
11. Above all, don't be an advisor in words but in deeds and example.

Give Them a Chance

(Winning Speech in Public
Speaking Contest in
Kansas City)

(Continued from page 119)

was his condition that he scarcely noticed when bankruptcies on the farm increased 470 per cent. The farmer had reached the limit of endurance with such a system, but he himself was much too blase.

Many did not vote in local elections; they showed no interest when direction was needed at every turn. An antiquated tax system was to be their downfall, yet they did not act.

Local bonds and general exaltation met with their approval, and they were already overburdened and when good judgment meant retribution, they simply thought to claim a future that was not their own. It did not work, and it never will.

Agricultural corporations in 1922 paid state and local taxes to the extent of 65 per cent of their profits—much more than any other industry. Wholesale trade paid 16 per cent, and manufacturers less than 14 per cent. The disparity was crushing. The chief cause for this discrimination was that farmers' taxes were levied upon real estate and property, which cannot be taken from the assessor nor removed to any other tax jurisdiction.

The improvements on the farms were sporadic, few, and widely separated. The general trend of the farmer's condition was down. His trouble to carry on was heroic. The more truly his kind hung together on; his surplus was consumed, his capital dissipated; demands from outside sources became more urgent. His credit left him; his market faded him; the heavens withheld the rain; he was down. Then the Red Cross! The experience was new, and it was bitter.

After all has been said and done and from whatever angle it may be approached, it is evident that farmers are America's longest depressed, most unfairly taxed, and most poverty ridden group.

Regardless of these facts since the stock market crash of 1929, it is evident that pettiness ofinterest is at work in the farmers direction. They have recognized the fact that he is not merely an industry nor a business, but it is fundamentally a public service in the national interest; that his welfare is a matter of national concern, calling for wise and deliberate policies from every lawmaking body in the land. This recognition, sir, can but have meant that the world then knew that all industry must languish until thirty-one million farmers find themselves again.

Relief could not be immediate. Thousands were yet to go to the city. They tired of the high cost of city life and became weary, tramping sidewalks for work that did not allow. They turned back; they are coming now while we speak. Millions have already arrived.

The facts are no longer in doubt. The farmer is not overtaxed so much Public opinion is crystallized in the farmer's favor, and state legislatures are properly addressing themselves to the task of relief. Legislatures need to cooperate and support in this national cause, for national prosperity must have its birthright, not under the domain of city factories, amidst the roar and grind of industrial life, but must be born out of the blood and sweat of the farmer upon the land, and be ushered into life by the loyal hands sons of soil.

The great army marching back to the land is coming, purged of old ideas and conscious of the fact that they have much less to live than formerly, but that there is much as ever to live for. They now know that the real values of life are still sound and unshaken, that, although the market declined and prices went down, not one acre lost its fertility, and that the depression has not lowered the value of a single future dollar. It has cost them some of the things they created, but it has robbed them of none of their power to create. They come schooled in the fires that try men's souls, bringing a new faith in God and a new courage to the soil. Give this army a chance to rebuild us.

Future Farmer Song Now Available

"HAIL the F. F. A."

"HAIL the F. F. A.," the Future Farmer of America prize song, selected at the fourth convention by means of a nation-wide contest is now available in sheet music form.

Original words have been materially revised by W. A. Ross, National Executive Secretary of the organization, so that the song now expresses the aims and ideals of the Future Farmers who sing it. The original music as written by Ralph Strager has not been altered.

The song is copyrighted by the F. F. A., but may be purchased from the French-Bray Printing Company, Homer Building, Washington, D. C. The price is 15 cents per copy or $1.50 per dozen.

Words and chorus follow:

"HAIL THE F. F. A."

1. Sing! Oh sing a song of action!
   Sing the song of F. F. A.!
   Hail! Oh hail the Future Farmers,
   Learners of the better way.
   Our faith is in the rising sun,
   And our love of country life,
   We will work together daily,
   One in purpose, free from strife.

Chorus

Let the clubs rise in splendor,
   Let the factory workers toil.
We're the lads who turn the furrow
   And our faith is in the rising sun.
We are building, ever building,
   For a brighter farming day,
Future leaders of a nation,
   Hail! Oh hail the F. F. A.!

2. Sing! Oh sing a song of service!
   Sing the song of F. F. A.!
   Hail! Oh hail the Future Farmers,
   Leaders trained to toil.
   Existing, living, earning,
   With a heart and vision true,
   In our work and recreation,
   We are helping others too.

Chorus

3. Sing! Oh sing a song of progress
   Sing the song of F. F. A.!
   Hail! Oh hail the Future Farmers,
   Builders of a better day.
   By our study, thrift and labor,
   With our pride in work well done,