STORIES IN PICTURES

by
Paul W. Newlin

A committee of FFA officers, vocational agriculture teachers, state superintendents and teacher educators met recently to discuss the applications submitted for the National Chapter Award Program. Left to right are Jim Conklin, state supervisor; Bob Morse, Ohio FFA Past President; Jim Fendrick, OYATA President; Mark Johnson, Ohio FFA President; and Don Nelson, vocational agriculture teacher. (Photo by David McCrae, Ohio State University)

AG HONOREES — Dr. Gordon M. Cates (left), Dean of the College of Agriculture at the University of Maryland, congratulates a group of excellent winners following the eleventh annual agriculture alumni fellowship dinner. Honorees included (left to right): OUTSTANDING SENIOR — J. Robert French of Greenbush (Greene County), a student in agricultural education; EXCELLENCE IN RESEARCH — Dr. Smith of North Carolina State University; out of state); professor of veterinary science; EXCELLENCE IN TEACHING — Dr. T. W. Power of Georgia State University; principal professor of agronomy (agronomy); EXCELLENCE IN EXTENSION — Wayne W. Smith of Illinois, an Extension soybean specialist; and Prof. W. E. Wilson of Illinois College. (Photo courtesy Cliff Nelson, U.S. Dept. of Ed.)
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THE AGRICULTURAL EDUCATION MAGAZINE

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EDITORIAL OFFICE
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GUEST EDITORIAL
FAIRS, SHOWS AND CONTESTS — MOTIVATION, PRACTICE — COMPETITION

by Marvin H. Hackmeister

Vocational and Agricultural Instructor
Plainville, KS

COOPERATION with everyone that might be a part of the activity is a necessity. Rather than telling the students when you want to practice or in what activities to participate, discuss it with them and let them define their own decisions and plans. Let the students have the feeling they are working with you rather than for you. Some of my best interest group comes from students who like the competition, particularly parents, who are willing to offer their facilities or livestock for class instruction or judging team training. A PARENT’S OPINION is a key factor in the success of your total program. Make those visits when they do the most good and ask for help. Most people will cooperate in any way if they know they are needed. Cooperation from the school and community can be very important to the success of your total program. Keep everyone informed, especially your school officials and co-workers, because you need their cooperation to be a winner. Do not set your goal to win one particular contest but be a successful competitor in all competitions, whether it be fairs, shows or contests. Have you ever noticed when one thing goes well for you, all things are going great.

MOTIVATION is enthusiasm, involvement, enjoyment, cooperation on your part, and that of the students, parents, school personnel, community, anyone that will be concerned with the work and goals you try to accomplish. You will get nowhere with the student unless he is motivated (interested) to give his best. Get the student motivated, and the success of activities will depend on the work and practice you can provide for the students.

PRACTICE is the quotation, “Practice makes perfect,” true? I’m not certain students, but you will never be a winner unless you practice. Practice means much more if it requires sacrifice. I believe there is not a thing worthwhile unless it takes a little time and work. You cannot justify the time during school time for preparing and training a good judging team or an outstanding public speaking (Concluded on page 56)
FAIRS, SHOWS, CONTESTS 
AND THE FFA— Controversy—

There has been much controversy concerning fairs, shows, contests and their relationship to vocational agricultural and the FFA. They are criticized on the one hand for taking valuable time away from the classroom work, and for over-emphasizing the winning aspect. On the other hand, they are praised for their value as incentives and tools for motivating students to learn. Which is correct?

PROBLEMS

I would dare say there are elements of truth in both lines of thinking. If great amounts of time are spent at fairs, shows and contests by individual students or teachers, problems may arise. The individual student may get very far behind in other subjects and begin making poor grades. In an extreme case the student might fail a subject or be forced to drop out of school. The teacher who is always gone to fairs, shows and contests may be neglecting those students not attending the fair, shows and contests. If the teacher is gone much of the time, and if the student misses out of school much of the time, that teacher may have problems relating to other teachers and the administration of the school.

Much has been written and said about the overemphasis on winning. It has been said that fairs, shows and contests are bad because there is only one winner and many losers. There are elements of truth in these statements, but too many are criticizing fairs, shows and contests. However, the alert vo-a teacher can avoid these problems and capitalize on the positive aspects of fairs, shows and contests.

METHODS

One way of avoiding the problem of having vo-a students get behind in other school work is to require them to coordinate with their other teachers for the time they will be gone. You may use different methods of doing this. Some teachers send notes to the other teacher with the students requesting the other teachers to give the students time to make-up work. Some teachers even give students some of the vo-a class time to work on other subjects when they return from the activity. Some teachers help the students with their other class work upon return. No matter how it is done, the vo-a teacher’s concern for the student’s achievement in other classes will achieve better relations with other teachers and the administration, both for the students and the teacher.

Another way of preventing individual students from having problems in other subjects is to limit the amount of time any one student can be gone from school to school events. This yields double dividends for the teacher. It prevents individual students from over-extending themselves and forces improvement of more of the students in the fair, show and contest.

(CONCLUDED ON PAGE 34)

COMING ISSUES COMING ISSUES COMING ISSUES

OCTOBER—Preparation for Agricultural Resources and Forestry Occupations

NOVEMBER—Multiple Teacher Programs—Patterns and Priorities

DECEMBER—Ornamental Horticulture Occupations—A Growing Field

JANUARY—Agricultural Supplies and Services—Supplying and Serving the Nation

FEBRUARY—F.F.A.—Training Leaders for Agriculture

MARCH—International Education in Agriculture—Serving Our Friends There and Here

APRIL—Serving Adults—Young Farmers, Adult Farmers, Agribusinessmen

MAY—Post-Secondary Education in Agriculture—An Emerging Factor

JUNE—Cooperative Education in Agriculture—Learning on the Job

JULY—Careers in Agriculture—Summer Employment Opportunities

AUGUST—Teacher Education in Agriculture—Laying the Foundation for Good Teaching

SEPTEMBER—Student Competition—An Incentive Approach

THE AGRICULTURAL EDUCATION MAGAZINE

FROM YOUR EDITOR

James P. Key

How To Win Contests Without Really Trying

by

Wm. Farrar

Teacher of Agriculture

Craftsbury Academy

Craftsbury Common, VT

Point one — You don’t!

Much has been written pro and con about contests. In a vo-a teacher department you cannot keep up with them all. There are obviously too many. If you select one that supplements and complements your teaching goals, they are a great teaching aid. If the contest becomes all important and time consuming, it is bad. If it stimulates and makes learning meaningful, it is good.

WINNING CONTESTS REQUIRES EFFORT

Educational theory teaches prospective agricultural teachers that you don’t teach for the contest, but use it as a tool in your regular instructional unit. This is applicable up to a point, but without extra effort it wins few contests. A winning team goes on the field well coached!

One plan is very basic—plan the contest— as a goal and then allotting a block of time just prior to the contest and reviewing it in a concentrated manner. While regular instruction in class may be the first step, motivation on the part of the student is necessary to complete the journey.

49th ANNUAL FFA CONVENTION

FAA—AGRICULTURE’S NEW GENERATION

NURSING QUALITY & DAIRY FOODS

The amount of time NEEDED depends on the competition and the abilities of the learners; the amount of time justIFIED has to be judged in terms of the skills and experiences gained by the learners.

You win by winning. Success breeds success. The motivation that is so necessary is stimulated by the fact that a brother or a friend was on a first place team and the student sees the marrow to be won. Suddenly it doesn’t seem impossible to reach that goal.

You win contests by experience and by learning from your mistakes; teacher as well as student. If a student puts the answers on the wrong line once, he isn’t opt to make that mistake again.

You win by supplementing your skills, or lack of them, by taking advantage of community resources and the expertise of available trained people. Many are eager to help young people and it provides community awareness of the school program.

You win by having chapter officers who are enthusiastic and proud of their chapter and want it to be the best.

IT ALSO HAS BENEFITS

A teacher is spurred on to win again when he sees students, who can’t seem to win anywhere else in school, succeed in picking hens better than anyone else in the state. You can’t measure it with A’s or B’s or C’s on a card but in life’s book it is immeasurable. You need to enjoy competition and be able to stimulate that spirit of competition in students.

You win by carrying a rabbit’s foot in your left hip pocket. Luck is always an element and the name of the game is to out judge the judges.

Contests do help reinforce the lesson. To hear students discuss how they responded to a question or how they interpreted a situation makes you realize the value of the experience. Here, the value of the experience may well outweigh the skills learned. Being able to select the best cow or to identify the off milk flavor may or may not be put to use at some future date but the intangible value of competition, winning and losing, is a real life lesson that is bound to find application.

Other spin-offs from winning contests may be a trip to Kansas City, a first ride on a plane, a stay in a hotel and making friends all over the country. One of my students even found his bride in Kansas City!

MEMBERSHIP

1981

Deaths

May 1981

W. P. H. DEPOY

DECEASED

DECEASED

MEMBERSHIP

1966–1971

Total

92

DECEASED

No. of Members

1,197

NO. OF MEMBERS

81

DECEASED

1,213

DECEASED

1,197

DECEASED
**CONTESTED**

**GUEST EDITORIAL**

The students and you must be willing to spend hours after school and during the summer to prepare projects and livestock for the fair and shows. Much of the practice will be on an individual basis; thus, you should not use school class time to work with one student. There are times when class time is important for training individuals or groups. Field trips with vocational agriculture classes are an excellent laboratory for learning all students as well as a means of motivation. The knowledge and practice during class period should be extended to those persons wanting to compete. This additional practice will provide insight into how to use it in some cases, the students may want to work on his project during any free time he might have during the school day.

Much of the practice can be done with materials that can be accumulated over a period of years. Materials that can be used include: film strips, slides, magazine material, charts and many posters from commercial companies (many are free), and a most important source of materials would be a file of all fairs, shows and contests. Learn from your past experience and try to avoid the rebreather. Keep a file of all rules, regulations, and instructions for all activities in order to become more prepared yourself.

Practice, which requires sacrifice on your part and the contestants’, is a must, and you must have the materials to supplement classroom instruction and field study. Practice makes perfect. Do not over practice to the point that the students feel it is a burden and lose interest.

**COMPETITION**

Vocational agriculture is commonly known for its “problem solving” method of instruction and I know of no greater problem in life than competition. Students must learn to compete in everyday life, while in high school and after graduation. The individual and team competition is one of the best ways to learn and develop the skills of the contestant. Many shows and contests are on a one-on-one basis with the individual competing against himself or herself. He is the one who determines whether it is a win, loss, or flat situation.

Vocational agriculture is not always the best for the competitors. He may not be able to accept defeat when it is a loss. Everyone should strive to be a winner and he should be a courteous and polite winner; however, he should be a good loser by accepting defeat and showing respect for the officials and other contestants. A good competitor will always have respect for the people that have good things as he knows there is someone that has done better. The contest, shows and contests can be one of the greatest tools vocational agriculture has to teach students the qualities of competition whether he be a winner or loser. Constructing and repairing shop projects, and accepting, rejecting, fitting and showing livestock teaches the student more than the skills of the trade. He will learn the importance and quality and strive for perfection again and again. The contestant in a judging contest must realize “perfection” when he places a class of livestock or whatever the contest might be. Giving oral reasons is very difficult and is a great challenge for a student the first time because he lacks the confidence one must have in order to express himself and tell why he placed the class the way he did.

**CONCLUSION**

Fair, shows and contests can be a very important part of your vocational agriculture program. Proper motivation with your enthusiasm, the involvement of the students and the school cooperate to the cooperation and support of parents, school, and community will pave great strides in your agricultural program. The extra time and effort spent in meeting and competition will be fun for you and the students as well as rewarding. The students will develop a very important skill which is called competition.

**CONTINUED EDITORIAL**

The problem of the students left back at the school can be handled in a variety of ways. If in a multi-teacher department, one of the other teachers can take over. If not, perhaps a substitute teacher can be secured from within the school district or recruited by another school district in various aspects of agriculture. Individual study assignments are another effective tool, but not overworked. The teacher who realizes there is a need to move the students who do not compete to the fair, shows and contests, can find many ways to effectively teach them, even though not there in person.

**BENEFITS**

The over-emphasis on winning can be overcome by stressing the development of leadership and skills learned, as well as the chance to win. Teaching students to be good losers, as well as gracious winners, is preparing them for the competitive world of the fair and the flexibility and freedom of the fair and the chance to see the accomplishments of others is a motivating tool that is hard to beat for motivating students. Even the unselected students show and carry over value back in the classroom for entire students to learn. The student who has gotten an animal or other project ready for the show has learned skills in the process which will carry over into his life. That student has learned not only skills in agriculture, but in life itself. Skills such as initiative, motivation, responsibility, initiative, and many others can possibly be taught in a situation with competition as a motivating tool.

The FFA contests in the leadership area and the skills area can form the basis for a very sound vocational agriculture program. In the active involvement of students, the team can study, teach and learn. Students can be taught to lead a rather “clay” topic with the team challenge to compete with other young men and women. Students can be taught in our free enterprise system as well as one of the basic characteristics of the adolescent. Teachers can use this desire to compete with one’s peers and lead directly as a positive manner as they prepare for one of the FFA contests.

**REASONS FOR INVOLVEMENT**

There are several reasons why the teacher should be involved in FFA contests. First, they can greatly enhance the quality of the instructional program and the FFA program. Second, the students can be taught the basics of the FFA program without time or in small groups. Third, teachers who are involved in these contests can make the mistake of arbitrarily selecting team members without giving all the students the opportunity to participate in the competition. This practice simply cannot be defended from the standpoint of fairness and equality for all students. Furthermore, the teachers may overlook some students, particularly those on the fringe of the classroom who are the remainder of the students meaningless “busy work.”

**UTILIZATION STEPS**

There are several steps that are utilized by teachers who are successfully integrating FFA contests into the instructional program. First, the FFA program should be taught all students in the vocational agriculture class and additional practice should be done after school hours. In other words, the contest material should be an integral component of the organized instructional program. Teachers cannot justify the practice of training a few members of a class while the majority of the students are not being taught the contest material. Many teachers make the mistake of arbitrarily selecting team members without giving all the students the opportunity to participate in the competition. This practice simply cannot be defended from the standpoint of fairness and equality for all students. Furthermore, the teachers may overlook some students, particularly those on the fringe of the classroom who are the remainder of the students meaningless “busy work.”

**SEVENTH WEEK**

The teachers and students who are involved in FFA contests can carry over the knowledge of the FFA contests and use the knowledge of the contest to enhance the learning in the classroom. Students who are involved in FFA contests can help build a strong vocational agriculture program and enhance learning. —Ed.

**SEPTEMBER 1977**

The Agricultural Education Magazine

Herbert Schuman
Southern Regional Editor
Sam Houston State University
Huntsville, TX

"It got rid all year training for contests." "The only students who get anything out of that Ag program are those who are on one of the FFA teams." Such comments often reflect the frustration felt by vocational agriculture students who have experienced poor success in preparing teams for FFA contests.

While there may be some validity in these statements, many teams are successfully integrating FFA contests into well balanced programs of vocational agriculture.

Historically, most educators have agreed that the success of any instructional program is primarily related to the teacher’s ability in developing a “felt need” on the part of the student. Thorndike, in his Law of Readiness, indicated that the success of the educational process is largely determined by the perception satisfaction derived from it. One of the most practical and useful tools at the disposal of the resourceful vocational agriculture teacher is to provide for required motivation through the FFA contest program.

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**seventh week**

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**UTILIZATION STEPS**

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Contests In Conservation and Horticulture

by Richard D. Jones
Graduate Teaching Assistant
Cornell University
Ithaca, NY

Two specialized areas of agricultural education in New York State are conservation and ornamental horticulture. Growing interest in these areas has demand additional programs, and particularly contests, to meet the needs in these new areas. Consequently, statewide, agricultural education contests were added in conservation and ornamental horticulture, five and four years ago, respectively. Large through the efforts of local teachers and the cooperation of industry representatives and state staff, these contests have grown from a trial and error beginning to an organized competitive program. The contests are held at the time and location of the FFA Annual Meeting in the spring of the year.

CONTESTS

Contests in the area of conservation have grown to the point where elimination contests are necessary at the district level. At the state finals each of the five districts is represented by teams in each of the ten separate conservation contests. The variety of contests are listed in Table 1, which reflect the wide scope of conservation in New York.

<table>
<thead>
<tr>
<th>Contest</th>
<th>Number of Students per Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tree Felling</td>
<td>2</td>
</tr>
<tr>
<td>Tree Bucking</td>
<td>2</td>
</tr>
<tr>
<td>Backhoe Digging and Backfilling</td>
<td>2</td>
</tr>
<tr>
<td>Bulldozer Trenching and Backfilling</td>
<td>2</td>
</tr>
<tr>
<td>Bulldozer Log Rolling</td>
<td>2</td>
</tr>
<tr>
<td>Surveying</td>
<td>2</td>
</tr>
<tr>
<td>Land Judging</td>
<td>4</td>
</tr>
<tr>
<td>Timber Grading</td>
<td>4</td>
</tr>
<tr>
<td>Tree Identification</td>
<td>4</td>
</tr>
<tr>
<td>Wildfire Identification</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 1 Conservation Contests

OBJECTIVES

Students interested in forestry demonstrate their skills in tree felling, tree bucking, log rolling and timber cruising. Tree felling involves felling a tree or pole in the proper direction using a chain saw. Students are judged on accuracy of the fall, safety and proper techniques. Tree bucking is a timed contest where students must cut and stack four foot pulp logs. Students are judged on accuracy of cuts, proper piling and safety. Students use a bulldozer in the log rolling contest to move a log a specified distance in a specified amount of time. Students are scored on time and the distance the trunk.

Two of the more competitive contests are in equipment operation. In the digging and backfilling contest, students show their proficiency with a backhoe and a bulldozer. Students must dig a predetermined hole or trench to exact dimensions and properly backfill leaving the site level. The surveying contest involves a differential leveling problem and mapping out a survey site. Land judging is a similar to most contests of this type except with the aspect of making recommendations for conservation improvement as opposed to production agriculture recommendations.

Horticulture and tree identification contests are similar in most identification type contests. Students must not only identify samples of various species but also answer questions about habitat or characteristics.

Awards are presented in the contests on both an individual and a team basis. In addition, an overall outstanding school is selected based on results in all contests.

CONTINUED CONTESTS IN CONSERVATION...

The horticulture contests are in their fourth year and rapidly growing. With approximately 1700 students specializing in horticulture, the potential is great. Contest in these areas are similar to conservation in that there are individual contests in specific aspects of the field. The different sections of the horticulture contests are in Table 2.

<table>
<thead>
<tr>
<th>Category</th>
<th>Identification of Plant Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A</td>
<td>Woody Plants</td>
</tr>
<tr>
<td>Section B</td>
<td>Herbsaceous Plants</td>
</tr>
<tr>
<td>Section C</td>
<td>Tropical Plants</td>
</tr>
<tr>
<td>Category II</td>
<td>Floral Design</td>
</tr>
<tr>
<td>Section A</td>
<td>Floral Arrangement</td>
</tr>
<tr>
<td>Section B</td>
<td>Culture</td>
</tr>
<tr>
<td>Category III</td>
<td>Landscape Establishment and Maintenance</td>
</tr>
<tr>
<td>Section A</td>
<td>Planting</td>
</tr>
<tr>
<td>Section B</td>
<td>Fruiting</td>
</tr>
<tr>
<td>Category IV</td>
<td>Landscape Design</td>
</tr>
<tr>
<td>Category V</td>
<td>Comprehensive Test</td>
</tr>
</tbody>
</table>

The horticulture contests in New York have similar aspects to the National FFA contests, however, they go into additional areas, especially where students demonstrate physical skills.

Students are pictured participating in the Timber Cruising contest as part of the Conservation Contests in New York.

Students are constructing floral arrangements during competition in Horticulture at the State Agricultural Education Conference.

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WORTH THE EFFORT

These contests in conservation and horticulture have grown rapidly in New York. The inventiveness of New York teachers has developed and improved these contests and given students an opportunity to demonstrate their skills in a realistic manner as possible. The logistics of the contests are demanding. It is an exhaustive responsibility to arrange for land, equipment, specimens and different types of plantings. However, the rewards in student interest have been worth the effort.

More information about these contests can be obtained from the Bureau of Agricultural Education, State Education Department, Albany, NY 12230.

Two Horticulture students are completing the planting of a bed and barked tree during State Horticulture Contests in New York.
Positive Aspects of Livestock Shows

by Jerry Stockton
Teacher Educator
Texas A&M University
Lubbock, TX

Agriculture has increased in complexity with each new year. Advanced technology needed to meet changing needs and be developed for the future. Dedicated young people are meeting the challenge, and many interested in agricultural futures will evolve from a background that emphasized the livestock show program. Whether young agriculturists are presently employed in agriculture and secondary schools, they generally speak with great pride concerning their experience with the livestock show program.

What has been written and expressed verbally concerning the positive aspects of livestock shows. Cheating, expense, and professionalism are some examples. If a person concentrates only on negative aspects, a good case can be made against livestock shows. Considering livestock shows from the positive point of view makes more sense. The basic knowledge of livestock is acquired during the formation, participating years of the young exhibitor. This basic knowledge is utilized throughout the exhibitor's life.

True, it is not necessary to show livestock to become a competent breeder of livestock, but so many times the added motivation of competition provides the necessary incentive needed for lasting involvement in the livestock business.

COMPETITION

The key to the keen, genuine interest in livestock shows is competition; the basic elements of the free enterprise system. Livestock shows translate competition to an individual level which does not discriminate as to size, physical ability, intelligence, or sex. Boys and girls, farmers and ranchers, and vocational agriculture teachers and extension service agents are measured by opportunities afforded through competition. Many new learning situations are created daily, ranging from selection to showing. The kind of Livestock show indicated is a situation. A person will experience all the competition he or she desires regardless of the kind of livestock selected to be shown.

Another plus for the livestock shows is the many good people who donate their time and energy working closely with young. Many show officials do not receive the praise they deserve. Many honest, hard working vocational agriculture teachers and extension service agents go far beyond the call and pay check to help our youth. Judges of smaller shows receive little more than a thank you or expressions for driving long distances to judge shows. Last, but not least, the moms and dads help not only their own children but any other who need help.

INVOLVEMENT

One of the most rewarding sights is the involvement of a family working together to try to "win." Many times the family members work more closely by the total effort entailed in showing livestock. It is not uncommon to hear a parent say that "this will be our last year" because their youngest son or daughter is graduating from the program. The livestock shows are still the ultimate in initiating and exhibiting the reflection of consumer demand. Livestock exhibited historically reflect the extreme examples. Examples of the extent of emphasis shows is a great deal of expense involved in the preparation for competition. The breeder normally achieves only intermediate status in the direction of the extremes allowing the industry a healthy step forward. Without the livestock shows, the breeder would be as well involved and educated in the ever-changing trends today as yesterday.

The awareness of livestock for exhibiting purposes has been a controversy for years. Individuality philosophy demands each person select an argument. At times animals are exhibited to sales, prices tend to indicate how auctions are forced to bid against one another instead of one on one bargaining. In some instances, prize money for champions has stimulated, creating more intense competition; hence, higher prices paid for potential winners. Normally victorious can't always apply any formula for determining the value of an animal. Each individual situation can affect price limits. It is not uncommon for complete families are involved, little perception is encountered. Parents influence the importance of placing and winning for motivational purposes. Unsecured parent talk at livestock shows. Many of these young people display only passing thought to a certain cycle, boar, or other item that may have a say.

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LET'S GO TO THE FAIR!

by W. Forrest Bear
Professor of Vocational and Technical Education
and Agricultural Engineering
University of Minnesota
St. Paul, MN

When this cry is heard most FFA youth think immediately of the deep, dally heater, pen of lambs, or the grand fair, but this same student might also display a hydraulic demonstration head, discharger hitch pin, feed cart, four-wheel wagon, or loading chute.

The Great Minnesota Get Together is definitely big time and agricultural mechanics is prominent in the Education Department. Entering a shop project in the State Fair is as logical a conclusion to a school activity as showing livestock, or crops.

OPTIONS AVAILABLE

These are ten entry classes for agricultural mechanics projects with several lots under each. Classes A through E include educational materials in the areas of Power and Machinery, Buildings and Conversions, Soil and Water Conservation, and Agricultural Construction and Maintenance.

**Class F is for directed activities and includes 21 lots. Projects are to be entered only on an individual basis. Each entry must be accompanied by a plan and should be mounted on tagboard or similar backing. Entries should have an appropriate finish: paint, stain, varnish, oil or polish. Entries must be F1, CCC Clamp; F2, Backbone; F3, Feed Scoop; F4, Saw Horse; F5, Nail or Tag Carrier; F6, Two-wheel Bag; Can or Welder Cart; F7, Portable Work Light; F8, Drawbar Hitch; F9, Corn Pickers Float or Dairy; F10, Extension Cord Set; Metal or Wood; F11, Eyebolt and Nut; F12, Tool Sharpening Gage; F13, Chipping Hammer; F14, Chairs and Benches; F15, Wire Driver; F16, Mechanic's Safety Stools; F17, Special Wood Projects; F18, Special Metal Projects; F19, Special Concrete Projects; F20, Special Electrical Projects; and F21, Miscellaneous Projects.

Class G is for large construction projects which cannot be transported to the fair. Entries will consist of plans, pictures, and an explanatory informational paragraph. Each entry, Entries will consist of no more than two 1/2 x 11 pages of plans with a limit of 2 pictures size 8 x 10. Entries will be judged on neatness, design, utility, workmanship. Entries should be mounted on tagboard for a more attractive display. The specific lots are: G1, Portable Buildings; G2, Portable Building; G3, Projects Primarily of Metal; and G4, Projects Primarily of Metal.

Class H is for miscellaneous Farm and Home Equipment. Individual entries only are permitted. Each entry must be accompanied by a plan sheet and bill of materials. Plan sheets may be of commercial origin. The lots are: H1, Home Farm Equipment and Power Tool; H2, Laser Saving Equipment, Largely of Wood; H3, Labor Saving Equipment, Largely of Metal; H4, Home and Farm Equipment, Metal; H5, Home and Farm Equipment, Wood; and H6, Miscellaneous Equipment.

The monetary reward provided the exhibitor is most certainly significant and appreciated by schools and FFA members. Ribbons are provided for the top ten entries in each lot and the cash awards are as follows: CLASS E, $10.00; CLASS D, $15.00; CLASS C, $30.00; CLASS B, $50.00; CLASS A, $100.00.

Each Minnesota Vocational Agricultural Instructor Association District sending 25 or more entries will receive a Merit Award in the amount of $25.00. This cash is sent to the District FFA Adviser.

1976 STATE FAIR

In 1976 there were 329 entries from 31 schools and the total premiums paid were $2,052.00. Chapter merit award winners and cash went to the following chapters: Park Rapids, $25.00; NEW Ulm, $47.00; LeRoy, Ostrander, $30.00; St. James, $25.00, and little Falls...
Young Farmers Bring Pull to State Fair

by
Glenn A. Anderson
Assistant State Supervisor
Agricultural Education
Richmond, VA

The State Fair Tractor Pull was a direct result of the local association pull. The planning for the state pull actually began following contacts from two young farmer advisors. From their suggestions an informal committee of young farmers met with Dr. George Morrow, Manager of Agricultural Events, at the State Fair of Virginia. Approval for a state pull to be conducted at the State Fair was granted by Dr. Morrow and young farmers began to organize for conducting the event.

ORGANIZATION

In organizing the tractor pull, the young farmer executive committee established several objectives which they wished to accomplish by the event. These objectives were as follows:

1. To provide the opportunity for young farmers to compete on a state basis.
2. To increase cooperation among local young farmer associations.
3. To develop cooperation between young farmers and the equipment dealers in the state.
4. To increase membership in the Young Farmers of Virginia.

A Planning Committee was appointed by State Young Farmer President, John Liebey. The committee set up the classes, developed rules and guidelines for the pull, and secured the resources for the awards for the pull. Working with the Virginia Farm and Industrial Equipment Dealers, prize money was provided on a 50-50 basis by the dealers and young farmers.

DEVELOPMENT

On September 23, 1976, the first Virginia State Fair Tractor Pull was conducted by the Young Farmers of Virginia and the Virginia Farm and Industrial Equipment Dealers Association. Since its inception, pull participants have put their tractors to the test for prize money of over $7,000. The eight classes included both stock and modified. The pull was not limited to members of the Young Farmers of Virginia. However, a majority of the competitors were members of the Young Farmers of Virginia.

Young farmer work in Virginia has always included membership with innovative ideas. The interest in tractor pulls by the members has been great in the last five years or so. Many local associations discovered they could use tractor pulls to increase their membership and raise money for normal association activities.

The associations have held their pulls at local, district, and state fairs. Young farmers have conducted the entire event, as well as provided barbecued meals for the spectators. Income from the pulls has been used by local associations to send representatives to the National Institute and to the state convention.

IMPLEMENTATION

Young farmer members and advisors conducted the pull. The site used was provided by the John Battle Young Farmers. The site was described as an excellent location. Scales were provided and operated by the pull committee. Awards were given for all parts of the state. Young farmers brought their tractors from as far as 300 miles to compete at the state fair. Members of the equipment dealers association provided the pull-back tractor and participated in the presentation of awards.

In evaluating the pull, the young farmers felt that it was successful and had accomplished the objectives set up by the Executive Committee. The fair officials agreed that the event was a success. The name of the fair officials agreed that the event was a success. However, the Executive Committee felt that the state pull was beneficial to the organizations and the young Farmers of Virginia to conduct a pull at the 1977 State Fair. The Young Farmers of Virginia organization has experienced numerous successes in the last few years. Membership last year increased by more than 100 since September, 1976. This increase cannot be attributed to the tractor pull, but credits should be given to the local associations for their ability to organize and conduct activities which brought in the cooperative effort of the young Farmers in their membership. Also, credits should be given to the advisors who, with the assistance of the members, planned an effective educational program.

EDUCATION

Even though the spirit of competition has increased in the YFV, the advisors and members have not forgotten to plan and conduct educational programs. Most associations who were planning pulls held these planning sessions in addition to their regular educational meetings.

Youth competition is a factor in the success of the pull program in Virginia, but the most important factor is and will continue to be the desire of young farmers to improve themselves in agriculture through a strong educational program.

CONTINUED POSITIVE ASPECTS...

The tangible benefits are readily observed from showing livestock. Pride, confidence, and knowledge: pride in their individual accomplishments, confidence gained through learning from doing, and knowledge obtained for future application. Pride, confidence, and knowledge gained serve the young exhibitors well throughout their lives.

Universities and colleges in every state owe a big vote of thanks to the livestock shows for young men and women who have chosen some phase of Agricultural Sciences as a major degree program. Livestock shows not only contribute to acquired knowledge, but also assist in elucidating the selection of Agriculture as a career.

The positive aspects of livestock show participation to the development of young men and women are as valid today as when they began. To dwell on the negative issues only detracts from a broad-based program designed to promote Agriculture in total. The future of Agriculture will continue to be enhanced with the continuing development of livestock shows.
A goal of the Whitney Vocational Agriculture Teacher Program is to instill in students who are highly motivated to achieve. Participation in the FFA Farm Mechanic Project Show at the Heart O' Texas Fair in Waco helps to reach this goal. Judging from the number of entries in the show and the competitive spirit, other schools in surrounding towns recognize the value of this show as a stimulus to competition, motivation and practice. Success in the competition project show is keenly sought after by our students, and we strive for excellence in their Ag. mechanics work to instill in their project will receive a blue ribbon and have more chances to move on to the class the year before. This local competition leads to better ideas and more practice for better quality. This is what our Ag. mechanics program is all about—getting the students to look for things to build, to find a better way to build them and to practice more to do a better job on things they build. Equally important is to get in contact with a major stock show, fair and rodeo lets people in the community and ourselves know what a good job the students are doing.

HOW IT BEGAN

The FFA Farm Mechanic Projects Show at the Heart O' Texas Fair began as an idea of Mr. Bill Childers, former county agent, who started the Texas Education Agency in Waco. Childers contacted fair officials and they agreed to give space in the livestock barn next to Mr. Bill's Barnyard.

The barnyard was another project of Mr. Childers to give city children an opportunity to see farm animals and their babies. The barnyard has added attractions such as molasses and a used fan. The main draws for the people attending the fair visit the barnyard and that of the shop projects entered in the show. The first show began in 1960 with no categories or rules. In 1964 rules were established and projects were entered in four categories: livestock equipment; farm machinery; farm feed and yard conveniences; and farm electric projects. The projects have steadily improved as has the quality of the items entered. The purpose of the show is to give recognition to the excellent farm mechanics program conducted by high school vocational agriculture departments and to further develop the skills of FFA members.

THE CURRENT SHOW

The 1976 show listed seven categories with 105 projects entered. There are five different categories: the seven entries included large hogs feeders, creep feeders, head gates and other feeding material, machinery, general feeders and gardeners. Hauler, farm and yard conveniences boasted twenty-one entries in the categories including feeders, food container, general feeders and gardeners. Farm electric's twelve entries included field sprinklers, shop equipment, pickup trucks and ladders.

When I think of summer and summertime activities I am first reminded of the song lyrics, "Those Lazy, Hazy, Crazy Days of Summer." Many of the above-mentioned activities are included in the fair. This year, with the annual fair, the activities of the fair are as busy as the animals being displayed such as calves, pigs, chicks, rabbits, goats, raccoons, fish, and lambs. We always try to display the youngest animals available. The children can pet the animals and see them being fed.

The FFA is also in charge of one entire program during the fair and a one hour program each day of the two other nights. During this time we host our district tract conference shoot-out which is an extremely busy school year, this becomes our theme for the summer activities, especially the "lazy." Granted, many of us do need the time to slow down, reintroduce ourselves to our family, and prepare for another busy year.

TELL THE FFA STORY

One of our goals for the summer, among many, is to keep the FFA members in our chapter thinking FFA and doing FFA activities. I don't want them to become lazy about their FFA work. One of our summer goals is to become active during our county fair.

To do this, we cooperate with the other FFA chapter in our county to hold the FFA story to our community.

To create interest, a gimmick is sometimes needed. Ours is a Young McDonald's Farm and contests. To the hiring guards to the animal displays, we attract the little children with baby farm animals. Each year we vary the animal display, such as being displayed being displayed such as calves, pigs, chicks, rabbits, goats, raccoons, fish, and lambs. We always try to display the youngest animals available. The children can pet the animals and see them being fed.

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LEARNING THROUGH EXPERIENCE

Experience in Fairs, Shows and Contests

by Kenneth W. Olcott*

In 1955, Howard became teacher of animal husbandry and farm management at the State University of New York Agricultural and Technical College at Cobleskill. Later, he was named Chairman of the Division. It was during Howard's tenure as Division Chairman that all of SUNY was undergoing a vast expansion; utilizing his leadership skills, Howard was able to mold the Agricultural Division at Cobleskill into a model program.

National attention was focused on Cobleskill when the U.S. Office of Education sponsored a national workshop entitled, "A Training Institute for Teachers of Technical Programs in Agriculture," although it is 40 miles from the nearest airport, most top educators came to Cobleskill for the three-day seminar of speakers and tours. For many, it was their first glimpse of post-secondary education in agriculture. Howard's performance at workshops and seminars such as this has encouraged agricultural leaders throughout the country to invite him to their areas either as a speaker or consultant.

During the 1967-68 academic year, Howard was on sabbatical leave and worked for U.S.O.E. as a seminar leader, conducting 15 seminars serving 435 educators from all parts of the country. Following this experience, many have referred to Howard as "Mr. Post-Sec- ondary Ag Education." Since that time, when this author has been in attendance of a seminar, invariably someone has introduced himself as having attended one of Howard's seminars. His advice and expertise have been considered sufficiently valuable that he has been asked to serve as leader, speaker, consultant, or advisory committee member at 15 meetings outside New York State in the past 10 years. Additionally, he has written numerous articles for national publications and has served as editor of several professional publications including Special Editor for The Agricultural Education Magazine from 1967-70. Neville Henickter recently said, "He is without a doubt one of the most knowledgeable, dynamic and effective post-secondary educators in America."

All who know Howard Sidney are impressed with his enthusiasm and his desire to become acquainted with the people he is working with. His unique sense of humor is always evident, whether he is calling the children of agricultural faculty members on Christmas Eve to tell them Santa Claus will soon be there or meeting with university presidents and state directors.

Howard believes all students deserve the very best teaching possible and attempts to provide this through his own teaching. He expects all other teachers to do the same. He has always been an advocate of the deep understanding of Howard displays of many diverse technical areas in agriculture. He is able to discuss highly technical subjects dealing with agricultural engineering, (Concluded on page 69)

SEPTEmBER 1977

*Kenneth W. Olcott, Associate, Agricultural Engineering Technology Department, New York Agricultural and Technical College, Cobleskill, New York.
YOUTH WITHOUT OPPORTUNITY—SCHOOLS WITH NO FFA

Over 400 schools nationally offering vocational agriculture courses do not have FFA Chapters. This assures that many students will not have opportunities to participate in national and leadership development activities that are integral parts of vocational education in agriculture programs with FFA Chapters.

BACKGROUND

The National FFA Organization was interested in determining the percent of programs and teachers who do not have FFA Chapters. At the request of Robert Seefeldt, FFA Program Specialist, and under the direction of the senior author and Mr. Seefeldt, Percy Willitt, Jr., conducted the study. State Supervisors of Vocational Education in Agriculture identified 410 schools offering programs without FFA Chapters during the 1976-77 school year. A questionnaire developed cooperatively by the National FFA Staff and the University of Maryland was mailed to the 410 identified programs without FFA Chapters.

Over 100 long distance calls were made to schools that did not reply to the first mailing of the questionnaire. After one month 175 usable responses were available for analysis. Data were analyzed using measures of central tendency and chisquares.

YOUTH WITHOUT OPPORTUNITY—SCHOOLS WITH NO FFA

Almost 39% of the teachers with

CONTINUED

50 hospitals and 61 centers in 1977, 78, 79, 80.

Further support for the hypothesis that a high percent of the teachers were not involved in FFA activities. Fifty-seven percent did not have experience in student teaching with youth groups.

Similarly, a high percent of the teachers indicated that they would like to have an "FFA Relations Team" with their programs. Thirty-eight percent of the teachers would like to have more information about starting an FFA Chapter. Approximately 35% of the schools without FFA were in comprehensive high schools and 35% in vocational-technical centers. The remaining percent of programs were found in private high schools, middle schools, correctional programs and programs for exceptional children. Twelve percent of the schools responding had clubs for their students other than the FFA.

Teachers with less than 3 years experience were significantly (p<.001) more receptive to getting information on the FFA than those who had taught more than 3 years. Also, more teachers with 3 or more years of experience had been significantly (.025) more exposed to the FFA during their education. It was also noted that significantly (.009) more teachers with 11 and 12 month contracts were members of FFA Chapters. Teachers with more than 3 years experience are significantly less receptive to the introduction of FFA, pointing out the need to reach teachers more early in their careers. A large number of the respondents felt that more foundation or recognition awards should be provided in the agriculture areas.

Neighboring FFA Chapters should make a special effort to involve schools not more than a 10 mile average distance from the non-FFA school to the closest FFA Chapter. WA million, so many established single school could assist potential chapter development.

A special effort should also be initiated to assist women teachers, with no FFA training and background, to become effective FFA advisors. This attitude will improve over time as universities graduate more women and have high school vo-ag training and traditional teacher education programs.

FFA has long been considered one of the most effective teaching tools available to agriculture teachers, most professionals in agriculture education agree. FFA was created to assist in the personal and leadership development required to be a success in agricultural occupations. To "shortchange" students enrolled in agricultural programs without the FFA by denying them FFA's opportunities is most serious. Agricultural education professionals at all levels must make a commitment to assure that the almost 4% denied opportunity to join the FFA, because of no chapters, be given this opportunity for personal development. A study, currently in progress, will further compare programs without FFA to programs with successful FFA Chapters.

CONTINUED

The Agribusiness Education Magazine
TEACHER-EDUCATOR—PRESIDENT OF STATE TEACHERS’ ASSOCIATION

by J. R. Hodges, Director Secondary Education and Training State of Louisiana Dept. of Education

CONTINUED EDUCATION FOR EXCELLENCE

Projects with a high degree of difficulty. Our students are so eager to work on their projects that they get a permit and have to study hard to come to the aggregate to work an extra period on their project. A tolerable ratio to the fair but students who build these projects find ways to make an extra visit to the fair and judge the projects for themselves. They may decide not to excel in need of welding, woodwork, and electricity but in other areas of school work. The objective of the Whitney Voc. Ag. Dept. is to produce champion students. The project show is deep toward reaching this objective.

CONTINUED EXPERIENCE

CHANGING LIVES

Lloyd Phipps stated in his handbook, Agricultural Education in Public Schools that, “Instruction needs to be focused on those activities which a student anticipated doing or is doing, and instruction is not complete until he has used the equipment during a class.” If more teachers were to put into practice the thoughts of Lloyd Phipps, maybe our schooling would be more relevant and the student would see the direct tie between what is being taught and what he knows.

When I began that freshman in high school, I never knew how much the experiences of the FFA organization, contests, shows, fairs, etc. would shape my personality and future. These are a few of your years, and like many of our students today, in a positive, productive way.

I want to put that extra effort into our work for the sake of our students.
Horticulture students in New York are constructing cages in the Florist Arrangement category of the Horticulture Contest. (Photo courtesy Richard Jones, Cornell)

Future Farmers of America in Oklahoma compete in a tractor driving contest at the Muskogee State Fair. Students test skill against the stop watch. (Photo courtesy Paul Novlis)

A lot of soap, water and elbow grease goes into preparing a steer animal for the show ring. These six-year-olds are preparing a steer for the Houston Livestock Show and Rodeo. (Photo courtesy the Houston Livestock Show and Rodeo)

FFA members and their teachers make last minute preparations before going to the show ring for the Houston Livestock Show and Rodeo. (Photo courtesy the Houston Livestock Show and Rodeo)