STORIES IN PICTURES

by Paul W. Newlin

Tommy Webb, who works for a Rogersville, TN, farm distributor, repairs a hydraulic cylinder.

David Dials, Vocational Agriculture Instructor at Upper Valley Joint Vocational School in Piqua, Ohio, discusses with student Karen Puffer from Florida-Henderson a corn crop made in the school laboratory. Karen is a senior student. (Photo courtesy David McCracken, Ohio State University)

Joey Couch learns to manage a greenhouse as part of his agriculture program in Rogersville, TN.

In Virginia, the first state to have a brother and sister teaching agricultural education? Above: J.M. Campbell, State Supervisor of Agricultural Education, chats with Carla Kirby, agriculture instructor in Montgomery County, and her brother Gary Kirby, agriculture instructor in Hanover County. (Photo courtesy W.G. Douglas, Ass't. State Supervisor, VA)

David Lozano orders and checks frozen foods. In addition to preserving meat for the Super Dollar Market at Rogersville, TN, he is an agriculture instructor program. (Above photos courtesy James Walls, Jr., Ag. Teacher, Rogersville, TN)
LEADERS OF TOMORROW THROUGH FFA

To continue your subscription to this fine professional journal published in the field of agricultural education, please return this form to our office.

This issue is distributed free of charge to students of agricultural education who are members of FFA or NCBA and have paid their yearly subscription. In accordance with the FFAnten By-laws and the educational policies of the National FFA Organization, this publication is distributed to students in the hope that the information and ideas presented herein will be of particular assistance to them in their leadership development.

This publication is the monthly professional journal of agricultural education, published by THE AGRICULTURAL EDUCATION MAGAZINE, INC., and is printed at the FFA Officers' Press, 700 East State Street, Athens, Ohio 45701.

Second-class postage paid at Athens, Ohio.

Send articles and pictures to the Editor or to the

Agricultural Education Editor
The Agricultural Education Magazine
700 East State Street
Athens, Ohio 45701

This publication is issued in accordance with the provisions of the FFA National By-laws and the educational policies of the National FFA Organization.

The views expressed in this journal are the opinions of the author and do not necessarily reflect the official position of the National FFA Organization or any state, chapter, or organization affiliated with it.

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AGRICULTURAL EDUCATION

February 1978 Volume 50 Number 8

LEADERS OF TOMORROW THROUGH FFA

Probably the most well-known aspect of Vo-Ag is its leadership development program. The reason behind this is the product is so visible. Our Vo-Ag students and FFA members will serve programs for us in our local communities, states and nation as they speak before the public, compete in contests, show cattle and livestock or participate in any other FFA activity visible to the public. We as Vo-Ag teachers have the outstanding opportunity and obligation to train our students for leadership and fellowship through the FFA leadership activities. The articles in this issue do a fine job of describing most of these activities and suggesting methods for using these most effectively. We, as teachers of agriculture, have a great hand in shaping tomorrow, as we prepare the leaders of tomorrow—today.

THANKS

I would like to express my thanks to each one of you who contributed to the Agricultural Education Magazine during the past year. Whether your contribution was reading the articles or writing articles to share with others, it was an important contribution. You supplied 125 more articles this past year than the year before and subscriptions were up slightly. Articles were supplied by teachers, supervisors, and teacher educators, which were all educational and useful. Thanks to all of you, we had a strong and informative professional journal this past year.

THE GOOD NEWS—BAD NEWS

You have all heard the good news—bad news stories. I have some good news and some bad news to share with you. First the bad news. Due to increased publishing and mailing costs, we are forced to raise the subscription price to seven dollars.

Now the good news. No one can remember when we had to make our last increase in price of subscriptions. Maybe it will be the last long before we are forced to raise the price again, since we are a nonprofit journal.

Also, the good news is that anyone subscribing before March 1st can still get one full year for the old price. Encourage your friends who don’t have subscriptions to get one. Maybe you would like to do this.

(Glarded on page 172)

GUEST EDITORIAL

On every hand we hear the cry for responsible leaders for our country. Too often the size of leadership has fallen to incompetents who lack the training, experience, and moral values necessary to guide our country on the local, state, and national level. With very little extra effort on our part, we vocational agriculture teachers can see that one of the primary aims of the FFA—the development of agricultural leadership—is carried out in our chapters. It is the responsibility of each of us to see that our students receive the training needed to become leaders, especially leaders in agriculture. This training gives the members of the local chapters a cover of variety and gives our students a sound basis upon which they can continue to grow and build. A basic knowledge of parliamentary procedure and public speaking, competition for offices and awards, attendance and participation in conventions, and participation in state and national leadership schools and conferences are all worked into a leadership training program.
CONTINUED EDITORIAL

More bad news. Upon checking, it was found some ag teachers felt the Agricultural Education Magazine was not meeting their needs for a professional magazine.

EDITORIAL FEATURING

Now, the good news. Like the good ag teachers they were, they had suggestions to help the Magazine meet their needs. More good news, we will be able to incorporate those suggestions into the Magazine as soon as possible, there will be a Centerpages Feature, as requested. The months following that will have centerpages features, too, if you will supply me with the gestures, sketches, paintings, or photos of shop projects, building layouts, FFA activities, teaching innovations or other ideas you figure most teachers could use.

An attempt will be made to include the "This Worked for Me Columns" in each issue for you to share those methods which have worked especially well for you. One or half a page or two, double spaced, typewritten, should be quite enough to adequately share these methods.

"The Country Store" will be a column sharing your sources of free and reduced materials. If you receive any for your classroom, shop, greenhouse or other area of your program this can even include sharing making-money ideas you use with the FFA or similar ideas. This column will start as soon as you begin sending these sources to me.

On the inside of the back cover I will like to start a column — From the Classroom of PRINTABLE jokes and stories you would like to share with other teachers which might tickle them or provide good material for speeches or as枳 as you are willing, I plan to attempt to start this column as soon as I get enough material.

Another avenue which might strike your fancy is "Letters to the Editor." What you don't feel like putting your thoughts down in article form, but do have some views you would like to share, drop me a line. You can get your views in by phone, too. Don't wait until you feel your views preferably will be a page typewritten or less in length. If there is not policy, statement or idea you agree with, support. If there is one you disagree with, refute it and offer alternatives.

REQUESTED CONTRIBUTIONS

In order to make the Agricultural Education Magazine the best it can possibly be for teachers, supervisors and students, (Please submit articles 2½ months in advance of theme to allow publication time.)

COMING ISSUES COMING ISSUES COMING ISSUES

MARCH — International Education in Agriculture — Serving Our Friends There

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

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

JUNE — Cooperative Education in Agriculture — A New Method

JULY — Careers in Agriculture — Summer Employment Opportunities

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

SEPTEMBER — Student Competition — An Incentive Approach

OCTOBER — Supervisors and Consultants — Important Members of the Team

NOVEMBER — Effective Teaching — What's the Secret

DECEMBER — Professionalism — That's The Name of the Game

THE AGRICULTURAL EDUCATION MAGAZINE

CONTINUED GUEST EDITORIAL

PARLIAMENTARY PROCEDURE AND PUBLIC SPEAKING

As the teacher of public speaking contests one of the best leadership training they can give students. Everyone needs to be able to speak before groups get along with one another. As these contests given so think on his feet. Participation in these areas. In public speaking, local students are provided to the best students can be held for every class. Class winners can compete at the national level in a parliamentary procedure at the "new look" Agricultural Education Magazine. Perhaps they will contain and keep up with what is going on in agricultural education across the nation.

REPORT FROM NVT A Convention

Some current ideas which were shared at the NVT A Convention in Atlantic City included legislation. Most teachers, supervisors and teacher educators seemed to agree need a representative in Washington to keep us posted on what's going on there and to let the legislators know what we think. Most seemed to agree Agricultural Education needed to be included specifically in federal legislation.

Another voice was heard, however, saying we need to do our homework in our local communities and states, that we have the funding decisions are being made under the current legislation. Both approaches seem to have a ring of truth about them. Perhaps a combination approach needed.

Some of that homework had been done at this convention, as a state Secretary of Agriculture praised agricultural education, and said it deserved its fair share. Fisher Lee, the high school principal, said Vo-Ag and the FFA got him where he is today.

Other sessions brought out some controversies and age groups feelings. It was expected to be too much work, but prescribed for the agriculture teacher and perhaps some help should be given in setting priorities for minimum standards. The case was made that we need to get to know our students, supervisors and teacher educators. Altogether, many good ideas were shared and should help improve the process during the coming year.

Compete

By nature, nearly all leaders are competitive. Where one student enters into competition that will challenge them so can the FFA? The answer is obvious—nowhere. Participation in livestock shows and fairs, officer elections, and fund drives is where the future leaders will be. As the future leaders, the FFA offers a method to be in the show ring.

Many FFA members will set a goal early in their FFA membership and will work hard to meet the challenges of achieving for themselves. This means to have an achievement office, achieving an advanced degree, or earning an award. The training students receive in holding various FFA offices is invaluable. Think of the future group to be elected to an office, learning the duties and responsibilities of holding an office, and performing those duties once elected. Students may compete for offices and the chapter, district, state and national levels.

The agricultural background students gain by competing for various FFA offices is invaluable for our future leaders. The competition can be on an individual basis, striving for a National FFA Foundation Award, or on the chapter level. Our American Community Service Awards, the chapter safety awards, and the national chapter awards. Here goals must be set and achieved in order to receive the awards. The development of community pride and working toward community improvements may be the most important training student leaders can receive. Everyone is a part of a community and needs to become a responsible citizen of that community. This is part of being a leader.

CONVENTIONS AND CONFERENCES

Attending area, state, and national FFA conventions allows FFA members to see democracy in action. Certainly leaders should know that the methods used to be inspired to set individual goals and to begin to develop a step-by-step method of achieving these goals. The benefits of an FFA conference is the development of their own ideas and goals for themselves and their chapters, return home to become leaders in their chapters and communities. This experience can carry on after membership in the FFA is over and the individual becomes responsible for leadership roles later in life.

Perhaps the most intensive leadership training offered to FFA members is in the form of various schools and conferences designated as leadership training conferences. Members who have proved themselves as leaders of their chapters are usually selected to attend these meetings. These programs range from local chapter officer training schools to the Washington Conference Program. In many sections of the country, outstanding officer training programs have been developed for local, district, area, and state offices. Leaders also learn how to write and deliver various kinds of speeches. Ideas are exchanged,朋朋es trained, and officers are introduced to their respective chapters, districts, and areas to initiate outstanding FFA programs.

Nowhere have students received better leadership and citizenship training than the Washington Conference Program. A dedicated staff of outstanding FFA leaders help train hundreds of chapter officers each summer at these conferences. Specific duties for each office are assigned. Leaders also learn how to write and deliver various kinds of speeches. Ideas are exchanged, officers trained, and officers are introduced to their respective chapters, districts, and areas to initiate outstanding FFA programs.

Yes, the FFA does train leaders for agriculture—leaders for today and for tomorrow. Only through the ranks of the FFA, both agriculture and our country shall continue to prosper. As educators in agriculture, let’s all continue to give our students the opportunities to develop into the leaders that we all America can be proud to claim.

NEW OPPORTUNITIES FOR FEATURES

CENTERSPAGE FEATURE — Plans, sketches, pictures, innovations, etc.

THE WORKED FOR ME — Methods of doing things, doing things easier, doing things better.

NEW OPPORTUNITIES FOR FEATURES

FROM THE TEACHER'S DESK — Jokes, stories, sayings, advice, etc.

LETTERS TO THE EDITOR — Share your views, agree, disagree, support, refute, etc.

February 1720
MINI-CHAPTERS PROVIDE LEADERSHIP OPPORTUNITIES

by C. R. Hall
Vo-Ag/Agriculture Instructor
Watertown, SD

Young FFA members at the ninth grade level come into the organization with varying abilities. Some are almost afraid to be seen or heard while others have enormous enthusiasm and energy that needs directing and developing into useful and productive learning experiences. Some members are content to "ride with the crowd" but never wish to take responsibilities upon themselves. They are content to remain in the background until they have an opportunity to emerge in an activity in which they are vitally interested. Some potential leaders find it hard to develop to their greatest potential unless many opportunities are placed before them.

MINI-CHAPTERS

Opportunities for leadership development begin in the classroom with mini-chapters. A mini-chapter in each class can provide early training for leadership by having five sets of officers in a class rather than just one set. Parliamentary procedures can be practiced according to the abilities of the particular group or class. Enthusiastic and outgoing young FFA members can quickly find a place for themselves in the first and second years of their membership, whereas they might be overlooked or not have the opportunity in the group as a whole until later. Those on the shy side can be brought into activities much easier and will receive the parliamentary procedure training with a better chance to take part in class mini-chapters than with the chapter as a whole. The shy member might hesitate to come to the meetings, or the member might live out away from the school with little chance to come to meetings in the evening due to age driving restrictions and lack of transportation. There are many activities for these younger members such as the Creed Speaking contests, speeches, and committee work. There are also many activities for the older members. They receive early development and knowledge of parliamentary rules and cooperative activities. With steady development from those beginning years and on through their high school career, many of these members will find their activities increased until the final year when these young men and women assume the responsibilities of the chapter officers and all committee chairman.

FULL CHAPTER MEETINGS

FFA meetings should be planned so that all members feel that they are needed and that they have a part in the organization. Carefully developed leaders will be able to plan, organize and carry out their duties with a minimum participation on the part of the advisor. This part does not mean that the advisor is not needed. He is needed for advice, guidance and advice and will have an opportunity to enter new areas of the FFA which TIME inhibited him from doing before the FFA Alumni was formed.

The primary goal of the FFA is building leadership abilities in its members. This is essential today since our shortest supply is good leaders in agriculture. The FFA can train the youth to meet this challenge of the future.

TOTAL INVOLVEMENT

Activities should provide for total involvement. Participation develops leadership. The FFA has many and varied opportunities for members. There are many contests and proficiency awards. Members can take part in Farm Science, judging and speech contests. They can prepare radio and TV programs. There are local, district and state agricultural programs, leadership camps, district meetings, national conventions, money making activities, plots, community service activities such as the Bouquet program, and many others of local and state nature.

Time is of importance in determining needs of the advisor. Regularly scheduled mini-chapter meetings during the school hours can make many of these activities possible. Activities can be coordinated with class study programs at this time.

LEADERSHIP ACTIVITIES

I would like to mention some of the typical activities which we use to provide the training for leadership through the FFA.

- The most important activity is our safety program. Members perform the local survey, determine needs of the community, develop a workable plan, organize the effort, and finally carry it out. Safety should be the concern of all the membership individually and in excellent training program for the safety needs to be involved in it.

- FFA ALUMNI is an active group of community individuals who are committed to supporting vocational agriculture. The FFA Alumni is an activity which will result in an increasingly valuable asset to the FFA instructor who must take the initiative to include this activity in his total program. Once organized, it will be self-sustaining and will allow the advisors full control and to use it for a chance to enter new areas of the FFA which TIME inhibited him from doing before the FFA Alumni was formed.

- The primary goal of the FFA is building leadership abilities in its members. This is essential today since our shortest supply is good leaders in agriculture. The FFA can train the youth to meet this challenge of the future.

Various activities include farm home surveys to determine hazards and then correct them; a bicycle safety program and a rodeo for the elementary children; a sale of SMV materials and refillable fire extinguishers; sand-salt gal- lon containers for motorists during the winter season; newspaper, radio and television programs throughout the year; cutting brush at intersections in the district which were brought to the attention of the district; and always remembering to involve the FFA Alumni members in our activities.

Here is a partial list of activities which build and train our youth with leadership abilities through the FFA:

- Exhibiting at the various livestock shows
- Participating in local, state and national leadership workshops
- Membership in the state and national FFA board and/or chapter
- Being delegates to the state and national FFA conventions
- Recruiting and working in the Farm Work Experience program
- Developing a corn, oat and alfalfa plot for the county
- Organizing and participating in the yearly FFA program of activities for the community during National FFA Week
- Judging at various contests during the year to include FFA Creed, public speaking, parliamentary procedure, dairy, swine, sheep, clove, meat, electricity, soils, and ornamental horticulture
- Helping with fund raising activities such as slave auctions, fresh fruit sale, firewood, cash cropping, and newspaper subscriptions

- Asking another country if disaster strikes through financial or material assistance
- Holding annual parent-member awards banquet
- Providing membership in the form of cooperating with neighboring chapters with basketball, picnics, or having a winter retreat
- Providing the community with official FFA calendars
- Holding one or more outdoor hilltops erected in the community
- Developing members to participate in the numerous FFA awards like proficiency, state and American farmer degrees, National Chapter, BOAC and Safety, Cooperative Activities, and other enterprise placement type awards
- Supporting the local FFA Alumni program of activities and aiding in membership development
- Assisting in promotions for the March of Honor and other various needy organizations through an activity like a haunted house
- Inviting state and national officers to the chapter membership
- Developing and promoting the trails for the total community to use for educational purposes such as a kick-off for the fourth of July, Dairy Month, or involving members in the Building Our American Communities program
- Publishing for scholarships to further the FFA members education
- Holding weekly office meetings and monthly chapter meetings

(Concluded on page 177)

(FULL PAGE 172)

THE AGRICULTURAL EDUCATION MAGAZINE

February 1979

Ken Seering
Vo-Ag Instructor
Bismarck, ND

Ken Seering
Vo-Ag Instructor
Bismarck, ND
OFFICER SELECTION

OFFICER SELECTION

Officer Selection begins during a student's first two years of vocational agriculture. During this period, the prospective FFA officer can be and usually is observed by the vo-teacher/FFA advisor and his/her fellow members. It is during these preliminary years that attitudes are formed, character is developed, and the history and function of FFA are acquired. All members begin on equal ground in FFA, though some may have FFA organizational ties, which may not be able to control the number of people on the three or four FFA officers. All beginning members are required to memorize the creed, study parliamentary procedure, and study the history of the FFA organization. I believe these members who can participate in many varied FFA contests. They can score and learn how to get along with other people and get a taste of competition and what it means to win or lose. The younger member can usually be found here, too. They're easy to spot near the top saying, "I can't wait till next time." Committee work is another place of officer material can be found. Prospective officers and their committees chair persons or the most enthusiastic members of the committee. They have learned to work with fellow FFA members, community leaders and school administration. They are usually eager to help on all projects and are never willing to shun study halls for a place to work in the vo-ag room. 

Richard A. Seigel
Greeley FFA Advisor
Greeley, OH

on all projects and are never willing to shun study halls for a place to work in the vo-ag room.

Richard A. Seigel
Greeley FFA Advisor
Greeley, OH

Questions are asked of each applicant to apply for positions which of the three, if any, they wish to hold for the following year. All results are kept secret until the officers are elected.

The elections are generally held at the regular monthly meeting in April or May. The two or three candidates who the nomination committee has selected for president are announced and written on the ballot, along with other officers who are hand-picked by the nominating committee members, one to each official FFA member, and then collected. The ballots are counted immediately (a majority is needed) and the winner announced. (The actual count is not announced, to prevent unnecessary anxiety to the lone.)

The "vote" is then eligible to be nominated from the floor for the next officer to be elected, provided the nomination form shows a desire to run for that office. The form must be kept in easy reference. The election proceeds in this manner until all offices have been decided. The entire officer selection procedure is outlined in the chapter, "Officer Selection."
TRAINING FFA LEADERS THROUGH A LOCAL OFFICERS TRAINING SCHOOL

by  
Glen Beckendorff
FSA Advisor—Vo-Ag Teacher
Katy, Texas

LOCAL OFFICERS TRAINING SCHOOL

We feel the chapter officers devote more time to the chapter than the average member, so we have developed our own local chapter officers training school and after only one year, its benefits are quite evident. And it is FUN—

After attending the Washington Conference Program, we set our training school up very similarly. A family which supports our chapter officer's weekend home at a resort city to sponsor the school. Arrangements by the same sponsors made it possible to have the officers as guests of the resort which meant several free meals and free use of all recreation facilities. A school bus was used as transportation, and a local youth leader from one of the churches, his wife, plus the supporting family provided the guest speakers for vespers services. The two vo-ag teachers taught the workshop sessions.

We know the officers would learn all the responsibilities of their respective offices while at the district and state training school. Still, there is more to be a leader than just knowing one's part and duties. Let's teach social and human relations, self motivation, public relations, pride, and personal communications.

We felt a rigorous schedule was essential for self discipline, to keep the leadership ball rolling, and to discourage laxity. The group departed from the school at 6:00 p.m. Friday afternoon, on the two hour trip. The 6:00 p.m. arrival was greeted with grilled hamburgers prepared and ready to serve by the sponsors. At 7:30 p.m. the schedule for the weekend was presented to each chapter officer after making only the time, meeting place and general topic be covered.

TRAINING SCHOOL SCHEDULE

Friday—7:30 p.m.—Workshop—Social Horizons—Vo-Ag Teachers
1. Winter's health talk—Vo-Ag Teachers
2. Workshop—Vo-Ag Teachers
3. Present schedule to officers—Vo-Ag teachers
8:00 p.m.—9:15 p.m. Unpack and get ready
9:30 p.m.—10:30 p.m. Vespers—Group discussion and youth leaders
11:00 p.m.—Lights out

Saturday—7:00—9:30 a.m. Breakfast at Resort City Restaurant
Relations—Vo-Ag Teachers
1. Workshop—Group leadership skills (Vo-Ag Teachers)
2. What is leadership? (Questions and answers)
3. What sort of a leader and who needs it? (Role of leaders in agriculture, politics, community, etc.)
4. How can I develop my ability as a leader? (good attitude, above all else, leadership, motivation, control, temper, etc.)
5. Group activities (developing chapter goals)

This session is to get officers thinking, "Who was I elected?" 10:00—12:05 a.m.—Workshop—Personnel Communication Skills—Vo-Ag Teachers
1. Being introduced to others properly
2. Introducing others properly (neighbors, business people, etc.)
3. How to remember names (rhyme, music)
4. Carrying on a conversation (volunteering, social, etc.)
5. Preparing a speech (proper format, how to get information, telling a story, etc.)
6. Dr's and don'ts in speaking in groups
7:00—9:30 a.m.—Lunch at Resort City Restaurant
1:00—3:15 p.m.—Free Time
4:00—5:00 p.m.—Workshop—Personnel Communication Skills—Vo-Ag Teachers
1. Proper writing of letters for various occasions (introduction, invitation, correspondence, etc.)
2. Proper speaking (vocals, body language)
3:30—4:30 p.m.—Chapter Impact—What can we do to improve our chapter?—Vo-Ag Teachers

6:00—6:30 p.m.—Workshop—Social Horizons—Vo-Ag Teachers
1. Workshops—Vo-Ag Teachers
2. Winter's health talk—Vo-Ag Teachers
3. Present schedule to officers—Vo-Ag teachers
8:00 p.m.—9:15 p.m. Unpack and get ready
9:30 p.m.—10:30 p.m. Vespers—Group discussion and youth leaders
11:00 p.m.—Lights out

Sunday—7:30—9:00 a.m. Breakfast
1:00—4:30 p.m.—Workshop—Leadership Skills—Vo-Ag Teachers
2. Leadership and who needs it? (Role of leaders in agriculture, politics, community, etc.)
3. How can I develop my ability as a leader? (good attitude, above all else, leadership, motivation, control, temper, etc.)
4. Group activities (developing chapter goals)

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3:30—4:30 p.m.—Chapter Impact—What can we do to improve our chapter?—Vo-Ag Teachers

Continued from page 170
CAL FARLEYS BOYS RANCH

By
Guy Fluetad
Vocational Agriculture Teacher and
Farm and Ranch Manager
Cal Farleys Boys Ranch
Boys Ranch, TX

The main objectives of the agriculture program at Cal Farley's Boys Ranch are to help boys become valuable men by learning the basic requirements for success in any profession, to teach specific skills to those who wish to stay in agriculture, and to supply food for Boys Ranch. In order to accomplish these objectives, our program is quite a bit different from the average high school vocational agriculture program. I might explain that Cal Farley's Boys Ranch is a home for about 370 boys on 4100 acres of land located northwest of Amarillo.

BEEF CATTLE

Boys Ranch maintains a cow herd of 200 cows including several breeds, mainly Hereford, some Angus, Charolais and crossbred cows. We have seven bulls, but a great deal of breeding is done by artificial insemination using some of the exotic breeds. This has greatly improved the quality of our calves and we are able to sell calves to FFA members for projects. We have 67 steers on feed, seven Holstein heifers and 12 beef heifers that boys are raising as projects. All of the cattle are rounded up every three months. Calves are weaned, worked, branded and sprayed. There is a schedule so that every boy in Vo Ag gets an opportunity to participate in every round-up. The weaned calves are put in our feedlot where they are fed until they weigh around 900 pounds. Each week the largest five head are taken for slaughter.

Each week five head of beef and ten head of hogs are slaughtered for use in our dining hall. All of this is done in the afternoons after school by the boys under the supervision of one adult. There is a state meat inspector there at all times to see that everything meets state specifications. Each week the previous week's kill is taken to the meat cutting department of the dining hall where it is cut and served or frozen as needed. We have a pre-employment lab class in meat processing.

HOGS AND DAIRY CATTLE

The pork supply comes from our herd of 50 sows and eight boars. Boys care for and feed about 400 hogs before school in the morning and after school in the afternoon. They help with farrowing, breeding, worming, shots and records in addition to routine feeding. The top barrows are sold to FFA members to feed and show as projects.

Our dairy herd consists of 29 Holstein cows which supply us with 85 to 100 gallons of milk each day. The milk is taken to our Food Processing Plant where it is pasteurized and canned in half pint cartons.

FOOD PROCESSING

Other foods are processed in this building. Fruit flavored drinks are packaged in half pint cartons. Maple syrup is made and canned in special syrup cartons. We have bee hives and process the honey for use in our dining hall.

The Food Processing Plant has two rooms for processing and canning vegetables and fruit. We raise a variety of vegetables in our 25 acre garden such as corn, beans, squash, onions, tomatoes, okra, carrots, cucumbers, peppers, squash, cantaloupes and cantaloupes. They are all brought into the cleaning room where they are cleaned, cut or prepared in appropriate ways to be taken to the dining hall where they are eaten fresh or they may be canned or frozen.

(Conclusion on next page)

GRAIN AND HAY

We raise some grain on the irrigated farming land, but our biggest crop is alfalfa hay. We have 25 acres of irrigated farming land. Most of our irrigation is done by the sprinkler method and it requires a lot of boys to keep the pipe moved over the fields of alfalfa, Bermuda, barley and wheat. We average putting 20 to 25 thousand bales of alfalfa hay in the barn every summer. Boys can get experience operating all kinds of farm equipment, like the self propelled hay baler, combine and 30 Dozer, and the eight tractors it takes to do the farming. Boys are responsible for the care and maintenance on all farm equipment. We have a pre-employment lab class in farm machinery.

HORTICULTURE AND VEGETABLES

We also have a pre-employment lab class in horticulture. The lawns and grounds of the ranch are taken care of by the boys that work in the horticulture department. We have two greenhouses where flowers and shrubs are started and then transplanted. In the spring, 1,500 tomato plants are started from seed to be transplanted in the garden.

HORSES

One more part of our agriculture program that is very important to a lot of boys is our horse program. We have about 30 head of horses including nine breeders. We raise and train the colts. There is a class for younger boys to learn the proper way of handling and riding a horse. There is also roping practice for the older boys two nights a week. We have a roping arena and roping steers where they can practice team or calf roping. Several boys are active in the Tri-State High School Rodeo Association.

DEVELOPING BOYS

The boys are exposed to a wide range of agriculture and ag-related occupations that should help them in choosing a profession. A quote from a student sums up the program, "My Vo Ag class is the most interesting and funnest class I have, mainly because we don't just sit in class and we pictures but we can go and learn in the natural environment and learn by doing."
TRAINING CHAPTER OFFICERS
AT A SUMMER CAMP-OUT

by Franklin F. Stuecky
Head, Voc. Ag-Business Dept.
New Ulm Agricultural School
New Ulm, MN

The FFA has had a long and proud tradition of being a great
society of young men and, more re-
cently, young women. It has had
many accomplishments from the be-
ginning as being an integral part of the
instructional programs in Vocational
Agriculture. It has also been true that its
values have been viewed as important en-
ough to merit instructional time in the
curriculum of vocational agriculture.

However, in order to retain such a
history position in a curriculum, which
is constantly being changed, updated, and
expanded, the values of the FFA must be
constantly evaluated and presented to
new members of the FFA. The training
program in completing FFA activities is
much more difficult. Yet these values can
be parallel to more measurable skills
taught to preparatory to entering the
agricultural field. Here's the problem of
leadership development within the
curriculum. What is it? How do we
measure it?

I like to think of leadership training
is providing opportunities for students
to extend their knowledge and skills
which will bring out the best of their
abilities. Too often students, because of
a lack of confidence in their abilities or
their hidden or fail to identify their
strong points. With encourage-
ment and activity, many students will
themselves" through the FFA. But, how
do we measure and place a value on this
type of training? Leadership training is a
mythical trait that one individual has
and another has not. It is learned be-
cause anyone can improve by
study and application.

Former agriculture students who re-
turn to Bear River High School to visit
offer such comments as, "I have used
parliamentary procedure more than anything else I learned in high school," or
"The training I received in public
speaking has been very valuable to me,"
or "The first time I ever spoke in front
of a group was in my Vo-Ag class."

Other leadership outgrowth and ac-
complishments follow, making the
value of that initial step in leadership
development extremely important and
not difficult, if not impossible, to
measure.

So let's concentrate our efforts on
providing the types of activities which
will involve all students in taking
the initial step for improving theirs-
elves and their leadership potential. I
believe this can best be accomplished by
following these steps:

GOAL SETTING: Maximum values
the FFA must be obtained when students understand completely the
program and leadership opportuni-
ties afforded them by participation in
FFA activities. If students, then, set
worthy goals and the instructor fol-
lores through with technical instruction
and encouragement to assist the student
in reaching these goals, tremendous
growth and progress will be put into
motion. The student may not reach all
the goals set, and some may need
adjustments along the way; however;
there's no one here anyone can

In small groups of 2 or 3 officers plan
their own camp, which would
include: tents, equipment, utensils,
food and supplies. Each campsite is
self sufficient and is expected to be main-
tained properly. The group leaves
early in the morning and endeavors to
have all campites set up by 10 a.m.
Each member is totally responsible
around my fold-out trailer and two
screen tents used for meeting places.
The leadership sessions usually run two
to one-and-half hours in length and
are scheduled all three days. Plenty of
recreation, relaxation and fine food are
sandwiched between the leadership ses-
sions.

The first few years only the
chapter officers were allowed to at-
tend the camp-out. After considerable
thought the chapter officers of the pro-
gram of work and other major standing
committees were also invited to attend. A
third additional chapter leaders, along
with a double set of officers, except for
the chapter president, make up a
mission of about 30 officers. The sched-
ules are printed in advance of the
camp-out, and are posted on the
front of my trailer to all officers will be
adequately informed of the activity
during the camp is shared by
one or two of the other agriculture in-
structors in our department and my-
tself. A blanket insurance policy is pur-
chased by the chapter on all officers
attending the camp-out.

TRAINING CAMP-OUT SCHEDULE

Session I Monday A.M. 11:00-12:30
1. Impromptu Speeches
2. Code of Ethics
3. Program of Work
4. Cooperation
a. Agricultural Occupations
b. Community Services
5. Committee Reports
6. Groundswell Applications
7. Chapter Farmer Applications
8. Ceremonies — Opening and Clos-
ing

Session II Monday P.M. 2:00-4:00
1. Impromptu Speeches
2. Program of Work
a. Leadership
b. Earnings and Savings
c. Conduct of Meetings
3. Committee Reports
4. Groundswell Applications
5. Chapter Farmer Applications
6. Ceremonies — Opening and Clos-
ing

Session III Monday P.M. 4:00-6:00
1. Recreation
2. Camp Fire
3. Watermelon spitting contest
4. Tug-of-war contest
5. Popcorn around a camp fire

Franklin F. Stuecky
Head, Voc. Ag-Business Dept.
New Ulm Agricultural School
New Ulm, MN

The AGRICULTURAL EDUCATION MAGAZINE

February 1979
PERSONALITY TRAITS OF POTENTIAL FFA LEADERS

by Jeffrey A. Ohring, Teacher Educator, Purdue University, W. Lafayette, IN

Many vocational agriculture teachers recognize the importance of leadership training and the development of leadership skills. They know that the skills that an individual develops in FFA may make him/her a leader in his/her community. It must also be recognized, though, that acquired leadership abilities are the key factors which enable an FFA member to become a leader. Together with leadership abilities, each person has certain personality traits that seem to be related to the various functions of a leader.

In an organization such as FFA, which places such high priority on leadership development, information also abounds about the factors that are important for potentially improving training and advising functions. By knowing the types of personality traits that are most often associated with an FFA officer, a vocational agriculture teacher could create studies towards activities that are known to enhance the development of selected personality traits and leadership skills.

WHAT ARE THE PERSONALITY TRAITS THAT SEEM TO BE FOUND IN FFA OFFICERS?

Using a sample of 147 officers (38 state presidents and 109 chapter officers) who attended leadership training conferences, research conducted at the National FFA Center during the summer of 1976, University of Maryland researchers found that officer characteristics are more often classified as:

1. Extraverted rather than Introverted
   - An FFA officer who is extraverted likes to deal with people, prefers public contact over paper work, and is more likely to take charge and be open to people in all types of situations.

2. Sensitive rather than Intuitive
   - An FFA officer who is sensitive is especially good with details and people. He gets things done, and is immediately concerned with events as they happen.

3. Feeling rather than Thinking
   - An FFA officer who is feeling is people-oriented and prefers tact and a sympathetic handling of people.

4. Judging rather than Perceiving
   - An FFA officer who is judging likes to work within a system and works well under structure.

CHAPTER OFFICERS VS. STATE OFFICERS

A state officer differed from a chapter officer on only one dimension: Sensing-Intuitive. A higher proportion of chapter officers were classified as sensing than were state officers. This would seem to indicate that a chapter officer is more likely to have a preference for working with people and not as likely to work alone.

THE FUTURE OF FARMING?

by C. G. Beem
Retired Vocational Agriculture Instructor
Herndon, Virginia

As you can go back to the old days of vocational agriculture just by
looking at the Future Farmers of America, you will see that FFA officers were
organized for the ox and plow, and the hoe and the steady farming tool.

However, today's modern equipment and methods have changed that
situation. There is a greater need for leadership on the farm. There is a
need for leadership that is more a leader of men and women and not
so much a leader of animals and things. One man's opinion may not be
as valid as the opinion of another man.

As the population increases, more houses, roads, and airports are needed, and less land is available for the production of crops. That leads to new technological breakthroughs, but we must have in the near future if we are to progress and not stand still or go backward.

We must produce more per acre to feed our people. More things are
needed for our farmers and scientists to think about.

Will we be able to:

- Put the pesticides, fertilizers, and herbicides on the seed before planting?
- Learn more soil management which will give greater production from the plants, and less soil under water?
- Give long-range weather prediction?
- Use solar energy?
- Develop grains that will give more protein yield, and be disease free?
- Develop salt water for both human and crop use?
- Advance food technology, particularly in vegetable production (preserve at low cost)?
- Farm under the sea?
- Develop shorter day plants so we can harvest two and three crops per year per acre?
- Develop animals that will grow faster and will require less feed?

Will we ever be able to fill the hunger of the world with food and reduce the flooding, earthquakes, wars, and rumors of wars, and diseases so our people can have more fruits and vegetables?

What will the future hold for the Future Farmers of America 50 years from now?

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CONTINUED TRAINING CHAPTER OFFICERS . . .

YEARLY LEADERSHIP SCHEDULE DEVELOPED

The following is a schedule of chapter leadership training sessions developed by the chapter for the year:

APRIL
1. Members apply for office by submitting official application
2. Applicants are scheduled and interviewed
3. Chapter election of officers
4. State leadership activities

MAY
1. Chapter election of officers
2. Spring Ag Show

JUNE
1. Chapter Executive meeting and planning session for summer camp-out
2. Annual Executive Committee picnic and final planning session for camp-out

JULY
1. Chapter camp-out

AUGUST
1. County leadership meetings
2. State Fair leadership activities

SEPTEMBER
1. All-Officers leadership training seminar and breakfast sponsored by FFA Chapter

OCTOBER
1. Chapter Greenleaf Hospital Night
2. Public Speaking Contest—Creed, Extemporaneous

NOVEMBER
1. Raising of Chapter Farmers

DECEMBER
1. Parliamentary Contest

JANUARY
1. Preparing State FFA Degree and Proficiency applications

FEBRUARY
1. Chapter Banquet, Awards Program, and meeting
2. Honorary Chapter Farmer Ceremonies
3. All-School Coffee Party

MARCH
1. Planning for members for “Applying for a Chapter Office”

Chapter Executive meetings are held the second Tuesday evening of each month and chapter meetings the third Tuesday evening.

This program has worked for us. It helps in grooming several district officers and state officers. It allows the present State FFA President to show what he will do if you train your FFA Officers and Leaders for Agriculture.
SUPERVISED LEADERSHIP DEVELOPMENT FOR PROSPECTIVE AG. TEACHERS—ONE APPROACH

One vital facet of any total vocational agriculture program is the FFA. Youth organizations like the FFA are essential to develop capable individuals who will exercise and follow effective leadership and human relations in fulfilling occupational, social, and civic responsibilities. It is through the FFA that vocational agriculture teachers have a vehicle to help them achieve their major program objectives. FFA provides the added dimension to enrich the course, enhance and supplemen- t teaching.

CLIENTELE HAS CHANGED

The background and experience of prospective teachers of agriculture has changed drastically in the last decade. A larger and larger percentage of students majoring in agricultural education are coming from nonagriculture backgrounds. In addition, a major change has transpired in the student body; teachers of agriculture have not had the opportunity to learn about the organization and operation of vocational agriculture program first hand. Nor have they gained personal experience by participating in local FFA chapter activities. Their practical, "hands-on" experiences regarding vocational agriculture and FFA are extremely limited. This trend will probably not be reversed in the immediate future.

NEW EMPHASIS NEEDED

Leadership development experiences, if lacking in our undergraduate majors, must be provided in contemporary teacher education programs in agriculture if this void is to be filled. Teacher education has not only the obligation but the opportunity to design and implement new delivery systems in our pre-service preparation programs. Prospective teachers must be assisted to gain those essential experiences in leadership development. In essence, leadership development activities must be integrated into the under-graduate preparation programs...as part of the total pre-service program.

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FCA contests viewed by principals, parents, and teachers

by Inman White

The primary purpose of this study was to assess the FFA contests activities in Texas as perceived by secondary school principals, parents, current FFA members, and teachers of vocational agriculture. In order to do this, the following specific objectives were formulated:

1. To determine areas of agreement and disagreement among secondary school principals, parents, current FFA members, and teachers of vocational agriculture concerning the values of FFA contests.
2. To measure the effectiveness of FFA contests as a means of improving program; purpose of program; conduct of program; educational value; reasons for entering; time expended in preparation and participation; expenses incurred in preparation, travel, and participation; and meeting the primary aim of FFA.
3. To determine if Texas secondary school principals, parents, current FFA members, and teachers of vocational agriculture have a different perception of the following statements with respect to FFA contests:

- "The FFA contest program is worthwhile in regard to educational benefits received from participation by the FFA members," “Educational values received from participation by the FFA members," Educational values received from FFA contests are carried over into future life activities," “FFA contest awards help promote activities leading to desirable changes in behavior directed for personal and social growth," and “FFA contests assist in preparing students for earning a living."
AG. ED. ASSISTANTSHIP AND FELLOWSHIPS 1978-79

The 1978-79 survey of the Publications Committee of the American Association of Teacher Educators in Agriculture revealed continuing availability of assistantships.

Key to Understanding:
Data provided are in the following order: Nature of employment (num-
ber available); number of assistantships available during year; beginning month of employment; amount of work expected; monthly remuneration and other considerations such as remun-der; whether aid is for master's or doc- toral; department; type of assistantship; state; and nature of assistantship.

By Joseph E. Schell
California Polytechnic State University
San Luis Obispo, CA

The University of Florida.
Research assistantship (4), nine months.
September 1, 1978; $337.50/month; nine months of free tuition.
Drs. G. A. Beers, F. H. M. Kurnia, and W. L. Jordan, Department of Entomology, Gainesville, FL 32610.

Iowa State University.
Teaching and research assistantships (1-3); 12 months; July 1 or late start; 20 hours/week; $375-450/month and reduced fees.
Mr. David M. Rank, Department of Animal Science, Ames, IA 50010.

University of Maryland.
Teaching assistantship (1); 12 months; preferably July 1, 1978; 20 hours/ week; $400/month and reduced fees.
Mr. Charles J. Gartland, Department of Agricultural Economics, College Park, MD 20742.

North Carolina State University.
Research assistantship (1); nine months.
$255/month, possible refund, depending on studentship.
Dr. T. L. Sumrall, Professor of Forestry, Raleigh, NC 27607.

South Dakota State University.
Graduate assistantship (1), 12 months.
$2,600/year, plus tuition if resident.
Mr. E. R. Hahn, Graduate School, Box 122, Brookings, SD 57007.

University of Wisconsin.
Graduate fellowship (1), 12 months.
Stipend of $2,600/year, plus tuition if nonresident.
Mr. R. M. Moseley, Chairman, Graduate School, Madison, WI 53706.

University of Wisconsin--Milwaukee.
Graduate assistantship (1), 12 months.
Stipend of $2,600, plus tuition.
Mr. J. W. Schiltz, Chancellor, Milwaukee, WI 53201.

University of Minnesota--Duluth.
Teaching assistantship (1); Columbia, 12 months.
September 1, 1978; 20 hours/week; $500/month and reduced fees.
Department of Forestry, Duluth, MN 55802.

Michigan State University.
Teaching assistantship (1); 11 months; September 1, 1978; 20 hours/ week; $500/month and reduced fees.
Department of Forestry, East Lansing, MI 48824.

Michigan State University.
Teaching assistantship (1); 12 months; September 1, 1978; 20 hours/ week; $400/month and reduced fees.
Department of Forestry, East Lansing, MI 48824.

University of Wisconsin--Madison.
Teaching assistantship (1); 12 months; September 1, 1978; 20 hours/ week; $450/month; reduced fees.
Department of Forestry, Madison, WI 53706.

North Carolina State University.
Research assistantship (1); nine months.
$255/month, possible refund, depending on studentship.
Dr. T. L. Sumrall, Professor of Forestry, Raleigh, NC 27607.

The Ohio State University.
Teaching assistantship (2) in Agricultural Economics; July 1, 1978; 20 hours/ week; $450/month and reduced fees.
Mr. John G. Gemperle, Assistant Dean, Department of Agricultural Economics, Columbus, OH 43210.

Teaching assistantship (1) in Agricultural Education; 12 months; July 1 or one-half, one summer; $450/month; reduced fees.
Department of Agricultural Education, The Ohio State University, Columbus, OH 43210.

Teaching assistantship (2) in Agricultural Education; 12 months; July 1 or one-half, one summer; $450/month; reduced fees.
Department of Agricultural Education, The Ohio State University, Columbus, OH 43210.

University of Missouri--Columbia.
Teaching assistantship (2); Columbia, 12 months.
September 1, 1978; 20 hours/week; $400/month and reduced fees.
Department of Forestry, Columbia, MO 65201.

Montana State University.
Teaching assistantships (2); one month; summer, 12 months; $480/month; masters; apply any time; Dr. Ronald A. Sisson, Dean, College of Agriculture, Montana State University, Bozeman, MT 59717.

University of New Hampshire.
Teaching assistantship (1); 12 months.
November 1, 1978; 20 hours/week; $450/month; reduced fees.
Dr. F. S. Joyce, University of New Hampshire, Durham, NH 03824.

University of New Hampshire.
Teaching assistantship (1); 12 months.
November 1, 1978; 20 hours/week; $450/month; reduced fees.
Dr. F. S. Joyce, University of New Hampshire, Durham, NH 03824.

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Teaching assistantship (1); 12 months.
November 1, 1978; 20 hours/week; $450/month; reduced fees.
Dr. F. S. Joyce, University of New Hampshire, Durham, NH 03824.

South Dakota State University.
Graduate assistantship (1), 12 months.
$2,600/year, plus tuition.
Mr. E. R. Hahn, Graduate School, Box 122, Brookings, SD 57007.

Pennsylvania State University.
Teaching assistantship (4), nine months.
September 1, 1978; 12 months; 20 hours/week; $400/month; reduced fees.
Dr. G. M. Love, Professor and Head, Department of Forestry, Pennsylvania State University, University Park, PA 16802.

California Polytechnic State University.
Teaching assistantship (1); 12 months.
July 1, 1978; 20 hours/week; $400/month; reduced fees.
Dr. C. A. C. C. Moore, Associate Professor, Department of Forestry, California Polytechnic State University, San Luis Obispo, CA 93407.

Virginia Polytechnic Institute and State College.
Teaching assistantship (1); 12 months.
July 1, 1978; 20 hours/week; $400/month; reduced fees.
Dr. C. A. C. C. Moore, Associate Professor, Department of Forestry, Virginia Polytechnic Institute and State College, Blacksburg, VA 24061.
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The 1978-79 survey of the Publications Committee of the American Association of Teacher Educators in Agriculture reveals a continuing availability of assistantships.

Key to Understanding:
Data provided are in the following order: Name of assistantships (number available); number of months available during spring; beginning month of employment; amount of work expected; monthly remuneration and other considerations such as remission of fees; whether aid is for master's, advanced graduate program, or doctoral studies; source of funds; the school and year in which the applicant was not accepted. Slight variations in this pattern are due to the nature of the data provided by reporting institutions.

The University of Florida
Research assistantships (4); nine month; with some exceptions (6 month); $3675/month with tuition remission, master's degree; $3900/month with full tuition and master's degree; The Florida State Department of Education; June, 1979. Chairmen: Dr. Richard F. Stagg, Agricultural Research Station; Dr. John W. Tisdale, Agricultural Education Department.

Instate University
Teaching and research assistantship (1); 12 months; July 1 or later; 36 hours per week; $1500 per month; master's degree in rural community education; The Department of Agriculture, San Luis Obispo, CA, 93401.

University of Arizona
Teaching assistantship (1); 12 months; $2500/month; master's degree program; March 1 or 6 months prior; June, 1979. Dr. Floyd G. McCann, Professor and Head, Department of Agriculture, University of Arizona, Tucson, AZ 85721.

University of California, Davis
Teaching assistantship (1); nine months; $300/month; master's degree program; May 1, 1978. Dr. Jim Linford, Teacher Education, Department of Agricultural Extension, University of California, Davis, CA 95616.

Clayton University
Research assistantships (2): 12 months; August, 1978; 20 hours/week; $500/month; degree program; April 1, 1978. Dr. Ted L. Proctor, Professor, Agricultural Education, Clayton University, Clayton, GA 30232.

Colorado State University
Assistantships and scholarships (1 to 2); 9 or 12 months; August 20th; 20 to 25 hours/week; $250 to $300/month plus a waiver of tuition; master's or Ph.D. degree. Research positions and departmental funds; March 21, 1978. Dr. R. Harold Andersen, Professor, Department of Vocational Education, Colorado State University, Fort Collins, CO 80523.

Cornell University
Teaching assistantship (1); 12 months; $2500/month; research assistantships (3); either 9 or 12 month appointments, starting September 1 and 12 month starting July 1; $2500/month; students in the doctorate program in agriculture; January 1, 1979. $4000 for 12 months; fee and tuition remission, assistantships, and scholarships; February 1, 1979. Dr. J. D. Jolliffe, Department of Agricultural Education, New York, NY 14853.

University of Pennsylvania
Teaching assistantships (4); 9 months; September 1, 1978; half-time; $1200/month; full-time $2400/month; master's degree; March 1, 1979. Dr. Robert Morris, Department of Agricultural Education, University of Pennsylvania, Philadelphia, PA 19104.

Virginia Polytechnic Institute and State College
Graduate assistantships (12); 12 months; July 1; 20 hours per week; $5000 per year; master's degree in agricultural education; March 1, 1979. Chairmen: Dr. Joseph D. Thompson, Chairman, Department of Agricultural Education, Virginia Polytechnic Institute and State College, Virginia Polytechnic Institute and State College, Blacksburg, VA 24061.

CONTINUED

SUPERVISED LEADERSHIP DEVELOPMENT

Continued

The University of Arizona provides:
1. A vehicle for gaining vital practical experience in leadership development associated with youth activities of a local FFA chapter.
2. Early exposure and involvement in the operation and function of a local department of vocational agriculture prior to student teaching.

LEADERSHIP DEVELOPMENT

Program
C. Build Upon the Individualized Leadership Development Program
D. Conduct an Orientation Seminar
E. Utilize Formal Application
F. Select Core and Supplemental Activities
G. Develop an Individualized Leadership Development Program
H. Utilize Local FFA Advisors
I. Require Reports
J. Supervise the Program
K. Evaluate the Students
L. Follow-up in the Pre-service Program

SUMMARY

In summary, a well-planned, vigorously conducted leadership development program cannot only provide a vehicle for agricultural education students to gain practical experience in working with students, but will, at the same time, provide for early involvement in the field for which they are preparing as a professional career.

The Leadership Development Program at the University of Arizona is providing:

- A vehicle for gaining vital practical experience in leadership development associated with youth activities of a local FFA chapter.
- Early exposure and involvement in the operation and function of a local department of vocational agriculture prior to student teaching.

CONTINUED

LEADER...

"Agribusiness today is a highly commercialized, highly mechanized business, and the number of people involved in the many fields. True, a smaller and slimmer percentage of people will actually be employed in production agriculture, but many more will be needed for other phases of food production." "Lawrence emphasizes the end for which agriculture is needed in student bodies in other fields in developing land-use policies, in the production of fertilizers, and in the education of land resources to agriculture, forestry, fisheries, and urban and rural areas.

Lawrence also said that agriculture must be viewed more broadly. "You know, when more people think of agriculture, they think of corn growing in the field. But today agriculture takes in so much more: production, the production of industrial products, the production of goods that are not food products, such as automobiles, and how to make those goods, too. To be entreprenuers - small businessman - and I think that was one of our greatest achievements. The leadership training our students get in FFA gives them the confidence to take on leadership in whatever business they may enter."

According to Lawrence, "Nations rise or become failures because of agriculture or the lack of it. When a society has to keep most of its workers in the agricultural sector, it is doing well. A healthy, growing, and prosperous nation needs a strong agriculture."

"Education for those who go back to the farm is important," Lawrence said, "but it is only a part of what is taught in agricultural education. A small part of the skills needed in agriculture have been acquired in school. The farmer has had to learn by experience."

C. M. Lawrence lives in Tallahassee, Florida. He is a member of the Leon County FFA chapter. His son, Jerry, is a veterinarian at the University of Florida's College of Veterinary Medicine. Both farm in Tallahassee, Florida, and in Leon County, Florida.
Stories in Pictures

by Paul W. Newlin

Training through the FFA has led this young Denmark FFA member to the American Farmer Degree and the nation's winner in the Producers of the Year competition. Tim Novak has taken advantage of the opportunities through the FFA leadership training program. (Photo courtesy FFA Bulletin, Denmark, WI – Related story on p. 176.)

Indiana's chief state school officer received the national Future Farmers of America Distinguished Service Award of the 1977 National Conference to Kansas City. He has greatly aided in improvement of the quality of vocational agriculture education in the state. (Photo courtesy Indiana State Dept.)

A contest participant in the Pennsylvania State FFA Interview Contest. The contest consists of three parts: 1. Writing a letter applying for a job; 2. Completing an application for the interviewed firm; and 3. Being interviewed for the job for which application was made. (Courtesy Photograph Committee, FFA Agriculture Week; made available by James H. Mortensen, Pa. State.)

The FFA offers numerous opportunities of developing leadership abilities through training in activities such as on-the-farm safety surveys. Above are Denmark FFA members Larry Skads and Ils Skads and visiting dairy farmer Richard LiCout. (Photo courtesy Ilse Skads, Denmark, WI – Related story on page 175.)

Capacity audiences of over 1,000 FFA members attended each of the leadership seminars sponsored by the FFA Alumni Association during the National FFA Convention. (Photo courtesy Dan Rosow, National FFA Center)