Agricultural Education

William R. Shaffer, Maurertown, Virginia
National President Future Farmers
of America

"Be ashamed to die until you have achieved some victory for humanity." — Horace Mann
Professional

Comments on Applications of Candidates for the American Farmer Degree

By W. SPANTON, Federal Agent for Agricultural Education, Pacific Region, Washington, D.C.

(Note: This article has been read and edited by Mr. J. A. Linke, National Agricultural Education Service, and Mr. T. N. Spanton, Federal Agent for Agricultural Education, Pacific Region, Washington, D.C.)

According to the National F.F.A. Constitution, a candidate for the American Farmer Degree must meet the following minimum qualifications:

1. Be a member of the F.F.A. for at least twelve months prior to the national convention.
2. Meet the eligibility requirements of the American Farmer Degree.
3. Demonstrate ability to farm by having conducted an outstanding program of supervised farm work, oriented toward the preparation of the applicant for future leadership in farming.
4. Be operated as a farming operation or have definite plans for becoming a farmer.
5. Be on a deposit in a bank, or otherwise provide proof of financial responsibility.
6. Be in the upper third of his class in knowledge of the subject of instruction in school.
7. Be enrolled and accepted by the National Board of Directors and receive a certificate as National Convention Farmer of America.

If a candidate does not meet all of the requirements for the degree, the National Board of Directors will not accept the candidate as a National Convention Farmer of America.

A study of the present occupation of farm boys, who have received their American Farmer Degrees and who are now employed in agriculture, indicates that many of them follow an occupational path that does not lead to the cultivation of land. This is evidenced by the fact that only a small percentage of the graduates are engaged in farming occupations, and the majority are employed in non-farm occupations. This is a serious problem, as it suggests that the American Farmer Degree may not be as effective in preparing young men for agricultural occupations as it was intended to be.

The solution to this problem is to revise the qualifications for the degree and to make it more realistic. This can be done by requiring candidates to have a higher level of education and by providing more guidance and assistance in planning their future careers. Additionally, the National Board of Directors should be more involved in the selection process and should ensure that the candidates have a clear understanding of the requirements for the degree.

In conclusion, the American Farmer Degree has the potential to be a valuable tool for preparing young men for agricultural occupations. However, it must be revised to meet the needs of today's young people and to ensure that it effectively prepares them for the future. Only then can we be confident that the American Farmer Degree is meeting its intended purpose.
Oppportunity to show, they are having quite a good time going around and showing a lot of people that they are, in fact, quite good at what they do. The judge who was there yesterday morning was very impressed with the quality of workmanship and their attention to detail. It seems that they have been working very hard on their projects and it shows in the final results.

Unfortunately, in far too many cases the "samples" on display are only a part of what is being sold. I have found many instances where the actual product being sold is of much lower quality than what is shown at the competition. This is a problem that needs to be addressed by the local authorities.

In the meantime, I recommend that people look carefully at the quality of the workmanship before making a purchase. It is very important to ensure that you are getting what you pay for.

The quality of the workmanship and the attention to detail shown by the students is truly impressive. It is evident that they have put a lot of effort into their projects and it shows in the final results.

In conclusion, I would like to say that the students should be proud of their achievements and that they should continue to work hard to improve their skills. It is clear that they have a bright future ahead of them in the field of vocational agriculture.

I hope that this information is helpful to you and that you will be able to make an informed decision when choosing your future course of study.
The Cross Section Method of Organizing Courses in Vocational Agriculture

F. W. LATROPO, Research Specialist in Agricultural Edu-

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Farmer Classes

Organizing an Adult Evening School
S. T. T. Ward, Agricultural Specialist

In the fall of last year, a group of farmers held meetings where the idea of organizing an adult evening school was discussed. The main purpose was to provide an opportunity for farmers to learn about and discuss various topics related to farming, such as market trends, crop yields, and farm management techniques. The school sessions were held on a regular basis, with the goal of fostering a community of learners who could support and learn from each other.

A Part-Time School in Farm Tractors

L. W. Waldrop, Teacher in Agriculture

A part-time school for farm boys was established in this county. The school was designed to provide a structured learning environment for farm boys who could not spend full-time hours in the classroom due to their farming responsibilities. The school offered an alternative way for farm boys to gain knowledge and skills in areas such as tractor operation, crop management, and farm safety.

Up-To-Date Evening Class

C. T. H. Vincent, Instructor in Agriculture

A young man who had attended an evening class in tractor courses at the College last year, was one of the students who had completed the latest class in tractor operation. The course covered topics such as tractor maintenance, safe operating practices, and the latest agricultural technology. The instructor emphasized the importance of regular maintenance and the role of tractor operators in ensuring the smooth operation of farm equipment.

Farm Management Evening Class

W. R. Browning, Teacher in Agriculture

The evening class held at the college last year was a popular event for students interested in farm management. The course focused on topics such as financial management, crop production, and soil conservation. The instructor highlighted the importance of understanding the financial aspects of farming and how to make informed decisions to ensure the sustainability of agricultural enterprises.

Eleven Points

R. E. Speicher, Research Station, West Virginia

A list of points was compiled to address common issues faced by farmers. These points included topics such as crop rotation, pest management, and soil conservation. The list aimed to provide practical advice and guidance to farmers to help them make informed decisions and improve their farming practices.

An Evening Class in Farm Management

W. H. Henderson, Instructor in Agriculture

An evening class in farm management was established to help farmers improve their business skills. The course was designed to cover topics such as farm accounting, crop production, and marketing strategies. The instructor emphasized the importance of financial management and the role of a well-organized farm business in achieving long-term success.

THE END
Pencil and Paper Tests for Measuring Achievement in Vocational Agriculture

G. P. DEYOE, State Teachers College, Platteville, Wisconsin

The development of pencil and paper tests which would be satisfactory for the purposes of the regular and duplicate procedures of grading, has been the subject of much discussion. Several tests have been published in which the major objective was to make the pupil attainment as measured by the pencil and paper test as comparable as possible. The test is taken after the course is completed. The test is based on the pupil's performance in the course. The test is taken at the end of the course. The test is taken at the beginning of the course. The test is taken at the end of the course.

Comparison of Various Types of Tests

There has been considerable controversy with respect to the relative merits of the various types of tests used in the evaluation of vocational agriculture. The controversy centers around the question of whether the test should be based on the pupil's performance in the course or on the pupil's potential ability. The controversy centers around the question of whether the test should be based on the pupil's performance in the course or on the pupil's potential ability. The controversy centers around the question of whether the test should be based on the pupil's performance in the course or on the pupil's potential ability. The controversy centers around the question of whether the test should be based on the pupil's performance in the course or on the pupil's potential ability.

In order to evaluate such tests, it is necessary to determine the extent to which the test measures the pupil's performance in the course. The extent to which the test measures the pupil's performance in the course is determined by the test's validity. The validity of a test is determined by the extent to which the test measures the pupil's performance in the course. The validity of a test is determined by the extent to which the test measures the pupil's performance in the course. The validity of a test is determined by the extent to which the test measures the pupil's performance in the course.

Some of the most commonly used tests are the multiple-choice test, the essay test, and the performance test. The multiple-choice test is a test in which the student is required to select the correct answer from a list of possible answers. The essay test is a test in which the student is required to write an essay on a particular topic. The performance test is a test in which the student is required to perform a specific task. The multiple-choice test is a test in which the student is required to select the correct answer from a list of possible answers. The essay test is a test in which the student is required to write an essay on a particular topic. The performance test is a test in which the student is required to perform a specific task. The multiple-choice test is a test in which the student is required to select the correct answer from a list of possible answers. The essay test is a test in which the student is required to write an essay on a particular topic. The performance test is a test in which the student is required to perform a specific task.

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Eighty National Future Farmers of America Congress at Kansas City

Judging Contests

Many hundreds of those who entered 3-4 days represented a continued growth of these contests. The competition between teams for the 600 prizes awarded.

Reading Results: The winning team members, Eugene Maxver, Opie Hatton, and Velian Weigener, Missouri, were coached by O. C. Craig. The team scored a total of 2009 points out of a possible 2000. Thirty-two teams took part in the contest. The Texas team from Richmond Spickern took second place with a score of 1792.3.

Delegates voted at the opening session of the Eighty National Future Farmers of America Congress at Kansas City, 1953.

American Farmer Degrees Awarded

Sixty-nine boys from 36 states were advanced to the highest degree of the organization—American Farmer Degree. After the impressive ceremonies of this degree by the national officers, gold keys were presented to the following boys:


Also significant in the achievement of this first rank was the consistent high placing in the state contests. The Oklahoma boys placed first in beef cattle, second in dairy, fifth in swine and English, second in dairy, fifth in swine and English in draft animals. Add to this that facts that Eugene Maxver ranked high boy in the entire contest with an all-round score of 735.5, a possible score of 800 and that Opie Hatton ranked 3rd, with the third highest score.

All 99 boys competing in the dairy judging contests demonstrated their ability at the Kansas City Milk Judging Contest, which included an educational session.

Most Illinois

The third consecutive year Illinois placed first in the most judging contest. The contest, Illinois, team coached by L. E. Mattingly, placed third as an individual, Donald M. Stahl, and Charles A. Yackley, placed third in the individual contest. The team scored 376 points out of a possible 300. Illinois is the only state to have achieved this score in all three years of the contest.

Tune in an F. A. Broadcast over N. B. C. Farm and Home Hour, Second Monday of Each Month

Agricultural Education December, 1955
Land Use

Mont Kenney, Holden, Utah, winner in the Eighteenth National F. F. A. Public Speaking Contest

Six Honorary Degrees

The Honorary American FFA Degree had the following conferring:

O. L. Chapman, Assistant Secretary of the American Forest Products Manufacturers Association, in the name of the American Forest Products Manufacturers Association, conferred the honorary degree of Doctor of Forestry on J. A. D. Burt, who has distinguished service to the forest products industry. The degree was conferred on Mr. Burt for his contributions to the field of forest products and for his leadership in the development of the industry.

Shawnee-Mission Chapter, Kansas Wins Chapter Contest Award

WINNER of all the chapter achievement contest of the Future Farmers of America in the Kansas State Fair was the Shawnee-Mission Chapter of Kansas, for success in meeting its objectives. The chapter achieved its objective of raising $380 and planned $300 in the contest. The award for the chapter contest is the Golden Eagle Chapter of the Little Axe, Oklahoma, which received a prize of $380.00.

Sixth Annual Kansas Chapter is Applied

The chapter, which made the highest prize in the chapter contest, is the Little Axe Chapter of the Little Axe, Oklahoma, which received a prize of $380.00.

Field Trip to Kansas Chapter Forays into Conservation

The chapter consists of students from the Kansas State Fair, who have demonstrated their interest in conservation by planning a field trip to the Little Axe Chapter of the Little Axe, Oklahoma, which received a prize of $380.00.

Hunting the Future Farmers of America: The Gains of Conservation

The chapter is the little axe of the conservation movement, which is working to protect the forest and to ensure its future. The chapter is working to protect the forest and to ensure its future. The chapter is working to protect the forest and to ensure its future.
spending considerable time and money, at least forty-two states have appointed planning boards which have to do with such problems as land use. Several states have made appropriations to carry on surveys of land classification and have passed legislation including rural zoning laws. These zoning laws give the counties the power to designate specific lands for agriculture, forestry, and recreation. I refer particularly to the states of Wisconsin, Minnesota, Maryland, and Tennessee.

The problem of land deterioration due to misuse is a far-reaching challenge to our civilization. According to Dr. Gray, "Whenever you have a deteriorating land area, you have a deteriorating people."

Are we, as American citizens, going to sit idly by and see our land misused due to the lack of proper planning and utilization? Certainly the answer will be "NO." Now is the time to act—now is the time to bring the question of proper land use to the consciousness of every true blooded American citizen in order to preserve our land resources, to protect the quality of our natural heritage. Let it not be said by our future generations: "Here's the farm, but WHERE'S THE SOIL?"

In the language of the National Resources Board, "We are tenants and trustees on the land. Let us hand down our heritage not only unimpaired but enriched to those who come after us."

1 Report of the U. S. National Resources Board, December 1, 1934
2 Food and Civilization—A. P. Brocken, President, Western Division American Agronomy Association.
3 Proceedings of Western Farm Economics Association, June, 1934, p. 70.
4 C. Gray, Director of Land Section, National Resources Board.
5 Author unknown.

Shawnee-Mission Chapter, Kansas, Wins Chapter Award

(Continued from page 94)

Kansas City Star, made the illustrations accepting in payment improvement work on this lawn by members of the chapter. J. W. Englehardt, III, a member of the chapter, was runner-up in the national F.F.A. public speaking contest last year. President of the Shawnee-Mission Chapter is James Nutt and the adviser is H. G. Englehardt.

Live Oak Chapter, California, is distinguished for its varied program which guaranteed that all members would obtain broad experience in farming skills. By co-operation the chapter raised nearly a thousand dollars to make possible a trip to Yellowstone, Grand Canyon, Boulder Dam, and other National Parks in a truck purchased and outfitted by the chapter. Edward Coboon is president of the chapter and E. R. Hansen is adviser.

Little Valley Chapter, with a membership of twenty-five, is a New York dairy region distinguished itself in dairy and forestry. Members raised 75 purebred calves—an average of three per member. They made a survey of the herds owned by sixty farmers in the neighborhood. By agreement with farmers owning purchased bulls, Little Valley chapter members obtained and raised bull calves in return for 50 percent of the net proceeds. The chapter owns one bull outright and has a half interest in fully a dozen more. The net result is improvement of herds throughout the region. The Little Valley boys also engaged in a co-operative reforestation project, planting a total of 26,000 trees in the watershed of the village's reservoir. By agreement with the village officials, the Little Valley chapter will be permitted to cut 8,000 Christmas trees when mature. Proceeds from these sales will be used as Christmas present scholarships loans to Little Valley Future Farmers. President of the Little Valley Chapter is Lynn I. Wood and the local chapter adviser is H. J. Shoup. Massanutton Chapter in the Shenandoah Valley developed close relations with all the activities of its home community, Mt. Jackson. Under the leadership of President Fred Fuddy, members raised 54 acres of corn, 17 acres of wheat, 17 acres of barley, 20 acres of clover hay, raised 1690 hens for market and 2000 broilers. Their projects also included 11 cows. The chapter ran four fertilizer experiments on corn, two on potatoes, and three on pastures. Earnings of this chapter for one year totaled almost $1,000. The adviser of the Massanutton Chapter is C. E. Richards.

Pencil And Paper Tests For Measuring Achievement in Vocational Agriculture

(Continued from page 91)

to a group of persons undertaking the difficult but important task of perfecting ways, and means for measuring the outcomes of instruction in vocational agriculture.

REFERENCES

4. The writer wishes to acknowledge the hearty co-operation of R. H. Zemansky, Superintendent of Vocational Education, in the formulation and administration of the tests upon which this study is based.
5. From data obtained through the Wisconsin Co-operative Testing Program for high school pupils and compiled by the writer.
6. About three indications were computed for various portions of the test. Professor H. C. Flinn, State University, worked on these computations.
8. Tyler, op. cit., p. 102.

Future Farmer Wheat Projects

THE Joplin Montana Chapter of the Future Farmers of America had an unusually successful year with wheat projects.

The objective of the chapter, as set by the group of boys last year, was $1,000. That goal seemed large in view of the fact that a serious grasshopper infestation was predicted for the section. With this aim in mind, each boy set about his task with the determination to do his part to reach the objective. The result was 8738 bushels of high-grade Marquis and Supreme wheat. This represented eleven projects composed of 567 acres.

At the closing of the project records November 15th, the total receipts were $7600.11, the total debts $5000.96 leaving a net profit of $4600.15. The average selling price was 84.14 cents per bushel. The cost of production was 39.9 cents per bushel.

F. F. A. Chapters—Have a program—Have a program.

F. F. A. exhibits are important.

Agricultural Education December, 1935