

History of the Virginia FFA Association

by

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(ABSTRACT)

Part of this research focused on the predecessors of the FFA by outlining the history and purposes of agricultural organizations formed since the late 1700s. The past two centuries of American agricultural history is rich with efforts to educate and improve agricultural practices through organized groups of farmers and other rural leaders. Early in the development of agricultural societies, experimentation and successful practices were shared with others in the local organization and works were often published in journals or newspapers for educational and informational purposes. Regular meetings and fellowship were also a major focus of the early groups. The national organizations that formed later such as the Grange, included the fraternal, social, and educational aspects while maintaining a focus on the economics of farming.

The boys' and girls' club movement provided opportunities for youth to meet, learn, and participate in agricultural competitions. The center of activities for youth organizations quickly shifted from community groups to agricultural education programs in the public schools. Clubs that formed within agricultural education programs in Virginia soon united to create the Future Farmers of Virginia. The FFV and FFA that followed initiated the use of certain symbols, colors, and ritual ceremonies that can be traced directly to the agricultural

societies. This research identified many agricultural societies and youth clubs that had a profound influence on the development of the National FFA Organization.

The major purpose of this study was to describe the establishment of the Future Farmers of American and to document the accomplishments of Virginia FFA members at the state and national levels. The objectives of the study were:

1. To describe the historical events and circumstances that led to the establishment of the Future Farmers of Virginia and the Future Farmers of America,
2. To document Virginia FFA history by recording achievements of members and chapters at the state level,
3. To document the achievements of Virginia FFA members and chapters at the national level, and
4. To provide a history of the Virginia FFA Association from 1925 to the present.

The Virginia FFA Association is rich with historical information that ranges from the formation of the Future Farmers of Virginia in 1925, the forming of a national organization in 1928, and 75 years of accomplishments by Virginia FFA members.

DEDICATION

To my parents:

Barbara S. Bryant and Kenneth P. Bryant

I am truly thankful to have parents that are as supportive and encouraging as my mom and dad.

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My interest in agricultural education started through the guidance of my agriculture teachers in Buckingham: Larry White, R. Q. Lawing, Pete Senger, Gale Washburn, Chip Davis, Henry Morris, and Dan Swafford. Without these positive role models I would have never become an Ag Teacher. I especially appreciated the encouragement and time spent with The Swaff over the past two years.

Ernie Conner and Ronnie Thomas – I think we showed teamwork like no other middle and high school in the state. I will never forget the long hours, golf outings, lunch journeys, caption writing, metal trips, fruit sales, and “Bathar Stories.”

Thanks to my doctoral committee members for their time and interest in the history of agricultural education and the FFA: John Hillison, Glenn Anderson, Alan McDaniel, Daisy Stewart, and John White. John White’s offer of the Ag Alumni position made my decision to attend graduate school much easier.

There are many Ag Teachers around the state that have been both influential and helpful throughout my years as a high school FFA member, teacher, and graduate student. I have greatly appreciated the kind words of support from these fine people. With this group, I would like to include two outstanding supervisors: James Brooks, retired Director of Vocational Education in Mecklenburg and Larry Fannon, former area supervisor for Agricultural Education.

I would like to thank my friends for their phone calls, emails, and thoughtfulness during the past two years. I’m fortunate to have lived in three distinctive locations in Virginia and to have life-long friends in Buckingham, South Hill-Mecklenburg, and Blacksburg.

My students at Park View Middle won 37 individual, team, and chapter FFA state championships during my 10 years of teaching from 1989-1999. Only one of these state wins was mentioned in the *Chapter Chats*.

I would most like to thank my wife, Connie Dalton Bryant for her love and support. You have meant everything to me over the last few years. Thank you so much for being there and for making an attempt to understand.

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Chapter 1

INTRODUCTION

The discipline of agricultural education has roots that reside deep in the history of both education and agriculture (Barrick, 1989). As agricultural education courses made their way to the public schools, an organization for the students enrolled in those courses emerged. The Future Farmers of Virginia (FFV) was formed as an organization for boys to help round out their experiences in vocational agriculture classes. The FFV provided the framework for the Future Farmers of America (FFA) (Hillison, 1993).

Background for This Study

According to a study that recognized the greatest events in the history of the profession of agricultural education, the establishment of the FFA ranked second behind the Smith-Hughes Act of 1917 (Camp & Crunkilton, 1985). Actually, five of the top 11 events to shape the history of agricultural education were directly related to the FFA.

Prior to the formation of the FFA, federal legislation did much to influence the field of agricultural education in the United States. The first such bill to affect agricultural education nationally was the Morrill Act of 1862. Also known as the Land-Grant College Act of 1862, it was introduced by Representative Justin Smith Morrill of Vermont and signed by President Abraham

Lincoln on July 2, 1862 (Virtual Vermont Internet Magazine, 2000). A previous attempt passed the Senate and House of Representatives in 1857, but was vetoed by President Buchanan (Edwards, 1940). In accordance to this act, each state received 30,000 acres of federal land for each congressional representative from that state. The land was to be sold in order to provide an endowment for at least one college dedicated to teaching military tactics as well as agriculture and mechanical arts (Kinnear, 1972; Land Grant Act, 1862). The Second Morrill Act in 1890 broadened the program and set up funding for land-grant schools aimed specifically for educating black students.

Signed on March 2, 1887, the Hatch Act gave the United States a network of agricultural experiment stations at the land-grant colleges. Named for William H. Hatch of Missouri, the legislation again put education and agriculture together with a focus on research. This allowed funds for effective studies to improve productivity on the farm and in the home. The legislation also had educational implications (Hatch Act, 1887). Research findings from these experiment stations enhanced studies in soils, crops, livestock, pest management, housing, home management, food quality, and human nutrition (Oklahoma State University, 2000).

An obvious bridge between the Morrill Act and the Smith-Lever legislation, the Hatch Act did not provide resources for the distribution of knowledge to the people. The Smith-Lever Act provided for cooperative

agricultural extension work between the agricultural colleges created by the Morrill Act and the United States Department of Agriculture. The Smith-Lever Extension Act of 1914 provided funding for instruction, publications, and practical and field demonstrations in the area of agriculture and home economics (Smith-Lever Act of 1914, Reproduced 1959). Named for Senator Hoke Smith of Georgia and Representative Asbury Lever of South Carolina, the act again combined agriculture and education by bringing extension agents to the local level to work with both youths and adults.

The Smith-Hughes Act of 1917 is well known as the legislation that initially provided federal funding for agricultural education in the public schools. The Smith-Hughes Act, also known as the National Vocational Education Act, is a law that provided federal funds for the salaries of teachers of agriculture, trades, industry, and home economics in secondary schools and stipulated in detail the vocational character of the courses to be taught (Smith Hughes Act, Public Law No. 347, 1917). Senator Hoke Smith and Representative Dudley Hughes, both of Georgia, submitted the bill to Congress (True, 1929). This act created the modern system of vocational education in the public schools.

Each of these national laws brought forth expanded roles for agriculture and education as necessary fixtures in American life. Within a period of only 55 years, federal legislation was created to provide agricultural colleges, agricultural research, an outreach program to educate farmers and homemakers about

agriculture, and agricultural education in the public schools. In this relatively short time period, the United States took tremendous steps to ensure the supply and quality of the food and fiber system. These laws, culminating with the Smith-Hughes Act, provided the basis for the development of the student organization known as the Future Farmers of America.

Prior to and during these time periods, there were many local, state, and national movements to improve agriculture through education. There were also many calls to improve the overall public school system and to make education more practical. Many local schools, for example, were teaching agriculture classes before Smith-Hughes. Publications directed at farmers for the improvement of agriculture and rural life were distributed far ahead of the formation of the Extension Service. Societies and organizations were commonplace as educational and social platforms to promote agricultural education. Clubs for youth involved in agriculture preceded the founding of the FFA. The present study documents the development of the forerunners of modern agricultural education as well as exploring the clubs and groups that were prevalent before the FFA was founded.

Problem Statement

The formation of the National FFA Organization dates back to the origin of the Future Farmers of Virginia in 1925. This was well before the founding of

the national organization in 1928. As the leader in the establishment of the FFA, Virginia should have a well-documented history of participation of agricultural education students in FFA activities. However, numerous gaps in the history of the Virginia FFA Association have never been referenced. Therefore, it was beneficial to compile this information for those who are interested in the history of agricultural education and its co-curricular student organization.

Purpose and Objectives

The major purpose of this study was to describe the establishment of the Future Farmers of America and to document the accomplishments of Virginia FFA members at the state and national levels. The objectives of the study were:

1. To describe the historical events and circumstances that led to the establishment of the Future Farmers of Virginia and the Future Farmers of America,
2. To document Virginia FFA history by recording achievements of members and chapters at the state level,
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4. To provide a history of the Virginia FFA Association from 1925 to the present.

Importance of the Study

Previous research on the FFA in Virginia was completed in 1979. Upon examining the information, data were often missing and poorly arranged. This study will thoroughly organize and document the achievements and participation of Virginia FFA members and chapters through the year 2000. Thus, the study will improve previous research and fill-in the void of the last 21 years. In addition to the development and history of the Virginia FFA, the work examines the evolvement of movements that shaped agricultural education and the formation of a national organization for students enrolled in agricultural education courses. The information collected for this study could be used in a variety of educational settings.

Limitations

This study begins with a history of the formation of agricultural education events that led to the founding of the Future Farmers of Virginia. The study proceeds through the events of the National FFA Convention in 2000. A historically based study of over 200 years with a concentration on the past 75 years will often depend on the availability and preservation of a wide-range of references. For this reason, the failure to find important documents, which may have had an influence on the study, was a limiting factor.

Many of the documents used in prior studies of the FFA were meant to provide historical documentation of the organization and members. Therefore, every effort was made to track previous investigations back to the original and primary sources for the purpose of research validity and reliability.

Definition of Terms

Agricultural Education – A program that prepares and supports individuals for agricultural careers, builds agricultural literacy, and develops leaders for the food, fiber, and natural resource systems. Components of an agricultural education program include Supervised Agricultural Experience programs, FFA (co-curricular student organization, and classroom and laboratory instruction.

American FFA Degree – The fourth and highest degree of active membership a FFA member can achieve. Members must meet strict minimum requirements as outlined in the Official FFA Manual. This degree, formerly known as the American Farmer Degree, is awarded at the national level.

Honorary Degree – Honorary membership is extended to those who have taken steps to promote agricultural education and the FFA and have provided outstanding service to the organization. It can be awarded at the chapter, state, and national levels.

Individual Contest – FFA Career Development Event in which individuals compete against each other in a judged event. Examples include: Public Speaking, Extemporaneous Public Speaking, and Creed Speaking.

Proficiency Award – Awards for members who excel in their Supervised Agricultural Experience programs. These awards encourage members to develop specialized skills that could be applied toward a future career.

SAE – Supervised Agricultural Experience. Planned, documented, and practical activities conducted outside of the academic class time in which students develop and apply agricultural knowledge and skills. The application of concepts and principles are to enhance the subject matter taught in the agricultural education classroom. The program was formerly known as SOE (Supervised Occupational Experience) and was originally referred to as the student “project.”

Star Award – Outstanding members at each degree level can be selected as Star Award winners. The possibilities for the awards include: Star Greenhand, Chapter Star Farmer, Chapter Star in Agribusiness, State Star Farmer, State Star in Agribusiness, American Star Farmer, and American Star in Agribusiness. The Star Award was named for the first sponsor of the recognition, the *Kansas City Star* newspaper (Tenney, 1977).

State Degree – The third degree level of active FFA membership. Must have received the Greenhand Degree and Chapter Degree and meet other minimum standards as outlined by the Official FFA Manual and the state association.

Team Contest – FFA Career Development Event in which two or more members compete against other teams in a judged event.

Methodology

Historical research methods were utilized to accomplish the objectives of the study. The key to historical research is not to establish a cause and effect line of thinking, but to demonstrate the connections that exist among a series of events occurring over a specific period of time (Shafer, 1980). Historical research is a complicated process that involves combining a network of incomplete records linked together through a pattern of events. This work searched beyond traditional studies of agricultural education and the FFA by expanding on events that began in the United States during the 1700s.

Both primary and secondary sources were utilized to obtain the information needed to complete the research. A primary source is a document written or created during the time under study (Bainbridge, 1992). The primary sources used in this study included mass media publications, Congressional records, letters, memorandums, government publications, federal bills, and texts of state and federal legislation.

A secondary source interprets and analyzes primary sources (Bainbridge, 1992). Secondary sources utilized for research purposes included textbooks, historical books, journal articles, encyclopedias, and publications from various

state and national agencies. These agencies included the Virginia Department of Agriculture and Consumer Services, the United States Department of Agriculture, Virginia Department of Education, and the United States Department of Education.

A qualitative study describes people acting in events. Thus, research validity and reliability are concerns in the way the data were collected, analyzed, and interpreted. Validity deals with how research findings match reality (Merriam, 1998) while reliability refers to the consistency of a measure, either internally, or over time (Abrahamson, 1983). Every effort was made to assure that reliability and validity are consistent with previous research in the field. It is important for the reader to understand that a historical study covering over 200 years may yield points not exposed by previous researchers.

The research process involved many hours of searching archival data in various state and national libraries. Much of the information used toward this study consisted of newspaper articles, periodicals, journals, and other sources printed from the time period being studied. Personal interviews from those who had studied the subject or who were otherwise close to the historical implications of the study were also utilized. The written information was found at various locations including the National FFA Center in Indianapolis, the National Agricultural Library in Maryland, the Virginia State Library and Virginia

Department of Education in Richmond, as well as the Newman Library and FFA Historical Room at Virginia Tech.

One particularly informative source was a publication made available by the Virginia FFA called *Chapter Chats*. It was produced regularly from 1927 through 1991. It is still the main news publication of the Virginia FFA Association, but has been sporadically produced since the early 1990s.

Organization of the Study

The study is organized into five chapters. Chapter 1 provides an introduction as well as discussions of the background of the project, statement of the problem, purpose of the study, objectives of the study, significance of the study, definition of terms, limitations of the study, research methodology, and organization of the study. Chapter 2 outlines the development of agricultural education events that led to the formation of the FFV and FFA. Chapter 3 provides a historical account of the formation of the FFA in Virginia. Chapter 4 will outline the contributions that Virginians have made in the development and success of the National FFA Organization. In Chapter 5, a general summary with findings relevant to agricultural education and the FFA in Virginia is presented. This chapter will also explain the changes in FFA competitions and awards over a 75 year period. Data collection of Virginia FFA events will highlight the importance of the Appendix. Those events include FFA awards (team contests,

individual contests, individual awards, chapter awards, etc.), Virginia FFA recognition on the national level, Honorary State Degree recipients, American FFA Degree recipients, Honorary American Degree recipients, listings of Virginia FFA Officers, and other historical information such as the proposal for the Future Farmers of Virginia and the original Creed of a Future Farmer.

Chapter 2

AGRICULTURAL EDUCATION MOVEMENTS

Agricultural education became organized nationally by the Smith-Hughes Act of 1917. However, the previous 150 years of United States history prior to this legislation formed the basis of bringing agricultural education to the public schools. Many events of the 1700s and 1800s concerning the improvement of farm practices helped create a national awareness of agriculture as a necessity for all Americans. This time period saw many gains in agricultural production through improved practices, experimentation, and education.

Early Agriculturists in Virginia – Washington and Jefferson

Agriculture as a documented science, did not exist prior to the 1800s. Individual farmers, however, did make great gains in agricultural production prior to that time. Both George Washington and Thomas Jefferson, for example, practiced sound agricultural principles on their plantations at Mount Vernon and Monticello.

Washington practiced early experimentation in crop production and kept detailed records of his findings. Attempting to conserve his land, Washington constantly checked for soil erosion. He diversified the crops grown on his farm and practiced crop rotation (Dies, 1949). He was one of the first farmers to realize the rapid soil depletion that raising tobacco causes to farmland. Opening

new acreage for the single purpose of raising one crop did not suit Washington. His own tobacco growing reached a peak of 89,079 pounds in 1763, then decreased steadily until it was discontinued. Washington emphasized the staple grains that were used as food and lessened the depletion of soil nutrients.

In his final message to Congress as President of the United States in 1796, Washington urged the creation of a board of agriculture. Little interest was shown for a governmental agency directed toward farming. Washington's idea eventually led to the formation of the United States Department of Agriculture in 1862. The department was raised to cabinet status in 1889 (Rasmussen, 1960).

Thomas Jefferson also studied and experimented with agricultural practices. Besides his extensive work with fertilizers, crop rotation, and agricultural inventions, Jefferson made a lifelong commitment to bring foreign plants to America (Betts, 1953).

Jefferson wrote the first detailed information regarding agriculture in an American state in 1781. Jefferson's *Notes on the State of Virginia* presented a detailed account of the plants and animals available in the state. He also spoke of the problems that lie ahead in the field of agriculture and made suggestions to improve the crop selection by farmers of the time. He, as well as Washington, learned the soil depletion factors of only farming one crop and encouraged diversification. Jefferson wrote of the toils of tobacco farming as compared to growing grains in Virginia.

It is a culture productive of infinite wretchedness. Those employed in it are in a continued state of exertion beyond the powers of nature to support. Little food of any kind is raised by them; so that the men and animals on these farms are badly fed, and the earth is rapidly impoverished. The cultivation of wheat is the reverse in every circumstance. Besides cloathing [sic] the earth with herbage, and preserving its fertility, it feeds the labourers [sic] plentifully, requires from them only moderate toil, except in the season of harvest, raises great numbers of animals for food and service, and diffuses plenty and happiness among the whole (Jefferson, 1794, p. 243).

Jefferson already knew that the climate in the southern states was better suited for tobacco production and that areas of Mississippi and Georgia would soon be able to undersell the farmers of Virginia.

Scientifically, his farms were set up for agricultural experimentation. He arranged his cultivated lands into four farms, and each farm into seven fields. He maintained a seven-year rotation plan in which no field was ever left bare. He used legumes as cover crops and created terraces to prevent soil erosion. Jefferson kept extensive records on over 30 varieties of vegetables and 22 crops on his main farm at Monticello. The crop rotation included grains, peas, clover, potatoes, cotton, hay, hemp, and flax. He also worked to improve animal breeds by importing hogs and sheep from Europe (Dies, 1949).

Agricultural Organizations and Societies

Seeing the need for an improved system of crop production and animal husbandry, agricultural societies began forming on the local level. With a

common association, agriculturists could learn from each other concerning advancements in farm practices. Each group adopted a strict constitution outlining the purposes and regulations of the society. Officers of these groups would most likely include a president, vice president, treasurer, secretary, and assistant secretary. Committees would also be formed to perform various tasks within the group. Committees of correspondence would often form for the purpose of communicating with other societies or individuals who lived outside of the geographical region, but shared the common bond of agricultural improvement. To distribute the knowledge of useful discoveries and improvements, the society would often publish collections and observations (Botts, 1845).

Agricultural Societies in Colonial America

The American Philosophical Society, founded in 1744 under the direction of Benjamin Franklin, was developed mainly as a scientific society. The group, however, published many articles on agricultural subjects. This area of interest led to the organization of the Philadelphia Society for Promoting Agriculture in March of 1785. The purpose was to upgrade the level of agricultural production in the American states. The group printed memoirs, offered prizes for experiments, improvements, and agricultural essays, and encouraged the establishment of other similar groups throughout the country (True, 1929). By

1789, the society had many distinguished members from Pennsylvania and honorary members in 13 states. The membership included George Washington and Benjamin Franklin.

Forming almost concurrently with the Philadelphia Society was the South Carolina Society for Promoting and Improving Agriculture and Other Rural Concerns (True, 1929). This group formed in August of 1785 and was later renamed the Agricultural Society of South Carolina. This statewide group formed from meetings of indigo producers that began in the 1740s. This organization, among its other ideas, proposed the establishment of an experimental farm. This suggestion was the first of its kind in America (Leake, 1915).

Other societies were soon founded in New York and Massachusetts in 1791 and 1792 (McCarry, 1997). In 1801, a member of the Massachusetts society suggested that agricultural fairs be held in the spring and fall. He also added that premiums should be paid to farmers for the best exhibits (Leake, 1915). This idea was not acted upon at the time, but formed the basis for county fairs as well as agricultural judging competitions that would become prevalent in the following decade.

The Society of Virginia for Promoting Agriculture

As early as 1811 an organization called The Society of Virginia for Promoting Agriculture was formed in Richmond (True, 1929). John Marshall,

who had studied law and natural philosophy at William and Mary and was serving as Chief Justice of the United States Supreme Court, became the first president of this society (Brown, 1940). He maintained an interest in the society and was shown to be the chairman of the correspondence committee in 1818.

John Taylor of Caroline, a U. S. Senator, also served as president of the organization (True, 1929). Taylor felt that writing, printing, and publishing were necessary for the improvement of agriculture. Taylor authored many agricultural essays including several that encouraged an agricultural society in each congressional district for the purpose of communicating agricultural problems to Congress. His leadership led the society to provide prizes for experiments, improvements, and written articles on agricultural topics proposed by the group (Brown, 1940).

Agricultural Society of Albemarle

Thomas Jefferson was a strong supporter of the agricultural societies previously formed in Charleston and Philadelphia. While in Europe, Jefferson sent the societies seeds, roots, plants, and other information to be used for experimentation in the hope that new species could thrive in America (Curtis, 1908). After he retired from the Presidency of the U. S., Jefferson conceived plans for a statewide federation of agricultural organizations. He suggested both state and county agricultural societies, which he believed to be more important

than a philosophical society (Miller, 1988). Improvement and simplification of agricultural implements and techniques were among the purposes of the societies that Jefferson promoted (Edwin, 1952).

The Agricultural Society of Albemarle was conceived by Thomas Jefferson (Jones, 1960) and was organized May 5, 1817 by 30 men from five counties (True, 1929). A committee of which Jefferson was chairman was appointed to create rules and regulations for the society. The objectives were mostly taken from Jefferson's previous plan for agricultural societies. The plan with amendments was adopted October 17, 1817 (Brown, 1940). The objectives and purposes of the society were written by Jefferson and listed in *The American Farmer* and other regional agricultural publications.

Objects for the Attention and Inquiry of the Albemarle Society

I. And principally, the cultivation of our primary staples, wheat, tobacco and hemp for market.

II. All subsidiary articles for the support of the farm, the food, the clothing and the comfort of the household, as Indian corn, rye, oats, barley, buckwheat, millet, the families of peas and beans, the whole family of grasses, turnips, potatoes, Jerusalem artichokes, and other useful roots, cotton and flax, the garden and orchard.

III. The care and services of useful animals for the saddle [sic] or draught, for food or clothing, and the destruction of noxious quadrupeds, fowls, insects, and reptiles.

IV. Rotation of crops, and the circumstances which should govern or vary them, according to the varieties of soil, climate or markets of our different counties.

V. Implements of husbandry, and operations with them, among which the plough, and all its kindred instruments for dividing the soil, holds the first place, and the threshing machine an important one, the simplification of which is a great desideratum. Successful examples too of improvement in the operations of these

instruments would be an excitement to correct slovenly and unproductive practices too generally prevalent.

VI. Farm buildings and conveniences, enclosures, roads, fuel, and timber.

VII. Manures, plaster, green dressings, fallows, and other means of ameliorating the soil.

VIII. Calendars of work, showing how a given number of laborers and draught animals are to be employed every day in the year, so as to perform within themselves and in their due time, according to the usual course of the seasons, all the operations of a farm of given size, this being essential to the proportioning of the labor to the size of the farm.

IX. A succinct report of the different practices of husbandry in the district inhabited by the members of the society, including the bad as well as the good, that those who follow the former may read and see their own condemnation in the same page which offers better examples for their adoption. It is believed that a judicious execution of this article alone might nearly supersede every other duty of the society, inasmuch as it would present every good practice which has occurred to the mind of any cultivator of the state for imitation, and every bad one for avoidance; and the choicest processes culled from every farm would compose a course probably near perfection.

X. And finally, such subjects in husbandry and the arts, connected with or subsidiary to it, not heretofore enumerated, as the society may hereafter propose for its consideration (Jefferson, 1819, p. 262).

The Agricultural Society of Albemarle initiated membership dues of five dollars per year. The money was used to give prizes for agricultural experiments, improvements in husbandry, and written works on proposed subjects. Premiums were only offered to members of the society. Those desiring to become candidates for such prizes had to notify the secretary of the society in writing prior to a given date. Included in the correspondence, the member had to provide the quality of soil, manner of cultivation, quantity and type of manure used on the

land during the past two years, quantity and type of seed, and the time and manner of planting and harvesting. Premiums offered for the crops of 1821:

1. A premium of 30 dollars for the greatest production and best quality of winter wheat, from not less than two acres in one piece.
2. A premium of 20 dollars for the next greatest production, from the same number of acres.
3. A premium of 30 dollars for the greatest production and best quality of indian [sic] corn from the same number of acres – upon high land.
4. A premium of 20 dollars for the next greatest production from the same number of acres.
5. A premium of 50 dollars for the best method of recovering worn out lands, to a more hearty – within the power of farmers in general, by judicious culture and the application of common and cheap materials as manure, founded on experiment, made upon at least two acres.
6. A premium of 40 dollars for the second best method (Skinner, 1819, p. 272).

Of the 30 founding members, there were two former U. S. Presidents, two future governors of Virginia, a future U. S. Senator, a future Justice of the U. S. Supreme Court, a brigadier general, and several other prominent political figures of Virginia (True, 1920). James Madison, the fourth President of the United States, served as the first president of the Albemarle Society from 1817-1824 (True, 1929).

The society prospered and published many works in the Richmond Enquirer. The group conducted fairs and exhibitions while offering prizes for agricultural implements, livestock, and crop production. The existence of the

Albemarle Society covered over 30 years until its place was taken by other organizations (True, 1929).

Grange

The first association of farmers that gained a national position was the Patrons of Husbandry, also known as the Grange. This group was formed in 1867, shortly after the conclusion of the Civil War (Powell, 1913). It was made up of both men and women and joined those from the north and south. It was a secret order of both men and women that put its members through seven degrees of membership (Gras, 1940).

The Grange was the vision of Oliver Hudson Kelley, a Boston native who had farmed in Minnesota. As a clerk in the Department of Agriculture, he was sent to study the conditions of the South following the Civil War (True, 1929). According to Robert Frederick, executive director of the National Grange, Kelley found that villages containing a Masonic order recovered faster from the destruction of the war than did other southern towns (R. Frederick, personal communication, April 28, 2000). This suggested to Kelley that a secret farm organization was needed to break down the social isolation of farmers (Edwards, 1940). Kelley and six others organized the National Grange of the Patrons of Husbandry in Washington, D.C. on December 4, 1867 as a fraternal group similar to the Masonic lodge. Kelley may have intended to provide a national

organization for farmer clubs as others had urged in previous decades (Carstensen, 1974). The original objective of the Grange was mainly educational and social (True, 1929).

As Kelley traveled across the nation to organize local and state Granges, he was constantly reminded by farmers of their needs to be protected from overpriced agricultural products and farm supplies. Kelley realized that farmers were at the mercy of merchants, railroads, and warehouse companies that were severely overcharging for their services. The product of Kelley's direct contact with farmers was an organization with broader aims (Nordin, 1974). He felt that farmers needed this new national organization to represent them as the unions were doing for industrial workers (The Grange Connection, 1996). In 1868, he broadened the objectives of the Grange to serve the fraternal, social, educational, and economic needs of the farmer (Carstensen, 1974). With a broader focus of uniting agriculturists against such causes as railroad monopolies, the organization was better able to gain support (Americus, 1874) to preserve the rights and dignity of farmers.

According to the Grange constitution, membership can be obtained by "any person interested in agricultural pursuits" (Carstensen, 1974, p. 33), however applications must be submitted and voted on by local members. The officers of national, state, and local Granges are based on Old England Manners and include a Master, Overseer, Secretary, Treasurer, Gatekeeper, Chaplain, and Assistant

Steward. The meeting room is set up so that the Overseer, similar to a Vice President, is at the back of the room and the Gatekeeper is stationed by the door (R. Frederick, personal communication, April 28, 2000). The members can earn seven degrees of membership with the first four having different names for male and female members. The degrees are: first degree, Laborer and Maid; second degree, Cultivator and Shepherdess; third degree, Harvester and Gleaner; and fourth degree, Husbandman and Matron (Woods, 1991). The fifth degree, the Pomona, is granted by the county Grange. The State and National degrees are the sixth and seventh levels and are obtained at their respective meetings (R. Frederick, personal communication, April 28, 2000).

The Grange often sponsored growing competitions as well as the platform for these contests, county fairs. For the development of youth, the Grange developed a Junior Grange for children age four to 14. Competitions and merit badges could be earned in poster contests, crafts, vegetables, and safety demonstrations (R. Frederick, personal communication, April 28, 2000). Seeing the need for agricultural education, the order launched a massive campaign to adapt public school lessons to farm life. O. H. Kelley initiated the inclusion of agricultural subjects in elementary and secondary school curriculums at the 1877 meeting of the National Grange (Nordin, 1974).

Calls for Agricultural Education in the Schools

The first plan to establish a school of scientific agriculture in Virginia came from an action by the Agricultural Society of Albemarle in 1822 (Wise, 1914). A resolution by the Society called for a professorship of agriculture to be established at the University of Virginia. James Madison, who served as President of the United States from 1809-1817, was president of the Albemarle Society at this time. The plan, however, was not put into effect until Dr. John R. Page was named chair of Agriculture and Natural History at the University of Virginia in 1872 (Wise, 1914). By this time though, the Virginia legislature had authorized the sale of the congressional lands allotted through the Morrill Act.

A number of so-called agricultural schools were started between 1850 and 1862 in the states north of Virginia. However, without trained teachers and suitable facilities, they accomplished very little. They were only ordinary schools with attached farms (Wise, 1914).

The introduction of agricultural instruction in the public schools slowly developed in the late nineteenth and early twentieth centuries. Local school divisions began including agriculture in the public schools. The Minnesota School of Agriculture, established by the University of Minnesota in 1888 was the first distinctly secondary school in the United States in which agricultural instruction was given (Hummel & Hummel, 1913). The school was for practical education for young men and women who were unable to attend full college

coursework. Also stressed at the school was training for a successful farm life, citizenship, and the social aspects of the farm home and community. Hummel and Hummel (1913) suggested there should be more to the curricula than just the basics of farming:

High school agriculture should be practical agriculture, educating students for the business of farming. And yet it should not be narrowly vocational, but should be cultural and disciplinary as well. It should not only prepare students to be good farmers, but should fit them for life as broad-minded, intelligent, progressive citizens (p. 3).

Nebraska soon followed with its own establishment of a centralized agricultural high school in connection with the State College of Agriculture (Dexter, 1904). In the 25 years following the first agricultural high school in 1888, over 80 distinctly agricultural schools were established. Most were wholly or partly supported by state funds (Hummel & Hummel, 1913).

Congressional District Schools

Alabama was the first state to establish the congressional district school concept in 1889 (Barrows, 1920). An act of the general assembly in Alabama established five agricultural schools in the first, fifth, sixth, and ninth congressional districts. Virginia, in 1908, and Arkansas, in 1909, followed by providing for the establishment of similar high schools in each of their Congressional districts (Bricker, 1911). Alabama, Georgia, and Virginia were the

only states to establish Congressional District Schools (Sutphin, 1999). On the subject of Congressional District Schools, Dexter (1904) stated:

All these agencies for the preparation of teachers for elementary agricultural instruction are producing valuable results. While some states are discussing the problem of ways and means for its introduction into the rural schools, others are boldly making the experiment with great success (p. 368).

The Virginia legislature appropriated \$20,000 in 1908 to establish departments of agriculture, domestic economy, and manual training, in at least one high school in each congressional district (Bricker, 1911). The locations for these schools were: Appomattox, Appomattox County; Burkeville, Nottoway County; Chester, Chesterfield County; Driver, Nansemond County; Hampton, Elizabeth City County; Lebanon, Russell County; Elk Creek, Grayson County; Middletown, Frederick County; Manassas, Prince William County; and Bedford Springs, Campbell County (Robison, 1911). Thus, there was one school for each of the 10 congressional districts in Virginia at the time.

Books

Even in the 1920s, the Virginia Department of Education was urged to see that all courses in the lower grades deal with rural life. The Virginia Agricultural Advisory Council made this recommendation due to the fact that large numbers of rural boys and girls left school before reaching the upper grades and could not take advantage of vocational courses that were being developed. They suggested

textbooks in math and English contain a “reasonable amount of rural material” (The Virginia Agricultural Advisory Council, 1924, p. 95).

State and National Legislation

The first national legislation to significantly affect agricultural education nationally was the Morrill Act. Also known as the land-grant College Act of 1862, it was guided by Justin Smith Morrill, a Whig congressman from Vermont who wanted to ensure a permanent place for collegiate level study of agriculture and engineering (Binder, 1974). The act said that a state would receive 30,000 acres of public land for each Senator and Representative it had in Congress. The land would be sold and the proceeds were to be used to create and maintain the college. The curricula would be prescribed by the state legislature but with the objective of learning the agricultural and the mechanical arts (Edwards, 1940).

In Virginia, the funds from the sale of Congressional lands were used to set up the Virginia Agricultural and Mechanical College on real estate belonging to Preston and Olin Institute in Blacksburg (Some V.P.I. Facts, 1941). The Board of Visitors for the new college would consist of nine members including the state Board of Education and the president of the Virginia Agricultural Society (Wise, 1914).

Out of the provisions of the Morrill Act, means were provided for the study and teaching of agriculture in the higher institutions (Bricker, 1911).

Allen (1883) spoke of agricultural education under this legislation as the most important factor in the success of the farmer.

It is hoped that the agricultural schools and colleges, now being so generally established in our different states, in aid of the farming interests of the country, where experienced and gifted minds should be placed, surrounded by the means for conveying instruction in the fullest, yet most simple and effective manner, and with every requisite for practical illustration, may prove of single benefit (Allen, 1883, p. 331).

Commission on Country Life

In 1908, President Theodore Roosevelt organized a Commission on Country Life for ideas on solving the problems of rural distress. A survey was sent to over 500,000 farmers and rural spokesmen to determine the needs of farm families. One question asked if the schools in your location were training boys and girls satisfactorily for farm life. The negative responses to this question were almost unanimous (Herren, 1986).

No legislation immediately resulted from the Commission on Country Life. However, much writing and attention was directed toward agriculture. The Commission recommended better business methods, better farming, and better living with solutions that depended on farmers as well as state and federal legislation (Country Life Commission, 1909). The final report released in 1910 cleared the way for the establishment and growth of the Agricultural Extension Service in the Department of Agriculture (Erickson, 1956) which had been

developing for 15 years (Brunner & Yang, 1949). The report is also credited with stimulating the enrollment of students at agricultural colleges, development of the fields of agricultural and home economics, and the passage of the Smith-Lever Act of 1914 (Shepardson, 1929).

Experiment Stations

John Pitkin Norton, a professor at Yale, first expressed the concept of a nationwide system of agricultural experiment stations in 1845. Samuel William Johnson, a student of Norton's, led the effort to establish the Connecticut Experimental Station in 1875. This was soon followed by the creation of the University of California Experiment Station that same year (Rasmussen, 1989). In 1886, the Committee on Agriculture reported that there were 12 agricultural experiment stations already in existence. This report, given to the House of Representatives, focused on research as a way to advance agriculture (Shepardson, 1929). Congress was then called upon to consider the Hatch Bill which would appropriate \$15,000 annually to the states for the establishment and support of agricultural experiment stations (Sanders, 1966).

Passed into law on March 2, 1887, the Hatch Act gave the United States a network of agricultural experiment stations at the land-grant colleges (Kelsey, 1955). The act provided something more comprehensive than the crop rotation and fertilizer experiments that had occurred privately and through public funding

for the previous 100 years. Research under this funding provided more intellectual information for the improvement of farm practices and had an educational function. Workers in the agricultural experiment stations discovered facts of great importance to farmers (Hummel & Hummel, 1913). Findings from these experiment stations enhanced studies in soils, crops, livestock, pest management, housing, home management, food quality, and human nutrition.

With foresight, the Virginia General Assembly created the Virginia Agricultural Experiment Station in 1886, a full year prior to federal legislation of the Hatch Act. The location of the experiment station was the Virginia Agricultural and Mechanical College at Blacksburg. Since the system was designed to meet the needs of agriculture in the specific area, Virginia developed 24 district substations as well as research orchards at locations across the state (Young, 1975). The research conducted at the respective substation related to the agriculture in the particular region of the state.

In almost every instance, the experiment station became associated with the land-grant college in each state. The staff members often overlapped with a focus of research with the information being extended to the people of the state. Out of this connection, teaching was made more attractive to scientists and agricultural textbooks were produced. The combination of scientific principles and practical field applications proved to be widely accepted (Rasmussen, 1989). The achievements and influence of experiment stations provided respect to both

the teaching and study of agriculture (Shepardson, 1929). Out of this success, Congress passed the Adams Act in 1906. This legislation doubled the Hatch appropriation to \$30,000 per year by 1909 (Brunner & Yang, 1949).

Chapter Summary

Many historical figures of the eighteenth and nineteenth centuries provided much of the leadership to promote the importance of educating the citizenry about improving agricultural practices. Societies of farmers developed as a way to share ideas about improving production and conserving the soil. These regional groups became very organized and developed officers, objectives, a constitution, correspondence newsletters, growing competitions, and local agricultural fairs.

The national organizations such as the Grange that followed used these ideas while borrowing the characteristics of fraternal groups such as the Masons. They added ritual ceremonies and levels of membership while maintaining an emphasis on the advancement of agricultural education. These groups provided a powerful lobbying basis to promote legislation that brought agricultural education efforts into colleges and public school districts.

Chapter 3

INFLUENCES FROM THE PAST

Much of the structure and objectives of the youth agricultural clubs that would soon develop find their origin in the agricultural societies that prospered a century earlier. The formation of the land-grant colleges furthered the cause of bringing agricultural education to the masses, including boys and girls in mostly rural localities. The circumstances that evolved provided the framework for the eventual development of the Future Farmers of America.

Events Leading to the Founding of the FFV and FFA

Experiment station directors knew that they needed to convince farmers that the work being done at the research centers would be of benefit to them. If the research were to be of benefit, the results would have to be communicated to farmers (Rasmussen, 1989). The experiment stations soon began issuing research bulletins with the results of their findings. Many farm journals based their articles on the material published by the experiment stations and the agricultural colleges. The land-grant colleges had endorsed the idea of federal aid to all states for extension work as early as 1908 (Brunner & Yang, 1949). Agricultural colleges had already undertaken various forms of extension work such as field demonstrations, cooperative experiments, extension lectures, and assistance to

farmer organizations, garden groups, as well as boys' and girls' clubs (Kelsey, 1955).

Smith-Lever Act

The Smith-Lever Act provided permanent federal funds for agricultural extension work to be added to the programs of agricultural colleges, thus forming the beginning of the county agent system that became known as the Cooperative Extension Service. The bill was named for Congressman Asbury F. Lever of South Carolina and Senator Hoke Smith of Georgia (Wessel & Wessel, 1982) and was signed on May 8, 1914 by President Woodrow Wilson (Leake, 1915).

The Cooperative Extension Service was designed as a partnership of the U.S. Department of Agriculture and the land-grant universities, which were authorized by the Morrill Acts of 1862 and 1890. Legislation in the various states enabled local governments or organized groups in the local counties to become a third legal partner in this education endeavor (Higher Education Resource Network, 2000). The Smith-Lever legislation also made boys' and girls' club work an official part of the agricultural extension program (Erickson, 1956).

Boys' and Girls' Clubs

Various individuals and groups had taken the initiative in starting the youth club movement under particular local agricultural conditions. The first

clubs organized in the United States were corn clubs. This was followed by tomato, cotton, and potato clubs, and clubs for raising pigs and poultry (Leake, 1915), all depending on the agriculture in the locality of the club.

Often, the main point of the club was to form competitions for producing a crop. Many of the clubs that emphasized growing a crop such as corn were associations of boys who entered a competition to determine which could grow the most or best corn in a certain area of ground under specified rules (Hummel & Hummel, 1913). The boys would agree to raise one acre of corn, for example, in accordance to furnished directions. Contests for girls often centered on baking, sewing, and flower gardening. Leak (1915) provided foresight on the future of boys' and girls' agricultural clubs.

Eventually these clubs, which are now widespread, will probably be incorporated into some more permanent form of educational organization; but they are performing a useful function as at present constituted and they seem to be an important link in the evolution of a more efficient system. The clubs are being closely affiliated with the work of the schools and are beginning to be regarded as a definite part of the educational system (Leake, 1915, p. 101).

The first statewide club movement began around 1898 in New York. This was an outgrowth of the nature study leaflets issued by the College of Agriculture at Cornell University (Leake, 1915). By 1909, there were clubs in 28 states with a membership of approximately 150,000 (Davis, 1912).

Will B. Otwell, a Farm Institute president from Illinois, found that few farmers seemed interested in attending local meetings and decided to concentrate on farm youth. Otwell offered seed and a one-dollar premium for the best yield of corn produced. In this first year, 500 boys requested the seed for the competition. By 1901, the annual corn-growing contest had attracted 1,500 boys. Prizes of plows and cultivators from equipment manufacturers were added as incentives. The University of Illinois even offered trips to the university during the winter to contest winners (Robison, 1911).

One of the first widely reported programs was a youth corn exhibit at the 1904 Worlds Fair in St. Louis that was set up by Otwell. There was a corn-growing contest with 50,000 entrants from Illinois and the Midwest. Samples from the best 1,250 contestants with photographs created a massive pyramid-of-corn exhibit. Newspapers from around the country covered the event. The following year, Otwell invited farm youth from around the nation to Carlinville, Illinois for a national roundup of corn growing contestants (Wessel & Wessel, 1982).

Competitions for growing agricultural crops flourished on the local and state levels mostly under the leadership of extension personnel or school superintendents (True, 1929). The members of growing clubs kept careful records of all work in connection with the annual contest. Suggested for the keeping of such records was a memorandum book with the recommended format

supplied in the *Farmers' Bulletin* by the United States Department of Agriculture in 1910. The record book included entries for type of soil, amount and cost of fertilizer, time and value of self-labor, important dates, and profit for the season's work (Howe, 1910).

The Virginia Agricultural Advisory Council was organized in 1922 with an objective to improve the conditions on the farms and in the homes of the state (Virginia Agricultural Advisory Council, 1924). This special committee was established to study the future of the agricultural industry in the state. In 1924, the commission released a five-year plan for the development of Virginia agriculture.

The Virginia Agricultural Advisory Council made several references to the Boys' and Girls' Clubs that were forming across Virginia. The crop improvement committee stated that the corn production in Virginia was the highest per acre of any southern state, but still could see an increase in output and efficiency. The committee recommended the following:

1. That the thousands of acres annually planted to corn in the state of Virginia which produces less than 20 bushels per acre be discontinued as rapidly as possible as corn land and be planted to legumes and other soil improving crops.
2. That the Boys' Corn Club work, which has already done so much to improve corn production in Virginia be encouraged in every way possible and continued on an even larger scale than in the past (Virginia Agricultural Advisory Council, 1924, p. 18).

Other suggestions to target youth agricultural activities to improve agricultural practices in Virginia included learning to judge and cull poultry as well as increasing the number of purebred hogs through pig clubs. The Boys' and Girls' Clubs were well organized at the state level at this time. A photo in this publication showed several hundred youths at a rally on the Drill Field at Virginia Agricultural and Mechanical College subtitled "Boys' and Girls' Club members, the hope of Virginia Agriculture" (Virginia Agricultural Advisory Council, 1924, p. 5).

Even though there was no national legislation for agricultural education prior to 1917, agricultural high schools and agricultural education departments in regular high schools were forming and becoming integral to the community they served. The scopes of the duties of agriculture instructors were broad as seen by D. J. Crosby and B. H. Crocheron in the *1910 Yearbook of the Department of Agriculture*.

1. Work with farmers, as winter lecture courses on agriculture, corn and potato shows, field and orchard demonstrations, home experiments, good seed distribution, seed and milk testing, preparing plans for buildings, and selecting and purchasing improved livestock and farm machinery.
2. Work with farm women, as afternoon or evening meetings and short courses at the school, house-to-house meetings, and home garden and poultry experiments.
3. Work with young people, as short courses in agriculture and home economics, literary societies, and nature-study clubs.
4. Work with rural school teachers, as meetings for agriculture instruction, nature-study rambles, attendance at school fairs and

rallies, and outline lessons in agriculture and home economics published in local educational journals.

5. Work with rural school children as boys' agricultural clubs, girls' domestic science clubs, summer vacation encampments, rural improvement field days, and athletic field days (Crosby & Crocheron, 1910, p. 187).

Smith-Hughes Act

During the early years of the 20th century, agricultural education grew quickly at the secondary school level (Hillison, 1987). During the 1906-07 school year, there were fewer than 100 public schools offering instruction in agriculture. This number increased to 250 the following year and 500 during the 1908-09 school term (Robison & Jenks, 1913). By 1916, there were approximately 3,675 schools offering courses in agriculture with over 73,000 students enrolled (True, 1929). Hummel and Hummel (1913) wrote of the importance of agricultural education in the public schools.

It is possible for but few of our future farmers to go to the agricultural colleges. The elementary and secondary schools must provide the agricultural instruction for the masses of farmers. They must do this not only because the successful farmer needs a knowledge of certain facts, but that through his understanding of basic principles, acquired in the school, he may be prepared to comprehend future agricultural discoveries and to apply them (Hummel & Hummel, 1913, p. 17).

Leadership for agricultural education in the public schools during these early years came from the United States Department of Agriculture (True & Crosby, 1911). There was no national scheme of secondary schooling in

agriculture until 1917, when the Smith-Hughes Act was passed by Congress (Shepardson, 1929). This legislation shifted the leadership from the U.S. D. A. to the Federal Board for Vocational Education (Smith-Hughes Act, 1917). On the brink of entering World War I, Hoke Smith said that even in the case of war, more men and women would be needed at home to prepare food and clothing for the soldier than those who would be required to be on the front lines. He said that they should be prepared for those duties in war and in peace (Congressional Records, 1916). Two months following the passage of the Smith-Hughes Act, the United States entered World War I.

A plan for agricultural education for the public schools was underway prior to the passing of the Smith-Lever legislation. The passing of the Smith-Lever Extension Act allowed the Commission on National Aid to Vocational Education to concentrate on secondary school education (True, 1929). Leake (1915) stated following the passing of the Smith-Lever Bill:

The agricultural colleges and experiment stations are now on a solid foundation and their progress is assured. The country is now in a position to devote itself to the no less important problem of primary and secondary agricultural education, to which the National Congress is already addressing itself (Leake, 1915, p.16).

Under the Smith-Hughes plan of vocational instruction, the student was to learn the practice of agriculture through first-hand experience. Each pupil undertakes a project being some form of agricultural enterprise that is to be brought to a successful conclusion (Shepardson, 1929). The at-home study

included keeping accurate records of their project and led to an opportunity to compete with adults at fairs and judging competitions (Boone, Doerfert, & Elliott, 1987). The program was specifically for students in high schools. The agricultural instruction for boys and girls not in such vocational programs fell into the realm of the Smith-Lever Act under the direction of an extension agent (Shepardson, 1929; Virginia Agricultural Advisory Council, 1924).

Foundations for a New Organization

Virginia had numerous teachers of agriculture who formed boys' clubs or similar organizations to increase the effectiveness of their instruction and to offer incentives for their accomplishments. These groups formed mostly during the early to middle 1920s and played a large part in developing the larger organization to follow.

Evidence suggests that as early as 1919, Henry C. Groseclose, the agricultural education teacher at Buckingham High School, formed a club for his students. The May 22, 1919 entry of his Teacher's Monthly Report of Class Instruction and Extension Activities (Form Ag 10-300), Groseclose wrote, "Organized agricultural club in school – 20 members" (H. C. Groseclose, Virginia FFA Historical Collection, May 22, 1919). Groseclose was also known for surveying farms with the help of his students in order to determine the content of his agricultural courses (Stimson & Lathrop, 1942).

In 1921, F. X. Credle at Burkes Garden organized the Junior Farm Bureau. Its main purpose was to promote the Burkes Garden Agricultural Show and Stock Sale. This was probably the first successful attempt in Virginia to form a permanent organization of boys studying vocational agriculture (Noblin, 1942). A similar club formed for students in vocational agriculture in Nassawadox in 1922 (Stimson & Lathrop, 1942). The group was formed by T. V. Downing and was known as the Alpha Gamma Club.

The boys at Manassas, under Harry W. Sanders, organized the Manassas Poultry Club in 1922-1923. The group held regular monthly meetings devoted to business, educational, and recreational programs (Yeatts, 1954). The group also engaged in the cooperative marketing of eggs. Seeing a need for an organization with a broader scope of agricultural topics, the group later expanded into the Tomorrow's Farmers' Club (Kinnear, 1952).

Walter S. Newman, agriculture instructor at Windsor, organized corn clubs at Carrsville and Isle of Wight to promote better production of corn in those communities. The Gloucester Vocational Boys Poultry Association was formed at the Botetourt High School (Gloucester County) in 1924 under the supervision of Ernest Hambrick and W. L. Creasy to improve the poultry industry in Gloucester County. These groups were often referred to as thrift clubs and were soon developed in Holland and Disputanta (Noblin, 1942).

Founding of the FFV

Walter S. Newman replaced Dabney Lancaster as State Supervisor of agricultural education on September 1, 1925. Having been connected with the Agricultural Education Department at Virginia Polytechnic Institute through his teaching experience, he had visited many of the high school agriculture programs across Virginia (Yeatts, 1954). By this time, there were organizations of boys studying vocational agriculture in about 20 schools (Stimson and Lathrop, 1942). Through starting his own boys' club and seeing the interest of such groups grow locally across the state, he felt the time was appropriate to develop a state organization for boys enrolled in vocational agriculture courses.

Newman's idea of starting this state organization for boys was shared soon after assuming the duties of State Supervisor of agricultural education. It was in September 1925 while on a return visit to the Agricultural Education Department at Virginia Polytechnic Institute that he first mentioned his thoughts to members of the agricultural education staff. The staff members were Harry W. Sanders, teacher trainer; Henry C. Groseclose, itinerant teacher trainer; and Edmund C. Magill, professor of agricultural education (Arnold, 1953).

On the second day of a three-day conference of teacher trainers in October 1925, the name Future Farmers of Virginia was suggested by Groseclose and

adopted as the official name. E. Y. Noblin wrote of the event in a Virginia Tech bulletin in 1942.

Thus the idea proposed by Walter Newman in 1925 was like a seed falling on fertile soil. Conditions were favorable for its rapid germination. But what should we call the new organization! No one seemed to have the answer until Henry C. Groseclose came forward with this happy solution: "It will be the F. F. V. – Future Farmers of Virginia." For generations the letters "FFV" represented "First Families of Virginia." But Washington was "first, last and all the time" a farmer. The same was true of Jefferson and other members of Virginia's "first families." Now the letters took on a new significance and farm boys as well as their parents and friends were prompt and enthusiastic in their acceptance (Noblin, 1942, p. 6)

Groseclose was then assigned the task of writing the constitution and by-laws for the new organization. On November 10, 1925, Groseclose became ill and entered Johns Hopkins Hospital, where he remained as a patient until May 1926. During January, February, and March, he was able to compose enough of the constitution and by-laws of the organization to show that such an organization of boys could be formed. Newman's goal was to present the idea along with the constitution and by-laws to boys attending a state judging and athletic event in the spring of 1926.

A state judging contest and athletic events were already annual events for agriculture students in Virginia. Athletic events were staged during the spring at the VPI campus. A state Agricultural High School track meet was started in the spring of 1922. The first event held on April 29 of 1922 held competitive events

in the 100 yard dash, 200 yard dash, 440 yard run, one mile run, 120 yard low hurdle, high jump, pole vault, broad jump, shot put, and discus (“Track,” March 1922).

There had also been an annual statewide meeting of boys enrolled in vocational agriculture to participate in judging contests at the State Fair in Richmond. After the fifth annual Virginia Agricultural High School Stock and Crop Judging Contest in 1923 (Lancaster & Eason, 1924), it was thought that the State Fair was an unacceptable location. The *Virginia Agricultural Instructor* reported the decision in the February (1924) newsletter.

Instructors in agriculture have voted almost unanimously in favor of transferring the annual judging contest from Richmond to Blacksburg. However, there is practically a tie vote on the question of holding the contest in 1924 or 1925. For a number of reasons, it now seems best to postpone the contest until April 1925. Efforts will be concentrated on an exhibit of vocational agricultural work at the State Fair in 1924 and the following spring the judging contest will be held in Blacksburg (“The Judging Contest,” 1924, p. 4).

In order to combine these events, it was suggested that a “Rally Day” be held each spring at Virginia Polytechnic Institute. The Rally was to include the annual track meet, judging contests, and other activities for the students (Yeatts, 1954).

The first Rally was held April 23-25, 1925. The first two days consisted of judging livestock, poultry, crops, and horticultural exhibits. On the third day of the event, a competitive track meet was held. Fifty schools were represented in

the judging contests and thirty-three in athletics. A total of 360 boys were present at the first Rally held at the VPI campus (Lancaster, 1925).

The second Rally in 1926 was when Walter Newman wanted to present the idea of forming the FFV to the boys in attendance. Newman called on Groseclose for a copy of the ideas that had been written out at that time. The work was not complete, but the officers, degrees of membership, and purposes had been established. Walter Newman presented the idea to the boys at the annual vocational rally held at the Virginia Polytechnic Institute on April 22-24, 1926. The 500 students and teachers assembled at the Rally in April of 1926 were unanimous and enthusiastic in their approval of the new organization (Sanders, 1952).

Groseclose completed his work on the constitution and by-laws and returned from the hospital to his work May 23, 1926. On June 14th, a copy of the constitution and by-laws was mailed to each instructor. At the annual conference of agricultural instructors held July 20-27, 1926, a motion was passed that the objectives of the organization as set up by Groseclose be accepted ("A State Organization of Students Enrolled in Agriculture," 1926). The purposes of the new organization were outlined by in the *Proposed Constitution and By-laws for a Boys' Organization of Vocational Agriculture Students in Virginia* written in early 1926.

1. To promote vocational agriculture in the high schools of Virginia.
2. To create more interest in intelligent agricultural pursuits in the various counties of the state.
3. To create and nurture a love of country life.
4. To provide recreational and educational entertainment for students in vocational agriculture through state agricultural and athletic contests, vacation tours, father and son banquets and the like.
5. To promote thrift.
6. To afford a medium for cooperative marketing and buying.
7. To establish the confidence of the farm boy in himself and his work (Groseclose, 1926, p. 2).

Another motion was passed that one instructor from each supervisory district of the state be appointed to assist Groseclose to draft the final copy of the constitution and by-laws. Placed on this committee were H. M. Love, Ernest Hambrick, W. L. Creasy, G. C. Frazier, J. W. Miller, J. P. Pullen, Johnson Gwaltney and J. O. Hoge (“Committees,” 1926).

The original constitution and by-laws referred to the formation of a state organization as a “society.” Organizations formed at the school level were called "locals" instead of "chapters" as they soon became known. In the FFV constitution, there were only three grades of membership: Green Hand, Virginia Farmer, and Virginia Planter. The first two degrees were to be conferred by the local organization with the Virginia Planter being given by the state organization. No sooner than the draft of the constitution was released, the new committee suggested changes. One of the first alterations was to make the learning of the Country Boy’s Creed a requirement for the rank of Virginia Farmer.

Later in the fall of 1926, an effort was made to meet an objective of establishing a FFV “local” in every agriculture department. The October issue of the Virginia Agricultural Instructor carried information and recommended practices for organizing a local FFV Chapter. The November issue of the same publication gave suggestions as to how the organization could be “put over.” By December, there were 42 organized FFV Chapters in Virginia (“Local Chapters of Future Farmers of Virginia Organization,” December 1926). The first local chapters of Future Farmers of Virginia in operation were listed in the December (1926) issue of the Virginia Agricultural Instructor (Local Chapters of Future Farmers of Virginia Organization, 1926, p. 4).

Amherst	Great Bridge
Appomattox	Greenfield
Atlee	Kenbridge
Axton	Lincoln
Blacksburg	Manassas
Boyce-Berryville	Marshall
Boykins-Newsome	Mica
Broadway	Middletown-Stephens City
Buchanon-Troutville	Mt. Jackson-New Market
Burkeville-Carrsville	Nassawaddox
Charlotte C. H.	New Hope
Chester	New London
Climax	Powhatan
Clintwood	Rural Retreat
East Stone Gap	Salem
Critz	Syringa
Dan River	Turbeville
Dublin	Varina
Edmund-Pendleton	Wakefield
Gloucester	Wicoma

Windsor

Unionville

These 42 FFV chapters formed the roots of both the new state organization and the national organization that followed two years later.

Founding of the FFA

The first national meeting of agricultural education students was held in November of 1926. The meeting location was in conjunction with the American Royal Livestock and Horse Show in Kansas City, Missouri. Dr. C. H. Lane, Chief of the Agricultural Education Service of the Federal Board for Vocational Education, had previously met with officials of the American Royal and Kansas City businesses concerning the possibility of establishing national livestock judging competitions. This first meeting known as the National Congress of Vocational Agriculture Students had 1,524 participants from 22 states (Tenney, 1977).

By the time the National Congress of Vocational Agriculture Students met in 1927, news of the establishment of the Future Farmers of Virginia was well known among state leaders of agricultural education. Many felt that the development of a national organization for boys enrolled in vocational agriculture courses was the next logical step. By writing the constitution and by-laws of the FFV, Groseclose's contribution provided the basis for a national organization (Farrar, 1956). The formation of a Future Farmers of America was an item of

business on the agenda item during the Third Annual National Congress meeting in 1927 (National Congress of Vocational Agriculture Students program, 1927). This resolution formed the national organization and with it the first national convention the following year.

Chapter Summary

Youth clubs formed concurrently at various locations in the United State in the time period in the late 1800s to early years of the 20th century. Often, the basis of the club was to learn more about raising a specific crop then participating in a competition to produce the best harvest under specific rules. These clubs gained significant contributions from land-grant colleges, extension agents, and eventually through the Smith-Hughes legislation.

After agricultural education became a part of public school instruction, the state leadership in Virginia felt that a statewide organization for the boys enrolled in these courses would play a positive role toward both education and motivation. The founders envisioned a society that would create opportunities to enhance instruction while providing an arena for camaraderie as well as competitions. The success and organization of the Future Farmers of Virginia played a significant role in the formation of a national organization in November of 1928, in Kansas City, Missouri.

Chapter 4

VIRGINIA'S INFLUENCE ON THE NATIONAL FFA ORGANIZATION

It is well known that the concept for an organization for boys enrolled in agricultural education courses in the public schools started in Virginia in 1925. The Future Farmers of Virginia that quickly developed became the foundation of the national FFA organization. However, there are many other ideas and people from Virginia that have made a significant impact on the national organization.

The Emblem

After the boys at the 1926 Athletic and Agricultural Rally had indicated their approval to form the Future Farmers of Virginia, Walter Newman began to work with a representative of the Herf-Jones Company to develop a suitable emblem before the next Rally. The 1927 Rally was to be the first annual meeting of the FFV. The emblem was needed for the development of the Virginia Planter Keys that were to be awarded at that time. There are two separate stories depicting the development of the FFV emblem. The most documented version involves the work of the agricultural education staff at Virginia Polytechnic Institute. Another path to the origin of the emblem can be traced to a statewide art contest.

During the fall of 1926, efforts were continuing on the design of an emblem for the new organization. Groseclose, who was in the process of revising

the constitution and by-laws, requested R. W. Cline, a graduate student at Virginia Polytechnic Institute, to assist him in developing a suitable emblem. Much time and effort were spent in assembling and studying the emblems of many of the existing agricultural, educational, and youth organizations. Many sketches were drawn, most of which centered around the lamp of learning, yet none seemed to be appropriate for a youth organization which was primarily interested in learning by doing. Little progress was made on the emblem until the early part of 1927 (Cline, 1954).

Groseclose had suggested earlier in his first proposed constitution and by-laws for the FFV that the pin be similar to that worn by members of an organization in Denmark. Their emblem showed an owl perched on the handle of a spade, with the words "Wisdom" and "Labor" underneath those symbols (Groseclose, 1926, p. 6). Groseclose procured a picture of the Denmark emblem that revealed a spade on which an owl was perched. The scene was a field that had been partially spaded for next year's crop. Based upon this information, and other ideas more typical of American agriculture, the first FFV emblem was drawn. The plow was substituted for the spade and the rising sun was placed in the background (Cline, 1954). During the annual conference of agricultural instructors in July of 1927, a report by the Committee on FFV's suggested many new ideas including the recommendation that "the pin, which we have seen the diagram of, put out by Groseclose and Cline, be voted on as desirable for a

National lapel button for the FFV's" ("Report of Committee on FFV's," 1927, p.21).

During the time in which a FFV emblem was being designed, there was also a school-level competition referred to as a state insignia contest. A certificate labeled an "Award of Honor" and judged one of the best three from his state was given to George Taylor of South Hill, Virginia in December of 1927. According to the certificate, the contest was sponsored by the Agricultural Section of the National Vocational Association. The certificate was signed by Walter S. Newman, a founder of the FFV, and state supervisor for agricultural education in Virginia at the time (G. Taylor, Virginia FFA Historical Collection, December, 1927).

During a 1990 interview with local agriculture teachers, George Taylor expressed that the certificate was given to him while still in high school, approximately one year after he submitted his design. Taylor claims to have drawn an owl, plow, and rising sun inside the outline of a web, similar to a spider web. He said the web represented how agriculture played a part in all aspects of life. He said that he never received further credit beyond receiving the certificate (G. Taylor, personal interview, August 12, 1990). His depiction accurately portrays the FFV emblem attributed to Groseclose and Cline.

The national emblem was adopted at the time of the founding of the FFA in 1928. This new emblem had all the features of the first Virginia emblem

except that the owl, plow, and rising sun were on the cross section of an ear of corn and were surmounted by the eagle as specified in the National Constitution. William Shaffer, the 1935-36 national FFA president from Virginia, explained that the letters F-F-A were added to the present emblem by W. A. Ross. Ross, national FFA Executive Secretary from 1930 to 1943, noted that there was no evidence of the “FFA” on the emblem. He added some adhesive black letters that were about three inches high to a painting of the emblem (W. R. Shafer, Virginia FFA Historical Collection, December 12, 1990).

Constitution, Officers, Degrees, and Ceremonies

As the concept for the Future Farmers of Virginia was being organized, Henry Groseclose was assigned the task of writing the constitution and by-laws of the new organization in the fall of 1925. Groseclose spent most of early 1926 as a patient at Johns Hopkins Hospital, but was able to compose enough of the constitution and by-laws to show that such an organization for boys could be formed. Walter Newman presented the idea of the FFV to the boys at the annual agricultural and athletic rally in April of 1926. Groseclose’s work was incomplete, but the officers, degrees of membership, and purposes had been established. The constitution and by-laws for the new boys’ organization in Virginia was completed by Groseclose on June 14, 1926 (Sanders, 1952).

The original officers as written by Groseclose were President, Vice President, Secretary, Treasurer, Reporter, Advisor, and Executive Committee. An officer was added for chapters to use in the Greenhand (originally two words – Green Hand) initiation ceremony called the Farm Watch Dog. The Farm Watch Dog was listed in FFA Manuals from 1930 to 1943, but was never a state or national office. In 1943, the national FFA changed the name of the Farm Watch Dog to Sentinel (“Constitution and By-Laws Amended,” 1943).

In the FFV constitution, there were only three grades of membership: Green Hand, Virginia Farmer, and Virginia Planter. The first two degrees were to be conferred by the local organization with the Virginia Planter being given by the state organization. When Groseclose considered the national organization, he called the degrees Greenhand, Future Farmer, State Farmer, and American Farmer (FFA Manual, 1933). The degree of “Future Farmer” was changed to “Chapter Farmer” at the national convention in 1942 (Future Farmers of America Proceedings, 1942).

The opening and closing ceremony for chapter meetings and initiation ceremonies were worked out by Groseclose during 1928 and sent out to each chapter. An historic article in a 1965 *Chapter Chats* stated that Henry Groseclose presented the constitution, by-laws, and ritual at a Middle Virginia Area meeting of agriculture teachers at Dan River High School on November 1, 1928. The next day, the Dan River Chapter initiated 21 freshmen with the new

opening and initiation ceremony for the visiting teachers to observe. Harry Love, agriculture teacher at Dan River said that Groseclose completed the writing of the ceremony while staying at the Hotel Danville. The visiting teachers congratulated Groseclose and Love and suggested adopting the ritual as a national standard. (“History is Made in Pittsylvania,” 1965).

Walter Newman wrote a short notice to teachers and members concerning the ceremonies in the January 1929 issue of the *Chapter Chats*.

In case you have not received copies of the new initiation ceremony for Greenhands, please correspond with us immediately in order that we may send you copies. We hope to have in your hands in just a few days copies of the new initiation ceremony for Virginia Farmers, and we hope that you will be able to use both of these ceremonies in connection with the presentation of the pins (Newman, 1929, p. 4).

Four chapters recorded the use of the initiation ceremony in the January 1929 issue of *Chapter Chats*. In this issue, the New Market, Powhatan, Broadway, and the Dabney S. Lancaster Chapter of Blacksburg each reported using the Greenhand initiation ceremony as part of a chapter meeting or banquet (“News From the Local Chapter,” 1929).

National Staff

Three Virginians have served the national FFA as Executive Secretary or Treasurer. These individuals were especially important as they each held these offices during important time periods in the growth of the organization. All had

served as an agriculture teacher and leader of agricultural education in Virginia before assuming national responsibilities.

Henry Groseclose

Henry Groseclose was elected the first Executive Secretary and Treasurer of the national FFA. He held the post of National Executive Secretary from 1928 to 1930. He served as the National Treasurer from 1928 to 1941. As a founder and advisor of the Virginia FFA, he was imminently qualified to assist the organization on a national scale. As recognition for his service to the FFA, he was the first to receive the degree of Honorary American Farmer (“Groseclose, State Advisor of FFA Since Its Start, Retires,” 1945).

Groseclose, a native of Bland County Virginia, was educated at Washington and Lee University and Virginia Polytechnic Institute. He started his teaching career in Buckingham County and served as a principal before joining the Agricultural Education staff at VPI in 1925. Being a founder of the FFV and FFA, he served as advisor of the Virginia FFA Association from its inception until 1945 (“Groseclose, State Advisor of FFA Since Its Start, Retires,” 1945). His other educational roles in Virginia included teacher trainer, state supervisor of secondary education, professor of agricultural education, and superintendent of the Bland County schools (“Henry C. Groseclose, Founder of Future Farmers of America, Dies in Bluefield Hospital,” 1950).

Dowell J. Howard

Assuming the duties of National Treasurer from Groseclose was another Virginian, Dowell J. Howard. Howard assumed the responsibility of this position from 1941 to 1957. This was especially an important time period as the national FFA Foundation was incorporated in 1944.

Howard was an agriculture teacher at Boyce High School (Clarke County) for four years and principal for one year. He also served as a teacher at Blacksburg High School for one year. Howard was a district supervisor in northern Virginia for nine years and was assistant state supervisor for agricultural education from 1935 to 1942. He held the office of state supervisor for agricultural education from 1942 until 1946 when he replaced Walter S. Newman as assistant state superintendent of public instruction (“Howard is Assistant Superintendent of Public Instruction,” 1946).

Julian Campbell

Julian Campbell served as National Treasurer of the Future Farmers of America and the National FFA Foundation from 1961 to 1982. Originally from Amherst County, Campbell taught agriculture at Appomattox High School and Rustburg High School (Campbell County). He later served as an assistant area supervisor and assistant state supervisor. From 1953 to 1958, Campbell served as

assistant state supervisor of vocational agriculture, executive secretary-treasurer of the Virginia FFA Association, and editor of the Chapter Chats publication (“Campbell Appointed State Supervisor for Vo-Ag in Virginia,” 1959). Campbell held the position of state leader of agricultural education (formerly known as state supervisor) from 1958 until his retirement in 1982 (“J. M. Campbell Retires,” 1983).

National Convention Podium

The Rocky Gap FFA chapter of Bland County, Virginia presented the National FFA Organization with a speaker’s podium to be used at the national convention. The podium was presented to the national officers at the first session of the 27th annual convention of the FFA in October of 1954. The podium, constructed by members of the Rocky Gap chapter, is composed of 38 types of wood from trees native to Virginia. From the 38 varieties of trees, the elaborate stand is made up of 240 individual pieces of wood (“Rocky Gap Chapter Gives Stand to FFA,” 1954).

The wood for the podium was donated by the Baily Lumber Company of Bluefield, West Virginia, in recognition of the accomplishments of the Rocky Gap Chapter and the agricultural education program in the community. The wood was finished in its natural color and was equipped with a lamp and gavel block (“Rocky Gap Chapter Gives Stand to FFA,” 1954). Due to the pattern of light

and dark wood and other distinguishing characteristics, photographs of the National FFA Convention through the years show that the podium has been in use since 1954.

Chapter Summary

Virginians have made many contributions to the success of the National FFA Organization. Much can be traced to the original meeting of the founders of the Future Farmers of Virginia in 1925. Walter S. Newman is credited with the idea for an organization for boys enrolled in agricultural education classes. Henry C. Groseclose created the name, FFV, and did much of the work organizing the constitution, by-laws, degrees of membership, and ritual ceremonies. Due to the completeness of the Virginia model, other states quickly followed in creating their own “Future Farmer” organization. The national organization formed by using the concept already documented by the Virginia founders.

In order to get the necessary guidance and leadership for the new national organization, Groseclose served as both the national executive secretary and national treasurer. Other Virginians followed and lead the national FFA organization and foundation through important periods of growth and change. The office of national treasurer was held by Virginians for 50 of the first 54 years of the FFA’s existence.

Chapter 5

THE DEVELOPMENT OF THE FUTURE FARMERS OF AMERICA

The creation and growth of the National FFA Organization can be attributed to many factors that occurred with the development of United States as a leader in agricultural education. Historical events from the past two centuries seem to have guided educational and political leaders into developing systems for educating the populous about agriculture. Farm articles in regional publications led to local agricultural clubs for farmers and eventually, major national legislative efforts. Due to this evolutionary progress, agricultural education slowly made its way to the public schools. As students gathered for the purpose of studying agriculture, an organization for those students developed. The organization would not only cover agricultural interests, but would include the importance of personal growth, leadership, and cooperative efforts.

Early Influences

The promotion of agricultural education in early America had the patronage of many notable figures that also played important roles in other aspects of United States history. Many leaders considered “Founding Fathers” of our country realized the importance of improving farm practices to increase production and maintain fertile soil. The early pioneers of agriculture who

studied, documented, and promoted legislation provided much of the foundation for the education and conservation that we see today.

Political leaders such as Thomas Jefferson and George Washington, both Virginians, saw the importance of improving agricultural practices early in their careers as planters. Both were among the earliest to document their experiments with natural fertilizers and crop rotation. They also saw the soil depletion measures that some crops cause and took steps to minimize their production.

Benjamin Franklin was a founder of the American Philosophical Society in Philadelphia that developed mainly as a scientific organization. Interest and publishing on agricultural topics from the group led to the organization of the Philadelphia Society for Promoting Agriculture in 1785. This group printed agricultural essays and offered prizes for agricultural experiments and published works. The membership included influential leaders from 13 states including Franklin and George Washington. Also forming in 1785 was the Agricultural Society of South Carolina that expressed the idea of starting an experimental farm and started an agricultural school for poor boys and girls at which manual labor was combined with instruction in the sciences related to agriculture (True, 1929).

Agricultural Societies in America – The 1800s

The formation of regional and state agricultural societies began to flourish in the early nineteenth century. The Columbian Agricultural Society based in the

District of Columbia formed in early 1809 and held a major exhibition in the spring of that year. The exhibition consisted of a variety of breeds of sheep, horses, and domestic fabrics made of wool and cotton. The fair attracted a large audience including President James Madison and members of his administration. The society also published a periodical in which the first issue contained a constitution and calls for the public, not just farmers, to realize the importance of agriculture (Wiley, 1810).

Thomas Jefferson was a strong supporter of agricultural societies in America. While serving as a diplomat to France from 1785 to 1789, he sent seeds, plants, and other information for experimentation to the societies established in Philadelphia and South Carolina (Curtis, 1908). After retiring from the Presidency of the U. S., Jefferson developed plans for a statewide federation of agricultural organizations. The Agricultural Society of Albemarle was formed from his ideas in 1817 (Jones, 1960). Jefferson worked diligently to create objectives and purposes for the society that were widely published. The objectives centered on improving agricultural practices through education and experimentation (Jefferson, 1819). James Madison, President of the United States from 1809 to 1817, served as the first president of the Albemarle Society from 1817 to 1824.

Following the plan outlined by Jefferson, many agricultural societies formed throughout the state of Virginia during the first half of the nineteenth

century. Edmund Ruffin, a noted agriculture writer and editor of a widely circulated farm journal, heavily promoted the formation of a state level society. The Virginia State Agricultural Society was authorized by the legislature in 1845 (Botts, 1845). Ruffin, known for his “Essay on Calcareous Manures,” lectures on scientific farming, and his promotion of “agricultural education,” served as the first president of the group (Botts, 1845). The organization held its first fair in 1853 and gave awards for agricultural experiments and published works (True, 1929).

Most agricultural societies adopted objectives and competitions similar to the precedent set by well-organized groups such as the Albermarle Society. The idea of such groups was promoted in various publications. An article entitled “A Plea for Farmers’ Clubs” which appeared in the *Southern Planter* in 1857 said that farmers could be educated by the experiences and practices of others. The article further suggested that organizations form throughout the counties and that they be called “Farmer’s Clubs” or “Hole and Corner Clubs” (“A Plea for Farmers’ Clubs,” 1857). The clubs were used as a way to unite farmers through the common bond of agriculture. These groups were often seen as a political force as they widely publicized the need for schools, books, and legislation as they promoted the advancement of agricultural education.

Grange and Masonic Influences

The first farmers' group to gain a national status was the Grange, also known as the Order of Patrons of Husbandry. The idea for the Grange was developed by Oliver Hudson Kelley and six others in Washington, D.C. in 1867. As a clerk in the Department of Agriculture, he was sent to study the conditions of the South following the Civil War (True, 1929). Kelley thought that villages containing a Masonic order recovered faster from the destruction of the war than did other southern towns. This suggested to Kelley that a farm organization was needed to break down the social isolation of farmers (Edwards, 1940).

As Kelley traveled across the nation to organize local and state Granges, he was constantly reminded by farmers of their needs to be protected from merchants, railroads, and warehouse companies that were severely overcharging for their services. The product of Kelley's direct contact with farmers was an organization with broader aims (Nordin, 1974). He felt that farmers needed this new national organization to represent them as the unions were doing for industrial workers. Hudson soon extended the objectives of the Grange to serve the fraternal, social, educational, and economic needs of the farmer (Carstensen, 1974). With a broader focus of uniting agriculturists against such causes as railroad monopolies, the organization was better able to gain support (Americus, 1874) to preserve the rights and dignity of farmers.

The officers of national, state, and local Granges are based on Old England Manners and include a Master, Overseer, Secretary, Treasurer, Gatekeeper, Chaplain, and Assistant Steward. The meeting room is set up so that the Overseer, similar to a Vice President, is at the back of the room and the Gatekeeper is stationed by the door (R. Frederick, personal communication, April 28, 2000). The members can earn seven degrees of membership with the first four given at the local level. The last three degrees are given at the county, state, and national meetings.

The Grange had a significant impact on agricultural education legislation and the formation of the FFA. Frequent articles in *The National Grange Monthly* would encourage Grange members to work toward advancing rural education. Grange members were reminded to influence favorable legislation, inspire voters, help teachers, and assist and inspire students (“Grange and Rural Education,” 1914). In many locations, the Grange would offer prizes to students for successful work in agriculture.

Henry Groseclose was a seventh-degree Grange member who developed the ceremonies for the FFA. He utilized some of the Grange meeting rituals and colors (Howard, 1992). The FFA also shares similarities with the Grange in the officers and symbols. The Grange emblem once used a plow and handshake similar to the plow on the FFA emblem and the plow and handshake used for FFA officer stations. An owl was also used by the Grange and symbolized “watchful”

while the FFA used the symbol to imply “Wisdom.” The Creed of a Grange Lecturer is also similar to the FFA Creed (see Appendix A – Creeds of Agricultural Groups) by starting each section with “I believe” and sharing many philosophies about the subjects of responsibility, community, and rural life (Creed of a Grange Lecturer, 1930, p. 7). The Grange colors, blue and gold, were also an influence on the FFA. Minutes of the second national FFA convention show the colors “old gold and national blue” were adopted as the national FFA colors (Future Farmers of America, 1929).

All seven original founders of the Grange were also Masons, which reflected in the similarities in officers, ceremonies, and degrees of the two groups. Of greater interest however, are the original degrees and ceremonies of the Future Farmers of America. “They reveal a close similarity to the elements in Freemasonry and clearly suggest that the founders of the FFA modeled the new organization along Masonic lines” (Boettjer, 1995, p.7). The original degrees of membership of the Future Farmers of Virginia were Greenhand, Virginia Farmer, and Virginia Planter. These levels parallel the Entered Apprentice, Fellowcraft, and Master Mason of Freemasonry. The office of Pusuvant in Masonry is similar to that of the Gatekeeper in the Grange and the Sentinel in the FFA. They are stationed by the door and are assigned to other tasks to care for the meeting room. The FFA office was originally called the Farm Watchdog, but was changed to Sentinel in 1943 (“Constitution and By-Laws Amended, September 1943). All

three of these organizations also have opening ceremonies with a roll call of officers and specific initiation ceremonies for the different degrees of membership.

Agricultural Clubs for Youth

Agricultural clubs for farm youths began forming in the late 1800s. Most of the clubs were based on an agricultural crop grown in the local area. The first clubs organized in the United States were corn clubs. This was followed by the creation of tomato, cotton, potato, pig, and poultry clubs (Leake, 1915). The main purpose of the clubs was often a competition for producing a crop. Many of the clubs that emphasized growing a crop such as corn were associations of boys who entered a contest to determine which could grow the most or best corn on an acre of land (Hummel & Hummel, 1913). Contests for girls' clubs often centered on baking, sewing, and flower gardening.

The club movement received a boost by Will Otwell, a Farm Institute president from Illinois, who found that farmers were losing interest in attending club meetings and decided to concentrate on youth. Otwell offered seed and award money for the best yield of corn. Interest grew rapidly and Otwell decided to create a youth corn exhibit at the 1904 Worlds Fair in St. Louis. The exhibit had 50,000 entrants and was covered by newspapers from across the nation (Wessel & Wessel, 1982).

Clubs for growing agricultural crops and learning about agriculture prospered on the local and state levels mostly under the leadership of school superintendents or the extension service (True, 1929). The U. S. D. A. suggested that the members of growing clubs keep careful records and published a format (see Appendix B – Sample Record Book) for such activities in the *Farmers' Bulletin* in 1910 (Howe, 1910). The Virginia Agricultural Advisory Council praised the boys' and girls' clubs that were forming across the state. One of their suggestions for improving agriculture in Virginia stated “the Boys' Corn Club work, which has already done so much to improve corn production in Virginia be encouraged in every way possible and continued on an even larger scale than in the past” (Virginia Agricultural Advisory Council, 1924, p. 18).

Early Clubs of Vocational Agriculture Students

Agriculture teachers across Virginia such as Henry Groseclose, F. X. Credle, T. V. Downing, Walter Newman, and Harry Sanders formed clubs for the boys enrolled in their classes. The clubs were developed to promote farm shows, improve crop production, improve the livestock industry, and to encourage saving and investments. Three out of the four founders of the FFV had a direct experience with starting a school club for their agriculture students.

The purposes for starting local clubs for vocational agriculture boys were varied. Some promoted the improvement of a regionally important crop, while

others sponsored local fairs or farm shows. Cooperative efforts along with the promotion of saving and “thrift” were also common themes for early boys’ clubs formed in agricultural classes. Teachers used the clubs for stimulating the students’ interest in agriculture and promoting the vocational agriculture program. Social, athletic, and recreational activities were prevalent along with the added values of leadership training (Farrar, 1956). The movement was supported by the fact that farm boys often had many responsibilities at home and were unable to participate in many of the regular sports and activities offered at school.

Future Farmers of Virginia

Walter S. Newman developed the idea of forming a state organization for boys soon after assuming the duties of state supervisor of agricultural education in Virginia in 1925. While visiting the Agricultural Education Department at Virginia Polytechnic Institute in September of 1925, Newman mentioned his idea to staff members Henry Groseclose, Harry Sanders, and Edmund Magill (Arnold, 1953). Groseclose recommended the letters FFV and name Future Farmers of Virginia. Groseclose related the term FFV was once very significant and referred to the First Families of Virginia such as the Washingtons and Jeffersons. These families were often considered American aristocrats who made significant contributions to the state and nation. After determining this name, Groseclose was assigned the task of writing the constitution and by-laws (see Appendix C –

Proposed State Organization of Students Taking Vocational Agriculture).

Newman presented the idea along with a draft of the constitution at the annual agricultural and athletic Rally for boys in 1926. The 500 students and teachers assembled were unanimous in their approval (Sanders, 1952).

At the agriculture teachers' conference in July of 1926, a motion passed that the objectives of the organization as outlined by Groseclose be accepted (Virginia Agricultural Instructor, 1926). Efforts began immediately to promote the formation of a FFV "local" in each agriculture department across the state. Subsequent issues of the *Virginia Agricultural Instructor* carried specific information on how the organization could be formed. By December, there were 42 FFV chapters in Virginia ("Local Chapters of Future Farmers of Virginia Organization," 1926).

The annual Agricultural Athletic Rally for students of vocational agriculture in 1927 was held at the Virginia Polytechnic Institute on April 28, 29, and 30. Newman reported this as the largest of its kind ever held in Virginia. Seventy-one judging teams and 23 track teams participated. The total attendance was four 478. The highlight of this particular Rally was the first meeting of the local organizations of Future Farmers of Virginia, held on April 28, 1927 at 7:30 p.m. Newman called the meeting to order and the FFV was officially organized. At the time of this first state FFV meeting, there were 77 local FFV chapters ("Local Chapters of Future Farmers of Virginia Organization," 1927). Officers

were elected and the constitution was adopted in its original form except with two amendments that concerned the qualifications for the Virginia Planter Degree.

The first meeting of the Future Farmers of Virginia was held the following night for electing those to receive the Virginia Planter award and the honorary Virginia Planter award.

Virginia's success and leadership in the development of the FFA may be attributed to several concepts. First, the time was right for the development of an organization for vocational agriculture students. Second, the constitution and ceremonies developed were considered outstanding and could be easily transformed into a format for a national organization. Third, the choice of the name Future Farmers was immediately acceptable over much of the nation (Farrar, 1956).

The Track Meet and World War II

Athletic events were a major aspect of FFA competitions during the early years of the organization in Virginia. Team sports as well as track meets between regional high schools and within FFA federations were common during the 1930s. A news article headline in a 1939 edition of the Farmville Herald stated "Southside FFA Will Hold Track Meet." The article explained in several paragraphs that the southside federation consisted of 20 schools and that the winners would represent the federation in the Middle Virginia meet in Lynchburg

the following month. Almost as an afterthought, the article stated, “in addition to a track meet, public speaking and a degree team contest will be held” (“Southside FFA,” 1939).

The track meet remained a significant attraction to the annual state FFA convention and Rally until the United States became involved in World War II. During the early war years, the Virginia Polytechnic Institute was in session for the full year and was unable to accommodate summer meetings (“Future Farmers Will Hold Rally at State Camp,” 1942). For several years, the FFA had to move their annual convention from the college campus in Blacksburg to another location in the state. The 1942 state convention was held at the FFA-FHA Camp at Morgart’s Beach in Smithfield. The convention in 1943 was held in conjunction with the state Future Homemakers organization at Massanetta Springs near Harrisonburg. The convention returned to VPI in 1944, but was delayed until November, after the National FFA Convention, due to a polio outbreak.

FFA chapters were limited to the number of members who could attend and most team judging contests were postponed during the war years. However, the state public speaking contest continued to be held at the annual convention or the state FFA camp. Most chapters were limited to one delegate plus the candidates for the State Farmer Degree. The yearly attendance averaged around 250 participants each year from 1942 to 1945. In 1947, the number of teams

entering the convention still had to be limited to the federation or area winners. The convention slowly returned to pre-war attendance with over 1,000 members attending in 1951 (“1002 Registered at 25th Rally,” 1951).

Following the scaled-down conventions, the track meet never returned to a state level competition. However, team sports such as baseball, softball, and volleyball remained for many years. The teams were often a collection of players from the supervisory areas.

FFA Competitions, Awards, and Recognition

Competitions for agricultural education students far preceded the organization of the FFV or FFA. Judging contests for crops and livestock expanded into knowledge competitions for mechanics, farm business management, meats judging, floriculture, and various public speaking events. Individual awards in Virginia started in the 1940s with “Star” awards and foundation awards. The program for individuals grew to include students who did not have access to farm projects and experiences.

Chapter Awards

Awards for the accomplishments of the FFA chapter as a group started with the Chapter Contest in 1929 (See Appendix D – Chapter Awards). The Chapter Contest was based on the accomplishments of the local FFA chapter

activities and competitions during the school year. The first state winner, Holland, was also named the top chapter in the nation during the second national FFA convention (“Holland Chapter Wins in National Contest,” 1929).

Other chapter awards sponsored nationally included Chapter Safety and a community service program known as Building Our American Communities (BOAC). The Chapter Contest was broadened in 1996 with state winners being named in each of the three divisions of the award application: Student Development, Community Development, and Chapter Development.

State recognition for Chapter Forestry and Chapter Wildlife began in 1949 and 1952 respectively. These awards promote forest and wildlife management through education and hands-on experiences. A Community Service Award was started in 1952 and sponsored by the Virginia State Grange. The winning chapter received a set of encyclopedias for the agriculture classroom (“Grange to Award Encyclopedias for Best Community Program,” 1953). Chapter Dairy Production state winners were named from 1952 to 1970. The award was given to the chapter whose member’s herds produced the most milk for the year. A similar award for Tobacco Production was given from 1979 to 1984. The Friends of the Industry of Agriculture founded a Virginia Agriculture Promotion Award in 1986 for FFA Chapters and 4-H Clubs who best promote the agricultural industry.

Proficiency and Individual Awards

Some individual recognitions such as the State Star Farmer and State Star in Agribusiness are judged from the State Degree applicants each year. The first “Star” award in Virginia was sponsored by the Sears-Roebuck Corporation and was given in 1943. It became known as the State Star Farmer in 1946. Rarely was Virginia behind the national organization, however the first State Star in Agribusiness was presented in 1970, a year after the national FFA awarded the first national Star in Agribusiness.

Other individual awards (See Appendix E – Individual Awards) won through an application process includes the Computers in Agriculture Award started in 1984 and the Agriscience Student Recognition Program that began in 1988. A community service award associated with the Building Our American Communities program known as the Achievement in Volunteerism was presented for about 10 years from the late 1980s to early 1990s. An interesting recognition sponsored by the Brandon Silo Corporation of Richmond, Virginia was given from 1955 to 1961. The award was given to assist an FFA member’s farm operation based on need. The winner received an actual silo valued at \$800 that was to be constructed on the winner’s farm (“Brandon Silo Will Award Silo to Virginia Future Farmer,” 1955).

The National FFA Foundation was founded in 1944 to provide awards to help students advance their farming programs (“FFA Foundation Plans Financial

Aid to Vo-Ag Students Starting Farming,” 1945). Individual recognition based on a students’ farm projects were thus first known as “Foundation Awards” which later became known as “Proficiency Awards.” The first national awards were Farm Mechanics and Farm Electrification that started in 1946 (See Appendix F – Proficiency Awards).

Other individual awards soon followed, but were not immediately placed in the category of “proficiency award.” The first Virginia state dairy award in 1948 was known as the “State Star Dairy Farmer,” however the status and prize money given to the national “Star” was equivalent to the other foundation awards. State recognition was often given without national sponsorship. The Seaboard Railroad started sponsoring a state forestry management award in 1945. The recognition in the area of forestry continued, but did not become a true FFA award until 1964.

Students who were not farmers slowly gained proficiency award opportunities as a Home and/or Farmstead Improvement award was added in 1966 along with recognition for students who worked on a farm or for an agricultural business. The number of awards offered increased as sponsorship allowed. The program expanded greatly in 1996 as many proficiency areas offered two divisions: entrepreneurship for students who owned their enterprise and placement for students who worked in the desired area.

Contests/Career Development Events

Statewide judging contests for boys enrolled in vocational agriculture classes started as at the Virginia State Fair in 1919. Contest events such as livestock, crops, poultry, and horticulture were held in Richmond until 1923. A track meet for agricultural high schools started at the VPI campus in 1922. In early 1924, the state leaders for agricultural education sought to combine the two events to form a “Rally” to be held each spring at VPI. Agriculture teachers were allowed to vote on a starting date. There was a split vote on whether to start the Rally in 1924 or 1925. Due to time constraints on planning such an event, the Rally to combine both the track meet and judging contests was delayed until 1925. The track meet, however, was still held in 1924.

The Rally and competitions flourished in 1925 and 1926 with the first FFV meeting being held at the Rally in 1927. An important aspect of the competitions in 1927 was sending the state judging teams to national contests (See Appendix G – State FFA Contests/Career Development Events). The dairy team went to Memphis and the livestock team to the American Royal in Kansas City. Each team was composed of the four high scoring individuals from the state judging contest held at the annual Rally. There being no state dues to finance the state organization activities, it was necessary that the local chapters be asked to contribute five dollars to finance the out-of-state teams (“Announcement,” 1927).

The first national FFA public speaking contest began in 1930 (See Appendix H – National FFA Winners from Virginia). In order to gain interest, the rules and topic suggestions were widely publicized. A Degree Team competition started in Virginia in 1935 that allowed members of a chapter to be judged on their ability to deliver the FFA ceremonies. This contest slowly transformed into an exhibition of a chapter meeting using parliamentary procedure and a name change occurred during the 1970s. Although a national invitational contest for state winning teams was held for many years, the first true national contest was held in 1992. Other leadership events such as the extemporaneous public speaking and Creed speaking contests were added at the state level in 1980. The first national extemporaneous speaking contest was also added in 1980, but the first national Creed speaking event was not held until 1999.

Other Awards

There have been numerous other awards provided to FFA members and chapters at a local, county, or regional level. Corn growing contests at the local level lead to state awards periodically provided as late as the 1970s. Regional awards for Young Tobacco Growers or Seafood Production have been prevalent in various geographic locations. Often, awards or competitions were first started at the federation level. Interest, participation, and sponsorships promoted events to a state FFA contest. The WSL television station in Roanoke provided a

public relations award to an FFA chapter in their viewing area from 1956 to 1967. This idea was the predecessor to the present public relations award which started in the mid 1970s.

Conclusions

Harry Sanders, one of the four founders of the Future Farmers of Virginia, once stated, “For a big oak to grow from a little acorn normally requires a half century. But there are exceptions. The Future Farmers of America is a notable example” (Sanders, 1952, p. 8). Only a three-year period of time passed from when the Future Farmers of Virginia was conceptualized to the incorporation of the full-fledged national organization. This research examined these events as well as other historical activities that lead to the formation of the National FFA Organization.

The implications for the study can be conceptualized by using the constant comparative method in analyzing the past 200 years of agricultural history in the United States. Just as the FFA formed as an educational organization for youth enrolled in vocational agriculture classes, early agricultural societies developed as a way for farmers, or others interested in farming and rural life, to improve agricultural production as well as conserve the land.

Many agricultural societies conducted fairs and exhibitions while offering prizes for agricultural implements, crop displays, and the showing of livestock.

The societies also often conducted annual contests for the greatest production of certain crops on a set amount of acreage, improvements in animal husbandry, agricultural experiments, and written works on proposed subjects. These competitions can easily be related to the present Proficiency Award Program, Agriscience Recognition, and essay events sponsored by the National FFA Organization.

Youth clubs that formed in the early 1900s placed most of their emphasis, in fact, on the annual growing contest. Many clubs sponsored competitions for the most or best corn grown in a certain area of ground under specific rules. Of course, the crop depended on the type of agriculture in the region. By 1910, the U. S. Department of Agriculture even supplied a recommended format for record keeping and applying for the award.

Numerous teachers of agriculture formed boys' clubs or similar organizations to increase the efficiency of their instruction and to offer incentives for their students' accomplishments. Henry Groseclose, Harry Sanders, and Walter Newman, three of the four founding members of the Future Farmers of Virginia, all organized clubs while teaching high school agriculture in the early 1920s. As teacher educators, they along with Edmund Magill, developed the concept for the FFV.

This research concluded that previous agricultural societies and youth clubs played a role in the development of the FFV and FFA. The similarities

include purposes, officers, ceremonies, degrees of membership, and competitions that prior organizations had endorsed.

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Appendix A – Creeds of Agricultural Groups

The Country Boy's Creed

Edwin Osgood Grover

I believe that the Country which God made is more beautiful than the City which man made; that life out-of-doors and in touch with the earth is the natural life of man. I believe that work is work, wherever we find it, but that work with Nature is more inspiring than work with the most intricate machinery. I believe that the dignity of labor depends not on what you do, but on how you do it; that opportunity comes to a boy on the farm as often as to a boy in the city, that life is larger and freer and happier on the farm than in the town, that my success depends not upon my location, but upon myself – not upon my dreams, but upon what I actually do, not upon luck, but upon pluck. I believe in working when you work – and in playing when you play and in giving and demanding a square deal in every act of life.

Note: Knowing the Country Boy's Creed was a requirement for the degree of Virginia Farmer.

The Country Girl's Creed

Jessie Field Shambaugh

I am glad that I live in the country. I love its beauty and its spirit. I rejoice in the things I can do as a country girl for my home and my neighborhood.

I believe I can share in the beauty around me; in the fragrance of the orchards in spring, in the weight of the ripe wheat at harvest, in the morning song of birds and in the glow of the sunset on the far horizon. I want to express this beauty in my own life as naturally and happily as the wild rose blooms by the roadside.

I believe I can have a part in the courageous spirit of the country. With this courageous spirit, I, too, can face the hard things of life with gladness.

I believe there is much I can do in my country home. Through studying the best way to do my every day work I can find joy in common tasks done well. Through loving comradeship I can help bring into my home the happiness and peace that are always near us in God's out-of-door world. Through such a home I can help make real to all who pass that way, their highest ideal of country life.

I believe my love and loyalty for my country home should reach out in service to that larger home that we call our neighborhood. I would whole-heartedly give my best to further all that is being done for a better community. I would have all that I think and say and do help united country people near and far in that great kingdom of love for neighbors which the Master came to establish, the Master who knew and cared for country ways and country folks.

Note: The Country Girl's Creed was used by organizations for farm girls during the early part of the 20th century.

The Creed of a Grange Lecturer
Harry A. Caton

I am a Grange Lecturer; I Believe in the bigness of my opportunity.

I Believe in the goodness of rural life; I will do what I can do to make it still better.

I Believe in the Grange; in its glorious past, its wonderful present, and even more in its future possibilities.

I Believe in rural community organization, and that the Grange meets this need in a splendid way.

I Believe in the worth-whileness of a good Lecture Hour.

I Believe that I was chosen by my fellow Patrons to serve and to work; I owe it to them, to my community, to my Order, and to myself to do my best.

I Believe that the Program is a dominant feature of Grange work; that no Grange can long be successful without a good literary effort; and that it is now my duty to see that this feature of Grange activity is strong in my Grange.

I Believe in both Work and Play; and that the entertainment features of the program should be frequent and wholesome.

I Believe in my own Responsibility; it is my duty to make others feel a kindred responsibility and to translate that into Service.

I Believe in joy, gladness, light, fresh air, music and good cheer and the part they play in making any program useful and appealing.

I Believe in the Enthusiasm of Youth and the Conservatism of Age; I will use both of them.

I Believe in the value of Inspiration, and that it is one of the duties of the Grange and one of my duties as Lecturer to inspire confidence in the diffident, and more to inspire all with whom I come in contact with a desire to make rural life still better.

I Believe that the Lecture Hour is a handmaid of the Grange: a servant of the legislative, cooperative, social, educational and all other phases of Grange activity.

I Believe that, as a Lecturer, I must have faith in my work; that I must carefully plan this work with a hope of its realization.

I Believe in Perseverance. When my plans fail I will hide my disappointment. I will try again – and keep on trying.

I Believe in my fellow men; it is with them and through them that I must work.

I Believe in an all-wise Creator who has given us the seeing eye and the hearing ear and whose goodness and mercy surround us.

I Believe in the kind word spoken in season. No other means can help my work more than an appreciative word and a SMILE.

I Believe in doing MY PART well. If I do that most others will try.

I am a Grange Lecturer. I Believe in the bigness of my Opportunity. I WILL DO MY BEST.

Creed of a Future Farmer (original)

Erwin M. Tiffany

I believe in the future of farming, with a faith born not of words but of deeds – achievements won by the present and past generations of farmers; in the promise of better days through better ways, even as the better things we now enjoy have come up to us from the struggles of former years.

I believe that to live and work on a good farm is pleasant as well as challenging; for I know the joys and discomforts of farm life and hold an inborn fondness for those associations which, even in hours of discouragement, I can not deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the interest in marketing the product of our toil. I believe we can safeguard those rights against practices and policies that are unfair.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so – for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that rural America can and will hold true to the best traditions in our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

Note: This is the original FFA Creed that was adopted at the third national convention of the FFA in 1930.

The FFA Creed (revised)

Erwin M. Tiffany

I believe in the future of agriculture, with a faith born not of words but of deeds – achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so – for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

Note: The creed was originally written by E. M. Tiffany and adopted at the 3rd National Convention of the FFA (1930). It was revised at the 38th Convention (1965) and the 63rd Convention (1990).

Appendix B – Sample Record Book for Boys’ Club Work - 1910

Sample Record Book for Boys' Club Work – 1910

1. Grown by _____, school district _____.
2. Post-office address _____.
3. Area of plat in square rods _____. (Not less than ___ acre.)
4. Kind of soil (loam, sand, clay) _____.
5. Kind of crop grown on it the year before _____.
6. Kind of crop grown on it the second year before _____.
7. Kind and amount of fertilizer used _____.
8. Cost or value of fertilizer _____.
9. Date of plowing _____. Hours required, self _____, horse _____.
10. Depth of plowing (in inches) _____.
11. Additional preparation of the ground:
 - (a) How many times disked _____, when _____.
 - (b) How many times harrowed _____, when _____.
 - (c) How otherwise prepared _____.
 - (d) Total hours work of preparation, self _____, horse _____.
12. Kind of corn planted _____. Variety name _____.
13. Seed procured from _____.
14. Quantity of shelled corn used for seed _____.
15. Number of ears tested _____. Number of kernels from each _____.
16. Method of testing _____.
17. Number of ears which proved satisfactory _____.
18. Number of hills planted _____; date _____, 19____.
19. Date when first hills came up _____.
20. Number of hills failing to come up _____; why _____.
21. Date of each cultivation and implement used _____.
22. Total hours cultivation; self _____, horse _____.
23. Date of hoeing crop _____, 19____. Hours work _____.
24. Number of stalks with two ears _____.
25. Number with no ears _____.
26. Number of hills with three stalks _____; two _____; one _____.
27. Date of first tassels appearing _____, 19____; ears, 19____.
28. Date of any frosts on the crop _____, 19____.
29. Date of cutting and shocking _____, 19____.
30. Date of husking _____, 19____.
31. Date of selecting ears for exhibit _____, 19____.
32. Number of ears first selected _____; weight in pounds _____.

- _____.
33. Care of selected ears after husking _____.
 34. Weight of ten ears at the time of exhibit _____.
 35. Was the selecting done without any other person present?
_____.
 36. Was all the work of production done by the contestant (except plowing, weighing and hauling the crop)? _____.
 37. Total number of hours worked _____.
 38. Total number of hours horse worked _____.
 39. Value of own work at _____ cents per hour, \$_____.
 40. Value of horse's work at _____ cents per hour, \$_____.
 41. Value of ground rent for crop at _____ per acre, \$_____.
 42. Value of fertilizers used, \$_____.
 43. Value of salable crop at _____ cents per bushel, \$_____.
 44. Profit for the season's work, \$_____. (p. 16, Howe, 1910)

Recommended record keeping format for boys' club competitions supplied in the *Farmers' Bulletin* by the United States Department of Agriculture in 1910.

Appendix C – Proposed State Organization of Students Taking Vocational Agriculture in
Virginia

Proposed State Organization
of Students Taking Vocational Agriculture in Virginia

Written by Henry C. Groseclose at Johns Hopkins Hospital in Baltimore, Md.
January through March, 1926

1. Foreword

There is something "different" about vocational agriculture. All students and teachers of this subject realize this fact and, perhaps unconsciously, look upon other students and teachers as outsiders. Perhaps this difference between vocational agriculture and the other high school subjects could be easily analyzed if one cared to take the trouble. But to explain the difference to someone who has had no experience in the work is very difficult. The outsider hears that we "earn while we learn"; that we carry out at home the things we learn in class; that the instructor visits and supervises the home practice; that the class period is at least eighty minutes long and text books are seldom used except as reference. But these statements are not so very important to the average man who is busy with his own affairs. Neither is the news that a comet has failed to appear on schedule time so very important to the average man, although the telescope of the greatest astronomers may be sweeping the heavens in a frenzied search for the missing wanderer.

It is only natural, then, that boys studying vocational agriculture in Virginia should band together -- just as astronomers have -- and perfect some sort of organization in order that they may exchange experiences, make social contacts, "talk shop" that would mean very little to non-vocational students, market their products and further the interests of the group. Students in various high schools in Virginia and other states have already formed organizations. The idea has become very popular in some sections -- and why not? High school students who have rather definitely chosen agriculture as their vocation, who are regularly enrolled in vocational agriculture, who spend one-half of each school day together in class or shop and who are carrying out a program of supervised practice at home -- boys such as these have a sufficient common ground of interest to effect a good, permanent organization.

If an organization can function successfully in one school, why not have an organization for the state? A state organization of students in vocational agriculture would tend to keep the local organization alive, give them an opportunity to swap experiences, pool suggestions and develop leadership. It would afford an opportunity for cooperation, show the benefits of organization and give the officers and delegates to the state meetings training in public speaking and leadership. It would furnish inspiration to be carried back to the local society. The annual spring meeting of the state organization would act as a sort of spring tonic for local societies.

For these and many other reasons, it is suggested that a state organization of students in vocational agriculture be perfected, and the following suggestions are made as to constitution by-laws, local organizations and the like, subject to the vote of the students representing the various departments.

II. Constitution and By-Laws

Article 1. Name and Purposes of the Organization.

Section A.

The name of this organization shall be the "Future Farmers of Virginia". Members and local societies may be hereinafter referred to as the F.F.V's.

NOTE:

F.F.V. has meant First Families of Virginia to people all over this country. Men and women who did things and made substantial contributions to the progress of the state and country were so classified. They were the aristocracy. For example, Jefferson was a member of this class. He is best known, perhaps, as the author of the Declaration of Independence and the Statute for Religious Freedom. But he accomplished other things as well. He was the first American architect and his knowledge of architecture is shown today in Monticello, in the University of Virginia, and in the capitol building at Richmond. Jefferson invented the steel plow. He terraced the stony hillsides of Monticello mountain and made them productive. He knew the value of agriculture and used his mighty brain to help in its advancement.

Washington was a farmer and belonged to the F.F.V.'s His life is so well known to all and so many have seen the results of his work at Mt. Vernon that nothing more need be said. The point is this: Virginia's greatest sons - from Washington down to Governor Byrd - have been rooted in the soil. They have loved the country life and held the opinion that intelligence and scientific knowledge are necessary to proper living in the country.

Today the old F.F.V's. have gone to seed in spots. The Future Farmers of Virginia should follow the example of these great sons of early Virginia by using scientific knowledge, intelligence-and enthusiasm to the end that agriculture may again be known as the profession of the real aristocracy.

Section B. The purposes for which this organization is formed are as follows:

(1) To promote vocational agriculture in the high schools of Virginia.

- (2) To create more interest in intelligent agricultural pursuits in the various counties of the state.
- (3) To create and nurture a love of country life.
- (4) To provide recreation and educational entertainment for students in vocational agriculture through state agricultural and athletic contests, vacation tours, father and son banquets and the like.
- (5) To promote thrift.
- (6) To afford a medium for cooperative marketing and buying.
- (7) To establish the confidence of the farm boy in himself and his work.

Article II. Organization.

Section A.

F.F.V. is a state organization with locals in schools having organized instruction in vocational agriculture.

Section B.

F.F.V. locals shall not be organized in schools where organized instruction in vocational agriculture is not given.

Section C.

Locals shall meet, organize, adopt the state constitution as their own, elect officers and then apply to the State Secretary for membership in the state organization. The locals and the members may then be known as F.F.V's.

Section D.

Each local shall consider itself a unit in the State organization, using the state constitution as its own constitution, having a like number of officers and committees performing the same duties for the locals as the state officers and committees perform for the state organization.

NOTE: Other committees may be created by locals to meet the needs of their varying activities; i.e. committee on marketing, banquet committee, program committee, and the like.

Article III. Membership.

Section A.

Membership in the society shall be active and honorary.

Section B.

Any student of, or former student in, vocational agriculture is entitled to active membership upon receiving a majority vote of the members present at any local meeting.

Section C.

Instructors, school principals, superintendents, business men, farmers, and others who are helping to promote vocational agriculture may be elected to honorary membership by a majority vote of the members present at any meeting. Honorary members shall not vote, nor shall they hold any office except that of "adviser".

Section D.

There shall be three grades of active membership based upon achievement. These grades are (a) Green Hand, (b) Virginia Farmer, and (c) Virginia Planter. The requirements for promotion from one grade of membership to another are set forth in detail elsewhere, and are a part of this constitution.

Section E.

Only members who have attained the grade of Virginia Planter are eligible to hold state offices after 1928, but officers in the local societies are not limited to any grade.

Article IV. Officers.

Section A.

The officers of this society shall be a President, Vice-President, Secretary, Treasurer, Adviser, Reporter and an Executive Committee. The officers shall perform the usual duties of their respective offices.

Section B.

The executive committee shall consist of the officers of the society and three (3) members elected by the society. This committee shall perform the usual duties of an executive committee, review and approve receipts and disbursements, act as a nominating committee and be responsible for the welfare of the organization.

Section C.

(1) The officers of the state society shall be elected at the regular spring meetings at Blacksburg the time of the state agricultural and athletic contests and each department of vocational agriculture in the state shall be represented by two delegates who shall represent the local society in balloting for officers and members who are nominated to be

advanced to the grade of Virginia Planter. Officers in the state society shall hold office for one year.

(2) Officers of the local societies shall be elected at regular meetings of the locals held in _____ of each year and shall hold the office for one year.

Article V. Meetings

Section A.

A meeting of the state society shall be held annually at the time of the agricultural and athletic contests.

Section B.

Local societies shall hold their meetings monthly and at such time and place as may be decided by the executive committee of the local.

Article VI. Dues

Section A.

There shall be no dues connected with the state meetings or organization.

Section B.

The dues of any local society shall be first fixed by a majority vote of the membership.

Article VII. Amendments

Section A.

Amendments to the state constitution shall be submitted in writing at the regular spring meeting. The amendments may be adopted or rejected at once by a two-thirds vote of the delegates present.

Section B.

By-laws may be adopted to fit the needs of any local society providing they do not conflict with the state constitution, which is also the constitution of each local society. The constitution is the same for all locals but a certain amount of flexibility is necessary to the proper functioning of locals because of their varying activities. This flexibility may be attained through by-laws for each local society.

Article VIII. Pins

Section A.

The pin of the society shall be the same as that for a similar organization in Denmark – an owl perched on the handle of a spade, and underneath these symbols the words “Wisdom” and “Labor.”

Section B.

All active and honorary members shall be entitled to wear the pin. The regular pin shall be of bronze but members who shall have attained the grade of Virginia Farmer may wear a silver pin and Virginia Planters shall be entitled to wear a gold pin.

Article IX. The Three Classes or Grades of Membership:

Section A. Green Hand:

To be elected to membership in the F.F.V's. a student must qualify as follows:

- (a) Fourteen years of age or the mental equivalent.
- (b) Regularly enrolled in a class in vocational agriculture.
- (c) Possess facilities for carrying out a satisfactory program of supervised practice.
- (d) Receive a majority of the votes of the members present at a regular meeting of a local society of F.F.V's.

Section B. Virginia Farmer:

The qualifications necessary to ' election to the grade of Virginia Farmer are as follows:

- (a) At least one years instruction in vocational agriculture and completion of a satisfactory program of supervised practice.
- (b) At least twenty-five dollars earned and on deposit in bank or otherwise productively invested.
- (c) Regularly enrolled in vocational agriculture with an amplified supervised practice program mapped out.
- (d) Make the high school judging team, debating team or some athletic team representing the high school.
- (e) Lead the class in a discussion for ten minutes whenever called upon to do so.
- (f) Receive a majority vote of the members present at a regular local meeting of F.F.V's.

Section C. Virginia Planter:

The qualifications are as follows:

- (a) At least two years of organized instruction in vocational agriculture with outstanding supervised practice work. (This supervised practice should approach the actual management or ownership of a farm).
- (b) Outstanding qualities of leadership as shown by ability in class, school organizations, public speaking, and general activities of the society.

- (c) Planters are elected at the state meetings only, and written records of achievement shall be submitted to the State Supervisor by the local executive committee prior to February 1st. The Supervisor will then look into the matter and submit his findings to the state executive committee. This committee will nominate the candidate at the regular state meeting if he is found worthy to receive the honor. The records shall be read by a member of the executive committee when the students are nominated and the delegates shall then proceed to elect those who are deemed most worthy to be Virginia Planters.
- (d) Pass a regulation test in subject matter supplied by the State staff.
- (e) Earn and deposit in a bank, or productively invest, at least \$200.00. This may include the twenty-five dollars saved while advancing to the grade of Farmer.
- (f) Be familiar with parliamentary procedure by having held office in a local society.
- (g) Be able to lead a class successfully for forty minutes.
- (h) Recite from memory "The Country Boy's Creed".
- (i) Show marked attainment in scholarship in all high school branches (grade 85 or above) and be an outstanding leader in school activities be an "all-around man".
- (j) Receive a majority vote of the delegates present at a state meeting and respond, upon election, with a speech of appreciation. (two minutes).

NOTE:

Ex-students of vocational agriculture, members of the state staff, teacher trainers at V.P.I., instructors, superintendents, farmers, bankers and others are eligible to election as honorary planters provided they have done outstanding work in promoting vocational agriculture and this organization. As honorary members, they shall be entitled to wear the gold pin. Honorary membership, however, shall not exceed twenty percent of regular membership in the grade of Virginia Planter. Honorary Planters do not vote or hold office, except the office of Advisor.

It can be readily seen that the grade of Virginia Planter is the cap-stone of the F.F.V.'s. To be elected a Virginia Planter at a state meeting is indeed an honor and corresponds to collegiate Phi Beta Kappa and Phi Kappa Phi. In fact, it is more exclusive. Only fifteen Planters shall be elected in the spring of 1927 and only ten per year thereafter. Those do not include Honorary Planters, who may be elected as stated above, but not to exceed twenty percent of the active Planters. Considering the number of students of vocational agriculture in Virginia, a boy who attains the grade of Virginia Planter is an outstanding individual and a F.F.V. indeed.

F.F.V. Activities

In order that an organization may live the members should have something to do. A few activities that local F.F.V. societies may engage in are suggested below:




Market eggs, or other farm products, cooperatively.
Father and Son Banquets.
Vacation tours.
School grounds improvement.
Cooperative buying.
Stage plays and pageants.
Hold public debates on agricultural topics.
Community service.
Organize and maintain thrift banks.
Boost the Department of Vocational Agriculture.
Put on Demonstrations and Exhibits at Fairs, Patrons Day, etc.




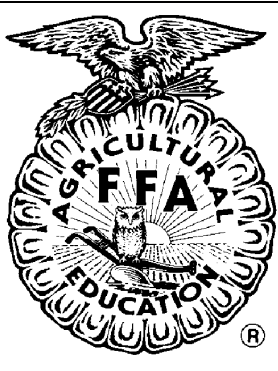
Conditions vary so widely in different communities that it would not be wise to have uniform programs for all locals in the state. It is true, however, that every local should market something, should stage a Father and Son Banquet, should practice thrift, boost the department of vocational agriculture, and put on some sort of interesting exhibit at a fair. Other activities will suggest themselves or be suggested by local conditions and needs.

Let's Go! Make the F.F.V's. known all over the country!

Appendix O - Agricultural Organization Emblems

Agricultural Organization Emblems

	<p>This graphic depicts an early emblem used by the Grange (Patrons of Husbandry) during the early 20th century. Notice the plow and “handshake” that were later adopted by the FFA. The Grange also used the symbol of an owl that represented “watchful.”</p>
	<p>This is the symbol that represented the Danish Young Farmers and was used as a guide to create the FFV emblem. The words “knowledge” and “wisdom” appear faintly below the spade. The owl, rising sun, and partially tilled field were major elements of the representation of the organization. This exact emblem appeared on the first charters of new chapters of the Future Farmers of Virginia.</p>
	<p>This is the FFV emblem designed by Henry Groseclose and R. W. Cline. George Taylor said he drew the picture for a high school art contest and also claims the design. The emblem contained an owl, plow, and rising sun. The symbols were contained inside of a web-like outline.</p>

	<p>Pictured is the first FFA emblem used from 1928 to 1930. The emblem contained the following symbols and meanings:</p> <ul style="list-style-type: none"> owl – represents wisdom plow – labor and tillage of the soil rising sun – progress eagle – national symbol which represents freedom cross section of an ear of corn – foundation of the emblem just as corn historically served as the foundation crop for American agriculture.
	<p>This is the emblem of the New Farmers of America, an organization for black agricultural education students, founded at Virginia State College in 1927. The organization became nationally incorporated in 1935 with a membership of 18 states, mostly in the southeastern United States. The symbols are much like the FFA emblem with the cross section of an ear of corn replaced by an open boll of cotton with two leaves attached. The cotton represented the important economic agricultural interests of many NFA members. The American eagle represented the wide scope of the organization. The NFA merged with the FFA in 1965.</p>
	<p>This FFA emblem was used from 1930 until 1988. The delegates at the 61st National FFA Convention in 1988 voted to officially change the name of the organization from “Future Farmers of America” to “National FFA Organization.” The delegates also voted to remove the term “vocational agriculture” from the constitution and replace it with “agricultural education.”</p>
	<p>The present FFA emblem used by the National FFA Organization since 1988.</p>

Appendix P – The Agriculture Class

The Agriculture Class

by Glenn Kiser

We are all future farmers,
And for that we feel no shame.
They can laugh all they want to,
We'll get our money just the same.

Our teacher is not an easy one,
And we know we cannot shirk.
Whatever he says we've got to do,
Which is real sure nuff work.

Me head is filled with many things,
As poultry, cattle, hogs, and corn.
"You'd better do your project work,
Or you'll lose as sure's you'er born.

My project plans are not all done,
My notebook is a mess.
But teacher's words sure brighten up,
My chances of success.

Note: Written by Glenn Kiser on February 14, 1926. Kiser was a member of the Agriculture class at the Memorial and Industrial High School, Clintwood, Virginia. Printed in the April 1926 issue of the Virginia Agricultural Instructor.

VITA

BRADLEY WAYNE BRYANT
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EDUCATION

Ph.D., Vocational and Technical Education. Virginia Polytechnic Institute and State University, Blacksburg, Virginia. May 2001.

M.S., Vocational and Technical Education. Virginia Polytechnic Institute and State University, Blacksburg, Virginia. December 1994.

B.S., Agricultural Education. Virginia Polytechnic Institute and State University, Blacksburg, Virginia. May 1989.

PROFESSIONAL EXPERIENCE

Director, College of Agriculture and Life Sciences Alumni Organization, Virginia Polytechnic Institute and State University. July 1999 – Present. Directed work of Agriculture Alumni Board of Directors. Responsible for coordinating the annual Ag Homecoming reunion and regional agriculture alumni meetings held throughout the state. Other responsibilities include supervising Hall of Fame and Citation award selection and recognition, organizing a network of over 600 alumni county coordinators, designing displays, recruiting students at state and national events, and creating and maintaining the Agriculture Alumni website.

Teacher, Mecklenburg County Public Schools, South Hill, Virginia. July 1989 – June 1999. Taught agricultural education courses and advised student club at the middle and high school levels. Designed supporting curriculum in the subjects of environmental science, finance and entrepreneurship, and new technologies in agriculture that was published in Virginia and other states. The student organization was named a state winner 37 times in a variety of academic competitions with several national recognitions. Coordinated large fundraisers and gained business and community sponsorships that allowed students to participate in national events. Served on many state and national committees concerning the future direction of agricultural education and the FFA.

Special Events Planner, Virginia FFA Association. 1992 – 1996. Organized the Virginia booth at the National Agricultural Career Show that included two appearances by country music entertainers as well as display items and door prizes from over 40 Virginia companies. Directed all aspects of three “celebrity” fundraising auctions at the State Fair in support of the Virginia FFA Foundation. Created program and scripts for four award luncheons with attendance of over 300. Developed high profile public relations programs to increase student membership and industry support of the FFA in Virginia.

Research Coordinator, National FFA Center, Alexandria, Virginia. Summer 1994. Project sponsored by a grant from Virginia Tech and the National FFA Foundation. The purpose was to organize and catalog archival documents to track the history of agricultural education and the corresponding student organization. Other duties included participating in administrative staff meetings, selecting national convention speakers, judging national awards, and providing input for major leadership and recruitment projects.

UNIVERSITY COMMITTEES AND ORGANIZATIONS

Agriculture Alumni Organization, Virginia Polytechnic Institute and State University, Blacksburg, Virginia. 1994 – 2000. Leadership organization serving the alumni of the College of Agriculture and Life Sciences.

President. 1998 – 99. Nominated to lead the board of directors and the 12,000 alumni of the Virginia Tech College of Agriculture. Directed six subcommittees consisting of alumni, faculty, and Virginia Tech administrators. Served as commencement speaker at the Spring 1999 graduation ceremony.

Secretary-Treasurer. 1996 – 97. Tracked board decisions, wrote articles for the CALS Newsletter, and corresponded with alumni and supporters of the College of Agriculture.

Chair, County Coordinators Committee. 1995 – 97. Committee was designed to increase internship sites and placement locations for students through alumni operated businesses. Increased the number of participants from 140 to 530.

CALS Leadership Council, Virginia Polytechnic Institute and State University, Blacksburg, Virginia. 1997 – 2000. Council was created to develop vision and set goals for the College of Agriculture and Life Sciences and the industry of agriculture in Virginia.

Board of Visitors Selection Committee, Virginia Polytechnic Institute and State University, Blacksburg, Virginia. 2000. Nominated by the Dean to serve on the university committee to interview and select student members to the prestigious Board of Visitors

EDITING AND PUBLISHING

Agricultural Societies as Antecedents to the FFA, (published journal article), 2001

A National Study of Services for Distance Learners (accepted journal article), 2000

Agricultural Education Course Competencies With Related Academic Standards of Learning, 1997 (collaborative author)

Agriscience Education for the Middle School: (collaborative author)

Grade 8 Instructional Unit - Agriscience and Technology, 1997
Grade 7 Instructional Unit - Agriscience Exploration, 1996
Grade 6 Instructional Unit - Introduction to Agriscience, 1996

National FFA Alumni - workbook reviewer, 1995

Delmar Publishers, Inc. - textbook reviewer and survey site, 1993 and 1994

HONORS

Who's Who Among America's Teachers - 1998

B.A.S.S. Life Membership, Community Service Award - South Hill Chamber of
Commerce, 1997

National Agriculture Teachers' Assoc., Outstanding Young Member - State
Winner, 1995

Agriscience Teacher of the Year - State Winner and National Finalist, 1994

Groseclose Fellowship Recipient, 1994

Honorary State FFA Degree, 1994

Check Excellence, Vocational Education Award - 1st in region, 1994

Check Excellence, Vocational Education Award - 3rd in region, 1993

Agricultural Education Society, Outstanding New Teacher - State Winner, 1991

Agricultural Education Society, Outstanding Member, 1989

American Farmer Degree, 1988

STATE / NATIONAL ACTIVITIES RELATED TO AGRICULTURAL EDUCATION

Educational Advisory Council, a joint effort of Virginia Polytechnic Institute and State University, Virginia State University, and the Virginia Department of Education. 1996 – 98. State governing committee of agricultural education and FFA (student organization) in Virginia.

Chair. 1997 – 98. Elected to serve as leader of 14-member committee that was responsible for decisions and rulings concerning over 300 teachers and 18,000 students.

State Career Development Event Coordinator. 1995-2000. Organized the state Extemporaneous Public Speaking Contest and assisted in the direction of the

Food Science and Technology, Plant Science, Mechanics, and Soils contests for students.

Area, State, and National FFA Contest Judge. 1990-1998. Judged local, regional and state Parliamentary Procedure and Prepared Public Speaking competitions and served this capacity at the National Extemporaneous Public Speaking event in 1998.

National FFA Awards Judge. 1994, 1997-98. Ranked National Chapter Awards and Star candidates, Alexandria, VA, 1994. Nominated and served one the national finals Proficiency Award interview team, Kansas City, 1997-1998.

National FFA Delegate Subcommittee Coordinator. 1996-1997. Served as an adult leader for the Membership Recruitment and Retention Committee. Also provided input and guidance for the Advisor Encouragement subcommittee.

Virginia Agriscience Fair Committee Chairman. 1993-1994. Coordinated the state agriscience fair for middle school agricultural education students.

Agriscience Curriculum Development Committee. 1992-1994. Statewide committee of agricultural education and science teachers that wrote curriculum for middle school agriscience courses. This material is widely used in Virginia and other states.

Supervising Teacher. 1993. Directed a student teacher from Virginia Tech.

Middle School FFA Contest Development Committee. 1992. Nominated to serve on the state committee to design and write competition information for five new FFA contests aimed at sixth, seventh, and eighth grade agriscience students.

MEMBERSHIPS

Omicron Tau Theta, Honorary society for graduate students and university faculty in Vocational and Technical Education.

Alpha Tau Alpha, Honorary society for students and faculty in Agricultural Education.

National Association of Agricultural Educators

Association of Career and Technical Educators

REFERENCES – Available upon request

TEACHING RECORD - State and national accomplishments of students under the direction of Brad Bryant (State and National FFA Awards)

State Winners - Team Contests

Crops, 1990
Forestry, 1991
Parliamentary Procedure, 1993
Plant, Seed, and Fruit ID, 1993
Plant, Seed, and Fruit ID, 1994
Soils, 1994
Plant, Seed, and Fruit ID, 1995
Small Animal Contest, 1995
Meats Evaluation, 1995
Soils, 1995
Meats Evaluation, 1996
Small Animal Contest, 1996

State Winners - Individual Competitions

Agriscience Student Recognition - 1991, 1992, 1993, 1994, 1995, 1998
Agriscience Project, 7th Grade - 1992
Computers in Agriculture - 1991, 1993, 1994, 1995, 1996, 1998
Achievement in Volunteerism - 1994, 1995

State Winners - Chapter Awards

National Chapter Award, Jr. Division - 1991, 1993, 1994, 1995, 1996
Va. Agriculture Promotion Award - 1993, 1994, 1996
B.O.A.C. – 1994
Community Development – 1996

National Chapter Recognition

B.O.A.C. - National Bronze 1990, 1991, 1993
National Silver 1992, 1994, 1995
Chapter Safety Award - National Silver 1993, 1994, 1995
National Chapter Award - National Gold 1993
National Silver 1994, 1995
National Two Star Chapter 1996

State and National Individual Student Recognition

State FFA Degrees - 34
American FFA Degrees - 7
State Winning Proficiency Awards - 38
National Finalists Proficiency Awards – 14
National Finalist, Agriscience Student Recognition Program – 1
National Finalist, Achievement in Volunteerism - 1
National Proficiency Award Winners- 1
State FFA Officers – 1