August 14, 1962

To the Graduate Council:

I am submitting herewith a thesis written by Denver James Ruth entitled "Future Farmers of America Incentives." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Education.

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FUTURE FARMERS OF AMERICA INCENTIVES

A Thesis

Presented to

The Graduate Council of

The University of Tennessee

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

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by

Denver James Ruth

August 1962

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CHAPTER I

THE PROBLEM AND ITS DEFINITION

I. PURPOSE

This is a study of Future Farmer of America (FFA) incentives in the East Tennessee District of Vocational Agriculture. The purpose of the study embodied two elements which may be specifically stated as follows: (1) To determine ways contests and awards affected FFA members, teachers and others. (2) To determine the extent of FFA members affected and the extent advisors and others were affected by contests and awards.

This study did not answer the question, "what should the incentives be?" It merely helped identify a few of the results of incentives as observed by the persons supplying the information. The results may, however, be helpful in redesigning parts of the FFA to serve better the school, members and awards.

II. LIMITATIONS OF THE STUDY

The study was limited to the results of the FFA contests and awards available to the vocational agricultural departments in the East Tennessee District. A questionnaire was sent to the teacher in each of the seventy-seven departments in East Tennessee asking him to check the number of members influenced by the proposition. The word "many" included 75 per cent or more of members in the chapter, "some" included 24 to 74 per cent and "none" was less than 25 per cent.

The teacher was also asked to rate the influence certain propositions had on him as a teacher or adviser. The returns on the questionnaires were slightly more than 74 per cent. The data included the time from July 1, 1959 to June 30, 1962.

The twenty-one contests and awards included in this study were: public speaking contest, parliamentary procedure contest, creed contest, Star Farmer award, State Farmer Degree award, Star Greenhand award, dairy farming award, livestock farming award, poultry production award, farm mechanics award, soil and water management award, farm safety award, dairy judging contest, livestock judging contest, soil judging contest, fat calf show and sale, livestock fairs, crop fairs, farm mechanics skills contest, farm electrification award and sweetheart contest.[1]

III. DEFINITION OF TERMS

The Future Farmers of America, or "FFA," as used in this study is the national organization of, by and for boys studying vocational agriculture in public secondary schools under the provisions of the National Vocational Acts.[2]

The term "farming programs" as employed in this study includes all the activities in farming conducted by the individual students which

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[1] A copy of the information blank will be found in the Appendix.

[2] Official Manual for Future Farmers of America, Copyright January 1961, p. 4.

have educational value for which a department of agriculture assumes responsibility for providing organized instruction and supervision.[3]

The term "enterprise" and "project" are used interchangeably in this study to mean some crop or livestock that the student owns in part or whole.

The term "FFA adviser" is interpreted in this study to mean the teacher of vocational agriculture who directs and supervises the work and activities of the local FFA chapter.

The term "award" as used in this study refers to an incentive which may motivate or stimulate a person to strive for or achieve.

The term "contest" is interpreted in this study as an incentive which may motivate or cause one to strive for or achieve.

The term "member" as used in this study refers to vocational agricultural students who belong to the FFA.

The term "teacher," "adviser," "school," "chapter" and "respondent" are interchangeable in this study to mean those who supplied answers to questionnaires sent to vocational agricultural teachers in the East Tennessee District.

III. NEED FOR THE STUDY

For some time, teachers and high school administrators have discussed FFA awards and contests as to whether or how beneficial they were to the total vocational agricultural program in the rural high schools in Tennessee. Before one can analyze and appraise these contests

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[3]Hammonds and Tabb, Your Farming Program (Lexington, Kentucky: Tifton Publishing Company, 1945), 174 pp.

and awards programs fairly, he must know the present status of these programs, and he must know the beliefs of teachers and students. Specifically, this study was undertaken to secure information about several questions or propositions listed under each of the awards and contests available for vocational agricultural students in East Tennessee.

The propositions are as follow:

1. Provided opportunity for members to receive recognition.
2. Motivated members to work conscientiously to win the local contest.
3. Motivated members to do a better job with their farming programs.
4. Helped members to understand the true meaning of citizenship, cooperation, and leadership.
5. Influenced members to be better citizens, more cooperative, and leaders in school and community.
6. Contributed to members participating in FFA work.
7. Motivated members to increase the quality and scope of their farming programs.
8. Motivated members to enter farming.
9. Motivated members to want to study agricultural science and practice.
10. Brought about more efficient production by the members.
11. Motivated most capable members to want to enter college.
12. Stimulated interest of members significantly in this area.
13. Caused members to be more safety minded in and out of school.

14. Contributed to the development of members' skills.
15. Stimulated members to want to develop improved FFA programs of work.

Propositions the teachers were asked to rate as to what degree they affected them are as follow:

1. Made teaching more stimulating.
2. Caused the teacher to spend more class time in this area.
3. Influenced the teacher to include study in this area in his course of study.
4. Contributed to the teacher spending too much time in this area.
5. Helped FFA get favorable publicity.
6. Helped to do a better job of teaching.
7. Filled a real need in improving vocational agriculture in the local community.
8. Caused more girls to become interested in the FFA programs and members.
9. Helped FFA get favorable recognition and publicity.
10. Provided the basis for greater faculty and school support for the FFA.

The main purpose of this study was to bring together some of the important facts and opinions of vocational agricultural teachers on the value of the twenty-one contests and awards in East Tennessee. In developing the study, the writer also reviewed related literature and studies devoted to the subject.

IV. SOURCES OF DATA

Some of the sources of data used were: The FFA Manual, The Agricultural Education Magazine, The Tennessee Future Farmer (1961-62 "FFA Awards and Contests" issue), researches made which had a bearing upon this subject, and the results of an information blank sent to vocational agricultural teachers in East Tennessee.

V. RELATED STUDIES

Several teachers of vocational agriculture, and others, have made contributions toward a better understanding of the effects and value of several of the FFA awards and contests in the various states.

In 1957, Finley[4] made a study of district vocational agricultural contests in Kansas. Instructors who entered livestock judging contests indicated they desired competitive judging with oral reasons. They also indicated that competitive commercial grading of feeder and slaughter cattle should be included.

Over 80 per cent of the instructors desired to continue the district dairy judging contest. Poultry judging was requested to be kept in.

Fifty-eight per cent of the teachers surveyed had not attended at least three district vocational agricultural contests the last year because of either a lack of student interest, conflicting school

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[4]Bruce Phillip Finley, "An Analysis of District Vocational Agriculture Contests in Kansas" (unpublished Master's thesis, Kansas State University, Manhattan, 1957), 85 pp.

activities, or distances to contests.

Hoar,[5] in a study of the influences that participation in shows and fairs has had on the establishment of purebred herds of livestock and dairy cattle among former members of the FFA, found that participation in fairs and shows seems to have had an influence on the establishment of purebred herds of livestock and dairy cattle among former members of the FFA in Oklahoma. A comparison of the number of FFA members who were now adult breeders from chapters having had major participation in shows and fairs, as contrasted with the number from nonparticipating chapters, showed an indication of over two and one-half times more breeders developed from participating chapters.

Vinson[6] made a study of the five major future farmer contests in South Carolina. He secured data from forty teachers and 226 students.

Approximately 95 per cent of the students had received instruction in four of the major contests; livestock, dairy, soil judging, and parliamentary procedure. Also, he found 75 per cent had participated in these contests. Forty per cent of the students had received instruction in public speaking and 30 per cent had participated in public speaking contests.

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[5]Keith C. Hoar, "A Study of the Influence that Participation in Shows and Fairs Has Had on the Establishment of Purebred Herds of Livestock and Dairy Cattle Among Former Members of the FFA" (unpublished Master's thesis, Oklahoma A. and M. College, Stillwater, 1951), 92 pp.

[6]Sexton Columbus Vinson, "An Evaluative Study of the Five Major Future Farmer Contests, in District One, South Carolina, 1956-57" (published Master's thesis, Clemson College, Clemson, 1958), 66 pp.

The average hours of classroom instruction were as follows: livestock, 36; dairy, 31; soil, 38; parliamentary procedure, 44; and public speaking, 16 hours.

The students rated the five contests to their individual value in the following order: parliamentary procedure, soil judging, dairy judging, livestock judging, and public speaking. The teachers rated the contests as follows: parliamentary procedure, public speaking, soil, livestock and dairy judging.

Sixty-three per cent of the teachers felt that too much time was spent on contests. Teachers with winning teams had not spent an undue amount of time on them.

Kasten[7] made an evaluation of the benefits received by the participants in the South Dakota FFA public speaking contest. Questionnaires were sent to seventy contest participants, and sixty-two were sent to the classmates of the contestants to get a comparison. The questionnaires returned showed that almost 75 per cent of the contestants went to college, whereas less than 40 per cent of the noncontestants attended college.

Diehl and Dagner[8] made a study to determine the value and effect of awards on the vocational agricultural students. Of the 154 students and former students reporting, 148 believed awards encouraged better work.

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[7]Loren G. Kasten, "An Evaluation of the Benefits Received by the Participants in the South Dakota FFA Public Speaking Contest and Methods of Preparation of Contestants" (published problem Master's thesis, South Dakota State College, Brookings, 1959.), 46 pp.

[8]Kenneth Diehl and Robert E. Dagner, "Attitudes Toward Awards of Students in Vocational Agriculture" (nonthesis study, University of Illinois, Urbana, 1949), 16 pp.

They were considered suitable by 130 persons. Twenty-four judged them inadequate or of the wrong kind. Three persons believed too much time had been given to contests. Sixty-eight thought the time given to contests was inadequate, while 86 believed the time was about right.

Block[9] made a study of 404 students who earned the State Farmer Degree in South Carolina from 1928 through 1951. The study showed that 34.6 per cent were farming on a full-time basis, while 19.5 per cent were farming part time. Another 8.1 per cent were engaged in occupations related to agriculture and 25.7 per cent were engaged in nonagricultural occupations.

Love, in an article to The Agricultural Education Magazine said:

> I think the public speaking contest is one of the most worthwhile contests ever undertaken. It is hard to conceive of anything more important to a young man than to be able to stand before a group and express himself. We can't question the value of teaching public speaking but at best, we can devote only a small portion of our time to aid students in this worthy endeavor.[10]

In an analysis and appraisal made by Hemp[11] of FFA and vocational agricultural contests and award programs in Illinois, one hundred

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[9] T. T. Block, "A Study of the Present Status of the Future Farmers of America Members Who Earned the State Farmer Degree in South Carolina from 1928 Through 1951" (published Master's thesis, Clemson College, 1953), 54 pp.

[10] James A. Love, "Is It Time to Specialize?" The Agricultural Education Magazine, 34:15, July 1961.

[11] Paul E. Hemp, "An Analysis and Appraisal of FFA and Vocational Agriculture Contests and Award Programs in Illinois" (unpublished Master's thesis, University of Illinois, Urbana, 1961), pp. 10-11.

teachers were asked to rate contest and award programs on the basis of their educational value. They rated State Farmer Degree, land judging, livestock fairs, public speaking, and Star Farmer award highest. The lowest rating was given to poultry judging contest and awards.

Hemp also states how five hundred senior students regarded contest and award programs. The five hundred seniors rated them as follows:

1. Contests and award programs which had the greatest educational value were State Farmer Degree programs, land use selection, livestock judging, and dairy cattle judging.
2. Senior students rated poultry judging contests, parliamentary procedure contests and public speaking contests lowest in educational value.
3. Seniors who had won an award in a particular activity usually rated the educational value of that activity higher than students who had won no award, or students who had won an award at the local level only.

CHAPTER II

THE EFFECTS OF FFA CONTESTS AND AWARDS ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

I. PRESENTATION AND INTERPRETATION OF DATA

The data and information presented in this chapter were compiled from the findings of fifty-seven questionnaires completed and returned by teachers from fifty-seven vocational agricultural departments in East Tennessee.

Column one in each table is the number of vocational agricultural teachers responding to each proposition. Column two is the per cent of teachers or schools responding to "many," which means 75 per cent or more of the FFA members who were involved one way or another. Column three is the per cent of teachers responding to "some," which means 24 to 74 per cent of the members; and column four is the per cent of schools or teachers responding to "none," which means less than 25 per cent of the members involved.

Table I presents the distribution of answers to propositions on the effects of the public speaking contest on members as observed by the teachers of vocational agriculture.

Fifty-seven per cent of the respondents felt that public speaking influences less than 25 per cent of the members in their chapters to do better jobs with their farming programs.

Between 47 and 53 per cent of the respondents indicated that public speaking motivated "some members to work conscientiously to win the local

TABLE I

EFFECTS OF PUBLIC SPEAKING CONTEST ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	57	33.3	38.6	28.1
Motivated members to want to speak in public	57	24.5	42.1	33.4
Motivated members to work conscientiously to win the local contest	56	19.6	50.0	30.4
Motivated members to do a better job with their farming programs	56	7.2	35.7	57.1
Helped members to understand the true meaning of citizenship, cooperation and leadership	55	27.2	52.8	20.0
Influenced members to be better citizens, more cooperative and better leaders in school and community	56	33.9	46.4	19.7
Contributed to members participating in FFA work	56	39.2	42.9	17.9

[a]75 per cent or more

[b]25 to 74 per cent

[c]Less than 25 per cent

contest, helped "some" members to understand the true meaning of citizenship, cooperation and leadership. It also influenced "some" members to be better citizens, more cooperative and better leaders in school and community. One might raise the questions, "how does public speaking contribute to the true meaning of citizenship and cooperation; and how does such activity influence better citizenship and cooperation?"

Because 71 per cent of the respondents indicated that public speaking provided opportunity for such members to receive recognition for over 75 per cent of the members, a very large per cent of the chapters did provide experience for members to speak in public.

Table II shows that approximately 65 per cent of the schools responding indicated that their FFA chapter participated in parliamentary procedure contests and 75 per cent or more of the membership were influenced to be better citizens; more cooperative and better leaders in school and community; and contributed to members participating in FFA work. Between 29 and 32 per cent checked "some" for the foregoing propositions.

Forty per cent of the respondents indicated that the parliamentary procedure contest motivated less than 25 per cent of their members to do a better job with their farming programs.

Between 46 and 56 per cent of the teachers indicated, as found in Table III, that the creed contest provided opportunity for "some" FFA members to receive recognition, and motivated "some" members to want to speak in public.

The fact that fifty-five of the fifty-seven teachers who returned the questionnaires responded to all of the seven propositions in this contest would indicate that 95 per cent or more of them were using the

TABLE II

EFFECTS OF PARLIAMENTARY PROCEDURE CONTEST ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	57	43.9	49.1	7.0
Motivated members to want to speak in public	57	22.8	56.1	21.1
Motivated members to work conscientiously to win the local contest	56	35.7	46.4	17.5
Motivated members to do a better job with their farming programs	55	9.1	50.9	40.0
Helped members to understand the true meaning of citizenship, cooperation and leadership	56	44.6	41.1	14.3
Influenced members to be better citizens, more cooperative and better leaders in school and community	57	64.9	29.8	5.3
Contributed to members participating in FFA work	56	64.3	32.1	3.6

[a]75 per cent or more

[b]25 to 74 per cent

[c]Less than 25 per cent

TABLE III

EFFECTS OF THE CREED CONTEST ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Propositions	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	56	33.9	46.4	19.6
Motivated members to want to speak in public	55	21.8	56.3	21.8
Motivated members to work conscientiously to win the local contest	56	35.7	44.6	19.6
Motivated members to do a better job with their farming programs	55	9.1	47.3	43.6
Helped members to understand the true meaning of citizenship, cooperation and leadership	55	43.6	38.2	18.2
Influenced members to be better citizens, more cooperative and better leaders in school and community	56	42.9	46.4	10.7
Contributed to members participating in FFA work	56	44.6	46.4	8.9

[a] 75 per cent or more

[b] 25 to 74 per cent

[c] Less than 25 per cent

creed contest in their chapters. This is further evidenced by the fact that 45 per cent of the teachers stated that it motivated "some" of the FFA members to work to win the local contest, and 36 per cent said it motivated "many" of the members.

Forty-four per cent of the teachers reported that "none" of the members were motivated to do a better job with their farming programs.

The effects the Star Farmer award had on members as observed by the vocational agricultural teachers in Table IV show that only forty-six teachers out of fifty-seven questionnaires returned, responded to this contest. Eleven indicated they did not use this award at all.

Thirty per cent of the teachers reported that "many" of the members were motivated to increase the scope of projects in their farming programs, and 35 per cent said "some" of them were motivated. One-half or more of the teachers indicated that the Star Farmer award did very little or nothing in providing opportunity for members to receive recognition, motivating members to enter farming, and motivating the most capable members to want to enter college.

Table V shows the effects of the State Farmer Degree award on members as was observed by the teachers.

Approximately one-half of the teachers checked "some" on the following propositions: (1) motivated members to increase the scope of projects in their farming program; (2) motivated members to enter farming (3) motivated members to want to study agricultural science and practice; (4) motivated most capable members to want to enter college; and (5) brought about more efficient production. One can note that approximately

TABLE IV

EFFECTS OF THE STAR FARMER AWARD ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	46	26.1	23.9	50.0
Motivated members to increase the scope of projects in their farming program	46	30.4	34.8	34.8
Motivated members to increase the quality of projects in their farming program	46	23.9	41.3	34.8
Motivated members to enter farming	46	8.7	34.8	56.5
Motivated the more capable members to enter farming	46	15.2	34.8	50.0
Motivated members to want to study agricultural science and practice	45	15.6	44.4	40.0
Motivated members to work conscientiously to receive the award	47	23.4	34.0	42.6
Motivated most capable members to want to enter college	46	6.5	39.1	54.3
Brought about more efficient production	45	22.2	42.2	35.5

[a] 75 per cent or more

[b] 25 to 74 per cent

[c] Less than 25 per cent

TABLE V

EFFECTS OF THE STATE FARMER AWARD ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	53	33.9	39.6	26.5
Motivated members to increase the scope of projects in their farming program	54	44.4	48.2	7.4
Motivated members to increase the quality of projects in their farm-program	51	39.2	49.0	11.8
Motivated members to enter farming	53	13.2	45.2	41.6
Motivated the more capable members to enter farming	53	30.1	35.8	34.1
Motivated members to want to study agricultural science and practice	53	20.7	50.9	28.3
Motivated members to work conscientiously to receive the award	55	30.9	47.2	21.9
Motivated most capable members to want to enter college	54	16.6	48.2	35.2
Brought about more efficient production	52	34.6	51.9	13.4

[a]75 per cent or more

[b]25 to 74 per cent

[c]Less than 25 per cent

one-third of the teachers checked "many" for the foregoing propositions.

The effects of the Star Greenhand award on members as observed by teachers of vocational agriculture is tabulated in Table VI. The data show that 62 per cent of the teachers said it motivated "some" members to want to study agricultural science and practice, and 31 per cent said it motivated "many" of the members. Sixty per cent of the teachers stated that it helped "some" in bringing about more efficient production, and 18 per cent checked "many."

The reader may note that 56 per cent of the teachers indicated that the Star Greenhand award had nothing or very little to do with motivating members to enter farming.

Table VII presents the distribution of answers to nine propositions on the effects of the dairy farming award on members as observed by the vocational agricultural teachers. It might be well to state here that the teachers were asked, when checking propositions relating to specific enterprise areas such as dairy farming, to answer in terms of those members who had enterprises in dairy farming. This also includes livestock farming, poultry production, dairy judging, livestock judging, fat calf show, livestock fairs, and crop fairs.

An examination of the table shows that 52 per cent of the teachers stated that the award helped "some" to increase the members' efficiency in doing jobs in this area. Nineteen per cent said it helped "many" of the members. One-half of the teachers stated it helped "some" in stimulating interest, and 40 per cent of the teachers checked "none." Five teachers did not respond to the propositions in this award.

TABLE VI

EFFECTS OF THE STAR GREENHAND AWARD ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many	Some	None
Provided opportunity for members to receive recognition	53	26.4	43.3	30.2
Motivated members to increase the scope of projects in their farming program	54	35.1	46.2	18.6
Motivated members to increase the quality of projects in their farming program	54	31.4	50.0	18.5
Motivated members to enter farming	52	9.6	34.6	55.8
Motivated the more capable members to enter farming	53	11.4	43.4	45.2
Motivated members to want to study agricultural science and practice	52	11.6	61.5	26.9
Motivated members to work conscientiously to receive the award	54	29.7	42.6	27.7
Motivated most capable members to want to enter college	53	5.7	43.4	50.9
Brought about more efficient production	55	18.2	60.0	21.8

[a]75 per cent

[b]25 to 74 per cent

[c]Less than 25 per cent

TABLE VII

EFFECTS OF THE DAIRY FARMING AWARD ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	52	26.9	30.7	42.4
Motivated members to select projects in this enterprise	52	26.9	25.0	48.1
Motivated members to increase the scope of projects in this enterprise	52	25.0	34.6	40.4
Motivated members to improve the quality of projects in this enterprise	52	25.0	38.4	36.5
Increased the members' efficiency in doing jobs in this area	52	19.2	51.9	28.8
Motivated members to work to receive this award	52	21.1	38.4	40.3
Stimulated interest significantly in this area	52	9.6	50.0	40.3
Contributed to members having well balanced farming programs	52	21.1	36.5	42.3
Improved over-all management of enterprise	52	26.9	36.5	36.5

[a]75 per cent or more

[b]25 to 74 per cent

[c]Less than 25 per cent

It is evident in Table VIII that 53 per cent of the teachers stated the livestock farming award helped "some" members to increase efficiency in doing jobs in this area. As one will notice in Table VIII, from 40 to 48 per cent of all the teachers responding checked "some" for all seven of the propositions on the livestock farming award.

Between 20 to 30 per cent of the teachers checked "many" for all the propositions except one, and 37 per cent of the teachers checked "none" to the proposition that it "stimulated interest significantly in this area."

The reader will notice in Table IX that only forty-seven teachers out of fifty-seven questionnaires returned, checked the propositions on the "effects of the poultry production award on members as observed by teachers of vocational agriculture." The eleven who did not respond to this inquiry either said it did not apply to their school or they did not participate.

The table shows that from 68 to 79 per cent of the teachers indicated that the poultry production award affected "none" or very few of the FFA members in their departments.

It is significant also that approximately 10 per cent rated all the propositions in the poultry production award as having affected "many" of the FFA members. Evidently, this 10 per cent came from departments where poultry is an important enterprise.

More than one-half of the teachers indicated in Table X that the farm mechanics award has "some effect on the members relating to the following propositions: (1) provided opportunity for group to receive recognition;

TABLE VIII

EFFECTS OF THE LIVESTOCK FARMING AWARD ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	52	25.0	44.2	30.7
Motivated members to select projects in this enterprise	55	21.8	43.6	34.5
Motivated members to increase the scope of projects in this enterprise	53	22.6	43.3	34.0
Motivated members to improve the quality of projects in this enterprise	54	25.9	46.3	27.8
Increased the members' efficiency in doing jobs in this area	55	23.6	52.7	23.7
Motivated members to work to receive this award	53	20.7	49.1	30.2
Stimulated interest significantly in this area	54	14.8	48.1	37.0
Contributed to members having well balanced farming programs	55	29.0	40.0	30.9
Improved over-all management of enterprise	54	25.9	44.4	29.6

[a]75 per cent or more

[b]25 to 74 per cent

[c]Less than 25 per cent

TABLE IX

EFFECTS OF THE POULTRY PRODUCTION AWARD ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	47	10.6	14.8	74.4
Motivated members to select projects in this enterprise	47	14.8	12.7	72.4
Motivated members to increase the scope of projects in this enterprise	47	14.8	6.3	78.7
Motivated members to improve the quality of projects in this enterprise	47	12.7	10.6	76.6
Increased the members' efficiency in doing jobs in this area	48	8.3	22.9	68.7
Motivated members to work to receive this award	48	16.7	14.5	68.7
Stimulated interest significantly in this area	47	6.4	21.2	72.3
Contributed to members having well balanced farming programs	47	10.6	17.0	72.3
Improved over-all management of enterprise	47	19.1	10.6	70.2

[a] 75 per cent or more

[b] 25 to 74 per cent

[c] Less than 25 per cent

TABLE X

EFFECTS OF THE FARM MECHANICS AWARD ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for group to receive recognition	53	20.7	54.7	24.5
Stimulated members to try to share in winning this award	53	9.4	54.7	35.8
Stimulated interest of members in this area	54	25.9	50.0	24.0
Contributed to the development of skills in this area	54	35.1	46.2	18.5
Contributed to members developing home mechanics shops	53	18.8	43.3	37.7
Stimulated group effort, including cooperation	55	20.0	47.2	32.7
Caused members to be more safety minded in and out of school	53	37.7	33.9	28.4

[a]75 per cent or more

[b]25 to 74 per cent

[c]Less than 25 per cent

(2) stimulated members to try to share in winning this award; and (3) stimulated interest of members in this area. Thirty-five per cent of the teachers stated it contributed to "many" members in the development of skills in this area, and 46 per cent indicated it contributed to "some" members.

Another significant fact is that 37 per cent of the respondents checked "many" on the proposition, "caused members to be more safety minded in and out of school." Forty per cent checked "some" on the same proposition.

Table XI shows that one-half or more of the teachers indicated that all seven propositions listed under the farm electrification award had affected "some" of the FFA members. Approximately 57 per cent of the teachers reported it stimulated interest of "some" FFA members in this area, and 54 per cent said it provided opportunity for group recognition for "some" members.

Forty-one per cent said it contributed very little or "none" to members developing home mechanics shop.

Sixty per cent of the teachers stated in Table XII that the soil and water management award stimulated interest of "some" members in this area, and 56 per cent of the teachers said it provided "some" opportunity for group to receive recognition, and stimulated "some" members to try to share in winning this award.

One-third of the teachers indicated it helped "many" members to develop skills in this area. One-fourth of the teachers said it stimulated "none" of the members to try to share in winning this award.

TABLE XI

EFFECTS OF FARM ELECTRIFICATION AWARD ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for group to receive recognition	53	18.8	54.7	26.4
Stimulated members to try to share in winning this award	52	5.7	51.9	42.3
Stimulated interest of members in this area	51	17.6	56.8	25.4
Contributed to the development of skills in this area	53	28.3	49.0	22.6
Contributed to members developing home mechanics shops	51	9.8	49.0	41.1
Stimulated group effort, including cooperation	52	11.5	50.0	38.4
Caused members to be more safety minded in and out of school	52	32.6	44.2	23.0

[a]75 per cent or more

[b]25 to 74 per cent

[c]Less than 25 per cent

TABLE XII

EFFECTS OF THE SOIL AND WATER MANAGEMENT AWARD ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for group to receive recognition	52	26.9	55.7	17.3
Stimulated members to try to share in winning this award	51	17.6	56.8	25.4
Stimulated interest of members in this area	53	22.6	60.3	16.9
Contributed to the development of skills in this area	52	32.6	46.1	21.1
Contributed to members developing home mechanics shops	49	12.2	36.7	51.0
Stimulated group effort, including cooperation	51	23.5	45.0	31.3
Caused members to be more safety minded in and out of school	47	19.1	38.2	42.5

[a]75 per cent or more

[b]25 to 74 per cent

[c]Less than 25 per cent

A study of Table XIII reveals that more than one-half of the teachers checked "some" for the following propositions: (1) provided opportunity for group to receive recognition; (2) stimulated members to try to share in this award; (3) stimulated interest of members in this area; and (4) stimulated group effort, including cooperation.

It is gratifying to note, that 49 per cent of the agricultural teachers checked "many" to the proposition, "caused members to be more safety minded in and out of school."

An examination of Table XIV shows that approximately 61 per cent of the teachers stated the dairy judging contest helped "many" of the members to increase interest in this area. Forty-three per cent indicated it stimulated "many" of the members to do a better job of selection on the home farm, and 46 per cent checked "some" for the same proposition. One-half, or 51 per cent of the respondents, stated that it stimulated "some" members to study and work conscientiously in this area, and 41 per cent checked it stimulated "many" members.

Because 86 per cent of the teachers indicated that the dairy judging contest stimulated members to share in winning this contest, and increased interest of members in this area, a very large per cent of the chapters do provide experience for members in dairy judging.

Effects of the livestock judging contest on members as observed by teachers of vocational agriculture in Table XV, gives practically the same results as the dairy judging contest in Table XIV.

Because 90 per cent or more of the teachers checked either "many" or "some" to all four of the propostitions listed in the livestock

TABLE XIII

EFFECTS OF THE FARM SAFETY AWARD ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for group to receive recognition	51	21.5	54.9	23.5
Stimulated members to try to share in winning this award	53	13.2	54.7	32.0
Stimulated interest of members in this area	52	21.1	55.7	23.0
Contributed to the development of skills in this area	52	23.0	50.0	26.9
Contributed to members developing home mechanics shops	53	9.4	45.2	45.2
Stimulated group effort, including cooperation	53	20.7	52.8	26.4
Caused members to be more safety minded in and out of school	51	49.0	39.2	11.7

[a]75 per cent or more

[b]25 to 74 per cent

[c]Less than 25 per cent

TABLE XIV

EFFECTS OF THE DAIRY JUDGING CONTEST ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Stimulated members to share in winning this contest	53	39.6	47.1	13.2
Helped increase interest of members in this area	56	60.7	32.1	7.1
Stimulated members to do a better job of selection on the home farm	56	42.8	46.4	10.7
Stimulated members to study and work conscientiously in this area	56	41.0	51.7	7.1

[a]75 per cent or more

[b]24 to 74 per cent

[c]Less than 25 per cent

TABLE XV

EFFECTS OF THE LIVESTOCK JUDGING CONTEST ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Stimulated members to share in winning this contest	55	40.0	49.0	10.9
Helped increase interest of members in this area	56	60.7	33.9	5.3
Stimulated members to do a better job of selection on the home farm	56	44.6	46.4	8.9
Stimulated members to study and work conscientiously in this area	55	45.4	49.0	5.4

[a]75 per cent or more

[b]24 to 74 per cent

[c]Less than 25 per cent

judging contest, a very large per cent of the chapters apparently provided experience in judging livestock.

The data in Table XVI show that 75 per cent of the teachers stated the soil judging contest interested "many" of the members in this area. More than one-half of the teachers checked "many" to the remaining three propositions which are as follows: (1) stimulated members to share in winning this contest; (2) stimulated members to do a better job of selection on the home farm; and (3) stimulated members to study and work conscientiously in this area.

Obviously, teachers rate this contest very high.

In Table XVII, teachers were asked what effects the fat calf show and sale had on FFA members. More than one-half of the members said "none" to providing opportunity for members to receive recognition, motivating members to try to share in winning in this area, and stimulating interest of members.

Nine teachers did not check the propositions in this contest at all. It is evident that fewer teachers use the fat calf show and sale as a means of motivation.

The data in Table XVIII show that 52 per cent of the teachers responding stated that livestock fairs motivated "some" members to increase quality of enterprises in this area. Approximately 28 per cent checked "many" members on the same proposition.

The reader can recognize, from this table, that about one-third of the teachers rated the other four propositions "many," one-third rated them "some," and one-third rated them "none."

TABLE XVI

EFFECTS OF THE SOIL JUDGING CONTEST ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Stimulated members to share in winning this contest	55	54.5	40.0	5.4
Helped increase interest of members in this area	56	75.0	23.2	1.7
Stimulated members to do a better job of selection on the home farm	57	59.6	31.5	8.7
Stimulated members to study and work conscientiously in this area	56	62.5	35.7	1.7

[a]75 per cent or more

[b]24 to 74 per cent

[c]Less than 25 per cent

TABLE XVII

EFFECTS OF THE FAT CALF SHOW AND SALE ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	48	20.8	25.0	54.1
Motivated members to try to share in winning in this area	48	14.5	27.0	58.3
Stimulated interest of members in this area	48	16.6	33.3	50.0
Contributed to the development of efficiency in this area	50	16.0	36.0	48.0
Motivated members to increase quality of enterprises in this area	50	22.0	38.0	40.0

[a]75 per cent or more

[b]24 to 74 per cent

[c]Less than 25 per cent

TABLE XVIII

EFFECTS OF LIVESTOCK FAIRS ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	54	35.1	33.3	31.4
Motivated members to try to share in winning in this area	54	27.7	38.8	33.3
Stimulated interest of members in this area	54	33.3	40.7	25.9
Contributed to the development of efficiency in this area	54	24.0	42.5	33.3
Motivated members to increase quality of enterprises in this area	54	27.7	51.8	20.3

[a]75 per cent or more

[b]24 to 74 per cent

[c]Less than 25 per cent

Slightly less than one-half of the teachers stated in Table XIX that crop fairs contributed "some" to the development of efficiency in this area.

Forty-five per cent of the teachers checked "many" to the following propositions: (1) provided opportunity for members to receive recognition, (2) motivated members to increase quality of enterprises in this area, and (3) stimulated interest of members in this area. More than one-third of the teachers checked "some" for these three propositions.

This table reveals that crop fairs affected from "some" to "many" of the FFA members in most of the schools reporting.

From the fifty-seven questionnaires received, only forty-six teachers responded to the proposition on-the-farm mechanics skills contest in Table XX. Thirty per cent said the contest provided opportunity for "many" members to receive recognition. Twenty-eight per cent reported it helped "some," while 41 per cent checked "none." Thirty-nine per cent indicated it increased the quality of work in mechanics for "many" of the members, while 37 per cent reported "some" and 24 per cent said "none."

Thirty-seven per cent reported the contest increased "many" of the members breadth of work in mechanics, 39 per cent felt it increased it for "some" members, and 24 per cent indicated "none."

"Did the contest motivate members to work conscientiously to participate in the contest?" Of the 46 teachers reporting, only 26 per cent said it motivated "many" of the members, while 37 per cent

TABLE XIX

EFFECTS OF CROP FAIRS ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	55	45.4	34.5	20.0
Motivated members to try to share in winning in this area	55	41.8	34.5	23.6
Stimulated interest of members in this area	55	45.4	38.1	16.3
Contributed to the development of efficiency in this area	57	35.0	49.1	15.7
Motivated members to increase quality of enterprises in this area	57	45.6	43.8	10.5

[a]75 per cent or more

[b]24 to 74 per cent

[c]Less than 25 per cent

TABLE XX

EFFECTS OF THE FARM MECHANICS SKILL CONTEST ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	46	30.4	28.2	41.3
Increased the quality of work in mechanics	46	39.1	36.9	23.9
Increased breadth of work in mechanics	46	36.9	39.1	23.9
Motivated members to work conscientiously to participate in the contest	46	26.0	39.1	34.7
Contributed to the development of skill in this area	46	34.7	41.3	23.9
Helped acquaint members with the University of Tennessee	45	31.1	33.3	35.5

[a] 75 per cent or more

[b] 24 to 74 per cent

[c] Less than 25 per cent

answered "some" and 35 per cent reported "none."

Thirty-four per cent of the teachers said it contributed to "many" members developing skills in this area. Forty-one per cent believed it contributed "some" members and twenty-four per cent said "none."

In proposition number six (forty-five teachers reporting), 31 per cent said the contest helped "many" of the members get acquainted with The University of Tennessee, 33 per cent felt it helped "some" and 36 per cent reported "none."

The effects of the sweetheart contest on members as observed by vocational agricultural teachers are shown in Table XXI.

Forty-four per cent of the teachers reported that the contest contributed to "some" members participating in the FFA program, 19 per cent checked "many," and 37 per cent checked "none." Fifty-nine per cent of the teachers stated that it contributed very little to keeping FFA membership high, and 48 per cent indicated it contributed very little or no opportunity for members to receive recognition.

Another significant observation is that 25 per cent of the teachers reported that the contest stimulated "many" FFA members to want to develop improved FFA programs of work, 39 per cent reported "some," and 36 per cent reported "none" on this proposition.

TABLE XXI

EFFECTS OF THE SWEETHEART CONTEST ON MEMBERS AS OBSERVED BY TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Many[a]	Some[b]	None[c]
Provided opportunity for members to receive recognition	56	25.0	26.7	48.2
Contributed to keeping FFA membership high	56	14.2	26.7	58.9
Contributed to members participating in the FFA program	57	19.2	43.8	36.8
Stimulated FFA members to want to develop improved FFA programs of work	56	25.0	39.2	35.8

[a]75 per cent or more

[b]24 to 74 per cent

[c]Less than 25 per cent

CHAPTER III

THE EFFECTS OF FFA CONTESTS AND AWARDS ON TEACHERS OF VOCATIONAL AGRICULTURE

The data and information in this chapter were compiled from findings of fifty-seven questionnaires received from vocational agricultural teachers in East Tennessee. The writer attempted to determine what effects the FFA awards and contests had on the teacher.

The teachers were asked to rate the propositions listed in the awards and contests "much," "some," and "none."

Table XXII shows that two-thirds or 67 per cent of the teachers stated that the public speaking contest caused "some" class time to be spent in this area, and nearly 13 per cent checked "much" for this proposition. Almost 52 per cent of the teachers reported it influenced the inclusion of this area in their course of study "some," while 20 per cent checked "much" to the foregoing statement.

Eighty-three per cent of the teachers reported that the public speaking contest either helped the FFA "much" or "some" in getting favorable publicity.

Fifty-four teachers out of fifty-seven returning questionnaires, responded to the propositions in this contest. Less than one-third of the teachers stated the public speaking contest did not make teaching more stimulating.

In Table XXIII, 90 per cent of the teachers either checked "some" or "much" that the parliamentary procedure contest (1) caused class time to be spent in this area, (2) made teaching stimulating, and (3) helped FFA get favorable publicity.

TABLE XXII

EFFECTS OF THE PUBLIC SPEAKING CONTEST ON THE TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Caused class time to be spent in this area	54	12.9	66.6	20.3
Made teaching stimulating	54	24.0	44.4	31.5
Influenced the inclusion of this area in my course	54	20.3	51.8	27.7
Contributed to my spending too much class time in this area	53	5.6	26.4	67.9
Helped FFA get favorable publicity	54	44.4	38.9	16.6

TABLE XXIII

EFFECTS OF THE PARLIAMENTARY PROCEDURE CONTEST ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Caused class time to be spent in this area	54	31.5	63.0	5.5
Made teaching stimulating	55	43.6	45.5	10.9
Influenced the inclusion of this area in my course of study	55	38.2	45.4	16.4
Contributed to my spending too much class time in this area	52	11.5	36.5	51.9
Helped FFA get favorable publicity	56	48.2	42.9	8.9

It will be noted, also, that 48 per cent of the teachers reported it contributed either "some" or "much" to their spending too much class time in this area. Fifty-two per cent checked "none" for the foregoing proposition.

Table XXIV points out that 75 per cent or more of the teachers reported that the creed contest influenced the following propositions either "much" or "some": (1) caused class time to be spent in this area, (2) made teaching stimulating, (3) influenced the inclusion of this area in his course of study, and (4) helped FFA get favorable publicity.

One can note also that 36 per cent stated that it contributed "much" or "some" to teachers spending too much time in this area.

In Table XXV, it will be observed that 31 per cent of the teachers stated the Star Farmer award contributed "much" to make teaching more stimulating to them; 43 per cent checked "some" and 26 per cent said "none" to the foregoing proposition.

Fifteen teachers did not respond to this proposition at all. This omission indicates that they were not using this award as a teaching device.

It may be noted from the data found in Table XXVI that 45 per cent of the teachers reported that the State Farmer award contributed "much" to make teaching more stimulating to them, 47 per cent said the award contributed "some" and 8 per cent checked "none" to the proposition.

Six teachers did not respond to this proposition.

TABLE XXIV

EFFECTS OF THE CREED CONTEST ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Caused class time to be spent in this area	55	18.2	63.6	18.2
Made teaching stimulating	54	26.0	50.0	24.0
Influenced the inclusion of this area in my course of study	53	22.7	58.4	18.8
Contributed to my spending too much class time in this area	53	11.3	24.6	64.1
Helped FFA get favorable publicity	56	33.9	46.5	19.6

TABLE XXV

EFFECTS OF THE STAR FARMER AWARD ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Made teaching stimulating to teacher	42	31.0	42.8	26.2

TABLE XXVI

EFFECTS OF THE STATE FARMER AWARD ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Made teaching more stimulating to teacher	51	45.1	47.1	7.8

Data presented in Table XXVII shows that 56 per cent of the teachers responding said that the Star Greenhand award made teaching stimulating "some" to them. Twenty-eight per cent of the teachers said it contributed "much," and 16 per cent checked "none" on the foregoing statement.

Of the fifty-one respondents to the dairy farming award in Table XXVIII, almost 59 per cent of the teachers said it helped them "some" to do a better job of teaching in this area. Fifteen per cent of the teachers reported it helped them "much."

Only forty-nine teachers responded to the second proposition, but 57 per cent of them said that it caused "some" time to be spent in this area. Approximately one-third of the teachers stated the dairy farming award did not cause time to be spent on dairying in the classroom and on the farm.

Eighty per cent said it did not contribute to their spending too much time in dairying.

Approximately 70 per cent of the teachers reporting in Table XXIX, said that the livestock farming award helped them "some" to do a better job of teaching in this area. Fifteen per cent reported it helped them "much" to do a better job, and the remaining 15 per cent said it helped them very little, if any.

Sixty per cent of the teachers reported the livestock farming award caused "some" time to be spent in the classroom and on the farm in this area, while 26 per cent stated it did not cause any time to be spent in the classroom and on the farm. Three-fourths of the teachers

TABLE XXVII

EFFECTS OF THE STAR GREENHAND AWARD ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Made teaching stimulating to teacher	50	28.0	56.0	16.0

TABLE XXVIII

EFFECTS OF THE DAIRY FARMING AWARD ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me to do a better job of teaching in this area	51	15.6	58.8	25.4
Caused time to be spent in this area (classroom and farm)	49	12.3	57.1	30.6
Contributed to my spending too much time in this area	46	0	19.5	80.4

TABLE XXIX

EFFECTS OF THE LIVESTOCK FARMING AWARD ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me to do a better job of teaching in this area	53	15.1	69.8	15.1
Caused time to be spent in this area (classroom and farm)	51	13.7	60.7	25.5
Contributed to my spending too much time in this area	53	7.5	16.9	75.5

said it did not cause them to spend too much time in this area.

A study of Table XXX shows that 60 per cent of the teachers felt that the poultry production award did nothing or very little to help them do a better job of teaching in this area. Also, 67 per cent reported that it had not caused time to be spent in the classroom or on the farm in poultry production.

It will be noted also, that one-third of the teachers reported it helped them "some" to do a better job teaching poultry.

Table XXXI shows that the farm mechanics award helped over one-half of the teachers "some" to do a better job of teaching in this area. Twenty-six per cent of the teachers were helped "much."

Approximately 58 per cent reported the farm mechanics contest either caused "some" or "much" time to be spent in this area (classroom or shop), while 41 per cent said it caused "none" or very little time to be spent in this area. Eight-two per cent of the teachers reported it had not contributed to their spending too much time in farm mechanics.

Approximately 64 per cent of the teachers reporting in Table XXXII, said that the farm electrification award helped them "some" to do a better job of teaching in this area. Fifteen per cent of the teachers stated it helped them "much" to do a better job teaching, while 21 per cent said it helped them "none" or very little.

Between 38 and 40 per cent of the teachers indicated that the farm electrification contest influenced "some" in the inclusion of electricity in their course of study, and caused time to be spent in this area, while from 44 to 54 per cent of the teachers checked "none on both of these propositions.

TABLE XXX

EFFECTS OF THE POULTRY PRODUCTION AWARD ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me to do a better job of teaching in this area	48	6.3	33.3	60.4
Caused time to be spent in this area	46	4.4	28.2	67.4
Contributed to my spending too much time in this area	45	2.2	6.7	91.1

TABLE XXXI

EFFECTS OF THE FARM MECHANICS AWARD ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me do a better job of teaching in this area	53	26.4	52.8	20.8
Caused time to be spent in this area of work (classroom, shop or land)	53	26.4	32.1	41.5
Contributed to my spending too much time in this area	52	0	17.3	82.7
Influenced the inclusion of this area of work in my course of study	51	9.8	41.2	49.0

TABLE XXXII

EFFECTS OF THE FARM ELECTRIFICATION AWARD ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me do a better job of teaching in this area	52	15.4	63.4	21.2
Caused time to be spent in this area of work (classroom, shop or land)	48	16.7	39.5	43.8
Contributed to my spending too much time in this area	50	0	20.0	80.0
Influenced the inclusion of this area of work in my course of study	50	8.0	38.0	54.0

Table XXXIII shows that approximately 88 per cent of the teachers responding indicated that the soil and water management award either helped them "much" or "some" to do a better job of teaching in this area. This award caused "some" time to be spent in this area in 47 per cent of the departments, and influenced the inclusion of this area of work in the course of study of 44 per cent of the teachers.

The farm safety award helped 57 per cent of the teachers "some" to do a better job of teaching in this area, as observed in Table XXXIV. For 25 per cent of the teachers it helped "much." Forty-seven per cent of the teachers said it caused "some" time to be spent on farm safety.

Seventy-three per cent of the teachers said the farm safety award did not contribute to their spending too much time in this area, and 50 per cent stated it did not influence the inclusion of this area of work in their course of study.

Ninety per cent of the teachers (as shown in Table XXXV) felt that the dairy judging contest either helped them "some" or "much" to do a better job of teaching in this area, and 87 per cent of the teachers stated it caused "some" or "much" time to be spent in this area.

Because 90 per cent of the teachers felt that the dairy judging contest helped them to do a better job of teaching, and 87 per cent said it caused them to spend time in this area, a very large per cent of the chapters did provide instruction on dairy judging for their members.

A study of Table XXXVI shows that the livestock judging contest had practically the same effect on the teachers as did the dairy judging

TABLE XXXIII

EFFECTS OF THE SOIL AND WATER MANAGEMENT ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me do a better job of teaching in this area	52	34.6	53.9	11.5
Caused time to be spent in this area of work (classroom, shop or land)	49	26.6	46.9	26.6
Contributed to my spending too much time in this area	48	8.3	22.9	68.8
Influenced the inclusion of this area of work in my course of study	48	10.4	43.7	45.8

TABLE XXXIV

EFFECTS OF THE FARM SAFETY AWARD ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me do a better job of teaching in this area	51	25.5	56.9	17.6
Caused time to be spent in this area of work (classroom, shop or land)	51	19.6	47.1	33.3
Contributed to my spending too much time in this area	49	2.1	24.4	73.5
Influenced the inclusion of this area of work in my course of study	48	10.4	39.6	50.0

TABLE XXXV

EFFECTS OF THE DAIRY JUDGING CONTEST ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me do a better job of teaching in this area	55	41.8	49.0	9.1
Caused time to be spent in this area of work	55	23.7	63.6	12.7
Contributed to my spending too much class time in this area	56	3.6	25.0	71.4
Influenced the inclusion of this area of work in my course of study	55	18.1	34.6	47.2

TABLE XXXVI

EFFECTS OF THE LIVESTOCK JUDGING CONTEST ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me do a better job of teaching in this area	55	41.8	49.0	9.1
Caused time to be spent in this area of work	55	21.9	65.4	12.7
Contributed to my spending too much class time in this area	55	3.6	25.4	70.9
Influenced the inclusion of this area of work in my course of study	55	20.0	30.9	49.0

contest in Table XXXV.

A very high percentage of the teachers, 90 per cent or more, said the livestock judging and dairy judging contests helped them "some" or "much" to do a better job teaching in this area. Eighty-seven per cent of the teachers, in both contests, indicated that the contests caused "some" or "much" time to be spent in this area.

Forty-nine per cent of the teachers stated that the livestock judging contest did not influence the inclusion of this area of work in their course of study.

Ninety-six per cent of the teachers responding to the propositions in Table XXXVII, felt that the soil judging contest helped them do a better job teaching in this area. Sixty per cent of the teachers said the soil judging contest helped them "much" and 36 per cent reported it helped them "some" to do a better job teaching in this area.

The largest per cent of teachers (60 per cent) checked "much" to the proposition, "helped me do a better job of teaching in this area," than any other contest or award included in this study.

It should be noted also, that nearly one-third, or 32 per cent, of the teachers stated that the soil judging contest contributed to their spending too much class time in this area.

From a study of Table XXXVIII, it will be observed that only forty-nine teachers responded to the propostitions on the fat calf show and sale. Eight of the teachers either said it did not apply, or just did not check the propositions.

TABLE XXXVII

EFFECTS OF THE SOIL JUDGING CONTEST ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me do a better job of teaching in this area	55	60.0	36.3	3.6
Caused time to be spent in this area of work	56	32.1	57.1	10.7
Contributed to my spending too much class time in this area	56	7.1	25.0	67.9
Influenced the inclusion of this area of work in my course of study	55	27.2	34.6	38.2

TABLE XXXVIII

EFFECTS OF THE FAT CALF SHOW AND SALE ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me to do a better job of teaching in this area	49	12.2	32.6	55.1
Caused more class time to be spent in this area of work	49	2.0	36.7	61.2
Contributed to my spending too much class time in this area	49	0	16.3	83.6
Helped FFA get favorable publicity	49	22.4	42.8	34.6

Fifty-five per cent stated the fat calf show and sale did not help them to do a better job of teaching in this area. Sixty-one per cent said it did not cause any more class time to be spent in this area of work, and 34 per cent reported that it helped the FFA very little or "none" in getting favorable recognition.

Three-fourths of the teachers reporting in Table XXXIX said that the livestock fairs helped them do a better job of teaching in this area. Fifty-eight per cent of the teachers stated livestock fairs caused more class time to be spent in this area of work, while 22 per cent said livestock fairs contributed to their spending too much class time in this area.

Eighty-eight per cent of the teachers said livestock fairs helped the FFA get favorable publicity.

Data appearing in Table XL show that all fifty-seven of the teachers surveyed responded to the propositions in crop fairs. Almost three-fourths, or 74 per cent, of the teachers stated that crop fairs helped them to do a better job of teaching in this area.

Seventy-six per cent of the teachers said, also, that it caused more class time to be spent in this area of work, while 34 per cent of the teachers stated it did not. Eighty-four per cent of the teachers reported the crop fairs helped the FFA get favorable publicity.

One significant observation is that one-fourth of the teachers said crop fairs contributed to their spending too much class time in this area.

TABLE XXXIX

EFFECTS OF THE LIVESTOCK FAIRS ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me to do a better job of teaching in this area	54	24.0	51.8	24.0
Caused more class time to be spent in this area of work	53	11.3	47.1	41.5
Contributed to my spending too much class time in this area	54	7.4	14.8	77.7
Helped FFA get favorable publicity	54	27.7	61.1	11.1

TABLE XL

EFFECTS OF CROP FAIRS ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped me to do a better job of teaching in this area	57	28.0	56.1	15.7
Caused more class time to be spent in this area of work	57	12.2	54.3	33.4
Contributed to my spending too much class time in this area	56	7.1	17.8	75.0
Helped FFA get favorable publicity	57	35.0	54.3	10.6

Eleven teachers did not respond to the propositions on the farm mechanics skill contest as shown in Table XLI. But, of the forty-three teachers responding, 72 per cent said the farm mechanics skills contest made teaching more stimulating, 66 per cent of the teachers stated that it filled a real need in improving mechanics instruction in their departments, 58 per cent of the teachers reported it caused more class time to be spent in this area, and 74 per cent said it helped the FFA get favorable publicity.

Sixty-one per cent of the teachers indicated the farm mechanics skills contest influenced the including of certain instructional areas in mechanics in their course of study.

Sixteen per cent of the teachers said the contest contributed to their spending too much class time in mechanics.

A study of Table XLII shows that 70 per cent or more of the teachers felt that the sweetheart contest (1) helped local people to recognize that the FFA contributed to citizenship, cooperation and leadership; (2) caused more girls to become interested in FFA programs; and (3) helped FFA get favorable recognition and publicity.

Thirty-six per cent reported the sweetheart contest helped "some" to fill a real need in improving vocational agriculture in the local community, while 55 per cent felt it helped "none" or very little. Sixty-three per cent of the teachers felt that the FFA sweetheart contest provided the basis for greater faculty and school support for the FFA.

It is significant that 79 per cent of the teachers stated that

TABLE XLI

EFFECTS OF THE FARM MECHANICS SKILL CONTEST ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Made teaching more stimulating	43	30.2	41.8	27.9
Caused more class time to be spent in this area	43	16.2	41.8	41.8
Contributed to my spending too much class time in this area	43	2.3	13.9	83.7
Influenced the including of certain instructional areas in mechanics in my course of study	44	20.4	40.9	38.6
Filled a real need in improving mechanics instruction in my department	44	25.0	40.9	34.0
Helped FFA get favorable publicity	43	32.5	41.8	25.5

TABLE XLII

EFFECTS OF THE SWEETHEART CONTEST ON TEACHERS OF VOCATIONAL AGRICULTURE

Proposition	Number responses	Per cent		
		Much	Some	None
Helped local people to recognize that the FFA contributes to citizenship, cooperation and leadership	54	24.1	46.2	29.7
Filled a real need in improving vocational agriculture in the local community	55	9.0	36.3	54.6
Caused more girls to become interested in FFA members	55	27.2	38.1	34.5
Caused more girls to become interested in FFA programs	55	25.4	47.2	27.2
Helped focus attention on girls rather than on FFA program	54	7.4	55.5	37.0
Provided opportunity for other than FFA members to receive recognition	53	22.7	56.6	20.7
Helped FFA get favorable recognition and publicity	54	33.3	48.1	18.5
Served as a source for the development of conflict and ill feeling among the girls and boys of the school	55	0	16.3	83.7
Provided the basis for greater faculty and school support for the FFA	54	18.5	44.4	37.0

the sweetheart contest provided opportunity for other than FFA members to get favorable recognition and publicity. Also, 65 per cent of the teachers felt that it caused more girls to become interested in FFA members.

It may be noted, also, that 63 per cent of the teachers felt that the sweetheart contest helped focus attention on girls rather than on boys, and 16 per cent of them said the sweetheart contest served as a source for the development of conflict and ill feeling among the girls and boys of the school.

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

An attempt has been made in this study to bring together some facts and opinions concerning the effects of FFA awards and contests on FFA members and their teachers or advisors in the East Tennessee FFA District. Data were secured to determine (1) ways contests and awards affected FFA members, teachers and others, (2) the extent to which FFA members were affected, and (3) the extent to which advisors and others were affected by contests and awards.

The data for this study were secured through information blanks. These blanks were completed by fifty-seven of the seventy-seven teachers of vocational agriculture, which was slightly more than 74 per cent. The data included the time from July 1, 1959 to June 30, 1962.

Data pertaining to the extent FFA awards and contests had influenced FFA members as observed by teachers of vocational agriculture was presented in Chapter II. The evidence shows that from 72 to 94 per cent of the teachers felt that the public speaking, parliamentary procedure and creed contests helped provide opportunities for 25 to 74 per cent of the members to (1) receive recognition, (2) understand the true meaning of citizenship, cooperation and leadership, (3) be better citizens, and (4) to be more cooperative and better leaders in the school and community. The data on these three contests also revealed

that from 40 to 47 per cent of the teachers felt that they influenced less than 25 per cent of the members in their chapters to do better jobs with their farming programs.

It was noted that approximately two-thirds of the teachers indicated that the Star Farmer, State Farmer, and Star Greenhand awards benefited more members in the following ways: (1) Motivated members to increase the scope and quality of projects in their farming programs, (2) motivated members to want to study agricultural science and practice, and (3) brought about more efficient production. Between 28 and 56 per cent of the teachers felt that the Star Farmer, State Farmer and Greenhand awards influenced less than 25 per cent of the members who applied for these awards to enter farming, or to want to enter college.

More than one-half of the teachers indicated the livestock and dairy farming awards influenced "some" FFA members (1) to increase the scope of projects, (2) to improve the quality of projects, and (3) to stimulate interest significantly in these areas. It is also significant that 40 per cent or more of the teachers felt that the livestock and dairy farming awards influenced less than 25 per cent of the FFA members, who had livestock or dairying as one of their enterprises, to work to receive these awards.

It is evident that these judging contests soil, livestock, dairy and the livestock shows, and crop fairs stimulated more members to (1) share in winning these contests, (2) increase interest in these areas, (3) do a better job of selection on the home farm, and (4) study and work conscientiously in these areas than any of the other awards and contests in this study.

It is evident also, that the sweetheart contest contributed more to getting favorable publicity for the FFA and others than any other function. One-third or more of the teachers felt it stimulated the FFA members very little, if any, to want to participate in FFA work, and 36 per cent felt it did not stimulate members to want to develop improved FFA programs of work.

A further study of Chapter III reveals more than one-half of the teachers felt that all the contests and awards studied, with the exception of poultry production and the fat calf show and sale, caused them to spend more class time in these areas than they would have otherwise.

From 88 to 92 per cent of the teachers reported that the public speaking contest, parliamentary procedure contest, and the State Farmer Degree award made teaching more stimulating for them.

Soil judging, livestock judging, and dairy judging contests were rated highest by the teachers in helping them to do a better job teaching in these areas. Livestock and crop fairs were rated next in order of their importance in helping the teacher do a better job teaching. The award programs ranked lowest on this proposition.

The parliamentary procedure contest, livestock shows and crop fairs were reported by 89 to 91 per cent of the teachers as having value in helping the FFA get favorable publicity. The sweetheart contest rated lowest on this proposition, with less than 63 per cent of the teachers reporting it helped the FFA get favorable publicity.

Even though a large percentage of the teachers said the afore-

mentioned contests and fairs (1) made teaching more stimulating, (2) helped them do a better job teaching in these areas, and (3) helped the FFA get favorable publicity. From 25 to 32 per cent of them also felt they contributed to their spending too much class time in these areas.

II. CONCLUSIONS

In the writer's opinion, the data submitted in this study seem to indicate these conclusions:

1. The contests which have the greatest educational value for students as observed by the vocational agricultural teachers were soil judging contest, dairy judging contest, livestock judging contest, State Farmer Degree award, parliamentary procedure contest, public speaking contest and crop fairs.
2. Lowest ratings were given to poultry production award, fat calf show and sale, Star Farmer award, Star Greenhand award, and the sweetheart contest.
3. A contest cannot be justified solely on the basis that it is enjoyable or has public relations value.
4. Teachers should view contests and award programs as one of many teaching devices available to them. Teachers should not allow the winning of contests to become an educational goal either for themselves, for their students, or for the public.
5. Most of the worthwhile learning connected with contests and award programs takes place at the local level. The

primary concern should be quality teaching of all students and not the development of excellence in a few students.

III. RECOMMENDATIONS

Upon the completion of this study, the following recommendations are made:

1. Teachers should view contests and award programs as one of many teaching devices available to them.
2. Teachers should not allow the winning of contests to become an educational goal either for themselves, for their students, or for the public.
3. The primary concern of teachers should be quality teaching of all students and not the development of excellence in a few students.
4. Teachers and members should not try to justify a contest solely on the basis that it is enjoyable or has public relations value.
5. Teachers should spread participation and awards over a larger percentage of students in a school. This recommendation should not keep teachers from being selective in choosing the contests and award programs which they believe will help them attain worthwhile objectives.
6. Teachers should examine the possibility of holding demonstrations or schools in place of, or in addition to, some of our contests.

7. Perhaps more students should be encouraged to compete with themselves. An undue emphasis is often placed on competing with another group and too little emphasis is given to the form of competition where a student tries to improve his old record.

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APPEXDIX

The University of Tennessee
Knoxville
College of Education

Department of
Agricultural Education

Date: June 11, 1962

To: East Tennessee Teachers of Vocational Agriculture

From: George W. Wiegers, Jr. Head of Department

Re: A Study of FFA Incentives

Mr. Denver Ruth, teacher of vocational agriculture, Morristown has decided to study FFA incentives in the East Tennessee area. He hopes, with your cooperation, to determine the extent to which members are motivated or stimulated to do certain things (Part I). He is also concerned with the influence of the FFA on you as a teacher and adviser (Part II). Your answers should include the time from July 1, 1959 to June 30, 1962.

This study does not answer the question, "what should the incentives be?" It merely helps identify a few of the results of incentives as observed by the persons supplying the information. The results may, however, be helpful in redesigning parts of the FFA to serve better the school, members and adviser.

Mr. Ruth is appreciative of your cooperation. Please return the information blank in the enclosed envelope as soon as possible.

Note: When checking propositions relating to specific enterprise areas, such as "Dairy Farming",*page 2, answer in terms of those members who carried enterprises in dairy farming. To illustrate, 10 boys have had dairy enterprises and 8 of them have received recognition through Dairy Farming award, you would check under "M" for item 1 even though you have had 100 or more members in the chapter.

*Also includes: livestock farming, poultry production, dairy judging, livestock judging, fat calf show, livestock fairs, and crop fairs.

Name _____

School _____

A STUDY OF FFA INCENTIVES

I believe these awards have produced the following results in my department:

Part I. Members

Note: Please check the one that applies in your department under each award or contest.

M means many (75% or more); S means some (25-74%); N means less than 25%

Propositions	Speaking			Parliamentary Procedure			Creed		
	M	S	N	M	S	N	M	S	N
1. Provided opportunity for members to receive recognition									
2. Motivated members to want to speak in public									
3. Motivated members to work conscientiously to win the local contest									
4. Motivated members to do a better job with their farming programs									
5. Helped members to understand the true meaning of citizenship, cooperation and leadership									
6. Influenced members to be better citizens, more cooperative and better leaders in school and community									
7. Contributed to members participating in FFA work									

Propositions	Star Farmer Award			State Farmer			Star Greenhand		
	M	S	N	M	S	N	M	S	N
1. Provided opportunity for members to receive recognition									

Cont.

Awards (cont.)

Propositions	Star Farmer Award			State Farmer			Greenhand		
	M	S	N	M	S	N	M	S	N
2. Motivated members to increase the scope of projects in their farming program									
3. Motivated members to increase the quality of projects in their farming program									
4. Motivated members to enter farming									
5. Motivated the more capable members to enter farming									
6. Motivated members to want to study agricultural science and practice									
7. Motivated members to work conscientiously to receive the award									
8. Motivated most capable members to want to enter college									
9. Brought about more efficient production									

	Dairy Farming			Livestock Farming			Poultry Production		
	M	S	N	M	S	N	M	S	N
1. Provided opportunity for members to receive recognition									
2. Motivated members to select projects in this enterprise									
3. Motivated members to increase the scope of projects in this enterprise									
4. Motivated members to improve the quality of projects in this enterprise									
5. Increased the members' efficiency in doing jobs in this area									

Cont.

(cont.)

Propostition	Dairy Farming			Livestock Farming			Poultry Production		
	M	S	N	M	S	N	M	S	N
6. Motivated members' efficiency in doing jobs in this area									
7. Stimulated interest significantly in this area									
8. Contributed to members having well balanced farming programs									
9. Improved over-all management of enterprise									

	Farm Mechanics			Farm Electrification			Soil and Water Mgt.			Farm Safety		
	M	S	N	M	S	N	M	S	N	M	S	N
1. Provided opportunity for group to receive recognition												
2. Stimulated members to try to share in winning this award												
3. Stimulated interest of members in this area												
4. Contributed to the development of skills in this area												
5. Contributed to members developing home mechanics shops												
6. Stimulated group effort, including cooperation												
7. Caused members to be more safety minded in and out of school												

Propositions	Dairy Judging			Livestock Judging			Soil Judging		
	M	S	N	M	S	N	M	S	N
1. Stimulated members to share in winning this contest									
2. Helped increase interest of members in this area									
3. Stimulated members to do a better job of selection on the home farm									
4. Stimulated members to study and work conscientiously in this area									

Propositions	Fat Calf Show			Livestock Fairs			Crop Fairs		
	M	S	N	M	S	N	M	S	N
1. Provided opportunity for members to receive recognition									
2. Motivated members to try to share in winning in this area									
3. Stimulated interest of members in this area									
4. Contributed to the development of efficiency in this area									
5. Motivated members to increase quality of enterprises in this area									

Propositions	Farm Mechanics Skills Contest		
	M	S	N
1. Provided opportunity for members to receive recognition			
2. Increased the quality of work in mechanics			
3. Increased breadth of work in mechanics			
4. Motivated members to work conscientiously to participate in the contest			

Cont.

Farm Mechanics (cont.)

Propositions	Farm Mechanics Skills Contest M	S	N
5. Contributed to the development of skill in this area			
6. Helped acquaint members with the University of Tennessee			

	Sweetheart Contest M	S	N
1. Provided opportunity for members to receive recognition			
2. Contributed to keeping FFA membership high			
3. Contributed to members participating in the FFA program			
4. Stimulated FFA members to want to develop improved FFA programs of work			

PART II. Teacher or Adviser

Note: Please check the one that applies in your department under each award or contest.

M means much; S means some; N means very little or none

	Public Speaking			Parliamentary Procedure			Creed		
	M	S	N	M	S	N	M	S	N
1. Caused class time to be spent in this area									
2. Made teaching stimulating									
3. Influenced the inclusion of this area in my course of study									
4. Contributed to my spending too much class time in this area									
5. Helped FFA get favorable publicity									

	Star Farmer Award			State Farmer			Star Greenhand		
	M	S	N	M	S	N	M	S	N
1. Made teaching stimulating to teacher									

	Dairy Farming			Livestock Farming			Poultry Production		
	M	S	N	M	S	N	M	S	N
1. Helped me to do a better job of teaching in this area									
2. Caused time to be spent in this area (classroom and farm)									
3. Contributed to my spending too much time in this area									

Proposition	Farm Mechanics			Farm Electrification			Soil and Water Mgt.			Farm Safety		
	M	S	N	M	S	N	M	S	N	M	S	N
1. Helped me do a better job of teaching in this area												
2. Caused time to be spent in this area of work (classroom, shop or land)												
3. Influenced the inclusion of this area of work in my course of study												
4. Contributed to my spending too much time in this area												

	Dairy Judging			Livestock Judging			Soil Judging		
	M	S	N	M	S	N	M	S	N
1. Helped me do a better job of teaching in this area									
2. Caused more class time to be spent in this area of work									
3. Contributed to my spending too much class time in this area									
4. Influenced the inclusion of this area of work in my course of study									

	Fat Calf Show			Livestock Judging			Crop Fairs		
	M	S	N	M	S	N	M	S	N
1. Helped me to do a better job of teaching in this area									
2. Caused more class time to be spent in this area of work									
3. Contributed to my spending too much class time in this area									
4. Helped FFA get favorable publicity									

Proposition	Farm Mechanics Skills Contest		
	M	S	N
1. Made teaching more stimulating			
2. Caused more class time to be spent in this area			
3. Contributed to my spending too much class time in this area			
4. Influenced the including of certain instructional areas in mechanics in my course of study			
5. Filled a real need in improving mechanics instruction in my department			
6. Helped FFA get favorable publicity			

	Sweetheart Contest		
	M	S	N
1. Helped local people to recognize that the FFA contributes to citizenship, cooperation and leadership			
2. Filled a real need in improving vocational agriculture in the local community			
3. Caused more girls to become interested in FFA members			
4. Caused more girls to become interested in FFA programs			
5. Helped focus attention on girls rather than on FFA program			
6. Provided opportunity for other than FFA members to receive recognition			
7. Helped FFA get favorable recognition and publicity			
8. Served as a source for the development of conflict and ill feeling among the girls and boys of the school			
9. Provided the basis for greater faculty and school support for the FFA			