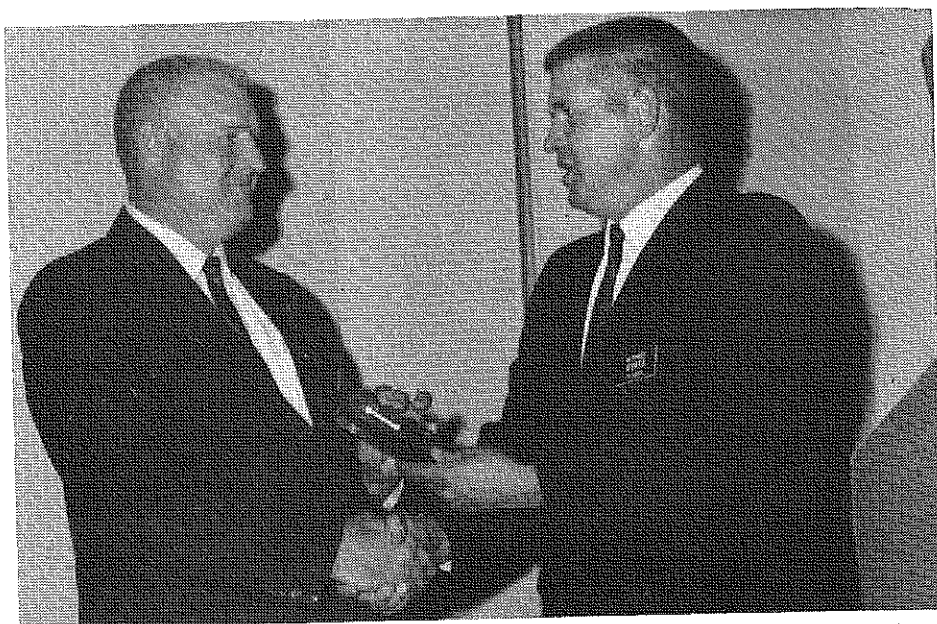


2-68
 Herbert Bruce, Jr.
 Teacher Trainer Ag. Ed.
 College of Education
 University of Kentucky
 Lexington, Kentucky 40506

Stories in Pictures

GILBERT S. GUITER
 Ohio State University



NVATA President Jim Durkee passes the gavel to newly elected President - Elvin Walker of Norman Park, Georgia



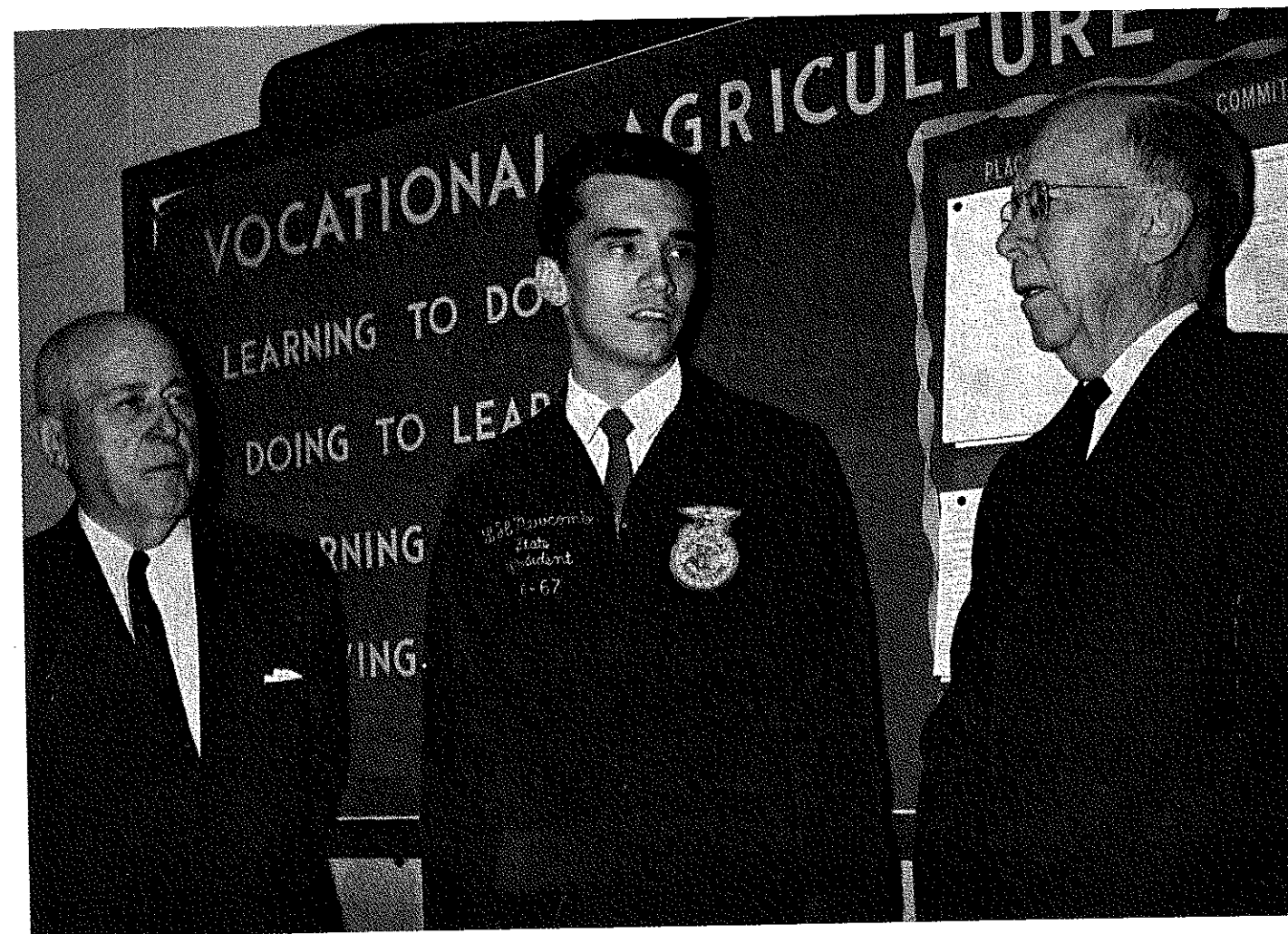
Past President of NVATA - Sam Stenzel of Russell, Kansas, gives the officer installation ceremony as newly elected NVATA President - Elvin Walker and President Jim Durkee of Laramie, Wyoming look on.

Agricultural Education

Volume 39

May, 1967

Number 11



L. H. Newcomb, President, Virginia Association FFA, discusses the early history of the FFA Organization with Dr. Walter S. Newman, President Emeritus, V.I.P., and Harry W. Sanders, Professor Emeritus, Vocational Education, V.I.P. During a conference in September 1925, Doctor Newman, then State Supervisor of Agricultural Education in Virginia, proposed to the teacher training staff at V.P.I. that boys studying vocational agriculture should have their own organization — now the FFA. Present at the conference were Walter S. Newman, H. W. Sanders, Edmund C. Magill, and Henry C. Groseclose. Mr. Magill and Mr. Groseclose are deceased.

Featuring FFA — For 1928 or 1968?

1917.....50th ANNIVERSARY.....1967
 1st National Vocational Education Act

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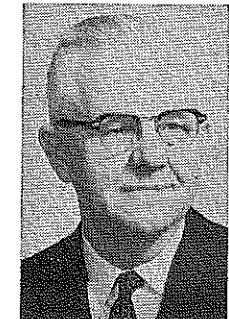
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TABLE OF CONTENTS

Volume 39	May, 1967	Number 11
Editorials	243
Guest Editorial R. Gayle Pettif, Jr.	245
Theory and Practice	.....	243
Letters to the Editor	.....	245
The FFA in a Changing Vo Ag Program	..... Earl F. Kanter and Ralph E. Bender	246
Vo Ag Up-dated—FFA Too	..... Noble Ross	249
The FFA Objectives—For '28, '38, or '68	..... Fred William Manley	250
FFA a Proud Organization But — —	..... N. K. Quarles	253
What Is Becoming of Our FFA Farming Program?	..... Gilbert Apodaca	254
FFA From A to Z	..... W. J. Kortsmaki	254
Leadership a Must	..... W. T. Johnson	255
Ag Occupations Program Valuable	..... J. E. Balado	256
Planning Work Experience	..... E. M. Juergenson	257
Put the National FFA Chapter Program to Work for Your Chapter	..... Robert A. Seefeldt	258
Themes for the Agricultural Education Magazine	.....	259
Changes in the FFA	..... Frank Wolff	260
What Would Happen If — — —	..... John F. Thompson	261
Subscribers to Ag. Ed. Magazine	.....	262
Book Reviews	..... Raymond F. Clark	262
Bender AVA Vice-President	.....	263
Stories in Pictures	..... Gilbert S. Guiler	264

Editorials

Model T ? Model A ? V-8 ? Thunderbird ?



Cayce Scarborough

Theory & Practice

Trying to raise some questions about the FFA is risky business. It is interesting to note that questions can be raised about adult education, agricultural mechanics or even the total vo ag curriculum without too much difficulty. In fact, it doesn't seem to matter too much with some of us what is done or recommended about these phases of vocational agriculture. Anyway, the teacher knows that he has the final say-so about whether anything is *really* done about making the recommended changes, so he isn't worried. But raise some of these same questions about the FFA, and you have a fight on your hands! Why?

Let's keep our blood pressure under control, and say that the purpose here is *not* to evaluate the FFA. Certainly we have ample evidence to know that many doors have been opened to many boys as a result of their developing leadership through the FFA. We may be a little eager to take credit for the FFA for accomplishments that bright young men would have likely accomplished anyway, but at least we know that they have worn the blue jacket before succeeding in their chosen field. Many of these are FFA boosters helping us give credit to the FFA. Cause and effect is pretty difficult to pinpoint, but let's agree that the FFA has been "good" for a good many boys through the years. The major question here, is whether the FFA has been up-dated or if it is like the old-time religion—it was good for our fathers and it is good enough for us. That's one way of taking care of the up-dating.

What do we mean by "up-dating"? This means whether a program can meet the needs of today, assuming that it did meet needs in an earlier time. This question is examined in some detail in two of the articles this month, and will not be repeated here. Responses from FFA Executive Secretaries in 26 states clearly indicate that changes in FFA programs have been few and far between. At the same time it was stated by a majority of these FFA leaders that some basic changes were needed; some suggested that these changes would need to be made at the national level before they would be effective at the state level. So with no intent to downgrade the FFA or anyone connected with it, let's bring to bear a little honesty in asking a few questions about the FFA, particularly the extent to which we are practicing what we preach.

Is the FFA really a boy's organization? I think that it is at the local level, if the adviser limits himself to that role. Above the chapter level, it becomes more difficult if not impossible for boys to "run their organization." This may not be necessary, desirable or possible, but we say that the FFA is a boy-owned and operated organization. I am suggesting that state and national operations in the name of the FFA are largely the work of adults. Even where boys are actively involved, such as serving as delegates at the state and national conventions, any decisions by the boys are "protected" by some sort of veto power by the adults. Sometimes this "protection" is arranged for in advance by making it necessary that an adult approve any suggested change of any significance before it is ever brought to the floor for consideration by the delegates. Of course, this is to prevent "unwise" changes; but that goes to prove my point. The official setup at the national level is even more "protective." It must be embarrassing to the highly intelligent young men serving as national officers to have every action that they take as leaders of the FFA subject to the immediate endorsement of their elders. It is interesting to note that this Board of Directors at a recent meeting consisted of four state supervisors and five staff members of the U.S. Office of Education, with two other U.S. Office people as members of the Governing Committee. There were six young men making up the Board of National Officers. Regardless of the dedication to the FFA of all present, this sort of setup just does not seem to fit the image of an organization of, by and for boys. Reading of the minutes doesn't either.

"Fools rush in where angels fear to tread," wrote Alexander Pope in his *Essays on Criticism*. This might apply to the Editor in setting the theme for this month "FFA—1928 or 1968?" However, I would insist that the term "rush" would not apply, even if some of the other terms fit. Certainly none of us has rushed in to examine the FFA in terms of its objectives or in terms of the changing objectives in vocational agriculture. This is not just an opinion; see the articles by Fred Manley, Frank Wolff and others in these pages. Maybe we don't really want a 1968 Model FFA.

If this column continues to be used for airing some of my gripes, you may think that a more appropriate heading would be one that the N. C. State student newspaper editor uses. On the editorial page occasionally he has his gripes listed as "Tidbitsches."

A recent statement by Director Louis Bright, USOE Research Bureau, made me feel better about my editorial on useful research (*April Ag Ed Magazine*). He stated that his experience in industrial research showed that a major problem was getting research results from the laboratory to the operating divisions. He says that he finds the same true in educational research. "I'll go farther than that. It is *the* problem." That's what I said, wasn't it?

Noble Ross, Vo Ag Teacher, Sheridan, Indiana, has a regular weekly column in the *Sheridan News*. Under the heading of "Ross Ramblings," he includes FFA news as well as other vo ag matters of local interest. Wonder how many teachers have regular columns in the local paper? Good idea, but the deadline is always just around the corner!

(Continued next page)

(Continued next page)

Theory & Practice

(Continued from page 243)

Speaking of publicity, W. J. Kortemaki, State FFA Secretary in Minnesota, made a long list of "FFA Headlines" (Korts Klippings) appearing in Minnesota papers. These were compiled and mailed to the chapters for to score themselves for participating as follows:

75-100%	Chapter in mainstream of FFA activities.
50-75%	Just made it - we need to get on the ball.
25-50%	Wow! We thought we could do better than this.
below 25%	Ouch! We won't let this happen again.

The February *Ohio Future Farmer* was dedicated to Warren Weiler, retiring state adviser. The glowing tributes indicated the warm esteem and appreciation held for the good work by Warren Weiler through the years.

Did you see the report of the nationwide study of college freshmen? The report was based on responses from more than 206,000 freshmen in 251 colleges, universities and technological institutions. A major area of the study was to learn the present plan for the major field of study. The largest number, 14.3%, listed Business, with Education the choice of the next largest number, 10.6%. Agriculture, including forestry, was listed by only 1.9% of the freshmen, the smallest number listing any field of study.

It is a good thing that I passed the course in Types and Breeds and did my livestock judging years ago. It's getting tougher all the time. The heading of an article on beef animals in a recent farm magazine was "Heads Should Show Sex Power." Any questions?

The Cooperative Extension Service has announced a top-level national committee to study the Extension Service. The work of the committee is expected to be a major influence on the direction of the Cooperative Extension in the years ahead. Task forces have been organized to supply the committee with needed information. Why don't we have a similar study for Agricultural Education? Clearly, the President's Panel of Consultants for Vocational Education indicated that Ag Ed needed something! Are we going to wait until "outsiders"

Editorial

(Continued from page 243)

Where is the Vo Ag Teacher? One of the most puzzling phases in the FFA organizational structure at the "upper levels" is the relatively minor role of the teacher. Everyone who has worked in FFA, from the newest greenhand to the retired national adviser, would likely agree that the Vo Ag Teacher is the key adult person in the FFA. Yet, he has been noticeably missing in the "official higher level" meetings, such as the Board of Directors mentioned above. It is the view here that no Official FFA Board of adults should exist that does not include one or more Vo Ag Teachers, including the Governing Committee. The strong NVATA would make it easy to have representation of Vo Ag Teachers on all FFA committees where there are adults, and this must be all of the committees at the national level. Let's face it, in a real sense there is no National FFA nor any State FFA, except as a federation of local FFA chapters. The local adviser is the key to the FFA, let's give him some official say-so in the policy-making. Maybe through his efforts we might be able to give the FFA back to the boys.

What's in a name? That which we call a rose
By any other name would smell as sweet.—Shakespeare

That is pretty close to ornamental horticulture, but I don't believe that William Shakespeare would have ever been given the honorary American Farmer Degree if he said that about the name of the FFA. Apparently the FFA would not be as sweet by any other name. Efforts to even seriously consider a change have been disregarded; the question seems to get everyone excited. It seems to be such a definite question until it is difficult to understand the lack of willingness. Sure, there is tradition, sentiment, jackets, jewelry, manuals, letterheads, etc., etc. So was there all of these things when we had the grand old A & M College. The name of FUTURE FARMERS OF AMERICA just simply no longer indicates the large majority of the membership, hasn't for years, and is not likely to do so in the future—unless membership is decreased to include only those who see themselves as Future Farmers. (Note the unique idea for keeping the FFA as a name without the accompanying Future Farmer as the only label, described by Frank Wolff, page 260)

Back to our heading. The concern here is that the FFA really is a 1968 model and not the same as might be the case if we look at the following:

Model T — Model A — V-8 — Thunderbird
FFA — FFA — FFA — FFA

Do you share this concern?

Cayce Scarborough

point out needed changes in Ag Ed programs? If not, how do we get started on our own self-study for self-direction?

Did you see the *Employment Service Review* (January-February '67) featuring "Trends in Farm Labor Service"? Again, it seems evident that teachers of vocational agriculture are not seen as having a role to play in this tremendous task. The only reference to vocational agriculture that I could find in this 75-page magazine was where a Manpower Training Class used the classroom and shop. Even here the Vo Ag Teacher was not included in the planning sessions, which included Extension, FHA, SCS, ASC, and a Co-op representative. Maybe we don't want "in."

"Wish I'd Said That"

Long-time Friend Alec Nunn, Managing Editor, *The Progressive Farmer*, made several points in his address to the AVA Ag Division in December that I believe that we should heed. He said, "Assuming that if a man is bright enough and trained enough he will build a better society simply isn't so. Frankly, I think we have talked too long about education for so many dollars of income—The world is not going to be saved by technology—The frontiers of the future must be frontiers of the mind and spirit."

Thanks for your letters and comments.
See you next month.

Cayce Scarborough

Letters to the Editor

Dear Cayce:

As I indicated a couple of months ago, I have finally gotten around to preparing an article which you suggested might have some interest for those concerned with changes in the FFA.

The idea of a 'federation' is something we have been exploring for some time and to my knowledge it was suggested by a committee of teachers and state staff members which has been studying proposed revision in our state program for a couple of years.

My predecessor, J. O. Sanders, had much to do with coagulating the thinking on the part of several individuals, which has carried this proposal as far as it has gone.

We were asked to mention this idea at the vocational educators conference sponsored by the U. S. Office of Education held

in New York City last winter and this is probably how you heard about it. While we are convinced that additional developmental work needs to be done on the idea we are also fairly sure that the idea is a sound one and merits serious consideration.

We shall be very happy if you see fit to use this article.

Very truly yours,
Frank J. Wolff
Associate & FFA Executive Secretary
Bureau of Agricultural Education
State Department of Education
Albany, New York, 12224

Thanks, Frank, for the letter and article. I hope that the Federation Idea gets lots of discussion. Reactions will be published if desired. CCS

Dear Cayce:

The "go ahead" signal has been given to the establishment of the FFA Archives and it was the expressed desire of H. N. Hunsicker that State Staffs for Vocational Education in Agriculture be informed about this new venture. A short note on the topic will likely appear in the next issue of *The National Future Farmer*. However, it is more important to alert State Staffs on the subject because their experiences extend over a longer period of time.

Enclosed is a suggested article for use at this time. Kindly revise the material in any way that you deem desirable to make it more effective. If all goes as planned currently a more explicit or detailed article will be prepared about mid-summer. Any suggestions from you on the subject will be appreciated. With kindest regards and best wishes, I am

Sincerely yours
E. J. Johnson—FFA Consultant

Good to hear from you Elmer and know that you are still active in FFA. CCS

Dear Dr. Scarborough:

Enclosed you will find some of my thinking along the line of agricultural education, that I would like your consideration in a future issue of the AGRICULTURAL EDUCATION MAGAZINE. I know you will analyze this article and determine its value, and use it if there is any way possible.

I have just read your Editorial on "FIVE, FOUR, THREE, TWO—A Modern True Story of Vocational Agriculture." I certainly agree with you that this may be a trend we need to interpret so we will be in a position to offset it if it turns out to be a trend that will be followed. I'd like to extend my congratulations to you for a job well done.

With best wishes,
Yours very truly,
W. T. Johnson, Assistant Supervisor
Agricultural Education
A & T College, Greensboro, N. C.

Good to know that an old friend reads the magazine so well and encourages the Editor too! Thanks! CCS

Dear Dr. Scarborough:

I am writing to claim the article, "A Course Combining Production and Industry Agriculture," which was in the February issue of *Agricultural Education Magazine*.

I went to apologize for the error on my part. We failed to include my name on the article. I don't know how that error got by members of our staff. I really wish that you had held the article until you had identified the author.

I hope this hasn't caused any embarrassment on your part. I will try to write another article in the near future and will not make the same mistake.

Sincerely yours,
John D. Todd
Assistant Professor
University of Tennessee

Thanks John, but the only way I had to identify the author was by printing the article. Add John as author of the article in February. CCS

GUEST EDITORIAL—

Professionalism

R. GAYLE PETTIT, JR., Teacher of Agriculture, Owensboro, Kentucky

The term "professionalism" is given various interpretations by people. We, as teachers of agriculture, compose one of the most unique professions—that of molding the lives of rural young people who will be citizens of tomorrow. We should consider this a great opportunity and challenge. We should always be mindful of how we will measure up to our responsibility.

Where do we stand professionally? Are we in the teaching profession just for the livelihood it provides? Are we interested in the students we teach? Are we interested in the progress of the community in which we live and teach? Are we growing professionally? These and similar questions should be carefully considered by each teacher!

I believe we as teachers of agriculture should re-examine some aspects of professionalism and ethics. The following are some items which I believe to be vital.

The cornerstone of our profession is *service*. And as all of us know, it is not easy to serve the public, people will have confidence in their schools when the teachers conduct themselves in business-like and professional manner. We should remember that public confidence is one of the main assets of those who attempt to provide public service. Teachers of agriculture are no exception in this regard.

Our profession demands an exceptional standard of conduct. We cannot consider personal habits a matter of only our concern. If we do, I believe we are in the wrong profession. Our profession has as its purpose the direction, guidance, and development of youth. Young people perhaps learn more by example than by precept. Our example must be worthy of being copied by them. We all know that young people tend to do as we do, not as we tell them to do.

I also believe that true professionalism demands that we invest a few dollars for the advancement of our profession. Our professional organizations are only as strong as their membership. We need more teachers who sincerely desire to promote the profession of teaching.

We must avoid "silent knocking." When one hears a fellow teacher being criticized he should defend him as sincerely as possible. One must avoid an insincere defense which condemns by faint praise. Would you consult an unprofessional doctor in serious illness? I do not believe people have confidence in unprofessional teachers.

We are not dedicated teachers if our interest is limited to our classroom. We must be interested in our school, our community, and the advancement of the teaching profession.

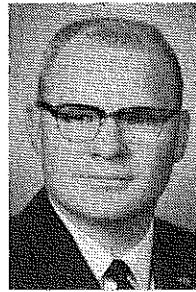
"I am a teacher by choice, not by chance," reads a portion of the creed of the teacher of vocational agriculture. If we as teachers subscribe to this creed, we must be professional in our every attitude, act, and thought.

* Some statements taken are a part of book entitled "Teaching Tactics," by M. B. Keck.

The FFA in a Changing Vo Ag Program

EARL F. KANTNER
Executive FFA Secretary
Ohio

RALPH E. BENDER
Teacher Education,
Ohio State University



Earl F. Kantner



Ralph E. Bender

New FFA Purposes

In adapting the FFA to the changing program of vocational agriculture, it is necessary to begin with the basic purposes of the organization. These purposes should provide framework for the program.

There are indications that the present aims and purposes of the FFA are restricting in the light of the broadened concept of vocational agriculture. John Leibold, Attorney for the State of Ohio, Department of Education, recently reviewed statutes regarding "boys only" in FFA. He writes in part, "... it appears to me that this discrimination against girls is an unlawful denial of the equal protection of laws." He based this decision on the fact that the FFA is an intracurricular activity of the public

school program when he states, "My answer is predicated on my understanding that membership in FFA is a requirement of participants in FFA activities which are inextricably mingled with curricular school activities and hence, a part of such curricular school activities." These opinions would indicate that some serious attention be given to the basic purposes of the FFA organization.

The current FFA aim and purposes have been used without change since the inception of the FFA in 1928. Although they were undoubtedly appropriate at that time, it is the opinion of the writers that statements or inferences to "farming" and "boys" rather than to a total agriculture for all interested members are limitations.

The FFA has been one of the most significant developments in the history of vocational agriculture. More than anything else, the FFA has enriched the program of instruction and developed interest and pride in agriculture on the part of students. The pattern, however, has been to serve farm boys primarily. With the broadened concept and program of vocational agriculture it is highly essential that the FFA be likewise broadened.

It is evident from the study herein reported, as well as the observations of the writers, that the following changes should be made:

- The purposes should be changed.
- The scope of the FFA should be broadened by adding activities appropriate for students engaged in off-farm agricultural instruction.
- Girls should be admitted to membership.
- Some of the proficiency awards should be administered at the local and state levels only.
- Judging contests should be revised and many of them eliminated on a national basis.
- Continued consideration should be given to changing the name to a more appropriate title.

The information included in this article has been gleaned from the Ph.D. dissertation "Adapting the FFA To A Changing Program of Vocational Agriculture" by Dr. Earl F. Kantner. Its primary purpose was one of determining the adjustments needed to enable the FFA organization to fulfill its role in supplementing and enriching a broadened program of vocational agriculture. A panel of experts including 38 head state supervisors of vocational agriculture, 44 head teacher trainers in agricultural education 34 executive state secretaries of FFA Associations, 45 presidents of state associations of teachers of vocational agriculture, and 89 administrators of secondary public schools provided ratings concerning various aspects of the FFA, including purposes, operational guidelines, and activities.

Table 1. — Mean ratings of the primary purpose and the specific purposes (specific purposes ranked according to mean values).

The Primary Purpose	Rank	Mean Rating
The primary purpose of the FFA is to vitalize and enrich the instructional program of vocational agriculture. Specific purposes of the organization are to develop desirable interests, attitudes, and abilities in members to:		4.41
The Specific Purposes		
Strengthen the confidence of members in themselves and in their work	1	4.86
Foster community service, citizenship, and patriotism	2	4.78
Develop agricultural leadership	3	4.76
Improve the home and home environment	4	4.66
Recognize the vital role of agriculture in society	5	4.64
Make continuous personal and vocational growth	6	4.64
Develop co-operation, brotherhood, and international goodwill	7	4.59
Conserve human and natural resources	8	4.58
Improve scholarship	9	4.58
Make effective use of leisure time	10	4.48
Choose and prepare for an agricultural occupation	11	4.12
Total Mean — All Purposes	xxx	4.59

Table 2. — Ratings by position and region and composite mean ratings of selected operational guidelines of the FFA shown in rank order of composite mean values.

Item	Position *					Region				Comp. Mean Rtg.
	HSS	HTT	Ex. Sec.	Pres.	Adm.	N. A.	Cen.	So.	Pac.	
1. Maintain one youth organization.	4.60	4.90	4.66	4.80	4.82	4.89	4.55	4.80	4.86	4.77
2. Broaden the scope of the FFA by adding off-farm activities.	4.57	4.66	4.61	4.51	4.55	4.70	4.41	4.71	4.52	4.58
3. Keep the FFA a separate organization.	4.64	4.51	4.72	4.00	4.44	4.39	4.59	4.63	4.24	4.46
4. Change terminology in reference to "farming" to "agriculture."	4.07	4.49	4.13	4.46	4.58	4.07	4.41	4.71	4.52	4.39 (1)
5. Broaden the present FFA degree program.	3.74	4.00	3.73	4.17	4.10	4.12	3.65	4.10	4.09	3.97
6. Allow girls membership in the FFA.	3.56	4.56	3.16	3.47	4.41	4.13	3.58	3.53	3.26	3.62 (1) (2)
7. Change the name "Future Farmers of America" to one more appropriate.	3.67	4.22	2.85	3.60	3.35	3.95	3.50	3.08	3.48	3.52 (1) (2)

(1) Indicates statistically significant differences in mean values among regional groups of respondents.

(2) Statistically significant among positional groups.

* HSS—Head State Supervisors
HTT—Head Teacher Educators
Ex. Sec.—FFA Executive Secretaries
Pres.—President Voc. Agr. Teachers Assns.
Adm.—School Administrators

In proposing new purposes to which the panel of experts could react, the following considerations were paramount:

1. Purposes of the FFA should relate closely to the objectives of the vocational agriculture program.
2. Purposes of FFA should be stated in a clear and concise manner so as to be easily understood.
3. Purposes of FFA should allow for diverse needs.

As shown in Table 1 the composite mean rating of the primary purpose was 4.41. This was interpreted by the writers to be a relatively high level of acceptance. The rating differences among position groups of respondents were significant with the administrators agreeing most

- * 5 — Complete Agreement
- 4 — Some Agreement
- 3 — Partially Agree — Partially Disagree
- 2 — Disagree Somewhat
- 1 — Complete Disagreement

with this purpose and the executive secretaries least. There was no significant difference in ratings by region.

The range of ratings of specific purposes from a high of 4.86 to a low of 4.12 was interpreted to be relatively high for a 5-point scale,* thus indicating a high degree of acceptance by the respondents.

Operational Guidelines

If the FFA is to fulfill its role of supplementing the classroom phase of vocational agriculture, continuous evaluation should be made of various policies and procedures, and adaptations implemented where needed.

Table 2 shows selected guidelines and their mean ratings by position groups, regions, and the composite mean. It was the opinion of the writers that the four guidelines rated above the 4.00 level were generally accepted but the three rated under 4.00 may need further study.

These may need to be considered for implementation, however, in light of the Vocational Act of 1963.

There was an exceptionally high degree of consistency among the respondent groups. Only two guidelines, "Allow girls who are enrolled in vocational agriculture full membership in the FFA," and "Change the name Future Farmers of America to one more appropriate to a broadened program of vocational agriculture," were rated significantly different among the position groups. The mean ratings of the executive secretaries were lowest in each case.

In regard to regional groups, four of the guidelines were rated similarly. Those with statistically significant differences among regions, as determined by the F test, were "Broaden the scope of the FFA by adding activities appropriate for students engaged in off-farm instruction," "Allow girls who are enrolled

(Continued next page)

The FFA in a Changing Vo. Ag. Program

(Continued from page 247)

in vocational agriculture full membership in the FFA" and "Change the name Future Farmers of America to one more appropriate to a broadened program of vocational agriculture."

Name Change

Analysis of the response to name change revealed a lack of support for a change. The highest rated name was "Future Farmers and Other Agriculturalists" (FFA), with a mean rating of 1.59 on the 3-point scale. "Future Agriculturalists of America" (FAA) had a 1.17 mean and "Future Leaders of Agriculture" (FLA) had a .98 mean. Other names ranked considerably lower.

In the opinion of the writers, the time has not yet arrived for a change in name of the organization. Perhaps a period of time is needed to ascertain the impact and direction of the broadened vocational agriculture program.

Activities and Award

The degree program, agriculture proficiency awards, public speaking, farm safety, and the state and national chapter contests were generally rated high by the respondents, indicating that they should be continued. The judging contests, however, were not well supported as may be noted in Table 4. The highest rated contest was general livestock judging at 4.23. Dairy judging was rated second at 4.13 while the other three—meats, poultry, and eggs, and dairy products, were rated much lower. Their low ratings indicate a lack of support for each in their present state in the opinion of the writers. Perhaps they should be consolidated into general livestock or dairy judging or dropped completely.

Ratings of the judging contests varied significantly among the position groups of respondents. The administrators rated them highest while the head teacher trainers rated them considerably lower than the other respondents. There was no significant differences in the ratings among the regions. Regarding levels of offering, there was relatively little support for any judging contests at the intermediate and national levels.

Table 3. — Mean weighted ratings and rating frequency of possible future names of the FFA shown in rank order.

Name	Per Cent Rated in Upper 3 Choices	Per Cent by Rating			Mean Value*
		3	2	1	
FFA (Future Farmers and other Agriculturalists)	61.4	43.8	10.3	7.3	1.59
FAA (Future Agriculturalists of America)	56.7	16.7	27.1	12.9	1.17
FLA (Future Leaders of Agriculture)	51.9	12.4	19.4	20.1	.98
FALA (Future Agricultural Leaders of America)	26.2	6.0	9.9	10.3	.48
ALA (Agricultural Clubs of America)	21.0	3.4	6.0	11.6	.34
ACA (Agricultural Leaders of America)	12.0	2.6	3.8	5.6	.21
AECA (Agricultural Education Clubs of America)	10.7	3.4	2.6	4.7	.20
VACA (Vocational Agriculture Clubs of America)	10.3	2.6	3.8	3.9	.19

*Based on a 3-point scale. Respondent chose top three names in order of preference.

Table 4. — Mean ratings and levels of offering of nationally-sponsored judging contests.

Judging Contest	Mean Rtg.	Per Cent Indicating			
		Local	Inter-mediate	State	Natl.
General Livestock	4.23*	88.4	49.0	80.3	62.7
Dairy	4.13*	86.3	46.4	79.8	58.8
Meats	3.81*	78.5	41.3	67.9	47.7
Poultry and Eggs	3.67*	78.5	40.4	67.4	47.2
Dairy Products	3.60*	74.2	37.8	65.7	45.1

*Signifies significant differences among means of positions.



Noble Ross

Vo Ag Up-dated—FFA Too

NOBLE ROSS, Vo Ag Teacher, Sheridan, Indiana

After careful planning with the Sheridan Vocational Agriculture Advisory Committee and the School Board, action was taken to up-date our program to keep pace with the changing times.

Our course of study for production Agriculture was up-dated to emphasize Livestock and Crop Science, Agriculture Mechanics, Leadership through F.F.A., and Farm Management. We realize that our training for these farmers of tomorrow must be scientific and basic so that they may have the foundation to solve their problems as they arise.

Sales and Service

Sales and Service was added to our program during the Fall of 1964. During the Junior year the boys take an exploratory course, two periods per day. Each Monday they have classroom activity, while the other four days are for on-the-job training. This training is exploratory since each boy is at one station for a six week period and then moves to another. At the end of the year, the boy is expected to have chosen a field for which he expects to train and have developed enough rapport with the prospective employer that he may start work the following summer.

During the Senior year the boy receives on-the-job training at this one station during the entire year, two periods per day with pay. He has one period of classroom work per day to learn how to better perform his duties. The student receives training, pay, and four credits from this Senior Course.

Ag Mechanics

Farmers of today not only want to be able to purchase farm machinery—but they want trained technicians to give them needed service for the operation and maintenance of the modern farm machines. We are adding our Agriculture Mechanic Course under the direction of a Master Mechanic who has had 20 years of experience in the Farm Equipment Business. The intent and objective of this Course will be to train boys so that they may be employable with or operate a Farm Equipment Business.

During the Junior year these boys will work in a farm shop two periods per day learning how to set up new farm machinery, regulate it, and repair it including tractor maintenance and overhaul. During their Senior year the boys will receive two periods per day on-the-job training, with pay, at a co-operating farm implement establishment. The boys will use another period each day in the classroom learning from their teacher how to better do their job. During the Senior year the boys receive pay for their work, gain skills, and gain four high school credits.

Up-dating FFA

The 1966 Sheridan F.F.A. Parent and Sons' Banquet was an example of how F.F.A. can help meet the needs of our challenging and changing Agriculture.

The 1967 F.F.A. slogan, "Agriculture—the Strength of America" was used as a backdrop for our Banquet was built

by our Reporter, Chuck Barker, and clearly emphasizes this slogan as well as our three-fold Agricultural Program at Sheridan—Production, Sales and Service, and Agricultural Mechanics.

Our F.F.A. Chapter further promotes this change by having sponsors recognize three boys that reach stardom, during the year, at the Parent and Sons' Banquet.

The Star Chapter Farmer is presented a large trophy by a farmer. This Chapter Star Farmer must have advanced toward establishment in farming and have done much toward accomplishing the goals of the local chapter.

The Star Sales and Service boy is presented a trophy by the Sheridan Merchants. The winner of this Trophy must excel in his evaluation sheets filled out by the training station supervisors, attend F.F.A. meetings regularly, and do much toward accomplishing the goals of the local Chapter.

The Star Agriculture Mechanic boy will be presented a trophy by Implement Dealers of the town. The winner of this trophy must excel as a trainee, attend the F.F.A. meetings and be active in our F.F.A. program of work accomplishments.

Approximately 200 people attend each year. This year the entire School Board, the Superintendent and Principal attended. Many business men were present including representatives of our local bank, farm elevators, farm machinery establishments, and Sheridan Merchants Association. The 50 F.F.A. boys and their parents, including many farmers attended.



Fred William Manley

The FFA Objectives — For '28, '38, or '68?

FRED WILLIAM MANLEY,* Educational Consultant
Agricultural and Biological Education
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Raleigh 27602

INTRODUCTION

It has become customary practice of mankind to create various kinds of social institutions and organizations to aid in his development amid the everchanging environment. Such was the case of the boys enrolled in agricultural courses in secondary public schools just after the turn of the twentieth century. "Corn Clubs," "Thrift Clubs," and the like appeared in a number of states prior to the introduction of vocational agriculture as a national program in the public high schools in 1917.

After the introduction of vocational agriculture as a regular part of the high school curriculum, the idea of active participation in learning by doing in conducting their supervised practice programs helped lead the boys and their instructors to see a value in cooperation and association on a broader level than that of the local school. Finally, after much study and preparation, the Future Farmers of America (herein referred to as the "FFA") was formally organized on November 20, 1928.

At that first convention, held at Kansas City, Missouri, delegates from 18 states adopted the FFA constitution. A most important part of that document—because it set forth the future direction of the activities of the organization—was the listing of the objectives of the FFA. It was upon these stated goals that activities to implement them were initiated.

* The writer's experience with FFA activities has been very extensive. He participated in activities on the chapter, federation, district, and state levels while in high school, was elected a State FFA officer in 1954-55, and was awarded the American Farmer Degree in 1956.

As a teacher and supervisor, he served as a chapter, federation, and district FFA advisor where he was instrumental in organizing numerous leadership development activities at all these levels. He also has worked very closely with State FFA officers in conducting their annual state conventions of the North Carolina FFA Association.

The formulation of the purposes of the FFA which arose out of that first convention was that 'timely attempt to satisfy the expressed needs and desires of that day. It is objectively reasoned that the broad statements of those aims and purposes were the outcome of specific occurrences and day-to-day experiences of the students, teachers, and administrators in vocational agriculture during the 1920's.

Nine years following the adoption of the first statement of objectives on November 20, 1928, the national constitution and by-laws were revised and amended at the Tenth National FFA Convention in October, 1937.

Since 1937, the stated objectives of the FFA have not been altered, as those listed in the 1967 manual are identical to those stated in 1937.

The objectives, as ratified by the National FFA Convention Delegates of 1928 and 1937, are given below:

1928-1937

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

1. To promote vocational education in agriculture in the public schools of the United States.
2. To create more interest in the intelligent choice of farming occupations.
3. To create and nurture a love of country life.
4. To encourage recreational and educational activities for students in vocational agriculture.
5. To promote thrift.
6. To encourage cooperative effort among students of vocational agriculture.
7. To strengthen the confidence of the farm boy in himself and his work.
8. To promote scholarship among students of vocational agriculture.
9. To develop rural leadership.

1938-1967 (1968???)

The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation, and citizenship. The specific purposes for which this organization was formed are as follows:

1. To develop competent, aggressive, rural, and agricultural leadership.
2. To create and nurture a love of country life.

3. To strengthen the confidence of farm boys and young men in themselves and their work.
4. To create more interest in the intelligent choice of farming occupations.
5. To encourage members in the development of individual farming programs and establishment in farming.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

1964 Study

In 1964, the writer completed a MEd. problem at North Carolina State University entitled "Socio-Economic Developments Affecting Vocational Agriculture as Related to the Objectives of the FFA."

There was a definite need for this study—not because one of this type had never been done—but because every organization is in continuous need for evaluation. Also, the writer felt it was significant to note that the stated FFA objectives had been altered only one time since 1928, and that was in 1937. Furthermore, he believed that *the continued success of any group depended upon its need for accomplishing sound and desirable objectives.*

Probably, a more basic motive to conduct research in evaluation of objectives was that every social group is in a state of continuous change. This dynamic process of change is brought on, to a large degree perhaps, by the changes taking place within the individuals of the group. They are forever shifting and adjusting because of changes in knowledge, attitudes, needs, and desires.

Some who would dare to question the activities and programs which implement the objectives of an organization hesitate to go beyond that point; i.e., they do not care to investigate the real

locus of the matter—the goals and objectives of the group.

Dr. H. M. Hamlin, in reference to the question of making changes in objectives stated:

Objectives should always be a process of change, for they are built upon and which differ at any time from community to community and from person to person.

Finally, it was the observed opinion of this researcher that there was some unrest among the vocational agriculture teachers, teacher educators, and teacher supervisors concerning some of the present-day FFA objectives (see October 1964 issue of this magazine). The lack of change or emphasis concerning the objectives and purposes of the FFA while many changes had actually occurred within the socio-economic environment affecting vocational agriculture apparently caused concern among the people in the profession. This concern, in itself, reflected adjustments that needed to be made in the stated purposes and/or operational interpretations of the same in order that FFA activities and programs could be planned consistently with both the stated objectives and the local present-day needs.

Limitations of the Study

This study was limited to an analysis of the stated objectives of the FFA at its founding in 1928 and at that time, 1964. Both listings of objectives were studied with respect to the socio-economic conditions affecting vocational agriculture at these two times.

In terms of recommendations concerning the revision of objectives, it was emphatically stated that the study would not suggest changes in the implementation of the objectives. This would involve another realm of evaluation.

It was acknowledged that changes in the organization of educational programs, such as school consolidation, would influence vocational agriculture and the FFA. This study did not include these changes.

Finally, *the entire basis upon which this study was conducted was limited to the stated assumption that the socio-economic conditions affecting vocational agriculture should influence the objectives of the FFA.*

Objectives and Hypotheses

The three functions of this study were:

- (1) To analyze the stated objectives of the FFA in 1928 as related to the socio-economic conditions affecting vocational agriculture at that time;

- (2) To analyze the stated objective of the FFA in 1964 as related to the present-day socio-economic conditions affecting vocational agriculture; and

- (3) To recommend changes in the FFA objectives as stated in the 1964 manual.

In relation to the purposes of this study, the following hypotheses were made:

In relation to the purposes of this study, the following hypotheses were made:

- (1) Socio-economic conditions in the 1920's heavily influenced the statement of FFA objectives in 1928;

- (2) The FFA objectives, as stated today, are not commensurate with the present socio-economic conditions; and

- (3) Changes are needed within the present framework of FFA objectives in order for the organization to continue as a dynamic and successful organization.

Assumptions

The underlying assumption upon which this study was based was that the socio-economic conditions affecting vocational agriculture should influence the objectives of the FFA.

It was further assumed that the FFA, or a similar organization, would continue to be an integral part of vocational agriculture and the public high school and should adjust its functions to be harmonious with them.

Procedure in Conducting Study

This research study was divided into three general phases as determined by the primary purposes of the study.

In order to complete the first phase of the study, a search was made for all available sources of information regarding the founding of the FFA and the statement of its objectives. In addition, a most authoritative source of information came from a personal interview with Professor Harry W. Sanders, retired teacher educator of Virginia Polytechnic Institute, Blacksburg, Virginia. Professor Sanders was one of the four men present when the Future Farmers of Virginia (FFV) idea was discussed in 1925. The FFV organization was the parent of the FFA organization.

As was assumed and later determined by a statement by Professor Sanders, the socio-economic conditions present in the 1920's heavily influenced the statement of the FFA objectives. Hence, a study of some socio-economic conditions affecting vocational agriculture of that time was completed, specifically with the idea of correlating such conditions with the stated FFA objectives. Also, a study of a formulation of the educational objectives in vocational agriculture shed much speculation concerning the statement of FFA objectives.

In completing the second phase of the study, socio-economic conditions were determined. Again, these data were scrutinized in an attempt to correlate these changes with changes in the FFA objectives.

As a basis for recommending changes in the presently-stated FFA objectives, a rather detailed analysis and comparison was made of the socio-economic conditions of 1930 with the stated FFA objectives of that time as paralleled with the socio-economic conditions of today with the presently-stated FFA objectives.

Findings

The writer contended that his first hypothesis had to be accepted. Statements by Dr. Harry Sanders concerning the first objectives and a study of the socio-economic conditions affecting agriculture in 1930 bore this out.

Concerning the second hypothesis, the objectives of the present-day FFA organization were almost identical to those of 1928 with the addition of three more purposes which were added in 1937. With the assumption made in the beginning of the study that the socio-economic conditions affecting vocational agriculture should influence the objectives of the FFA, the FFA objectives of today certainly were not commensurate with the times. The tremendous changes made in agriculture between 1930 and 1959 were well indicated in the study.

Relative to the third hypothesis, it was evident that changes must be made within the present framework of FFA objectives in order for the organization to continue as a dynamic and successful organization.

As Dr. A. H. Krebs stated:

It may hurt to make the changes needed, but it will hurt for only a little while and some hurting appears to be a part of many "growing up" processes. It might help to keep in mind that there is only one alternative to growing older.

Recommended Changes of FFA Objectives

Bases for Changing the Objectives

This researcher, even after review and evaluation of the writings cited and other works not alluded to, still remained somewhat dubious concerning the re-writing of defensible objectives for the FFA. (The same feeling would probably accompany him in the re-writing of objectives for any already established organization.)

(Continued next page)

FFA Objectives

(Continued from page 251)

The main obstacle that confronted this writer, though, was that of determining how inclusive, broad, general, and yet specific the set of objectives should be.

The realm or particular plateau of thought upon which to write the objectives was also a decision that had to be made. For example, would the objectives be in the realm of extolling virtue—which would probably never go out of style. Should the objectives be individualistic and selfish?

Determining the Principles of FFA Objectives Formulation

Before the development of the proposed objectives for the FFA, the following principles or guidelines were determined as a basis upon which to formulate the objectives:

(1) The objectives of the FFA should basically help to accomplish the objectives of the vocational agricultural education program of the high school.

(2) The objectives of the FFA should relate basically to the educational, vocational, and social needs of the students enrolled, rather than to the needs of agriculture.

(3) The objectives of the FFA should recognize the common needs of our American society and try to satisfy collective needs as well as individual needs.

Concerning the first principle, the 1964 objectives of vocational agriculture were probably more out-of-date than those of the FFA. (These objectives were revised in 1965.) If the language of the Vocational Education Act of 1963 were interpreted literally to direct the vocational agriculture program to deal "... in any occupation involving knowledge and skills in agricultural subjects . . .," then the program would not be limited to directing students to "make a beginning and advance in farming," as stated in 1964 vo-ag objectives. Instead, the program would be concerned with *all the occupations in the agricultural complex.*

Relative to the second principle, if the needs of students were to be more important than the needs of agriculture, then a closer look had to be taken at the high school clientele of vocational agriculture. Although the students of

vocational agriculture have never consisted of only rural boys who desired to farm, there are now fewer with this occupational aspiration than ever before. The FFA organization, which should actively involve all students enrolled in vocational agriculture, must help to serve the educational, vocational, and social needs of *all* its students—regardless of their home location, sex, or tentative occupational aspiration.

Regarding the last principle stated, the FFA has an opportunity and a responsibility to serve the social and civic needs of the students who shall be the participating members of our democratic society. The development of skills to participate in group situations and influence the thinking of other people will be contributions which the FFA can afford in real-life situations. After all, the FFA is a social organization to aid in the development of people.

Proposed Objectives of the FFA

Based upon the research given in the study and the philosophy and logic expounded upon in the previous paragraphs, the proposed objectives of the FFA (or a similar organization) are given below:

The primary objectives of the FFA (or a similar organization) are to help accomplish the purposes of the vocational agriculture program and to develop the leadership potential of its members.

Among some of the specific purposes of the organization are to develop the effective ability of its members to:

1. Appraise their educational and occupational interest and abilities with regard to the occupational opportunities in agriculture.
2. Develop their skills to activity and appropriately participate in group situations.
3. Improve their moral, civic, and democratic attitudes.
4. Practice responsibility, cooperation, and service.

Implications of the Proposed Objectives

As was stated in the beginning of the study, one limitation was that program changes for the implementation of the new objectives would not be suggested. However, as Dr. Krebs stated so accurately, *excellent goals and purposes accomplish nothing if not used to guide*

the activities of an organization. Hence, many implications could be drawn regarding the implementation of these objectives in FFA programming. Among these are the following:

(1) *The activities of the FFA organization must become a more integral part of the instructional activities of vocational agriculture.* Hence, the youth organization must include *all* members enrolled in vocational agriculture and include realistic programs for *all* students—not just future farmers.

(2) The first specific purpose proposed implies that occupational exploration and guidance should be a part of the instructional program in vocational agriculture. Early teen-age vocational agriculture students have not made realistic and mature occupational decisions. The misleading and ambiguous term "Future" in the organizational name needs to be carefully evaluated. *The organization exists for the people of the present—the current vocational agriculture enrollees.*

(3) If the first two implications were accepted, then it would logically follow that *the proposed objectives could not be implemented effectively within the present organizational framework of the FFA.* The FFA achievement and awards program, for example, has been—and still is—catering primarily to boys who can carry out farming programs. If the organization is to be an integral part of the vocational agriculture instructional program, then it must provide interest and incentive opportunities for all the students.

(4) The last three specific purposes proposed stress the learning of attitudes and social skills. This writer contends that *these purposes will be accomplished only in action programs actively involving all the members.* As additional courses are added to the high school curriculum and as school consolidations occur, it appears that there will be fewer opportunities for entire chapter meetings during the school hours. Therefore, *vocational agriculture curriculum activities and youth organization activities must become even more integrated, inseparable, and take place during the regular class periods primarily.*

Conclusion

In conclusion, the following statement is made by the writer:

American society has often proved that a social organization not in need of evaluation and change is not needed. Also, it has become a popular thesis of many that any group does not remain stationary—it either moves forward or backward. Finally, it may be said that the continued success of any group depends upon its need for accomplishing sound and desirable objectives.

SOME QUESTIONS —

FFA a Proud Organization

But - - -



N. K. Quarles

N. K. QUARLES, Teacher Education, East Texas State University

There is probably not a single vocational agriculture teacher, supervisor or teacher trainer in the United States that would not take a stand for the FFA organization. It has been and still is a wonderful organization. We spend a lot of time telling the public about the value of the FFA. This is as it should be: We are a proud group. Yet, we know that you can not find anything developed by man that is perfect. There is constant need for re-evaluation and improvement.

Many proposals have been made for up-dating the FFA during the last three years. Some of these changes have been made. However, there are many that feel further changes are needed. There is also a feeling among some that the old-timers had rather "fight than to switch." Some of the criticisms of the FFA that keep arising from various individuals across the country follow.

Some Criticisms Heard

1. The FFA is not truly democratic. Some states must re-district so that there will be representation according to population. They say that this is absolutely necessary for real democracy. This is not done in the FFA. A state that has only 200 members gets the same number of votes at the National Convention as a state with 40,000 members.
2. The FFA is not practical in using a formal opening and closing ceremony. It is not done this way in most adult organizations. We need to prepare our members to take their place in the adult society.
3. The Public Speaking Contest is not practical. Adult speakers, as a whole, do not memorize their speeches. Why should FFA members?
4. The FFA discriminates against girls. Many girls study agriculture and plan to follow careers in agriculture. Is it fair to cut them out of the FFA because they are members of the opposite sex?

5. National judging contests do not have enough educational value to compensate for the time and money spent by teachers and students in preparing for and attending them. When a team wins a state championship, for all practical purposes, they have had adequate training in that phase of the work and should move on to learning how to solve other agricultural problems.

6. National FFA presidents are not always selected fairly. One state with approximately one-tenth of the total FFA membership has not had a president in 39 years.

7. If a boy is a member of the FFA, he is forced to buy the *National Future Farmer* magazine. If three brothers are FFA members, that family is required to subscribe to three magazines.

8. The FFA has not changed its name even though most of the members are not farmers and do not plan to farm. Aren't we making a mistake by continuing to call them future farmers when a very small minority will farm?

Conclusion

There are some of the many questions that are being raised about the FFA. The questions raised do not necessarily reflect the opinion of this author. They are merely passed on to you for your thinking and further consideration. If these problems are worthy ones, they should be solved to the best of our ability. After due and fair consideration, if these changes are not needed, then we should say so and continue as we are.

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The Editor

What Is Becoming of Our FFA Farming Program?*

Some people in New Mexico seem to think that our FFA members have to be very rich to be something in our FFA.

For instance some people say, "That Jones' boy has 48 head of cattle and 38 acres of alfalfa, and the Wallace boy has 88 acres of barley and 108 head of ewes. And look at Bill White's boy, he only has 3 acres of cotton, 3 acres of alfalfa, and 8 show barrows." Which of these seems more realistic for a 16 year old FFA member? That is plain to see. It is practically impossible for a boy to own or really care for 100 ewes and 90 acres of barley in his father's 106 acre farm.

We must stop this large scale farming programs from getting into our record books.

We are using too many enterprises that do not belong to the FFA members in our record books. Whose fault is this? The advisors? That is right, the advisors. Are they not the ones who should lead and help the student with his planning of a farming program?

It is plain to see that a future farmer who has two acres of cotton, 4 head of swine, and 4 lambs can get more out of his enterprise than a boy with 60 head of beef and 40 acres of alfalfa. Why? Well, a boy who has 2 acres of cotton, that belongs to him, can honestly and efficiently work his two acres of cotton, solve problems that come up, and still have time for his swine and lambs.

A boy with 60 head of cattle and 40 acres of alfalfa cannot work with his enterprise too closely because: 1st. they are not truly his, and 2nd. he would never have the time. After all we are not trying to make an independent living; we are trying to Learn By Doing so that we can Earn to Live in the future when we will be on our own.

We must do something about this—"corruption" in our FFA. We have it happen where a boy with a very large enterprise in his record books gets all the credit for his father's work. Yet, we do not say or do anything about it.

"We are "discouraging" or "encouraging" young boys who wish to enter FFA when they are told that the Star Farmers always have 80 or 90 head of beef or 100 acres of cotton. Through our ways a boy could become a state farmer without owning or even having a farming program. The record books are the ones that count, aren't they?

* Written by Gilbert Apodaca, Hatch FFA Chapter, in the New Mexico State FFA Newsletter, *Sunshine Future Farmer*, August 1964.

FFA From A to Z

W. J. KORTESMAKI, Executive Secretary,
Minnesota FFA Association, St. Paul

A is for ACTION

The FFA members will have an opportunity to belong to several other vocational youth groups. They will go where the 'action' is.

B is for BROTHERHOOD

FFA members will continue to be very responsive to the underprivileged and handicapped. They will put into action 'Living to serve' activities as they believe that FFA is an organization with a heart.

C is for CHANGE

'Change of pace' is a built-in feature in the Vocational Act of 1963. Changes in creed, aim and purposes, activities, constitution, program of work are expected and honored by aggressive and alert advisers.

D is for DOING

The five letter word *Doing* will keep FFA's philosophy and objectives vocational. The purposes and constitution of FFA organizations should be compatible with the new 'doing by learning' objectives designed for Vo. Ag. in the provisions of the 1963 Vocational Act.

E is for EQUALITY

The number of members from urban areas will increase. Fewer members will go into farming and a larger number into other Ag. jobs. Girls are becoming members of the FFA. Equal training opportunities should be provided to all students regardless of residence or vocational objectives.

F is for FUTURE

There is the possibility that eventually the FFA will be merged with other vocational groups into an all-vocational club. The present FFA organization with amended program of activities will continue in the meantime to serve members training to be farmers, ranchers or for off-farm occupations.

G is for GROUP

Activities which will involve a large number of members will be on the increase. Future awards will be added to recognize FFA group achievements. Group opportunities to practice citizenship, democracy, cooperation, service and character development will be on the rise.

H is for HAPPINESS

Happiness is the result when proper image of Vo. Ag.-FFA has been established. Stressing proper behavior, grooming and dress among FFA members still is and will be a meaningful and effective image builder.

I is for INTEGRAL

FFA will continue as an integral part of the Vo. Ag. program as an instructional device to train enrollees not only how to make a living but how to live.

J is for JEOPARDY

Weak and inactive FFA chapters will jeopardize the continuation, status and image of the Vo. Ag. departments. Chapter advisers with many other school and off-campus duties have less time to give direction and leadership to Vo. Ag.-FFA activities.

K is for KNOWLEDGE

The chapter adviser will continue to symbolize knowledge and wisdom to provide flexible training experiences to meet the needs, abilities and interests of each member. He will need more on-the-job or in-service training in FFA-youth related activities and programs.

L is for LEADERSHIP

One of the major objectives of the FFA is and will be to develop the abilities needed for effective leadership and citizenship in fulfilling occupational, social and civic responsibilities.

M is for MOTIVATION

FFA chapters will become more effective in motivating students to continue their education beyond high school. Assisting in recruiting FFA members to enroll in Ag. Ed. courses to become chapter advisers will also become one of the chapters' goals.



W. J. Kortesmaki

Leadership a Must

W. T. JOHNSON, Supervisor, North Carolina



W. T. Johnson

The public has been told, and they understand that vocational education in agriculture consists of systematic instruction and training experience which prepares persons for successful employment and advancement in agricultural occupations. The instruction is to develop knowledge, skills, and attitudes which provide preparation and education for gainful employment; and it is to serve also as a foundation for those students seeking higher education in agriculture. The program of training and education is based on the occupational aspirations of the students' requirements of the agricultural occupations and employment opportunities. Therefore, the success of all programs of agricultural instruction and training is based on the fulfillment of the needs of youth, adults, and employees situated in the area served by the school.

There has been an effort made by vocational agricultural leaders to stimulate, inspire, and encourage our farmers and farm leaders to take a new look at their responsibilities and be aware of the growth of the program and the many changes that are taking place. Farmers need to become more involved and take a more active part in the many changes and adjustments that affect the economic and educational advancement of our youth. One can so easily become involved with so many material things in a community that he forgets our greatest resources—our youth, human resources. Vocational agricultural education shares a tremendous responsibility for making available personnel for the many leadership positions that occur as a result of our educational growth.

Reference to the training of our youth is made above, but we have not put as much emphasis as we should on planning programs that will prepare our rural youth for the many changes that they will have to become adjusted to. In the years ahead, these youth will be held responsible for the leadership activities of this nation. They need to become adjusted to the times, and be prepared to accept the many challenges with which they will be confronted.

The same way conditions have changed in the production of crops and livestock, there have been changes in the training and guiding of our youth in this complex age where we have such a great change in travel, science, communications—to mention a few. Once all

(Continued next page)

N is for NATURAL RESOURCES

Great advances are expected in the area of beautification, conservation, forestry and wildlife habitat improvement programs. These activities serve as tangible evidence that *agriculture is more than farming*.

O is for OCCUPATIONS

Supervised occupational experience in production agriculture and agribusiness provided by the local Vo. Ag. personnel will retain enrollees as FFA members regardless of their career objectives. Updated programs of FFA include activities appropriate for students being trained in off-farm occupations. Ed. groups recommend that immediate steps be taken to greatly expand the activities and facilities of the national FFA organization in the area of publicity and public relations for Vo. Ag.-FFA. Local chapters must do their own programs.

P is for PUBLIC RELATIONS

Q is for QUESTION

The question of the status of post high school FFA organizations should be resolved by 1968 and they will most likely be closely related to high school FFA.

R is for RECREATION

"All work and no play makes Jack a dull boy" will continue to justify organized and supervised FFA recreational and social activities. Recreational farming will provide additional career opportunities.

S is for SAFETY

Safety-health needs expand arising from health hazards to youth from use of chemicals, tobacco, alcohol and narcotics. Fire and water safety will also receive additional attention. Mechanized agriculture places instruction in safety a *must*.

T is for TEEN-AGERS

We continue to be a nation of youth. Greater need for FFA in 1968 than in 1928. They go through our secondary schools only once and they need well-qualified and dedicated individuals to direct their learning experiences.

U is for UNDERSTAFFED

The continued lack of sufficient Vo. Ag. Ed. staffs in the national, regional and state offices will limit the expansion and quality of vocational youth groups including FFA.

V is for VISION

Headstart programs for 7th and 8th graders preparing them for vocational experiences as potential greenhands is receiving attention from advisers with realistic vision in keeping up the Vo. Ag. enrollments and increased FFA memberships.

W is for WORK

We take our hats off to the past forty years and our coats off to the future full of new, exciting and meaningful learning experiences for our Vo. Ag. enrollees and FFA members. Chapter advisers will continue to give time and effort beyond the call of duty.

X is for XPERIMENTS

Initiation of FFA-related pilot programs under the Vocational Act of 1963 and the Elementary and Secondary Act of 1965 serves as a challenge.

Y is for YOU

You, the chapter adviser, are the key individual. You will continue to advise *all* members when the need arises. You will see that FFA will continue to be an organization of, by and for students of vocational agriculture. The success or failure of chapters depends largely upon *you*.

Z is for ZEAL

Associated with our efforts to get more members to participate. Zeal to excel is contagious among members. There will be fewer 'spectator' members in the future.

Leadership a Must

(Continued from page 255)

rural youth were employed on the farm, and too, there were no restrictions as to when a child could work. Children did (or participated in) most of the farm jobs. Such jobs gave them basic training that they were able to use on jobs off the farm. That experience no longer exists, since most of the jobs once done on the farm by our youth are being done by technology. This is good, but we must change our approach in training our rural youth so they can compete with the city youth, who, in many cases, have had better equipped schools with broad and specialized programs.

Our program in leadership should provide more participation experiences in the type of activities that are involved in the world of work. The professions should not be singled out as the only successful occupations, but the needs of our rural youth should be stressed. Emphasis should be put on the need for leadership training for the many farm groups, as well as other organizations and businesses to which individuals with farm experience can make a definite contribution.

For too long, the general public has looked upon agriculture as the production of crops, livestock, and fiber. But the rural youth needs to be made aware of the process of the TOTAL agricultural program. He needs to know about, and needs to be given training in the many leadership positions that are available to youth who have had farm experience. For example: there is a great need for trained individuals with farm experiences to organize and manage fertilizer cooperatives, grain mill cooperatives, and many farm related businesses. Then we have the highly complex food production conservation and distribution system that is being expanded. City youth might train for such jobs, but it appears that rural youth who know something about farm production should make a greater contribution. It is understood that only a few of the rural youth will be needed in the production of agricultural products. Therefore, they need to be trained for leadership positions in the many related farm production occupations to include distribution and conservation.

Competition today is mostly between PEOPLE and IDEAS—rather than between PRODUCTS. We need to encourage and inspire our (rural) youth to attend college and other institutions in order to prepare themselves for leadership, technical, social, and business-related positions that are emerging in many agriculture-related occupations.

Many of the positions are practical, and individuals with agricultural backgrounds may serve best in them, or make the greatest contribution. The training on all levels must challenge our youth to do their best and welcome new ideas. We must challenge them to accept the fact that successful business organizations of tomorrow will be the ones with the best trained people running them—people with imagination, courage, and a willingness to change to meet the new conditions.

The Future Farmers of America, which is designed to aid in giving the needed training and inspiration, is organized in many of our rural and consolidated schools. But many of our school units have an "ordinary" program. These programs need to be changed into EXTRAordinary and highly successful programs by providing a teaching load that will give the necessary time to do a BALANCED leadership training program—one that will lead to preparing students for agriculture, as well as for the many related production and lead-

Start Now —

Ag Occupations Program Valuable

J. E. BALADO, Vo Ag Teacher
Hammond, Louisiana

The community Hammond, Louisiana is ideally located to perform services in the field of farm agricultural occupations. The area is a diversified farming community with dairies, milk processing plants, truck crops, canning and freezing plants, horticulture projects, nurseries, beef cattle, slaughter houses, poultry processing plants, forests, wildlife conservation, and many other farming enterprises which blend with the off-farm agricultural occupations program.

The geographic location likewise is advantageous. Hammond is forty miles from Baton Rouge and sixty miles from New Orleans. Both are large cities and extremely good centers for the placing of personnel in off-farm agricultural occupations. In the last three to four years after researching in detail the possibilities for employment of high school boys in the off-farm agricultural occupations in the Hammond area, we have found that

ership jobs that are available in most of our rural and urban areas. Such programs should reduce the migration of farm youth to our large cities. Rather, they would get a broader outlook on life at home.

Give the youth an opportunity to get acquainted with the purpose and objectives of other youth groups in the community and nearby areas, and create a cooperative working relationship between such youth organizations.

With a balanced leadership program, rural youth would be able to adjust to whatever community they decide to live in, be it rural, or urban. More emphasis should be placed on the Future Farmers of America Organization since its purposes and objectives are geared for the most part, to rural youth. But, on the other hand, all leadership training given to youth should be on a participation basis and should teach all youth to live and work together for the common good of all. The world is becoming smaller.

we have access in off-farm agricultural occupations in eight group families—Farm Machinery Sales and Service, Farm Supplies and Equipment, Livestock and Poultry, Crops, Forestry and Soil Conservation, Ornamental Horticulture, Wildlife and Recreation, Farm Service and Agricultural Service.

Our Program

We have been fairly successful in the acceptance of our high school boys by the institutions we use for training in off-farm agricultural occupations. In the past we have placed boys in feed mills which service both poultry and dairy farmers, two tractor and tractor equipment companies, several grocery stores which handle large amounts of vegetables and meats, meat markets, dairy manufacturing plants, and several other types of institutions.

(Continued next page)

SOME GUIDE LINES—

Planning Work Experience

E. M. JUERGENSEN, Teacher Education, University of California, Davis

WORK EXPERIENCE GUIDE LINES

Basic or General

1. Some level of experience should be provided in all major areas of content taught.
2. The interest, experience, and opportunity of the student will determine the immediate occupational career choice.
3. Participation in production and non-production activities should be encouraged to enable the student to gain as much work experience as possible in the many different areas.
4. All work experience activities should be coordinated with the employer, instructor, advisory committee, and educational facilities.
5. Definite objectives should be set up to help the student select, secure, and hold a job.
6. All work experience should be well planned and supervised to ensure the accomplishment of the objectives.
7. An understanding of human relations is a must in all phases of work experience.

Organization and Administration

1. A written set of objectives and policies should be developed by the administration, instructors, and employer.
2. The general criteria for work experience should be written out and agreed upon by the administrator, instructor, employer, and parents of the student.
3. The instructor, administrator, and employer should be in favor of the work experience program.
4. Training agreements must comply with labor laws.

Selecting and Placing Students

1. Any student who is interested in gainful employment should be considered.
2. Students should be selected from past performance, willingness to work, and an application.
3. Students should be given the fundamentals needed for applying, obtaining, holding, and advancing in a job.
4. Parents' full approval should be obtained for the work experience program.

Planning, Teaching, and Supervising

1. A core of generally related material should be taught.
2. Instruction should be put on the doing level.
3. All instruction should be geared to the students for a basic background in agriculture.
4. Land laboratories and facilities should be used for applied instruction.
5. Help should be on an individual basis to help the individual advance in life.

Evaluation

1. An effective evaluation should make provision for: a) a set of good objectives, b) good materials and methods, c) testing to see if the objectives have been met, d) feeding back the evaluation into the instructional process.
2. Revision of the program should be based on a systematic evaluation.



E. M. Juergensen

The most dynamic topic in vocational education currently centers around occupational experience and the various approaches utilized in its implementation. The following article is one example of what is being done in one state, and, as such, has meaning even though similar thinking is occurring in other states. This article has a special significance, however, for as reported by Phil Neilsen, Tucson, Arizona, it represents one of the last professional activities of the late Dr. R. W. Cline.

Mr. Neilsen reports that Dr. Cline, in a seminar with a group of teachers, was working on this project. It is significant as it symbolizes the kind of thinking for which Dr. Cline was noted. He was continually looking for new horizons in vocational education and always refused to accept the traditional as being unchallengeable. He had a special gift for categorizing ideas so they became understandable to many less gifted.

The following guide lines are an example of the way in which he worked with groups—problems became clear and basic understandings developed. Had he had more opportunity, these guide lines undoubtedly would have been expanded; yet in their simple truth, the subject of work experience, as he saw it, could be logically developed into a desirable program for any community or school that wishes to follow these guide lines.

Ag. Occupations Program Valuable

(Continued from page 256)

Students selected are carefully screened before they are placed on the jobs for training. Experience has also taught us to place boys that have outstanding academic records, as well as leadership traits, and good supervised farm projects. That is not to say that anyone can operate a perfect program of off-farm agricultural occupations, but all precautions must be taken to make as few mistakes as possible for the future success of the program.

Evaluation

This type of education, this writer believes, cannot be valued in dollars and cents. I am of the opinion that in the future when this program gets to operating at an accelerated pace, it is going to solve some of the problems confronting our youth in high schools today. Other programs such as Distributive Education and Office Occupations will do the same.

I sincerely hope that all teachers of Vocational Agriculture become familiar and take interest in the off-farm agricultural program in the very near future and promote, encourage, and take an active part in the instituting of this type of program in their agriculture departments before it becomes too late and someone else has to come in and do it for them.

Put the National FFA Chapter Program to Work for Your Chapter

ROBERT A. SEEFELDT

National FFA Fellow, University of Maryland
Forestry Vo Ag Teacher, Ivanhoe, Minnesota

Most vocational agriculture departments, through their local-FFA chapters, employ contests and awards programs to motivate and encourage their members to greater achievement. This is as it should be, because the major function of contests in the FFA program of activities is motivational. However, considerable thought should be given to selecting the contests and awards programs in which each chapter will participate. They should be related to the total vocational agriculture program, of which the FFA is only a part.

Chapter Not Individual

Many of the contests and awards programs used at the chapter level permit participation by only a few members. This, in itself, is not bad providing that these events can be identified as being a part of the total vocational agriculture available so that just about every member can find a contest in which he is interested. But to be a truly active and outstanding chapter, the activities covered must be more than just individual or team efforts. An outstanding FFA chapter needs more than individual judging activities to justify its existence. These individual or team efforts of three and four boys do not necessarily need a great organization like the FFA. The real value of the FFA organization is the total chapter activity. What the chapter accomplishes as a group is very important in evaluating its quality.

This total chapter activity is extremely important and educational in that it requires the members to work together as a group for one common goal. This is where we all need much training and this is where the National Chapter Award Program can contribute significantly to the effectiveness of your FFA chapter.

Five Awards

Five types of awards may be earned by local FFA chapters. They are: (1) Standard Chapter Award, (2) Superior Chapter Award, (3) National Bronze Emblem Award, (4) National Silver Emblem Award, and (5) National Gold Emblem Award. These awards are based upon the degree of achievement of the approved standards which are stated on the application form. The National Awards are limited by FFA membership. Each State Association may submit reports for two of its Superior Chapters for a membership of 5,000 and one additional chapter report for each additional 5,000 members or major fraction. The chapter reports that are submitted to be considered for the National Emblem Awards are then rated bronze, silver, and gold, depending on the quality of the application.

To start work on the National Awards Program, the chapter members and their advisor should review the application to become acquainted with the type of information that is desired. This application requires that each chapter record its activities for the past year under ten division headings as follows: (1) Supervised farming, (2) Cooperation, (3) Community service, (4) Leadership, (5) Earnings, savings, and investments, (6) Conduct of meetings, (7) Scholarship, (8) Recreation, (9) Public relations, and (10) Participation in state and national activities.

After reviewing the type of information that is required, a chapter should not become disgusted and say, "We will never be able to fill that out as we have not had enough activities that qualify," or feel that it would be impossible to conduct all the activities that are required. Most of the successful chapters did not become so without a tre-

mendous amount of planning and hard work. If a chapter is unable to complete most of the application, the chapter may not have been as active as the members thought it was. If this is the case, it may be a good time to review the chapter's program of activities and bring it up to date with activities that would qualify for the National Chapter Awards Program.

Here's How

The review of the National Awards Program is where working as a group or as a chapter starts. A chairman and a committee should be selected to study each of the ten parts of the program of activities and make recommendations to the chapter. This not only gives the chapter members the experience of working with committees, but it also provides excellent leadership training and helps make the chapter meetings interesting. From these recommendations, or from the action taken by the chapter members on the recommendations, the chapter can plan its total program for the coming year.

A well-organized program of activities can do much for the vocational agriculture program, the FFA, and the community that these programs are serving. The program of activities should not be just a separate list of activities or jobs that the vocational agriculture instructor has his students complete. The activities should be selected and developed in a manner that will elicit the students' cooperation. In other words, the program must be that of the members of the local chapter and not that of the vocational agriculture instructor. Once the chapter members realize the program belongs to them, they will be stimulated and the total vocational agriculture program, the FFA members, and the community will be the benefactors. With a year's activities planned in this way, it will be little effort to complete the application for the National Chapter Award.

(Continued)

You May Win

In some cases, chapters may have outstanding programs of activities but feel that other chapters' programs are so much better that they would not have a chance of winning anyway, so why bother. This may not always be the case. In the capacity of a National FFA Fellow, the author had the opportunity to review all the Gold Emblem chapters in the United States for the year 1965. To illustrate the variety of activities that these winning chapters conducted, here is the list of some of the main activities for each division found in the National Chapter Award application. Many readers will be surprised at how simple the activity may be. Remember, it is not only the activity that counts but how many members were involved and how the activity was conducted.

Supervised Farming

1. Provide swine chain.
2. Conduct corn plots demonstration.
3. Operate a loan fund for farming programs.
4. Conduct coop purchase of livestock supplies (iron, erysipelas serum, etc.).
5. Participate in local and district Soil and Water Conservation Essay contest.

Cooperation

1. Raise money and sponsor a foreign student.
2. Conduct a career day program in school.
3. Put on parliamentary procedure demonstrations.
4. Conduct Christmas caroling at home for the aged.
5. Conduct a tractor tipping demonstration.

Community Service

1. Sponsor a Slow Moving Vehicle (SMV) emblem program.
2. Plant trees in the community.
3. Make contributions to the heart fund, polio fund, March of Dimes, etc.
4. Raise and release wild mallard ducklings.
5. Conduct Arbor Day program for grade school children.

Leadership

1. Have all officers attend officers' training school.
2. Have members participate in public speaking contests starting at the local chapter level.
3. Provide chapter leadership awards.
4. Demonstrate leadership to parents by sponsoring a Parents' Night.

Earnings and Savings

1. Promote the FFA calendar program for a profit.
2. Arrange with the local bank and P.C.A. for loans to members.

3. Devote one meeting to emphasis wise money management and thriftiness (have an outside speaker).
4. Sell garden seeds.
5. Maintain refreshment stand at local fair.
6. Make mailbox stands and sell to the public.

Conduct of Meetings

1. Improve monthly meetings by planning meetings a year in advance.
2. Give a copy of the minutes and the treasurer's report to each member at each regular meeting.
3. Have a state officer attend the annual Parent and Son Banquet as an official representative of the State Association.
4. Have graduating officers serve on the nominating committee.
5. Maintain a local FFA Hall of Fame and place pictures of all winners in Vo-Ag room.

Scholarship

1. Publish an Ag department honor roll in school.
2. Have the chapter sponsor a scholarship award given to the outstanding senior in scholarship throughout his four years in Vo-Ag.
3. Conduct tours of colleges and vocational schools.
4. Visit agri-business concerns and learn what abilities are required.
5. Maintain a chapter library.

Recreation

1. Hold roller skating party.
2. Hold chapter talent night.
3. Have chapter picnic.
4. Conduct chapter good-will tour.
5. Show short 15-30 minute movie after FFA meetings (e.g. professional sports, hunting, etc.)

Public Relations

1. Have all members wear FFA jackets and ties to classes during National FFA Week.
2. Present each faculty member with an FFA manual and booklet on aims and purposes of the FFA during FFA Week.
3. Provide radio and TV programs of chapter activities.
4. Use official FFA stationery and have local officers' names on the letterhead.
5. Set up displays depicting FFA activities in store windows.

Participation in State and National Activities

1. Attend State FFA Convention.
2. Attend State Leadership Training meetings.
3. Participate in national FFA chorus and band.
4. Participate in Hoard's Dairyman contest.
5. Participate in the National Chapter Award Program.

Summary

This has been a presentation of some of the activities that the outstanding Future Farmers of America chapters used to become Gold Emblem winners in the National Chapter Award Program in 1965. It is the hope of this writer that the use of some of these ideas may help make your local chapter a Gold Emblem winner for 1967. If a Gold Emblem is not awarded, maybe some of these ideas can be used to help stimulate your chapter members to work toward this goal in the years to come. Every chapter that makes the effort will discover that the National Chapter Award Program has indeed "worked for" them.

Themes for the Agricultural Education Magazine

1967

July -	THE NEXT 50 YEARS (1917 - 1967 - 2017)
August -	OUR PROFESSIONAL ORGANIZATIONS (Ag Division AVA, AATEA, NASAE, NVATA)
September -	TEACHING EFFECTIVELY (High School - Post Secondary - Adults)
October -	INNOVATIVE PROGRAMS (Local Vo Ag Cooperative Programs)
November -	OCCUPATIONAL EXPERIENCE (In All Areas of Agricultural Education)
December -	TEACHERS PREPARATION AND CERTIFICATION (Requirements B.S., M.S. Special Trends)

SOME IDEAS—

Changes in the FFA

FRANK WOLFF, Executive Secretary State FFA, New York

At the present time the New York Association elects six vice-presidents whose service areas are designated solely by geographical boundaries which follow county lines. Would it not be more effective to have a vice-president elected in the New York Association from among the members who are specializing in their instructional programs in ornamental horticulture? Such an individual would be more apt, we feel, to provide the needed leadership to encourage more and better participation from among the agricultural education pupils who have thus far, for the most part, been grossly neglected. The same example would apply to the other areas of agricultural specialization.

Work Similar to AVA

If this proposal were adopted, it is our view that the inner councils of the organization at the various levels would operate very similarly to the American Vocational Association. The AVA, of course, has for several years been electing a vice president for each of the various diverse branches of occupational education which it serves. This system apparently has been working satisfactorily for this professional adult organization. Would it not also be equally successful for the FFA?

The trend toward the development of area vocational education programs in agriculture has revealed a pattern which at least in New York indicates that several of the various specialized courses, or all of them, are likely to be offered at each center. Would it not be appropriate, where the numbers of pupils would justify it, to establish either separate chapters, or at least federated sub-groups of a single chapter to serve the unique needs of each of the special groups such as the conservationists or the ornamental horticulturists, or those preparing to become engaged in agricultural business.

In New York State, as is probably the case in most states, many forces are at work which are exerting influences which will ultimately result in changes in the FFA. These changes may be delayed or postponed from time to time, but they are inevitable.

The Name

One of the issues which has been discussed and discussed for some time is in the sensitive area of a change in the name of the organization. It goes without saying that the initials "FFA" are well recognized and well respected not only throughout the world of youth organizations, but among adults as well. Therefore, it would seem most desirable in considering any changes to retain these initials. In New York we have been considering for some time the name, "Federation of Future Agriculturists." We think that such a name offers several distinct advantages, the first and most obvious is that it retains the well known initials. Secondly, it would encompass the philosophy that "agriculture is more than farming," and that agricultural education programs are now significantly engaged in providing training for occupations in agriculture other than farming, as well as those in farming.

Third, the name provides intriguing possibilities for re-organization and restructuring the organization at the national, state and local levels.

Change Basis for Officers

The program of agricultural education in New York State has thus far emerged in such a way that five specialized areas of instruction are provided for in the plan. These are identified as (1) farm production and management, (2) agricultural business, (3) agricultural mechanization, (4) conservation and (5) ornamental horticulture. If the idea of a federation were adopted we can see that there could be elected at least both the national and state levels a president, and in addition, a vice president to represent the interests of each of the five (or more) identified areas of specialized agricultural education.

(Continued)



Frank Wolff



Horticultural students, such as those shown above at Pleasant View High School, Ohio, are a part of the program of vocational agriculture and should be included as members of the FFA.

Strengthen & Update FFA — Not Separate

We feel that moves such as these would strengthen the FFA and make it an organization which would be more receptive to the needs of pupils with divergent career objectives which it should in our judgment count among its members. We in New York fundamentally take the position that there should be one strong organization to serve all of the needs of the youth enrolled in vocational agriculture classes. We are opposed, at least at this time, to the idea that these diverse needs can best be served through separate and distinct organizations for future farmers, future conservationists, etc. We are also of the opinion that the move toward a 'federation' in name and in practice would curtail the proposals by some highly respected occupational education leaders calling for one comprehensive organization to serve all youth enrolled in all occupational education programs. This suggestion we find difficulty in adopting.

Furthermore, we feel that the formation of a 'federation' would enable the organization to enlist the support of important segments of agricultural business and industry at all levels which are not now giving that support. Specifically, various trade associations and individuals in the ornamental horticulture and conservation segments of agriculture would likely be more concerned than now when we find that our organization is still geared primarily toward meeting the needs of those training for farming occupations.

National FFA Policy Change Needed

If our colleagues, and the FFA members they serve, in other regions of the country could not accept, at least for the present time, such far-reaching changes, we would urge the adoption by the National organization of permissive legislation which would enable those state associations who have the need, the desire and the interest in adopting such proposals and in putting them into practice, to do so. In other words, the initials "FFA" in one association might very well represent future farmers and yet in another they could represent members of a federation of future agriculturists.

Needed Changes are Urgent

The needs for some changes in the FFA are not only apparent, but are imperative in our judgment, if the organization is to maintain its vitality and progress to additional heights in this era of specialized occupational education in

What Would Happen If - - -



JOHN F. THOMPSON, Teacher Education,
University of Wisconsin

John F. Thompson

WHAT WOULD HAPPEN IF: OUR PRACTICES OF VOCATIONAL EDUCATION WOULD SQUARE WITH CURRENT PRINCIPLES OF VOCATIONAL GUIDANCE? My observation is that at present they do not. I think they should. What are some of our practices that may need reexamination?

For one thing we rather rigidly insist on an early career choice by asking ninth grade pupils to state very narrow occupational goals. This has become more rigid since the passage of the 1963 Vocational Education Act as some persons seem to possess a fear of the evaluation called for in the Act. We also assume that a career choice has been made when a student, especially at the ninth grade level, identifies with a vocational program. That is, we fail to permit youngsters to adequately explore agricultural occupations in the early crystallization stage of their development and then dissociate with our program. The converse is often also true as many times we are reluctant to admit a junior to our program who did not take Agriculture I and II. Sometimes we even insist that he take Agriculture I with the ninth grade.

Vocational guidance has much to offer toward the refinement of our practices in vocational agriculture. Career choice made in the ninth grade is not stable. Only one-fourth of the girls and one-fifth of the boys, according to many research studies, have stable career choices from grade nine through grade twelve. Occupational choice, like education, is a process of development. As one emerges from the fantasy stage of development (approximately age 11), he is observed to enter a tentative stage which eventually gives way to a more realistic stage of occupational choice for most youngsters. At grade nine a typical youngster is in the early crystallization stage of a career choice. During this period he differentiates occupations and needs a wide exposure to many occupations.

Occupational choice, then, is not a single decision but is a series of decisions made over intervening periods of time. It also results in a compromise of one's interests, abilities and values. The process is largely irreversible in that it is influenced by experiences. Once a youngster has had the experience of caring for a new born animal it will influence all other occupational decisions. He discovers, for instance, that he does or does not like animals; that he can or cannot accept responsibility; and that he reacts in a specific manner to routine tasks.

One parting barb about evaluation. We could show that the vocational experiences we provided for ninth grade pupils helped them through a series of vocational development behaviors and as a result they are more vocationally mature (toward a career in agriculture) at the end of ninth grade than they were in the beginning. What sounder vocational education could we possibly provide and what would we have to fear about evaluation?

agriculture. We in New York emphatically believe that membership should be open immediately to girls at all levels. We also believe that steps need to be taken immediately to further revise the creed, the rituals and ceremonies in order to make the organization more responsive to the varying needs of the pupils it should attract and serve. We are convinced that changes need to be

made in the functions and purposes of collegiate chapters. These and other changes, if adopted, will go a long way to reaching the goal of making the FFA the kind of an organization which we feel it must become. Would not the next step, perhaps at the 1967 convention, be the adoption of a name change and a structural change along the lines herein outlined?

Subscribers To Ag. Ed. Magazine

DECEMBER 1, 1966

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Louisiana	156
Maine	20
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Michigan	231
Minnesota	210
Mississippi	346
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Nevada	22
New Hampshire	14
New Jersey	33
New Mexico	63
New York	284
North Carolina	370
North Dakota	75
Ohio	476
Oklahoma	486
Oregon	103
Pennsylvania	200
Rhode Island	13
South Carolina	371
South Dakota	87
Tennessee	158
Texas	472
Utah	80
Vermont	25
Virginia	258
Washington	118
West Virginia	49
Wisconsin	159
Wyoming	51
Hawaii	8

Total

8,687

T. L. FAULKNER
Business Manager

BOOK REVIEWS

Conant, James B., *The Comprehensive High School, A Second Report to Interested Citizens*, McGraw-Hill Book Company, 330 West 42nd Street, New York, N. Y., 10036, 1967, pp. 95, priced at \$3.95 (hardcover) and \$1.95 (paperback).

"Are our high schools better or worse than they were ten years ago?" This is the question to which Dr. James Bryant Conant, noted educator and President Emeritus of Harvard University, addresses himself in his new report. The study was financed by the National Association of Secondary School Principals; Dr. Conant's participation was made possible by The Carnegie Corporation of New York.

Questionnaires were recently sent to 2,000 principals of comprehensive high schools of medium size. There were also school visits by Dr. Conant and members of the committee. The results obtained emphasize the great differences among schools and the variations from state to state. Evidence obtained indicates that the situation regarding academic studies in a great many schools is better than it was ten years ago.

Fifty-one percent of the comprehensive high schools studied were adequately staffed. Limiting factors in achieving the American ideal of educational opportunity centers around the ambition of the community and the money available.

In this new report Dr. Conant confirms his original conclusions contained in "The American High School Today," the study which he initiated ten years ago and which was released in 1959. "The Comprehensive high school is still the answer to the needs of American public high school education," Dr. Conant concludes. He has also not changed his mind about any of the original twenty-one recommendations.

This is a rather provocative report for recommended reading by the professional educator as well as concerned lay personnel.

Guy E. Timmons
Michigan State University

Purkey, R. D., *Handbook on Speech for FFA*, Second Edition. Danville, Illinois, 61832: The Interstate Printers and Publishers, 1966, pages xvi plus 376. Price \$5.25. This is a new and revised edition of the *Handbook on Speech for FFA*.

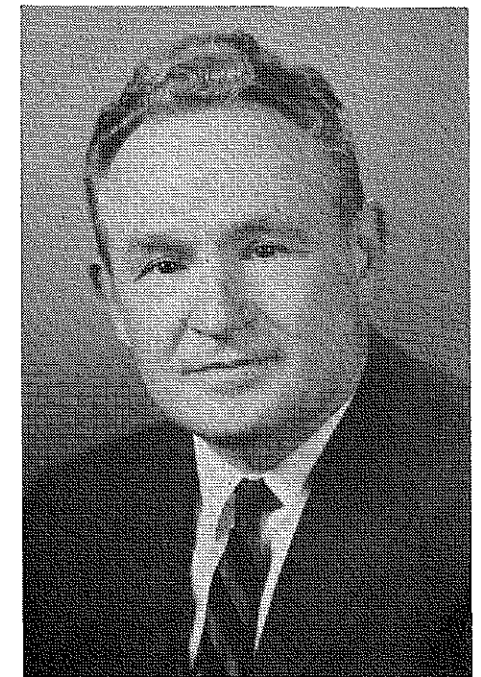
The author has done a thorough job in the revision of the text and has added

Bender AVA Vice-President

Dr. Ralph E. Bender, Chairman of the Department of Agricultural Education at Ohio State University was elected Vice-President of the Agricultural Education Division of the American Vocational Association at the Denver Convention. Dr. Bender will serve a three-year term starting July 1, 1967, and he succeeds Floyd Johnson, who has now been elected president of the American Vocational Association. A native of Waldo, Ohio, Dr. Bender taught vocational agriculture at Canal Winchester and Anna before joining the Department of Agricultural Education at Ohio State University in 1937.

A veteran of AVA activities, Dr. Bender has served the association as a member of the Publications Committee, the Research Committee, the Accreditation and Evaluation Committee and the Advisory Committee. He was also Chairman of the Standards and Policies Committee for the Agricultural Education Section and in 1957-58 he served as President of the American Association of Teacher Educators in Agriculture. Dr. Bender has also served as the President of the Ohio Vocational Association and the Ohio Vocational Agriculture Teachers' Association.

Bender is co-author of "The FFA and You—Your Guide to Learning," and a co-author of "Teacher Education in Agriculture" which is ready for publication. He has written many bulletins and articles in professional journals and he has addressed professional groups throughout the United States.



Ralph E. Bender

In addition to his many campus activities, Dr. Bender is active in community affairs in Canal Winchester, his home. He has served as President of the Lions Club, the Board of Education; he is a member of the Masons, the Grange, and has served a number of years as a lay leader of the Methodist Church in Canal Winchester. Dr. Bender is married and is the father of a son and daughter.

that students having a sound mastery of laws and principles in the science will be better able to adapt to changing conditions. The text is written in a clear and understandable style, which should be easily read and understood by advanced high school students and as students majoring in vocational agriculture and agricultural business at the vocational-technical level.

Raymond M. Clark
Michigan State University

American Association of Agricultural College Editors, *Communications Handbook*. Danville, Illinois 61832: The Interstate Printers and Publishers, 152 1/2 x 11 inch pages, 1967.

This Communications Handbook has been prepared for everyone who is oper-

ating a program or rendering a service for which success depends in part upon public understanding and support. It is a concise and comprehensive treatment of all phases of communication. The Handbook provides an excellent guide to practical and effective techniques in all types of communication.

Student groups, members of Future Farmers or other clubs and organizations that have a public relations program should find the book a very worth-while guide. Nine sections are included in the book as follows: Concepts—the Communication Process; Speaking—Correcting Speech Faults; Writing—the Art of Good Writing; Radio—an Effective Communications Tool; Photography; Graphics; Exhibits; and Meetings.

Raymond M. Clark
Michigan State University

Chapter 15, "Our Yesterdays, Today's, and Tomorrows," which looks in on former national contest first-prize winners. This chapter should be an inspiration to many FFA members in broadening horizons and helping them to establish goals for themselves. The book is organized in two parts, Part 1 dealing with preparation and delivery of the speech, and Part 2 dealing with special types of speaking and of speaking situations. Fifteen chapters are included in the text plus a rather extensive appendix providing a great deal of supplementary material, including evaluation forms and scorecards, suggestions for timing and development of radio and television programs, and many other types of material which will be useful to the public speaker.

Raymond M. Clark
Michigan State University

Lovejoy, Clarence E., "Lovejoy's College Guide." New York: Simon and Schuster, 1966. \$6.50. pp. 373.

This is the 36th printing of the guide. It provides a complete reference to 2,834 American colleges and universities. Included in information on choosing a college in terms of location, size, facilities, and the like; admission procedures, entrance tests, credits, and transfers; scholarships and grants-in-aid; guidance procedures; estimate of expenses; and working your way through college.

The guide will be well known to many educators. It should have widespread use in the emerging community colleges and vocational-technical schools, as well as at the senior school level.

Raymond M. Clark
Michigan State University

Pearson, Lorentz, "Principles of Agronomy." New York: Reinhold Publishing Corporation, 1967. pp. 434.

"Principles of Agronomy" was written to help train a new generation of agronomists who will be able to develop a higher level of efficiency than now exists in this country, as well as in all other parts of the world. The agronomist of the future must have a strong background in fields of botany, economics, chemistry, and physics, and be trained in speech, journalism, business, and psychology if he is to influence farmers of this and other countries. However, he must first of all be an agronomist.

The author emphasizes the importance of students learning the broad generalities or laws in the science of agronomy. He recognizes that specific recommendations in terms of soil fertility, crop rotations, and the like, are subject to constant change, but points out

Stories in Pictures

GILBERT S. GUILER
Ohio State University

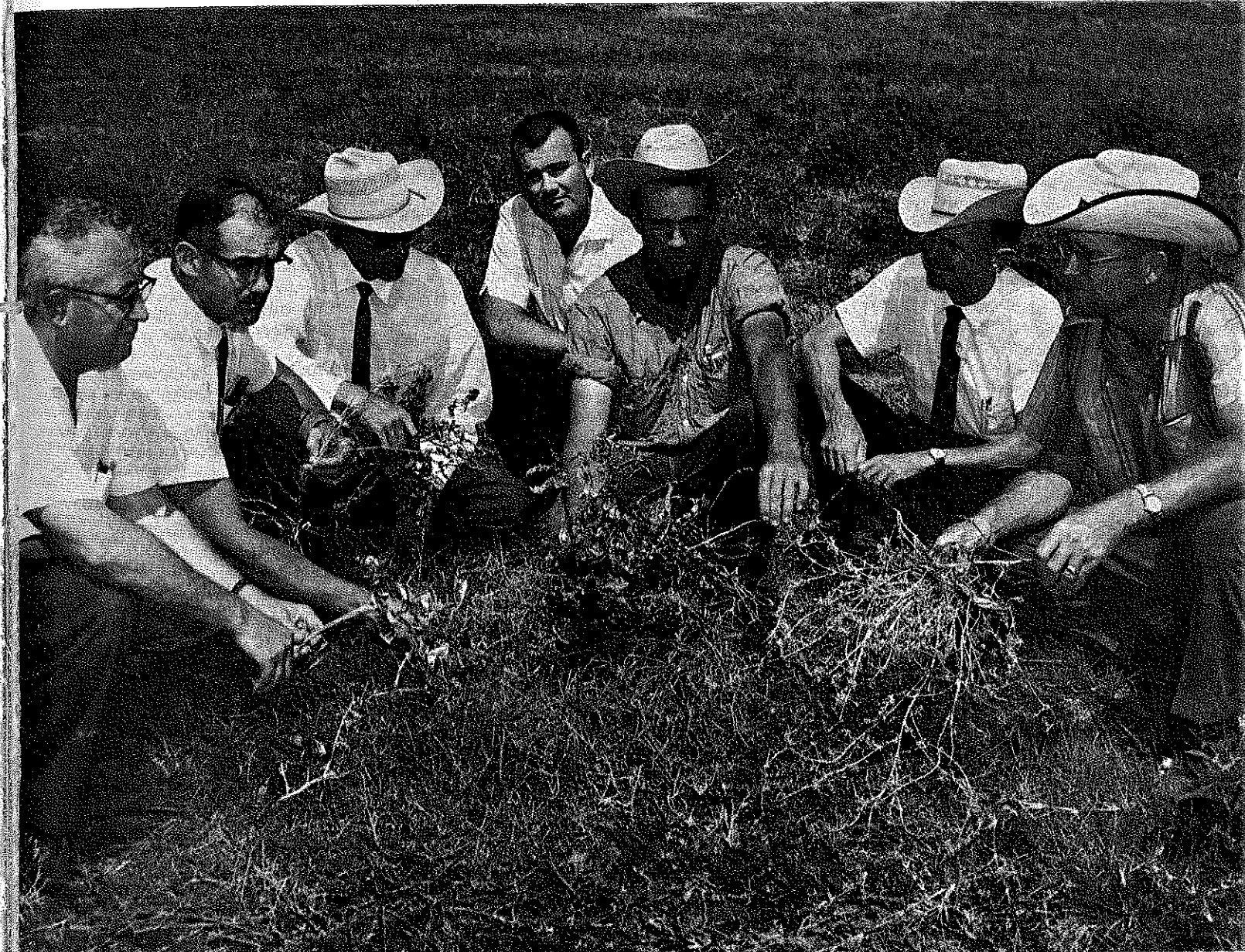


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A group of Texas Supervisors, and teachers of Vocational Agriculture met with representatives of Agri-business firms to lay plans for a state-wide young farmer field day. The group is shown making tentative plans for agricultural demonstrations. From left, they are: A. E. Weil, Dow Chemical Company; Kenton Harvey, Area V, vice president of the Young Farmer Organization; Dr. R. V. Johnston, Research Division, Dow; B. E. Fichte, Progressive Farmer Magazine; Bobby J. Traweck, Young Farmer; S. E. Skiles, vocational agriculture teacher, Weatherford, and Bill Lane, Area IV, first vice president of the State Association and 1962 Outstanding Young Farmer of Texas.

Featuring— Innovations in Supervision

1917 50th ANNIVERSARY 1967
1st National Vocational Education Act