

H BRUCE
COL OF ED U OF KY
LEXINGTON KY 40506

Stories in Pictures



Vocational agriculture students work in the land laboratory at the Regional Vocational Agriculture Center at Rockville High School, Connecticut. (Photo by The Hartford Courant)



Volume 41

Agricultural Education

March, 1969

Number 9



Featuring—

STUDENT ORGANIZATIONS



Ralph J. Woodin (left), Professor of Agricultural Education at The Ohio State University and Program Chairman for the National Seminar on Agricultural Occupations Program Development in Area Vocational Schools held in September 1968, reviews the seminar program with the consultants for the seminar. (Left to right) Harold L. Noakes, New York; Clarence E. Bundy, Iowa; Charles Weaver, Ohio; P. G. Chastain, South Carolina; William L. Hull, Oklahoma; James Dougan, Ohio; R. D. Anderson, South Carolina; and C. M. Lawrence, Florida. (Photo by Ralph J. Woodin)



J. C. Hollingsworth (right), vocational agriculture teacher at Lancaster Area Vocational Center, Lancaster, South Carolina, conducts a tour of the Vocational Agriculture Department during dedication ceremonies for one of the first vocational centers constructed in South Carolina under the provisions of the Vocational Education Act of 1963. Mr. Hollingsworth used a model greenhouse exhibit to explain the various phases of propagating and growing ornamental plants. (Photo by Wilbur H. McCartha, South Carolina Department of Education)

THE AGRICULTURAL EDUCATION

MAGAZINE

Vol. 41 March, 1969 No. 9

MANAGING EDITORS

J. ROBERT WARMBROD, *Editor*, The Ohio State University, Columbus, Ohio, 43210.
DOYLE BEYL, *Business Manager*, Board of Vocational, Technical and Adult Education, Madison, Wisconsin, 53703.
CAYCE SCARBOROUGH, *Consulting Editor*, North Carolina State University, Raleigh, 27607.

SPECIAL EDITORS

REGION I — PHILIP EDGEComb, University of Massachusetts, Amherst, 01002.
REGION II — CHARLES C. DRAWBAUGH, Rutgers—The State University, New Brunswick, New Jersey, 08903.
REGION III — CHARLES I. JONES, North Carolina State University, Raleigh, 27607.
REGION IV — GEORGE WIEGERS, University of Tennessee, Knoxville, 37916.
REGION V — JOHN F. THOMPSON, University of Wisconsin, Madison, 53706.
REGION VI — RAYMOND AGAN, Kansas State University, Manhattan, 66502.
CARL HUMPHREY, State Department of Education, Jefferson City, Missouri, 65101.
REGION VII — JAMES C. ATHERTON, Louisiana State University, Baton Rouge, 70804.
REGION VIII — DWIGHT KINDSCHY, University of Idaho, Moscow, Idaho, 83843.
MAX AMBERSON, Montana State University, Bozeman, Montana, 59715.
REGION IX — E. M. JUERGENSEN, University of California, Davis, 95616.

AT LARGE

Books — GERALD R. FULLER, University of Vermont, Burlington, 05401.
NVATA — JAMES WALL, Box 4498, Lincoln, Nebraska, 68504.
Post-Secondary — HOWARD SIDNEY, Agricultural and Technical College, Cobleskill, New York, 12043.
Research — GEORGE O'KELLEY, University of Georgia, Athens, 30601.

The professional journal of Agricultural Education. A monthly publication managed by an Editorial Board. Publication office at The Lawhead Press, Inc., 900 East State St., Athens, Ohio 45701.

EDITING-MANAGING BOARD

RALPH A. GUTHRIE, Illinois Board of Vocational Education, Springfield, *Chairman*; HOWARD H. CHRISTENSEN, University of Nevada, Reno, *Vice-chairman*; CAYCE SCARBOROUGH, North Carolina State University, Raleigh, *Secretary*; MARTIN L. MITCHELL, New Hampshire Department of Education, Concord; GEORGE H. HURT, Texas Education Agency, Austin; DOYLE BEYL, Wisconsin Board of Vocational, Technical and Adult Education, Madison; J. ROBERT WARMBROD, The Ohio State University, Columbus; R. W. MONTGOMERY, Auburn University, Auburn, Alabama; NEVILLE HUNSICKER, U. S. Office of Education, Washington, D. C.; WILLIAM G. SMITH, East Brunswick, New Jersey; GLEN D. McDOWELL, Pikeville, Kentucky; SAM STENZEL, Russell, Kansas; JAMES WALL, Lincoln, Nebraska.



TABLE OF CONTENTS

Editorials

Do We Need Another National Student Organization?.....	203
FFA Has Been Effective—But Change is Necessary.....	203
FFA—A Look to the Future <i>H. N. Hunsicker</i>	205
Developing Leadership <i>Fred Russell, Jr.</i>	207
FFA for the New Concept of Vocational Agriculture <i>Larry Selland and Wallace M. Vog.</i>	208
A Program to Encourage Participation <i>Howard F. Fox</i>	210
Some Activities of a State Association <i>G. Donavon Coil</i>	211
New Horizons for FFA <i>Earl F. Kantner</i>	212
Needed: An Organization for Post-Secondary Students <i>Kenneth W. Olcott</i>	214
Change the Name—Name the Change <i>E. L. Bosomworth</i>	216
What is the Future of the FFA? <i>Greg Bamford</i>	217
A New Organization for High School Students <i>Earl B. Russell</i>	218
Professional Fraternity Aids in Teacher Education <i>Kenneth E. James</i>	220
The Decision—Advanced Graduate Study in Agricultural Education <i>James W. Hannemann</i>	221
Collegiate FFA: A Meaningful Experience <i>Robert R. Price</i>	222
Book Reviews.....	224
Preparing Students for Agribusiness <i>Gordon Morrison</i>	226
News of the Profession.....	227
Stories in Pictures.....	228

Subscription price, \$3 per year. Foreign subscriptions \$3.25. Student subscriptions in groups one address, \$1 for October-May. Single copies .50 cents. In submitting subscriptions designate new or renewal and address including zip code. Send all subscriptions to Doyle Beyl, Business Manager, AGRICULTURAL EDUCATION MAGAZINE, Box 5115, Madison, Wisconsin 53705.

Articles and pictures should be sent to the Editor or to the appropriate Special Editor.
Second-class postage paid at Athens, Ohio.

Editorials

From the Editor . . .

Do We Need Another National Student Organization?



J. Robert Warmbrod

the National FFA.

Do we need a national organization of post-secondary students? If there is a need for a national organization, should it be affiliated with FFA? The first question can be answered best by students and staff who are enrolled in or conduct post-secondary programs. Debate on the desirability of a national organization for post-secondary students should include a consideration of the educational purposes best

A rapidly developing segment of agricultural education is post-secondary technical education. Many schools offering post-secondary programs are also developing student organizations as a part of these programs. Some persons propose that there should be a national organization of students enrolled in post-secondary programs of technical education in agriculture. Some proponents of a national organization suggest that this national organization be a part of or affiliated with

served through student organizations and how well existing organizations, both school and nonschool, enhance educational programs for post-secondary students. The success of a national organization for high school students should not be generalized into the foregone conclusion that a national organization for post-secondary students is desirable or necessary.

If a national organization of post-secondary students is warranted, there are factors that should be studied carefully before a decision is made concerning organizational structure. Many post-secondary institutions offering technical programs in agriculture, particularly junior colleges and community colleges, identify with higher education rather than with the secondary school. Students enrolled in post-secondary institutions are likely to assume a similar orientation; consequently, they may be reluctant to become part of an organization for high school students.

Probably the most important factor bearing on the question of whether a national organization for post-secondary students should be affiliated with FFA has to do

(Continued on next page)

Guest Editorial . . .

FFA Has Been Effective—But Change is Necessary



Ralph E. Bender

It is common to find men in leadership positions in government and industry, as well as agriculture, who attest to the value of the FFA in getting them started and contributing to their advancement. Many college and university campus leaders are the recipients of FFA training. No other youth organization has done so much in developing the abilities of its membership to plan and conduct meetings and programs according to correct parliamentary procedure. No youth group has been as effective

The FFA has been one of the most significant developments in the 50-year history of vocational education in agriculture. It has proven to be an excellent teaching-learning device for developing interests in agriculture and abilities in leadership and cooperation. The FFA has capitalized on some basic principles of learning including motivation, involvement, and development of personal and group goal-centered programs.

in developing the ability of its members to speak effectively.

The organizational framework which has fostered the FFA as an integral part of the program of instruction has been sound. The policy of having the head of agricultural education at the national level, each state supervisor of vocational agriculture, and each local teacher as advisors should be retained in order that this integration be maintained properly.

In spite of all the progress made, it is evident that the general purposes, creed, ceremonies, and awards need to be revised in order to keep pace with the expanded program of agricultural instruction at the high school level. FFA has been "geared" primarily to the farm boy. This has been important and much of such emphasis should be maintained; however, it alone is not enough. Boys and girls throughout the United States who are studying for the many opportunities in horticulture, agricultural business, and other off-the-farm kind of employment must be provided youth organization opportunities as have been provided farm boys during our first forty years of FFA. The overall umbrella, therefore, must be enlarged. Undoubtedly the fact that there are as many as 70,000 students in agriculture not now af-

(Continued on next page)

MARCH, 1969

From the Editor . . .

with FFA's program and activities. The reluctance of FFA to revise and up-date its program and activities clearly labels the organization as oriented almost exclusively toward agricultural production. Its name, requirements for membership, and program attest to this fact. The majority of post-secondary programs in agricultural education are in the off-farm phases of agriculture, not agricultural production. Affiliation with an organization that is oriented primarily toward farming will have limited attractiveness to or appropriateness for students preparing for employment in off-farm occupations involving knowledge and skill in agriculture.

A national organization for post-secondary students affiliated with FFA is likely to adopt and continue programs and activities of the National FFA. Are these activities most appropriate for students in post-secondary programs? For example, should an extensive program of contests and awards be a major activity of a national organization for post-secondary students? Perhaps there are more appropriate activities. A case in point is a program designed to acquaint students with and lead them toward active participation in industry-related trade and professional organizations with which they will be affiliated after formal schooling is terminated.

Let's be sure the pertinent facts are in before decisions are made concerning the need for or organizational structure of a national organization of post-secondary students. A national organization can be justified only on the grounds that it serves unique educational purposes that are not or will not be served by existing local and state organizations for post-secondary students. If a national organization is desirable, the arguments against are at least as strong as the arguments favoring its affiliation with FFA. Why shackle a new organization with the limitations of an existing organization that demonstrates reluctance to reorient its program to serve all high school students interested in agriculture? Any proposal for the establishment of a national organization of post-secondary students which is an affiliate of the National FFA should be made only after a critical appraisal of probable consequences and realistic alternatives.

—JRW

Guest Editorial . . .

filiated with the FFA is a good symptom that what has been good is no longer sufficient.

FFA members, advisors, and other adult leaders should accept the challenge and use their leadership ability in providing an adequate structure. This may mean the development of a Federation of Future Agriculturalists with divisions such as Future Farmers, Future Horticulturists, and Future Agricultural Business Leaders. The framework nationally should provide states and local chapters with the opportunity and freedom to develop local units so that needs can be met, yet consistent with an overall objective of a strong agricultural youth organization.

With ever-increasing knowledge and more content to be taught, it behooves every FFA adviser to make use of his

professional competence in being selective in the development of the FFA program of activities. The educational significance of the activity should become a more important criterion in developing the program. For too long chapters have been adding activities without revising and deleting others. Programs of activity have become almost impossible to accomplish in terms of the amount of time and effort that can be logically used for such work. What justification, for example, is there for a busy teacher of agriculture to be serving as a coach of an FFA basketball team two nights a week and reporting that he doesn't have time to develop a young farmer program? Incidentally, in spite of all of the leadership abilities and interests in agriculture that have been developed, there have been surprisingly few young farmer programs that have followed outstanding FFA programs. Why is this true?

Teachers should be more effective in teaching FFA members concerning selected aspects of program development. Learning by experience should be supplemented with classroom or group instruction to eliminate some of the mistakes, weaknesses, and omissions commonly found. Planning and conducting effective committee work, following sound procedures in nominating and electing appropriate members to office, and developing by-laws and other written policies as operational guides are some learning experiences that should receive increased emphasis in order to make the FFA a more effective learning experience.

Space does not permit a discussion of other aspects of the FFA that should be examined. Some questions that imply possible changes are: Should FFA membership be extended for more than a year beyond high school for those other than National Officers? Why not limit the FFA to high school students and give more encouragement to graduates in becoming affiliated with post high school organizations such as the Young Farmer Association? Are some awards such as the American Farmer Degree becoming too competitive and forcing the members who are striving for the award to engage in some unrealistic activities or developments? Why not admit all who meet the requirements to state and national degrees? These and other issues need to be analyzed thoroughly in terms of accomplishing objectives for all members of the FFA.

Themes for Future Issues

April	<i>Teaching — Instructional Materials</i>
May	<i>Program Planning and Curriculum Development</i>
June	<i>Public Information Programs</i>
July	<i>Policy and Policy-Development in Agricultural Education</i>

THE COVER PICTURE

1968-69 NATIONAL FFA OFFICERS: Standing (left to right) are Glenn Weber, North Atlantic Vice President, Mohnton, Pennsylvania; Lowell Catlett, Southern Vice President, Dalhart, Texas; Tom Johnson, Central Vice President, Ashland, Illinois; Joe Martinez, Pacific Vice President, Winters, California. Seated (left to right) are Jeff Hanlon, President, Cornelius, Oregon; Jerry Batts, Secretary, Athens, Alabama.

FFA — A Look to the Future

H. N. HUNSICKER
National Advisor FFA
Washington, D.C.



H. N. Hunsicker

The Future Farmers of America organization has served effectively for more than forty years to vitalize and bring a second dimension to vocational education at the secondary school level. This role will continue, but as in any progressive program there will be change in approach and to some degree change in philosophy. FFA has gained its current stature and popularity through dynamic programs geared to the times.

Programs have changed in the past as the times and the needs have changed. So it must be today and in the future. I have been impatient. Surely, this feeling has been shared by many teachers, supervisors, and teacher educators and by FFA members and prospective members. Often, we have wanted change to come faster.

Our impatience may be assuaged somewhat if we but look upon the progress that has been made in the past. We can reflect with pride upon those achievements. But while it may be true that "the past is prologue," it will only be desirably true if those of us entrusted with the future of agricultural education and the FFA continue to forge ahead, keeping what is good of the old but forever seeking a better way.

PROSPECTS FOR THE FUTURE

Let us look at some prospects for the future:

FFA will be more adequately geared to serve a cosmopolitan group of agricultural education students. There will be a wider variety of programs to serve students with diverse career objectives and interests. The teachers, depending upon their abilities, their breadth of training and their personal

philosophy, will continue to use the FFA as an effective teaching facility for involving all youth in agricultural education in activities and programs designed to develop successfully entrepreneurship, good work habits and abilities, and competent agricultural leadership. These will be the chief areas of similarity with the past. Virtually everything else in the FFA will be different in the next ten years.

The organization will become more aware of its obligation and opportunity to serve the total agricultural industry. Members and leaders recognize that FFA is the foremost organization dedicated to helping young people discover the dynamic careers in the broad agricultural industry and in counseling, guiding, training, and encouraging students to prepare well for agricultural careers of their choice. The FFA advisors of tomorrow will be well versed in employment opportunities and training needs in agriculture in order that they may serve their students more effectively. They will become better skilled in imparting this information to guidance counselors, administrators, parents, and others who influence students in selecting educational programs.

The FFA will gradually modify its contests, awards, publicity, objectives, and programs to stimulate achievement toward worthy agricultural careers in a wide variety of fields which require differing levels and content of education. A much used slogan will be changed to read: "The successful agriculturist of tomorrow is the FFA member of today."

THE FORTY-FIRST YEAR

As the FFA begins its forty-first year in 1969, we may expect a thorough overhaul of the National FFA Constitution and Bylaws, causing States and many local chapters to make similar modifications.

The letters "FFA" are established as a prestige trademark with national significance and recognition. While some persons may ask for a name more appropriate to the current program than "Future Farmers of America," no other generally acceptable name has yet been proposed. It is likely that the letters "FFA" gradually will become the accepted name of the organization. The letters may take on new meaning however, such as "Federation of Future Agriculturalists."

Under such a banner FFA may continue to be "Future Farmers of America" to some. It may also imply "Future Florists of America" or "Future Foresters of America." Other possibilities might be "Future Farmers and Agriculturists" or the "Federation of Future Agri-Businessmen." Regardless of the names used locally or for specific groups, the unifying banner for all agriculture students will be the "FFA."

We may expect the broadening of FFA degree programs, especially at state and national levels to include State Farmer Degrees and State Agri-Business Degrees and American Farmer Degrees and American Agri-Business Degrees. Such changes are merely in the suggestive stages at this point but would be designed to serve occupational objectives of youth pursuing a variety of careers in agriculture.

Study and conferences relating to these changes already are a part of the FFA development program. Solutions will come; perhaps not in a way we have suggested but at least in some procedure that will be generally accepted toward a goal of common adoption.

The FFA has served students of vocational agriculture well in Grades 9 through 12 and, to some degree, the agricultural education students in four-year colleges. There is an immediate need for FFA to extend its services to

(Continued on next page)

FFA—A Look to the Future

(Continued from page 205)

include those youth in nondegree post-secondary institutions. The first national seminar for students of agriculture in post-secondary institutions will be held in September 1969. Some form of student organization activity for this group will be developed. Inclusion of their organization within the FFA structure will be proposed, studied, and despite attending difficulties may well be accomplished.

A new look will be taken at Collegiate FFA Chapters, in respect to their composition (now restricted to students of agricultural education), objectives, activities, and their relationship to the national FFA organization.

The question of girl membership will be resolved in favor of admitting all students of agriculture and those with career objectives in agriculture into the FFA. Several states already permit female students into FFA membership with full participation privileges at local and state levels. This will be extended into the national organization.

Since the FFA merger in 1965 with the NFA, the former national organization for Negro youth in vocational agriculture, a major goal of the FFA has been the involvement of all students of agriculture in its activities. At present this involvement is approximately 89 percent effective. The goal will be to attain 100 percent involvement of all students. FFA and agricultural education personnel will devote special effort to the attainment of that goal.

Some FFA leaders foresee the creation of second or third FFA chapters in schools having large agriculture enrollments, especially in those schools with multiple teacher departments. Such a move would encourage more individual participation in FFA activities.

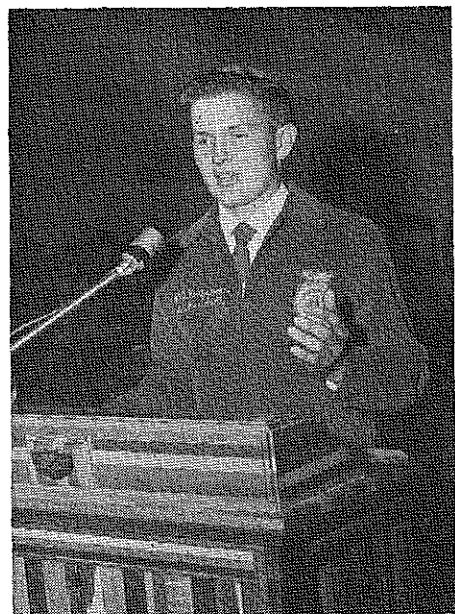
NATIONAL CENTER AND FOUNDATION

A National FFA Leadership Development Center has been approved. Construction will be started as soon as funds are in sight. This center will permit students from local FFA chapters to come to the Washington area for national and international leadership and citizenship development. This new program will include an overview of the national government in operation

and an opportunity to visit many of the nation's most historic sites. The center will be used by state and national FFA officers, teachers of agriculture, and other groups for educational activities.

The National FFA Foundation's articles of incorporation and by-laws will be rewritten to permit it as a private corporation to extend its solicitation and awards giving activities. The Sponsoring Committee will become a legal entity under the Board of Trustees with power to employ a staff specifically for the purpose of raising funds. There may be a trend toward identified donor sponsorship of certain awards and programs. It is likely that a plan will be worked out whereby major donors will receive more recognition for their contributions.

The 1968 National FFA Convention adopted a constitutional amendment allowing more convention delegates to states with larger membership. This will be followed with a plan of reorganizing the regions to provide more equitable distribution of membership. It may involve the establishment of five or six regions rather than our current four. Now for example, to win a regional contest or award a member in the Southern or Central Region may have competed against more than three times as many other



Leadership and citizenship development will continue to be one of FFA's most important contributions to America.

members as a member from the North Atlantic or Pacific Region.

The FFA will become increasingly active in its publicity and information program. It will employ additional staff and will make more extensive use of radio, TV, and the press in telling the FFA and agricultural education story. More emphasis will be placed on the provision of aids to chapters and states to help with publicity efforts.

An FFA department of international development will be established to cooperate with United States agencies in the development of improved agriculture throughout the world. FFA programs will stress agricultural education and youth organizations which give much attention to the stimulation of international understanding and good will. The *National FFA Magazine* will continue to broaden its editorial content to serve students with objectives in off-farm agricultural business as well as in farm production and such fields as ornamental horticulture and forestry. The Future Farmers Supply Service will extend its operations in providing special services for FFA members, chapters, and state associations.

THE CHALLENGE

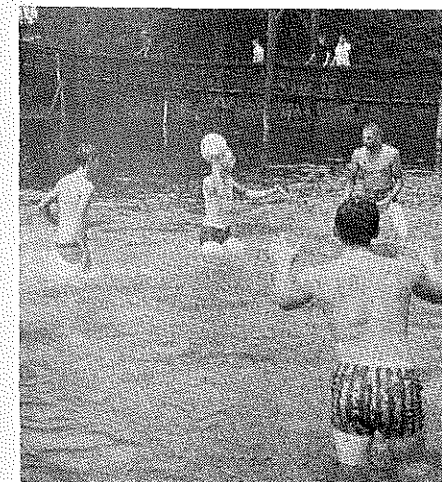
The most serious challenge and problem to be faced in the near future is that of the relationship of FFA to the instructional program in agriculture at national, state, and local levels.

It is almost unanimously agreed among agricultural educators that FFA is an integral and inseparable part of the program of vocational education in agriculture. Our program is unique in this respect. Somehow even after forty years we have failed to get that idea across to many individuals who influence the program. Unfortunately many think of FFA as extra-curricular, much as the high school football team or drama club. Overcoming this problem may well be the greatest accomplishment of FFA members, teachers, supervisors, and teacher educators during the next decade.

National Leadership and Citizenship Conferences for presidents of local chapters will be held at the National FFA Center and in the Nation's Capital during June and July, 1969. Emphasis will be placed on exploring career opportunities in agriculture, developing a greater appreciation of our American Heritage, exchanging ideas, and studying the operation of FFA. Also, regional leadership conferences will be available to all state officers in 1969. A National FFA Leadership and Citizenship Conference for State FFA Presidents will be held in Washington, D. C., during July 1969. (Photo supplied by C. Coleman Harris, Program Specialist, National FFA)



The development of leadership is a problem faced by every local FFA chapter. As a means of achieving this worthwhile goal, twenty-one schools in western Illinois hold a leadership camp annually. The three-day leadership camp is held in August each year at a camp grounds located on a small lake near Astoria, Illinois. Local chapter officers attend the camp. Students are assigned to cabins by the office they hold. This divides the members from



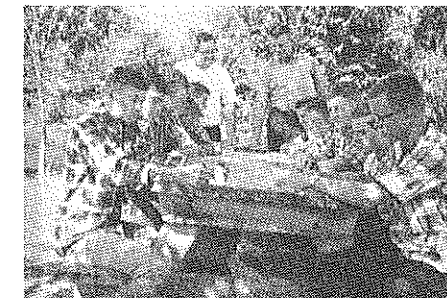
Chapter officers attending the leadership camp enjoy swimming and boating. Other recreation activities include horseshoe pitching and a baseball tournament.

Developing Leadership

FRED RUSSELL, JR.
Agriculture Occupations Instructor
Canton, Illinois

each local chapter and enables the officers to get better acquainted.

Six business sessions are held during the camp. Using the opening and closing ceremonies at each business session proves to be very meaningful. Meetings are held for each group of officers dur-



Gerald Raistrick and Larry Melhouse, agriculture occupations instructors at Astoria and Avon, Illinois, respectively (standing, left to right) conduct a training session for local chapter secretaries during the camp.

ing which the duties and responsibilities of the particular office are discussed as well as means of performing officer duties. These sessions are led by agricultural occupations instructors. A panel discussion is held on developing and carrying out the chapter program of work.

Speakers invited to the camp include persons from business and industry, state supervisors, and state FFA officers. Tours of agricultural industries in the area are also included. The area officers conduct vesper services for those attending the camp. A variety of recreation activities are enjoyed by the FFA members attending the camp.

Our experience indicates that the FFA Leadership Camp provides students educational experiences that help them become effective officers of local chapters.

FFA for the New Concept of Vocational Agriculture

LARRY SELLAND
North Dakota State Board of Vocational Education
and
WALLACE M. VOG
New York State Education Department

Vocational agriculture students who are interested in off-farm agricultural occupations are not identifying with the FFA. Consequently, the FFA is not attracting a large number of vocational agriculture students. This fact was borne out in studies involving 435 vocational agriculture students in Michigan, 127 of whom were not members of the FFA, and 491 vocational agriculture students in Oregon, 189 of whom were not members of the FFA.

Findings and Implications

The major findings and implications of the studies are as follows.

- A significantly greater percentage of the non-members when compared to members resided in a non-farm location, worked in an urban area, received their work experience in off-farm agriculture, and had future occupational interests in off-farm agriculture. The FFA must make a visible effort to meet the needs and interests of vocational agriculture students who are working in and have future occupational interests in off-farm agriculture. This may be accomplished by:

- A name change which is more descriptive of the total potential membership. Using the letters "FFA" rather than Future Farmers of America would indicate progress in this area.

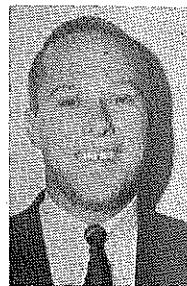
- Revised purposes conforming to the new concept of vocational agriculture which includes the many off-farm agricultural occupations in addition to agricultural production.

- A change in membership degrees, both in name and qualifications. Emphasis in the qualifications should be placed on student leadership development rather than primarily on establishment in agricultural production.



Larry Selland

During 1967-68 Larry Selland and Wallace M. Vog were National FFA Fellows at the University of Maryland where each earned the Master of Science in Agricultural Education. This article reports the findings of their thesis research. Mr. Selland is Supervisor of Agri-Business Programs, State Board of Vocational Education, Bismarck, North Dakota. Mr. Vog is State FFA Executive Secretary, State Education Department, Albany, New York.



Wallace M. Vog

There is need for a shift from the strict basic monetary requirement to a combination using man-hours of labor and other appropriate criteria.

- A change in ceremonies and rituals to conform with the revised purposes. Chapters functioning in programs with conservation students could use different symbols for their officer stations.

- Including awards and contests which relate directly to the many off-farm agricultural occupations. For students studying ornamental horticulture, this may mean contests in horticultural plant identification, floral arrangement, and landscape design. For the student in agricultural business, it may mean contests and awards in putting on sales demonstrations and designing displays.

- The orientation of teachers of vocational agriculture and FFA advisors should include a program that emphasizes the place of youth leadership development activities in the instructional program. Development of FFA activities should be a part of the regular program of instruction and class time should be devoted to these activities. Public speaking and conduct of meetings are examples of two activities in this area.

- The problem of non-membership in the FFA is not only one of members "dropping out" but also one of vocational agriculture students not ever becoming members. In Michigan, 71 per cent of the non-members had never been members of the FFA. In Oregon, 31 per cent of the non-members had never been members of the FFA. The FFA must create new ways to attract the non-joiner. This may be accomplished by:

- More effectively informing prospective and present vocational agriculture students about the FFA and the value of membership. This can best be accomplished through personal contacts by the advisors, officers, members, and former members.

- A closer working relationship with high school and junior high school counselors in providing more pre-vocational guidance on agricultural occupations. The FFA advisor must keep guidance personnel informed of new developments in agricultural education, the accomplishments of the FFA, and the occupational opportunities in agriculture.

- A program that appeals to the satisfies students' interests. This should require adaptation of the total program

RECOMMENDATIONS —

FFA must make an effort to meet the needs and interests of students who have occupational interests in off-farm agriculture. Revisions needed include . . . a name change which is more descriptive . . . revised purposes conforming to the new concept of vocational agriculture . . . change in name and qualifications of degrees . . . change in ceremonies and rituals . . . contests and awards directly related to off-farm agricultural occupations.

to local needs and interests.

- Include the FFA as an integral part of the total instructional program in vocational agriculture. Provide class time and assistance in order that every student by a chapter sponsored activity could have his dues paid and perform certain leadership development activities throughout the school year.

- The FFA advisor, friends, and former FFA members have a definite influence on a vocational agriculture student's decision to join the FFA. The local chapter should make more effective use of personal contacts by these persons. This may be accomplished through home visits, informal group discussions, individual contacts, school assembly presentations, and special FFA meetings for prospective members.

- Non-members are apparently not influenced by anyone other than themselves in their decision not to join the FFA. Local chapters apparently are not utilizing sufficiently the personal contacts of the advisor, members, former members, and friends in encouraging membership in FFA.

- The opportunity to participate in FFA activities and the thought that FFA is a part of vocational agriculture are definite factors influencing the decision of students to join the FFA. Local chapters should make sure that

this concept is adhered to and that all present and prospective students understand the role of the FFA in vocational agriculture.

- Vocational agriculture students who became FFA members while in the ninth grade tended to remain members throughout high school. FFA chapters should make a greater effort to bring vocational agriculture students into FFA membership while they are in the ninth grade. At this level the student with the help of his advisor can establish leadership development goals and develop a plan of accomplishment to build on each succeeding year.

- Participation in school and community activities other than the FFA does not affect membership in the FFA. The FFA members in Michigan participated in a significantly greater number of non-FFA activities than did the non-members. In Oregon, however, vocational agriculture students who were members and non-members participated in activities at the same level.

- The fact that a student plans to enroll in vocational agriculture for only one year is a factor influencing his decision not to join the FFA. The FFA program should adjust to meet the needs of the students who plan to enroll in vocational agriculture for only one or two years.

- The requirements of some of the present awards which require two to three years of vocational agriculture before one can apply will have to be changed. The awards should be based on students' progress and development. We all know that some students can master certain things in considerably less time than can others.

Flexible Program Needed

For the FFA to continue as a strong integral part of the vocational agriculture program, it is imperative that certain changes be made to meet the needs of all vocational agriculture students. Students have a wide range of interests and aspirations. Some students will enroll for only one or two years of vocational agriculture, many will be from urban centers, and many will be specializing in specific areas within agriculture. In view of this dynamic nature of students and vocational agriculture, diversity, flexibility, and adaptability should characterize FFA programs of the future. No single pattern can adequately fulfill all of the purposes of the FFA. Emphasis should be placed on developing a program of activities which will reflect more accurately the content and concepts of modern day vocational agriculture in order to attract into membership all vocational agriculture students.

"For FFA to continue as a strong, integral part of vocational agriculture, it is imperative that changes be made to meet the needs of all vocational agriculture students."



A PROGRAM TO ENCOURAGE PARTICIPATION

HOWARD F. FOX
Teacher of Agriculture
New Castle, Pennsylvania



Howard F. Fox

How motivate students to participate in the FFA? How develop rapport between older and younger FFA members? How encourage leadership in the local FFA chapter? One answer to these questions might be found in this five-step program developed over the past twenty years.

Interest

The first step is creating interest. To ignite this important spark new members are required to learn the history of FFA and the local chapter background by finding answers to approximately 100 questions. During the first week of school the Greenhand candidate is given a set of questions, an Official FFA Manual, a Pennsylvania FFA Handbook, and a copy of the local FFA Program of Work. He can search for and record the answers at home or in study periods. Since the FFA is an intra-curricular activity, answers can be checked during the class by the teacher or upperclassmen if classes are combined. This makes an excellent review for the upperclassmen. Explanations can be made or information added in case of incomplete answers.

The questions are based on the history, organizational structure, aims and purposes, and all phases of the FFA. Other questions pertain to the State Association. Many questions are asked about the local chapter including the chapter's program of work.

The candidate becomes a Greenhand at the ceremony held the last week of September. Parents attend

the ceremony where new members are presented with a Greenhand pin, a certificate of membership, and an official FFA manual.

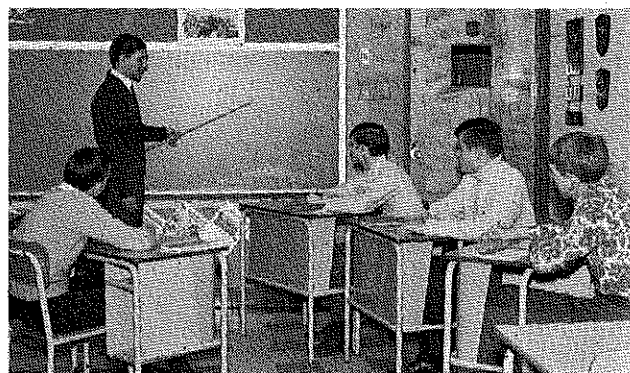
Knowledge

By October the new members are moving smoothly into the second phase of their FFA experience—gaining knowledge of parliamentary procedure. They learn to present a motion correctly. Each boy presides at a mock meeting and learns the proper steps for handling a motion. This helps him gain confidence and encourages him to make a motion in a meeting. The teacher is there to coach the presiding officer on how to stand, handle the gavel and be courteous but firm in his decisions. Don't underestimate the importance of this day in a new member's life, and with a word of encouragement he will long remember it. It can be the day he first thinks of wanting to be a local officer in the future, and he may quietly set this goal in his mind.

Understanding

As knowledge increases the new member is ready for the third step,

Ronald Hill, Vice President of the Laurel High School (New Castle, Pennsylvania) FFA Chapter instructs Greenhands on the correct procedure for presenting a motion.



a wider understanding of the FFA and parliamentary practices in general. First, he is taught the order of an agenda. A few days before the regular FFA meeting the new members write out an agenda for a meeting filling in what committees are to report, what old business should be discussed, and what new items of business should be considered. Agenda writing is a key to interest in the FFA meeting. It stimulates the members as well as the officers to think of those items of business which are important. The decisions about listing items on the agenda require creative thinking and offer new ideas and projects for the FFA.

Encouragement and Practice

The fourth step, encouragement, is extremely important. The FFA advisor, the high school principal, or the school activities advisor may encourage members when they attend an FFA meeting. The officers appreciate and respond to a word of praise from an adult for a job well done. Upperclassmen are also able to inspire new members to accomplish.

The fifth step, practice, never ends for any of us. If we want a team to win a parliamentary procedure contest it takes practice. If we want to learn to express our thoughts, practice is the answer. If an organization is to operate effectively, new members as well as older members must have an opportunity to be heard. The ability to conduct a well-organized, democratic meeting requires practice.

With these five steps the student progresses through his vocational agricultural career. His FFA experiences can be more than high school memories. They can be significant steps to maturity.



G. Donavon Coil

SOME ACTIVITIES OF A STATE ASSOCIATION

G. DONAVON COIL, Executive Secretary
Illinois Association FFA

The Illinois FFA Association chooses a number of activities in order to carry out the primary goals of the FFA: leadership, citizenship and cooperation. We put major emphasis on participation at all levels.

International Understanding

Nine years ago the state officers in cooperation with some local chapters started what is now known as the Illinois FFA International Understanding Program. The first venture was a scholarship for a Greek boy studying agriculture at the American Farm School at Salonica, Greece. The program was further enlarged through an agreement with the government of Denmark that allowed FFA members to live and work on farms in Denmark from three to six months. The host farmers agree to provide time for activities that are helpful to young men interested in agriculture. The program now has two FFA members in Denmark, one in West Germany, and one in England. Two Danish young farmers are now spending a year on Illinois farms.

Citizenship

American Heritage is also a term that is very dear to Illinois FFA members. The purpose of the FFA American Heritage Program is to grant FFA members an increased opportunity to acquire deeper understanding and appreciation for the basic principles advocated and safeguarded by the United States Constitution. Each year for the past ten years the Illinois Agricultural Association has provided a kick-off meeting for the program based on what is termed the "Seven Keys to the American Way of Life". These keys include: belief in God; importance of the individual; government as servant; profit motive; private

ownership of property; prices, guide to production and consumption; and free competition. This meeting tends to stimulate thinking on how we live in America and dramatizes the blessings of our political and economic structure.

Local chapters set up a program based on the goals of the program. A bus trip to Washington, D.C. is provided winning chapters.

FFA Foundation

Any discussion of the Illinois Association FFA would be incomplete without a report of the Illinois Foundation FFA. In 1947, a group of individuals interested in farm boys in Illinois met in Chicago for the purpose of formulating a plan whereby FFA members could be given greater opportunities for the development of those characteristics essential for good citizenship and success in their chosen occupation. The purpose of the Foundation is to establish an awards program to complement and expand existing awards and to aid in the

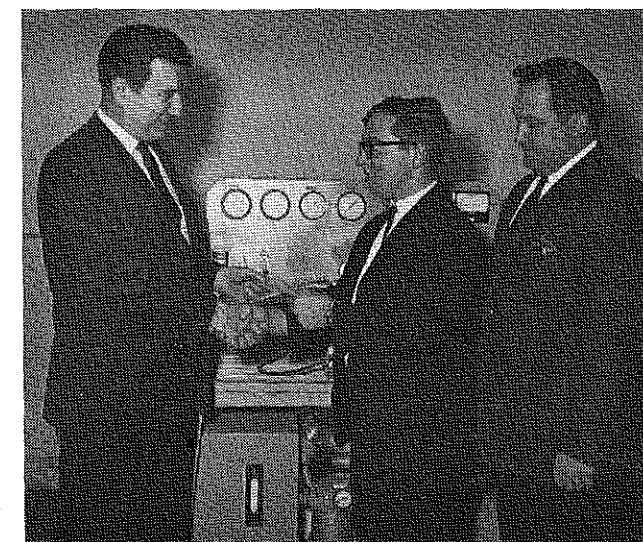
achievement of the purposes for which vocational agriculture and FFA are organized in Illinois. The program adds incentive for FFA members to apply the additional effort required to increase their experience program and leadership accomplishments.

The Foundation has grown from seven large organizations located in the Chicago area and five downstate seed corn companies to over 1,800 individuals and businesses in 1968. In cooperation with the National Foundation FFA, the Illinois Foundation FFA has an incentive program in twenty-four fields of endeavor. Last year over 4,000 medals and 1,100 plaques were awarded to individuals and schools.

The incentive program has been changed to allow participation by off-farm agricultural students in twelve of the awards fields with three of the programs being designed specifically for students in off-farm programs. This year, twenty-five scholarships were offered to FFA members enroll-

(Continued on page 213)

In 1968-69 the Illinois FFA Foundation awarded scholarships to twenty-five students enrolled in agricultural occupations programs in junior colleges. Dr. William O. Staerkel (left), President of Parkland College, Champaign, Illinois, presents a scholarship check to Roger Gross. Gayle Wright (right) is Head of the Auto-Farm Technology Program at Parkland College.



NEW HORIZONS FOR FFA

EARL F. KANTNER, Executive Secretary
Ohio Association FFA



Earl F. Kantner

A new group of youth are awaiting an invitation to join the FFA team! For over forty years, the FFA has been directed primarily toward "farm boys," but recent federal legislation and a steady change in the employment pattern of the agricultural industry suggest a need for change in emphasis. If the FFA is to be interesting, exciting, up-to-date, and relevant to the needs and interests of today's youth, it must be constantly evaluated and improved.

Although all of us are somewhat caught in the nostalgic web of our FFA heritage, we must be completely rational in guiding and directing the future of the organization. We must base our advice on fact rather than feeling. It would, of course, seem wise to hold tight to many of the basic features of FFA organization; yet we must be flexible in those areas where change should occur.

One Youth Organization

There seems to be general agreement throughout the country that there should be only one youth organization for students of vocational agriculture. If we accept this as a basic belief, we must be crystal clear in our understanding of the needs and interests of all students of vocational agriculture. We must break away from our traditional farm-oriented approach and develop equally successful programs incorporating all students in the new programs of vocational agriculture.

Two salient factors must be met head-on by those influencing the future of the FFA—agriculture as an industry has made and is still undergoing dramatic change, and vocational agriculture is matching these changes step by step. The FFA organization must keep pace by serving the real needs and interests of its members

and potential members. We are living in 1969 and it is doubtful if a 1928 model is good enough for this fast moving generation.

FFA In The City

There have been numerous developments in the FFA program in off-farm agriculture in the last several years. One such activity is the National Ornamental Horticulture Award. For many persons who are actually involved in the new programs, however, progress sometimes seems painfully slow. This is the case in Cleveland, Ohio, where vocational horticulture is taught in nine city high schools.

When the first program of vocational horticulture was initiated in 1963 at West Technical High School, the FFA had little appeal for students interested in greenhouses, landscaping, and floriculture. The name was one of the big problems. "We just don't want to be called farmers," was one of the common remarks made. Further, most of the ritual was geared to farming like "Future Farmers, why are we here?" This group of students, interested in horticulture, needed a FFA chapter that could be adapted closely to their needs and interests.

Due largely to the interest of one of the teachers of horticulture, a delegation from West Tech visited the State Convention in 1963 as well as the 1963 National Convention. The delegates became interested in this organization—the Future Farmers of America—if only it could be adapted to interest off-farm agricultural students as well as future farmers. They proceeded to try some things on their own and incorporated some innovations suggested by the state association. With full permission of the state association, they adopted a new name which would be accepted by city

youth—FA (Future Agriculturalists). They opened membership to all students in vocational horticulture classes, including girls, and adapted some of the FFA ritual to make it appropriate for horticulture students as well as future farmers.

With these innovations implemented, together with the interest and support of the state association, the West Tech chapter prospered. News of their growth and development spread among the other high schools in the city and one by one, seven other horticulture departments chartered chapters with the state association.

One big boost along the way was an overnight youth leadership seminar for representatives of each of the horticulture departments in Cleveland. Organized and conducted by the State FFA Officers, this was a new and exciting experience for most of these inner-city youth who had never experienced a leadership conference or stayed in a swank motel overnight. Another motivating force has been State FFA Officers who have been especially interested in developing FFA programs for students interested in off-farm agriculture.

Changes Needed

The future of the FFA organization in Cleveland and in other cities will depend on future adaptations in the FFA program at the national level. Numerous states are making innovations like Ohio has done in allowing girl membership, stressing FFA as the name rather than Future Farmers of America, permitting chapter names such as "Glenville FFA Hort Chapter," and changing the name of the state magazine from "The Ohio Future Farmer" to "The Ohio FFA News." These and numerous other changes are good. They are working but they

are somewhat "hollow" without action on the national level. Perhaps some pilot programs are good, but the states should remain within the framework of the national organization. This suggests that we must make some crucial changes at the national level.

A Plan

Following are several suggestions for change in the national organization. These changes would help project the FFA into new levels of achievement involving all facets of the vocational agriculture program.

Change the name to FFA. Small letters could indicate the organization is a "Federation of Future Agriculturalists."

Change in ritual. The strong farming influence in terminology should be removed in the opening and closing ceremonies, creed, and degree requirements and ceremonies.

Change membership to allow girls. If girls are vocational agriculture students, they should be allowed to

participate in all phases of the program.

Allow alternative dress—blazers. Most other youth groups have dress blazers. What a way to tell the world that there is a new look in FFA!

The Second Forty Years

It is appropriate that after celebrating the first forty years of FFA, we would evaluate carefully and project ahead with new enthusiasm. We must be careful in looking back. We should only use the past as a springboard to the future. Those of us who are older must remember FFA is a youth organization! It must be interesting, exciting, challenging, and productive.

Vocational and technical education, bolstered by the 1963 Vocational Education Act and the more recent 1968 Amendments, is on the move! The door is open to greater program development in FFA than ever before in history. We have the way; we need only the will!



Thirty-five boys and girls participated in the first leadership conference for vocational horticulture students in Cleveland conducted by the officers of the Ohio Association FFA.

Some Activities of a State Association

(Continued from page 211)

ing in agricultural occupations curricula in the new junior college program. This program has been an added incentive to those young men wishing to continue their education in agriculture at this level. Other Foundation activities include recognizing livestock judging and safety programs with special plaques; travel for band, chorus and livestock teams to the National FFA Convention, and a number of leadership activities.

Leadership

Leadership training receives major attention in the program of the Illinois Association FFA. Several leadership training sessions are held for state officers each year. In addition, state officers participate in national leadership conferences.

The Illinois Association has four major officers and twenty-five vice-presidents in charge of geographical sections of the state. One of the major activities of the state officers meeting in August each year is to prepare for

the sectional leadership training schools for officers of local chapters. Each sectional vice-president, his advisor, and others in the section hold a meeting early in the summer to plan the sectional leadership training school. The schools vary in length from one-half day to two days depending on the needs of the participants.

A number of years ago we saw the need to tell better the story of agricultural occupations and FFA. Funds were provided by the Illinois Foundation to employ a half-time graduate assistant in agricultural communications who works in cooperation with the Vocational Agriculture Service and the Office of Agricultural Communications at the University of Illinois. This person, designated as the FFA Public Information Specialist, works with the state reporter in conducting area workshops for local chapter and sectional reporters, prepares communications aids for local reporters and critiques reporters' news releases and newsletters, and carries out

a public information program for FFA.

New Developments

There are a number of student organizations in Illinois in connection with the emerging junior college program of technical education for agriculture. Students are given opportunities to develop their leadership potential in a number of post-secondary clubs that are curricula oriented. There is a common leadership need and the future may see an over-all organization that combines these various clubs into one state organization.

The Illinois FFA program is continually studied with the idea of keeping up-to-date. We are particularly interested in changing the program to fit current needs. We are interested in providing a program for all agriculture occupations students. With this in mind, enrichment of the program calls for expansion to include girls and boys in urban as well as rural areas.

Needed: An Organization for Post-Secondary Students

KENNETH W. OLCOTT
Agricultural and Technical College
Cobleskill, New York

The rapid expansion of vocational agriculture in high schools in the 1920's led to the organization of agricultural clubs and eventually to the formation of the Future Farmers of America in 1928. Forty years later we are undergoing a similar rapid expansion in post-secondary programs in agriculture and the development of post-secondary agricultural clubs. Now is the time for these local clubs to join together to establish national and regional organizations that will benefit members as the FFA has done.

The FFA has provided high school students with the opportunity to develop social and leadership skills to a higher degree than most school sponsored organizations. What teacher has not felt justifiable pride as his students conduct an assembly program or a parent-son banquet? Is it coincidence that FFA members are so frequently elected to office in student council and other school organizations? How often does an English teacher tell a teacher, "your boys are the only ones in the school who really know parliamentary procedure"? We know that FFA has provided the motivation for these accomplishments.

Post-Secondary Organization

The further development of these social and leadership skills is even more important for the graduate of a post-secondary program. Employers are interested in more than technical competence. They want a person who will evidence enthusiasm for his job and one who can demonstrate leadership in his chosen field. Such a person must be able to work with others both as a leader and a follower. Agricultural related clubs are an aid in developing these qualities.

Just as high school teachers recognized the value of agriculturally oriented student organizations, most post-secondary institutions have initiated similar organizations today. At some institutions organizations take the form of curriculum oriented clubs such as Livestock Clubs, Agronomy Clubs, or Agricultural Engineering Clubs. Not infrequently curriculum lines will be crossed and one agricultural club will represent many curriculum areas. At institutions that have been in existence for a considerable time, it is likely that many organizations have been formed with some dying and others thriving. At new institutions, the faculty and administration have the opportunity of planning the organizational structure that they feel most advantageous.

It is desirable for local organizations to work with similar organizations in other schools. Just as the formation of the FFA has resulted in a strong and vigorous leadership program for high school students, the formation of a regional and national organization for post-secondary students can benefit young people in a similar manner.

Collegiate Agricultural Leaders

Our experience with student organizations at the Agricultural and Technical College, Cobleskill, New York, provides the basis for the proposals in this article. In 1965, several students

"Just as the formation of the FFA resulted in a strong and vigorous leadership program for high school students, the formation of regional and national organizations for post-secondary students can benefit young people in a similar manner."

Kenneth W. Olcott is Associate Professor of Agricultural Engineering Technology, Agricultural and Technical College, Cobleskill, New York.



Kenneth W. Olcott

were interested in forming a Collegiate FFA Chapter. A charter was granted by the New York Association FFA to the Cobleskill Collegiate FFA in May 1967. That year when the newly elected officers evaluated the progress of the chapter since 1965, they were concerned that little growth had occurred. It was decided that a new organization patterned after FFA but differing from it in some respects might be the answer. The name "Collegiate Agricultural Leaders" was selected for the new organization.

There were three primary reasons for the move away from FFA. First, the degree work which is a basic part of the FFA did not lend itself to the college campus. The students are away from home and unable to carry out the farming programs or occupational experience programs considered so vital to FFA degrees. Students who were



The Collegiate Agricultural Leaders organization appeals to both former FFA members and students who were not members of FFA in high school.

Delegates to the first meeting of the New York Collegiate Agricultural Leaders Association hear a report on chapter activities from a representative of the Cobleskill Chapter.

not FFA members in high school posed a problem since the Greenhand and Chapter Farmer Degrees were not adaptable at all to our situation.

Second, there were students who felt that their experiences at college should be different from their experiences in high school. They felt that the FFA had been a good experience in high school, but in college they wanted something different. They considered FFA a high school organization. Third, we found that our FFA chapter did not appeal to many students who were not FFA members in high school. This is partly explained by the fact that the majority of our students are interested in agribusiness rather than production agriculture. The middle letter in FFA meant production agriculture to them and we were unable to convince them otherwise.

The wisdom of these students two years ago is now evident in our organization. While we are experiencing growing pains still, membership has increased and we are carrying out more meaningful leadership activities than before. The majority of the members of Collegiate Agricultural Leaders were FFA members in high school, but we are bringing in many more people who did not have this opportunity. These students relate more easily to our present name.

State Organization

Soon after establishing our new organization, we began to look for ways of providing broader leadership activities for our members. In New York State, we are fortunate in having five

A Proposal

Regional associations of these organizations of post-secondary students are needed to assist local chapters. A national organization is needed to tie the regional programs together. I feel that the name of such an organization should be something other than Future Farmers of America. Collegiate Agricultural Leaders is an excellent description of the group and its purposes.

Since an organization of this type is very closely related to the FFA historically, administratively, and in purpose, I feel that ways should be developed to allow the two organizations to be affiliated but function as separate units. By affiliation, Collegiate Agricultural Leaders can bring to FFA members who attend post-secondary institutions, opportunities in leadership training that have not existed before. In turn, the FFA can give Collegiate Agricultural Leaders its experience with such things as the Supply Service, a national magazine, and in conducting a large organization devoted to leadership training in agriculture.

We must always strive to provide the best education possible for our students—both in the classroom and outside it. The increasing number of post-secondary institutions teaching agriculture provides an opportunity to do a better job in the training of leaders in agriculture. Leaders are desperately needed today. By working together in a national organization, programs can be developed that will be of benefit to all students who desire to participate. I hope that we have some of the wisdom and foresight demonstrated by our predecessors forty years ago.

"The name of regional and national organizations for post-secondary students should be something other than Future Farmers of America. Post-secondary students feel that experiences in college should be different from their experiences in high school . . . post-secondary students consider FFA a high school organization . . . FFA does not appeal to many students who were not FFA members in high school . . . the majority of post-secondary students are interested in agribusiness rather than production agriculture."



E. L. Bosomworth

Change the Name—Name the Change

E. L. BOSOMWORTH
Agriculture Occupations Instructor
Bethny, Illinois

A leading agricultural company advertised the fact that it had taken on new commitments by stating that there is a new name on the door. There are many in agricultural education, another area where new commitments have been made, who feel that these new commitments call for changing the name on the FFA banners in our classrooms.

The Problem

Proponents of this idea offer a number of reasons for the change. The Vocational Education Act of 1963 made it possible to broaden vocational agriculture from the narrow base of farming to a broadened base encompassing many agriculturally related fields. Even before the 1963 Act we had many students going to colleges of agriculture and into fields of agriculture other than farming. We now have many students in our classes who want and intend to be a part of the total agricultural picture but who have no plans to become farmers. Thus it is believed that many fail to enroll in vocational agriculture and subsequently join the Future Farmers of America because of their mistaken belief that both are concerned only with farming. "Why say I am a future farmer," they reason, "when I never intend to farm?"

The problems does not stop here. There are those, some of whom not so closely associated with our activities, who continue to look at our program as concerned only with that small percentage who are engaged in tilling the soil. These include parents of students and prospective students, faculty and administrators, legislators, and key lay people in the community. All must have the proper information if they are to support our program.

There are at least some among our own group who say that the name "Future Farmers of America" tends to be a handicap. They believe that if something is not done, splinter groups will form. Such a development would be comparable to the corn clubs and swine clubs that existed prior to the formation of the Future Farmers of America. It is advocated by some that we do away with the banners in our classrooms. "Do away with the name Future Farmers of America", they say, "but keep the letters FFA and people will soon forget the words they represent."

A New Name

Perhaps a change is needed. At any rate the problems mentioned do exist. However, it would seem that such a proposal is not the ultimate solution. If a change is needed and if keeping the letters FFA is desirable, then let us give the letters a new meaning—let them advertise the changes we are making in vocational agriculture.

Suppose we continue to let the first "F" stand for "Future." We have long taught our students to look to the future and to prepare for a new day. No other word could be more appropriate.

Let the second "F" in FFA stand for "Fellows." This term will allow us to encompass not just those who wish to farm but all youth hoping to find a career in the many agriculturally related fields. The term also suggests a certain comradeship appropriate to the fact that all interest groups will be working together. The rising sun in the emblem could take on an even deeper meaning concerning the new day when all learn to cooperate. There may be those who feel that "Fellows" is not suitable in the event girls are

permitted membership in the organization.

What about the "A"? Certainly we are proud of the fact that the FFA is national in scope just as we are proud of our great country. Yet, the word America would hardly fit the proposed change. Suppose we consider substituting "Agriculture," making it an organization known as the "Future Fellows of Agriculture." The emblem, bearing the eagle, would continue to indicate that the organization is associated with the United States and is national in scope.

While the FFA is a national organization its influence and good works is by no means limited to the United States. The organization has long promoted youth organizations overseas and participated in student exchange programs. Former members are taking their place in agriculture beyond our national boundaries, and countless others are engaged in producing and distributing agricultural products for the hungry in other nations. Agriculture knows no boundaries and its use in the name of the organization can serve to broaden the meaning and scope of the organization, as can the use of the word "Fellows."

The Future

Changing the name of an organization does not mean that it must give up its rich heritage or ideals. It can mean a greater opportunity to include within its membership those who have similar ideals and aspirations. It can bring a sense of belonging to those who wish to be a part of agriculture but who do not expect to farm. Even more important, it can help us to advertise the changes that are being made in vocational agriculture!

What is the Future of the FFA?

GREG BAMFORD
Haxton, Colorado



Greg Bamford
I plan to go forward to the farm."

Greg Bamford served as National FFA President in 1967-68. He is currently a student at Colorado State University majoring in agricultural business. Greg emphasizes that, "upon completing college, I plan to go forward to the farm."

To ask, "What is the future of the FFA?" is in a sense to ask, "What is the future of American agriculture?" If we believe that agriculture can overcome the obstacles hindering its progress, and most of us do, then we must also believe that the FFA can solve its own smaller but important problems. The FFA and vocational agriculture can show a strong, forty-year record of meeting challenges, solving problems, and innovation that have not only lent support to agriculture but have helped build individuals, which to me is even more important.

Leadership

Leadership and character development is FFA's most worthy goal as we look to the future. Our communities, parents, FFA Foundation sponsors, and other FFA supporters and on-lookers are most interested in the leadership qualities instilled in FFA members. And well they should be for the need for young people adequately trained in agricultural leadership is ever increasing. Part of the alarming cry heard in the farming and ranching segment of agriculture today could be quieted by organization, but organization requires leadership. Agribusiness and agri-industry are in dire need of ambitious, knowledgeable leaders—leaders who can plan ahead, who can communicate, and who desire progress not only for themselves but for agriculture.

Attitudes

The technical knowledge taught in vocational agriculture classrooms is valuable but unfortunately it lasts only for a very limited period of time be-

cause modern machines and methods face a remarkably rapid rate of obsolescence. A student prepared to operate modern equipment must be retrained to match each improved machine or more advanced method.

The same is not true with basic attitudes however, and this brings me to another important point. The area of attitude development is of supreme importance and one in which the FFA can continue to offer great service to all students of vocational agriculture regardless of sex, occupational objective, or many of the other varied situations that exist now or will exist in the foreseeable future. Integrity, thrift, scholarship, leadership, honesty, and willingness to work will always be in style. They will never become obsolete. FFA members have the opportunity through vocational agriculture and FFA activities to acquire and develop these sought-after attributes. They learn to communicate by working together in community service and cooperative chapter projects. Through aggressive and fair competition in the showing, judging, and parliamentary procedure and numerous other FFA contests members gain a lasting impression of the agonies of defeat as well as the triumphs of victory.

As I examine the direction FFA has taken the past few years as a basis for projecting what may occur in the future, I am concerned about the decreasing emphasis placed on entrepreneurship. It becomes more difficult to relate the free enterprise system to the agri-business or horticulture worker than to the farmer or rancher; however, recent statistics reveal an appalling number of young Americans have at best a very vague concept of ownership and management. For years

FFA has been the model youth organization in allowing its members to practice and understand the world of profits and losses, skillful management, good judgment, and accurate decision-making related to business. In the conquest of new areas in vocational agriculture and the development of fresh ideas for a better FFA, let us not overlook the importance of teaching the American free-enterprise system.

Priority of Problems

In recent years there has been discussion, and dissension, about financing FFA operations and expansion, girls in FFA, a post-secondary organization related to FFA, reapportioning delegates to the National Convention, and other perplexing problems. Accurate decisions on these questions are urgent and essential; however, it is dangerous to operate an organization the size of the National FFA without allowing adequate time for members of the board of directors, administrators, advisors, and teachers to determine the true philosophy the FFA should adopt or pursue. In my opinion such issues as leadership and character development, the importance of cooperation and service, and upholding and advancing the free enterprise system rate higher on this priority list than whether or not girls should be members, dues increased, or many of the other less significant problems.

If attention is not paid these big issues then erosion of a fine organization could occur dramatically. FFA's past has been brilliant and with the growing demand for more trained, far-sighted, and enthusiastic leaders in agriculture, the future promises to be even brighter!

A New Organization for High School Students

EARL B. RUSSELL
Agriculture Occupations Instructor
New Lenox, Illinois



Earl B. Russell

Lincoln-Way High School, located 30 miles south of Chicago in a half-rural half-suburban area, has an enrollment in its three-teacher, fourteen-course Agricultural Occupations Department of 170 students. It is the largest department in Illinois. A majority of the students come from four small towns or from several subdivisions in the school district. The parents of many students work in nearby Joliet or the Chicago metropolitan area. Fewer than twenty percent of those enrolled come from farms. Over twenty percent of the students are girls.

What attracts such a diversity of students into courses in agriculture? The attraction comes from a curriculum designed to prepare students for a wide range of agricultural careers and to meet the needs of students with diverse agricultural interests. In addition to four courses in agricultural production, there are three courses offered in ornamental horticulture, three in agricultural mechanics, two in agricultural business, one in suburban agriculture, and one for students with special needs. Students are enrolled also in independent study projects in agriculture.

The FFA Chapter

How many of the students enrolled in agriculture are FFA members? How active is the FFA chapter? Currently, there are 53 paid members, but there are consistently only 20 to 25 members who attend meetings. The chapter is one of the most active in Illinois. For the past two years the chapter has won

the award for the most outstanding program of activities in the section consisting of fifteen surrounding schools. Parliamentary procedure, public speaking, land judging, livestock judging, and individual FFA Foundation awards are activities in which the chapter regularly participates.

Since such a small number of students were participating in FFA activities, the question arose as to how better participation in agricultural activities could be obtained. After studying the problem for several months, last fall students were asked if they would be interested in starting an agricultural youth organization with a wide range of agricultural activities and with a name indicative of a broadened curriculum in agriculture. Student response was very enthusiastic and planning began.

New Organization

An official of the Illinois Association FFA was asked to meet with the group to discuss the formation of a new organization affiliated with the FFA. He gave his full support to the new organization but pointed out that under limitations of the present state and national FFA constitutions girl participation would be prohibited, a student would be required to enroll in a vocational education class in agriculture to become a member, and that members of an affiliated FFA organization could not participate toward district, state, and national FFA awards unless they were also local FFA members.

Consequently, the group voted unanimously to form an independent organization without FFA affiliation. Reasons for this were that several girls were interested in joining the organization, other students who had agricul-

tural interests were not enrolled in a vocational agricultural class since one of our agricultural classes is nonvocational, and students could see little if any value in becoming FFA affiliated when they would not be eligible for state and national awards.

The organization name chosen by the group was the "Agricultural Careers Club of America." Students concluded that the words "agricultural careers" in the name would help create a new and realistic image of agriculture in the mind of the public.

New Image

Why hasn't the FFA reached more students enrolled in agriculture? Many of our students are repelled by the name Future Farmers of America and the letters FFA. No matter how diligently we proclaim the farmer as "the most important worker in the world" and declare that "without the farmer mankind could not survive," farming as an occupation has a poor image in our society. Thoughts of long hours, uncomfortable work, and relatively low pay are not particularly enticing to young people. The farmer image conveyed by FFA is a tremendous handicap in selling students and the public on our new curriculum in agriculture and even on new FFA award programs.

Although I admire FFA leaders for proposing a name change at the national convention last October, changing the official name from Future Farmers of America to FFA, or to some other name in order to retain the letters FFA, would be of little if any value in altering the public's image of high school programs in agriculture. We understand the broadened FFA program and too quickly assume the public understands also. But when the pub-

lic hears the well-known FFA mentioned, the word "farmer" comes to mind automatically. Consequently, after the public hears the name "Future Farmers of America" it often does not absorb the idea of diversified agricultural activities and awards through FFA. It does not convince the critical public to say apologetically that the name "Future Farmers of America" is not as important as what the organization does.

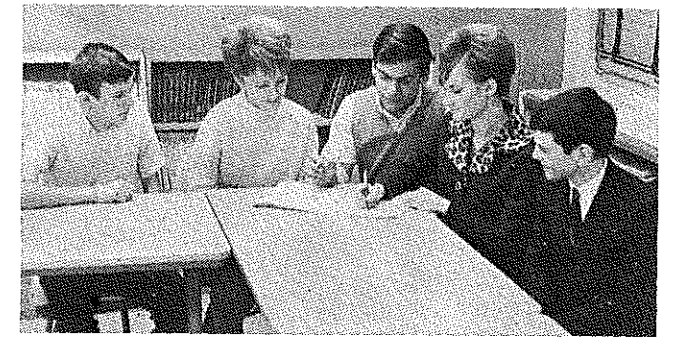
If we as teachers, or state supervisors, or university staff members continue to promote new objectives in agricultural education with an old name, we are going to attract little attention from the public. With the image FFA possesses, its promotion is making us appear to contradict ourselves when we talk of the vast occupational opportunities in agriculture. Simultaneous establishment of Agricultural Careers Clubs of America could quickly create a fresh public image of agricultural education—an image we direly need now.

Similarly, in Illinois alert leaders in agricultural education have ceased to use the term "vocational agriculture," a name traditionally associated with education for farming. Instead "agricultural occupations" is being used. Instead of "vocational agriculture department," the appropriate name is now "agricultural occupations department." This change in terminology appears to be greatly improving the image of vocational education in agriculture in Illinois.

New Approach

Every year in our department each of the three instructors attempts to "sell" the FFA to students without

Officers of the Agricultural Careers Club of America at Lincoln-Way High School, New Lenox, Illinois, prepare a design for an official emblem for the new organization.



forcing membership. The unwritten but common policy of saying to the student, "when you take agriculture you automatically join the FFA," had to be dropped when several sophomores, juniors, and seniors enrolling in agriculture for the first time flatly refused to enroll if they had to be a Future Farmer of America. FFA activities and awards have appeared uninteresting to many students interested in agriculture. Livestock judging, land judging, parliamentary procedure, and other traditional activities fail to excite the student who would like to learn more about a multitude of careers in agricultural business, agricultural mechanics, ornamental horticulture, agricultural resources and other areas of agriculture.

Too frequently at the local level, FFA awards are based largely upon completion of a record book designed for farm students. The student who comes from a small town or subdivision is automatically handicapped by the lack of opportunity to keep records on a production project. These students see little chance of winning the types of awards presently available.

The Agricultural Careers Club of America has not been designed to replace or compete with the local FFA

chapter. On the contrary, students are encouraged with considerable success to belong to both organizations. The new organization's activities and awards emphasize agricultural careers programs; horsemanship sessions; demonstrations in horticultural skills, mechanical skills, and agricultural sales; and contests in model landscape designing, flower arranging, sales presentations, and agricultural advertising. Attendance at meetings has increased and with spreading enthusiasm, membership is continuing to increase. About one third of the membership is girls.

Based on the rapid acceptance of the Agricultural Careers Club of America, I propose that FFA leaders at all levels formulate, without further delay, a revision of our present national youth organization. If we desire to emphasize agricultural careers to the public effectively, I propose that "agricultural careers" appear in the name of the new national organization and that activities and award programs be revised accordingly. Agricultural education cannot afford to wait until complacent FFA members at Kansas City decide to change the organization. We have a new product to sell; let's give it a new label!

Subscription Notice

All subscription orders for THE AGRICULTURAL EDUCATION MAGAZINE should be sent to:

Doyle Beyl, Business Manager
THE AGRICULTURAL EDUCATION MAGAZINE
Box 5115
Madison, Wisconsin 53705

For groups, list in alphabetical order giving the complete mailing address and zip code for each. Make checks payable to THE AGRICULTURAL EDUCATION MAGAZINE.



Professional Fraternity Aids in Teacher Education

KENNETH E. JAMES
National President, Alpha Tau Alpha
Normal, Illinois

The Alpha Tau Alpha is a national professional honorary agricultural education fraternity that plays a vital role in the preparation of those who plan to teach vocational agriculture. The fraternity has local chapters on twenty-six college and university campuses offering agricultural education throughout the United States and the Philippines. At least three other universities have indicated an interest in initiating fraternities during the present year. The fraternity, with a cumulative membership of well over 12,000, was founded at the University of Illinois in 1921. In 1925, the University of Nebraska and the University of California at Davis were chartered. Sixteen additional universities had installed new chapters by 1950. The past ten years has been a period of expansion with the newest chapter being at Rutgers—The State University, New Jersey. Approximately 350 new members are initiated each year.

Purposes and Membership

The purposes of Alpha Tau Alpha

are designed to promote the highest ideals and standards of agricultural education and a more intimate acquaintance and closer relationship with men who have chosen the profession of teaching agriculture. The policies of the fraternity encourage and support college and university organizations, the FFA, and other organizations that promote the improvement and advancement of agricultural teaching.

There are three types of membership: active membership for college and university students; associate membership for persons engaged in teacher education, supervision, and teaching vocational agriculture; and honorary members. The constitution provides for an advisory board made up of the national officers of the organization and one member representing each chapter.

Activities

Leadership activities are provided to enhance the teaching ideals by supplementing academic achievement. Ac-

tivities of local chapters of Alpha Tau Alpha are related to the improvement of teaching, recruitment of teachers of agriculture, professional improvements of members, and service and social activities.

Each year the National Conclave is held in Kansas City at the time of the National FFA Convention. The activities of the National Conclave are coordinated with those of the National Student Teaching Conference in Agricultural Education which is held during the same week. Each chapter sends a delegate to the National Conclave for which transportation is reimbursed by the National ATA. Many chapters send large delegations who participate also in the National Student Teaching Conference and attend sessions of the FFA Conventions.

All colleges and universities designated as institutions for the preparation of teachers of agriculture are entitled to form chapters. To initiate the organization of a chapter a letter of petition signed by undergraduate students (sophomores, juniors, or seniors) in agricultural education with the approval of the institution and the head of the agricultural education department should be sent to the National Secretary-Treasurer of Alpha Tau Alpha. We encourage all persons in agricultural education to consider seriously the opportunities offered by Alpha Tau Alpha.

The Challenge

No college or university offering a curriculum for the preparation of teachers of agriculture should be without an active chapter of Alpha Tau Alpha. The requirements to become members of ATA should be such that everyone who plans to teach agriculture would be eligible to join and participate.

A new era is approaching in agricultural education. The Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 will create vast new resources for vocational education in agriculture. Never before have there been such opportunities for leadership in teaching and so many areas in agriculture. Alpha Tau Alpha intends to meet this challenge.

THE DECISION— Advanced Graduate Study in Agricultural Education

JAMES W. HANNEMANN
Pontiac, Michigan

Once in every career comes that opportune moment to embark upon that mystifying trail of a doctoral program. If you are at that moment, may I share with you some of my impressions and ideas gleaned from four years of full-time graduate study.

I believe there are three basic decisions that need to be considered when one is pondering the possibility of beginning a program leading to a doctoral degree. These are:

—The decision TO ENROLL

—The decision of WHERE TO ENROLL

—The decision of WHAT TO DO WHILE ENROLLED

"Planning Your Doctoral Program in Agricultural Education" by Dr. Harold Cushman in the May, 1963 issue of *The Agricultural Education Magazine* asked some very direct questions and provided very appropriate answers. His article is still very germane and should be reviewed if one is considering the "Big Step." I will not attempt to list what factors one should consider when selecting a university or even if one should or should not enroll. Instead I will look at some items one normally does not find in the graduate catalogs.

THE DECISION TO ENROLL

Only you can decide to fill out and sign the graduate school application, and upon that decision your immediate family and friends must adjust their lives to assist you in achieving your personal goal. Obtaining a doctoral degree is not the financial and environmental strain it was twenty years ago. Today, there are many assistanships, fellowships, and "familyships" that can provide sufficient resources for sustaining life.

If you are married, have one or two children, do not have payments on a car, a dish washer, the children's

braces, and the unoccupied house back home, you can manage to keep food on the table, fuel in the stove and occasionally treat the family to a meal at Howard Johnson's. You are, however, asking your wife, your children, your parents, and your wife's parents to forego some of their own desires and needs. While you are in the classroom and in the library, your wife and children are spending many lonely hours in an apartment.

Graduate study is not a bed of roses, but neither is it a bed of thorns. The financial and mental strain only hurts for a little while but having been part of a university community feels good for a long time. In our particular case, the opportunity to start our oldest child in an outstanding elementary school with a capable and dedicated teacher was an advantage we can not measure. The opportunity for my wife to attend a variety of evening adult courses, the Head Coach's "Understanding Football" class, the opportunity for our entire family to see and hear world reknown personalities and other entertainment and cultural activities sponsored by the university eases the pain of leaving friends and places a thousand miles behind.

WHERE TO ENROLL

East or West? Big Ten or Ivy League? Little university or the mega-

versity? This decision lies, in part, on your vocational goal and your educational philosophy. Are you going to base your decision strictly upon quality and quantity of the agricultural education staff or are you going to consider the universities' entire staff and reputation?

You may feel confident returning to the university from which you received your bachelor's degree but it takes extra effort to overcome the narrowness of having two or three degrees from the same university. It is similar to having the same experience three times rather than three different experiences.

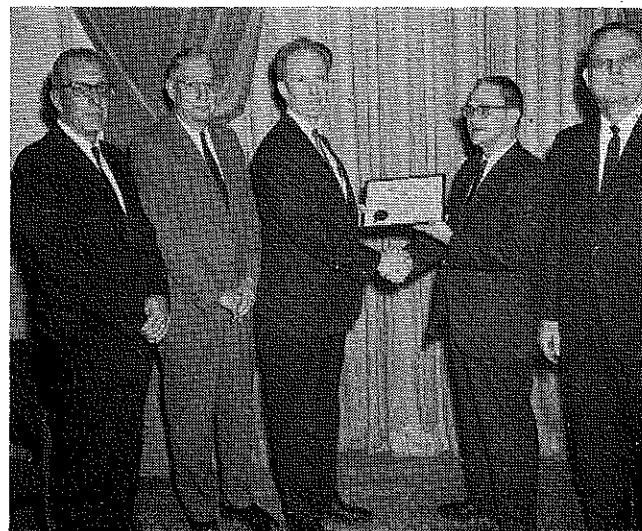
WHAT TO DO

After arriving at the halls of ivy, you will need to make a number of decisions that will help you or haunt you for the remainder of your career.

Selection of Study Areas

At most of the major universities you will have considerable freedom to develop your own combination of courses to prepare for your vocational goal. Don't panic at this point and select your major and minor areas in the first or second week. It is appropriate to sample courses and professors before you make your final decision.

(Continued on page 223)



Kenneth E. James (third from left), Illinois State University at Normal, National Alpha Tau Alpha President, presents a certificate designating honorary membership to William Paul Gray, National FFA Executive Secretary. Others (left to right) pictured are Irving Cross, Colorado State University, Vice-President; Robert Price, Oklahoma State University, Immediate Past President; and J. C. Atherton, Louisiana State University, Immediate Past Vice-President.

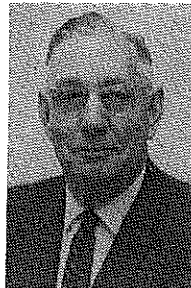


J. W. Hannemann

James W. Hannemann taught agriculture in Creighton, Nebraska, and Ipswich, South Dakota. He received the Bachelor of Science in Agricultural Education from South Dakota State University in 1959, the Master of Science from Cornell University in 1965, and the Ph. D. with a major in Vocational-Technical Education from Michigan State University in 1968. At the present time he is a Vocational Consultant for Oakland Schools, an intermediate school district in Pontiac, Michigan. Dr. Hannemann is responsible for curriculum development in agricultural and industrial education for four secondary area vocational centers.

Collegiate FFA: A Meaningful Experience

ROBERT R. PRICE, Teacher Education
Oklahoma State University



Robert R. Price

Group leadership abilities and competencies are learned. In a very real sense they are developmental tasks of major importance to tyro professional educators. Do our present programs of teacher education provide adequately for this need? Is enough attention given to providing high quality participatory experiences in student organizations at our universities? An active chapter of Collegiate Future Farmers of America provides a very effective vehicle by which these competencies may be developed.

Adult Organization

The Collegiate FFA has been criticized frequently as having little appeal for the college student because of its identification with high school level activities. Unless we are able to expand our concept to envision an expanded role for the organization, this is a valid objection. We need to recognize that needs of high school and college students differ. While both need to experience a sense of belongingness and expend individual efforts for group welfare, the college student, as an adult, has a much greater need to relate his membership and activities to personal responsibility and to the achievement of immediate and future goals. While the high school student responds readily to a situation in which his identity as a member of a decision-making group is given recognition, he continues nevertheless to depend upon adults for much guidance and approval. On the other hand, the college student is confronted with a situation in which an essential developmental task is primarily in the nature of

achieving personal freedom while at the same time assuming increasing personal responsibility both for his own actions and for those of others in the groups to which he belongs.

There is a further need, as a developing professional educator, to relate group activities to vocational goals. How much more effective our instruction about "how to be a good FFA advisor" would be if we provide a situation in which the college student may meaningfully experience and recognize himself as a contributing member of an adult decision-making group. There will be competition for specific leadership roles and positions within the organization, but learning to adjust to both personal victories and defeats within an adult decision-making organization is the heart of the developmental task being attempted. How much better able is the young vocational agriculture teacher to counsel high school students experiencing the vicissitudes of group membership if he experienced both the frustrations and the satisfactions of participatory activities in an adult decision-making group.

Collegiate FFA must function as an adult decision-making group. Adult in that we recognize college students as capable of independent and innovative, yet responsible, planning and action. Decision-making in that they are challenged to plan and implement programs and activities that make a difference in agriculture and education now and in the future.

Some Guidelines

From a perspective of thirty-three years of association with the Future Farmers of America, thirteen at the high school level and twenty with a collegiate chapter, I posit a few guidelines for maintaining an effective Collegiate Future Farmers of America program.

—The annual program of work should be student centered; it should be totally student initiated and implemented. It should include items directly related to college and university student life. Presumably, these activities may be in the areas of agriculture and education, but they need to reflect realistic and immediate concerns which also have some possibility of innovative as well as remedial action.

—Membership in the Collegiate FFA should be open to all agricultural students rather than only agricultural education majors. Nonmajors will often provide a widened perspective from which to consider issues. A dynamic chapter will function effectively among underclassmen as means of recruiting agricultural education majors. While a somewhat higher than satisfactory academic level of achievement may be held as a requirement for office holding, membership should not be denied individuals who are in good standing with the institution.

—Membership and participation in the Collegiate FFA should not be used by teacher educators as a basis of awarding course grades. Every possible encouragement should be provided individuals to join and participate. This does not mean that the faculty member in making individual evaluations would ignore evidence of the extent to which students have gained abilities and competencies in group leadership. Hopefully, each faculty member would be an active participant in chapter activities and thus be in a position to make valid judgements about the effectiveness of individual member participation.

—All members should be active in committee work. Appropriate recognition should be afforded for this and other services to the organization. The individual member should be given ample opportunity to contribute sub-

stantially to the work of the organization. Departmental staff should be willing to hear committee reports, when appropriate, and give advice as well as show appreciation to committee members.

—Periodic evaluation of the benefits extended through the Collegiate FFA should be made. Departmental staffs should consider more seriously the need for research to discover and collate information about the function and productiveness of collegiate student organizations.

Contribution to Teacher Education

All that we have attempted to establish in terms of justification and guidelines for the Collegiate FFA also applies to any student organization sponsored by institutions offering preparatory teacher education programs. Research has clearly established the value of having a well recognized reference group. The name "Collegiate Future Farmers of America" has much

Members of the Oklahoma State University Collegiate FFA are awarded the Advisor's pin signifying successful completion of student teaching by Professor Chris White.



to offer in tradition and prestige. Students enrolled in vocational teacher education programs have need of membership in an organization recognized regionally and nationally. It may well be that formation of an associated group such as Associated Organizations of Student Teachers of Agriculture will be the final answer.

I maintain that on several campuses the Collegiate Future Farmers of America is serving students well in the developmental tasks of achieving group leadership abilities. Let us support these programs and recognize that they function effectively in making a vital contribution to the teacher education program in agriculture.

The Decision—Advanced Graduate Study in Agricultural Education

(Continued from page 221)

Selection of Committee

In most graduate schools your graduate committee is "all powerful" and therefore, you need to select it with utmost care. The committee is to assist you in selecting, guiding, and approving your plan of study and it may exert most of its efforts in questioning and approving your thesis. Visit every eligible committee chairman and member and attempt to find one with a burning desire to research, if he had the time, your potential thesis problem. Select the other members of the committee to compliment, with his approval, your committee chairman.

Ph. D. or Ed. D.

Dr. Cushman covers this question quite well and I have but two additional comments. To be honest, a doctorate, among other things, is a status symbol. Therefore, what would your wife, children, or parents desire to have in the family, a Ph. D. or an Ed. D.? Or, what would you like to have your son or daughter receive?

For many people, the Ph. D. is still the "in" degree, especially in departments located in colleges other than education. The requirements for the Ph. D. have been basically the same from university to university in that the degree requires a competence in one or two foreign languages and an original research thesis. These traditional requirements are gradually being modified and some universities are not requiring a foreign language for a Ph. D.

The requirements for the Ed. D. range from being identical, or nearly identical, to the Ph. D. to requiring about the same intellectual effort as a *New York Times* Crossword Puzzle. Fortunately, those institutions granting an Ed. D. in Agricultural Education are among the outstanding universities and their requirements require considerable effort.

Thesis Topic

Immediately upon enrolling or even before enrolling in the graduate pro-

gram, you should have a general idea of a possible research problem and integrate your term papers and course work toward that end. But it is easier said than done. Some universities will combine their assistantship with your thesis problem and this may be an important factor in selecting your graduate school.

THE BIG MOMENT

And eventually, after appropriate evaluation by your peers, you will stumble across the graduation stage—not because of emotion but because you lost your 20-20 vision in one of the library's dark corners—and receive your machine signed diploma from the University President while your wife's and children's clapping sounds like rolls of thunder among the 35,000 silent witnesses. But you have conquered a mountain. The world is waiting for you to conquer those remaining mountains that are hindering the growth of vocational education. May we be equal to the task.

BOOK REVIEWS

GERALD R. FULLER, Special Editor
University of Vermont

TEACHING VOCATIONS by Carsie Hammonds and Carl F. Lamar. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1968. 251 pp. \$5.95.

This is a book setting forth basic philosophies, concepts, and principles of teaching and learning selected by the authors as being important in vocational teaching. Specific application of the principles is left to the teacher in whatever occupational field he may be serving. Indeed, this could be considered as a "general methods" book, not only for vocational teachers but for any teachers.

Exceptions to the "general approach" are the chapter on program objectives in which vocational agriculture is used as the illustration and parts of the chapter on constructing a course of study. In these and succeeding chapters in the first part of the book the authors draw on their experiences in vocational teaching and in instruction and observation of other vocational teachers to set forth the more important generalizations about teaching principles teachers should follow in the promotion of learning.

In the latter part of the book, dealing more with applications of educational psychology and measurements of students' characteristics and learning, greater emphasis is placed on research findings and documentation. Here also the reader finds well supported principles and practice which he should apply to situations in his own vocational setting.

The senior author, a former head of a university vocational teacher education department, now retired, is well known for his lucid portrayal of the teaching act in his many writings and in his speaking. The junior author, formerly a teacher educator in agriculture and subsequently a research

administrator, is now a state director of vocational education. Both have the practical background to "separate the wheat from the chaff" so as to be able to present to teachers, teacher educators, and supervisors the really important guide posts for teaching.

Teaching Vocations appears to be directed to both future and present teachers. As a text for pre-student teaching, it would need to be supplemented by references pointed directly at a specific field of vocational teaching. This book, on the other hand, may be equally valuable as professional reading for the experienced vocational teacher who is seeking to evaluate "the way he teaches" by recognized current principles and concepts. It probably will find other uses among the large body of vocational educators who are seeking to improve the process so as to improve the product.

Harold M. Byram
Michigan State University

THE MERCK VETERINARY MANUAL (Third Edition) edited by O. H. Siegmund. Rahway, New Jersey: Merck & Co., 1967. 1,686 pp. \$10.95.

The Merck Veterinary Manual has been published with the objective of reporting the latest and best in the field of veterinary medicine. More than 290 leaders in veterinary science and allied animal sciences gave of their time and effort to present the most current information, diagnosis, and treatment. Over two years were required in writing this third edition of the manual. The manual contains 452 principal chapters. The chapters are divided into 20 sections, each of which is marked with a thumb index.

The primary objective of *The Merck Veterinary Manual* is to provide the veterinarian and his co-workers in the animal sciences with a concise, convenient source of up-to-date information on the diagnosis, treatment, and prophylaxis of important animal diseases.

The third edition comprises eight parts. Part I deals with diseases of large and small animals. Part II sets forth an extensively rewritten and updated section on the toxicology of pesticides, herbicides and the usual botanical, bacterial and chemical poisons. Part III is devoted to the diseases of poultry. Part IV presents a series of rewritten and expanded chapters on the management and disease problems of fur, laboratory, and zoo animals. Part V covers animal nutrition. Part VI, the Addendum, covers such areas as office laboratory procedures, routine immunologic procedures, and veterinary radiology. Part VII contains the prescriptions which have been carefully reviewed and includes the new accepted compounds. Part VIII comprises the index, which has been compiled for the reader's convenience and completeness of coverage as the sole objective.

This very complete and well-written manual should be a "must" in every vocational agriculture department library.

Guy E. Timmons
Michigan State University

ELEMENTARY TEACHER'S GUIDE TO FREE CURRICULUM MATERIALS (25th Edition) edited by Patricia H. Suttles and John Guy Fowlkes. Randolph, Wisconsin: Educators Progress Service, 1968. 399 pp. \$8.75.

The materials included in the publication are best adapted to junior high or early high school students. Its best use would be for securing teaching materials for orientation to the world of work in agriculture, occupational guidance, and elementary units in agricultural science and mechanics. Additional sources of materials would be needed to augment these sources for teaching such units in vocational agriculture.

The publication is an elementary teacher's guide to curriculum materials including annotated listings arranged by subject categories to free maps, bulletins, pamphlets, exhibits, charts and books. A total of 1,640 items from 606 different sources are listed. The Guide is arranged for easy use. It includes three different indexes to aid teachers in locating and ordering materials. The indexes include subjects, titles, and sources—each of which is color-coded for easy reference. The Guide contains numerous subject areas of interest to elementary and junior high school teachers such as science, home economics, business education, vocational guidance, industrial arts, social studies, fine arts and safety.

Charles H. Rogers
North Carolina State University

THE TEACHER-COORDINATOR'S MANUAL FOR DIRECTED WORK - EXPERIENCE PROGRAMS IN AGRICULTURE by H. R. Cushman, C. W. Hill, and J. R. Miller. Ithaca, New York: Agricultural Education Division, Cornell University, 1968. 43 pp. 50 cents.

This manual opens with a discussion of nine fundamental considerations essential in defining directed work-experience programs. Later sections deal with guidelines and procedures for initiating a program, suggestions for operating the program, and legal requirements which must be considered.

The manual is based upon experiences gained in experimental programs in eighteen centers in twelve Northeastern states. The initial guidelines were developed by experienced professionals, then field tested for one year in pilot centers. The publication capitalizes upon the total experience of the project by presenting how-to-do-it advice for the teacher-coordinator. While the research was conducted in the Northeast, the guidelines and procedures are equally applicable in other parts of the United States.

O. E. Thompson
University of California



Charles I. Jones

Dr. Jones succeeds the late William R. Bingham of the University of Kentucky.

Dr. Jones received the B.S. and M.S. degrees from North Carolina State University and the doctorate from Florida State University. He taught

JONES APPOINTED SPECIAL EDITOR

Charles I. Jones, Assistant Professor of Agricultural Education at North Carolina State University, has been appointed Special Editor of *The Agricultural Education Magazine* for Region III (Kentucky, Maryland, North Carolina, Virginia, and West Virginia).

He joined the staff of the North Carolina Department of Public Instruction in 1961 serving as State Consultant for Young and Adult Farmer Education and later as State Supervisor of Diversified and Comprehensive Vocational Education.

He is Director of Evaluation for the Florida Nongraded Vocational Education project in Brevard County, Florida, and principal investigator for the occupational education phase of the Community in Transition Project developed by the Center for Occupational Education at North Carolina State University. He has served as editor of the *North Carolina Vocational Association News*.

50 LABORATORY EXERCISES FOR VOCATIONAL ORNAMENTAL HORTICULTURE STUDENTS by Paul E. Hemp. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1968. 174 pp. \$3.00.

Vocational agriculture teachers, especially those responsible for teaching basic or introductory horticulture science, will find this compilation of laboratory exercises useful in developing their teaching plans. Most exercises fit the needs of the beginning horticulture student. However, some are appropriate for advanced students. A few are worthy of being repeated in subsequent years by the same students with slight variations.

The exercises were grouped into six instructional areas including Flowers and House Plants, Turf Management, Landscape Maintenance, Plant Propagation, Plant Growth and Development, and Horticulture Mechanics. The exercises were designed to be conducted in the greenhouse, classroom, shop, and outdoors. All were developed by teachers of agriculture under the supervision of the author. Each exercise was field tested and revised before publication.

The format used by the author

should fit the instructional needs of most teachers. Each exercise contains an Introduction with a statement of relevant facts, a Purpose written in behavioral terms, the Materials to be used, and the Procedure to be followed. There are a number of illustrations and selected aids to the instructor.

The book has a stiff-back cover with a plastic ring binder which makes the book easy to use in the laboratory. Students will find the paper is punched with the standard three holes for use in their notebooks, if desired.

The author is Professor of Agricultural Education at the University of Illinois. He was the Project Director for a teachers' institute funded by the U. S. Office of Education wherein the materials contained in the book were developed. His experience as a teacher educator at Purdue University, and later at the University of Illinois, qualify him as a competent author in the field of agricultural education.

The book is directed especially to the beginning and to a lesser extent to the advanced level horticulture student. Teachers and students in agricultural production will also find many exercises of interest.

Gene Love
University of Missouri

Preparing Students for Agribusiness

GORDON MORRISON
Teacher of Vocational Agriculture
Council Grove, Kansas



Gordon Morrison
Today it is obvious that fewer farm boys will be involved in production agriculture. With the great demand for qualified agriculturalists, it is apparent that the vocational agriculture programs must be revised to prepare students for agribusiness.

Starting the Program

To meet the needs of students who are interested in non-farm agricultural occupations, I consulted the school administrator and counselor to see what changes could be made in the vocational agriculture program at Council Grove High School. It was decided to compile a list of agricultural businesses that could be used as training centers. Businesses contacted included the meat processing plant, farm implement dealers, creamery, RECA, credit establishments, automobile agencies, greenhouses and florists, grain elevators, and a veterinary clinic.

A meeting of these businessmen was held. I was encouraged to hear the favorable comments and the enthusiasm shown by the business men. Each expressed his willingness to assume the responsibility of helping in the training program. We decided that the training period would be for one and one-half hours each day for a period of six weeks. We hoped to expose the student to the total business. Our objective was that the training period would consist more of an exploratory experience rather than an actual training session. The boys were not to be paid. Some businesses put the boys on a minimum wage rate and included them in their liability insurance program. The money was turned over to the school to be used in purchasing tools for the agricultural shop.

Instruction Needed

I worked closely with the Assistant State Supervisor of Vocational Agriculture in setting up the course of instruction. We feel the following lessons should be taught before the students are placed in the training centers: social security, labor and wage laws, insurance, sales techniques, business law, unemployment compensation, business ethics, labor unions, income tax, budgeting, and finance. Local businessmen were used to present some of this material to the class. Each student was required to prepare a written report about the business of his choice.

Records and Reports

An agreement signed by the businessman, the student's parents, the student, and the teacher was prepared

for each student. The agreement was very explicit with emphasis placed upon the student's promptness to the center, absences, conduct, and the responsibilities of all parties.

The student was required to keep a diary of each day's activities. The diary was signed by the businessman.

A grade card was made out by the person who instructed the student. This grade card seems to be a motivating factor for self-improvement and a means of expressing to students what is desired in an employee.

Evaluation

At the conclusion of the program, the businessmen and students completed an opinionaire which was analyzed by my administrator, counselor and me. Each businessman expressed a desire to continue the program. Students stated they felt the actual experience was much better than simulated classroom problems. They obtained a realistic view from the other side of the business counter. A few stated they learned that they did not want to make the business they were studying their permanent interest. Learning dislikes can be a valuable experience also.

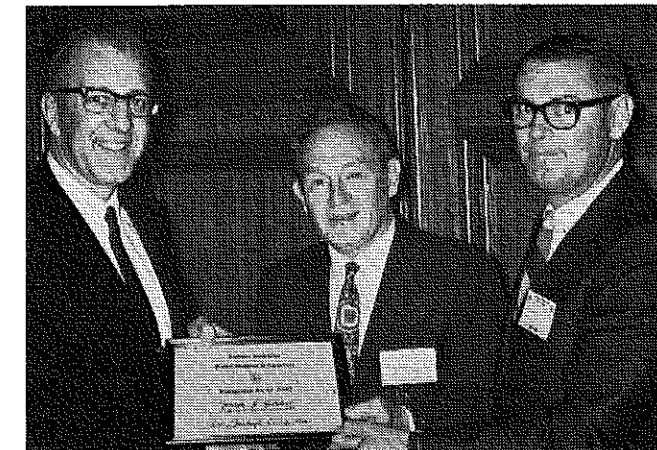


John Cosgrove (right), a senior studying vocational agriculture at Council Grove (Kansas) High School, studies the operation of the parts department in a business firm. The firm's manager and partsman aid in the exploratory experience program.

News of the Profession

Ralph E. Bender, Professor and Chairman of the Department of Agricultural Education, The Ohio State University, was the 1968 recipient of the Distinguished Service Award granted by the American Association of Teacher Educators in Agriculture. The award, consisting of a citation for distinguished service and a \$500 grant, was announced at the Association's annual meeting held in conjunction with the American Vocational Association Convention held in Dallas, Texas, December 9, 1968.

Dr. Bender received B.S., M.S., and Ph.D. degrees from The Ohio State University. From 1933 to 1947, Dr. Bender taught vocational agriculture at Anna and Canal Winchester, Ohio. He has served as Chairman of the Agricultural Education Department at The Ohio State University since 1948. He was Secretary in 1956-57 and President in 1957-58 of the American Association of Teacher Educators in Agriculture. He currently serves as President of the Agricultural Education Division of the American Vocational Association.



Ralph E. Bender (center), 1968 recipient of the Distinguished Service Award of the American Association of Teacher Educators in Agriculture, is flanked by Irvin Cross (left), Pacific Region Vice President of AATEA, and Earl H. Knebel, 1968 AATEA President. (Photo by Ralph J. Woodin)

In 1964, Dr. Bender represented the United States at an Agricultural Education Seminar in Paris, France.

Dr. Bender served as President of the Ohio FFA Association in 1929 and was National FFA Vice President in 1931. In 1964 he was appointed by the U. S. Office of Education as a member of the National Study Committee for the FFA. He is co-author of *The FFA and You: A Guide to Learning*.

He was a member of the Canal Winchester, Ohio, Board of Education from 1958 to 1966 and served as Vice President of the Ohio School Boards Association.

Dr. Bender is listed in *Who's Who in America*, *Who's Who in the Midwest*, and *Who's Who in Ohio*. He holds membership in the honorary fraternities Phi Eta Sigma, Alpha Zeta, Phi Delta Kappa, and Gamma Sigma Delta.

Milo J. Peterson, Professor and Chairman of the Department of Agricultural Education, University of Minnesota, was selected to deliver the 1968 lecture of the American Association of Teacher Educators in Agriculture. The lecture, *Agricultural Education: Some Issues and Some Reactions*, was the highlight of the Association's annual meeting held in Dallas, Texas, December 9, 1968.



Milo J. Peterson, University of Minnesota, presents the AATEA lecture during the annual meeting of the American Association of Teacher Educators in Agriculture, December, 1968.

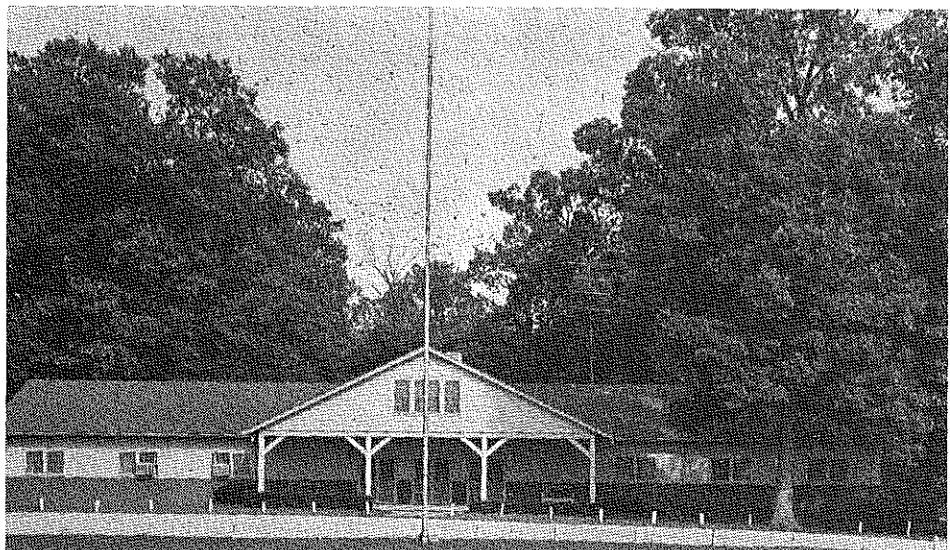
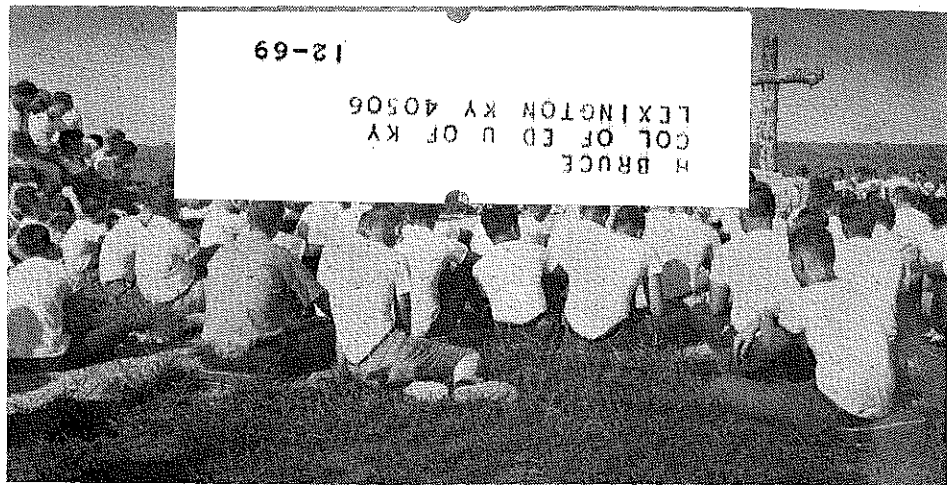
Dr. Peterson received the B.S. degree in agricultural education from the University of Minnesota. The M.S. and Ph.D. degrees were earned at Cornell University. Dr. Peterson taught agriculture in Todd County, Minnesota. From 1939 to 1946 he was an agricultural economist at Clemson University and the U.S. Department of Agriculture. In 1946 he joined the staff of the Department of Agricultural Education at the University of Minnesota.

In 1948, he was appointed Chairman of the Department.

Dr. Peterson has served as a consultant on vocational education in Canada, Brazil, and Iran. In 1956 he was a Fulbright Research Scholar in Japan. In 1960 he lectured at the International Centre for Agricultural Education in Zurich, Switzerland. Dr. Peterson served as President of the American Vocational Association in 1962-63. He served as Secretary of the American Association of Teacher Educators in Agriculture from 1960 to 1966 and is a former recipient of the Association's Distinguished Service Award.

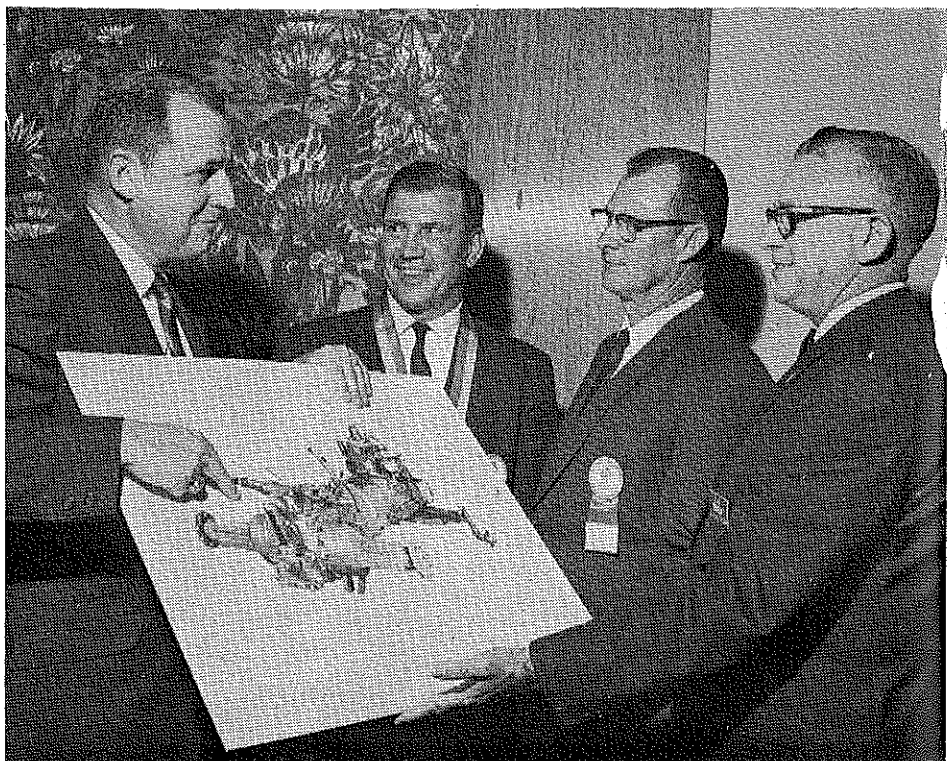
Copies of Dr. Peterson's lecture may be ordered from Interstate Printers and Publishers, Danville, Illinois 61832.

Attending leadership training camp is an important activity of FFA chapters. FFA members attending the Kansas FFA Leadership Camp participate in a vesper program. (Photo by Earl Wineinger, Kansas Board for Vocational Education)



Administration Building at the Kentucky FFA Leadership Training Center. The Leadership Training Center is used during the summer each year to train local chapter officers from approximately 125 schools in Kentucky. (Photo by James D. Maddox, Executive Secretary, Kentucky Association FFA)

Stories in Pictures



James Wall (right), Executive Secretary of the National Vocational Agricultural Teachers' Association, looks on as Blair E. Pederson explains Ford Motor Company's program of tractor power train donations to Frederick S. Warren (second from left), teacher of agriculture at Holden, Massachusetts, and Orton E. Yearly, teacher of agriculture at Havana, Florida. As 1968 recipients of the Honorary American Farmer Degree, Mr. Warren and Mr. Yearly will be able to nominate a school to receive a power train for use in classroom instruction.



Volume 41

April, 1969

Number 10

Agricultural Education



Featuring—

TEACHING — INSTRUCTIONAL MATERIALS