

**Theme — FFA — THE  
INTRACURRICULAR ACTIVITY**



# AGRICULTURAL EDUCATION

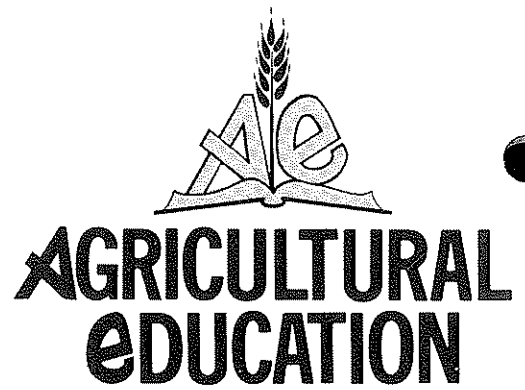
Volume 49

Number 8

February 1977

AZ 85721

007653 1277  
DR. FLOYD G. MCCORMICK  
UNIV. OF ARIZ.  
COLLEGE OF AGR.  
TUCSON



February 1977

Volume 49

Number 8

TABLE OF CONTENTS

THEME—FFA—THE INTRACURRICULAR ACTIVITY

Editorials

FFA's Future—A Matter of Philosophy .....H. N. Hunsicker 171

Future Farmers of America .....James P. Key 172

FFA—An Effective Tool .....Van A. Maedgen 173

FFA, Fundamentals—Flexibility—Attitude .....Bruce W. Emanuel 174

"EARTH" is Off the Ground .....Elwood Wessman and Paul J. Gorman 175

Thunderbook .....Gary Moore 177

The Instructional Program and the FFA .....Charles W. Byers 178

The FFA—A Model for FFJ .....Winston Hays and David L. Williams 180

Evaluating the FFA ....Ray Clements and Jack L. Brimm 182

Integrating the FFA into the Vo-Ag Curriculum .....Paul R. Vaughn 183

What Should the FFA Alumni Do? ....James Albracht 184

Book Review .....A. R. Clarke 185

Competencies Needed by Future Farmers of America Advisors .....Jimmy Bonner and Ronald A. Brown 186

The FFA Jacket .....D. Lanette Vaughn 188

Leader in Agricultural Education: Lowery H. Davis .....Robert H. White 189

Ag. Ed. Assistantships and Fellowships 1977-78 .....Paul Peterson 190

Stories in Pictures .....192

COVER PHOTO

At the top: recipients of the National FFA Organization's VIP Citation at the National FFA Convention in Kansas City, Mo., are Ralph Canada, Colo.; Clarence Bundy, Iowa; Robert R. Price, Okla.; and T. Kono accepting for Tomatsu Horii, HA. On the left is Ron Wilson, past national vice president from Kansas. Center photo: heading the FFA for the next year are these young people. Seated are C. James Bode, national FFA president, Oklahoma; Bruce Maloch, national secretary, Arkansas; back row: Julie Smiley, Western Region vice president, Washington; Sam Brownback, Central Region vice president, Kansas; Danny Schiffer, Southern Region vice president, Florida and Rick McDaniel, Eastern Region vice president, Nevada. Bottom photo: The Star Farmer, left, at the national FFA convention is Timothy Amdahl, cattle breeder from Flandreau, S. D. and Star Agribusinessman is Tony Pollard, grist mill operator and hog producer from Hartford, Ala. (Photos courtesy National FFA)

SUBSCRIPTION PRICE: \$5 per year. Foreign subscriptions \$10 surface mail, \$20 air mail (except Canada). Student subscriptions in groups (one address) \$3 for eight issues. Single copies and back issues less than ten years old are available at \$1 each. All back issues are available on microfilm from Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. In submitting subscriptions, designate new or renewal and address including ZIP code. Send all subscriptions and requests for hardcopy back issues to the business manager: Charles W. Lebo, Business Manager, RD 2, Box 639, Halifax, PA 17032

MANAGING EDITORS

JAMES P. KEY, Editor, Oklahoma State University, Stillwater, OK 74074

CHARLES F. LEBO, Business Manager, Pennsylvania Dept. of Educ., Harrisburg, PA 17126

MARTIN B. McMILLION, Consulting Editor, Virginia Polytechnic Institute & S.U., Blacksburg, Virginia 24061

SPECIAL EDITORS

**NORTH ATLANTIC REGION**  
ARTHUR L. BERKEY, Cornell University, Ithaca, New York 14853

JAMES H. MORTENSEN, The Pennsylvania State University, University Park, 16802

**CENTRAL REGION**  
ROLAND L. PETERSON, University of Minnesota, St. Paul, 55101

WILLIAM B. RICHARDSON, Purdue University, West Lafayette, Indiana 47907

**SOUTHERN REGION**  
JAMES C. ATHERTON, Louisiana State University, Baton Rouge, 70804

JOHN D. TODD, The University of Tennessee, Knoxville, 37916

HERBERT SCHUMANN, Sam Houston State University, Huntsville, Texas 77340

PACIFIC REGION

LARRY P. RATHBUN, California Polytechnic State University, San Luis Obispo, California 93401

DOUGLAS BISHOP, Montana State University, Bozeman 59715

IRVING CROSS, Colorado State University, Fort Collins 80523

**BOOK REVIEWS**  
JOHN HILLISON, Virginia Polytechnic Institute and S.U., Blacksburg 24061

**PICTURES**  
PAUL W. NEWLIN, State Dept. of Voc. & Tech. Edu., 1515 W. 6th St., Stillwater, OK 74074

NVATA

JAMES WALL, Box 4498, Lincoln, Nebraska 68504

**INTERNATIONAL EDUCATION**  
GORDON I. SWANSON, University of Minnesota, Saint Paul, 55101

**HISTORICAL**  
CLARENCE BUNDY, 1607 Bel Air Drive, Ames, Iowa 50010

EDITING-MANAGING BOARD

JOSEPH G. CVANCARA, Washington State University, Pullman, Chairman; LARRY NELSON, South Dakota State Dept. of Educ., Pierre; MARTIN B. McMILLION, Blacksburg, Virginia, Secretary; W. R. JEFFRIES, Florida State Dept. of Educ., Tallahassee; JAMES P. KEY, Oklahoma State University, Stillwater; CHARLES LEBO, Pennsylvania Dept. of Educ., Harrisburg; NEVILLE HUNSICKER, U.S. Office of Education, Washington, D.C.; JAMES WALL, Lincoln, Nebraska; SAM STENZEL, Lincoln, Nebraska.

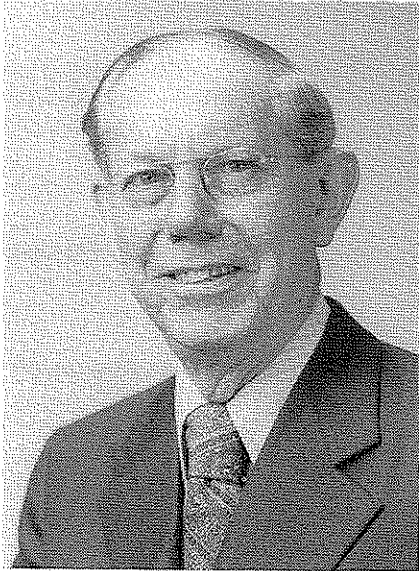
This publication is the monthly professional journal of agricultural education. The journal is published by THE AGRICULTURAL EDUCATION MAGAZINE, INC., and is printed at the Lawhead Press, Inc., 900 East State Street, Athens, Ohio 45701.

Second-class postage paid at Athens, Ohio.

Send articles and pictures to the Editor or to the appropriate Special Editor.

## GUEST EDITORIAL

# GUEST EDITORIAL



H. N. Hunsicker

The further development of FFA is a matter of one's philosophy — your's, mine and many others in vocational education. What we believe it to be most likely will prevail. That is why it is so important that supervisors not only have a thorough understanding of the program and its relationship to vocational agriculture/agribusiness, but that teacher educators have it as well, since they are the lifeline of FFA as developers of prospective teachers and advisers.

All future pre-service and in-service education, as well as program planning, development and evaluation will focus on application of standards that lead to high quality vocational education in agriculture. There will be standards relating to quality instruction, occupational work experience, facilities and equipment, staffing, adult education, and for virtually every aspect of agricultural education. It is equally important that indepth standards be implemented that will insure utilization of FFA as a part of instructional programs. Basic in vocational agriculture is the understanding that FFA "beyond a shadow of a doubt" is a school laboratory to be used by professional personnel for involving students in group activities — activities that provide essential pre-requisites for successful employment and relationships to their co-workers and employers. It is the school laboratory that develops self esteem, self confidence, purpose, objectivity and motivates students to excel in their instruction, their work experience and their future career.

When professional agricultural educators fully recognize these values, FFA will become a part of all instructional programs, including ornamental horticulture, forestry, sales and service, agricultural resources, agricultural products, agricultural processing, and agricultural mechanics, as well as those in production agriculture. The teacher then will involve each and every student in FFA because it is a teaching media comparable to other agricultural teaching facilities at the school, such as greenhouses, shops, nurseries and forests.

## FFA'S FUTURE— A MATTER OF PHILOSOPHY

*H. N. Hunsicker  
National FFA Adviser*

**When professional agricultural educators fully recognize these values, FFA will become a part of all instructional programs including ornamental horticulture, forestry, sales and service, agricultural resources, agricultural products, agricultural processing and agricultural mechanics, as well as those in production agriculture.**

The professional's philosophy that each student be given an opportunity to excel may require "tailor made" activities like public speaking, judging contests, BOAC, safety, degree advancement, or current awards. This may necessitate an individual conference with each student to determine what appropriate activities should be inserted in the Chapter Program of Work so that no member is left out of having a rewarding FFA experience.

### MINI CHAPTERS

The philosophy that schools with large vocational agriculture enrollment organize two or more regular chartered chapters or subdivide into several "mini" chapters should prevail. It, virtually, is the only way that all members in large chapters of 60 or more students can become involved. FFA medals financed by the FFA Foundation are available for all such local chapters. Usually mini chapters are organized by grades (9, 10 and 11-12). Mini chapters usually meet once per week during class time with combined mini chapter meetings at least monthly. Mini FFA Chapters, when organized by grades, allow students to be competitive against their contemporaries and not against upper classmen. Mini chapters also are organized on a special occupational interest basis such as horticulture, mechanics, and production agriculture. In schools with over 100 vocational agriculture/agribusiness students, two or more regular chapters may follow the same organizational pattern as "mini" chapters. Success of multiple chapters in a school depends upon the availability of a qualified teacher to serve as a separate advisor for each.

*(Concluded on next page)*

STANDARDS

One's philosophy should be that standards and criteria for degree advancement, FFA awards, officer candidates, and representatives to State and National Conventions not only are adhered to, but are exceeded. The current minimum standards for such recognition are very low. Certainly those receiving the "top" honors at all levels should exceed the minimums.

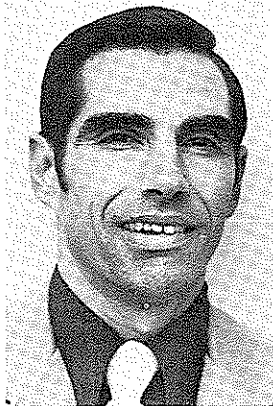
Standards for representing State Associations and local chapters at the 50th National FFA Convention, undoubtedly, will soon be approved by the National FFA Officers and Board of Directors. This may necessitate the successful completion of units of instruction on "How to be a Hotel Guest" and "How to represent the School at the National FFA Convention." Certification that all representatives can be depended upon to uphold high standards of conduct and participation will be required.

Greater use of lay committees in selecting award winners and recipients for other honors will enhance public relations and get the job done well at the same time. Persons, expert in the respective award areas, may appropriately be invited to serve on selection committees, as well as alumni

members, school officials, and advisory council members. Selection committees have performed noteworthy service to FFA at the national level, and they should be equally effective at the local and State levels. Service on such committees, over a period of years, may help qualify the participating individuals for the Honorary Degree.

The philosophy that FFA should provide "awards and recognition for everyone, but certainly not everything for everybody" should be generally accepted. The awards and recognition should reflect achievements resulting from instruction, and such instruction must be of sufficient length and quality that merits credit to vocational education. When this situation prevails, the FFA truly becomes an integral part of vocational agriculture.

The philosophy that FFA is a legal responsibility of public education in vocational agriculture/agribusiness at all levels — local, state, and national — is a prerequisite for a successful future for both FFA and vocational agriculture. Therefore, it is vital that sufficient public vocational agriculture personnel be employed to promote and develop the total Vocational Agriculture/FFA as an inseparable program. Acceptance of these and similar points of view make the future of FFA a matter of philosophy.



FROM YOUR EDITOR

James P. Key

It was interesting to note that while the articles for this issue disagreed on various points ranging from whether or not the FFA program should be taught in class to the need for an alumni chapter, all agreed it is an outstanding tool to be used as an incentive to create motivation. All would also agree, I believe, that a Vo-Ag program without the FFA is somewhat like the shortcake without the strawberries. Both are good alone—but together they make the most delightful dessert.

The possibilities for leadership training, learning by doing, career orientation, total involvement, and the many, many other opportunities available through the FFA for boys and girls, greenhand and star farmer alike make it one of the most versatile of our teaching tools. It would appear that every teacher should be able to find some activities suitable for their situation if not the entire program. Supervisors should encourage their teachers to make the most of the FFA activities. Teacher Educators should make future teachers aware of the potential in the FFA and train them to be advisors. If we all work together to strengthen the FFA, it will in turn help us strengthen our education programs in vocational agriculture.

FUTURE FARMERS OF AMERICA

A reminder to those of you who might like to write an article for the Agricultural Education Magazine. You should send articles to the regional editors or myself *two and one half months or earlier* before the issue in which you wish it to appear, because I need to have the edited copy to the printer two months before publication. Articles should be *three to six double spaced typewritten pages* with *pictures* to illustrate when available. For all articles please send a *headshot* of the author.

If you have pictures you feel might be suitable for the front or back covers please send them to the picture editor. Thank you for your good support on the first two issues. I had a good variety of articles submitted. I only regret I could not use them all. Some which I could not use in this issue will appear in other issues. ◆◆◆

THIS WORKED FOR ME!!!

STUDENTS, TEACHERS, SUPERVISORS, TEACHER EDUCATORS — DO YOU HAVE A METHOD OR IDEA WHICH REALLY WORKED FOR YOU?

SHARE IT!

MAXIMUM LENGTH: 1½ PAGES, TYPEWRITTEN, DOUBLE SPACED. PICTURES ENCOURAGED.



# FFA—AN EFFECTIVE TOOL

Van A. Maedgen  
Vocational Director  
Belton Public Schools  
Belton, Texas

Five years ago when I started at Belton as head teacher in the vocational agriculture department, ample funds and tools were available for instruction of the basic curriculum in Vocational Agriculture. Quite frankly, the proposed program did not meet the occupational needs of our students in the school service area. I think of a school service area as the geographic area in which most of our graduates will seek to obtain employment. I found that business and industry leaders were courteous during my visits with them but their willingness to participate was almost non-existent. Some means was needed to make them realize Vocational Agriculture had passed the harness repair type instructional program. No State Farmers in this school since 1948 was pretty good evidence that something had to be done with the student and general school attitude toward FFA.

A look at the basic agriculture curriculum revealed just about every segment of the agriculture program had an award or scholarship program available through the FFA. If we were going to teach the subject matter and conduct a project program as required by the State anyway, why not spend a little extra time and really gain the full measure of our students' membership in the FFA?

The FFA is self-motivative, has hundreds of awards, develops pride, provides personal satisfaction, makes most students equal in one measure or another and sells an agriculture program faster than any other single factor available at any cost.

## THE ACTION

I selected two main avenues for developing our program. *One, of course, was for the individual student to "do his thing" and "have his day."* A member could select whatever met his individual interest and ability. He was also entitled to recognition in school and local news for his individual accomplishments. *The second was to involve the cooperation of most of the students.* We had to have meaningful

results for all levels of observation, including young and old citizens. I selected the "Building Our American Communities" program because the 1976 Bicentennial movement was starting and outside assistance should be fairly easy to obtain with large numbers of activities available which could be related to a wide range of subject matter areas in the instructional plan.

With the proposed package in hand, a delegation of chapter officers and BOAC Committee members met with the Belton City Manager. This plan was later accepted by the City Council, including agreement to pay all bills of material.

Now our agriculture department and the FFA were going to be in the public eye. At the end of the first year we had landscaped a section of the City Park, built roofs, poured concrete slabs and built picnic tables. In addition, we painted, welded, and surveyed a watershed for flood control planning. Most important, as it later developed, was our getting in on the Chamber of Commerce's Fourth of July Building Program. We landed the job of building from scratch the permanent trailer for the Chamber of Commerce float. They still had reservations about "kids" and stipulations for periodic inspections by the owner of the local welding shop. After his first visit we had no further restrictions and other jobs flowed into our shop in rapid succession. Kids do a better job and seem to learn faster when they see "use" in what they do.

## RESULTS

To bring five years into a short summation, our BOAC program won one seventh place and two first-place awards at the Area level from 1973 to 1976. The Silver emblem followed the Gold emblem at the State level in 1975 and 1976.

Local Business and industry leaders of Belton have invited us to conferences offering material, equipment and funds in the excess of what we can effectively use at this time. Texas Rockwool Industries has given us access to their metal stock pile, barrels and insulation bat seconds for our buildings going up on the school land laboratory made available from the school administration.

The Lions Club has requested to honor outstanding agriculture students each year at their annual awards program. Perhaps more important is the overall change in attitudes of community leaders, parents, teachers and students.

Our individual students are doing as well for themselves. In the last five years we have had two State Farmers, one Area Vice President, Five District officers and twenty-six first and second place team wins. We have had three heifers won at the Houston Livestock Show judging contest and a large number of top placings at local and major livestock shows. The agriculture department grew from 72 students in 1971 to 192 in 1975. This enrollment represents approximately 20% of the school population. Students now taking agriculture are largely doing so by choice and are a pleasure to teach. Four other teachers, B. B. Shaw, B. J. H. Taylor, Chris Houy and Rodger Welch have had a major part in the successful turn-around in this school.

## IMPLICATIONS

My own high school Agriculture teacher, Mr. H. D. Kay, obviously recognized the FFA as a part of his curriculum vital to the development of young men. Nearly 40 of his students are State Farmers and 5 are American Farmers but that is not the principal point. He used the FFA to develop the things in a boy that let him stand before his peers and confidently lead them both in and out of the field of agriculture. By way of the FFA my agriculture teacher was perhaps the single most important influence on me.

Since being elevated to Vocational Director in August, several of the other vocational education departments have asked me for assistance in the development of their organizations into effective teaching aids. They clearly see the FFA as an inter-curricular activity that really turns on education.

If you will really think about it for just a minute, the FFA is actually the only part of the agricultural curriculum we have the least trouble justifying. It is the one part of the curriculum that is useful in virtually any walk of life.



# FFA

## FUNDAMENTALS - FLEXIBILITY - ATTITUDE

*Bruce W. Emanuel*  
*Professor—Animal Husbandry*  
*State University of New York*  
*Agricultural and Technical College*  
*Cobleskill, New York*

Agriculture teachers are constantly seeking new ways to motivate students. Fortunately for us, we have a built-in tool that develops students' self-motivation—the FFA. It is my strong conviction that teaching excellence, coordinated with administrative support, can be achieved through use of the local chapter. Many teachers already recognize the FFA as one of the best possible vehicles for growth and development of the student, besides teaching important skills. It is vocational agriculture at its very best, giving opportunities for the optimum use of a variety of aids and tools to present an outstanding educational program for youth.

### IMPORTANCE OF THE ADVISOR

A viable FFA program demands a tremendous investment of yourself as teacher and advisor. Last year I made a presentation to the Concord, N. H., Rotary Club, and I noted its motto "Service Above Self." I believe this fits the attitude that must be adopted by a good FFA advisor. In August I participated in a state FFA judging contest at the New York State Exposition. I noted with delight an increase in spirit among our teachers, who were generating enthusiasm and upgrading activities at this level. I also found that the standards have been accelerated in different contests. The status quo is not in vogue, but progressively more challenging goals continue to be the aim.

A primary requirement of an advisor to the chapter is that he have complete dedication to understanding each individual student. How can you get the rapport with students so that the FFA can be an integral learning experience for them, as well as being entertaining and fun? What kind of attributes and skills are needed by the advisor to have a successful program?

---

**A primary requirement of an advisor to the chapter is that he have complete dedication to understanding each individual student.**

---

To be 100% effective as an FFA advisor and to have your FFA at its peak level demands a certain amount of continuity that can only be developed over a period of years. You must certainly recognize that your initial contacts are the beginning of the over-all friendship that you're going to gain with the students and their parents. This rapport can be developed in the seventh and eighth grade, by home visits, through work with 4H clubs, fairs, and so forth.

It is of major importance to alert the parents to your interest. Keep this approach on a low profile. At all times you want to respect parental input, and foster a personal relationship between the parent, the youth, and yourself. The advisor should also place major emphasis on the leadership roles of the executive officers in developing relationships with the incoming freshman students and potential new FFA members.

### FFA NOT FOR THE CLASSROOM

As a past FFA advisor, it was always my policy never to teach FFA in the classroom. I did not feel this was necessary; however, the whole atmosphere of the vocational agriculture department and its charisma centered around the organization. For instance, all freshmen were given an FFA notebook and pen, and the group had all the chapter paraphernalia and equipment for the evening meetings. The majority of students find this gives them a feeling of belonging. In the classroom I would give recognition to outstanding chapter individuals and their achievements, as well as promoting an esprit de corps. It was my belief that at no time should FFA contests, for example, initiate the development of the instructional program. Classroom work could be related to community and individual needs, as

long as the curricular units remained distinct. All students in Vo-Ag were dues paying members of the FFA. They also subscribed to the *National Future Farmers* magazine. This was not questioned; it simply was a matter of fact.

There is an analogy between the student and his FFA advisor and the student and his vocational agriculture teacher. As an FFA advisor you have much more of an opportunity to personalize your relationship and show sincerity with the young person. In an academic relationship, however, you accelerate agriculture and its importance. At the same time you are setting standards in your classroom that convey to the students that agriculture has the top priority, taking precedence over any behavioral problems.

The secondary vocational agriculture teacher can develop a very special relationship with his students. In many schools, students pursue agricultural courses for four years, often with the same teacher. Home visits throughout the year offer opportunities to work informally on individual projects. At the same time, the teacher is frequently meeting the parents and gaining many of them as personal friends. FFA judging tours and field trips also give the teacher a chance to accompany his students in social and informal situations out of the classroom. This wide range of experiences shared together result in the vocational agriculture teacher, in certain instances, becoming an ex officio member of the family. Sincere and lasting rapport, friendship and trust are developed on a gradual basis.

### POSITIVE ATTITUDE ON AGRICULTURE

The FFA is the best vehicle I know for informing the public about modern agriculture. Again, advisor-student rapport is absolutely essential. The advisor sets the standards for his chapter members. It is critical, in my opinion, that any student who represents his chapter in any degree should do it in the best possible manner. Always shoot for the highest goals and quality performance.

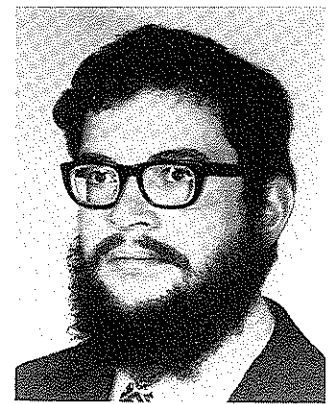
*(Concluded on page 176)*



Elwood Wessman

*Elwood Wessman, Chairman  
Ag. Science Department  
Brainerd Area Vo-Tech Institute  
Brainerd, MN*

# "EARTH" IS OFF THE GROUND



Paul J. Gorman

*Paul J. Gorman, Instructor  
Agri-Business Department  
Mankato Area Vo-Tech Institute  
North Mankato, MN*

EARTH is the new post-secondary organization for students enrolled at the 24 Area Vocational-Technical Institutes (AVTI) in Minnesota offering Agri-Business and Natural Resources Programs. EARTH is an acronym derived from the first letter of *Environment, Agri-Business, Resources, Technology and Horticulture*.

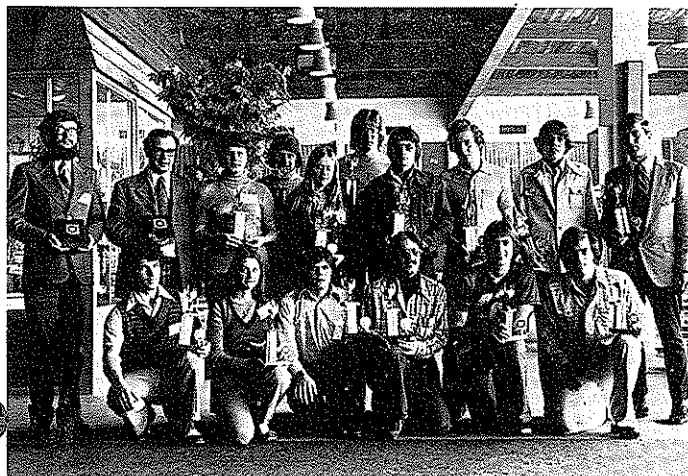
EARTH began in July, 1974, when the Minnesota Vocational Agriculture Instructor's Association (MVAIA) Post-secondary Board of Directors appointed a four-instructor committee chaired by Elwood Wessman to explore the possibilities of a student organization. During December, 1974, letters and questionnaires were mailed to 35 advisors of ag-related programs located in Minnesota's AVTI's. Local programs having active student organizations were requested to return a copy of their organization's constitution along with the questionnaire. Nineteen questionnaires and six local constitutions were returned.

The committee met in February, 1975, to tabulate the questionnaire results and formulate a timetable for future activity. Twelve responses were favorable, three were undecided and four were not in favor. The committee took official action to proceed with the development of the organization, enlarged the committee to represent more institutes and selected Paul Gorman as secretary.

---

**Earth is the first state wide organization for post secondary students enrolled in Ag-related programs.**

---



Award winners participating at the first Minnesota EARTH Conference held at Alexandria, Mn on March 9-10, 1976.

The committee did the groundwork for a March, 1975, meeting to which each member brought an interested student from his local institute. The participants selected four areas of interest and developed: 1) a constitution draft 2) organization objectives, 3) activities and 4) an organizational timetable.

In August, 1975, the committee met to plan the first delegate meeting. An agenda was developed and William Hohenhaus, Supervisor of Post-Secondary Ag. Programs for the MN Dept. of Education, sent a letter of official notice to instructors and AVTI directors setting up a state-called meeting for the September, 1975, delegate session.

Over a hundred interested students and delegates representing Ag. related programs from seven AVTI's gathered on the North Campus of Suburban Hennepin Vo-Tech Institute on September 25, 1975 to conduct the official organizational meeting of EARTH. Steve Franta, a former Minnesota FFA officer and a student at Mankato AVTI delivered the keynote address. After much deliberation among those present, a delegate from Alexandria AVTI proposed the title EARTH as the name for the new organization and thus one of the main obstacles was agreed upon. The delegates then proceeded to adopt a constitution, appoint committees and elect officers including David Larson as President and William Hohenhaus as advisor.

President David Larson chaired a meeting of the officers, advisors and interested students in December, 1975. They refined the organizational structure and developed plans for the Spring conference. They selected "EARTH and WHAT IT'S WORTH" as the conference theme. The student officers and committees met twice during January to make final arrangements for the 1st Annual Conference to be held in March.

With Alexandria serving as the host, approximately 175 officers, delegates, and members of EARTH, invaded the Holiday Inn at Alexandria for the first State Wide Conference conducted on March 9 and 10. The conference included nine different competitive events, two leadership training workshops, four Unit sessions, a general session, a delegate session, an evening banquet, and an awards luncheon. Student officers presiding at the Convention were: David Larson, President; Doug Davis, Vice President; Janet Donovan, Secretary Treasurer; and Bruce Anderson; Parliamentarian. Dr. Hiram Drache delivered the address at the banquet.

*(Concluded on page 176)*

## CONTINUED FFA — FUNDAMENTALS . . .

Begin with the very basics, from neatness in dress to careful preparation and well-planned communications in those projects sponsored by the club. A top advisor will actually produce a contagious atmosphere of pride and a sense of accomplishment in chapter activities.

### LEADERSHIP

The FFA provides many opportunities for leadership training, such as public speaking and parliamentary procedure contests. Preparation for the public speaking contest develops in each student the ability to think and speak before an audience. Emphasis on parliamentary procedure is of immeasurable benefit to our young people as future community leaders and citizens.

Challenging and innovative programs of work come from committees made up of individual members. However, leadership cannot be forced upon anyone; each individual has to want to develop this rare quality.

Even more than the talented stu-

dents, those with less ability need the FFA concepts and training. Through the guidance of their agriculture teacher, these young men and women can develop the ability to be workers and leaders in their communities as mature adults. In addition, the wide variety of FFA services and contests are invaluable in developing a student's ability to reason, make choices, and then justify his choices rationally.

### SUMMARY

As stated earlier, much of the success of the chapter depends upon the advisor. He must be a person who is not only dedicated to the discipline of agriculture, but is also able to stimulate enthusiasm and hold student interest. Above everything else, perhaps, he must have a love for his work. A good advisor can be the community's greatest "molder" of young people.

The FFA must continue to be a strong and integral part of vocational agriculture. Leadership among the

chapter members, with creativity and new innovations, helps the group to develop meaningful goals and plans. Loyalty, morale and integrity are attitudes developed in the FFA that carry over into the classroom, the school, and the community. The vo-ag teacher must generate excitement and motivation to constantly raise the standards of achievement which produce results by young people. In addition, attention must continue to be given to personal guidance and programs for all types of students from all kinds of backgrounds.

FFA as it relates to diversity, flexibility, adaptability and the very dynamic nature of students should be the contributing thrust of the local program. It must challenge the interest of each student, but equally important it must indirectly relate to individual development that will prosper beyond the secondary level. It is unmistakably clear that, to gain these results, one of the very best vehicles we have today is this youth organization. ◆◆◆

## CONTINUED EARTH . . .

Student reaction to the conference was excellent. Contestants, delegates and observers evaluated it favorably and acknowledged that the minor flaws were a part of "growing pains" and to be expected in a new organization. As advisors and instructors, we were very pleased with the leadership and organizational ability demonstrated by our students.

EARTH's future development and thrust will be determined by its student members. A Board of Directors has been selected from AVTI Instructors and Industry and

is presently involved in securing an executive secretary to be hired prior to the next Conference. This is necessary to aid the organization by insuring continuity and stability. EARTH has made rapid growth since its inception and is already receiving national recognition as the first state wide student organization for post-secondary students enrolled in ag-related programs. It is our hope that students can experience personal growth as a result of the participation in EARTH activities. ◆◆◆

## COMING ISSUES COMING ISSUES COMING ISSUES

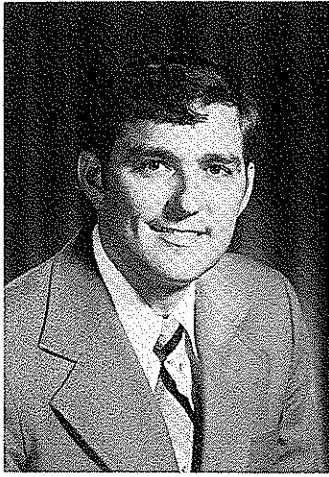
COMING ISSUES

- MARCH — Agricultural Mechanics — Keeping the Wheels Turning
- APRIL — Supervised Experience Programs — Learning by Doing
- MAY — Agricultural Products — Preparing Agricultural Processors
- JUNE — Camping and Summer Activities
- JULY — Facilities — Planning, Maintenance and Improvement

- AUGUST — In-service Education and Teacher Conferences
- SEPTEMBER — Fairs, Shows and Contests — Competition, Practice and Motivation
- OCTOBER — Preparation for Agricultural Resources and Forestry Occupations
- NOVEMBER — Multiple Teacher Programs — Patterns and Priorities
- DECEMBER — Ornamental Horticulture Occupations — A Growing Field

COMING ISSUES





Gary Moore

*Gary Moore  
Teacher Education  
Purdue University*

# THUNDERBOOK

## WHAT IS A THUNDERBOOK?

The idea of a thunderbook was based on my earlier experiences in selling cookware, vitamins, and Bibles during my college days. Each company I worked for had a nice, attractive notebook that was used in the sales presentation. The notebook had charts, graphs, and pictures depicting the superiority of the product. My vocational agriculture thunderbook is similar to this.

In building the thunderbook I started with the vocational agriculture notebook that can be ordered from the FFA Supply Service. Next, a neatly typed outline of each vocational agriculture course is included. This outline breaks each course down into units and subunits with the amount of time spent on each unit being indicated. Color pictures are included along with each course outline to show activities the students would be involved in, such as welding, selecting livestock, working in the greenhouse, etc.

After the course outlines and pictures is a section devoted to the FFA. This section briefly explains the role of the FFA in the vocational agriculture program. Pictures are used showing different FFA activities.

Another section shows pictures of some of the students with their occupational experience programs. There is a description of what occupational experience programs are and why they are important.

The last section of the thunderbook has an outline and description of the adult courses that are being offered.

Each page of the thunderbook is enclosed in a plastic sheet protector to keep it neat and clean. This also adds a look of professionalism.

## HOW IS THE THUNDERBOOK USED?

In many states a minimum number of students per class is required. In certain areas it is difficult to reach this minimum number; therefore, the thunderbook is used in recruiting students. The thunderbook is used to show prospective students what they will be learning, the activities they will be involved in, and the opportunities in the FFA. The thunderbook is used in the same manner on summer visits with incoming freshmen if they are not yet acquainted with the Vo-Ag program.

Along with new and prospective students the thunderbook is also used with students already in the program. In making future plans for occupational experience programs the students need to consider what will be taught in the future.

Parents are also shown the thunderbook. This helps prevent misconceptions about what is taught and how the FFA fits into vocational agriculture. As the teacher is going through the thunderbook with the parents he can make statements about the last section, adult programs, such as, "We also have classes for adults. Next week there is a meeting which *you* might be interested in attending . . ." The thunderbook can be used to recruit adults.

The thunderbook is used with farmers, businessmen, and citizens to explain the vocational agriculture program. It only takes four or five minutes to present a quick overview of the program.

My thunderbook is kept within easy reach, either on my desk or in the car. It is ready for use. The thunderbook is an invaluable aid in counseling students and parents.

Could your Vo-Ag program use a thunderbook? ◆◆◆

Have you heard any of the following statements?

Student — "This year I'm taking English, history, math, P.E., and FFA."

Citizen — "All they teach in Vo-Ag is how to grow corn and raise pigs."

Parent—"Johnny, your FFA teacher is here!"

Farmer — "In four years of Vo-Ag the teacher just teaches the same old thing over again each year."

Student—"I have two steers for my FFA project."

These statements are typical of those I hear every year concerning the vocational agriculture program. There appear to be many misconceptions concerning vocational agriculture and the FFA among parents, farmers, businessmen, and even the students.

As a teacher of vocational agriculture I became concerned over these misconceptions. To help alleviate these misconceptions a "THUNDERBOOK" was developed.

**Learning to do,  
Doing to learn,  
Earning to live,  
Living to serve.**

# THE INSTRUCTIONAL PROGRAM AND THE FFA



Charles W. Byers  
Teacher Education  
University of Kentucky

Charles W. Byers

The FFA and the instructional program is a topic which should challenge all of us. The significant challenge is how to mesh the two together so as to motivate students in a dynamic way. The surface has only been scratched as to what can and should be done to help make the FFA contribute to the teaching of vocational agriculture. If FFA activities are geared to the instructional programs with the best "know-how" of the profession, extraordinary levels of high quality student learning should be the result.

Most professional workers in agricultural education were taught and believe that the FFA should:

- Be an integral and inseparable part of vocational agriculture
- Be intra-curricula—get its origin and root from the vocational agriculture curriculum
- Serve to enrich, stimulate, and motivate the instructional program in agriculture

However, without directing criticism at anyone or any group, it appears that the profession has focused more on the theory and philosophy than on the "doing"—"of how to make" the FFA contribute to the instructional program. Perhaps the aim of the FFA—to develop agricultural leadership, citizenship, and cooperation—is too limited or narrow. Many individuals believe that a major part of the aim of the FFA should be focused on developing technical skills in agriculture.

## Course of Study is the Starting Point

Local FFA chapter activities should make a significant contribution to teaching agriculture as set up in the course of study. This requires careful planning and supervision by the teacher as he guides the chapter members in selecting appropriate activities, and in setting up and carrying out the program of activities.

All departments of vocational agriculture should have a carefully prepared, up-to-date course of study. It is the teacher's responsibility to develop the instructional program and it should be his plan for attaining the objectives of the local program of vocational agriculture. The course of study should serve as the *basic guide* for selecting and planning many of the important activities of the chapter.

The advisor is responsible for first deciding himself and then guiding the chapter members to select activities and in carrying out the activities. It is both his opportunity and responsibility to be sure certain activities get into the program of activities so the FFA can make a significant contribution to the teaching of vocational agriculture. He must decide *what* activities will encourage and promote the learning of agriculture by his students (as set up in his course of study) before he can intelligently guide the members to select and plan the chapter activities.

## Relationship of Selected FFA Activities to Certain Classes

The Department of Agricultural Education at the University of Kentucky offers a course in curriculum construction each summer for beginning teachers of agriculture.

In this course each teacher prepares a course of study for the department where he will teach. The course of study developed by one of the teachers for a freshman class (Agriculture I) is listed below.

## MAJOR UNITS IN FRESHMAN COURSE OF STUDY AGRICULTURE I

Unit	No. of Days
Orientation to Agriculture & the FFA	3
Importance of Agriculture	3
Careers in Agriculture	6
Harvesting, Housing, and Curing Tobacco	6
Sterilizing Tobacco Beds	4
Selecting and Planning Experience Programs	25
FFA Organization and Operation	8
Grading and Stripping Tobacco	5
Keeping Records	14
Beginning Shop Instruction (Small Wood Projects)	20
Seed Identification & Seed Tag Placement	5
Livestock Breed Identification	5
Growing and Showing Livestock	6
Planning to Grow Tobacco	4
Soils in Relation to Crops	5
Producing Tobacco Plants	6
Operating Tractors	10
Growing Corn	8
Home Gardening	6
Growing Tobacco	6
Individual Problem Days	8
<b>TOTAL</b>	<b>165</b>

What FFA activities does this course of study provide a cue for? Listed below are some of the activities which are appropriate. There are others.

## FFA ACTIVITIES BASED UPON THE FRESHMAN COURSE OF STUDY

- Quiz on Agricultural Careers
- Green Hand Award (plans for experience programs)
- FFA Quiz
- Creed Speaking
- Tobacco Grading and Stripping Contest
- Record Book Contest
- Small Wood Project Construction Award
- Seed Identification and Seed Tag Placement Contest
- Livestock Breed Identification Contest
- Livestock Grooming and Showmanship Award
- Tobacco Production Contest
- Tractor Driving Contest
- Home Garden Award
- Corn Production Contest

### Relationship of Selected FFA Activities to a Specialized Class

Now let us take a look at a specialized program at the junior-senior level. Listed below are the actual units in a course of study developed in the area of horticulture by a teacher.

#### COURSE OF STUDY FOR HORTICULTURE (One Year of a Two-Year Program)

Unit	No. of Days
Orientation to Horticulture Program & the FFA	2
Ornamental Plant Identification	10
Ornamental Plant Production	10
Establishing of Lawns and Turf	15
Summarizing Occupational Experience Programs	5
Selecting and Planning Experience Programs	8
Keeping Records	5
FFA and Leadership	8
Foliage Plant Identification	5
Foliage Plant Production	12
Terrarium Culture and Care	5
Landscaping	20
Insects and Diseases	10
Human Relations	10
Floral Design	10
Individual Problem Days	8
Pruning and Harvesting	10
Greenhouse Management	10
<b>TOTAL</b>	<b>163</b>

What FFA activities can find their origin and function in this course of study in horticulture? Listed below are some ideas. Without doubt there could be several more.

#### FFA ACTIVITIES BASED UPON A COURSE OF STUDY IN HORTICULTURE

Ornamental Plant Identification Contest  
Ornamental Plant Production Award  
Lawn Establishment Award  
Occupational Experience Program Plans Award  
Record Keeping Contest  
Impromptu Speaking in Horticulture  
FFA Quiz  
Demonstrations in Horticulture  
Foliage Plant Identification Contest  
Foliage Plant Production Award  
Terrarium Construction Award  
Home Landscaping Award  
Landscaping Model Contest  
Identification of Insects Contest  
Identification of Diseases Contest  
Human Relations Award  
Floral Design Award  
Pruning Award

The variety of student occupational experience programs developed in the unit: "Selecting and Planning Occupational Experience Programs" and the resultant study by students will give rise to many additional activities "tied" to the course of study in both the illustrations listed.

### FFA Integrated Into the Course of Study

An examination of the two courses of studies presented earlier reveals only a limited number of days allocated to FFA. The FFA (other than some basic philosophy, history, and facts) should be integrated directly into the different instructional units, rather than being taught in isolation.

#### Effectively Implementing the Selected Activities

Once the FFA activities have been selected, half the battle has been won. The next step is to "pull the activities off" in an excellent manner; in such a manner as to motivate the instructional program. Many of these activities can effectively be implemented as contests or awards. Listed below are seventeen principles which should be helpful to the chapter advisor(s) and members in planning, conducting, and evaluating those activities included in the chapter program.

#### PRINCIPLES FOR USING FFA CONTESTS AND AWARDS

1. Contests should motivate the instructional programs (the curriculum).
2. Contests and awards should be provided at the local (chapter) level.
3. Instruction should precede the local contest.
4. Students should know about the contest or award before the instructional unit is started.
5. Awards should be displayed at the time the instructional unit starts.
6. Awards should consist of symbols (ribbons, certificates, plaques, etc.) more often than money.
7. Contests should be designed so that all students who excel can be recognized.
8. Only excellent (high-quality) performance should be recognized.
9. Members should plan, carry out, and evaluate contests under the supervision of the advisor.
10. Rules and procedures should be based upon local needs rather than state or national requirements.
11. Students should earn the right to represent their chapter.
12. Achievement should be measured against a standard rather than between individuals.
13. Selection of those to receive recognition should involve students, graduated members, alumni members, and outside experts.
14. Many contests should be limited to specific classes.
15. Several frequent, small or moderate awards are superior to fewer, larger awards.
16. Awards and recognition should be presented in such a way and at such a time as to make the recognition meaningful.
17. The goal of contest and awards should be "learning," not "winning."

#### Summary

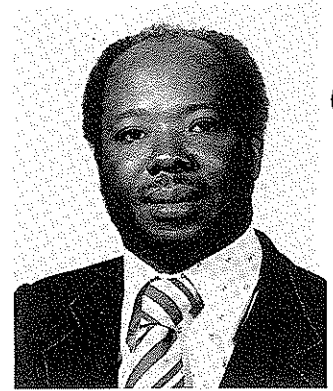
If the course of study is used as the "cue" in selecting the FFA activities for the chapter to sponsor and the chapter and advisor are guided by the above principles in carrying out the activities, the FFA will make its maximum contribution to the instructional program. Good teaching-learning will result.



David L. Williams

*David L. Williams  
Teacher Educator  
Iowa State University*

# THE FFA — A MODEL FOR FFJ



Winston Haye

*Winston Haye  
Vocational Agriculture Instructor  
Boca Raton, Florida*

The FFA has been nationally acclaimed as an outstanding youth leadership development organization. The operation of the FFA as an integral part of vocational agriculture has been admired by educators around the world. The ideologies of the FFA have been transported to Japan, Colombia, the Philippines, Puerto Rico, and Scotland for use in establishing agricultural youth organizations. Since the FFA has served as a model for vocational youth organizations in other countries, the authors designed a research project to determine if selected features of the FFA could serve as a model for a leadership organization for students studying vocational agriculture in Jamaica.<sup>1</sup>

## AGRICULTURAL EDUCATION IN JAMAICA

Vocational agriculture was taught in forty Jamaica secondary schools during the 1975-76 school year. These schools have land laboratories where students obtain supervised experience in production agriculture. However, the programs do not have an integral leadership organization like the FFA. There is also the Jamaica School of Agriculture that provides postsecondary education in agriculture which is equivalent to the junior or community college agricultural programs in the United States.

## PROCEDURES

A major purpose of the study was to assess the attitude of school administrators and vocational agriculture teachers toward selected leadership activities. An attitude scale was developed which included 75 activities deemed important by a panel of experienced Iowa vocational agriculture teachers in the establishment of a local FFA chapter.

Twelve of the 40 Jamaican high schools that offered vocational agriculture during the 1975-76 school year were randomly selected to be included in the study. The head administrator and the head vocational agriculture teacher in each of the 12 schools served as the respondents for the study. During interviews, the respondents were asked how important they thought each activity could be in providing leadership experiences for vocational agriculture students in their schools. Their responses were recorded using a five-point scale. A case study was also conducted on two of the schools.

<sup>1</sup>The article is based on Winston Haye's Ph.D. dissertation completed at Iowa State University in 1976. Dr. Haye is a former Jamaica vocational agriculture instructor and Agricultural Education Officer in the Jamaican Ministry of Education. He returned to Jamaica to collect the data for his research.

The data were analyzed by calculating means and standard deviations for each study. The t-test was used to test for significant differences between the mean scores of teachers and administrators when items were grouped according to the following categories: (1) supervised occupational experience, (2) community service, (3) scholarship, (4) leadership, (5) earnings, savings and investment, (6) conduct of meetings, (7) recreation, (8) public relations, and (9) cooperation.

## FINDINGS

The findings showed that both groups, teachers and administrators, had a favorable attitude toward all 75 activities studied. Therefore, the activities could be recognized as potential activities for a leadership organization made up of students studying vocational agriculture in Jamaica. Neither group rated a single activity as "not needed." However, significant differences were observed between the attitudes of the two groups for earnings, savings, and investments; scholarship; and public relations categories of activities. In all three cases, the mean rating of the teachers was higher than the administrators.

The activities receiving the highest ratings by administrators tended to be in supervised occupational experience, cooperation, community service, and scholarship categories.

The activities receiving the highest ratings by teachers tended to be supervised occupational experience; cooperation; scholarship; and earnings, savings, and investment categories.

## PROPOSED FFJ PROGRAM OF ACTIVITIES

A three-year program of activities was proposed for a local vocational agriculture student leadership organization. (The organization may be called an FFJ Chapter.) The selection of activities included in the proposed program was based on the data collected, the results of the case study, and judgment of the researchers.

*First Year Activities.* The activities proposed for a beginning local FFJ Chapter are as follows:

### Supervised Occupational Experience Activities

1. Explain the value of record keeping to students.
2. Show films of agricultural subjects.
3. Conduct tours of leading commercial operations.
4. Conduct demonstration plots and animal experiments.
5. Attend agricultural machinery demonstration.

*(Concluded on next page)*

Cooperation Activities

1. Establish a cooperative.
2. Purchase and loan equipment needed by members.
3. Arrange for class to visit a local cooperative.
4. Test new crop practices on demonstration plots in cooperation with farm supply and extension specialists.
5. Have extension officer speak to class on services his office can offer.

Community Services Activities

1. Assist in sponsoring a community fair, home or garden show, or youth fair by providing publicity, setting up pens, offering facilities, or securing sponsors.
2. Raise plants in school greenhouse and give to hospital patients and shut-ins in the community.
3. Conserve water and soil by constructing waterways, contours, terraces, windbreaks, and using cover crops.
4. Beautify schools by seeding and fertilizing the lawns, landscape school area, and renovate playfields.
5. Sponsor work day programs at elementary schools and have students plant trees.

*Additional Second Year Activities.* Activities that could be added the second year are as follows:

Leadership Activities

1. Require all vocational agriculture students to write a speech and present it to class.
2. Provide parliamentary procedure training to all vocational agriculture students through instruction and participation in parliamentary law activities.
3. Give parliamentary procedure demonstration to other classes.
4. Conduct regular meetings according to accepted parliamentary procedure.
5. Appoint all members to a program of activities at start of school year.
6. Select committee chairmen.
7. Schedule regular meetings of program of activities committees.

Conduct of Meetings Activities

1. Require secretary to have the meeting minutes up-to-date.
2. Schedule meetings on school calendar with approval of school administration.
3. Hold at least one meeting each month at a regular scheduled time.
4. Provide a copy of meeting minutes to the school administration.
5. Recognize members with perfect attendance at meetings.
6. Invite parents to attend at least one meeting.

Recreation Activities

1. Sponsor a field day of athletic competition in cooperation with other schools.
2. Sponsor an educational tour of a farm.

*Additional Third Year Activities.* Activities that could be added the third year are as follows:

Earnings, Savings, and Investments Activities

1. Recognize members who practice thrift.
2. Have representatives from a commercial bank or credit association speak on proper credit procedures.

3. Provide board of education with copy of budget and net worth statement.
4. Use official secretary and treasurer books.
5. Provide simulated experience in financial record keeping.

Scholarship Activities

1. Present an award to the member with the best grade point average in agriculture.
2. Present an award to the member who has shown the most progress.
3. Secure sponsors from the community for scholarship awards.
4. Organize a field trip to a vocational technical school.

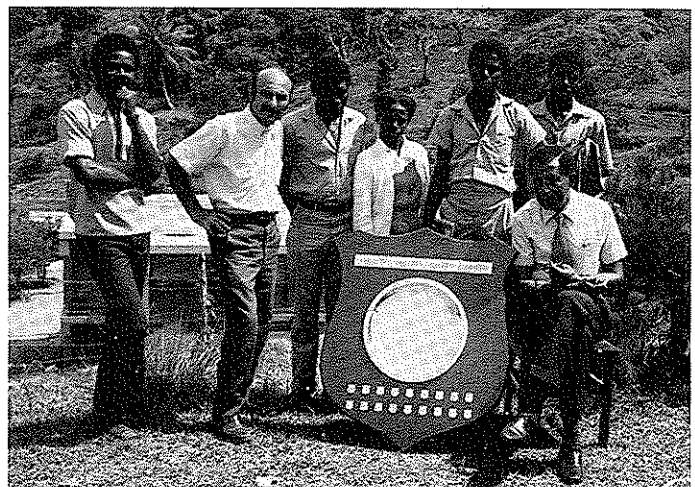
Public Relations Activities

1. Prepare a weekly news column concerning agricultural information.
2. Present a public program to a school assembly or community organization.
3. Prepare and display an educational exhibit.
4. Sponsor a school faculty luncheon or breakfast.
5. Invite faculty members to be judges of appropriate contests.

The vocational agriculture teacher should be responsible for involving the students in setting goals for each activity and determining ways and means to achieve the goals.

CONCLUSION

The high ratings given by Jamaica educators to leadership activities commonly carried out by local FFA chapters indicated that selected FFA activities could be transported to Jamaica. However, before a formal leadership organization for Jamaica vocational agriculture students is developed, the existing philosophy of vocational agriculture should be expanded to include objectives pertaining to leadership development. This change would provide for national leadership to assist local teachers in planning and conducting leadership development activities. The ultimate results could be a leadership organization for students studying vocational agriculture. The organization could be named the Future Farmers of Jamaica (FFJ).



Pictured here are the Principal, the two Vo-Ag Teachers and some Vo-Ag students from Frankfield Comprehensive High School, Jamaica, West Indies, after they won the Vocational Agriculture All Island Championship Award.



# EVALUATING THE FFA

*Jack L. Brimm*  
*Associate Professor*  
*Tennessee Tech University*

*Ray Clements*  
*FFA Advisor*  
*Red Boiling Springs, Tenn.*

The Future Farmers of America organization is an integral part of our nation-wide public vocational education program. Approximately five hundred thousand students of vocational agriculture are members of FFA. To maintain and expand this enrollment, vocational agriculture educators must constantly evaluate the effectiveness of their programs. One such evaluative concern relates to the identification of student attitudes regarding the FFA program. The continuation and improvement of future programs may well hinge on the accomplishments and opinions which today's students have about their chosen curriculum.

## PURPOSE

The purpose of this study was to obtain student opinions about their vocational agriculture program. One hundred and sixty-four students from across the state of Tennessee participated in this research investigation. A twenty-six item opinionnaire was developed and administered to students attending a summer FFA leadership camp. The data were tabulated and reported in a narrative manner using frequency tables and percentages.

## RESULTS

The following descriptive information was obtained about the student group in attendance: (1) 83 of the 164 students had previously held elected office in FFA; (2) 120 students were attending camp for the first time, while 43 had attended two or more times; (3) 58 students were greenhands, 93 were chapter farmers, 11 had been awarded the state farmer degree, no one had earned the American Farmer Degree; (4) 50 students attended school in rural areas, 96 were from small towns, and 19 lived in the city; (5) 107 students lived on farms; (6) 117 of the families represented were engaged in farming, however, only 34 were involved in full-time farming; and (7) 124 students were enrolled in programs with 100 or less students.

## ATTITUDES

Over 90 percent of the students included in this survey indicated strong positive feelings about their vocational agriculture programs. Although 65 percent indicated that they lived on family farms, over 75 percent were looking forward to a career in agriculture. Student comments revealed that involvement in the vocational agriculture program had been an important factor in their career selection. The factors most responsible for influencing the students to enroll in vocational agriculture were the following: (1) desire to be a member of FFA, (2) desire to gain skills needed as an adult in the world of work, (3) assistance in choosing a future occupation, and (4) belief that vocational agriculture would help establish oneself in farming.

## CURRICULUM

Student reactions to the vocational agriculture curriculum were varied. Most of the students felt that their classrooms and shops were supplied with enough materials and equipment and that these instructional areas were as clean and well-organized as their other classrooms. A slight majority of the respondents thought their vocational agriculture classes were as difficult as their other classes; however, 48 percent stated that the classes were easier. While the respondents felt strongly that their classroom teachers thought vocational agriculture subjects were as important as other academic subjects, they indicated that fellow students not enrolled in vocational agriculture did not perceive these classes to be as important. When asked if they had to study as much in vocational agriculture classes as in their other classes, approximately 60 percent said no. Ninety-nine percent of the students would advise other students to enroll in the vocational agriculture curriculum.

## LEADERSHIP

This study, admittedly limited in scope, does provide some information about student opinions regarding vo-

ational education programs. The fact that a majority of the students in attendance at the camp had held elected leadership positions in their local chapter speaks well of the FFA's concern for encouraging acceptance of leadership responsibility. Also, the advancement in degree of membership indicates determination and perseverance on the part of the students. With the farm population continuing to shrink, more emphasis must be placed on the many and varied careers in agriculture and related fields. Students presently enrolled in vocational programs are the best sales persons for the program and vocational education personnel need to continue to explore ways to improve the curriculum so that student interest and motivation will continue at a high level.

## RECOMMENDATIONS

For those chapters who may need to improve their image and build their program, the following suggestions are presented: (1) develop a program for junior high students pointing out the activities and opportunities available in FFA, (2) provide instruction to elementary students in pet care or introduce them to basic vegetable gardening, (3) plan school programs for FFA activities, projects, contests, events, (4) develop or expand existing greenhouse facilities and horticulture instruction.

Finally, FFA members need to be more aware of their influence on prospective vocational agriculture students. Their example of learning, doing, earning, and serving in accordance with the FFA ideals will serve as a beacon for other students and enhance the total vocational agriculture program. ◆◆◆



# Integrating The FFA Into The VO-AG Curriculum



Paul R. Vaughn

Agricultural educators have long recognized that providing a student with the skills necessary for entry into an agricultural occupation involves more than just technical training. We know that a student who has developed the correct technical skills but has failed to develop desirable attitudes toward employment is really not much more marketable than one who hasn't been trained at all. This is especially true today, as employees are constantly telling us that desirable personal characteristics are essential for successful advancement in employment.

Agricultural educators have also long considered the FFA as the major vehicle for developing these desirable characteristics in vocational agriculture students. When asked about the relationship of the FFA to the total vocational agriculture program, virtually every knowledgeable person would reply that the FFA is an integral part of the program, and instruction concerning the FFA and its activities is included as a vital part of the vocational agriculture curriculum.

## PROBLEM

Despite all of this, we still have a problem concerning the FFA and its use as an instructional aid. Many vocational agriculture teachers are not truly integrating the FFA into their curriculum. One example is the teacher who continually boasts that none of his class time is used to develop the FFA chapter's program of activities. How ridiculous! If the FFA is an intracurricular activity, then the most natural thing in the world would be to develop the program during class time, when every student would have the opportunity to participate. The list can go on and on. Judging contests, public speaking, par-

---

**. . . develop the program during class time, when every student would have the opportunity to participate.**

---

liamentary procedure, record keeping, award preparation—all are often referred to by Agricultural Educators as activities which should be conducted outside the classroom. This is despite the fact that each of these activities has proven to be a powerful motivational and personal development technique which has contributed to the development of many outstanding young men and women. I, for one, contend that if we force these activities outside the classroom, we are denying many students (probably those who need it the most) the opportunity to receive the benefits of such activities.

## STEP ONE

What can agricultural educators do about this problem of incorporating the FFA into the vocational agriculture curriculum? The first and perhaps most important step would be to *convince local school administrators (and maybe ourselves) that the FFA is truly an intracurricular activity.*

Many school administrators feel that it is not appropriate to include the FFA in the vo-ag curriculum for the same reasons it is not appropriate for the football coach to teach football strategies in his physical education classes. They make this comparison because they view the FFA as a co-curricular activity and an extracurricular activity, assuming that the two are the same. We need to direct these individuals to Handbook VI from the U. S. Office of Education. This publication is the one which defines co-curricular activities for the public schools. It will inform the administrator that the FFA is the only co-curricular activity in a public school system that is considered an intracurricular, rather an extracurricular activity. The wording found in this publication is to the effect that "time shall be frequently allotted in the classroom for teaching about the FFA and its activities."

Paul R. Vaughn  
Teacher Educator  
Virginia Polytechnic Institute  
and S.U.

We must also point to the fact that the FFA is legally defined (by public law 740) as an integral part of the vocational agriculture program. Administrators should be aware that integral means "essential; necessary for completeness." If the FFA is essential to agricultural education and its objectives, then it does not make sense to leave out this portion of the program which is necessary for the development of a well-rounded individual. Research is telling us that as many as 8 out of 10 people lose their jobs because of a lack of technical competencies. How illogical it would be for us to concentrate our instruction only on the development of technical competencies while we ignore instruction in leadership and personal development. Administrators must be made aware of this important concept.

## STEP TWO

The second step we should take is to accept the fact that *classroom and laboratory units on the FFA and its related units should be taught to every student.*

When someone mentions teaching about the FFA and related activities in class, the question always arises: "What about the students who are not FFA members?" My immediate response has been to say "Well, what about them? Do you ignore teaching students about constructing a bill of materials just because some have said they don't like this portion of your agricultural mechanics curriculum?" Of course not. We know that today's youth do not always know what is good or right for them. We have an obligation to assist all students in this vital area of instruction—just as we have an obligation to assist them with other parts of their education. Instruction in leadership and personal development is an essential part of the total vo-ag program, and no student should be cheated out of that instruction because he or she didn't pay membership dues.

*(Concluded on page 185)*

# WHAT SHOULD THE FFA ALUMNI DO?



James Albracht

*James Albracht, Teacher Educator  
Kansas State University*

What should the FFA Alumni do to be of greater service to the FFA? This was the theme of the meeting of the Board of Directors of the Kansas FFA Alumni Association on February 9, 1976. Kansas has the No. 1 charter in the National FFA Alumni being the first state to organize in 1971. Progress in the development of the FFA Alumni has been good, but it has been slow. Agricultural education supervisors, teacher educators, FFA officers, and teachers of vocational agriculture have worked together to get the Alumni going, and at present there are approximately 20 local chapters and 500 members in the Kansas FFA Alumni Association.

The officers in the state FFA Alumni have been active in recruiting new members and establishing new chapters. Where chapters have been established they have been very successful and contributed much to the development of the vocational agriculture teacher, and to the success of the local vocational agriculture department. However, the Board of Directors wanted to provide an additional stimulus for the growth of the State FFA Alumni Association. In order to get more chapters started and to be of greater service to the local FFA chapters the Board of Directors wanted to do more and considered sponsoring a state wide FFA Alumni project, an FFA Foundation, and a State FFA Camp. The author of this article was asked to research the current status of state FFA Alumni activities to see how many associations sponsored state FFA Alumni projects, state FFA Foundations, and state FFA camps.

## PURPOSES

The major purposes of the research were to find the answers to three questions as follows: *Does your State FFA Alumni Association have a state project? Does your FFA have a state FFA Foundation?* and *Does your state own and operate a state FFA camp?* In addition, the respondents (executive secretaries of the state FFA associations) were asked to identify advantages and disadvantages and the scope and the problems for each of the three areas being studied, namely state FFA Alumni projects, FFA Foundations, and State FFA camps.

The questionnaires were sent to each of the executive secretaries of the State FFA Associations in the continental United States. Thirty-six of the 48 surveys were returned from the mailing for a 75 percent return. Since the Board of Directors of the Kansas FFA Association wished to make recommendations to the delegates the June meeting of the FFA Alumni Association only one mailing was sent.

## RESULTS

### State FFA Alumni project

The following were the results when each executive secretary of the FFA Association was asked to reply to the question:

Do you have a State FFA Alumni project?

	No.	Per cent
yes	10	27.7
no	26	72.3
Total	36	100.0

When the executive secretaries were asked what their alumni projects were they responded as follows:

FFA leadership	job placement
state awards	newsletter
convention facilities	FFA Foundation
organize local chapters	big brothers
state creed contest	help local chapters
membership drive	judging pool

When asked why they did not have a state alumni project they responded:

just getting started	lack of funds
travel and time	lack of personnel

### State FFA Foundation

Responses were obtained as follows for the question: Does your state have an FFA Foundation?

	No.	Per cent
yes	13	36.2
no	23	63.8
Total	36	100.0

When those who had an FFA Foundation were asked the purposes for forming one they replied:

Support FFA incentive	Send students to national conventions
Receive and disburse funds	Support state contests
FFA Camp	Leadership
Education and charitable activities	Tax exempt status
Tie public to FFA	Community involvement

When asked the reasons for not having an FFA Foundation the respondents replied:

Other groups do the job	Funded by the state
Lack of money and time	Don't see the need
Donors prefer individual projects	

*(Concluded on next page)*

## CONTINUED FFA ALUMNI

### State FFA Camp

The FFA Executive Secretaries replied as following to the question "Do you have a State FFA Camp?"

	No.	Per cent
yes	11	30.5
no	25	69.5
Total	36	100.0

When asked the advantage of owning a State FFA Camp the following replies and frequencies were obtained:

Leadership	10	Pride of ownership	4
Availability	6	Relationships	3
Recreation	6	Unity	2
Specific need	4	Environment & conservation	2

When asked the disadvantages of owning camps the following responses and frequencies were obtained:

Cost	7	Management	6
Work	6	Not needed year around	4
Time	6	One location	2

The following were listed as the reasons for not owning an FFA Camp:

Lack of money	Can use 4-H camp
Not enough members	Little interest

### ACTION

As a result of the findings of the study the Board of Directors of the Kansas FFA Alumni made several decisions. State FFA projects were considered desirable and Kansas should initiate a state FFA Alumni project. The state FFA Alumni project which was adopted provided for plaques for the winners of the foundation awards at the FFA District level.

The establishment of a State FFA Camp was not considered to be desirable because an excellent 4-H Camp which was centrally located in the state was available for use by the FFA. Sufficient funds were not available to consider purchasing and maintaining an FFA Camp.

It was decided that the formulation of an FFA Foundation by the Alumni was desirable but more satisfaction could be accomplished by the incorporation of the FFA Alumni as a non-profit organization. With incorporation an FFA Alumni budget could be formed, funds could be solicited, and services could be performed similar to those by an FFA Foundation. The money which would be solicited could be used to further the advancement of the FFA. It is hoped that with the incorporation of the above ideas the Kansas Alumni Association will continue to serve as a catalyst for the growth and well being of the FFA. ◆◆◆

## CONTINUED INTEGRATING THE FFA . . .

### STEP THREE

The last step we should take is to relate, as much as possible, FFA contests and awards back to classroom instruction.

One of the most promising programs introduced by the National FFA Staff during their Thrust '75 presentation was the Achievement Award Program. This program was designed to provide students with recognition for outstanding achievement in the vo-ag classroom and/or laboratory. It is unique in that every student who meets a minimum

standard receives recognition. This award program is just one example of how FFA awards and contests can be integrated into the instructional program. Contests which measure technical and leadership competencies that are developed in the classroom and laboratory should be emphasized. In the same manner, special attention should be given to local contests in which every student will have the opportunity to participate. District, state, and national awards and contests can then be used to provide further recognition for

those who demonstrate outstanding excellence in abilities that have been gained through the instructional program.

I do not wish to convey the impression that we will solve all of the problems concerning the FFA and its role in agricultural education by following these three steps. I do purport, however, that if we use them as guidelines, we will be taking a step in the right direction, and it won't be long before we can honestly say: "The FFA is an intracurricular activity." ◆◆◆

**PLANT GROWTH AND DEVELOPMENT**, by A. Carl Leopold and Paul E. Kriedemann. New York: McGraw-Hill Book Company, 1975, 545 pp. \$14.95

*Plant Growth and Development* is a book written about basic novel theories dealing with plant processes. The book is divided into 5 parts:

1. "Assimilation and growth" deals with photosynthesis, translocation, and growth dynamics.
2. "Growth regulation" examines action and results of auxins, gibberellins, ethylene, inhibitors and differential growth.
3. "Development" covers extremely well the themes germination and dormancy, juvenility, maturity, and senescence, flowering, fruiting, and tuber and bulb formation.

4. "Ecological physiology" deals with light, temperature and water as factors in the environment that affect plant physiological state.

5. The section on "chemical modification" traces movement of chemicals throughout the plant from entry and divulges the fate of such chemicals.

This is an updated version of the first edition. A. Carl Leopold is from the Department of Horticulture at Purdue University. Paul E. Kriedemann is positioned with C.S.I.R.O. Division of Horticulture research, Merbein, Victoria, Australia. As stated in the preface, this second edition, was written explicitly for two reasons:

1. Knowledge shows loss of relevance by 50% in five years; and
2. Known facts and processes have not been re-researched enough, instead of following any and all new avenues of research on new theories. The book was written

to balance new channels and more basic older ideas.

This book is filled with scientific data, research, and ideas. Because of the level of reading, its reader must have an above average knowledge of basic botanical processes. This book would be excellent for agriculture teachers' personal reference library. There are many experiments a teacher could use for student demonstrations. The book as a text should be used in above sophomore level college courses in agriculture, plant science or botany. Also, the book could be used for reference on graduate level research or seminar programs. Personal reading by an individual would be profitable if such a reader was an involved agriculturist or gardener, with a need to search deeper for botanical knowledge.

Mr. A. R. Clarke  
Area III Vocational Center  
Myrtle Beach, SC

# COMPETENCIES NEEDED BY FUTURE FARMERS OF AMERICA ADVISORS

*Jimmy Bonner*  
Graduate Student  
Mississippi State University

*Ronald A. Brown*  
Teacher Education  
Mississippi State University

The Future Farmer of America (FFA) advisor maintains a vital role in the development of vocational agriculture students and future agribusiness employees. The advisor fulfills this role by providing FFA members an educational experience designed to develop agricultural leadership, citizenship, and cooperation. Through FFA activities, the advisor has influenced the development of agricultural leaders at all levels and in a variety of agricultural occupations, and has helped America become one of the few nations able to produce more food than it consumes. Considering the prominence of American agriculture in the world today, the FFA advisor can be proud of the part he has played in making American agriculture number one in the world!

## PROCEDURES

In view of the recent emphasis placed upon competency based teacher education and with an understanding of the importance of the FFA advisor to vocational agriculture, a study was conducted concerning the important role of the FFA advisor. The purpose of the study was to identify the competencies needed by FFA advisors in Mississippi. To initiate the study, a list of 108 competency statements classified into seven categories was mailed to seventy-eight FFA advisors (vocational agriculture instructors) in Mississippi, stratified according to the following independent variables: (1) Age (2) Race (3) Tenure as an FFA Advisor (4) Educational Level (5) Number of Years of FFA Membership in High School (6) Number of Members Enrolled in the FFA Program (7) Percentage of Vocational Agricultural Students Enrolled in the FFA (8) Type of Area Where the FFA Program is Located (9) Type of School where the FFA Program is Located, and (10) The Perceived Importance of the FFA to the Vocational Agriculture Program. Each advisor was asked to rate each competency statement according to the degree needed in the successful operation of an FFA program. A four point degree of importance scale was used, with the elements composed of: 1—not needed; 2—need some; 3—need much; 4—essential. After securing the completed instruments, the ratings of each FFA advisor were analyzed by computer.

## FINDINGS

Table 1 contains a list of sixty-six competency statements which were rated as being needed to a high degree by an FFA advisor. These competencies were rated with mean scores of 3.000 or higher and are listed according to descending importance as perceived by respondents. The remaining forty-two competencies were rated according to a level of being needed to some degree by an FFA advisor.

This article is a summary of a M.S. thesis in Agricultural and Extension Education at Mississippi State University.

Competencies in each of the seven categories are represented in Table 1. Some competencies have identical mean scores and have been listed in no order of preference. The first, second, fifth, and seventh competencies in Table 1 are from the "Professional" category. Other competencies shown with higher ratings are number 6, 8, 9, and 14, representing the "Communication/Public Relation" category. Competencies 3, 15, and 16 represent the "Program Execution" category. The remaining categories having competencies ranked within the highest sixty-six statements include "Program Planning," "Program Evaluation," "Guidance," and "Management."

It is emphasized that, while some competencies included in Table 1 were rated slightly higher than others, all competencies shown were perceived as being needed to a high degree by an FFA advisor. Therefore, each of these competencies should be considered highly important in the implementation of a comprehensive FFA program.

TABLE 1.  
COMPETENCIES NEEDED MUCH BY FFA ADVISORS

COMPETENCY	MEAN SCORE
1. Maintain the ethical standards expected of a professional educator	3.513
2. Acquire new occupational skills and information needed to keep pace with technological advancements in vocational agriculture	3.487
3. Conduct visits to FFA members' homes to supervise FFA projects and activities	3.474
4. Maintain sound financial standing in the FFA.	3.410
5. Maintain professional certification through enrolling in graduate, extension and in-service educational programs	3.397
6. Create and maintain a favorable image of the FFA program to the community	3.385
7. Participate in educational conferences and workshops	3.372
8. Develop and maintain working relationships with the school administration and faculty	3.359
9. Handle complaints and problems of other people with tact	3.359
10. Plan your FFA program based primarily upon needs, interests, and abilities of FFA members	3.346
11. Establish and uphold acceptable standards of FFA member behavior	3.321
12. Acquaint FFA members with occupational opportunities available to them in the various fields of agriculture	3.295
13. Arrange for appropriate recognition to be given FFA members for their achievements	3.282
14. Develop acceptance of yourself as an FFA advisor by leaders in the community	3.282
15. Develop activities to promote character development, citizenship, and patriotism	3.269
16. Prepare FFA members for participation in FFA contests, projects, and meetings	3.269
17. Develop constructive working relationships among FFA members	3.269
18. Demonstrate a regard for and an interest in FFA members as individuals	3.269
19. Familiarize members of the school and community with activities of the FFA	3.269
20. Organize school and community support for an FFA chapter	3.218

(Concluded on next page)



## CONTINUED COMPETENCIES NEEDED . . .

21. Assist FFA members in advancing to higher degrees in the FFA .....	3.218	64. Communicate to other youth organizations the objectives and philosophy of the FFA .....	3.013
22. Establish and maintain an "open door" guidance policy ..	3.218	65. Establish criteria for FFA member performance in chapter activities. ....	3.000
23. Encourage FFA members to exercise self-discipline ....	3.218	66. Determine FFA members background and environment for guidance purposes .....	3.000
24. Assist FFA members in planning and organizing fund-raising activities .....	3.218		
25. Assist FFA members with the financial management of the FFA .....	3.205		
26. Explain the purpose, objectives, and ideals of the FFA to FFA members, parents, and members of the school and community .....	3.205		
27. Involve FFA members in planning and developing activities which will improve the home, school, and community .....	3.192		
28. Delegate authority and responsibility for different jobs in the FFA .....	3.192		
29. Provide opportunities for FFA members to excel in areas of special abilities .....	3.179		
30. Conduct visits to homes of FFA members for guidance purposes .....	3.179		
31. Assist FFA members in developing a yearly program of work .....	3.167		
32. Assist FFA chapter officers and committees in understanding and performing duties .....	3.154		
33. Involve all members of the FFA Chapter in decision-making .....	3.154		
34. Demonstrate a knowledge of parliamentary procedure ..	3.154		
35. Communicate with prospective and continuing FFA members during the summer .....	3.154		
36. Maintain filing systems for references, correspondence, and instructional materials .....	3.154		
37. Prepare and submit required reports pertaining to the FFA .....	3.141		
38. Participate actively in Mississippi Vocational Association, National Vocational Agriculture Teachers Association, American Vocational Association, and other professional organizations .....	3.141		
39. Identify problems in the local area and identify the priority of problems .....	3.115		
40. Give guidance to FFA members and their parents regarding project selection .....	3.115		
41. Apply for a local FFA charter .....	3.103		
42. Assist in judging FFA contests .....	3.103		
43. Cooperate with guidance personnel in the community ..	3.103		
44. Develop and maintain a working relationship with councils, committees, businesses, and professional associations .....	3.103		
45. Promote FFA cooperation with other community organizations .....	3.103		
46. Arouse FFA member interest in subject under study ....	3.090		
47. Identify and analyze problems between you and your FFA program and the administration, other faculty, and FFA members .....	3.090		
48. Recognize potential problems of FFA members .....	3.090		
49. Act as a consultant in the community when problems arise related to your field of specialization .....	3.090		
50. Conduct effective office visits .....	3.090		
51. Secure and leave a professional position .....	3.090		
52. Prepare and submit various contest and award application forms .....	3.077		
53. Inform the community of new developments and trends in the FFA .....	3.077		
54. Assist FFA members in developing good study habits ...	3.064		
55. Assist FFA members with problems associated with furthering their education .....	3.064		
56. Plan an organizational meeting for establishing an FFA chapter .....	3.051		
57. Provide FFA members an opportunity to practice what they have dealt with in FFA meetings .....	3.051		
58. Involve FFA members in attending and participating in leadership conferences .....	3.051		
59. Assist FFA members in managing supplies, merchandise, and equipment for the FFA .....	3.051		
60. Develop and maintain a working relationship with newspaper writers and others working in communication media .....	3.051		
61. Establish and maintain a working relationship with employment agencies .....	3.038		
62. Work with appropriate leaders to bring about desirable changes and adjustments in the FFA program .....	3.026		
63. Subscribe to and exhibit an understanding of the philosophy of vocational-technical education .....	3.026		

### COMPARISONS

In other analyses, competency ratings were compared with the ten variables previously listed. The findings revealed that the variables of age, race, number of members enrolled in the FFA program, and type of school where the FFA program is located had a negligible effect on the perceived importance of competencies. However, the remaining six variables appeared to have some influence on the perceived importance of competencies. The influence of these variables is shown as follows:

*Tenure*—Respondents with very high tenure levels generally rated competencies higher than respondents with other tenure levels.

*Educational Level*—FFA advisor participants with higher educational levels gave competencies higher ratings than did respondents of lower educational levels.

*Number of Years of FFA Membership in High School*—Respondents who were FFA members for four years or more in high school rated competencies higher than respondents of other levels of high school FFA membership.

*Percentage of Vocational Agriculture Students Enrolled in the FFA*—FFA advisors with eighty-six to 100 percent of vocational agriculture students enrolled in the FFA scored competencies higher than respondents with smaller percentages of vocational agriculture students enrolled in the FFA.

*Perceived Importance of the FFA to the Vocational Agriculture Program*—It was found that increasing perceived importance of the FFA to the vocational agriculture program was accompanied by higher rating of competencies.

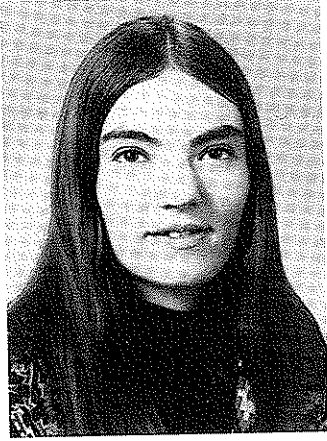
Teachers who have more teaching experience and more education, who were members of the FFA four or more years, who have a high percentage of vocational agriculture students as FFA members, and who perceive FFA as being highly important to the vocational agriculture program tended to rate the competencies as more important than did other teachers.

Teachers who want good FFA programs with a high percentage of students as members may want to consider the competencies listed in Table 1. If an FFA chapter is not functioning as the teacher thinks it should, the teacher may need to consider developing or increasing competence in some of the areas other teachers see as important.

### CONCLUSIONS

In conclusion, the findings of this study further delineate the important role and responsibilities of the FFA advisor. Our everchanging society demands competent leadership in agriculture. The challenge of providing responsible and responsive leadership to our future agricultural leaders has never been greater. A comprehensive FFA program designed and implemented by competent FFA advisors is essential in meeting this challenge.





D. Lanette Vaughn

# THE FFA JACKET

*D. Lanette Vaughn  
Graduate Teaching Assistant  
Virginia Polytechnic Institute and  
State University  
Blacksburg, Virginia*

When J. H. Litner designed the first FFA jacket for his Fredericktown, Ohio Chapter members to wear at the 1932 National Convention, it is doubtful that he realized the tremendous influence the jacket was to have on the FFA organization. It is also unlikely that anyone during that early period would have thought that forty years later the FFA organization would be selling more than 100,000 jackets annually and would become the largest single purchaser of corduroy in the United States.

What is it that caused this simple blue and gold garment to become the most recognized clothing apparel in public schools across the United States? Has it just been tradition, or is there another reason? Is it possible that there might be a very sound educational basis for wearing the FFA jacket? A review of the basic concepts of clothing and individual behavior suggests that there is, and agricultural educators should be aware of them and their implications for the FFA. In brief, these concepts (and how they apply to the FFA) are as follows:

## NEEDS

One of the basic needs of human beings is the need to belong. As children grow into adolescents, their desire to identify with the herd shifts to a desire to identify with a small group—a group with similar characteristics and with similar backgrounds and beliefs. If we transfer this premise, basic to all human beings, to the adolescent age group; it brings into focus our youth organization—the FFA. The FFA is an organization that can bring adolescents with similar characteristics, backgrounds, and beliefs together into a group which can, in turn, strive to meet their needs.

On one hand the FFA is a small, close-knit group of immediate friends, but yet on the other, it is a national organization. How can an entire nation

of these young people be joined together so they are easily recognized by all members and the public in general? Clothing, being the most conspicuous and most visual badge of group belonging, is the obvious answer. The FFA jacket serves as the tool to draw this large, national group of young people together. This uniform furnishes the members overt identification with their group. It gives the individual a part of of the power, importance, and approval of others that is generated by the FFA.

It is possible that a group of young people might not have a particular affinity for others who are near the same age and come from similar backgrounds—in other words, they could lack “group consciousness.” This group consciousness can be increased if the group identifies itself with a name; for example, “The FFA.” Their togetherness might be further increased if they competed against other groups in activities, e.g. public speaking. Heightened by the challenge and competitive nature of this activity, their sense of unity would be strengthened. However, the group might still lack identity. For example, during a public speaking contest, how will the members identify with the individual giving the speech if they don’t know this individual personally? How can they support the speech and feel it is “theirs”? Each member needs a conspicuous emblem of membership in the group. Again, the most obvious answer is the most visible—a uniform with which all members can identify. Possibly the most important service the FFA jacket can perform for the FFA is to pull individuals together to form a group which has a high degree of group consciousness. This is in accordance with the concept that the extent to which members will identify with a group will depend on each individual’s consciousness or awareness of the group’s existence and his/her part of this group.

## UNIFORM

We have said that a uniform can bring the group together giving them an identity, but it can also set the group apart. It is necessary that it distinguish them from other groups. It must set them apart as different and unique. The FFA jacket serves this function. Adolescents have joined the FFA because it exemplifies certain beliefs, which they as individuals hold. The jacket distinguishes this group from others in their school, their community, and the nation by signifying these beliefs and attitudes.

It is often said that clothing is an extension of the self, that is; it functions in a group to extend the feelings of the self beyond the physical boundaries of the body. It provides an expansiveness of the wearer’s attitudes and emotions. Consciously, or unconsciously, every individual reflects through clothing a set of beliefs that he or she wants others to believe about him or her self. The FFA jacket serves to let others know the type of person the individual is and what he or she holds to be important. It distinguishes the individual from the others in the general population.

## QUESTIONS

We have talked about what the jacket can and has done for the organization, but maybe we should pose some questions about this symbol of group identity and its future with the FFA. For example, should the jacket continue to be made of corduroy? Is this the most durable, easy to care for, attractive fabric? Could the future FFA jacket be constructed from a more washable, tougher, better-looking fabric? Does the jacket really do the most for our newest members, the girls? Does it really look attractive and sharp when worn with skirts? Also, a side question: are advisors willing to let the female members wear this jacket with pants (as it was probably designed to be worn)? Is a corduroy jacket the best and most appropriate wearing apparel for formal occasions?

Finally, if the jacket is to be changed, how much should it be changed? We must keep in mind that if it is altered too much, this symbol of beliefs may lose the sense of identity it has developed over the past forty years. However, we also must remember that if the jacket does not keep in step with the desires of the members, its benefits will likely be permanently lost. ◆◆◆

# Leader in Agricultural Education:



## LOWERY H. DAVIS

by Dr. Robert H. White\*

Dr. Lowery H. Davis, Dean of Continuing Education at New Mexico State University has left his mark on Agricultural Education in the United States. While he now has moved on to other professional challenges, he has retained his acute interest in agricultural education. During his career in agricultural education in three states, he has been known for his interest in professional organizations and professional development of teachers and other leaders in agricultural education.

Visible evidence of success resulting from his initiative and leadership can be seen today. Lowery Davis served as President and Chairman of the Board of the Southern Association for Agricultural Engineering and Vocational Agriculture, and was instrumental in helping to develop this organization. Due in large part to his leadership, this organization was successful in first going regional and then later national in scope, the American Association of Vocational Instructional Materials (AAVIM). His interest in developing more economical and effective overhead transparencies and other materials provided the nucleus for the development of the vocational education media center at Clemson University. Dr. Davis was also instrumental in establishing the research coordinating unit for vocational education in South Carolina and at one time served concurrently as head of the Agricultural Education Department

at Clemson University and as Director of the Research Coordinating Unit for Vocational Education in South Carolina.

A native of Alabama, Dr. Davis received his B.S. and M.S. degrees from Auburn University. He began his professional career as a teacher in Alabama and, during a period of thirteen years and spanning World War II, taught in three different school systems. After receiving his M.S. degree in 1952, he taught Vocational Agriculture for one more year and served as a member of the staff of the Department of Agricultural Education at Auburn University. From Auburn, Dr. Davis went to Columbus, Ohio, as a doctoral candidate in agricultural education. Dr. Davis continues his close ties with many of the staff and faculty at the Ohio State University. He received his Ph.D. from the Ohio State University in 1956, and was an Assistant Professor of Agricultural Education there for four years. From Ohio, Dr. Davis was persuaded to move to Clemson University, Clemson, South Carolina, as Professor and Head of the Department of Agricultural Education in 1959.

Dr. Davis has always been interested in improving interpersonal relationships and in helping other persons develop and advance professionally. While he is an excellent writer, most of his colleagues recall Lowery Davis not for his publications but for his ability to work with and influence other people.

His influence in vocational education extends far beyond the field of agricultural education. He has been recognized by being elected to leadership positions in many organizations related to vocational education. He has been President and Chairman of the Board for the American Association of Vocational Instructional Materials. He

served for nine years as a member of the American Vocational Association Board of Directors, and Secretary to the Agricultural Education Division of the American Vocational Association. He was also President of the Teacher Educators in Agricultural Education for the Southern Region. He has served on several committees of the United States Office of Education with the Division of Vocational and Technical Education.

Through all of his career, he has attempted to broaden his own experiences and contribute to the professional improvement of agricultural education in other areas. In addition to having been actively involved in agricultural education in three states, he has served as consultant in more than a dozen states in the capacity of visiting professor or as a consultant to various universities, associations or organizations.

Mr. Floyd Johnson, who served as President of the American Vocational Association when he was a vocational agriculture teacher and is now Superintendent of Schools at York, S.C., credits Dr. Davis with much of South Carolina's progress in agricultural education during his tenure at Clemson. Mr. Johnson observed that "Lowery Davis probably did more for vocational agriculture in his stay at Clemson than any other person has during a comparable period."

First and foremost for Dr. Davis was the necessity to maintain a high quality program of agricultural teacher education at Clemson. His concern for professional development is reflected in his membership and participation in numerous professional organizations. He has been very active as a member of the American Association of Teacher Educators in Agriculture (AATEA), is a life member of the American Vocational Association (AVA). He has served in leadership positions in both

(Concluded on page 191)

\*Dr. Robert H. White  
Executive Director  
Advisory Council on Vocational  
& Technical Education  
Columbia, S. C.

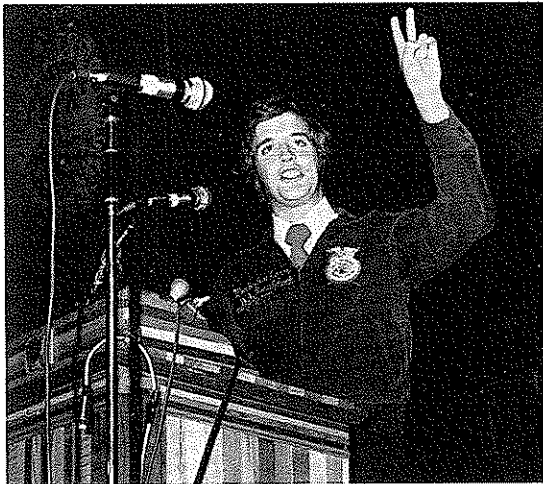
# STORIES IN PICTURES

by  
Paul  
W.  
Newlin

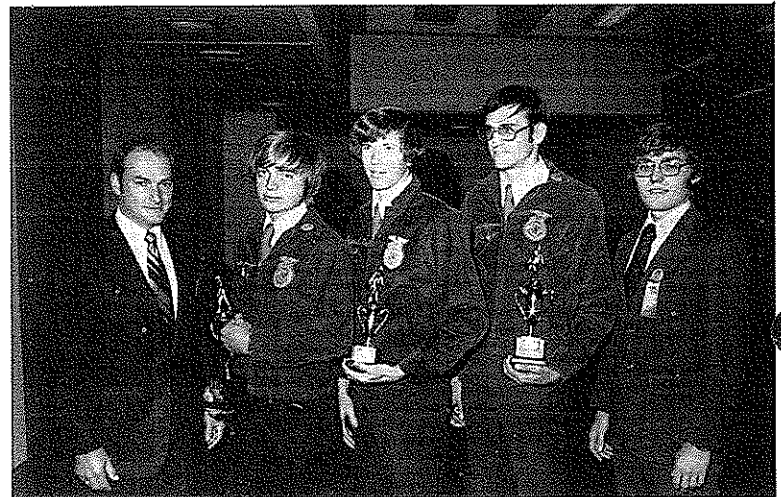
All photographs on this page courtesy National FFA Organization.



The 51st Future Farmer of America Association was chartered at the 1976 National FFA Convention. Alaska became the Nation's final state to be affiliated with the national FFA.



"Let's give credit to the American Farmer for what it took him to become the important food producer he is today," Mark Sanborn, Ohio, national FFA public speaking winner, told the audience at the national FFA convention.



The first Farm Business Management Contest was held at this year's national FFA convention. Winning was the team from Odessa, Mo. Sponsor of the contest is by John Deere, Moline, Ill. The three team members are: Mark Kleoppel, Wayne Dillon and Dennis Hoffman. FFA advisor-coach is Ronald Plain.



John Murray, national president of the NVATA, addressed the nearly 20,000 FFA members and guests at the national FFA convention in Kansas City. He was awarded the National Honorary American Farmer Degree from President Bobby Tucker.



Jim Dougan, Ohio State University, congratulates Wm. Paul Gray, national FFA executive secretary, who retires this year after 40 years of a professional career including vo-ag teacher, assistant state supervisor of ag-ed and for the past 19 years national FFA executive secretary.