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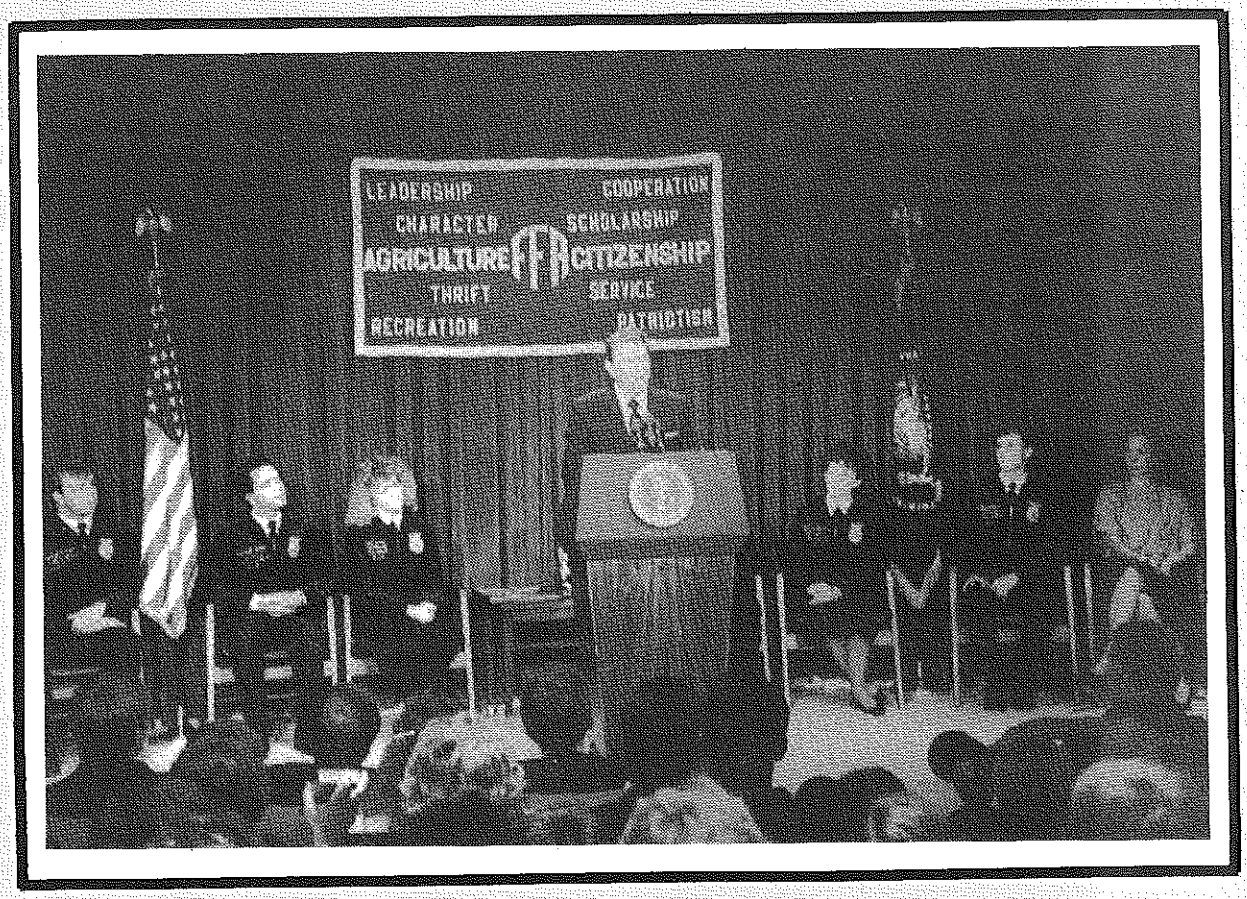

THEME: FFA at 60

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ARTICLE SUBMISSION

Articles and photographs should be submitted to the Editor, Regional Editors, or Special Editors. Items to be considered for publication should be submitted at least 90 days prior to the date of issue intended for the article or photograph. All submissions will be acknowledged by the Editor. No items are returned unless accompanied by a written request. Articles should be typed, double-spaced, and include information about the author(s). Two copies of articles should be submitted. A recent photograph should accompany an article unless one is on file with the Editor.

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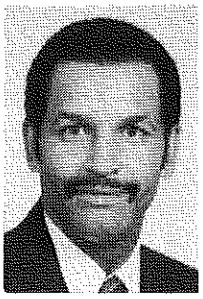
Uniting Youth With Agricultural Opportunities



By Blannie E. Bowen, Editor

(Dr. Bowen is Rumberger Professor of Agriculture in the Department of Agricultural and Extension Education at Pennsylvania State University, University Park, Pennsylvania 16802.)

The FFA organization or Future Farmers of America is examined in this issue as the organization completes its 60th year. Coleman Harris, National FFA Executive Secretary, did an excellent job as theme editor by securing respected professionals to objectively present the FFA's influence upon countless youth.

For many rural youth, the FFA was and still is a bridge to the outside world. Because so many FFA members live in rural areas, the organization serves as a conduit in bringing mainstream America to rural America. This was true for this writer 20 years ago when I was 20 pounds lighter. My situation was not that much different from many FFA members.

One example of the FFA's influence rests with the *National Future Farmer* magazine, the organization's excellent publication. This magazine brought to our rural mailbox eye-opening stories about FFA members, vocational agriculture, and agriculture in general. The magazine also inspired my interest in journalism. More importantly, the magazine was the only mail I received on a regular basis. Although almost everyone read the publication, my FFA membership brought the magazine to our home.

Broadening Experiences

As a teenager, the *National Future Farmer* and the FFA offered experiences that were precursors to lifelong success. The organization allowed me to see a world outside of our conservative rural community. A series of FIRSTs also came because of the FFA. My first plane ride, banquet, camping experience, visit to Kansas City, Atlanta, St. Louis, and other major cities, a breakfast that included hash browns rather than grits, and a host of other experiences came courtesy of the FFA. I would not have acquired these broadening experiences during high school without the FFA.

Few doubt that the FFA still has the same effect upon today's youth. In fact, Larry E. Miller writes in this issue that all groups he studied viewed the FFA positively. Few question the character building dimensions of the FFA. Questions arise, however, if one tries to link vocational agriculture instruction, FFA participation, and employment. Such questions arise even though, philosophically, agricultural educators hold that employment in agriculture is the primary reason for students to become FFA members.

FFA Participation and Employment

A small but growing segment of the profession contend that FFA participation does not and perhaps should not lead to employment in agriculture. To support this contention, a profound question is often raised. Of the vocational service areas, why does agricultural education call itself "vocational"? There is neither vocational industrial education nor vocational business education, so why vocational agriculture? Is it simply tradition or must agricultural education promote itself as vocational to attract elusive yet meager federal funds? These philosophical questions yield more questions than answers.

Further, Gamble's (1986) research suggests that a close examination is needed of the purported connection between FFA participation and employment. After studying 1979-1981 National FFA contest participants, Gamble wrote: "If the purpose of the vocational agriculture program is to prepare students for employment, then the students participating at the national level do not reflect that mission" (1986, p. 307). Gamble concluded that interpersonal skill development was the major benefit FFA members received from national level contest participation.

Winds of Change

Other examples, however, illustrate the FFA's strengths. Support from corporate America continues to increase. Robert Seefeldt writes in this issue about the FFA's successes in attracting sponsorships. From a sociological perspective, the organization has been successful in motivating female students to join the FFA. Female national officers, including national presidents, show the FFA's success in moving from a male-only organization as recent as 1969.

Even with these successes, winds of change must blow harder for the FFA. Photographs of FFA members included in this issue and in the *National Future Farmer* suggest that minority and urban students are grossly underserved. When one examines the extensive literature written about the FFA over the years, the writings strike a familiar tune. Time appears to have limited impact because a story written in 1988 could just as well have been written in 1948.

Why the apparent similarity? FFA supporters argue convincingly that the FFA is a genuine nugget, a real gold mine. However, a growing contingent of FFA supporters, including this writer, contend that substantive changes are needed to keep the organization from transforming into fool's gold.

FFA membership peaked during the 1976-77 school year when 509,735 students joined the organization (National FFA, 1986, p. 48). Today's membership is heading toward

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Uniting Youth With Agricultural Opportunities

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400,000 as enrollments in vocational agriculture continue to decline. Interestingly enough, only about 75% of vocational agriculture students become FFA members (National FFA, 1986).

Why the decreases? Recent USDA data suggest that vocational agriculture and the FFA effectively market themselves to a rapidly declining audience (i.e. the 2.5% of Americans who live on farms). FFA contest and award programs tend to be wired to students with farm backgrounds. Meanwhile, non-rural students are virtually assured of (a) not earning advanced FFA degrees, (b) limited judging contest participation, and (c) not landing officer positions.

Further, FFA rituals and ceremonies that are sacred to some members and advisors publicly communicate that the FFA is only for students who want to be farmers. This point was powerfully driven home during the 1988 Ohio FFA Convention held in Columbus, a city with a metropolitan population approaching 1.2 million. The Convention received excellent coverage from a Columbus television station during its evening broadcast.

Lou Forrest, a former news anchor for WBNS-TV in Columbus, provided a lead-in for the story that communicated the following: **More than 4,000 Ohio high school students who are preparing to become farmers are in Columbus this week attending the FFA Convention.** Forrest then turned the story over to a reporter who was on the scene of the Convention. The reporter interviewed students who were appropriately clad in official FFA dress. The students eloquently extolled their farm experiences and how the FFA enhanced their leadership skills. Unfortunately, no nonfarm student was interviewed to provide a different perspective.

The Future

Agricultural educators readily agree that students can have a meaningful career in agriculture. Most also agree that farming is not a viable career option for most students. Economics and a host of related factors dictate that fewer and fewer individuals can classify themselves as farmers. Are there options? You bet!

Carol L. Duval and James Leising write in this issue that agriscience and agrimarketing are receiving increased emphasis in agricultural education. Prudence dictates, however, that subject matter changes can't be implemented while the FFA remains unscathed to conduct business as usual. Thus, if the FFA remains "intracurricular" and an extension of agricultural education instruction, then substantial change must come to the FFA.

Contests, awards, ceremonies, rituals, symbols, and the organization's name must reflect images and careers that appeal to more than a rural audience. The profession must seriously target the 97.5% of Americans not living on farms. Such changes must be implemented, but the profession can't slight production agriculture as the foundation for America's food and fiber.

An additional option exists — do nothing! Doing nothing or implementing only cosmetic changes means the profession can look forward to the FFA's retirement party. The party might never be held, however, if the profession follows the lead of George Burns, Satchel Paige, Bob Hope, and Hubie Blake. These guys never learned to spell retirement.

As a former state FFA officer, I trust the profession will not allow the FFA to retire without attempting a major renovation. But, to achieve the needed renovation, tough decisions must be based on logic and the dictates of a contemporary society rather than on emotion and tradition. A well-conceived renovation means the profession is committed to an organization that can unite youth with opportunities in contemporary agriculture.

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Gamble, K.J. (1986, December 5). The personal, educational, and occupational benefits received by participants in the national FFA contest program. Proceedings, National Agricultural Education Research Meeting, Dallas, TX.

National FFA (1986). Participation in selected FFA activities, 1981-1985. Alexandria, VA: National FFA Organization.

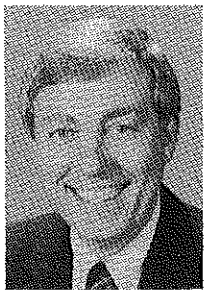
About the Cover

President Ronald Reagan addressed more than 170 FFA state officers and state leaders in July during a meeting at the Old Executive Office Building. While in the nation's capital, the students attended a special briefing by Secretary Richard Lyng at the U.S. Department of Agriculture. The officers also attended a congressional luncheon and heard from U.S. Representative Wes Watkins (D-OK). Few youth organizations are capable of having audiences with leaders of this stature. (Photo courtesy of Coleman Harris, National FFA Executive Secretary.)

1989 Themes

Issue and Theme	Theme Editor
JANUARY: Involving Industry - Ag Mechanics	Glen Miller, University of Arizona
FEBRUARY: Agriscience and Emerging Technologies	Barbara Malpiedi, North Carolina State University
MARCH: Coping with Competencies	Daniel Brown, Ellsworth (Iowa) Community College
APRIL: International Development Education	Robert Martin, Iowa State University
MAY: The Profession Reacts - National Study	Stacy Gartin, West Virginia University
JUNE: Vitalizing Summer Programs	Larry R. Jewel, North Carolina State University

FFA at 60 — Adjusting For The Future



By C. Coleman Harris, Theme Editor

(Mr. Harris is Executive Secretary of the National FFA Organization, P.O. Box 15160, Alexandria, Virginia 22309-0160.)

In 60 years the FFA has provided incentives, recognition and leadership experiences for over three million high school students of agriculture. Over this period of time, agricultural educators have developed our nation's most successful and productive intracurricular student organization. There are of course many factors which have contributed to this success story including the work of thousands of dedicated instructors of agriculture (FFA chapter advisors), state supervisors, teacher educators, the support of business and industry, the involvement of FFA Alumni, National FFA Organization and Foundation, the United States Department of Education, the United States Department of Agriculture and numerous other support groups and individuals. In addition we must not forget the work of the students themselves.

In no other organization do the officers at the chapter, state and national levels take such an active role in the work of their organization. Through this array of leadership experiences these young people grow and develop themselves, but their primary mission is to serve their fellow students - future students - of agriculture. The student officer power of FFA is unmatched in the educational system of our nation.

Strategic Plan

Let us not get carried away with our success story. We have accomplished great things, but the question is, will we continue this greatness in the future? The answer to this question depends directly on the leadership of agricultural educators at the school, state, university and national levels. To survive in the educational system of this great nation in the future will require carefully planned change, adherence to standards and vigorous marketing of our program. The realization that we are engaged in a survival mode of operation led the National FFA Organization to the strategic planning tables in the Washington Room at the FFA Center.

The process began in 1984 with the arrival from Missouri of Dr. Larry Case, Program Specialist, Agricultural Education, USDE and National FFA Advisor. Under his leadership a strategic planning process was launched. This process, which is ever changing and dynamic, involved all FFA Organizations and FFA Foundation staff, as well as the FFA Board of Directors, national FFA officers, FFA Board consultants and numerous state supervisors, FFA executive secretaries, teachers and teacher educators who served on special study committees and task forces. Through this effort the following high priority strategic initiatives (major thrusts) were identified. As new programs are developed and old ones revised these initiatives will be high on the priority list for funding and staff time investments.

- RECRUITMENT and maintenance of student enrollment
- AGRISCIENCE and emerging occupations and technologies
- AGRIMARKETING in a global economy
- LEADERSHIP skill development
- BUSINESS skill development
- Enhancement of COMMUNITY SUPPORT
- Understanding the social, political and economic forces which impact INTERNATIONAL AGRICULTURE

The authors of the various articles in this edition of *The Agricultural Education* Magazine have dealt with agriscience, agrimarketing, leadership, international agriculture and support through alumni and the private sector investment. Since business skill development has been discussed through the SOEP emphasis in a recent issue of the magazine, I wish to concentrate briefly on recruitment and FFA membership development.

Recruitment and FFA Membership

As visualized in the national FFA membership graph on page 6, the number of members has gone from 507,108 in 1978 to 404,340 in 1988. Why?

Since FFA membership as a percentage of enrollment in vocational agriculture has held steady at approximately 75.5% over the past 15 years, it seems likely that the primary factor influencing FFA membership is the drop in enrollment in high school agriculture programs. Enrollment, as reported by state supervisors on the FFA annual report, dropped from 687,519 in 1978 to 532,917 in 1987. During this same period of time, the number of vocational agriculture departments dropped from 8,666 to 8,266, and over the past 15 years 94.5% of the vocational agriculture departments have operated FFA chapters, a figure which has also remained consistent.

Based on an average of 64 students per program, the elimination of vocational agriculture departments over the same period of 1978 to 1987 accounts for 25,600 of the 154,602 drop in enrollment. It is important to note that the enrollment figures as reported by the state supervisors may count some students more than once due to semester course offerings in which students are enrolled in multiple agriculture courses.

Many factors influence enrollment including a decrease in overall high school enrollment, the increase in high school graduation requirements, increased college entrance requirements and problems in the agricultural economy. The list goes on and on. Facing up to this issue is the number one

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FFA at 60 — Adjusting For The Future

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challenge confronting the FFA and the agricultural education profession as the FFA moves beyond its 60th year. If students don't enroll, they never become FFA members, and when enrollment figures drop high school agriculture programs are placed in jeopardy.

What can we do? How will the instructional program of education in agriculture — including SOEP and the FFA — reposition itself in the educational marketplace in order to appeal to students, their parents, school administrators, school boards and the community? It seems to me some answers are beginning to appear on the horizon:

State Programs Adjusting — Some state programs in various parts of the nation have moved to semester courses, gained science credits for agriculture, developed new curriculum materials and, in some states, changed the name of the program to reflect a broader and more technologically advanced program.

National Study Distributed — The National Council for Vocational and Technical Education in agriculture recently reported on the National Study of Secondary Agriculture Programs completed by the National Academy of Sciences. This report should be in the hands of all high school administrators and agriculture instructors. It focuses on the need to infuse new and emerging technologies into the instructional program and to encourage expansion of the agriculture program to more schools and for new populations.

National Conference on Agriscience is Completed — The National Conference on Agriscience and Emerging Occupations and Technologies held recently in Orlando, Florida by the National Council should give direction and focus to the process of infusing new technologies to prepare students for emerging occupations in agriculture.

FFA Constitution and Bylaw Amendments are Proposed — Following a two (2) year study by the Task Force on the FFA Constitution and Bylaws, the FFA Board of Directors is proposing 19 amendments for deliberation by the delegates in Kansas City at the 61st National FFA Convention. Many of the amendments deal with broadening the organization to serve more students preparing for more careers in the total food and fiber system.

A National Summit on Agricultural Education is Called — Dr. Larry Case and the National Council has called a National Summit meeting for the leadership of the family of Agricultural Education to include NVATA, NASAE, AATEA, AVA AGRICULTURE DIVISION, USDE, NPASO, YOUNG FARMERS, FFA ORGANIZATION, FFA FOUNDATION AND THE COUNCIL. The purpose of the summit is to develop a national strategic plan for agricultural education.

Through innovative planned change, adherence to standards, and vigorous promotion of the program of education in agriculture including the FFA, we can adjust for not only survival but growth in the future.

FFA Support Through Private Sector Investment

By Robert A. Seefeldt

(Mr. Seefeldt is an FFA Program Specialist at the National FFA Center, P.O. Box 15160, Alexandria, Virginia 22309-0160.)

In the fast paced, ever-changing environment in which we are living, yesterday becomes history at an ever-increasing speed. With this continued rapid change, the National FFA Foundation, which was established in 1944, has long been ancient history to many of those who benefit from its existence. Over the years, the National FFA Foundation has become such an integral part of the vocational agriculture/FFA program that few, if any, of the current benefactors can recall a time when student awards and recognition were not provided by the Foundation.

Sometimes we can better appreciate what we currently have by learning more about our past. With this as the goal, the remainder of this article will be directed at summarizing some of the highlights and major accomplishments achieved by the National FFA Foundation since its inception in 1944.

On March 29, 1944, the National FFA Foundation was incorporated under the laws of the District of Columbia. The first official meeting of the donors (contributors to the foundation were called donors until the term was changed to sponsors in 1970) of the Foundation was held in Chicago on May 11 of the same year. At this meeting, a representative of the *Country Gentleman* magazine made the first contribution in the form of a $1,000 check to the Foundation. Since this initial meeting, the purposes of the Foundation have expanded, but the emphasis has always remained on the student. The current Articles of Incorporation list the following specific purposes of the Foundation:

a. To promote and stimulate interest in agricultural leadership and careers for youth in agriculture.
b. To promote and develop interest on the part of the general public in agricultural education, including the activities of the Future Farmers of America.
c. To provide funds for awards, scholarships, or other recognition as authorized by the National FFA Board of Directors and Board of National FFA Officers to deserving FFA members who have achieved distinction on a national, state or local basis and to administer, direct or supervise the granting of such recognition.
d. To provide or support conferences and other educational facilities for the use of FFA members, teachers and such other persons and groups as may from time to time be approved by authority of the Board of Trustees.
e. To provide grants to other organizations representing professions or subject areas involved in vocational agriculture education, or groups of such organizations, in support of programs which the Board of Trustees may determine will benefit the Future Farmers of America by enhancing the effectiveness of such education.

The founders of the Foundation created a Board of Trustees and gave this board the responsibility to administer the affairs of the Foundation. However, since the members of the Board of Trustees were all state and federal government employees, it was deemed not appropriate to charge them with fund-raising activities. To handle the solicitation of funds, a Sponsoring Committee made up of business executives was formed. Today with additional support provided by the paid professional fund-raising staff housed at Madison, Wisconsin, all funds are still raised by the Foundation Sponsoring Committee. The Sponsoring Committee operates under the direction of a chairman. To date, the companies listed in Figure 1 have provided one or more executives who devote a year of fund-raising service to the National FFA Foundation.

In the early days of the Foundation, all financial support was provided on a "no-strings-attached" basis. This procedure assured agricultural education professionals that the creation of an award or recognition program would always be based on the merits of its ability to enhance the instructional program, rather than to satisfy the whim of a potential sponsor. This procedure worked very well until the demand for specific recognition programs outgrew the ability of the Foundation to provide the funds through this rather controlled and unimaginative source of funding.

Beginning in 1970, the Board of Trustees began identifying specific on-going programs that could be made available for sponsorship by a specific company. This change allowed companies with a specialized interest to support FFA programs of like interests, which in turn opened up an entirely new and potentially large source of funds. When this occurred in 1970, the General Fund was consistently raising $240,000 a year from this "no-strings-attached" approach to fund raising.

In 1978, the General Fund was still raising its usual $240,000 but the Special Project approach was raising an additional $670,464. By 1986, the General Fund portion grew to $341,890 while the Special Project approach soared to $2,176,178. Figure 2 lists general fund and special project contributions by year to the Foundation.

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FFA Support Through Private Sector Investment

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From the beginning, the founding fathers were concerned that a system be put into place that would prevent economic conditions of any one year from dictating the availability of a specific award. It was their belief that no FFA members should ever be in their final year of seeking a specific form of recognition to find that it had been discontinued due to the lack of funds. As a result of this early principle, $2,062,063 has been accumulated in a reserve fund. These funds are used as insurance that one final year of awards can be presented following a year when little or no funds can be raised. Figure 3 presents Foundation fund balances by year.

As can be observed from Figure 3, prior to 1969, the Foundation only experienced three years (1951, 1960 and 1961) when expenditures exceeded income raised. Due to the redirecting of fund-raising efforts and the hiring of the first Foundation Executive Director of the Sponsoring Committee, $12,800 had to be transferred from the reserves in 1969 and an additional $40,400 again in 1970. A balanced budget was adopted and funded in 1976; however, the expenses associated with the 1976 activities exceeded the income received by $1,893. The last year that reserve funds had to be called on to balance the budget was in 1979 when $20,000 was used to finance a "Long Range Prospect Development Project." This activity resulted in the Foundation developing the present "Planned Giving Program."

Figure 1:

COMPANIES THAT HAVE PROVIDED SPONSORING COMMITTEE CHAIRMEN

1947	Firestone Tire and Rubber Company
1948	Firestone Tire and Rubber Company
1949	International Harvester Company
1950	Kraft Foods Company
1951	Firestone Tire and Rubber Company
1952	General Motors Company
1953	General Electric Company
1954	Allis-Chalmers Manufacturing Company
1955	James F. Lincoln Arc Welding
1956	E.I. duPont de Nemours & Co.
1957	International Harvester Company
1958	Allied Chemical Corporation
1959	Ford Motor Company
1960	Goodyear Tire and Rubber Company
1961	Spencer Chemical Company
1962	Deere and Company
1963	B.F. Goodrich Company
1964	New Idea Division, AVCO Corporation
1965	American Oil Company
1966	Chrysler Corporation
1967	General Tire and Rubber Company
1968	Allis-Chalmers, Farm Equipment
1969	Ralston Purina Company
1970	White Motor Company
1971	Successful Farming Magazine
1972	Allied Mills, Inc.
1973	Ellanco Products Co., Div Eli Lilly & Co.
1974	Funk Seeds International, Inc.
1975	The Firestone Tire & Rubber Company
1976	AVCO New Idea, Farm Equipment
1977	The Upjohn Company
1978	Carnation Company
1979	General Motors
1980	Pfizer Inc.
1981	Pioneer Hi-Bred International, Inc.
1982	Hesston Corporation
1983	Elanco Products Company
1984	Merck and Co. Inc.
1985	Alfa-Laval, Inc.
1986	Young & Rubicam, USA
1987	Dickey-john Corporation
1988	Dow Chemical Company (USA)

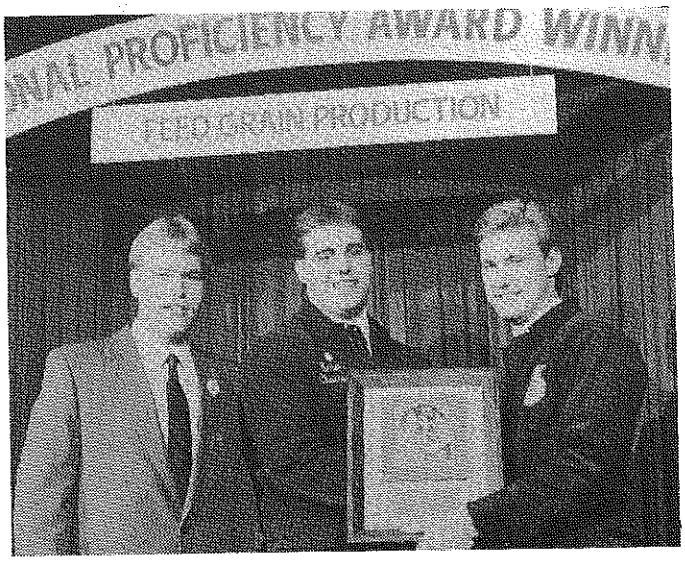
Figure 2:

FOUNDATION CONTRIBUTIONS BY YEAR

	GENERAL FUND CONTRIBUTION	SPECIAL PROJECT CONTRIBUTION		GENERAL FUND CONTRIBUTION	SPECIAL PROJECT CONTRIBUTION
1945-1947	$134,385.55	$0.00	1967	224,980.00	0.00
1948	71,778.00	0.00	1968	240,026.45	0.00
1949	101,177.00	0.00	1969	250,486.00	0.00
1950	111,977.10	0.00	1970	241,127.00	31,690.00
1951	120,771.50	0.00	1971	335,225.00	83,400.00
1952	193,853.00	0.00	1972	239,885.00	188,000.00
1953	174,529.00	0.00	1973	262,057.20	215,052.80
1954	161,119.00	0.00	1974	310,938.44	265,176.50
1955	179,058.00	0.00	1975	325,920.50	354,227.61
1956	181,374.00	0.00	1976	312,170.57	524,981.40
1957	186,078.00	0.00	1977	345,522.40	551,270.74
1958	183,417.89	0.00	1978	242,486.59	670,468.89
1959	184,010.21	0.00	1979	259,650.00	629,863.00
1960	163,557.19	0.00	1980	277,337.00	740,897.00
1961	168,994.51	0.00	1981	310,920.00	837,612.00
1962	191,846.39	0.00	1982	326,871.00	976,673.00
1963	201,543.93	0.00	1983	307,821.00	1,270,884.00
1964	211,497.00	0.00	1984	328,029.00	1,531,039.00
1965	221,415.68	0.00	1985	395,571.00	1,927,303.00
1966	221,260.00	0.00	1986	341,890.13	2,176,178.00

Figure 3:

FOUNDATION FUND BALANCE BY YEAR					
YEAR	FUND BALANCE	YEAR	FUND BALANCE	YEAR	FUND BALANCE
1945-1947	$83,927.10	1961	334,900.15	1974	611,169.55
1948	123,042.08	1962	354,970.12	1975	629,638,69
1949	149,140.18	1963	387,062.59	1976	627,745.32
1950	166,451.67	1964	427,489.60	1977	678,167.84
1951	156,507.03	1965	483,115.40	1978	696,972.91
1952	242,325.16	1966	510,888.64	1979	682,585.00
1953	280,975.72	1967	512,791.65	1980	795,265.00
1954	296,406.96	1968	551,535.16	1981	974,542.00
1955	321,444.64	1969	532,129.67	1982	1,244,702.00
1956	341,919.67	1970	506,068.78	1983	1,444,804.00
1957	359,446.17	1971	528,802.54	1984	1,595,230.00
1958	369,954.80	1972	529,213.58	1985	1,809,552.00
1959	372,999.28	1973	574,957.88	1986	2,062,063.00
1960	347,705.85				



Special Project sponsors not only pay the cost of operating a specific award program, they also serve on the committees that select the state and national winners and are active participants in state conventions and the National FFA Convention.

From 1944 through 1986, sponsors to the National FFA Foundation have invested over $25,000,000 in support of FFA members. A record was set when the annual campaign raised over $3,000,000 in 1987.

The president of the National FFA Foundation Board of Trustees is the national FFA advisor and the secretary is the national FFA executive secretary. During its 43-year history, the Board of Trustees has only had five presidents and three secretaries. In the beginning, the treasurer was the Virginia state FFA advisor. However, upon the retirement of J.M. Campbell in 1982, David Miller, then Maryland State FFA advisor, assumed this position.

Board of Trustee Presidents

W.T. Spanton	1945-1960
A.W. Tenney	1961-1965
H.N. Hunsicker	1966-1978
Byron F. Rawls	1979-1983
Larry D. Case	1984-

Board of Trustee Secretaries

A.W. Tenney	1945-1957
W.P. Gray	1958-1976
C. Coleman Harris	1977-

Board of Trustee Treasurers

D.J. Howard	1945-1957
R.E. Bass	1957-1960
J.M. Campbell	1961-1982
David A. Miller	1983-

From 1944 through 1968 the fund raising effort was entirely under the direction of the Foundation Sponsoring Committee chairman. This system, as effective as it was, also had several shortcomings. The first being that some chairmen found it increasingly more difficult to devote the time required to conduct an effective fund-raising campaign. The second shortcoming was the total lack of continuity between campaign years.

To reduce the time commitment of the sponsoring committee chairman and to provide much needed campaign continuity, Donald N. McDowell was hired as the first Foundation Sponsoring Committee executive director in 1969. At that time, McDowell was serving as the Wisconsin Secretary of Agriculture and living in Madison. This circumstance is what predicated the Foundation Sponsoring Committee office to be housed in Madison, Wisconsin. McDowell's hiring was the first step in providing a profes-

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FFA Support Through Private Sector Investment

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sional salaried staff to work directly with sponsors on behalf of the vocational agriculture/FFA program.

Bernie Staller replaced McDowell as executive director in 1979, and since this time four regional directors have also been added. Through this effective partnership, funds in excess of $3 million were raised for use in promoting agricultural education in 1987.

The Planned Giving Program has commitments of $2,000,000 from individuals through wills, life insurance, and other planned gift tools. Additionally, over $350,000 has been received in endowments through the Memorials/Honors Program. These funds are not included in the above figures.

With the recent decline in the agricultural economy, one would have thought there would have been a corresponding decline in the number of dollars raised by the Foundation. However, just the opposite has occurred. As the record-breaking investment in the FFA during difficult financial times has demonstrated, the worth of the vocational agriculture/FFA program is well understood by the people and companies who have invested $22,082,875.62 in the programs supported by the National FFA Foundation during the past 43 years.

The challenge to the vocational agriculture profession is to continue to keep the instructional program relevant to the needs of the agricultural industry. If this can be done, the investors in the National FFA Foundation will continue to provide challenging and exciting recognition programs to all young people who pursue excellence in an agricultural career.

Each year an executive from one of the sponsoring companies is elected to serve as Chairman of the yearly fund raising effort. In 1987, Robert Lanphier, President and Chairman of the Board of the DICKEY-john Corporation, served as the Chairman while the current Chairman is Joseph Downey, Vice President of Dow Chemical Company. (All photos courtesy of the author).

THEME

The Mural in the Mall

By Robin C. Hovis

(Mr. Hovis, a former State FFA Executive Secretary and Area Supervisor for the Ohio Department of Education, is a broker with a St. Louis-based firm, 3638 Hendron Road, Groveport, OH 43125.)

In 1978 I was privileged to serve as a National FFA officer. Because I was the only member of the team who spoke Spanish, I was asked to spend one week in Panama, visiting this country's equivalent of high school vocational agriculture programs. After finishing three days of meetings in Panama City, and three days of visiting residential agricultural high schools and homes in the mountains of the interior, I had been taken back to Panama City for departure the next morning.

The two young boys at the home where I was to spend the night took me to a nearby shopping mall just to look around before supper. It was a lot like a mall that you'd find here. Down the center of the main concourse was a series of exhibits sponsored by the government, showing the ambitious programs being undertaken to improve the availability of safe drinking water in the rural areas of the country.

As I viewed the exhibit, I thought about what I had seen and felt and learned in my first visit to a foreign country. The Panama Canal Treaty was in negotiation at that time, and was a big issue in the news. I had visited the Canal Zone, and talked about it with a group of teachers as we commuted to the schools in the mountains. They were polite to me, but plainly fed-up with egocentric Americans who had dominated their poor country's only opportunity to prosper from Western commerce. Though there was never much of a security threat to the Canal facilities, we Americans had cordoned it off with a high chain link fence to keep the locals out. We built our own schools, shopping centers, hospitals and housing within the high fence so that the Americans who

were there to operate the Canal could live as Americans and not have to associate with the Panamanians. The Panamanians who worked at the Canal had the low-class jobs. The Americans bossed. The teachers' bitterness showed through their politeness.

American Stereotypes

The schools I visited were well-run and very orderly. Students and teachers were both intent on studying agriculture. Their classrooms had chalkboards. That was all I saw — no charts or projectors. There were some tools and an occasional power implement. The students worked in the fields in the early morning and early evening, studying in the heat of the day. The homes in the mountains had dirt floors and no electricity. The students marveled that I had my own automobile as a 21-year-old, never mind that I explained that it was 17 years old and had cost me $75. This merely reinforced their stereotype of Americans: We were all rich.

Since I grew up on a farm where the pipes froze each winter and we held our equipment together with baling wire, I knew this was absurd, yet I had to face the fact that, by these new standards, all Americans *were* rich, and lived in luxury.

I had nearly finished viewing the water supply exhibit and the boys were impatient to move on. We walked to where the two main halls of the mall intersected, and turned left. I stood there, stunned. There, at the end of the cavernous hall was a huge mural, about 20 feet high and 40 feet across. It documented an historic event in the lives of contemporary Panamanians. It showed the brief confrontation which had occurred sometime in the late 60s or early 70s between American soldiers guarding the Canal Zone and Panamanian college students who had rushed the fence in protest of the dominant American presence in their country. Similar to Kent State, some of the students were killed by the soldiers.

The mural showed this tragedy in gruesome, colored detail — vicious expressions on the soldiers' faces, bloody bayonets on their rifles, the dead students in a heap, and, of course, the hated symbol of American arrogance — the high chain link fence separating the two. I was suddenly conscious of the fact that the Panamanian shoppers were looking at me. I was embarrassed. I was ashamed. I had never been in a place where Americans were despised. I had just learned the first lesson in international understanding — learn to see things from the other guy's point of view. It was an experience.

International Opportunities

FFA members today can have such an experience through the services of the National FFA's International Department. There are three basic options available. One is the traditional Work Experience Abroad (WEA) program in which the student lives with a host family and helps with the family work. Another is the World AgriScience Studies program, which differs from WEA in that the participant lives in the host country for an entire school year, and is enrolled in high school while there. The third option is a selection from several programs specifically arranged or tailored for the needs of a particular group such as a special study seminar for advisors and spouses, or a specially arranged trip for agricultural educators or students to attend some major event.

Program participation in 1987 proved to be the best ever with increased total participation, partially due to new program offerings. The new Japan 'Special WEA' program proved to be popular as a shorter experience. The multi-regional "Youth in Agriculture" exchange extended FFA exchanges to a new group of countries.

Recent Participation

Participation for the year included 233 outbound and 390 inbound, for a total of 623. This compares with 557 in the previous year. Outbound participation was down from 238 the previous year. Inbound had a substantial increase of 71 participants.

The U.S. Information Agency provided financial support for programs in Hungary, the Netherlands, and West Germany, in addition to the "Youth in Agriculture" project. For Hungary, this was the second year for a program of six exchanges each way in cooperation with the Hungarian Ministry of Agriculture. The Netherlands exchange was conducted in cooperation with the California FFA Association, and included 20 exchanges to each country for a month long stay.

The West German exchange was the agricultural part of the larger Congress-Bundestag exchange, funded by the U.S. Congress and the German Bundestag. Fifteen FFA members departed in July for a year long program of attendance at an agricultural school and living with a farm family. Ten young West Germans arrived in August for a year long program of attending senior high, enrolling in vocational agriculture and joining the FFA as active members.

The World AgriScience Studies program, which includes the Congress-Bundestag exchanges, got off to a good start. Inbound participants are from Finland, Sweden, and West Germany. The first outbound group departed in July. Several new countries will be added to the list of participating countries in World AgriScience Studies in the next few months.

During the year, the outbound program to Poland was re-instated following improved economic and political conditions there. The inbound program has continued to operate. Australia continues to be a popular destination for

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FFA members from all over the USA try to get a photo of Notre Dame Cathedral during a stop in Paris, France.

The Mural in the Mall

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FFA members. The autumn departure included 20 FFA'ers and 5 WEA'ers from Germany on the Around the World program.

The 29 National Proficiency Award winners and four leaders participated in a Travel Seminar to Europe during June-July. Visits were made in Luxembourg, France, the Netherlands, Italy, Switzerland, and West Germany. Highlights were host family stays in both Switzerland and West Germany.

Ten FFA members from the State Presidents/Official Delegate group and one group leader attended the International "Green Week" Exposition in Berlin, Germany, and made a side-trip to Munich where they visited the Agricultural University and spent a weekend with young farmer hosts.

A staff of five full-time persons at the National FFA Center, one program coordinator in the Bonn, West Germany FFA office, a summer intern, and three part-time field staff members managed all details for the 640 international program participants. This included orientations and evaluation seminars, international air ticketing and travel arrangements, insurance programs, arranging and monitoring placements and following monthly reports, coordination with host families, pre-departure study materials and language courses, production of bi-monthly newsletters, along with a myriad of other details necessary to bring off a successful exchange program.

Hundreds of volunteers in the U.S., in the form of FFA advisors, state staff, alumni members, and past participants, along with country program directors in participating countries make the program work. However, the key to the success of an individual program is the host family and the training institution, both here and abroad. Host families open their homes and their hearts to exchange students to help them adjust to new customs, new languages, and new ways of doing familiar tasks.

Exchange students from around the world gather in Kansas City during the National FFA Convention to exchange ideas.

Summary

The FFA offers many tremendous learning experiences for members, the best of which may well be the open door into the homes and lives of peers around the world through the Work Experience Abroad program. Mind opening, life changing experiences are within reach of our students, including those who came from the "humblest beginnings" in terms of household finances.

The flight from Panama to my next assignment in Connecticut was a long flight. I had time to reflect on the experience in the tiny Republic in Central America. Americans are not loved or appreciated everywhere. Nor do we deserve to be. Many things about my FFA visit to Panama changed me — made me more tolerant, more able to learn from the culture of others, but nothing changed me so much as those brief moments on the eve of departure when, standing in a busy shopping area filled with the real people of Panama, I saw the Mural in the Mall.

Callum Harvey, from Scotland, takes a Coke break during the National FFA Convention. (All photos courtesy of the author).

Support Through FFA Alumni

By John Hillison

(Dr. Hillison is an Associate Professor of Agricultural Education at Virginia Polytechnic Institute & State University, Blacksburg, Virginia 24061.)

This article will share information about the FFA Alumni and its role. Test your knowledge of the FFA Alumni by answering the following questions:

1. What were forerunners of the present FFA Alumni called?
2. Where were these forerunners located?
3. What did "F of FFA" stand for?
4. When was the present FFA Alumni formed?
5. Where was the present FFA Alumni formed?
6. Who was the first president of the National FFA Alumni?
7. Who was the first vice president of the National FFA Alumni?
8. What is the current National FFA Alumni membership?
9. What is the current debt-load of the National FFA Alumni?
10. How much extra time does an FFA Alumni Affiliate take on the part of the local FFA Chapter advisor?

Did you get all ten correct? If you did, congratulations. If not, you need to read on and find out more about the FFA Alumni. Many of the facts will surprise you. Hopefully, all points will be interesting.

In a relatively short period of time, the FFA Alumni has become a very important part of the total agricultural education field, including the FFA. This article will review historical highlights of the FFA Alumni, describe its present program, and examine its future.

History

Just a few years after the founding of the Future Farmers of America in 1928, D.M. Clements (1936) of Tennessee proposed organizing FFA Alumni members. He noted an organizational meeting for such a group in 1934 in Nashville. The Nashville group called themselves the Future Farmer Alumni. By 1936 (Minutes, 1936) the Oklahoma branch of the Future Farmers of America had serious discussions on forming an alumni group and noted that the National FFA Convention had adopted a report encouraging the states to cooperate in forming alumni units. Schreiner (1938), also of Oklahoma, proposed an organization to be called Father of FFA members or F of FFA. In the same year Strong (1938) of California also proposed organizing an FFA alumni group.

All three suggested alumni organizations had common objectives. Among these objectives were providing assistance to the local teacher/advisor, helping the local vocational agriculture department, and assisting the local FFA Chapter.

The FFA Alumni, as we know it today, has the same basic objectives as the organizations proposed in the 1930s. However, its start occurred in the late 1960s and early 1970s.

In 1969, National FFA Advisor Neville Hunsicker appointed a committee to examine more closely the possibility of starting a national FFA Alumni organization. The committee surveyed the agricultural education profession to determine if there was sufficient interest in forming such an organization. The survey indicated such interest and a special subcommittee was formed to write a tentative constitution for the new organization. The overall committee recommended approval to the National FFA Board where it was approved. The planning committee then became the first National FFA Alumni Council with Gus Douglass of West Virginia as the president and Jim Clouse, then of Indiana and presently of Virginia, as the vice president.

The organization, formed in May of 1972 with 33 states represented at the Chicago O'Hare Inn, had many opportunities presented to it. The same can be said for today's FFA Alumni.

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Jim Clouse speaking at the first National FFA Alumni Meeting at the Chicago O'Hare Inn in 1972.

Support Through FFA Alumni

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Today's Organization

The FFA Alumni organization is active at the national, state, and local affiliate levels with over 29,000 members. Since it started, both the FFA alumni and its members have always kept its primary purpose in mind. That fundamental purpose is to assist vocational agriculture and the FFA.

At the national level during the past year, the FFA Alumni sponsored over $16,500 worth of scholarships for FFA members and conducted five leadership workshops and six special interest workshops at the national convention on behalf of FFA members. The National FFA Alumni has also worked extensively with government relations at the federal level to gain support for vocational agriculture.

The National FFA Alumni Association had to borrow money from the FFA Foundation in order to cover start-up costs. However, the association is presently debt-free after making the last payment on the loan in 1986.

At the state level many FFA alumni organizations have provided scholarships for FFA members to attend the Washington Leadership Conference and to encourage members to obtain a college education. Several state organizations have recognized FFA member's accomplishments with material rewards such as ribbons and plaques and by sponsoring numerous contests. Some state alumni associations offer camping experiences, including leadership camps for FFA members. State associations have helped both vocational agriculture departments and FFA Chapters with public relations using mass media on a statewide basis.

At the local level FFA Alumni affiliates have assisted vocational agriculture departments and FFA Chapters in a number of ways. The imagination of the members involved is the only limiting factor for providing support. Support activities have included:

- Providing transportation for FFA members.
- Coaching judging team members.
- Providing substitutes for the agriculture teacher.
- Sponsoring FFA members to attend conferences.
- Supporting the total vocational agriculture programs to school boards.
- Holding joint FFA Alumni Affiliate and FFA Chapter activities.
- Sponsoring scholarships for members.
- Chaperoning members at activities.
- Subsidizing the purchase of FFA jackets by members.
- Sponsoring livestock chains.

The FFA Alumni affiliate which provides this kind of assistance certainly helps the local vocational agriculture department and FFA chapter. Such assistance saves local advisors a great deal of time. The net gain is more activities for more members. When such a situation occurs, everyone benefits.

The Future

With increasing membership and debt-free status, the future looks bright for the FFA Alumni. The need for its support to vocational agriculture and the FFA is as great as ever. Legislative bodies and other important decision-makers will have to be reminded of the importance of agriculture in general and vocational agriculture specifically. State associations will continue to support programs at the state level. Local affiliates will need to continue support of departments, chapters, and local advisors.

If the FFA Alumni remembers its original purpose as first defined in the 1930s and implemented in the early 1970s, it will continue to prosper and grow. Supporting vocational agriculture and the FFA will continue to be its purpose.

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The pickup truck sold at the 1987 Alumni auction.

The banquet at the 1987 FFA Alumni Convention. (All photos courtesy of the author.)

Leadership and Personal Development — FFA at 60 and Beyond

With 60 years of marked achievements, the FFA looks bright as it moves into the 21st century. The FFA has a tremendous opportunity to capitalize on its greatest strength as it lays the groundwork for another successful 60 years. What is the organization's greatest strength? Lee Iacocca, chief executive officer of the Chrysler Corporation, stated it best at the 60th National FFA Convention, "When I asked what the FFA is all about, the most frequent answer I received was leadership."

The FFA has been recognized for years by leaders of business, industry, and education as the premier youth organization in providing leadership development for high school students. As one searches the nation for leaders in key positions, whether in government, education, or business and industry, it is apparent that 60 years of FFA leadership training and personal development produced some of the finest: former President Jimmy Carter, former Secretary of Agriculture John Block, Congressmen Wes Watkins from Oklahoma and Larry Craig from Idaho, motivational speaker Scott McKain of Indiana, former Governor James Hunt of North Carolina, and the late Congressman Jerry Litton from Missouri. These are just a few examples of many who have made a tremendous success of their life and have given credit to the FFA for providing their foundation.

What has the FFA done over the past 60 years that has enabled it to be so effective in producing high caliber leaders? It began with a system that concentrated on providing leadership skills in the chapter and eventually branched out to the state and national levels.

Today, the National FFA Organization has the best leadership and personal development programs available to young people. One of these programs is the Washington Conference Program (WCP), a leadership and personal development activity that has served over 20,000 chapter FFA members and advisors from across the nation since 1969. Held in our nation's capital during June and July, the conference has many benefits.

The Washington Conference Program

First, WCP provides members the opportunity to become acquainted with persons outside their community. They learn about and appreciate others' differences and share ideas that help them come to terms with common challenges.

Second, participants better understand their role as an American citizen. Through visits with leaders on Capitol Hill and historical sights and monuments, they come to appreciate the governmental system and the American way of life. It is a chance for many to see what dedication and leadership with a vision have provided through the example of the people before them.

Third, members are provided with valuable skills that become assets in their chapters. Through workshops and sessions, they learn how to establish a positive self-image and attitude, develop appearance and etiquette skills, as well as sharpen interpersonal communication skills. WCP participants also receive communication skills training to learn to deal with the media and others, the importance of goal setting and planning, and identify and develop leadership traits. In addition, participants go home with a better understanding of how to utilize a program of activities, of their role involving careers in agriculture, of the National FFA Organization, and how to increase school and community support.

By Tony Hoyt and Perry Storms

(Mr. Hoyt is the FFA Program Specialist in Leadership and Personal Development and Mr. Storms is Manager for the FFA Washington Conference Program and Made for Excellence Conference at the National FFA Center, P.O. Box 15160, Alexandria, Virginia 22309-0160.)

Fourth, WCP participants understand the relevance of teamwork and its significance in their lives - at school, work, and with family and friends.

Fifth, the week helps many realize for the first time that they have talent and ability to become productive and successful. Many students arrive unsure of themselves and walk away with confidence and direction in their lives.

Sixth, this conference is conducted by FFA members who have excelled in leadership at the state and/or national levels. This program provides young people with role models who are similar in age and background.

Today over 1,500 participants from 800 chapters attend the conference throughout the summer. While the Washington Conference Program is highly successful, there are other approaches that can be used to reach more students and to further improve leadership training and personal development.

Made For Excellence

In an effort to accomplish this goal, the National FFA Organization developed and launched an exciting program in the fall of 1987 in response to a strategic plan endorsed

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Leadership and Personal Development — FFA at 60 and Beyond

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by the National FFA Board of Directors. Entitled "Made For Excellence," this new and innovative approach toward leadership training and personal development is unlike any other ever taken by the FFA. The program uses an approach that goes beyond developing skills used in leadership roles. It reaches the source of leadership skill development by placing an emphasis on the personal development of members and providing them with a direction that leads to a successful personal life.

Held in five states (California, Florida, Iowa, Ohio, and Wisconsin) during its initial year, the program helps members come to terms with who they are and teaches them how to establish a personally meaningful direction in their lives. It concentrates on using the following tools to achieve these goals. **First,** an emphasis is placed on understanding the role self-image and self-esteem play in creating a meaningful life. The students are taught how to maintain and improve the way they look at themselves. **Second,** the students learn how to build successful relationships in dealing with others and how to maintain their own identity among their peers and others. **Third,** participants learn how to develop positive thought patterns and how to become motivated from day to day. **Fourth,** members learn to assess their strengths and weaknesses. They establish priorities and are taught the necessary steps to make their priorities become reality.

The "Made For Excellence" program marks a turning point in the leadership and personal development initiative of the National FFA Organization. This program opens the door to a new era of leadership training that has the potential to reach more students and teachers than ever before. The FFA is expanding this program to 11 states during the 1988-89 school year with the capability to serve 2,200 students and teachers.

The future has never looked brighter for leadership and personal development opportunities for FFA members and advisors. It is projected that by the year 2000, the "Made For Excellence" program will be serving over 20,000 students and teachers throughout the nation.

The Future

Looking to the year 2000, the Washington Conference Program may likely expand from a six-week program held at two hotels to a six week program held at three hotels. This will enable the program to serve over 2,200 members and 1,200 chapters annually.

Plans also call for the National FFA Organization to expand its leadership service to chapters by utilizing video and audio cassette technology. These cassettes are projected to cover leadership and personal development topics similar to those addressed in the "Made For Excellence" conference and Washington Conference Program. A set of training tapes for each chapter officer is likely. Accompanied by a workbook, these video and audio cassettes would be presented by the national FFA officers. These cassettes can easily become excellent leadership and personal development tools for members on an individual basis and for officer retreats, camps, conferences, etc.

The FFA will continue to prepare leaders for our nation by capitalizing on its greatest strength - leadership and personal development. As the crowd gathers at the 120th National FFA Convention, we can clearly hear the executive officer of a major corporation state, "When I asked what the FFA is all about, the most frequent answer I received was leadership."

FFA members are given the chance to visit with members of the legislature during leadership conferences in Washington, D.C. to discuss issues of interest and concern and to establish rapport with our nation's leaders.

Teamwork is an important concept that is developed during leadership conferences. Members engage in activities that require effort focused toward a common objective.

Developing confidence and belief in one's self is an important component of leadership and personal development. (All photos courtesy of the authors.)

A Positive Image of the FFA

By Larry E. Miller

(Dr. Miller is a Professor in the Department of Agricultural Education at The Ohio State University, Columbus, Ohio 43210-1099.)

Some have perceived that the FFA has a problem with its image. The financial crisis which has recently faced the overall agricultural industry has done much to make people wonder about the overall image of agriculture. Thus, it might naturally follow that a similar concern would surface about the FFA. Many other factors have probably contributed to concern over the image. One factor is the changing nature of the enrollment in vocational agriculture as greater numbers of urban and agribusiness students are enrolling. The reform movement in secondary education has promulgated a diminished role for vocational education in the public schools. Concurrent with this, colleges and universities have raised their admission expectations, further restricting electives available to high school students.

An Image

Marketing experts have long been concerned with the image of their products and companies. Much of the research that has been done on the nature of an image is the subjective knowledge of an individual; what the person believes about something, and determines how one behaves toward the object. An image is much like an attitude, opinion, belief, or perception. It is resistant to change and it is formed and altered by messages which one receives relative to the object of the image. Some messages have an effect and some do not have an effect upon the image. Therefore, marketers are always concerned about messages they send and the ultimate effect upon an image.

FFA's Image

The FFA Board of Directors were concerned about the image of the organization and funded a study to describe what selected groups perceived the image to be. Questions were developed to assess the image of: leadership development through the FFA, personal development of members, overall organization, rituals and traditions, advisors, occupational preparation, contests, and the relationship of FFA to vocational agriculture. Each of these areas was called a domain.

States were randomly selected from each FFA Region and then schools selected from each of the states. Data was gathered from students in vocational agriculture, students not in vocational agriculture, school superintendents, principals, guidance counselors, local school board members, parents, local agricultural leaders, local producers and agribusiness persons, state supervisors of vocational agriculture, state level education officials, state FFA officers and teacher educators. Information was also collected from respondents on whether or not they were a relative or friend of the advisor or FFA member, gender, their level of contact with the FFA, educational level, community type, their perceived overall understanding of the FFA, and, for students in vocational agriculture, their area of specialization. Appropriate research methods were used to produce valid findings.

The Findings

For the "Leadership" domain, all groups were positive in their image, and were close to strongly agreeing with the items which comprised it. While all groups were positive, some were more so than others. Those with frequent exposure to the FFA were more positive than those with less frequent contact, and those with higher education levels more positive than those with lower levels. The FFA Alumni, agriculture leaders, directors of vocational education, and state supervisors provided higher ratings than did state FFA executive secretaries.

The "Personal Development" domain was also positive, but with a trend emerging for respondents at the local level to be less so than at the state level. Significantly higher ratings were given by members than non-members, advisors than non-advisors, those who knew members/advisors than those who did not, those who had frequent contact with the FFA than those with less frequent, rural farm than small town, and production agriculture students higher than agricultural mechanics students.

The "Overall Organization" area was comprised of items which dealt with student ability, gender and equity issues, and the conservativeness of the organization. A positive image once again emerged with the FFA not being perceived as male dominated, racist, nor too conservative. Those who had members or advisors as friends were more positive than those who did not, and females were more positive than males. Further, those with more frequent contact were higher than those with less, and production agriculture and forestry students were higher than agricultural mechanics students, but please remember that all groups were positive.

The "Rituals and Traditions" domain produced a positive image. All groups were positive, but significant differences were produced: FFA members higher than non-members, advisors higher than non-advisors, those responding they have advisors/members as friends higher than those not responding in this manner, those with frequent contact with the FFA higher than those with less, associate or technical degree holders higher than those who did not graduate from high school, those from suburbs higher than those from the city, and production agriculture and forestry students higher than food products and processing students.

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A Positive Image of the FFA

(Continued from page 17)

A positive image was also found for the "Advisor" domain. State officers, school board members, and teacher educators were significantly higher than state FFA executive secretaries. This domain assessed that the leadership advisors provide to the organization, their motivation, time they spend with members, and their level of caring about students.

The "Occupational Preparation" domain was again positive in assessing whether or not the FFA plays a role in preparing people for future careers. FFA members were significantly higher than non-members, those who had advisors/members as friends higher than those not responding in this manner, those with frequent contact with the FFA higher than those with less, and agricultural production and forestry students were significantly higher than students in agricultural mechanics, food products and processing.

The "Contests" domain was likewise positive. A more positive image was held by FFA members than non-members, those who had advisors/members as friends higher than those not responding in this manner, females higher than males, those with more frequent contact higher than those with less, those from rural farm or non-farm higher than suburbs, those with greater understanding of the FFA higher than those with less, and forestry students higher than horticulture or agricultural mechanics students. Further, among the groups, state FFA officers were significantly higher than vocational agriculture students.

The "Relationship of FFA to Vocational Agriculture" domain was also positive, which would confirm the concept of it being an intracurricular organization. The FFA members were significantly higher than non-members, those who had advisor/members as friends higher than those not responding in this manner, those with frequent contact with the FFA higher than those with less, those from rural farm and/or non-farm higher than suburbs, and forestry students higher than horticulture and/or food products and processing students.

Summary

The FFA had a positive image across all of the domains assessed. While some differences were found among the groups and characteristics examined, one should quickly observe that it was just a matter of one group being more positive than the other. Overall, it is clear that the FFA is held in high regard among the groups studied. Since a positive image exists, the FFA organization should be heartened by Boulding's (1966) contention that an image is resistant to change. The organization should continue to send positive messages to nurture that positive image and to help people have a greater awareness of the organization. Survey research, such as this, describes "what is" and not "what ought to be." These results, therefore, should not be solely interpreted as supportive of the **status quo.** Such a posture could tend to stifle creativity and innovation. Innovations within the organization might also produce positive messages which could have a positive influence upon the image of the organization. The results do not answer whether or not the image has changed, and other studies would have to be conducted to plot a trend among the groups over time.

The results of this study (Miller, 1988) would tend to support the contention that those who profess that the image of the FFA has problems are speaking from a minority perspective. The image is positive even if one encounters occasional negative comments.

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THEME

The Agriscience Movement

"Agriculture is our future, it's high technology and innovation, and we need intelligent people in the industry to help take advantage of those resources." — *Amy Besola, agriculture student, Washington State University.*

BY CAROL L. DUVAL

(Ms. Duval is an FFA Program Coordinator at the National FFA Center, P.O. Box 15160, Alexandria, Virginia 22309-0160.)

Agriculture's New Directions

Agriculture, our nation's largest industry, is changing. It is changing from an industry that is by tradition production oriented to one that requires more professionals in marketing, management, economics, research, science, social services, education, and communications. Today's agriculturists are seeking new and better methods of achieving higher agricultural production, while striving to meet consumer demands of what is produced, as well as how it is managed, processed, and marketed.

Agricultural researchers are setting the direction for programs to address critical problems such as future needs and global challenges. Their concerns include maintaining and preserving water quality; expanding biotechnology and its applications; developing and maintaining scientific knowledge and expertise to regain leadership and a competitive edge in the world economy; improving our understanding of food, diet, human nutrition and health relationships; sustaining soil productivity; assessing new and expanded uses for agricultural products; preserving germplasm and genetically improving plants; and improving food

processing, quality, distribution, and safety. The challenge to the rest of the agricultural industry will be to process and market our food while assisting in the effort to preserve our environment for our future.

Today's agriculture students are also changing. They are planning for careers not previously associated with agriculture. They are reaching for career opportunities that extend far beyond the familiar face of agriculture in the local community to dimensions that have national and international scope.

These changes in the agricultural industry and its students require a more advanced high school vocational agriculture program, and better educated students to fill demands of the new and challenging careers in agricultural science. High school agriculture instructors have responded with programs that emphasize the technological and scientific aspects of agriculture, gathered under the name "agriscience."

Agriscience programs utilize the traditional teaching methods long associated with vocational agriculture and other strong points such as leadership training and supervised occupational experience programs, yet the high school agriculture program has changed. For example, the agriculture program name has changed from vocational agriculture to agriscience. Many agriculture instructors have completed coursework to attain additional credentials in basic, physical, and biological sciences. They have requested and received science credits for their students by defining or developing new curricula. These curricula identify and instruct the theory as well as the skills found in the basic concepts of agricultural science. Further changes include integrating modern technology into the program such as computer programs and plant tissue culture labs. The program changes are supported by students, teachers, parents, administrators, and other education professionals because they are involved in the technological changes occurring in the agricultural industry.

Technology in Agriculture

The National FFA Organization has recognized agriscience and the emerging technologies as being of primary importance to the future of agriculture and the organization. As a youth organization, FFA strives to be on the cutting edge of scientific and technological advances in agriculture. We encourage students and teachers to participate in agriscience activities and to develop the skills and knowledge needed for new careers in agriculture, and have provided award programs to recognize their efforts. High school agriscience programs will play an important role in providing a reliable supply of agriscience graduates to meet private and public sector needs, and to assist in the education of parents, school officials, and the public about career opportunities, and the increasingly "high-tech" nature of agriculture.

The Agriscience Student Recognition Program, sponsored by Monsanto as a special project of the National FFA Foundation, Inc., is a new student awards program offered by the National FFA Organization. It is designed for FFA members who are high school juniors, seniors, or college freshmen who are immediate high school graduates. They must have an academically challenging course of study focusing on the application of scientific principles and emerging technologies in an agricultural enterprise, and be planning a career in agriculture/agribusiness.

The Agriscience Teacher of the Year, sponsored by the General Fund of the National FFA Foundation, Inc., is in its third year of operation. The program recognizes outstanding agricultural educators who emphasize agriscience technology in their curricula. Winners are recognized with cash awards totaling $12,000, plaques, a slide show, and a brochure featuring the national finalists.

Selection is made using the following criteria:

- innovative and creative teaching techniques.
- use of agriscience technology in curriculum.
- pertinence and timeliness of program for the community.
- professional commitment to vocational education.
- stimulation of student interest in developing agriscience skills and competencies.
- ability to communicate program benefits.
- evidence of student application of knowledge and concepts learned in the program.

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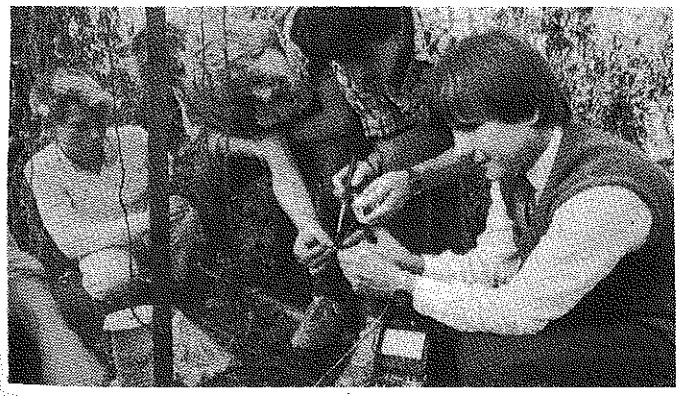
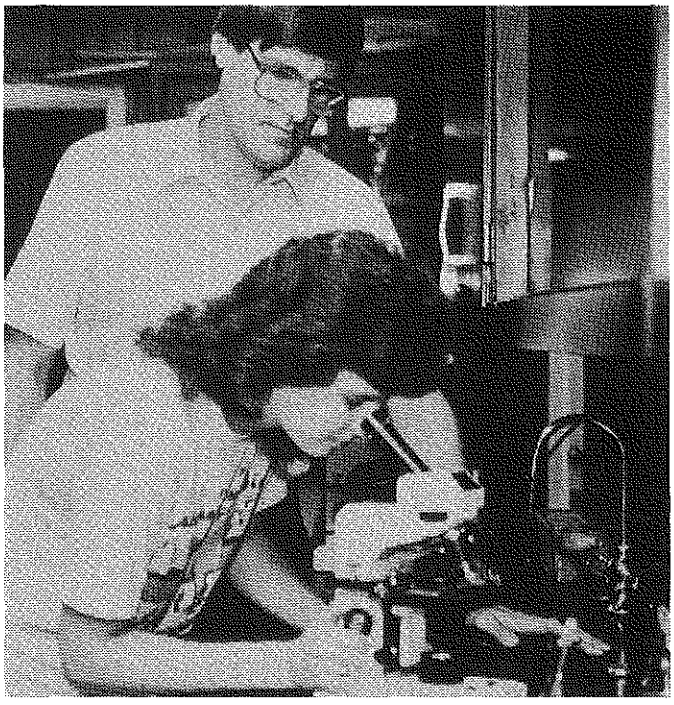


Bringing science into the agriculture classroom is not difficult. This wiring exercise is part of the preparation for a root zone heating science study.



Scientific study projects allow students to combine classroom skills, scientific principles, and their SOEPs.

The Agriscience Movement

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The program has surfaced some of the finest agriscience programs in the country. Programs and agriculture instructors are not only interested in agricultural education, but they are also interested in their students, community, and the future of agriculture. Past winners have developed programs which prepare students planning to enter production agriculture, and students requiring an academic background for a post-secondary education. They have recognized the need for retaining the assets of today's vocational agriculture program, leadership training and SOE programs, while placing renewed emphasis upon the scientific and technological aspects of agriculture.

State-of-the-Art Agriscience Programs

A closer look at the 1986 and 1987 National Agriscience Teachers of the Year will show the impact of these superior programs and the instructors on local, state, and national agricultural education curricula. These two programs come from rural comprehensive high schools in California, have outstanding community involvement and support, and aim instructional and experience programs at providing students with a strong background in agriscience to meet the needs of high-tech careers and highly skilled employees. For example, both programs encourage students to appreciate the scientific nature of agriculture, learn practical skills, develop problem-solving abilities and critical thinking skills, and to conduct scientific research.

The 1986 Agriscience Teacher of the Year, Steve McKay, of Boonville, California, has developed a program that has become the center of the school's curriculum. Six years ago, the small rural high school in Anderson Valley was being closed. Through student and community motivation, the northern California school developed a scientific, experimental, hands-on approach to address the needs and problems of a diverse student population, a troubled lumber industry, and the local agricultural industry. An active advisory committee, four vocational agriculture instructors, cross-curricular instructors, and community volunteers have helped to build the program into the Anderson Valley Agricultural Institute (AVAI). The extensive AVAI school lab facilities developed through grants, donations and cooperative partnerships, include the following.

Many programs can utilize greenhouses to study plant propagation, soil and water comparisons, variety plant trials and many more topics (All photos courtesy of the author.)

- a one acre vineyard
- three acres of fruit trees
- one acre of Christmas trees
- a 25 acre apple orchard
- fifteen acres of hay
- six acres of experimental pasture
- three commercial greenhouses
- a plant tissue culture laboratory
- a community cannery and juicery
- a solar fruit dryer
- a 20 hive apiary

The instructional program includes classroom activities to teach students basic agriscience principles and critical thinking skills and to gain valuable experience developing, conducting, and maintaining research projects which benefit local industry. Project examples include tissue culture projects to develop rapid clonal propagation for fruits and vegetables; the development of a new trellis system to improve Kiwi pollination; pasture plant trials; root zone heating to save greenhouse energy; and a demonstration of drip irrigation technology.

The program does not stop at the community level. McKay is recruiting students from across the country and has established an international agriculture program in Costa Rica at two agricultural schools. Three Anderson Valley students will visit the city of Guayabo de Bagaces, Costa Rica, Anderson Valley's sister city, this summer through special travel grants. This fall, 10 Costa Rican students will attend AVAI in California.

The state-of-the-art agriscience program at Chowchilla Union High School in Chowchilla, California is the result of the efforts of Lloyd McCabe, 1987 Agriscience Teacher of the Year. Located in the heart of California's San Joaquin Valley, the broad-based agricultural industry of the Chowchilla community includes such production agriculture enterprises as grapes, cotton, turkeys, almonds, hay, and dairy products, along with their supporting and associated industries in agribusiness. "It is the community's support and involvement in the program that has helped to make it so successful," cites McCabe.

Each year the department of five agriculture instructors determine the agriscience needs of the students and the community by surveys, curriculum revisions, and by working closely with the agriculture advisory committee, the school farm manager, and the counseling department staff. This effort is to insure that courses are relevant for the college bound agriculture students as well as for the students seeking immediate employment in agriculture. The agriculture department's facilities at Chowchilla Union High School include:

- a 50 acre school farm laboratory
- a solar greenhouse
- two laboratory classrooms and 6,000 square foot shop.

So what makes the Chowchilla Union High School agriscience program so different? The Chowchilla program has recognized the trend away from production agriculture and toward business oriented and agriscience activities. For example, McCabe has made it his objective to incorporate industry related technology into the classroom to provide Chowchilla agriculture students the competitive edge in job placement and higher education. Examples of agriscience ac-

tivities that have been incorporated include comparison studies of soil and water organisms and their effect on agriculture, computer utilization, and market forecasting through the Agri-Data Network.

Prior to implementing his agriscience program, the agriculture department was a place where unmotivated and disinterested students were placed with a low enrollment of 75 students. Today, that same department is one of the most respected agricultural programs in the United States with a growing enrollment. Among its course offerings are some of the new and innovative ideas that McCabe has developed into university approved curriculum such as animal physiology and plant biology for his college preparatory students.

McCabe's involvement in agriscience does not end in his school. He was instrumental in the development and testing of the State Model Agriculture CORE Curriculum project. In 1987, this program was incorporated by every agriculture program in the state, and has enabled his students to appreciate the scientific nature of agriculture, develop critical thinking skills, and conduct scientific research. He also has a partnership grant through the University of California-Davis to write a statewide agriculture science course to meet University of California Laboratory Science Admission requirements.

Much has been said and written about agricultural science in the agricultural education system. Many feel it is an old program with simply a new name. But, agriculture instructors like McKay and McCabe have shown that it is more than old material. They believe that by integrating new technology with basic science theories in agriculture they are providing their students, agricultural industry, and the public with a brighter future.

Agriscience programs encourage students to look for opportunities. Those individuals with an interest in agriculture will find many new and challenging careers in the food and fiber industry. Today's agricultural science research will provide the technology necessary to help producers, processors, and marketers in the food and fiber industry to enhance the competitiveness and profitability of agricultural producers, increase the economic strength of their families, and to revitalize the economies of rural communities. Tomorrow's scientists have the opportunity to help produce food cheaper, safer, and in more abundance.

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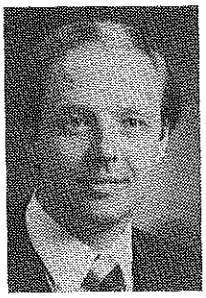
THEME

FFA's Agrimarketing Initiative



BY JAMES G. LEISING

(Dr. Leising is Supervisor of Teacher Education at the University of California-Davis, Davis, California 95616.)

Ask most agriculture teachers what marketing topics they include in their agricultural curriculum and they are likely to talk about such things as economics, futures, agricultural management, marketing alternatives, etc., and then go on to tell you that these are taught in the junior and senior years. Few subjects are as confusing to most of us as marketing. This confusion is surprising, because we live in a free-market economy and marketing has had so much to do with the prosperity most of us enjoy.

According to James Beierlein (1988), "Marketing plays a vital part in our economy's success by resolving the conflicting needs of producers and consumers. It does this by helping producers to better understand consumer needs. Marketing allows producers to decide what products to make and when the produce them. Done efficiently, marketing leads to greater satisfaction for consumers and higher profits for producers."

Marketing's Role

Agriculture is the nation's largest industry and marketing, according to Beierlein, is the largest segment of that industry. Over 80% of those involved in agriculture are employed in marketing. Agricultural marketing activities generate more than 17% of America's gross national product, and about 70 cents of each consumer's food dollar goes to cover marketing expenses. Clearly, agricultural marketing is a major component of our economy.

We are all aware that the agricultural industry has transitioned from a production-driven to a market-driven economy. As a result, the content of the agricultural education curriculum should also reflect these changes.

Agrimarketing Study Committee

In July 1987, the National FFA Board of Directors, in response to changes in the agricultural industry, approved the development of a National Agrimarketing Study Committee. The charge of this study committee was to gain greater understanding of agrimarketing and make recommendations to the National FFA Board regarding how this content area could be more completely infused into the curriculum. The study committee, working with agricultural industry experts, sought answers to three questions: What is agrimarketing? What agrimarketing concepts should be included in secondary curricula? What new FFA activities can be used to teach agrimarketing?

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FFA's Agrimarketing Initiative

(Continued from page 21)

What is Agrimarketing?

Although there are many definitions for agricultural marketing, the study committee forged the definition for "agrimarketing" to mean the production, distribution, promotion, and pricing of an agricultural product in such a way as to satisfy customers' needs in a profitable manner. This definition is unique because it included production considerations along with distribution, promotion, and pricing. The definition implies that before production can take place in a profitable way, answers must be determined for the questions relating to distribution, pricing, etc. In other words, **know your market potential before you decide what to produce.**

What Should We Teach?

Much information is available on the broad subject of agrimarketing. The study committee concluded that too much time has traditionally been spent by secondary teachers on macromarketing concepts, e.g., supply and demand, economic systems, and marketing alternatives. Not enough time has been allocated to teaching micro-marketing concepts, e.g., components of marketing; pricing, product, distribution, and promotion; the sales process; and developing marketing strategy. The study committee, working with agricultural marketing experts, recommended that the following concepts and ideas be infused.

A. Basic Economic Concepts

1. Economic Systems
2. Business structures
3. Scarcity and opportunity costs
4. Supply, demand, and elasticity
5. Competition and market structures
6. Risk and opportunity
7. Benefits and costs
8. Interest rates, inflation/deflation
9. Savings and investments
10. Government's role in the U.S. economy

B. Contemporary Marketing Philosophies

1. Basic marketing concepts
2. Components of marketing - the "Four Ps":
   a. Pricing
   b. Product
   c. Place
   d. Promotion
      - advertising
      - public relations
      - marketing programs
      - incentives
      - selling

C. Commodity Marketing Tools

1. Speculation
2. Commodity marketing
3. Futures and hedging
4. Forward contracting
5. Cash markets

D. Sales Management

1. Definition of selling
2. Psychology of selling
3. Sales process
4. Career awareness and exploration
5. Consumer information
6. Distribution

E. International Trade

1. Specialization
2. International aspects of growth and stability
3. The global agricultural trade model
4. Exchange rates; balance of payments
5. Cross-cultural communications

F. Facilitating Functions

1. Grades and standards
2. Financing
3. Marketing information

Agrimarketing in Existing Curriculum

Traditionally, the secondary agricultural education curriculum has been oriented toward production agriculture. Recent studies have indicated that fewer career opportunities are available in production agriculture, whereas, sales, marketing, finance, and management will employ increasingly more workers. Because of major shifts in career opportunities, it is apparent that the orientation of the curriculum should change to an agrimarketing orientation. This does not mean that production knowledge and skills should be eliminated from the curriculum, but that the market(s) should be studied and analyzed first and used as a basis to determine which production enterprises and competencies should be learned or taught.

The infusion of agrimarketing knowledge, skills, and attitudes should take place at all levels and all courses within the curriculum. The primary strategy at the 9th and 10th grade is the integration of agrimarketing competencies into existing courses and refocusing of course themes to reflect agrimarketing. This integration will provide students with an introduction to agrimarketing and motivate them to enroll in advanced courses during the 11th and 12 grades.

Star Agribusinessman Dan Ruehling of Minnesota points out the floating elevator unloading U.S. soybeans into a river barge at the port of Hamburg, West Germany. Agrimarketing instruction must have a strong international dimension. (Photo courtesy of Robin Hovis.)

Advanced courses could emphasize not only in-depth study of basic economic and marketing concepts, but also the study and application of such topics as product pricing, distribution, and promotion; the sales process and career opportunities; international trade and cultural differences; personal finance, commodity marketing alternatives, and development of marketing plans.

New FFA Activities

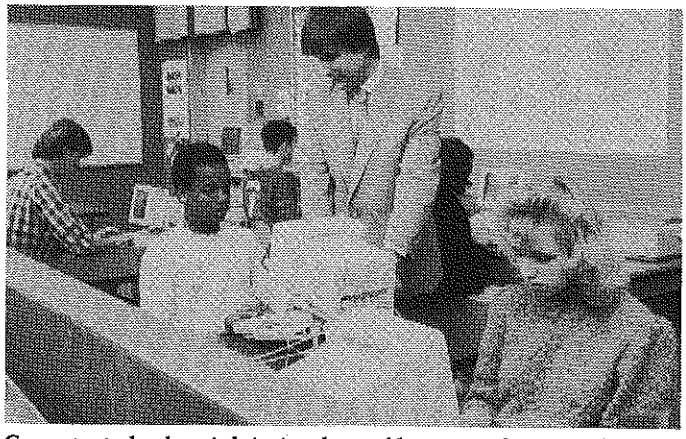
The study committee recommended four major new FFA activities that teachers can use to infuse agrimarketing into the secondary agricultural education curriculum. In January, 1988, the National FFA Board of Directors adopted the proposals submitted by the Development Task Force: FFA Chapter Fund Raising Guide, A Model Agricultural Sales Contest, Computer Simulated Commodity Marketing, and FFA Chapter Marketing Campaign Project. During 1988-89, it is expected that each of these activities will be developed as funding from the National FFA Foundation becomes available.

FFA Chapter Funding Raising Guide

Virtually every FFA chapter in the nation conducts some type of fund raising activity. There is great potential for teaching principles and practices in agrimarketing through these activities. The resource guide on sales skills, techniques and careers, with emphasis on how to carry out a sales campaign, will be developed for the local chapter and distributed free of charge. By positioning FFA fund raising as an outgrowth of the curriculum, such efforts can be justified as an integral part of the program.

A Model Agricultural Sales Contest

The model agricultural sales contest will provide a positive experience for students to learn about career opportunities in selling and develop a deeper understanding of the professional sales process, communication skills needed for success, and an opportunity to formulate and present an oral sales presentation. Although this contest is being developed with National FFA support, it is not expected to become a national contest until implementation at the local and state level is widespread. Development funds for this activity were recently obtained and it is expected that four states will be given the opportunity to field test this contest in 1988-1989.



Computer technology is bringing the world to many classrooms like this one across the country. Marketing is just one area that classrooms are learning about through simulated programs, or experiences of observing the agricultural market. (Photo courtesy of Carol L. Duval, National FFA Center.)

Computer Simulated Commodity Marketing

Hedging in the futures commodity markets is used extensively in the agricultural industry to manage production risk. Agriculture teachers have included futures trading in many of their agricultural management courses, but often have a difficult time providing motivational activities. This project provides the opportunity for students to learn computer networking, hedging, and how to make buy/sell decisions based on actual market changes. It is anticipated that the Ag Ed Computer Network will provide the commodity and futures information and that students would be given a set amount of money and two commodities to trade during a semester of instruction. Winners would be selected for each commodity based on profit and awards provided to students. The activity would be based at the local chapter level.

Chapter Marketing Campaign Project

Agriculture has already moved from a production to a market driven industry; therefore it is crucial to prepare youth for careers in agrimarketing. To provide a laboratory for students to gain an understanding of the total agricultural marketing process, the chapter marketing campaign project is being developed. This project will involve students in the design and presentation of a total marketing plan for an agricultural product or service. Written materials would include market research, sales activities, distribution channels, and a system of evaluation. The marketing plan would be aimed at generating and maintaining customers as well as building awareness with opinion leaders. The oral presentation would be directed at selling the plan to the firm's management team. It is expected that this activity will encourage local chapters to collaborate with local agribusiness on new products or services, stimulate new businesses and entrepreneurial activity, encourage students to develop products or services as supervised occupational experiences, and enhance the "Building Our American Communities" program.

FFA Activities Key to Change

In order for agrimarketing to take root and grow in the secondary curriculum, it is apparent that teachers and students must perceive and understand career opportunities available in the marketing sector of agricultural industry. FFA activities that provide a laboratory for students to become involved in a variety of marketing functions are crucial to raising students' awareness of agrimarketing while they develop an understanding of the total marketing process. The new FFA activities described above are focused on key marketing areas, but it is apparent that teachers, school administrators, supervisors, and teacher educators need to provide leadership to infuse agrimarketing into the curriculum at all levels.

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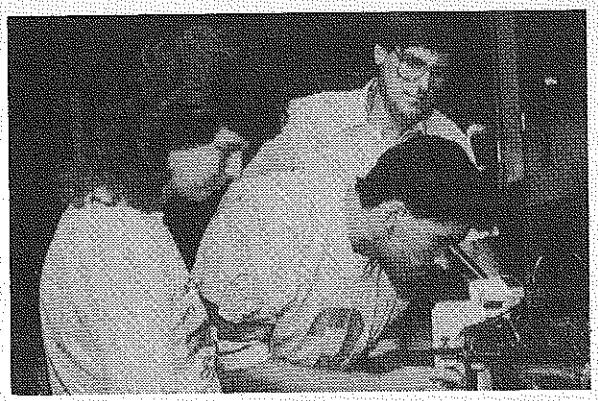
Stories in Pictures

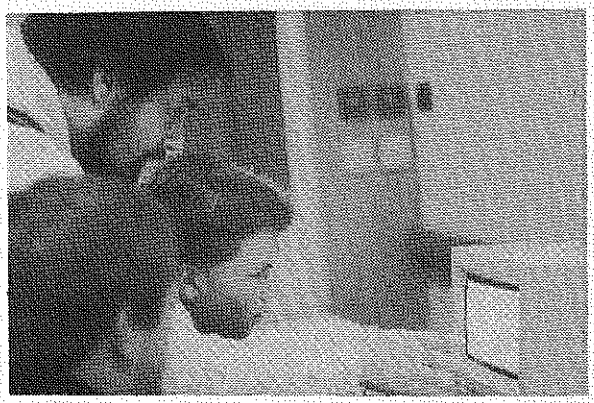
Key Thrust Areas for the FFA



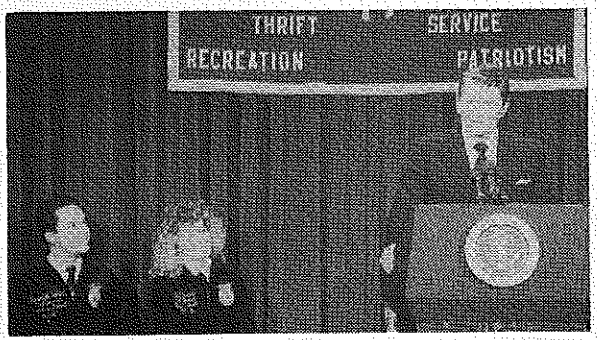
AGRISCIENCE. An increased emphasis upon science and technology is allowing secondary agricultural educators to revamp their instructional programs. The FFA has instituted awards programs to recognize students and teachers for their expertise in agriscience.

INTERNATIONAL RELATIONS. Communications, information, and transportation technologies are making the globe seem smaller. The FFA is responding by expanding its activities to better serve an international community.

PR/MARKETING. Public relations and effective marketing are essential tools for any organization. A variety of approaches have been implemented to better market the FFA to its publics.



AGRIBUSINESS. Business and management are receiving increased emphasis through instructional programs in agricultural education. Several FFA programs and activities have been initiated to provide a stronger agribusiness focus.



LEADERSHIP. The FFA is noted for the outstanding leaders it produces. America's leaders on all levels, including the Executive Branch, recognize the impact that the FFA has had and continues to have around the globe.

(Photos courtesy of Coleman Harris, National FFA Executive Secretary, Alexandria, VA)