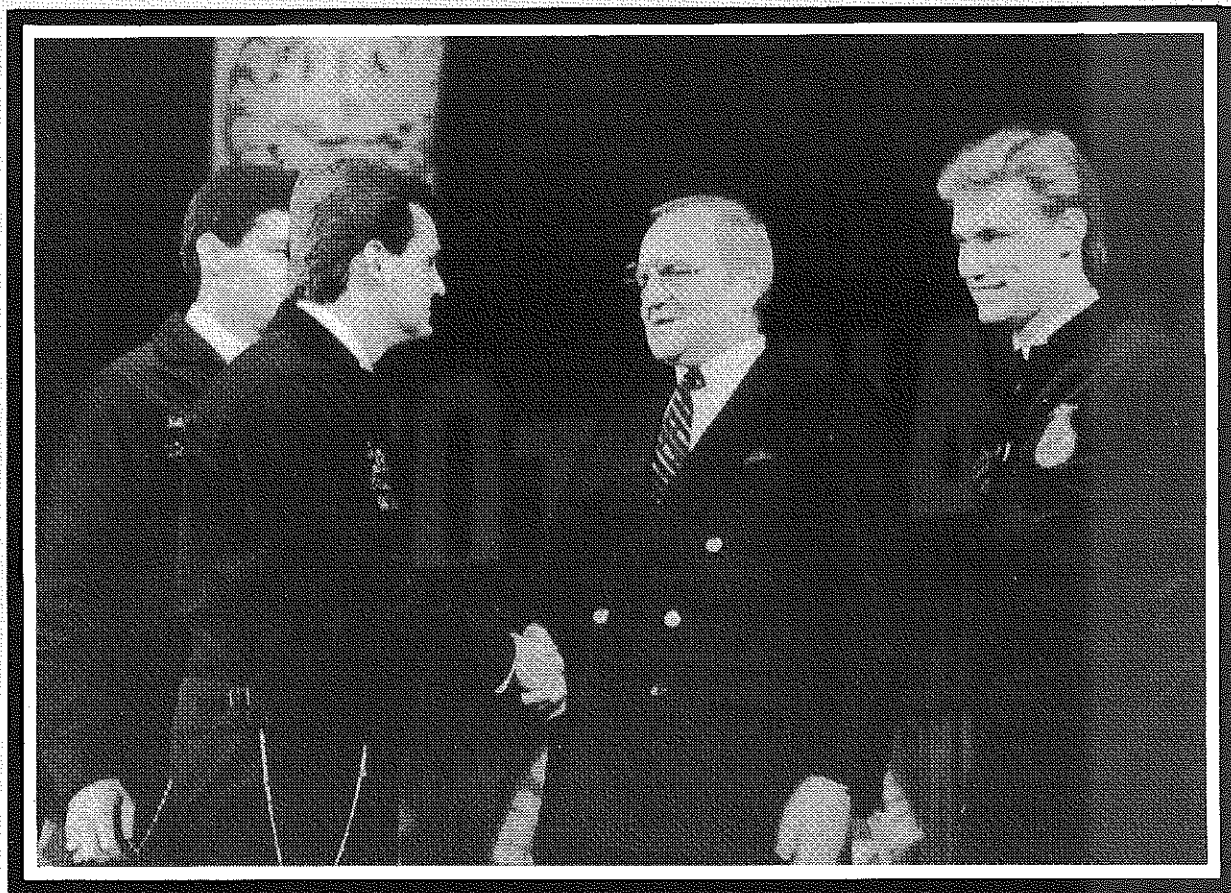


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THEME: 80's in Retrospect

THE AGRICULTURAL EDUCATION MAGAZINE



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Table of Contents

EDITOR'S PAGE

Revolution in Agricultural Education Phillip R. Zurbrick 3

THEME: 80's in Retrospect

The Renaissance Age in Agricultural Education Gary E. Moore 4

The 1980's in Retrospect: The View from Washington Larry D. Case, Byron F. Rawls 6

A Vice President's Recollection: 1979-1982 Paul Day 8

A Vice President's Recollection: 1982-1985 Jim Guilinger 9

A Vice President's Recollection: 1985-1988 Floyd G. McCormick 10

A Vice President's Recollection: 1988 to Present Dewey W. Stewart 11

The 80's in Retrospect: Thoughts from a Teacher Educator David L. Williams 12

The 1980's: From Overalls to an Overhaul Don Gill 13

Student Organizations During the 1980's FFA - A Decade of Progress C. Coleman Harris, Wayne J. Sprick 14

The Council: A Historical Retrospective John Pope 18

National FFA Foundation and FFA Alumni Association in the 80's Robert W. Cox, Bernie H. Staller 20

Reflections of an Agriculture Teacher William E. Fletcher 21

The 1980's in Retrospect: Thoughts From A Supervisor Richard Karelse 22

FEATURE COLUMNS

Computer Technology Resources W. Wade Miller 5

Teaching Tips Ed Osborne 17

STORIES IN PICTURES 24

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Revolution in Agricultural Education

Change is rampant in agriculture and unless agricultural education is willing to match this incessant transformation with revolutionary changes, we are destined to become an obsolete remnant of the past. Traditional methods of planning and incremental adjustments of an evolutionary nature are not capable of coping with the present situation. Today's fast-track world is frustrating efforts at planning. In the past it was possible to sit down and use forecasts to anticipate trends and develop a long-range course of action. In this era of continuous change, forecasting doesn't work effectively and people are forced to become reactive rather than proactive. I hear people constantly lamenting the fact that they are forever reacting, defending and putting "out fires," rather than using their energy in creative ways to deal with change.

How can the agricultural education profession embrace the challenges and opportunities of the future in a "change norm" society? Perhaps the solution is to focus on what the profession wants to create and expend our energy on inventing the future in a revolutionary way rather than attempting to forecast change and deal with it in an evolutionary mode.

The danger in such a revolutionary tact lies in discarding the philosophy, policies and procedures that have made agricultural education the bellwether program in vocational education and world renowned in all of education. Revolutionary change that would overlook or abdicate proven philosophy, policies and procedures would be ill-advised. Thus, it is essential that the agricultural education profession (educators, supervisors, students and industry supporters) invent the future without discarding the positive values and appropriate traditions of the past. The profession must guard against allowing inappropriate traditions and conveniences from causing bigotry and preventing the profession from achieving future greatness.

The foregoing provides a sense of the philosophy guiding the actions of the participants in the National Summit on Agricultural Education. The Summit assembled initially in February, 1989 in Washington, D.C. for one week and reconvened for another week in May. The charge to the 46 participants was to develop a "Strategic Plan for Agricultural Education" — a plan that would clearly articulate a vision of the future to which the entire profession could share achievement.

The charge was simple, the challenge awesome, and the work was difficult and frustrating. The participants left Washington, D.C. in May wondering if we had, in fact, come anywhere close to achievement. The task of overseeing the writing and distribution of the Strategic Plan was left in the capable hands of The National Council for Vocational and Technical Education in Agriculture. After some six months of writing, conference calls, subcommittee meetings and more conference calls, the document seems ready for the profession's reaction. If you have not already



By PHILLIP R. ZURBRICK, EDITOR

(Dr. Zurbrick is Professor and Acting Head, Department of Agricultural Education, The University of Arizona.)

seen the "Strategic Plan," you should secure a copy as soon as they are available.

Those who equate a strategic plan to a long-range plan with activities, time lines, and steps of procedure will be disappointed in the Strategic Plan. The concept used in developing the strategic plan for agricultural education was similar to that used in developing strategic plans in the military sense. The military develops a strategic plan which suggests a target to be taken and conditions under which various units of the military might be mobilized. The Strategic Plan must be empowered through tactical plans developed by the various military units involved if it is to be successful. Such is the situation with the Strategic Plan for Agricultural Education. State staffs working with local teachers, teacher educators, The National FFA Organization and other agricultural education groups must develop state and local plans (tactical plans) in support of the Strategic Plan if it is to have a revolutionary impact upon the profession.

The primary vision of the future is an image of agricultural education as a cohesive, dynamic, forward-looking profession offering educational programs in agriculture unified by an overarching mission. Further, the programs offered by the profession would be consumer driven, thus in tune with both the occupational needs of students and industry and providing for an agricultural literate populace. Indeed, such is a challenging and exciting vision for agricultural education with the opportunity to expand programs and contribute in a significant way to our national agenda. The country needs a stronger work force in agriculture and an agriculturally literate populace. Agricultural education needs, must and can contribute to both needs.

The paradigm of the future in agricultural education might be described as "oneness not sameness." The era of "cookie cutter" programs in agricultural education is a relic of our past. It is time for the profession to move forward together

(Continued on page 4)

About the Cover

Lee Iacocca spoke at the 1987 FFA Convention, the largest ever. (Photo courtesy of National FFA.)

The Renaissance Age in Agricultural Education

Students of history remember the Renaissance as a period of time in Europe in which there was a great revival of art, literature, and learning beginning in the 14th century and stretching through the 16th century. It marked the transition from the medieval world to the modern world.

Will historians look back at the 1980s as the "Renaissance Age of Agricultural Education?" It is possible. The 1980s have been full of changes that may well usher in a new era for agricultural education.

At the start of this decade, computers were the size of automobiles. Personal computers were sold in kit form in hobby shops for electronically minded experimenters. By the end of the decade, microcomputers were standard fixtures in most agricultural education programs.

The curriculum became more technological and scientific. In many states the curriculum was transformed from a stagnating, traditional curriculum to one that emphasized biotechnology, agrimarketing, and international agriculture. States, such as Texas, that introduced new curricula were astounded with the positive results in renewed student interest and enrollment in agriculture.

New leadership emerged for the profession in the form of The National Council for Vocational and Technical Education in Agriculture. The formation of this organization was a signal that the Agricultural Education profession was going to work diligently in charting its own future.

The Future Farmers of America changed their name, Supervised Occupational Experience Programs were augmented with Supervised Agricultural Experience Programs, and vocational agriculture was called "agricultural education," implying both an occupational and a nonvocational emphasis.

The National Academy of Sciences studied vocational agriculture and formulated a number of significant recom-



BY GARY E. MOORE, THEME EDITOR
(Dr. Moore is Professor and Head, Department of Occupational Education, North Carolina State University.)

mendations including the need to expand the mission of agricultural education and so all students would receive some systematic instruction in agriculture.

In this issue, the last issue of *The Agricultural Education Magazine* published in the 1980s, we will look back at the decade. The people who were in the midst of the changes will share their first-hand views and experiences. The lead theme article was written by the two U.S. Department of Education program specialists who provided leadership for agricultural education during the decade, Byron Rawls and Larry Case. The next four articles were written by Vice-Presidents of the Agricultural Division of the American Vocational Association during the 1980s; Paul Day (1979-1982), Jim Guilinger (1982-1985), Floyd McCormick (1985-1988), and Dewey Stewart (1988-present). They tell us what happened during their terms of office. A secondary vocational agriculture teacher (Don Gill of Louisiana), a state supervisor (Richard Karelse of Michigan), and a teacher educator (David Williams of Iowa State) then share their reactions to the events that happened during the 1980s. We conclude the issue with a look back at The Council, FFA, NYFEA, FFA Alumni, and the FFA Foundation.

Revolution in Agricultural Education

(Continued from page 3)

(oneness) expatiating a new expanded mission and capable of providing multiple delivery systems (not sameness).

The soothsayers who would predict failure or lament the move away from the traditional "cookie cutter" programs

must realistically assess the future. The new mission need not destroy a sound educational program, but simply add to it another necessary and desirable dimension. Now is not the time for protracted contemplation, foot dragging, name calling or "turfism." We must move as one to realize our future and expand our mission in a sense of revolutionary urgency.

Computer Technology Resources

Using the Computer to Develop Nontechnical Skills

How is the computer used in your high school agriculture program? You and your students may use a personal computer as an electronic typewriter, a game machine, a calculator, a ledger book, a filing cabinet, and a drawing tool. All these are valid uses, but how is the computer used to help students develop the skills they will need to be successful in business and industry?

In their report entitled, *The Changing Workplace*, Pratzner and Russell identify eight nontechnical skill areas essential for success in business and industry. The skills are:

1. Interpersonal skills - working effectively with people
2. Group process skills - working as a team member
3. Problem-solving skills - analyzing and solving problems
4. Decision-making skills - choosing a course of action
5. Planning skills - setting priorities to accomplish a task
6. Communication skills - speaking, listening, and writing
7. Reasoning skills - interpreting facts or ideas
8. Organizational and management skills - business economics and concepts.

The computer can be effective in helping students develop some of these skills. To understand how the computer can help, we must categorize the use of computers in education. One of the best-known categorization systems is proposed by Taylor in his book, *The Computer in the School: Tutor, Tool, and Tutee*. He states that the computer can serve three different roles in the educational process.

The first role of the computer is that of a tool. This is the most common use of the personal computer in high school agriculture programs. Tool programs are computer software used as a tool to enhance the teaching/learning process. Examples of software in this category include word processors, database managers, spreadsheets, and graphics programs. They are categorized as tools because, like pens, rulers, calculators, ledger books, and typewriters, they help teachers and students to accomplish tasks.

Spreadsheet applications and database files can be useful in helping students develop the skills of problem-solving, decision making, reasoning, organization and management, and planning. Word processors and graphics software can be of value in helping students practice and improve written communication skills as well as organization and management skills.

The second role of the computer is that of a tutor. Sometimes this use is termed, Computer Assisted Instruction (CAI). Computer tutorials are programs designed to act as tutors (or teachers) for students. In a tutorial, factual information is presented, and students are given an opportunity to interact with the computer. Tutorial programs



BY W. WADE MILLER, SPECIAL EDITOR
 (Dr. Miller is Associate Professor, Department of Agricultural Education, Iowa State University.)

range from simple drill and practice software, to instructional games, to computer simulations of real events or situations. Instructional games and computer simulations can help students develop and practice problem-solving skills, decision-making skills, reasoning skills, and planning skills.

Some drill and practice software can become repetitious and boring for students. Instructional games overcome some of these effects by adding the elements of reinforcement and competition.

Effective computer simulations give the student opportunities to manipulate the variables to determine their relationships. Students then analyze the situation and make decisions based on the course of action taken. The computer helps students evaluate the consequences of their individual decisions.

The third role of the computer is that of a tutee. Here, the traditional role of the computer in education is reversed. The computer becomes the learner, and the student assumes the role of the teacher. The student programs, or teaches, the computer to perform a task. Taylor states that, by programming a computer, students gain new insights into their own thinking. The focus of education can shift from end product to process: from acquiring facts to manipulating and understanding facts.

To teach the computer, the student may need to learn the language that the computer understands. The most common language used by personal computers is called BASIC (Beginners All-purpose Symbolic Instruction Code). Many mathematics teachers teach their students to program computers using BASIC. A large number of elementary students learn to program computers using another language called Logo. Both languages help students to teach the computer to accomplish a task. Neither language is often used by students in high school agriculture programs.

Because high school agriculture is a part of vocational education, the software in business and industry is most often used by students of agriculture. Two tool programs previously mentioned, spreadsheets and database managers,

(Continued on page 7)

The 1980's in Retrospect: The View from Washington

On July 15-17, 1980, a total of 264 people from 46 states were in Kansas City, MO participating in a national Agricultural Education seminar entitled "Agricultural Education: Shaping the Future." The purpose of the seminar was "to identify trends, issues, and new directions that will affect agricultural education during the remainder of the 20th century."

Many of the topics, including the trends, issues and concerns, are still on the minds of the agricultural educators of the nation. Concerns about developing an adequate supply of well-trained teachers, curriculum materials, serving minorities and special populations, securing adequate funding, development of articulated levels of programming and increasing the program options to serve a more diverse agriculture were discussed in the seminar and remain important today.

This seminar helped set the tone for agricultural education in the 80's. Many of the trends identified proved to be true. However, when dealing with the future, unforeseen changes have a great deal of influence. A major challenge of the 1980's has been to stem the declining enrollment and the closing of agriculture departments, and the development of a new leadership structure in agricultural education.

Factors Contributing to Declining Enrollments

First was the overall concern about the perceived decline in the quality of public education. The result was the appointment of a Presidential Commission on Excellence in Education to conduct a study. The Commission report "A Nation at Risk" increased a national focus on education. The recommendations of the report resulted in emphasis on the basic academic subjects which, in many instances, resulted in increased high school graduation and college entrance requirements. In many schools, these additional requirements were made without any increase of time in the school day. With this increased demand on the fixed amount of student time in school, the enrollments in elective courses decreased, which included vocational education in agriculture.

Second, the decline in the total number of secondary students was not fully appreciated by many of the agricultural education professionals. Until the 1980's most school districts experienced a growing population of secondary school age persons. The decrease in the number of secondary students contributed to the enrollment decline in agricultural education programs.

A third factor was the restructuring of the agricultural industry. Economic, technological and natural forces caused massive forced sales of many farms and the consolidation of many agribusiness firms. These significant changes attracted the attention of the media and resulted in a public view of agriculture as a dying industry, with little or no opportunity for a career. The poor public image along with



BY LARRY D. CASE AND BYRON F. RAWLS

(Dr. Case is Education Program Specialist and Mr. Rawls is Program Specialist (retired), Division of Vocational-Technical Education Office of Vocational and Adult Education, U.S. Department of Education.)

the discouragement of many persons involved in agriculture also contributed to the enrollment decline.

A New Leadership Structure was Needed

The 1980's began a new political era. Ronald Reagan was elected President. During his campaign he pledged to abolish the newly formed Department of Education. With the threat of dismantling the Department coupled with the historic decline in the number of national staff focusing energies on agricultural education programmatic policy, the profession became concerned about the makeup and management of a national presence for agricultural education. The result was the development of a new leadership mechanism called The Council for Vocational and Technical Education in Agriculture (The Council).

The Council concept was developed under the leadership of Byron Rawls, Program Specialist for agriculture in the Department of Education. After the concept was presented to the profession, an ad hoc study committee was appointed which conducted its work during 1983. Byron Rawls led the committee deliberations.

However, during the dynamics of the U.S. Department of Education experiencing a "reduction in force," Rawls retired in August of 1983. Thaine McCormick, then Chief of the Programs Branch of the Division of Vocational Education in the Office of Vocational and Adult Education, was appointed as acting Program Specialist in Agricultural Education. This placed McCormick as chair of the ad hoc committee.

Under the leadership of Jim Guilinger, AVA Ag Ed Division Vice President, a request was made to the Department of Education to conduct a nationwide search to fill the position of Program Specialist. The request was granted and resulted in Larry Case, Ed.D. being appointed to the position in May, 1984. In the meantime, McCormick was able

The 1980's in Retrospect: The View from Washington

(Continued from page 6)

to lead the ad hoc study committee to closure by December of 1983, resulting in the formation of The National Council for Vocational and Technical Education in Agriculture, Inc. Billed as a national partnership for excellence in agriculture and education, the goals of The Council included (1) stimulate creativity, (2) develop fresh initiatives, (3) create a climate for renewal, (4) emphasize improvement of successful programs and the development of new programs of vocational and technical education in agriculture.

As a result of the dynamics in education created by the "Nation at Risk" report and the declining enrollments in agricultural education programs, the first priority for The Council to pursue was a National Commission to study Agricultural Education in the Secondary Schools. This effort resulted in the Departments of Agriculture and Education, co-sponsoring a national study on Agricultural Education in the Secondary Schools which was conducted by the National Research Council, Board on Agriculture. The study was commissioned by an unprecedented co-signing ceremony in December of 1984, between Secretary of Agriculture John Block, Secretary of Education Terrell Bell, and National Academy of Sciences President Frank Press.

The study report entitled "Understanding Agriculture: New Directions for Education" was released in September of 1988. The report calls for a movement to address agricultural literacy and a reform of vocational education in agriculture. The U.S. Departments of Agriculture and Education co-sponsored a national video conference in October of 1988 which focused on the National Study report. The conference participants included policy and decision makers in 46 states who affect the agricultural education programs.

During the nearly four years of the study, many states developed commissions and study groups focusing on agricultural education programs. These activities, coupled with the national attention on agricultural education, are providing a healthy environment for agricultural and educational leaders to address needed changes in the program.

Other initiatives of The Council include: National Task Force for Postsecondary and Adult Education in Agriculture, Committee to Assess Legislative Needs, National Task Force

on Infusing International Agriculture into the Vocational Agriculture Curriculum, National Task Force on Agriscience and Emerging Occupations and Technologies, Infusing Aquacultural Education into the Vocational Agriculture Curriculum, National Summit on Agricultural Education, National Task Force on Agrimarketing and a National Task Force on Supervised Agricultural Experience. These initiatives are having impact and are helping to position the profession of agricultural education as being proactive in addressing change.

The 1980's have brought rapid and significant change. It has taught those involved in agriculture and in education that nobody is isolated from change. The prevalence of newness is a way of life. While the agricultural industry found its way through one of the most rapid adjustments in its history, more adjustments are to come. Educators have come to appreciate and understand rapid change and are repositioning for proactive initiatives. These initiatives will be the solution to the declining enrollment challenge of the 1980's.

What's Ahead?

Today, the agricultural education family is in a period of assessment similar to that in 1980. Specific national strategies are being developed as a part of a written national strategic plan to address the issues. This plan will help to articulate the national agricultural education efforts for a more effective national presence.

The decade of the 1990's will prove to be an exciting time for education. Success will come through a continuous process of adjustment of the program content coupled with a focus on the preparation and development of the individual student to meet the challenge of rapid change. The teaching/learning process is the uniqueness of the agricultural education program that develops the individual for coping and prospering in the environment of rapid change. The refinement of this process along with proper positioning in the educational marketplace through a purposeful and articulated strategic plan will prove to be an essential element in the success of agricultural education in the 1990's.

EDITOR'S NOTE: The opinions expressed in the article are those of the authors and are not the official policy of the U.S. Department of Education nor should any be inferred.

Computer Technology Resources Using the Computer to Develop Nontechnical Skills

(Continued from page 5)

provide ways for students to instruct the computer without the need to learn another language.

Students can write their own spreadsheet applications and can create their own database manager applications to solve specific agricultural problems. For example, they can write spreadsheet applications to balance a ration, to compute break-even costs, or to prepare a balance sheet. They can also write a database application to take the place of a ledger

book or to simulate business records and transactions. In writing applications to solve specific problem-solving, students develop and utilize skills in problem-solving, decision making, communications, reasoning, organization and management.

The personal computer can be an important part of the teaching/learning process. When the teacher examines and utilizes all three roles of the computer in education, the student can gain essential skills for success in agricultural business and industry.

REFERENCE

Journal Paper No. J-13707 of the Iowa Agriculture and Home Economics Experiment Station, Ames, Iowa. Project No. 2617.

A Vice President's Recollections: 1979-1982

In reviewing the 1979 proceedings of the Agricultural Education Division Advisory Council and the Policy Committee, it becomes obvious that the genesis for change in the 1980's had surfaced.

The American Vocational Association began its preparation for reauthorization of the 1976 Vocational Education Amendments with a request to the Divisions to prepare and submit recommendations for the legislative package.

William "Bill" Richardson, of Purdue University was appointed chairman of the Agricultural Education Division Ad Hoc Committee on Legislation. The initial meeting of the committee was held September 16-18, 1979 at Purdue University. Membership included Sam Stenzel, Virginia; John Mundt, Idaho; (NVATA), Albert Timmerman, Texas; Robert McBride, Ohio; (NVATA), Robert Terry, Oklahoma; James Horner, Nebraska and Elmer Cooper, Maryland, (AATEA); Robert Kelly, (NASAE) and Paul M. Day, Agricultural Education Division, Minnesota.

Chairman Richardson identified two major goals: (1) Develop the legislative proposals for Agricultural Education and; (2) Update the communication network for the Agriculture Division.

The seven concepts identified include: (1) Occupational area identity; (2) Vocational Student Organizations as integral parts of the instructional program; (3) entrepreneurial emphasis; (4) year around instructional programs; (5) professional staff at federal and state levels; (6) facilities and equipment; (7) adult education. Five of the seven were subsequently adopted by the AVA as a part of its legislative proposal.

The NVATA decision to move its office to Alexandria aided immeasurably in the unification of the Agricultural Education Division. The unified profession, in cooperation with the National FFA Alumni, impacted positively on Federal legislation.

In July 1980, the profession met in Kansas City to address its seminar theme, "Agricultural Education: Shaping the Future." The scenarios for the future, projected by the speakers, amplified a number of the issues confronting the AVA as it prepared for reauthorization, including: (1) the necessity to influence state legislation for program funding; (2) the need for research studies on the value of Agricultural and Vocational Education; (3) demographic data indicating dramatic declines in the number of the secondary school age population and the increasing aging of the total citizenry.

In addition to the phase-in of the newly created Department of Education in Washington D.C., the first of the decade included the orderly transition of leadership from Neville Hunsicker to Byron Rawls, as well as the successful launching of the National Post-Secondary Agricultural Students Organization.



BY PAUL DAY

(Mr. Day is State Supervisor, Agricultural Education, Minnesota State Department of Education and 1979-1982 A.V.A. Agricultural Division Vice-President.)

The 1980 national elections created a necessity for the AVA to adjust to a new cast of players at the federal level. Agricultural Education had a significant role in assisting in this transition of federal authority. The Agricultural Education Division Advisory Council, with the leadership of the late Dr. Walter Jeske, provided support, direction and a unification of the numerous agencies, organizations and individuals concerned with agricultural education.

Dr. Edgar Persons, University of Minnesota, developed a paper addressing "A Rationale for a Federal Investment in Vocational Agricultural Instruction." All segments of the Agricultural Education Division cooperated in responding to repeated requests for information and data from the AVA during the long, tedious process leading to reauthorization. The challenges precipitated by the constant changes initiated by the federal Congress, state legislatures and state departments of education continues today.

In retrospect, it appears that too much was devoted to the preservation of the status quo in Agricultural Education. We witnessed an accelerated turnover in the ranks of the State Directors of Vocational Education, continued rivalry and increased competition between Secondary and Post-Secondary Education for Federal resources, as well as recurring doubts about the role of Vocational Education in the public schools. New players emerging in the 1980's included the Chief State School Officers (CSSO), the Legislative Commission of the States, and Advocacy groups representing strong, national constituent networks.

In response to the administration proposal to dismantle the Department of Education, the Vice President convened an ad hoc committee in November 1981 to prepare an Agricultural Education Division Position Statement. The document, endorsed by the delegates attending the AVA convention in Atlanta, recommended retention of an identifiable unit of government which addresses educational matters and that vocational education and vocational agriculture be an integral part of this entity.

The lessons learned from this decade will be useful for the profession in directing agricultural education in the final decade of the 20th century.

A Vice-President's Recollections: 1982-1985

My tenure as Vice-President of the Agriculture Division of the AVA began July 1, 1982 and was completed June 30, 1985. A number of rather significant events occurred during my service which involved both policy and personnel changes within the total Agriculture and Vocational Education fields. AVA Conventions during my term were held in 1982 in St. Louis, Missouri; 1983 in Anaheim, California and 1984 in New Orleans, Louisiana. During this period in time there was a much greater emphasis for inputs from membership concerning the professional direction of the organization than had been in former years.

The AVA Board also placed emphasis on the organization's fiscal operations, particularly budgeted items tied with great concern over repeated unrest by members across the nation on the billing and response to membership processing activities of the organization.

In the fall of 1982, representatives of the entire agriculture and FFA organizations began the organization and development of "The Council" in meetings hosted and held at the Farm Land Industries School in Kansas City, Missouri. "The Council" was incorporated in December 1983 after a year of effort by the development committee. Its purpose is to coordinate all of the segments of agricultural education across the nation in addressing concerns which affect our total programs.

The early retirement of Byron Rawls, head consultant of the Agriculture Education Division within the U.S. Office of Education, in August 1983, was another event which occurred during my term of service.

My responsibility as Vice-President of the Division required the calling of an emergency meeting of all Agricultural Education Division officers in St. Louis during August to address this critical issue. The Division established the profession's criteria expected of the candidate and also requested that members of the Division serve on the search committee. Robert Worthington, Asst. Secretary of Education, accepted the profession's criteria and asked that selected Division officers serve on the selection committee. All of this effort was culminated in late May 1984 with the employment of Dr. Larry Case, formerly from Missouri, to fill the position as Senior Program Officer of Agricultural Education in the U.S. Office of Education.

In July 1983, during the AVA Board of Directors meeting, I moved that Gene Lehrman serve as chairperson of the building committee to determine a number of questions concerning the construction of a new AVA Headquarters building. The present location of the building in Alexandria, Virginia was established and construction began with ground breaking ceremonies in October of 1984. The building was completed and dedicated in March 1986.



BY JIM GUILINGER

(Mr. Guilinger is retired Vocational Agriculture Teacher, Sycamore, Illinois and 1982-1985 A.V.A. Agriculture Division Vice President.)

At the July 1984 AVA Board meeting, a vote was taken expanding the Executive Committee from three to five members. Formerly the Executive Committee had been composed of the President, President-Elect and Past President. Now two Vice-Presidents representing Regions and Divisions were added through election by their fellow Board members. The two additions were non-voting positions until the Constitution was amended allowing the vote to be counted. I served on the expanded committee representing the Divisions until being elected President-Elect.

The Board also appointed a three member AVA Past Presidents Committee to thoroughly investigate all areas of concern which affected the organization. The Committee's purposes were to address Professional Leadership, its exercise and cultivation, as well as Policy Design, Development and Implementation at all levels. The Committee completed its report for the AVA Board to address at its July 9, 1985 meeting.

The American Vocational Association released their Executive Director on June 30, 1985 and began a lengthy search in securing a replacement for the position. Dean Griffin, the AVA's Director of Legislative Affairs, served as Acting Director until March 1986 when Dr. Charles Buzzell, formerly a member of the U.S. Office of Education staff, was employed as the new Executive Director of the American Vocational Association.

The National Study on Agricultural Education at the Secondary Level was begun during my term of office with formal documents of agreement being signed on December 18, 1985 by Secretary of Education, Terrel H. Bell; Secretary of Agriculture, John Block and President of the National Academy of Sciences, Dr. Frank Press. The study committee conducted numerous hearings, visited many innovative agriculture programs, then completed and released their findings in 1988. This report has had considerable impact on all of agricultural education and will continue to alter the direction of instructional curriculum and agriculture programs for many years.

(Continued on page 16)

A Vice President's Recollection: 1985-1988

In the early to mid 1980's, three significant events occurred which would impact agricultural education in this country for years to come. The first was The National Commission on Excellence in Education Report, "A Nation at Risk" (1983) and the resultant educational reform movement to improve the quality of education by stressing the "return to basics" education.

The second significant happening was the conception and eventual incorporation, in December 1983, of The National Council for Vocational and Technical Education in Agriculture as a national partnership for excellence in agriculture and education.

Through the influence of The National Council and the Policy Committee of the Agricultural Education Division of AVA, action was taken to have a national study conducted on vocational agriculture in secondary schools by the National Academy of Sciences Board on Agriculture. This report, "Understanding Agriculture: New Directions for Education" (1988) must be viewed as the third significant event.

Major Activities of the Agricultural Education Division (1985-88)

As a result of these far-reaching events, numerous opportunities were made available to the Agricultural Education Division of AVA and the Policy Committee between 1985-1988.

Role of the Policy Committee

The Policy Committee of the Agricultural Education Division of AVA has been a long standing national committee comprised of the elected leadership of the three affiliates (AATEA, NVATA, NASAE) to provide direction and leadership for the profession.

With the establishment of The National Council, a second national committee emerged composed of representatives of the three affiliates, The National FFA Association, the FFA Alumni, the postsecondary and adult teachers of agriculture, the National Young Farmers Association, the National FFA Foundation, the Senior Program Officer of the Office of Adult and Vocational Education, and the Vice President of the Division.

In order to prevent a "role conflict" between the two national committees of the agricultural education profession, a new policy statement regarding the role of the Policy Committee as it related to The National Council was adopted. The new policy, in effect, provided the opportunity for The National Council to evolve into the one major national committee to provide leadership for the profession.

Resolution Process

Since the affiliates of the Agricultural Education Division are only associated with the American Vocational Association through the Agricultural Education Division, a vehicle



By FLOYD G. McCORMICK

(Dr. McCormick is Professor, Department of Agricultural Education, The University of Arizona and 1985-1988 A.V.A. Agriculture Division Vice President.)

must be utilized whereby the affiliates can impact upon AVA and The National Council's policy. By March 1986, divisional policies and procedures regarding the resolution process were adopted which would provide the affiliates of the profession the means to communicate directly to AVA, The National Council, other agencies and organizations those issues, concerns, suggestions and recommendations which the Division and its affiliates desired to address.

Issue Identification

In concert with the development of divisional policy and procedure for the generation of resolutions, a process evolved for "identifying priority concerns and issues" of the profession. Through the utilization of the process, the Agricultural Education Division has the vehicle (1) to identify those critical issues facing the profession; (2) to develop strategies; and (3) to implement plans to resolve the issues.

At the March 1988 meeting of the Policy Committee of the Agricultural Education Division, concerns/issues were identified as priority:

- Access to vocational education
- Establishing linkages with industry
- Federal presence in agricultural education
- Securing occupational opportunity data
- Image/marketing of program
- Mission and goal statement for agricultural education
- Securing evidence that vocational agriculture makes a difference.

Other Concerns/Issues

A review of the "Minutes and Proceedings" for the 1985-1988 period reveals several other concerns/issues which were addressed by the Division. Among these were:

- Financial support for The National Council for Vocational and Technical Education in Agriculture
- Greater involvement of Policy Committee membership in planning the Divisional Program of Work and Budget
- Structure, function and appropriateness of Division standing committees

(Continued on page 19)

A Vice President's Recollection: 1988 to Present

Agricultural education has experienced some extremely exciting as well as challenging opportunities from the time that I was elected to serve as Vice President of the Agricultural Education Division of the American Vocational Association on July 1, 1988 to the present time.

Some of the more important issues that have been addressed are 1) the reauthorization of the Carl D. Perkins Vocational Act, 2) the release of the study report by the National Academy of Sciences, National Research Council, Board on Agriculture entitled "Understanding Agriculture: New Directions of Education", 3) Videoconference '88: The National Forum on Agricultural Education in the United States," 4) The National Summit for Agricultural Education, and 5) the meeting with the Assistant Secretary of Education, Dr. Bonnie Guiton.

Reauthorization of the Carl D. Perkins Vocational Act

The American Vocational Association (AVA) worked for two years very diligently developing language for the reauthorization of the Carl D. Perkins Act. It had received input from all facets of vocational education in developing its bill. The AVA's bill was introduced in the House of Representatives as H.R. 1128. However, the proposed AVA bill along with all other bills related to the reauthorization of the Carl D. Perkins Vocational Act were eliminated in favor of language that was developed by the Education and Labor Committee. The House of Representatives voted 402 to 3 to pass H.R. 7, the Carl D. Perkins Applied Technology Act. The House of Representatives passed this bill in record time even though the members received a tremendous amount of input opposing the bill.

The new reauthorization of the Carl D. Perkins Act has the possibility of drastically changing what we have known as vocational education in the past.

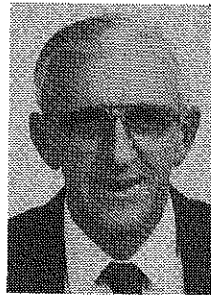
The National Study of Vocational Agricultural Education

The National Academy of Sciences, National Research Council, Board on Agriculture released the report entitled "Understanding Agriculture, New Directions for Education" on September 13, 1988.

We recognized that this national study is of great importance. Agriculture is extremely important to our nation and merits the attention of national, state and local leadership. I strongly encourage all professional leaders, policymakers and the general population to study this report in detail.

Videoconference '88 - The National Forum on Agricultural Education in the United States

This videoconference was co-sponsored by the U.S. Department of Agriculture and the U.S. Department of Education in cooperation with the National Council on



By DEWEY W. STEWART

(Dr. Stewart is Vocational Specialist, Agribusiness Education, Indiana State Department of Public Instruction and A.V.A. Agriculture Division Vice President.)

Vocational and Technical Education in Agriculture. It was conducted on October 25, 1988. The primary objective of this event was to discuss nationwide the results of the National Academy of Sciences' study of agricultural education in secondary schools and to provide a public forum to ask questions, provide information and plan strategy for future improvements in agricultural education. This activity was another first for Agricultural Education and hopefully, there will be additional conferences of a similar nature conducted in the near future.

The National Summit for Agricultural Education

Forty-six (46) leaders of agricultural education met in February and May of 1989 to develop an effective communication and marketing plan, to improve the effectiveness of national leaders by providing training in the skills necessary for managing change and exerting leadership in contemporary times and to develop a strategic plan for agricultural education which includes the mission, goals, objectives and action plan for the improvement of agricultural education programs. Hopefully, this plan can be distributed to all facets of the agricultural education family prior to 1990.

Meeting with the Assistant Secretary of Education

The executive committee of the Agricultural Education Division of the AVA which consists of Dr. R. Kirby Barrick, Secretary; Mr. Duane Watkins, President of NVATA; Mr. Tommy Johnson, President of NASAE; Dr. Phillip Zurbrick, President of AATEA; Dr. Dewey W. Stewart, Vice President AVA, along with Dr. Larry Case met with Dr. Bonnie Guiton, Assistant Secretary of the U.S. Department of Education on February 22, 1989. The meeting was positive and productive. The committee hopes to meet with Secretary Cavazos in the near future to further promote agricultural education. The past two years have been extremely exciting as well as challenging. If we can take advantage of the opportunities that we are facing, I believe that we can make a positive change in agricultural education.

The 1980's in Retrospect: Thoughts from a Teacher Educator

Many forces have challenged agricultural education at the secondary school level during the 1980's. *Understanding Agriculture: New Directions for Education* summarized these forces as:

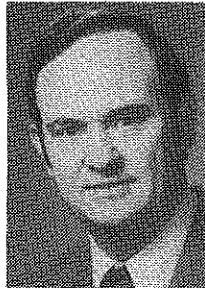
demographics; urbanization; rapid gains in worldwide agricultural production capacity; domestic farm and trade policies; lifestyle changes; global competition in basic and high-technology industries; the explosion in knowledge caused by increasing sophisticated computers; digital equipment, and biotechnological techniques; specialization within the profession; and public expectations about the role of schools, the food supply, and public institutions. (National Academy Press, 1988).

Perhaps this is the largest number and most powerful set of forces to challenge agricultural education since its beginning.

Minor annual adjustments in programs were not enough to keep pace with the dynamic changes in the 1980's. The forces of the 1980's called for major curriculum reform, expanded delivery systems, improved teacher education programs, and new research and development initiatives in agricultural education.

The instructional model of classroom/laboratory, supervised agricultural experience and FFA, that has historically served agricultural education effectively, continued to be used in the 1980's. These program components resulted in agricultural education being identified by some as a model for reform of other educational programs (Rosenfeld, 1984). It has been devoted that these three program components provided agricultural education with a unique capacity for adjusting to changes in society, industry and students.

The 1980's featured national initiatives to strengthen classroom/laboratory instruction, supervised agricultural experience, and FFA as components of agricultural education programs at the secondary school level. Workshops were conducted in 1982 and 1984 to expand and improve supervised agricultural experience (SAE) programs. These activities confirmed the importance of involving students in individualized agricultural learning experiences that are planned and supervised, and challenged teachers to help students plan effective SAE programs. Major changes were also made in the National FFA constitution, and programs and activities were modified to enhance FFA's contribution to contemporary agricultural education programs. The 1988 National Workshop on Agriscience and Emerging Occupations and Technologies focused on strengthening the science base of agricultural education programs. Special attention was given to introducing teachers to new and emerging technologies and occupations in agriculture.



BY DAVID L. WILLIAMS

(Dr. Williams is Professor and Head, Department of Agricultural Education, Iowa State University.)

State initiatives to sustain and improve agricultural education programs also characterized the 1980's. Many of these efforts were driven by and carried the focus of national initiatives. State curriculum reform efforts were guided by advisory and technical committees, legislative action, mandates from state education agencies, and technical update of teachers. Pre-service teacher education programs in some states were revised in the 1980's to better equip new teachers to conduct modern agricultural education programs.

The 1980's were marked by the emerging of some high quality, modern agricultural education programs in local high schools. National and state initiatives helped to develop some of these programs, others were the results of innovative teachers effectively using available resources to build programs that reflect a modern and diversified agricultural industry. Some local programs struggled and a few failed in the 1980's because they did not meet the challenges created by a decade of powerful forces.

As we look ahead to the last decade of the 20th century, we need to learn from the past. The challenges faced in the 1980's are expected to continue and new ones will emerge, demanding continuous change to keep programs current. Agricultural education cannot meet these challenges alone. We must form partnerships with agricultural industry, governmental agencies, universities, schools and others to meet these challenges. The Committee on Agricultural Education in Secondary Schools recommends a linkage that I believe is crucial to the future success of agricultural education programs:

Colleges of agriculture, particularly in land-grant universities, should become more involved in teacher preparation and inservice education programs, curriculum reform, and the development of instructional materials and media. (National Academy Press, 1988).

A college of agriculture is available in every state. These institutions have as their purpose the development and dissemination of new science and technology in agriculture. It makes sense to form new partnerships between colleges of agriculture and agricultural education in the public

(Continued on page 13)

The 1980's: From Overalls To An Overhaul

Vocational agriculture in the 1980's will be remembered as being full of surprises and changes. Who would have guessed that we would change our name? Who would have thought that we would have two young ladies hold the office of national president during this decade? The image of agriculture has changed greatly in the last ten years. The production farmer in his overalls yesterday must be able today to use computers and keep up with the changes in the stock market in Japan and the weather reports in South America in order to survive. Vocational agriculture and the agricultural industry have made tremendous changes in the past decade.



BY DON GILL

(Mr. Gill is Vocational Agriculture Teacher, Denham Springs High School, Denham Springs, Louisiana.)

In the early 1980's there was a significant but brief emphasis placed on vocational education. Federal and state programs, local educational boards and high school curricula were encouraging students to prepare themselves for the world of work through vocational courses. Hands-on experience, job training skills and competencies were the educational goals at that time. Vocational agriculture programs were a prominent part of the education system.

However, the educational goals changed in the mid 1980's. There was an educational reform movement toward the academic subjects. Increasing requirements for the number of hours devoted to the academic courses were soon made. Time available for vocational courses and extra-curricular activities was reduced. Along with the educational reform movement came the economic hard times for the farmer. Publicity from the media on the plight of American farmers losing their homes and crops caused a negative image for the agriculture industry. As a result of these two forces, there was a steady decline in the enrollment of students in vocational agriculture. In this decade we have had a loss of over 100,000 students. We have had hundreds of vocational agriculture departments close their doors because of the lack of enrollment in their programs. With this tremendous lack of involvement in the agriculture programs, vocational educators thought it was time for a major overhaul of the program.

A study on agricultural education in secondary schools was initiated in 1985 by the National Research Council. The

findings and recommendations of the report, *Understanding Agriculture; New Directions for Education* were published in September 1988. At the next National FFA convention several structural changes were adopted. We changed our name from Vocational Agriculture to Agricultural Education. We changed the name of our youth organizations from the Future Farmers of America to The National FFA Organization in order to include and represent the agribusiness sector and other aspects of agriculture in our leadership organization.

Several new programs have emerged in the last few years to help our declining enrollment and quality of our agriculture programs. To encourage science and technology in agriculture, special awards are being conferred on the state and national levels in agriscience and computers. To help promote leadership and personal development in our youth organization, the national FFA has organized the Washington Leadership Conferences and Made for Excellence program. Many changes for the better have been promoted to help solve our dilemma.

In retrospect, Vocational Agriculture in the 80's is like the old tractor you use to bushhog your pasture. Everything is fine until you come upon the tough grass of the mid 80's and it chokes down. This could mean that the old tractor and vocational agriculture are in need of an overhaul in order to get through the tough grass. Will our overhaul of agriculture education work? The answers lie in the next decade.

The 1980's in Retrospect: Thoughts from a Teacher Educator

(Continued from page 12)

schools. In doing so we must remember that all parties involved must benefit from the linkages, and share responsibilities for the outcomes. Agricultural education would benefit from such a partnership by infusing new science and technology into pre-service and in-service teacher education programs and curriculum development activities. Colleges of agriculture would gain a means to disseminate new

knowledge directly to a new generation of citizens and gain access to a supply of future college students. With creative linkages in place, I believe agricultural education can meet the present and future challenges, and that it can continue to make a significant contribution to education and agriculture.

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Student Organizations During the 1980s

FFA — A Decade of Progress

Today's FFA is based on many traditions that started with the organization 62 years ago. The 1980s have presented many challenges to those traditions, and the FFA has responded with major initiatives across the organization. From incorporating more science and computer technology to expanding the international realm of FFA, the organization is keeping a progressive front on the changes in agriculture and education.

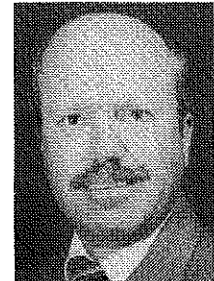
The FFA has always been a tool for making classroom lessons come alive. As more emphasis has been placed on agriscience in the classroom, the FFA has responded with recognition programs for both students and teachers. The Agriscience Teacher of the Year award is the first national FFA awards program for teachers. One of the organization's largest scholarships is available to the student selected as the Agriscience Student of the Year. The agriscience awards provide incentives for members and educators alike to excel in this fast-breaking area of agriculture.

Computers in the classroom have greatly increased agriculture's ability to stay on the cutting edge of technology. As with agriscience, an award program was initiated to recognize members taking the lead with this innovation. In addition, computer technology has impacted the FFA in many areas during the decade. Award applications are now computerized; *The National FUTURE FARMER* magazine and other printed materials are produced using desktop publishing technology. Through computerization, progressive leadership and a continuing dedication to service, the National FFA Supply Service has become even more important to the organization in the 1980s. In addition, the Ag Ed Network provides a data base to supply classrooms with updated information and resources daily.

The FFA has greatly expanded its international involvement in the 1980s, preparing its members to compete in a global, agricultural economy. Groups of outstanding members, such as the Star Farmers and Star Agribusinessmen, national proficiency award winners and national FFA officer teams witness how American agriculture is interrelated with the food and fiber production systems in countries as diverse as Japan, China, West Germany, France and Hungary.

All FFA members have the opportunity to experience foreign agriculture and family life through various exchange programs. More than 1,500 students have participated in Work Experience Abroad, World AgriScience Studies and other exchange programs this decade.

The international aspect of the organization is an outgrowth of FFA's most important purpose — leadership. Participation in chapter leadership development activities remains strong, and at the national level, programs have grown significantly in the 1980s. The Washington Con-



BY C. COLEMAN HARRIS AND WAYNE J. SPRICK

(Mr. Harris is FFA Executive Secretary and Mr. Sprick is Executive Director, National Young Farmers Education Association.)

ference Program (WCP) has maintained a high level of participation, with more than 1,500 members each year traveling to Washington, D.C. for leadership and personal development skills.

The FFA's leadership development efforts were expanded in 1987 when the Made for Excellence (MFE) personal development conferences started. These conferences are now held in more than 20 states so FFA members can experience a miniature WCP closer to home. The goal is to hold at least one MFE conference in each state.

Though leadership, agriscience and international programs are strong, membership and enrollment have provided the organization with a major challenge. Overall, the 1980s have shown a 16% decrease in membership. Many factors have contributed to this decline, including a decrease in the total student population and few students from production agriculture backgrounds.

As a result, the FFA has started new membership initiatives. A membership development task force was formed, a program specialist for membership development has been hired and the recruitment program has been intensified. The constitution now allows junior high students, a previously untapped student resource, to enroll in agricultural education and become active FFA members.

New types of educational programs are being developed in nontraditional areas, which also draw upon new students. Agricultural science schools have opened in Chicago and Philadelphia, and many inner-city horticulture programs are growing.

Assisting in this massive effort to reverse the enrollment trend has been an extensive public outreach program. Public service announcements were initiated in 1983, and have had a tremendous effect on public awareness of the FFA. A growing percentage of local chapters are now active in Food For America, a public agriculture awareness program for

elementary schools, and FFA Week in February, with activities to promote the organization in the community.

Public awareness of the organization has also increased as a result of the Building Our American Communities program, which doubles as a community development and public relations tool for the FFA. Nearly 2,000 chapters become involved with this project each year.

Without support of agricultural industry, however, many FFA programs would not be possible. One of the brightest spots of the 1980s is the incredible growth and diversity of the National FFA Foundation. At the beginning of the decade, just over \$1 million of support was given to the FFA for students' benefit. The numbers have increased every year, and the 1988 figures announced at the national convention totaled \$3.37 million. Many of the new programs in the FFA and increased awards are the result of the tremendous support from the nation's agricultural industry. Scholarships for students pursuing higher education have exploded from \$16,000 at the program's 1983 inception, to \$250,000 in 1988.

The FFA has experienced substantial growth in another support organization, the FFA Alumni Association. Each year of this decade has broken a new membership record, and since 1980, has grown from 18,500 members to more than 30,000 for 1988. Life members now total more than 9,200.

Nowhere is the excitement of this support more evident than at the National FFA Convention. The 1980s saw record-breaking figures; more than 24,000 members, advisors and supporters of the FFA attended the convention in 1987. Almost a quarter of a million people have come to the annual Kansas City event since 1979.

Overlooking all of these changes in the 1980s is the leadership at the National FFA Center. The National Council for Vocational and Technical Education in Agriculture was formed in 1983 to serve as a think tank and to identify and pursue priority issues in agricultural education. The first National Ag Ed Summit was held this year to develop a shared set of values for ag ed and to develop a strategic plan to guide all the members of the ag ed family.

This decade also ushered in the first agriculture instructor and the first teacher educator appointed to The National FFA Board of Directors. The National FFA Center continues to develop and is now the National headquarters for the FFA Alumni, the Council, Young Farmers and NVATA.

FFA members themselves have been part of the changes, as they passed 18 constitutional amendments in 1988 to set the stage for a progressive organization in today's agriculture.

Agriculture has been an industry bound by tradition, and the FFA for many years has adhered to many of its own. This has been a decade of creating new traditions for a new type of agricultural leadership, which will use the technologies of science, computers and marketing to better produce food for the world. The 1990s promise even more new developments. The changes of this decade put the FFA and agricultural education in a strong position for leadership in the 21st century.

Postsecondary Agricultural Student Organization

With its beginning in Kansas City, Missouri, in 1979, the 1980's have been a time of growth and change for the

Postsecondary Agricultural Student Organization. The objectives established of the PAS included awards and recognition.

One of the first recognition programs developed by PAS was the PAL-PEER Program. In 1987, this two part approach to career planning and preparation incorporated changes suggested by students and advisors. The new program PLANNING for PROGRESS includes a career planning and a career progress portion of competition. The program is designed to help students explore occupations, set educational objectives, and carry out a plan to meet these objectives.

Other competitive programs coordinated by the PAS include the following. A Speaker for Agriculture Contests has a prepared area and impromptu area. An Employment Interview Contest is held to allow members to match their interview skills with contestants from other states. An Agricultural Machine Service Technician Award Program was initiated to encourage the development of high tech skills needed by agriculture service technicians. The College Bowl is designed to test the academic knowledge of agricultural students and encourages the development of self-confidence through competition.

As with other student organizations, the role of the PAS is to provide the opportunity for members to enhance those skills learned in the educational program. The 1980's have been a time for initiating and adjusting those programs to better meet the needs of the members. As we look to the future, this process will continue to meet the changing needs of the postsecondary student.

One of the concerns of the Association as it addresses the 90's is the establishment of a financial base. At the annual convention in Kansas City in March, 1989, an Associates Committee was established. This group provides the opportunity for past members of the PAS to provide support to the activities of the organization, as well as an opportunity to provide financial assistance to the operations of the PAS. The membership also addressed the financial base by approving a significant dues increase.

As the Postsecondary Agriculture Student Organization enters its second decade, it prepares to make those adjustments that are needed to serve the needs of the members. As these needs are met the organization will continue to grow and prosper.

National Young Farmer Educational Association

During the 1980's the National Young Farmer Education Association (NYFEA) assessed its role as a national organization, identified goals and began implementing the activities needed to achieve the desired goals.

Young Farmer Associations had their origin on the local level. These local associations formed state associations, which first came together on the national level at an Institute in the mid 1960's. It was not until the 80's that any effort was made to provide national leadership for the association beyond the coordination of the National Institute.

In 1982, Ann Million Schwarm was hired as the first Executive Secretary and an office was established in Vandalia, Illinois. Prior to this Richard Hummel of Ohio had volunteered to perform the administrative duties of the association. The National Young Farmer Educational

A Vice President's Recollections: 1982-1985

(Continued from page 9)

During my term of office, the newly elected AVA Board Members brought a different philosophy with them and when combined with others on the board altered the board's direction towards member input. The Board developed strategies to hear more from the membership via meetings with state associations, regional and divisional groups. The AVA looked inward at itself concerning financial operations, membership acquisition and processing, and structure concerning regional and divisional representation within the organization. Greater emphasis was placed on committee structure for AVA Board Meetings and an attempt to develop new leaders and involve members in their organization. Dr. Buzzell totally revised and clarified the AVA budgetary system and extensive improvements were accomplished with membership processing.

I attended over 96% of the NVATA Regional Leadership Conferences held across the United States during my three year term as AVA Vice-President of the Agriculture Division and participated in equally high numbers of NASAE and AATEA Conferences conducted throughout the nation. The AAETA honored me with an Honorary Life Membership in their association. Every six years within the Agricultural Education Division, a classroom teacher has the opportunity to represent the field and the profession on the AVA Board.

I consider the opportunity given me by my peers as the highest honor I could have ever received. That support continued when in May 1985, I was elected as the second classroom teacher in the 60 year history of the AVA to serve as President-Elect and later as President of the AVA in 1986-1987. Floyd Johnson of North Carolina, a classroom Agriculture teacher, also served as President of the AVA, and was the first classroom teacher to hold this honor.

Student Organizations During the 1980s FFA — A Decade of Progress

(Continued from page 15)

Association was incorporated in September, 1982, in Illinois as a non-profit, non-political association.

In 1983, the NYFEA began international activities when they conducted an exchange with Young Farmers from Europe. It was also during the mid 80's that representatives from the National Young Farmer Educational Association became actively involved in the World Congress of Young Farmers.

Dr. Larry Case, appointed to the position of Program Specialist for Agriculture in the Department of Education in May of 1984, was approved as National Advisor to the National Young Farmer Educational Association during the 1984 Summer Business Meeting.

In the spring of 1986, the NYFEA Advisory Board met in Vandalia, Illinois, to address the future of the association, including the need for and the role of a national presence for young farmers. The "Vandalia Summit" was the initial step initiating many changes in the association. It was decided to pursue a national presence for young farmers as an educational association in agriculture. In order to achieve this role, several events have taken place.

- Existing programs were expanded with funding secured from agribusiness and industry.
- New programs were developed, including a health and safety emphasis, a state grant program and an electronic information service.
- The national office was relocated in the National FFA Center, Alexandria, VA.

- The financial plan for the development phase included a line of credit from the National FFA Foundation to be available for five (5) years, beginning in 1987.
- Wayne Sprick was hired as Executive Director, in 1987.
- The national association would be operated by a Board of Directors, to represent the delegate assembly and include representatives of the professional groups in agricultural education including the NVATA, the AATEA and the NASAE.
- The delegate assembly was expanded and includes representatives from associated states based on membership.
- National officers were established to provide increased visibility and contact with the constituency and provide leadership for the association.
- The NYFEA was recognized as a vocational education student organization by the USDE-OVAE and was included on the policy statement signed by the Secretary of Education, William Bennett, in April 1988.
- The NYFEA actively participated in the Summit on Agricultural Education in Spring of 1988 which provided input for the development of a strategic plan for agricultural education.

The National Young Farmer Educational Association has been involved in many changes in order to serve the goals and objectives established. Some of these changes are in the developmental process. More opportunities are yet to be addressed. A bright future exists for this educational organization as it serves the leadership needs of those adults in agricultural education. Much has been done, but there is much yet to be achieved.

Teaching Tips

Creative Use of Overhead Projectors and Video Cameras

Several years ago I saw a beginning teacher in Ohio demonstrate several novel uses of the overhead projector that were very effective. His examples spurred additional ideas in my mind that you may find helpful in your teaching. In addition to the ordinary uses, overhead projectors can be very effectively used to illustrate shapes and relative sizes. Here are several examples, and you can identify many more based upon your own teaching activities. Use the overhead projector to illustrate:

1. leaf margins and shapes
2. the principle of diffusion (use a clear bowl)
- 3 the activity of gas molecules as temperature varies (use steel balls in a petri dish) - Boyle's Law
4. root development in plants
5. types of threads on various fasteners
6. seed shapes and sizes
7. tool shapes
8. template designs

The overhead projector should be used to enhance understanding and examination of specimens and materials where enlarged views of shapes and sizes are helpful. Seldom should these projection techniques be used to replace physical examination of actual materials.

The use of videotapes in teaching is gradually becoming more cost effective. A growing number of videotape programs are commercially available for use in agricultural programs. Teachers may find that they can organize a purchasing network with other teachers to reduce costs and increase the videotape library. Smaller, more portable videocassette recorders (VCRs) are now available, making recording of field activities by teachers easy. Videotapes can be very effectively used in teaching agriculture, especially when capturing motion or recording an overview of a system is important. Teachers can use VCRs to bring remote scenes to the classroom and to preserve expensive or difficult-to-replicate demonstrations. Some specific uses of videotapes include recording:

1. field day activities and demonstrations
2. agricultural problems occurring in the community that can be brought back to the classroom for student discussion and solution
3. scenes from supervised experience visits that can be



BY ED OSBORNE, SPECIAL EDITOR

(Dr. Osborne is Associate Professor in the Department of Agricultural Education, University of Illinois, Urbana-Champaign.)

used in addressing agricultural problems or planning supervised experience

4. selected demonstrations, such as grafting, fruit tree pruning, construction activities, or other demonstrations that may be difficult to reproduce for various reasons
5. significant stages of experiments that students are conducting
6. public speaking, selling, interviewing, and other communications and human relations presentations by students.

Again, videotapes should not be used to replace firsthand observation and interaction with actual materials by students. Rather, this audio-visual resource should be used to supplement and enhance the use of actual materials in teaching. For example, videotape technology can be used to provide close-up shots of procedures and processes that may be difficult to obtain during a live demonstration before a group. Teachers may also make recordings of selected aspects of a demonstration where close-up viewing or repeated viewing is needed.

As a final note, it takes practice to be able to make a good videotape that is not distracting to the viewer. A tape that is out of focus with an unsteady picture or bothersome background makes concentrating on the intent of the video very difficult. Become familiar with the features of the equipment and make several practice tapes before shooting scenes that you want to use in teaching. Use a tripod whenever possible. Be aware of background scenery, noise, and lighting, and make adjustments if needed. Take note of safety practices and professional appearance; every videotape projects a certain image to the viewer. With a little imagination and creativity, you can use overhead projectors and videotapes to make a positive difference in your teaching!

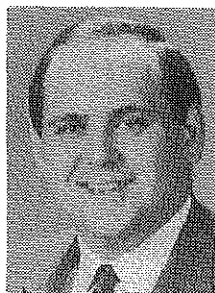
The Council: A Historical Retrospective

Change is all about us! As we progress toward the 21st century time and technology increase at a rampant pace. We have to adjust our lifestyles to keep in touch with these increments of change. As agricultural educators the need to respond to our changing environment is so vitally essential to our future successes in the profession. On December 12, 1983, a big step was taken to insure the future of agricultural education. For on that date, the National Council for Vocational and Technical Education in Agriculture (The Council) was formed to foster creative and innovative leadership for the improvement and further development of agricultural education. The Council was formed as a "partnership" to include agricultural business and industry, public schools, state departments of education, colleges and universities, government and professional organizations. Its goal is to give leadership that highlights futuristic planning and design, to stimulate creativity, develop fresh initiatives and create a climate for renewal in agricultural education. The Council's goals are accomplished through the identification of important issues in agricultural education, the investigation, study and debate of these issues; and the formation of policy and program recommendations. Governed by a 12 member Board of Directors, all entities within the whole profession of agricultural education and industry are represented on The Council.

For the past six years, The Council has organized and is utilizing existing resources to respond to agricultural education's various needs. A number of studies and programs have and are being conducted to address the importance of a strong agricultural education at the secondary, postsecondary and adult levels.

The following is a listing of past, present and future programs that The Council has conducted and their impact upon agricultural education:

1. **National Study for Agricultural Education in Secondary Schools** — A jointly commissioned study by the U.S. Department of Agriculture and U.S. Department of Education conducted by the National Academy of Sciences to examine agricultural education at the secondary level. The report, entitled "Understanding Agriculture: New Directions for Education" provides recommendations for program improvement at the secondary level. The report also provides state leaders and policymakers with current national concerns to be addressed. It demonstrates the importance of the agricultural education program.
2. **National Task Force for Postsecondary and Adult Education in Agriculture** — Appointed to evaluate the status of agricultural education at the postsecondary and adult levels. A national conference for leaders in postsecondary and adult education in agriculture was conducted by this task force in October 1986. A nationwide report on postsecondary and adult education in agriculture gives recommendations for program improvements in these levels of instruction. The report focuses attention on two



BY JOHN POPE

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levels of education that are becoming more important in today's society. The outcomes produced in the report are useful for local, state and national leaders. It will help establish a national agenda for postsecondary and adult education.

3. **Committee to Assess Legislative Needs** — Appointed to survey the local or "grass roots" likes, dislikes and areas for improvement for national legislation for vocational education in agriculture. Results of this study were forwarded to the AVA Ag Ed Division which incorporated input into the proposed vocational education reauthorization legislation. The study report provides a basis for the agricultural education community to suggest changes in national vocational education legislation.
4. **The National Task Force on Infusing International Agriculture into the Agricultural Education Curriculum** — Appointed to develop and implement a program to increase the teaching in agricultural education at all levels about international relationships and their effect on American agriculture. Agriculture no longer is limited to the United States; rather we compete in an international market place. This program gives supervisors, teacher educators and teachers the opportunity to experience first hand international agriculture, thus giving them the opportunity to infuse international components into the curriculum through in-service education and making American agriculture more competitive in a world economy.
5. **National Task Force on Agriscience and Emerging Occupations and Technologies** — Appointed to seek new avenues of infusing high technology, science and business concepts into the agricultural education curriculum. A national conference was held in October 1988. The conference showcased new instructional units in agricultural education with emphasis on science and high technology. This activity provided a practical approach to addressing science and technology in the local and state agricultural education programs.
6. **Infusing Aquacultural Education into the Agricultural Education Curriculum** — A program to increase the instruction of aquaculture into the ag ed curriculum. Thus far no systematic curriculum and/or instructional materials are developed and coordinated for this impor-

tant food source. Agriculture is always seeking alternative enterprises and education which are vital to create understanding in the adoption of the latest technology in this growing industry. Materials should be available for this program in the winter of 1989-90.

7. **National Summit on Agricultural Education** — To be held on an annual basis beginning in 1989. The purpose of this event is to set in place a mission, goals and strategic plan for the total of agricultural education. In rapidly changing times, planning effective execution and communications are essential elements of a viable program. This effort will help to assure agricultural education of cooperative successes for the future.
8. **National Task Force on Agrimarketing** — Appointed to develop model curriculum and instructional materials in the area of agricultural marketing. This task force will begin work on their agenda in the fall of 1989.
9. **National Task Force on Supervised Agricultural Experience** — Appointed for the purpose of studying, recommending and developing activities which will result in desirable changes in SAE programs. This study comes in light of the new competencies involved in agriscience, agrimarketing, enterprise/entrepreneurship development and the globalization of the agricultural industry. This task force will begin work on their agenda in the Fall of 1989.

The Council has also adopted a list of eight priority concern areas in agricultural education for future activities. This process was conducted in consultation with the entire agricultural education profession. The future priority concern areas identified are:

1. Role and Mission of Agricultural Education
2. Curriculum
3. Marketing Agricultural Education Programs
4. Governmental Relations
5. Professional Development
6. Evidence of Impact of Agricultural Education
7. Agricultural Employment Information
8. Regional Organization in Agricultural Education

The Council Board of Directors is currently studying issues within each of these eight concern areas for possible activities for the future benefit of the profession.

As agricultural education adapts to the signs of the times, The Council is in place to provide aggressive leadership in determining which direction to proceed. Because it is composed of a cross section of agricultural education leaders with business and industry, The Council serves as a solid forum to address important issues during these important times. As the 21st century approaches and our lifestyles change, agricultural education stands ready to respond through the National Council for Vocational and Technical Education in Agriculture.

A Vice President's Recollections: 1985-1988

(Continued from page 10)

- Membership generation and retention
- Establishing an "Award for Excellence in SOE in Agriculture"
- Making *The Agricultural Education Magazine* the official journal of the agricultural education profession
- Legislative concerns and needs of the profession
- Improving the public's image of Vocational Education in Agriculture
- Regional realignment

In summary, the Agricultural Education Division elected to address several concerns/issues in the period 1985-1988. Several policy and procedure changes were adopted. Vehicles were developed whereby the total membership of the profession could impact policy affecting their programs.

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National FFA Foundation and FFA Alumni Association in the 80's

The National FFA Foundation and FFA Alumni Association are growing support organizations for agricultural education. During the 1980's, the FFA Foundation has seen a 192 percent increase in financial support, and the FFA Alumni has seen a membership increase of 63 percent with life membership increasing 362 percent. The following chart shows a comparison of growth since 1980.

FFA Foundation	1980	1988	Change
Number of Sponsors	970	1,036	+6.8%
Dollars Raised	1,519,033	3,387,905	+192%
Cost as a Percent of Funds	16.3%	11.3%	-30.7%
FFA Alumni			
Membership	18,565	30,180	+63%
Life Membership	1,961	9,052	+362%
Active Affiliates (approx.)	900	1,200	+33%

At a time when agricultural industry and education have been under stress and change, we have seen a growth of support for the agricultural education program from the FFA Foundation and FFA Alumni organizations.

The FFA Foundation has seen a number of major trends during the 1980s. Five of these trends that should be considered in positioning the agricultural education/FFA program are listed as follows:

A. Business Consolidation. Companies continue to grow through the acquisition of other companies. In one case, we have seven former sponsors now comprising one sponsor. The FFA has actually gained through this process since the new company tends to seek a leadership position in their market and may have greater financial strength. It does, however, increase the risks as sponsors become larger and in the event they drop support, creates a bigger "hole to fill." Since 1980 the number of sponsors giving over \$20,000 has increased from 12 to 44. Our largest sponsors are now in the \$100,000 to \$300,000 range.

B. Foreign Ownership. A number of American companies have been purchased by foreign concerns. Generally, again, the FFA has gained through this process. More funding is flowing to international programs than 1980. Foreign owned companies are not as easy for our staff to "sell" to as they tend to be unfamiliar with the FFA. Many, however, have Americans in key positions. We do get involved in foreign currency exchange rates and so forth to a limited degree.

C. Targeted Funding. Fund raising has continued to move from a "Good old boy network" to a business transaction. Money tends to be available for specific activities that target a sponsor's market rather than for a "good cause." While



BY ROBERT W. COX AND BERNIE L. STALLER

(Mr. Cox is Executive Director, National FFA Alumni Association, and Mr. Staller is Executive Director, National FFA Foundation.)

this can increase total funding, it does tend to put more pressure on the discretionary (general fund) dollars for the FFA.

D. Funding the Profession. The National FFA Foundation spends more than 50 percent at the local and state FFA levels. In addition, nearly 17 percent of its funds go to NVATA, National Young Farmers Educational Association/Institute, The National Council for Vocational and Technical Education in Agriculture, Postsecondary Agriculture Students Organization, and the National FFA Alumni Association.

The National FFA Foundation's name is no longer indicative of its involvement in agricultural education funding. We are not, however, considering a name change.

E. Funding Partnerships. Sponsors do not consider themselves bankers! An increasing number want to be involved. They want the FFA to use the talent of the sponsoring company in addition to its funding resources.

This trend, again, has generally resulted in more funds but does put pressure on FFA and Foundation staff resources to work more closely with the sponsor. This trend also means the FFA must work as a team with the Foundation staff and the sponsor. We have moved a long way from the 1970's philosophy of "You provide the money and we will spend it."

The FFA Alumni, in its role to unify support for agricultural education, has made thrusts in several areas during the 1980's. Five of these major thrusts are listed as follows:

A. Activities. Local FFA Alumni support has grown dramatically during the last ten years. Not only has the number of active affiliates grown by 30 percent, but their activities have greatly expanded. Emphasis has been placed on a management system for unifying community support for agricultural education. Affiliates have accomplished

(Continued on page 23)

Reflections Of An Agriculture Teacher

While preparing to teach my first agriculture class at Ogden High School in 1981, I was watching with concern as the students filed into class. I replaced an older teacher and the students didn't want to change. They were apprehensive about me and my teaching habits as I was about them. With this change, I, as well as the agriculture department, came under close scrutiny of community, students, and other school personnel.

I made changes when I took over the department. The first change made in the curriculum was the development of a greenhouse. The students were staunchly opposed to the greenhouse at first. After building the greenhouse and incorporating plant science into the curriculum, the students looked forward each year to working in the greenhouse.

The next big change came when I decided to buy a desk-top computer for the agriculture department with vocational funding. A number of years ago when I heard the word "computer," I thought of big pieces of equipment filling 30 by 40 feet rooms with narrow walkways between them. Today we have them sitting on our desk top, smaller, but faster and handling more information and data than 10 years ago.

The students and a few of the faculty members asked me, "Why a computer?" My response was "for motivation." The students have enjoyed using the computer in the class after the initial change. It holds their attention longer than I do. I like these changes in the agriculture program. This computer was purchased with new and innovative equipment funds from the Carl D. Perkins Act of 1984.

Another change that we made was the addition of metal inert gas welders (MIG) and Tungstin inert gas welders (TIG) in the metal working classes. This change made it possible to teach students welding principles beyond using the traditional stick electrode.

While we have been changing in agricultural education, other phases of agriculture have also been changing. I have not only seen a decline in the number of students in my vocational agriculture and FFA program but also have seen a decline in the number of vocational agriculture programs in my home state of Louisiana. Not only has this been seen in my state, but we have also seen a decline in the number of farms and farmers in the United States. To correct the decline of students in agricultural education, some people have suggested that we change our programs. Other people have suggested that we stay on course.

Just think, now they want us to incorporate agriscience into our high school agriculture curriculum (Buriak, 1988, 1989). We just keep on adding material to our curriculum and we never drop what we no longer need. When will it end? We as agriculture teachers should realize that we teach scientific knowledge and principles daily in our classes. We need to do more about incorporating biotechnology and emerging occupations into our classes. If we do this, we need



BY WILLIAM E. FLETCHER

(Mr. Fletcher is Graduate Student, Agricultural and Extension Education, Mississippi State University and Agriculture Teacher on leave from Ogden High School, Winneboro, Louisiana.)

to give science credit to the students enrolled in agriculture. This may be the key to gaining respect for our program. We most definitely would increase the enrollment in our agriculture programs.

Oh! Another thing is the national study that was released in October of 1988. *Understanding Agriculture: New Directions for Education* was prepared by the Committee on Agricultural Education and the National Research Council. How dare this committee tell me that I need to change my program. It was good enough for me when I was in school, so why isn't it good enough for the present generation? The report even suggested teaching agriculture in the lower grades (National Research Council, 1988). They act as if we don't have enough to do, that more should be added.

Well, look at what happened at the 1988 National FFA Convention in Kansas City. This seems to be the straw that broke the camel's back. The delegates to the convention voted to change the name of the Future Farmers of America. This change prompts other changes to be made. The creed, constitution, ceremonies, and even the emblem will need to be changed. The Supervised Occupational Experience program's name was changed to Supervised Agricultural Experience. Why did this happen? The delegates saw fit to change the FFA to better suit the needs of the students and schools of the future. The 1989 convention delegates felt the need to remove the unfavorable stigma associated with the term "farmer." They also suggest that by doing this, that as agriculture teachers, our program would survive.

... Need For Changes

I see the need for changes in agriculture. Some of the reasons I see for changes are: 1) the low numbers of students enrolled in agriculture, 2) many states have changed high school graduation requirements from vocational or job entry level to college entry, and 3) newer scientific and technological knowledge.

Who would have guessed that we would be using gene splicing in plant and animal genetics? Today new varieties of grasses, fruit trees, and helpful agricultural bacteria have been developed by using the gene splicing techniques. We have to change to keep our programs on the edge of new technological advances.

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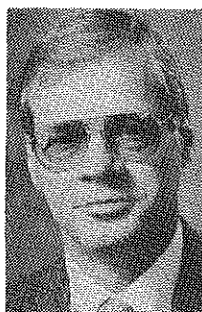
The 1980's in Retrospect: Thoughts From A Supervisor

As I look at the 80's, I remember reading many reports, studies, and recommendations. They range from such items as "A National at Risk" in 1983 to Secretary Bennett's "American Education: Making it Work" in 1988 to the National Research Council Study of Agriculture Education. These reports and their recommendation had varying effects at local, state and national levels. There is an old saying — "There is nothing as constant as change."

Having entered the state office shortly after the 1963 Vocational Education Act, I have only known change. Thus, all the reports of the 80's have just added fuel to the fires of change. My job has been to review the reports and sort from them the pieces applicable to secondary agricultural education programs. I wanted to be aware of the report's negative messages, but to spend my time and energy building upon: (a) any positive messages given in these reports, and (b) any other positive messages (not reported) that were good for young people, agriculture and agricultural education programs.

We in agricultural education have always viewed our program as being a little different than some other vocational programs. Two of those differences have been the emphasis placed on experiential learning beyond the classroom (supervised experience) and the emphasis placed upon pursuing advanced education. Many of the reports/studies emphasize the need for more involvement with business/industry in education, more applied learning experiences, and more advanced training, all needed for future careers/jobs. We in agricultural education have been promoting and/or doing most of these activities for decades. (This is especially true in effective agricultural education programs.) If we are guilty of anything, it probably is that we have not done well at telling our story to those outside of the agricultural education family.

In July of 1980, all of Michigan's agricultural education programs came under new guidelines and policies defining each program area by very specific O.E. code descriptors. In 1983-85 we developed and released curriculum guides written in performance terms, by duty and task statements. In 1987 and 1988 the State Advisory Council Study and the



BY RICHARD KARELSE

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Governor's Task Force on the Revitalization of Agriculture both recommended change. In 1989 and 1990 we will be implementing new program guidelines and policies, as well as a new Agriscience and Natural Resources Education curriculum which will be cross referenced with the state goals and objectives for science. Change has continued throughout the decade.

My job at the state level, in this period of change, has called for more of my time in Lansing (the state capitol) managing development activities and monitoring programs. Of course, the flip side of that is that I have less time to spend in local programs. To maintain communications/contacts and conduct program promotion and development, I have developed more joint efforts with the Michigan State University staff, and I use more group meetings and teleconferences. A concentrated effort to involve more teachers in operating/managing state programs and activities has been a high priority.

In retrospect, the studies and reports, although negative in some ways, may have been good for the profession. In order to challenge our students, the profession continues to change. We have been pushed to do a better job of telling our story as well as to keep our programs current with agriculture and society. The "agricultural education" story needs to be shared with other educators and agriculturalists, and agricultural education programs need to continue to improve. I may never see a return of some of the "good-old-days," but I am looking forward to some "good-new-days" in the 1990's.

National FFA Foundation and FFA Alumni Association in the 80's

(Continued from page 20)

thousands of support activities ranging from developing occupational experience programs for students to purchasing vans for transporting students involved in the agricultural education program.

B. Governmental Affairs. The FFA Alumni Association has developed a support voice in governmental affairs. As part of this involvement, a one-month internship has been conducted. The public relations opportunity of having an alumni member meet with key national leaders on agricultural education legislation and policies has been very effective. The FFA Alumni, at local and state levels, is an increasingly important and vital group to support agricultural education in the legislative and administrative areas.

C. Scholarships. The FFA Alumni has provided over \$100,000 in scholarships during the 1980's. This year the scholarships for FFA members will total over \$18,000. Most of the proceeds from the annual auction, held during the National FFA Convention, are designated for scholarships. The FFA Alumni leadership has emphasized scholarships as a major support area at the national level.

D. Leadership Development. Leadership development activities have been conducted by the National FFA Alumni for FFA, PAS, and Young Farmer members. A total of 32 leadership workshops, attended by approximately 32,000 FFA members and advisors, were conducted during the 1980's. The FFA Alumni has sponsored the prepared and extemporaneous public speaking contests of the PAS organization. The FFA Alumni has also provided support for the National Young Farmer Institute which is an excellent leadership development conference of the NYFEA.

E. Membership Development. The National FFA Alumni will continue to stress membership development and serve as a resource to local affiliates and state associations. With the growing need for a unified community support group during the 1980's, it has been the role of the national association and most states to provide as much support as possible. Examples include \$500 state grants, free promotional materials, state FFA Alumni leaders workshops, a quarterly newsletter, and National FFA Alumni council members who are available for workshops and presentations.

The FFA Foundation and FFA Alumni are vital support areas. It is the expectations of both organizations that these trends will continue and the positioning of agricultural education/FFA programs will become even more important in the 1990's.

Reflections Of An Agriculture Teacher

(Continued from page 21)

Without changes in our agriculture program as we know it today, we will have difficulty with its existence. Changes in our programs will assure us that agricultural instruction will continue in the secondary schools. We will see future generations of agriculturalists using even smaller and faster computers but also interactive video and biotechnology. This is not the first time that the agriculture community has been faced with difficulties. Agricultural education is not just an eight till three, five days a week, nine months' job. But with caring, positive, hard work, and willingness to put in long hours to get the job done, we will survive.

... Visions For The Future

As for the future, I see agrirobots doing work in the fields and greenhouses, students being taught how to work on electronic and mechanical parts that malfunction in school com-

puter robotics shops, dome-covered, environmentally-controlled fish farms and agriculture teachers without chalkboards. Instead of chalkboards the teacher will speak into 2-inch square plastic boxes on their desk and pictures will flash on the screen. World known authorities on temperature, climate, and structures will be summoned to be the classroom via the computer and the telecommunications by speaking their names. They will be shown on the screen and will be responsible for teaching the class. They will teach the class using the computer via satellite transmissions by using holograms and computer animation.

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Stories in Pictures

1980's



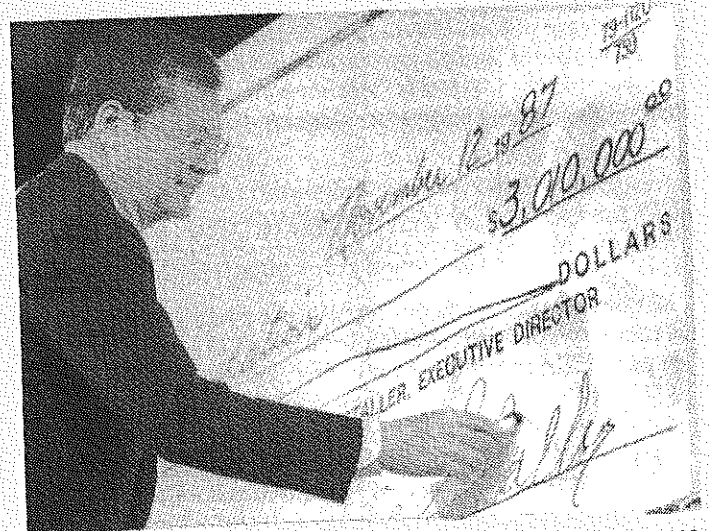
AD-HOC Steering Committee met in Kansas City, Missouri, April 19-21, 1983 to set up The National Council for Vocational and Technical Education in Agriculture. (Photo courtesy of National FFA.)



First Board of Directors for The National Council for Vocational and Technical Education in Agriculture, May, 1984. (Photo courtesy of National FFA.)



Signing of the cooperative agreement for the Nationwide Study of Secondary School Agriculture Education on Dec. 18, 1984. (Photo courtesy of National FFA.)



The FFA Foundation grew from \$1,000,000 annually to over \$3,000,000 annually shown Nov. 12, 1987 when Bernie Staller, Executive Director signed the big check. (Photo courtesy of National FFA.)