

*The*

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**THEME: Changing The FFA**

# THE AGRICULTURAL EDUCATION MAGAZINE



November, 1990

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

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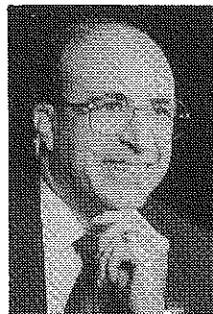
# How Much Do You Care?

"No one cares how much you know until they know how much you care!!" Author Unknown.

Words of wisdom come in many forms and from a variety of sources. Perhaps as we get older we become more receptive to such pearls of wisdom or, at least, we recognize them more clearly when they come our way. Speaking from personal experience, I have come to recognize a number of such statements over the past several years. The above example was heard during the 1990 summer vocational education teacher's conference and immediately became popular among those in attendance. Its popularity arose from the recognized application to teachers, students and teaching. The more one considered the concept expressed in the cliché the wider its potential application. It applies to personal and interpersonal relations as well as the classroom. I was reminded of the classics professor who commented that the measure by which a work became a classic was its reflection of reality and practical application to our daily lives.

As a teacher for some thirty years and a teacher educator for twenty, the reality of the above listed statement struck a responsive chord. A typical concern of most individuals prior to beginning their initial experience as a classroom teacher in agriculture is to perceive themselves as not knowing enough subject matter. Some would, time and money permitting, take every course offered by the college of agriculture. I am confident that many would still harbor the same apprehension - they do not know enough subject matter to teach high school agriculture. I have never known an individual to fail as a teacher of agriculture simply for lack of subject matter knowledge. The most common reason for failure is the lack of classroom management and/or involvement of others in the program.

The teacher who can utilize appropriate methodology and simultaneously demonstrate to students that he/she cares for them collectively as well as individually will be successful in nearly every case. Having observed literally hundreds of classes and having evaluated student teachers, beginning teachers and veteran teachers, I have noted some who were very weak from a technical subject matter standpoint. These same teachers were, however, very successful in the classroom. Typically, they recognized and acknowledged to the students that they were not experts in the subject matter area. Further, they adopted the attitude they were learning along with the students and did not attempt to gain respect by knowing all the "answers." Students were, in nearly every case, supportive of the teacher and tended to adopt a helping attitude in return. This is a far healthier environment than one created by the teacher who attempts to impress the students with how much he/she knows about the subject matter content. A typical scenario in the latter case, would be for the students to continually challenge the



BY PHILLIP R. ZURBRICK, EDITOR

*(Dr. Zurbrick is Professor, Department of Agricultural Education, The University of Arizona.)*

teacher's knowledge. Even if the teacher is extremely knowledgeable, students are likely to be disruptive and create classroom management problems. The teacher who attempts to bluff or pretends to answer student questions will of course be thought of as a hypocrite and fail to gain class members' respect. The obvious and correct course of action is to show students you care about their education and for them as individuals while acknowledging you are not the "know-it-all expert" on agriculture. Teachers need to help students secure the correct answers by facilitating their involvement in the learning process. Students will cooperate with teachers who care even if their subject matter knowledge is not extensive. In fact, some would argue that the students will learn more when students and teacher are learning together. A typical example of this phenomena is the beginning teacher who expects the unit in which he/she has the greatest background (knowledge) to be the best unit taught. Rarely is this the case. Commonly, it is the unit in which the teacher has the weaker background which turns out to be the most successful. Again the explanation is the same — if you attempt to impress or overwhelm the student with your knowledge, it sends the wrong message. Further, the teacher who is working with the students to learn the material is perceived as someone who cares and is trying to help the student. In addition, teachers will probably prepare more thoroughly for an instructional unit for which they have less experience or knowledge. The converse is also probably true.

We have all experienced the individual who attempts to impress others with their knowledge. The all important first impression is generally very negative. Terms such as "big shot," "hot stuff," or "phony" are often used to describe such an individual. Most people would rather have someone with whom they feel comfortable and whom they feel is interested in them (someone who cares) than the "know it all" who is impersonal and uncaring. Whether the individual is a doctor, lawyer, merchant or educator makes no difference; we still want to know how much you care before we care how much you know!



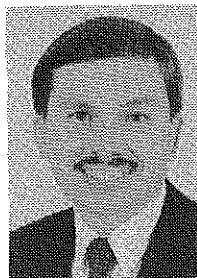
# Before Changing the FFA . . .

My introduction to the FFA came later than for many in the profession of agricultural education. It began in a college classroom, a graduate course on youth leadership to be precise, rather than high school. I decided to try teaching vocational agriculture after finishing a BS degree in Animal Science so several of my certification courses were at the graduate level. I didn't take vocational agriculture in high school because I was told the program was not for students going on to college, even if they were going to be studying agriculture. My parents had made an early determination that I would follow in Dad's footsteps at Purdue University, a parental decision for which I am grateful. So, instead of heading to the vocational agriculture shop for fifth period, I trudged off to Latin class, a parental decision which I still question.

It's odd what we selectively remember from our past. Memory experts demonstrate remarkable recall by associating ordinary events with something unusual or even embarrassing.

Unfortunately, it was embarrassment which causes me to vividly recall that Tuesday morning class where I first learned of the Future Farmers of America. Professor Gary Moore began class by announcing we would "run through" the opening ceremonies and suggested this would be an effective attention getter for teaching high school students. Students on the left and right of me eagerly volunteered for officer parts, while I sat quietly. My classmates picked up paraphernalia and took their stations, while I sat perplexed. The call of the roll of officers began, while I sat bewildered. Then came the embarrassing part. Future Farmers, why are we here? At the third tap of the gavel everyone around me snapped to attention and began reciting, "To practice brotherhood, honor rural . . .", while I rose clumsily from my chair and mouthed "watermelon, watermelon" to give the appearance that I was joining in with the group. It was the uneasiness in my eyes, the red flushed face, and the fact that I sat down prior to the tap of the gavel that gave me away. Here was a greenhorn who had a lot to learn about what a greenhand was.

I can also recall most of the discussion that took place during that first class on the FFA. Dr. Moore got things started by stating, while looking directly at me, that maybe we should review what the FFA was all about for the benefit of some class members. The discussion began with three overlapping circles drawn on the board to represent classroom and laboratory instruction, FFA, and Supervised Occupational Experience (SOE). The place where they overlapped was the point of most effective instruction. Perhaps you learned the same concept with a three-legged stool instead of overlapping circles. For the past ten years, when teaching undergraduate students about the FFA, I have always started with the concept that the FFA is intracurricular and must be coordinated with the instructional program and Supervised Agricultural Experience. The concept made sense to me as a student, as I think it does to students



By JEFFREY W. MOSS, THEME EDITOR

(Dr. Moss is Visiting Assistant Professor, Department of Agricultural Education, University of Illinois, Urbana.)

today, and I believe it provides the blueprint for how the FFA should change for the future.

## Role of the FFA

As a student, a teacher, and teacher educator, I have listened to numerous arguments about the role of the FFA in the instructional program. Invariably someone gets around to saying that for too long the FFA has been "the tail wagging the dog." Perhaps the focus on the FFA has been too great in certain instances. I've heard programs described as nothing more than "contest teaching" and I grimace when a noted speaker, while addressing a gathering of agriculture teachers, reminisces about when he took FFA in high school from this FFA teacher. I'm still waiting to hear a speaker remark that they owe their success in agribusiness to the opportunities presented and preparation received from classroom instruction while studying vocational agriculture.

I believe that in most cases the mix of FFA in the total agriculture program is about right. It's natural that the FFA seems to attract the most attention. More publicity surrounds FFA activities because the programs reward students for their accomplishments. An opportunity for accomplishment is one of the great drawing cards for the FFA and FFA has always been a great drawing card for vocational agriculture. But, can we rely on FFA to be the principal or only drawing card for our programs?

## A Potential Calamity

The problems of decreasing enrollment and FFA membership we are experiencing in agricultural education begin at home, in the local department. I'm not convinced that working on a different image for the FFA at the national level, a name change, or a new creed, is going to be the solution for rebuilding enrollments in programs and membership in the organization. Last summer I traveled to eleven state teacher conferences and listened as teachers described what was going on in their programs, the successes and the problems. I have come to the conclusion that in the 1990's some agricultural education programs will flourish while others will cease to exist. Unfortunately, I believe the number that

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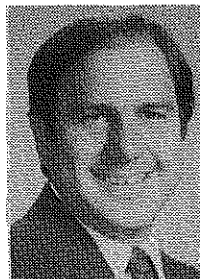
# Agricultural Mechanization

## On Being Generic, Ordinate and Creative

Over the last few years we have witnessed the broadening of agricultural mechanics education as a viable component of the expanding discipline of agricultural education as well as the growth of agricultural mechanization as a separate discipline in itself. Names have been changed, studies have been completed, and quite frankly a great deal of effort has been exerted to provide direction for the future. We have seen agriculture mechanics education programs being recognized as more than the mere teaching of shop skills. Recent attention has been directed toward developing instructional programs which allow students to achieve a broader range of learning activities. These activities include instruction related to technology education, basic skills, the physical sciences, social and work attitudes, cognitive abilities, as well as the more traditional mechanics skills.

With all the changes that are occurring it would appear as though the instruction of agricultural mechanics skills is being placed on the back burner. If such a perception is indeed a common occurrence, then we as agricultural mechanics educators are making a fundamental error. The instruction of agricultural mechanics skills should continue to be an important aspect of our instructional programs. As a very strong advocate of the inclusion of the physical sciences, technology education, basic skills, attitudes, and cognitive instruction into agricultural mechanics education it is disconcerting to see the development of the perception that psychomotor skills are not as an important component of our instructional programs as they once were. Now is the time for us as educators to recognize that we need to develop complete educational programs which will allow our students to be able to lead productive, fulfilling lives. In order to do so, we must continue to place emphasis upon the instruction of psychomotor skills. This philosophy has always been and should continue to be a fundamental concept of agricultural mechanics education.

At this time it is more important than ever that we as educators develop a more complete understanding of the instruction of agricultural mechanics skills. Many of us have attended meetings, seminars, conferences, and other such gatherings to learn more about technology education, teaching basic skills, implementing science education and developing curricula. From these activities it has become clear that there exists a need to reaffirm the role of psychomotor skills in agricultural mechanics education programs. Therefore, now is the time we, as educators, should establish a conceptual understanding for teaching agricultural mechanics skills. The "just do it" perspective might work for Bo, but as educators, we need to have an understanding of how things work as well as how to do them.



BY JOE G. HARPER, SPECIAL EDITOR

(Dr. Harper is Assistant Professor, Department of Agricultural Education, Clemson University.)

The conceptual framework for teaching psychomotor skills is not a new concept, however it is relatively new when compared to cognitive or affective instruction. Conceptually, the instruction of psychomotor skills is a process rather than a series of products. The major concepts were developed by Jewett and Mullan (from *Teaching Strategies* by Orlich, et. al.). Jewett and Mullen proposed that the psychomotor domain of instruction was composed of three levels.

For years many of us have started a particular instructional unit with a series of rather simple, repetitive tasks. The common example is the use of those many welding beads which we quickly learned the often used response to slow down and shorten the arc. We knew that such repeated tasks produced better welders, but when students asked why they had to perform such tasks our responses were not always educationally sound. The reason that such repeated tasks are effective is that when we learn psychomotor skills the first step is to develop both mental and physical familiarity with the skill. We are attempting to achieve that model bead. The first level is described as **generic movement**: "those movement operations or processes that facilitate the development of characteristic and effective motor patterns. They are typically exploratory operations in which the learner receives or takes in data as he or she moves." Many of the athletic as well as occupational skill activities we learn begin as generic movement. When we teach someone how to hit a baseball, ride a bicycle, ski down a slope, or shoot a basketball we begin with simple, generic movements until the student has mastered the fundamentals. Generally, the majority of our students are able to master the basic generic movements we teach in our mechanics laboratories. However, there are a large number of factors which influence the abilities of students to be able to master generic movements. Our role as educators is to control as many of these factors as we can so that students are able to effectively learn the tasks at hand.

Once students have mastered the generic movements we move them on to a series of tasks which allows them to adapt

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# National FFA Board of Directors

## The Corporate Change Agent

The first order of business when visiting the Agricultural Education Program at Virginia Polytechnic Institute and State University is a pilgrimage to lay a hand upon "The Table." The plaque on the table reads: "AT THIS TABLE IN SEPTEMBER, 1925, IT WAS DETERMINED THAT BOYS STUDYING AGRICULTURE SHOULD HAVE THEIR OWN ORGANIZATION — NOW THE FFA PRESENT: WALTER S. NEWMAN, EDMUND C. MAGILL, H.W. SANDERS AND HENRY GROSECLOSE" (Taylor and Crunkilton, 1979). State agricultural education supervisor Newman and the other three men, members of the agricultural education staff at Virginia Tech, founded the Future Farmers of Virginia and contributed to the establishment of a national organization for agricultural education students.

Similar discussions among teacher educators, state staffs, teachers, and agricultural students from across the nation have occurred over the past 65 years as the direction of agricultural education and the FFA is refined to meet timely needs of students. On a more formal basis, the "gathering around the table" occurs each July and January in Alexandria, Virginia during the National FFA Board of Directors meeting.

### Meeting with a Mission

As a consultant to the National FFA Board of Directors representing teacher educators in the Southern Region, I can assure you that change is taking place in agricultural education and the FFA at a remarkable pace. The change is not haphazard but carefully orchestrated as part of the "Strategic Plan for Agricultural Education." The profession outgrew its original philosophical statement and defined standards. The family was in dire need of a discussion to focus on where it was and where it was going.

Adoption of "The Plan" grounded policy decisions and programmatic changes in a mission shared jointly by all members of the agricultural education community. The "Tactical Plan for the FFA" identifies goals and action steps necessary to move the organization forward within the framework of **The Strategic Plan**. Many good ideas and excellent programs have been approved by the Board and accepted by the membership. However, the rationale for decisions lacked focus prior to adoption of "The Plan." The importance of having a collective mission which reflects our values has guided the Board discussion over the past year. Now there is less of a tendency to spin our wheels discussing what individuals like or dislike. Rather the norm is to discuss the issues, proposed policy changes, and program proposals in light of how well the outcome of the decision addresses our goals and helps us to achieve our collective mission. The mission of agricultural education is to provide a total dynamic education system.



BY BARBARA MALPIEDI KIRBY

*Dr. Malpiedi Kirby is Assistant Professor, Department of Occupational Education, North Carolina State University, Raleigh.*

### Structure and Change

Imagine that you have the opportunity to attend a meeting of the National FFA Board of Directors. You are graciously offered coffee, Danish, and fruit before the meeting starts. Upon entering the Washington Room, you will see the National FFA Board of Officers and the adult Board of Directors sitting alternately around the rectangular arrangement of tables. The very composition of the Board has changed since Public Law 740 incorporated the Future Farmers of America in 1950. Two of the chairs formerly occupied by representatives of the Office of Education are now filled on a rotational basis by a teacher educator, a vocational agriculture teacher, or a state supervisor. All Board members' teams of office have been extended to three years.

The Board of Consultants are seated along the wall at a long line of tables. The group includes four teacher educators, a past national FFA officer, two NVATA vice presidents, the NVATA president-elect, and the NVATA president. At the back of the room, seating is available for FFA staff members, representatives from the National FFA Alumni, the National Young Farmer Educational Association, The Council, The National FFA Foundation, Postsecondary Agricultural Student Organization, and other guests who may be visiting and/or making presentations to the Board. Had you visited in 1950, the composition of the group would have included all white males, with the exception of a female secretary or two. In 1990, the group represents the agricultural education community without regard to race, religion, sex, national origin, handicap or age.

The agenda is an industrious one including committee meetings on Monday and Tuesday, formal Board of Director meetings on Wednesday and Thursday, and finally the Board of Trustees meeting on Friday. In front of each Board member and consultant is a monumental stack of Board motions, program proposals, Task Force reports, supporting organizations' reports, examples of The Council's completed projects. AdEd Network News, the Annual Budget, and

anything else the staff wishes to share from Made for Excellence notebooks to Washington Conference t-shirts. Surely the Age of Information, more like the Age of Information Explosion has come home to roost at the National FFA Center.

The dynamics of the actual Board meeting are exciting. After an item of business is presented, a motion and second by a National FFA officer puts the item on the floor for discussion. Discussion is open to everyone in the room. Each item is carefully considered as to how it fits into "The Plan," how it impacts on current and future members, and how feasible its implementation is for teachers, supervisors, and teacher educators. A decision is made by the officers' vote. The adult Board now must decide whether to sustain the vote of the National Officers. The outcome is almost always in the affirmative because such careful deliberations and compromises occur during the discussion. The Board is very receptive to logical, professional thinking. They are not impressed or influenced by coercion and threats. With the Board decision, every attempt is made to represent the wishes of the majority while protecting the rights of the minority.

The action of the Board is not final on any issue that requires a vote by the delegates to the National FFA Convention. The FFA has made every effort to inform the delegates through special workshops and committee meetings. The voting membership must be fully aware of the issues which will face them in Kansas City. The 1990 Convention will be a historical one with an increased number of delegates on the floor. A well informed membership will have the opportunity to make timely changes in its organization.

### **How Much Does It Cost?**

Innovative programming requires a financial support. The National FFA Foundation operates on a philosophy of "we'll get what you need so you will be successful." Several years ago, programs cost hundreds or a few thousand dollars. Now the Foundation seeks grants in terms of hundreds of thousands of dollars to help the FFA achieve its goals. The National Council for Agricultural Education has become the "servant leader" of the profession. Through The Council's leadership and Foundation support, the FFA will reap benefits as part of the agricultural education community.

### **Programs for the '90s**

#### **Education**

Numerous programs adopted by the Board reflect the vision for the future. FFA members will benefit from instruction in and about agriculture. The W.K. Kellogg grant of nearly \$750,000 will support a major new agriscience initiative. The instructional opportunities, learning experiences, and incentive awards will be tremendous. Members continue to have opportunities to study and experience agriculture with a global perspective through international activities. Activities are available for high school FFA members, teachers, FFA alumni, teacher educators, postsecondary students.

#### **Equity**

The organization is striving to serve all groups equally and without discrimination. This is perhaps the greatest challenge for an organization of 386,832 members. The Equity Task Force has wrestled with the issues and the organiza-

tion continues to discuss what will be best for the future. Emotions run high in this area because the organization is faced with preserving long held traditions and values while trying to appeal to a changing membership. If the organization did not change, members would still be joining corn clubs. The membership must resolve the issues placed before them by the Board of Directors with regard to the FFA Creed and member representation. Goals rather than emotions must be the focus of the discussion.

#### **Membership**

Research conducted by Penn State (1989) revealed factors influencing enrollment in secondary agricultural education programs and the FFA. The Membership Development department of the FFA has responded with Project Growth, an industrious plan to attract and retain FFA members. A three-year membership package is available for graduating FFA members. The FFA Advisor is the key to membership. Therefore, incentives for this group, beyond the personal gratification advisors experience, have been put in place. In other membership issues, discussions need to continue with regard to the Collegiate FFA member. The collegiate FFA members' niche in the FFA organization, or perhaps in a related agricultural organization, must be defined. Attention to the group is essential, especially if a number of those members are future teachers of agriculture and FFA advisors.

#### **Image, Leadership, Cooperation, and Communications**

The FFA supports the goal of amplifying and expanding the "whole person" concept of education, including leadership, personal and interpersonal skills. The organization is moving forward with a mentoring plan not only involving FFA members and elementary school children, but also including the FFA advisor, community members, guidance counselors, and parents. The National FFA Task Force on Middle/High School Administrators and Guidance Counselors has proposed numerous activities to establish partnerships in our schools. The programs, along with research being conducted by The Ohio State University, will address the FFA's perceived image and Middle School FFA member needs. The FFA is willing to test the market. How appealing is the FFA to the "boom box" generation? We'll see, once the audio cassette "magazine" is developed for chapter and state officers. If funded, the monthly tape will contain FFA news items, agricultural information, motivational and personal development programs. Members will be able to listen to Zig Zigler on their car stereos.

#### **Information Processing, Economics and Marketing**

Every effort is being made to develop educational programs that continually and systematically respond to the trends and demands of the marketplace. The organization is prepared to hire a consultant to help them study their ongoing data collection systems and to assist them in establishing procedures for monitoring the needs of their members in today's marketplace. In an information processing age, computerized instructional activities and awards are available for FFA members. While memberships in the Access program have decreased, the use of computer programs to generate proficiency and American FFA Degree applications continues to increase. On the average, the percentage of computerized agricultural proficiency award applications

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# International Agriculture

## Curriculum for International Agriculture

Shane and Tabler (1981), in their book, *Education for a New Millennium*, discuss the importance for the curriculum of the future to include studies concerning the global community. Students need to be informed, not only of past situations, but also of the present directions in which modern society is moving. Researchers suggest that global problems are solved only by starting at the local level. One of the recommendations of the National Research Council (1988) concerning both agricultural literacy and agricultural education was that the subject matter must include a much broader agenda than just production agriculture. Integrating international concepts into current courses or offering a separate course(s) could serve to meet the needs of a very broad student population. The purpose of this article is to provide creative suggestions which leaders of the agricultural education profession can utilize in developing international agriculture courses for high school students.

Deciding what should be included in an international course requires serious thought. Through a process of creative brainstorming, literature review, interviews with students and faculty who have international agricultural experience, and interviews with international students, the suggestions offered in this article emerged.

### A. Survey of Current Agricultural Trends

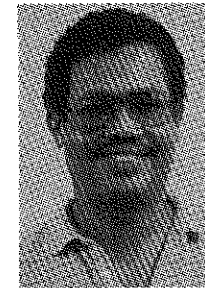
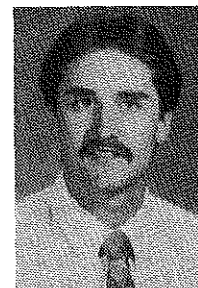
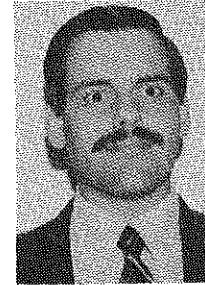
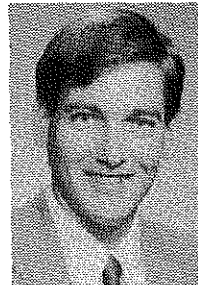
Students should receive instruction which will facilitate a better understanding of current trends which affect the production of agricultural products. A few examples of trends include: (1) over one-half of U.S. agricultural exports go to developing countries, (2) creative "free enterprise" systems introduced in the Union of Soviet Socialist Republics (USSR) and the People's Republic of China (PRC) have successfully contributed to agricultural production in these two countries, and (3) increased governmental subsidies from the European Economic Commonwealth (EEC) countries have contributed to making these countries major exporters of agricultural commodities.

#### Related Activity:

Require students to keep a current events notebook, with weekly entries consisting of summaries of news articles regarding world agricultural production. Students should be asked to summarize the content of their notebooks into presentations to be given to civic organizations and to create bulletin board displays for fairs and local libraries.

### B. Survey of Developing Nations

Students need to understand the various forms of development which impact upon nations. As Bobbitt and Meaders (1987) stated, "There is the unusual situation where stimulation of farm production in a developing country can actually lead to increased demand for U.S. agricultural products (p. 13)."



BY MATT BAKER, CHARLES MILLER, RICHARD BRILL,  
AND JOSE FELIZ

(Mr. Baker, Mr. Miller, Mr. Brill and Mr. Feliz are Graduate Students,  
Department of Agricultural Education, The Ohio State University.)

#### Related Activity:

Require students to prepare an indepth case study of one developing country. Agricultural production, importation, and food consumption trends should be examined, and specific recommendations for the improvement of agriculture in the country should be formulated. Comparisons between U.S. agricultural development and agricultural development in the students' assigned country would serve to strengthen appreciation of agricultural development in both countries.

### C. Marketing and Governmental Policy

A significant period of time should be devoted to the study of agricultural marketing with a special emphasis on the effects of governmental policy on the costs of agricultural products. Braun (1987) indicated that governmental policy at the local, state, federal and international levels impacts upon the global economy. Differences exist between the philosophies of experts which advocate subsistence farming as opposed to more intensive cash crop related farming. Such differences must be highlighted and debated.

#### Related Activity:

Require students to learn about local agricultural enterprises produced in other countries. Students would learn that the diet of people in tropical climates include such foods as



plantain, cassava, papaya, mango and star fruit. Millet, amaranth and winged bean are foods consumed in arid and semiarid climates. There are a multitude of differing livestock consumed in other countries including differing species of ducks, fish, goats and antelope. Assign students "ownership" of shares of stock in various commodities and have them keep a journal that documents world conditions which affect contracts and cash price received.

#### D. Understanding the Global Ecosystem

The world's nonrenewable resources such as oil, phosphate, and gas, are currently being depleted at an alarming rate (Rodale, 1988). The environment at present, especially in developing countries, is experiencing unprecedented soil erosion, deforestation and degradation. Students need to develop an understanding of the following concepts: (1) the doctrine of limits (the need to conserve); (2) the threat of ecocide or the destruction of the earth; (3) interdependence among nations for global survival; (4) entropy (a measure of "gone-ness") and conservation; (5) the dangers of the explosive population growth; and (6) the concepts essential to problem solving and the scientific method.

##### Related Activity:

Require students to participate in a number of experiments involving microcosms (vivariums, terrariums, and aquariums) in order to better understand how even small changes in the environment influence living things. Ask students to summarize into research reports current media events regarding the earth's environment on such topics as the greenhouse effect, depletion of the rain forests, oil spills, and growing consumer concern over the use of pesticides and other chemicals.

#### E. Social and Political Issues Influencing International Agriculture

Students need to develop an understanding of and appreciation for human rights and social justice for all of the world's citizenry. Students need to be aware of the conflicts associated with "ideals" vs "realities" in solving world problems. They need to be aware that governments and societies that are not similar to that of the United States may still best satisfy the needs and cultures of their people.

##### Related Activity:

Require students to read futuristic works such as Toffler's *Future Shock* (1971) or Naisbitt's *Megatrends* (1982). Alleged atrocities of genocide in Cambodia, Chile and other countries should also be addressed. Ethical issues should be debated.

#### F. Increasing Cultural Awareness

The first step in developing an understanding of and appreciation for differing cultures throughout the world is to recognize differing ethnic groups within local communities. In communities with little cultural diversity, teachers should build multicultural components into their curriculum by including in classroom examples, student names of different ethnic backgrounds, developing bulletin boards with pictures and articles concerning individuals with a variety of ethnic backgrounds, and by utilizing minority resource individuals.

##### Related Activity:

A major research paper may be required on the topic of a minority's contribution to advances in agricultural science

(including women). A sensitivity module which requires that a student visit a social security activity and spend time with a different ethnic group may be required as well.

#### G. Cross Disciplinary Problem Solving

Students need to understand that advances in agricultural science must be coupled with a sound understanding of the behavioral sciences if technology is to be utilized in countries around the world. Love (1989) stated, "... knowledge, which we might equate with research, is not the answer to the world's most serious problems. It is the way we use knowledge that is most important." (p.4) The failure of many international agricultural development programs has been highly associated with the failure to significantly involve the local peasant, homesteader, and/or campesino in the planning and implementation phases of the program.

##### Related Activities:

Students should receive instruction in agricultural technology and the transfer of such technology via the various agricultural education systems found in countries around the world. Require students to develop an understanding of a grassroots program planning model. Students should be given situations in various countries and asked to plan a program complete with needs assessment, support services, project goals, implementation, and evaluation phases.

#### H. Travel Seminar in U.S. Agriculture

An agricultural summer school course could introduce students to the large array of agriculture-related careers. The students could travel widely across the states while participating in an intensive seminar, receiving exposure to many different agricultural enterprises.

#### I. Travel Seminar in International Agriculture

Local secondary agricultural educators may conduct travel seminars for secondary students to Mexico, the Caribbean, and other foreign countries.

### Conclusion

It is anticipated that these suggestions will be used as a basis upon which the development of a high school international agriculture course may be organized. A significant proposal is to make the course interdisciplinary in nature by involving the expertise of the home economics teacher, business education teacher, foreign language teacher, and political science teacher. Any course can be enriched by the utilization of resource individuals. Braun (1987) suggested the use of the following resource individuals (1) former FFA members who participated in the Work Experience Abroad (WEA) program; (2) former 4-H members who participated in the IFE program; (3) former Peace Corps volunteers; (4) representatives from agribusiness with international offices and enterprises; (5) visiting international agriculture graduate students; and (6) foreign exchange students.

International agriculture is becoming an increasingly important aspect of agricultural education. The challenge faced by agricultural educators is to inform students of aspects of international agriculture which may affect them as producers and consumers of agricultural products. Such a goal dictates that international agriculture concepts become an integral part of the agricultural curriculum.

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# Developing Direction For Change in FFA

There can be little debate over the question of FFA program success. By almost any measure, FFA programs have been one of the real success stories of education during the twentieth century. Literally millions of rural youngsters have reaped the benefits of the youth organization designed as an integral part of vocational agriculture. The organization has appealed to students who are college bound as well as those who choose to enter the workforce upon graduation from high school. From the ranks of FFA alumni can be found senators, governors, astronauts, college deans, university administrators, a Pulitzer Prize winner and a President of the United States. Some might argue, however, that the real successes are the countless thousands of youngsters who have remained in high school because of the activities associated with FFA.

But, as most philosophers will attest, past success does not necessarily guarantee success in the future. In our fast paced society, those who rest on past laurels usually get left behind. Since almost everything else in our lives is changing, the questions foremost in the mind of those involved with FFA programs are: should we change? and if so, how much should we change? The answer to the first question is obvious; we have no choice! At one time, educators spoke of the change that has taken place over the last twenty years; now to look back five years is to see substantial change in most aspects of our lives. Never in history has any people had to deal with such rapid and drastic change as has occurred during the past decade and that will be experienced during the next decade. Changes will be so rapid and drastic that futurists are almost hesitant to predict the shape of tomorrow. This means that our programs will change whether we want them to or not and whether we are ready or not. To meet present and future challenges, the FFA must undergo modification for three primary reasons.

*First, our students have changed.* Any teacher with over ten years experience will agree that students have changed since he/she began teaching. There was once a time when most of the students enrolled in vocational agriculture were much the same. That is, most of them had similar backgrounds, similar interests, and similar goals. Since students are a reflection of society, they mirror the diversity of our modern communities. Enrollments consist of students from suburban and town populations who are placed in the same class with rural students. Boundary lines of urban, suburban, and rural communities no longer define the occupation of the people living in them. Even agricultural education classes that contain all rural students often have students whose parents work at occupations having little relationship to agriculture. Only a very small portion of the students enrolled in the average high school agricultural education program actually live on a farm. So, our classes are filled with students from a variety of



BY RAY V. HERREN

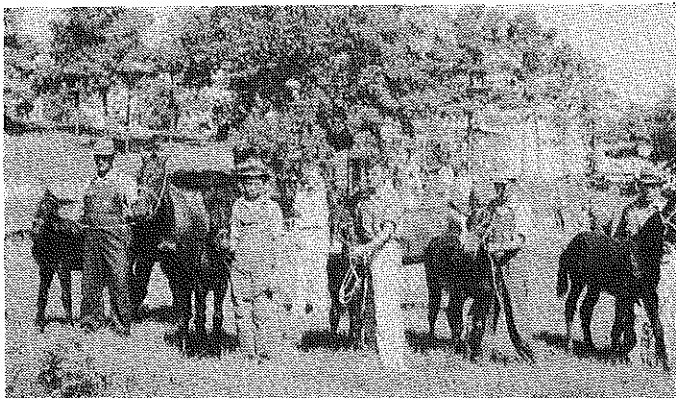
(Dr. Herren is Associate Professor, Department of Vocational Education, The University of Georgia.)

backgrounds and who have a variety of goals and interests.

*Second, society has changed.* FFA programs once provided a large portion of the social outlets for students living in rural areas. FFA ball games, picnics, ice cream suppers, etc., provided a way for youths to have fun and socially interact with their friends. Since few events competed with FFA for the time of the students, these events were well attended and long remembered by the FFA members. Just consider for a moment all of the options open to modern teenagers for entertainment and socializing. How many programs do the local high schools have to offer students? For instance, consider all the different athletic events available to students at the typical school. The greatest entertainment challenge faced is the decision as to which of the various pastime options to pursue. Computer games, VCRs, and Cable TV are all readily available and attract student interest. In the future, the number of options will only increase and will include facets we can't even imagine!

*Third, educational systems have changed.* As most educators know, the 1980s was the decade of the "back to basics" movement. This movement impacted high school agricultural education through added graduation requirements, no-pass-no-participation rules, and the implementation of semester courses. All of these factors will continue to affect not only the FFA, but the classroom, laboratory, and supervised experience components as well.

Transition is all about us. With such drastic and rapid modernization, there is little doubt that changes will have to occur in the way students are taught. The obvious question is, if students, society and education have transformed so much, what changes have occurred in FFA to meet the needs of the contemporary student? Is it possible for everything to change *except* FFA? In the last few years some adjustments have been made in order to modernize the organization. In spite of initiating new programs and revising old programs, statistics indicate that enrollments in high school Agricultural Education have been declining for several years. The question then arises as to whether or not these changes have been enough.



A mule judging contest in Georgia in the 1930s. Dropping this event didn't damage the FFA.

Indeed, what is there about our lives that has not changed. If we agree that our programs must be overhauled, the question remains, as to how much change should be implemented? As we debate and plan transition, a real danger lies in giving the impression that we are somehow embarrassed by the concept of farming and that we no longer want to be associated with production agriculture. The common belief seems to be that the image of FFA is that of production agriculture and that the image should be changed. We need to remember that a large part of our grass roots support comes from those involved in production agriculture. While none of us even consider offending this group, we must be careful that our comments about the need for change are not misunderstood.

The remark is frequently made that we need to get away from production agriculture and emphasize other areas. Production agriculture has always been the backbone of our programs and production agriculture still remains the basis for all other aspects of the agricultural industry. Although census data show that rural and farm populations are declining, some of the production oriented aspects of our programs remain strong. For example, in many states, livestock shows, instead of dwindling away, remain quite strong. Yet we must be realistic about the activities that are actually needed — no one would argue that dropping the mule judging event damaged the FFA. That program served a useful purpose, outlived its relevance and faded away. Events that lose student interest and have little industry value should be phased out and new programs initiated to replace them. Production oriented activities have their place and continue to play an important role in high school agricultural education programs, but many current and potential students find no appeal in these programs. The point is that we can no longer *rely* on production oriented programs to attract students into the program or to satisfy the needs of the agriculture industry. Other programs such as floriculture or natural resource management may provide the incentive needed by our diverse, contemporary students. Our discipline is broad and there is enough room to include an array of offerings that will appeal to a wide range of student interests. Our emphasis should be not so much on *changing* the image but on *expanding* the image of the FFA.

As we expand our efforts into "non-traditional" arenas of agriculture, how do we ensure that student needs will be



Livestock shows have long been a part of the FFA. These shows remain strong in many areas.

met? How do we determine which of the old programs should be kept and which should be dropped? How do we ensure that the new programs will be as successful as the old programs have been? The answer lies in our approach.

Perhaps we sometimes get too wrapped up on the technical aspects of our programs and lose sight of the reason the FFA was founded. The technical competencies we teach are important and it is essential that we keep our curriculum current with industry, but the "whole person" concept of our delivery system is every bit as essential. One of the founders of the organization, Walter S. Newman, expressed the need for an organization to provide "greater oppor-



Contests such as floriculture appeal to many modern students. (Photo courtesy of Dr. Frank Flanders.)

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## A New Creed for FFA

*Shirley Sokolosky authored the creed which will be considered by delegates to the 63rd National FFA Convention. As a member of the national organization's FFA Manual Revision Committee, she was one of 10 persons charged with analyzing the manual and all its contents in early 1989. From this committee came a recommendation that a new creed be presented to members; a creed which would broaden its references to agriculture while retaining the timeless messages so appreciated by members in the original creeds.*

*Sokolosky now lives in Owasso, Oklahoma, but was reared on a cattle farm near Paris, Missouri and was an active FFA member. She competed in the state creed speaking contest, served as state secretary, received the American Farmer degree and worked at the Washington Conference Program. If the Sokolosky name sounds familiar, it's because husband Dee was national FFA vice president of the Western Region in 1971-78 and mother-in-law Phyllis was national chairman of the FFA Alumni in 1979-80.*

When I was just a little kid, my brother David joined FFA. For a few weeks, he went everywhere with a rolled-up manual stuck in his back jeans pocket. Mornings, he sat in the car at the end of the lane with Mom, waiting for the school bus, reciting what I thought was a poem, over and over. Vivid memories were being made and my mother still speaks of those days when David was learning the FFA creed. Later, I too would take up that little blue and gold book and learn the words of E.M. Tiffany.

Like many of you, I must admit an emotional attachment to the five paragraphs that have been such an effective launching pad for so many people. I cut my FFA teeth on it and no doubt many of you did too.

As I worked with the committee to study the creed, however, I learned that my personal feelings were not the best perspective from which to study the future. Rather, I have begun to understand that doing what's best for FFA members in the coming decades requires a hard look at every aspect of the organization. We must analyze FFA as if we had never set eyes on it before. We must see it through the eyes of a 14-year-old who has no knowledge of the past 63 years. We must view the creed as a vital piece of the puzzle that makes up FFA; a piece that must be appealing and provide a satisfying experience for members.

To be objective about any change, it is helpful to analyze what we're trying to accomplish in the first place. What is a creed? What purpose does it serve? What should be included?

Bill Stagg, FFA's director of information, likens a good creed to the Pledge of Allegiance to the Flag. It is a clearcut statement of belief. The writing is concise and poetic. Every citizen of our country can repeat this pledge without having to stop and analyze whether or not it applies to him. It is short and the words are easy to say. All of us can proudly claim ownership of the beliefs expressed.



BY SHIRLEY SOKOLSKY

(Ms. Sokolosky is member, National FFA Manual Revision Committee.)

It would be unfair, however, to try and explain the FFA creed's importance in one paragraph. For thousands of members, this document has been a springboard to the rest of the organization and far more than an initiation rite.

I believe that learning the FFA's creed gives confidence at a time when confidence may be sorely lacking. For many, it is the first time to stand before a group and speak. For others, the memorization is a test of self-discipline. For all, learning and reciting the creed comes along at a crucial time in life, a time when students may be making decisions which will determine the rest of their lives.

You and I were lucky. For the most part we did not have to contend with the allure of drugs and many of the pressures that threaten to destroy today's young people. FFA was there, feeding our minds and our hearts.

The world would probably be a better place if all teenagers could enjoy the fruitful experiences offered by FFA during their school and non-school hours. Since such a wish is impractical, I would at least settle for young people who have access to agriculture classes. I fear, however, that the urbanization of America is chipping away at our base of members at such a rate that we're losing the best and brightest even in communities that offer FFA.

Two young women from our town take turns babysitting for our two small children. Both will be juniors in the fall; both plan careers in journalism. Both are eloquent young people who could have been model chapter reporters or state officers. Neither even considered FFA. Although the chapter in our town has a strong agribusiness emphasis, neither of these girls understood what FFA could offer them.

Why not? Are we doing all we can to make FFA an organization that attracts the best students and then holds on to them? The creed is but one part of the package that we can offer young students. We must take every step to make sure it is a statement that they can believe.

One of the hardest things for me to admit during the early days of our committee work was that my attachment to the trappings of FFA — the jacket, creed, motto, etc. — really didn't matter. The things of FFA are only important as

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# I Believe In The Future of Farming

The decade of the '80's ended with several dramatic changes which set a new course for world politics in the 1990's. The fall of communism occurred in Eastern Europe, the Berlin Wall tumbled, and the seeds of western democracy were planted throughout the world. At the same time, changes were taking place at home, within the National FFA Organization, to be more precise.

This wave of change on the home front began in 1988 when the Future Farmers of America changed its name and the National FFA Organization was created. This was soon followed by changes in the State and American Farmer degrees, the constitution, and the FFA emblem. These changes were broad in scope and well intentioned, but as a wise man once said, "all progress is change, but not all change is progress." Needless to say, the forces of change march on.

The most recent proposed change in the National FFA Organization concerns the FFA Creed. Many people, including the National Board of Directors, believe that the Creed no longer represents the true nature and scope of our organization. I disagree.

The Creed is like a rudder which guides us in the direction that we want our organization to take. It should be a statement of our beliefs and a reflection of our philosophical foundation. Many now believe that the Creed no longer serves this purpose. They say that the Creed represents only one segment of our membership. I strongly disagree, and would like to point out why.

The first paragraph of the Creed begins with the statement, "I believe in the future of farming . . ." This single sentence has been the subject of much controversy because of the word "farming." Why? We all should believe in the future of farming because the future of farming, the future of production agriculture, is the future of civilization itself. In the beginning, man was a wild beast, a hunter and a gatherer, leading a nomadic existence. Most anthropologists agree that civilization started in the fertile crescent of the middle east when man first discovered agriculture. When humans learned that one farmer could grow more than he could consume, they began to pursue other activities such as crafts and medicine. There has been much said about FFA and the need to reach more students with agribusiness, but are we forgetting that without farming, agribusiness would not exist?

The second paragraph of the Creed says, "I believe that to live and work on a good farm or be engaged in other agricultural pursuits is pleasant as well as challenging." What is wrong with this? Are we not an agricultural organization, be it production or otherwise? Do we not believe in the joys and discomforts of agricultural life? Is not all life dependent on agriculture, and doesn't all life contain joys and discomforts?

No patriotic American who believes in democracy and the American way of life could possibly find fault with the Creed's third and fourth paragraphs. These speak of leader-



By CLAYTON POPE

(Mr. Pope is a student, Oklahoma State University and member, Lomega FFA Chapter.)

ship from ourselves and respect from others; one's ability to work efficiently and think clearly; the responsibility of serving ourselves and the public's interest; in less dependence on begging and more power in bargaining; in life abundant, honest wealth, and playing square with all.

The final paragraph of the Creed speaks of rural America and how it will hold true to the best traditions of our national life. I believe this paragraph, more than any other, has been completely misunderstood. It speaks not only of farming, but of the values and ideals of the rural areas of our nation. As a student of a university, I have come in contact with people from all walks of life. I truly believe that rural America stands as an example of what has always been the best about our nation.

The most drastic misconception of the FFA is usually made by its own members. Many now say that FFA has grown up, that it is no longer "just weeds and seeds." The truth is that it never was just weeds and seeds. It was an organization that stood for the values and ideals of rural America, the ideals of men such as Washington, Jefferson, and Lincoln. It stood for honesty, a love of God and country, and for the American work ethic, which is rarely replicated to the same extent outside of agriculture. This is the true meaning of the Creed.

This organization was founded on high ideal with an AGRICULTURAL base. At a time when agriculture is under attack by environmental and animal rights groups, who are reinforced by a largely misinformed public, the FFA should be standing up for agriculture, being a voice of reason defending farming and rural America, instead of bowing to ignorance. This is our sacred duty.

The words on the FFA emblem now read, "Agricultural Education." If we are truly concerned with the teaching of agriculture, why are we not educating the public and our own members about the false conceptions that they hold of agriculture. Why aren't we showing them the true face of agriculture (both production and business) instead of hiding the fact that our roots are based in the vital industry of farming?

We should not change the Creed, it is one of the last testaments to what our organization truly stands for. Ac-

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## A New Creed for FFA

(Continued from page 12)

long as they further the FFA's aim, the development of young agriculturists. When the day comes that these things no longer meet our needs, they should be replaced by something more effective.

During my college days in livestock judging laboratory, our poor teaching assistant spent half his class time hollering at us to back up so we could get a good view of all four animals. "Back up," he'd shout, flinging his arms up and down in an effort to push us toward the edge of the ring. We would, of course, take a few steps backwards. Slowly, almost imperceptibly, though, we'd start edging our way forwards until we were nearly on top of the animals once again.

It's easy to get too close. To forget to stand back and look at the big picture is a human tendency. Yes, the creed approved in 1965 might be fine for your members if you live in an area where production agriculture is the only business. Ask yourself, what if a change should take place? And what about the multitude of chapters where production is the exception and not the rule? Should they be forced to recite the creed which effectively excludes them?

It is time, I think, for us to think bigger than ourselves. To consider the common good of the organization for the nineties and beyond requires a selflessness from all of us. It is time to back up and stay there long enough to get a true picture.

If you are concerned that FFA is losing its heritage by believing in the "future of agriculture" rather than the "future of farming," I can assure you that this was the farthest thing from my mind as I wrote a new creed. Some of my finest, and most character-building, hours were spent chasing calves through the pastures of the family farm. Those of us who farm and who used to farm must just remember that FFA has never been in the business of limiting opportunity; it is the organization where a young agriculturist, male or female, black or white, could find his place. Let us now declare that it doesn't matter where you grow up on 1,000 acres or one quarter of an acre or even 1,200 square feet: If you are serious about a future in agriculture, let us tell them FFA has a spot for you.

If you fear that FFA is making changes for changes sake, let me warn you that tradition just for tradition's sake is every bit as dangerous. Changing something that we like is a scary feeling. In fact, it's downright uncertain. What if the new creed isn't as appropriate as the old one? What if it doesn't fill the members' needs as adequately?

I think we adults can set our minds at ease on this one. Nearly 300 competent delegates will be studying this question with intensity this month. They will make no change lightly. I think we can all be confident in the outcome if we do our best to open their minds and help them understand the real issues behind this question.

### What the Proposed Creed Means

When you read any creed, images may come to mind. "For I know the joys and discomforts of agricultural life" always reminded me of the night we sowed grass seed on

a pond bank during a thunderstorm. You probably have similar comparisons.

It is risky to tell you what the proposed creed means to me because the images each reader forms might be more appropriate. What follows is simply a summary of my thoughts as I wrote.

*I believe in the future of agriculture.* Our industry is one with staying power. It will be there for me as long as I choose to take part. I support agriculture by believing in it, and am confident that it will remain an exciting, progressive entity. *Ours is an industry rich in tradition and ripe with promise.* While we honor the best of our past, we also see that the future is filled with opportunity. *As farmers before me diligently coaxed life from this land, I will dedicate myself to the tasks before me.* I realize that the opportunities I have today are a result of the perseverance of farmers for centuries, and I will approach my life with the same courage. I appreciate the sacrifices made by farmers as they battled every conceivable problem. Though I may never plant a field I salute the men and women who nurtured the soil. *The legacy left to me is one of honor and I shall strive to preserve and strengthen the dignity of American agriculture. I am filled with pride when I think of the work of farmers and will do all I can to see that I am a credit to the industry.*

*I believe a career in agriculture is a worthy undertaking.* I am serious about my choice and believe that it is time well spent. *In choosing agriculture, I embrace a way of life based on productive work, progressive thought, calculated risk and a commitment to education.* I willingly make this choice with full knowledge of its challenges. *I welcome these challenges for I know such a life yields endless rewards.* Although the path I've chosen will not be easy, I also realize that taking the harder road will result in a more fruitful life.

*I believe I am responsible for the well-being of the earth.* I must do my fair share to take care of the planet. I cannot assume that others will do this job for me. *I stand ready to make wise choices which will enhance life for my fellow human beings and preserve the world's precious resources.* *Our industry has a great impact on the environment and as an agriculturist, I will face many questions about the use of chemicals, the care of living things and the development of technology.* I realize too, that people are the most valuable resource and we must take special care of our earth to ensure a safe environment for all. *I accept eagerly this charge, for the future literally depends upon me.* This speaks for itself, doesn't it?

*I believe that building my self-esteem and developing my natural talents are among the most valuable contributions I can make to society.* For me, this is the underlying value of FFA and other groups that encourage personal development. People who have a feeling of self-worth don't have to resort to substance abuse or crime for a feeling of accomplishment. In Oklahoma, a man named Don Hawkins waits for execution, sentenced to die for the murder of a 29-year-old housewife. He told *The Tulsa Tribune* that thinking about robbing stores gave him the same rush of adrenalin as playing in sandlot baseball games at an earlier age. I don't mean to suggest that non-FFA members will end

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# "FFA: Changing For The Better?"

While preparing for this article, the following documents were reviewed which relate much of the history of the National FFA Organization: *The FFA at 50*, *The FFA and You*, and *The Official FFA Manual* (1990 edition). It seemed imperative that these reference materials serve as a basis for discussing the topic of "Changing the FFA." This brief review of FFA history created personal feelings of nostalgia; clearly defined, these feelings were pride, honor and reverence for the organization which has heavily directed the course of my life since enrolling in vocational agriculture as a high school freshman in the fall of 1977. Looking at the photographs and reading the historical record made me feel as though I were reviewing a piece of America (i.e. national anthem, baseball, and hotdogs, etc.).

These glimpses into FFA's past serve to increase allegiance and loyalty to the FFA traditions which have been and continue to be such an important influence on former and current FFA members. This look into the past clearly defines that FFA has struggled with change for over sixty-three years. Those struggles range from the initial formation of the national organization to determining the FFA's creed, colors, emblem and official jacket. Other landmark events such as the merger with the New Farmers of America (NFA) and the admission of females into the organization's membership also remind one of FFA changes.

Similar current day topics of change include expanding national contests, creating new awards programs, changing the name of the organization, removing the American FFA Degree quota system, renaming *The National Future Farmer Magazine* to *FFA New Horizons*, and replacing vocational agriculture with agricultural education. It seems that daily, new ideas for change are created and being developed in agricultural education circles.

After viewing all these changes, you may be asking yourself some simple but important questions. Why? Why go through these struggles? Why create and pursue these issues and endanger those traditions of the past? Is FFA changing to improve or is FFA changing for the sake of change? Is change really worth all the heartache and conflict?

To respond to these questions, one must carefully look at why changes are made, and to this question the answer is clear: *The intent of the changes which FFA has experienced in the past and continues to experience, is to expand and promote the organization's image and opportunities which will enable FFA to recruit and retain more youth into its membership.* This answer leads to greater questions: Has FFA's changes worked? Is FFA's membership larger than ever? Are more students benefitting from FFA than ever before?

FFA membership statistics indicate a continuing decline from over 507,000 members in the late seventies to just over 385,000 members in 1990. Obviously, from a numerical



By MARSHALL STEWART

(Mr. Stewart is FFA Program Specialist - Membership Development Education, The University of Arizona.)

standpoint, the changes have not worked nationwide. Therefore, with good reason, many people question the value of these changes.

My response to those who would question FFA's changes is that these have been positive moves for the organization. FFA has been bold, although cautious, in its adaptations. **If there has been a downfall to the changes made by FFA, it has been a focus on the act of change rather than the implementation of change.** Maybe, just maybe, those in and out of agricultural education who criticize FFA's recent changes for not producing results have overlooked three critical factors related directly to implementation. Those factors include:

1. *Students enroll in FFA for local benefits and opportunities!*
2. *Time!*
3. *The teacher is the key!*

Now let's take a look at these statements.

**1. Students join FFA for local benefits and opportunities.** Agricultural educators must be reminded that students initially enroll in agricultural education and join FFA because of what is happening at the local level. Local activities attract or turn away students interested in our program. In today's competitive school environment, students are faced with more diverse options and opportunities than ever before. If FFA is not attractive and appealing at the local level, students will not be interested. National and state FFA image is only as good as that at the local level. It must be the responsibility at the national and state levels to provide materials, information, training, and cosmetic changes that will enhance, strengthen and expand local chapter efforts.

Possibly the old cliché, "Give 'em what they want!" has some merit for FFA programs. Students want exciting activities and opportunities so they can visibly see a return for their FFA membership dues, and this happens first at the local level. This calls for innovative/creative ideas and a willingness to do something different at the chapter level that must be supported and encouraged by state and national leaders. A prime example of "old thinking" which must be

laid aside would be: "Just because a certain face-to-face contest was important to the teacher when they were an FFA'er, does not justify it for the FFA program they now lead." FFA activities must be student-driven for today's student. When national and state changes take effect at the local level, the organization, the students and the teachers will flourish.

Additionally, it is important to note that agricultural education and the FFA is a proven commodity that can be successful in any school and/or community environment. To say FFA cannot work or is too antiquated is simply a cop out! Today, one can easily find rural, suburban and urban agricultural education/FFA programs which are successful. Year-long, semester and quarter school offerings are all finding success. In these days of rapid change, agricultural education/FFA must be broad enough at the national level to allow agricultural instructors to be flexible and innovative in finding new methods for making the program appealing to students at the local level. FFA's changes must be received and implemented positively at the local level if positive results are to be realized. The local level is where the students are and if they are not attracted to the local FFA chapter then both the organization and the students lose.

**2 Time!** Local, state and national FFA leaders must recognize the vital role time plays in two areas related to change. First, it takes time for new ideas to be implemented to the point of seeing nationwide results. As the national organization and state associations respond to needs created by student interests or agricultural industry's demands, it will take time for those changes to have an impact at the local level. Patience on the part of state and national leaders must be realized if changes are to succeed in the long run. The FFA was not developed overnight and it will take time for change to be implemented and impact positively. This fact highlights the importance of FFA to be aggressively proactive rather than cautiously reactive to changes at the national and state levels. The longer national organizations and state organizations take to act on needs, the more reactive the total organization becomes and the longer it takes to see positive results.

Time will continue to bring new challenges to the organization. In fact, one would probably be safe in saying that the changes have just started. By maintaining a close watch on student and agricultural industry needs, FFA can be a proactive organization in addressing needs which will insure future growth. Time and the challenges it brings cannot be altered. How FFA, at all levels, adapts to change and the competitive environment it creates, will determine FFA's future!

**3. The Teacher is the Key!** This final factor is the most critical. The teacher is ultimately the difference between success and failure in agricultural education/FFA programs. During a recent presentation to a state agricultural teachers' conference, I made the following statement: "Any agricultural education/FFA program is only one teacher away from extinction. There are programs across this nation which reflect what can happen when an outstanding agriculture teacher is replaced by a "warm body." The community, administration and students are basically the same, but the program dies because of a lack of leadership on the part of the "warm body." "Warm bodies" are quick to blame others for their program's weakness; the real answer is we

*need a teacher-leader.*" Ultimately, the teacher must be accountable for the success or failure of the agricultural education/FFA program. National and state improvements are successful when local agricultural instructors make adaptations to maintain their competitive edge.

It is essential to emphasize the critical role of state and national administration of agricultural education and the FFA as it relates to teachers. Training (pre-service and in-service) and support materials must be of the highest caliber to equip the agricultural education profession with the tools to compete in today's school. Technical information must reflect tomorrow's industry. The profession must do more to equip teachers with leadership and management skills which enable them to best utilize their talents and resources available in their school and community. FFA has been and continues to be an integral part of the instructional program and it is time that all of agricultural education get back to that principle in our promotion and instruction in and about the student organization.

FFA will never be stronger or weaker than the key to the entire agricultural education/FFA movement, **the teacher!** State and national levels of leadership must amplify this important factor as it trains and supports future and current agricultural instructors. The teacher is the key to seeing a bright and growing future from the changes made in FFA!

In summary, let's refer back to the original question: "FFA: Changing for the Better?" The answer is **yes.** The programs, opportunities and scope of FFA are better than ever before. Agricultural industry, through the aggressive effort of the National FFA Foundation, continues to increase the aggressive effort of the National FFA Foundation, continues to increase its support and investment in the youth of the organization. The National FFA Alumni's membership continues to grow providing tremendous support to all levels of the organization. These factors, combined with the great strides being made by all of agricultural education's entities through the strategic planning effort, only serve as a bolstering agent for future improvements and expansion by the FFA. By maintaining the flexibility to adjust the national organization's direction and an increasing emphasis on the implementation of change rather than the act of change, FFA will prosper in the future. The implementation must happen locally, quickly, and under the skillful leadership and innovation of the teacher-leader. **FFA: its' getting better and it's best years are definitely yet to come!**

### About The Cover

FFA members at the W.B. Saul High School in Philadelphia, PA planning for the chapter future. (Photo courtesy of National FFA Organization.)



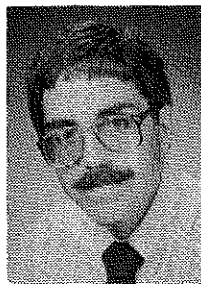
# Computer Technology Resources

## Moving Computer Equipment

Moving your computer could be an unnerving task for anyone. Even short moves between rooms should be made with caution. However a little preplanning and some precautionary measures will assure that both you and the computer will survive the move unscathed. You may need a small flat bladed and phillips screw driver to loosen cable retaining screws. Starting by reviewing the section in the users manual dealing with setting up or moving the computer. If this has been misplaced, or the details seem sketchy, the following hints may be helpful. Hard disk drives are particularly prone to damage during moves, even short ones. Never move a computer with a hard disk when it is turned on. The heads enclosed in the drive can bounce around on the platters, scratch the media or become misaligned themselves. These problems can be avoided by first "parking the heads." This is accomplished using a utility often found in the "DOS directory" or "utility" folder and might have a file name such as "SHIPDSK.COM" or "PARK.COM." This utility moves the heads to an area of the disk that cannot be damaged and locks the arms so that the heads cannot be misaligned. Most hard disk drives used in lap top computers do this whenever they are powered down. Once the heads have been parked the computer can be safely turned off. Do not turn the computer back on until the move is completed.

The heads on a floppy disk can also be damaged during a move. Most floppy drives, when new, come with cardboard protectors, which when inserted into the drive and locked in place, prevent the drive heads from bouncing around. If the cardboard protectors are missing use an old, or blank disk instead.

Most of the cable connections to the computer are in the back. Turn the computer to a position that allows you to study which cable plugs into which port. Most ports will only accept specific cables however it is possible to have two ports that look exactly alike. You might use multicolored tape or colored press-on labels to make the various cables and ports. It is vital that all cables be removed; if left attached when packed, could cause damage to both the cable



By NATHANIEL D. JAEGLI,  
SPECIAL EDITOR

(Mr. Jaeggli is Instructor, Department of Agricultural Education, The University of Arizona.)

and the port. During short moves attached cables can get tangled in table legs or cracks between tables, causing the computer to be dropped.

The original shipping boxes if they are still available afford the best packing protection, however any strong corrugated box of the appropriate size will work. A separate box for each component, such as CPU, keyboard, monitor and printer will protect each from harming the other and keep the weight of each box more manageable. Clean wrapping materials should be used to pad the various components. Newspaper is abundant, but it can leave ink smears on the equipment.

When the move has been completed, reassemble the various components ensuring that the cables are attached to the correct ports. Before turning on the system, be sure to remove the cardboard drive protectors. Operate all components, including the keyboard, monitor, printer and external drives to ensure that the connections have been made properly and that the components are undamaged.

The biggest danger in moving delicate equipment is trying to do it too quickly. Give yourself plenty of time to pack and unpack all of the various parts. If there are questions about how components fit together get the answer before proceeding. It only takes a second to ruin one of the small electronic components, however it may take weeks to have it replaced.

### International Agriculture Curriculum for International Agriculture (Continued from page 9)

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# Barriers to Leadership Development

"One small step for man, one giant leap for mankind." Neil Armstrong spoke these words two decades ago. Less than a year later women were officially allowed to join the FFA. Prior to that time a legal barrier excluded one-half of the secondary school population from the leadership benefits that the organization provides.

The FFA is an essential and intergral part of a secondary agricultural curriculum in a changing society. It is the avenue that provides motivation and recognition for secondary agricultural students. Activities such as the Washington Conference and Made for Excellence Programs are examples of programs designed to develop future leaders.

FFA is the only secondary educational program that possesses strong and vital alumni programs at a national level. This has provided agricultural educators with needed support in the development of future leaders for agriculture and society.

Changes from an agrarian nation to a technical society prompted the FFA to conduct a self evaluation. This evaluation revealed that barriers do exist; and changes must occur if the FFA is to continue to provide needed leadership experiences for America's youth.

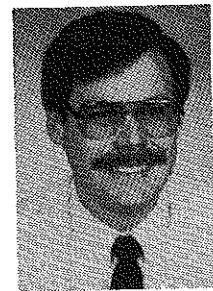
During the 61st National FFA Convention, the delegation voted to change the name of the organization from "The Future Farmers of America" to "The National FFA Organization." This move helped project a broader, more positive image. The wording "Agricultural Education" replaced "Vocational Agriculture" in the organization's constitution and bylaws, and on its banner and emblem. Each state was granted the opportunity to allow seventh and eighth grade students membership into the FFA. Thus, the opportunity now exists for junior high students to strengthen their leadership skills through FFA involvement.

The preceding actions more accurately relate the FFA organization to all agricultural careers. These changes have given the FFA a "facelift;" but do barriers to leadership involvement still exist in the organization? The answer is a resounding "Yes!"

## Barriers

Many students residing in urban areas are not interested in the FFA due to its perceived stereotype. The organization's membership is viewed as serving farmers and low ability (vocational) students. This image is predominately due to a lack of public awareness. Potential students and their parents lack an understanding of the positive changes in the FFA and the challenging career opportunities in agriculture.

The fact remains that "traditional" FFA activities predominantly prevail throughout the nation. Very few urban agricultural programs exist. However, over fifty percent of the agricultural careers are filled by individuals without any agricultural experience.



BY JACK ELLIOT AND RANDY SHOWERMAN

(Dr. Elliot is Assistant Professor, Department of Agricultural and Extension Education, Michigan State University; Mr. Showerman is Instructor, Department of Agricultural and Extension Education, Michigan State University.)

"I believe in the future of farming" are the first words in the FFA creed. Yes, agricultural educators do believe in the future of farming, but they also believe in the future of agriculture. A future teacher of agriculture from Detroit, Michigan stated, "The FFA rituals, ceremonies, and award programs are out of date and relate primarily to traditional agriculture. The FFA jacket is a barrier which discourages many students from enrolling in agricultural education. It projects an image of professionalism and unity, yet emphasizes the fallacy that FFA is for farm boys." Change is needed in order to present the image of a modern organization that addresses the needs of contemporary agriculture.

Since 1917 secondary agricultural programs have been associated with vocational education. In 1928 the FFA became an integral component of secondary agricultural education. This system has adequately served the profession for over seventy years, but times have changed. Many students are unable to schedule even one agricultural class during their high school tenure because of increased graduation requirements, which usually exclude vocational courses. Students are also denied FFA membership opportunities due to the absence of agricultural education classes in their school districts.

## Solutions

The primary aim of the FFA is the development of agricultural leadership, citizenship, and cooperation. The responsibility of fulfilling this aim rests with today's agricultural educators. Momentum among educators in the profession has fostered positive changes; examples include the twenty-nine proficiency awards currently available and the fact that females play a vital role in the organization. Tremendous changes, which occurred at the 61st National Convention, indicate a stamp of approval for continued change - change that will strengthen the FFA.

Changes are "OK." Industry provides a good example. When a company wishes to expand its market share, it

develops products to meet the consumers' demands. The FFA must continue to evaluate its programs, rituals, ceremonies, dress code, awards and create new products for the consumers of the future, our students.

Leadership activities and supervised experience (SEs) need to be adapted to meet the needs of those students whose schedules allow them to only enroll in one or two agricultural classes. The FFA degree and awards programs currently discriminate against students who are FFA members for less than two years. It's time to rectify this situation.

The establishment of a task force at the national, state, and/or local levels to determine and implement opportunities in urban schools would address the needs and desires of the urban population. The inclusion of seminars and workshops for students, rather than traditional structured classes are possible alternatives.

Instructors could incorporate learned skills in science and technology in supervised experiences (SEs) and skill contests. Requiring students to prepare informational pamphlets or videos on topics related to agriculture would emphasize and strengthen students' communication skills, while promoting awareness of agriculture.

Encouraging public attendance at chapter meetings would increase awareness of the FFA and provide community training in parliamentary procedure. The FFA's use of parliamentary procedure is a well kept secret, one that many organizations need to acquire. Many visitors would appreciate the opportunity to view it in action.

Broadening the scope of FFA activities to meet the needs of today's society can be accomplished by addressing global concerns. Increased programming in pollution, groundwater, and environmental issues would address these concerns. All humanity plays a role in the care of the environment.

A contemporary look in the FFA dress code would mirror the numerous changes incurred. The inclusion of several dress codes, depending on the activity, is a feasible idea; a blue blazer with pants or skirt for contests and formal affairs and an FFA polo type shirt for less formal activities. In order to project a contemporary image, the ceremony and rituals of the FFA require updating. Current practices and language still exclude some ethnic and gender groups.

Co-sponsorship of activities between other youth organizations (4-H, FHA-HERO, etc.) and the FFA would foster beneficial partnerships. New relationships among these organizations would create an awareness of shared missions and decrease the duplication of activities.

Quality and depth of programming require continuous evaluation and revising at all levels of the organization. Local activities need to emphasize appropriate leadership and skill development. States are obligated to develop programs that serve the needs of the local chapters.

Innovative delivery systems for agricultural education would expand the leadership experiences of the FFA to a greater number of students. Exploratory agricultural courses, taught by guest instructors could serve as an alternative for schools without agricultural programs. Such courses would focus on developing an awareness of the food and fiber industry.

FFA members could deliver instruction to elementary students about agriculture. A program of this type would provide elementary students with a general awareness of agriculture. FFA members would be viewed as role models and gain leadership experiences, and exposure for agricultural education. The content of such a program would progress beyond "Food For America" and "Ag in the Classroom," thus building agricultural literacy.

## Conclusion

The FFA is designed for incorporation in agricultural education programs throughout the many diverse areas of the country. FFA chapters only a few miles apart can emphasize entirely different activities based on community and student needs; but, in reality are instructors offering students and communities a needed commodity? Are FFA programs adapting to the needs of America's youth?

Change is a way of life in a rapidly moving, technical society. The National FFA Organization must positively respond to the challenges of today. Its response will yield a larger and stronger membership that understands and values the existence of agricultural education as a tool in building tomorrow's leaders. Now is the time to remove all barriers to leadership development; FFA's future depends on it.

## I Believe In The Future of Farming

*(Continued from page 13)*

According to our national organization, the letters "FFA" no longer stand for Future Farmers of America. Our name no longer represents the true purpose or philosophical base of our group. The Creed is our only reminder of what the underlying theme of our organization really is. That theme is AGRICULTURE.

Do not change the Creed. If we do, we sacrifice all we stand for, and shirk our responsibility, not only to agriculture, but to the country itself. Agriculture is the one industry the world cannot do without. If we won't defend it, who will? Remember the words of William Jennings Bryan, "Burn down your cities and leave our farms, and your cities will spring up again as if by magic; but destroy our farms, and the grass will grow in the streets of every city in the country."

# Teaching Tips

## Flowing Grain Safety Instruction

Safety is a concern of all agricultural educators. As teachers of agriculture, we strive to instill in our students an awareness of hazards involved in our industry. In the laboratory, we instruct our students in safety, establish rules and demand compliance. The classroom provides us an opportunity to enlighten our students about safety on the farm and in agriculturally related industries. Too often, however, lack of good materials and student apathy tempt us to take dangerous shortcuts in our instruction.

To combat this problem, demonstrations and models can often be effectively used to illustrate hazards while maintaining student interest. Grain bin and flowing grain safety is one area where demonstrations can be difficult. We often end up relying too heavily, on transparencies and other printed material. For a minimal cost, a model can be constructed which will effectively illustrate flowing grain hazards to students. Construction of this model can be used as an exercise in the mechanics laboratory, as a project for an individual student interested in the area of safety or as a project for the FFA chapter.

**Objective:**

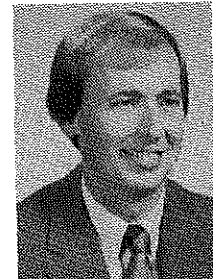
To demonstrate the safety hazards of grain bins and flowing grains.

**Materials:**

- Grain bin safety model
- 3 or 4" figure (practically any size can be used)
- Approximately 2/3 of a bushel of grain
- Stop watch or clock with a second hand

**Procedure:**

Fill the bin with grain and stand the figure on top of the grain in the center of the bin. Have the students write a hypothesis of what will happen when the slide is opened and grain is removed from the bottom of the bin. Open the slide and have students observe. Let




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BY RICHARD STEFFEN AND ED OSBORNE, SPECIAL EDITORS  
*(Mr. Steffen is Instructor, Agricultural Engineering Department, Iowa State University; Dr. Osborne is Associate Professor, Department of Agricultural Education, University of Illinois, Urbana-Champaign.)*

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students experiment by placing the figure at various locations in the bin, observing the flow of grain and timing how long it takes to submerge the figure, while recording their observations on paper.

**Discussion:**

Flowing grain is extremely hazardous. Many people are unaware that a person can become hopelessly trapped and completely submerged in a matter of seconds. A knowledge of the hazards and behavior of flowing grain is vital for those people who work in these situations.

**Application:**

This demonstration can be used to graphically illustrate the dangers of flowing grain. It can also be used as a starting point for discussion of rescue procedures. This demonstration can also be set up for adult classes, as a public service at meetings of farm organizations and fairs and as a display during farm safety week.

### NOTICE

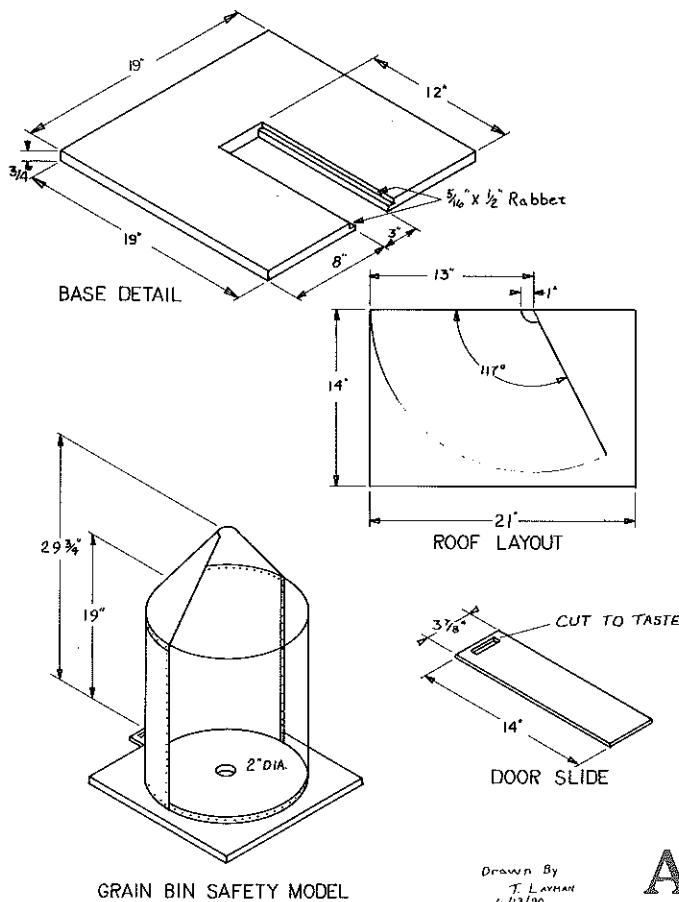
Dr. David Howell, Book Review Editor is in need of individuals interested in preparing book reviews for *The Agricultural Education Magazine*. Please contact Dr. Howell at:

College of Life Science and Agriculture  
 James Hall  
 University of New Hampshire  
 Durham, NH 03824-3599  
 (603) 862-1760



### MATERIALS NEEDED:

- 1 - 21 x 14" 26 ga. Steel.
- 1 - 24 1/2 x 19" 26 ga. Steel.
- 1 - 24 1/2 x 19" .060 Lexan\*.
- 1 - 19 x 19" 3/4 plywood.
- 1 - 15" dia. 3/4 plywood with 2" dia. hole on center.
- 1 - 3 7/8 x 14" 1/4 plywood.
- 30 - 1/8 x 1/8" pop rivets on 2" centers.
- 16 - 1/2" 6 ga. pan head screws.
- 8 - 1 1/4" 9 ga. flat head screws.
- \* a flexible plexiglass like material.



## A Grain Bin Model

### Agricultural Mechanization On Being Generic, Ordinate and Creative

(Continued from page 5)

their newfound skills to various controlled situations. An example being those various welds at different positions we expect our students to perform. In this learning environment the students have partial control of the learning experience and are learning to think through the skill activity. The second level is ordinate movement; "the process of organizing, refining, and performing skillful movement. The processes involved are directed toward the organization of perceptual-motor abilities with a view of solving particular movement tasks or requirements." As mechanics educators we spend the largest percentage of our instructional time teaching various ordinate movements. A number of our students do not progress beyond this category. We consider ourselves to be intermediate skiers, average bowlers, a good marksman, or an adequate welder. For most people this level is sufficient for their particular needs.

Every year or semester we usually have a few students who seem to excel at particular tasks. They quickly become

more creative welders or maybe expert equipment operators. These students seem to be able to teach themselves and perform a variety of activities with little or no assistance. The third level is creative movement; "those motor performances that include the processes of inventing or creating movement that will serve the personal purposes of the learner." As educators we usually note that certain students are able to master many skills while some students are only able to master a few skills. Since it usually takes a relatively long time and a lot of practice to become an expert, many of us attempt to be experts in only a few specialties. We tend to specialize at the expert levels, concentrating our efforts to become creative in a particular field. Consider those you know who are expert skiers, professional mechanics, or fine craftsmen. Their individual skill development is at the creative level.

Psychomotor skill instruction is a very important aspect of agricultural mechanics education. As educators we should take the time and effort to better understand the teaching and learning process as they relate to skill development. In order for each of us to become expert, master teachers, we will need to achieve the creative level of teaching skills through dedication, practice, hard work, concentration, devotion, and desire — the very same attributes it takes to be an expert in any field.

## Developing Direction For Change in FFA

(Continued from page 11)

for self expression and leadership development." Over the years this opportunity has evolved to a large degree through programs dealing with production agriculture. In recent years, programs in agribusiness and agriscience have met with similar success. The common thread of all FFA programs has been to take students from where they are and assist them in pursuing their goals as far as their ambitions and abilities will let them. This has come about because agricultural educators value *how* we teach as much as *what* we teach. Three basic concepts should guide us as we revise the FFA.

*First, students must be motivated by the activity.* For education to be effective, students must want to learn, so first we must find what the students want to do. Remember that students are different now from a few years ago, so we must shape new programs that will appeal to the broad range of students in our classes.

*Second, we must promote programs that will maintain parental involvement.* FFA must be integrated with the classroom and supervised experience components of the program. An inseparable bond between properly conducted supervised experience and FFA incentives ensures that the teacher is visiting with the student and his/her parents. The combination of the student, parent, and teacher has been

the formula that has accounted for much of the educational success of our programs.

*Third, the student must achieve a degree of success in whatever program he/she participates.* Self confidence is the attribute most needed by students in order to function in our rapidly changing society. Coping with change necessitates a degree of confidence in one's own ability to meet new challenges as conditions change. It is imperative that any new thrust provides an achievable award system that rewards students for a job well done.

*Fourth, students must associate and compete with other students having like interests.* Students must learn how to handle victory with respect for peers and defeat with respect for self. This can be accomplished through an agriscience awards program as well as through a livestock show. It is through this type of interaction that students grow and "develop those qualities of leadership an FFA member should possess."

Resistance to change in the FFA is understandable and to a certain degree desirable. Success of the program has come about by the careful planning of dedicated professionals who have the best interest of the students at heart. It is this dedication that ensures a bright future for our FFA programs. If we truly believe that agriculture is a vast occupational domain covering many areas, we should be able to devise ways of expanding FFA programs to serve both the needs of industry and the students. As we plan for the 21st century, we should keep in mind that the FFA *will* change; the direction of that change will be up to us.

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## Before Changing the FFA . . .

(Continued from page 4)

will go out of business will be greater than those which will flourish, preventing the rewards that come from being an FFA member. The continued downsizing of agricultural education and the FFA is imminent unless changes occur in the instructional program, not just the FFA.

This downsizing of agricultural education has been occurring throughout most of the 1980's except in a few states such as Texas. The national FFA organization has been somewhat cushioned from its effects by annual increases in support from industry for its programs. The FFA Foundation "comes through" each year with increased donations which has met the needs of the organization. However, there may be a limit to our industry saviors and real cutbacks may someday have to occur in services provided from the national level.

### Averting Calamity

The solution for maintaining viable programs and a strong FFA organization also begins at home. It requires that teachers examine what they are teaching in the classroom and asking if it is relevant to the needs and interests of students in their community. Only after that question has been answered should the question of what FFA activities will support or enhance the instructional program be asked. It then becomes the responsibility of the national FFA

organization to provide activities which will support instruction at the local level.

The FFA has been making progress in this area, with programs such as Computers in Agriculture and the Agriscience Student Recognition Program. The test of the future for the national organization will be: can it continue to develop innovative programs which fulfill the needs and interests of agricultural education students? Students who are attracted to a non-traditional agriculture education program are likely to have goals different from winning a livestock judging contest or being the Star Farmer of America. FFA must have activities which will capture the interests of a new clientele without neglecting our current student base.

If agricultural education is to survive in the decade of the nineties, it must make changes far beyond an updating or overhaul of the image of the FFA. In fact, changing the FFA should come as a result of some more important changes that must occur in agricultural education. Changes in the instructional program should come first, then changes in the FFA should be made to complement a reorganized program. As you read the theme articles in this issue which suggest changes in the FFA, I would ask you to substitute the words, instructional program, for FFA. You'll find that the sentences not only make sense, they identify the real need to change in agricultural education. Change which will result in as strong and viable FFA organization. Making the hard changes in the instructional program will make it easy to decide where changes should be made in the FFA.

## National FFA Board of Directors The Corporate Change Agent

(Continued from page 7)

at the national level has grown from 24.0% in 1987 to 44.40% in 1990.

The FFA and industry work together to foster the spirit of free enterprise and the development of creative entrepreneurship and innovation. The proposed Financial Records Package will help FFA members upgrade financial records currently used in FFA programs and agricultural education so that the records are in line with accepted accounting and financial management practices. FFA members have the opportunity to learn more about marketing from an agricultural marketing curriculum sponsored by the Wisconsin Milk Marketing Board. This is only the first of perhaps a series of marketing materials made available through cooperative efforts of The Council and the National FFA Foundation.

### The FFA in the Year 2—

The very nature of the organization has been placed under study as a Structure Task Force works toward answering four questions: What is the National FFA Organization and what should it become? How can the National FFA best serve its clientele? How can the National FFA best meet the goals and objectives of the Strategic Plan for Agricultural Education? And how does the FFA fit into the Agricultural Education Structure — Present and Future? In view of the diverse interests of members, the multitudes of program initiatives, and the changing nature of agriculture, answers to these questions must be pursued. Self-study creates anxious feelings. However, the National FFA Organization is very sincere in its desire to have in place a structure which is conducive to best serving its members. The willingness to change and grow is essential if the vision is to be realized. It is not the purpose of the Task Force to "throw out the baby with bath water." It is the Task Force's purpose to help the Na-

tional FFA staff and the profession answer the four guiding questions.

### Summary

The National FFA Board of Directors, along with the Board of Consultants, Board of Trustees, and FFA Foundation, reflect the interests of the agricultural education community. They have a vested interest in the successful future of the FFA. Bold, innovative thinking is encouraged. The history and tradition of the organization is respected. The FFA member from the family farm is still just as important as the agribusiness entrepreneur. If it sounds like the FFA is involved in everything imaginable — it is. The National FFA Organization has a piece of every goal in the Strategic Plan. However, their focus is on the ultimate benefit to the FFA member and the FFA organization as a whole. It is the responsibility of the National FFA Board of Directors to assist the organization in making sound decisions to move a viable FFA organization into the future. I hope you have enjoyed your visit with the Board. Hopefully, over the great lunch prepared by the Supply Service staff, you have benefited from getting to know the National officers and colleagues in the profession on a more personal basis. Together We Can!

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## A New Creed for FFA

(Continued from page 14)

up on Death Row, but one does wonder what might have happened to some less fortunate adults had they had FFA's competitive influence in their lives as teens. A nation's

*wealth is found in its people, and I must seek to become a well-rounded citizen, a person of solid character upon whom this country can lay its mantle of leadership. The future of this country and the world community depends on my willingness to become the best person I can become, a person worthy to take on its leadership, from local to national ranks.*

## CORRECTION

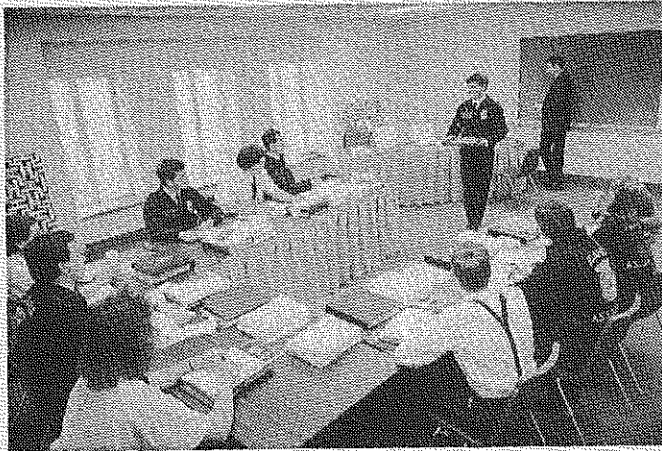
The correct address for Dr. Barbara Malpiedi Kirby, Theme Editor for March, 1991 issue whose name is "Computerized Instruction" is:

Department of Occupational Education  
Box 7801  
North Carolina State University  
Raleigh, NC 27695-7801

The due date for articles for the March issue is December 1, 1990.



# Stories in Pictures



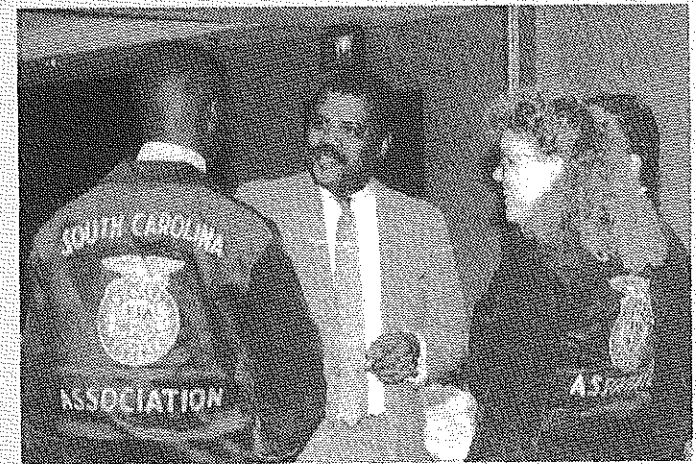
The 1989 National FFA Nominating Committee in action. The 1990 Committee will be meeting in Kansas City to select the 1991 National FFA offices.



Delegates speak to the 1989 National FFA Convention demonstrating confidence in public speaking developed through FFA participation.



Fort Valley State College chartered the first collegiate FFA Alumni Affiliate in the United States. Officers of the FVSC Chapter attended the State FFA Alumni Conference.



Delegates to the 1989 National FFA Convention visiting with Fred McClure, former National FFA officer and currently serving as White House Aid.

*(Photographs courtesy of The National FFA Organization.)*