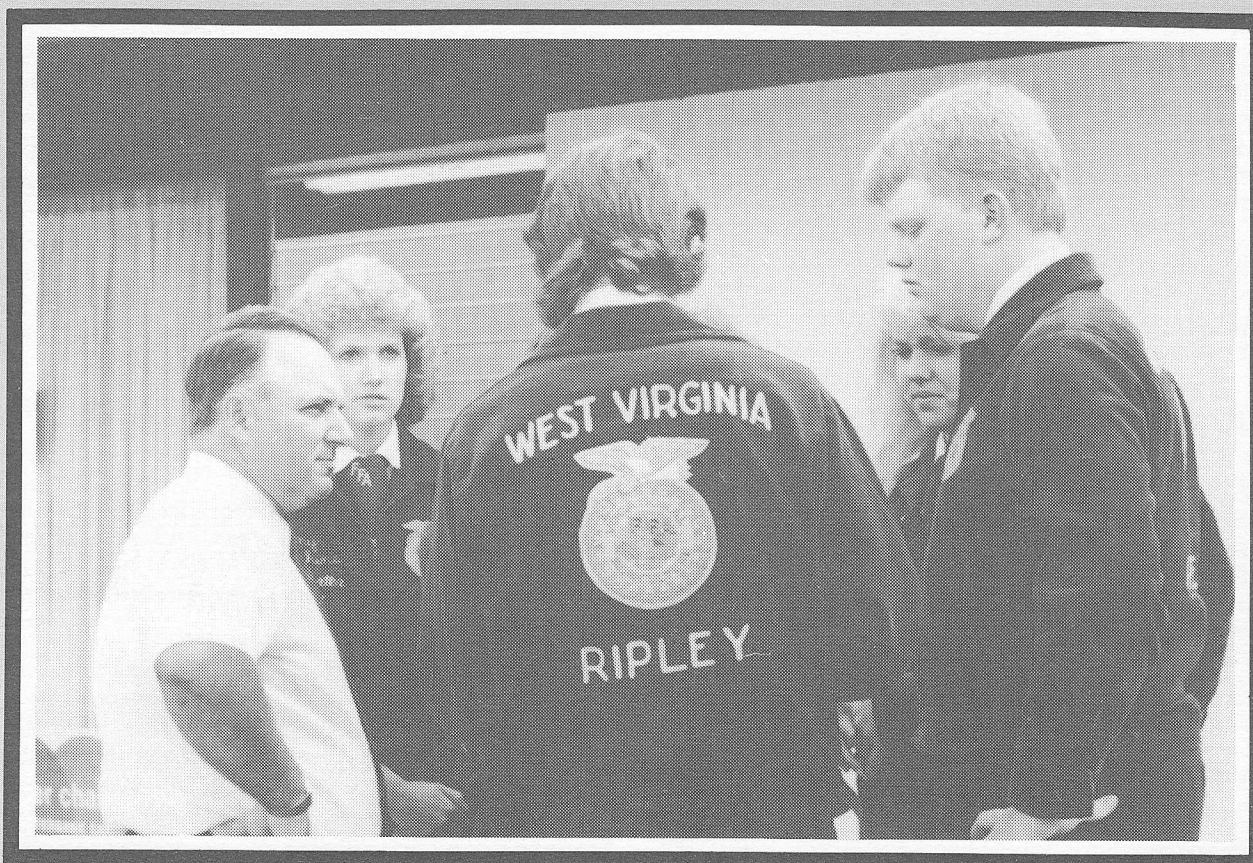


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Volume 64
Number 5



THEME: Impact of FFA Leadership

THE AGRICULTURAL EDUCATION MAGAZINE



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Revolution In Agricultural Education

There has been considerable talk and a great deal written about the need for revolutionary change in education. Implied in all of this discussion is the need to make radical changes quickly and concisely on a sweeping scale as opposed to under-funded, evolutionary changes occurring on a slow, methodical basis requiring years and years to achieve general adoption. The recognized danger in such a proposal is to stampede into program changes that may seem sound and logical at the moment, but which ultimately may turn out to be no better, and perhaps even worse than current practices. The "New Math" movement of the "60's" is an example of a popularized program reform which ultimately turned out to be a disaster. Students learned how to work with different numeric bases, but were unable to master basic arithmetical functions required on a daily basis. Mathematical scores on standardized, national achievement tests dropped alarmingly as the "New Math" was hastily implemented.

On the other hand, one might logically assess the changes and outcomes achieved as the result of the school reform movement of the "80's." Ten years of school reform initiated as a result of the landmark report, "A Nation at Risk," have spawned a number of changes in education. Many of the changes were adopted on a rather sweeping scale; unfortunately the effectiveness of the changes have been disappointing and even detrimental in many cases. Former Education Secretary Terrel H. Bell (1981 to 1985) has described the fault of the initial reforms as attempts ". . . to shape up the schools from the top down . . . with a host of changes" (1991, p. 5). There were so many changes that the reform movement has been disappointing and, in some cases, regressive. Education is no better now than it was ten years ago, and in terms of school drop-outs and program completers, it is worse now than before.

In a new book co-authored with Donna Elmquist entitled, "How to Shape Up Our Nation's Schools," Bell suggests that school reform must be built upon: 1) technology, 2) academic competition and 3) parental involvement. As an agricultural educator, this practical, common-sense approach seems both workable and reassuring. Reassuring in the sense that agricultural education has for the past many years built programs on these same three cornerstones. Where have the educational reformers been looking? Agricultural educators are perhaps guilty of not speaking up and telling others of their many success stories. Agricultural educators have not, for the most part, infiltrated the educational reform movement. Perhaps this lack of involvement stems from satisfaction with an educational program vastly superior to the educational norm!

It is interesting and worthy of consideration to assess agricultural education in terms of the reforms suggested by Bell. It is accurate to say the three ingredients have had a long standing place in agricultural education programs. If we honestly assess the current programs in agriculture,



BY PHILLIP R. ZURBRICK, EDITOR

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

chances are some would emphasize the suggested components more than others. To what degree are parents involved in agricultural education programs today? In the past the agriculture teacher was a regular part of the student's home scene working with students, parents and the student's employer. The teacher worked with parents in providing the opportunities for students to learn responsibility and mature judgment. Often the two working together were able to help the student accomplish things that neither parent nor teacher could accomplish alone. While most agricultural educators still advocate such involvement, the question becomes one of practice versus theory. The FFA Alumni provides a formal mechanism for parental and adult involvement, yet many programs fail to utilize this useful tool.

In terms of academic competition, it requires very little imagination to see how the many competitive events sponsored through the FFA parallel the recommendation made by Bell. The key is to keep such activities current, competitive and educational. Here is another place where tradition and convenience often stand in the way of meaningful changes in agricultural programs. When was the last time serious consideration was given to the competitive FFA activities contested on the local or state level? Do present FFA activities reflect current practices and perk students' interest?

Agricultural education has prided itself on incorporating modern technology into the curriculum. Historically, this implied teaching agricultural mechanization and the associated skills using modern, up-to-date equipment. Bell makes the observation that education has been largely bypassed in the technological revolution. He goes on to suggest that schools need to provide, as a minimum, one computer for every three students. How many of the agricultural education programs in the country are equipped to meet such a criteria? What should be the suggested ratio of computer to student in an agricultural education program? The real question is, what does agricultural education want and need in terms of information technology. There is no question that information technology is changing the way people work and think as well as the solutions they offer.

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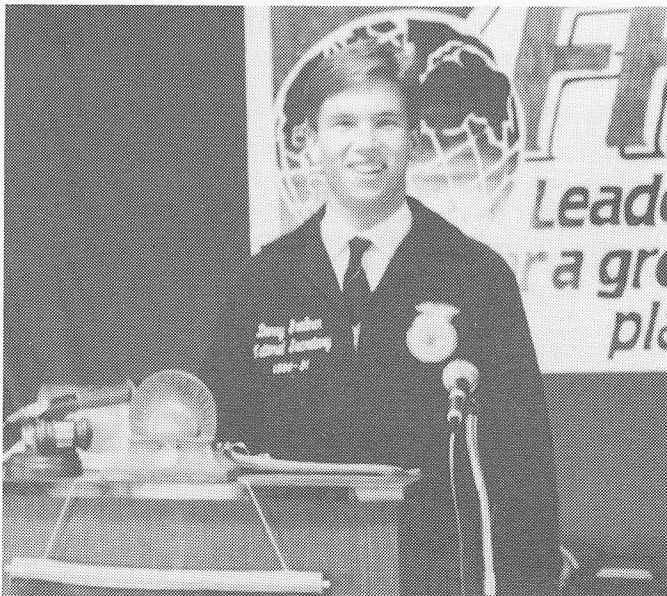
Time To Teach Leadership

The United States of America continues to be in need of individuals who can assist in leading our country. The FFA organization is nationally and internationally known as one of, if not the finest, youth organization which develops leaders for the world.

It is well known that in order to be considered a leader he/she must have followers. The FFA is the show-case of the secondary agricultural education program. It continues to attract followers and supporters of all ages, rank and position. Within the agricultural education profession it is widely recognized that the FFA is making a difference in the lives of young people and that today's FFA members will be the leaders of tomorrow.

With the development of the global market place the need for high quality leadership is more critical now than ever before. This author believes that in the near future the preparation of individuals to help lead the agricultural industry may be as important as the production of food and fiber. The U.S. Secretary of Education, Lamar Alexander, notes that with all the changes taking place in the agricultural community, leadership and innovation will be required by all involved in the agricultural endeavor (National FFA Foundation Report, 1990, p. 2).

The FFA organization, like a modern race car, must continuously be "fine-tuned" to make the greatest difference in its output. In the past few years the FFA organization has not only been "fine-tuned," but in some cases slightly "overhauled." The challenge of keeping an organization in touch with the needs of its members and the world is not an easy task. For these adjustments, the FFA has received accolades



National FFA Secretary, Danny Grellner, encourages West Virginia FFA members to do their part in providing "leadership for a growing planet." (Photo courtesy of Stacy A. Gartin, West Virginia University)



By STACY A. GARTIN, THEME EDITOR
(Dr. Gartin is Associate Professor, Agricultural Education, West Virginia University.)

from many within and outside the agricultural education family.

Clayton Yeutter, U.S. Secretary of Agriculture, stated, "The National FFA equips younger Americans with practical learning experiences, providing them with the knowledge to take advantage of career opportunities in agriculture . . . There is no better organization helping young Americans gain these qualities . . . They are the qualities which will keep American agriculture in its position of world leadership" (National FFA Foundation Report, 1990, p. 2). President George Bush said, "Since 1928, FFA leadership, career training programs and special awards have enabled many young people to pursue successful careers in all facets of agriculture, from production and marketing to research, forestry, horticulture and business. Your organization is helping to ensure that American agriculture continues to excel in the rapidly expanding global market place" (National FFA Foundation Report, 1990, p. 1).

Traditionally, students of agricultural education have acquired leadership traits by participating in contests, conventions, hands-on training and school and community service activities. It is believed that these activities motivate dues paying members and help them develop into leaders and productive citizens of society. This author would question whether this traditional approach to teaching leadership and developing leaders is satisfactory for the 1990s and the 21st century.

The agricultural education profession needs to realize that leadership is **both** a process and a property. As a process, "leadership is the use of noncoercive influence to direct and coordinate the activities of the members of an organized group toward accomplishment of some objectives" (Jago, 1982, p. 315). As a property, leadership is ascribed to an individual by members of the group when they perceive the individual to possess certain attributes (characteristics, knowledge and skills).

Training individuals to become leaders cannot be accomplished in the same manner as building a car in an automobile factory. Every one of our human models is different and requires an individualized (customized) package. Students need to be aware of personality types and leader-

(Continued on page 6)

HISTORICAL REVIEW

November, 1941, 1966

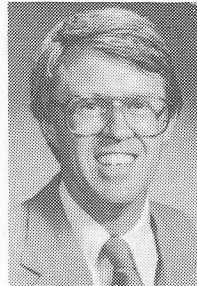
November 1941

The theme for the agricultural section of the American Vocational Association Convention was "Establishment of Young Men in Farming - An Agricultural Education Problem." The meeting was held in Boston, Massachusetts. Specific meeting topics included the Agricultural Education Situation, Agricultural Planning for Defense, the Agricultural Education Situation in Europe and its Implications, Vocational Agriculture's Responsibility in Defense, Have We Selected the Right Boys for the State Farmer Degree, Development Programs for Out of School Young Men on Farms, Farm Machinery Repair and Maintenance, and a meeting of the 10 year teacher trainers in Agricultural Education.

In an article by L.R. Humphreys (Teacher Education, Logan, Utah) the point was made that the teacher of agriculture is an important guidance worker. Humphreys noted that there was a great need for vocational guidance because of the present prospective war and its consequent defense training program. He further noted that as soon as the war is over there will be a reconstruction period that will also require a great deal of guidance. One of the concerns expressed was that 50% of the farm boys leave the farm and choose not to work it. Consequently, it is very important that the right boys remain on the farm.

Humphreys suggested that the best person to counsel young men in farm areas during the readjustment emergency, which would soon be upon us, is the teacher of agriculture. That teacher was the one most concerned with both the business of farming and the selection of young men for several fields of human endeavor. He expressed concern over the fact that some teachers of agriculture, supervisors, and teacher trainers push aside the responsibility of their guidance problem and attempt to put them on the shoulders of others. This was very unsatisfactory in the rural community. Clearly the teacher of agriculture was the logical person to be concerned with the program of vocational guidance. Humphreys noted that at Utah State's Agricultural College emphasis was placed on vocational guidance. Each senior in the college who planned to teach vocational agriculture was assigned to a freshman boy who had indicated an interest in teaching vocational agriculture. The senior cooperates with the teacher trainer in establishing a program of guidance. The seniors meet as a group with the freshmen as a group at various intervals during the academic year. They discuss such issues as registration, extra curricular activities, and other matters that help freshmen in orientation to college life.

J.D Matthews (Teacher, Luverne, Alabama) described a class sequence offered to adults on the topic of farm planning. He identified the topics of (1) low farm income, (2)



BY JOHN HILLISON

(Dr. Hillison is Professor and Program Area Leader, Agricultural Education, Virginia Polytechnic Institute and State University.)

food and feed needs for the farm, (3) poor soils, (4) terracing, (5) water disposals areas, (6) rotation systems, (7) pastures, (8) wood lots, (9) cover crops, and (10) new cash crops.

Matthews' report indicated that his group of 23 adult farmers had many accomplishments during the year by following this topical sequence. Several farm maps had been made by members, 50,000 kudzu crowns were set out on 80 acres, 17 farmers had improved a total of 175 acres of pasture, 200 acres of farm land had been terraced, and 20 farmers were able to establish their food and feed requirements and were planting according to such needs.

Other miscellaneous topics covered in the issue were the fact that delegates in attendance at the 13th annual convention of the Florida State Future Farmers of America voted to purchase \$1,000 of National Defense Savings Bonds. The North East Pennsylvania FFA Chapter reported cooperatively purchasing 10,000 baby chicks and miscellaneous supplies. Roy Olney (Cornell University) wrote a suggestion on how to build FFA officer stations. O.J. Seymour (District Supervisor, Arkansas) described a sharing experience for teachers in his district which included the sharing of blueprints and a circulating professional library. Irven Hagen (North Dakota Teacher) described how to make black and white slides at a minimal cost. R.E. Moody (State Teachers College, Platteville, Wisconsin) described how to create student interest in a college class by assuming practical problems that could exist in poultry husbandry.

November 1966

In an editorial Cayce Scarborough wrote about the importance of change in the agricultural education profession. He identified four obstacles to implementing the changes encouraged by the Vocational Education Act of 1963.

The first difficulty was the advisability of making the change. The second difficulty was the problem of discarding the old. "Seeking new structure for new programs is not always easy. A discouraging result of this is being exper-

perienced right now within the vocational family. For example, there is an AVA policy that prohibits the *AVA Journal* carrying an article on new programs in vocational agriculture involving sales and services without prior approval by someone from Distributive Education." The third difficulty is that it may or may not be an appropriate time. The fourth difficulty is that it frequently means the other fellow should change.

Glenn Stevens (Teacher Education, Pennsylvania State University) wrote about an ad hoc committee that established a classification for areas of instruction in agricultural education. He noted that from 1917 to 1964 vocational agriculture had meant what is now known as agriculture production.

The seven areas Stevens reported were (1) Agricultural production, (2) Agricultural supplies, (3) Agricultural mechanics (sales and service), (4) Agricultural products (processing and marketing), (5) Ornamental horticulture, (6) Forestry, and (7) Agricultural resources.

An article on "Special Classes for Students with Special

Needs" was written by G.L. Dowell (Vo-Ag Teacher, Cleveland, Mississippi). In the article he emphasized different approaches used to reach students who were having difficulty making satisfactory progress in school. The biggest approach was to add an agricultural mechanics class which permitted a more homogenous grouping of students, longer class periods in the shop, more applicably taught related subjects, more specialized shop equipment, skilled mechanics supervised by the teacher assisting with instruction, and supervised work experience in farm machinery firms. Dowell reported that the program assisted the special needs students and also helped the regular students because it meant smaller classes for them.

Other articles in the issue noted that R.W. Cline, Department Head at the University of Arizona, died on August 3, 1966. Ralph Bender (Ohio State University) wrote about the need for a student organization for agricultural technician students. James Albracht (Michigan State University) described the vocational competencies needed by feed salesmen.

Time To Teach Leadership

(Continued from page 4)

ship styles in order to better understand themselves and their peers.

When a student recognizes his/her own style, and the strengths and weaknesses of it, he/she can better appreciate the styles of others. Students who understand the importance of having different types of individuals in their organizations are the same individuals who help groups become more efficient, effective, and productive.

Yes, these human models not only have different exteriors and interiors, but they also have different "fuel" requirements. The "fuel" requirements which keep students actively participating come in the form of reinforcement and rewards. Students of agricultural education need to be aware that individuals with different personality types will require reinforcement or reward specifically tailored to meet their individual needs.

One of the greatest challenges is to motivate other people to be the best that they can be. This is not a simple task. Creating an environment in which people feel good about themselves and their contributions is still a major problem. The climate should foster innovation and creativity. The air should be filled with genuine enthusiasm for individual as well as group goals. The clarity of verbal and nonverbal messages, listening and feedback have a major impact on the entire communication process between and among members.

The time is now for teachers of agricultural education to "over-haul" the way they are training agricultural students to become leaders. Educating students to become leaders is similar to training teams for judging contests. Teachers

wouldn't expect students to be successful in agricultural and/or scholastic contests if they weren't properly prepared. Likewise, teachers can't expect students to become leaders if they haven't received the necessary prerequisites.

The changing world in which we live demands more knowledgeable individuals with better leadership skills. Teachers of agricultural education owe it to all their students to equip them with the best tools possible in order to be successful. This concept is vital if we subscribe to what Tom Hennesy, 1990 Chairman of the National FFA Foundation, believes, "Our product is a highly motivated, industrious young American who is self-confident, self-reliant, and self-respecting. Through FFA we are providing a cadre of bright and capable young people with good moral values and common sense. From them let our future leaders be chosen" (National FFA Foundation Report, 1990, p. 7).

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About the Cover

Mr. William West, agriculture teacher at Ripley High School, praises students for their hard work in preparing for the finals of the State Parliamentary Procedure Demonstration Contest and encourages them to go in relaxed and to do their best. (Photo courtesy of Stacy A. Gartin, West Virginia University)

Enhancing Leadership Skills Through Mentoring

We as a body of educators, teachers, administrators, state department officials and university professors have acknowledged that; "Over the years agricultural education has distinguished itself through unique and highly effective programs that instill confidence, initiative, responsible citizenship, leadership and real-world know-how in its members. In particular, our student organizations continue to evolve model programs and activities that deserve to be studied and perhaps emulated by all branches of education. Despite the excellent track record, we must expand and refine the 'whole person' concept to include all students, not just those who join student organizations." (National Summit on Agricultural Education, 1989, p. 4).

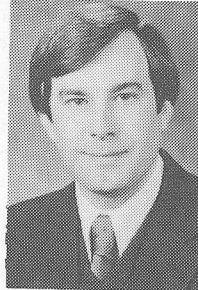
Goal 3 of The Strategic Plan for Agricultural Education states, "To amplify and expand the 'whole person' concept of education, including leadership, personal and interpersonal skills." (National Summit on Agricultural Education, 1989).

Calls for changes in the education system continually issue forth from various segments of society. Each outpouring of public concern challenges educators to address the needs of young people and to achieve school renewal. The current literature in school reform advocates an agenda of improvement efforts aimed at creating effective, caring schools that will provide active learning opportunities for students, develop learning communities, expand learning into the community, foster collegiality among staff members, and enable teachers to become directors of learning in the classrooms rather than lecturers (Anderson, Kinsley, Negroni, and Price, 1991).

As teachers we sometimes speak of "pushing" our students to "higher" stages of development. We want the best for



Leaders are needed in all fields of agriculture. (Photos by Stacy A. Gartin and WVU Communications).



BY JERRY L. PETERS

(Dr. Peters is Associate Professor, Agricultural Education, Purdue University.)

them; after all, and we need to know that we have made a difference in their lives, an important difference. Yet this seems a risky way to think about helping people. Not only does "push" have an unsavory whiff of coercion about it, but it probably isn't the way things actually happen anyway. To push a person to change is about as effective in the long run as trying to push a chain uphill. People best develop under their own power. As teachers, we have a lot to say about the conditions under which our students may find that power, but we must remember that the power itself is theirs (Daloz, 1986, p. 187).

It's no mystery that the teachers most involved with their students are those who feel personally responsible and empowered to tackle new teaching/learning strategies. These teachers derive enormous satisfaction from seeing their students become more motivated and eager to learn. As agricultural educators we have the opportunity to expand and improve leadership development, to help many more young people learn important skills, and to help them realize that they have the power to make changes.

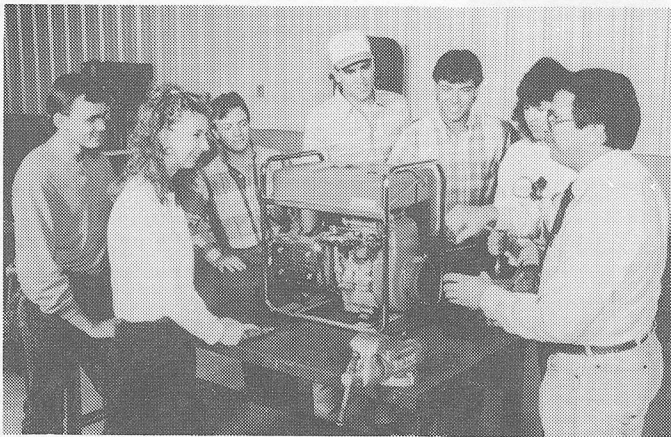
As promoters of life-long learning, we have the opportunity and the responsibility to empower young people and to assist in their process of development. One very successful approach for teachers to consider in helping their students develop and acquire new skills is through the use of a mentoring program where older agricultural education students/FFA members, acting as mentors, will provide guidance and support to younger agricultural education students/FFA members as proteges.

Mentoring has a long history of success, beginning with Odysseus' decision to entrust the education and development of his son to a wise and learned man named Mentor some 3,500 years ago, and continuing to its present application in education and industry. By Webster's definition, a mentor is a trusted counselor or guide. Others have defined a mentor as a caring friend, a trusted colleague, an advocate, someone who believes in you, a knowledgeable person, a more experienced colleague and someone admired.

Anderson and Shannon (1988) conclude from *The Odyssey* that modeling a standard and style of behavior is a central quality of mentoring and that mentoring is an intentional, nurturing, insightful, supportive, and protective process.

Mentoring is fundamentally a process of nurturing where the mentor serves as a role model to the protege. From studying the literature on mentoring it appears that mentoring serves a variety of basic functions such as, teaching, sponsoring, encouraging, counseling, and befriending. The mentor may also serve as coach, developer of talent, opener of doors and successful leader. It should also be noted that mentoring must also involve an ongoing, caring relationship.

Mentoring is more likely to take place if a format is established in which the mentor and the protege negotiate the kinds of things to be learned and they have the freedom to renegotiate as time passes.

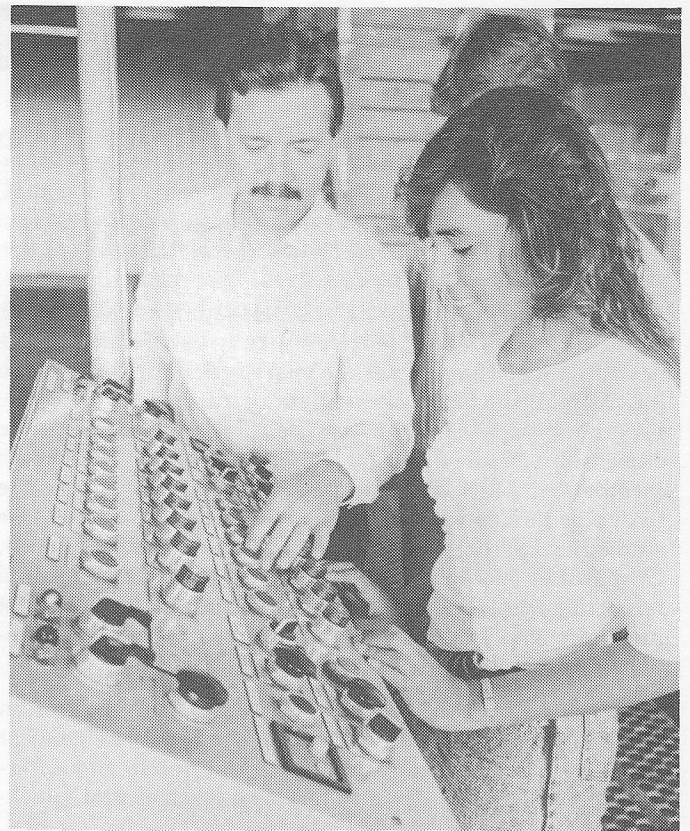


High school agriculture needs to be enjoyable as well as educational. (Photo courtesy of National FFA Center)

When teachers enhance the leadership skills of their students by integrating mentorship activities into their academic programs, students learn to communicate, to solve problems, to think critically, and to exercise other higher-order skills. They learn these things because they are actively involved in activities that are not a metamorphosis, not a simulation, not a vicarious experience mediated by print, sound, or machine, but actual social and service projects that have meaning to all involved.

Combining classroom work with small group leadership activities means learning by doing and giving of themselves. It's the giving that answers the "why" questions students so often raise about school and learning.

Previously learned interpersonal leadership skills such as active listening, questioning, problem solving, and decision making are clearly the elements mentors will depend upon. While conferring with proteges they need the ability to be patient and willing to listen to the concerns that may upset proteges. In addition, there are times of joy when mentors get to see and hear about the successes that make younger students/FFA members want to become more involved in classroom activities or the organization. As mentors become acquainted with the proteges, they will be able to determine



The learning by doing concept has been the key to producing high quality products. (Photo courtesy of National FFA Center)

appropriate times to ask questions, give advice, or withhold their comments to another time. Having the responsibility of being able to tackle problems and make decisions will present a crucial dimension for mentors to enlighten new students/members with suggestions or recommendations.

The key to successful mentoring is the mentor-protege relationship, which can be represented by a four phase model. In Phase I the leadership role of the mentor will be to work with the protege in a telling mode. They will be sharing information, explaining how things are to be done, and giving directions regarding the steps and procedures to follow. In Phase II the mentor becomes involved in coaching. This phase requires an increase in supportive encouragement from the mentor. The role of mentor also becomes a selling role - convincing the protege as to why things are done a certain way. Phase III is known as the facilitating stage. This stage is highly participatory and the relationship is a balanced sharing of ideas and mutual problem-solving. It is also the phase of mentoring in which risk taking and creativity are encouraged. Phase IV is empowerment. In this stage the protege becomes autonomous, self-directing and the decision-maker. The mentor in this final stage must trust completely in the abilities of the protege and be willing to let go. The process of this model varies greatly with each mentor/protege combination. Some people stay in one phase longer than in another. There are no time fixes as to how rapidly one should or should not progress.

Mentors who are trained to use this model will be better

able to provide important leadership, role-modeling, instruction, demonstration, motivation, supervision, counseling, and indirect mentoring.

A typical starting point for explaining the role of the older student/FFA mentor is to describe the mentor as someone to whom the younger student/FFA member can go to for help or to have questions answered. It is helpful if the mentor is serving on the same Chapter Program of Activity Committee so they have ready access to each other. It is also beneficial if the two are involved in similar SAEP projects as well as other chapter activities. When this is the case, the younger student/FFA member can ask specific questions of the mentor, such as how to fill our SAEP records, award application forms, or receive encouragement to participate. When a particular older student/FFA member is assigned to be the mentor, the younger student/FFA member generally feels more comfortable to ask questions or to ask for help. In addition the mentor should provide assistance and should not be dominant or controlling.

Mentoring should be viewed as helping, not as substituting for the protege. Mentoring should never involve doing something for someone that the individual can benefit most by doing it for him/herself.

No matter how hard the agriculture teacher may try to establish a mentoring program in the classroom or FFA chapter it should be noted that this type of activity cannot be mandated. Students must be willing to help and work together. Mentors must be willing to serve and proteges must be willing to listen, receive help, and accept the relationship. This relationship may also be limited based upon the availability of resources and time.

The primary purpose of this article was to suggest in concrete and practical ways, based on current developmental theory, how teachers can work more effectively to improve the quality of the leadership experience students receive. When we recognize the aim of education to be the development of the whole person rather than knowledge acquisition, then we will be able to take the central element of providing assistance or caring for one another past the stage of transferring of knowledge.



Mentoring programs designed to have older members work, share and care for younger members will provide major dividends. (Photo courtesy of WVU Communications)

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Pitfalls in Leadership Education

Leadership development is a very complex process. As a beginning high school agriculture educator, I thought that leadership development was public speaking and parliamentary procedure. Now, years later, I realize that I had a limited view of what it takes to be a leader. Parliamentary procedure and public speaking have some value in leadership development, but it is questionable to call such "training" leadership development.

Many agriculture educators across the country have developed a more comprehensive curriculum approach to leadership development. One of the curriculum areas in leadership that needs more attention is leadership style.

Leadership style has been studied for many years and is considered to be important as content for leadership courses. One simple approach to leadership style education is to approach it from the traditional way of considering styles as autocratic, democratic or laissez-faire.

The laissez-faire style is probably least familiar. Leaders who use this style may be characterized as providing little supervision to followers. They permit a high degree of freedom in decision making and prefer not to be the "boss." The styles of autocratic, democratic and laissez-faire are all appropriate styles to use, given differing situations. Each of these styles can be examined to determine advantages and disadvantages of each, with an outcome of helping students to choose a style that is most effective in a particular situation and fits their personal style and beliefs.

As each of us examines our leadership "training" programs, we can't help but notice that some of our strategies have worked for some students, but many or most students did not change. The possible answer to this problem is that we may not have been taking into consideration the



Reciting the FFA Creed by Greenhands gives them one of their first experiences of talking in front of an audience. (Photo courtesy of Stacy A. Gartin, West Virginia University)



BY LEVERNE BARRETT

(Dr. Barrett is Professor, Agricultural Education and Center for Leadership Development, University of Nebraska, Lincoln.)

possibility that a student's personality style may be in conflict with our attempts to improve leadership. In other words, the very model of leadership training being used may be working well with some students because it fits their personality style, and with others it conflicts with their personality style.

One way to solve this problem of mismatch between personality style and leadership training methods is to examine the nature of leadership style as it is rooted in personality type. Researchers like Kiersey and Bates (1978), Barr and Barr (1989), and RoBards (1986), have developed profiles of leadership styles that are grounded in the way we behave (personality type). As you examine the following four styles, try to determine your own leadership style that will help you understand style differences.

The Legalist

Legalist leaders are the stabilizers, maintainers and organization persons. They can be counted upon to be fair, reliable and patient with tradition. Legalists are not hesitant to set up rules, procedures, directives, and time tables and then expect that others will follow them to the letter.

Legalists are highly sensitive to mistakes and as to what they judge as deficient skill, motivation and productivity. They may find that they criticize others a lot.

Legalists are a bit resistant to change because they are such detailed persons. They know how complex even a small change can be. If a legalist institutes a change, they expect their followers to follow through as the legalist themselves would. After all, you're the boss and that's their job!

The Realist

Realists are most comfortable in situations which allow them to exercise their skills as here-and-now leaders: negotiating, trouble-shooting, risk taking, managing crises and making changes. They are sometimes at their best when things are at their worst!

Realists have a laid-back style. They like to think of themselves as flexible, open and easy to get along with. They tend not to judge others. They accept the fact that occasional failure occurs.

The Analyst

The analyst leadership style tends to be idea centered. They are at their best when in a situation that allows them freedom to create, devise, design, plan, and analyze. Analysts are capable, innovative leaders who enjoy being regarded as multi-talented. Most enjoy acquiring new knowledge and learning new skills.

Analysts have difficulty understanding how anyone can tolerate a repetitive job. Thus, they tend to revamp and revise jobs on a continuing basis. They may be insulted if given what they regard as too many rules and too much direction. Analysts tend to be driven by work itself, by the goal of understanding and creating, rather than by the institution or the person who signs the paycheck.



Agriculture students obtain some leadership skills by learning how to conduct a meeting with proper use of parliamentary procedure. (Photo courtesy of Stacy A. Gartin, West Virginia University)

The Empathist

Empathists are follow centered, and it is important to them that others interpret their work as serving some basic human need. Their style is best characterized as a catalyst. Empathists communicate enthusiasm and support as a routine matter in their everyday interactions.

Being dealt with personally is essential for empathists. Lack of appreciation for their unique qualities is discouraging, and criticism is difficult to take at anything other than a personal level. Sometimes the slightest hint of structure may be a bit unnerving to their individualism.

Summary

Which style did you identify for yourself? Most agricultural educators at the high school teacher level chose the legalist style with the realist style coming as a distant second (Barrett, Horner 1989). No matter which style you chose, there is no right or wrong style. Barret (1989) found that vocational high school students were identified as having a near 50/50 split between the legalist and realist leadership styles, with the analyst and empathist styles a distant 3rd and 4th.

Each style has its own strengths and weaknesses. If a student is to learn how to be a better leader, they need to be able to identify the leadership style more compatible with

their personality type. This identification will enable the students to recognize their strengths and weaknesses. As a result, strengths can be used more effectively and weaknesses diminished.

The implications of style for teachers of leadership are several. First, if a student is going to become a leader, then a thorough study of their preference style is the place to begin. Contained within a leadership style preference is a persons' belief and attitudes as to how one should lead. Self understanding of these tendencies will help reduce problems in leading others who do not share the same preferred style.

Second, teachers of leadership should be guided by the fact that not all students share the same preference for leadership, therefore, they may react differently to leadership development strategies. As an example, the realist style student would respond favorably to competition, while the empathist would find it less appealing.

Warren Bennis (1989), one of the most respected authors on the subject of leadership, suggests in his latest book *On Becoming A Leader*, that leadership education is a very complex task, and it takes years of experience and education to achieve success.

High school agriculture teachers and their students are at the beginning of the lifelong process of leadership development. Helping students develop confidence and an understanding of their strengths and weaknesses as leaders will go a long way in achieving the aim of leadership development.



FFA members learn decision making skills and communication skills by participating in judging contest. (Photo courtesy of WVU Communications)

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Good Teachers Make A Difference In Leadership

As teachers of agricultural education, you no doubt see all kinds of leadership styles and God only knows the potential you see in each little shining face as they struggle into your classroom on the first day of school. Some of the students stay for the duration and are truly dedicated to the cause and others, it may seem, are just there. But from a student's perspective, the impact of the teacher's personal influence, combined with the FFA leadership opportunities, is tremendously far-reaching. Students' lives are changed every day because of the effort put into teaching, be it ever so subtly or dramatically. There may be students who come and go in classes without ever so much as dropping a clue that they've learned a thing. But then again, you can't know what they've hidden away in their memories!

In my four short years of high school and four even shorter years as an FFA member and devoted agricultural student, I witnessed many incredible changes take place in my peers as well as myself.

Now unlike many high school students, agriculture students are nonconformists of sorts. FFA tends to bring out and helps develop our own styles, and many of us wear our own kind of hat, if we choose to wear one at all. The fact remains, though, that the influence of our advisors (who



Positive attitudes are contagious in getting students to reach their potential. (Photo courtesy of National FFA Center)

BY RACHEL THOENE

(Ms. Thoene is a student in agricultural education, California Polytechnic State University, San Luis Obispo.)

wear several different hats, sometimes all at the same time), and the impact of the FFA affect students in different ways.

Take, for example, my friend Brian Wilson. Brian was as cowboy as cowboys get and he had his own train of thought that was usually always stoked full of coal. He always had his engine going. It didn't take much for an innocent bystander to set Brian off and experience the full force of his steam. That was just Mr. Wilson. (That's what we often called him because he commanded that kind of respect.)

Our advisor, Christine Dickson, saw such energy as a powerful leadership style. By presenting ideas to Brian and making him believe that they were his own, she could get him to do just about anything for her. By the time Brian was a senior, he had shown several lambs at the county fair, had his own wood-cutting business, worked full-time as a welder's helper and broke horses on the weekend. He had dreams of going to Oregon to become a full-time cowboy, plans to go to Australia as an agricultural exchange student, and he had started making plans to continue his education to become an agriculture teacher. Brian was able to use his leadership skills to get jobs that interested him as well as help others around him believe that they, too, had potential to become as great as he was. (Brian was a very confident young man.)

Totally different from Brian was my friend, Jeff Miles. When I first met Jeff, he was a little on the shy side and just wasn't any too sure of himself or his capabilities. Well, that didn't last very long. He signed up for the Parliamentary Procedure team, and we learned very quickly that he was very persuasive. With his smiles and his mellifluous voice, he could have sold Abraham Lincoln a Lincoln penny — and made a profit doing it! Jeff held several offices in the FFA, ranging from chapter treasurer to sectional and regional sentinel.

Jeff left high school a few weeks before graduation for reasons unknown. But he's now in active duty with the U.S. Air Force and has returned on several occasions to show his appreciation to our advisor. I have no doubt that Jeff will go far in the military. He receives instruction well and is a quiet leader.

Now, to the best of my knowledge, there are exactly two kinds of leaders — those who lead by leading and those who lead by being led. My friend, Sharon Stephenson, likes to be led and she has such a magnetic personality that she takes

(Continued on page 18)

Principles of Leadership — Improving The Educational Processes For Handicapped Learners

The teacher of secondary agriculture is in a professional role that is more challenging today than ever before. The truth is, the role of the secondary agriculture teacher will be even more challenging in the future. The demands for higher quality and performance of all students, but particularly the handicapped populations, are becoming much more apparent. In the face of such an overwhelming challenge, your role as the agricultural teacher is critical.

To be successful, now and in the future, recognize that the challenges you face are more complex and add a whole new dimension to your leadership role. The supervision skills you may have learned along the way are still relevant and important. Today's challenges with this diverse population increase the need for expanded leadership skills. You must see beyond the "traditional" role of agriculture teacher, organizer, technical expert, and FFA advisor. Become the change agent, who takes initiative and set the example in a much broader sphere of the teaching and learning processes. Teachers must develop leadership within all students which include the handicapped learner.

To accomplish this, practice these 5 Basic Leadership Principles:

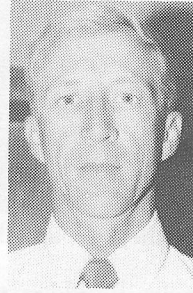
Principle 1

Focus on the issue or behavior, not on the disability of the student.

Why: Part of your job is to let students know when their cognitive or psychomotor skills need improving, when a particular task is not being done correctly, or when a student(s) is preventing others from getting their work done. Often-



Teachers need to provide students with feedback on their cognitive, affective and psychomotor development. (Photo courtesy of Stacy A. Gartin, West Virginia University)



By C. FREDERICK DILL AND MARILYNNE R. SNOOK

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(Dr. Snook is County Extension Agent, Leadership Development, The Ohio State University, Harrison Co.)

times the presence of a disability over-shadows the student's potential. Most students with disabilities can accept questioning and even criticism about their work, as long as they don't feel personally attacked because of their disability. If the disabled student feels attacked, they most likely will fight back or run for cover. The focus becomes that of defending themselves, not of rectifying the problem. It is crucial that teachers focus on the issue or behavior not on the person's disability. This way the student is less likely to react emotionally and more likely to listen to what you are teaching, thus responding more constructively. Recognition and praise are the greatest teaching tools for work well done. Recognition and praise can be empty flattery or manipulation if teachers don't focus on the situation at hand. When linked to appropriate behaviors, your positive recognition will contribute to better performance.

How: Describe factually what you have observed. Be specific and avoid generalizations. This approach works best with positive or appropriate situations or behaviors as well as with difficult or negative ones.

INAPPROPRIATE
(personal judgement)

"You're lazy."

APPROPRIATE
(situational focus)

"There's a problem. One of the requirements for passing this class is completing all written assignments. Right now you have only turned in sixty percent of your work. What can I do to assist you?"

"You're good at this."

"The quality of your record keeping is the best I've ever seen. Keep up the good work."

"You people are too slow."

"According to Mr. Black, President of the Nursery Association, 30 plants per hour is an excellent production rate for potting. We need to increase our speed."

Stay focused. Be specific. Don't water down your concern. The handicapped student deserves a fair chance to learn from you.

Principle 2

Building and maintaining self confidence and self-esteem.

Why: Many handicapped students will come to you with poor self-esteem and lack of self confidence. Your reaction is factually and emotionally important to them. All students, but particularly the handicapped student, need to feel that you value and respect them for what they are, and the potential they may possess.

When the handicapped student is treated as if they don't matter, they can't do, or can't contribute, they lose interest in trying to do a good job or in cooperating. Building and maintaining the self confidence and self-esteem of handicapped students is critical to their success in your program, but most important their place in society.

How: Let the handicapped student know how their contributions are valued in the classroom. Show your confidence by letting them know you believe in their individual abilities. Be willing to let the handicapped student try. Look for ways to recognize the student's abilities, those things done well or most important the potential for doing a task successfully. **DON'T MISS A CHANCE TO PRAISE OR RECOGNIZE A JOB WELL DONE.**

INAPPROPRIATE

"I'm not sure you can handle this assignment, but let's give it a try anyway."

"I thought it might be too hard for you. Don't worry about it."

(Saying Nothing)

APPROPRIATE

"I know you can do this. I'll work with you to master it."

"Mike, your performance is very important. What ideas do you have to eliminate the problem and improve your performance?"

"I'm really proud of your improved effort. What did you do?"

Principle 3

Building and maintaining constructive relationships with the handicapped student.

Why: It is challenging enough to productively teach handicapped students without the addition of a strained relationship. A poor relationship can only make for difficulty and stress. A healthy relationship can reduce stress, build a trusting relationship which ensures you as the teacher that you are reaching all your students, thus a job well done.

How: Build and maintain constructive relationships. Treat the handicapped student as you would want to be treated.

Don't pity or look at the condition the student may have as a stumbling block. Build upon their strengths as individuals. Don't let small frustrations build into large conflicts. Be consistent and persistent in your efforts.

INAPPROPRIATE

"Just ignore the other students."

"Go to the Extension office or check the library for the information."

"If you need help stay after school and I'll help you."

APPROPRIATE

"I'm really proud of the way you handle the situation with the other students."

"Here's the address and phone number for the Extension office. Ask them about what you're doing and need. It may also help to check the National Livestock Journal. It's in the library."

"I know how important this judging contest is to you. I will help you all I can, I promise."



Teachers motivate students with genuine concern for learning and success. (Photo courtesy of National FFA Center)

Principle 4

Take the initiative to make things better.

Why: Coming up with innovative ways to teach and to get all students involved is at the core of your job. Often times, the needs of the handicapped student takes a little more initiative on your part. Initiative on your part may mean recognizing potential problems, strengths and weaknesses of the handicapped individual and continually looking for ways to improve all aspects of the teaching and learning process. It could be a new way to enhance a student's understanding, a new way to improve efficiency, or a unique way to recognize and reinforce a handicapped student's performance. Recognize that almost anything you do to make things better for the student (the teaching environment, or the efficiency of your time) can enhance the teaching and learning process.

How: As you teach, be aware of ways to improve or modify curriculum content presentation, evaluation of materials, coordination of curriculum materials and the way

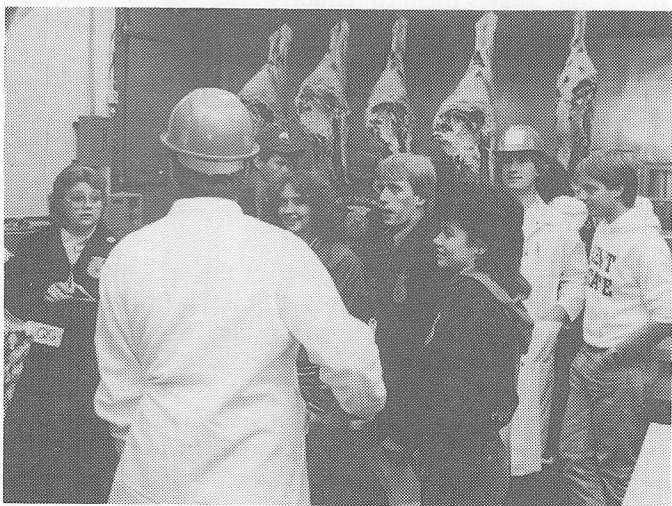
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Agricultural Education and FFA — Leadership For Whom?

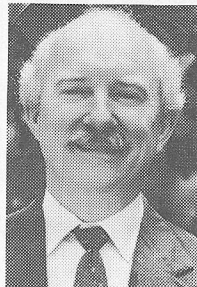
"To practice brotherhood, honor agricultural opportunities and responsibilities and develop those qualities of leadership which an FFA member should possess."

Teachers of agricultural education have heard these familiar words many times. While only changed once in the FFA's history, this unison response of the "Why?" of FFA, still nurtures the basic rationale for FFA at all levels. Have the audience and the issues changed from the times of Newman, Sanders, McGill and Groseclose to contemporary agricultural education? Will teachers of agricultural education be addressing issues to a public about which our founding fathers never dreamed? In its evolution has the FFA continued to change to meet the social and economic changes affecting our society? Will FFA become more proactive in generating the activities to provide leadership to a changing population? What will be the "agricultural opportunities and responsibilities" and who will be the proper audience for the leadership needed to be exerted by the future members of the National FFA Organization?

FFA members and agricultural educational professionals are to be congratulated on a change in the pendulum of decreasing membership in 1990-91. Through a variety of efforts ranging from National FFA Organizational prioritization and involvement to state changes in curricular offerings on both semester and yearly basis, FFA membership has increased for the first time in the last decade. Thirty-two states showed a membership increase with major increases reported in California, Oklahoma, Iowa, Illinois, Wisconsin, Kentucky, and Florida. Rather than breathing a sigh of relief, we must collectively keep the pendulum swinging in the current direction.



As agricultural education changes, have our leadership activities related to change kept pace? (Photo courtesy of National FFA Center)



BY DAVID M. COFFEY

(Dr. Coffey is Associate Professor, Agricultural Agribusiness Education, Western Kentucky University.)

As agricultural educators, our mission of providing leadership in agriculture is the most challenging in our history. To assess this challenge, we must accept the following facts:

1. A population with a small percentage of its food dollar keeping its stomachs full perceives itself as having little reason to be aware of state, national and international agricultural issues and policies and their effects on the food supply and consumer pocketbooks.
2. A population in which the vast majority is at least one generation removed from farming and to whom rural life can only generate nostalgic feelings rather than any comprehensive and understanding of the issues affecting the agricultural industry.
3. A population in which the vast majority associate agriculture only with farming and comprehend little of the contemporary agricultural industry.
4. A population in which the majority is greatly influenced by newspaper, radio, television, and advocacy groups, and which usually relies on trendy articles and topics to determine their attitudes toward a product or issue.
5. A population which is largely agriculturally illiterate but through the democratic system controls and determines policy regarding agricultural issues.
6. The agricultural industry and agricultural education have, in many cases, been *reactive* to social concerns and issues directly relating to survival. Sometimes underfinanced compared to opposition groups, responses have been targeted to rural farm and non-farm audiences rather than the majority of the population, the suburban and urban consumers.
7. Agricultural education programs have been available primarily to rural non-farm and farm students. While urban programs in Chicago and Philadelphia set standards of excellence for models in any location, agricultural education still serves a primarily rural, non-farm audience.
8. FFA activities traditionally have addressed the "doing" rather than the "why" of production agriculture. Com-

paratively little change has resulted in FFA on a National level outside of production agriculture activities.

Table 1
PARTICIPATION IN SELECTED FFA ACTIVITIES
BY CHAPTER NUMBERS, 1990*

| Contest | Total Chapters | States in National |
|--------------------------|----------------|--------------------|
| Agricultural Mechanics | 2,566 | 45 |
| Dairy Judging | 3,534 | 45 |
| Dairy Foods | 1,478 | 33 |
| Farm Business Management | 1,395 | 42 |
| Floriculture Judging | 1,096 | 40 |
| Forestry Judging | 1,698 | 29 |
| Livestock Judging | 4,593 | 47 |
| Meats Judging | 1,543 | 39 |
| Nursery/Landscape | 936 | 41 |
| Poultry Judging | 1,478 | 35 |
| Public Speaking | 3,679 | 50 |
| Extemporaneous Speaking | 2,746 | 50 |
| Parliamentary Procedure | 3,167 | # |
| Natural Resources | 845 | # |
| Horse Judging | 934 | # |
| Agribusiness Skills | 656 | # |

#indicates no national contest held.

*Data supplied by Contest and Awards Area, National FFA Center.
Ms. Carol Duvall, Program Coordinator. June 25, 1991.

Table 1 reveals the number of chapters throughout the nation in 1990 who participated in traditional production agriculture contests. It is ironic to note that our profession trained more Livestock Judging Teams than we trained teams in Parliamentary Procedure and individuals in Public Speaking or Extemporaneous Public Speaking.

- Only about 75-80 percent of agricultural education students choose to become FFA members. If FFA is an integral part of instruction in agricultural education, why do some instructors not seek an FFA chapter of 100 percent FFA membership? Furthermore, why do many students (and instructors) see no advantages of membership?



One of the challenges in agricultural education is to keep clientele updated on current issues related to agriculture. (Photo courtesy of National FFA Center)

Leadership Needed Regarding Agricultural Issues

After defining the target audience to begin to respond to the leadership challenges, we must first understand the issues (or agricultural opportunities) relating to agricultural education. Leaders in agricultural education at all levels: students, teachers, teacher educators, state supervisors to National leaders must be aware and comprehend the implications of five major issues pertinent to all agricultural professionals. These factors are listed in Table II and are briefly addressed below:

Table II
ISSUES PERTINENT
TO ALL AGRICULTURAL PROFESSIONALS

Weakening Competitiveness of Rural Areas
 Changing Population Make-up
 Perception of Agriculturists as Stewards versus Scavengers of the Environment
 Challenge of Scientific Fact versus Emotion.
 Increasing Illiteracy Concerning Agricultural Issues Among ALL Populations
 International Trade and Production
 Rural Poverty
 Animal Welfare
 Food Safety
 Water Quality
 Environment
 Land Use and Land Management
 Biotechnology

Weakening competitiveness of rural areas. The general rural revival in the 1970's with attendant rapid rural job and population growth, stagnated in the 1980's and 1990's. Rural poverty is an issue that cannot be ignored by agricultural leaders. In an era of cost effectiveness, have we allowed segments of our society to enjoy the fruits of technology while ignoring others, many of whom are related to the agricultural industry?

Rural farm and non-farm people deserve a standard of living that allows them to remain in their areas. If we cannot keep young people interested in remaining in their communities — with their vigor, enthusiasm and energy — these communities will disappear. The social consequences for those left behind will be even more profound.

Changing Populations Make-up. A population which is rapidly changing in its racial and ethnic make-up indicates our traditional market base will change dramatically. Demographic statistics indicate that by the year 2030 Caucasians, who in 1990 make up 78% of the U.S. population, will be a minority in the United States with 45% of the population. Hispanics will constitute 24% of the total population, followed by African-American with 15% and Asian-Americans with 12%. Agricultural education research has been minimal in studying why individuals in these minority groups presently choose careers in areas other than agriculture. FFA members in the 1990's will be in prime leadership positions by 2030. How will they cope with being a minority? If agricultural education is to survive, it must begin to address the issues relating to involvement of

African-Americans, Hispanics, Native-Americans and other groups in its services offered.

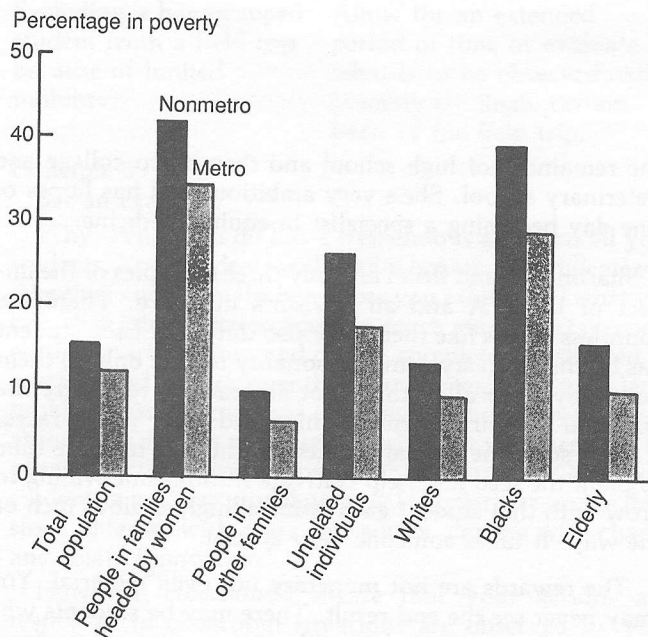
Perception of Agriculturists as Stewards vs. Scavengers of the Environment. History, literature, the arts and the agricultural curriculum have led many to perceive agriculturists and farmers, in particular, as stewards of the soil and as professionals in agriculture. Unfortunately, the issues discussed below have allowed many persons and groups to challenge that perception.

Challenge of Scientific Fact versus Emotion. Agricultural leaders must know how to take issues from an emotional level to an intellectual level. Agriculture is a science based on careful experimentation to gain scientific facts. The role of scientists is to utilize these facts in making decisions and to encourage consumer confidence based upon fact rather than emotion. By teaching students that simple role, they can use their skills to better understand and inform an ignorant public.

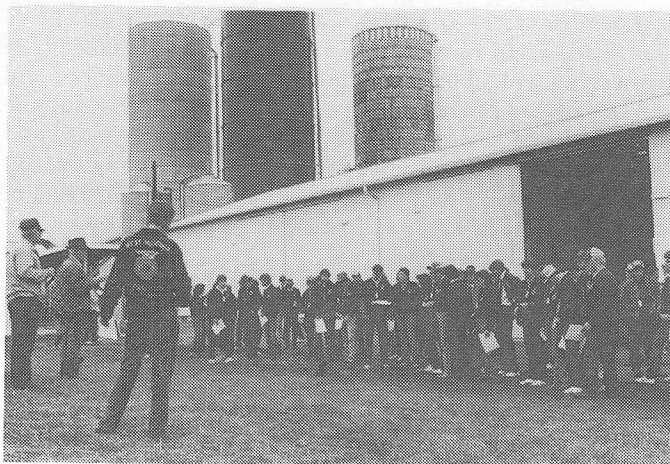
Decreasing Illiteracy Concerning Agricultural Issues among All Populations. Unfortunately, urban consumers are not the only groups who are "illiterate" in agriculture. Some members of our agricultural education family profess ignorance concerning some of the very issues which we must address in a logical, non-emotional way. These issues are summarized below in Table III.

Poverty Is a Major Leadership Issue for Agricultural Education and FFA

1989 poverty rates highest in nonmetro areas



Source: USDA, ERS. *Rural Conditions and Trends*, Vol 2., No. 1, Spring 1991.



FFA members learn about leadership roles and responsibilities by visiting with community leaders. (Photo courtesy of Stacy A. Gartin, West Virginia University)

Since we have become so globalized particularly in the 1980's, is it any wonder that a teacher who graduated before the 1980's would be poorly informed on issues concerning GATT, CAP, and other *international trade and production policies*? Are we aware that some nations produce just as much per acre as the United States and sell an even higher quality product at a lower price to other countries? Many people have been led to believe that producers in the United States are the only providers of food for the world's hungry. If you believe that, you would be surprised to learn that there is also a major problem of over-production of feedstuffs in some parts of the world as well as the problem of under-production in other nations.

Persistent rural poverty in our country is an issue that plagues development and is increasing in embarrassingly great percentages. Low population density, small-scale market economies and a small percentage of voting population combine to limit the ability of rural programs to encourage population retention. Are agricultural professionals willing to allow the 3.8 million rural people living below the poverty level to increase in number? Why is non-metro family income three-fourths of that of metro areas? Are we willing to sacrifice traditional rural values of honesty, hard work, patriotism, religion, and family by not addressing these issues and by not helping to train future leaders?

Animal welfare is an issue that is becoming more prominent throughout the world. Well-financed and well-intended organizations such as PETA and ALF have moved the animal welfare issue from the medicine and cosmetology industries to agriculture. If you do not know their *modus operandi* and issues, how can you train leaders to defend or discuss animal welfare?

Closely related are the issues of *food safety, environment and water quality*. Associated with these is the phrase "excessive use of chemicals." To most agriculturists, chemicals used in agriculture provide a major relief from risks and increase income. Many illiterate consumers have no reason to appreciate the scientific research and work that went into making their food not only nutritious but palatable to the stomach and eye. Agriculturists as well as all other human beings desire a safe supply of drinking water.

Land-use issues and land management affront us every day. Urban and rural leaders must address the challenge of preserving valuable land and encouraging builders and developers to perpetuate their industries on less-suitable land. William Jennings Bryant said, "Burn your cities and leave your farms, and your cities will spring up again; but destroy our farms and the grass will grow in the streets of every city in the country." Are the words of Bryant applicable in the 21st century?

Until *biotechnology* is understood by the majority of consumers, issues relating to genetic engineering including BST and plant and animal research will become major points of attack for advocacy groups. Research regarding agriculture is the cutting edge of biotechnology. Leaders must be trained to address the phenomenal potential for change on all members of our society.

Responding to the Issues

The agricultural education profession, particularly with the involvement of The Council and the FFA, is becoming more proactive in addressing issues related to future leadership in the agricultural industry. Initiatives have begun on a national level concerning The Strategic Plan, mentoring of disadvantaged groups, developing an FFA Agricultural Issues Forum and developing curriculum materials and in-service activities regarding these and other issues. However, to adequately address these issues, teachers of agricultural education must prioritize leadership training beginning first with acquainting or reacquainting themselves with a changing agriculture. After better understanding these changes, leaders will be developed.

Leadership skills required will be much more than giving reasons for or speaking to a local Rotarian or Lions Club, or commodity organization or local school assembly. While

the basic elements of logic, speaking, and fairness are the elements of all advocacy groups, FFA members must be able to discuss issues more than placings on a class of steers or chrysanthemums. They must be well versed on the broader issues relating to a population largely ignorant of agriculture. Leaders trained in your classrooms must understand issues and the perceptions of others before they can logically defend and discuss their positions. Agricultural students will help provide the leadership for the agricultural industry as future producers, business persons, family members, professionals, and workers. Since many agricultural students will assume employment in urban locations, the agricultural education professional must address major issues related to agricultural-urban misunderstandings on local and global levels.

FFA leadership development must extend beyond the local community. FFA members will become more involved in issues related to an illiterate and, sometimes, insensitive consumer public. Members of the agricultural education profession at all levels must continually keep abreast of social and economic changes on local, state, national and international levels to facilitate understanding of issues and hence better assist in developing leaders of tomorrow. Only after teachers, teacher educators, state supervisors, and other leaders in the agricultural education profession accept the task of reprioritizing agricultural perspectives, students will become literate in agricultural issues. The results will provide the background necessary to honor agricultural opportunities and responsibilities and develop those qualities future leaders must possess.

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Rural poverty issues. (1991, June). *REVITALIZING RURAL AMERICA*, p. 1.

Good Teachers Make A Difference In Leadership

(Continued from page 18)

others with her. Sharon is currently our chapter president. She didn't get there by chance. The other students just love her. She's not too demanding and she has a real heart for people. She has a 4.0 GPA and competes in all the FFA leadership contests that appear on the calendar. Our advisor has only to say, "Sharon, I need . . ." and Sharon says, "Okay, you got it. Just tell me when and where."

Sharon really believes that anything can be accomplished if you set your mind to it. I'll never forget the dream we had to get a crew cab, dual pick-up truck for the agriculture department. With the help of Brian Wilson and his stern professionalism and Sharon's perseverance, our agricultural department now has its very own truck. (Much to the surprise of all the other adults who told us it couldn't be done.) A little bit of faith and a lot of elbow grease go a long way toward getting things accomplished. Sharon is living proof of that and I really believe that she will make it through

the remainder of high school and then on to college and veterinary school. She's very ambitious and has hopes of one day becoming a specialist in equine medicine.

Sharon, Jeff and Brian are only three examples of the impact of the FFA and an advisor's influence. There are countless others like them, but also different. Each student has his/her own style and personality unique only to them but enjoyed by all. I think not all teachers recognize the potential in their students' shining and eager young faces. It takes someone special. Someone who will take the time to plant the seed and help cultivate it. Someone willing to grow with that student each painstakingly tedious inch of the way. It takes someone very special.

The rewards are not monetary nor even material. You may never see the end result. There may be students who come and go in your class without ever so much as dropping a clue that they've learned a thing.

But then you can't know what they've hidden away in their memories, can you?

Revolution In Agricultural Education

(Continued from page 3)

The challenge is for the leaders in agricultural education to guide the revolution of change as outlined in the National

Strategic Plan so every student will have the ability to use the information technology to their individual and society's benefit.

Reference

Technology, competition, parents have roles in education reform plan. (1991, August 12). THE ARIZONA DAILY STAR, p. 5.

Principles of Leadership — Improving The Educational Process For Handicapped Learners

(Continued from page 14)

you communicate. Whenever you see an opportunity for improvement or see a potential problem arising, take action.

INAPPROPRIATE

Giving a paper and pencil test to a handicapped student who has problems with spelling and reading.

Knowing reading assignment(s) is too difficult for the learning disabled students and doing nothing to resolve the the problem.

Excluding a handicapped student from a field trip because of limited mobility.

APPROPRIATE

Allow the student to demonstrate his knowledge of the particular task

Ask Special Education personnel to either lower the readability of the material or give student extended periods of time.

Allow for an extended period of time or evaluate what is to be observed and possibly eliminate certain parts of the field trip.

Principle 5

Set an example.

Why: What you do has a tremendous effect on all your students. Your students will exhibit behaviors. Students will take their cues from the behaviors you exhibit and what you say. Well intentioned words have much more affect on cooperation, participation and can be completely destroyed by sarcasm and/or lack of enthusiasm. Listening to a student's problems, issues, concerns or ideas tells them they're valued as individuals. It is absolutely crucial that you carry out the phrase "actions speak louder than words." Give your students a positive model on how to: prioritize, make decisions, interact with peers and adults, dealing with change and foster innovation.

How: Be consciously aware that your actions and responses to classroom situations are observed by your students. Don't underestimate the impact of your behavior (verbal and nonverbal). Be clear and concise regarding expectations and priorities. Be sure you are sending consistent messages through your actions and words.

INAPPROPRIATE

"Just get it done."

"Stop complaining."

APPROPRIATE

"The quality of your work is very important to me. This will get by, but it could be better. So, let's work on it. I'll help you any way I can. Let's pull some ideas together on how to improve it."

"I know this doesn't come easy for you. Let's meet twice a week to improve your performance."



Agricultural education probably takes more time than other disciplines to provide one-on-one instruction. (Photo courtesy of National FFA Center.)

Summary

Effective teaching of leadership to handicapped students is neither magical or accidental. Effectiveness starts with deliberate and conscientious practice of these five principles. By using these principles of leadership you create the climate in the classroom. You must direct the optimum performance of the handicapped learner. Without your direction and guidance this population can easily fall along the way. Effective usage of these principles can only serve as an adhesive — an adhesive that holds everything together for you and the handicapped student. These principles are not just nice to know, they are essentials for your ongoing success of building leaders in secondary agriculture.

COMPUTER TECHNOLOGY RESOURCES

Computer Viruses: They May Be A Pun, But They Are No Joke!

(PART II)

Last month we introduced the concept of computer viruses, and then proceeded to explain how they operate by drawing analogies to the swine virus, transmissible gastroenteritis (TGE). While not biological in nature, computer viruses function in such a way so as to emulate bacterial or viral infections.

Computer viruses manipulate the operation of the infected computer so that it demonstrates symptoms which are not normal. These include, but are not limited to, altering files, deleting files, erasing or reformatting hard drives, locking up keyboards and monitors, playing musical tunes, displaying unanticipated messages, or impairing the performance of one or more functions of the infected computer.

Individual computers which are infected with a virus will demonstrate unusual behavior in their operation. Viruses are contagious, and will spread to any other computer via data storage media contamination (i.e. floppy disks, hard disks, tape backups, etc.), networks, or telecommunications links. The virus may lay dormant in the computer's system for an extended period of time before activating and demonstrating its symptoms. An extremely lethal virus can destroy every file on a hard drive, and may totally reformat the hard drive. A sick computer can be treated successfully after the infection has been identified. Finally, and most importantly, the computer user can take some precautions which will significantly reduce the chances of their computer becoming infected in the first place.

Our objective in this article is threefold: 1) to identify some "family types" of computer viruses; 2) to examine a few of the more popular viruses which are lurking about; and 3) to discuss a few of the anti-viral products that are available to treat these computer pests.

Virus Family Types

Typically, viruses fall into one of two general classes: benign or malicious. A benign virus is one which may display a message at some predetermined time, and does no real damage to a person's computer. A malicious virus, on the other hand, is bent on destruction in one fashion or another. Several of these extreme effects were listed in the beginning of this article.

Viruses tend to be designed in such a way so as to infect a particular target in the computer's system. They are usually boot infectors, program infectors, or system infectors. The Pakistani Brain is a good example of a boot infector virus. It is very evasive because it can cleverly hide itself. It easily



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moves from computer to computer by infecting any un-write protected disk which is placed into the computer. No software program has to be executed for the virus to replicate itself. The Jerusalem (aka Israeli) virus is a prime example of a program infector. It seeks out, and attaches itself to EXE (executable) and COM (command) files, and causes the file size to increase and the system to slow down. The Lehigh virus is a system infector. Lehigh attaches itself to a system file such as COMMAND.COM. In that it is a short-lived virus, it activates after replicating itself only four times. Upon activation, it destroys all of the data on the host hard drive.

Current Viruses To Watch Out For:

The three viruses mentioned above, while considered old, are all still active in the computer world. One problem with these older strains is the fact that inscrupulous programmers devise new variations from these old models. For example, there are at least twelve variations of the Jerusalem virus. "Cascade," which causes all of the letters on a monitor to systematically drop to the bottom of the screen in a pile, has spawned no less than nine other variations. "Blackjack/1704" also behaves this way, but in addition to "cascading" letters, newer variations destroy data files, and format hard drives on December first of each calendar year. "Blackjack/1704" can replicate itself all year, but activates only during October, November, and December. The Yankee Doodle virus stops computer systems cold every day at 5:00 PM and plays its tune over the system speaker. "Dark Avenger" overwrites a sector on a user's disk. "Whale" may cause monitors to flicker, and frequently causes programs

to hang as the host computer system slows down. These are a few examples of the type of irritating and/or destructive behavior evidenced by some computer viruses.

Anti-Viral Software

Shortly after the first viruses appeared in about 1986, conscientious programmers developed software which they called "vaccines" in response to the term virus. The vaccines did not destroy the virus or fix affected files; they simply notified the user that their system had been corrupted. Thus, it is important to note that vaccines are not prevention programs, they are detection programs, and as such they do not provide adequate protection against sophisticated viruses. In view of this, a whole new line of defense has been developed in what has been termed anti-viral or virus protection software.

Various pieces of anti-viral software usually belong to one or more of the following categories: scanners, generic monitors, and ID comparers. As the name suggests, scanners scan for known viruses. Generic monitors act as "watch dogs" over the system by monitoring interrupts and DOS calls for possible viral activity. Finally, much in the same way as a camera takes pictures of images, ID comparers take snapshots of vulnerable files and sectors, and then compares them with snapshots taken at a later time.

Below, the reader will find several anti-viral products both for IBM/compatibles and Macintosh computers that the authors feel are worthy of examination for would-be purchasers. These products often operate in different ways, and offer differing user interfaces. Purchasers should look at all of them closely and determine which products truly meet their needs. Remember, however, the main objective is computer data protection. "Bells and whistles" should be secondary in the decision making process.

It should also be noted that there are a variety of measures that an individual can take in protecting their computer against viruses simply in how they conduct themselves as a computer user. The following practices and attitudes will go a long way in helping to avoid contacting a computer virus. (1) Anything of worth should be backed up. This practice should be repeated on a regular basis. (2) Avoid using pirated copies of computer software. Besides being illegal, no one knows where that software has been, or how many systems it has traveled through. (3) Check for viruses on any software which has been downloaded from a BBS, or shared via someone else's disk. (4) Create meaningful volume labels on all disks, and watch for any changes. (5) Know your computer system, and be mindful of any unusual behavior. Watch for things such as system slow-down, file size changing, changes in the amount of available RAM, and activities on devices which should not be functioning, just to name a few. (6) Only the system administrator should have access to network file serving nodes.

Summary:

This two-part series is not a comprehensive report on computer viruses, but it should provide the reader with a working knowledge of what viruses are, what they do, and how to protect computer systems from their destructive effects. The chances of computer users being effected by computer viruses is increasing all of the time. Viruses usually target one of three areas in the computer system, and their symptoms and destructive capability vary greatly. Given the

sophistication of current viruses, "vaccines" are no longer considered to be reliable. In order to be protected, the user needs to invest in a quality anti-viral program. Viruses may be described by a clever and cutesy jargon, but they are no joke when they infect your system.

IBM ANTI-VIRAL PRODUCTS

VIRUSCAN¹

McAfee Associates
4423 Cheeney Street
Santa Clara, CA 95054
\$85.00 - Home Use
(408) 988-3832

VIRUCIDE²

Parson's Technology, Inc.
375 Collins Road, N.E.
P.O. Box 3120
Cedar Rapids, IA 52406-3120
\$40.00
(319) 395-9626
(800) 223-6925

THE NORTON ANTIVIRUS

Symantes Corporation
10201 Torre Avenue
Cupertino, CA 95014
\$130.00
(408) 253-9600
(800) 441-7234

VI-SPY

RG Software Systems
6900 E. Camelback Rd., Suite 630
Scottsdale, AZ 85251
\$250.00
(602) 423-8000

VIREX PC

Mircocom, Inc.
P.O. Box 51489
Durham, NC 27717
\$130.00
(919) 490-1277
(800) 877-2873

MACINTOSH ANTI-VIRAL PRODUCTS

VIREX

Microcom, Inc.
P.O. Box 51489
Durham, NC 27717
\$100.00
(919) 490-1277
(800) 877-2873

SYMANTEC ANTIVIRUS FOR MACINTOSH

Symantec Corporation
10201 Torre Avenue
Cupertino, CA 95014
\$100.00
(408) 253-9600
(800) 441-7234

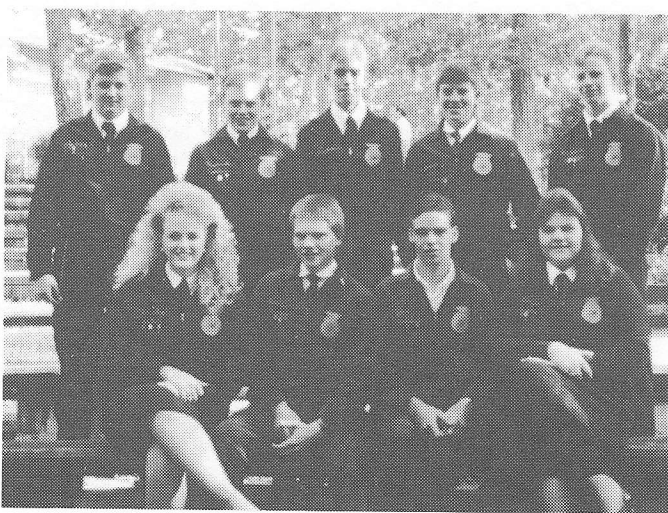
(Continued on page 23)

Increasing The Leadership Impact Of The Officer Team

The election of officers for a local FFA chapter has always been a challenge for FFA advisors. Young agriculture teachers, as well as some older ones, have had problems with the method of electing local constitutional officers of the FFA chapter. Members do not always elect the hardest worker or the person with the most leadership skills and abilities. Consequently, they look for a popular person with a super personality and because of their immaturity, sometimes tend to elect their peers who will not take the job seriously.

One young man looked forward to running for position of chapter FFA reporter for several weeks. He had put many hours of thought in how he was going to do a good job. However, when the day came, he and another member, who was very popular, was nominated for the office. The second member had no intention of doing anything, but was elected. The chapter advisors decided to never let that happen again. The problem was quickly remedied by requiring all potential officers to fill out an officer application and go through a nominating committee interview before they could be presented to the chapter for consideration for an office. The results seemed to pay off immediately.

However, another problem surfaced from electing traditional officers of the FFA. Many youth believe the sentinel does not possess the leadership skills necessary to perform as President or Vice-President. Also, a problem exists when one officer feels he/she is more important than another because of a so-called higher rank. Further, the idea of unification was not promoted. It should also be noted that some offices require more work than others. Through the work of the local advisors and graduating officers, a system of electing officers was arranged that would either limit or cut out the stigmas and problems listed above.



Officers of the Jeff Davis FFA initiated the changes in officer elections to increase the leadership impact of officer groups.



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Teamwork is one of the more important skills that should be stressed when working with an officer team. It is hard to eliminate the feeling of one person being superior to another, especially when they are elected by a popularity vote to an office perceived as being more important. This feeling is instilled in us from the day a person joins an organization.

It is also reinforced by the method of election of legislators and the general nature of the business world. It is important that advisors help students recognize the importance of being a leader who is willing to work and lead as a team player. Only a very small number of students can be elected to the "top offices." By electing officers who will be on an equal footing, more will be able to reap the benefits of the "top" offices. Also, all will be given a chance to make an impression without having the top position. This will help instill in a student the desire to lead with a group and enjoy the benefits and rewards from a team rather than an individual.

It is also hard to get across to students the importance of all areas of the officer group. It is a challenge to bring the students together from six to eight different offices and have them look at other areas with respect. If they properly do their job, reporters and treasurers often note that they are overloaded with work. Overloading anyone, or any job, will eventually lead to burnout with the result being less work accomplished. Sharing of responsibilities is another important lesson that is easily taught with an officer group. Each officer should be given the task of performing the job of a fellow officer. This will give each person a broader outlook of the officer team and the requirements of each area. Advisors should help build leaders with a knowledge of the working relationship of all areas of an organization.

Our Solution To the Problem

Because of these problems, stigmas, and the desire to better our officer group, the Jeff Davis FFA Chapter decided to follow the state association's method of electing officers. This method also corresponds with the national officer team. The Chapter elects a president, secretary, and eight vice-presidents. The vice presidents are denoted as 1st and 2nd vice-presidents determined by their years of service to the organization. Those officers who have served in an officer position in the past will be denoted as 1st vice-presidents. It was hoped this method would control some of the threats to developing the leadership potential of the officer team. All officers were given an equal chance to perform as an officer and not be tied down by the stigma of being a low ranking officer. Individuals wishing to be president of the chapter have the opportunity to work hard, take care of their duties, and go that "extra mile" to impress others with their desire to be the leader of the FFA.

The president and the secretary perform their normal duties as outlined in the local constitution. However, in addition to these duties, they are required to do such reporting as officer spotlights and Supervised Experience (SE) interviews for the local papers. They are also required to do bookkeeping as determined by their placement in the Agricultural Education class.

The biggest changes come with the vice-presidents and their positions. All vice-presidents are required to learn all parts of the opening ceremony and to perform the part in the opening ceremony at the discretion of the advisors. The vice-presidents are in charge of the public relations program. School systems normally run ten months and with ten FFA officers, this allows each officer to take charge of the public relations program for one month. They are in charge of producing one newsletter due prior to the meeting at the first of the month. They are charged with doing one interview and writing an SE Spotlight article for the local paper. Also, they write one "officer spotlight," highlighting a fellow officer. The officer in charge each month writes any special news articles that describes the chapter's participation in special activities. Officers will also have the option to get others to assist them in completing these jobs. However, if the job doesn't get done, the "buck" will fall in their lap.



Officers participated in a retreat to determine specific duties of the reorganized officer team.

The treasurer's responsibilities have been taken off the teachers duties and given to the officers. Many teachers prefer to control the money and let the students make a financial report. However, this method requires the officers to collect money, write receipts and turn money over to the teacher, who then deposits it with the school bookkeeper. The officers are in charge of keeping an inventory of FFA supplies and making sure items are replaced when they are purchased. Officers have a desk in each classroom. They are required to keep record of all receipts and sales. Officers are required to prepare a treasurer's report for presentation of each meeting. In addition, each officer is required to give an invocation, serve as sentinel, and serve as program chairman for one month. They arrange for a speaker or program for a meeting, serve as parliamentarian, and assist the president in carrying out FFA business.

This method of sharing responsibilities broadens each officer's perspective on the responsibilities of the other officers. In addition, officers enhance their abilities to be creative and make reports at meetings. All of these activities make the officers more rounded and hopefully encourage them to begin to work together as a solid team without burnout or the feeling of not being important.

Computer Technology Resources

(Continued from page 21)

DISINFECTANT

John Norstad
Northwestern University
2129 Sheridan Road
Evanston, IL 60208
(Available on BBS')

VIRUS RX

Apple Computer, Inc.
(Available on BBS')

¹VIRUSCAN is actual on one of three products which should be obtained from McAfee Associates as a collection — VIRUSCAN, VSHIELD,

CLEANUP. These products will scan for viruses, detect incoming viruses, and destroy viruses in their order of listing. The set costs \$85.00 for personal use, and \$395.00 for commercial use (minus 10% for educational institutions.)

²Written by McAfee Associates, and distributed by Parsons. Not as comprehensive as VIRUSCAN, but very effective, and very user friendly.

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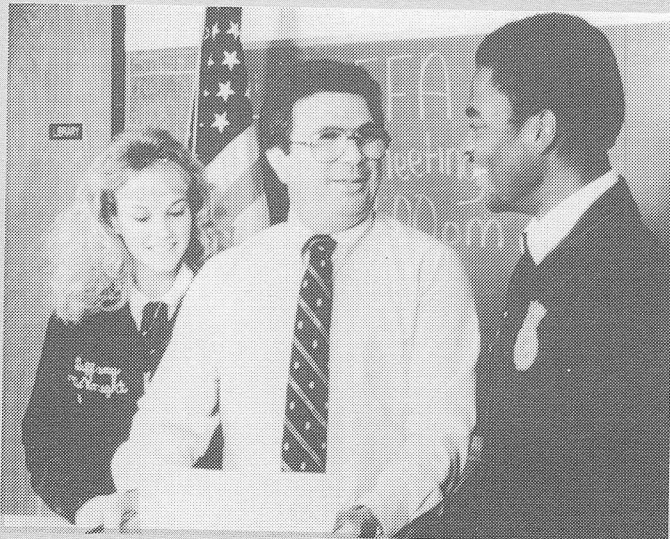
Stories in Pictures



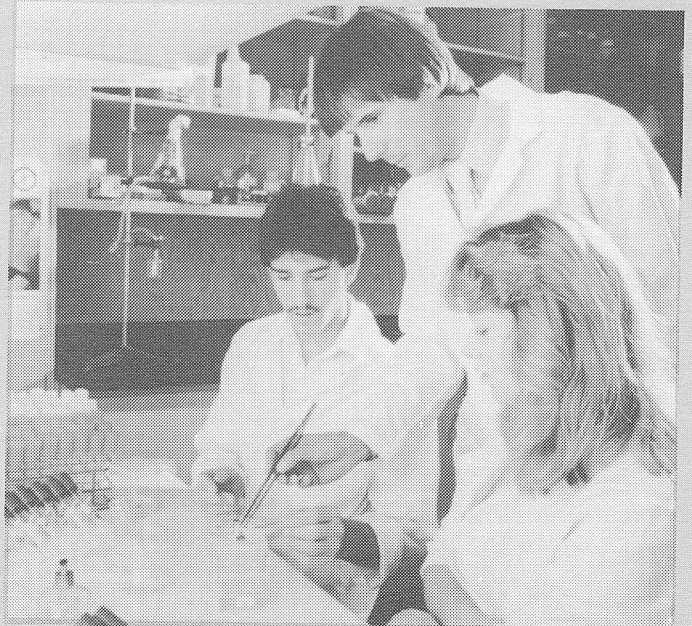
The National FFA Organization continues to try to stay in step with the changing times of American agriculture and our changing clientele. (Photo courtesy of Stacy A. Gartin, West Virginia University)



Extrinsic rewards are important to some students in promoting achievement. (Photo courtesy of National FFA Center)



FFA promotes leadership through cooperation. (Photo courtesy of National FFA Center)



Up-to-date curricula stimulate students to pursue careers in the broad field of agriculture. (Photo courtesy of National FFA Center)