Stories in Pictures

GILBERT S. GUITER
Ohio State University

NYTA President Jim Dorsey passes the gavel to newly elected President - Donn Walker at Newman Park, Georgia

Field Representative - Donn Walker - IF-7-28-67

L. H. Newcomb, President, Virginia Association FFA, discusses the early history of the FFA Organization with Dr. Walter S. Newman, President Emeritus, V.C.P., and Henry W. Sanders, Professor Emeritus, Vocational Education, V.C.P. During a conference in September 1950, Doctor Newman, then State Supervisor of Agricultural Education in Virginia, proposed to the teaching staff at V.C.P. that they should develop an organization - now the FFA. Present at the conference were Walter S. Newman, H. W. Sanders, Edmund C. Magill, and Henry C. Greenlee. Mr. Magill and Mr. Greenlee are deceased.

Featuring FFA — For 1928 or 1968?

1917 ................... 50th ANNIVERSARY ................... 1967
1st National Vocational Education Act
Model T? Model A?

V-8 Thunderbird?

Trying to raise some questions about the FFA is risky business. It is interesting to note that questions can be raised about adult education, agricultural mechanics or even the total FFA curriculum without too much difficulty. In fact, it doesn't seem to matter too much with some of us what is done or recommended about these phases of vocational agriculture. Anyway, the teacher knows that he has the final say as to whether anything is really done about making the recommended changes, so he isn't worried. But raise some of these same questions about the FFA, and you have a fight on your hands! Why?

Let's keep this whole subject centered, and say that the purpose here is not to evaluate the FFA. Certainly we have ample evidence to know that many doors have been opened to many boys as a result of their developing leadership through the FFA. We may be a little easier to take credit for the FFA for accomplishments that bright young men would have likely accomplished anyway, but at least we know that they have worn the blue jacket before succeeding in their chosen field. Many of these FFA leaders helping to give credit to the FFA. Cause and effect is pretty difficult to pinpoint, but let's agree that the FFA has been "good" for a good many boys through the years. The major question here is whether the FFA has been updated or if it is like the old-time religion—it was good for our fathers and it is good enough for us. That's one way of taking care of the "up-dating".

What do we mean by "up-dating"? This means a program which can meet the needs of today, assuming that it did meet needs in an earlier time. This question is examined in some detail in two of the articles this month, and will not be repeated here. Responses from FFA Executive Secretaries in 38 states clearly indicate that changes in FFA programs have been few and far between. At the same time it was stated by a majority of them that basic changes were needed; some suggested that these changes would need to be made at the national level before they would be effective at the state level. So with no intent to downgrade the FFA or anyone connected with it, let's bring to bear a little integrity in asking a few questions about the FFA, particularly the extent to which we are practicing what we preach.

Is the FFA really a boy's organization? I think that it is at the level, if the adviser limits himself to that role. Above the chapter level, it becomes more difficult if not impossible for boys to "run the organization." This may not be necessary, desirable or possible, but we say that the FFA is a boy's organization and not a teacher's organization. I am suggesting that state and national organizations in the name of the FFA are having to step in, whereas boys who are active in the program, serving as delegates at the state and national conventions, any decisions by the boys are "postured" by some sort of veto power by the adults. Sometimes this "protection" is arranged for by advisers who realize it is necessary that an adult agree to any suggested change of any significance before it ever be brought to the floor for consideration by the delegates. Obviously, this is to prevent "wrong" changes which might prove any point. The official setup at the national level is even more "protective." It must be embarrassing to the highly intelligent young men serving as national officers to have every move they take as if based upon the endorsement of their elders. It is interesting to note that this Board of Directors at a recent meeting praised the boys and five staff members of the U.S. Office of Education, with two other U.S. Office people as members of the Governing Committees. There were six young men making up the Board of National Directors. Regardless of the dedication to the FFA of all present, this set of setup just does not seem to fit the image of an organization of, by, and for boys. Reading of the minutes doesn't either.

(Continued next page)
Dear Cayce:

As I indicated a couple of months ago, I have finally gotten around to reading the article which you suggested might have some interest to us. This article is in the FFA. I am curious as to why the idea that it is a sound one and merits serious consideration.

We shall be very happy if you will let me have the article.

Very truly yours,
Frank J. Wolf
Associate FFA Executive Secretary
Bureau of Agricultural Education
State Department of Education
Albany, New York, 12234

Thank you, Frank, for the ideas and hope that the Forum idea on fetal research will be taken up by the educational authorities sponsored by the U.S. Office of Education held in New York City last winter and this is the reason I have not heard about it. While we are convinced that additional developmental work needs to be done in this area, we are also convinced that the idea is a sound one and merits serious consideration.

Dear Editor:

The "go slow" signal has been given to the FFA Archives and veals was the expressive desire of H. B. Rehn, President of the National Educational in Agriculture and this organization is known as the National Agricultural Society. It is likely to appear in the next issue of the National Future Farmer. However, it is hoped that we will be able to offer a final answer on the subject because our experience to date has been that the subject is not gaining ground. Enclosed is a suggested article for use at this time. In the meantime, the material is in any way that you deem desirable to use and your suggestion that it be included in the next number of the journal is currently a more explicit or detailed article will be prepared for mid-summer. This will be sent as soon as you will appreciate. With best regards and best wishes,

Sincerely yours,
R. H. Johnson
Consultant
Good to hear from you Elmer and know that you are still active in FFA, CCC

Dear Dr. Scarborough:

Enclosed you will find any of my thinking along the lines of agricultural education that I would like your consideration in a future issue of the AGRICULTURAL EDUCATION MAGAZINE, I know that you will be able to analyze this article and determine its value, and use it if it is any way possible. I am enclosing an article entitled "FIVE, FOUR, THREE; Two--A Modern True Story" and I hope that you will agree with you that this may be a theme we should interpret so we will be in a position to offer it if it turns out to be a good one. I should like to extend my congratulations to you for a job well done.

With best wishes,
Yours very truly,
John W. Johnson
Assistant Supervisor
Agricultural Education
T.C. College, Greensboro, N. C.

Good to know that old friend reads the magazine so well and encourages the students in the field of agriculture.

Dear Dr. Scarborough:

I am writing to claim the article, "Counselling and Production in Western Agriculture," which was in the February issue of WATERS, which I was unable to read before the time it is reprinted. I want to apologize for the error on my part. We felt inclined to include your letter on the article, I don’t know how that error got to be by numbers of our staff. I really wish that you will send me a letter and article until you identified the author.

I hope this hasn’t caused any inconvenience or delay. I understand that you have another article in the near future and will not make the same mistake again.

Sincerely yours,
John W. Johnson
Assistant Professor
Agricultural Education

Thanks John, but the only way I had to identify the author was by opening the article and finding the name of the author in the first sentence.
The FFA in a Changing Vo Ag Program

EARL F. KANTNER
Executive FFA Secretary
Ohio

RALPH E. BENDER
Teacher Education
Ohio State University

The FFA has been one of the most significant developments in the history of vocational agriculture. More than anything else, the FFA has enriched the program of instruction and developed the interest and pride in agriculture on the part of students. The projects, however, were developed to serve these ends. With the broadened concept and program of vocational agriculture it is highly essential that the FFA be likewise broadened.

It is evident from the story herein reported, as well as the observations of the writers, that the following changes should be made:

- The purposes should be changed.
- The scope of the FFA should be broadened by adding activities appropriate for students engaged in off-farm agricultural instruction.
- Some local organization should be restructured.
- Some of the activities should be revised and more of them eliminated on a national basis.
- Continued consideration should be given to changing the name to a more appropriate title.

The title of the article in this issue has been gleaned from the Ph.D. dissertation "Adapting the FFA to a Changing Program of Vocational Agriculture" by Dr. Earl F. Kantner. In its present form, it is one of our best-stocked and best-stocked programs of vocational agriculture. A panel of experts including 50 head state vocational, agriculture, and 44 head teachers, in agricultural education 54 executive state secretaries of agricultural, 45 pres-ident of state associations of vocational agriculture, and 86 super-intendent of secondary and 69 administrative services of vocational agriculture, and 86 administrative services of secondary public schools provided ratings concerning various aspects of the FFA, including purposes, operational guidelines, and activities.

New FFA Purposes

In adapting the FFA to the changing program of vocational agriculture, it is necessary to begin with the basic purposes of the organization. These purposes should provide framework for the program.

There are indications that the present aims and purposes of the FFA are restric-tions in the light of the broadened concept of vocational agriculture. John Loholt, Attorney for the State of Ohio, Department of Education, recently revised statutes regarding "boys only" in FFA. He wrote in part, "It appears to me that this discrimination again girls is an unlawful denial of the equal protection of the laws." He based this decision on the fact that the FFA is an intercurricular activity of the public school program when he states, "My answer is predicated on my understanding that membership in FFA is required of all FFA participants who are interested in both curricular and extracurricular activities."

The current FFA aim of all FFA participants have been used without change since the incorporation of the FFA in 1928. Although they were undoubtedly appro-priate at that time, it is the opinions of the writers that statements or references to "forming" and "boys" rather than to a total agriculture for all interested members are laudatory.

Table 1. — Mean ratings of the primary purpose and the specific purposes (specific purposes ranked according to mean values).

<table>
<thead>
<tr>
<th>The Primary Purpose</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The primary purpose of the FFA is to publicize and enrich the instructional program of vocational agriculture. Specific purposes of the organization are to develop desirable interests, abilities, and abilities in members.</td>
<td>4.38</td>
</tr>
</tbody>
</table>

The Specific Purposes

1. Strengthen the confidence of members in themselves and in their work | 4.69 |
2. Foster community service, citizenship, and patriotism | 4.78 |
3. Develop agricultural leadership | 4.76 |
4. Improve the home and farm environment | 4.60 |
5. Recognize the vital role of agriculture in society | 4.64 |
6. Make continuous personal and vocational growth | 4.64 |
7. Develop cooperation, cooperation, and extension | 4.56 |
8. Develop conservation and natural resources | 4.56 |
9. Improve scholarship | 4.58 |
10. Make effective use of leisure time | 4.58 |
11. Choose and prepare for an agricultural occupation | 4.12 |

Total Mean — All Purposes | 3.92 |

In proposing new purposes to which the panel of experts could react, the following conclusions were presented:

1. The FFA should relate closely to the objectives of the vocational agriculture program.
2. The FFA should be an integral part of the vocational agriculture program.
3. The FFA should be a viable program in the high school and community.
4. The FFA should be broadened in scope to meet the needs of all students.

As shown in Table 1 the composite mean rating of the primary purpose was 4.41. This was interpreted by the writers to be a relatively high level of acceptance. The rating differences among the groups of respondents were significant with the administrators assigning highest values to:

- Complete Agreement | 4.00 |
- Some Agreement | 4.00 |
- Partially Agree | 4.00 |
- Disagree Somewhat | 4.00 |
- Complete Disagreement | 4.00 |

The main purpose of the FFA is to publicize and the executive sec-ondaries relate. There was no significant difference in ratings by region.

The mean ratings of specific pur-pose of a high of 4.90 to a low of 4.12 was interpreted to be relatively high for a 'Point scale,' thus indicating a high degree of acceptance by the respondents.

Operational Guidelines

If the FFA is to fulfill its role of supplementing the classroom program of vocational agriculture, continuing evalua-tions should be made of various policies and procedures, and adaptations implemented where needed. Table 2 shows selected guidelines and their mean ratings by region, manner, and the composite mean. It was the opinion of the writers that the four guidelines rated above the 4.00 level were generally accepted but the three rated under 4.00 might need further study.

These may need to be considered for implementation, however, in light of the Vocational Act of 1963.

There was an exceptionally high de-gree of consensus among the responding groups. Only two guidelines, "Allow girls who are enrolled in vocational agriculture full membership in the FFA," and "Change the name "Future Farmers of America" to one more approp-riate," were rated significantly diff-erent among the groups. The mean ratings of the executive sec-ondaries were lowest in each case.

In regard to regional groups, four of the guidelines were rated similarly. Those with statistically significant differences among regions, as determined by the F-test, were "Broaden the scope of the FFA by adding activities appropriate for students engaged in off-farm instruction," "Allow girls who are enrolled (Continued next page)
The FFA in a Changing Vo. Ag. Program

(Continued from page 247)

in vocational agriculture full membership in the FFA and "Change the name Future Farmers of America to one more appropriate to a broadened program of vocational agriculture."

Name Change

Analysis of the response to name change revealed a lack of support for a change. The highest rated name was "Future Farmers and Other Agriculturists" (FFA), with a mean rating of 3.59 on the 5-point scale. "Future Agriculturists of America" (FAA) had a 1.17 mean and "Future Leaders of Agriculture" (FFA) had a .98 mean. Other names ranked considerably lower.

In the opinion of the writers, the time has not yet arrived for a change in name of the organization. Perhaps a period of time is needed to ascertain the impact and direction of the broadened vocational agriculture program.

Activities and Award

The degree program, agriculture proficiency awards, public speaking, farm safety, and the state and national chapter contests were generally rated high by respondents, indicating that they should be continued. The judging contests, however, were not well supported as may be noted in Table 4. The highest rated contest was general livestock judging at 4.23. Dairy judging was rated second at 4.15 while the other three meats, poultry, and eggs, and dairy products, were rated much lower. Their low ratings indicate a lack of support for each in their present state in the opinion of the writers. Perhaps they should be consolidated into general livestock or dairy judging or dropped completely.

Ratings of the judging contests varied significantly among the position groups of respondents. The administrators rated them highest while the head teacher-trainers rated them considerably lower than the other respondents. There was no significant difference in the ratings among the regions. Regarding levels of offering, there was relatively little support for any judging contests at the intermediate and national levels.

Table 3. — Mean weighted ratings and rating frequency of possible future names of the FFA shown in rank order.

<table>
<thead>
<tr>
<th>Name</th>
<th>Per Cent Rated in Upper 3 Categories</th>
<th>Per Cent by Category</th>
<th>Mean Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFA</td>
<td>(Future Farmers and other Agriculturists)</td>
<td>61.4</td>
<td>43.8</td>
</tr>
<tr>
<td>FAA</td>
<td>(Future Agriculturists of America)</td>
<td>56.7</td>
<td>16.7</td>
</tr>
<tr>
<td>FFA</td>
<td>(Future Leaders of Agriculture)</td>
<td>51.9</td>
<td>12.4</td>
</tr>
<tr>
<td>FALA</td>
<td>(Future Agricultural Leaders of America)</td>
<td>20.2</td>
<td>6.0</td>
</tr>
<tr>
<td>ALA</td>
<td>(Agricultural Clubs of America)</td>
<td>21.0</td>
<td>3.4</td>
</tr>
<tr>
<td>ACA</td>
<td>(Agricultural Leaders of America)</td>
<td>13.0</td>
<td>2.6</td>
</tr>
<tr>
<td>AECA</td>
<td>(Agricultural Education Clubs of America)</td>
<td>10.7</td>
<td>3.4</td>
</tr>
<tr>
<td>VACA</td>
<td>(Vocational Agricultural Clubs of America)</td>
<td>10.3</td>
<td>2.6</td>
</tr>
</tbody>
</table>

*Rated on a 5-point scale. Respondent chose three names in order of preference.

Table 4. — Mean ratings and levels of offering of nationally-sponsored judging contests.

<table>
<thead>
<tr>
<th>Judging Contest</th>
<th>Per Cent Indicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Livestock</td>
<td>Mean Rtg.</td>
</tr>
<tr>
<td>Beef</td>
<td>4.25*</td>
</tr>
<tr>
<td>Dairy</td>
<td>4.15*</td>
</tr>
<tr>
<td>Meat</td>
<td>3.51</td>
</tr>
<tr>
<td>Poultry and Eggs</td>
<td>3.25</td>
</tr>
<tr>
<td>Dairy Products</td>
<td>3.00*</td>
</tr>
</tbody>
</table>

*Signifies significant differences among mean ratings of positions.

After careful planning with the Sheridan Vocational Agriculture Advisory Committee and the School Board, action was taken to up-date our program to keep pace with the changing times.

Our course of study for production agriculture was updated to emphasize livestock and crop science, Agriculture Mechanics, Leadership through FFA, and Farm Management. We realize that our training for these farmers of tomorrow must be scientific and basic so that they may have the foundation to solve their problems as they arise.

Sales and Service

Sales and Service was added to our program during the Fall of 1964. During the Junior year the boys take an exploratory course, two periods per day. Each Monday they have classroom activity, while the other four days are for on-the-job training. This training is exploratory since each boy is at one station for a six-week period and then moves to another. At the end of the year, the boys are expected to have chosen a field for which they expect to train and have developed enough rapport with the presenters that they may start work the following summer.

During the Senior year the boy receives on-the-job training at this same station during the entire year, two periods per day with pay. He has one period of classroom work per day to learn how to better perform his duties. The student receives training, pay, and four credits from this Senior Course.

Ag Mechanics

Farmers of today not only want to be able to purchase farm machinery— but they want trained technicians to give them needed service for the operation and maintenance of the modern farm machines. We are adding our Agriculture Mechanics Course under the direction of a Master Mechanic who has had 20 years of experience in the Farm Equipment Business. The intent and objective of this Course will be to train boys so that they may be employable with or operate a Farm Equipment Business.

During the Junior year these boys will work in a farm shop two periods per day learning how to set up new farm machinery, regulate it, and repair it including tractor maintenance and overhaul. During their Senior year the boys will receive two periods per day on-the-job training, with given equipment, with a cooperating farm implement establishment. The boys will use another period each day in the classroom learning from their teacher how to better do their job. During the Senior year the boys receive pay for their work, gain skills, and gain four high school credits.

Up-dating FFA

The 1966 Sheridan F.F.A. Parent and Sons' Banquet was an example of how F.F.A. can help meet the needs of our challenging and changing Agriculture. The 1967 F.F.A. slogan, "Agriculture—the Strength of America" was used as a backdrop for our Banquet was built by our Reporters, Chuck Barber, and clearly emphasizes this slogan as well as our three-fold Agricultural Program at Sheridan—Production, Sales and Service, and Agricultural Mechanics.

The recent report of Chapter further presents this change by having sponsors recognize three boys that each stand out, during the year, at the Parent and Sons' Banquet.

The Star Chapter President is presented a large trophy by a farmer. This Chapter Star President must have advanced toward establishment in farming and have done much toward accomplishing the goals of the local chapter.

This Sales and Service Boy was presented a trophy by the Sheridan Merchants. The winner of this Trophy must excel in his evaluation sheets filled out by the training station supervisors, attend F.F.A. meetings regularly, and do much toward accomplishing the goals of the local chapter.

The Star Agriculture Mechanic Boy will be presented a trophy by Implement Dealers of the town. The winner of this trophy must excel as a trainee, attend the F.F.A. meetings and be active in our F.F.A. program of work accomplishments.

Approximately 300 people attend each year. This year the entire School Board, the Superintendent and Principals attended. Many business men were present including representatives of our local bank, farm elevators, farm machinery establishments, and Sheridan Merchants Association. The 50 F.F.A. boys and their parents, including many farmers attended.
The FFA Objectives
For '28, '38, or '68?

RED WILLIAM MANNEY, * Educational Consultant Agricultural and Biological Education North Carolina Department of College and Community Colleges Raleigh, 27703

INTRODUCTION
It has become customary practice of mankind to create various kinds of social institutions and organizations to aid in its development amid the everchanging environment. Such was the case of the boys enrolled in agricultural courses in secondary public schools just after the turn of the twentieth century. "Cross Chubs," "Thrift Chubs," and the like appeared in a number of states prior to the introduction of vocational agriculture as a national program in the public high schools in 1917.

After the introduction of vocational agriculture as a regular part of the high school curriculum, the idea of active participation in learning by doing, or conducting their supervised practical program, started to lead the boys and their instructors to see a value in cooperation and associations on a broader level than that of the local school. Finally, after much study and preparation, the Future Farmers of America (herein referred to as the FFA) was officially organized on November 20, 1928.

At that first convention, held at Kansas City, Missouri, from 38 states adopted the FFA constitution. A new era in the agricultural education field—because it set the future direction of the activities of the organization—was the listing of the objectives of the FFA. It was upon these stated goals that activities to implement them were initiated.

* The writer's experiences with FFA activities has been very extensive. He participated in activities on the chapter, federation, and state levels while a student in high school, and was elected a State FFA officer in 1934-35, and was awarded the title of Farmer of the Year by the North Carolina Farmer in 1936.

As a teacher and supervisor, he served as a chapter, federation, and district FFA advisor where he was instrumental in establishing the most successful FFA chapters and activities at all levels. He also has written extensively on the subject of conducting their annual state conventions of the North Carolina FFA Association.

The formulation of the purposes of the FFA which arose out of that first convention was that the FFA attempt to satisfy the expressed needs and desires of that day. It is objectively reasoned that the stated statements of those aims and purposes were the outcome of specific circumstances and day-by-day experiences of the students, teachers, and administrators in vocational agriculture during the 1920's.

Nine years following the adoption of the first statement of objectives on November 20, 1928, the national constitution and by-laws were revised and amended at the 10th National FFA Convention in October 1937. Since 1937, the stated objectives of the FFA have not been altered, as those listed in the 1928, must still be in line with those stated in 1937.

The objectives, as ratified by the National FFA Convention Delegates of 1928 and 1937, are given below:

1928-1937 Objectives

1. To promote vocational education in agriculture in the public schools of the United States.
2. To create more interest in the intelligent choice of farming occupations.
3. To create and maintain interest in country life.
4. To encourage recreational and educational activities for students in vocational agriculture.
5. To promote thrift.
6. To encourage cooperative effort among students in all branches of agricultural science.
7. To strengthen the confidence of the farm boy in himself and his work.
8. To promote scholarship among students in vocational agriculture.
9. To develop rural leadership.

1938-1967 Objectives

The primary use of the Farm Parry of America is the development of agricultural leadership, cooperation, and camaraderie. The specific purposes for which this organization was formed are as follows:

1. To promote wholesome competition and self-expression, and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of farm boys and young men in themselves and their future careers.
4. To create more interest in the intelligent choice of farming occupations.
5. To encourage members in the development of leadership, cooperation, and camaraderie.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, habits for useful citizenship, and future patriotism.
9. To participate in cooperative effort.
10. To promote agriculture as a careerbles.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

1964 Study

In 1964, the writer completed a M.B. problem at North Carolina State University entitled "Socio-Economic Developments Affecting Vocational Agriculture" as Related to the Objectives of the FFA.

There was a definite need for this study—not because one of this type had never been done—but because every occupational education person need feel for agricultural education. Also, the writer felt it was significant to note that the stated FFA objectives were developed at a time when they were in 1928, and that was in 1937. Furthermore, he believed that the conditions in the future, and the group depended upon its need for accomplishing sound and desirable regulations of the FFA, the FFA objectives did not include these objectives.

Probably, a more basic motive to conduct research in evaluation of objectives was the statement of the FFA objectives in 1938, which would be the state of continuous change. This dynamic process of change is brought about, by not only the change, but the change taking place among the individual members of the group. They are forever shifting and changing adjacent of changes in knowledge, attitudes, needs, and desires.

Some would have no influence in the activities of the FFA.

(2) To analyze the stated objectives of the FFA in 1964 as related to the present-day socio-economic conditions affecting vocational agriculture;
(3) To recommend changes in the FFA objectives as stated in the 1964 manual.

In relation to the purposes of this study, the following hypotheses were made:

In relation to the purposes of this study, the following hypotheses were made:

1. Socio-economic conditions in the 1960's influenced the statement of FFA objectives in 1928.
2. The FFA objectives, as stated today, are not consistent with the present socio-economic conditions;
3. Change should be made in the present framework of FFA objectives in order for the organization to continue as a dynamic and successful organization.

Assumptions

The underlying assumption upon which this study was based was that the socio-economic conditions affecting vocational agriculture should influence the objectives of the FFA.

It was further assumed that the FFA, or a similar organization, would continue to be an integral part of vocational agriculture and the local FFA objectives should adjust its function to be harmonious with them.

Procedure in Conducting Study

This study research was divided into three general phases. The first phase of the study was determined by the primary purposes of the study. In order to complete the first phase, the writer devised a survey form to all available sources of information regarding the FFA and the state of the organization. In addition, a most authoritative source of information came from a personal interview with Professor Harry W. Sanders, retired director of the College of Agriculture Institute, Blackburg, Virginia. Professor Sanders was one of the four men who were the Future Farmers of America (FFVA) ideas was discussed in 1928. The FFVA organization was the one organization.

As Dr. A. H. Krebs states it, may be to make the changes needed that would be made, be it a little while and some haying appeared to be a part of any "drawing up" process. In the writer's mind, there is no doubt that there is only one alternative to prove all.

Recommended Changes of FFA Objectives

1. In completing the second phase, the socio-economic conditions were determined. Again, these data were scrutinized in an attempt to correlate these changes with increases in the FFA objectives.

As a basis for recommending changes in the present-stated FFA objectives, a detailed analysis and comparison of the stated objectives of the FFA in 1964 is presented. Some of the socio-economic conditions of the 1960's were then classified and compared with the FFA. (The same feeling would probably accompany him in the writer's mind when anyone already established an organization.)

(Continued next page)
FFA Objectives
(Continued from page 251)

The main obstacle that confronted this writer, though, was that of determining how inclusive, broad, general, and yet specific the set of objectives should be.

The realm or particular phalanx of thought upon which these objectives were also a decision that had to be made. For example, would the objectives be the realm of cultivating virtue—which would probably never go out of style. Should the objectives be individualistic or utilitarian?

Determining the Principles of FFA Objectives

Before the development of the proposed objectives for the FFA, the following principles or guidelines were determined as a basis upon which to formulate the objectives:

1. The objectives of the FFA should basically help to accomplish the objectives of the vocational agricultural education program of the school. (The objectives of the FFA should relate basically to the educational, vocational, and social needs of the student, rather than to the needs of agriculture.)

2. The objectives of the FFA should be stated in terms comprehensible to any American society and try to satisfy collective needs as well as individual needs.

Concerning the first principle, the 1964 objectives of vocational agriculture were probably more out-of-date than those of the FFA. (These objectives were revised in 1965.) If the language of the Vocational Education Act of 1965 was interpreted literally to direct the vocational agricultural program to deal “with the everyday problems of any occupation involving knowledge and skills in agricultural subjects . . . .” then the FFA would not be limited to directing students to “make a beginning and advance in farming,” as stated in 1964-voag objectives. Instead, the program would be concerned with all the occupations in the agricultural complex.

Relative to the second principle, if the needs of students to be more inclusive than the needs of agriculture, then a closer look had to be taken at the high school clientele of vocational agriculture. Although the students of vocational agriculture have never consisted of only rural boys who desired to farm, there are now few with a genuine appreciation of the occupational aspiration than ever before. The FFA organization, which should involve all students enrolled in vocational agriculture, must help to serve the educational, vocational, and social needs of all its students—regardless of their home location, sex, or tentative occupational aspiration.

Regarding the last principle stated, the FFA has an opportunity and a responsibility to serve the social and civic society of the nation. The development of skills to participate in group situations and influence the thinking of others will be complications which the FFA can afford in real-life situations. After all, the FFA is a social organization to aid in the development of people.

Proposed Objectives of the FFA

Based upon the research given in the study and the philosophy and logic expanded upon in the previous paragraphs, the proposed objectives for the FFA (or a similar organization) are given below:

1. The primary objectives of the FFA (or a similar organization) are to help accomplish the purposes of the vocational agriculture program and to develop the leadership potential of its members.

2. Among the specific purposes of the organization are to develop an effective ability of its members to:

   a. Appreciate their educational and occupational interest and abilities with regard to the occupational opportunities in agriculture.

   b. Develop their skills to activity and appropriately participate in group situations.

   c. Improve their moral, civil, and democratic attitudes.

   d. Practice responsibility, cooperation, and service.

Implications of the Proposed Objectives

As was stated in the beginning of the study, one limitation was that program changes for the implementation of the objectives would be the responsibility of the advisor. However, as Dr. Kesro stressed to accurately, excellent goals and purposes accomplish nothing if not used to guide the activities of an organization. Hence, many implications could be drawn regarding the implementation of the objectives in FFA programming. Among these are the following.

1. The implementation of the FFA organization must become a more integral part of the instructional activities of vocational agriculture. Hence, the youth organization must include all members enrolled in vocational agriculture and include salutary programs for all students—not just future farmers.

2. The first specific purpose proposed implies that educational objectives and needs of the students be a part of the instructional program in vocational agriculture. Early teen-age vocational agriculture students have not made student and teacher occupational decisions. The misleading and ambiguous terms “Future” in the organizational name could be clearly outlined. The organization must provide for the people of the present—the current vocational agriculture enrollees.

3. If these two implications were accepted, they would logically follow that the proposed objectives could not be implemented effectively within the present structure of the FFA. The FFA achievement and awards program, for example, has become an end in itself—perhaps primarily to boys who can carry out farm related projects. If the organization is to be an integral part of the vocational agriculture instructional program, then it must include projective opportunities for all the students.

4. But these two specific purposes proposed stress the learning of abstract and social skills. This writer contends that these are not a sufficient end in itself or action programs actively involving all the members. Vocational educational courses are not directed to the high school curriculum and as school requirements exceed, it appears that there will be fewer opportunities for entire chapter meetings during the school hours. Therefore, vocational agricultural curricula in the FFA and the organization activities must become even more integrated, interrelated, and take place during the regular class periods regularly.

Conclusion

In conclusion, the following statement is made by this writer:

American society has often proved that a social organization not in need of evaluation and change is not needed. Also, it has become a popular thesis of many psychologists that any group does not create structures—especially after years of successful living. If the continued success of any group depends upon its need for accomplishing sound and desirable objectives.

Reflections

1. The FFA is not truly democratic. Some states are very reluctant that there will be representation according to population. They say that this is absolutely necessary for real democracy. This is not true in the FFA. A state that has only 50 members gets the same representation as the state with 50,000 members.

2. The FFA is not practiced in using a formal opening and closing ceremony. It is not done this way in most adult organizations. We need to prepare our members to take the role in the adult society.

3. The Public Speaking Contest is not practiced. About speakers, don’t get depressed. I think we should elevate their status. Why should FFA members be satisfied?

4. The FFA discriminates against girls. Many girls study agriculture and plan to follow careers in agriculture. If it is to cut them out of the FFA because of sex to members of the opposite sex?

5. National judging contests do not have enough educational value to compensate for the time and effort invested by teachers and students in preparing for and attending them. When a team wins a state championship, for all practical purposes, they have had adequate training in that phase of the work and should move on to learning how to solve other agricultural problems.

6. National FFA headquarters are not always selected fairly. One state with approximately one-tenth of the total FFA membership has not had a priest up to date.

7. If a boy is a member of the FFA, he is forced to buy the National Farmer Farmer magazine. If three brothers are FFA members, that family is required to subscribe to three magazines.

8. The FFA has not changed its name even though most of the members do not agree. They do not plan to change it. Aren’t we making a mistake by continuing to call them future farmers when they are young in the world will fall

Conclusions

There are some of the many questions that are being raised about the FFA. The questions raised do not necessarily reflect the opinion of this author. They are merely passed on to you for your thinking and further consideration. If these problems are worthy ones, they should be solved to the best of our ability. After due and fair consideration, if these changes are needed, then we should say no and continue as we are.
What Is Becoming of Our FFA Farming Program?

Some people in New Mexico seem to think that our FFA members have to be very rich to be something in our FFA. For instance some people say, "That Jones boy" has 45 head of cattle and 35 acres of alfalfa, and the Wallace boy has 65 acres of barley and 10 acres of hay. But look at Bill White's farm; he only has 5 acres of cotton, 3 acres of alfalfa, and 6 acres of hay. Which of these seems more realistic for a 16 year old FFA member? That is plain to see. It is practically impossible for our members to raise a cow or even hay. The advisors, that's right, the advisors. Are they the ones who should help and guide the students with the planning of a farming program?

It is plain to see that a future farmer who has two acres of cotton, 4 head of cattle, and 4 acres of hay, and can get more out of his enterprise than a boy with a box of barnyard dog meat and 40 acres of alfalfa. Why? Well, a boy who has 2 acres of cotton, that belongs to him, can be used efficiently to work his 2 acres of cotton, solve problems that come up, and still have time for his other activities.

A boy with 60 head of cattle and 40 acres of alfalfa cannot efficiently run his enterprise too closely because: 1st, they are not his true, and 2nd, he would never have the time after the other activities. After all, not trying to make an independent living is not trying to survive, so that we can Earn to Live in the future when we will be on our own.

We have to do something about this "corruption" in our FFA. We have to start something new in the right direction in our records books. What will we do today or do anything about it. We are "discouraging" or "encouraging" young boys who wish to enter FFA. What we are told that the Star Farmers always have 80 or 90 head of beef or 100 acres of cotton. Through this, a boy could become a state farmer without owning anything or even having a farming program, so he can do the one thing that counts, aren't they?

*Written by Gilbert Apodaca, Hatch FFA Chapter, in the New Mexico State FFA Advisor, Sunshine Future Farmer, August 1964.

Leadership a Must

W. T. JOHNSON, Supervisor, North Carolina

The public has been told, and they believe that vocational education in agriculture consists of systematic instruction and training experience which prepares persons for successful employment or advancement in agricultural occupations. This instruction is developed in the areas of knowledge, skills, and attitudes which will provide preparation and education for future employment. They are to serve also as a foundation for those students seeking higher education in agriculture. The program of training in agriculture education is based on the occupational aspirations of the students' requirements of the agricultural occupations and employment opportunities. Therefore, the success of all programs of agricultural instruction and training is based on the fulfillment of the needs of the needs of youth, adults, and employee at the time served by the school.

There has been an effort made by vocational agricultural leaders to stimulate, inspire and encourage our farm and farm leaders to take a new look at their responsibilities and be aware of the growth of the program and the many changes that are taking place. Farmers need to become more involved and take a more active part in the many decisions that affect our economic and educational advancement of our youth. One can easily become involved with so many material things in a community that he forgets the many rewards of our human resources. Vocational agricultural leaders have the responsibility of making available personnel for the many leadership positions that occur as a result of our educational growth.

Reference to the training of our youth to take an active interest, but we have not put much emphasis as we should on planning programs for our rural youth for the many changes that they will have to become adjusted to. We must plan programs that will hold responsibility for the leadership acquired as a result of this nation. They need to become adjusted to the times, and be prepared to accept the many challenges that will arise.

The same condition has changed in the production of crops and live stock, and there have been changes in the training and guiding of our youth in this competition of vocational agriculture. This has caused a great change in travel, science, communication—mention a few. Once all
Leadership a Must
(Continued from page 255)

rural youth were employed on the farm, and too, there were no restrictions as to what work they did (or participated in) most of the farm jobs. Such jobs gave them basic training that they were able to use on jobs off the farm. That experience no longer exists, and rural youth are looking to their jobs on the farm by our youth are being done by technology. This is good, but we must continue in training our rural youth so they can compete with the city youth, who, in many cases, attend schools with broad and specialized programs.

Our programs in leadership should provide more participation experiences in the type of area involved in the world of work. The professions should not be singled out as the only successful occupations, but the needs of our rural youth should be stressed. Emphasis should be put on the need for leadership training for the many farm groups, as well as other organizations and businesses to which individuals with farm experience can make a definite contribution.

For too long, the general public has looked upon agriculture as the production of crops, livestock, and fiber. But the rural youth needs to be made aware of the processes of the TOTAL agricultural program. He needs to know about, and needs to be given training in the many background areas that are available to youth who have farm experience. One of these areas is a need for trained individuals with farm experience to organize and manage fertilizer cooperatives, grain mill cooperatives, and many farm related organizations. The high school curriculum should provide many food production, distribution, and education so that its being expanded. City youth might train for such jobs, but it appears that rural youth who have knowledge about farm production should make a greater contribution. It is understood that only a few of the rural youth will be needed in the production of agricultural products. Therefore, they need to be trained and given leadership positions in the many related farm production occupations to include sales, services, and management.

Competition today is mostly between PEOPLE & IDEAS—rather than between other entities. We won't encourage and inspire our (rural) youth to compete with others unless we train them in order to prepare themselves for leadership, technical, social, and business-related positions that are emerging in many agriculture-related occupations.

Many of the positions are practical, and individuals with agricultural backgrounds will serve best in them, or make the greatest contribution. The training on all must challenge our youth to be the best and win our nation's job market. Many must challenge them to accept the fact that successful business organizations of the near future will be the ones with the best trained people running them—people with imagination, courage, and a willingness to change to meet the new conditions.

The Future Farmers of America, which is designed to aid in giving the needed training and inspiration, is organized in many of our rural and communi-
dated schools. But many of our school units have an "ordinary" program. These programs need to be changed into EX-
cel
tionary and highly successful programs by providing a teaching lead that will give the necessary time to do a BALANCED leadership training pro-
gram—one that will prepare students for agriculture, as well as for the many related production and leadership jobs that are available in most of our rural and urban areas. Such pro-
grams will make a significant difference.

Start Now —

Ag Occupations Program Valuable
J. E. BALADO, Yo Ag Teacher
Homestead, Louisiana

The community Hammond, Louisiana, is ideally located to perform services in the field of farm agricultural occupations.

This area is a diversified farming community with districts, milk producing plants, truck crops, cotton and fruit growing, plants, horticulture projects, museums, bird control, cattle husbandry, products, processing plants, livestock, conservation, and many other farming activities which blend with the off farm agricultural occupations. The geographic location is advantageous. Hammond is forty miles from Baton Rouge and sixty miles from New Orleans. Both are large cities and extremely good centers for the placing of personnel in off-farm agricultural occupations. In the last ten years, we have observed after researching in detail the possibilities for employment of high school graduates in the off agricultural occupations of the Hammond area, we have found that we have access in off-farm agricultural occupations in eight group families—Farm Machinery, Grain Storage and Sales, Livestock, Poultry, Supplies and Equipment, Livestock and Poultry, Crops, Poultry and Soil Conservation, Ornamental Horticulture, Wildlife, and Recreation, Farm Service and Agricultural Service.

Our Opinion
We have been successful in the acceptance of our high school boys by the institutions we are for training in off-farm agricultural occupations. In the past we have placed boys to feed mills where service both present and liquid farmers, two tractor and tractor equipment companies, several grain stores, and milk markets. We have had a great deal of personnel in off-farm agricultural occupations, and all precautions must be taken to make sure that our students are not confused with farming occupations, but all precautions must be taken to make sure that our students are not confused with farming occupations, but all precautions must be taken to make sure that our students are not confused with farming occupations, but all precautions must be taken to make sure that our students are not confused with farming occupations, but all precautions must be taken to make sure that our students are not confused with farming occupations, but all precautions must be taken to make sure that our students are not confused with farming occupations, but all precautions must be taken to make sure that our students are not confused with farming occupations, but all precautions must be taken to make sure that our students are not confused with farming occupations, but all precautions must be taken to make sure that our students are not confused with farming occupations, but all precautions must be taken to make sure that our students are not confused with farming occupations, but all precautions must be taken to make sure that our students are not confused with farming occupations, but all precautions must be taken to make sure that our students are not confused with farming occupations, but all precaution

(Continued next page)
Put the National FFA Chapter Program to Work for Your Chapter

ROBERT A. SERFIELD
National FFA Fellow, University of Maryland
Forestry Yo Ag Teacher, Ivoryon, Minnesota

Most vocational agriculture departments, through their local-FFA chapters, employ contests and award programs to motivate and encourage their members to greater achievement. This is as it should be, because the major function of contests in the FFA pro-
gram of activities is motivational. How-
ever, considerable thought should be given to selecting the contests and awards programs in which each chapter will participate. They should be related to the total vocational agriculture program of which the FFA is only a part.

Chapter Not Individual

Many of the contests and awards pro-
grams used at the chapter level permit participation by only a few members. This, in itself, is not bad providing that these events can be identified as being a part of the total vocational agriculture program available so that just about every member can find a contest in which he is interested. But to be truly active and outstanding, the chapter activities covered must be more than just individual or team events. An outstanding FFA chapter needs more than individual judging teams or a few prominent individuals. The individual or team efforts of three or four boys do not necessarily need a great organization like the FFA. The real value of the FFA organization is the total chapter activity. What the chapter accomplishes as a group is very important in evaluating its quality.

This total chapter activity is extremely important and educational in that it re-
quires the members to work together as a group and to function as a team as they do in the agriculture world where all we need much training and this is where the National Chapter Award Program can contribute significantly to the effectiveness of your FFA chapter.

Five Awards

Five types of awards may be earned by local FFA chapters. They are: (1) Standard Chapter Award, (2) Superior Chapter Award, (3) National Brumner Emblem Award, (4) National Silver Emblem Award, and (5) National Gold Emblem Award. These awards are based upon the degree of achievement of the approved standards which are stated on the application form. The National Awards are limited by FFA membership. Each State Association may submit re-
quests for two of its Superior Chapters for a membership of 5,000 and one ad-
ditional chapter report for each additional 5,000 members or major fraction. The chapter reports that are submitted to be considered for the National Emblems are then rated based on their size, strength, and gold, depending on the quality of the application.

To start work on the National Awards Program, the chapter members and their advisor should review the application to become acquainted with the type of information that is desired. This application requires that each chapter record its activities for the year under two division headings as follows: (1) Supervised farming, (2) Cooper-
atives, (5) Community service, (4) Lead-
ership, (6) Grants, earnings, and in-
vestments, (6) Conduct of meetings, (7) Scholarship, (8) Quarterlies, (9) Public relations, and (10) Participation in state and national activities.

After reviewing the type of informa-
tion that is required, a chapter should not become disheartened and say, "We will never be able to fill this out as we have not had enough activities that qualify," or feel that it would be impossible to conduct all the activities required. Most of the successful chapters did not become so without a try-
messful amount of planning and hard work. If a chapter is unable to com-
plete most of the application, the chapter may not be as active as the members thought it was. If this is the case, it may be a good time to review the chapter’s program of activities and bring it up to date with activities that would qualify for the National Chap-
ter Awards Program.

Here’s How

The review of the National Awards Program is where working as a group or as a chapter’s staff. A chairman and a committee should be selected to study each of the two parts of the program of activities and make recommendations to the chapter. This not only gives the chapter members the experience of working with their advisors, but it also pro-
vides excellent leadership training and helps make the chapter meetings interest-
ing. From these recommendations, or from the action taken by the chapter members on the recommendations, the chapter can plan its total program for the coming year.

A well-organized program of activities can do much for the vocational agi-

You May Win

In some cases, chapters may have out-

Public Relations
1. Have all members wear FFA jackets and ties to classes during National FFA Week.
2. Present a faculty member with an FFA manual and booklet on aims and programs of the FFA during FFA Week.
3. Provide radio and TV programs of chapter activities.
4. Use official FFA stationery and have club officers sign letters.
5. Set up displays depicting FFA activi-
ties in state windows.

Attend State FFA Conventions.
2. Attend State Leadership Training conferences.
3. Participate in national FFA char-

May 1967

THE AGRICULTURAL EDUCATION MAGAZINE

Themes for the Agricultural Education Magazine

July –
August –
September –
October –
November –
December –


TEACHING EFFECTIVELY (High School - Postsecondary - Adults)

INNOVATIVE PROGRAMS

OCCUPATIONAL EXPERIENCE (In All Areas of Agricultural Education)

TEACHERS PREPARATION AND CERTIFICATION (Requirements R.B.S.M. Special Trends)
Changes in the FFA

FRANK WOLFE, Executive Secretary State FFA, New York

At the present time the New York Agriculture elects vice-presidents who have been selected by geographical organization. This method of selection is more effective than having the New York Agricultural organizations from among the members who are specializing in their instructional programs in ornamental horticulture. Such an individual would be more apt, we feel, to provide the leadership needed to encourage and support the agricultural education programs in all small schools, even if the needs of a single school are not met.

Change Basis for Officers

The program of agricultural education in New York State has thus far been devoted to the assumption that all high school students should be provided with instruction in agriculture, regardless of their future plans. This has led to the adoption of a federations approach to agricultural education, with the objective of providing training for agriculture in all areas of agricultural education. (Continued)

The Name

One of the issues which has been discussed recently is the need to change the name of the organization. It is not clear whether the initial "FFA" is well recognized and respected by the general public. Therefore, it would seem most desirable to consider any changes to retain the initials. In New York we have been considering for some time the name, "Federation of Future Agriculture.

We think that such a name offers several distinct advantages, the first and most obvious is that it retains the well-known initials. Secondly, it would emphasize the philosophy that "agriculture is more than farming," and that agricultural education programs are now significantly engaged in providing training for occupations in agriculture other than farming, as well as those in farming.

Third, the name provides intriguing possibilities for reorganization and restructuring the organization at the national, state and local levels.

National FFA Policy Change Needed

If our colleagues, and the FFA members in New York, do not want to reach the same state as the Extension Service, they need to make some changes in their program. They need to be more active in agriculture, and not just in farming. This would require a reorganization of the organization, and possibly a change in the name.

Needed Changes are Urgent

The needs for some changes in the FFA are now more urgent than ever. In our judgment, if the organization is to make any real progress in specialized education in agriculture, we need to begin making changes at the national level. If we do not make these changes, we will lose our opportunity to impact the lives of young people who need us. It is critical that we act now.
BOOK REVIEWS


"Are our high schools better or worse than they were ten years ago?" This is the question Conant asks his readers. The author, noted educator and President of Harvard University, addresses himself in this new report. The study was financed by the National Association of Secondary School Principals; Dr. Conant's participation was made possible by The Carnegie Corporation of New York.

Questionnaires were recently sent to 3,000 principals of comprehensive high schools of medium size. There were also school visits by Dr. Conant and members of the committee. The results obtained emphasized the great differences among schools and the variation from state to state. Evidence obtained indicates that the situation regarding academic studies in a great many schools is better than it has ever been before.

Fifty-one percent of the comprehensive high schools studied were adequately staffed for college preparatory work. Teachers in the American ideal of educational opportunity centers around the ambition of the community. The report concludes that educational opportunity centers around the ambition of the community. The report concludes that educational opportunity.

In this new report Dr. Conant confirms his original conclusions contained in "The American High School Today," the study which he initiated ten years ago and which was released in 1959. "The Comprehensive high school is still the answer to the needs of American public high schools, as it was then," Dr. Conant concludes. He has also changed his mind about any of the original twenty-one conclusions reached in the 1959 report.

This is a provocative report for recommended reading by the professional educator as well as concerned laypersons.

Guy E. Timmons
Michigan State University


"This revised edition of the Handbook on Speech for Farm Boys and Girls has been thoroughly revised. The book is intended for students studying the broad basics of speech in the science of public speaking. It recognizes the need to teach recommendations in terms of soil fertility, crop rotations, and the like, are subject to constant change, but points out that students have a sound mastery of the subject and principles in the science will be better able to adapt to changing conditions." The text is written in an understandable style, which should be easily read and understood by students majoring in vocational agriculture and agricultural education at the vocational-technical level. The book"....

Raymond M. Clark
Michigan State University


This Communications Handbook has been prepared for everyone who is operating a program or rendering a service for which success depends in part upon public understanding and support. It is a concise and comprehensive treatment of all phases of communication. The Handbook provides an excellent guide to practical and effective techniques in all types of communication.

Students, groups, members of Future Farmers or other clubs and organizations that have a public relations program would find this book a worthwhile guide. Nine sections are included in the book as follows: Concepts—the Communication Process; Speaking—Creating Speech; Pleading; Writing—the Art of Good Copywriting; Effective Public Speaking; Photographs; Graphics; Exhibits; Meetings.

Raymond M. Clark
Michigan State University
Stories in Pictures

GILBERT S. GUILLER
Ohio State University

Agricultural...Education

Volume 39
June, 1967
Number 12

A group of Texas Supervisors and teachers of Vocational Agriculture met with representatives of Agribusiness firms to lay plans for a state-wide young farmer field day. The group is shown working to realize plans for agricultural demonstrations. Front left, they are: A. E. Wolf, Dow Chemical Company; Burton Harmon, Area V, vice president of the Young Farmer Organization; Dr. R. V. Johnston, Research Division, Dow; B. C. Upson, Progressive Farmer Magazine; Bobby J. Treford, Young Farmers; S. E. Sillers, vocational agriculture teacher, Weatherford, and Bill Lane, Area IV, first vice president of the State Association and 1962 Outstanding Young Farmer of Texas.

Featuring—Innovations in Supervision

1917..........................50th ANNIVERSARY..........................1967
1st National Vocational Education Act