Stories in Pictures

Vocational agriculture students work in the land laboratory at the Regional Vocational Agriculture Center at Roxbury High School, Connecticut. (Photo by The Hartford Courant)

Ralph J. Woodin (left), Professor of Agricultural Education at The Ohio State University and Program Chairman for the National Seminar on Agricultural Occupations, Program Development in Area Vocational Schools held in September 1959, reviews the seminar program with the consultants for the seminar. (Left to right) Harold L. Hooton, New York; Clement E. Sand, Iowa; Charles W.未婚, Ohio; P. D. Cheek, South Carolina; William L. Hall, Oklahoma; James Douglas, Ohio; E. D. Anderson, South Carolina; and C. M. Lawrence, Florida. (Photo by Ralph J. Woodin)

J. C. Hollingsworth (right), vocational agriculture teacher at Lancaster Area Vocational Center, Lancaster, South Carolina, conducts a tour of the Vocational Agriculture Department during dedication ceremonies for one of the first vocational centers completed in South Carolina under the provisions of the Vocational Education Act of 1962. Mr. Hollingsworth used a model greenhouse exhibit to explain the various phases of propagating and growing ornamental plants. (Photo by William M. McCurrie, South Carolina Department of Education)

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Featuring—

STUDENT ORGANIZATIONS
The Agricultural Education Magazine

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guest editorial...

Do We Need Another National Student Organization?

A rapidly developing segment of agricultural education is post-secondary technical education. Many schools offering post-secondary programs are also developing student organizations as a part of these programs. Some persons propose that there should be a national organization of students enrolled in post-secondary programs of technical education in agriculture. Some proponents of a national organization suggest that this national organization should be a part of or affiliated with the National FFA. Do we need a national organization of post-secondary students? If so, what should it be affiliated with FFA? The first question can be answered best by students and staff who are enrolled in or conduct post-secondary programs. Debate on the desirability of a national organization for post-secondary students should include a consideration of the educational purposes best served through student organizations and how well existing organizations, both school and non-school, enhance educational programs for post-secondary students. The success of a national organization for high school students should not be generalized into the foregone conclusion that a national organization for post-secondary students is desirable or necessary.

If a national organization of post-secondary students is warranted, there are facts that should be studied carefully before a decision is made concerning organizational structure. Many post-secondary institutions offering technical programs in agriculture, particularly junior colleges and community colleges, identity with higher education rather than with the secondary school. Students enrolled in post-secondary institutions are likely to assume a similar orientation; consequently, they may be reluctant to become part of an organization for high school students. Probably the most important factor bearing on the question of whether a national organization for post-secondary students should be affiliated with FFA has to do...

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Ralph E. Bender is Chairman and Professor, Department of Agricultural Education, The Ohio State University, Columbus, Ohio 43210.

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The Future Farmers of America (FFA) and the National FFA Organization are dedicated to helping young people discover the dynamic careers in the broad agricultural industry and in counseling, guiding, training, and encouraging students to prepare well for agricultural careers of their choice. The FFA advisor of tomorrow will be well versed in employment opportunities and training needs in agriculture in order that they may serve their students more effectively. They will become better skilled in imparting this information to their parents, neighbors, and others who influence students in selecting educational programs.

The FFA will gradually modify its contests, awards, publications, objectives, and programs to stimulate and encourage toward worthy agricultural careers in a wide variety of fields which require different levels and kinds of education. A much used slogan will be changed to read: "The successful agriculturalist of tomorrow is the FFA member of today."

**The Forty-First Year**

As the FFA began its forty-first year in 1969, we may expect a thorough overhaul of the educational programs and policies. This is a crucial year in the history of FFA and its future. The FFA has achieved a type of self-sufficiency and self-confidence that will enable it to face the future and maintain its position as the premier organization in vocational agriculture education.

**MARCH, 1969**

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The letter "FFA" are established as a prestige trademark with national significance and recognition. While some persons may ask for a name more appropriate to the current program than "Future Farmers of America," no other generally acceptable name has yet been proposed. It is likely that the letters "FFA" gradually will become the accepted name of the organization. The likely meaning however, such as "Federation of Future Agriculturists." Under such a banner FFA may continue to be "Future Farmers of America" to some. It may also imply "Future Farmers of America" or "Future Farmers of America." Other possibilities might be "Future Farmers and Agriculturalists" or the "Federation of Future Agric-Businessmen." Regardless of the names used locally or for specific groups, the unifying banner for all agriculture students will be the "FFA."

We may expect the broadening of FFA degree programs, especially at state and national levels to include State Farmer Degrees and State Agricultural Business Degrees. Such changes are merely in the suggestive stage at this point but would be designed to serve occupational objectives of youth pursuing a variety of careers in agriculture.

Study and conferences relating to these changes already are a part of the work program of the National FFA Officers. Satisfactory progress will come; perhaps not in a way we have suggested but at least in some way that will be generally accepted toward a goal of common adoption.

The FFA has served students of vocational agricultural education in Grades 9 through 12 and, to some degree, the graduates and activities of the college years. There is an immediate need for FFA to extend its service to the college years (Continued on next page)
include those youth in nonposition post-secondary institutions. The first national seminar for students in agriculture in post-secondary institutions will be held in September 1969. Some form of student organization activity for this group will be developed. Inclusion of their organization within the FFA structure will be proposed, studied, and despite attending difficulties may well be accomplished.

A new look will be taken at College FFA Chapters, in respect to their composition (now restricted to students of agricultural education), objectives, activities, and their relationship to the national FFA organization. The question of girl membership will be resolved in favor of admitting all students of agriculture and those with career objectives in agriculture into the FFA. Several states already permit female students into FFA membership with full participation privileges at local and state levels. This will be extended into the national organization. Since the FFA merger in 1965 with the BSA, the former national organization for Negro youth in vocational agriculture, a major goal of the FFA has been the involvement of all students of agriculture in its activities. At present this involvement is approximately 60 percent effective. The goal will be to attain 100 percent involvement of all students. FFA and agricultural education personnel will devote special effort to the attainment of that goal.

Some FFA leaders foresee the creation of second or third FFA chapters in schools having agricultural science programs, especially in those schools with multiple teacher departments. Such a move would encourage more individual participation in FFA activities.

NATIONAL CENTER AND FOUNDATION

A National FFA Leadership Development Centre has been approved. Construction will be started as soon as funds are in sight. This center will permit students from local FFA chapters to come to the Washington area for national and international leadership and citizenship development. This new program will include an overview of the national government in operation and an opportunity to visit many of the nation’s most historic sites. The center will be used by state and national FFA officers, teachers of agriculture, and other groups for educational activities.

The FFA National Foundation’s activities of incorporation and by-laws will be rewritten to permit it as a private corporation to extend its solicitation and awards giving activities. The Sponsoring Committee will become a legal entity under the Board of Trustees with power to employ a staff specifically for the purpose of raising funds. There may be a trend toward identified donor sponsorship of certain awards and programs. It is likely that a plan will be worked out whereby major donors will receive more recognition for their contributions.

The 1969 National FFA Convention adopted a constitutional amendment allowing more convention delegates to states with larger memberships. This will be followed with a plan of reorganizing the regions to provide more equitable distribution of memberships. It may involve the establishment of five or six regions rather than our current four. For example, win a regional contest or award a member in the Southern or Central Region may have competed against more than three times as many other members as a member from the North Atlantic or Pacific Region.

The FFA will become increasingly active in its publicity and information programs. It will employ additional staff and will make more extensive use of radio, TV, and the press in telling the FFA and agricultural education story. More emphasis will be placed on the provision of aids to chapters and states to help with publicity efforts.

An FFA department of international development will be established to cooperate with United States agencies in the development of improved agriculture throughout the world. FFA programs will stress agricultural education and youth organizations which give much attention to the stimulation of international understanding and good will. The National FFA Magazine will continue to broaden its editorial content to serve students with objectives in off-farm agricultural business as well as in farm production and such fields as ornamental horticulture and forestry. The Future Farmers Supply Service will extend its operations in providing special services for FFA members, chapters, and state associations.

THE CHALLENGE

The most serious challenge and problem to be faced in the near future is that of the relationship of FFA to the instructional program in agriculture at national, state, and local levels.

It is almost unanimously agreed among agricultural educators that FFA is an integral and inseparable part of the program of vocational education in agriculture. Our program is unique in this respect. Somehow even after forty years we have failed to get that idea across to many individuals who influence the program. Unfortunately many think of FFA as extra-curricular, much as the high school football team or drama club. Overcoming this problem may well be the greatest accomplishment of FFA members, teachers, supervisors, and teacher educators during the next decade.

The development of leadership is a problem faced by every local FFA chapter. As a means of achieving this worthwhile goal, twenty-one schools in western Illinois held a leadership camp annually. The three-day leadership camp is held in August each year at a campgrounds located on a small lake near Auburn, Illinois. Local chapter officers attend the camp. Students are assigned to cabins by the office staff. This divides the members from each local chapter and enables the officers to get better acquainted.

Six business sessions are held during the camp. Using the opening and closing ceremonies at each business session proves to be very meaningful. Meetings are held for each group of officers during which the duties and responsibilities of the particular office are discussed as well as means of performing offices duties. These sessions are led by agricultural occupations instructors. A panel discussion is held on developing and carrying out the chapter program of work.

Speakers invited to the camp include persons from business and industry, state supervisors, and state FFA officers. Tours of agricultural industries in the area are also included. The area officers conduct vespers services for those attending the camp. A variety of recreation activities are enjoyed by the FFA members attending the camp.

Our experience indicates that the FFA Leadership Camp provides students educational experiences that help them become effective officers of local chapters.

National Leadership and Citizenship Conferences for presidents of local chapters will be held at the National FFA Center and in the nation’s Capital during June and July, 1969. Students will be elected on existing career opportunities in agriculture, developing a greater appreciation of our American heritage, exchanging ideas, and studying the operation of FFA. Also, regional leadership conferences will be held in all state offices in 1969. A National FFA Leadership and Citizenship Conference for State Presidents will be held in Washington, D.C. during July 1969.

(Photos supplied by C. Coleman Harris, Program Specialist, National FFA.)
RECOMMENDATIONS

FFA must make an effort to meet the needs and interests of students who have occupational interests in off-farm agriculture. Revisions needed include...a name change which is more descriptive...revised purposes conformance to the new concept of vocational agriculture...change in name and qualifications...flexible program needed.

Flexible Program Needed

For the FFA to continue as a strong integral part of the vocational agriculture program, it is imperative that certain changes be made to meet the needs of all vocational agriculture students. Some students have wide range of interests and aspirations. Some students will enroll for only one or two years of vocational agriculture, many will be city students, and many will be participating in activities outside agriculture. To meet the dynamic nature of students and vocational agriculture, flexibility, and adaptability should characterize FFA programs. These programs should be flexible and adaptable to meet the needs of the students. A strong, integral part of vocational agriculture is that all students be encouraged to enroll in vocational agriculture. For FFA to continue as a strong, integral part of vocational agriculture, it is imperative that changes be made to meet the needs of all vocational agriculture students.
How motivate students to partici- pate in the FFA? How develop support between older and younger FFA members? How encourage leadership in the local chapter? One an- swer to these questions might be found in this five-step program developed over the past twenty years.

Interest
The first step is creating interest. To ignite this important spark new members are required to learn the his- tory of FFA and the local chapter by finding answers to approximately 100 questions. During the first week of school the Green- hand candidate is given a set of questions, an Official FFA Manual, a Pen- nsylvania FFA Handbook, and a copy of the local FFA Program of Work. He can search for and record the answers at home or in study periods. Since the FFA is an intra-curricular activity, answers can be checked during the class by the teacher or uppermen when classes are combined. This makes an excellent review for the upperclassmen. Explanations can be made or in- formation added in case of incom- plete answers.

The questions are based on the history, organizational structure, aims and purposes, and all phases of the FFA. Other questions pertain to the State Association. Many questions are asked about the local chapter includ- ing the chapter’s program of work. The candidate becomes a Green- hand at the ceremony held the last week of September. Parents attend the ceremony where new members are presented with a Greenhand pin, a certificate of membership, and an official FFA manual.

Knowledge
By October the new members are moving smoothly into the second phase of their FFA experience—gain- ing knowledge of parliamentary pro- cedure. They learn to present a motion correctly. Each boy practices at a mock meeting and learns the proper steps for handling a motion. This helps him gain confidence and en- courage him to make a motion in meeting. The teacher is there to coach the presiding officer on how to stand, handle the gavel and be courteous but firm in his decisions. Don’t underesti- mulate the importance of this day in a new member’s life, and with a word of encouragement he will long remember it. It can be the day he first thinks of wanting to be a local officer in the future and he may quietly set this goal in his mind.

Understanding
As knowledge increases the new member is ready for the third step, a wider understanding of the FFA and parliamentary practices in gen- eral. First, he is taught the order of an agenda. A few days before the regular FFA meeting the new mem- bers write out an agenda for a meeting filling in what committees are to re- port, what old business should be dis- cussed, and what new items of business should be considered. Agenda writing is a key to interest in the FFA meet- ing. It stimulates the members as well as the officers to think of new items of business which are important. The decisions about listing items on the agenda require creative thinking and offer new ideas and projects for the FFA.

Encouragement and Practice
The fourth step, encouragement, is extremely important. The FFA ad- visor, the high school principal, or the school activities advisor may encour- age members when they attend an FFA meeting. The officers appreciate and to some extent demand service from an adult for a job well done. Upper- classemen are also able to inspire new members to reach for goals.

The fifth step, practice, never ends for any of us. If we want a team to win a parliamentary procedure contest it takes practice. If we want to learn to express our thoughts, practice is the answer. If an organization is to operate effectively, new members as well as older members must have an opportunity to be leaders. The ability to conduct a well-organized, demo- cratic meeting requires practice.

A week or two steps the student progresses through his vocational agri- cultural career. His FFA experiences can be more than high school mem- bership. They can be significant steps to maturity.

The Illinois FFA Association chooses a number of activities in order to carry out the primary goals of the FFA: leadership, citizenship and cooper- ation. We put major emphasis on par- ticipation at all levels of our organiza- tion.

International Understanding
Nine years ago the state officers in cooperation with some local chapters started what is now known as the Illi- nois FFA International Understand- ing Program. The first venture was a scholarship for a Greek boy studying agriculture at the American Farm School at Salonika, Greece. The pro- gram was further enlarged through an agreement with the government of Denmark that allowed FFA members to live and work on farms in Den- mark for three to six months. The host farmers agree to provide time for activities that are helpful to young men interested in agriculture. The program now has two FFA members in Denmark, one in West Germany, and one in England. Two Danish young farmers are now spending a year on Illinois farms.

Citizenship
American Heritage is also a term that is very dear to Illinois FFA mem- bers. The purpose of the FFA Ameri- can Heritage Program is to grant FFA membership and increased opportuni- ty to acquire deeper understanding and appreciation for the basic prin- ciples of government. This is achieved through a beautiful, illustrated book, "American Heritage," sold to FFA members. The FFA Chapter enters the "American Heritage" in the contest for presenting a motion.

A PROGRAM
TO ENCOURAGE PARTICIPATION

HOWARD P. FOX
Superintendent of Agriculture
New Castle, Pennsylvania

Some activities of a State Association

III. FHA Foundation

The Illinois FHA Foundation is a non-profit educational organization that provides scholarships to agricultural students in the state. The foundation also sponsors various educational programs and events to promote the agricultural industry. It is an important part of the State Association, providing opportunities and resources for young people who are interested in pursuing careers in agriculture. The foundation has been instrumental in supporting future leaders in the agricultural field, helping them to achieve their goals and dreams.

The Illinois FHA Foundation offers several types of scholarships to eligible students. These scholarships are awarded based on academic achievement, leadership potential, and demonstrated interest in the agricultural industry. The foundation also provides grants to support agricultural education programs in schools across the state. These programs aim to promote a greater understanding of agriculture among young people, helping to ensure a strong and knowledgeable workforce in the future.

In 1988-89 the Illinois FHA Foundation awarded $50,000 in scholarships and grants to over 200 students. The foundation continues to support agricultural education programs and initiatives, working to ensure that the next generation of farmers and agricultural professionals are well-prepared to meet the challenges of the industry.

The Illinois FHA Foundation is an essential part of the State Association, providing a valuable resource for young people interested in agriculture. Its commitment to supporting education and leadership in the agricultural community is a testament to its dedication to promoting a strong and thriving future for the industry.

The end of this essay is not shown.
NEW HORIZONS FOR FFA

EARL F. KANTHEE, Executive Secretary
Ohio Association FFA

A new group of youth are awaiting an invitation to join the FFA team! For over forty years, the FFA has been directed primarily toward "farm boys," but recent federal legislation and a steady change in the employment pattern of the agricultural industry suggest a need for change in emphasis. If the FFA is to be interesting, exciting, up-to-date, and relevant to the needs and interests of today's youth, it must be constantly reviewed and improved.

Although all of us are somewhat caught in the nostalgic web of our FFA heritage, we must be completely rational in guiding and directing the future of the organization. We must base our advice on fact rather than feeling. It would, of course, seem wise to hold tight to many of the basic features of FFA organization; yet we must be flexible in those areas where change should occur.

One Youth Organization

There seems to be a general agreement throughout the country that there should be only one youth organization for students of vocational agriculture. I accept this, and in my belief, we must be crystal clear in our understanding of the needs and interests of all students of vocational agriculture. We must break away from our traditional farm-oriented approach and develop a new structure of FFA incorporating all students in the new programs of vocational agriculture.

Two salient factors must be noted head-on by those influencing the future of the FFA—agriculture as an industry has made and is still undergoing dramatic change, and vocational agriculture is moving into every step of this change. The FFA organization must keep pace by serving the real needs and interests of its members and potential members. We are living in 1969 and it is doubtful if a 1928 model is good enough for this fast moving generation.

FFA In The City

There have been numerous developments in the FFA program in off-farm agriculture in the last several years. One such activity is the National Ornamental Horticulture Award. For many persons who actually involved in the new programs, however, progress sometimes seems painfully slow. This is the case in Cleveland, Ohio, where vocational horticulture is taught in nine city high schools.

When the first programs of vocational horticulture was initiated in 1963 at West Technical High School, the FFA had little appeal for students interested in greenhouses, landscaping, and floriculture. The name one of the big problems. "We just don't want to be called farmers," was one of the common remarks made. Further, most of the ritual was geared to farming like "Future Farmers, why are we here?" This group of students, interested in horticulture, needed a chapter that could be adapted closely to their needs and interests.

Duly large to the interest of one of the teachers of horticulture, a delegation from West Tech visited the State Convention in 1963 as well as the 1965 National Convention. The delegates became interested in this organization, and the Future Farmers of America—only if it could be adapted to interest off-farm agricultural students as well as future farmers. They proceeded to try some things on their own and incorporated some innovations suggested by the state association. With full permission of the state association, they adopted a new name which would be accepted by city youth—FFA (Future Agronomists). They opened membership to all students in vocational horticulture classes, including girls, and adapted some of the FFA ritual to make it appropriate for horticulture students as well as future farmers.

With these innovations implemented, together with the interest and support of the state association, the West Tech chapter prospered. News of their growth and development spread among the other high schools in the city and one by one, seven other horticulture departments chartered chapters with the state association.

One big boost along the way was an overnight youth leadership seminar for representatives of each of the horticulture departments in Cleveland. Organized and conducted by the State FFA Officers, this was a new and exciting experience for most of these inner-city youth who had never experienced a leadership conference or stayed in a motel overnight.

Another motivating force has been the FFA Officers. They have been especially interested in developing FFA programs for students interested in off-farm agricultural occupations. Programing in agricultural occupations currently in the new junior college programs. This program has been an added incentive to those young men wishing to continue their education in agriculture at this level. Other FFA leadership activities include recognizing livestock judging and safety programs with special plaques, travel for band and chorus and livestock teams to the National FFA Convention, and a number of other leadership activities.

Changes Needed

The future of the FFA organization in Cleveland and in other cities will depend on future adaptions in the FFA program at the national level. Numerous states are making innovations in Ohio has done in allowing girl membership, stressing FFA as the name rather than Future Farmers of America, permitting chapter names such as "Glenville FFA Host Chapter," and changing the name of the state magazine from "Ohio Future Farmer" to "The Ohio FFA News." These and numerous other changes are good. They are working but they are somewhat "hollow" without action on the national level. Perhaps some pilot programs are good, but the states should remain within the framework of the national organization. This suggests that we must make some crucial changes at the national level.

A Plan

Following are several suggestions for change in the national organization. These changes would help project the FFA into new levels of achievement involving all facets of the vocational agriculture programs.

Change the name to FFA. Small letters could indicate the organization is a " Federation of Future Agriculturists."

Change in ritual. The strong focusing influence in terminology should be removed in the opening and closing ceremonies, creed, and degree requirements and ceremonies.

Change number of chapters. The state structure was developed for agriculturists. If girls are vocational agriculture students, they should be allowed to participate in all phases of the program.

Allow alternative dress-blazers. Most other youth groups use the blazer. What a way to tell the world that there is a new look in FFA!

The Second Forty Years

It is appropriate that after celebrating the first forty years of FFA, we would evaluate carefully and project five years ahead with new enthusiasm. We must be careful in looking back. We should only use the past as a springboard to the future. Those of us who are older must remember FFA is a youth organization. It must be interesting, exciting, challenging, and productive.

Vocational and technical education, bolstered by the 1963 Vocational Education Act and the recent 1968 Amendments, is on the move! The door is open to FFA and to the vocational educational system in FFA than ever before in history. We have the way; we need only the will.

Some Activities of a State Association

(Continued from page 212)

ing in agricultural occupations currently in the new junior college program. This program has been an added incentive to those young men wishing to continue their education in agriculture at this level. Other FFA leadership activities include recognizing livestock judging and safety programs with special plaques, travel for band and chorus and livestock teams to the National FFA Convention, and a number of other leadership activities.

Leadership Development

Leadership training receives major attention in the program of the Illinois FFA. Several leadership training sessions are held for state officers each year. In addition, state officers participate in national leadership conferences.

The Illinois FFA has four major officers and twenty-five vice-presidents in charge of geographical sections of the state. One of the major activities of the state officers meeting in August each year is to prepare for the sectional leadership training schools for officers of local chapters. Each sectional vice-president, his advisor, and others in the section hold a meeting early in the summer to plan the sectional leadership training school. The schools vary in length from one to a half day to two days depending on the needs of the chapters.

A number of years ago we saw the need to tell better the story of agricultural occupations and FFA. Funds were provided by the Illinois Foundation to employ a half-time graduate assistant in agricultural communications who works in cooperation with the Vocational Agriculture Service of the University of Illinois. This person, designated as the FFA Public Information Specialist, works with the state reporter in conducting area workshops for local chapters and sectional reporters, prepares communications aids for local reporters and critiques reporters' news releases and newsletters, and carries out a public information program for FFA.

New Developments

There are a number of student organizations in Illinois in connection with the emerging junior college program of technical education for agriculture. Students are given opportunities to develop their leadership potential in a number of post-secondary clubs that are curricula oriented. There is a common leadership need and the future may see an over-all organization that combines these various clubs into one state organization.

The Illinois FFA program is continuously studied with the idea of keeping up-to-date. We are particularly interested in changing the program to fit current needs. We are interested in providing a program for all agricultural occupations students. With this in mind, enrichment of the program calls for expansion to include girls and boys in urban as well as rural areas.
Needed: An Organization for Post-Secondary Students

Kenneth W. Olcott
Agricultural and Technical College
Cohoes, New York

The rapid expansion of vocational agriculture in high schools in the 1920's led to the organization of agricultural clubs and eventually to the formation of the Future Farmers of America in 1928. Forty years later we are undergoing a similar rapid expansion in post-secondary programs in agriculture and the development of post-secondary agricultural clubs. Now it is the time for these local clubs to join together to establish national and regional organizations that will benefit members and the field as a whole.

The FFA has provided high school students with the opportunity to develop social and leadership skills to a higher degree than most school sponsored organizations. What teacher has not felt justifiable pride in his students conduct an assembly program or a parent-son banquet? Is it coincidence that FFA members are so frequently elected to office in student council and other school organizations? How often does a teacher turn to a student and say, "Your boys are the only ones in the school who really know parliamentary procedure?" We know that FFA has provided the motivation for these accomplishments.

Post-Secondary Organization

The further development of these social and leadership skills is even more important for the graduate of a post-secondary program. Employers are interested in more than technical competence. They want a person who will evidence enthusiasm for his job and one who can demonstrate leadership in his chosen field. Such a person must be able to work with others both as a leader and a follower. Agricultural related clubs are an aid in developing these qualities.

Just as high school teachers recognize the value of agriculturally oriented student organizations, most post-secondary institutions have initiated similar organizations today. At some institutions organizations take the form of curriculum oriented clubs such as Livestock Clubs, Agrometry Clubs, Agricultural Engineering Clubs. Not infrequently curriculum lines will be created and one agricultural club will represent many curriculum areas. At institutions that have been in existence for a considerable time, it is likely that many organizations have been formed with some dying and others thriving. At new institutions, the faculty and administration have the opportunity of planning the organizational structure that they feel will be most advantageous.

It is desirable for local organizations to work with similar organizations in other schools. Just as the formation of the FFA has resulted in a strong and vigorous leadership program for high school students, the formation of a regional and national organization for post-secondary students can benefit young people in a similar manner.

Collegiate Agricultural Leaders

Our experience with student organizations at the Agricultural and Technical College, New York, has provided the basis for the proposals in this article. In 1965, several students were interested in forming a Collegiate FFA Chapter. A charter was granted by the New York Association FFA to the Cohoes Collegiate FFA in May, 1967. That year when the newly elected officers evaluated the progress of the chapter since 1965, they were concerned that little growth had occurred. It was decided that a new organization patterned after FFA but differing from it in some respects might be the answer. The name "Collegiate Agricultural Leaders" was selected for the new organization.

There were three primary reasons for the move away from FFA. First, the degree work which is a basic part of the FFA did not lend itself to the college campus. The students are away from home and unable to carry out the farming programs or occupational experience programs considered so vital to FFA degrees. Students who were not FFA members in high school had a problem since the Greenhand and Chapter Farmer Degrees were not available at all to one situation.

Second, there were students who felt that their experiences at college should be different from their experiences in high school. They felt that the FFA had been a good experience in high school, but in college they wanted something different. They considered FFA a high school organization. Third, we found that our FFA chapter did not appeal to many students who were not FFA members in high school. This is partly explained by the fact that the majority of our students are interested in agriculture rather than production agriculture. The middle field in FFA meant production agriculture to them and we were unable to convince them otherwise.

The wisdom of these students two years ago is now evident in our organization. While we are experiencing growing pains still, membership has increased and we are carrying out more meaningful leadership activities than before. The majority of the members of Collegiate Agricultural Leaders were FFA members in high school, but we are bringing in new people who did not have this opportunity. These students relate more easily to our present name.

State Organization

Soon after establishing our organization, we began to look for ways of providing broader leadership activities for our members. In New York State, we are fortunate in having five other Agricultural and Technical Colleges offering programs in agriculture. In January, 1968, faculty and students from four of these colleges met to study ways in which a state organization could be formed. This group reconvened in May and a state constitution was adopted and state officers were elected. At the present time three of the Agricultural and Technical Colleges have local Collegiate Agricultural Leaders chapters, two others have part-time state officers, and four are studying the relationship of Collegiate Agricultural Leaders to the present clubs on their campuses.

A state leadership conference is planned for the spring of 1969 with state committees in public speaking and parliamentary procedure. Other activities in the planning stages. While it is too early to say what will happen in the future, indications are that the organization is off to a good start and will strengthen activities of the local chapters.

The name of regional and national organizations for post-secondary students should be something other than Future Farmers of America. Post-secondary students feel that experiences in college should be different from their experiences in high school . . . post-secondary students consider FFA a high school organization . . . FFA does not appeal to many students who were not FFA members in high school . . . the majority of post-secondary students are interested in agriculture rather than production agriculture.

A Proposal

Regional associations of these organizations of post-secondary students are needed. These regional chapters. A national organization is needed to tie the regional programs together. I feel that the name of such an organization should be something other than Future Farmers of America. Collegiate Agricultural Leaders is an excellent description of the group and its purpose.

Since an organization of this type is very closely related to the FFA historically, administratively, and in purpose, I feel that ways should be developed to allow the two organizations to be affiliated but function as separate units. By affiliation, Collegiate Agricultural Leaders can bring to FFA members, who attend post-secondary institutions, opportunities in leadership training that have not existed before. In turn, the FFA can give Collegiate Agricultural Leaders its expertise with such things as the Supply Service, a national magazine, and in conducting a large organization devoted to leadership training in agriculture.

We must always strive to provide the same opportunities for all students—both in the classroom and outside it. The increasing number of post-secondary institutions teaching agriculture provides an opportunity to do a better job in the training of leaders in agriculture. Leaders are desperately needed today. By working together in a national organization, programs can be established to help students pursue a career in agriculture. The name of the organization is an indication of the type of leadership that is needed.
**Change the Name—Name the Change**

E. L. Bosworth

A leading agricultural company advertised the fact that it had taken on new commitments by stating that there is a new name on the door. There are many in agricultural education, another area where new commitments have been made, who feel that those new commitments call for changing the name of the FFA banner in our classrooms.

**The Problem**

Proponents of this idea offer a number of reasons for the change. The Vocational Education Act of 1963 makes it possible to broaden regional agriculture from the narrow base of farming to a broadened base encompassing many agriculturally related fields. Even before the 1963 Act we had many students going to colleges of agriculture and into fields of agriculture other than farming. We now have many students in our classes who want and intend to be a part of the total agricultural picture but who have no plans to become farmers. Thus it is believed that many fail to enroll in vocational agriculture and subsequently join the Future Farmers of America because of their mistaken belief that both are concerned only with farming. "Why say I am a future farmer?" they reason, "when I never intend to farm?"

The problems do not stop here. There are cases of whom it is so closely associated with our activities, who continue to look at our program as concerned only with that small percentage who are engaged in tilling the soil. These include parents of small children and prospective students, faculty and administrators, legislators, and key lay people in the community. All must have the proper information if they are to support our program.

There are at least some among our own group who say that the name "Future Farmers of America" tends to be a handicap. They believe that if something is not done, splinter groups will form. Such a development would be comparable to the corn clubs and civic clubs that existed prior to the formation of the Future Farmers of America. It is advocated by some that we do away with the banners in our classrooms. "Do away with the name Future Farmers of America," they say, "but keep the letters FFA and people will soon forget the words they represent."

**A New Name**

Perhaps a change is needed. At any rate the problems mentioned do exist. However, it would seem that such a proposal is not the ultimate solution. If a change is needed and if keeping the letters FFA is desirable, then let us give the letters a new meaning—let them advertise the changes we are making in vocational agriculture.

Suppose we continue to use the first "F" for "Future." We have long taught our students to look to the future and to prepare for a new day. No other word could be more appropriate.

Let the second "F" in FFA stand for "Fellowes." This will allow us to encompass not just those who wish to farm but all youth hoping to find a career in the many agriculturally related fields. The term also suggests a certain camaraderie appropriate to the fact that all interest groups will be working together. The rising sun in the emblem could take on an even deeper meaning—meaning the new day when all learn to cooperate. There may be those who feel that "Fellowes" is not suitable in the event girls are permitted membership in the organization.

What about the "A"? Certainly we are proud of the fact that the FFA is national in scope just as we are proud of our great country. Yet, the word America would hardly fit the proposed change. Suppose we consider substituting "Agriculture," making it an organization known as the "Future Fellows of Agriculture." The emblem, bearing the eagle, would continue to indicate that the organization is associated with the United States and is national in scope.

While FFA is a national organization its influence and good works is by no means limited to the United States. The organization has long promoted youth organizations overseas and participated in student exchange programs. Former members are taking their place in agriculture beyond our national boundaries, and countless others are engaged in producing and distributing agricultural products for the hungry in other nations. Agricultural leadership is not limited to the U.S. In the name of the organization can serve to broaden the meaning and scope of the organization, as can the use of the word "Fellowes."

**The Future**

Changing the name of an organization does not mean that it must give up its rich heritage or ideals. It can mean a greater opportunity to include within its membership those who have similar ideals and aspirations. It can bring a sense of belonging to those who wish to be a part of agriculture but who do not expect to farm. Even more important, it can help us to advertise the changes that are being made in vocational agriculture.

To ask, "What is the future of the FFA?" is in a sense to ask, "What is the future of American agriculture?" If we believe that agriculture can overcome the obstacles hindering its progress, and most of us do, then we must also believe that the FFA can solve its own smaller but important problem. The FFA and vocational agriculture can show a strong, forty-year record of meeting challenges, solving problems, and innovation that have not only lent support to agriculture but have helped build individuals, which to me is even more important.

**Leadership**

Leadership and character development is FFA's most worthy goal as we look to the future. Our communities, parents, FFA Foundation sponsors, and other FFA supporters and sponsors are most interested in the leadership qualities instilled in FFA members. And well they should be for the need for young people adequately trained in agricultural leadership is ever increasing. Part of the alarming cry heard in the farming and ranching segment of agriculture today could be quieted by organized, but organized requires leadership. Agribusiness and agri-industry are in dire need of ambitious, knowledgeable leaders—leaders who can plan ahead, who can communicate, and who desire progress not only for themselves but for agriculture.

**Attitudes**

The technical knowledge taught in vocational agriculture classrooms is valuable but unfortunately it lasts only for a very limited period of time because modern machines and methods face a remarkably rapid rate of obsolescence. A student prepared to operate modern equipment must be trained to match each improved machine or more advanced method.

As an expert of years ago predicted, "Sixty-five years from now the basic attitudes however, and this brings me to another important point. The area of attitude development is of supreme importance and one in which the FFA can continue to offer great service to all students of vocational agriculture regardless of sex, occupation, objective, or many of the other varied situations that exist now or will exist in the foreseeable future. Integrity, thrift, scholarship, leadership, honesty, and willingness to work will always be in style. They will never become obsolete. FFA members have the opportunity through vocational agriculture and FFA activities to acquire and develop these sought-after attributes. They learn to communicate by working together in community service and co-operative chapter projects. Through aggressive and fair competitions in the showing, judging, and parliamentary procedure and numerous other FFA contests members gain a lasting impact in the attitude development as well as the triumphs of victory."

As I examine the direction FFA has taken for the past four years it seems evident that projecting what may occur in the future, I am concerned about the decreasing emphasis placed on entrepreneurship. It becomes more difficult to relate the free enterprise system to the agricultural business or to worker than to the farmer or rancher; however, recent statistics reveal an appalling number of young Americans have at best a very vague concept of ownership and management. For years FFA has been the model youth organization in allowing its members to practice and understand the world of profits and losses, skilled management, good judgment, and accurate decision-making related to business. In the con•solidation of new areas in vocational agriculture and the development of fresh ideas for a better FFA, let us not overlook the importance of teaching the American free-enterprise system.

**Priority of Problems**

In recent years there has been discussion, and disillusion, about financing FFA operational and expansion efforts. Girls in FFA, a post-secondary organization related to FFA, is currently facing the same dilemma and other perplexing problems. Accurate decisions on these questions are urgent and necessary; however, a clearer role of FFA is essential. FFA members have the opportunity to serve their communities through vocational agriculture and FFA activities to acquire and develop these sought-after attributes. They learn to communicate by working together in community service and co-operative chapter projects. Through aggressive and fair competitions in the showing, judging, and parliamentary procedure and numerous other FFA contests members gain a lasting impact in the attitude development as well as the triumphs of victory. As I examine the direction FFA has taken for the past four years it seems evident that projecting what may occur in the future, I am concerned about the decreasing emphasis placed on entrepreneurship. It becomes more difficult to relate the free enterprise system to the agricultural business or to worker than to the farmer or rancher; however, recent statistics reveal an appalling number of young Americans have at best a very vague concept of ownership and management. For years FFA has been the model youth organization in allowing its members to practice and understand the world of profits and losses, skilled management, good judgment, and accurate decision-making related to business. In the consolidation of new areas in vocational agriculture and the development of fresh ideas for a better FFA, let us not overlook the importance of teaching the American free-enterprise system.
A New Organization for High School Students

Earl B. Russell
Agricultural Occupation Instructor
New Lenox, Illinois

Lincoln-Way High School, located 30 miles south of Chicago in a rural half-suburban area, has an enrollment in its three-teacher, fourteen-course Agricultural Occupation Department of 170 students. It is the largest department in Illinois. A majority of the students come from four small towns or from several subdivisions in the school district. The parents of many students work in nearby Joliet or the Chicago metropolitan area. Fewer than twenty percent of those enrolled come from farms. Over twenty percent of these students are girls.

What attracts such a diversity of students into courses in agriculture? The attraction comes from a curriculum designed to prepare students for a wide range of agricultural careers and to meet the needs of students with diverse agricultural interests. In addition to four courses in agricultural production, there are courses offered in ornamental horticulture, in agricultural mechanics, in two in agricultural marketing, one in suburban agriculture, and one for students with special needs. Students are enrolled also in independent study projects in agriculture.

The FFA Chapter

How many of the students enrolled in agriculture are FFA members? How active is the FFA chapter? Currently, there are 55 paid members, but there are consistently only 20 to 25 members who attend meetings. The chapter is one of the most active in Illinois. For the past two years the chapter has won the award for the most outstanding program of activities in the section consisting of fifteen surrounding schools. Parliamentary procedure, public speaking, land judging, livestock judging, and individual FFA Foundation awards are activities in which the chapter regularly participates.

Since such a small number of students were participating in FFA activities, the question arose as to how better participation in agricultural activities could be obtained. After studying the problem for several months, last fall students were asked if they would be interested in starting an agricultural youth organization with a wide range of agricultural activities and with a name indicative of a broadened curriculum in agriculture. Student response was very enthusiastic and planning began.

New Organization

An official of the Illinois Association of FFA was asked to meet with the group to discuss the formation of a new organization affiliated with the FFA. He gave his full support to the new organization but pointed out that under limitations of the present state and national FFA constitutions girl participation would be prohibited, a student would not be required to enroll in a vocational education class in agriculture to become a member, and that members of an affiliated FFA organization could not participate toward district, state, and national FFA awards unless they were also local FFA members.

Consequently, the group voted unanimously to form an independent organization without FFA affiliation. Reasons for this were that several girls were interested in joining the organization, other students who had agricultural interests were not enrolled in a vocational agricultural class since one of our agricultural classes is nonvocational, and students could see little if any value in becoming FFA affiliated when they would not be eligible for state and national awards.

The organization name chosen by the group was the "Agricultural Careers Club of America." Students concluded that the word "agricultural" in the name would help create a new and realistic image of agriculture in the mind of the public.

New Image

Why hasn't the FFA reached more students enrolled in agriculture? Many of our students are expelled by the name Future Farmers of America and the junior FFA. No matter how diligently we proclaim the farmer as "the most important worker in the world" and declare that "without the farmer mankind could not survive," farming as an occupation has a poor image in our society. Thoughts of long hours, uncomfortable work, and relatively low pay are not particularly enticing to young people. The farmer image coveted by FFA is a tremendous handicap in selling students and the public on our new curriculum in agriculture and even on new FFA award programs.

Although I admire FFA leaders for proposing a name change at the national convention last October, changing the official name from Future Farmers of America to FFA, or to some other name and retaining the letters FFA, would be of little if any value in altering the public's image of high school programs in agriculture. We understand the broadened FFA program and too quickly assume the public understands also. But when the public hears the well-known FFA mention, the word "FFA" commonly comes to mind automatically. Consequently, after the public hears the name "Future Farmers," it often does not absorb the idea of diversified agricultural activities and awards through FFA. It does not give the critical public to say apologetically that the name "Future Farmers of America" is not as important as what the organization does.

If we as teachers, or state superintendents, or university extension agents, or anyone in agriculture to promote new objectives in agricultural education with an old name, we are pricing to attract little attention from the public. With the image FFA possesses, its promotion is nearly impossible to attract the public's interest in agriculture. Simultaneously a new establishment of Agricultural Career Clubs of America could quickly create a fresh public image of agricultural education—an image we dearly need now.

Similarly, in Illinois alert leaders in agricultural education have coined to use the term "vocational agriculture," a name traditionally associated with education for farmers, formal "agricultural occupations" being used.

New Approach

Too frequently at the local level, FFA awards are based largely upon completion of a record book designed for farm students. Too often a student who comes from a small town or subdivision is automatically handicapped by the lack of opportunity to keep records on a production project. These students see little chance of winning the kinds of awards now available. The Agricultural Careers Club of America has not been designed to replace or compete with the local FFA chapter. On the contrary, students are encouraged to continue membership. The unwritten but common policy of saying to the student, "when you take agriculture automatically you automatically join the FFA," had to be dropped when several sophomores, juniors, and seniors enrolling in agriculture for the first time flatly refused to enroll if they had to be part of Future Farmers of America. FFA activities and awards have appeared uninteresting to many students interested in agriculture, livestock judging, land judging, parliamentary procedure, and other traditional activities fail to excite the student who would like to learn more about a multitude of careers in agricultural business, agricultural merchandising, ornamental horticulture, agricultural resources, and other areas of agriculture.

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Professional Fraternity Aids in Teacher Education

KINNEH E. JAMES
National President, Alpha Tau Alpha
Niemoel, Illinois

The Alpha Tau Alpha is a national professional honorary agricultural education fraternity that plays a vital role in the preparation of those who plan to teach vocational agriculture. This fraternity has local chapters on twenty-six college and university campuses offering agricultural education throughout the United States and the Philippines. At least three other universities have indicated an interest in initiating fraternities during the present year. The fraternity, with a cumulative membership of well over 12,000, was founded at the University of Illinois in 1921. In 1925, the University of Nebraska and the University of California at Davis were chartered. Sixteen additional universities had initiated new chapters by 1950. The past ten years have been a period of expansion with the newest chapter being at Rutgers-The State University, New Jersey. Approximately 350 new members are initiated each year.

Purposes and Membership

The purposes of Alpha Tau Alpha are designed to promote the highest ideals and standards of agricultural education and to foster interest and good fellowship among men who have chosen the profession of teaching agriculture. The policies of the fraternity encourage and support college and university organizations, the FFA, and other organizations that promote the improvement and advancement of agricultural education.

There are three types of memberships:

1. Active membership for college and university students; associate membership for persons engaged in teacher education, supervision, and teaching vocational agriculture; and honorary membership. The constitution provides for an advisory board made up of the national officers of the fraternity and one member representing each chapter.

2. Leadership activities are provided to enhance the teaching ideals by supplementing academic achievement. Activities

The Challenge

No college or university offering a curriculum for the preparation of teachers of agriculture should be without an active chapter of Alpha Tau Alpha. The criteria to become members of ATA should be such that everyone who plans to teach agriculture would be eligible to join and participate.

A new era is approaching in agricultural education. The Vocational Education Act of 1963 and the Vocational Education Amendments of 1966 provide new resources for vocational education in agriculture. Never before have there been opportunities for school leadership in teaching and so many areas in agriculture. Alpha Tau Alpha intends to meet this challenge.

Once in every career comes that opportune moment to embark upon that mystifying trail of a doctoral program. If you are at such a moment, may I share with you some of my impressions and ideas gleaned from four years of full-time graduate study. I believe there are three basic decisions that need to be considered when starting on this road. First, the possibility of beginning a program leading to a doctoral degree. These are:

1. The decision TO ENROLL

The decision of WHERE TO ENROLL

The decision of WHAT TO DO WHILE ENROLLED

"Planning Your Doctoral Program in Agricultural Education" by Dr. Harald Oostman in the May, 1963 issue of The Agricultural Education Magazine asked some very direct questions and provided very appropriate answers. His article is still very germane and should be reviewed if one is considering the "Big Step." I will not attempt to list what factors one should consider when selecting a university or even if one should or should not enroll. Instead, I will look at some items one normally does not find in the graduate catalog.

THE DECISION TO ENROLL

Only you can decide to fill out and sign the graduate school application, and upon that decision your immediate family and Makenna will be depending on you to receive a financial package and to live in your new environment. The decision to enroll should not be made lightly.

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Collegiate FFA: A Meaningful Experience

Robert R. Price
Teacher Education
Oklahoma State University

Group leadership abilities and communication skills are important elements in the development of college students. In a very real sense they are forming the basis of their future success in their chosen career fields. The FFA is a program that provides an ideal environment for the development of these skills.

The Collegiate FFA Program

The Collegiate FFA has been criticized as being too focused on the classroom experience and not enough on the practical aspects of agriculture. However, the Collegiate FFA has evolved to include more practical training and real-world experience, making it a valuable resource for students interested in pursuing a career in agriculture.

The Decision: Advanced Graduate Study in Agricultural Education

Selection of Committee

For many people, the Ph.D. is still the "in" degree, especially in departments located in colleges other than those with agricultural education programs. The requirements for the Ph.D. have been basically the same from university to university in that the degree requires a comprehensive examination in one or more foreign languages and an original research thesis. These traditional requirements are gradually being modified, and some universities are not requiring a foreign language for a Ph.D.

The requirements for the Ed.D. range from being identical, to nearly identical, to the Ph.D. to requiring about the same intellectual effort as a New York Times crossword puzzle. Fortunately, those institutions granting an Ed.D. in Agricultural Education are among the outstanding universities and their requirements are considered for this Ph.D.

Thesis Topic

MARCH, 1969

THE AGRICULTURAL EDUCATION MAGAZINE

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This is a book setting forth basic philosophies, concepts, and principles of teaching and learning selected by the authors. It is a book where important teachings of experience in vocational teaching. Specific application of these principles is left to the teacher in whatever field he may be serving. Indeed, this could be considered as a "general method" book, not only for vocational teachers but for any teachers.

Exceptions to the "general approach" are the chapter on programming objectives in which vocational agricultural is used as the illustration and parts of the chapter on constructing a course of study. In these and succeeding chapters in the first part of the book the authors draw on their experiences in vocational teaching and in instruction and observation of other vocational teachers to present the material. Important generalizations about teaching principles teachers should follow in the programming of instruction.

In the latter part of the book, dealing more with applications of educational psychology and social studies of students' characteristics and learning, greater emphasis is placed on research findings and documentation. Here also the reader finds well supported principles and practices which he should apply in his own vocational setting.

The senior author, a former head of a university vocational teacher education department, now retired, is well known for his broad portrayal of the teaching act in his masterful classic in this area of his speaking. The junior author, formerly a teacher educator in agriculture and subsequently a research administrator, is now a state director of vocational education. Both have the practical background to "separate the wheat from the chaff" so as to be able to present to teachers, teacher educators, and supervisors the really important guide points for teaching.

The primary objective of The Merc VETERINARY MANUAL is to provide the veterinarian and his co-workers in the animal sciences with a concise, convenient source-up-to-date information on the diagnosis, treatment, and prophylaxis of important animal diseases.

The third edition comprises eight parts. Part I deals with diseases of large and small animals. Part II is devoted to health care, including the veterinary hospital, laboratory, and the role of the veterinarian. Part III is devoted to the diseases of small animals. Part IV is devoted to the diseases of poultry. Part V is devoted to the diseases of farm animals. Part VI is devoted to the diseases of horses and cattle. Part VII is devoted to the diseases of sheep, goats, and swine. Part VIII is devoted to the diseases of birds. Each chapter is written by experts in the field and is updated by them each year.

Charles L. Jones, Assistant Professor of Agricultural Education at North Carolina State University, has been appointed Special Editor of The Agricultural Education Magazine for Region III (Kentucky, Maryland, North Carolina, Virginia, and West Virginia). Dr. Jones succeeds the late William R. Bingham of the University of Kentucky.

Dr. Jones received the B.S. and M.S. degrees from the University of Illinois and the doctorate from Florida State University. He taught vocational agriculture at Pikeville and Princeton, North Carolina. He joined the staff of the North Carolina Department of Public Instruction in 1961 as State Consultant for Young and Adult Farmer Education. He was at State Supervisor of Diversified and Agricultural Education.

He is a Director of Evaluation for the Florida Nongraded Vocational Education Program in Brevard County, Florida, and principal investigator for the occupational education phase of the Community in Transition Project developed by the College of Occupational Education at North Carolina State University. He has served as editor of the North Carolina Vocational Association News.
Preparing Students for Agribusiness

GORDON MORRISON
Teacher of Vocational Agriculture
Council Grove, Kansas

Today it is obvious that fewer farm boys will be involved in producing agriculture. With the great demand for qualified agriculturalists, it is apparent that the vocational agriculture programs must be revised to prepare students for agriculture.

Staring the Program
To meet the needs of students who are interested in non-farm agricultural occupations, I had the school administrator and counselor to see what changes could be made in the vocational agriculture program at Council Grove High School. It was decided to compile a list of agricultural businesses that could be used as training centers. Businessmen contacted included the meat processing plant, farm implement dealers, creamery, REA, credit establishment, automobile agency, greenhouses and florists, grain elevators, and a veterinary clinic.

A meeting of these businessmen was held. I was encouraged to hear the favorable comments and the enthusiasm shown by the business. Each expressed his willingness to assume the responsibility of helping in the training program. We decided that the training period would be for one and one-half hours each day for a period of six weeks. It was hoped to relate the student to the total business. Our objective was that the training period would consist more of an exploratory experience rather than an actual training session. The boys were not to be paid. Some businesses put the boys on a minimum wage rate and included them in their liability insurance program. The money was turned over to the school to be used in purchasing materials for the agricultural shop.

Instruction Needed
I worked closely with the Assistant State Supervisor of Vocational Agriculture in setting up the course of instruction. We felt the following lessons should be taught before the students are placed in the training center: social security, labor and wage laws, insurance, sales techniques, business law, unemployment compensation, business ethics, labor unions, income tax, budgeting, and finance. Local businessmen were used to present some of this material to the class. Each student was required to prepare a written report about the business of his choice.

Records and Reports
An agreement signed by the businessman, the student's parents, the student, and the teacher was prepared for each student. The agreement was very explicit with emphasis placed upon the student's promptness to the center, absence, conduct, and the responsibilities of all parties. The student was required to keep a diary of each day's activities. The diary was signed by the businessman.

A grade card was made out by the person who instructed the student. This grade card seems to be a motivating factor for self-improvement and a means of expressing to students what is desired in an employer.

Evaluation
At the conclusion of the program, the businessmen and students completed an opinionnaire which was analyzed by my administrator and me. Each businessmen expressed a desire to continue the program. Students stated they felt the actual experience was much better than the simulated classroom problems. They obtained a realistic view of the other side of the business counter. A few stated they learned that they did not want to make the business they were studying their permanent interest. Learning disabilities can be a valuable experience also.

Milo J. Peterson, Professor and Chairman of the Department of Agricultural Education, University of Minnesota, was selected to deliver the 1968 lecture of the American Association of Teacher Educators in Agriculture. The lecture, Agricultural Education: Some Issues and Some Resolutions, was the highlight of the Association's annual meeting held in Dallas, Texas, December 9, 1968.

Dr. Peterson received the B.S. degree in agricultural education from the University of Minnesota. The M.S. and Ph.D. degrees were earned at Cornell University. Dr. Peterson taught agriculture in Todd County, Minnesota. From 1939 to 1946 he was an agricultural economist at Oregon State University and the U.S. Department of Agriculture. In 1946 he joined the staff of the Department of Agricultural Education at the University of Minnesota. In 1948, he was appointed Chairman of the Department.

Dr. Peterson has served as a consultant on vocational education in Canada, Brazil, and Iran. In 1956 he was a Fulbright Research Scholar in Japan. In 1960 he lectured at the International Centre for Agricultural Education in Zurich, Switzerland. Dr. Peterson served as President of the American Vocational Association in 1962-63. He served as Secretary of the American Association of Teacher Educators in Agriculture from 1960 to 1966 and is a former recipient of the Association's Distinguished Service Award.

Copies of Dr. Peterson's lecture may be ordered from Interstate Printers and Publishers, Danville, Illinois 61835.
Attending leadership training camp is an important activity of FFA chapters. FFA members from across the state participate in a week-long session held each summer. (Photo by Mrs. W. Essinger, Kansas Board for Vocational Education)

Administration Building at the Kentucky FFA Leadership Training Center. The Leadership Training Center is used during the summer each year to train local chapter officers from approximately 125 schools in Kentucky. (Photo by James D. Nesbitt, Executive Secretary, Kentucky Association FFA)

James W. Albritton (right), Executive Secretary of the National Vocational Agricultural Teachers' Association, looks on as Belt E. Foster looks over Ford Motor Company's progress on tractor power train developments. Frederick S. Warren (second from left), teacher of agriculture at Heidelberg, Massachusetts, and Orten E. Young, teacher of agriculture at Sarasota, Florida. Al 1958 recipient of the Heberly American Farmer Degree, Mr. Warren and Mr. Young will be able to instruct a school to receive a power train for use in classroom instruction.

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