

CRITERIA AND COMPONENTS OF AN ALTERNATE
NATIONAL FFA MEMBERSHIP STRUCTURE

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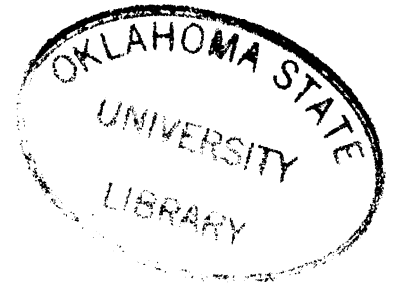
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CHAPTER I

INTRODUCTION

Vocational Agriculture and the Future Farmers of America (FFA) have been a strong "team" for many years. Since its inception in Kansas City, Missouri, on November 20, 1928, at 2:00 p.m., the Future Farmers of America has been considered an essential part of Vocational Agriculture. In 1950, the 81st Congress of the United States passed Public Law 740, which, in granting the FFA a Federal Charter, recognized the FFA as an integral component of local, state and national Vocational Agriculture programs. In 1963, the Vocational Education Act (a change from the Smith-Hughes National Vocational Education Act) language reiterated the concept of integral relationships of FFA specific to the Vocational Agriculture programs at every level. Again, in 1977,

the Congress of the United States in the Federal Register (Vol. 42 No. 191 Monday, October 3, 1977), and the policy statement of the United States Department of Education (USDOE) recognized the FFA as an integral part of the Agriculture Vocational Education Program (Davis, 1983).

Beginning with 16,217 members in 1928, the FFA membership has climbed steadily until it peaked in 1976 at 509,735. From that peak, membership has declined to 434,643 in 1984-1985 -- a 14.7% reduction. During the period between 1979 and 1982, there was a short-lived, 3.7% increase in membership. "The 'Plus 10' program is generally credited for that reversal, but one must wonder if the reversal is a permanent one.

(Cooper and Nelson, 1983, p. 10)." Cooper and Nelson's concern was valid, as the numbers plunged to a 12-year low in 1984-1985.

Several factors may have contributed to the decline in FFA membership during this time. A corresponding drop in secondary school enrollment in general, and Vocational Agriculture enrollment specifically, could have had a direct bearing and consequence on FFA membership. Another contributing factor could have been the national concern for the quality of educational programs students are receiving from public schools. This anxiety culminated in 1983 when "A Nation at Risk" was released. As states and local Boards of Education raced to upgrade education in general by concentrating on the "3 R's", there were declines, in some instances dramatic declines, in all elective areas of education, including Vocational Agriculture.

It would seem that the issue of declining numbers was enough to deal with on a local, state and national scale, but an additional question regarding the curricular nature of the FFA arose almost concurrently with diminishing enrollment and membership declines. Several school districts and some states have, in an endeavor to deal with budget reductions, attempted to charge fees for certain school activities, in some cases curricular activities. The law is usually very specific, stating that charges may not be made for curricular activities. For example, the School Laws of Oklahoma (1984, p. 85) Chapter I, state that a "School district cannot charge enrollment fees. ... (a) Fee may not be charged for any course or activity, whether (it is a) 'required' or 'nonrequired' course or activity." Section 104.513 of Vol. 42, No. 191 of the Rules and Regulations contained in the Federal Register of Monday, October 3, 1977, state, in part, that a state may use funds to sup-

port vocational education student organizations which are available to all students in the instructional program without regard to membership in any student organization. As an integral part of vocational instruction participation in the activities of the organization does not include payment of dues (p. 53844). This principle has been tested recently in the California courts with the case of Santa Barbara vs. Haskel which was settled out of court with the Santa Barbara School Board agreeing to discontinue charging fees to participate in athletics.

Most states have not carried legislation regarding fees to the lengths that have been taken in California. However, to serve as a further example, the late California State Senator John Thurman sponsored legislation in 1984 to that effect specifically for Vocational Agriculture. Assembly Bill 3563 states:

(1) Under existing law, school districts are prohibited from imposing a direct or indirect fee or charge upon pupils as a condition upon enrollment in school or a course of instruction.

This bill would specifically prohibit school districts from requiring any fee or charge for enrollment or participation by any pupil in activities of vocational student organizations which are part of the class or course of instruction offered for credit, when those activities are integral to assisting the pupil to achieve the career objectives of the class or course. This bill would apply to activities which occur during or outside the regular schoolday. This bill would state that these provisions are declaratory of existing law.

(2) Under existing law, the governing board of any school district maintaining an agriculture course at the high school level may transport pupils, instructors, or supervisors of classes to and from any classes or places where the work of the class is being done, as specified.

This bill would specifically prohibit a school district from requiring any pupils to pay any fee or charge for transportation associated with activities of vocational student organizations which are part of a class or course of instruc-

tion offered for credit and are integral to assisting the pupil to achieve the career objective of the class or course. The people of the State of California do enact as follows:

SECTION 1. Section 52373 of the Education Code is amended to read:

52373. (a) The governing board of any high school district maintaining an agriculture course may transport pupils, instructors, to or from school.

(b) No pupil shall be required to pay any fee or charge for transportation associated with activities of vocational student organizations which are part of the class or course of instruction offered from school.

(b) No pupil shall be required to pay any fee or charge for transportation associated with activities of vocational student organizations which are part of the class or course of instruction offered for credit, when those activities are integral to assisting the pupil to achieve the career objectives of the class or course.

SECTION 2. Section 52375 is added to the Education Code, to read:

52375. No pupil shall be required to pay any fee or charge for enrollment or participation in activities of vocational student organizations which are part of a vocational class or course of instruction offered for credit, when those activities are integral to assisting the pupil to achieve the career objectives of the class or course. This section shall apply to activities which occur during or outside of the regular schoolday.

This section does not constitute a change in, but is declaratory of, existing law. Furthermore, this section shall not be construed to authorize a fee or charge for any pupil to enroll or participate in any activity other than vocational student organizations.

J. T. Davis (1984), Assistant State FFA Advisor from California, states in a memo to a California Agriculture Teachers Association (CATA) committee charged with developing proposed CATA program policy --

Our problem is this: The FFA, we say, is an integral part of our classroom instruction. We mean by this fact that it is necessary for a vo-ag student to take part in FFA activities in order to get the full benefit of our instruction. Some of the learning activity, facts, and attitudes, which are the meat of our program, are given only in the FFA portion of

our program. To get the benefit of this, the individual must be included in these activities.

...If it is illegal to charge a fee for curricular activity, then the FFA must be extra curricular if a prerequisite is that a student must pay a fee for it. If this is not true, we are operating in an unlawful manner. This line of reasoning is what administrators are laying on us when we discuss the integral nature of FFA.

Vocational Agriculture teachers, state staff, teacher educators, USDOE officials, and National FFA Directors and staff administrators have expressed a concern over the decline in membership and have considered alternate methods of determining membership in an attempt to reverse this pattern. To respond positively to changes in the FFA membership pattern and to the legal and philosophical issues of FFA as integral to the instructional program in vocational education in agriculture, a research study was commissioned by the FFA Foundation.

Statement of the Problem

Concern over declining membership and the questioning of FFA's integral relationship to vocational agriculture by some educators led to the consideration of alternatives to current membership practices. The problem, then was the need to determine the components and criteria of an alternate method and/or model that could be implemented on a national scale which would increase FFA membership and participation in integral activities at all levels of the Future Farmers of America National Organization.

Purpose of the Study

The purpose of this study was to determine criteria for, and components of a model for an alternate membership structure for a

national student organization which was integral to an instructional program in vocational education, specifically the Future Farmers of America.

Specific Objectives

In order to accomplish the purpose of this study, the following objectives were considered:

1. To determine and document opinions and perceptions of state supervisors, state FFA executive secretaries, teacher educators and vocational agriculture teachers/FFA advisors regarding the integral nature of FFA activities and/or programs in their state.
2. To determine and document opinions and perceptions of state supervisors, state FFA executive secretaries, teacher educators and vocational agriculture teachers/FFA advisors regarding the charging of fees for integral or intra-curricular programs and/or activities.
3. To determine and document opinions and perceptions of state supervisors, state FFA executive secretaries, teacher educators and vocational agriculture teachers/FFA advisors regarding the value of each vocational agriculture student in terms of his/her worth and potential leadership capabilities.
4. To determine and document opinions of state vocational agriculture staff, vocational agriculture instructors/FFA advisors and teacher educators in agricultural education as to which FFA activities of local chapters, state associations, and the National Organization were considered integral to the instructional program.

5. To determine and document opinions of state vocational agriculture staff, vocational agriculture instructors/FFA advisors and teacher educators in agricultural education regarding the items and materials a vocational agriculture student and FFA chapter should receive and actually do receive each year.
6. To determine and document state FFA executive secretaries' perceptions of the sources and uses of state FFA funds.
7. To identify the components and criteria of an alternative to the current method of determining FFA membership, participation and funding (including, but not limited to: non-dues options, related instructional materials, and integral activities, etc.).
8. To determine and document opinions and perceptions among state vocational agriculture staff, vocational agriculture instructors/FFA advisors and teacher educators in agriculture education concerning the acceptability of a membership model based on alternatives to the traditional "dues" method of determining numbers.

Assumptions of the Study

For the purpose of this study, the following assumptions were made:

1. The responses, comments, opinions and perceptions obtained from the survey instruments were accurate, conscientious, sincere and honest.
2. The statements listed in the survey instrument and the responses made by the respondents gave an accurate representation of the opinions and perceptions of the individual vocational agriculture

teacher, state staff member and teacher educator in agriculture education toward Vocational Agriculture and the FFA.

3. The participants in this study possessed or had ready access to the information necessary to complete the survey instruments.

4. The participants could and/or would identify and relate their opinions, comments, suggestions and perceptions to the investigator.

Definition of Terms

Co-curricular: Activities (or functions) sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of life of an educational institution (Page & Thomas, 1980, p.43). A program existing together with but not a part of the regular course curriculum in a school (Reed, 1980).

Dues: Money paid regularly for being a member in a club (Webster, 1961, p. 221).

Extra-curricular: Activities carried on outside the regular course of study (Page & Thomas, 1980, p. 88).

Fee: A charge for some service or special right (Webster, 1961, p. 260).

Future Farmers of America (FFA): The FFA is a national organization of students enrolled in vocational agriculture/agribusiness in 50 states and Puerto Rico. ...the FFA is an integral part of the curriculum of vocational agriculture/agribusiness departments in the public high schools. All students in these programs are to receive instruction in

personal leadership growth and development which can best be achieved through the FFA (Official Manual, 1985, p. 5).

Integral: 1. Necessary to something to make it complete; essential (Webster, 1961, p. 369). 2. "As used in the context of the Federal Register..., the word integral means, 'constituting an essential part of a whole necessary to completeness.' (California State Department of Education Policy, 1983)."

Intra-curricular: A part of the program which helps to make any Vocational Agriculture program complete (Reed, 1980).

State FFA Executive Secretary: One whose primary responsibility is to administer FFA programs and activities at the state level. Consultant, Vocational Student Organizations; FFA Program Consultant; Assistant State FFA Advisor; and FFA Program Specialist were other titles included under this designation.

State Supervisor for Vocational Education in Agriculture: One who is recognized as the person responsible for administering and providing direction for programs in Vocational Agriculture at the state level. State Specialist, State Coordinator, Unit Manager, State Program Director, Head Consultant, Chief Consultant and Occupational Specialist were other titles included under this designation.

Teacher Educator: One who is in the field of professional education and training of teachers (Page & Thomas, 1980, p. 313).

CHAPTER II

REVIEW OF LITERATURE

Introduction

The intent of this chapter was to present for the reader an overview of material relevant to the context and background of the study. The purpose of the study was to develop alternate membership criteria for a student organization which is integral to an instructional program. Involved in this review were research studies, books, professional journals, periodicals, reports, policies, memoranda, and personal interviews pertinent to this study. Specifically, the major areas of review were: an examination of the theories and philosophies which were the foundation and framework of this study; a selected history of vocational agriculture and the FFA as it relates to membership/enrollment, legislation, and dues; the integral relationship of vocational agriculture and the FFA focusing on federal legislation and mandates, state education codes, and relevant court cases; and finally, a summary.

Foundations and Frameworks

Participation in free public education has its roots deeply embedded in this country's earliest beginnings. As Church (1976, p. vii) points out, "The United States was the first major Western nation in which local governmental units declared their intention to offer 'free' schooling to every child."

As one of the foundations of this study is the philosophy of a "free" or "public" education, it was appropriate to offer a concise overview of those principles which serve as the underpinnings of mass public education as it exists in America today. It is interesting to note that the theme of free public education for the masses has remained unchanged for over 100 years. From its rocky beginnings in the Seventeenth and Eighteenth centuries through the mid-Nineteenth century when "modern" education took hold, free public education has withstood the test of time, surviving unscathed from various battles even as recently as 1970.

Douglass (1948) traced the development of the American education system back to the original thirteen seaboard colonies and he suggested that 1837 (when Horace Mann was approved as secretary of the Massachusetts state board of education) was the dividing point because it marked the end of the

...formative period -- characterized largely by imitation of European forms and by trial and error -- and the beginning of a century of continuous growth and development along more typically American lines (p. 13).

Massachusetts appears to be the leader in this very early educational reform movement, as:

The principle of education for all children was recognized in the first two school laws (Massachusetts) enacted in the New World: in the law of 1647 (the old deluder, Satan, law), ...and the law of 1642, which provided that parents and masters should be accountable to the civil authorities "concerning their culling and implyment of their children, especially of their ability to read & understand the principles of religion & the capitol laws of this country..." Other New England colonies recognized the same principle (Douglass & Grieder, 1948, p. 15).

Despite the passage of the Massachusetts laws of 1642 and 1647, schools remained few in number and essentially private or church institutions for the next sixty years.

About 1800 there began a growing demand for public education in America. Thomas Jefferson, in Virginia, was among the first to propose a system for free public elementary schools. His proposal was not adopted, but a little later, largely as a result of the work of Horace Mann in Massachusetts and Henry Barnard in Connecticut, the public schools movement of America was launched (Campbell, Cunningham, Nystrand & Usden, 1980, p. 9).

As education is conspicuous by its absence from the Constitution of the United States of America, it was, therefore, important to establish the legal basis for a free public education in the various states. Campbell, Cunningham, Nystrand and Usden (1980) note:

By 1820 thirteen of the twenty-three states then in existence had constitutional provisions and seventeen had statutory provisions pertaining to public education. All except two of the states had either constitutional or statutory provisions and nine states had both. Today, most states have firm constitutional mandates regarding public education as is illustrated by the Ohio constitution.

The General Assembly shall make such provisions by taxation or otherwise, as with the income arising from the school trust fund, will secure a thorough and efficient system of common schools throughout the State; but no religious sect, or sects, shall ever have any exclusive right to, or control of, any funds of the State.

Provisions for compulsory attendance and tax support for schools as found in the constitutions and statutes of the various states become particularly important in the establishment of public education. Beginning with Massachusetts in 1852 and extending to Mississippi in 1918, each of the 48 states enacted compulsory education laws. The new states of Alaska and Hawaii also have such provisions (p. 11).

Cubberly (1934, p. 163) declares that "...by 1850 the principle of providing a common-school education for all children at public expense had been established in every northern state, and that a beginning had been made in the southern states as well." New York schools became free in 1867 and, as time went on, the payment of taxes for school purposes was required in all states. Cubberly (1934, p. 164) further points out that "In the latter half of the nineteenth century the free public

school program was extended to include the secondary level."

McConnell (1937) summarizes the features of education in the United States as:

(1)...a one-track system of schools, an 'educational ladder,' leading from the elementary school to the high school, and on to the university; (2) this school system is designed for all the children of all the people, regardless of creed, social position, or economic resources; (3) attendance at school is compulsory, in many states to the age of sixteen; (4) the elementary and high schools are tuition-free, and the state universities assess relatively small fees; (5) schools are supported by general taxation, on the assumption that they are essential to the body politic as to the individuals who attend them; (6) education is a state, not a Federal, function, and an extreme localization of administration and supervision obtains; (7) an extended curriculum has been devised to meet as far as possible the widely varying interests and abilities of the school population (pp. 30-31).

Paralleling the establishment of a free public education, and inseparable from it, was the basic democratic principle that education should be for all the people, regardless of race, creed, color, national origin, or economic status. As the democratic ideals of equality of opportunity and the need of universal education for the welfare of the democracy have been translated into educational practice, they have been challenged at every level and not found wanting. Education may not yet be to the point it could or should be in a democratic society, but as Langfitt (1937, p. 125) points out, "As social institutions, the schools are changing in our changing society, and our accepted democratic ideals continue to point the way to further desirable development." The concept of schools as an element of change is as true today as it was fifty years ago.

The democratic tradition in American society is well stated in the following quotation from a report of the American Historical Association:

The highest and most characteristic ethical expression of the genius of the American people is the ideal of democracy. Throughout the major part of their history as a nation they have cherished the conviction that they were marching in the vanguard of the age-long struggle against tyranny, that they were the foremost champions of human liberty, that they were engaged in a bold experiment in social relationships conceived in terms of interests of ordinary men and destined to have meaning for the whole of mankind...

Generation after generation the American people proclaimed to themselves and to the world their devotion to democracy -- to the ideal of a land unmarked by class divisions and dedicated to the realization of the highest dreams of mankind -- to a land of social equality and justice where no man would be debased or exalted by the accidents of birth, but where all would be provided with opportunities for the fullest and richest development of their powers (Counts, 1934, pp. 9-10).

Boynton (1927) translates this general statement into a guiding philosophy of education in a democracy when he states:

That every child born in or adopted by this republic has the right to have developed through education whatever of talent he may possess without reference to quantity, quality, or type of that talent, and that he should have assured to him the opportunity to go as far as his ambition will permit (p. 103).

The democratic principle of equality of opportunity coupled with the equally democratic concept of a free education, form the foundation upon which the framework of this study is built. The framework entails the purposes and objectives as stated in Chapter I, the integral relationship of the FFA to vocational agriculture (which will be developed in a subsequent section), as well as Theory X and Y as an approach to educational organizations.

As Sergiovanni and Starrett (1983, p. 78) note "Theory Y refers to the inherent potential and capacity of people, rather than their present condition or their disposition at a given point in time." They go on to suggest "that human behavior in organizations is approximately what management (teachers/advisors) perceives it to be (p. 72)." Thus, if the

vocational agriculture instructor adopts styles stemming from Theory Y, then each student has potential leadership capabilities, and will have the "opportunity to go as far as his ambitions (and abilities) will permit (Boynton, 1927, p. 102)." Kamm (1982) puts it well in the introduction to his book, Leadership for Leadership:

The stated missions of educational institutions are many and varied; and yet, 'boiled down' to its simplest and most profound wording, the central, over-riding mission of education is 'to help each person to be and to become the best each is capable of being and becoming (p. xi).'

On the other hand, according to Sergiovanni and Starrett (1983), teaching or advising styles stemming from Theory X -- the average person is by nature indolent, self-centered, not very bright, prefers to be led, dislikes responsibility, etc. -- are:

...based on mistaken notions of what is cause and what is effect. Fundamental to Theory X is a philosophy of direction and control. This philosophy is administered in a variety of forms and rests upon a theory of motivation that is inadequate for most adults,...and indeed is quickly outgrown by students (p. 72).

Now that the roots of pertinent educational philosophy and theory have been exposed, the foundations laid and the framework begun, it was fitting to put those basic democratic principles and pedagogic theory into practice. The subsequent sections in this chapter build on and fill in the foundation and framework established in this section.

A Selected History

To provide the reader with a flavor of the FFA organization and the program of vocational education in agriculture, this section was designed to sketch the parallel development of the two interrelated institutions in terms of their common roots, legislative activity, and, finally, a chronical of FFA dues and its uses in the organization.

To trace the origins that laid the groundwork for today's FFA, a review of the development of agriculture education is essential as it is so closely related to the FFA's development. The importance of education in the agricultural sciences was recognized very early in this country's history, as Bender, Clark and Taylor (1962) report:

From the days when George Washington sought information through correspondence with agricultural scientists in England to the present, people have recognized the need for a program of agricultural education to help keep the country strong and to keep adequate diets available to all the people (p. 467).

Other early American leaders were concerned with the need for a system to provide education and training in agriculture. As Tenney (1977) points out:

Agricultural societies, the forerunners of our present farm organizations, were organized for the promotion of agriculture, beginning about 1785. The societies helped establish educational fairs and exhibitions, which helped spread information about agriculture. The first such fairs in America were held during the early 1800's (p. 7).

Progress in establishing programs in agricultural education was slow during the early part of the 19th century. New land was plentiful in the West and the emphasis was in pushing the national boundaries westward rather than in conserving and improving the production of land already cleared. However,

Even in those days, some of the societies sought to have agriculture taught in the public schools, but with little success. The Agriculture Society of South Carolina, which was founded in 1785, started an agricultural school for poor boys and girls in 1796. The Gardiner Lyceum School was organized at Gardiner, Maine, in 1823, to offer instruction in those branches which, 'are calculated to make scientific farmers and skilled mechanics (Tenney, 1977, p. 7).'

A keystone in the early development of agricultural education in the public schools was an Act that applied to institutions of higher education. As Tenney observes:

The Morrill Act was signed by President Lincoln in 1862. It provide for the support and maintenance of state colleges devoted to agricultural and mechanical arts to 'promote the liberal and practical education of industrial classes in the several pursuits of professions of life (1977, p. 7).

The Morrill Act induced a major redirection in the pattern of American education.

Not many people were trained in the agricultural sciences, and Phipps (1965, p. 3) points out that most of the "first courses taught were academic, non-vocational courses." However, there were a handful of schools where students received classroom instruction plus the benefit of experience working on the school farms.

In 1880, Booker T. Washington established agricultural teaching for Negro boys in his little one-room school at Tuskegee, Alabama. Friends bought a 100 acre farm for the school to give the students a chance to pay part of their expenses and at the same time to obtain intelligent training in the best methods of farming (Tenney, 1977, p. 7).

Even with the impetus of the Morrill Act, the move to introduce the study of agriculture in the public schools was slow. Farm youth were migrating to the cities in droves. Horatio Alger-type stories lured the young people from rural America with the implied promise that there was a "pot of gold" in the city.

Theodore Roosevelt was concerned with this exodus and "appointed the Country Life Commission which urged that steps be taken to help rural boys and girls understand and appreciate the opportunities for happy and successful living on farms (Tenney, 1977, p. 7)."

The modern era of vocational education in agriculture begins in 1917 when the first National Vocational Education Act was passed by Congress. It is from this point in history that vocational agriculture and the Future Farmers of America Organization become inseparable. As Davis (1981) relates in his book Leadership in Agriculture:

From the very beginning, teachers who conducted organized vocational classes in Agriculture recognized that the activities which evolved from good instructional programs were a common bond that tended to bring students together. Organized educational activity brought interest and enthusiasm to students in vocational classes. This interest and enthusiasm led to competency-based competitive events which attracted students from broad geographic areas interested in proving their capabilities in a wide range of agricultural activity. It was this competitive spirit in students, engendered by competent and no less competitive teachers, coupled with a fraternal feeling for agriculture that set the stage for vocational student organizations in agriculture (p. 1).

The first National Vocational Education Act, more commonly referred to as the Smith-Hughes Act, had a strong impact upon education in agriculture throughout the nation for many years. The Smith-Hughes Act:

...provided for the establishment of programs of education in agriculture for students in high school, for out-of-school young farmers and for adult farmers. The major purpose of the instruction was to improve their efficiency in farming.

The act provided federal funds to the states, on a fifty-fifty matching basis, for the promotion of a program of vocational education in the high schools. The Act recognized the pioneering work that had been done in the field of agriculture, and specified that students of vocational agriculture, in addition to their studies in school, must have in operation a program of supervised practice for at least six months of the year.

The plan of the Smith-Hughes Act might be simply stated like this: The federal government said to the states: 'You develop a program of vocational education in your high schools and we'll pay half the cost, provided you first submit plans for your program that meet our approval.'

The state boards then repeated the offer to the local communities... (Tenney, 1977, pp. 8-9).

"The Smith-Hughes Act and subsequent acts were very effective in promoting the establishment of courses of vocational education in agriculture for present and prospective farmers" according to Phipps (1965, p. 3). It was not until 1963 that significant changes occurred in vocational education legislation that affected vocational agriculture. At

this point, the FFA will be the focus of this section and pertinent legislative activity concerning vocational education will be woven into the FFA story.

From as early as 1915, local clubs were formed under several names and many conducted activities in their communities similar to those that are promoted today. It is from these early, informal beginnings that the idea for a national organization of students in vocational agriculture began incubating in the minds of teachers and leaders in vocational agriculture. "Some states, in fact, had associations of students studying vocational agriculture as early as 1917 when the first National Vocational Education Act was passed...(Davis 1981, p. 1)." He further observes that:

In 1928, the idea of a national organization for vocational agricultural students had picked up such momentum that resolutions to start such an organization were made in four national meetings. The last of those four national meetings was held in Denver, Colorado, from April 30 to May 5. At that meeting a committee was formed to discuss the question of a national student organization...This committee recommended that a national constitution be drawn up using the name 'Future Farmers of America' and that a national organization be formed. The states were to meet in November during the National Contests to take final action concerning some kind of a national organization for students of vocational agriculture (Davis, 1981, p. 2).

The National Organization of Future Farmers of America was officially formed by the 33 delegates representing eighteen states on November 20, 1928, at 2:00 p.m. in the Baltimore Hotel in Kansas City, Missouri, during the first national convention.

"Professor Henry C. Groseclose, of Virginia, while confined to a hospital in 1926, wrote the constitution and by-laws of the Future Farmers of Virginia (Phipps, 1965, p. 286)." It was Groseclose's model that served as the first National Constitution and By-laws. As Tenney (1977)

notes:

The constitution was adopted and Leslie Applegate of New Jersey was named the first president of the national FFA organization. Dr. Lane was elected the first national advisor, and Henry C. Groseclose the executive secretary-treasurer. Suggested programs of work for local chapters, state associations and the national organization were formulated. National dues were set at 10 cents per member per year. Ten members were elected to the American Farmer degree. Plans were made for the preparation of an FFA handbook. At that time the organization was \$191 in debt, the only time its receipts have been less than expenses incurred with the exception of the construction of facilities for the national FFA center.

The delegates passed a resolution endorsing the George-Menges-Reed Bill then pending in Congress (to increase federal funds for vocational education). This was the first and last time that the FFA convention was used in an attempt to influence legislation (pp. 21-22).

The next major development for the National FFA Organization occurred in 1950. From its inception until the Eighty-first Congress passed Public Law 81-740 chapter 823, the FFA had been operating under the incorporation laws of the state of Virginia. Rathbun (1974), then a researcher at Ohio State University, states that:

Public Law 81-740...legally incorporated the Future Farmers of America, making it one of only three student organizations (FFA, 4-H Clubs, and Boy Scouts of America) officially chartered by the United States Congress and the only such organization to be considered an integral part of public education in America. Subsequent legal opinions have expanded the act to include the other vocational education student organizations (p. 2).

The historical focus will now shift to tracing the account of dues in the national organizations' structure and those items of incidental historical significance will be included chronologically as appropriate or may be examined in greater detail in other sections of this chapter.

FFA dues remained constant (10 cents per member per year) until 1965. In 1952, FFA members had approved the publication of "The National Future Farmer" a magazine issued four times a year and mailed directly

to the homes of members for a subscription cost of 25 cents per year.

Tenney (1977) states on page 103:

When The National Future Farmer was started, subscriptions were entirely voluntary on the part of state associations, local chapters and individual members. The first issue in 1952 had a circulation of less than 100,000, but circulation continued to increase over the years until 1965 when subscriptions totaled 280,000. Because of increasing publishing costs, it was necessary to increase the subscription price of the magazine to 50 cents, as authorized by the National Officers and Board of Directors at their January 1962 meeting.

As the popularity of "The National Future Farmer" grew, advisors and members wanted each member to receive a copy. So, according to Tenney (1977):

At the 1965 national FFA convention, the delegates voted to combine magazine subscriptions with the national dues and to send the magazine to every FFA member. They set the national dues at 50 cents. This increased the circulation substantially during the year 1966, and it reached a total of about 452,000 by the fall of 1967. Circulation passed the half million mark with the February-March 1975 issue, which totaled 501,500 copies (p. 103).

It is from this point on that dues increases were inexorably linked with increased publication costs of the magazine. Tenney (1977) states on page 104 that:

National FFA dues were increased to \$1.00 in 1968 and to \$1.50 in 1974. A portion of these increases provided some additional funds for "The National Future Farmer," which were needed because of the increases in costs of publishing the magazine...

Integral Relationships

The first paragraph of Article II of the National FFA Constitution (Official Manual, 1985) states that the first objective of the organization is:

To be an integral part of the organized instructional program in vocational agriculture/agribusiness which includes

preparation for occupations in production agriculture;...and others; representing those programs that qualify for assistance under federal vocational occupational education legislation (p. 56).

With the above statement as in introduction, this section will explore the integral relationships between Vocational Agriculture and the FFA, and the pertinent facts which appear in law, or have been established in policy or conceded as precedent after 58 years of operation.

A portion of the strength of the first objective of Article II - "To be an integral part of the organized instructional program in Vocational Agriculture/Agribusiness...(Official Manual, 1985)" - is derived from the fact that the FFA is a national organization which operates under Public Law 740, Eighty-first Congress, Chapter 823. This Act states, in Section 3 (1)(Legislation and Policies, 1950) that:

The objects and purposes of the corporation (FFA) shall be: (1) to create, foster, and assist subsidiary chapters composed of students and former students of vocational agriculture in public schools qualifying for Federal reimbursement under the Smith-Hughes Vocational Education Act or the Vocational Education Act of 1946 (Public Law 347, Sixty-fourth Congress, and Public Law 586, Seventy-ninth Congress), and associations of such chapters in the several states and territories of the United States;...(p. 106).

The Act goes on to state in Section 21 that "The right to alter, amend, or repeal this Act is hereby expressly reserved ...for the Congress of the United States (Legislation and Policies, 1950)." To this date, it has never been altered by Congress, thereby maintaining and reinforcing the integrity of the National FFA Organization Constitution and By-laws.

Prior to this most significant Act whereby Congress

...codified its recognition of the FFA role in vocational agricultural education by enacting Public Law 740, which served the dual purposes of giving the National FFA a federal charter, and providing for direct federal involvement in the operation of the FFA (Rawls, 1980, p. 3).

The culmination of a series of federal acts was:

...the George Barden Act of 1946, also known as the Vocational Education Act of 1946. For the first time, this statute enacted into law a specific mention of the FFA by name, providing that federal vo-ag funds could be used to pay for:

'supervision by the vocational agriculture teacher of the activities, related to vocational education in agriculture, of the Future Farmers of America... (Rawls, 1980, pp. 2-3).'

The next significant federal legislation which impacts the FFA and vocational agriculture was thirteen years later in the form of amendments to the existing acts. In clarifying the relationship of the National FFA Organization to state and local programs, the FFA attorney states:

Further vocational education amendments in 1963 broadened the concept of agricultural education, for which Smith-Hughes and George-Barden funds could be used, but did not supersede these statutes.

The Vocational Education Amendments of 1968 did away with the concept of specific occupational categories, and instead provided for broad grants to the states to be used in accordance with mandatory plans to be submitted covering vocational education generally. These amendments were primarily enacted to consolidate and expand existing vocational education legislation, and in so doing, repealed the George-Barden Act, which contained the specific mention of FFA activities. ...Notably, Congress did not express any intention to exclude FFA activities from Federal appropriations, in fact it declared that 'it is the purpose of this title to...maintain, extend, and improve existing programs of vocational education... (P.L. 90-576, Title I, Part A, p. 101).' ...No change was made, however, in P.L. 740, which (as noted above) spelled out the FFA's purposes as the support of local chapters composed of vo-ag students in schools qualifying for federal funds under the Smith-Hughes or George-Barden Acts. ...the state plans now submitted under the 1968 amendments typically provide specifically for the use of federal funds to support student organizations, including the FFA (Rawls, 1980, pp. 4-5).

To facilitate implementation, interpretation and administration of acts and amendments passed by Congress, the Federal Register is consulted by local, state and national staff. Volume 42, No. 191 - Monday, Oc-

tober 3, 1977 of the Rules and Regulations in the Federal Register, offers further clarification of PL 81-740. Section 104.513 states in part:

Vocational instruction.

(a) For the purposes of these regulations, vocational instruction means instruction which is designed upon its completion to prepare individuals for employment in a specific occupation or a cluster of closely related occupations in an occupation field, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such an occupation or occupations.

(b) Vocational instruction may include:

...(5) Activities of vocational student organizations which are an integral part of the vocational instruction, subject to the provisions in Section 104.513 (p. 53844).

Section 104.513 serves to clarify the issue of charging an individual a fee for the opportunity to participate in an activity of an organization which considers itself to be integral to the instructional program. Section 104.513 declares:

Activities of vocational education student organizations.

(a) A state may use funds under its basic grant to support activities of vocational education student organizations which are described in its approved five-year State plan and annual program plan and which are:

(3) Available to all students in the instructional program without regard to membership in any student organization.

(b) An integral part of vocational instruction includes:

(1) Training in an organized educational program which is directly related to the preparation of individuals for paid or unpaid employ in a career requiring other than a baccalaureate or higher degree; or

(2) Field or laboratory work incident to the vocational training; or

(3) Development and acquisition of instructional materials, supplies, and equipment for instructional services.

(c) An integral part of vocational instruction does not

include:

- (1) Lodging, feeding, conveying, or furnishing transportation to conventions or other forms of social assemblage;
- (2) Purchase of supplies, jackets and other effects for students' personal ownership;
- (3) Cost of non-instructional activities such as athletic, social or recreational events;
- (4) Printing and disseminating non-instructional newsletters;
- (5) Purchase of awards for recognition of students, advisors, and other individuals; or
- (6) Payment of membership dues. (p. 53844).

Implementing the Rules and Regulations that allow funds to be used for student organizations is accomplished only when the state's plans and programs spell out the types of student organizations and activities for which funds may be used. On page 9 of the Memorandum from Rawls (1980), the FFA's attorney cites, for example:

...the current five-year plan for the State of Alabama, covering the period 1978 to 1982, provides in Section 10.1-21-6 that federal funds may be used to support the activities of certain named vocational education student organizations (specifically including the FFA) which are 'an integral part' of the vocational instructional program, and are 'supervised' by qualified vocational personnel, thus tracking the wording of Section 104.513 of the regulations, previously quoted. The plan goes on to provide that such funds may be used for 'integral components' of vocational instruction including 'field or laboratory work incident to the vocational training....'

In the attorney's analysis of the integral relationship of FFA to vocational agriculture, he points out that:

...it is evident that the FFA program represents a primarily intra-curricular resource activity which has been adopted by all of the states, and supported with federal educational funds, on the explicit condition that it is operated by the states (and their local units) as an integral part of their state programs of vocational agricultural educational instruction, under the supervision of the local vo-ag teacher.

In 1970, the Rural Task Force, according to Rathbun (1974):

...in submitting a 'Bill of Rights for Vocational-Technical Education' reported that each student has a right to become involved in student organizations which develop leadership abilities and emphasize citizenship and self-improvement. They further recommended 'that every local community should provide appropriate vocational youth organization programs so that students may have the opportunity for self expression, personal and social development, motivation and pride in occupational attainment (p. 6).'

Specifically, the attorney employed by the National FFA Organization concludes that:

...a key purpose of organizations like the FFA is to involve students in out-of-school activities which are extensions of classroom activities. Perhaps more than in any other field of vocational education, the environment needed for work experience in agriculture cannot be brought inside a school building (unlike an auto repair shop, for example), and so the farm must serve as an outdoor classroom.

These outdoor activities are nevertheless under the supervision of a vocational agriculture education teacher, who is a school system employee not subject to federal supervision. The federal regulations, and implementing state plans, specifically recognize that the cost of such out-of-school activities may be reimbursed from federal funds, since the activities represent 'field or laboratory work' incident to classroom education.

Thus, out-of-school activities such as the growing of crops and cattle on private land, as an FFA chapter activity, constitute school system vocational education activities just as much as classroom instruction, and, like classroom activities, are 'an integral part' of the school system vocational education program. This category would also include exhibitions, contests and field trips (Rawls, 1980, pp. 10-11).

Finally, the memorandum suggests that:

There remain possible incidental recreational and social activities which may be carried on by a local FFA chapter, e.g. a dance, a picnic, or a softball game. Since such activities are excluded from federal funds reimbursement under the regulations, there is even less basis for any assertion that they are the responsibility of the National FFA (Rawls, 1980, p. 11).

The Courts had had their say in reinforcing the concept of the in-

tegral relationship of the FFA when Rathbun (1974) records that:

The United States District Court in Texas (1971) ruled that 'the school will assume responsibility for developing, conducting, and approving opportunities for student participation in a local chapter of an approved youth leadership organization related to each vocational program being conducted (p. 6).'

Summary

Combining federal statutes and regulations with the implementing response of the state plans, it is evident that (1) the FFA is integral to the instructional program in vocational agriculture education, and (2) "...An integral part of vocational agriculture instruction does not include: ...payment of membership dues (Federal Register, 1977 p. 53844)."

Rathbun, in 1974, provided substantial evidence that reached beyond superficial experience which supports the educational values of integral student organizations. He notes that prior to his, and consequently related studies:

With few exceptions, the advantages and values of these student organizations have been accepted without empirical evidence but have been justified by public and personal experiences of former students of vocational education (p. 3).

In reporting the results and conclusions of his study on "The Relationship Between Participation in Vocational Student Organizations and Student Success," Rathbun (1974) states:

Employment success was found to be significantly related at the .05 level to level of participation and length of training. Students who were more active in the vocational education student organization or who were enrolled in the training program for a greater number of years enjoyed greater employment success than students who were less active or enrolled for fewer number of years (p. 3).

...This finding provides additional evidence that vocational education student organizations are contributing to improving the participating student's leadership, citizenship,

character, willingness to accept responsibility, confidence in self and work and cooperative spirit and effort as well as increasing his chances for enjoying greater post-high school employment success (p. 128).

Davis, Assistant State FFA Advisor for the California Association, summarizes the current dilemmas and certainly one of the major challenges the FFA faces today in a few paragraphs from two memos regarding a policy on integral relationships and FFA dues in California. His first thoughts in 1983 were:

The question of FFA dues is part and parcel of the question of 'integral to.' State law (Constitution, State of California) says that education is free. It further states that you cannot charge fees for integral activity. If we say that the FFA is an integral part of instruction, we are at the same time saying that it is free. It can't be both ways.

Are we saying one thing and practicing another? Yes! Isn't it time that we addressed this question head on? Yes!

Over and above State law, Federal regulations say, '104.513 (a) A state may use funds under its basic grant to support activities of vocational student organizations which are described in its approved five-year State Plan and annual program plan and which are: (3) available to all students in the instructional program without regard to membership in any student organization.'

This rule creates the same incongruity mentioned under the State law above. I do not believe that we can logically say that our activities are integral unless we can also say that they are a 'fee-free' activity operating within the curriculum....

In 1984, Davis expresses these thoughts to the chairman of a committee charged with the FFA membership plan for California in keeping with the federal statutes. He says:

...Our problem is this: The FFA, we say, is an integral part of our classroom instruction. We mean by this fact that it is necessary for a vo-ag student to take part in FFA activities in order to get the full benefit of our instruction. Some of the learning activity, facts, and attitudes, which are the meat of our program, are given only in the FFA portion of our program. To get the benefit of this, the individual must be included in these activities.

State law, in a number of places, stipulates that students cannot be charged a fee to take part in their curricular activity. If it is illegal to charge a fee for curricular activity, then the FFA must be extra-curricular if a prerequisite is that a student must pay a fee for it. If this is not true, we are operating in an unlawful manner. This line of reasoning is what administrators are laying on us when we discuss the integral nature of FFA.

The actual fact is that the FFA is integral to instruction, and the fee is a cost against the instructional program. In this mode, the fee should be a cost to the district for a good vo-ag program. You can't sell this to most administrators because they know that the Federal Regulations will not permit us to use Federal Funds to pay dues. If Federal Regulations prevent the use of Federal Funds for dues, why shouldn't the State Regulations do likewise?

...If our instructional program is done correctly, every individual enrolled is getting benefit from FFA activity. The student has a choice. He can take Vocational Agriculture or not. If he is in Vo-Ag, he is in the FFA. Another way to look at it is that we are teaching a class for future agriculturalists. If you want it, take it. If you don't, then stay out.

I think when we say that we can permit a student to be in Vo-Ag and not in the FFA, we are saying to him that they are separate entities. They should not be if the FFA is truly an integral part of instruction.

A review of literature has shown that the Future Farmers of America is experiencing a decline in membership and that it is faced with the legal issue of charging a fee for something that is inherently free in today's American educational system. It has been demonstrated that FFA programs and activities should be considered extensions of the vocational agriculture classroom which is the key purpose of the organization. It has also been shown that the FFA, as an integral student organization in a vocational agriculture program, has a real value for the student while he/she is in high school as well as benefits which are related to post-high school employment success. Does it not follow, then, that every vocational agriculture student should enjoy the benefits that the FFA offers without any barriers to that participation? Research seems to

be the key to seeking solutions to these vexing problems. This study was dedicated to finding some of those answers as they relate to the FFA and vocational education in agriculture.

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

Introduction

The purpose of this chapter is to describe the methods and procedures used in conducting this study. The design and procedures were determined by the purpose of this study, which was to develop a nationally acceptable list of components and criteria for a membership model that is a feasible and operational alternative to the current method of determining membership, participation and funding now used by the National FFA Organization. Specific objectives were formulated to provide guidance for the design and conduct of this investigation which were outlined in Chapter I. To gather and analyze data pertaining to the purpose and objectives of this study, the following tasks were performed:

1. Determination and description of the structure of the research used for this study.
2. Determination and description of the population from which appropriate data were derived.
3. Determination and development of the technique used to sample the population described and determined in #1 above.
4. Development of the instruments for data collection with the aid of the researcher's advisory committee and pilot study group.
5. Development of the proper procedure for effective collection of data required for this study.

6. Establishment of appropriate methods for analysis of the data collected.

In order to give the reader a digest of the design and conduct of the study, a timeline outlining the events and procedures is presented at this time.

December 17, 1985 -- A proposal regarding an alternate membership structure was forwarded to the National FFA Foundation Research Committee.

February 9, 1986 -- The proposal was accepted for funding.

February through April 1, 1986 -- The research design was determined, study group selected, and instrument preparation begun.

Round One -- To determine the criteria for an alternate membership structure.

April 1, 1986 -- A letter of introduction and explanation was mailed to the study group.

April 1 and 2, 1986 -- A pilot study was conducted with 12 state staff, teacher educators, and/or vocational agriculture teachers. Necessary modifications were made to the first survey instrument in accordance with the feedback received.

April 5, 1986 -- A final copy of the first instrument was reviewed by members of the advisory committee.

April 8 and 9, 1986 -- A retest was administered to the pilot study group and coefficients of reliability were determined for 25 items.

April 9, 1986 -- The first survey instrument was mailed to the study group.

Round Two -- To determine the components of an alternate membership structure.

April 15 through May 16, 1986 -- The results from the first survey instrument were tabulated, respondent comments classified, and components from an existing model compiled into a supplement which would provide the respondent with knowledge of the previous round and the second survey instrument.

May 16, 1986 -- Members of the Agricultural Education Department reviewed the supplement and validated the second survey document.

May 22, 1986 -- The researcher's advisor and members of the advisory committee reviewed the final copy of the instrument.

June 2, 1986 -- A letter of transmittal, the supplement and the second survey instrument were mailed.

June 7 through September 5, 1986 -- The data was analyzed, conclusions drawn, and recommendations made concerning the data received in the two rounds of the study.

September 10, 1986 -- The advisory committee reviewed and confirmed the results, conclusions and recommendations of the study.

Theory Base

Before plunging into the practicum of research methodology employed in this study, a brief description and discussion of the sociological theory base was advanced. This theory base facilitated the decision making process for determining the procedures that were followed. In addi-

tion to providing support for the study's purpose and objectives, a review of these findings and theories would add confirmation to generalizations and recommendations to be made in later chapters.

When the National FFA Organization's officials made it known they were interested in a study of alternate methods of determining FFA membership, it was also made clear that the approach was not to be a "bandaid" on the current, and possibly outdated method of membership determination. In short, national officials were looking for an approach that was not only an alternative, but an approach that was clearly innovative. Fortunately, a tested model that met the initial criteria of feasibility and innovation was available and it had been found successful. California had "broken the mold" with a pilot study in 1984-85. The structure was implemented statewide in 1985-86. It was this model that became the foundation for this national search for acceptable components of an alternate membership model.

When change is contemplated by an organization, several factors must be considered in that process. First is the process of adopting either the concept of change, the change itself, or both. Second is to determine who would best facilitate the desired change for the organization. Finally, the technique that would be most useful in describing the information used and needed by individuals at various stages of the adoption process must be determined. This information is necessary to move toward group consensus and ultimately adoption of the concept by the group.

"The adoption process is the mental process through which an individual passes from first hearing about an innovation to final adoption (Rogers, 1962, p. 76)." As such, the adoption process has its roots in

learning theory and decision-making. "Learning is defined by psychologists as the relatively enduring change in the response to stimulus (Rogers, 1962, p. 77)." At least one of the stimuli in this case were the survey instruments used in the study. "Each ensuing communication about the innovation cumulates until the individual responds to these communications, and eventually adopts or rejects the innovation (Rogers, 1962, p. 77)."

The process of adopting a new concept is one type of decision-making as the process requires an individual to make several interrelated decisions throughout the process. The steps in decision-making as listed by Rogers (1962, pp. 81-82) are:

1. Awareness -- observing the problem,
2. Interest -- making an analysis of it,
3. Evaluation -- deciding the available courses of action,
4. Trial -- taking one course, and
5. Adoption -- accepting the consequences of the decision.

National officials with responsibilities for Vocational Agriculture and FFA were involved in deciding the available course(s) of action and thus were in the third step of the adoption process -- Evaluation. However, some of the respondents in the study were at the very beginning of the adoption process and were thus part of the awareness stage; that of being exposed to the concept, but lacking complete information about the innovation. Others had reached the interest stage and were ready to judge the concept's utility in terms of their own situation. There was a need for these three groups of respondents to be on approximately the same step in the adoption process in order for that process to be successful. This study served, in some degree, to bring into balance the

groups to whom this adoption process and membership model would apply.

The group which this innovative membership model must be generalized to and ultimately accepted by was relatively large (approximately 10,000 individuals), highly professional (vocational agriculture teachers and those that have been vocational agriculture teachers but are now in support areas of vocational education in agriculture), and independent (a trait ascribed to this group in a positive sense by many within and without the profession). It was because of these qualities that these opinion leaders were specifically sought as respondents to the survey instrument. The other reason these respondents were selected was for the knowledge they had or could easily obtain regarding the topic at hand. As "...opinion leaders are defined as those individuals from whom others seek advice and information (Rogers, 1962, p. 208)," it was considered of some major importance that these individuals become part of the process from the beginning, thus enhancing the chances of their adopting the innovation and consequently influencing those who seek their advice to adopt the innovation as well. In selecting for this opinion leader characteristic, no formal research was undertaken; however, preference was given to those in a formal position of influence and to the task-relevant nature of their work within the profession as well as to those who possessed influence by acclamation of their peers. Individuals in these categories would provide the greatest potential for adopting the concept and actively influencing others. It was also understood and accepted that these individuals represented an element of risk, in that they could reject the concepts and influence others to do the same.

The Delphi Technique

Given the types of individuals to be selected to participate in this study, -- influential opinion leaders and/or those with a great deal of task-relevant knowledge -- this group presented some distinct challenges for the traditional methods and approaches of reaching group consensus. A data collection technique was needed that would overcome the disadvantages of a traditional round table discussion of those concerned. Those disadvantages are listed by Issac and Michael (1981) as:

- (1) the bandwagon effect of majority opinion;
- (2) the power of a persuasive or prestigious individual to shape group opinion;
- (3) the vulnerability of group dynamics to manipulation; and
- (4) the unwillingness of individuals to abandon publicly stated positions, even in the light of new evidence, a change in the circumstances of the organization, or a change in the majority opinion of the group (p. 114).

The Delphi Technique, developed by Olaf Helmes for the Rand Corp. in the early fifties, was chosen for this study because it overcame the foregoing challenges to group consensus and, additionally, had the advantage of forecasting or predicting the feasibility of a new and innovative method of determining FFA membership. As described by Issac and Michael (1981), the Delphi Technique, in essence:

...identifies the group members who will generate the consensus position but interacts with them individually to provide collective feedback of the emerging consensus to each member privately. Individuals then reconsider their initial position in light of the group trends and make any adjustments felt to be appropriate. The final result is an informed consensus insulated from the forces of face-to-face group interaction (pp. 114-115).

A typical sequence of events for a study utilizing the Delphi Technique involves:

1. Identify the group members.
2. Questionnaire one -- have each member generate a list of goals, concerns, issues, etc. Edit the results.
3. Questionnaire two -- have each member rate or rank the resulting items.
4. Questionnaire three -- showing the preliminary level of group consensus, have each member rate or rank each item a second time.
5. Questionnaire four -- showing the new level of group consensus, have each member rate or rank each item for the third and final time.
6. Present the results of questionnaire 4 as the final statement of group consensus.

This is a rather long and involved process, and, as Cyphert and Gant (1971, pp. 272-273) pointed out, "Virtually all (99%) of the respondents' changes in opinion occurred on Questionnaire III which informed them of the first 'consensus' reached by the group." Modification of this sequence was considered for this study because of the Cyphert and Gant conclusion, and time and cost constraints.

A modified Delphi Technique was adopted for use in this study as an acceptable listing of issues, items, and concerns was already available. Questionnaire one (step 2) was eliminated because of the availability of an acceptable list. Based on the findings of Cyphert and Gant that the results of the third survey document would show no significant dissent from the prevailing group position, a fourth survey instrument (step 5) was eliminated. The results were compiled from the second round of the process as the final statement of group consensus. The model con-

taining the components and criteria was then forwarded to the National FFA Foundation Research Committee as the preliminary model for their further study.

Choice of Research Design

To reach consensus on the acceptable components for increasing membership, participation and funding, the descriptive research design in its broader context was chosen for this study. As stated by Issac and Michael (1981):

Descriptive research is used in the literal sense of describing situations or events. It is the accumulation of a data base that is solely descriptive -- it does not necessarily seek or explain relationships, test hypotheses, make predictions, or get at meanings and implications, although research aimed at these more powerful purposes may incorporate descriptive methods. Research authorities, however, are not in agreement on what constitutes 'descriptive research' and often broaden the terms to include all forms of research except historical and experimental (p. 46).

Best (1970, p. 116) further explains this process and relates that "The process of descriptive research goes beyond the mere gathering of and tabulating of data. It involves an element of analysis and interpretation of the meaning or significance of what is described." In this wider context, the term "survey study" is often used to designate this type of research design.

Descriptive research or survey study was chosen as the research design, since this study dealt with opinions of State Supervisors, State FFA Executive Secretaries, Teacher Educators in Agriculture Education, and Presidents of State Vocational Agriculture Teacher Organizations; the generalization and prediction of their opinions in forming an alternate FFA "membership model;" and, finally, the consensus of their opin-

ions regarding the national acceptability of that "membership model."

The Study Population

The study population represented all 50 states and six United States Districts or Territories recognized by the United States Department of Education (USDOE). The population was comprised of (1) the state officials with responsibilities for programs of vocational education in agriculture -- 228 individuals (USDOE, 1986); (2) agriculture teacher educators -- 400 individuals (Rogers, 1985-86); and (3) the presidents of the state vocational agriculture teachers associations affiliated with the NVATA -- 50 (Stenzel, 1986).

Development of the Instruments

The information necessary for the development of the preliminary membership model was obtained through the use of two survey instruments over two rounds. A modified Delphi survey instrument was used as the basic structure in both rounds one and two.

Round One

The items included on survey instrument one were designed to be applicable to, and specifically address the stated objectives of the study. A review of related literature and instruments used in similar studies was conducted to facilitate the formation and development of the first instrument.

The first rough draft was presented to the researcher's advisor for review and comments. Modifications were made to reduce the length, remove unnecessary information, and clarify the statements and ques-

tions. At the advisor's suggestion, the direction of approximately one-half of the items was reversed so that agreement indicated negativity. This procedure was followed to counteract response bias in 25 of the statements. After several revisions, a draft was reviewed by all but one of the researcher's advisory committee. A member of the advisory committee was selected as one of the respondents to the study itself and, therefore, excluded from the pilot study and revision process.

To ensure that proper procedures were followed in developing the instrument, several educational research books and recognized educational researchers were consulted in developing the instrument. Levine and Gordon (1958) suggest the following:

1. Questions should be separated by dotted lines or extra space, distinguishing by boldface type, etc. to ensure that the respondent will answer the right question.
2. The type should be varied to emphasize the important words, phrases or instructions.
3. Check lists, fill-ins, or multiple choice questions should be conveniently arranged. Category designations and space for answers should be placed close together to avoid the possibility of error. When confusion is possible, a series of dots leading from the category to the answer space is helpful.
4. When the questionnaire is necessarily very long, it should look as short as possible (p. 571).

A pilot study using a group who were part of the intended test population but not part of the sample was conducted to determine whether survey instrument items concerned with integral relationships, student fees, and the leadership capabilities of vocational agriculture students possessed the desired qualities of measurement and discriminability. This version was "tried out" on state staff, teacher educators and vocational agriculture teachers -- a total of 12 individuals. The substance and/or style of some of the items was modified in accordance with the

feedback received and four items were deleted as a result of the pilot study. Borg and Gall (1979) suggest, as an advantage of a pilot study, that:

In many pilot studies it is possible to get feedback from research subjects and other persons involved that leads to important improvements in the main study although the pilot study should follow the main study procedure for the most part, variations such as trying alternative instruments and procedures and seeking feedback from subjects on the treatment, measures, and other aspects of research are usually desirable (p. 87).

Using the same pilot study group, a coefficient of reliability was determined for each of the 24 items concerned with integral relationships, student fees, and the capabilities and leadership potential of vocational agriculture students using a test-retest procedure. The first test was administered on April 1 and 2, 1986 and the retest was given to the 12 members of the pilot study group on April 8 and 9, 1986. The coefficients of reliability which were computed using an Apple IIE, "Introduction to Statistics" program are reported in Table I. It was determined that four items did not meet the predetermined coefficient of reliability of .500 or above and were removed either from the final survey instrument or from the analysis of results. The remaining 21 items were deemed reliable with coefficients ranging from .534 to 1.000.

A final copy of the survey instrument was again reviewed by the researcher's advisor and selected members of the advisory committee prior to duplicating and mailing. The survey instrument was mailed on April 9, 1986.

A mailed survey instrument was chosen as the method of data collection in accordance with Delphi survey theory and cost considerations. The Delphi technique,

...which is built on the strength of informed intuitive

judgment is intended to get expert opinion without bringing the experts together in any kind of a face-to-face confrontation. Contact is generally made with the experts through successive mailed questionnaires and feed back with each round of questions being designed to produce more carefully considered group opinions. (Pfieffer, 1968, p. 152).

TABLE I
COEFFICIENTS OF RELIABILITY

Statement #	Coefficient of Reliability	Statement #	Coefficient of Reliability
6	1.000	19	0.590
7	0.899	20	0.464*
8	1.000	21	0.860
9	0.632	22	0.487*
10	0.594	23	0.479*
11	0.556	24	0.616
12	0.672	25	0.947
13	0.872	26	0.760
14	0.586	27	0.354*
15	0.953	28	1.000
16	0.649	29	0.770
17	0.643	30	0.998
18	0.685		

* indicates those items whose reliability coefficient was <0.500 and, therefore deleted from the survey instrument.

The advantages and disadvantages in selecting this method for data collection were weighed and the following caution by Issac and Michael (1983) considered:

This approach is the most commonly used survey method and often the most sterile or misleading, unless the following disadvantages are heeded and offset:

1. Low response rate can occur, especially with older addressees, inviting a nonrepresentative return.
2. No assurance the questions were understood.
3. Assurance the addressee actually was the one who answered (p. 130).

After carefully considering the proper ordering and sequencing of the statements, attention was given to the reduction of the size of the document. Reducing the size of the document would save time and cost by reducing the amount of paper to be handled and purchased by the researcher. A document of reasonable length would help ensure a response from the sample being surveyed.

The final form of the first survey instrument contained 39 items or statements. Four statements were categorical, six were a combination of checklists and fill-ins, five were open-ended, and 24 statements were scaled. Twenty-four of twenty-six forced response statements allowed for comments after an answer had been given.

The statements utilized in this survey instrument addressed the following topic areas:

1. Three statements relating to demographic information of the respondent.
2. Nineteen statements relating to integral/extra-curricular relationship of the FFA and vocational agriculture.
3. Five statements relating to the issue of student fees and their

relationship to curricular activities.

4. Four statements relating to the leadership potential of vocational agriculture students.
5. Four statements relating to materials of value to, or currently received by FFA chapters and/or vocational agriculture students from the national organization, the state association, and/or other sources.
6. Three statements relating to integral or extra-curricular activities of state association and local chapters.
7. Four statements relating to the use of funds available for FFA programs and/or activities.
8. Two statements relating to the source of funds used for FFA programs and activities.

The purposive sampling technique dictated that six of the statements (34-39) be reserved for FFA executive secretaries, or in the case of a state having no designated person assigned for FFA programs, state supervisors were asked to respond. These statements dealt with sources and uses of state FFA funds, information that others (state supervisors, teacher educators, or state presidents) would not necessarily have access to or find readily available.

Round Two

The items included on the second and final survey instrument -- survey instrument two of two (Appendix F) -- were designed and developed using three different methods. While the methods may have differed somewhat in design, they remained consistent with standard Delphi Techniques of editing and re-presenting data as the process continues

through the various stages. First, twelve statements were constructed using the existing California model components as a foundation. The statements were modified by the researcher to improve clarity and conform to the consensus of the groups' opinions, attitudes, perceptions and comments regarding the abstract concepts of integral relationships between the FFA and vocational agriculture, dues, and student worth.

In 1984-85, California's State Department of Education Agriculture Education Unit pilot tested a non-dues model in the Superior Region of that state and the following year implemented the structure statewide. It was from this membership structure and suggestions garnered from the first survey instrument that the model presented in "Here's What You Said" and statements in survey instrument two were developed. At this writing, California was the only state with a membership structure that met the criteria established in survey instrument one, state education codes, and federal mandate.

The second group of items were taken verbatim from the open-ended statements in survey instrument one. They were grouped, combined, and finally edited into integral and extra-curricular activities characteristic of the three levels of the FFA (local, state and national). Three statements provided the respondent with a category of items (i.e. local fairs, shows and exhibits), specific examples suggested by the respondents (i.e. livestock, crops, mechanics, program displays, theme booths, etc.) and the percent of respondents who considered these FFA programs or activities to be integral (or extra-curricular) to the instructional program in vocational agriculture.

Statements four and nine were developed similarly to 3, 8, 17, and 20. They were, however, concerned with reaffirming the method(s) of

funding or financing the categories of activities in statements 3, 8, 17, and 20.

The first two groups of items (1-13 and 16-20) requested the respondents to rate their agreement with the statement as strongly agree, agree, disagree or strongly disagree.

The final set of statements (14, 15, and 21) were lists of materials the respondents had reacted to in the first instrument in the form of a combined check-list and open-ended response. They were presented in this survey instrument with the group's level of consensus of all items the respondents felt every member and every chapter should receive each year. The respondents, now aware of the preliminary group trend, were asked to rate the items as essential, important, unimportant or not applicable to their particular state's program.

The rough draft was submitted to the researcher's advisor for review and comments. Modifications were made and an introduction to survey instrument two was incorporated into the instrument. Efforts were also made to further clarify the statements that comprised the instrument.

It was determined that a supplement to the survey instrument would be the most efficient approach to acquaint the study population with the ideas, comments and concepts their contributions and efforts had produced from the first survey instrument. "Here's What You Said" (Appendix E) was developed to that end. It related selected comments made by the respondents in the areas of integral relationships between the FFA and vocational agriculture, dues, and leadership capabilities of vocational agriculture students. A mean score determined from the first round indicating agreement or disagreement with the items listed in the categories stated above was supplied to the readers showing the preliminary level

of group consensus.

A narrative describing the proposed model was offered to the respondents. It was followed by a diagram of the relationships between the two types and three levels of FFA membership.

The supplement concluded with a possible solution to the loss of dues revenue. This topic was included not because it was intended to be a part of the project, but, rather, to indicate that the reader could continue to explore the non-dues concept of FFA membership with the knowledge that a feasible means of replacing lost revenues existed and could be more specifically determined at a later date.

"The validity of a test represents the extent to which a test measures what it purports to measure (Tuckman, 1972, p. 139)." To establish the validity of survey instrument two, five members of the Oklahoma State University Agricultural Education Department staff were asked to serve as a pilot study group to determine the validity of the final survey form. Their advice and counsel was intended to enhance the condition of the instrument and thus verify that what was intended to be measured would be measured.

After the revisions recommended by the pilot study group were incorporated into the instrument, a final copy of the second document was again reviewed by the researcher's advisor and selected members of the advisory committee. The survey instrument was duplicated and then mailed with a letter of transmittal (Appendix D) and the supplement, "Here's What You Said," on June 2, 1986.

The final form of survey instrument two contained 21 numbered items. Twelve items called for a single rating of the statement. Nine requested ratings on multiple statements concerned with the numbered

item. In all, there were 88 statements to be rated by the respondents. In addition, seven "other" items were included as open-ended statements to promote additional ideas and/or comments from the study group.

Sampling Technique

Several techniques were studied in detail in the attempt to sample a portion of the population considered to be representative and yet provide the information critical to this study.

Random sampling, with all its virtues and variations, was considered. As Kerlinger (1986) observed:

Randomization is the assignment to experimental treatments of members of a universe in such a way that, for any given assignment to a treatment, every member of the universe has an equal probability of being chosen for that assignment. The basic purpose of random assignment ... is to apportion subjects (objects, groups) to treatments so that individuals with varying characteristics are spread approximately equally among the treatments so that variables that might affect the dependent variable other than the experimental variables have 'equal' effects in the different treatments. There is no guarantee that this desirable state of affairs will be attained, but it is more likely to be attained with a randomization than otherwise (p. 114).

However, the type of data required for this study could best be obtained from individuals who were in positions most likely to have access to the specific information needed. Therefore, the forms of nonprobability sampling were explored. As Kerlinger (p. 119) noted in 1986:

Nonprobability samples do not use random sampling; they thus lack the virtues being discussed. Still they are often necessary and unavoidable. Their weakness can to some extent be mitigated by using knowledge, expertise and care in selecting samples...

Purposive sampling, "which is characterized by the use of judgment and a deliberate effort to obtain representative samples by including

presumably typical areas or groups in the sample (Kerlinger, 1986, p. 120), " was selected as the method best suited to collecting the type of data required to construct a membership model which would be acceptable nationwide. The groups judged to be most effective for this study were deliberately selected on the basis of the stated objectives of the study and for their ability to address the objectives of the study.

To represent vocational agriculture instructors at the high school level, the president of the state vocational agriculture teachers association affiliated with the National Vocational Agriculture Teachers Association (NVATA) was deemed to be the person most apt to have knowledge of, or access to the facts and philosophies relevant to this study. At the time of this study, the President of the Arkansas Vocational Agriculture Teachers Association had not been identified. This group provided a total sample size for the study of 49 state presidents.

State FFA executive secretaries (or their counterpart in title or position) were selected for an extended survey because of their specialized knowledge in the area of program funding (see Development of the Instrument). At the time of this study, the position of Executive Secretary was vacant in Colorado and Louisiana. Alaska, Hawaii, Massachusetts, Montana, Nevada, Oregon, Rhode Island, Utah and Vermont have no position that has the FFA as the main focus of its job description. Therefore, the state supervisor for these states was asked to respond to the extended survey instrument in order to provide the critical data necessary in the most representative fashion possible. This provided a total sample size for the study of 50 state FFA executive secretaries or state supervisors.

State Supervisors of Vocational Education in Agriculture (or cor-

responding title or position) were a third group identified as possessing the necessary information required for this research project. The position was vacant in Wyoming at the time of this study allowing a total sample size for the study of 38 state supervisors as 11 have been accounted for in the executive secretary group.

The selection of teacher educators in agriculture was conducted in a somewhat different manner, yet the process maintained the purposive method of sampling. Two nationally recognized teacher educators from Oklahoma State University independently reviewed the directory of Agriculture Teacher Educators (Rogers, 1985-86) and identified one teacher educator from each state. In the case of discrepancies in their selection, the researcher discussed the individual cases with the two educators and determined a final candidate to represent the state. As with all potential respondents, care was taken to insure that the individuals selected would possess the knowledge necessary, and that they best be able to address the stated objectives of the study. This provided a total sample size for the study of 50 teacher educators in agriculture. Table II illustrates the frequency distribution of the respondents by position or title for each of the survey instruments used in the study.

Data Collection

Survey Instrument One

A letter introducing the study was mailed to each of the 187 potential respondents on April 1, 1986 (Appendix A). This letter indicated that they had been recommended as a participant, explained the value and importance of the study and invited their comments and suggestions on the survey instrument that was to follow. The letter of

introduction and both cover letters were compiled on a Radio Shack Model 4P and merged with the names, positions and addresses of the potential respondents. This method was employed to reduce the impersonality of mailed communications and to encourage a prompt response and return.

TABLE II
FREQUENCY DISTRIBUTION OF RESPONDENTS
BY POSITION OR TITLE

Position	Sample Size	Round One		Round Two	
		N	%	N	%
State Supervisors	49*	40	28.57	37	29.84
Executive Secretaries	38*	24	17.02	20	16.13
Teacher Educators	48*	46	32.62	41	33.06
State Presidents	49*	31	21.99	26	20.97
Totals	184	141	100.00	124	100.00

*In each of the four groups there are less than 50 as: (1) the state supervisor for Wyoming had not been named; (2) several states do not have a position of or akin to state FFA executive secretary; (3) one teacher educator served in three positions and was included in the state supervisor's group, and one was inadvertently left off the list; and (4) the state president for Arkansas was unnamed.

On April 9, 1986, the first survey instrument (Appendix B) with a cover letter (Appendix C) enclosed was mailed to each of the 187 potential respondents. The cover letter reiterated the value and importance of the study, provided general instruction for completing the survey

instrument and closed with a request for the document to be completed and returned within a specified number of days. A self-addressed, stamped envelope was enclosed to encourage a prompt response and return.

The first mailing resulted in 40 returns (81.63%) from state supervisors, 24 returns (63.16%) from state FFA executive secretaries, 46 returns (95.83%) from teacher educators, and 31 returns (63.26%) from state presidents, for a total of 141 (76.63%) returns (Table II, Chapter III). The distribution of responses among the four National FFA regions resulted in a 68.63% return from the Western Region, 75.00% return from the Central Region, 83.33% return from the Southern Region, and an 81.82% return from the Eastern Region (Table III, Chapter IV).

Survey Instrument Two

On June 2, 1986, the second survey instrument (Appendix F), the supplement -- "Here's What You Said" (Appendix E), and a cover letter (Appendix D) were mailed to each of the 187 potential respondents. The same list of 187 respondents was used even though it was learned that there were actually three fewer (184) potential respondents. In order to maintain a degree of anonymity, respondents were listed by National FFA Region and job title only. Therefore, it was not possible to determine beyond region and job title which respondents were to be deleted from the list. A self-addressed envelope was enclosed to encourage a prompt response and return.

The second and final mailing resulted in 37 (75.51%) returns from state supervisors, 20 (52.63%) returns from state FFA executive secretaries, 41 (83.67%) returns from teacher educators, and 26 (53.06%) returns from state presidents (Table II, Chapter III). The distribution

of responses among the four National FFA Regions yielded 36 (70.59%) returns from the Western Region, 34 (70.83%) returns from the Central Region, 21 (70.00%) returns from the Southern Region, and 33 (60.00%) returns from the Eastern Region. In total, there were 124 of 184 returned for a 67.39% response rate (Table XXV, Chapter IV).

Analysis of the Data

All open-ended statements and those that required a check were tabulated and the results calculated manually by the author. For statements which allowed a categorical response, a Mini-tab statistical program accessed through the PRIME mainframe system at California Polytechnic State University, San Luis Obispo, California was employed to determine frequency distributions, means, and standard deviations.

Round One

The population for this study consisted of state supervisors of vocational education in agriculture, state FFA executive secretaries, state vocational agriculture teacher organization presidents, and selected teacher educators. The data obtained from this group through the use of the first mailed survey instrument provided the following information: (1) current position, geographical location, and years of service; (2) opinions regarding the integral nature of FFA to vocational agriculture, the value of each vocational agriculture student in human terms to the organization, and the appropriateness of fees for curricular activities; (3) the source and use of funds used to conduct FFA programs and activities; (4) what is and what should be received by chapters and members in order to conduct their programs and activities;

(5) a list of FFA activities on a state and local level thought to be integral or extra-curricular by the respondent.

Statement one determined the location of the respondent and thus assisted in determining the representativeness of the sample. Statements two and three provided the years of service as a Vocational Agriculture instructor and the years of service in their current position. These statements allowed for additional use of this data, if needed, for comparison of years of service for the characteristic of the data collected.

Statement four was, in part, to clarify terminology for the balance of the study and to determine if states and associations were in concurrence with the national aims and purposes of the FFA. The respondents were scored on a frequency basis with a number and percentage determined for each expression used in the study.

The respondents' opinion of the integral nature of FFA and Vocational Agriculture was determined through thirteen statements. Admittedly, it could be argued that parts of some of these 13 items could be related to other areas; however, they were grouped under this category based on the main idea or content of the statement.

Three statements determined opinions of the respondents concerning the payment of dues or fees on the part of the individual to participate in intra-curricular or integral activities of an organization.

Statements 6, 15, 19, and 26 determined the respondent's opinion regarding the worth or value, in human terms, of students in vocational agriculture. These last 24 statements (5-28) were statements with four force-choice answers that were given the following point scale values and response categories:

<u>Response Category</u>	<u>Scale</u>	<u>Range Limits</u>
Strongly Disagree	4	3.50 - 4.00
Disagree	3	2.50 - 3.49
Agree	2	1.50 - 2.49
Strongly Agree	1	1.00 - 1.49

Statements 29, 30 and 31 were seeking choice answers with no point value combined with open-ended answers to be provided by the respondent. The answer selections for the choice portion of the statements were scored as to frequency and percentage of the population.

Statements 32 and 33 were given open-ended answers by the respondents. After all statements were collected, responses for the open-ended portions of statements 29, 30 and 31 and for statements 32 and 33 were grouped and a frequency score was given for each response.

The last five statements were sent to state FFA executive secretaries only. Statements 34, 35, 36, 37, and 38 were given partially closed-ended answers by the respondent. The responses were scored as in statements 29-31. Statement 39 was given open-ended answers by the respondent and scored as in statements 32 and 33.

The data obtained from this population through the use of a mailed survey instrument provided the following information:

1. The opinions of the respondents regarding the integral nature of the FFA to Vocational Agriculture; the appropriateness of charging fees for integral or curricular activities; and the value or worth, in human terms, of each Vocational Agriculture student.
2. The sources of funds available to local chapters and State Associations to conduct their Program of Activities.
3. The use of the funds determined in number two above.
4. The materials members and chapters receive as a result of sub-

mitting dues.

5. The opinion of the respondents as to which materials members and chapters should have.
6. The opinion of the respondents in determining which State and Chapter activities and programs are integral or extra-curricular.

Round Two

The population determined for survey instrument one was retained for the second survey instrument. The data obtained from the group through the use of a mailed survey instrument provided the following information:

1. General consensus of the group regarding agreement or disagreement with the concept of a non-dues model to determine FFA membership.
2. Agreement or disagreement with FFA programs or activities considered to be integral to the instructional program in vocational agriculture.
3. Agreement or disagreement with FFA programs or activities considered to be extra-curricular to the instructional program in vocational agriculture.
4. Opinions concerning agreement or disagreement on the appropriate means of financing both integral and extra-curricular FFA programs or activities.
5. The importance or applicability of materials respondents felt every vocational agriculture student should have each year.
6. The importance or applicability of materials respondents felt

every FFA chapter should have each year.

Statements 1, 2, 5-7, 10-13, 16, 18, and 19 sought to determine the appropriateness of the "membership model" as presented. The query regarding the proposal's suitability was made at each level -- local, state and national -- and for each type of membership -- active and extended.

Items three, 17, and 20 were multiple statement items that asked the respondents to rate their agreement or disagreement with each statement's suitability as an integral activity of the FFA. Item eight was designed to do the same for extra-curricular activities.

Statements four and nine requested the group members to indicate agreement or disagreement with the methods listed for funding or financing integral and extra-curricular programs or activities of the FFA.

Items 1-13 and 16-21 presented four force-choice answers that were given the following point scale values and response categories:

<u>Response Category</u>	<u>Scale</u>	<u>Range Limits</u>
Strongly Agree	4	3.50 - 4.00
Agree	3	2.50 - 3.49
Disagree	2	1.50 - 2.49
Strongly Disagree	1	1.00 - 1.49

Statements 14, 15, and 21 displayed four different force-choice answers. The Not Applicable category was provided for reader comprehension. It was felt that there would be confusion when Unimportant was the only category available to be selected for those items that would be either Not Applicable or Unimportant. It was determined a priori that the two categories would be considered as one when computing the results of the data. The following were the point scale values and response categories:

<u>Response Category</u>	<u>Scale</u>	<u>Range Limits</u>
Essential	3	2.50 - 3.00
Important	2	1.50 - 2.49
Unimportant and Not Applicable	1	1.00 - 1.49

Treatment Measures

Measures of central tendency and variability were the descriptive statistics used in this study. The statistical treatment used in the analysis of the data was expressed in the form of arithmetic mean, standard deviation, total numbers and/or percentages.

To get at real meanings of statements which were reversed to reduce response bias in the survey instrument, the negative statements were again reversed when reported in the tables in Chapter IV. The original statements may be viewed in Appendix G.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of this chapter was to describe specific information gathered from two survey instruments mailed to state supervisors of agricultural education, state FFA executive secretaries, vocational agriculture professional organization state presidents, and a teacher educator from each state. The chapter analyzes data from both survey instruments, presents and interprets the results, and describes data for further research efforts.

Data collected in this study are based on responses from the sample population of 184 state staff, teacher educators and vocational agriculture teachers from the 50 United States during the academic year 1985-86. The background of the population was reported in the first section of this chapter.

General characteristics of the respondents are summarized in the second section of this chapter through the use of ranges, means, and standard deviations of the individuals included in the four position classifications of the study population.

The third section of this chapter describes the mortality of the respondents between rounds one and two of the study. By using frequency distributions, those who chose not to respond to the second survey instrument, those who returned survey instrument two as the first survey

document returned, and the difference in the total returned for each round are revealed.

The responses to survey instrument one comprises the fourth section of this report and includes seven subsections. The distribution of the study group by regions and position are reported in the first subsection using frequency distributions. In the second subsection, frequency distributions, mean scores and standard deviations are used to account for respondents' perceptions of the relationship of FFA to vocational agriculture. The third subsection relates respondents' opinions regarding charging fees or dues for FFA activities using frequency distributions, mean scores, and standard deviations. The study groups' perceptions of each vocational agriculture students' leadership capability, are rendered using frequency distributions and mean scores in the fourth subsection. Numbers, percentages and an edited list of those items or materials the group felt each member or chapter should receive each year is accounted for in subsection five. Subsection six groups and lists FFA activities the respondents' consider integral or extra-curricular to the instructional program in vocational agriculture education by using frequency distributions. Finally, subsection six uses frequency distributions to set forth the respondents perception of the use and source of funds used for FFA activities.

In the fifth and final section of this chapter, the responses to survey instrument two are presented in six subsections, all utilizing numbers, percentages, means and standard deviations. In the first subsection, numbers and percentages are used to describe the study population by region and position. Subsection two recounts the particulars of the respondents' opinion of FFA membership based on enrollment in vocational

agriculture and the responses concerned with determining state and national memberships are recorded in subsection three. The study group's opinion of the nature of FFA activities is presented in subsection four while the respondents' opinion of the appropriate method of financing FFA activities is characterized in the fifth subsection. Responses to statements concerning the respondents' views on which materials would be appropriate for students and chapters are reported in the final subsection.

Background of Sample

The population of this study included 49 state supervisors of vocational education in agriculture, 38 state FFA executive secretaries, 49 teacher educators, and 49 presidents of state vocational agriculture professional organizations, representing a total population of 184. Of this number, 141 state staff, teacher educators and vocational agriculture teachers cooperated by responding to the first survey instrument. The 141 respondents represented 76.63% of the 184 total population replying to the first survey instrument.

One hundred twenty-four acknowledged the second survey instrument sent to the 184 individuals that comprised the population determined for the first survey instrument. Of the 184 participants receiving survey instrument two, 124 individuals constituting 67.39% of the total population cooperated by responding to the 88 items.

General Characteristics

A part of the first survey instrument was used to obtain personal information from each individual regarding the FFA region they repre-

sented, the number of years they have held their present position, and the number of years each had taught vocational agriculture. Not all statements were answered by all respondents; therefore, the "N" of different tables may vary somewhat.

In Table III, the number (N), range, mean, and standard deviation of the years of experience in the present position classification of state supervisors, executive secretaries, and teacher educators are presented. State presidents generally hold the position for one year only, so these data were excluded from this table. The state supervisors range in years was one year to 20 years, with a mean of 8.27 years and a standard deviation of 5.83 years. Executive secretaries had been in their position between one year and 20 years with a mean of 7.58 and a standard deviation of 5.49 years. Teacher educators surveyed had held their position from 1.5 years to 25 years with a mean of 12.54 and a standard deviation of 6.55 years. The range for the total group was zero years to 25 years with a mean of 9.91 years.

A statement on the survey instrument asked for the years of service as a vocational agriculture instructor and that information is summarized in Table IV. The state supervisors had taught vocational agriculture for an average of 9.33 years ranging from zero to 22 years with a standard deviation of 6.03 years. The standard deviation for executive secretaries was 5.98 years with a range of zero to 20 years and a mean of 7.96 years. Teacher educators had served in this capacity from 0 years to 23 years, averaging 7.01 years with a standard deviation of 5.08 years. Vocational agriculture instructors serving as state presidents had been teaching vocational agriculture between five and 27 years, averaging 14.28 years with a standard deviation of 6.66 years.

TABLE III
 COMPARISON OF YEARS OF EXPERIENCE
 IN PRESENT POSITION

Position	Sample Size	Range	Mean	Standard Deviation
State Supervisor	40	1-20	8.27	5.83
Executive Secretary	24	1-20	7.58	5.49
Teacher Educator	46	1.5-25	12.54	6.55
Total	110	1-25	9.91	6.06

TABLE IV
 COMPARISON OF YEARS OF EXPERIENCE AS A
 VOCATIONAL AGRICULTURE INSTRUCTOR

Position	Sample Size	Range	Mean	Standard Deviation
State Supervisor	40	0-22	9.33	6.03
Executive Secretary	24	0-20	7.96	5.98
Teacher Educator	46	0-23	7.01	5.08
State President	31	5-27	14.28	6.66
Total	141	0-27	9.48	5.85

Respondent Mortality Between Rounds One and Two
of the Study

The difference of seventeen fewer respondents returning survey instrument two and those submitting survey instrument one is described by job title in Table V and by Region in Table VI. Tables II, Chapter III; VII and XXV in Chapter IV provide the distribution of the study population by region and position.

Presented in Table V are the frequency distributions of the differences between survey instrument one and two by position. Five new (a return from a member of the population who had not responded to the first survey instrument) state supervisors returned survey instrument two, while eight who had responded in the first round did not return the second document. This produced a net loss of three (6.12% of this group) state supervisors. Thirteen executive secretaries who had responded to survey instrument one chose not to return survey instrument two. Nine new executive secretaries were heard from, producing a loss of four (10.53%). Six (12.24%) fewer teacher educators responded to survey instrument two. This resulted because only one new teacher educator responded in the second round, while seven original participants did not reply the second time. Five new state presidents submitted survey instrument two, while nine former respondents did not, yielding a net loss of four (8.16%) state presidents. The losses from these four groups totaled seventeen respondents which resulted in a 9.24% decline in returned survey documents in the second round of the study.

The frequency distribution of the difference between survey instrument one and survey instrument two is reported in Table VI by region. Eight new respondents sent in survey instrument two while seven

former respondents did not, resulting in a gain for the Western Region of one (1.96% of the Western Region). Seventeen respondents from the Eastern Region who had responded to survey instrument one chose not to return survey instrument two, while five new study group members were heard from in this region. This produced a net loss of 12 (21.82% of this region) from the Eastern Region. Four (13.33%) fewer individuals from the Southern Region responded to survey instrument two than survey instrument one. Only two new Southern Region members responded, while six did not respond to the second round of the study. Five new Central Region group members submitted survey instrument two, while seven former respondents did not, yielding a loss of two (4.17%) in the Central Region.

TABLE V

NET DIFFERENCE OF RESPONDENTS
BETWEEN SURVEY INSTRUMENT ONE
AND TWO BY JOB TITLE

Position	Sample Size	Round		Net Difference	
		One n	Two n	n	%
State Supervisor	49	40	37	<3>	<6.12>
Executive Secretary	38	24	20	<4>	<10.53>
Teacher Educator	49	48	41	<6>	<12.24>
State President	49	49	26	<4>	<8.16>
Total	184	141	124	<17>	<9.24>

<> indicates a net loss.

TABLE VI
NET DIFFERENCE OF RESPONDENTS
BETWEEN SURVEY INSTRUMENT ONE
AND TWO BY REGION

Region	Sample Size	Round		Net Difference	
		One n	Two n	n	%
Western	51	35	36	1	1.96
Eastern	55	45	33	<12>	<21.82>
Southern	30	25	21	<4>	<13.33>
Central	48	36	34	<2>	<4.17>
Total	184	141	124	<17>	<9.24>

<> indicates a net loss.

Findings of Round One

Distribution of Study Population

by Position and Region

Table II, Chapter III displays the frequency distribution of respondents by job title or position to the initial survey. Of the 141 respondents, 40 (28.37% of the total or 81.63% of the position) responded from the state supervisors group, 24 (17.14% of the total or 63.16% of the position) answered from the state FFA executive secretaries position, 46 (32.86% of the total or 95.83% of the position) replied from the teacher educator sample population, 31 (21.99% of the total or 63.27% of the position) acknowledgements were received from state presidents.

Table VII presents the number and percentage of the 141 respondents by FFA regions. Of the 141 respondents, 36 (25.55% of the total or 75.00% of the region) responded from the Central Region, 45 (31.91% of the total or 81.82% of the region) answered from the Eastern Region, 25 (17.73% of the total or 83.33% of the region) replied from the Southern Region, and 35 (24.82% of the total or 68.63% of the region) acknowledged the study instrument from the Western Region.

TABLE VII
FREQUENCY DISTRIBUTION OF SURVEY INSTRUMENT
ONE RESPONDENTS REGION

Region	N	%
Central	36	25.55
Eastern	45	31.91
Southern	25	17.73
Western	35	24.28
Totals	141	100.00

The Relationship of FFA to Vocational Agriculture

To describe relationships between curricular and non-curricular activities, the respondents were asked to provide their opinion of the relationship of the FFA to vocational agriculture in their state. Table VIII shows that 44 (31.65%) of the respondents felt the relationship was

intra-curricular, six (4.32%) said it was co-curricular in their state, one (0.72%) indicated FFA was extra-curricular, and 88 (63.31%) believed that the FFA was integral to the instructional program in vocational agriculture in their state.

TABLE VIII
RESPONDENTS' PERCEPTION OF THE
RELATIONSHIP OF FFA TO
VOCATIONAL AGRICULTURE

Term	N	%
Intra-curricular	44	31.65
Integral	88	63.31
Extra-curricular	1	0.71
Co-curricular	6	4.32
Total	139	100.00

In Table IX, means, and standard deviations are presented for 13 statements which sought to determine the respondents' opinions concerning the integral nature of FFA and vocational agriculture. To reduce bias, three of the 13 statements were reversed (stated in a negative fashion) and are reported in the table with their mean scores reversed in the mean column. The mean scores varied from 2.57 to 3.84 with a mean of means on this group of statements of 3.36 indicating agreement with

TABLE IX
 RESPONDENTS' PERCEPTIONS OF THE RELATIONSHIP
 OF FFA TO VOCATIONAL AGRICULTURE

Statement	N	Mean	Response Category	Standard Deviation
The FFA is an integral part of a vocational agriculture program.	140	3.84	SA	0.5869
The FFA is both an organization and a teaching strategy used by teachers of vocational agriculture to develop organizational and agricultural skills in students.	140	3.67	SA	0.6684
Every vocational agriculture student should be a member of the Future Farmers of America.	140	3.39	A	0.8903
Some FFA programs and activities are extra-curricular.*	140	3.72	SA	0.7057
Participation in FFA activities should be a planned part of each student's involvement in a vocational agriculture program.	140	3.63	SA	0.6459
There is a core of FFA activities in which all vocational agriculture students should participate.	140	3.46	A	0.7769
It is necessary to teach about the FFA organization during regular class instruction.*	140	3.54	SA	0.9032

TABLE IX Continued

Statement	N	Mean	Response Category	Standard Deviation
Every FFA member should have a Supervised Occupational Experience Program.	140	3.56	SA	0.7660
As a part of the school curriculum, vocational agriculture and the FFA are the ultimate responsibility of the School Board of the district in which the program operates.	139	3.10	A	0.9584
All FFA activities are integral to the instructional program.	139	2.88	A	0.9790
Every vocational agriculture student should take part in the educational activities of the FFA.*	138	3.14	A	0.8272
All vocational agriculture course descriptions and content outlines should clearly indicate the requirements for student participation.	138	3.18	A	0.8753
Some FFA programs and activities are extra-curricular.	137	2.57	A	1.0348
Mean of Means and Standard Deviations		3.36	A	0.8170

Statements followed by a * were stated negatively in the survey instrument. The mean scores have been reversed to allow for comparisons and calculations in this table. The numbers and percentages are shown in the response columns in Appendix G.

the concept that the FFA is integral to the instructional program in vocational education in agriculture.

The respondents were in strong agreement with the concept that the FFA is an integral part of a vocational agriculture program (mean of 3.84, standard deviation of 0.5869). One hundred twenty-eight (91.43%) strongly agreed, seven (5.00%) agreed, none disagreed, and five (3.37%) strongly disagreed, producing the highest level of concord on any item in either survey document. The idea that the FFA is both an organization and a teaching strategy used to develop organizational and agricultural skills in students generated a strongly agree response of 106 (75.71%), agree of 26 (18.75%), disagree of four (2.86%), and a strongly disagree response of four (2.86%) which yielded a mean of 3.67 (strongly agree) and a standard deviation of 0.6684. Eighty-five (60.17%) respondents strongly agreed, 34 (24.29%) agreed, 12 (8.57%) disagreed, and nine (6.43%) strongly disagreed which relinquished a mean of 3.39 (agree) with a standard deviation of 0.8903 when asked should every vocational agriculture student be a member of the FFA.

Statement nine was a reversal of statement 18 and respondents strongly disagreed (mean of 1.28, standard deviation of 0.7057) with the thought that all FFA programs and activities are extra-curricular. One hundred thirty-one (83.57%) either strongly disagreed or disagreed with this concept while only nine (6.43%) agreed or strongly agreed. When these numbers were reversed in order to facilitate comparisons and calculations in Table IX, the result was a mean of 3.72 or strong agreement with the belief that FFA programs and activities are integral. When comparing statements nine and eighteen, stronger disagreement was expressed with the statement that FFA activities being considered extra-curricular

than the agreement (mean of 2.87) with the statement that all FFA activities are integral.

The statement, participation in FFA activities should be a planned part of each students' involvement in a vocational agriculture program, produced a mean of 3.63 and a standard deviation of 0.6459 indicating strong agreement with this concept determined from the following data: 98 (79.99%) strongly agreed, 35 (25.00%) agreed, four (2.86%) disagreed and three (2.14%) strongly disagreed.

When queried as to their opinion of whether there is a core of FFA activities in which all vocational agriculture students should participate, the respondents agreed (mean of 3.46, standard deviation of 0.7769), based on the following data: 84 (60.00%) strongly agreed, 43 (30.71%) agreed, seven (5.00%) disagreed, and six (4.29%) strongly disagreed.

Statement 13, it is unnecessary to teach about the FFA organization during regular class instruction, was stated negatively in the instrument and yielded a mean of 1.46 signifying strong disagreement with that concept. The mean of 1.46 and standard deviation of 0.9032 were obtained from the following: 103 (73.57%) strongly disagree, 21 (15.00%) disagree, four (2.86%) agree, and 12 (8.57%) strongly agree. Ninety-five (67.86%) strongly agreed, 35 (25.00%) agreed, three (2.14%) disagreed, and seven (5.00%) strongly disagreed with the statement that every member should have a Supervised Occupational Experience Program producing a mean of 3.56 (strongly agree) and a standard deviation of 0.7660.

A mean of 3.10 and a standard deviation of 0.9584 denoting agreement with the assertion that, as a part of the school curriculum vocational agriculture and the FFA are the ultimate responsibility of the

school board of the district in which the program operates, was derived from the following responses: 59 (42.45%) strongly agree, 48 (34.53%) agree, 19 (13.67%) disagree, and 13 (9.35%) strongly disagree. Ninety-one (65.46%) either strongly agreed or agreed while 48 (34.53%) disagreed or strongly disagreed with the principle that all FFA activities are integral to the instructional program, producing a mean of 2.88 and a standard deviation of 0.9790.

Statement 21, every vocational agriculture student need not take part in the educational activities of the FFA, generated a mean of 1.86 indicating disagreement with the idea. Fifty-four (39.13%) strongly disagreed, 55 (39.86%) disagreed, 24 (17.39%) agreed and five (3.62%) strongly agreed with number 21 yielding a standard deviation of 0.8272. When asked if all vocational agriculture course descriptions and content outlines should clearly indicate the requirements for student FFA participation, the respondents agreed (mean of 3.18, standard deviation of 0.8753) based on the following data: 59 (42.75%) strongly agreed, 54 (39.13%) agreed, 16 (11.59%) disagreed and nine (6.52%) strongly disagreed.

The final statement in this group of statements was concerned with FFA's relationship to vocational agriculture and produced interesting results, especially when compared to statements nine and 18. Nine and 18 said all FFA activities were integral to the instructional program and there was strong agreement or agreement with that statement. However, when asked if some FFA programs and activities were extra-curricular, the study group agreed (mean of 2.57, standard deviation of 1.0348) with this concept as well. Later in the instrument several activities were listed as extra-curricular by the respondents. The data that produced a mean of

2.57 and a standard deviation of 1.0348 follows: 26 (18.98%) strongly agree, 57 (41.61%) agree, 23 (16.79%) disagree, and 31 (22.63%) strongly disagree.

The following were the written comments made by the respondents to the series of statements concerning the relationship of FFA to Vocational Agriculture.

1. Very true (some programs are extra-curricular).
2. Without FFA & SOE, Ag is not vocational.
3. Religion...may prevent some from joining.
4. Some - yes (extra-curricular FFA activities).
5. Some might not be integrally related.
6. If the FFA is as good as we profess it to be - why don't all students become members?
7. FFA is not a club, but integral.
8. FFA instruction is not "hit or miss," but regular and consistent relevant instruction.
9. If FFA is integral, a grade should be given.
10. If they choose not to participate, that is their right.
11. In (state), all FFA activities are integral.
12. Some FFA activities are marginal when it comes to the instructional program.

Fees for Participation in Curricular Activities

Presented in Table X were the responses associated with those statements designed to determine the groups' opinion concerning the payment of dues or fees by an individual to participate in the integral, or instructionally related, activities of a student organization, specifi-

TABLE X
 RESPONDENTS' OPINIONS OF THE PAYMENT OF A FEE TO
 PARTICIPATE IN THE INTEGRAL ACTIVITIES OF
 A STUDENT ORGANIZATION

Statement	N	Mean	Response Category	Standard Deviation
Membership dues is a prerequisite to participation in any FFA activity.	138	2.91	A	1.0422
If a barrier** exists which limits student access to a school activity, that activity is not properly part of the curriculum.	132	2.37	D	0.9377
It is inconsistent to view an organization as an integral part of instruction yet require students to pay dues or other fees to that organization in order to participate in the integral activities which are conducted under its sponsorship.	139	2.34	D	0.9972
Mean of Means and Standard Deviations		2.54	A	0.9924

The numbers and percentages are shown in the response columns in Appendix G.

** In the context of the survey instrument, charging dues or fees constitute an economic barrier.

cally the FFA. Frequency distributions, means and standard deviation are used to report the results of the three statements (12, 17, and 28) in the subsection. This group of statements had the broadest distribution of responses which produced correspondingly larger standard deviations.

The mean scores ranged from 2.34 to 2.91 with a mean of means of 2.54 and an overall standard deviation of 0.9924 indicating the group was quite diverse in their opinions and just in agreement with the consistency of charging a fee for a curricular activity.

It is of interest to note that the study group was evenly split between agree-disagree on this subsection of statements, and this category received the largest number of comments as well. As some remarks were similar in nature, the written observations made by the respondents have been edited to twenty-two.

1. Pay dues or other fees for regional, state and national participation, not chapter level.
2. They need to learn the idea of making a commitment
3. Some concern here (dues as a prerequisite).
4. Dues should be only for magazine and other such items - also for privilege of buying from the FFA Supply service, not for participation at the local level.
5. Membership (payment of dues) cannot be legally required... economics may prevent some from joining.
6. Not if you tie dues to the type of activities that are usually considered extra-curricular.
7. The barrier (dues) needs to be removed.
8. There is a bit of philosophy conflict here.
9. A student must have the commitment of dues.

10. Education & instruction must not be limited on the basis of payment of minimum amount of dollars; however, rules of society must be part of everyday instruction. In those levels of participation where payment of dues is a requirement this must be taught and obeyed.
11. Our question is, can you force students to pay dues?
12. ...the chapter should take the responsibility for 100% membership by paying the dues to the state and national for every student through a fund raiser, then they can decide if they want to charge (the) individual.
13. I believe it (dues) only further alienates...
14. ?? This (inconsistency of paying dues & still be integral) is a tough issue.
15. Federal mandate says no (dues as a prerequisite).
16. It is (inconsistent to view an organization as integral & yet require dues) if education is free.
17. Not if the activity is integral (charge for the privilege of participating).
18. Yes, but if a student can't pay them (dues) you have to deal with that situation for the students' benefit.
19. But this is not black & white - paying of dues is a principle & a responsibility to be learned.
20. If FFA activities are an integral part of vo-ag programs, then the payment of membership dues should have nothing to do with it (participation in FFA activities).
21. If the activities occur at the local level each student has the right to participate without paying dues. Beyond the local

level a decision must be made by the student.

22. You hit the nail on the head (inconsistent to view an organization as integral and yet require a fee).

Vocational Agriculture Students'

Leadership Capabilities

Table XI sets forth the study groups' views regarding the potential leadership capabilities of students in vocational agriculture using frequency distributions, means and standard deviations. Four statements comprised this collection of statements whose means ranged from 3.09 to 3.47 with a mean of means of 3.29 and an overall standard deviation of 0.9475 designating agreement with the idea that each vocational agriculture student should be a valuable human resource.

On the average, respondents were in agreement that all FFA members have leadership capabilities providing a mean of 3.47 and a standard deviation of 0.7239. They disagreed to nearly as great an extent that not all students can benefit from FFA activities (mean of 1.61, standard deviation of 0.9852). With a 1.78 mean response, the group expressed relatively high disagreement that not all vocational agriculture students counseled into vocational agriculture programs should be FFA members. As indicated by a 1.91 mean response, they expressed the lowest level of disagreement with the concept that vocational agriculture students with poor attitudes have no place in the FFA.

Listed next are some of the respondents' comments gleaned from this category of the study:

1. We should still strive for their involvement.
2. Must believe there is good in everyone.

TABLE XI
 RESPONDENTS' OPINION OF THE LEADERSHIP POTENTIAL
 OF EACH VOCATIONAL AGRICULTURE STUDENT

Statement	N	Mean	Response Category	Standard Deviation
All vocational agriculture students can benefit from participation in FFA activities.*	140	3.39	A	0.9852
Every student counseled into vocational agriculture has the characteristics and leadership abilities desired for the FFA image and should be a member of the FFA.*	140	3.22	A	0.9629
Even vocational agriculture students with "poor attitudes" have a place in the FFA and participating in FFA activities.*	139	3.09	A	1.1179
All vocational agriculture students, regardless of abilities, have potential leadership capabilities at their level and in their own time.	138	3.47	A	0.7239
Mean of Means and Standard Deviations		3.29	A	0.9475

Statements followed by a * were stated negatively in the survey instrument. The mean scores have been reversed to allow for comparisons and calculations in this table. The numbers and percentages are shown in the response columns in Appendix G.

3. FFA should promote learning (changes in behavior) - attitude is a learned behavior.
4. FFA image! Hell, our job is to develop character, leadership abilities & job entry skills in every student that enrolls.
5. FFA can & should be a tremendous force in "attitude adjustment." What are we supposed to do -- take the best & shoot the rest?
6. Why not, if FFA is integral (part of the student's grade for FFA).
7. The FFA & Vo-Ag is there for the students' benefit, not vice versa.
8. Everyone is or will be a leader.
9. FFA is not for just the competent, but rather to teach everyday living skills to all students.
10. Our role as educators is to take students from where they are & develop their potential. It will reach different levels and all levels are important.
11. Education is for everyone.
12. Teachers must believe in each student.
13. Poor attitudes can be changed.
14. A good teacher has to adjust attitudes -- no one said it would be easy.
15. One thing the FFA cannot afford is an "elitist" attitude.

Items or Materials Students and Chapters Receive

The number and percentage of the respondents who indicated the need for certain items or materials that a chapter should have each year

is furnished in Table XII. The consensus on all items but Star Reporter and Star Advisor was overwhelming to accept the items which the study group was asked to respond and ranged from 50 (35.71%) to 140 (100.00%). The fewest number of people opted for Star Advisor and Star Reporter materials in this series. The group was asked to suggest additional items or materials for consideration and the following entries were advanced by the respondents as indicated within the parentheses:

1. Outstanding member award application (3)
2. Regional contest materials (1)
3. FFA Supply Service Catalog (5)
4. FFA alumni information (4)
5. Due dates and deadlines (4)
6. State Constitution (1)
7. FFA rosters (2)
8. Information on state and national conference and contests (15)
9. State and national foundation information (4)
10. Career opportunities (1)
11. Food for America information (2)
12. Washington Conference information (5)
13. Chapter officer training materials (1)
14. Official Secretary and Treasurer's books (1)
15. Recruitment materials (2)

Several respondents recommended that not every item be sent every year.

The number and percent of the study group who recorded their responses to the items a vocational agriculture student should have each

TABLE XII
 RESPONDENTS' OPINIONS OF WHICH ITEMS A CHAPTER
 SHOULD HAVE EACH YEAR

Item	(N=140)	Distribution of Respondents	
		n	%
Official FFA Manuals		140	100.00
Chapter Farmer Degree application		140	100.00
State Farmer Degree application		140	100.00
Greenhand Degree application		139	99.29
Proficiency Award application		137	97.86
Contest rules and regulations		135	96.43
BOAC application		135	96.43
National Chapter application		132	94.29
Computers in Agriculture Award application		128	91.43
State Program of work		126	90.00
Proficiency award medals		125	89.29
State scholarship materials		124	88.57
American Farmer Degree application		124	88.57
WEA application		118	84.29
Advisors instructions for Record Book		117	83.57
National scholarship application		116	82.86
State officer applications		115	82.14
Up-dated Parliamentary Procedure topics		113	80.71
Up-dated Extemporaneous Speaking topics		110	78.57
Reg., dist., or area officer applications		92	65.71
Star Reporter materials		58	41.43
Star Advisor materials		50	35.71

year was displayed in Table XIII. Although not as strong, the consensus of the group was strongly in favor of accepting the items they were

asked to respond to in the list provided. The number of those respondents who considered each item to be appropriate ranged from 91 (64.47%) to 139 (100.00%).

The number, in parentheses, of respondents who suggested additional items follows the items listed below.

1. Supervised Occupational Experience information (7)
2. FFA student Handbook for first year students only (1)
3. FFA manuals (8)
4. Foundation awards (1)

Related to the responses received from the total group concerning items or materials a chapter or student should receive was the state FFA executive secretaries' or state supervisors' accounting of items or materials chapters or students actually receive. A comparison of these items is made in Chapter V and displayed in Tables XLII and XLIII.

TABLE XIII

RESPONDENTS' OPINIONS OF ITEMS A VOCATIONAL
AGRICULTURE STUDENT SHOULD HAVE EACH YEAR

Item	(N=139)	Distribution of Respondents	
		n	%
Vo-Ag Record Book		139	100.00
FFA Membership card		121	87.05
Subscription to the National Future Farmer		116	83.45
Vo-Ag student handbook		108	77.69
Issue(s) of the State Vo-Ag newsletter		91	64.47

State FFA executive secretaries or state supervisors (when a state listed no executive secretary) were asked to specify which materials local chapter actually received from the state association when they submitted their dues. Table XIV provides their responses using numbers and percentages. As each item is considered independently for inclusion in the next round of the study, there is no purpose for a mean of the groups' consensus. The percentage of those respondents who considered each item to be appropriate ranged from six (24%) to 23 (92%).

TABLE XIV

ITEMS AN FFA CHAPTER ACTUALLY RECEIVES
FROM THE STATE ASSOCIATION EACH YEAR
ACCORDING TO STATE FFA EXECUTIVE
SECRETARIES OR STATE SUPERVISORS

Item	(N=25)	Distribution of Respondents	
		n	%
State Farmer Degree Application		23	92.00
State officer application		22	88.00
State scholarship materials		19	76.00
State Program of Work		18	72.00
Up-dated Parliamentary Procedure topics		13	52.00
Up-dated Extemporaneous Speaking topics		11	44.00
Star Advisor materials		7	28.00
Star Reporter materials		6	24.00

State FFA executive secretaries or state supervisors were again asked to specify which materials each FFA member received from the state association when the chapter submitted their dues. As each item is considered independently for inclusion in the next round of the study, there is no purpose for a mean of the groups' consensus. The number of those respondents who considered each item to be appropriate ranged from two (7.14 %) to 24 (88.89%). Table XV presents their responses using numbers and percentages.

TABLE XV

ITEMS AN FFA MEMBER ACTUALLY RECEIVES
FROM THE STATE ASSOCIATION EACH YEAR
ACCORDING TO STATE FFA EXECUTIVE
SECRETARIES OR STATE SUPERVISORS

Item	(N=27)	Distribution of Respondents	
		n	%
Subscription to the National Future Farmer		24	88.89
Issues(s) of the State Vo-Ag Newsletter		19	70.37
FFA Membership Card		16	59.26
Vo-A Record Book		4	14.82
Vo-Ag Student Handbook		2	7.14

Integral and Extra-Curricular FFA

Programs and Activities

Respondents were asked to list FFA programs and activities which they considered integral in one column and those considered extra-curricular in another. The group was asked to do this for programs or activities associated with the state association and for the local FFA chapter. Table XVI sets forth an edited list of FFA programs and activities conducted at the state level respondents felt were integral or extra-curricular and Table XVII displays the same for chapter activities.

TABLE XVI

RESPONDENTS' CLASSIFICATION OF FFA ACTIVITIES
CONDUCTED BY THE STATE ASSOCIATION AS
INTEGRAL OR EXTRA-CURRICULAR

Item	N	Integral		Extra-curricular	
		n	%	n	%
State Officer/Advisor visit	57	57	100.00	0	0.00
State FFA Conference	65	65	100.00	0	0.00
Judging contests	50	50	100.00	0	0.00
National FFA Convention	14	14	100.00	0	0.00
Media events	5	5	100.00	0	0.00
Leadership camp	33	29	87.88	4	12.12
Fairs and shows	17	14	82.35	3	17.65
State Officer Goodwill tour	22	17	77.27	5	22.73
Leadership workshop	49	37	75.51	12	24.49
Community service	4	3	75.00	1	25.00
Legislative contact	22	13	59.09	9	40.91

TABLE XVI Continued

Item	N	Integral		Extra-curricular	
		n	%	n	%
FFA Band/Talent	3	0	0.00	3	100.00
Social activities	8	0	0.00	8	100.00

TABLE XVII

RESPONDENTS' CLASSIFICATION OF FFA
ACTIVITIES CONDUCTED BY THE CHAPTER
AS INTEGRAL OR EXTRA-CURRICULAR

Item	N	Integral		Extra-curricular	
		n	%	n	%
Safety programs	18	18	100.00	0	0.00
Public relations	17	17	100.00	0	0.00
Leadership training	12	12	100.00	0	0.00
SOEP tours	8	8	100.00	0	0.00
Foundation Awards	5	5	100.00	0	0.00
Any instructional activity	5	5	100.00	0	0.00
Judging contests	100	85	85.00	15	15.00
Fairs and shows	78	64	82.05	14	17.95
Chapter banquet	38	27	71.05	11	28.95
Sales or fund raisers	66	32	48.48	34	51.52
Achievement trips	7	3	42.86	4	57.14
Recreation activities	44	10	22.73	34	77.27
Social events	30	0	0.00	30	100.00
Sweetheart contest	4	0	0.00	4	100.00

Funding Sources Used to Support FFA Activities

Numbers and percentages are furnished in Table XVIII which account for the particulars of the groups' reaction when asked to check the appropriate funds a local vocational agriculture department could use to purchase leadership development materials. Six additional responses to statement thirty-one were alumni and/or booster club funds. Most respondents felt the local school budget (n = 133, which yields a percent of 96.38) could be used to purchase leadership development materials. One hundred eight (78.26%) of those responding indicated FFA dues could be used and 118 (85.50%) said FFA fund raisers would be appropriate as well. Eighty-two (59.42%) pointed to state funds as a source and 62 (44.92%) agreed that federal funds could be used also. All respondents checked two or more of the possible sources listed.

TABLE XVIII
RESPONDENTS' OPINIONS OF FUNDS APPROPRIATE
FOR PURCHASE OF LEADERSHIP
DEVELOPMENT MATERIALS

Item	(N=138)	Distribution of Respondents	
		n	%
Local school budget		133	96.38
FFA fund raisers		118	85.50
FFA dues		108	78.26
State funds		82	59.42
Federal funds		62	44.92

State FFA executive secretaries or state supervisors were asked to supply the per-person dollar amounts their state FFA association collected from chapter members for 1985/86 in statement thirty-four. Statement thirty-five then requested the same group to indicate the approximate percentage the amount collected from chapter members contributed to the total operation of the state association. Respondents were asked to establish the source and percent of the revenues which contributed to the state association operating budget as well. Presented in Table XIX are the number responding and average amounts states collected for regional, district, or area affiliation with state associations; state association affiliation; and national organization affiliation. Twenty-six responded that an average of \$1.26, ranging from \$0.50 to \$3.00 was collected for regional, district or area affiliation. A range of \$0.50 to \$7.50 yielded an average of \$2.62 states collected for their operation. Since National FFA Organization dues is constant, \$2.50 is recorded as a set amount, not as an average. No "other" amounts were indicated by the respondents.

TABLE XIX
1985-86 AMOUNTS STATE ASSOCIATIONS COLLECT
FROM CHAPTER MEMBERS

Affiliation	N	Range \$	Mean \$	Standard Deviation
Region, district, or area	4	0.50-3.00	1.26	1.0825
State	26	0.50-7.50	2.62	1.4415

Table XX displays the number, range and mean percent respondents indicated represented that portion of the state association budget supplied by student dues, State Department of Education/Vocational Education Act funds, and private foundations, grants, trusts or contributions. Student dues constituted an average of 28.23%, ranging from 0% to 85%, of the state associations' budget reported in this statement. A range of 0% to 80% yielded an average of 21.23% the state departments of education provided for state association operations. Private foundations, grants, trust or contributions rendered a mean percentage of 42.23 with a range of 0% to 80% from 26 respondents. State FFA Foundation, state FFA Alumni, and the National Organization were listed by the study as those groups who contributed to the state association. The "other" sources specified by the respondents in statement 35 were National Organization reimbursement for contest participation; conference or contest registration fees; and/or donated awards. These sources contributed 8.31% of the total with a range of 0% to 60%.

Statement 36 requested respondents to indicate if any of the funds represented in statement thirty-five had specific requirements for their use. Table XXI exhibits respondents' opinions of requirements attached to funds described in statement thirty-five. Sixteen (61.54%) indicated there were no restrictions on funds received from sources listed in statement thirty-five. Ten (38.46%) pointed out that funds were limited in their use by the state association to the conference or workshop for which they were intended or for the award specified by the donor.

The funding sources for those items a chapter received from the state association from statement thirty-seven is characterized in Table

TABLE XX
 PERCENT OF STATE FFA ASSOCIATION
 OPERATIONAL FUNDS BY SOURCE

Source	(N=17)	Range %	Mean %	Standard Deviation
Student dues		0 - 85	28.23	21.7544
State Department of Education/VEA		0 - 80	21.23	24.2761
Contributions		0 - 80	42.23	23.6372
Other		0 - 60	8.31	15.7401
Total			100.00	

TABLE XXI
 RESPONDENTS' OPINIONS OF REQUIREMENTS ATTACHED TO
 FUNDS RECEIVED FROM SOURCES LISTED IN
 STATEMENT THIRTY-FIVE

Requirements	N	%
None	16	61.54
Limited	10	38.46
Total	26	100.00

XXII by the use of frequency distributions. Seventeen (85%) said the State Program of Work was funded from State Department of Vocational Agriculture funds, two (10%) from FFA dues, one (5%) from other sources.

Fourteen (77.78%) indicated that state officer applications were supplied by the State Department of Vocational Agriculture, two (11.11%) from FFA dues, and two (11.11%) from other sources. Seventeen (80.95%) related that State Farmer Degree applications were furnished by the State Department of Education, two (9.52%) from FFA dues, and three (14.29%) from other sources. Thirteen (76.47%) felt that the State Department of Vocational Agriculture funded state scholarship materials, two (11.76%) from FFA dues, and two (11.76%) from other sources. Five (62.50%) indicated that Star Advisor materials were supplied by the State Department of Vocational Agriculture, two (25%) from FFA dues and one (12.50%) from other sources. Three (50%) related that Star Reporter materials were furnished by State Department of Vocational Agriculture, two (33.33%) from FFA dues, and one (16.67%) from other sources. Thirteen (100%) of the respondents felt that the State Department of Vocational Agriculture supplied the chapters with up-dated parliamentary procedure and extemporaneous speaking topics. The "other" sources which were listed by the study group were the State FFA Foundation and Alumni groups.

Presented in Table XXIII are the frequency distributions of the groups' opinion of the source of funds that states use to purchase items members receive from the state association from statement thirty-eight. Two (33.33%) indicated that the vocational agriculture record book was provided with State Department of Vocational Agriculture funds, two (33.33%) with FFA dues, and two (33.33%) from other sources. Three (75%) related that the Vocational Agriculture Student Handbook was supplied from State Department of Vocational Agriculture funds, and one (25%) from other sources. Four (23.53%) said issues of the State Vocational

Agriculture newsletter were furnished from State Department Vocational Agriculture funds, ten (58.82%) from FFA dues, and three (17.65%) from other sources. One (5%) felt the National Future Farmer magazine was supplied from state department revenues, 16 (80%) with FFA dues, and three (15%) from other sources. Two (11.76%) indicated that the FFA membership card was provided through State Department Vocational Agriculture funds, 15 (88.24%) FFA dues, and zero (0%) from other sources. "Other" sources listed by the respondents included State FFA Foundations and Alumni organizations.

TABLE XXII

FREQUENCY DISTRIBUTIONS OF THE FUNDING SOURCE FOR
ITEMS A CHAPTER RECEIVES FROM THE STATE
ASSOCIATION ACCORDING TO EXECUTIVE
SECRETARIES OR STATE SUPERVISORS

Item	N	State Department Vo-Ag		FFA Dues		Other	
		n	%	n	%	n	%
State Program of Work	20	17	85.00	2	10.00	1	5.00
State officer application	18	17	77.78	2	11.11	2	12.11
State Farmer Degree application	22	17	77.27	2	9.09	3	13.64
State scholarship materials	17	13	76.47	2	11.76	2	11.76
Star Advisor materials	8	5	62.50	2	25.00	1	12.50
Star Reporter materials	6	3	50.00	2	33.33	1	16.67
Parliamentary procedure topics	13	12	92.13	0	0.00	1	7.69
Extemporaneous Speaking topics	11	11	100.00	0	0.00	0	0.00

TABLE XXIII

FREQUENCY DISTRIBUTIONS OF THE FUNDING SOURCE FOR
ITEMS A MEMBER RECEIVES FROM THE STATE
ASSOCIATION ACCORDING TO EXECUTIVE
SECRETARIES OR STATE SUPERVISORS

Item	N	State Department Vo-Ag		FFA Dues		Other	
		n	%	n	%	n	%
Vo-Ag Record Book	6	2	33.33	2	33.33	2	33.33
Vo-Ag Student Handbook	4	3	75.00	0	0.00	1	25.00
State Vo-Ag student newsletter	17	4	23.53	10	58.82	3	17.65
National Future Farmer subscription	20	1	5.00	16	80.00	3	15.00
FFA membership card	17	2	11.76	15	88.24	0	0.00

Statement thirty-nine requested information about the allocation of funds for state FFA association activities. The items recorded by seventeen members of the study group were grouped and edited and the results are recounted in Table XXIV using ranges, mean percentages and standard deviations of the percentage reported by the study group. Sixteen members of the group indicated that 25.51% of the budget was allocated for national dues.

Finding of Round Two

Distribution of the Study Population

Table II, Chapter III exhibits the frequency distribution of re-

spondents by job title or position. Of the respondents, 37 (29.84% of the total or 75.51% of the position) responded from the state supervisor group, 20 (16.13% of the total or 52.63% of the position) answered from the state FFA executive secretary position, 41 (33.06% of the total or 83.67% of the position) replied from the teacher educator sample population, and 26 (20.97% of the total or 52.06% of the position) acknowledgments were received from State Presidents.

TABLE XXIV

RESPONDENTS' CLASSIFICATION OF THE ALLOCATION
OF FUNDS BY THE STATE FFA ASSOCIATION

Activity	N	Range %	Mean %	Standard Deviation
State officer expenses	16	4.90-60.0	20.65	16.72
Leadership training	15	1.00-50.0	12.64	13.19
State office operation	14	1.20-26.3	10.99	8.29
State conference	13	3.20-39.7	14.85	10.26
National conference	12	1.00-29.5	9.76	8.18
National dues	11	7.70-55.0	25.51	15.01
Awards	10	1.00-20.0	8.89	6.57
Judging contests/team travel	7	1.50-15.2	8.51	5.29
Public relations	7	1.00-48.1	9.40	15.88
Staff/contracted services	5	1.60-49.0	15.46	17.28
State magazine/newsletter	5	2.60-07.3	4.66	1.95
Scholarships	4	1.00-05.0	2.75	1.57

Table XXV presents the number and percentage of the 124 respondents to Correspondence Sheet 2 by regions. Of the 124 respondents, 34 (27.42% of the total or 70.83% of the region) responded from the Central Region, 33 (26.61% of the total or 60.00% of the region) answered from the Eastern Region, 21 (16.93% of the total or 70.00% of the region) replied from the Southern Region, and 36 (29.03% of the total or 70.59% of the region) acknowledged the study instrument from the Western Region.

TABLE XXV
FREQUENCY DISTRIBUTION OF SURVEY INSTRUMENT
TWO RESPONDENTS BY REGION

Region	N	%
Central	34	27.42
Eastern	33	26.61
Southern	21	16.93
Western	36	29.03
Total	124	99.99

Respondents' Opinions of Purchasing Instructional
Materials Packets to Determine Membership
at State and National Levels

Statement thirteen requested the group to agree or disagree with the concept that a vocational agriculture student would become a member

of the state association by having his/her name on a state membership roster submitted by a chapter along with the vocational agriculture department's purchase order or payment for a corresponding number of student packets. Thirty-seven (31.90%) strongly agreed, 60 (51.72%) agreed, 11 (9.48%) disagreed, and eight (6.90%) strongly disagreed with this idea at the national level which indicated agreement yielding a mean of 3.09 and a standard deviation of 0.8260 for statement thirteen (Table XXVI). The respondents were then asked to indicate their preference when asked whether a vocational agriculture student should become a member of the National Organization by having his/her name on a national membership roster submitted by the state association along with the state associations' purchase order for the corresponding number of student and chapter materials required. Table XXVI shows that 66 (57.39%) strongly agreed, 31 (36.96) agreed, 11 (9.57%) disagreed, and 11 (9.57%) disagreed, and seven (6.09%) strongly disagreed with this concept at the national level, resulting in agreement with a mean of 3.36 and a standard deviation of 0.8865.

Respondents' Opinions of the Items or Materials

Students and Chapter Should Have Each Year

Statements 14, 15, and 21 presented classifications from survey document one concerning items or materials respondents felt every student and chapter should have each year. In the final round, respondents were asked to determine whether each item was essential, important, or unimportant/not applicable for inclusion in a student or chapter packet in the light of the findings from the first round as is the practice with the Delphi Survey method.

TABLE XXVI

RESPONDENTS' OPINIONS OF USING THE PURCHASE OF
INSTRUCTIONAL MATERIALS TO DETERMINE
MEMBERSHIP AT STATE AND
NATIONAL LEVELS

Statement	N	Mean	Response Category	Standard Deviation
A vocational agriculture student should become a state member by having his/her name on a state membership roster submitted by a chapter along with the vocational agriculture department's purchase order or payment for a corresponding number of <u>E</u> very <u>S</u> tudent <u>P</u> articipating ("ESP") packets. Included with the "ESP" packets would be a <u>T</u> eacher, <u>A</u> dvisor & <u>C</u> hapter ("TAC") packet for each chapter	116	3.09	A	0.8260
A vocational agriculture student should become a National Organization "Active Member" by having his/her name on a national membership roster submitted by the state association along with the state association's purchase order or payment for the corresponding number of "TAC" packet materials required.	115	3.3	A	0.8865

The numbers and percentages are shown in the response columns in Appendix G.

Table XXVII offers the results from statement fourteen using numbers, percentages, means and standard deviations for those items or materials respondents felt should constitute a packet of instructional materia issued to each student from the state association. A vocational agriculture record book was considered essential (mean 2.77, standard deviation 0.5263) by the respondents who recorded the following: 99 (81.82%) essential, 16 (13.22%) important, and 6 (4.9%) unimportant or not applicable. The balance of the list was determined to be important with an overall mean of 2.44 and a standard deviation of 0.5515.

Although no item in statement 15 fell below the important category, two items (Star Advisor and Star Reporter Materials) were considerably lower than the rest of the group when considered for inclusion in a chapter packet issued from the state association. The overall mean for this group of items was 2.37 yielding a standard deviation of 0.647 with numbers, percentages, means, and standard deviations exhibited in Table XXVIII.

Those items or materials which the National Organization could supply for packets issued to chapters by state associations were determined in statement twenty-one and presented in Table XXIX. All but the WEA application of the items listed were considered essential, producing a mean of 2.64.

Respondents' Opinions of the Relationship of FFA

Activities to Vocational Agriculture

Statements 2, 5 and 16 requested the respondents to indicate their agreement with the concept of allowing a student who is an "active member" (a member by virtue of enrollment) to participate in any integral

TABLE XXVII
 RESPONDENTS' OPINION OF THOSE ITEMS CONSTITUTING
 A STUDENT PACKET

Item	Essential		Important		Unimportant/ Not Applicable		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%				
Vo-Ag Record Book	99	81.82	16	13.22	6	4.96	121	2.76	E	0.4254
Vo-Ag/FFA Handbook	54	44.63	63	52.07	4	3.31	121	2.41	I	0.5555
State newsletter	28	23.53	84	70.59	7	5.88	117	2.18	I	0.5128
National Future Farmer	48	39.67	68	56.20	5	4.13	121	2.36	I	0.5583
Membership card	66	54.55	48	39.67	7	5.79	121	2.49	I	0.6046
Mean of Means and Standard Deviations								2.44	I	0.5515

TABLE XXVIII

RESPONDENTS' OPINIONS OF THOSE ITEMS A STATE
ASSOCIATION WOULD PROVIDE
FOR A CHAPTER PACKET

Item	Essential		Important		Unimportant/ Not Applicable		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%				
State Program of Work	61	50.41	52	42.98	8	6.61	121	2.44	I	0.6151
Contest rules and regulations	73	76.86	26	21.49	2	1.65	121	2.75	E	0.4685
FFA Manuals	72	60.00	41	34.17	7	5.83	120	2.54	E	0.6041
Parliamentary Procedure topics	53	43.80	54	44.63	14	9.09	121	2.32	I	0.6707
Extemporaneous Speaking topics	43	35.54	58	47.93	20	16.53	121	2.19	I	0.6961
Record Book instructions	71	58.68	38	31.40	12	9.92	121	2.49	I	0.6695
Washington Conference information	35	28.93	76	62.81	10	8.26	121	2.21	I	0.5738
Set of proficiency awards	53	43.80	55	45.45	13	10.74	121	2.33	I	0.6604

TABLE XXVIII Continued

Item	Essential		Important		Unimportant/ Not Applicable		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%				
State officer application	46	38.98	66	55.93	6	5.08	118	2.34	I	0.5708
Region, district, or area officer application	55	45.83	45	37.50	20	16.67	120	2.29	I	0.7348
Greenhand Degree application	71	58.68	34	28.10	16	13.22	121	2.45	I	0.7158
Chapter Farmer Degree application	72	59.50	33	27.27	16	13.22	121	2.46	I	0.7163
State Farmer Degree application	83	70.25	35	28.93	3	2.48	121	2.66	E	0.5231
Scholarship materials	55	47.01	53	43.30	9	7.69	117	2.39	I	0.6264
Star Advisor materials	36	31.58	42	36.84	36	31.58	114	2.00	I	0.7947
Star Reporter materials	33	28.89	49	42.98	32	28.07	114	2.01	I	0.7551
Mean of Means and Standard Deviations								2.37	I	0.6470

TABLE XXIX

RESPONDENTS' OPINIONS OF ITEMS SUPPLIED BY
THE NATIONAL FFA ORGANIZATION TO STATE
ASSOCIATIONS FOR INCLUSION
IN CHAPTER PACKETS

Item	Essential		Important		Unimportant/ Not Applicable		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%				
Proficiency Award applications	90	26.27	28	23.73	0	0.00	118	2.76	E	0.4254
National Chapter application	86	72.88	35	27.12	0	0.00	118	2.73	E	0.4446
BOAC application	83	70.34	35	29.66	0	0.00	118	2.70	E	0.4568
Safety Award application	79	66.95	38	32.20	1	0.85	118	2.66	E	0.4909
Computers in Agriculture Award application	72	61.02	43	36.44	3	2.54	118	2.58	E	0.5419
WEA application	60	50.85	51	43.22	7	5.93	118	2.45	I	0.6050
National Scholarship application	65	55.08	50	42.37	3	2.54	118	2.53	E	0.5479
American Farmer Degree application	86	72.88	31	26.37	1	0.85	118	2.72	E	0.4673
Mean of Means and Standard Deviations								2.64	E	0.4975

activity conducted at the chapter, state, or national level respectively. Table XXX presents numbers, percentages, means and standard deviations which disclose the results of this portion of the study. Sixty-six (54.10%) strongly agreed, 39 (31.97%) agreed, 15 (12.30%) disagreed, and two (1.64%) strongly disagreed with this concept at the chapter level producing a mean of 3.39 and a standard deviation of 0.7623 for statement two. Thirty-four (26.27%) strongly agreed, 35 (29.66%) agree, 33 (18.64%) disagree and 30 (25.42%) strongly disagree with the view presented in statement five that a student was entitled to represent their chapter at any level except those conducted at the state or national level, which yielded agreement (mean = 2.57, standard deviation = 1.1311) with this part of the study. A mean of 3.66 and a standard deviation of 0.5590 were derived from the respondents to statement sixteen. They answered in the following manner regarding the proposal at the state level: 64 (70.33%) strongly agreed, 23 (25.27%) agreed, four (4.40%) disagreed. There were no respondents in strong disagreement with this concept.

Table XXXI displays the results of statement seven which asks the group to respond to the notion that "extended membership (determined by chapter)" entitled the student to participate in extra-curricular activities conducted by the chapter. Thirty-three (28.70%) of the respondents strongly agreed, 54 (46.96%) agreed, 12 (10.43%) disagreed, and 16 (13.91%) strongly disagreed effecting a mean of 2.90 and a standard deviation of 0.9689 suggesting agreement with this concept.

Statements 3, 17 and 20 presented classification from survey instrument one concerning those FFA programs or activities respondents considered integral to the instructional program in vocational agriculture. Consistent with Delphi technique, a percentage followed each item which

TABLE XXX

RESPONDENTS' OPINIONS OF "ACTIVE MEMBERSHIP"
 ENABLING A STUDENT TO PARTICIPATE
 IN ANY INTEGRAL FFA ACTIVITY

Level	Strongly Agree		Agree		Disagree		Strongly Disagree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
Local (participation)	66	54.10	39	31.97	15	12.30	2	1.64	122	3.39	A	0.7623
Local (representation)	31	26.27	35	29.66	22	18.64	30	25.42	118	2.57	A	1.1311
State	64	70.33	23	25.27	4	4.40	0	0.00	91	3.66	SA	0.5590

TABLE XXXI
 RESPONDENTS' OPINIONS OF "EXTENDED MEMBERSHIP"
 ENABLING A STUDENT TO PARTICIPATE
 IN EXTRA-CURRICULAR
 FFA ACTIVITIES

Level	Strongly Agree		Agree		Disagree		Strongly Disagree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
Local	33	28.70	54	46.96	12	10.43	16	13.91	115	2.90	A	0.9689

indicated the previous level of agreement. These activities were generated from open-ended statements in the first round, and in the final round the respondents were asked to state their agreement with each point.

Table XXXII provides the outcome for those FFA programs and activities considered to be integral to the instructional program in vocational agriculture at the local level. As a group, the respondents were either in strong agreement or agreement with all items. The overall mean and standard deviation for statement three was 3.53 and 0.5864. Agriculturally related fund raisers had the lowest mean (2.95) which was consistent with the first round when it was considered integral by on 48.48% of the respondents.

Tables XXXIII and XXXIV furnish the results of the data collected from statements seventeen (state level activities) and twenty (national level programs) respectively. The study group strongly agreed or agreed that all programs or activities listed were to be considered integral at the state (mean of means of 3.36, standard deviation of 0.5172) and national level (mean of means of 3.67, standard deviation of 0.5764).

The respondents' opinions of FFA programs or activities considered to be extra-curricular to the instructional program at the local level from statement eight were presented in Table XXXIX. Thirty-four (27.64%) strongly agree, 73 (59.35%) agree, 13 (10.57%) disagree, and three (2.44%) strongly disagree that recreational or social activities were extra-curricular (mean = 3.12, standard deviation = 0.6818). It was agreed (mean = 3.13, standard deviation = 0.6980) that trips not related to agriculture were extra-curricular in nature. General fund raisers (mean = 3.05, standard deviation = 0.6608) were also considered extra-curricular by the respondents. However, the group was almost evenly split

TABLE XXXII

RESPONDENTS' OPINIONS OF THOSE ACTIVITIES
 CONSIDERED TO BE INTEGRAL TO THE
 INSTRUCTIONAL PROGRAM IN
 VOCATIONAL AGRICULTURE
 AT THE LOCAL LEVEL

Activity	Strongly Agree		Agree		Disagree		Strongly Disagree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
Local fairs and shows	53	42.74	68	54.84	3	2.42	0	0.00	124	3.40	A	0.5367
Judging contests	78	62.90	45	36.29	0	0.00	1	0.81	124	3.61	SA	0.5351
Leadership contests	97	78.23	25	20.16	1	0.81	1	0.81	124	3.75	SA	0.5005
Community service	75	60.48	47	37.90	2	1.61	0	0.00	124	3.8	SA	0.5243
Leadership training	81	65.32	40	32.26	3	2.42	0	0.00	124	3.62	SA	0.5316
Agriculture tours	78	62.90	43	34.68	2	1.61	1	0.81	124	3.59	SA	0.5670
Fund raisers	27	21.95	65	52.85	29	23.58	2	1.63	123	2.95	A	0.7197

TABLE XXXII Continued

Activity	Strongly Agree		Agree		Disagree		Strongly Disagree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
Public relations	73	58.87	48	38.71	3	2.42	0	0.00	124	3.56	SA	0.5426
Degree programs	92	74.80	26	21.14	3	2.44	2	1.63	123	3.69	SA	0.5999
FFA office	64	52.33	49	39.84	7	5.69	3	2.44	123	3.41	A	0.7091
Proficiency awards	88	71.54	28	22.76	4	3.25	3	2.44	123	3.63	SA	0.6659
Awards banquet	67	54.92	28	22.76	5	4.10	0	0.00	122	3.51	SA	0.5761
Land laboratory	70	57.38	43	35.25	8	6.56	1	0.82	122	3.49	A	0.6559
Chapter meetings	88	71.54	32	26.02	2	1.62	1	0.81	123	3.68	SA	0.5457

TABLE XXXIII

RESPONDENTS' OPINIONS OF THOSE ACTIVITIES
CONSIDERED INTEGRAL TO THE
INSTRUCTIONAL PROGRAM IN
VOCATIONAL AGRICULTURE
AT THE STATE LEVEL

Activity	Strongly Agree		Agree		Disagree		Strongly Disagree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
Local fairs and shows	54	45.76	59	50.00	5	4.24	0	0.00	118	3.42	A	0.5723
Judging contests	77	65.25	39	33.05	2	1.69	0	0.00	118	3.64	SA	0.5153
Leadership contests	87	73.73	28	23.73	3	2.54	0	0.00	118	3.71	SA	0.5059
Community service	73	61.86	43	36.44	2	1.69	0	0.00	118	3.60	SA	0.5230
Leadership training	84	71.19	31	26.27	3	2.54	0	0.00	118	3.69	SA	0.5158
Degree programs	87	73.73	30	25.42	1	0.85	0	0.00	118	3.73	SA	0.4632
FFA office	72	61.54	42	35.90	3	2.56	0	0.00	117	3.59	SA	0.5415
Proficiency awards	82	70.09	33	28.21	2	1.71	0	0.00	117	3.68	SA	0.5004

TABLE XXXIV

RESPONDENTS' OPINIONS OF THOSE ACTIVITIES
 CONSIDERED INTEGRAL TO THE INSTRUCTIONAL
 PROGRAM IN VOCATIONAL AGRICULTURE
 AT THE NATIONAL LEVEL

Activity	Strongly Agree		Agree		Disagree		Strongly Disagree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
Official jacket	89	74.79	25	21.01	4	3.36	1	0.84	119	3.70	SA	0.5733
FFA Supply Service materials	84	70.59	28	23.53	6	5.04	1	0.84	119	3.64	SA	0.6181
American Farmer	87	73.11	27	22.69	4	3.36	1	0.84	119	3.68	SA	0.5788
Proficiency awards	87	73.11	27	22.69	4	3.36	1	0.84	119	3.68	SA	0.5788
Competitive activities	86	72.27	29	24.37	4	3.36	0	0.00	119	3.70	SA	0.5305
FFA office	79	67.52	34	24.06	3	2.56	1	0.85	117	3.63	SA	0.5788

TABLE XXXV

RESPONDENTS' OPINIONS OF ACTIVITIES CONSIDERED
TO BE EXTRA-CURRICULAR TO THE INSTRUCTIONAL
PROGRAM IN VOCATIONAL AGRICULTURE
AT THE LOCAL LEVEL

Activity	Strongly Agree		Agree		Disagree		Strongly Disagree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
Recreation/social activities	34	27.64	73	59.35	13	10.57	3	2.44	123	3.12	A	0.6818
Non-agriculture trips	36	29.27	70	56.91	14	11.38	3	2.44	123	3.13	A	0.6980
General fund raisers	28	22.76	75	60.98	18	14.63	2	1.63	123	3.05	A	0.6608
Agriculture fund raisers	13	10.57	63	51.22	38	30.89	9	7.32	123	2.65	A	0.6459
Sweetheart contests	36	29.75	59	48.76	15	12.40	11	9.09	121	2.99	A	0.8860

between agree/disagree (mean = 2.65, standard deviation = 0.7649) on the issue of agriculturally related fund raisers when the topic was offered in an extra-curricular context. The respondents had considered agriculturally related fund raisers integral (mean of 2.95, placing it well into the agree category) when considered in that classification.

Respondents' Opinions of the Source of Funds to be
Used to Finance FFA Activities at the Local Level

Statements four and nine requested the group to provide their opinions concerning the appropriate sources of funding for FFA programs and activities by agreeing or disagreeing with each statement.

Table XXXVI presents the results obtained from statement four which attempted to determine funding sources for integral activities at the local level. Forty-nine (40.00%) strongly agreed, 61 (58.83%) agreed, eight (6.67%) disagreed, and three (2.50%) strongly disagreed that school district funds were acceptable with a mean of 3.28 and a standard deviation of 0.6974. Forty-nine (39.84%) respondents strongly agreed that chapter fund raising activities would be another suitable source while 59 (47.97%) agreed, 11 (8.94%) disagreed, and four (8.9%) disagreed, and four (3.25%) strongly disagreed producing a mean of 3.24 and standard deviation of 0.7473 with that premise. Federal or state funds yielded a mean response of 2.91 and a standard deviation of 0.8769 from the following data: 31 (26.50%) strongly agreed, 53 (45.30%) agreed, 24 (20.51%) disagreed, and nine (7.69%) strongly disagreed. A mean of 2.98 and a standard deviation of 0.7363 were obtained for the FFA Alumni as a possible funding basis for integral activities from these results: 27 (22.88%) strongly agreed, 66 (55.93%) agreed, 21 (17.80%) disagreed, and four

TABLE XXXVI
 RESPONDENTS' OPINIONS OF THE SOURCE OF FINANCING
 FOR INTEGRAL ACTIVITIES

Source	Strongly Agree		Agree		Disagree		Strongly Disagree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
School district	48	40.00	61	58.83	8	6.67	3	2.50	120	3.28	A	0.6974
Chapter funds	49	39.84	59	47.97	11	8.94	4	3.25	123	3.24	A	0.7472
Federal/state	31	26.50	53	45.30	24	20.51	9	7.69	117	2.91	A	0.8769
FFA alumni	27	22.88	66	59.23	21	17.80	4	3.90	118	2.98	A	0.7363
Booster clubs	24	20.69	65	56.03	20	17.24	7	6.03	116	2.91	A	0.7831
Contributions	23	19.17	71	59.17	19	15.83	7	5.83	120	2.92	A	0.7592

(3.90%) strongly disagreed. Twenty-four (20.69%) strongly agreed, 65 (56.03%) agreed, 20 (17.24%) disagreed, and seven (6.03%) strongly disagreed (mean = 2.91, standard deviation = 0.7831) with the idea that FFA Booster Club funds were satisfactory sources for financing integral activities. Twenty-three (19.17%) strongly agreed, 71 (59.17%) agreed, 19 (15.83%) disagreed, and seven (5.83%) strongly disagreed, generating a mean of 2.92 and a standard deviation of 0.7592 with the idea that contributions would be an acceptable source of revenue as well.

Shown in Table XXXVII were the outcomes recorded for statement nine which sought to ascertain appropriate funding sources for extra-curricular FFA activities at the local level. Thirty-six (30.25%) strongly agreed, and 57 (47.90%) agreed that student membership dues would be an appropriate source of revenue for extra-curricular programs or activities; while 18 (15.13%) disagreed, and eight (6.72%) strongly disagreed with that concept yielding a mean of 3.02 and a standard deviation of 0.8499. Four (3.45%) strongly agreed, 26 (22.41%) agreed, 52 (4.83%) disagreed, and 34 (29.31%) strongly disagreed that school district funds were acceptable with a mean of 2.00 and a standard deviation of 0.8094. Forty-five (37.19%) respondents strongly agreed that chapter fund raising activities would be another suitable source while 63 (52.07%) agreed, four (3.31%) disagreed, and nine (7.44%) strongly disagreed producing a mean of 3.19 and a standard deviation of 0.8163 with that premise. Federal or state funds yielded a mean response of 1.76 and a standard deviation of 0.7384 from the following data: two (1.72%) strongly agreed, 15 (12.93%) agreed, 52 (44.83%) disagreed, and 47 (40.42%) strongly disagreed. A mean of 2.93 and a standard deviation of 0.7672 were obtained for the FFA Alumni as a possible funding basis for extra-curricular ac-

TABLE XXXVII
 RESPONDENTS' OPINIONS OF THE SOURCE OF FINANCING
 FOR EXTRA-CURRICULAR ACTIVITIES

Source	Strongly Agree		Agree		Disagree		Strongly Disagree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
Dues	36	30.25	57	47.90	18	15.13	8	6.72	119	3.02	A	0.8499
School district	4	3.45	26	22.41	52	44.83	34	29.31	116	2.00	D	0.8094
Chapter funds	45	37.19	63	52.07	4	3.31	9	7.34	121	3.19	A	0.8163
Federal/state	2	1.72	15	12.93	52	44.83	47	40.52	116	1.76	D	0.7384
FFA alumni	24	20.34	69	58.47	18	15.25	7	5.93	118	2.93	A	0.7672
Booster clubs	25	21.37	67	57.26	16	13.68	9	7.693	117	2.92	A	0.8076
Contributions	22	18.97	71	61.21	10	8.62	13	11.21	116	2.88	A	0.8424

tivities from these results: 24 (20.34%) strongly agreed, 69 (58.47%) agreed, 18 (15.25%) disagreed, and seven (5.93%) strongly disagreed. Twenty-five (21.37%) strongly agreed, 67 (57.26%) agreed, 16 (13.68%) disagreed, and nine (7.69%) strongly disagreed (mean = 2.92, standard deviation = 0.8076) with the idea that FFA Booster Club funds were satisfactory sources for financing extra-curricular activities. Twenty-two (18.97%) strongly agreed, 71 (61.21%) agreed, 10 (8.62%) disagreed, and 13 (11.21%) strongly disagreed, generating a mean of 2.89 and a standard deviation of 0.8424 with the idea that contributions could be an acceptable source of revenue as well.

Respondents' Opinions of the Proposed

Membership Structure

Three statements sought to determine the groups' opinion of "Active Membership" which is based on enrollment of vocational agriculture students in a state-approved vocational agriculture program. Tables XXXVII, XXXIX and XL presents numbers, percentages, means, and standard deviations which depict the results of the statements pertaining to this aspect of the study. A vast majority of the study group (91.30) indicated their strong agreement or agreement with the principle that a vocational agriculture student should be a member of the FFA by virtue of his or her enrollment in a state-approved vocational agriculture program. This yielded a mean of 3.21 and a standard deviation of 0.8949 which indicates agreement with statement number one and is displayed in Table XXXVIII.

Large majorities of 92.68% and 93.16% supported the concept of "Active Membership" based on enrollment at the state and national levels

TABLE XXXVIII
 RESPONDENTS' OPINION OF THE PROPOSED
 "ACTIVE MEMBERSHIP" STRUCTURE
 AT THE LOCAL LEVEL

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
1*	57	46.34	43	34.34	15	12.20	8	6.50	123	3.21	A	0.8949

* All vocational agriculture students, by virtue of their enrollment in state-approved vocational agriculture programs or courses, should be "Active Members" of the FFA chapter. ("Active Membership" should not require a fee for participation in the integral activities of the chapter).

as depicted in Tables XXXIX, and XL respectively. Eighty-seven (70.73%) strongly agreed, 27 (21.95%) agreed, five (4.07%) disagreed, and four (3.25%) strongly disagreed with this concept at the state level, resulting in agreement with a mean of 3.60 and a standard deviation of 0.7184 for statement twelve. Eighty-eight (75.21%) strongly agreed, 21 (17.95%) agreed, five (4.27%) disagreed and three (2.56%) strongly disagreed with the principle that a vocational agriculture student should be a member of the National FFA Organization by virtue of his/her enrollment in a state-approved vocational agriculture program. This yielded a mean of 3.66 and a standard deviation of 0.6814 which indicates strong agreement with this component.

Table XLI provides the results of statements 6, 10 and 11 using numbers, percentages, means and standard deviations. Statement six attempted to determine the groups' views concerning an "Extended Membership (dues and membership determined by the chapter) whereby any vocational agriculture student could become an "Extended Member" of any FFA chapter. Thirty-eight (32.76%) strongly agreed, 48 (41.38%) agreed, 15 (12.93%) strongly disagreed and although agreement was reached on this statement, it was relatively weak, yielding a mean of 2.9 and a standard deviation of 0.9851.

Table XLI also displays the groups' opinions when asked who should determine the conditions of "Extended Membership" in statement ten, the responses were: 24 (20.69%) strongly agreed, 44 (27.93%) agreed, 24 (20.69%) disagreed, and 24 (20.69) strongly disagreed, signifying that the group just did agree (mean = 2.59, standard deviation = 1.0345) that "Extended Membership" determination should be left to the discretion of the chapter. Forty (35.09%) strongly agreed, 50 (43.86%) agreed, 17

(14.91%) disagreed, and one (6.14%) strongly disagreed with the supposition that "Extended Membership" should not progress beyond the chapter level with a mean of 3.08 and a standard deviation of 0.8599 which indicates agreement with statement eleven.

TABLE XXXIX

RESPONDENTS' OPINION OF THE PROPOSED
 "ACTIVE MEMBERSHIP" STRUCTURE
 AT THE STATE LEVEL

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
12**	87	70.73	27	21.95	5	4.07	4	3.35	123	3.60	SA	0.7184

** State level membership should be open to any vocational agriculture student who is currently a member of a chartered FFA chapter and is currently enrolled in a state-approved vocational agriculture program or course.

TABLE XL
 RESPONDENTS' OPINION OF THE PROPOSED
 "ACTIVE MEMBERSHIP" STRUCTURE
 AT THE NATIONAL LEVEL

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
18***	88	75.21	21	17.95	5	4.27	3	2.56	117	3.66	SA	0.6814

*** National level membership should be open to any vocational agriculture student who is currently a member of a chartered FFA chapter and is currently enrolled in a state-approved vocational agriculture program or course.

TABLE XLI
 RESPONDENTS' OPINIONS OF THE PROPOSED
 "EXTENDED MEMBERSHIP" STRUCTURE

Statement	N	Mean	Response Category	Standard Deviation
Any Student who is regularly enrolled in a state-approved vocational agriculture program or course should be entitled to become an "Extended Member" of any FFA chapter.	116	2.94	A	0.9851
The conditions of "Extended Membership" at the chapter level should not be spelled out, but left to the discretion of the chapter.	116	2.59	A	1.0345
"Extended Membership" should not progress beyond the chapter level.	114	3.08	A	0.8599

The numbers and percentages are shown in the response columns in Appendix G. ("Extended Membership" requirements should be determined by the chapter. Dues could be charged which would allow students to participate in extra-curricular activities conducted by the chapter).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The intent of this chapter was to present a summary of the following topics: purpose and objectives of the study, design of the study, and the major findings of the research. Through a detailed inspection of these topics, conclusions and recommendations were presented based on the analysis of the data.

Summary

Purpose of the Study

The purpose of this study was to develop criteria for and a model of an alternate membership structure for a national student organization which was integral to an instructional program in vocational education, specifically the Future Farmers of America.

Objectives of the Study

The objectives of the study were as follows:

1. To determine and document opinions and perceptions of state supervisors, state FFA executive secretaries, teacher educators and vocational agriculture teachers/FFA advisors regarding the integral nature of FFA activities and/or programs in their state.

2. To determine and document opinions and perceptions of state supervisors, state FFA executive secretaries, teacher educators and vocational agriculture teachers/FFA advisors regarding the charging of fees for integral or intra-curricular programs and/or activities.

3. To determine and document opinions and perceptions of state supervisors, state FFA executive secretaries, teacher educators and vocational agriculture teachers/FFA advisors regarding the value of each vocational agriculture student in terms of his/her worth and potential leadership capabilities.

4. To determine and document opinions of state vocational agriculture staff, vocational agriculture instructors/FFA advisors and teacher educators in agricultural education as to which FFA activities of local chapters, state associations, and the National Organization were considered integral to the instructional program.

5. To determine and document opinions of state vocational agriculture education staff, vocational agriculture teachers/FFA advisors, and teacher educators regarding the items and materials a vocational agriculture student and FFA chapter should and actually do receive each year.

6. To determine and document state FFA executive secretaries' perceptions of the sources and uses of state FFA funds.

7. To identify the components and criteria of an alternative to the current method of determining FFA membership, participation and funding (including, but not limited to: non-dues options, related instructional materials, and integral activities, etc.).

8. To determine and document opinions and perceptions among state vocational agriculture staff, vocational agriculture instructors/FFA

advisors and teacher educators in agriculture education concerning the acceptability of a membership model based on alternatives to the traditional "dues" method of determining numbers.

Design and Conduct of the Study

Following a review of literature related to the study, procedures were established to satisfy the purpose and objectives of the study. The sample population was purposively derived from lists of names and addresses of those who were state supervisors of vocational education in agriculture, state FFA executive secretaries, teacher educators in agricultural education, and teachers of vocational agriculture during the 1985-86 academic year. The names and addresses were provided by the United States Department of Education and the National Vocational Agriculture Teachers Association.

The population of the study represented all 50 states and consisted of 49 state supervisors of vocational education in agriculture, 38 state FFA executive secretaries, 48 teacher educators, and 49 state presidents of the professional organization affiliated with NVATA. The total population of the four groups was 184. Of the 184, 40 state supervisors, 24 executive secretaries, 46 teacher educators, and 31 state presidents responded to the first survey instrument. The total population of the four groups was 184 and the total response from the four groups for the first round was 141 (76.63%). The second round of the study found 37 state supervisors, 20 executive secretaries, 41 teacher educators, and 26 state presidents responding to the survey document. The total response for the second instrument from the four professions was 124 (67.39%).

The data for this study were collected through a modified Delphi Technique utilizing two survey instruments. The first survey instrument was developed with the aid of the Oklahoma State University Agricultural Education Department faculty, and was mailed to a sample population of 187 (it was determined later that one respondent actually held two other job titles used in the study and one position was vacant). The second survey instrument was developed with the assistance of the Oklahoma State University Agricultural Education Department, and the results, comments and suggestions received from those responding to the first round of the study. It was mailed to the same sample population as previously determined. No follow-up mailings were instituted for either survey document.

A letter of introduction was mailed on April 1, 1986, followed on April 9, 1986 by the first survey instrument, which was accompanied by a cover letter. The second document, mailed on June 2, 1986, was accompanied by a letter of transmittal and a supplement "Here's What You Said." The supplement contained comments and suggestions gleaned from the first survey instrument and provided the respondents with the groups' consensus of the major topic areas discussed in survey instrument one using mean scores.

The first instrument contained twenty-eight force-choice statements and five open-ended or combination open-ended/force-choice statements. In addition, executive secretaries (or state supervisors when there was no executive secretary) were asked to respond to five more open-ended or combination statements as it was determined that they should have best access to the particulars required in those items. Survey form two contained twenty-one statements with eighty-eight separate

force-choice responses. The data obtained from the force-choice items in both instruments were entered into a Minitab data analysis system which was used in calculating the frequency distribution (numbers and percentages), means, and standard deviations of the data.

Major Findings of the Study

The major findings of the study were divided into nine sections. They were as follows:

1. Background, characteristics, and distribution of the respondents.
2. Respondents' perceptions of the relationship of FFA to vocational agriculture.
3. Respondents' perceptions of requiring fees for participation in curricular activities.
4. Respondents' opinions of the potential leadership capabilities, of vocational agriculture students.
5. Respondents' opinions of FFA activities considered integral or extra-curricular.
6. Respondents' opinions of the materials vocational agriculture students and FFA chapters should have each year.
7. Respondents' opinions of purchasing instructional materials to determine membership at state and national levels.
8. Respondents' opinions of the source of funding appropriate for student and chapter materials, and integral or extra-curricular activities.
9. Respondents' opinions of the membership structure based on enrollment in vocational agriculture.

Background, Characteristics, and Distribution of the Respondents

The study indicated that 97.16% of those responding to the first survey instrument had taught vocational agriculture for one or more years for an average of 9.48 years. The group had been in their present position from one to twenty-seven years, which generated a mean of 9.91 years.

The largest percentage of response, by profession, was received from the teacher educators, with 95.8% in the first round and 83.7% of the survey instruments returned in the second round of the study. State supervisors' response was 83.7% and 75.5% for the two rounds respectively. As a group, 63.2% of the executive secretaries responded to the first survey instrument and 52.6% to the second. The replies received from state presidents was 61.2% in the first round, and 53.1% in the second round of the study.

When compared by region, the Eastern Region returned 78 (29.43%) of the documents individuals received during the two phases of the study. The Western and Central regions submitted 71 (26.79%) and 70 (26.42%) survey instruments respectively. The Southern Region sent back 46 (17.36%) of the 265 instruments returned over the two rounds of the study.

Respondents' Perceptions of the Relationship of FFA to Vocational Agriculture

The majority of the study group felt that "integral" should be the preferred term to describe the FFA's relationship to vocational agriculture, with 88 (63.31%) indicating that item as their response. Intra-

curricular was the designation rated second highest by the group, with 44 (31.65%) expressing this item as their choice. Co-curricular and extra-curricular were considered appropriate phrases by only six (4.32%) and one (0.71%) of the respondents respectively.

As can be seen in Table IX (Chapter IV), the response to thirteen items in survey instrument one that dealt with the integral/extra-curricular nature of FFA and vocational agriculture was either to agree (seven of the thirteen had a mean of 2.50 or more) or strongly agree (six of the thirteen produced a mean of 3.50 or more). The overall mean for this series of statements was 3.36 indicating agreement with the concept that the FFA is integral to the instructional program in vocational agriculture.

Respondents' Perceptions of Requiring Fees for Participation in Curricular Activities

This series of three statements produced the most even split between agree/disagree of any group or series of statements constituting a concept or principle in either survey instrument. Table X (Chapter IV) displays an average of the means of the statements involved to be 2.54 or just four hundredths into the category that indicated agreement with charging a fee or dues to vocational agriculture students in order for those students to participate in FFA activities.

Respondents' Opinions of the Leadership

Capabilities of Vocational

Agriculture Students

Each of the four statements that were concerned with every vocational agriculture student's value or worth as a human being and potential leader received a mean response that fell into the agree category. Depicted in Table XI (Chapter IV) is the average of the means (3.29) of the four statements dealing with this issue.

Respondents' Opinions of the Materials Students

and Chapters Should Have Each Year

When comparing items or materials the study groups' consensus determined each student or chapter should have to that which executive secretaries and state supervisors indicate students or chapters do receive each year, there is a substantial difference item by item and in overall percentages. Displayed in Tables XLII and XLIII is an item by item comparison of those items a student (Table XLII) or chapter (Table XLIII) should have and those they do receive each year. By comparing the groups' consensus to the average percentage executive secretaries point out as those items students or chapters actually receive, the following is revealed: 1) Overall, 95.19% of the respondents suggest that students should receive those items listed in Table XLII, while only 48.10% of the executive secretaries and state supervisors indicate that they do receive those items; 2) An average of 88.46% of the group recommended that chapters should receive those items listed in Table XLIII, while the executive secretaries and state supervisors denoted that a chapter receives only 59.50% of a partial list of those items each year.

TABLE XLII
 COMPARISON OF THOSE ITEMS A STUDENT SHOULD RECEIVE
 TO THOSE ITEMS ACTUALLY RECEIVED

Item	Should Receive %*	Actually Receive %
Vo-Ag Record book	95.04	14.82
Vo-Ag Student Handbook	96.07	7.14
State Vo-Ag/FFA newsletter	94.12	70.37
National Future Farmer magazine	95.87	88.89
FFA membership card	94.22	52.26

* Percentage is the data collected in round two of the study.

Respondents' Opinions of Purchasing Instructional
 Materials to Determine Membership at State
 and National Levels

The consensus of the respondents indicated that the concept of each state offering a leadership development packet for sale to vocational agriculture departments in exchange for individual student and chapter recognition at state and national levels was acceptable, with an overall mean for the two statements concerned with this topic of 3.22. The items or materials which should constitute these instructional materials packets have been explored in Tables XXVII and XXVIII (Chapter IV).

Three suggestions that some materials need not be sent each year were expressed by the respondents in the first round of the study.

TABLE XLIII

COMPARISON OF THOSE ITEMS A CHAPTER SHOULD RECEIVE
TO THOSE ITEMS ACTUALLY RECEIVED

Item	Should Receive %*	Actually Receive %
State Program of Activities	93.39	72.00
Contest rules and regulations	98.35	**
Official FFA Manuals	94.17	**
State officer application	94.92	88.00
Region, district, or area officer application	84.33	**
Greenhand Degree application	86.78	**
Chapter Farmer Degree application	86.78	**
State Farmer Degree application	97.52	92.00
State scholarship materials	92.31	76.00
Parliamentary Procedure topics	90.91	52.00
Extemporaneous Speaking topics	83.47	44.00
Instructions for record book	90.08	**

* Percentage is the data collected in round two of the study.

** No response to these items was received from the executive secretaries or state supervisors.

Respondents' Opinions of FFA Activities

Considered to be Integral or

Extra-Curricular

From the edited responses to the first survey instrument which are displayed in Table XVII (Chapter IV), a list of activities (Table XXXII, Chapter IV) which were considered integral to the instructional program was developed for further validation by the study group. A similar list

was compiled for those FFA activities (Table XXXV, Chapter IV) respondents felt were extra-curricular in nature. Only one item was included on both lists (integral and extra-curricular), in the second round. Because the group's reaction to "agricultural fund raisers" was so evenly split between integral and extra-curricular on the first round of the study, with 32 (48.48%) of the group classifying it as integral and 34 (51.52%) as extra-curricular, "agricultural fund raisers" was included in both lists. When the group responded to fund raisers as integral, it received a mean score of 2.95, signifying that the respondents agreed that this activity was integral. However, when the same group categorized the activity under the title of extra-curricular, it was agreed (mean 2.65) that it was indeed extra-curricular. General fund raisers (candy, soap, etc.) were deemed extra-curricular on both survey documents.

With the exception of agricultural fund raisers, the consensus of the group on both survey instruments indicated that those activities originally considered either integral or extra-curricular were again confirmed as belonging in either of the two categories when surveyed on the second document.

Respondents' Opinions of the Source of Funding

Appropriate for Student and Chapter

Materials, and Integral or

Extra-Curricular

Activities

When the study group was asked in survey instrument one, which funds could be appropriate to purchase leadership materials (Table XVIII, Chapter IV), all but five responded that the local school budget

could be used to purchase leadership development materials. Of the five negative responses to using the local school budget as a source, all had means other than FFA dues (but including FFA dues) to tap as a funding source for that type of material.

In the second survey instrument, the study group was asked to indicate their agreement or disagreement with the sources of funding listed as appropriate for integral activities (Table XXXVI, Chapter IV), and extra-curricular activities (Table XXXVII, Chapter IV). Although dues were favorably considered as a proper funding source in the first document (78.26%), it was not suggested for funding integral activities in the second round where school district funds were regarded as the most suitable basis for financing integral activities (90.83% strongly agreed or agreed).

When the respondents were asked their opinion on which funds could be suitable for extra-curricular activities, dues received a high rating (78.15% strongly agree or agree, which was very similar to the first round) as did chapter funds (89.26% strongly agree or agree), FFA Alumni (78.81%), booster clubs (78.63%), and contributions (80.68%). Only 25.86% and 14.65% strongly agreed or agreed that school district and/or federal or state finances respectively should be used for extra-curricular activities.

Respondents' Opinions of a Membership Structure

Based on Enrollment in Vocational Agriculture

Statement number one of the second survey instrument posed this concept and elicited a large majority (81.27%) of the respondents who strongly agreed or agreed producing a mean response of 3.21. An over-

whelming majority (92.68% and 93.16% respectively) of the group agreed with the idea at the state and national level as well, with mean responses of 3.60 and 3.66 respectively.

The notion of "extended membership" received a somewhat neutral response, with the group agreeing with the idea, but at a much lower level. The group responded with means of 2.94, 2.59, and 3.08 concerning this topic.

Conclusions

The analysis of data and subsequent findings were the basis for the following conclusions:

1. It was concluded that the study group was composed of experienced educators, since all members had extensive years of vocational agriculture teaching experience, and/or administrative experience, and/or teacher education experience.

2. Since a majority of the group felt the term best describing FFA's relationship to vocational agriculture was "integral" and a vast majority of the respondents surveyed perceived the FFA to be an integral part of the instructional program in vocational education in agriculture, it was concluded that the term "integral" was the most desirable in the context and should be used to describe the relationship in the second round of the study.

3. Due to the response elicited from the respondents, it was determined that the group was uncertain in the matter of charging a fee for participation in FFA activities, since in survey instrument one the study group just did agree with charging dues and in the second round they were overwhelmingly in support of a non-dues model.

4. Since the respondents agreed with the concept that each vocational agriculture student has value as a human being with potential leadership abilities, it was concluded that every vocational agriculture student could benefit from FFA experiences and should be an FFA member.

5. Based on the perceptions of the members of the study group, it was concluded that local FFA chapters conduct activities which are integral to the instructional program and some which are extra-curricular.

6. Since a vast majority of the respondents believed that vocational agriculture students should be members of the FFA by virtue of enrollment in a state-approved vocational agriculture program, it was concluded that this membership should entitle the student to participate in any "integral" activity conducted by the local chapter, state association and/or the national organization.

7. There was sufficient evidence to conclude that there were a substantial number of items, services, or materials that vocational agriculture students and FFA chapters receive from the state associations or national organizations that are financed by means other than education department funds.

8. Based on the groups' response to those items or materials a student or chapter should have and those they were receiving, it was determined that there were a number of items chapters or students could receive from the state association but were not.

9. Since many of the items a student or chapter was receiving or should receive were from sources other than taxpayers (state or federal funds), it was concluded that, should those items be included in a packet of instructional materials for either a student or a chapter, there

could be a charge for those items by the state association or national organization.

10. It was concluded that the use of instructional leadership development materials packets could be a feasible financing alternative to dues, since 88.99% of the study group agreed or strongly agreed that a vocational agriculture student should become a state or national member by having his/her name on a membership roster submitted by the chapter to the state and the state association to the national organization along with a purchase order or payment for a corresponding number of student and chapter packet materials.

11. Since respondents considered FFA to be integral to the instructional program; were evenly split between charging or not charging a fee to take part in FFA activities in the first round; and were overwhelmingly in agreement with a non-dues structure in the second, it was concluded that a non-dues membership structure should be feasible for state associations and the National FFA Organization of the FFA.

Criteria and Components for an Alternate

FFA Membership Structure

It was concluded that the criteria necessary for a non-dues membership structure had been determined in the two rounds of the survey instrument. Requisite philosophies, materials, activities, and laws have been established and the amounts and sources of funding necessary to operate the state associations and the national organization have been evidenced as well. Based on the findings of the study, the criteria for a non-dues membership structure are as follows:

1. The reaffirmation of the FFA as integral to the instructional program in vocational agriculture on the part of the respondents.

2. The establishment of the fundamental belief that each vocational agriculture students' value or worth in terms of his/her potential leadership capabilities.

3. The establishment of the fact that charging a fee for curricular activities is inconsistent with state education codes and federal mandate, and the groups' neutral response to that concept.

4. The reaffirmation that the majority of activities FFA chapters conduct are considered integral.

5. The establishment of the fact that there are sufficient items or materials not supplied by the taxpayer which the group indicated students and chapters should have each year to establish a funding source for state and national organizations to replace funding from dues.

It is further concluded that the components of a non-dues membership structure should be:

1. Membership at the local level should be by virtue of the student's enrollment in a state-approved course or program of vocational education in agriculture.

2. Membership in the state association should be accomplished by a vocational agriculture student having his/her name on a state membership roster submitted by a chapter along with the vocational agriculture department's purchase order or payment for a corresponding number of student and chapter packets.

3. Membership in the national organization should be achieved by a vocational agriculture student having his/her name on a national membership roster submitted by a state association along with a purchase order

or payment for a corresponding number of student and chapter packet materials.

4. Student and chapter packet charges and enclosures should be determined and developed by state associations. A list of suggested items and materials should be supplied by the National Organization.

5. Membership at each level should entitle the student to represent the chapter at integral activities conducted by or on behalf of the FFA.

Recommendations

Recommendations Concerning the Study

As a result of the conclusions drawn from the analysis and interpretation of data, the following recommendations are made:

1. Based on the conclusion that the FFA program is integral to vocational agriculture, it is recommended that the FFA remain as an integral component of vocational education in agriculture.

2. Based on state law, federal mandate and the groups' neutral response to the matter of charging a fee for participation in FFA activities, it is recommended that a non-dues membership structure be implemented nationally.

3. It was apparent that respondents felt each vocational agriculture student has potential leadership capabilities, therefore, it is recommended that any barriers, such as dues, to participation in leadership development activities be eliminated.

4. Based on the conclusions that there are FFA activities considered integral and those that are extra-curricular, and that the FFA is

integral to the instructional program, it is recommended that "active membership" entitle a student to participate in any integral FFA activity.

5. Based on the conclusion that there are activities which the respondents agreed are integral, it is recommended that those activities should constitute a suggested list of activities considered to be integral at the local, state and/or national levels.

6. Based on the findings that there are substantial numbers of items, services, and materials which students and chapters currently receive or should receive from the state association or the national organization which are or could be supplied from private sources, and that the sale of leadership development materials packets should be a feasible alternative to dues, it is recommended that the instructional materials packets for students and chapters be considered as an alternate source of income for state associations and the national organization to replace student dues as an income.

7. It was concluded that there are funding sources for instructional materials other than individual student dues; therefore, every effort should be made to encourage the use of funds other than dues to support integral FFA activities.

8. Based on the conclusion that there are a number of items which chapters and students should receive, it is recommended that the list of suggested items compiled by the respondents that may constitute a chapter packet includes items a student or chapter should receive, but not to the exclusion of other items or materials a state may wish to incorporate in its packets.

9. It was established that a significant portion of each state associations' and the national organizations' budget is derived from dues monies; therefore, it is recommended that an alternate funding source be established to replace lost dues revenues prior to implementing a non-dues structure.

10. Based on the conclusions that FFA is integral to the instructional program in vocational agriculture; every vocational agriculture student has leadership potential; and the findings that an organization cannot charge a fee and be considered integral to the curriculum, it is recommended that:

- a. All vocational agriculture students, by virtue of their enrollment in a state-approved vocational agriculture program or course, be "active members" of the FFA.
- b. This membership entitle the student to participate in any integral activity conducted by the chapter, state association and/or national organization for which he/she is recognized as a member.

11. Based on the conclusion that the concept of "extended membership" received a small majority of support, it is recommended that any concept of membership other than "active membership" be left to the discretion of each state association.

Recommendations for Additional Research

The following recommendations are made in regard to additional research. These recommendations are based on the examination of the findings of this study.

1. There should be a pilot study conducted by the National Organization on a national scale prior to implementation of this or a similar model.

2. Specific research should be conducted concerning the degree the statement "integral to the instructional program in vocational agriculture" extends beyond the local level.

3. Specific research should be conducted to determine what assistance would be required by state associations in order to facilitate implementation of a non-dues membership structure.

4. It is recommended that research be conducted to determine an effective and efficient method of evaluation of the non-dues membership structure when pilot tested and when implemented.

5. Additional research should be conducted with emphasis on determining specific major problems with non-dues membership structures now in operation.

6. Specific research should be conducted with school administrators to determine their perceptions/opinions of using district funds to purchase instructional materials for leadership development.

7. In depth research should be conducted to determine if there are significant differences in commitment, pride, feeling of ownership, and/or participation between those students who invest (dues) in an activity and those who are members by virtue of their enrollment in a program.

8. Specific research should be conducted to determine any differences in the amount of leadership training occurring in classes which have traditionally had low or zero FFA membership and/or participation

with and without the requirement of purchasing leadership development instructional materials for each student.

9. Additional research should be conducted to determine any significant differences in responses between:

- a. Job title or position.
- b. National FFA Regions.

It is appropriate, as a final note, to commend the National FFA Organization and the FFA Foundation for their interest in, and support of a study of this nature. If seen through a pilot study to implementation, the concepts which were determined to be philosophically acceptable nationally should serve to bring the organization into accord with existing state education codes and federal mandates with regard to the integral relationship of the Future Farmers of America to the instructional programs in vocational agriculture.

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APPENDIXES

APPENDIX A
LETTER OF INTRODUCTION

April 1, 1986

/MRDR/ /FIRST/ /LAST/
/POSITION/
/ADDRESS 1/
/CITY/

/MRDR/ /LAST/:

There are 130,000 Vo-Ag students who are not now FFA members!! They represent an enormous untapped reserve of potential FFA members. If agriculture is to grow and prosper in the 1980's and into the 21st century, we must utilize every available resource at our disposal, including the best human resource possible -- our Vocational Agriculture students!

Declining membership is a concern of all those associated with the FFA. As a former Vocational Agriculture instructor (15 years), teacher educator in Agricultural Education (3 years) and a doctoral candidate in Agricultural Education at Oklahoma State University, I am deeply committed to my profession and to the FFA and affected by the future of both. The National FFA Foundation awarded a grant for a research study to determine components of an alternate membership model for the National FFA Organization. In order to determine these components your ideas, recommendations and opinions will be essential!

In just a few days you will be receiving a document requesting information only you can supply. As a /POSITION/, you have direct knowledge of your State FFA Association's program, and you are in a unique position to contribute this vital data to the National Organization. Therefore, /MRDR/ /LAST/, you have been recommended to participate in this study that has immediate as well as far reaching implications for the Future Farmers of America.

/MRDR/ /LAST/, the National FFA Organization is serious in exploring alternate membership models that will increase the opportunity for all Vo-Ag students to participate in the integral activities of the organization and we DO need your help! When the packet arrives, please take the time to react to the questions, concepts and components in this, the first of two rounds. Further details and complete instructions will accompany the packet.

Thank you (in advance) for your help and cooperation in this study.

Sincerely,

Glen Casey

APPENDIX B
SURVEY INSTRUMENT ONE

COMPONENTS OF AN ALTERNATE METHOD OF DETERMINING NATIONAL FFA MEMBERSHIP

Questionnaire One of Two
SS / ES / TE / SP

1. Please indicate your FFA region: SOUTHERN CENTRAL EASTERN WESTERN
2. How many years have you held your present position? _____
3. How many years did you teach Vocational Agriculture? _____
4. Below are terms often seen in educational literature concerning school related student organizations. Please check the best description for the relationship between the FFA and Vocational Agriculture as it exists in your state?
 - _____ a. Intra-curricular -- a part of the program which helps to make any Vocational Agriculture program complete.
 - _____ b. Integral -- necessary to the total Vocational Agriculture program to make it complete; essential.
 - _____ c. Extra-curricular -- not part of the regular course of Vocational Agriculture in the school.
 - _____ d. Co-curricular -- existing together with the regular course of Vocational Agriculture in the school.

FOR QUESTIONS 5 THROUGH 28, PLEASE CIRCLE 4 IF YOU STRONGLY AGREE, 3 IF YOU AGREE, 2 IF YOU DISAGREE, AND 1 IF YOU STRONGLY DISAGREE.

Please use the space provided below each statement for comments which will be especially important for the second phase of this study.

5. The FFA is an integral part of a Vocational Agriculture program.
1 2 3 4
6. Not all Vocational Agriculture students can benefit from participation in FFA activities.
1 2 3 4
7. The FFA is both an organization and a teaching strategy used by teachers of Vocational Agriculture to develop organizational and agricultural skills in students.
1 2 3 4
8. Every vocational agriculture student should be a member of the Future Farmers of America.
1 2 3 4

9. All FFA programs and activities are extra-curricular.
1 2 3 4
10. Participation in FFA activities should be a planned part of each student's involvement in a Vocational Agriculture program.
1 2 3 4
11. There is a core of FFA activities in which all Vocational Agriculture students should participate.
1 2 3 4
12. Membership dues is a prerequisite to participation in any FFA activity.
1 2 3 4
13. It is unnecessary to teach about the FFA organization during regular class instruction.
1 2 3 4
14. Every FFA member should have a Supervised Occupational Experience Program.
1 2 3 4
15. Not every student counseled into Vocational Agriculture has the characteristics nor leadership abilities desired for the FFA image and should not be a member in the FFA.
1 2 3 4
16. As a part of the school curriculum, Vocational Agriculture and the FFA are the ultimate responsibility of the School Board of the district in which the program operates.
1 2 3 4
17. If a barrier exists which limits student access to a school activity, that activity is not properly part of the curriculum.
1 2 3 4
18. All FFA activities are integral to the instructional program.
1 2 3 4
19. Vocational Agriculture students with "poor attitudes" have no place in the FFA or participating in FFA activities.
1 2 3 4

20. The FFA serves as a platform or structure for designing and conducting certain activities which serve to accomplish students' agricultural career development plans.
1 2 3 4
21. Every Vocational Agriculture student need not take part in the educational activities of the FFA.
1 2 3 4
22. Vocational Agriculture students need not participate in selected activities of the FFA which may be related to their agricultural career preparation.
1 2 3 4
23. No part of a students' grade for any Vocational Agriculture course taken should depend on either the extent or quality of participation in FFA activities.
1 2 3 4
24. All Vocational Agriculture course descriptions and content outlines should clearly indicate the requirements for student FFA participation.
1 2 3 4
25. Some FFA programs and activities are extra-curricular.
1 2 3 4
26. All Vocational Agriculture students, regardless of abilities, have potential leadership capabilities at their level and in their own time.
1 2 3 4
27. Activities which are extensions of the classroom should be available only to those who have payed for the priviledge of participating.
1 2 3 4
28. It is inconsistent to view an organization as an integral part of instruction yet require students to pay dues or other fees to that organization in order to participate in the integral activities which are conducted under its sponsorship.
1 2 3 4

30. Which of the following items should a Vocational Agriculture student have each year?

- Vo-Ag Record Book
- Vo-Ag Student Handbook
- Issue(s) of the State Vo-Ag Student Newsletter
- Six issue subscription to the National Future Farmer
- FFA Membership card

Others (please list): _____

31. Which funds can local Vocational Agriculture departments use to purchase leadership development materials (ie. books, handbooks and/or materials on public speaking, parliamentary procedure, good grooming, communication, personality development, social graces, etc.):

- Check all that are appropriate in your state
- Local school budget
 - FFA dues
 - FFA fund raisers
 - State funds
 - Federal funds

Other (please list): _____

APPENDIX C
COVER LETTER ONE

April 9, 1986

/MRDR/ /FIRST/ /LAST/
/POSITION/
/ADDRESS 1/
/ADDRESS 2/
/CITY/

Thanks, /MRDR/ /LAST/, for opening this packet!!

As I mentioned in the letter you received a few days ago inviting you to participate -- this study IS important. It is important to you and to the FFA and your help in the form of ideas, recommendations, opinions and suggestions is essential for its success.

In this first round of the two part study you will find a brief survey designed to take as little time as possible and still provide the necessary background information to develop a common basis from which the second and final round of the study will operate. In addition, there are sample lists of materials and activities chapters and members may need throughout the year. Please add to the lists provided to help build the foundation for an alternate membership model you will be asked to respond to in the next and final round. Your comments on the appropriateness of the items listed and the suggestions you've added will be extremely valuable in compiling a feasible and operational alternative to the current method of determining membership, participation and funding now used by the FFA. You will find specific instructions at the beginning of each section.

Please return your completed document in the enclosed, self-addressed, stamped envelope within 10 working days. Again, /MRDR/ /LAST/, your consideration and comments regarding these concepts and components are vital and VERY much appreciated. You will be receiving the final round of this study in a few short weeks. I am looking forward to your comments and suggestions.

Sincerely,

Glen Casey

Enclosure

APPENDIX D
COVER LETTER TWO



Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION

STILLWATER, OKLAHOMA 74078
448 AGRICULTURAL HALL
(405) 624-5129

June 2, 1986

Dr. Robert B. Rhoads
Coordinator of Agricultural Education
College of Life Science and Agriculture
University of Maine
Orono, Maine 04469

Dr. Rhoads,

Thank you for completing the first of two Correspondence Sheets. They are being analyzed for the National FFA Organization to determine an alternative to the current method of determining FFA membership and participation. Your contributions have been invaluable and the results of the first round are promising. We hope you will continue to render assistance by completing Correspondence Sheet No. 2. If you were unable to return the first survey instrument, we would ask that you still complete Correspondence Sheet No. 2 in order for us to include your input on this final round.

Correspondence Sheet No. 2 (the multi-colored section) contains a summary of concepts and components of a membership model derived from your responses and comments provided in the first round of this study. The yellow section is a brief description of the membership model and a selected compilation of your quotes and comments regarding Vocational Agriculture and the FFA.

In order to determine the operational feasibility of these concepts and components, we are asking you to rate the factors in Correspondence Sheet No. 2 as they would apply to your state. If it is possible, we would like to have your responses and comments within ten (10) working days.

The results of this round of research will be forwarded to the National FFA Organization and FFA Foundation in the form of a preliminary "membership model" based on your ratings of the concepts and components in this questionnaire and the comments you provide. Dr. Rhoads, you may receive a summary of results by writing "copy of results requested" on the back of the return envelope, and printing your name and address below it.

Thank you once again for your assistance.

Sincerely,

Glen Casey

Enclosures



APPENDIX E

"HERE'S WHAT YOU SAID"



HERE'S WHAT YOU SAID!!



The comments from over 75% of the State Supervisors of Vocational Agriculture, State FFA Executive Secretaries, State Presidents of Vocational Agriculture professional organizations, and Teacher Educators from every state in the nation broke out into three general areas: integral relationships, dues, and student worth.

INTEGRAL: In those areas concerning the integral relationships between the FFA and Vo-Ag, the group was in agreement (3.31) with the National Organization and PL 740 that the FFA is integral to the instructional program. However, two questions regarding the extra-curricular nature of some FFA activities were apparently cause for reflection. The following are some of your comments regarding the integral nature of the FFA:

1. Very true (some programs are extra-curricular)
2. Without FFA & SOE, Ag is not vocational
3. Religion...may prevent some from joining
4. some - yes (extra-curricular FFA activities)
5. some might not be integrally related
6. If the FFA is as good as we profess it to be - why don't all students become members?
7. FFA is not a club, but integral
8. FFA (classroom) instruction is not "hit or miss," but regular and consistent relevant instruction
9. If FFA is integral, a grade should be given
10. If they choose not to participate, that is their right.
11. In (state) all FFA activities are integral.
12. Some FFA activities are marginal when it comes to the instructional program.

DUES: Following are some of your comments regarding the issue of charging dues (you were pretty evenly split between agree-disagree (2.49) on this issue) as a method of determining membership and the ability to participate:

1. pay dues or other fees for regional, state & national participation, not chapter level.
2. They need to learn the idea of making a commitment
3. Some concern here (dues as a prerequisite)
4. Dues should be only for magazine & other such items - also for privilege of buying from the FFA Supply service, not for participation at the local level.
5. Membership (payment of dues) cannot be legally required...economics may prevent some from joining.
6. Not if you tie dues to the type of activities that are usually considered extra-curricular.
7. The barrier (dues) needs to be removed
8. There is a bit of philosophy conflict here

9. A student must have the commitment of dues.
10. Education & instruction must not be limited on the basis of payment of minimum amount of dollars; however, rules of society must be part of everyday instruction. In those levels of participation where payment of dues is a requirement this must be taught and obeyed.
11. Our question is can you force students to pay dues?
12. ...the chapter should take the responsibility for 100% membership by paying the dues to the state and national for every student through a fund raiser, then they can decide if they want to charge (the) individual.
13. I believe it (dues) only further alienates...
14. ??This (inconsistency of paying dues & still be integral) is a tough issue.
15. Federal mandate says no (dues as a prerequisite).
16. It is (inconsistent to view an organization as integral & yet require dues) if education is free.
17. Not if the activity is integral (charge for the privilege of participating).
18. Yes, but if a student can't pay them (dues) you have to deal with that situation for the students' benefit.
19. But this is not black & white - paying of dues is a principle & a responsibility to be learned.
20. If FFA activities are an integral part of vo-ag programs, then the payment of membership dues should have nothing to do with it (participation in FFA activities)
21. If the activities occur at the local level each student has the right to participate without paying dues. Beyond the local level a decision must be made by the student.
22. You hit the nail on the head (inconsistent to view an organization as integral and yet require a fee).

STUDENT WORTH: A mean score in this composite of items of 3.30 (indicating agreement) suggests that you feel all vo-ag students have a place in the FFA. This philosophy is good news for students and education! The following are some of your comments regarding student worth gleaned from the first round of this study:

1. We should still strive for their involvement.
2. Must believe there is good in everyone
3. FFA should promote learning <changes in behavior> - attitude is a learned behavior.
4. FFA image! Hell, our job is to develop character, leadership abilities & job entry skills in every student that enrolls.
5. FFA can & should be a tremendous force in "attitude adjustment." What are we supposed to do -- take the best & shoot the rest?
6. Why not, if FFA is integral (part of student's grade for FFA)
7. The FFA & Vo-Ag is there for the students' benefit, not vice versa.
8. Everyone is or will be a leader.
9. FFA is not for just the competent, but rather to teach everyday living skills to all students.
10. Our role as educators is to take students from where they are & develop their potential. It will reach different levels and all levels are important.

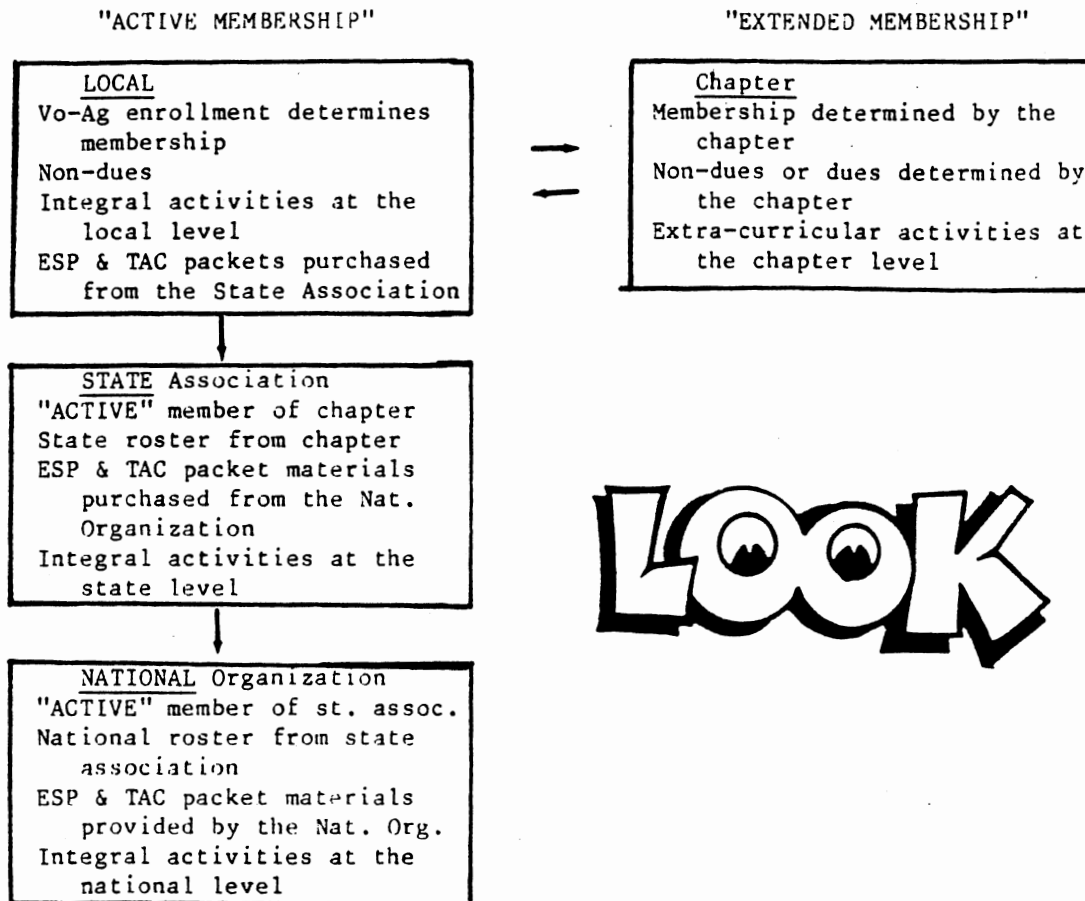
11. Education is for everyone.
12. Teachers must believe in each student.
13. Poor attitudes can be changed.
14. A good teacher has to adjust attitudes -- no one said it would be easy.
15. One thing the FFA cannot afford is an "elitist" attitude.

THE CHALLENGE: It is a relatively simple task to construct an FFA membership model that would be (1) faithful to the consensus of the respondents in the study, (2) innovative (increase membership), and (3) consistent with federal mandate which states: "A State may use funds under its basic education grant to support activities of vocational education student organizations... which are: ... Available to all students in the instructional program without regard to membership in any student organization. ... An integral part of vocational instruction does not include: ... Payment of membership dues (Federal Register, Vol. 42, No. 191)." State education codes have similar language in order to comply with Federal Rules and Regulations.

The challenge lies in developing a model acceptable to both National FFA officials and the backbone of the FFA - local chapters and state associations.

THE MODEL: Briefly, this is a non-dues model structured into three (3) levels: local, state and national. At the local level, there are 2 types of membership suggested: the first type of membership - "ACTIVE" - is by virtue of the students' enrollment in the vocational agriculture program and enables the student to participate in the integral activities which are extensions of the classroom throughout the three tiers of membership. Another option at the local level is "EXTENDED" membership. "EXTENDED" membership will enable the student to engage in those activities considered extra-curricular at the chapter level with membership criteria determined by the chapter. "Local level" and "state level" definitions will be interpreted by each state. This "membership model" is displayed in the chart on the following page.

The concept of student worth is another important building block in the foundation of this model. If the FFA activities which are extensions of the classroom are, in fact, integral, then every student should be able to participate in those activities which are educationally meaningful to them without any barriers (dues) to prevent that participation. Therefore, for ease of reporting, the materials students receive from the State Association and the National Organization as an "ACTIVE" member of the FFA will be referred to as Every Student Participating ("ESP") packets. The materials which are directed toward the Teacher, Advisor, or Chapter will be referred to as "TAC" packets.



As this is a non-dues model, the question naturally arises, how does the organization survive if a portion of its income is cut off (the first round of the survey indicated that an average of 24% of the state associations' budget was derived from dues)? Although this study was not designed to delve into the details and logistics of non-dues funding methods at the state and national levels, a possible solution had to be available in order to continue the project. Data from the first Correspondence Sheet indicated that (1) vocational agriculture departments had funds other than dues with which they could purchase leadership development materials, (2) students and chapters are receiving or should receive certain leadership development materials each year, and (3) students and chapters receive these materials from the state department (taxpayers) and "other" sources (private vendors, state agencies acting as private vendors, etc.). The solution to lost dues revenue may lie in the ability of a state association to distribute leadership development materials from sources other than the taxpayer to members and chapters at a price that will replace revenues lost from not charging dues. The National Organization would do likewise for state associations.

APPENDIX F
SURVEY INSTRUMENT TWO

AN ALTERNATE FFA "MEMBERSHIP MODEL"
SS ES TE SP

Correspondence Sheet No. 2 of two
Please return this section within 10 days, thanks!

Now that you have seen some of the results from the first Correspondence Sheet, please help to firm those attitudes, opinions, and ideas from the first round into a less abstract model for consideration by the National FFA Organization.

You may wish to read through each of the concepts before rating and/or commenting on the individual components. Please rate your agreement with the items as Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). Once again, your comments and suggestions will be very helpful in developing the final membership model proposal.

LOCAL -- Type 1 "ACTIVE Membership" (non-dues, enrollment signifies membership)

- SA A D SD 1. All vocational agriculture students, by virtue of their enrollment in state-approved vocational agriculture programs or courses, should be "ACTIVE members" of the FFA chapter.
- SA A D SD 2. This membership should entitle the student to participate in any "integral" activity (see item #3) which is conducted by the chapter at the local level.

Integral Activities

3. The percentage following each item below indicates the percent of respondents who considered these FFA programs or activities to be integral to the instructional program in vocational agriculture.
- SA A D SD Local fairs, shows and exhibits (livestock, crops, mechanics, program displays, theme booths, etc.) <83.6%>
- SA A D SD Local technical skills judging contests (livestock, crops, ornamental horticulture, ag mechanics, land, etc.) <93.9%>
- SA A D SD Local leadership contests (parliamentary procedure, speaking, creed, etc.) <100%>
- SA A D SD Local community service (BOAC, Food For America, safety, children's barnyard, etc.) <94.9%>
- SA A D SD Local leadership training (conferences, forums, workshops, camps, etc.) <92.6%>
- SA A D SD Agriculturally related tours/field days (SOEP, marketing, etc.) <91.7%>
- SA A D SD Agriculturally related fund raisers (plant, citrus, sausage, etc. sales) <50%>
- SA A D SD Local public relations activities (speeches, exhibits, demonstrations, etc. at schools, service clubs, etc.) <100%>

- SA A D SD Degree programs (greenhand and chapter farmer) <100%>
 SA A D SD Chapter or local level FFA office (not included in first instrument)
 SA A D SD Local foundation/proficiency awards <100%>
 SA A D SD Parent and member awards banquet <73.3%>
 SA A D SD Livestock chains/land labs <100%>
 SA A D SD Chapter or other local FFA meetings <100%>

Other: _____

4. These integral activities should be financed at the local level by:

- SA A D SD School district funds
 SA A D SD FFA Chapter fund raising activities
 SA A D SD Federal or state funds allocated to the district
 SA A D SD FFA alumni
 SA A D SD FFA booster clubs
 SA A D SD Contributions

Other: _____

- SA A D SD 5. "ACTIVE membership" should entitle vocational agriculture students to represent their chapters at field days, technical skills judging contests, leadership contests, fairs and shows, etc. at any level except those conducted by the State FFA Association at the state level or those conducted by the National FFA Organization at the national level.

LOCAL -- Type 2 "EXTENDED Membership" (dues & membership determined by chapter)

- SA A D SD 6. Any student who is regularly enrolled in a state-approved vocational agriculture program or course should be entitled to become an "EXTENDED member" of any FFA chapter.
- SA A D SD 7. This membership should entitle the student to participate in any "extra-curricular" activity (see item #8) which is conducted by the chapter.

Extra-curricular Activities

8. The percentage following each item indicates the percent of respondents who consider these FFA programs to be extra-curricular to the instructional program in vocational agriculture.

- SA A D SD Recreation or social activities (basketball, baseball, dances, rodeos, etc.) <78.7%>
- SA A D SD Non-agriculturally related trips (achievement, incentive, fishing, amusement park, professional sporting events, etc.) <80%>
- SA A D SD General fund raisers (candy, magazine, bake sales, etc.) <70%>
- SA A D SD Agriculturally related fund raisers <50%>
- SA A D SD Sweetheart contests <80%>

Other: _____

9. These extra-curricular activities should be financed at the local level by:

- SA A D SD Individual student membership dues
- SA A D SD School district funds
- SA A D SD Federal or state funds allocated to the district
- SA A D SD FFA fund raising activities
- SA A D SD FFA alumni
- SA A D SD FFA booster clubs
- SA A D SD Contributions

Other: _____

- SA A D SD 10. The conditions of "EXTENDED membership" at the chapter level should not be spelled out, but left to the discretion of the chapter.
- SA A D SD 11. "EXTENDED membership" should not progress beyond the chapter level.

STATE -- "ACTIVE Membership"

SA A D SD 12. State level membership should be open to any vocational agriculture student who is currently a member of a chartered FFA chapter and is currently enrolled in a state-approved vocational agriculture program or course.

SA A D SD 13. A vocational agriculture student should become a state member by having his/her name on a state membership roster submitted by a chapter along with the vocational agriculture department's purchase order or payment for a corresponding number of Every Student Participating ("ESP") packets. Included with the "ESP" packets would be a Teacher, Advisor & Chapter ("TAC") packet for each chapter..

14. The percentage following each item indicates the percent of respondents who felt every vocational agriculture student should have these materials each year. These items should constitute an "ESP" packet issued from the state association. Please rate these items as Essential (E), Important (I), Unimportant (U), or Not Applicable (NA).

E I U NA Vocational Agriculture Record Book <99%>
 E I U NA Vocational Agriculture/FFA Handbook <81.7%>
 E I U NA Issue(s) of the State Vocational Agriculture/FFA Newsletter <83%>
 E I U NA Six issue subscription to the National Future Farmer <79.1%>
 E I U NA An "Active FFA member" identification card <89.4%>

Other: _____

15. The following are items or materials which the respondents <87.9%> felt every chapter should have each year. These items should constitute a "TAC" packet issued by the state association.

E I U NA State FFA Association Program of Work
 E I U NA Judging contest rules and regulations
 E I U NA Official FFA Manuals
 E I U NA Up-dated Parliamentary Procedure topics
 E I U NA Up-dated Extemporaneous Speaking topics
 E I U NA Advisors' Instructions for the Record Book
 E I U NA Washington Leadership Conference information
 E I U NA Set of proficiency award medals
 E I U NA Any materials developed by the state officers during the year

One set of masters for:

E I U NA State officer application
 E I U NA Regional, district, or area officer application
 E I U NA Greenhand Degree application
 E I U NA Chapter Farmer Degree application
 E I U NA State Farmer Degree application

E I U NA State scholarship materials

E I U NA Star Advisor materials

E I U NA Star Reporter materials

Other: _____

SA A D SD 16. State level "ACTIVE membership" should entitle vocational agriculture students to participate at any official FFA state level activity (see item #17 for activities at the "state" level).

17. The percentage following each item indicate the percent of respondents who considered these FFA programs or activities to be integral to the vocational agriculture instructional program at the state level.

SA A D SD State level fairs, shows, and exhibits (livestock, crops, mechanics, program displays, theme booths, etc.) <83.6%>

SA A D SD State level technical skills judging contests (livestock, crops, ornamental horticulture, ag mechanics, land, etc.) <93.9%>

SA A D SD State level leadership contests (parliamentary procedure, speaking, creed, etc.) <100%>

SA A D SD State level community service awards (BOAC, Food For America, safety, etc.) <94.9%>

SA A D SD State level leadership training (conferences, forums, workshops, camps, etc.) <92.6%>

SA A D SD State Farmer degree program <100%>

SA A D SD State level FFA office (not included in the first questionnaire)

SA A D SD State level foundation/proficiency awards <100%>

Other: _____

NATIONAL -- "ACTIVE Membership"

SA A D SD 18. National level "ACTIVE membership" should be open to any vocational agriculture student who is a current member of a chartered FFA chapter and is currently enrolled in a state-approved vocational agriculture program or course.

SA A D SD 19. A vocational agriculture student should become a National Organization "ACTIVE member" by having his/her name on a national membership roster submitted by the state association along with the state association's purchase order or payment for the corresponding number of "TAC" packet materials required.

20. National level membership should entitle a member to:

SA A D SD Purchase the official FFA jacket (not included in first questionnaire)

SA A D SD Purchase other supplies sold by the National FFA Supply Service (not included in the first questionnaire)

SA A D SD Apply for the American Farmer Degree <100%>

SA A D SD Apply for the "national" level Proficiency awards <100%>

SA A D SD Participate in "national" level competitive activities <100%>

SA A D SD National FFA office (not included in the first questionnaire)

Other: _____

21. The following are National Incentive Program materials which the respondents <87.9%> felt every chapter should have each year. These items are provided by the National Organization and should constitute part of a "TAC" packet issued by the state association.

E I U NA Proficiency Award applications

E I U NA National Chapter application

E I U NA BOAC application

E I U NA Safety Award application

E I U NA Computers in Agriculture Award application

E I U NA WEA application

E I U NA National Scholarship application

E I U NA American Farmer Degree application

Other: _____

APPENDIX G

TABLES IX, X, XI, XXVI, AND XLI

TABLE IX
RESPONDENTS' PERCEPTIONS OF THE RELATIONSHIP
OF FFA TO VOCATIONAL AGRICULTURE

Statement	Strongly Disagree		Disagree		Agree		Strongly Agree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
5	5	3.57	0	0.00	7	5.00	128	91.43	140	3.84	A	0.5869
7	4	2.86	4	2.86	26	18.57	106	75.71	140	3.67	SA	0.6684
8	9	6.43	12	8.57	34	24.29	85	60.71	140	3.39	A	0.8903
9*	116	82.86	15	10.71	3	2.14	6	4.29	140	1.28	SD	0.7057
10	3	2.14	4	2.86	35	25.00	98	70.00	140	3.63	SA	0.6459
11	6	4.29	7	5.00	43	30.71	84	60.00	140	3.46	A	0.7769
13*	103	73.57	21	15.00	4	2.86	12	8.57	140	3.54	SA	0.9032
14	7	5.00	3	2.14	35	25.00	95	67.86	140	3.56	SA	0.7660
16	13	9.35	19	13.67	48	34.53	59	42.45	139	3.10	A	0.9585
18	14	10.07	34	24.46	45	32.87	46	33.09	139	2.88	A	0.9790
21*	54	39.13	55	39.86	24	17.13	5	3.62	138	1.86	D	0.8272
24	9	6.52	16	11.59	54	39.13	59	42.75	138	3.18	A	0.8753
25	31	22.63	23	16.79	57	41.61	26	18.98	137	2.57	A	1.0348

TABLE X

RESPONDENTS' OPINIONS OF THE PAYMENT OF A FEE TO
PARTICIPATE IN THE INTEGRAL ACTIVITIES OF
A STUDENT ORGANIZATION

Statement	Strongly Disagree		Disagree		Agree		Strongly Agree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
12	17	12.32	31	22.46	37	26.81	53	38.41	138	2.91	A	1.0422
17	26	19.70	48	36.36	41	31.06	17	12.89	132	2.37	D	0.9377
28	31	22.30	53	38.13	32	23.02	23	16.55	139	2.34	D	0.9972

TABLE XI

RESPONDENTS' OPINIONS OF THE LEADERSHIP POTENTIAL
OF EACH VOCATIONAL AGRICULTURE STUDENT

Statement	Strongly Disagree		Disagree		Agree		Strongly Agree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
6*	91	65.00	26	18.57	9	6.43	14	10.00	140	1.61	D	0.9852
15*	72	51.43	39	27.86	17	12.14	12	8.57	140	1.78	D	0.9629
19*	53	38.13	61	43.88	19	13.67	6	4.32	139	1.91	D	1.1179
26	3	2.17	11	7.97	42	30.43	82	59.42	138	3.47	A	0.7239

TABLE XXVI

RESPONDENTS' OPINIONS OF USING THE PURCHASE OF
INSTRUCTIONAL MATERIALS TO DETERMINE
MEMBERSHIP AT STATE AND
NATIONAL LEVELS

Statement	Strongly Disagree		Disagree		Agree		Strongly Agree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
13	37	31.90	60	51.72	11	9.48	8	6.90	116	3.09	A	0.8260
19	66	57.39	31	26.96	11	9.57	7	6.09	115	3.36	A	0.8865

TABLE XLI
 RESPONDENTS' OPINIONS OF THE PROPOSED
 "EXTENDED MEMBERSHIP" STRUCTURE

Statement	Strongly Disagree		Disagree		Agree		Strongly Agree		N	Mean	Response Category	Standard Deviation
	n	%	n	%	n	%	n	%				
6	38	32.76	48	41.38	15	12.93	15	12.93	116	2.94	A	0.9851
10	24	20.96	44	37.93	24	20.69	24	20.69	116	2.59	A	1.0345
11	40	35.09	50	43.86	17	14.91	7	6.14	114	3.08	A	0.8599

1
VITA

Glen Russell Casey

Candidate for the Degree of

Doctor of Education

Thesis: CRITERIA AND COMPONENTS OF AN ALTERNATE NATIONAL FFA MEMBERSHIP STRUCTURE

Major Field: Agricultural Education

Biographical:

Personal Data: Born in San Diego, California, January 3, 1944, the son of Roscoe and Winona Casey. Married Nancy Pahl Vance on August 30, 1968. Children are Kelley Lynn and Shannon Lee, daughters, and Kyle Roscoe, son.

Education: Graduated from Nordhoff High School, Ojai, California, June, 1961; received Associate of Science degree from Ventura College, Ventura, California, June, 1963; graduated from Chico State College, Chico, California, June, 1966, with a Bachelor of Science degree; earned Master of Science degree from California Polytechnic State University, San Luis Obispo, California, August, 1979; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1987.

Professional Experience: Vocational Agriculture Teacher, Carlsbad, California, September, 1967 to June 1970; Vocational Agriculture Teacher, El Cajon, California, July 1970 to June 1972; Vocational Agriculture Teacher, Lakeside, California, July 1972 to February 1982; Associate Professor, Agriculture Education Department, California Polytechnic State University, February 1982 to present; Graduate Teaching Assistant, Agricultural Education Department, Oklahoma State University, September 1985 to June 1986.

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