

AN ABSTRACT OF THE THESIS OF

William Harrison Alden for the degree of Master of Education
in Agricultural Education presented on July 28, 1976

Title: A SURVEY OF OREGON SCHOOL ADMINISTRATORS: POSITIVE
ATTRIBUTES OF THE FUTURE FARMERS OF AMERICA PROGRAM

Abstract approved: **Redacted for Privacy**
(Mr. Leno Christensen)

Statement of the Problem

It was the intent of this researcher to determine the feelings of the public school principals and superintendents of Oregon about the Future Farmers of America program in their vocational agriculture departments. Responses given on a mailed survey were the means of collecting this information. It is hoped that information gleaned from this research may be helpful to the vocational agriculture departments in the state of Oregon.

Procedure

This survey was conducted over the 1975-1976 school year in the state of Oregon. The questionnaire, which was mailed, was constructed in the form of statements to which the respondent could indicate agreement, disagreement or no opinion.

Definition of Terms

1. Future Farmers of America will hereafter be referred to as FFA.
2. Vocational Agriculture will hereafter be referred to as Vo-Ag.

3. Vocational Agriculture: "education in agriculture for persons engaged in or expecting to engage in an agricultural occupation either nonfarm or farm." (14)
4. Future Farmers of America: "the national organization of, by and for students of vocational agriculture/agribusiness." (12)

Limitation

This paper is limited to the accuracy of a 57 percent return of the questionnaires.

Findings

A majority of Oregon administrators support the FFA program's goals and laud the FFA as an extension of the Vo-Ag departments' teaching.

Some administrators find fault with the high demand on members' time; however, the majority find the time well spent.

It is mentioned in the literature, that, "some Vo-Ag instructors are concerned about financing the program," (32) but no mention is made about administrators. However, two cost considerations of administrators are: (1) Some administrators question the amount of travel involved, the increased cost and sometimes limited supply of gasoline; (2) Constant or even infrequent low participation indicates a large expenditure per student involved.

A high correlation exists between strong positive feelings by administrators and a background dealing with agriculture education, agriculture and/or FFA.

Administrators, on the whole, were well informed about the FFA program and indicated strong positive feelings toward FFA.

Implications

1. Some Vo-Ag instructors do not seem to exert enough of an effort to get their FFA programs better known to their administration.
2. Some Vo-Ag instructors need to demonstrate to the administration how rewarding and beneficial the time spent with FFA can be.
3. The cost that the FFA program adds to the Vo-Ag budget may be in excess of that deemed necessary by the administration.

The literature suggests that:

4. School systems with poorly informed administrators statistically show a lower participation in FFA by their students. (23)
5. There is statistically an inverse relationship between good grades and a high degree of participation in FFA. (32)

Recommendations

It is recommended that:

1. the Vo-Ag teachers continue and improve the system whereby they keep the administrators informed of FFA's activities in the school.
2. Vo-Ag instructors and administrators determine what are justifiable expenditures for FFA.
3. Vo-Ag instructors, with the aid of advisory committees and administrators select only those FFA activities that help meet their students' needs.
4. teacher training institutions stay current with administrative desires in the field.
5. the results of this study be sent to the Vo-Ag instructors of Oregon.

A SURVEY OF OREGON SCHOOL ADMINISTRATORS:
POSITIVE ATTRIBUTES OF THE FUTURE FARMERS OF AMERICA PROGRAM

by

William Harrison Alden

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Typed by Cathi Alden for William Harrison Alden

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A SURVEY OF OREGON SCHOOL ADMINISTRATORS:
POSITIVE ATTRIBUTES OF THE FUTURE FARMERS OF AMERICA PROGRAM

I. Chapter 1: Introduction

A. Background or Need for Study

In view of our changing society and the parallel changes within the educational systems, an analysis of administrators' attitudes toward the Future Farmers of America would be valuable. One reason is that the individual vocational agriculture teachers need to know the attitudes of their administrators so they may provide a program consistent with the district's aims. They need to know where changes or improvements could be instituted. Secondly, the institutions preparing vocational agriculture teachers need to know in what areas future instructors should be prepared and to what degree. A teacher can best be prepared if he knows what areas prospective employers are stressing. Districts are having to justify all expenses to keep their budgets as low as possible. Vo-Ag instructors who are aware of the administration's feelings about the FFA program should find it much easier to present an acceptable budget request. Vocational courses lend themselves nicely to the formation of youth organizations, programs or clubs. Questions have been raised as to "how administrators feel about this increase in extracurricular time involvement of students. Are there too many youth clubs, according to administrators, and if so, why?" (7) Another important need is brought out by an outstanding Vo-Ag instructor, and former head of the Agriculture Education department, Ohio State University, Ralph Bender, as he states:

The FFA has been one of the most significant developments in the 50 year history of vocational education in agriculture. It has proven to be an excellent teaching-learning device for developing interests in agriculture and abilities in leadership and cooperation. The FFA has capitalized on some basic principals of learning including motivation, involvement and development of personal group goal-centered programs . . . However, change is necessary to meet the needs of the expanded program of agriculture instruction at the high school level. (1)

For planning to result in effective and useful changes in the future, all aspects of education need to be considered. Most certainly, this would include consideration of the opinions of administrators.

B. Statement of the Problem

It was the intent of this researcher to determine the feelings of the public school principals and superintendents of Oregon about the Future Farmers of America program in their vocational agriculture departments. Responses given on a mailed survey were the means of collecting this information. It is hoped that information gleaned from this research may be helpful to the vocational agriculture departments in the state of Oregon.

C. Definitions

Definitions of certain terms used in this report:

1. Future Farmers of America shall hereafter be referred to as FFA.
2. Vocational agriculture shall hereafter be referred to as Vo-Ag.
3. Vocational Agriculture: "education in agriculture for persons engaged in or expecting to engage in an agricultural occupation either nonfarm or farm." (14)

4. Future Farmers of America: "the national organization of, by and for students of vocational agriculture/agribusiness." (12)

D. Limitation

This paper is limited to the accuracy of a 57 percent return of the questionnaires.

E. Summary and Transition

This research paper follows the form outlined by Best (2) containing five chapters. This chapter, number one - introduction, is followed by the survey of related literature presenting background and opinion of experts. Chapter three will discuss the location of the survey and the construction of the questionnaire. Chapter four presents the findings of the investigation. The last chapter, five, will state implications determined by this study and will close with the recommendations of the investigator.

II. Chapter 2: Survey of Related Literature

A. Introduction

The FFA plays a part in most of Oregon's secondary schools' vocational agriculture departments. However, the degree of participation and the quality of the involvement is generally set by the instructor. Since there is great variety among chapters, Oregon administrators were surveyed to determine their opinions about their programs. It is hoped that through this survey of administrators concerning the role of FFA in their schools, some useful feedback can be used to improve FFA programs and Vo-Ag teacher training by creating an awareness of the positive attributes of the program.

For a better understanding of the results of this survey, background information and opinions of experts will be presented. An overview of the FFA program in Oregon will be followed by citations from personal interviews and pertinent literary comments.

B. Related Background

The FFA is a national youth organization for vocational agriculture students between the ages of 14 and 21. It is an extension of vocational education in that the student is putting to use what he is learning by participating in the program.

In 1972, the organization had 43,000 active members in 7,857 chapters throughout the United States. It was established in 1928 and has remained active ever since.

Activities of members are many and varied. Public speaking and parliamentary procedures contests develop communication skills. Banquets and public education and assistance programs encourage a care for and involvement with the community. Off farm work experience programs establish young people in agribusiness positions. On the farm projects are frequently judged in fairs and contests and develop a sense of pride and responsibility that carries over into other areas. These activities are all centered around the chapter membership. Teamwork, understanding and a helpful hand are extended to each member by the other members and their advisor who generally is their vocational agriculture teacher. (26)

The researcher found predominantly favorable comments concerning the FFA and its relationship with Vo-Ag in the literature and from interviews.

Competition in FFA is serving a vital function. (9, 25) Besides inspiring young people to achieve, teaching them to interact, and understand the value of teamwork, FFA competition serves an outstanding function. (9, 25) Vo-Ag students, as well as instructors, are brought into contact with people not only from their counties, but from all parts of the state and nation as well. The sharing of ideas, plans and strategies which go on in these encounters serves to keep the entire nation of Vo-Ag programs informed and improving. Face to face communication on both teacher and student level far exceeds the annual newsletter or monthly periodical for getting ideas across.

Teaching aids, when correctly used, can increase the effectiveness of a teacher many times over. FFA is lauded throughout the literature and field as an extremely effective teaching aid. (1, 7, 9, 12, 16, 21, 23, 25, 26, 32) The nature of FFA, putting theory into practice and encouraging young people to become involved, would seem to fit the important features of a definition of a teaching aid.

FFA has a great many pluses, but it also has room for improvement. It is not surprising that an organization that is so closely involved with something that is changing as rapidly as today's agriculture should also need to introduce some renovations over its fifty year existence. Not only has the total content area for which Vo-Ag is responsible been increased, (21) but young ladies are also welcome to join FFA. The need for change is recognized by many administrators, FFA leaders and students. (1, 9, 32) For effective change, the feelings of administrators need to be known and taken into consideration. (7) For administrators to make meaningful suggestions, they must be informed about the program.

One study recommended that:

the high school Vo-Ag teacher should explain thoroughly their FFA program to their administrator and their students. A continual program of information concerning the FFA should be developed to meet this end. (23)

Although not prevalent, negative opinions were noted. A nationwide survey found that in the Pacific region, an inverse relationship between grades earned and degree of participation in FFA activities existed. (32)

On the financing end of the program, one administrator pointed out that a lack of student involvement, for whatever reason, increases the monies spent per student rapidly. (11) Financing is also a concern of the Vo-Ag instructors. (32) If student needs and interests are not being met through the program and thus resulting in reduced participation, i.e. fewer members participating, funds for the program may become a problem because of high cost per student.

Financing of existing student programs may not be the only administrative concern. "The number of youth programs in the school is on the increase and for future planning in FFA and Vo-Ag, administrators' opinions of this condition need to be considered." (7) The budget may be a limiting factor on the number of clubs allowed or at least the extent of their activities.

III. Chapter 3: Procedures

A. Locale and Setting of the Survey

This survey was conducted over the 1975-1976 school year and encompassed secondary public school principals and superintendents of Oregon who have vocational agriculture departments and FFA programs.

B. Method of Getting Data and Instrument Used

The survey information was collected in a questionnaire accompanied by a letter of transmittal. In making out the questionnaire, assistance was gained from several sources. For construction techniques such as format, style, and common errors, J. W. Best's Research In Education, second edition, (4) was consulted. It was felt that by conducting a spot survey of people involved with this issue, the final survey instrument could be constructed focusing on the main issues of concern. Ten people were selected and sent a copy of the questionnaire and letter of transmittal (see Appendix A) for their comments and suggestions. The instrument was also subjected to the scrutiny of two college classes at Oregon State University, summer school, 1975. These critiques helped reduce inconsequential questions thereby shortening the instrument to a form which was a more comfortable length for respondents. The final questionnaire and the adopted letter was sent to administrators.

Principals and superintendents, whose names were taken from the 1975-1976 Vo-Ag Directory (27) for every school and district in Oregon which has the FFA program in their vocational agriculture department were mailed a questionnaire with a stamped and addressed return envelope. They were also informed of completion dates and the means for obtaining the results. It was felt that by attempting to get a response from all the administrators rather than just a random sample, the reliability of the survey would be higher.

Although the procedures for gathering the information were slow and at times frustrating, they were necessary in order to receive meaningful responses.

Poorly worded and/or stated questions could make responses meaningless. For this reason, the questions were pored over again and again by biased as well as unbiased eyes.

A fifteen page questionnaire might encourage neglect by a busy administrator. To shorten the final version and make the questionnaire more concise and relevant, selected people were polled as to their feelings.

Finally, for a broader base from which to judge the survey results, a search of available literature was conducted.

Assuming one month to be a reasonable length of time to allow for the return of the questionnaires, the compilation of responses was then begun.

Out of 172 questionnaires mailed out in one mailing, there was a return of 98 (57 percent) upon which the statistics are based.

The next section will deal with the findings of the returned survey instruments.

IV. Chapter 4: Discussion of Findings

A majority of the respondents was from communities of less than 10,000 inhabitants, and their feeder communities were largely rural. The major Vo-Ag program emphasis was animal science (78.6 percent), then farm mechanics (64.2 percent) and crops (61.2 percent), finally horticulture (41.9 percent), forestry (35.7 percent), and agribusiness (32.7 percent). The majority of the districts employ one instructor (62.2 percent), and the length of contract seems most frequently 12 month (30.6 percent), 11 month (28.6 percent) or 11½ month (21.4 percent).

A majority of Oregon administrators did support the FFA program and its goals. There were very few negative responses to the program of activities of the FFA, and when they did occur, they were in the minority. Overall, the administrators showed their belief that FFA does contribute significantly to school and community. Eighty-one percent responded that the chapter is involved in helpful projects around the community, and 64 percent responded that the FFA program generates interest in other school activities. The responses were clearly supportive of FFA's role in helping develop students' abilities in terms of leadership, responsibility, group cooperation and agricultural skills. The administrators responded, substantially, that the goals of the FFA program were being met.

It was anticipated that there would be concern over the cost to the district per student involved. In response to question 22, 89 percent felt that the FFA was a justifiable expense for the Vo-Ag department. However, one of the few areas where there was some controversy was travel expenses. Eleven percent felt that they were excessive. There was also some concern about the limited number of members who participated in the activities which increased the cost per student.

Another cost to the district is the instructor's salary. Sixty point two percent of the administrators felt that their instructor received extra duty pay for extra curricular FFA activities, and 68.4 percent felt that the FFA program was the main reason for an extended instructor contract.

The responses to the statements under the section Degree of Involvement showed that administrators believed the amount of time spent on FFA is worthwhile. Eighty-six percent of the respondents believed that involvement in FFA is a vital part of the Vo-Ag program. Some of the additional comments convey this same feeling, "FFA is an integral part of the Vo-Ag program and should be treated as such." (Appendix C, #12)

Question #12 in the survey dealt with the question of competition, and 90 percent of the respondents felt that the planned competition was worthwhile. In fact, every question dealing with competition: frequency, financing, member involvement and intensity showed administrative approval. One-fourth of the respondents felt that too few of the members were actively involved in the competition.

Administrators, almost unanimously, indicated opinions on general program concepts and highly visible issues such as community support and funding. They were less able to respond to statements which called for more direct association with or knowledge of the students. The statements concerning student behavior, social development, involvement and intensity in competition, and work opportunities had a "no opinion" average of 30.1 percent while the overall "no opinion" response was 11.96 percent. Generally, I believe the administrators have a good knowledge of the program.

One of the most pointed opinions of administrators who responded under the Comments section dealt with the reason for the success of a program, an area which was not specifically covered in the questionnaire. The feeling seemed to be that the character of the program was directly related to the instructor. A good instructor, one with good background and willing to give a great deal of time and effort would be leading a very active, effective Vo-Ag and FFA program.

It was anticipated that administrators who had a background in FFA and/or agriculture would be more positive toward the program. Twenty-one percent of the administrators who responded were formerly in a Vo-Ag or Vo-Ed program and 20.4 percent were in FFA. However, as a result of this questionnaire, the anticipated result was unfounded. All administrators seemed, overall, equally supportive and well informed. The only difference in questionnaires was that 86 percent of the administrators with an agricultural education

background wanted the results while only 57 percent of the other respondents wanted them.

V Chapter 5: Summary and Recommendation

It was the intent of this researcher to determine the feelings of the public school principals and superintendents of Oregon about the Future Farmers of America program in their vocational agriculture departments. Responses given on a mailed survey were the means of collecting this information. It is hoped that information gleaned from this research may be helpful to the vocational agriculture departments in the state of Oregon.

The information was gathered from the administrators of Oregon via a mailed survey questionnaire during the 1975-1976 school year. Out of the 172 mailed in a single mailing, 98 were returned (57 percent); it is felt by the investigator that enough of the questionnaires were returned to make the findings meaningful.

It was noted from the General Information section, however, that very few of the questionnaires were returned from the larger cities so the results are based mainly on administrators in more rural communities. Although this may affect the results slightly, the majority of FFA programs are in rural areas.

The majority of administrators seemed to have a good working knowledge of what the FFA program in their district was doing. This was inferred by a high number of opinionated responses, either positive or negative. There may have been an intentional avoidance of the "no opinion" responses; however, it was used quite freely when

a question asked for an opinion on something that would be hard for many administrators to observe.

The fact that so many questionnaires were returned carefully filled out leads the investigator to believe that most administrators are concerned about the FFA program in their districts. In addition, 26 questionnaires had information written in the Comments section. This showed a very strong interest in the program and its future. (Appendix C) Since the overwhelming response was pro FFA, there seems to be little doubt that the program is supported by administrators around the state.

In the area of FFA activities, the expressed feelings were in favor of them. It was also noted that very few administrators felt that the FFA program was not meeting its stated goals.

An important point which was not touched upon well in the questionnaire was very clearly brought out in the comments. Several administrators stated in various ways that they felt the program's contribution to education was directly dependent upon the character and ability of the instructor. They not only understand that it takes an extra effort to be an effective Vo-Ag instructor and FFA leader; but, as the survey showed, the majority of Vo-Ag instructors' extended contracts were due mainly to FFA program activities. Although FFA is deemed responsible for extended contracts, the majority of administrators felt that the FFA program was worth the added expense.

In closing, there are some observations made by the investigator that may be of some help to future investigators. One respondent suggested that, "Some of the statements or questions are too general." (Appendix C, #26) This could have led to some misunderstanding for him or other respondents. Another area which clearly could have been improved was the nature of the statements. They would have been easier to respond to if all had been written in a positive manner. The last suggestion for improvement would be to include an indication that the respondent include his name and address if he desired a copy of the results. In an attempt to allow anonymous responses, the letter of transmittal was not attached to the questionnaire. Thus, some administrators checked the box indicating that they wished to know the results but did not put down their names or addresses.

The questionnaires, 172 of them, were sent out spring quarter in a single mailing, and 98 were received back in the self-addressed stamped envelopes that accompanied them. This was not a bad percentage returned, but this investigator wonders if mailing during fall or winter terms might not show an even better return. There should have been at least one follow-up mailing which could have greatly increased the percentage returned.

Recommendations

It is recommended that:

1. the Vo-Ag teachers continue and improve the system whereby they keep the administrators informed of FFA's activities in the school.

2. Vo-Ag instructors and administrators determine what are justifiable expenditures for FFA.
3. Vo-Ag instructors, with the aid of advisory committees and administrators select only those FFA activities that help meet their students' needs.
4. teacher training institutions stay current with administrative desires in the field.
5. the results of this study be sent to the Vo-Ag instructors of Oregon.

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APPENDICES

Appendix A

The following are the letter of transmittal and survey questionnaire as they were sent to the instructors with one exception, the percentages for each response and the percentage of no response (NR) are given.

Route 3 Box 865
Albany, OR 97321
April 21, 1976

Address

Dear

To keep pace with the rapid changes in both education and agriculture, it is becoming evident that the Future Farmers of America organization may also need to undergo some changes. Because of the vital role agriculture plays in this state and the importance FFA holds in many vocational agriculture programs, it is vital that the changes made be mutually beneficial for education as well as Oregon's agricultural industry.

I am conducting a survey of principals and superintendents in the state of Oregon who have an active Future Farmers of America program in their vocational agriculture department. It is hoped that through this survey the feelings of Oregon's administrators, concerning the Future Farmers of America program, can be determined. With this information, future plans might better be made in line with the administrators' desires. Also, the vocational educational training department at Oregon State University will be able to better prepare its students for teaching positions in Oregon. Finally, this information may prove to be valuable to vocational agriculture teachers in modifying their own programs to meet statewide administrators' desires.

The results of this survey are to be used in the construction of my thesis project for the degree of Master of Education at Oregon State University, Leno Christensen, major professor. Allowing one month for the return of these questionnaires, I will begin to compile the information on June 1, 1976. If you would like to know the results of the survey, please check the square on page five of the questionnaire.

I sincerely appreciate your spending the time to complete this questionnaire.

Respectfully,

William H. Alden

SURVEY QUESTIONNAIRE

General Information

Community size: 23.5% 1000 or less 46.9% 1000 - 10,000
14.3% 10,000 - 20,000 15.3% 20,000 or over

Major type of feeder community: 66.3% rural 27.6% suburban
5.1% urban 0% metropolitan 1% NR

High school enrollment: 11.2% under 200 51.0% 200-800
21.4% 800 - 1200 16.3% over 1200

Major emphasis of our vocational agriculture (Vo-Ag) program: (check one or more) 60 crops 77 animal science
41 horticulture 35 forestry 63 farm mechanics
22 agribusiness 1 NR

Number of full time Vo-Ag instructors: 62.2% 1 23.5% 2 11.2% 3

Our Vo-Ag instructor(s) is (are) contracted for: 5.1% 9 mo.
12.2% 10 mo. 28.6% 11 mo 21.4% 11½ mo.
30.6% 12 mo. 2% NR

I was in Vo-Ag or other Vo-Ed program when in high school:
21.4% yes 74.5% no 3% NR

I was in FFA when in high school: 20.4% yes 76.5% no 3% NR

I have children who were or are in Vo-Ag (and FFA) 7.1% yes 88.8% no
4.1% NR

The following is a series of statements in seven different categories dealing with the Future Farmers of America program(s) in your school district. Please circle the one number after each of the statements which best reflects your opinion of the program.

- | | | |
|---|---------------------|------|
| 1 | - strongly agree | - SA |
| 2 | - agree | - A |
| 3 | - no opinion | - NO |
| 4 | - disagree | - D |
| 5 | - strongly disagree | - SD |

	SA 1	A 2	NO 3	D 4	SD 5	NR
A. Contributions to school and community						
1. Participation in the FFA provides needed leadership experience	54.1	44.9	0.	1.0	0.	0.
2. The FFA program generates interest in other school activities.	9.2	55.1	13.3	21.4	0.	1.
3. The chapter is involved in helpful projects around the community.	14.3	67.3	8.2	10.2	0.	0.
4. The community supports the FFA.	30.6	59.2	6.1	3.	1.	1.
5. Students belonging to the FFA cause fewer discipline problems than other students.	16.3	34.7	31.6	16.3	1.	1.
6. When away from the school on FFA functions, FFA students demonstrate appropriate conduct.	20.4	73.5	5.1	1.	0.	
7. FFA community activities and individual or chapter accomplishments receive adequate publicity in the school and community.	21.4	51.0	7.1	17.3	2.	1.
8. Social functions such as the parent-member banquet or fund-raising projects, are well organized and carried out.	41.9	41.9	9.2	5.1	0.	2.
B. Competition						
9. There are frequent contests at the chapter level.	31.6	43.9	5.1	18.4	0.	1.
10. The FFA members actively compete.	24.5	66.3	3.	6.1	0.	0.

	SA 1	A 2	NO 3	D 4	SD 5	NR
11. Parents and other students respect the competitive accomplishments of FFA members.	19.4	66.3	8.2	6.1	0.	0.
12. Competition at the FFA district level is a worthwhile activity.	31.6	59.2	5.1	2.	0.	2.
13. Inter-chapter competition is too intense.	1.	5.1	33.7	54.1	6.1	0.
14. Too few chapter members are involved in the competition.	5.1	20.4	32.7	36.7	4.1	1.
15. Travel to the state and national FFA conventions requires too much time compared to the value gained by the members and instructor.	5.1	7.1	12.2	59.2	11.2	5.1

C. Expenses

16. District funding of traveling expenses for FFA activities is excessive.	2.	9.2	13.3	62.2	10.2	3.
17. FFA members spend too much time on money-making projects.	0.	9.2	16.3	67.3	6.1	1.
18. The Vo-Ag instructor(s) is (are) receiving extra duty pay for extracurricular FFA activities.	10.2	50.	6.1	22.4	4.1	7.1
19. The FFA program pays all of their own expenses.	3.	30.6	8.2	51.	5.1	2.
20. The FFA program is the main reason for an extended instructor contract.	14.3	54.1	7.1	19.4	3.	2.
21. In case of a budget cut, FFA activities would be one of the first areas to have their expenditures reduced.	2.	1.	13.3	61.2	20.4	2.

	SA 1	A 2	NO 3	D 4	SD 5	NR
22. The FFA program is a justifiable expense for the Vo-Ag department.	23.5	64.3	6.1	2.	2.	2.
23. Students can become actively involved in the FFA program regardless of their financial status.	33.7	61.2	3.	0.	0.	2.

D. Degree of involvement

24. FFA involvement is so intense that members often miss out on school social activities.	1.	9.2	8.2	70.4	10.2	1.
25. Involvement in FFA frequently leads to a more active student in all areas of school life.	7.1	48.2	22.4	20.4	1.	1.
26. Involvement in FFA is a vital part of the Vo-Ag program.	28.6	57.1	5.1	7.1	1.	1.
27. Many parents complain of the large amount of time their children spend on FFA activities.	1.	4.1	11.2	71.4	11.2	1.
28. Not enough of the chapter members are involved in FFA activities.	4.1	23.5	27.6	40.8	3.	1.
29. Involvement in FFA has kept potential dropouts in school.	2.	46.9	31.6	17.3	1.	1.
30. Involvement in FFA is a good group experience for young people.	31.6	66.3	0.	1.	0.	0.
31. The membership in FFA is numerically stable.	7.1	65.3	13.3	12.2	0.	2.
32. FFA members remain active after graduation.	5.1	37.8	38.8	15.3	1.	1.

	SA 1	A 2	NO 3	D 4	SD 5	NR
E. Social development						
33. FFA develops responsibility.	30.5	65.3	2.	2.	0.	0.
34. FFA increases the individual's ability to work in a group.	29.6	67.3	3.	0.	0.	0.
35. Affiliation with the FFA program has not, appreciably, altered members' social development.	7.1	28.6	22.4	36.7	5.1	0.
36. FFA is doing a good job in developing its members into active, concerned citizens in the community.	17.3	62.2	14.3	5.1	0.	1.
37. There is noticeable friction between FFA members and nonmembers.	0.	12.2	15.3	59.2	13.3	0.
F. Vocational training values						
38. FFA contributes much to career education.	18.4	63.3	9.2	9.2	0.	0.
39. FFA involvement improves members' opportunities for summer work.	17.3	53.1	22.4	7.1	0.	0.
G. Goals of the program						
The FFA chapter is meeting these organization goals:						
40. To develop competent, aggressive, rural and agricultural leadership.	19.1	62.2	8.2	9.2	0.	1.
41. To strengthen the confidence of students of Vo-Ag in themselves and their work.	18.4	76.5	5.1	1.	0.	0.
42. To create more interest in the intelligent choice of agricultural occupations.	18.4	71.4	5.1	5.1	0.	0.

	SA 1	A 2	NO 3	D 4	SD 5	NR
43. To encourage members in the development of individual farming programs or other agricultural occupations.	18.4	66.3	11.2	4.1	0.	0.
44. To participate in cooperative effort.	22.4	72.4	5.1	0.	0.	0.
45. To encourage improvement in scholarship.	12.2	62.2	18.4	7.1	0.	0.
46. To establish awareness of agribusiness employment opportunities on and off the farm and the necessary qualifications.	15.3	77.6	4.1	3.	0.	0.
47. To involve urban as well as rural members in appropriate activities.	11.2	68.4	14.3	5.1	0.	1.
48. To provide activities for students, regardless of their abilities.	25.5	69.4	2.	3.	0.	0.

Please use the space below for any further comments. Thank you again.

I would like to have a summary of your survey results and conclusions when they are available.

Appendix B

Responses to Questionnaires: 98 returned out of 172

Table #1	SA	A	NO	D	SD	NR
Question number	1	2	3	4	5	
1	53	44	0	1	0	0
2	9	54	13	21	1	0
3	14	66	8	10	0	0
4	30	58	6	3	1	0
5	16	34	31	16	1	0
6	20	72	5	1	0	0
7	21	50	7	17	2	1
8	41	41	9	5	0	2
9	31	43	5	18	1	0
10	24	65	3	6	0	0
11	19	65	8	6	0	0
12	31	58	5	2	0	2
13	1	5	33	53	6	0
14	5	20	32	36	4	1
15	5	7	12	58	11	5
16	2	9	13	61	10	3
17	0	9	16	67	6	0
18	10	50	6	22	4	6
19	3	30	8	51	5	1
20	14	54	7	19	3	1

	SA 1	A 2	NO 3	D 4	SD 5	NR
21	2	1	13	61	20	1
22	23	64	6	2	2	1
23	33	61	3	0	0	1
24	1	9	8	70	10	0
25	7	48	22	20	1	0
26	28	57	5	7	1	0
27	1	4	11	71	11	0
28	4	23	27	41	3	0
29	2	47	31	17	1	0
30	31	66	0	1	0	0
31	7	65	13	12	0	1
32	5	37	39	15	1	1
33	30	64	2	2	0	0
34	29	66	3	0	0	0
35	7	28	22	36	5	0
36	17	61	14	5	0	1
37	0	12	15	58	13	1
38	18	62	9	9	0	0
39	17	52	22	7	0	0
40	19	61	8	9	0	1
41	18	75	5	1	0	0
42	18	70	5	5	0	0
43	18	65	11	4	0	0

	SA 1	A 2	NO 3	D 4	SD 5	NR
44	22	71	5	0	0	0
45	12	61	18	7	0	0
46	15	76	4	3	0	0
47	11	67	14	5	0	0
48	25	68	2	3	0	0

Percentage Positive, Negative and No Opinion
Responses Toward the FFA Program

Table #2

Only those questions showing a preference for or against FFA are included.

Question number	Percentage of Responses Toward FFA		
	Positive	No Opinion	Negative
1	99.0%	0.0%	1.0%
2	64.3%	13.3%	21.4%
3	81.6%	8.2%	10.2%
4	89.8%	6.1%	4.0%
5	51.0%	31.6%	17.3%
6	93.9%	5.1%	1.0%
7	72.4%	7.1%	19.3%
8	93.8%	9.2%	5.1%
10	90.8%	3.0%	6.1%
11	85.7%	8.2%	6.1%
12	90.8%	5.1%	2.0%
14	40.8%	32.7%	25.5%
15	70.4%	12.2%	12.2%
16	72.4%	13.3%	11.2%
17	73.1%	16.3%	9.2%
18	26.5%	6.1%	60.2%
19	33.6%	8.2%	56.1%
20	68.4%	7.1%	22.4%
21	81.6%	13.3%	3.0%

	Positive	No Opinion	Negative
22	87.8%	6.1%	4.0%
23	94.0%	3.0%	0.0%
24	80.6%	8.2%	10.2%
25	55.3%	22.4%	21.4%
26	85.7%	5.1%	8.1%
27	82.6%	11.2%	5.1%
28	43.8%	27.6%	27.6%
29	48.9%	31.6%	18.1%
30	97.9%	0.0%	1.0%
31	72.4%	13.3%	12.2%
33	93.4%	2.0%	2.0%
34	86.9%	3.0%	0.0%
36	79.5%	14.3%	5.1%
37	72.5%	15.3%	12.2%
38	81.7%	9.2%	9.2%
39	70.4%	22.4%	7.1%
40	81.3%	8.2%	9.2%
41	94.9%	5.1%	1.0%
42	89.8%	5.1%	5.1%
43	84.7%	11.2%	4.1%
44	94.8%	5.1%	0.0%
45	74.4%	18.4%	7.1%
46	92.9%	4.1%	3.0%

	Positive	No Opinion	Negative
47	89.6%	14.3%	5.1%
48	94.9%	2.0%	3.0%

Appendix C

All Comments Made In the Space Provided

1. FFA is and should be an important part of the Vo-Ag program, but in no way should it control the Ag Ed program. I feel too much school time is missed by students and instructors because of FFA activities and the large group of Ag students that remain are being short changed.
2. I have been very well pleased with the FFA program. The travel and time required should be kept to a minimum loss of school time.
3. Administrators in our area are concerned with loss of school time for the many FFA contests, activities and conventions, many of which were formerly held on Saturdays and during vacation periods.
4. I see the FFA as an integral part of our education curriculum. This whole area of agriculture and related topics is one which meets expression through the efforts of the FFA. Many students need this organization for reasons of self expression. I support FFA 100%.
5. The Vo-Ag and FFA programs should not be considered separate from the total school program. Frequently Vo-Ag and FFA are treated as separate, and this is wrong. This program is an important segment of the total school.
6. In my opinion we need to modernize our FFA program, update it to meet needs of what students do in their employment after they leave school.
7. FFA is intended to be extra-curricular. In all cases that I have ever seen, it is handled as a requirement of the Vo-Ag program. In some cases, FFA dues are collected as high school fees. FFA should be de-emphasized and handled as is any other club in high schools. I believe the Vo-Ag teacher would have time to be a better teacher if FFA were de-emphasized.
8. We have heard comments that Vo-Ag should not push FFA as strongly as it does.
9. Having worked with several Ag instructors, I find the most important contributing factor to a good Ag and FFA program is the instructor who has been through a total high school and college FFA program and has a general farming background. The instructor who is aware of the feelings of the community and is able to

perform and give information that is practical, take an interest in members' projects and be a political figure entwined with the general area public seems to be more important than specific theoretical knowledge imparted for knowledge's sake.

10. I feel this is a very valuable program. However, its effectiveness is completely dependent on the quality and view of the instructors, when they are "up", so is the program and vice versa.
11. As I view the Vo-Ag program from many different aspects, I find a general, overall decline in the total program. This includes advisors and participating students and the level of projects developed. One big area of improvement advisors could view is student control and attention to the overall school picture, not their own little kingdom where rules do not apply to them. As an ex-Ag teacher from a gold medal chapter, a father of a district officer (2 years) and a high school principal, I believe over the past 20 years, these observations are true, and I recommend strongly that improvements in these areas be made.
12. One important segment of this questionnaire to me is left out. That is the FFA program is only as sound as the instructors' commitment to the program. Too often, it is assumed that all Ag teachers have the desire and know how to be an FFA advisor. I do not feel this is the case. FFA is an integral part of the Vo-Ag program and should be treated as such.
13. The FFA is one of the outstanding programs in our school. It has grown remarkably in recent years. We have an excellent instructor and leader. I would say this is the key to an excellent FFA.
14. It has been most difficult to find a good, qualified Ag instructor. To date, no luck. I seriously wonder what holds many of these chapters together. The Ag man has so much territory to cover, he falls back on his own interests, to the detriment of students. A former Ag instructor myself, I appreciate many of the concerns, but fail to accept apathy as an excuse. Many of the young instructors have little if any farm or related experience. If Ag programs are to expand, there must be "guts" to a program, not the ability to BS with the farmer. "I believe in Vo-Ag and the FFA."
15. The success of an FFA program is determined by the enthusiasm and desire of the leader or instructor. The program directly reflects its leadership.

16. An FFA program is no better than the leader. And his or her organization ability, interest and willingness and/or dedication or time and energy to do the job.
17. Should have included questions relative to overemphasis on FFA as opposed to the instructional program in Ag. These must be kept separate and overemphasis on contest preparation guarded against.
18. Because the mechanics or structure of the FFA has been tested for so many years with high quality leadership, the pluses strongly outweigh the minuses in having and promoting an FFA program in our school.
19. We value our FFA program highly.
20. FFA is one of the best programs in school. I am completely sold on it and feel it is both beneficial to students, the school and communities.
21. Good program, all for it 100%.
22. I believe that the FFA is an excellent organization for both young men and women.
23. Our forestry group is doing real well; they have a forestry club and do not actively work with FFA. Rest of the program will be dropped at the end of the school year. Lack of motivation and student interest. The forestry group would prefer to be in the VICA youth program.
24. I think that you should be aware that a lot of people who are leaders in state and local government were past FFA members.
25. Questionnaire questions could have been improved.
26. Some of the statements or questions are too general. For instance question #25, - for some yes and for others no; #32 - a few do most don't; #36 - in some cases; #37 - in some areas of participation.