FACTORS ASSOCIATED WITH MEMBERSHIP AND NON-MEMBERSHIP STATUS IN FFA OF BLACK AMERICANS FROM SELECTED NFA STATES

by

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>11</td>
</tr>
<tr>
<td>List of Tables</td>
<td>v</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td>I Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Problem Description and Background</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>8</td>
</tr>
<tr>
<td>Need for Study</td>
<td>9</td>
</tr>
<tr>
<td>Basic Assumptions</td>
<td>11</td>
</tr>
<tr>
<td>Scope and Limitations of Study</td>
<td>12</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>12</td>
</tr>
<tr>
<td>Organization of Study</td>
<td>13</td>
</tr>
<tr>
<td>II Review of the Literature</td>
<td>15</td>
</tr>
<tr>
<td>Factors Associated With Attitudes of Blacks</td>
<td></td>
</tr>
<tr>
<td>Toward Vocational Education</td>
<td>15</td>
</tr>
<tr>
<td>Minority Participation in Youth Organizations</td>
<td>20</td>
</tr>
<tr>
<td>Need for Change in FFA</td>
<td>25</td>
</tr>
<tr>
<td>Summary</td>
<td>31</td>
</tr>
<tr>
<td>III Research Methodology</td>
<td></td>
</tr>
<tr>
<td>The Population and Sample</td>
<td>33</td>
</tr>
<tr>
<td>Design</td>
<td>36</td>
</tr>
<tr>
<td>Data Collection Procedure</td>
<td>45</td>
</tr>
<tr>
<td>Statistical Analysis and Treatment of Data</td>
<td>47</td>
</tr>
<tr>
<td>Summary of Chapter</td>
<td>49</td>
</tr>
<tr>
<td>IV Presentation of Data</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>51</td>
</tr>
<tr>
<td>The Sample</td>
<td>51</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>56</td>
</tr>
<tr>
<td>Summary of Chapter</td>
<td>83</td>
</tr>
</tbody>
</table>
Table of Contents (continued)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>V  Summary, Conclusions, Discussion and</td>
<td>84</td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>84</td>
</tr>
<tr>
<td>Summary of Study</td>
<td>84</td>
</tr>
<tr>
<td>Summary of Findings</td>
<td>86</td>
</tr>
<tr>
<td>Conclusions</td>
<td>91</td>
</tr>
<tr>
<td>Recommendations</td>
<td>93</td>
</tr>
<tr>
<td>Discussion</td>
<td>94</td>
</tr>
<tr>
<td>Summary</td>
<td>97</td>
</tr>
<tr>
<td>Bibliography</td>
<td>99</td>
</tr>
<tr>
<td>Appendices</td>
<td>104</td>
</tr>
<tr>
<td>Vita</td>
<td>116</td>
</tr>
<tr>
<td>Abstract</td>
<td></td>
</tr>
</tbody>
</table>
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Comparison of Enrollment in Vocational Agriculture and National FFA Membership</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Number of Schools in Selected States Meeting Criteria</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Number of Rural and Urban Schools by State Comprising Sample</td>
<td>37</td>
</tr>
<tr>
<td>4</td>
<td>Frequencies and Percentages of Respondents by Membership Status</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>Sample Size as Related to School Location</td>
<td>54</td>
</tr>
<tr>
<td>6</td>
<td>Sample Size as Related to Percentage Black Enrollment in Vocational Agriculture</td>
<td>55</td>
</tr>
<tr>
<td>7</td>
<td>Sample Size as Related to Percentage Black Membership in FFA</td>
<td>57</td>
</tr>
<tr>
<td>8</td>
<td>School Location and FFA Membership Status</td>
<td>59</td>
</tr>
<tr>
<td>9</td>
<td>Head of Household by FFA Membership Status</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>Occupation of Household Head by FFA Membership Status</td>
<td>62</td>
</tr>
<tr>
<td>11</td>
<td>Education of Household Head by FFA Membership Status</td>
<td>63</td>
</tr>
<tr>
<td>12</td>
<td>Family Size by FFA Membership Status</td>
<td>65</td>
</tr>
<tr>
<td>13</td>
<td>Place of Residence by FFA Membership Status</td>
<td>66</td>
</tr>
<tr>
<td>14</td>
<td>Attitudinal Statements According to FFA Membership Status</td>
<td>68</td>
</tr>
<tr>
<td>15</td>
<td>Reasons for Enrolling in Vocational Agriculture According to FFA Membership Status</td>
<td>77</td>
</tr>
<tr>
<td>16</td>
<td>Major Reasons for Taking Vocational Agriculture According to FFA Membership Status</td>
<td>80</td>
</tr>
</tbody>
</table>
List of Tables
(continued)

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Major Reasons for Joining or Not Joining FFA</td>
<td>81</td>
</tr>
<tr>
<td>18</td>
<td>Major Social Factors as Related to Membership Status in FFA</td>
<td>82</td>
</tr>
</tbody>
</table>
Chapter I

INTRODUCTION

Problem Description and Background

With the passage of the Vocational Education Act of 1963 the role of vocational agriculture has changed from an emphasis in training students for jobs in production agriculture to a broader concept which includes training students for jobs in agricultural mechanics, agricultural resources, agricultural sales and services, forestry and horticulture as well as production agriculture. Concurrent with this movement an effort has been made to re-evaluate the nature and effectiveness of the Future Farmers of America (FFA) program on the local, state, and national levels.

The primary aim of the FFA is the development of leadership, cooperation, and citizenship. The official manual of the FFA (1978:9) lists the following aims and purposes of this vocational youth group:

1. To develop competent, aggressive agricultural leadership.

2. To create and nurture a love of agricultural life.

3. To strengthen the confidence of students of vocational agriculture in themselves and their work.

4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual agricultural programs and establishment in agricultural careers.

6. To encourage members to improve the home and its surroundings.

7. To participate in worthy undertakings for the improvement of agriculture.

8. To develop character, train for useful citizenship, and foster patriotism.

9. To participate in a cooperative effort.

10. To encourage and practice thrift.

11. To encourage improvement in scholarship.

12. To provide and encourage the development of organized recreational activities.

For many years separate schools were provided for black and white students in many states. Because Negroes were required by various state laws to attend separate schools in 17 states and the District of Columbia, agricultural educators at black land-grant colleges in 16 southern states decided to join together to form a separate youth organization for blacks studying vocational agriculture. In 1936, representatives from these 16 states met at Tuskegee Institute, Alabama, and founded the national organization of the New Farmers of America (NFA), an organization with the primary aims of leadership, cooperation and citizenship development for rural Negroes.
Since its founding in 1928, membership in the national organization of the Future Farmers of America (FFA) has always been available to all students who are regularly enrolled in public secondary schools. Many black students who attended secondary schools became FFA members. In states having separate schools for black students, the New Farmers of America (NFA) was the youth organization for students enrolled in vocational agriculture.

The NFA was organized to provide training and experiences similar to the FFA. Each organization had as its ultimate purpose the development of skills in leadership, cooperation, scholarship, and citizenship for undertakings in their respective communities.

For isolated rural Negroes, the New Farmers of America added dignity and pride to the occupation of farming. Tenney (1977:176) states, "It was stimulating for a New Farmer to know that he was a part of a great national organization made up of similar groups of black students of vocational agriculture from other states who were interested in agriculture and took part in the challenging activities of the organization."

The practice of segregation of public schools and hence, vocational youth organizations, continued until July 2, 1964, when Congress passed the Civil Rights Act prohibiting segregation by race in public schools. This important legislation made possible for all black students in vocational agriculture to become members of the Future Farmers of America—the FFA. At the time of the passage of this historical legislation, the New Farmers of America had a membership of 52,000 students. Active state NFA
associations were affiliated in Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

In 1965 the organization comprising the 52,000 members of the New Farmers of America merged into the FFA. The merger was not without criticism.

Former National FFA Advisor, Dr. A. Webster Tenney (1977:170) observes:

The culmination of the FFA did not at first meet with enthusiastic approval by leaders and members of the NFA. They were proud of their organization. . . Many were fearful they might not receive adequate recognition in the larger FFA. Some leaders of FFA were apprehensive about what might happen when all the 52,000 NFA members came into the FFA.

Since the merger of the NFA and the FFA many persons in the field of agriculture education have continued to voice skepticism about the role that blacks have taken in FFA. James White (1977), Virginia teacher of vocational agriculture and former NFA Advisor, comments: "The Civil Rights Act was inevitable, but it surely cut down the leadership ability of blacks in vocational agriculture."

Dr. M. A. Fields (1977), agricultural education teacher educator and former Virginia NFA State Advisor, observes: "It is very difficult to get a black student to want to become an FFA member -- much less desire an office." Jim Cardwell (1977), a veteran of thirty-five Virginia State FFA Conventions, noted at the 1977 Virginia State FFA Convention that "each year the number of blacks attending seems smaller and the number of females attending is increasing."
The FFA is designed to be an integral part of instruction in vocational agriculture. H. N. Hunsicker, National FFA Advisor, has said, "If we truly believe that the FFA is an integral part of instruction in vocational agriculture then every student must be a member of the FFA." (Rathburn, 1973:57) The question then arises, is the FFA program meeting the needs of every student? This question may be answered if one compares the increased enrollment of students in vocational agriculture with the increase in FFA membership. Enrollment in vocational agriculture has been increasing each year while the percentage of students in vocational agriculture who become members of the FFA has been declining. This trend is reflected in Table 1.

Table 1 reveals that approximately 72 percent of the vocational agricultural students joined the FFA in 1976. It also shows that the percentage of membership has been declining since 1967 and seems to have leveled off during the past three years at about 72 to 73 percent of members enrolled in vocational agriculture.

Many state and national staff members, teacher educators, and vocational agriculture teachers have expressed concern over the percentage of vocational agriculture students not becoming FFA members. Furthermore, many persons, including Seefeldt (1977), have expressed concern over the percentage of minority students enrolled in vocational agriculture not becoming FFA members. Seefeldt, Program Specialist for the National FFA Center, observed that "the problem of participation of all minorities -- not only blacks -- is acute." Josiah Phelps (1977) Educational Consultant and former Georgia NFA State Advisor, states, "One of the biggest problems FFA faces is getting blacks interested
Table 1

A COMPARISON OF ENROLLMENT IN
VOCATIONAL AGRICULTURE AND
NATIONAL FFA MEMBERSHIP

<table>
<thead>
<tr>
<th>Year</th>
<th>Vocational Agriculture Enrollment</th>
<th>FFA Membership</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965</td>
<td>517,700</td>
<td>402,783</td>
<td>78</td>
</tr>
<tr>
<td>1966</td>
<td>514,354</td>
<td>445,386</td>
<td>86</td>
</tr>
<tr>
<td>1967</td>
<td>509,000</td>
<td>438,429</td>
<td>86</td>
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<tr>
<td>1968</td>
<td>528,000</td>
<td>443,041</td>
<td>83</td>
</tr>
<tr>
<td>1969</td>
<td>536,039</td>
<td>449,457</td>
<td>84</td>
</tr>
<tr>
<td>1970</td>
<td>550,823</td>
<td>430,044</td>
<td>78</td>
</tr>
<tr>
<td>1971</td>
<td>562,141</td>
<td>427,888</td>
<td>76</td>
</tr>
<tr>
<td>1972</td>
<td>576,409</td>
<td>432,288</td>
<td>75</td>
</tr>
<tr>
<td>1973</td>
<td>597,877</td>
<td>447,577</td>
<td>75</td>
</tr>
<tr>
<td>1974</td>
<td>638,033</td>
<td>465,180</td>
<td>73</td>
</tr>
<tr>
<td>1975</td>
<td>672,142</td>
<td>485,793</td>
<td>72</td>
</tr>
<tr>
<td>1976</td>
<td>695,850</td>
<td>500,385</td>
<td>72</td>
</tr>
</tbody>
</table>
in FFA activities." (1977) In 1972 the National FFA Center convened a select group of teacher educators, state supervisors and vocational agriculture teachers to explore ways to make the FFA relevant and flexible for all students. Many teachers, including Dennis Torrence (1972:42), former Virginia agricultural education instructor, believe "there has never been a time when the success of one agricultural program in building the leadership abilities of youth has been more vital. . . . FFA can and must play a vital role in agricultural education for all ag students, black and white, male and female, rural and urban."

The problem of involving students of vocational agriculture with special needs/culturally different backgrounds was discussed at the July, 1975 meeting of the National FFA Board of Directors. The FFA Board of Directors (1975) requested the FFA Program Development Division to "extend efforts in determining what programs and activities are being provided to vocational agricultural students with special needs, especially regarding involvement in FFA activities."

The previous observations do suggest that the National FFA organization is aware of the problem of involvement of minorities in FFA activities. Prerequisite to participation is membership in that organization. If the FFA is to continue to be a viable vocational youth organization, it is logical that steps must be taken to increase the membership. Black students must re-establish themselves in participating in the vocational youth organization for students studying vocational agriculture -- the FFA.
STATEMENT OF THE PROBLEM

The central problem in this study is to examine sociodemographic and attitudinal factors that are associated with membership and non-membership in the FFA by black tenth-grade vocational agriculture students in the former New Farmers of America states of Arkansas, Delaware, Georgia, Kentucky, and Virginia for the 1977-78 school year.

The following research questions will provide the major focus and/or direction for the proposed investigation:

1. Does place of residence affect membership status of Black-American tenth graders in FFA?  
2. Does household head affect membership status of Black-American tenth graders in FFA?  
3. Does occupation of household head affect membership status of Black-American tenth graders in FFA?  
4. Does education of household head affect membership status of Black-American tenth graders in FFA?  
5. Does family size affect membership status of Black-American tenth graders in FFA?  
6. Does attitude toward the name of the organization affect membership status of Black-American tenth graders in FFA?  
7. Do attitudes toward race of teacher affect membership status of Black-American tenth graders in FFA?  
8. Does respect for FFA organization and its members affect membership status of Black-American tenth graders in FFA?
9. Does attitude toward amount of time spent studying FFA in the classroom affect membership status of Black-American tenth graders in FFA?

10. Does attitude toward agriculture affect membership status of Black-American tenth graders in FFA?

11. Does attitude toward farming affect membership status of Black-American tenth graders in FFA?

12. Do attitudes toward success in FFA affect membership status of Black-American tenth graders in FFA?

13. Do reasons for enrollment in vocational agriculture affect membership status of Black-American tenth graders in FFA?

14. Is the percentage of black membership in the FFA related to the percentage of black enrollment in a vocational agriculture department?

15. Does location of school affect membership status of Black-American tenth graders in FFA?

The specific objectives of this study are:

1. To determine the relationship of certain characteristics of the students with whether or not they are members of the FFA.

2. To determine the relationship of certain characteristics of students with their attitudes toward the FFA.

**NEED FOR STUDY**

With the termination of the NFA and the subsequent merger into the FFA, the leadership potential of black students was severely reduced
because of the competition from an overwhelming white majority. In former NFA states, participation in FFA activities was further curtailed because many of the black students were children of tenants and sharecroppers competing against children of white landowners. A student who had once won NFA awards received little recognition when competing in FFA activities. L. L. Boxley (1977), former local NFA advisor and now FFA advisor, observes, "When we merged, the poor black student could not compete with the white landowner . . . since then, of course, vo-ag has expanded into areas other than farming . . . but blacks still stereotype FFA as being controlled by whites and being only for farmers."

Since the FFA is an integral part of the vocational agriculture instructional program, it seems essential that every student should be receiving the benefits of this part of vocational agricultural training. However, since it is observed that black and other minority students are not joining FFA in large numbers, it seems essential that factors causing the decline in FFA enrollment by such groups be studied. The results of this study may assist recruitment efforts to secure potential targeted black students to join the FFA organization and further develop their leadership skills.

Since developing leadership qualities is the main objective of all vocational youth organizations, this study is relevant not only for FFA, but also for all vocational and other youth organizations that have experienced declines in membership. By identifying factors that
affect FFA membership, youth organization advisors and leaders may be better able to identify and adjust those variables that affect non-membership.

Although studies have been conducted concerning factors affecting membership status in the FFA, no studies can be documented which have been conducted on specific minority groups. The results of this study may serve as a basis for other interested persons to conduct further research on minority membership and participation in other vocational and youth organizations.

A final rationale for this study is the contribution to this writer's own professional development. Since this writer is distressed at the declining FFA enrollment, especially among Black-Americans, this study is helpful for his professional development to understand more clearly the factors affecting their membership status in the FFA of minority students.

BASIC ASSUMPTIONS

The underlying assumptions of this study are:

1. That the FFA is an integral part of the vocational agricultural program.

2. That FFA membership is open to all students enrolled in vocational agriculture.
SCOPE AND LIMITATIONS OF STUDY

This study is limited to determining the factors associated with membership and non-membership status of black tenth-graders in the FFA from the former NFA states of Arkansas, Delaware, Georgia, Kentucky, and Virginia. The findings of this study are limited and generalizable only to the black, tenth grade vocational agriculture students in the five former NFA states studied.

DEFINITIONS OF TERMS

For operational meaning and clarity of purpose, the following terms were defined.

**Attitudes:** refer to existing feelings of tenth-grade black vocational agriculture students toward membership vs. non-membership in FFA as measured by a Likert type response made on the Vocational Agriculture FFA Membership Inventory, as developed by the researcher.

**Future Farmers of America (FFA):** refers to the national organization for boys and girls studying high school vocational agriculture.

**Membership:** refers to any person who has paid FFA dues as evidenced by his/her name appearing on the Official State and National FFA Rosters.

**New Farmers of America (NFA):** refers to the former national organization for Black-American boys studying high school vocational agriculture.
Sociodemographic factors: refer to those factors which characterize an individual's background in a given society, as used in this study, namely household head, education of household head, occupation of household head, family size, location of home, and location of school.

ORGANIZATION OF STUDY

This report of the study consists of five chapters. Chapter I introduces the study, explains the problem of the study, establishes the importance of the study, describes the assumptions of the study, presents the limitations of the study and explains the definitions of terms used in the study.

Chapter II presents a review of related literature in three parts. The first part is a review of the studies and literature concerned with factors associated with attitudes of Black-Americans toward vocational education. The second part consists of minority participation in youth organizations. The final part of the review of related literature addresses the need for change in the FFA.

Chapter III consists of research methodology used in gathering the data for this study. Specifically, the identification of population and sample, the research design, instrument development, data collection procedures, and data analysis are presented.

Chapter IV describes the results of the study. Specifically, selected school and sociodemographic characteristics and the attitudes
of tenth-grade black high school students are used to test selected hypotheses related to membership and non-membership in FFA.

Chapter V provides a summary of the problem, procedures, and results of the study. The conclusions, recommendations and observations of the researcher via a discussion subsection are offered to the interested reader.
Chapter II

REVIEW OF THE LITERATURE

The purpose of this chapter is to provide a comprehensive synopsis of related literature of the background antecedents and problems related to the membership and non-membership status of Black-Americans in the FFA. This review of literature is presented within the following categories:

1. Factors associated with attitudes of Black-Americans toward vocational education.
2. Minority participation in youth organizations.
3. Need for change in the FFA.

FACTORS ASSOCIATED WITH ATTITUDES OF BLACKS TOWARD VOCATIONAL EDUCATION

In determining the attitudes of blacks toward vocational education, one is reminded of the poem by Mr. Dudley Randall (Weisman, 1971:17) in which he contrasted Mr. Booker T. Washington's and Mr. W. E. B. DuBois' philosophies:

"It seems to me," said Booker T.,
"It shows a mighty lot of cheek
To study chemistry and Greek
When Mister Charlie needs a hand
To hoe the cotton on his land,
And when Miss Ann looks for a cook,
Why stick your nose inside a book?"

"I don't agree," said W. E. B.,
"If I should have the drive to seek
Knowledge of chemistry and Greek
I'll do it. Charles and Miss can look
Another place for hand or cook.
Some men rejoice in skill of hand,
And some in cultivating land,
But there are others who maintain
The right to cultivate the brain."

"It seems to me," said Book T.,
"That all you folks have missed the boat
Who shout about the right to vote,
And spend vain days and sleepless nights
In uproar over civil rights,
Just keep your mouths shut, do not grouse,
But work, and save, and buy a house."

"I don't agree," said W. E. B.,
"For what can property avail
If dignity and justice fail?
Unless you help make the laws,
They'll steal your house with trumped-up clause
A rope's as tight, a fire as hot,
No matter how much cast you've got.
Speak soft, and try you a little plan,
But as for me, I'll be a man."

"It seems to me," said Booker T.--

"I don't agree," said W. E. B.

It would seem that most blacks can be identified in one of two major camps relative to vocational education. According to Davenport and Petty (1973:1) Booker T. Washington and W. E. B. DuBois seem to have set the pattern for a philosophical distinction between vocational and academic education. They suggest that Washington believed in the philosophy that the route to success lay in the acquisition of manual skills which are in demand by the nation. DuBois believed that the success for the majority of Black-Americans comes through the development of mental facilities which would result in blacks being competitive academically at the managerial and executive levels. These philosophies have led to much debate among members of various levels of
our society. Davenport and Petty (1973:1) further indicated that members of minority groups tend to view vocational training as inferior to academic education. Minority groups tend to also think of vocational education as being the responsibility of others.

One of the objectives of vocational education is to assist an individual to develop a salable skill. Inherent in this approach is the development of an attitude which will assist the individual in life adjustment. Tuckman (1973:69) writes that attitudes toward vocational education as evidenced by the culturally deprived are often simplified, fatalistic, cynical and negative.

Thurstone (1946:2) has defined attitudes as the degree of positive or negative affect associated with some psychological object. According to Berlson and Steiner (1964:557), attitudes are somewhat enduring and inconclusive. Horrocks (1964:678) believes that an attitude represents the subjective sum of an individual's fears, inclinations, wishes, prejudices, preconceived notions, ideas and convictions. Attitudes may, according to Horrocks, result from the impact of the environment, both past and present, acting upon the individual's environment. An individual's attitude is learned rather than inherited.

Research by Cuber (1959:239) and Dowie (1967:339) supports the belief that attitudes are learned. According to Rothenberg (1976:19), everyone has an attitude which allows him/her to respond negatively or positively to people, objects, or ideas. Agricultural education is a concept or idea involving the training of people for employment in the vast field of agriculture. In reality, agricultural
education involves objects and people. Since no studies have been completed involving attitudes of Black-Americans to agricultural education the concept of factors affecting attitudes of Black-Americans toward vocational agriculture should be explored.

Research by Rothenberg (1972:21) found that there are a number of factors which have an affect on attitudes toward vocational education. Specifically, he found that there were primarily three variables which affected attitudes of adolescents toward vocational education. These variables included: (1) father and son occupational relationships, (2) parental desire for college education, and (3) the image of vocational education. According to Inskil (1967:148) the role of the family contributes to the formation of attitudes. An individual's attitude, according to Peters (1941:428-430), is to a large extent the result of accepting or rejecting attitudes held by his/her immediate family members.

Lyssset and Bendix (1952:392-404) after a study of the vocational structure of a large metropolitan area reported that more sons entered fathers occupations than any other single category. Powell and Bloom (1962:126-133) found that the most influential group of people with reference to vocational choice was the family.

There has been a great deal of conjecture with regard to family influence upon values which relate to work. Some research suggests that a warm friendly environment has a favorable influence upon these values. Kinnane and Pable (1962:320-325) examined five variables of the family: (1) materialistic atmosphere, (2) family cohesiveness, (3) cultural stimulation, (4) social mobility and (5) adolescent
independence with regard to their impact upon work values. Generally it was found that:

A materialistic atmosphere leads to an emphasis upon making money, accumulating goods, and economic security.

Achievement-prestige values were not necessarily related to upward mobility in the family.

Social-artistic values are more likely to lead the student to look at occupations in terms of the social and cultural contributions which he/she can make.

Family cohesiveness leads to valuing work for the type of conditions which it affords and the relationship it provides with people.

Just as in the white community, the desire for a college education is very important in the black community. Most black parents agree that children need to go to college in order to be successful in the world today. In many instances parents have worked hard in order to save money so that their children could go to college. One may infer from this statement that parents think only in terms of a college education for their children. Rhodes (1969:13) has determined that less than twenty percent of the jobs in the labor market require a college education. With this eighty percent of jobs not requiring a college education, it would seem that vocational education would bloom. However, the attitudes toward vocational education seem to be summed up in this familiar statement, "Vocational education is fine, but it is not designed for my child."

The image of vocational education needs to be improved. In the black community vocational education is traditionally offered in those areas where blacks have traditionally found employment. Vocational courses in masonry, cosmetology, barbering, and other service
areas are still offered. With ineffective guidance counseling and class placement, many blacks still fall victim to these trades. It is no wonder that many blacks see vocational education with a somewhat fatalistic attitude since they can see no room for personal improvement even if they do complete the assigned vocational course. Moody and Sheppard (1977:115) best describe this dilemma:

Black students do not need poor quality vocational and technical training programs which serve as a "place" for problem students, nor programs that prepare black youth for "traditional Negro jobs." Vocational programs are needed which require and provide sound background in mathematics, science, and other necessary subjects during the process of developing marketable skills.

MINORITY PARTICIPATION IN YOUTH ORGANIZATIONS

Participation in clubs, organizations and athletics is very important in the educational process for adolescents. Kelley (1973:55) McDill and Coleman (1965:112-136), and Duncan (1974:119-137) have confirmed that peer influence is the greatest factor in adolescents' shaping their plans.

Spady (1970:680-702) found that the level of participation in high school extra-curricular activities accounts for more variability in educational attainment than do family socioeconomic status academic ability, or academic performance. Research by Otto (1975:166) studying the effect of extra-curricular activities on education supports the findings of Spady. He concludes:

Students from relatively deprived backgrounds, who without further penalty, are socially handicapped and destined for limited educational attainments, are penalized most for lack of participation in extra-curricular activities.
A Civil Rights Commission Study (1971) concurs with Otto. The study of minority students concluded: "without exception minority students participate in extra-curricular activities to a lesser degree than Anglos."

At the Institute of Social Research, East Lansing, Michigan, Bachman (1970) designed a longitudinal study to examine the impact of social environment on two thousand tenth grade boys in American high schools. This study showed that one of the major reasons for lack of membership in vocational education clubs was the amount of time required for participation. Davidson and Johnston (1976:109), in a follow-up study of the Bachman Report, found that vocational education students are not as involved in extra-curricular activities as are other students. The amount of time required by vocational youth organizations was the main reason cited for students not joining FFA.

No studies could be documented in this review concerning the participation of Black-Americans in vocational youth organizations. Rathbun (1974:154) in studying reasons why students join FFA found that students of diverse socioeconomic-cultural backgrounds have not been as extensively involved in the learning experiences afforded by the FFA as would be beneficial to their development and achievement. Welton (1971:200) found that vocational agriculture students who are FFA members with a higher socioeconomic status participate to a greater extent in FFA activities than vocational agricultural students with lower socioeconomic status.

In studying factors associated with membership status in the FFA of vocational agriculture students in the state of Nevada, Squires
(1975:92) found four reasons became apparent for vocational agriculture students not joining the FFA. These reasons were: (1) interferes with a job, (2) takes too much extra time outside of school, (3) interferes with athletics or other school activities, and (4) do not think the FFA is of any value.

Further, Squires (1975:93-96) concluded that:

1. Girls tend to have a more positive attitude toward FFA than boys.
2. The younger students have a more positive attitude toward FFA than older students.
3. The semesters a student is in vocational agriculture is not related to his/her attitude toward FFA.
4. Students who have studied FFA in class have a more favorable attitude toward FFA than those who have not.
5. Students that felt they had sufficient classroom instruction in FFA tended to have a more positive attitude toward FFA than students who did not feel they had sufficient classroom instruction.
6. Students whose parents were visited by the FFA advisor tended to have a more favorable attitude toward the FFA than students whose parents had not been visited.
7. If a student was made aware of the opportunities in FFA, he/she tended to have a more positive attitude.
8. Students that had a favorable attitude toward FFA felt the classroom time was not wasted on FFA activities.
9. Students that had a career objective in agriculture were more positive toward FFA than students taking vocational agriculture for other reasons. Students taking vocational agriculture because it was the only place they could get the class they wanted tended to have a low attitude of the FFA.
10. The place of residence of vocational agriculture students was a factor related to their attitude toward FFA.
11. The membership status of the vocational agriculture students had an affect on their attitude.

Welton and Bender (1971:86) in studying factors associated with FFA membership status of vocational agriculture students in Ohio found four reasons for the lack of membership. Their study indicated that to consider joining FFA the following changes would have to be implemented: (1) hold meetings when they (students) could attend;
(2) change the image of the FFA from production agriculture; (3) more interested members; and (4) more appropriate activities to suit the interests and be held when they could participate.

These studies by Squires as well as Welton and Bender indicate that the lack of time for attendance in meetings and activities as well as the image of FFA are major obstacles that must be overcome before white students will become members in the FFA. The problem of involvement of black students in FFA has yet to be researched.

Phipps (1972:244-245) calls attention to the value of membership in FFA:

The organization provides numerous opportunities for boys and girls to do what they like to do. Young people enjoy doing something worthwhile, excelling in their work and play, being appreciated, being in responsible positions, learning how to help themselves, having opportunities to participate in activities, and obtaining recognition through outstanding service and achievement.

Students must have a feeling of belonging to get the greatest benefit from their educational experiences. This feeling of belonging comes from associating with one another in organizations. Evans and Donshue (1963:184) state that organizations are formed for one or more of the following reasons:

1. The satisfaction of doing things together.
2. A chance of companionship.
3. An opportunity to learn to share the work in completing worthwhile activities.

In 1964, Ross (46) commented about the value of membership in FFA by pointing out that the FFA members have a tremendous opportunity to learn how to handle themselves and deal with others through a democratic organization. If the organization functions properly, each
member will have a voice in setting up the policies and making the rules and regulations by which it is governed. Ross continued by stating:

Among other things, members learn through participation in public meetings how to speak in public; how to buy and sell cooperatively; how to earn, save and invest money; and how to participate in civic and agricultural affairs of the community.

H. N. Hunsicker (1967) summarized the values of membership in FFA very well when he stated:

It is true that FFA membership is voluntary, and there should never be any attempt to force students to belong to the FFA. But on the other hand, most of the students need to understand the value of FFA. The FFA is vocational agriculture's laboratory in building incentives, developing responsibility, occupational pride, leadership abilities, and in teaching numerous other essential traits.

Every vocational agriculture student -- regardless of race, sex, or socioeconomic status -- should have an opportunity to excel in some area. The FFA, with its many activities, can provide the place where boys and girls can participate and achieve some successful experience. Each FFA chapter should set as one of its goals to have every FFA member achieve recognition in one of the many activities that are available to them.

Although many activities are available to FFA members and the value of vocational youth club membership has been established, many students still choose not to become FFA members. Many blacks are not becoming FFA members; therefore, they are not gaining the benefits of being an FFA member.
NEED FOR CHANGE IN FFA

The FFA program was developed at the time when production agriculture was the main function of vocational agriculture. With the changes that have taken place in vocational agriculture to include broader agricultural occupations, one must wonder if the FFA has kept pace with the rapid changes that have taken place in vocational agriculture.

Squires (1975:33) found studies that date as far back as 1937 when Painter made a study to determine how FFA chapters in Illinois could be improved. At that time, two of the concerns mentioned were how to hold membership after graduation as associate members or honorary members and the lack of emphasis placed on leadership activities such as state and regional meetings and officers training schools. This study brought out that too little time was spent in recreational activities, too little time spent in long range program planning and a very limited effort to stimulate better scholarship among the members.

Gray (1963:133) pointed out the changes taking place in agriculture and the FFA program needed to keep pace when he stated:

Agriculture will continue to change in the future as it has in the past and there is no doubt but what the instructional program in vocational agriculture will continue to be modified to fit the training needs of its students. Therefore, the FFA program will need to change and continue to improve in quality.

The image of vocational agriculture has traditionally been one of serving farmers. Kantner and Bender (1967:246) stated:
The FFA has been one of the most significant developments in the history of vocational agriculture. More than anything else, the FFA has enriched the program of instruction and developed interest and pride in agriculture on the part of the students. The pattern, however, has been to serve farm boys primarily. With the broadening concept and progress of vocational agriculture it is highly essential that the FFA be likewise broadened.

Membership of all vocational agriculture students in the FFA is very important. Manley (1967:250), Shepperd (1968:224), and Tillman (1976:179) address the need for involving all facets of the population in FFA activities. H. N. Hunsicker (1977) makes the involvement of all students in FFA imperative:

FFA Advisors at all levels, and especially vo-ag teachers, will need to find a way of involving all vocational agriculture/agribusiness students in FFA activities if the training is to be an integral part of vocational education in compliance with the Rules and Regulations for Implementing the Vocational Education Amendments of 1976.

Many conferences have been convened addressing the need for change in the FFA. At the 1971 meeting of the National FFA Board of Directors, vocational agricultural teachers, teacher educators, and state supervisory personnel met to help route the new direction for the FFA. From this meeting a variety of ideas were given thought.

Dr. Joe P. Bail of Cornell University (1971:7) cited four "stumbling blocks" to having a nationwide youth organization of students studying agricultural subjects at the high school levels. He cited the following reasons:

1. The image of the FFA as farmers and ranchers -- production agriculture, if you, please.
2. The relative inflexibility of the national organization regarding proposed major changes.
3. The strong tradition and support FFA has generated over the years with business and industry. Some are afraid we (the FFA) will lose this support if we change.

4. Built-in bias that the FFA is the only way to provide meaningful experiences for our agricultural students.

At the same conference Day (1971:15) suggested:

We will not survive with a 1929 model in 1972. We must change the FFA and agriculture education. We have changed from a farm-oriented organization to one serving the industry of agriculture. Unless we make our instructional programs contemporary and the FFA is relevant to the programs, we are dead.

If FFA is an integral part of vocational agriculture, and it should be, then it must show growth and well-planned change. Unfortunately many changes have not taken place.

It is logical to assume that the FFA must continually evaluate its program and make changes that are found to be necessary to upgrade and update its objectives and activities to fit the needs of the all of its members. In this way, the FFA will continue to be the strong, meaningful vocational student organization it has been noted to be.

Several prominent persons (Brimm, 1977:182; Key, 1977:172; Krebs, 1964:85; Cromer, 1964:98-99; Warmbrod, 1969:203-204; and Bender, 1969:203-204) in the field of agricultural education have voiced concern about the need for change in FFA to involve more members in FFA activities. Following is a summary of the findings from a study by Kwantner (1965) entitled, "Adapting the FFA to a Changing Program of Vocational Agriculture":

1. New purposes should be considered for FFA.
2. There should be only one youth organization for students of vocational agriculture.
3. The scope of the FFA should be broadened by adding activities appropriate for students engaged in off-farm instruction.
4. The FFA should remain separate and distinct organization rather than merging into all vocational clubs.
5. The scope of the FFA organization should be broadened by changing terminology in reference to "farming" and "agriculture".
6. The present FFA degree program be broadened to include off-farm agricultural interests rather than establish a separate set of degrees.
7. That the name "Future Farmers of America" not be changed at this time.
8. That girl membership be considered.
9. The leadership activity, public speaking, be continued at the local, intermediate, state and national levels.
10. That the degree program be continued at the local, state and national levels as it is now administered and some consideration be given to administering the second degree at the intermediate level.

Since 1965 several of the above findings have been implemented in the FFA program. New proficiency awards, female membership, and an agribusiness degree awards program have been initiated. These innovations have been quite successful in the FFA programs.

Other conferences have dealt with the problems of the name of the FFA. Many persons have suggested that the name Future Farmers of America stereotype the image of the FFA (Bosomworth, 1969:216; Russell, 1970; and Sheppard, 1968:224). In discussing the future of the FFA, Amberton (1971:9) suggests the change in the name may be one way of helping the survival of FFA. He offers these sobering remarks, "The Jury is still out. But eventually it will return. What will be the verdict? Keep the FFA? Do away with the FFA? Or modify the FFA to meet today's situation -- maybe including a name change?"

The direction for change in the FFA is very questionable for Black-Americans. Stanley O. Jones (1977), black vocational agriculture
teacher, suggests the image of FFA as being for farmers is the biggest obstacle for changing the direction of FFA.

Welton (1971:204) summarized the direction of change when he suggested considerations to change the FFA. He concluded:

1. The image of the FFA must be changed from that of a farm youth organization to one with appeal for all students interested in agriculture.
2. Where the situation will justify, the use of multiple FFA chapters in vocational agriculture departments will provide an opportunity for greater involvement by all members.
3. Chapter activities should be designed to appeal to all students regardless of their background.
4. Students should be vigorously involved in planning activities. They should have the option of adding to or omitting from their yearly plan.
5. Vocational agricultural teachers realize the importance of their role in the implementation of the local program. Their attitude and interest is a key to the successful outcomes of the chapter activities.

Welton's study involved information obtained from white students. No studies have been identified which examined factors associated with membership of Black-Americans in FFA. The results of this study indicate new directions for FFA to meet the challenge of involving all students.

For black students to participate in FFA some very basic changes must be made in activities of the FFA. One of the most successful youth organizations in recruiting youth from minorities has been the 4-H Club. Joseph C. Paige (1970:14-17) of Federal City College in Washington, D.C. gives this interesting insight into the problems of involving minorities in 4-H:

The problem of participation of minorities, especially the urban poor, (if there is one) is more characteristic of staff insensitivity or inadequacy, rather than lack of interest on
the part of the youth. I've found youth extremely responsive to that which is relevant. And, as most of us will agree, they have a unique facility for turning off that which isn't.

The sad thing about so many of today's otherwise good programs is that they've almost totally lost ethnic sensitivity. The situation could be corrected by involving minorities as professionals and volunteers on our staffs and by involving youth in program planning and development.

Professional program leaders have failed to respond to the "gut-level" needs of our children because the majority group in charge is a white majority. Based on its own standard, it has responded well to the needs of people using innocently the misguided slogan, "What's good for middle-class white Americans is good for all Americans."

Or translated to a more earthly phrase, what white middle-class Americans think black, brown and poor white Americans need is what's best for them, irrespective of how the minority groups feel or what the current social and political realities are.

Dr. Paige calls for the inclusion of minorities at all levels of program development and management while remembering the needs of our youth today:

We should keep in mind that our youth are very much a part of the social revolution that takes place everyday. They are very much a part of the "aware" and "concerned" generation. Their frustrations, anxieties, joys, and sorrows are many. Their energies seem to be directed toward today. All too often relevancy has meaning in terms of the "now" aspects of life experiences. In this context, new dimensions and new considerations emerge, and our programs must touch the areas that make the news today.

The challenge for greater membership and participation in the FFA by Black-Americans and other minorities is very clear. The value of membership in youth organizations has been demonstrated. The FFA has changed to meet the challenge of previous years. Can FFA change to meet the needs of minorities? If FFA changes, will minorities participate?
SUMMARY

A review of literature indicated that in recent years little research has been conducted as to factors associated with membership of students in youth organizations. Furthermore, no studies could be verified which focused on membership and non-membership status of blacks in FFA.

Various socioeconomic, demographic factors have an affect on the attitude development of Black-Americans and their involvement in different occupations and organizations. Household head, family size, place of residence, occupation of household head, education of household head, peers as well as peer influences have been determined to have some effect on the participation of Black-Americans in various activities.

The value of membership of all students in youth organizations points to the fact that students do not get total learning experiences in leadership, citizenship and responsibility without the help of youth organizations. Many of the same variables that influence attitude development and involvement in activities also affect membership status and non-membership status of blacks in vocational youth organizations.

The need for change in the FFA is clearly focused by the fact that youth organizations in a changing world cannot be static. Change must involve new dimensions for involving minorities in FFA activities. The directions to take are as varied as the people the organization should serve. Image, awareness of agriculture and failure to
incorporate ethnic sensitivity into the program are all problems of FFA. Increasing the membership of Black-Americans in the FFA is a problem that is yet to be solved.
Chapter III

RESEARCH METHODOLOGY

The purpose of this chapter is to describe the methodology used in conducting this study. The objective of the chapter is to provide information for the design and conduct of the investigation.

In order to collect and analyze the data pertinent to the objectives, it is necessary to accomplish the following tasks:

1. Determine the population and sample.
2. Develop the instrument.
3. Devise a system to disseminate instruments and collect the data.
4. Determine the methods to analyze the data.

THE POPULATION AND SAMPLE

The sample for this study was a selected segment of local vocational agriculture departments in the former NFA states of Arkansas, Delaware, Georgia, Kentucky and Virginia. Vocational agriculture departments in these five states were selected.

A combination of stratified sampling techniques and multi-staged cluster sampling techniques were utilized to identify and select the sample schools. The first phase of the sampling process involved the stratification of schools offering vocational agriculture in those five states on the basis of the following two criteria:
1. A vocational agriculture program was offered at the tenth grade level.

2. At least 10 percent of the vocational agriculture enrollment consisted of black students.

Tenth graders were selected because of curriculum requirements and career timeliness relative to their vocational development. At the end of the tenth grade, most vocational agriculture students must choose whether to specialize in a specific agricultural option, to choose another vocational subject, to drop vocational courses and pursue academic courses, or to drop out of school. A minimum of 10 percent black enrollment was used because it very closely approximates the total national black population of 11.1 percent (Johnson, 1977).

State FFA Executive-Secretaries in each of the selected states were mailed the list of schools in their respective states as it appeared in the 1976 National Vocational Agriculture Teachers Directory. Each Executive-Secretary was asked to indicate which schools meet the two criteria by placing a checkmark by it. Each Executive-Secretary was further asked to indicate any of these departments that were in urban areas. As a result 205 schools were identified. Of these 205 schools, 21 were identified as urban schools, as indicated in Table 2.

The second phase of the sampling process involved selecting schools to be included in the study. With a total population of 205 schools, according to Cochran (1948:48-89), using cluster sampling to get a .05 margin of error at .95 confidence interval, a minimum number of 66 sampling units was needed.
Table 2

NUMBER OF SCHOOLS IN SELECTED STATES MEETING CRITERIA

<table>
<thead>
<tr>
<th>State</th>
<th>Rural Schools</th>
<th>Urban Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Delaware</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Georgia</td>
<td>111</td>
<td>11</td>
</tr>
<tr>
<td>Kentucky</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Virginia</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>Totals</td>
<td>184</td>
<td>21</td>
</tr>
</tbody>
</table>
A proportionate number of schools from each state was stratified with all urban schools purposively being included in the sample. The remaining rural schools were selected by placing their names in alphabetical order and selecting the sample using a table of random digits. The proportionate number of schools used in the sample is indicated in Table 3.

DESIGN

The research used in this study represented descriptive - ex post facto research. Kerlinger (1967:360) defined ex post facto research as:

That research in which an independent variable or independent variables have already occurred on which the researcher starts with the observation of a dependent variable or variables. He must then study the independent variables in retrospect for their possible relations to and effects on the dependent variables.

The traditional design used in descriptive - ex post facto research was the static group comparison (Campbell and Stanley, 1963:170).

\[
\begin{align*}
\text{X} & \quad 0_1 \\
0_2 \\
\text{X} & = \text{Treatment levels} \\
0 & = \text{Observations} \\
\quad & = \text{Non-equivalent and/or intact groups}
\end{align*}
\]

Campbell and Stanley (1963:64) have further suggested that non-equivalent control group design "would be applicable both for naturally occurring X's and X's deliberately introduced."
Table 3

NUMBER OF RURAL AND URBAN SCHOOLS
BY STATE COMPRISING SAMPLE

<table>
<thead>
<tr>
<th>State</th>
<th>Rural Schools</th>
<th>Urban Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Population</td>
<td>Sample</td>
</tr>
<tr>
<td>Arkansas</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>Delaware</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Georgia</td>
<td>111</td>
<td>26</td>
</tr>
<tr>
<td>Kentucky</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Virginia</td>
<td>33</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>184</td>
<td>45</td>
</tr>
</tbody>
</table>
For this study, however, the criterion-group design or causal-comparative design was employed. Very similar to the static group comparison design, the criterion group design replaces the letter \( X \), which stands for a manipulated experience or treatment with the letter \( C \), which stands for selection of an experience according to a criterion.

\[
\begin{array}{c}
C_1 \\
\hline
0_1 \\
C_2 \\
0_2
\end{array}
\]

- \( C_1 \) = Black students who are members of the FFA
- \( C_2 \) = Black students who are not members of the FFA
- \( 0 \) = Dependent measures or factors in relation to membership and non-membership in the FFA

---- = Intact classes or groups by a selected procedure other than randomization.

The major purpose of this study was to assess factors associated with membership and non-membership of black tenth graders in the FFA. The primary independent variable was membership or non-membership in the FFA. The major threat to external validity of this study was selection error that occurs whenever cluster sampling is used. Each unit (in this case, the school with the vocational agriculture department) was considered as a homogenous cluster. The cluster although composed of individual adolescents was considered a homogenous unit.

Ex post facto research designs have several inherent weaknesses (Kerlinger, 1966):

1. The inability to randomly assign individuals to treatment groups.
2. The inability to manipulate the independent variables.
3. The risk of interpreting correlation as causation.

Those weaknesses were evident in this study because it involved students who had self-selected themselves into two treatment levels -- membership or non-membership in FFA. The greatest threat to internal validity is selection. In this study the identification and measurement of antecedent variables were used in an attempt to enhance the internal validity of the study.

Panel of Experts

According to Oppenheim (1960), a panel of experts should be selected to agree upon the content validity of statements in an opinionnaire. He further stated that content validity is of essence and necessarily based on judgment. The panel members were chosen because of individual experience and expertise in agricultural education, FFA, and education, and expertise in instrument development (Appendix A).

Content Validity

Content validity is easily determined on Likert scales according to Sax (1974). He explains that "items can be rewritten and revised until raters (panel of experts) agree that they are clear and unambiguous" (p.434). Content validity was obtained by having the panel of experts review the instruments and provide written or oral evaluations. The panel also provided comments on clarity, design and format, and discreteness of the inventory of statements.
Pilot Testing of the Instrument

To insure interpretability of the collected data the revised instrument was field-tested by tenth-graders in three vocational agriculture departments selected from the population, but not included in the sample (Appendix B). Responses from 62 students were tested for reliability and individual item merit.

Instrument Reliability

From the field-tested data, a reliability coefficient was determined. At the suggestion of the Statistical Assistance Laboratory at Virginia Polytechnic Institute and State University, the Spearman-Brown split-half coefficient was used. By using the SPSS Subprogram Reliability, the coefficient of the field-test data was \( r = .71 \).

Item Analysis

A second type of instrument analysis used on the field-test data was item analysis. According to Downie and Heath (1974:249) item analysis is used "to determine the merit of any test item." The SPSS Subprogram Pearson Corr was used for analysis of each item and groups of like items. The item-analysis revealed correlation coefficients ranging from .72 to -.06. Only one statement of the 35 attitudinal items had a negative correlation coefficient. After consultation with two experts in questionnaire analysis, it was decided to leave all items in the instrument.
Development of Final Instrument

All appropriate recommendations made by the panel of experts, committee members, and analysis of item responses were incorporated into the final form of the instrument. The final instrument developed was entitled The Vocational Agriculture--FFA Membership Inventory and contained 54 items within four sections (Appendix C).

Section one was concerned with the collection of school data from the vocational agriculture instructor. This information that was sought pertained to:

1. The percentage black enrollment in the local vocational agriculture program.

2. The percentage overall black membership in the local FFA chapter.

3. The location of school in rural or urban area.

Section two was concerned with the collection of socio-demographic data from the participants. The information that was sought from each tenth-grade vocational agriculture student pertained to:

1. Membership status in local FFA chapter.

2. Race of student.

3. The occupation of the household head.

4. The education of household head.

5. The number of children in the respondent's family.

6. The area in which the family lives.

Section three contained 35 statements which attempted to examine the respondent's opinions toward certain aspects of farming, agriculture,
FFA and vocational agriculture. A six point Likert scale was used to alleviate the tendency of respondents to choose the mid-point of the scale. Respondents indicated their attitudes by encircling the letter(s) best representing their perceptions:

SA = Strongly Agree
A = Agree
TA = Tend to Agree
TD = Tend to Disagree
D = Disagree
SD = Strongly Disagree

For purposes of analyzing the data obtained from the 35 attitudinal items, the statements were categorized as follows:

1. Success in FFA
   a. Persons who live on a farm have a greater chance of success in FFA.
   b. Only very smart students can succeed in FFA.
   c. Anyone who wants to can succeed in FFA.

2. Amount of time spent studying FFA
   a. Too much classroom time is spent studying the FFA.
   b. Less classroom time should be spent studying FFA.
   c. My instructor should teach us more about FFA.

3. Race of advisor as factor in joining FFA
   a. More students would join FFA if the advisors were the same race as the student.
   b. Successful students in FFA are usually the same race as their advisor.
c. Race of advisor makes no difference on student's participation in FFA.

4. Change in name of organization
   a. The name "Future Farmers of America" should be changed.
   b. More persons would join FFA if the word "farmers" was not in the name.
   c. The name of the FFA organization makes no difference when a person is deciding whether or not to join the FFA.

5. Respect for farmers and farming
   a. Most farmers are highly respected.
   b. I would enjoy working on a farm.
   c. I respect farmers as much as I respect other workers.

6. Respect for FFA organization/members
   a. In this school I respect the FFA as much as any other student organization.
   b. I respect a stranger more when he/she is wearing the FFA jacket.
   c. I would like to become an officer in my local FFA chapter.

7. Agriculture
   a. Agriculture is more than farming.
   b. Jobs in agriculture are low-class jobs.
   c. I would enjoy working in some part of agriculture.

8. Race of student as factor in joining FFA
   a. Everyone has an equal chance to participate in FFA.
b. All students regardless of racial identity have an equal chance to participate in FFA.

c. A student's race has no effect on his/her choosing to become an FFA member.

9. Reasons for enrolling in vocational agriculture

a. I took vo-ag because my friends take it.

b. I enrolled in vo-ag because the counselor wanted me to enroll

c. I took vo-ag so I could belong to the FFA.

d. I enrolled in vo-ag because it is the only place I can learn a certain subject (welding, engines, horticulture, forestry, etc.)

e. I took vo-ag because my parents wanted me to take the subject.

f. I took vo-ag because it is an easy credit.

10. FFA

a. FFA does not help vo-ag grades.

b. I believe FFA interferes with athletics and other after school activities.

c. I believe FFA costs too much.

d. FFA develops leaders for tomorrow.

e. FFA is of no value to me.

f. FFA takes too much time after school.

In order to avoid the possibility of influencing the selection process of the population the categorical statements except reasons for enrolling
in vocational agriculture and FFA were staggered every eighth item. Each of the statements was weighted with a score of one for strongly agree to a score of six for strongly disagree. If the questions were of a negative nature, this score was reversed. Strongly disagree was given a weight of one while strongly agree was weighted as six.

Section four contained three open-ended questions. These questions specifically addressed:

1. The major reason the student chose to enroll in vocational agriculture.

2. The major reason the student chose or did not choose to belong to FFA.

3. The student opinion of the effect of various social factors (ecology movement, black awareness, women's liberation) on one choosing to become an FFA member.

DATA COLLECTION PROCEDURE

Prior to receiving a letter soliciting willingness to participate in this study, potential vocational agriculture instructors received a letter from Mr. Coleman Harris, National FFA Executive-Secretary, requesting they participate in the study (Appendix D). A cover letter indicating the purposes of the study and the requirements of each vocational agriculture department was mailed two days after the letters from the National FFA Center (Appendix E). A return self-addressed, stamped postcard as well as a stick of gum incentive was enclosed in the envelope (Appendix F). The willingness of the
department to cooperate in this study as well as the number of instruments needed was determined as evidenced by the advisor supplying the needed information on the returned postcard. After three weeks, 78 of the 90 postcards were returned. Of these returned, advisors of 69 vocational agriculture departments responded that they would provide assistance, giving the researcher the needed sample size.

Packets containing requested number of instruments, cover letter, accompanying directions, and an additional gum incentive were sent to each of the vocational agriculture departments in the sample (Appendix F). A personal telephone call was made to all non-respondents two weeks after mailing. Due to inclement weather and school closings, many non-respondents were not reached. A second telephone call was made to all non-respondents one week later. A final telephone call was made to the six remaining non-respondents one week later. As a result responses from 66 of the 69 (95.7 percent) vocational agriculture departments were returned after four weeks. Although teachers indicated each packet had been mailed, three packets did not arrive.

A schedule of the data collection procedures was as follows:

December 1 - Present instruments to panel of experts
January 6 - Mail instrument for field testing
January 10 - National FFA Center mail letter describing study and need for study.
January 12 - Contact schools for willingness to participate in study and number of tenth grade students in vocational agriculture.
STATISTICAL ANALYSIS AND TREATMENT OF DATA

Upon completion of the data collection, the data were coded, keypunched, and verified for processing.

The data, measured on the nominal and ordinal scales, were statistically analyzed by the Chi-Square Test of Independence. The hypotheses of no significant difference at the .05 level of significance were:

Hypothesis 1 - Percentage of black membership in the FFA is unrelated to percentage black enrollment in a vocational agriculture department.

Hypothesis 2 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to location of school.

Hypothesis 3 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to household head.

Hypothesis 4 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to occupation of household head.

Hypothesis 5 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to education of household head.

Hypothesis 6 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to family size.
Hypothesis 7 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to place of residence.

A Likert-type scale was used to measure attitudes toward different aspects of agriculture, farming and FFA. Since the Likert type scale yields numerical scores which are measured on an ordinal scale (Englehart, 1972), the Chi-Square analysis was used to test the following hypotheses:

Hypothesis 8 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to their attitudes toward success in FFA.

Hypothesis 9 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to their attitudes toward amount of classroom time spent studying FFA.

Hypothesis 10 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to their attitudes toward race of advisor as factor in individual's joining FFA.

Hypothesis 11 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to attitudes toward name of FFA organization.

Hypothesis 12 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to attitudes toward farmers/farming.
Hypothesis 13 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to respect for the organization and its members.

Hypothesis 14 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to attitudes toward agriculture.

Hypothesis 15 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to attitudes of race of student as being factor in determining membership in FFA.

Hypothesis 16 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to attitudes toward FFA.

Hypothesis 17 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to reasons for enrolling in vocational agriculture.

Frequencies of responses were tabulated for the responses concerning primary reason for enrolling in vocational agriculture, primary reason for joining or not joining FFA, and the effect of various social factors on FFA membership.

SUMMARY OF CHAPTER

The materials and methods described in this chapter were designed to analyze selected school and sociodemographic characteristics
and the opinions of tenth-grade black high school vocational agriculture students with factors associated with membership and non-membership in FFA.

The instrument was designed by using a panel of experts and pilot-testing with tenth-grade vocational agriculture students. The final instrument contained fifty-four items pertaining to membership and non-membership in the FFA.

Appropriate statistics were used to assess and analyze the responses of the total sample size. Seventeen null hypotheses were tested.
Chapter IV

PRESENTATION OF DATA

INTRODUCTION

The primary purpose of this chapter is to present the results of the study. To reiterate, the central focus of this study was to identify factors that are associated with membership and non-membership status in FFA of black tenth graders in the former NFA states of Arkansas, Delaware, Georgia, Kentucky, and Virginia. The results of the study are reported as follows: First, a breakdown of reporting states and sample size relative to school location, black enrollment in vocational agriculture and black membership in FFA is presented; secondly, sociodemographic factors as related to membership status are presented; thirdly, attitudinal statements as related to membership status are presented; fourthly, reasons for enrolling in vocational agriculture as related to membership status; and finally, major reasons for enrolling in vocational agriculture, joining or not joining FFA, and student perception of effect of different social factors on FFA membership are presented.

THE SAMPLE

The sample for this study consisted of black tenth-grade vocational agriculture students from the former NFA states of Arkansas, Delaware, Georgia, Kentucky, and Virginia. A total of
602 students marked and returned the instrument in useable form. Table 4 shows the number of students by state. These 602 students were enrolled in 66 different departments of vocational agriculture. All 66 departments represented 100 percent of the returns needed in this study to comply with sampling requirements. A list of high schools by state participation in this study may be found in Appendix G.

Table 5 indicates that 21 of the schools were classified as urban while 45 of the schools were classified as rural. Of the 21 urban schools fewer respondents were FFA members than non-members. In the rural schools 64 percent of the respondents were FFA members compared to the remaining 36 percent of rural black tenth-graders chose not to become FFA members.

Table 7 indicates that in schools of 0 to 25 percent black membership in FFA, 44 percent of the students were FFA members and 56 percent of the students were not FFA members. In schools where FFA membership was between 26 and 50 percent black, 61 percent of the students were FFA members compared to 39 percent of the students were not FFA members. In schools where the percent black membership in FFA was from 51 to 75 percent, 73 percent, a much higher percentage of the students, were FFA members than non-FFA members. In schools where the FFA membership was 75 to 100 percent black, FFA members comprised 88 percent of the students in vocational agriculture.

In schools which had 10 to 25 percent of black enrollment in vocational agriculture, half of the students were FFA members and
Table 4

NUMBER AND PERCENTAGES OF RESPONDENTS
BY MEMBERSHIP STATUS

<table>
<thead>
<tr>
<th></th>
<th>Members</th>
<th>Non-Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Arkansas</td>
<td>22</td>
<td>51</td>
</tr>
<tr>
<td>Delaware</td>
<td>22</td>
<td>39</td>
</tr>
<tr>
<td>Georgia</td>
<td>147</td>
<td>55</td>
</tr>
<tr>
<td>Kentucky</td>
<td>15</td>
<td>43</td>
</tr>
<tr>
<td>Virginia</td>
<td>141</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>345</td>
<td></td>
</tr>
</tbody>
</table>
Table 5

SAMPLE SIZE AS RELATED TO SCHOOL LOCATION

<table>
<thead>
<tr>
<th></th>
<th>Number of Schools</th>
<th>Members Number</th>
<th>Members Percentage</th>
<th>Non-Members Number</th>
<th>Non-Members Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>45</td>
<td>278</td>
<td>63.8</td>
<td>158</td>
<td>36.2</td>
</tr>
<tr>
<td>Urban</td>
<td>21</td>
<td>67</td>
<td>40.4</td>
<td>99</td>
<td>59.6</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>345</td>
<td>57.3</td>
<td>257</td>
<td>42.7</td>
</tr>
</tbody>
</table>
Table 6

SAMPLE SIZE AS RELATED TO PERCENTAGE BLACK VOCATIONAL AGRICULTURE ENROLLMENT

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Members</th>
<th>Non-Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>10% to 25%</td>
<td>89</td>
<td>50.0</td>
</tr>
<tr>
<td>26% to 50%</td>
<td>118</td>
<td>57.6</td>
</tr>
<tr>
<td>51% to 75%</td>
<td>119</td>
<td>67.3</td>
</tr>
<tr>
<td>75% to 100%</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>345</td>
<td>57.3</td>
</tr>
</tbody>
</table>
and half were not in the FFA. Schools comprising 26 to 50 percent black enrollment in vocational agriculture had 58 percent black students in FFA and 42 percent black students not participating in FFA. Schools with 51 to 75 percent black enrollment in vocational agriculture had 67 percent students who were FFA members and 21 percent students who were not FFA members. Of the schools having greater than 75 percent black vocational agriculture enrollment, 50 percent were FFA members and 50 percent did not choose FFA membership.

Table 7 indicates that the final sample size of the 602 respondents found that 57 percent of the respondents were FFA members and that 43 percent were not FFA members. Instrument responses were tabulated for 345 FFA members and 257 non-members.

DATA ANALYSIS

School Characteristics as Related to Membership Status

A scattergram showed the strength and direction of the relationship between percentages black enrollment in vocational agriculture and membership in FFA to be linear. The Pearson's Product-Moment correlation coefficient was used to test the following hypothesis:

Hypothesis 1 - Percentage of black membership in FFA is unrelated to percentage black enrollment in vocational agriculture.

A resulting correlation coefficient of .64 was found to be significant at the .001 level and the hypothesis was rejected.
Table 7

SAMPLE SIZE AS RELATED TO PERCENTAGE BLACK MEMBERSHIP IN FFA

<table>
<thead>
<tr>
<th></th>
<th>Members</th>
<th></th>
<th></th>
<th>Non-Members</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>0% to 25%</td>
<td>111</td>
<td>44.1</td>
<td>139</td>
<td>55.6</td>
<td></td>
</tr>
<tr>
<td>26% to 50%</td>
<td>135</td>
<td>60.8</td>
<td>87</td>
<td>39.2</td>
<td></td>
</tr>
<tr>
<td>51% to 75%</td>
<td>77</td>
<td>73.3</td>
<td>28</td>
<td>26.7</td>
<td></td>
</tr>
<tr>
<td>76% to 100%</td>
<td>22</td>
<td>88.0</td>
<td>3</td>
<td>12.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>345</td>
<td>57.3</td>
<td>257</td>
<td>42.7</td>
<td></td>
</tr>
</tbody>
</table>
Hypothesis 2 - Membership vs. non-membership in the FFA among black tenth graders is unrelated to location of school.

Table 8 indicates that in rural schools 64 percent of the students are FFA members while 36 percent of the rural students are not FFA members. In urban schools 40 percent of the students are FFA members and 60 percent of students in vocational agriculture were not FFA members. A significant Chi-Square value of 25.96 lead to the decision to reject the null hypothesis at the .05 level.

**Socio-demographic Factors as Related to Membership Status**

Socio-demographic data from the respondents were analyzed to test hypotheses statements.

Hypothesis 3 - Membership vs. non-membership in the FFA among black tenth graders is unrelated to household head.

Table 9 indicates major differences between members' and non-members' household heads as father, mother, and grandparents. The father was the household head of FFA members in 64 percent of the respondents while non-members had a father as household head from 44 percent of the respondents. Non-members had mother as household head in 34 percent of respondents, compared to 26 percent of the time for FFA members. Further, 6 percent of non-member respondents household heads were grandparent(s) compared to 4 percent for FFA members. When all household head categories of member and
Table 8

SCHOOL LOCATION AND FFA MEMBERSHIP STATUS

<table>
<thead>
<tr>
<th></th>
<th>Members</th>
<th>Non-Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Rural</td>
<td>278</td>
<td>63.8</td>
</tr>
<tr>
<td>Urban</td>
<td>67</td>
<td>40.4</td>
</tr>
<tr>
<td>Total</td>
<td>345</td>
<td>57.3</td>
</tr>
</tbody>
</table>

Chi-Square Value = 25.96 with 1 df, P ≤ .05.
Table 9

HEAD OF HOUSEHOLD AND
FFA MEMBERSHIP STATUS

<table>
<thead>
<tr>
<th></th>
<th>Members</th>
<th></th>
<th></th>
<th>Non-Members</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Father</td>
<td>224</td>
<td>65.1</td>
<td>139</td>
<td>54.3</td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td>92</td>
<td>26.7</td>
<td>88</td>
<td>34.4</td>
<td></td>
</tr>
<tr>
<td>Grandparents</td>
<td>16</td>
<td>4.7</td>
<td>16</td>
<td>6.3</td>
<td></td>
</tr>
<tr>
<td>Brother/Sister</td>
<td>5</td>
<td>1.5</td>
<td>5</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>2.0</td>
<td>9</td>
<td>3.5</td>
<td></td>
</tr>
</tbody>
</table>

Chi-Square Value = 7.61 with 4 df, N.S.
non-members were compared, a non-significant Chi-Square value of 7.61 was found. The null hypothesis was not rejected.

Hypothesis 4 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to occupation of household head.

Table 10 depicts the occupation of household head by membership status. Thirteen percent of the household heads of FFA members were farmers compared to 6 percent of non-members. Non-members tended to have higher percentage household heads as housewives than FFA members. The percentage of household heads of non-members who were associated with the military was greater than with FFA members. When the 8 household head categories of FFA members and non-members were compared, a significant Chi-square value of 19.81 was found. Therefore, the hypothesis was rejected.

Hypothesis 5 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to education of household head.

The education of household head by membership status is shown in Table 11. In all categories the percentages of members and non-members were nearly the same for education of household head. A chi-square value of 0.48 was found to be non-significant. Therefore the hypothesis was not rejected.

Hypothesis 6 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to family size.
Table 10

OCCUPATION OF HOUSEHOLD HEAD AND FFA MEMBERSHIP STATUS

<table>
<thead>
<tr>
<th></th>
<th>Members</th>
<th></th>
<th>Non-Members</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Farmer</td>
<td>44</td>
<td>13.3</td>
<td>14</td>
<td>5.8</td>
</tr>
<tr>
<td>Housewife</td>
<td>38</td>
<td>11.4</td>
<td>34</td>
<td>14.0</td>
</tr>
<tr>
<td>Blue-Collar</td>
<td>174</td>
<td>52.4</td>
<td>126</td>
<td>52.1</td>
</tr>
<tr>
<td>Self-Employed</td>
<td>26</td>
<td>7.8</td>
<td>22</td>
<td>9.1</td>
</tr>
<tr>
<td>Professional</td>
<td>13</td>
<td>3.9</td>
<td>5</td>
<td>2.1</td>
</tr>
<tr>
<td>Military</td>
<td>6</td>
<td>1.8</td>
<td>15</td>
<td>6.2</td>
</tr>
<tr>
<td>Unemployed</td>
<td>21</td>
<td>6.3</td>
<td>13</td>
<td>5.4</td>
</tr>
<tr>
<td>Retired</td>
<td>10</td>
<td>3.0</td>
<td>13</td>
<td>5.4</td>
</tr>
</tbody>
</table>

Chi-Square Value = 19.81 with 7 df, $P \leq .05$
Table 11

EDUCATION OF HOUSEHOLD HEAD
AND FFA MEMBERSHIP STATUS

<table>
<thead>
<tr>
<th></th>
<th>Members</th>
<th></th>
<th>Non-Members</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Eighth grade or less</td>
<td>80</td>
<td>23.9</td>
<td>58</td>
<td>23.5</td>
</tr>
<tr>
<td>Attended high school but did not graduate</td>
<td>126</td>
<td>37.6</td>
<td>91</td>
<td>36.8</td>
</tr>
<tr>
<td>Graduated from high school</td>
<td>103</td>
<td>30.7</td>
<td>75</td>
<td>30.4</td>
</tr>
<tr>
<td>Attended college but did not graduate</td>
<td>12</td>
<td>3.6</td>
<td>10</td>
<td>4.0</td>
</tr>
<tr>
<td>Graduated from college</td>
<td>14</td>
<td>4.2</td>
<td>13</td>
<td>5.3</td>
</tr>
</tbody>
</table>

Chi-Square Value = 0.48 with 4 df, N.S.
Family size as a factor related to membership status in FFA is shown in Table 12. FFA members and non-members differed in 2 or the 7 categories. Eighteen percent of FFA members in comparison to 10 percent of non-members family size consisted of 4 children. Twenty-one percent of non-members and 15 percent of FFA members family size numbered 5 children. When the number of children in the families of FFA members and non-members were compared, a non-significant Chi-square value of 11.17 was found. The null hypothesis was not rejected.

Hypothesis 7 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to place of residence.

Place of residence in relation to membership status in FFA is shown in Table 13. In all 6 categories significant differences between members and non-members were found. Twenty-one percent of the FFA members lived on farms in comparison to 9 percent of non-members who lived on farms. A higher percentage (40%) of FFA members lived in a rural area but not on a farm than did non-members (35%). Twenty-one percent of FFA members lived in a small town compared to 20 percent of non-members. Greater percentages of non-members than FFA members lived in areas where population is greater than 2,500 persons. When FFA members and non-members were compared as to the area in which they lived, a significant Chi-square value of 24.05 was found. The null hypothesis was rejected.
Table 12

FAMILY SIZE AND FFA MEMBERSHIP STATUS

<table>
<thead>
<tr>
<th>Children in Family</th>
<th>Members Number</th>
<th>Members Percentage</th>
<th>Non-Members Number</th>
<th>Non-Members Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>3.5</td>
<td>8</td>
<td>3.2</td>
</tr>
<tr>
<td>2</td>
<td>22</td>
<td>6.5</td>
<td>20</td>
<td>7.9</td>
</tr>
<tr>
<td>3</td>
<td>46</td>
<td>13.6</td>
<td>36</td>
<td>14.2</td>
</tr>
<tr>
<td>4</td>
<td>61</td>
<td>18.0</td>
<td>25</td>
<td>9.9</td>
</tr>
<tr>
<td>5</td>
<td>49</td>
<td>14.5</td>
<td>52</td>
<td>20.6</td>
</tr>
<tr>
<td>6</td>
<td>40</td>
<td>11.8</td>
<td>30</td>
<td>11.9</td>
</tr>
<tr>
<td>7</td>
<td>51</td>
<td>15.0</td>
<td>42</td>
<td>16.6</td>
</tr>
<tr>
<td>8</td>
<td>29</td>
<td>8.6</td>
<td>20</td>
<td>7.9</td>
</tr>
<tr>
<td>9</td>
<td>13</td>
<td>3.8</td>
<td>7</td>
<td>2.8</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>2.4</td>
<td>7</td>
<td>2.8</td>
</tr>
<tr>
<td>11-14</td>
<td>8</td>
<td>2.4</td>
<td>6</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Chi-Square Value = 11.17 with 10 df, N.S.
Table 13

Frequencies, Percentages, and Chi-Square Significance of Place of Residence on FFA Membership Status

<table>
<thead>
<tr>
<th></th>
<th>Members</th>
<th></th>
<th>Non-Members</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>On a farm</td>
<td>72</td>
<td>20.9</td>
<td>23</td>
<td>9.1</td>
</tr>
<tr>
<td>In a rural area, but not on a farm</td>
<td>137</td>
<td>39.8</td>
<td>89</td>
<td>35.0</td>
</tr>
<tr>
<td>In a small town (less than 2,500 people)</td>
<td>71</td>
<td>20.6</td>
<td>67</td>
<td>26.4</td>
</tr>
<tr>
<td>In a town (2,500 to 10,000 people)</td>
<td>33</td>
<td>9.6</td>
<td>41</td>
<td>16.1</td>
</tr>
<tr>
<td>In a small city (10,000 to 40,000 people)</td>
<td>19</td>
<td>5.5</td>
<td>18</td>
<td>7.1</td>
</tr>
<tr>
<td>In a larger city (more than 40,000 people)</td>
<td>12</td>
<td>3.5</td>
<td>16</td>
<td>6.3</td>
</tr>
</tbody>
</table>

Chi-Square Value = 24.05 with 5 df, $P \leq .05$
Membership vs. Non-Membership in FFA as Related to Attitudinal Statements

Table 14 showed that the attitudinal statements were divided into 9 categories. Each category consisted of at least 3 statements. (Frequencies and percentages responses to each item are found in Appendix I.) Significant differences between members and non-members were found in 7 of the 9 categories. Specifically the data with regard to the attitudinal statements helped determine the rejection or non-rejection of each of the following hypotheses.

Hypothesis 8 - Membership vs. non-members in the FFA among black tenth-graders is unrelated to their attitudes toward success in FFA.

Both black members and non-members agreed that persons living on a farm have a greater chance for success in FFA. Both members and non-members disagreed that only very smart students can succeed in FFA. However, further analysis of the disagreement responses yielded a significant difference with a Chi-Square value of 12.84, showing that members disagree more strongly than non-members that only smart students can succeed in FFA. Both black members and non-members agreed that anyone who wants to can succeed in FFA. However a significant difference was found between groups with black FFA members believing more strongly that anyone who wants to can succeed in FFA. When the three statements on student attitude toward success were put together, a significant Chi-Square value of 29.52 was found, indicating that black FFA members and non-members differ significantly in their attitudes toward success in FFA. The data supported the rejection of this hypothesis.
Table 14

ATTITUINAL STATEMENTS ACCORDING TO FFA MEMBERSHIP STATUS

<table>
<thead>
<tr>
<th></th>
<th>Mean Member</th>
<th>Mean Non-Member</th>
<th>Median Member</th>
<th>Median Non-Member</th>
<th>Chi-Square Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chance of Success in FFA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persons who live on a farm have a greater chance of success in FFA.</td>
<td>2.28</td>
<td>2.05</td>
<td>2.35</td>
<td>2.06</td>
<td>5.04</td>
</tr>
<tr>
<td>Only very smart students can succeed in FFA.</td>
<td>4.83</td>
<td>5.06</td>
<td>4.64</td>
<td>4.98</td>
<td>12.84</td>
</tr>
<tr>
<td>Anyone who wants to can succeed in FFA.</td>
<td>2.10</td>
<td>1.85</td>
<td>2.42</td>
<td>2.01</td>
<td>11.11*</td>
</tr>
<tr>
<td><strong>Amount of Time Spent Studying FFA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too much classroom time is spent studying the FFA.</td>
<td>3.15</td>
<td>2.91</td>
<td>3.34</td>
<td>3.08</td>
<td>4.59</td>
</tr>
<tr>
<td>Less classroom time should be spent studying FFA.</td>
<td>3.78</td>
<td>4.09</td>
<td>3.66</td>
<td>3.91</td>
<td>6.94</td>
</tr>
<tr>
<td>My instructor should teach us more about FFA.</td>
<td>3.17</td>
<td>2.95</td>
<td>3.28</td>
<td>3.09</td>
<td>4.76</td>
</tr>
<tr>
<td>Race of Advisor as Factor in Deciding to Join FFA</td>
<td>Mean Member</td>
<td>Mean Non-Member</td>
<td>Median Member</td>
<td>Median Non-Member</td>
<td>Chi-Square Value</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td>----------------</td>
<td>---------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>More students would join FFA if the advisors were the same race as the student.</td>
<td>4.57</td>
<td>4.96</td>
<td>4.30</td>
<td>4.78</td>
<td>5.68</td>
</tr>
<tr>
<td>Successful students in FFA are usually the same race as their advisor.</td>
<td>4.31</td>
<td>4.75</td>
<td>3.93</td>
<td>4.51</td>
<td>13.86*</td>
</tr>
<tr>
<td>Race of advisor makes no difference on student's participation in FFA.</td>
<td>2.44</td>
<td>2.06</td>
<td>2.65</td>
<td>2.22</td>
<td>7.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Need for Changing the Name of the Organization</th>
<th>Mean Member</th>
<th>Mean Non-Member</th>
<th>Median Member</th>
<th>Median Non-Member</th>
<th>Chi-Square Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The name &quot;Future Farmers of America&quot; should be changed.</td>
<td>4.85</td>
<td>5.24</td>
<td>4.62</td>
<td>4.97</td>
<td>11.59*</td>
</tr>
<tr>
<td>More persons would join FFA if the word &quot;farmers&quot; was not in the name.</td>
<td>3.97</td>
<td>4.38</td>
<td>4.00</td>
<td>4.27</td>
<td>3.31</td>
</tr>
<tr>
<td>The name of the FFA organization makes no difference when a person is deciding whether or not to join the FFA.</td>
<td>2.84</td>
<td>2.46</td>
<td>2.96</td>
<td>2.50</td>
<td>1.88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respect for and Aspirations in Farmers/Farming</th>
<th>Mean Member</th>
<th>Mean Non-Member</th>
<th>Median Member</th>
<th>Median Non-Member</th>
<th>Chi-Square Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most farmers are highly respected.</td>
<td>2.89</td>
<td>2.50</td>
<td>3.07</td>
<td>2.69</td>
<td>3.33</td>
</tr>
</tbody>
</table>

* Significant at the 0.05 level.
Table 14 (continued)

<table>
<thead>
<tr>
<th></th>
<th>Mean Member</th>
<th>Mean Non-Member</th>
<th>Median Member</th>
<th>Median Non-Member</th>
<th>Chi-Square Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would enjoy working on a farm.</td>
<td>2.90</td>
<td>2.49</td>
<td>3.04</td>
<td>2.64</td>
<td>3.57</td>
</tr>
<tr>
<td>I respect farmers as much as I</td>
<td>2.26</td>
<td>2.03</td>
<td>2.74</td>
<td>2.28</td>
<td>20.01*</td>
</tr>
<tr>
<td>respect other workers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect for FFA Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>62.56*</td>
</tr>
<tr>
<td>In this school I respect the FFA as</td>
<td>2.27</td>
<td>2.04</td>
<td>2.82</td>
<td>2.32</td>
<td>30.92*</td>
</tr>
<tr>
<td>much as any other student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I respect a stranger more when he/she</td>
<td>3.54</td>
<td>3.59</td>
<td>3.76</td>
<td>3.81</td>
<td>9.97</td>
</tr>
<tr>
<td>is wearing the FFA jacket.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like to become an officer</td>
<td>3.04</td>
<td>2.75</td>
<td>3.95</td>
<td>4.22</td>
<td>56.26*</td>
</tr>
<tr>
<td>in my local FFA chapter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Respect for and Aspirations in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25.12</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture is more than farming.</td>
<td>2.06</td>
<td>1.84</td>
<td>2.34</td>
<td>2.03</td>
<td>9.52</td>
</tr>
<tr>
<td>Jobs in agriculture are low-class</td>
<td>4.64</td>
<td>4.88</td>
<td>4.31</td>
<td>4.73</td>
<td>11.52*</td>
</tr>
<tr>
<td>jobs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would enjoy working in some part</td>
<td>2.42</td>
<td>2.15</td>
<td>2.73</td>
<td>2.33</td>
<td>8.52</td>
</tr>
<tr>
<td>of agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race of Student as Factor in Membership</td>
<td>Mean</td>
<td>Median</td>
<td>Chi-Square Value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>-----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students regardless of racial identity have an equal chance to participate in FFA</td>
<td>2.00</td>
<td>2.17</td>
<td>5.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everyone has an equal chance to participate in FFA.</td>
<td>1.99</td>
<td>2.23</td>
<td>9.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student's race has no effect on his/her choosing to become an FFA member.</td>
<td>2.37</td>
<td>2.47</td>
<td>6.62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA does not help vocational grades.</td>
<td>2.77</td>
<td>3.09</td>
<td>9.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe FFA interferes with athletics and other after school activities.</td>
<td>4.30</td>
<td>3.91</td>
<td>12.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe FFA costs too much.</td>
<td>4.24</td>
<td>3.85</td>
<td>26.06*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA develops leaders for tomorrow.</td>
<td>2.18</td>
<td>2.67</td>
<td>26.26*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA is of no value to me.</td>
<td>2.03</td>
<td>3.93</td>
<td>21.62*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA takes too much time after school.</td>
<td>4.76</td>
<td>4.22</td>
<td>27.81*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 5, * P < .05
Hypothesis 9 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to their attitudes toward amount of classroom time spent studying FFA.

Both black FFA members and non-members agreed that too much classroom time is spent studying the FFA. Both groups agreed almost identically that less classroom time should be spent studying FFA. A significant difference between FFA members and non-members was found in regards to the teacher teaching them more about FFA. Although both groups tended to agree, FFA members felt more strongly that the instructor should teach them more about FFA. When the three statements were combined, a non-significant Chi-Square value of 19.22 was found, indicating attitudes toward amount of classroom time spent studying FFA was no different between members and non-members. The null hypothesis was accepted.

Hypothesis 10 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to their attitudes toward race of advisor as factor in individual's joining FFA.

Table 14 reveals that both black FFA members and non-members disagree that more students would join the FTA if the advisor were the same race as the student. These same groups differed significantly in their disagreement that successful students are usually the same race as their advisor. FFA members felt more strongly than non-members that successful students in FFA are usually the same race as their advisor. Attitudinal differences of race of advisor making no
difference on students' participation in FFA were found to be significant. The null hypothesis was rejected.

Hypothesis 11 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to their attitudes toward name of the FFA organization.

Table 14 also showed that both FFA members and non-members believe that the name "Future Farmers of America" should not be changed. However FFA members more strongly oppose a name change. A significant Chi-Square value of 11.59 was found between these groups regarding this statement. When responding to a statement indicating that more persons would join the FFA if the word "farmers" was not in the name, both FFA members and non-FFA members indicated their disagreement with the statement. These same groups agreed that the name of the FFA organization made no difference when a person decided to join or not to join the FFA. Differences between the two groups on both statements were non-significant. When the three statements were combined, a non-significant Chi-Square value of 23.84 was found indicating that no relationship exists between membership status in FFA and the name of the FFA organization. The null hypothesis was not rejected.

Hypothesis 12 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to attitudes toward farmers/farming.

Table 14 reveals that both black FFA members and non-members agree that most farmers are highly respected. However the two groups differed slightly, but insignificantly, in their aspirations of working
on a farm with both FFA members and non-members indicating they only slightly tend to agree they would like to work on a farm. However, when asked if they respect farmers as much as other workers, FFA members indicated a stronger agreement than did non-members. A significant Chi-Square value of 20.01 indicated a difference in respect for farmers. When the attitudes on the three statements were combined, a significant Chi-Square value of 24.37 was found indicating FFA members have a higher degree of respect and aspirations toward farmers and farming. The hypothesis was rejected.

Hypothesis 13 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to their respect for the organization and its members.

Table 14 reveals that FFA members respect the FFA as much as any other school organization at a significantly higher level than do non-members. Both groups tend to disagree on respecting a person more when he/she is wearing the FFA jacket. FFA members and non-members disagree significantly on desiring to become a chapter officer. FFA members tend to agree to desire to become a chapter officer while non-members tended to disagree. A significant Chi-Square value of 56.26 was found. When the three statements were combined, a significant Chi-Square value of 62.56 was obtained, indicating that black FFA members have more respect for the FFA organization and its members than non-members. The null hypothesis was rejected.

Hypothesis 14 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to their attitudes toward agriculture.
FFA members and non-members do not differ significantly in their agreement that agriculture is more than farming. However, these groups differed significantly in their belief that jobs in agriculture are low class jobs. Although both groups disagree, FFA members disagree more strongly. Both FFA members and non-members agreed that they would enjoy working in some part of agriculture, with FFA members being more positive. However, no significant difference between either group was found. When the three statements were combined a non-significant Chi-Square value of 25.12 was found indicating that no significant difference existed between the attitudes of black FFA members and non-members toward agriculture. The hypothesis was not rejected.

Hypothesis 15 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to their attitudes of race of student as being a factor in determining membership in FFA.

Table 14 showed that both black FFA members and non-members do not differ significantly in their agreement that all students regardless of racial identity have an equal chance to participate in FFA. Consequently, no significant difference was found between the two groups in their agreement that everyone had an equal chance to participate in FFA. Furthermore, no significant difference lent credence to the belief that a student's race has no effect on his/her choosing to become an FFA member. The resulting combination of these statements found no significant difference in the attitude of race of student as factor in joining FFA. The null hypothesis was retained.
Hypothesis 16 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to their attitudes toward FFA.

Table 14 reveals that black FFA members and non-members both disagree that FFA does not help vocational agriculture grades. Although no significant difference was found between members and non-members, FFA members believed that being in FFA contributes to better grades more than non-members. A higher percentage of FFA members and non-members disagreed that FFA interferes with athletics and other school activities, although no significant difference was found between these groups. FFA members and non-members differed significantly in their belief that FFA costs too much. Although both groups disagreed that FFA costs too much, FFA members disagreed to far greater extent that non-members resulting in a significant Chi-Square value of 26.06. Both groups agreed that FFA develops leaders for tomorrow. However a significant difference was found in their agreement with FFA members feeling more strongly than non-members that FFA develops leaders for tomorrow. As one might expect the greatest difference between groups was a result of the attitudes expressed toward the belief that FFA is of no value to me. The vast majority of FFA members disagreed while the majority of non-members agreed, resulting in a significant Chi-Square value of 231.62. Both groups disagreed that FFA takes too much time after school, with FFA members disagreeing significantly from non-members. When all six attitudinal statements were consolidated, a significant difference between FFA members and non-members attitude toward FFA was found. The hypothesis was rejected.
Table 15

Frequencies, Percentages, and Chi-Square Significance for Reasons for Enrolling in Vocational Agriculture by Membership Status

<table>
<thead>
<tr>
<th>YES Non-Member</th>
<th>YES Member</th>
<th>NO Non-Member</th>
<th>NO Member</th>
<th>Chi-Square Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>I took vo-ag because my friends take it.</td>
<td>48/74.1 72/29.3</td>
<td>243/85.9 174/70.7</td>
<td></td>
<td>19.35*</td>
</tr>
<tr>
<td>I enrolled in vo-ag because the counselor wanted me to enroll.</td>
<td>63/18.4 65/25.6</td>
<td>65/81.6 189/74.4</td>
<td></td>
<td>4.03</td>
</tr>
<tr>
<td>I took vo-ag so I could belong to the FFA.</td>
<td>178/52.4 82/32.4</td>
<td>167/47.6 176/67.6</td>
<td></td>
<td>22.62*</td>
</tr>
<tr>
<td>I enrolled in vo-ag because it is the only place I can learn a certain subject (welding, engines, horticulture, forestry, etc.)</td>
<td>253/74.0 171/67.6</td>
<td>89/26.0 82/32.4</td>
<td></td>
<td>2.59</td>
</tr>
<tr>
<td>I took vo-ag because my parents wanted me to take the subject.</td>
<td>51/14.9 51/20.4</td>
<td>290/85.1 200/79.6</td>
<td></td>
<td>4.60</td>
</tr>
<tr>
<td>I took vo-ag because it is an easy credit.</td>
<td>83/24.3 106/41.6</td>
<td>258/75.7 149/58.4</td>
<td></td>
<td>19.21*</td>
</tr>
</tbody>
</table>

*p ≤ .05
Hypothesis 17 - Membership vs. non-membership in the FFA among black tenth-graders is unrelated to reasons for enrolling in vocational agriculture.

Table 15 listed eight reasons for taking vocational agriculture. The statement responses were changed to "yes" or "no" depending on the response marked. Both FFA members and non-members responded overwhelmingly against the following reasons for taking vocational agriculture:

1. because friends take it.
2. because my counselor suggested I take it.
3. because my parents wanted me to take it.

Although both these groups expressed negative opinions about reasons for taking vocational agriculture, significantly different Chi-Square values of 19.35, 4.02, and 4.61 respectively were found between FFA members and non-members. FFA members indicated stronger opposition in each case.

As might be expected, the greatest difference between members and non-members on reasons for taking vocational agriculture was expressed when FFA membership was addressed as the reason to take vocational agriculture. Fifty-two percent of FFA members expressed a positive opinion while 68 percent of non-members expressed a negative opinion. The null hypothesis was rejected.

Both FFA members and non-members tend to think that an easy credit is a reason for taking vocational agriculture. Seventy-five percent and 59 percent respectively of members and non-members indicated that they took vocational agriculture because it was an
easy credit. However a significant difference was found between 
members and non-members thinking vocational agriculture was not 
an easy credit. Both groups agreed that they took vocational 
agriculture also because it was the only place that they could learn 
a certain subject (forestry, welding, horticulture, etc.).

Table 16 lists the five most frequently mentioned reasons 
for enrolling in vocational agriculture. The three most frequent 
responses, in priority order, were: (1) to work in shop/laboratory, 
(2) to learn about agriculture, and (3) to learn about farming. 
The reader should note that several of the respondents did not 
complete this statement, therefore any statistical analysis would 
be awkward and meaningless.

Table 17 lists the most frequently cited reasons students 
gave for becoming or not becoming FFA members. The two most frequently 
given reasons for joining FFA were to participate in contests and to 
learn more about agriculture. Non-members cited the following 
reasons as being those contributing to their not choosing to become 
members: (1) FFA does not do anything; (2) FFA is only for farmers; 
(3) meetings are held after school. The reader should note that many 
of the respondents failed to complete this item on the instrument. 
Therefore any statistical analysis of these responses would be 
rendered useless and be without meaningful substance.

Table 18 points out that those FFA members and non-members 
who completed the questionnaire item almost totally agreed that the 
women's movement was the social factor that most affected membership 
in the FFA. All respondents to the women's movement agreed that this
Table 16

FREQUENCIES GIVEN FOR MAIN REASONS FOR TAKING VOCATIONAL AGRICULTURE BY MEMBERSHIP STATUS

<table>
<thead>
<tr>
<th>Reason</th>
<th>Members</th>
<th>Non-Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>To work in shop/laboratory</td>
<td>181</td>
<td>168</td>
</tr>
<tr>
<td>To learn about agriculture</td>
<td>82</td>
<td>52</td>
</tr>
<tr>
<td>To learn about farming</td>
<td>21</td>
<td>10</td>
</tr>
</tbody>
</table>
Table 17

FREQUENCIES OF MAIN REASON FOR JOINING OR NOT JOINING FFA BY MEMBERSHIP STATUS

<table>
<thead>
<tr>
<th>Reason</th>
<th>Members</th>
<th>Non-Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>To participate in contests</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>To learn more about agriculture</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>To go on trips (contests, fairs, shows)</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>To become FFA officer</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>It is fun</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>I like teacher/advisor</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>FFA doesn't do anything</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>FFA is only for farmers</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Meetings are held after school</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Don't like it</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Table 18

FREQUENCIES OF SOCIAL FACTORS AS RELATED TO MEMBERSHIP STATUS IN FFA BY MEMBERSHIP STATUS

<table>
<thead>
<tr>
<th>Social Factor</th>
<th>Members</th>
<th>Non-Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's movement</td>
<td>62</td>
<td>44</td>
</tr>
<tr>
<td>Back-to-nature</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>Black awareness</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ecology movement</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
social factor helped increase and further stimulate membership in FFA. The back-to-nature movement was the second most popular social factor given as affecting FFA membership. Responses to the social factors of black awareness and the ecology movement were rarely mentioned. The reader should note that many of the respondents did not complete this part of the instrument, therefore any statistical comparisons would have been weak and invalid.

SUMMARY OF CHAPTER

The responses from tenth-grade vocational agriculture students were presented in tabular form and analyzed by the Chi-Square analysis to determine any significant differences within the developed hypotheses. Open-ended statements were used to describe reasons for enrolling in vocational agriculture, for joining or not joining FFA and the effect of social factors on FFA membership.
Chapter V

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

INTRODUCTION

The purpose of this chapter is to provide a summary of the problems, procedures and results of the study. Further, the conclusions, recommendations, and observations of the researcher via a discussion sub-section are offered.

SUMMARY OF STUDY

Purpose of Study

The purpose of this study was to identify factors associated with membership and non-membership status in FFA of black tenth-grade students enrolled in vocational agriculture. These students were from the former NFA states of Arkansas, Delaware, Georgia, Kentucky and Virginia.

Procedures of Investigation

This study included 602 black tenth graders from sixty-six vocational agriculture departments in five former NFA states during the school year 1977-78. Of the 602 students responding to the study, 345 students were FFA members and 257 students indicated non-membership.

The Vocational Agriculture-FFA Membership Inventory was sent to selected secondary schools that had vocational agriculture programs and FFA chapters. Criteria for selecting schools were:

84
1. Must have at least 10 percent black vocational agriculture enrollment.

2. Must have a tenth-grade program in vocational agriculture.

After consenting to administer the instrument to all students enrolled in tenth-grade vocational agriculture, the agriculture instructor received the requested number of instruments, administered them, and returned the instruments to the researcher.

The data received were keypunched and tabulated primarily through the facilities at Virginia Polytechnic Institute and State University. The Statistical Package of Social Sciences (SPSS) was the program used to analyze the data.

Three methods were used to analyze the data. A frequency count was completed to get numbers, percentages, means, and medians of responses. The Chi-Square Analysis of Independence was used to determine whether there was a significant difference between members and non-members on sociodemographic, school, and attitudinal variables. Pearson Product-Moment Correlation was used to determine the relationship between percentage black enrollment in vocational agriculture and percentage black membership in FFA. Also, the Chi-Square test was used in analyzing the students reasons for enrolling in vocational agriculture.

The 5 percent level of significance was established for statistical testing and/or the rejection of each null hypothesis.
SUMMARY OF FINDINGS

The findings indicated by the data are presented under five headings:

Relationship of School Characteristics To Membership in FFA

The first objective was to determine the relationship of certain school characteristics with membership status in FFA, specifically:

Relationship of School Location To Membership in FFA - Black tenth-grade vocational agriculture students from rural schools were more likely to be FFA members than black tenth-grade vocational agriculture students from urban schools. A non-significant Chi-Square method of analysis resulted in rejection of the hypothesis.

Relationship of Percentage Black Membership in FFA With Percentage Black Enrollment in Vocational Agriculture - The data indicated that a strong linear relationship exists between the percentage black enrollment in vocational agriculture. A Pearson-Product Moment (r) correlation was computed. The null hypothesis was rejected.

Relationship of Certain Socio-Demographic Factors With Membership in FFA

The second objective was to determine the relationship of certain socio-demographic factors with whether or not these black tenth-grade students were members of the FFA. The Chi-Square method of analysis was used on this part of the study to determine differences between members and non-members as related to:
Household head -- The proportions of tenth graders who became FFA members and who did not become FFA members was not significantly different. The null hypothesis was not rejected.

Occupation of Household Head -- Students whose household heads were farmers were more likely to become FFA members. Children of military parents were likely not to become FFA members. The null hypothesis was rejected.

Education of Household Head -- The education of household head was unrelated to membership status. The null hypothesis was not rejected.

Family Size -- No significant difference between membership status and family size was found causing the failure of rejecting the null hypothesis.

Place of Residence -- The proportion of students who live on farms and in rural areas who became FFA members was larger than the proportion of students living in urban areas who became FFA members. Those students living in areas of population greater than 2,500 persons tended not to become FFA members. The null hypothesis was rejected.

Relationship of Certain Attitudinal Factors With Membership in FFA

The third objective was to determine the relationship of certain attitudinal factors with whether or not these black tenth-grade vocational agriculture students were members of the FFA. The Chi-square method of analysis was used to determine differences between members and non-members as related to:
Attitude Toward Success in FFA -- The null hypothesis of no significant difference in attitudes of members and non-members toward success in FFA was rejected. FFA members agreed more strongly that anyone who wants to can succeed in FFA and disagreed more strongly than non-members that only very smart students can succeed in FFA.

Attitude Toward Amount of Classroom Time Spent Studying FFA -- Both black members and non-members agreed that too much time is spent studying FFA. However, both groups tended to agree that their instructor should teach them more about FFA. The null hypothesis was not rejected.

Attitude Toward Race of Advisor as Factor in Individual's Joining FFA -- Significant differences were found between black members and non-members in their attitudes toward this factor. FFA members felt more strongly than non-members that successful students are usually the same race as their advisor. Non-members felt more students would join FFA if the advisor(s) were the same race as the student. The null hypothesis was rejected.

Attitude Toward Name of FFA Organization -- Both FFA members and non-members have a generally positive attitude toward the name of FFA--The Future Farmers of America. The null hypothesis was not rejected.

Attitude Toward Farmers/Farming -- FFA members indicated they respect farmers more than non-members respect farmers. Although both groups agreed that they do respect farmers, neither group would like to work on a farm. The null hypothesis was rejected.
Respect for Organization and Its Members -- When compared to other school organizations, FFA members respect the FFA more than do non-members. FFA members are inclined to want to become chapter officers while non-members have little or no desire to become chapter officers. Both groups responded that they would not respect an individual more if he/she were wearing an FFA jacket. The null hypothesis was rejected.

Attitude Toward Agriculture -- Both members and non-members agreed that agriculture is more than farming and that they would enjoy working in some part of agriculture. A significant difference was found between members and non-members with non-members believing more strongly that jobs in agriculture are low-class jobs. The null hypothesis was rejected.

Attitude of Student Race as Being Factor in Joining FFA -- The data indicated that the race of the student as a factor for joining FFA had no significant relationship between members and non-members. Both black members and non-members felt they had an equal chance to participate in FFA and that race of the student made no difference when one decided upon joining FFA. The null hypothesis was not rejected.

Attitude Toward FFA -- The data indicated that FFA members and non-members differ significantly in many of their attitudes toward FFA. FFA members felt more strongly than non-members that being in FFA helps vocational agriculture grades, that FFA does not cost too much, that FFA develops leaders for tomorrow, and that FFA is of
value to them. Non-members felt more strongly than FFA members that
FFA takes up too much time and that it interferes with athletics and
other after school activities. The null hypothesis was rejected.

Relationship of Certain Reasons for
Enrolling in Vocational Agriculture
With Membership in FFA

The fourth objective was to determine the relationship of
certain reasons for enrolling in vocational agriculture with membership
in FFA. The Chi-Square method of analysis was also used in
this part of the study. No significant differences between black
tenth-grade FFA members and non-members were found in their agreement
that they enrolled in vocational agriculture because it was the only
place that they could learn a certain subject and that they enrolled
because they believed vocational agriculture was an easy credit.
Reasons for not enrolling differed significantly with the influence
of parents, guidance counselor and friends being more positive for
non-members than for FFA members.

Major Reasons for Enrolling in
Vocational Agriculture and For
Black Student Membership or Non-
Membership in FFA

The fifth objective was to determine the major reasons black
students enrolled in FFA and then why they chose or did not choose
to become FFA members. The two most frequently given reasons for
enrolling in vocational agriculture were to work in shop/laboratory
and to learn about agriculture. Black students who became FFA
members did so for three main reasons: (1) to participate in
contests, (2) to learn more about agriculture, and (3) to go on
trips (contests, fairs, shows). Reasons cited by non-members included: (1) FFA doesn't do anything, (2) FFA is only for farmers, and (3) meetings are held after school.

CONCLUSIONS

This study was primarily concerned with the identification of factors associated with membership and non-membership status in the FFA of black tenth-grade vocational agriculture students. The conclusions were drawn from the data received from students in the states of Arkansas, Delaware, Georgia, Kentucky, and Virginia.

From the responses relative to school, socio-demographic and attitudinal variables the following conclusions seem justifiable:

1. Percentage black membership in FFA is related to percentage black enrollment in vocational agriculture.

2. Rural schools tend to have a greater FFA membership than urban schools.

3. Household head of black vocational agriculture student does not affect student membership status in FFA.

4. Children of farmers are more likely to become FFA members than children of any other occupational head category.

5. Education of household head of agriculture students does not affect membership status in FFA.

6. Family size does not affect membership status of black tenth-graders in FFA.
7. A higher percentage of vocational agriculture students become FFA members if they live in rural areas.

8. FFA members are more likely than non-members to believe that anyone regardless of intelligence or background can succeed in FFA.

9. Both black FFA members and non-members believe that too much classroom time is spent studying FFA.

10. FFA members felt more strongly than non-members that successful students in FFA are usually the same race as their advisor.

11. The name of the organization -- Future Farmers of America -- does not affect one's decision of membership or non-membership in FFA.

12. FFA members respect farmers and farming more than non-members.

13. FFA members respect their organization and want to participate in it more than non-members.

14. Both FFA members and non-members have a high respect for agriculture.

15. The race of the student is believed by both groups to have no effect on one becoming or not becoming an FFA member.

16. Black non-members more than FFA members feel that FFA affects grades, takes up too much time, and is of little or no value.
17. Both members and non-members agree than reasons for enrolling in vocational agriculture were to learn a certain subject and to get an easy credit. Differences were found between groups when FFA membership as well as suggestions of friends, parents, and counselors were addressed as reasons for enrolling in vocational agriculture.

RECOMMENDATIONS

The study revealed some rather interesting perspectives on black students concerning attitudes toward the FFA in relation to their membership status. Consequently, the following recommendations are offered to improve black membership and participation in FFA:

1. Further research be conducted to investigate the effect upon membership status of variables not used in this study, specifically the race of teacher, teaching experience of teacher, sex of students, and time student was enrolled in an agriculture program.

2. Further research be conducted to investigate teacher attitudes and responsibilities toward FFA.

3. The National FFA Board of Directors further investigate reasons for participation and non-participation in FFA of Black-Americans.

4. A national system of monitoring and listing minority participation and membership in FFA be established.
5. The National FFA Board of Directors begin a nationwide study to assess factors associated with membership status in FFA of all minorities—not just Black-Americans.

6. Teacher education personnel in agriculture—especially in states that have 1862 and 1890 land-grant colleges—continuously intergrate the role minority students can play in vocational agriculture—FFA programs.

7. Research be implemented to compare black and white responses to reasons for membership status in FFA.

8. The National FFA Board of Directors continue expansion of awards-incentive program to areas other than production agriculture.

9. The National FFA Center continue its recent trend of producing materials free of racial and sex bias.

10. Land-grant and other teacher-training institutions in agricultural education conduct inservice workshops for instructors of vocational agriculture directed at understanding and motivating students of diverse socio-economic backgrounds.

11. The National Association for the Advancement of Black Americans in Vocational Education (NAABIVE) become instrumental in working with present policy-making vehicles in vocational youth organizations to include more avenues for participation of minority students.
DISCUSSION

In this section the researcher examines outcomes based on results of the study and observations of the researcher and those aspects of the study considered to be unusual, unexpected, or relevant to the problem but not included in the research questions offered:

The percentage black membership in FFA of the sample is far below the national FFA average. The percentage of FFA membership for students enrolled in vocational agriculture is about seventy-two percent nationally. In the study, fifty-seven percent of the black students respondents were FFA members. This result would indicate that if national percentage FFA membership is seventy-two percent, an even wider gap exists between black and white membership status supporting Seefeldt's (1977) observation, "the problem of participation in FFA of all minorities...is acute."

The respondents in this study indicated that they had a positive attitude toward agriculture but there was a difference in attitudes toward farming. This finding indicates to the researcher that if black students are to become active in vocational agriculture and in FFA, the teacher must modify the curriculum from a production agriculture (farming)-oriented emphasis to a more expanded curriculum of the other areas of agriculture, i.e., mechanics, natural resources, horticulture, and agribusiness supporting Welton and Bender's (1971) advice to change the image of FFA and vocational agriculture from
production agriculture. With modifications in content curriculum FFA activities should also be modified to fit the needs of the students. Positive attitudes toward curriculum selection and establishment are prerequisite to FFA membership.

The location of the school and the location where the student lives serve as very important indicators for FFA membership status as well as curriculum content decisions. Vocational agriculture students from schools in urban areas have very low percentage FFA membership when compared to students in rural areas. From the instructor's standpoint, this indicates that he/she must be willing to adapt the curricular offerings to the needs and interests of the students. A relevant, flexible curriculum is prerequisite to FFA membership for both rural and urban students. Vocational agriculture in urban areas must meet the needs of urban students.

The feedback that the name of the organization does not affect membership in the FFA was unexpected; this finding does support research by Kantner (1965) that "the name of the organization should not be changed." However, this researcher firmly believes that the word "farmers" in the name of the organization stereotypes the organization as being only for and about farmers, thereby reducing desires of many black students to become members. Personal experience as a teacher of vocational agriculture in a predominantly black school has led this researcher to believe that the vast majority of black students have little or not desire to be associated with farmers or farming.
The general lack of desire of black students to wish to become chapter officers is very disturbing. However, this finding agrees with the statement made by Dr. M. A. Fields (1977) that "it is difficult even to get a black to seek an office on the chapter level." This researcher blames this situation on the failure of the advisor of the student to instill qualities of fairness, motivation, competition, and leadership among students.

An interesting finding that "friends" were the major group of persons influencing one to enroll in vocational agriculture, supports Duncan (1974) and Kelley (1973) in that "peer influence is the greatest influence in shaping plans." The influence of teachers and counselors and parents is minimal in influencing one to enroll in vocational agriculture.

The reason given most frequently for not joining the FFA was the lack of time. This finding concurs with Bachman's (1969) national study of tenth grade participation in vocational youth organizations. However it contradicts Squires (1975) research on membership status in FFA of Nevada students.

The disclosure that race of teacher does not impact FFA membership status and participation is especially enlightening to know since the majority of vocational agriculture instructors in public secondary schools are indeed themselves caucasian. This finding suggests that irrespective of race, teachers of vocational agriculture have an opportunity to provide motivation, interest and sense of belongingness necessary for including black students to
to become FFA members. Also, the responses of the black students to the women's movement suggest a level of concern of factors in our larger society impending upon present social institutions including vocational agriculture and the Future Farmers of America organization.

Finally the results of this research indicate a need for FFA advisors to become more involved in conducting co-curricular activities along with their classroom/laboratory activities. For FFA membership to increase among blacks the vocational agriculture instructors must make their curriculum relevant to the needs of their students. Relevancy includes both instructional content as well as ethnic sensitivity. This researcher firmly believes that when the vocational agriculture curriculum and its corresponding FFA activities are relevant and are planned to meet the needs of all students, then FFA membership among all vocational agriculture students—not just blacks—in rural, as well as urban, areas will increase.

SUMMARY

This chapter included a summary of the study, conclusions, as drawn by the researcher, and recommendations and discussion of implications of findings relevant to factors and/or conditions associated with membership status and non-membership status in the FFA of black tenth-graders.
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Dissertations


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APPENDICES
Appendix A

PANEL OF EXPERTS

Dr. Lawrence Cross
Administrative and Educational Services
2119 Derring Hall
Virginia Polytechnic Institute & State University
Blacksburg, VA 24061

Dr. John Hillison
Vocational and Technical Education
207 Lane Hall
Virginia Polytechnic Institute & State University
Blacksburg, VA 24061

Dr. Martin McMillion
Vocational and Technical Education
107 Lane Hall
Virginia Polytechnic Institute & State University
Blacksburg, VA 24061

Dr. N. Alan Sheppard
Vocational and Technical Education
107 Lane Hall
Virginia Polytechnic Institute & State University
Blacksburg, VA 24061

Dr. Robert Schulman
Department of Statistics
405C Hutcheson Hall
Virginia Polytechnic Institute & State University
Blacksburg, VA 24061
Appendix B

SCHOOLS WHERE INSTRUMENT WAS FIELD-TESTED

Central High School
King and Queen
VA 23085

Northampton High School
Eastville,
VA 23347

Patrick Henry High School
Ashland,
VA 23005
Appendix C

INSTRUMENT

VOCATIONAL AGRICULTURE--FFA MEMBERSHIP INVENTORY

We would like to know your beliefs about vocational agriculture and FFA. Please do not write your name on this sheet. Responses to this inventory will be held in strict confidence.

10. Are you presently an FFA member? (Circle one.)

   yes  no

11. What is your racial identity? (Check appropriate response.)

   Caucasian   Black/Afro-American
   Hispanic   Oriental
   American Indian
   Other (Please specify: ____________________)

12. Who is your household head?

   ____ Father   ____ Grandparent(s)
   ____ Mother   ____ Brother/Sister
   ____ Other (Please specify: ____________________)

13. What is the occupation of your household head? (Check one.)

   ____ Farmer
   ____ Housewife
   ____ Blue-collar worker (construction, office worker, factory worker, etc.)
   ____ Self-employed (Please specify: ____________________)
   ____ Professional (doctor, teacher, lawyer)
   ____ Military
   ____ Unemployed
   ____ Retired
   ____ Other (Please specify: ____________________)

14. How many did your household head attend school?

   ____ Eight grade or less
   ____ Attended high school but did not graduate
   ____ Graduated from high school
   ____ Attended college but did not graduate
   ____ Graduated from college

15. How many children, including yourself, are in your entire family? (Check one.)

   ____ 1    ____ 2    ____ 3    ____ 4
   ____ 5    ____ 6    ____ 7 or more

16. Where do you live? (Check one.)

   ____ On a farm
   ____ In a rural area, but not on a farm
   ____ In a small town (less than 2,500 people)
   ____ In a town (2,500 to 10,000 people)
   ____ In a small city (10,000 to 40,000 people)
   ____ In a larger city (more than 40,000 people)

Listed below are some statements about FFA, vocational agriculture, and the world of agriculture. Please circle the response that most nearly indicates the way you believe about each item. There are no "right" or "wrong" responses to any of these statements.

For each statement you will have six possible choices:

   SA = Strongly Agree
   TA = Tend to Agree
   D = Disagree
   SD = Strongly Disagree

Here are two examples:

   a. I enjoy smelling roses.
   SA   TA   TD   D   SD

   b. I like the taste of spinach.
   SA   TA   TD   D   SD

In statement "a" the individual agrees with the item and thus feels he/she enjoys smelling roses.

In statement "b" the individual tends to disagree with the item and thus feels he/she does not especially enjoy the taste of spinach.

For the following statements put a circle around the answer which comes closest to your belief. Sometimes it may be hard to make up your mind, but do not leave any questions blank.

17. Persons who live on a farm have a greater chance of success in FFA.
   SA   TA   TD   D   SD

18. Too much classroom time is spent studying the FFA.
   SA   TA   TD   D   SD

19. More students would join FFA if the advisors were the same race as the student.
   SA   TA   TD   D   SD

20. The name 'Future Farmers of America' should be changed.
   SA   TA   TD   D   SD

21. Most farmers are highly respected.
   SA   TA   TD   D   SD

OVER. Please finish statements on back of this sheet. Thank you.
21. In this school I respect the FFA as much as any other student organization.  
   SA TA TD D SD
22. Agriculture is more than farming.  SA TA TD D SD
23. All students regardless of racial identity have an equal chance to participate in FFA.  
   SA TA TD D SD
24. Only very smart students can succeed in FFA.  SA TA TD D SD
25. Less classroom time should be spent studying FFA.  SA TA TD D SD
26. Successful students in FFA are usually the same race as their adviser.  
   SA TA TD D SD
27. More persons would join FFA if the word "farmers" was not in the name.  
   SA TA TD D SD
28. I would enjoy working on a farm.  SA TA TD D SD
29. I respect a stranger more when he/she is wearing the FFA jacket.  
   SA TA TD D SD
30. Jobs in agriculture are low-class jobs.  SA TA TD D SD
31. Everyone has an equal chance to participate in FFA.  SA TA TD D SD
32. I respect farmers as much as I respect other workers.  SA TA TD D SD
33. I would like to become an officer in my local FFA chapter.  SA TA TD D SD
34. My instructor should teach us more about FFA.  SA TA TD D SD
35. Race of advisor makes no difference on student's participation in FFA.  
   SA TA TD D SD
36. The name of the FFA organization makes no difference when a person is deciding whether or not to join the FFA.  
   SA TA TD D SD
37. I enrolled in vo-ag because it is the only place I can learn a certain subject (welding, engine, 
   SA TA TD D SD
   horticulture, forestry, etc.).
38. I enrolled in vo-ag because I am not interested in the subject.  
   SA TA TD D SD
39. I enrolled in vo-ag because my parents wanted me to take the subject.  
   SA TA TD D SD
40. FFA develops leaders for tomorrow.  SA TA TD D SD
41. I believe FFA is of no value to me.  SA TA TD D SD
42. I enrolled in vo-ag because it is an easy credit.  SA TA TD D SD
43. FFA takes too much time after school.  SA TA TD D SD
44. The main reason I took vo-ag is (please complete)  
45. I took vo-ag so I could belong to the FFA.  SA TA TD D SD
46. I believe FFA costs too much.  SA TA TD D SD
47. I enrolled in vo-ag because it is the only place I can learn a certain subject (welding, engine, 
   SA TA TD D SD
   horticulture, forestry, etc.).
48. FFA develops leaders for tomorrow.  SA TA TD D SD
49. I took vo-ag because my parents wanted me to take the subject.  
   SA TA TD D SD
50. FFA is of no value to me.  SA TA TD D SD
51. I took vo-ag because it is an easy credit.  SA TA TD D SD
52. FFA takes too much time after school.  SA TA TD D SD
53. The main reason I took vo-ag is (please complete)  
54. The main reason I joined (did not join) FFA is (please complete)  
55. Many new factors in our society have affected participation of today's youth in school activities. 
   (Examples: ecology movement, back to nature, black awareness, women's rights).  
   In the space below please indicate whether you believe any social factors have affected participation 
   of today's youth in FFA.  Please tell how you believe these factors have affected participation in FFA.

THANK YOU FOR YOUR COOPERATION.
Appendix D

LETTER OF ENDORSEMENT FROM NATIONAL FFA CENTER

Future Farmers of America
The National Organization for Students of Vocational Agriculture

In Cooperation With
OFFICE OF EDUCATION, U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

National Executive Secretary

Reply to:
National FFA Center
Alexandria, Va. 22309
Phone: 703-360-3600

January 10, 1978

Dear

One of the major issues affecting vocational agriculture is the lack of membership in FFA. Specifically, increasing minority membership in FFA is a problem yet unsolved.

David Coffey, a graduate student of Virginia Tech, is conducting a study concerning factors associated with membership in FFA of black and white tenth-grade students. Your vo-ag department has been selected as a sample school to participate in this study.

Within the next few days you will be receiving a letter from Mr. Coffey further explaining the details of this study. I sincerely hope you will allow your students to participate in this study.

Hopefully the results of this study will give guidelines for helping increase membership in FFA. With your support by helping supply data for continued research, the FFA will remain an integral part of vocational agriculture.

Sincerely,

C. Coleman Harris
National Executive Secretary

CCH:dwh

FFA at 50 1928-1978
Appendix E

INITIAL CORRESPONDENCE TO SAMPLE SCHOOLS

Dear

I am a graduate student at Virginia Tech in Agricultural Education. My doctoral research addresses the problem of FFA membership of tenth-grade black and white vo-ag students. Variables to be considered include socio-economic factors, race of student and teacher, as well as student attitudes toward farming, agriculture and the FFA.

I am hoping to collect data from tenth-grade vo-ag students in the former NPA states of Georgia, Kentucky, Virginia, Delaware and Arkansas. Data will be gathered from an instrument that I hope you will take time to administer to all students in your department who are enrolled in tenth-grade vocational agriculture courses.

Would you please assist me by cooperating in collecting the data from your tenth graders? The four simple steps involved are:
1. Return enclosed post card indicating your willingness to participate, number of instruments needed, etc.
2. Receive instruments in late January.
3. Administer instruments to tenth-graders in all classes.
4. Return instruments to me.

Of course, your only cost would be the time spent in administering the instruments. All information collected will be kept confidential and treated as group data.

Please enjoy the enclosed stick of gum while filling out the stamped, self-addressed post card indicating your willingness to assist me in this important study. I will look forward to your reply very shortly.

Sincerely,

David M. Coffey
Instructor
208 Lane Hall
Appendix E
(continued)

Enclosed postcard:

| __ YES! I will assist with the study. |
| __ No. I do not wish to help you with your study. |
| If you will assist please fill out the needed information. |

| Name of Instructor | School phone (A.C.) |
| School Name | Please correct address if wrong. |
| City State Zip Code |

Total number of tenth graders in vo-ag (all classes) __

Approximately what percentage of vo-ag enrollment is black? ____
February 7, 1978

Dear Colleague,

Thank you for agreeing to assist in my study regarding membership status of tenth-graders in FFA. Please find enclosed the number of instruments you requested. Please administer these instruments to all students in your school enrolled in tenth-grade vocational agriculture. (Directions will be found on the enclosed green sheet.) Also please find enclosed a card for you to fill out indicating approximate percentages black enrollment in the vocational agriculture program and in FFA at your school.

After administering the instruments please put them in the enclosed stamped, self-addressed envelope and return the envelope to me. If at all possible, please return the instruments no later than Friday, February 24.

Your assistance in this study is greatly appreciated. I look forward to your prompt reply. Enjoy another stick of gum for taking the time to assist me.

Sincerely,

[Signature]

David H. Coffey
Instructor
Appendix F  
(continued)

**Directions**

1. Give each student enrolled in tenth-grade vocational agriculture an instrument.

2. Each item should be answered if at all possible. Perhaps it would be a good idea to read each statement aloud as the student marks it. Be your own judge. Do NOT tell answers, e.g., in Question Number 10 regarding FFA membership, do not tell everyone to mark than he/she is an FFA member.

3. PLEASE NOTE -- ITEM 15. *If number of children is 7 or more, have student to write actual number of children.*

4. Have student complete front and back of instrument.

5. Collect instruments for all tenth-grade classes in department.

6. Fill out enclosed card indicating percentage black in total vo-ag program and in FFA.

| SCHOOL | ________________________________ |
| STATE | ________________________________ |
| TEACHER | ________________________________ |
| APPROXIMATE PERCENT BLACK IN VO-AG PROGRAM | ____ % |
| APPROXIMATE PERCENT BLACK IN FFA CHAPTER | ____ % |
| COMMENTS: | |
Appendix G

SCHOOLS IN STUDY BY STATE

ARKANSAS

Conway Training School
Green County Technical School
McGehee Special School
Netleton High School
Trumann High School
Warren High School

GEORGIA (continued)

Terrell County High School
Tompkins High School
Tri-County High School
Turner County High School
Upson County High School
Worth County High School

KENTUCKY

Hart County High School
Hopkinsville High School
Mill Creek Rehabilitation Center
Paducah Tilghman High School
Pleasure Ridge Park High School

VIRGINIA

Caroline High School
Essex High School
Forest Glen High School
Halifax High School
John F. Kennedy High School
King George High School
Lancaster High School
Powhatan High School
Prince Edward High School
Prince George High School
P. D. Pruden Vocational School
### Appendix H

**FREQUENCY AND PERCENTAGE RESPONSES TO ATTITUDBAL ITEMS BY MEMBERSHIP STATUS**

<table>
<thead>
<tr>
<th>Statement</th>
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</table>
VITA

David McMillian Coffey

EDUCATIONAL RECORD

1967 - 1971
Western Kentucky University
Bowling Green, Kentucky
Bachelor of Science, Agriculture
May, 1971

1972 - 1973
Western Kentucky University
Bowling Green, Kentucky
Master of Arts, Agricultural Education
August, 1973

1976 - 1978
Virginia Polytechnic Institute & State University
Ed.D., Vocational-Technical Education
Minor Area: Agricultural Education
Dissertation Title: Factors Associated with Membership and Non-Membership Status in FFA of Black-Americans from Selected Former NFA States
Dissertation Advisors: Alan Sheppard
John Hillison

PROFESSIONAL EXPERIENCE

1972 - 1973
Western Kentucky University
Agriculture Department
Graduate Teaching Assistant, Agricultural Education

1973 - 1976
Vocational Agriculture Instructor
Ladysmith, Virginia

1976 - 1978
Virginia Polytechnic Institute & State University
Half-time Instructor of Agricultural Education
Responsibilities for undergraduate courses, first-year teachers, newsletter and curriculum materials.
COURSES TAUGHT AT WESTERN KENTUCKY UNIVERSITY AND VIRGINIA TECHNICAL COLLEGE OF SCIENCE AND INDUSTRY

Agricultural Education

EDVT 2980 - Special Study in Agricultural Education
EDVT 3610 - Planning and Conducting Co-Curricular Activities
EDVT 4030 - Vocational Agriculture
EDVT 4740 - Methods, Materials and Practices in the Secondary School
EDVT 4750 - Internship in Education
EDVT 5770 - Problems in Education

Technical Agriculture

AGR 110 - Rural Sociology
AGR 260 - Introduction to Agricultural Economics

PROFESSIONAL AFFILIATIONS AND HONORS

Memberships

American Association of Teachers in Agriculture
American Vocational Association
National Association for Involvement of Black-Americans in Vocational Education
Virginia Vocational Agricultural Teachers Association
Phi Delta Kappa

OTHER AFFILIATIONS AND HONORS

Memberships

Virginia Tech Graduate Student Assembly
International Four-H Youth Exchange "IFYE" Alumni Association
Rappahannock Drug Abuse and Crisis Intervention Center
Honorable Order of Kentucky Colonels
West Caroline Ruritan Club

Elected or Appointed Positions

Representative, Vocational-Technical Education Division, Virginia Tech Graduate Student Assembly, 1977
President, West Caroline Ruritan Club, Ruther Glen, Virginia, 1975-76
Exchangee, International Four-H Youth Exchange Program, Republic of Indonesia, 1971
FACTORS ASSOCIATED WITH MEMBERSHIP AND NON-MEMBERSHIP
STATUS OF BLACK TENTH GRADERS FROM
FORMER NFA STATES

by

David McMillian Coffey

(ABSTRACT)

The purpose of this study was to investigate the effect of selected socio-demographic variables and attitudinal variables on membership vs. non-membership in the FFA. The groups under investigation were 602 black tenth grade vocational students from 66 high schools in five former NFA states. Criteria for selection of high schools were: (a) must have a high school vocational agriculture program; and (b) must have at least 10 per cent black enrollment in vocational agriculture.

Data collected from the sample groups were primarily analyzed using chi-square tests between members and non-members. Pearson Product-Moment Correlation (r) coefficient was used to determine the relationship between percentage black FFA membership and percentage black vocational agriculture enrollment.

Responses between FFA members and non-members differed significantly in nine of the sixteen variables.

FFA members are more likely to attend rural schools, be children of farmers, live in areas of less than 2,500 population, believe that anyone can be successful in FFA, and respect farmers and farming than vocational agriculture students who are not FFA.
members. No significant difference between members and non-members could be found on the following variables: the name of the organization, the attitudes toward agriculture, race of student and his/her advisor and reasons for enrolling in vocational agriculture. Fifty-two percent of the students sampled were FFA members. A significant relationship was found between percentage black vocational agriculture enrollment and percentage black FFA membership.