

Examining the Merger of the NFA and FFA

By

Donald F. Gilman

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Approved by

Brian Parr, Chair, Associate Professor of Curriculum and Teaching
Gordon Patterson, Assistant Professor of Curriculum and Teaching
Donald Mulvaney, Associate Professor of Animal Sciences
Daniel Henry, Assistant Professor of Educational Foundations, Leadership, and Technology

Abstract

The merger between the NFA (New Farmers of America) and the FFA (Future Farmers of America) was an event that occurred nearly 50 years ago between two student organizations in secondary education. Prior to that time, the NFA was a viable organization for African-American males interested in agriculture and leadership. Since the merger, African American participation has declined to the point that this ethnic group is underrepresented in FFA membership. To better understand the problem, grounded theory research was employed to investigate stakeholders present at the time of the event. The study examines the perceptions of topics generated by fourteen white agricultural educators prior to and just after the merger of the NFA with the FFA during desegregation. While neither white nor black educators during this event had clear direction on how to complete the merger, both sides had similar feelings on the outcome. Both white and black educators reported that loss of black educators as role models has led to lower participation by minorities in agricultural education classes and FFA. It is recommended that agricultural education programs be designed for a more meaningful experience for all students and that the study be replicated in other states that had NFA associations.

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CHAPTER 1

INTRODUCTION

Problem Statement

Racial diversity and equality are areas that have been in the forefront of society for nearly sixty years now. Having and building ethnic diversity throughout all areas of society remains a constant. In the field of agriculture, minority populations—especially African Americans—are underrepresented (Dobbins, King, Fravel, Keels, & Covington, 2002). However, in the not-too-distant past, African Americans were prominent in the field of agriculture and were stakeholders in the process of training and building the next generation of agriculturists, the next new stakeholders in the process (Comer, Campbell, Edwards, & Hillison, 2006). From the researcher’s point of view, there are two questions to be asked: “How can agricultural educators involve more minority students in the National FFA organization?”, and “What role did the merger of the New Farmers of America and Future Farmers of America play in the under-representation of African Americans involved in agricultural-education classes and FFA?”

Background History

The merger between the New Farmers of America (NFA) and the Future Farmers of America (FFA) in 1965 has been documented as a move to join two agricultural youth groups that had been divided more along the lines of school segregation rather than differences of ideology. The New Farmers of America (NFA) “was a national organization of Negro farm boys studying vocational agriculture in the public schools throughout the United States” (Wakefield & Talbert, 2001, p. 421) during the era of the Supreme Court’s “Separate but Equal Doctrine.” The

Future Farmers of America was an organization of white males in public schools that had an interest in agriculture and agricultural activities. At the time of the merger, both groups, along with federal officials from the U.S. Department of Education, felt that the move to unite the two groups was a positive one. Now, 48 years after from the merger, educators seek for ways to promote agricultural education and increase FFA membership among African-American students to encourage greater participation and to build diversity within the individual FFA chapters and the organization as a whole.

Summary of the Literature

The summary of literature includes characteristics of the agricultural-education profession, research on student demographics, the history of agricultural education, federal legislation impacting education, and the histories of the National FFA Organization and the (NFA).

Researchers stated “that research journal articles are indicators of the profession’s current state” (Edgar, Briers, & Rutherford, 2008 p. 63). Furthermore, research shows that “it is critical for practitioners to examine the research base of the practice to allow the profession to reflect upon those actions and ultimately improve the discipline” (Edgar et al., 2008 p. 75).

To illustrate the problem, research was conducted to learn the characteristics of students enrolled in agricultural education who elected not to join FFA (Stagg & Stuller, 1999). It was found that FFA members included significantly more Asians, African American males, and Hispanics but very few African American females (Croom & Flowers, 2001). Additionally, research publications indicate, “If the agriculture profession is to attract African Americans to pursue careers in agriculture, the barriers that limit our recruitment efforts must be defined” (Dobbins, King, Fravel, Keels, & Covington, 2002 p. 7). To further illustrate the perception that minority students have toward agricultural education, Croom and Flowers (2001) and Talbert

and Larke (1995) found that minority students—especially minority females—were underrepresented in agricultural education. Those researchers also found that minority students had more negative perceptions about agriculture than non-minority students did. With regard to FFA participation, minority students have fewer role models. Research conducted by Clemson University reported that minority students see themselves as unlikely candidates for careers in the agriculture industry (Clemson University Agricultural Communications, 2007).

Deficiencies in the Literature

While it is widely known that the NFA and FFA merged, there is little available literature that documents the activities of the NFA. Furthermore, were it not for the efforts of a few researchers (Moore, 1994; Wakefield & Talbert, 2000; Wakefield & Talbert 2001), the thriving past of the NFA would not be known and documented as it is today. The researchers mentioned here are teacher-educators. This fact defines another limitation of the available literature: there is no research from secondary educators available. With building diversity in the FFA being a goal of agricultural educators (The National FFA Manual, 2008) it is surprising that there is little information on the rich history and cultural heritage of the NFA. Additionally, there is very little statistical information on ethnic diversity of the FFA. Moreover, Wakefield and Talbert (2001) suggested “that additional research be conducted to include a larger sample of the population of past NFA members for historical documentation” (p. 103). They further suggested “additional research be done to document day-to-day operation of the NFA at the local, state, and national levels to be presented to the National FFA Center for showcase” (p. 103). Additionally, Wakefield and Talbert (2000) stated:

From 1964-1966, virtually no articles were published in *The Agricultural Education Magazine* about the 1965 merger (Bowen, 1994). Radhakrishna (1998) reported that of the 701 papers presented at the National Agricultural Education Research Meeting

(NAERM) over its 25-year history, 14 had women or minorities as a subject matter topic. Of these 14, only two were presented in the 1980s and zero in the 1970s. Further, from 1986-1996 only seven journal articles with the subject matter topic of women or minorities were published in the Journal of Agricultural Education (Radhakrishna, 1997). (p. 422)

As is evident here, there are significant gaps in the literature, which presents the need for more research on this subject.

Statement of Significance

A study of the merger between the NFA and the FFA is needed to fill in “the loss of historical information” (Wakefield & Talbert, 2001, p. 421). Additionally, little research has been conducted on diversity within the FFA post-merger. Moore (1994) indicated that supporting diversity must be a priority for agricultural educators. According to Luft (1996), “Perhaps program revisions are necessary to attract culturally diverse students.” Luft added “pre-service teacher-education students should also be required to take courses dealing with student enrollment and licensed personnel teaching the culturally diverse with strong encouragement to implement the practices into their teaching” (p. 74). By examining the past and the factors that surrounded the merger, more evidence will be compiled to illustrate the cultural similarities and differences of FFA and NFA members, thus enabling researchers to add to the general body of literature available on both the merger and the issues surrounding cultural diversity within the FFA. For agricultural education to continue its relevancy as an education leadership tool “the profession must continue to reflect upon those actions that ultimately improve and strengthen the discipline” (Edgar et al., 2008, p. 15).

Purpose Statement

The objective of this phenomenological study is to understand the events surrounding the merger of the NFA and the FFA, and to determine the long-term effects of the merger as seen through the eyes of the stakeholders involved. The study will focus on individuals that comprise a group that were stakeholders during the merger process and will utilize interviews and historical data. At this stage of the research, the merger will be generally defined as the joining together of the New Farmers of America with the Future Farmers of America. The study will take place in the homes and businesses of the stakeholders to be interviewed. The study will be limited to the stakeholders and selected teacher educators that have displayed expertise in knowledge of the merger. A further limitation of the study was the appropriate choice of the questions to evaluate stakeholders' perceptions to ensure that it met acceptable levels of adequacy. Furthermore, the results of the study of stakeholders' perceptions were limited by the sample of the stakeholders that will be interviewed due to their age and the length of time since the merger occurred. An additional delimitation of the study was that the stakeholders provided responses to questions without prejudice or bias and as accurately as was possible. A final delimitation was that stakeholders participated fully and offered others that were involved in the process.

Definition of Relevant Terms

- *Agricultural Education*- middle and high school classes devoted to the study of agriculture endorsed by Public Law 740 (PL-740) and funded by the Carl D. Perkins Vocational Act of 2002.
- *Agricultural Education Instructor*- teachers of agriculture classes in middle and high school.

- *FFA*- The National FFA Organization. The organization that is an intra-curricular part of agricultural education in public schools and some private schools as is described in PL-740. FFA began in Kansas City, Missouri in 1928 as a meeting of 33 farm boys. The organization promotes youth leadership and understanding of agricultural education through career development and personal growth. FFA began as a byproduct of agricultural education being taught in high schools, which was funded by the Smith-Hughes Act of 1917. The organization now has membership of more than 507,763 individuals.
- *Hatch Act*- Passed in 1887, designed to acquire and disseminate agricultural based information and stimulate scientific investigation (Moore, 1987).
- *Morrill Act*- Passed in 1862, provided for agriculture to be taught in at least one college in each state (Moore, 1987).
- *National FFA Foundation, Inc.*- was established in Washington, D.C., to raise money for FFA programs and activities from business, industry, government, individuals, and foundation sponsors. Today, the Foundation is located in Indianapolis, IN, and raises more than \$7.3 million annually to help fund the organization.
- *NFA*- The New Farmers of America. A group of African-American students devoted to many of the ideals of that are common to the FFA. The group was prominent from its inception in 1935 as a national organization until its demise in 1965 when it was merged with the FFA under the direction of the U.S. Department of Education. The NFA was active in 18 states, primarily in the South during the era of school segregation; the organization was patterned after the New Farmers of Virginia that was formed in 1927. At the time of the merger with FFA, the NFA had membership of more than 50,000 individuals.

- *Public Law 81-740*- In 1950, the 81st Congress of the United States, recognizing the importance of the FFA as an integral part of the program of vocational agriculture, granted a Federal Charter to the FFA. In 1998, the 105th Congress of the United States reviewed and passed technical amendments through the revisions known as Public Law 105-225. (The National FFA Organization- History, 2009) The significance of the original Congressional action as well as sequential amendments is that it granted the FFA a Federal Charter and stipulated that a U.S. Department of Education staff member be the national FFA advisor. Today FFA continues to be recognized by Congress as an intra-curricular part of the educational program.
- *Smith-Hughes Act of 1917*. The Act established the teaching of vocational agriculture in public high schools (The National FFA Organization, 1998).

CHAPTER II

REVIEW OF THE LITERATURE

The literature review will present research that illustrates the history of agricultural education through some of the most turbulent times in American history, and federal legislation that impacted education. Also, the literature review will detail the NFA as an agricultural youth organization. Additionally, the review will illustrate events that led to the merger between the FFA and the NFA. Moreover, the review will help to illuminate minority trends in agricultural education as well as the need to improve minority participation.

“The greatest American accomplishment, of this past century, was the building of the agricultural dynasty that is currently the envy of the world” (Howard, 1999, p. 7). Although less than 2% of the United States population is actively engaged in the production of agricultural raw materials, more than 20% of the United States labor force is involved in some phase of the agriculture industry (National Research Council, 1998). One of the primary reasons for America’s dominance in the production of food and fiber is related directly to the “seeds” of education planted nearly one hundred years ago by Congress in the form of the Smith-Hughes Act of 1917. Since that time, agricultural education has been an integral component of the American educational system because of the adoption of the Smith-Hughes Act (Dyer & Kalme, 2000). The historical setting of the era indicates that 84% of the citizens of the United States were involved in agricultural production. However, by the end of the century, the percentage of the population participating in row-crop production was less than 2% (The University of Georgia, 2002).

During this period, innovations in all areas made America an independent food and fiber producer. One of the strongest areas of innovations came through the development of youth organizations that sprang from agricultural-education programs in secondary schools. The idea of youth organizations, however, was not entirely new. “Early in the development of agricultural societies, experimentation and successful practices were shared with others in the local organization and works were often published in journals or newspapers for educational and informational purposes” (Hillison & Bryant, 2001, p. 102). By the early 1900s, there were many “Corn Clubs” for boys and “Tomato Clubs” for girls that had sprung from county agents funded by the Hatch Act. In fact, Hillison and Bryant (2001) found that:

The agricultural societies were located all over what was then the continental United States. Only the country’s boundaries limited their existence. They were located in rural as well as urban areas. The causes, as well as the educational activities, they supported were both informal and formal. They were as informal as simply serving as discussion groups where gardens and home farm problems were the topics. They were as formal as performing rituals in the form of a fraternal organization, lobbying on behalf of public education, and sponsoring fairs. In different ways the agricultural societies provided a lineage to the FFA. It is true that everything has an antecedent. For the FFA, the principal antecedent was the numerous agricultural societies. (p. 103)

During this same era, landmark decisions by the United States Supreme Court set judicial precedents that would eventually lead to segregation of schools and even student organizations. In *Plessey v. Ferguson*, 163 U.S. 537 (1896), the United States Supreme Court ruled that “separate but equal” was constitutional as long as there were equal facilities for blacks (Equal Rights Trust, 2005). This ruling would stand for nearly 50 years and would have a profound effect on African-American agricultural societies and clubs. The end result was schools

that segregated on the basis of “separate but equal” (Wakefield & Talbert, 2001). Dr. A. J. Alston of North Carolina Agricultural and Technical State University reported the following:

Plessey vs. Ferguson (Doctrine – “Separate but equal”) provided the basis for a permissive policy of segregation of the races, in educational establishments and otherwise, in the South. The “separate but equal” doctrine in place was the plan of operation under the Smith Hughes Act of 1917 (*National Vocational Education Act*) provided for Negro departments and White Departments of Vocational Agriculture in the South. When the act was signed, the Negro population of the South, fifty years removed from the slave economy of cotton farming, was still predominantly a rural people. Dr. H.O. Sargent, a native of Russellville, Alabama was appointed by the Federal Board for Vocational Education as the first Federal Agent for Vocational Agricultural Education-Special Groups. Because of his unique personality, he was widely accepted by Negro agricultural educators. Under his leadership, many Negro teacher trainers, resident teacher trainers and supervisors were awarded Julius Rosenwald fellowships for graduate study. (Alston, 2004, p 14)

As a direct result of segregation, the New Farmers of America was formed in like manner of the Future Farmers of Virginia. The New Farmers of America was a group of African American farm boys who had an interest in studying vocational agriculture as a part of their secondary-school education. The organization’s roots can be traced to 1927 when a few chapters existed in public schools for African American children. “The New Farmers of America (NFA) began taking shape as a national organization in 1929 when NFA representatives from several states proposed that through it 1) State Associations could achieve greater results and 2) agricultural education within Black schools could be better promoted” (The National FFA Organization, 2009). The Future Farmers of America (FFA) was open to all students, however, the rule of

segregation kept African-American students from participating because they were not enrolled in the schools where FFA chapters existed. By 1935, the NFA chapters grew to include 18 southern states, according to some sources. It was at this point that a movement began to organize the NFA chapters into a national organization. Wakefield and Talbert reported at the 28th Annual National Agricultural Education Research Conference:

On August 4, 1935, a special group of Negro farm boys and their advisers met in Tuskegee with the idea of establishing a National Organization of the NFA. Seven years prior to this meeting a small group of White farm boys met on November 20, 1928 for the same purpose; establishing a national organization. They called their organization the Future Farmers of America (FFA). The Negro group met to organize a national organization, but the difference with this was the Future Farmers of America was nationwide in representation, whereas the Negro organization was mainly regional (Strickland, 1995). In August of 1935, representatives from all the State Associations met and formed the National Organization of New Farmers of America with a tentative constitution and by-laws (New Farmers of America, 1963). Establishing a national organization was an important step in the development of the New Farmers of America Organization, because state association members were now a part of a national organization that was made up of similar groups of agricultural students from the other States represented (New Farmers of America, 1963). (p. 47)

From its beginnings, the NFA was a well-run, highly efficient organization for young African-American men interested in agricultural education. The NFA, just like the FFA, provided leadership opportunities for the membership. Through opportunities provided by the NFA, members learned skills that would propel them into leadership roles in their respective communities. These young men were led by agricultural educators that had for the most part

been educated at the 1890 Land Grant institutions. “Booker T. Washington and George Washington Carver are credited with being the pioneers responsible for establishing Extension within the 1890 land-grants. Their research and outreach efforts helped to educate millions” (Comer, Campbell, Edwards, & Hillison, 2006, p. 1). African American youth involved in the NFA had strong leadership that been influenced by the 1890 Land Grant institutions. The NFA was guided by highly competent agricultural professionals who worked toward achieving the same goals as their White counterparts in the FFA. “Prior to the 1960s, African American agriculture teachers served as strong community leaders” (Wakefield & Talbert, 2001, p. 48).

From 1935 to 1965, the NFA was a thriving organization with a healthy membership. Members of the NFA attended state and national conventions, participated in public speaking contests, and learned valuable skills that help them to become better leaders and effective citizens. NFA contest and awards in which students participated included: H.O. Sargent Young Farmer Award, Star Superior Farmer, Star Modern Farmer (State Degree), Dairy Farming, Farm Mechanics, Farm Electrification, Farm and Home Improvement, Soil and Water Management. Researchers Wakefield and Talbert (2000) reported:

The NFA was established on the basis that all students of vocational agriculture in high school were eligible for membership. The NFA held an Annual National Convention in Atlanta, Georgia, had State and National Officers from 16 primary Southern states, and had many leadership building programs and activities. There were additional contests in public speaking, quiz, talent, and chorus. Membership in the organization was of four kinds: (1) Active, (2) Associate, (3) Collegiate, and (4) Honorary. The four degrees of membership were (1) Farm Hand, (2) Improved Farmer, (3) Modern Farmer, and (4) Superior Farmer. (p. 424)

The NFA, similar to the FFA, had an emblem based upon agricultural symbols. Looking at the two emblems, many similarities are evident. "The NFA emblem included the plow; the owl; the rising sun; an open boll of cotton with two leaves attached at its base; and an American eagle with shield, arrows and an olive branch. The emblem also included the letters 'NFA' and the words 'Vocational Agriculture'"(Wakefield & Talbert, 2000). Furthermore, the NFA like the FFA organized local officer teams. The Presidents of both organizations were stationed at the rising sun; the Vice Presidents were stationed by the emblem of the plow; the NFA Secretary was stationed by the boll of cotton, whereas the FFA Secretary is stationed by the ear of corn. Similarly, the NFA Treasurer was stationed by the picture of Booker T. Washington, while the FFA Treasurer is stationed by the emblem of George Washington. The Reporter was stationed by the United States flag, just like the FFA Reporter; however, the NFA Reporter also kept a NFA flag at his station along with the U.S. flag. Both the NFA Advisor and the FFA Advisor were stationed by the owl; the exception, the NFA Advisor also kept a picture of H.O. Sargent at his station along with the owl (Wakefield & Talbert, 2000). It should be noted here that Dr. H.O. Sargent was the federal agent for Agricultural Education for Blacks with the Federal Board for Vocational Education, and was key in the development of the NFA. The NFA was similar to the FFA in nearly every area. "The NFA instilled in its members the importance of developing their vocational, social and recreational life" (Wakefield & Talbert, 2000, p. 47).

With federal funding in place and the consolidation of state chapters under the umbrella of a national organization, the NFA began its rich heritage of playing an integral role in the education of African-American teens interested in agriculture. According to some sources, the NFA's roster contained some 58,200 members (The National FFA Organization, 2009) at the time of its merger with the FFA. Additionally, the NFA owned land and buildings, and held

monetary reserves: “in the 1964 audit report the NFA had \$10,445.56 in checking, \$32,355.30 in savings, and \$3,800 in stocks and bonds” (Wakefield & Talbert, 2000, p. 429).

For the next several years afterward, the state chapters organized into a national organization and the NFA grew exponentially. During this time, rapid changes brought about by the end of The Great Depression and World War II was impacting the landscape of American politics and society. By the late 1940s, civil rights movements had begun to question the doctrine of “separate but equal.” A new court case on the horizon would lead to the demise of one of the best farm organizations ever assembled; the end the NFA would ultimately be determined as a consequence of *Brown v. Board of Educ.*, 347 U.S. 483 (1954) (Center for Public Policy Research, 2002). In this landmark case, the Supreme Court justices ruled that “separate but equal” was unconstitutional and struck down the ruling issued in *Plessy v. Ferguson* (Wakefield & Talbert, 2001). After the *Brown* ruling by the Supreme Court, the United States set its course to right the wrongs of racial segregation. Segregation had divided the races since the Emancipation Proclamation, which had been issued nearly 100 years prior. The premise of segregation was based upon the landmark civil rights case of *Plessey v. Ferguson* in which the United States Supreme Court ruled that “separate but equal” was a just way of administering segregation in America. The *Brown* case caused Americans to re-examine society as a whole and segregation in particular. Agriculture education was not exempt when it came to self-examination of segregation. “The discipline called agricultural education has its roots deep in the ‘history of education and agriculture in the United States’” (Barrick, 1989, p. 24). Just as other segments of society were segregated, so too was agricultural education. However, it should be noted that the practice of school segregation was primarily practiced in the south. In other regions of the country, minorities had experienced success in FFA. “African Americans had served in the FFA with distinction before the merger. California had elected a state FFA

president before 1965. African Americans had also served as state FFA officers” (National FFA Organization, 2009).

By the time that the Civil Rights Acts of 1964 was signed, negotiations were in progress to merge the two organizations, FFA and NFA. Talks had begun early in the 1960s to merge the two organizations. These talks were primarily due to the efforts of the U.S. Department of Justice and the U.S. Department of Education. “Prior to 1965, the idea of merging the NFA and the FFA was presented to both organizations. After numerous meetings and skepticism between the organizations, the merger was approved” (Wakefield & Talbert, 2000, p. 421). “The merger was not actually a merger—pressure from the federal government caused a large part of it to happen” (Moore, 1994). “On June 20, 1963, Alice Owsley, Secretary to Arthur L. Harris of the Department of Health, Education and Welfare, sent a letter to the Future Farmers of America and the Future Homemakers of America with an attempt on making it clear that there would be repercussions to those states that did not comply with desegregation” (Wakefield & Talbert, 2000, p. 425). From these accounts, the merger was more of a political maneuver than what was best for the NFA. The merger was one-sided in that the NFA gave up everything including their identity. “After the 1960s federally mandated desegregation and state compliance efforts ended, the infrastructure that maintained substantial numbers of African Americans in agriculture declined drastically” (Bell, Powers, & Rogers, 1987, p 13). Faustine C. Jones-Wilson reports in the *Encyclopedia of African- American Education* (1996):

By the early 1970s the NFA was defunct. It had merged with the Future Farmers of America (FFA), its White-dominated counterpart. After integration, African-American youths left NFA to join the FFA, where they were not welcomed by the young White members. African-American members were prevented from holding office or participating in any meaningful way in FFA. By the time African-American youths had

realized what they had sacrificed by joining the White organization, NFA no longer existed. (p. 19)

Although this account seems extreme to this researcher, the fact remains that the number of African Americans involved in FFA membership is dramatically fewer now than before the merger in 1965. The merger between the NFA and the FFA effectively dissolved the infrastructure to support African-American participation in agricultural education (Bell, Powers, & Rogers, 1987). The Morrill Act of 1862 and the 1890 Land Grant Act made special provisions for African-American students to study agriculture and mechanical arts. Today, African Americans do not own or farm the lands as they once did. "Agriculture will always be important to all societies" (Jones-Wilson, 1996). "Therefore, it is critical that all of agricultural education give greater attention to supporting diversity" (Wakefield & Talbert, 2000, p. 429). It should be noted that there were more African-American males in the FFA immediately post merger than there are today when compared to African-American males and females (The National FFA Organization, 1998).

For educators, student success should always be a priority regardless of race or gender; "students should be recognized for achievement in CDEs and awards. Quality standards should be used as a basis for achievement" (Clemson University Agricultural Communications, 2007, p. 1). Several researchers had completed studies on the need for racial diversity, as is illustrated by Luft (1996): "The increase in the number of minority students creates a need for agricultural-education teachers to be more diverse in their role as teachers" (p. 67). Moore (1994) indicated that "supporting diversity must be a high priority" (p. 4). Bowen (1994) stated that "...gender and ethnic diversity must be pursued more aggressively if agricultural educators wish to be major players in America's educational enterprise during the next decade" (p. 8). Whent (1994) stated, "Agricultural educators need to make greater strides toward acknowledging their unconscious

biases toward people of diverse populations and move forward to accept the changes and challenges" (p. 11). Sheppard (1983) noted that "vocational teachers need training in multicultural education because America is a culturally pluralistic society, and cultural and ethnic diversity in the United States is a fact of life" (p. 68).

The introduction of biotechnology and advanced technological practices in agriculture, along with changes in society, has forever changed the face of agricultural education and FFA. However, the past cultural history that helps define who we are should never be forgotten. For example, "Youth clubs that formed in the early 1900s placed most of their emphasis, in fact, on the annual growing contest. Many clubs sponsored competitions for the most or best corn grown in a certain area of ground under specific rules" (Hillison & Bryant, 2001, p. 111). Additionally, who we are and how we got to be the organization that we are today should likewise be remembered as well: "Prior to the 1960s African-American agriculture teachers served as strong community leaders; once these teachers vanished, their leadership roles were not sustained by the agriculture teachers who replaced them" (Bowen, 1994, p. 6). As educators, we have to explore the events of the past so that we can plan and develop our future. Exploring the perceptions and feelings of those involved in the merger will give us a better understanding of our past as well as serve to authenticate the event.

CHAPTER III

METHODS

Methodological Overview

In this study, grounded theory provided the conceptual framework for encapsulating the merger of the New Farmers of America (NFA) and Future Farmers of American (FFA) Organizations from the FFA perspective. Even though there has been extensive research surrounding this event in general, especially from the NFA's point of view, very little information has been gathered from white individuals who were associated with the FFA and white educators who were present in the white segregated schools. Thus, qualitative methodologies sought to research this historical occurrence and create a narrative entailing the FFA's viewpoint as seen by white students and educators present at the time of the merger.

Qualitative research was born out of necessity within the social sciences and enabled researchers to study societal and cultural occurrences (Meyers, 1997). Qualitative methods have gained acceptance, since they are thought to promote multiplicity of viewpoints. Qualitative is distinguished from quantitative research by its concern with interpreting meaning in textual data and the spoken word, rather than in numerical data through use of statistical methods. This approach aims to capture the multiplicity of perspectives of social actors, and the meanings that those actors assign to events surrounding a historical event. Qualitative research has not received the respect of its quantitative counterpart:

Descriptive research is typically depicted in research texts as being on the lowest rung of the quantitative research design hierarchy. In this hierarchy, 'true' experiments aimed at

prediction and controls are the gold standard and any other design is non-experimental and weak. (Sandelowski, 2000, p. 334)

Those hypotheses that could be gathered, added, computed, and quantified were often perceived as more accurate and less subject to the researcher's influence. However, Dooley (2007) reminded agriculture educators that:

Life does not come to us like a math problem, but more like a story. There is a setting or context, there are characters or respondents, and there is conflict or a problem to address. Storytelling is how we have traditionally learned and passed on knowledge from one generation to the next. Folklore, oral history, and apprenticeships were common ways to pass on knowledge before the written word. (p. 33).

Certain research topics and data within social science cannot be captured solely in a controlled, calculated environment. Instead, qualitative research, as stated by Berg (2009), "refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things (p 2)." Qualitative research should also be used when the researcher needs to identify the variables that are unknown at the time which leads to a grounded theory approach (Hoepfl, 1997). As revealed by Caelli, Ray, and Mill (2003),

In all its many different forms, the central aim of research is knowledge development. The processes of knowledge development are framed by the types of knowledge that are sought and are, of necessity, rigorous, demanding, and meticulous. These processes must be scrupulously applied throughout the entirety of a study, to ensure that the knowledge that is developed is not flawed, and therefore of little use to the discipline it purports to inform. The trend towards generic qualitative research, or research that does not claim explicit philosophical foundations, is currently evolving and highly contested. (p. 3)

Merriam (2002) further defined qualitative research as understanding an idea or meaning that is socially constructed by individuals and is based on interaction with their environment. Reality is not a fixed or measurable phenomenon that it is assumed to be quantitative research where it is assigned a numerical value. Rather, there are multiple productions and explanations of reality that are in fluidity and that change over time. Qualitative researchers are absorbed in perceiving what those interpretations are at a particular point in time and in a particular context. Learning how individuals experience and interact with their social world and how they construct meanings it has for them is cogitated an interpretive qualitative approach.

Therefore, qualitative research of all kinds requires extra time and goal clarity, but can yield exceptional insight and results that are equally as accepted and valued as similar quantitative studies (Berg, 2009; Marshall & Rossman, 2011). Even with the benefits of qualitative research, agriculture education has been slow to embrace it. Most agricultural research is positivist or empirical, and educators within this field were taught this discipline-specific methodology. The use of holistic or hermeneutic (interpretive) research and its benefits are now slowly being embraced by the profession. Those still skeptical demand attention to detail, and clear validity and reliability (Dooley, 2007).

To ensure the validity and reliability of this narrative, triangulation was utilized to give a more complete and detailed picture of the NFA/FFA merger. Triangulation, as a strategy, entails the use of multiple data sources and techniques to observe and study the same phenomenon.

Moreover, research further indicates that:

The logic of triangulation is based on the premise that no single method ever adequately solves the problem of rival explanations. Because each method reveals different aspects of empirical reality, multiple methods of data collection and analysis provide more grist for the research mill. (Patton, 1990; p. 1192)

The sources can then be related, errors reduced, and validity threats neutralized (Berg, 2009; Dooley, 2007; Labuschagne, 2003; Patton, 1999). To triangulate, interviews with the Georgia Retired Agriculture Educators, documents from the defacto National NFA Headquarters still located at North Carolina A & T in Greensboro, North Carolina, and data collected by Dr. Dexter Wakefield, the leading researcher and expert on the NFA, were evaluated and used to create a clearer picture of this historic event from the FFA's perspective. As noted by Sandelowski (2000), "Researchers conducting qualitative studies want to collect as much data as they can that will allow them to capture all of the elements of an event that come together to make it the event that it is" (p. 336).

In addition to triangulation, Kvale (1996) stated, "verifying: ascertain the generalizability, reliability, and validity of the interview findings. *Reliability* refers to how consistent the results are, and *validity* means whether an interview study investigates what is intended to be investigated" (p. 88). Utilizing Kvale's definitions, the interview inquiries were in a semi-structured format (see Appendix III) to keep the topics grouped so that the respondents are asked questions that are consistent from respondent to respondent. Additionally, Kvale (1996) urges researchers to use feedback from "others that are knowledgeable" in the field as a means of controlling bias.

Qualitative research allows for insight into unquantifiable realms. It has "an interpretive character, aimed at discovering the meaning events have for the individuals who experience them" (Hoepfl, 1997), and, thus, was perfect for this research topic, a historical narrative of the FFA's perspective of the NFA/FFA merger. Humans are natural storytellers, and narratives define the way individuals perceive and experience the world, and historical narratives are perfect for a study such as this one (Connelly & Clandinin, 1990; Moen, 2006; Riessman, 1993). Mitchell and Egudo (2003) defined a narrative as "an interpretive approach in the social sciences

involving story telling methodology; the story becomes an object of study, focusing on how individuals or groups make sense of events and actions in their lives” (p. 3). Having conversations with those actually present during those times, reading newspaper and magazine accounts surrounding the event, studying documents from that era, and so forth offered the essence of the situation, but must be understood through a symbolic interactionism lens. Symbolic interactionism revolves around the uniqueness of humans and their behavior. Within this lens, social institutions will be altered through the “symbolic interactions between individuals, (p 2)” according to Berg (2009).

Such a focus on the interaction and ensuing evolution of the newly merged groups was desired to clarify the information gathered and understand the viewpoints, challenges, and issues revealed. According to Brown (2006), “an understanding of identity informed by narrative... provides an additional interpretive lens that may open up new avenues for identity research” (p. 732). Even though this study may reveal sensitive issues surrounding the era of the merger, an organization’s identity cannot be contained in any single narrative; every aspect of its history, purpose, and identity should be summarized to encompass its wholeness (Brown, 2006; Dooley, 2007). Narration can offer intimate knowledge and help to bring full meaning to this event (Mitchell & Egudo, 2003). As every new piece of the FFA puzzle is put into its place, it further completes the organizational mural that spans the entire United States for more 80 years (National FFA Organization, 2012).

Interview Methods

Purposeful conversation—interviewing—has been used both for formal and informal research, ranging from choosing a future employee to establishing peer-accepted theory. Interviewing will be one of the techniques utilized in accumulating data about past events and those involved. In fact, McGregor, Duemer, and Kieth (2011) found that “interviews were most

commonly used to investigate subjects...” (p. 4) in the agricultural-education field. Oral history seeks to verbally record the ideas, impressions, and knowledge of persons who might not otherwise leave any kind of written memoir. Oral history interviewing is not a substitute for written history, but complements traditional sources of materials used in reference to the past. Boland (1988) stated, “The greatest advantage of oral over written documents is that the historian actively participates, as interviewer, in creating the oral document, and therefore he can try to get the information he needs” (p. 121). In essence, interviewing allowed this researcher to discover and vicariously observe those things that I could not directly observe (Dooley, 2007; Wakefield & Talbert, 2003).

The semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. The interview style chosen is determined, in part, by the research being conducted, and also by the intended interviewees. Standardized interviews require the most structure, necessitating set questions that are used without clarification and delivered equally to those interviewed. The opposite end of the spectrum, unstandardized interviews, has no order or particular wording to questions. This relaxed form of interviewing allows the interviewer to even add or delete questions between interviews (Berg, 2009). Even though both of these styles of interviewing have their place, this research required the structure of the standardized interview with the flexibility of the unstandardized, because the subjects interviewed were older adults who may have needed clarification and added probes to flesh out their viewpoint of the merger. Therefore, a semi-standardized interview was chosen to allow this flexibility while maintaining the meaning of the answers desired and providing comparable data sets. An interview guide was developed and used for all interviews. The interviews were semi-structured and conducted with a focus on key interview topics and questions drawn from the literature, and from some preliminary discussions with a previous

researcher. Interview "datasheets" were used in order to structure the interviews and guide the respondent to discuss the topics. Within each focused topic, there were several issues on which the respondents' views were sought. This methodology was based on that described by Yin (1994): having some topics of discussion in mind rather than a fixed list of interview questions. Hoepfl (1997) stated that: "Although it is prepared to insure that basically the same information is obtained from each person, there are no predetermined responses, and in semi-structured interviews the interviewer is free to probe and explore" (p.36). Utilizing this tool within these predetermined inquiry areas ensures good use of limited interview time as well as they make interviewing multiple subjects systematic and comprehensive and serve to keep interactions focused.

Input about the interview guide was received from agricultural-education professionals from Purdue University and past members of the NFA not involved in this research study. The participants were selected by using snowball or chain sampling. Snowball or chain sampling is a method used for locating information-rich key informants by asking respondents for additional interview subjects (Dooley, 2007; Patton, 1990). "These are individuals whose names come up repeatedly in talking to different well-situated people, and these selected individuals would make a highly credible sample" (Gall, Borg, & Gall, 1996, p. 234). This sampling style allowed me to find and interview the widest selection available of an aging and dwindling population of eyewitnesses to the NFA/FFA merger. As mentioned by Berg (2009), the key to creating an accurate narrative from oral histories is "locating a population of individuals who possessed firsthand information on the subject area" (p. 310). By beginning with the Georgia Retired Agriculture Educators, I was able to identify as many individuals as possible who lived in and experienced the era of the merger.

My role as the interviewer brought with it expectations of neutrality and objectivity if there is to be consistency and reliability in results and follow the prescribed methods of grounded theory. Even though the group being interviewed was older peers within my profession, each was an individual with his or her own unique background. I had to establish a rapport with each interviewee to eliminate anxieties, and become a competent performer within this simulated theater. A full understanding of verbal and nonverbal communication, acceptable alterations in speech and mannerisms, and appropriate interview techniques while using strong listening skills, natural insight, and intuition allowed me to put the interviewee at ease as they revealed the desired output (Berg, 2009; Marshall & Rossman, 2011).

Wakefield and Talbert (2001) explained that, “the period of merging between the FFA and NFA was a trying time for both, but justification was given for the purposes of the merger” (p. 96). Since the merger occurred on the heels of America’s Civil Rights Movement and within the southern United States, some interview subjects may feel awkward revealing the true sentiments of the time (Riessman, 1993). However, as interviewer, I assured them of their confidentiality and the importance of revealing the complete account of this crucial event in the FFA’s history.

During all of the interviews in the course of this research, all subjects were made aware of the purpose of the interview, and completed consent forms, allowing me to use their information. Each member of the group was interviewed on an individual basis through personal appointments. Using this strategy allowed me to probe the respondents’ memory without bias from other individuals. The semi-structured interview structure allowed me to ask probing questions and discuss each interviewee’s personal perceptions of the merger and the times that surrounded it. This tactic also revealed insights from individuals that were not expected.

According to Kvale (1996), it is during these interviews that analysis begins. First, those interviewed described the merger from their own viewpoints and revealed observations from that era. While participating in the conversations, the interviewees made new connections and correlations of the events of that time. During these interviews, I initially allowed the subjects spontaneity with responses without attempting to interpret or interfere with free-flowing ideas and memories. As thoughts emerged, I interacted with the subject, attempting to condense and interpret the true meaning of the interviewee's descriptions. Confirming or disconfirming the intended meaning of statements allowed me to identify themes and contradictions that exist, during what Kvale terms as a "self-correcting interview" (p. 189). After the interview was over, I transcribed it, delivered the transcription either through standard mail or email, and asked interview subjects to review it for any inaccuracies. At this time, individuals could also clarify any vague or misconstrued portions of their interviews.

Once the responses were gathered, further analysis began. Analysis in any qualitative research is the most difficult part. There are no pre-programmed computer spreadsheets that will deliver quick results that declare clear, unadulterated findings. Instead, the qualitative researcher must take great pains to analyze the content received, especially within interviews. Organization was essential in keeping ideas separated and easily accessible for evaluation and drawing conclusions (Berg, 2009). Thus, I continued analysis by interpreting my transcriptions of the interviews. Clarifications were made to the material, removing repetitious or superfluous information. This process of separating the essential from nonessential information also helped me to review each person's viewpoint as I scrutinized the gathered data for meaning (Hoepfl, 1997; Kvale, 1996).

Analysis continued as I used a variety of qualitative interview analysis methods or ad-hoc meaning generation. Determining the significance each person's responses required me to

condense the meaning of statements during the interview. Long statements were interpreted and abridged into shorter, pointed phrases that could then be coded, categorized, and quantified. The condensed narratives told by the interviewees, along with the written and printed data collected, were also combined to tell the story of the times surrounding the merger of the NFA and FFA. If questions arose or further clarifications were needed, I re-interviewed the subjects via phone to more clearly explain the issues revealed during analysis (Kvale, 1996).

Document Evaluation Methods

To triangulate my findings, documents from the defacto National NFA Headquarters (which still archives much of the history through post-merger times), and data collected by Dr. Dexter Wakefield—the leading researcher and expert on the NFA—was evaluated. According to Hesse-Biber and Leavy (2008), “a document may be defined as any symbolic representation that can be recorded and retrieved for description and analysis” (p. 127). Historical research methods were utilized to accomplish the objectives of this study. Therefore, both primary and secondary sources were employed to obtain the information needed. Meyers (1997) stated, “in anthropology and sociology it is a common practice to distinguish between primary and secondary sources of data. Generally speaking, primary sources are those data which are unpublished and which the researcher has gathered from the people or organization directly. (p. 9).

My primary sources included letters, documents, federal law, minutes of meetings, and bulletins. Secondary sources included books, journal articles, doctoral dissertations, master theses, and magazine articles.

At the North Carolina A & T State University libraries, all boxes that were marked representing the NFA were placed on reserve by the archive custodian. Additionally, letters from individuals involved in the NFA and FFA were retrieved and copied for validity purposes.

Official documents referencing the origins of the NFA; logistics of the NFA such as ceremonies, conventions, relationships between members of the NFA, FFA, and the federal government, and NFA minutes; and the proposal of the union of the NFA and the FFA were copied. The secondary sources of collecting data included books written by past members and agricultural educators of the NFA, journal articles, doctoral dissertations, and magazine articles collected from various libraries and resources. Field notes were utilized for reference purposes, documenting the resources available at the archives that mention NFA history and the NFA/FFA merger.

Evaluation of both the primary and secondary content was handled systematically, so that I could identify themes and meanings from these two other sources for comparison with each other and the interviews. During this evaluation, I was searching for underlying meanings, themes, patterns, processes, and other indicators in a reflexive method similar to the evaluation of the interviews. The primary aim of this analysis was to create criteria that were transparent and accurate enough that another researcher could pick up the same data and extrapolate the same inferences, ensuring reliability and validity (Berg, 2009; Hesse-Biber & Leavy, 2008).

Every document evaluated was some form of communication, from newspaper articles meant to reach the general public to memos meant to reach a specific group of educators, and each of them may have revealed another aspect of the NFA, FFA, and the merger. Every communication, oral or written, was analyzed to identify the message being sent, who that message was intended to reach, and who the creator(s) of the message was (Berg, 2009; Brown, 2006). Documents take on their full meaning when these factors are fully understood and, at times, offer insight into the intended audience or sender versus the actual message itself. During initial analysis of these documents, in-vivo codes, terminology used within the documents, was utilized to explore and explain the perceptions of the FFA Members and Advisors during the

merger. Subsequently, I searched these documents for sociological constructs that helped to define the times and atmosphere of the era, enriching the findings through a broader social framework (Berg, 2009).

During evaluation of the documents, I developed analysis categories through both inductive and deductive means. With little previous research available about the FFA's perspective of the merger, I studied most documents with an open mind, allowing major themes to emerge throughout the bulk of the data. Some categories were established deductively through evaluation of data that was predominantly from the NFA's point of view. Using similar themes in some cases allowed some continuity between the two organizations' perspectives. Developing categories in this manner allowed me to relate or ground my categories to the collected oral and written data, strengthening the development of my narrative (Berg, 2009; Thorne, 2000).

Data Analysis

Credibility

The terms internal validity, external validity, reliability, and generalizability were born of the quantitative genre of research but do not fit within the realm of qualitative research (Dooley, 2007; Freeman, deMarrais, Preissle, Roulston, & St. Pierre, 2007). Instead, the researcher must first begin with the basic premise of credibility. Qualitative research stems from the researcher's attempt to understand the constantly changing world around him. He cannot show facts and figures that prove or disprove a given hypothesis. Instead, it is up to the researcher to reveal the steps taken during the qualitative process, so that peers can evaluate the worth of his product (Caelli, Ray, & Mill, 2003). He must have a "philosophical belief in the value of qualitative inquiry, that is, a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, purposeful sampling, and holistic thinking" (Patton, 1999; p. 1190). Labuschagne

(2003) said that “the reliability criterion for qualitative research focuses on identifying and documenting recurrent accurate and consistent (homogenous) or inconsistent (heterogeneous) features as patterns, themes, world views, and any other phenomena under study in similar or different human contexts” (p. 103). Thus, as reported by Caelli, Ray and Mill, (2003), research reports aiming for credibility as generic qualitative research must address the following four key areas:

1. the theoretical positioning of the researcher,
2. the congruence between methodology and methods,
3. the strategies to establish rigor, and
4. the analytic lens through which the data are examined (p. 5).

Moreover, Kvale (1996) described validity implemented at stages during the research. In this summary, validity is practiced throughout the inquiry.

1. *Thematizing*. The validity of an investigation rests on the soundness of the theoretical presuppositions of a study and on the logic of the derivations from theory to the research questions of the study.
2. *Designing*. The validity of the knowledge produced depends on the adequacy of the design and the methods used for the subject matter and purpose of the study. From an ethical perspective, a valid research design involves beneficence – producing knowledge beneficial to the human situation while minimizing harmful consequences.
3. *Interviewing*. Validity here pertains to the trustworthiness of the subjects' reports and the quality of the interview itself, which should include a careful questioning as to the meaning of what is said and a continual checking of the information obtained as a validation in-situ.

4. *Transcribing*. The question of what constitutes a valid translation from oral to written language is involved in the choice of linguistic style for the transcript.
5. *Analyzing*. This has to do with whether the questions put to an interview text are valid and whether the logic of the interpretations is sound.
6. *Validating*. This entails a reflected judgment as to what forms of validations are relevant to a specific study, the application of the concrete procedures of validation, and a decision on what the appropriate community is for a dialogue on validity.
7. *Reporting*. This involves the question of whether a given report is a valid account of the main findings of a study, as well as the role of the readers of the report in validating the results. (p. 237)

Hence, validation is a prerequisite in all aspects of the inquiry.

Theoretical positioning centers on why the researcher chose the subject for study, including his purpose, predispositions, and beliefs. Patton (1999) stated that credibility of the work stems directly from “the credibility of the researcher, which is dependent on training, experience, track record, status, and presentation of self” (p. 1190). It is important to be aware of this subjectivity and to reflect on it throughout the research and remain critical. Subjectivity of "worldview" also introduces bias in research. Bias in this context means the tendency to focus on certain points of view more than others (not the criticism that the research is not objective). One potential problem here was that the values of the researcher, i.e. previously held ideology, being a white educator interviewing other white educators, may influence the enquiry. These prejudices can not only influence the direction in which the research leads, but also open up the possibility of misjudgments or mistakes. The researcher must then merge methodology and methods. Methodology, in this case, refers to the theoretical framework through which the researcher

focuses on the subject to be studied. Within that framing are multiple tools and methods, which can aid the researcher in attaining the knowledge sought. Only by making sure that both the frame and the tools used are harmonious does the researcher create a clear picture of his results. Patton (1999) further warned that “when methods decisions are based on some universal, political mandate rather than on situational merit, research offers no challenge, requires no subtlety, presents no risk, and allows for no accomplishment” (p. 1208).

Rigorous strategies within the given methodology enable the reader to feel confident in the credibility of the research. Patton (1999) further emphasized this fact, stating that “rigorous techniques and methods for gathering high-quality data...are carefully analyzed, with attention to issues of validity, reliability, and triangulation” (p. 1190).

In following the advice of Patton (1999) and other researcher to employ rigorous techniques, the innercoder reliability was assessed. Intercoder reliability, defined as “the extent to which independent coders evaluate a characteristic of a message or artifact and reach the same conclusion” (Lombard, Synder-Duch, & Bracken, 2002, p. 589), is an essential principle for authenticating subjectively-coded data that is assessed widely throughout the social sciences. Moreover, intercoder reliability is often positioned as a component of content analysis, a standard method of summarizing the substance of a set of mediated messages. In this context, it assesses the degree to which two or more coders agree on their evaluations of a group of messages.

Used in other scholarly fields as well and in general the concept, intercoder reliability applies to any research that relies upon the subjective judgments of multiple trained coders. Usage differences between scientific disciplines aside, intercoder reliability is recommended as a methodological safeguard against measurement error and incoherent operational definitions in textual analysis.

In order to employ a method that would calculate intercoder reliability the code book was given to a graduate student at Auburn University to check for code agreement. Additionally, the program ReCal (Freelon, 2010) was utilized as a method of calculating reliability. The researcher utilized ReCal to apply the Web service concept to intercoder reliability, given that it is comprehensive and fully-featured. In order to appropriately situate the role of Web-based intercoder reliability calculators within the universe of intercoder reliability software, it will be necessary to discuss the relevant programs first. As mentioned previously, most general-purpose statistical programs offer few intercoder reliability calculation options for nominal data if they offer any at all. SPSS, STATA, and SAS all contain built in functions to calculate Cohen's κ only. Moreover, the licenses for these applications can be expensive and potentially prohibitively for individuals of limited financial means. For researchers on a budget, free reliability-calculating programs have in recent years offered viable alternatives to the larger statistical packages.

In order to expound the practical developments of ReCal, this section describes what it does and contrasts its functions with those of comparable applications. The most important characteristic to note about ReCal at the outset is that it is intended for data sets that have been coded by two coders. For this reason, ReCal2 allows users to calculate reliability for more than one variable on a single execution for the sake of convenience.

For the sake of simplicity, ReCal calculates all of the coefficients it offers on each execution; that is, it does not offer users the option to choose which coefficients they want to calculate. ReCal's results page displays percent agreement, Krippendorff's α , Fleiss' κ , Cohen's κ (all pairwise κ s as well as their combined average). In addition, each module presents a few basic descriptive statistics and execution details: the number of columns, rows, coders, cases, and

decisions, as well as the file's size in bytes. ReCal also reports the number of agreements and disagreements per variable.

In examining the analysis for intercoder agreement for this project, the ReCal data file consists of two columns and twenty rows of numerical findings (Table 1).

Table 1. ReCal Alpha for 2 Coders

	Percent Agreement	Scott's PI	Cohen's Kappa	Krippendorff's Alpha	N Agreements	N Disagreements	N Cases	N Decisions
Var.1 (cols1&2)	90%	0.843	0.844	0.85	18	2	20	20

Thus, ReCal would consider this file to contain one variable with twenty units of analysis coded by two judges. This variable contains three possible coding categories (represented by the recurring numbers 0, 1, and 2). The formula for percent agreement between two coders is simply the number of times they agreed divided by the total number of units of analysis, and can be easily calculated for the example data. The two coders (the researcher and the student coder) disagree on only two units; hence, we agreed 90% of the time.

An analytic lens refers to how the researcher connects with his data within boundaries and expectations established within the methodology chosen (Caelli, Ray & Mill, 2003; Dooley, 2007). Thorne (2000) summarized the ebb and flow of the qualitative analysis process, stating that the strategies that the researcher uses to collect or construct data, and the understandings that the researcher has about what might count as relevant or important data in answering the research question, are progressions that induce the data. Analysis occurs when using specific analytic strategies to transform the raw data into a fresh and comprehensible illustration of the thing being analyzed.

Figure 1 shows the conceptual framework for agricultural educators during qualitative research, clearly depicting the interactivity of each portion.

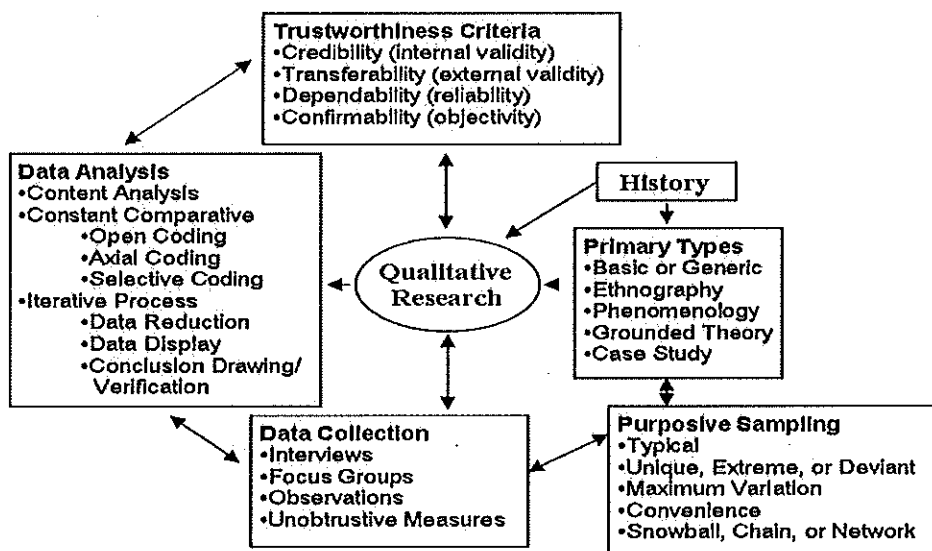
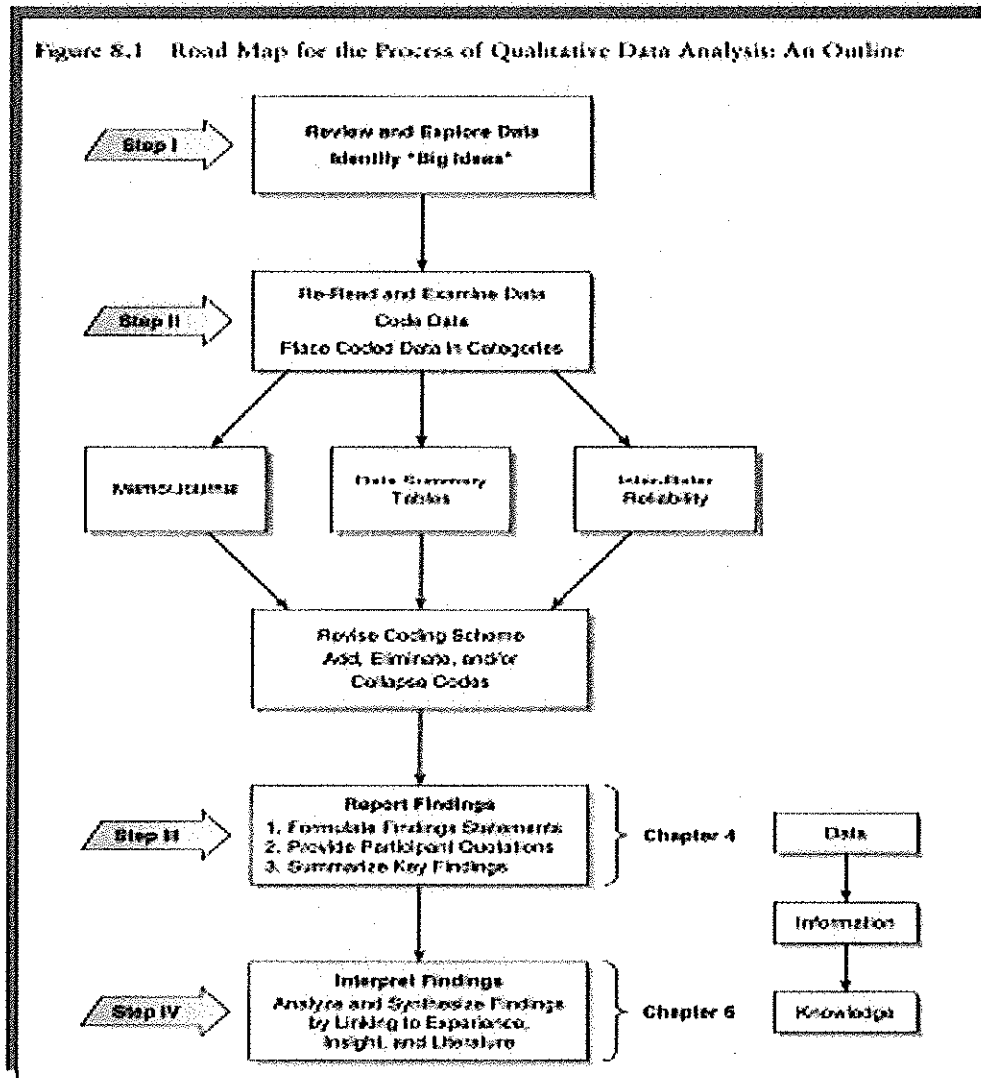


Figure 1. A qualitative research conceptual framework for agricultural educators (from Dooley, 2007).

Moreover, Bloomberg and Volpe (2012) systematically illustrate in Figure 2 a roadmap for data analysis of qualitative research.



SOURCE: This figure first appeared in Bloomberg, L. D. (2007). *Uncovering qualitative inquiry: Context and process* (Part II). Unpublished manuscript.

Figure 2. Road map for the process of qualitative data analysis: An outline (Bloomberg & Volpe, 2012)

Thus, during analysis, I centered my research and efforts within a grounded theory approach that required me to delve into as many sources and as much data as possible to add the detail and depth desired to give a comprehensive, organized, and thoughtful narrative of the merger (Dooley, 2007; Jones, White, & Larke, 2009; Patton, 1999; Thorne, 2000). Meyers (1997) reminded researchers that “the common thread is that all qualitative modes of analysis are

concerned primarily with textual analysis (whether verbal or written)” (p. 10). I continued to remember the focus of the study, developing a narrative of the NFA and FFA merger from the perspective of FFA members and advisors, so that vital details could be identified and used to reveal the answers desired, carefully monitoring any biases or presuppositions that I may have had (Merriam, 2002). As stated by Dooley (2007), “the researcher reads the entire set of data and immerses in it holistically” (p. 37). I was persistence to review the interview transcripts and other data sources accumulated during my research. Triangulating my findings between these multiple sources ensured the link of methodology and methods. Finding those documents and interview responses that revealed the FFA’s viewpoint of the merger required rigor and attention to every detail, because most data gathered centered on the NFA. Any central themes that emerged were immediately noted, so that all ideas and reports were explored through an active analytical response. Through careful research, I began to share in the experiences of the organizations’ merger and created a credible account for others to understand (Berg, 2009; Caelli, Ray & Mill, 2003; Clandinin & Connelly, 2000; Dooley, 2007; Thorne, 2000).

Transferability

Transferability is the qualitative equivalent of quantitative research’s external validity or generalizability (Dooley, 2007). Qualitative research, including historical narratives, consists of three levels of transferability. On the first level, a researcher must exhibit a high quality of work while exploring, questioning, and summarizing the events revealed during development. At this level, the researcher reveals his facility of the subject matter. On a deeper, second level, the researcher assures the validity of research by discussing observations to clarify that the narrative presented represents the event completely without bias from the researcher. Finally, on the third and most personal level, the researcher must go beyond the mainstream expectations, using his own practical perception of validity to guide his actions (Kvale, 1995).

To answer these validity requirements, I established my set of questions, revisiting them, if needed, as I continued researching this momentous era in the NFA's and FFA's history. My goal was to include as complete a narrative history of the event from the perspective of FFA members and advisors as possible. I made great efforts to preserve the entire essence of interviews and information without fracturing or overly dissecting the dialogue and events depicted, taking pains to eliminate my own preconceptions (Brown, 2006; Riessman, 1993). During the entirety of my research, I continued to communicate and discuss the ideas and concepts discovered with peers, experts, and interviewees who could confirm or further enlighten my own observations and perceptions (Marshall & Rossman, 2011). Triangulation of written documents and interviews also helped to solidify the historical concepts observed (Berg, 2009). With such a small and declining group of interview subjects, I felt that it was my duty to gather as much information from as large a variety of sources as possible to get the complete picture of the merger times. Additionally, feedback was sought from "others, knowledgeable in the field" as was suggested by Kavale (1996), Lincoln and Guba (1985), and Patton (1990). This inborn drive to fully explain these times kept me on track, utilizing my own pragmatic viewpoint of maintaining the transferability and establishing the dependability of my work (Dooley, 2007). An incomplete or biased account of this event would only diminish the importance of this momentous event that shaped the FFA into the organization that it is today.

Writing the Narrative

Meyers (1997) defined narrative as a "tale, story, recital of facts, especially story told in the first person" (p. 12). "In Latin, the noun *narratio* means a narrative or a story, and the verb *narrare* means to tell or narrate. A narrative is a story that tells a sequence of events that is significant for the narrator, or for her or his audience" (Moen, 2006, p. 60). There are multiple

types of narrative, from oral to historical, with each having its own purpose, worth, and value (Meyers, 1997). As a qualitative researcher, the goal of my narrative research was to allow the reader to gain a new understanding of the NFA/FFA merger from the FFA perspective. This narrative was a collaborative effort between my research subjects and I, fixed in written prose with, unfortunately, inevitable story gaps that could not be filled completely regardless of my research attempts. “Qualitative data analysis is an attempt to summarize data collected from multiple sources in a dependable and accurate manner” (Bloomberg & Volpe, 2012). This narrative will then be viewed by others’ interpretive lenses who may offer differing interpretations (Moen, 2006). Patton (1999) reminded qualitative researchers that “the qualitative researcher or evaluator has a responsibility to think about the problem, make a decision about how to handle it in the field, and then attempt to monitor observer effects” (p. 1203). Merriam (2002) further induces to qualitative researchers that the result of qualitative inquiry is richly descriptive using words and pictures unlike quantitative research where numbers are used to convey what the researcher has gathered in the inquiry of a phenomenon.

These quotes and excerpts came from documents and interviews that tell the story of the merger from the FFA perspective. My task was to create a narrative from these stories. Riley and Hawe (2005) stated that “narratives come from the analysis of stories. Therefore, the researcher’s role is to interpret the stories in order to analyze the underlying narrative that the storytellers may not be able to give voice to themselves” (p. 227). Thus, the end product of my research—the historic narrative—used rich, thick description reinforced with extracts and quotations that help the reader to immerse themselves in the viewpoints and times surrounding the event. To accomplish this goal, I had to tell the complete story of the merger from the white agricultural educator/ FFA advisor perspective. To create this in-depth story, Greenhalgh, Russell, and Swinglehurst (2005) gave the following guidelines:

- (a) Stories are perspectival. They are told subjectively from the viewpoint of the narrator, thus drawing attention to the individual rather than the institution.
- (b) Stories make sense of experience. The structuring devices of time and plot retrospectively align events and actions so as to modify mental schemas.
- (c) Stories are non-linear. They convey multiple and complex truths, depicting events as emerging from the interplay of actions, relationships, and environments.
- (d) Stories are embedded in a context. A particular story about what went on in an organization is nested within an over-arching meta-narrative of “what tends to go on around here.”
- (e) Stories have an ethical dimension. They depict both acts and omissions, reflecting society’s expectations about what a “good doctor” or “good daughter” should have done in such circumstances.
- (f) Stories bridge the gap between the formal codified space of an organization (roles, job descriptions, and lines of accountability) and informal uncoded space (relationships, feelings, "unwritten rules," and subcultures).
- (g) Stories offer insights into what might have been...the imaginative reconstruction of the end of a story allows us to consider different options for change.
- (h) Stories are action-oriented, depicting what people did (and what happened to them), and also igniting and shaping their future action.
- (i) Stories are inherently subversive since...they embrace the tension between the canonical (i.e. an organization’s standard routines and procedures) and the unexpected (i.e., new ways of thinking and working).
- (j) Leadership is related to storytelling. “Leaders are people who tell good stories, and about whom good stories are told.” (p. 444)

These guidelines were further emphasized by Labuschagne (2003) who stated:

the word qualitative implies an emphasis on processes and meanings that are rigorously examined, but not measured in terms of quantity, amount, or frequency. Qualitative methods typically produce a wealth of detailed data about a much smaller number of people and cases. Qualitative data provide depth and detail through direct quotation and careful description of situations, events, interactions and observed behaviors.” (p. 100)

Using these ideals, I wrote from the perspective of an FFA Advisor, revealing the story of the merger to readers. Stories from interviews and documents were included throughout the narrative to help reveal the complex views, actions, tensions, and relations that occurred during this era. As stated by Clandinin and Connelly (2000), “the stories we bring as researchers are also set within the institutions within which we work, the social narratives of which we are a part, the landscape on which we live” (p. 2). The FFA landscape within this era will be revealed for future generations to understand.

Summary

To create a narrative of the merger of the NFA and FFA from the white teachers’ and FFA’s perspective, qualitative triangulation is the best framework to utilize while accessing multiple sources of data to ascertain the entirety of the story to be depicted. Qualitative research is the genre that best enables researchers to identify, interpret, and define aspects of nature and culture in a holistic fashion. Even though agriculture education has not fully embraced this form of research, it is the best choice for this subject.

To triangulate my findings, interviews with the Georgia Retired Agriculture Educators, documents from the defacto National NFA Headquarters still located at North Carolina A & T in Greensboro, North Carolina, and data collected by Dr. Dexter Wakefield and Dr. Antoine Alston, leading researchers and experts on the NFA were used as primary and secondary sources.

During this research, some of the topics may have been regarded as volatile subjects by some, the merger—and the actions and perceptions surrounding the merger—are a part of the FFA Organization’s history and, thus, its persona. As with any organization, all of the portions of its history, no matter how controversial, are necessary to encompass its whole identity.

In addition to the triangulation discussed above, results and assumptions in the present study were evaluated and discussed with the dissertation chair and expert in the merger of the NFA, Brian Parr and with others knowledgeable in the merger such as teacher-educators Dr. Jason Peake and Dr. Antoine Alston who probed for negative examples and suggested alternative assumptions in regards to coding categories and conclusions at which the study arrived. Both Kvale (1996), Lincoln and Guba (1985) and Patton (1990) underscore the importance of receiving feedback as well as incorporating it into the methods of the study, the feedback given from these “others knowledgeable” were incorporated into the examination and revision of the study.

Interviewing the Georgia Retired Agriculture Educators in a snowball sampling method enabled me to speak directly to those who lived through and experienced these controversial times. This aging and declining population of actual observers offered insights beyond the other data collected. Semi-standardized interviewing helped to create a flexible but structured method of gathering the desired information while allowing some spontaneity of ideas. An interview guide was utilized as I set up and conducted individual interviews with each subject. Each interview subject completed consent forms, and was informed of the purpose of the interview and research both in writing and verbally. While conducting the interviews, I established a rapport with my subjects, ensuring them of anonymity and of the worth of their genuineness in depicting the events and views of the times in question. The interviews allowed me to interact with my subjects, clarifying meanings and drawing out ideas. Afterward, I transcribed the

interview, calling the interviewee for further clarification, if necessary. During the analysis preparation, organizing transcripts, ideas, and information enabled me to better scrutinize and triangulate my data.

Analyzing the documents obtained from the defacto National NFA Headquarters required me to travel to and retrieve copies of helpful data. This data ranged from articles and doctoral dissertations to personal letters and convention proceedings. While searching through these documents systematically, I evaluated the meanings and ideas revealed by them, taking into account who authored them and who their intended audience was. During this time, I developed categories to help organize this complex and multifaceted historical time.

The analysis of the data collected, interviews and documents, centered on credibility and transferability. Credibility centered on how I handled the research process. Peers assessed my training and adeptness as a researcher, my chosen methodology and methods, the rigor used to dissect and analyze my data, and my final analysis. Transferability was accomplished through exploring, questioning, and summarizing all events without bias to create a deeper understanding of the merger. As I studied the era holistically, this historic narrative revealed the FFA's perspective.

When penning the narrative, I revealed the events that led up to the merger while maintaining the FFA's perspective. It encompassed all the data, including excerpts and quotations, to create a clear picture of the times. I gave a collective voice to each of my sources that goes beyond what one individual source could offer, so that others could better understand and immerse themselves in the NFA/FFA merger.

Institutional Review Board

Federal regulations and Auburn University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. A request was made for approval of this study (see Appendix I & II).

Population

The population for this study included individuals who were previously involved in the NFA and FFA prior to the merger in 1965. According to Creswell (2009), “the idea behind qualitative research is to purposefully select participants or sites or documents that will best help the researcher understand the problem and the research question” (p. 178). Additionally, teacher educators that have extensive knowledge in this field were also targeted. Targeting individuals within the guidelines described by Creswell (1998), the population consisted of a minimum of 10 participants and a maximum of 25.

Timeline

Fall 2010: Develop proposal and submit for approval, submit IRB form, develop instrument to guide interviews.

Spring 2011: Contact potential participants

Summer and Fall 2011: Collect data

Spring, Summer, Fall 2012; Spring 2013: Analyze data, write up results

CHAPTER IV

DATA

Qualitative Analysis: Summative Report

Data Analysis

The researcher's objective was to identify themes and subthemes extracted from 14 interviews. Each interview was viewed as a single event; each interview was considered individually in the analysis. Common themes and subthemes were identified across the data. The frequencies of the themes mentioned were not collected as scientific data. Rather, it is presented for illustration purposes as common occurrences.

The process of data analysis involves "making sense out of text and data...and preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data" (Creswell, 2009, p. 183). The researcher searched for patterns, themes, and dimensions in the data through analysis of the interviews, coding of the data, and further analysis as themes and patterns emerged. The researcher's goal was to describe the participants' subjective experiences and views.

The first level of identification occurred during the initial review of each interview transcript. Upon receiving the transcripts, the researcher read each transcript, analyzed the data for each interview, and then conducted coding utilizing NVivo 9 software, which is an analytic tool to facilitate the coding of qualitative data.

The researcher used *open coding*, which Corbin and Strauss (2008) described as “open[ing] up the data to all potentials and possibilities contained within them” (p. 160). Using open coding, I thoroughly reviewed the data contained within the data set before beginning to group and label concepts. The process of coding involved taking the raw data and pulling out concepts and then grouping them into themes. The data analysis process included the following steps:

1. Reviewing all interview transcripts as well as documents gathered
2. Importing the data into NVIVO,
3. Coding the data in NVIVO using open coding,
4. Defining the properties of the dominant themes,
5. Creating subthemes, when needed.

The resulting themes are described in the summary of the research findings.

Validity, Trustworthiness, and Reliability

The researcher ensured the validity, trustworthiness, and reliability of the research study through employing various mechanisms. Qualitative validity, according to Creswell (2009), means that the researcher checks for the accuracy of the findings by employing certain procedures (p. 190). Validation of findings in qualitative research occurs throughout the steps in the process of the research (Creswell, 2009). The researcher did a continual check during the coding process to ensure that coding did not drift from the original intent as the coding process evolved.

The researcher used an electronic codebook within NVivo 9.0 to code the data. As only one researcher was responsible for analyzing the data, there was no need to cross-check for intercoder agreement.

Coding

The coding process identified a total of nine primary themes. Several primary themes were further classified into subthemes. The findings are summarized and exemplary quotes from the interviews are used to illustrate the themes and subthemes.

Results

This section includes tables summarizing the definition of the identified themes, the frequency of occurrence for the themes and subthemes, as well as the number of interviewees that mentioned a specific theme and subtheme. As reflected in Table 2, the primary themes were impact of merger on the atmosphere, views of the merger, how Black teachers were viewed, how Black students were viewed, perceptions of the FFA and the NFA, perceptions of the merger goals and accomplishments, perceived barriers to merger success, merger was inevitable, and merged for survival. There were also subthemes; they will be discussed as well.

Table 2

Themes and Subtheme Definitions

Theme	Definition
Impact of merger on the atmosphere	
<i>Merger was tense</i>	Merger led to a tense, hostile, and difficult atmosphere
<i>No choice/forced</i>	There was no choice; stakeholders did as they were told; mandates were followed
<i>Air of uncertainty</i>	Merger led to feelings of uncertainty
Views of the merger	
<i>Economic benefits</i>	Merger was economically beneficial
<i>Resentment and reservations</i>	Stakeholders resented the merger and expressed reservations about it
How Black teachers were viewed	
<i>Black teachers were under-prepared</i>	Black teachers were under-prepared to teach Whites
<i>Black teachers were prepared</i>	Black teachers were prepared to teach Whites
<i>Black teachers were better prepared to teach Blacks</i>	Black teachers were better prepared to teach Blacks

<i>Black teachers were effective</i> <i>No teacher differences</i>	Black teachers were effective educators No differences between Black and White teachers
How Black students were viewed <i>Black students not receptive</i> <i>Black students felt AG was stigmatizing</i> <i>Different resources</i> <i>No student differences</i>	Black students were not receptive to White teachers Black students felt AG was stigmatizing or demeaning Black and White students had different resources and levels of preparation No differences between Black and White students
Perceptions of the FFA and the NFA <i>FFA was superior to the NFA</i> <i>NFA lacked resources</i> <i>NFA lacked leadership</i> <i>FFA and NFA were comparable</i>	FFA was superior to the NFA Perceptions that the NFA lacked adequate resources Perceptions that the NFA lacked effective leadership FFA and NFA were comparable organizations
Perceptions of the merger goals and accomplishments <i>Merger helped Blacks</i> <i>Merger helped no one</i> <i>Merger was harmful</i>	Merger helped Blacks Merger did not help anyone Merger was harmful to the field and individuals
Perceived barriers to merger success <i>Racial diversity</i> <i>Resistance to change</i> <i>Lack of barriers</i> <i>Segregation</i>	Racial diversity was a barrier People's resistance to change was a barrier There were a lack of barriers The legacy of segregation and self-segregation were barriers
Merger was inevitable Merged for survival	The merger was inevitable Merger was needed for the survival of the NFA or FFA

Note. Subthemes are italicized.

Table 3 shows the frequency with which the themes appeared across interviews and across the data.

Table 3

Frequency of Themes and Subthemes

Theme	Number of interviewees mentioning this theme	Total exemplar quotes
Impact of merger on the Atmosphere		
<i>No choice/forced</i>	12	23
<i>Merger was tense</i>	5	9
<i>Air of uncertainty</i>	3	4
Views of the merger		
<i>Resentment and reservations</i>	6	8
<i>Economic benefits</i>	1	1
How Black teachers were viewed		
<i>Black teachers were effective</i>	10	17
<i>Black teachers were under-prepared</i>	8	12
<i>Black teachers were prepared</i>	8	11
<i>No teacher differences</i>	8	8
<i>Black teachers were better prepared to teach Blacks</i>	3	4
How Black students were viewed		
<i>Black students felt AG was stigmatizing</i>	8	9
<i>No student differences</i>	6	6
<i>Different resources</i>	4	6
<i>Black students not receptive</i>	3	4
Perceptions of the FFA and the NFA		
<i>FFA and NFA were comparable</i>	7	7
<i>FFA was superior to the NFA</i>	7	7
<i>NFA lacked leadership</i>	2	2
<i>NFA lacked resources</i>	1	2
Perceptions of the merger goals and accomplishments		
<i>Merger was harmful</i>	4	5
<i>Merger helped no one</i>	4	4
<i>Merger helped Blacks</i>	3	2
Perceived barriers to merger success		
<i>Resistance to change</i>	6	9
<i>Racial diversity</i>	6	8
<i>Segregation</i>	4	5
<i>Lack of barriers</i>	4	4

Merger was inevitable	14	25
Merged for survival	10	12

Impact of Merger on the Atmosphere

The most frequently occurring theme was *impact of merger on the atmosphere*. The exemplar quotes for this theme were further classified into three subthemes: (a) *no choice/forced*, (b) *merger was tense*, and (c) *air of uncertainty*.

No choice/forced. This subtheme was defined as no choice in the mergers; stakeholders did as they were told and mandates regarding the merger being followed. It was mentioned 23 times in 12 interviews. The feeling that the merger was forced was common. Interviewee 10 shared,

I think our leadership...and I mean Mr. (J. Lamar) Branch did a really good job of getting the two organizations together....from you know...well handling it as it came down from the federal government. He realized that it was going to happen and we had to implement it.

Interviewee 12 stated, "It was seen as a forced issue. It was artificial and we saw it as bad." He later elaborated on the nature of the forced merger, "There are some that would say yes it was....while I'm sure others would argue differently. The timing was established by the Department of Education and...well, we had to meet their timetable, not ours."

Interviewee 13 shared his experience, "This was something that was being forced upon us and on the colored teachers as well." He later indicated the following,

There was no doubt that it was a forced issue. It was either us or them. We knew that the idea of merging was another word for integration...

I see the merger as being a whole lot like the implementing of No Child Left Behind, it was something that had to be done and the date was set.

Another example was given by Interviewee 14; “There was not any celebrations.....on our part or on the part of the black teachers either. Forced is really the best way to describe it.”

In a final example, Interviewee 2 stated,

... We were told to merge and we did what we were told. Back then, you didn't question the leadership, you just did as you were told. And, area and state leaders in Ag Ed were much stronger than they are now, so following the direction of the state leaders was important if you wanted to keep your job.

Merger was tense. This subtheme gave light to the merger as leading to a tense, hostile, and difficult atmosphere. It was mentioned nine times in five interviews. Interviewee 10 reflected, “The turmoil during that time between Blacks and Whites was also an obstacle to making the merger successful.” He further explained, “Those days prior to and just after the merger was some really difficult times. I don't know how it could have been done, but I wish we could have carried it out in a different way.” Interviewee 1 described the tension as coming from Blacks and Whites, “There was animosity on both sides; White teachers as well as Black teachers rejected the idea.” Interviewee 3 described the atmosphere of the merger as follows, “It was very much seen as a hostile environment.” Interviewee 4 stated

“Well, you know how most people in the south felt about integration and so, when it happened we did what we were told to do.....to merge. There wasn't really that much that went on as far as discussion. And there wasn't that much that went on between the two organization, they just merged into the FFA.”

Interviewee 5 stated: “bear in mind that these were some turbulent times in society and there was resentment in the south from forced integration and this move was seen as another step in that direction.”

Another revelation came from Interviewee 1, “There were approximately 100 white educators and 50 black educators and they would meet in different rooms during scheduled area meetings.”

In a final example, Interviewee 7 stated, “There was certainly some strife as we sorted out the 'how' of how we were going to accomplish the merger.”

Air of uncertainty. Examination of this subtheme illustrated how the merger led to feelings of uncertainty. It was mentioned four times in three interviews. For example, Interviewee 11 simply stated, “There was a lot of uncertainty.” Interviewee 12 shared, “From an educator’s point of view, it was very uncertain from the time that we heard discussions had begun on the merger. Not knowing how it was going to turn out caused ...uh for me some anxiety.” Interviewee 2 revealed:

“We didn’t want to have anything to do with them and we got the same feeling from the black educators. So, it was not a celebrated occasion. I was at the national convention in 1965 and everything went according to the script there but that was the only time.”

Interviewee 6 described his feelings of uncertainty in the following manner, “As prejudiced as a Southerner is, and I put myself in that category, I had my doubts. We had thoughts that there would be problems with students getting along. But, we were wrong.” Interviewee 11 further divulged: “We knew that there was going to be a come together, what we didn’t know was how it would turn out.”

Views of the Merger

Examination of the subsequent theme was *views of the merger*. The exemplar quotes were further classified into two subthemes: (a) *resentment and reservations*, and (b) *economic benefits*.

Resentment and reservations. Stakeholders resenting the merger and expressing reservations about it emerged as the next subtheme. It was mentioned eight times in six interviews. Interviewee 11 mentioned, "I knew a lot of my counterparts in the south had a strong resentment toward their Black counterparts." Interviewee 11 shared, "I think it was more of an air of resentment. This was something that was being forced upon us and on the colored teachers as well. I think resentment is the best term to describe it." He later expanded by saying, "I also think that the resentment from being forced to merge was a huge barrier." Interviewee 14 felt that "Black and White resented this move; it was an end of an era for both us and the NFA." In a final example Interviewee #9 reflected, "We didn't really want to quote 'merge.' We felt like the action taken was something artificial that the government was forcing on us...so there was some resentment and reluctance to change."

Economic benefits. The participants mentioning the merger as economically beneficial was the next subtheme. It was only mentioned one time in one interview. Interviewee 6 shared, "Well, I won't say forced caused at that time my kids were in school, too. You had one bus that came by and picked up the White kids and right behind or in front of that bus was another one that picked up the Black kids. So, from an economic sense, it...it just didn't make sense. We knew the reality of it and it had to happen. The economics of it was they had to merge."

How Black Teachers Were Viewed

Concluding Research Question 1 was *how Black teachers were viewed*. The exemplar quotes for this theme were further classified into five subthemes: (a) *Black teachers were effective*, (b) *Black teachers were under-prepared*, (c) *Black teachers were prepared*, (d) *no teacher differences*, and (e) *Black teachers were better prepared to teach Blacks*.

Black teachers were effective. Black teachers' being effective Ag educators was the next subtheme to evolve. It was mentioned 17 times in 10 interviews. Many felt that Black teachers were effective and role models. Interviewee 10 stated, "Their preparation was different because their program was different. I do feel that each black educator that I worked with from that era was a good person and an excellent role model for their students." He later explained, "Those teachers...the black teachers had a way of reaching their students that we didn't." Interviewee 1 felt similarly, "They were excellent in preparing officer candidates and leadership events such as public speaking. They really got the job done with their students and appeared to be a beacon of light in their communities and were well respected." Interviewee 2 shared, "They were there all the time and they were really good teachers. West of the Flint River there were large populations of Blacks and there were Black teachers at those schools; good teachers." Furthermore, Interviewee 1 explained, "They were excellent in preparing officer candidates and leadership events such as public speaking. They really got the job done with their students and appeared to be a beacon of light in their communities and were well respected." In a final example of this subtheme Interviewee 4 said, "They did a really good job of managing their students and maintaining discipline in their classrooms."

Black teachers were under-prepared. Black teachers being under-prepared to teach Whites occurred as the next subtheme. It was mentioned 12 times in eight interviews. Interviewee 13 shared his feelings, "I didn't think that the colored teachers were going to be able

to handle the resentment of the move. I really felt that the White students were going to present a real challenge for those Black teachers.” Interviewee 1 said, “They were not as successful at reaching White students just as we were not successful at reaching the Black students.”

Interviewee 3 explained, “We also had some Black teachers that wasn’t good and they seem to show up more.” Interviewee 9 indicated, “I really didn’t think that the black educator would be effective in the white schools. I had a problem with it from several different levels. Black teachers, I felt like, could not connect with the white students.” Interviewee 4 summarized, “I personally felt that they were inadequate in their training and schooling; they had never taught White students before.”

Black teachers were prepared. Black teachers being prepared to teach Whites was the next subtheme. It was mentioned 11 times in eight interviews. Interviewee 12 shared his experience with a well-prepared Black Ag educator, “I knew the Black Ag educator in our school system and knew that he had a good program. After the merger, I had the chance to work really close with him and I had a better appreciation of him.” He further stated, “Well, that would be hard to say. I think that there were some really good Black Ag teachers which would lead me to believe that they were well trained.” Interviewee 14 had similar feelings, “My perception was that they had adequate training and were professionals like us, just a different culture.” Interviewee 3 shared, “There was some really good Black teachers. I think their preparation was something that they each controlled. It was up to the individual and I felt like most of them were really motivated individuals and good teachers.”

No teacher differences. Examination of this subtheme illustrated the perception of no differences between Black and White teachers. It was mentioned eight times in eight interviews.

Interviewee 11 explained this lack of differences in the following way, "I don't think that their preparation was any better or any worse than ours." Interviewee 13 similarly stated, "They were just like us, all over the board....good ones, bad ones." Interviewee 1 said, "There were some really good Black teachers just like there was some really good White teachers, and conversely some bad Black teachers just like there was bad White teachers." Interviewee 11 explained clearly,

"I had spent some time with the Black Ag educator in my community as well as knew the teacher educator at Ft. Valley. I knew they were just like us, some good and some bad. In the end, my opinion would be based on the individual."

In regard to Black teachers' educational preparation, Interviewee 2 indicated, "They had excellent teachers. Many of them had won accomplishments and were very celebrated. It was evident they had preparation in college equal to White teachers."

Black teachers were better prepared to teach Blacks. The perception that Black teachers were better prepared to teach Blacks was mentioned four times in three interviews. Interviewee 4 said, "They knew how to handle a Black student better than a White teacher did. They could get some work out of them (Black students) more than we (White teachers) could." He later explained the reasons that he felt Black teachers were better prepared to teach Black students,

I use to think, I use to say that if we got rid of the Black teachers, we would have more Black students. But, as I became a coordinator, I found out that we needed more Black teachers 'cause the Black teacher was a role model for the Black student. I'd love to see more Black teachers 'cause I think that it would have a bigger impact on the program. As older Black teachers retired, we didn't have young ones to take their place and we

downplayed the role of the Black teacher. There were certain counties that needed a Black teacher, and I know that sounds racist but, Black teachers need to teach Black kids. There are those that say 'why can't a White teacher go in and do the job?' We've tried that and it just don't work. In fifty years of experimenting, it has not worked! And, I don't think it ever will. You can take a Black teacher, put them in with Black students and they will get something out of the program. They may not teach like we teach, and they may know how, but I guarantee you the Black student will excel under a Black teacher; White students do well under Black teachers. In this experiment that has gone on since the merger, Black students do not participate in high numbers under a White teacher. But, you know, I am not putting Blacks on a pedestal or putting them down, either one. I'm just stating what I have seen to be effective as far as educating students. We need to find a way to reach...to educate Black students. All students deserve an opportunity to learn and we have to find better ways of getting Black students interested in agriculture. We are missing the mark. I think we have underestimated the impact of the Black male role model on students. Most research will point out that Black male students do not have a strong role model at home. We have to seek out individuals and convince them of their importance in this process. We need more of them in certain situations. We have a great role model in Randolph County, he has a thriving program, we need more Black educators in Ag education. There are certain counties that we need role models.....good role models of Black leadership that have the best interest of kids at heart. I feel that this is something we lost in the merger, our ability to recruit Black teachers...I don't think we even try to recruit Black teachers now.

How Black Students Were Viewed

Emerging as the next theme was *how Black students were viewed*; this refers to perceptions of Black Ag students. The exemplar quotes for this theme were further classified into four subthemes: (a) *Black students felt Ag was stigmatizing*, (b) *no student differences*, (c) *different resources*, and (d) *Black students not receptive*.

Black students felt Ag was stigmatizing. The perception that Black students felt Ag was stigmatizing or demeaning was the next subtheme to appear. It was mentioned nine times in eight interviews. In regard to Black students' perception of Ag careers, Interviewee 10 shared, "Their idea was that of share croppers and slaves and was very suspicious of anything I tried to teach them." Interviewee 14 said, "The other thing that played a big part in it was Blacks were leaving the farms left and right and saw agriculture and forestry as menial labor. The relevancy of Ag to Blacks was diminishing." Interviewee 2 shared,

I had been around Black children growing up because my daddy had worked them on our farm. But I found that in the classroom, they viewed agriculture as slave labor. If I had three or four in the class, I could get them to participate, but if I had eight or ten, I found that one usually wanted to entertain the group and they would not participate in the activities. They thought that it was slave labor by that time if we asked them to participate in outdoor activities and that stigma is still with 'em. They didn't want to be slaves to White people

Interviewee 3 explained,

But, we haven't done the proper job in educating students as to how agriculture really works. African-American, Hispanic students, and even some White students really believe that agriculture is about pickin' cotton and slave labor. We have not properly educated students. The mindset of agricultural production methods of 50-60 years ago

still persist in the minds of Black people. I don't think that the average Black person realizes the advancements in agriculture and it is not an occupation that should be looked down on.

In another example, Interviewee 11 said,

Growing up, I had associated with Black kids on the farm, so I really didn't have a problem from the perception of what it was going to be like having them in class. Interviewee 1 summarized, "However, I found most Black students viewed agricultural education coming from a White teacher as a 'slave-master' message and did not want to be involved in Ag education."

No student differences. This subtheme explained the perceptions of no differences between Black and White students. It was mentioned six times in six interviews. Interviewee 11 treated Black and White students similarly,

I approached it that I was in control of the classroom and that I would approach them just as I did my other students. As it turned out...well, I didn't have many students, but I felt like I was successful in teaching them.

Interviewee 6 felt similarly,

It didn't bother me, I wanted them to respect me just like anyone else...and they did. I can remember a time or two, I had a little problem, but no more than I did with White kids. Most of the Black kids that came in the Ag program were interested in agriculture. No matter what color they were, they had to participate and do the work.

Interviewee 7 also viewed the students similarly. He indicated, "But I tried to engage them in things like electrification and livestock judging. I had a lot of Black students that did well in

livestock judging. But I tried to treat them as students and not as Black students.” In regard to Black students, Interviewee 13 said, “I saw them as students.”

Different resources. Examining this subtheme demonstrated the perception that Black and White students had different resources and levels of preparation. It was mentioned six times in four interviews. Interviewee 4 said, “But their kids could not compete with ours because mainly economic reasons.” Interviewee 11 shared, “It was different because of the students we dealt with and I saw this after the merger. The Black student was at a socioeconomic disadvantage.” Interviewee 8 stated, “At that time, there was a huge cultural difference between the Black kids and the White kids, economically mostly. The Black students were at a huge disadvantage from an economic stand point.” Interviewee 7 explained the different resources in the following manner,

I dealt with them as students...I tried not to let race or skin color be the issue but rather see them as students and what I could achieve with them. I tried to teach in a traditional manner after integration but...but the classes were...were different because of the economic status (personal economic status) of the students. It made it very difficult to teach in a traditional manner because the Black students didn't have the same economic resources as the White students.

Black students not receptive. The perception that Black students were not receptive to White teachers emerged as a sub theme. It was mentioned four times in three interviews. Interviewee 2 said, “If I had three or four in the class, I could get them to participate, but if I had eight or ten, I found that one usually wanted to entertain the group and they would not participate in the activities.” He later explained,

I guess lack of background on the students that came up during those first couple of years. I didn't know the Black students and had to rely on my Black co-teacher's opinion and depth of knowledge of the student. Pretty much, we had to take the lead because the Black educators more or less had the attitude of 'well, we are here, what do we do now.' Their level of learning and their desire to do was not the same and their desire to accomplish was almost nil; there were very few that participated during that time

In a final example, Interviewee 7 shared,

And, their agricultural backgrounds were really different from White students...Most of them, their parents or grandparents had been share croppers which gave them a different perspective than the White students. It really made it difficult to gain their interest and their trust. You couldn't engage them in a lot of the farm-related or home-related activities as the White kids.

Perceptions of the FFA and the NFA

Occurring next was the theme *perceptions of the FFA and the NFA*. The exemplar quotes for this theme were further classified into four subthemes: (a) *FFA and NFA were comparable*, (b) *FFA was superior to the NFA*, (c) *NFA lacked leadership*, and (d) *NFA lacked resources*.

FFA and NFA were comparable. Examining this subtheme defined the perception that the FFA and NFA were comparable organizations. It was mentioned seven times in seven interviews. Interviewee 10 said, "In many ways they were alike." Interviewee 11 shared, "From all that I had been told, they were a lot alike." Interviewee 14 mentioned, "I thought they were very similar. I really didn't understand in the beginning, but after some time I realized there was many similarities between the groups." Interviewee 5 indicated, "Back then I'd say yes. I had seen state officers and public speakers from Brooks County and was convinced that the two

organizations were parallel; they had a lot of similarities especially in the leadership events.”

Interviewee 6 explained,

In many ways they were. Our director was Mr. J. Lamar Branch, he was a great man. Mr. Branch was over both programs and he saw to it that they were both treated fairly. I know that when we merged, Mr. Josiah Phelps was with the NFA and I grew to know, like, and admire this man. The two of these worked to make FFA a great organization. Mr. Phelps often related how similar the organizations were. I guess in a lot of ways they were alike.

FFA was superior to the NFA. This subtopic was defined as FFA being superior to the NFA. It was mentioned seven times in seven interviews. Interviewee 1 said, “In mission the two organizations were equal but not in reality. The FFA was more proactive and was seen by school administrators both on the local and state level as being superior.” Interviewee 3 shared,

My honest opinion, I did not feel that we would pull the Blacks up to the level of the Whites, but rather the Whites would be pulled to the level of the Blacks, which I saw as inferior. Their program was nowhere developed or sophisticated as our program was; I still believe that.

Interviewee 5 indicated the “FFA was so strong that it was seen as the leader; our leadership had positioned us in that mindset with politicians and policy makers so that we would be seen as the lead organization.” Interviewee 8 reflected,

Well before integration the Black schools were not on par with the White schools. The Blacks were seen as second class, with second-class schools, second-class books, second-class desk and so forth, and received second-class attention... That was separate but equal. But, it wasn't equal. I think...and I feel comfortable in saying that most teachers saw the NFA as second-class to the FFA.

NFA lacked leadership. The perception that the NFA lacked effective leadership was the next subtheme. It was mentioned two times in two interviews. Interviewee 10 said, “They were farm organizations. I didn’t feel like the NFA was as advanced when it came to leadership development of the students.” Interviewee 9 indicated, “I really thought of them as lacking in the qualities of leadership [referring to the NFA].”

NFA lacked resources. This subtheme refers to perceptions that the NFA lacked resources. It was mentioned two times in one interview. Interviewee 9 said, “I didn’t feel that they were really equal. I felt that they were limited by the bounds of their culture as well as from an economic standpoint.” He later shared, “You have to remember...at the time...well Black people didn’t have the same opportunities as White people and I felt this to be true of the NFA in comparison to FFA.”

Perceptions of the Merger Goals and Accomplishments

The next theme to evolve was *perceptions of the merger goals and accomplishments*. The exemplar quotes for this theme were further classified into three subthemes: (a) *merger was harmful*, (b) *merger helped no one*, and (c) *merger helped Blacks*.

Merger was harmful. This subtheme was defined as the merger being harmful to the Ag field and individuals. It was mentioned five times in four interviews. Interviewee 10 provided an example of how the merger was harmful,

Well, the merger was supposed to bring us closer together. In this end I think that it created a larger racial divide. There were less Black students in Ag classes when I left teaching in 2000 than there was when I began in 64.

I wish that something...and I don’t know what it could have been, could have been done to have made this event less impactful on the longevity of the Black population in Ag education and FFA.

Interviewee 11 also shared an example of how the merger was harmful,

See... with there being such a huge decline in Black educators, there would not have been anyone there as a role model to carry on the program. I think that it is unfortunate that we don't have a strong role model for Black youth in an agricultural context...but, I don't think thatwell, without a lot of modification, they could have existed.

Interviewee 12 stated, "I don't think that anybody realized that...that with the changes in society and the changes that the merger had made...it would actually set the organization backward as far as building racial diversity." Interviewee 7 felt as follows,

The merger eliminated a lot of opportunities for the Black AG teacher. Male Blacks just don't take on the educational challenge like Black females, he is ridiculed by his peers and to be deprived of leadership development for the Black students is terrible. Take for example Mr. Josiah Phelps; he was a prime example of the leadership role model for Black male students. It is a deprivation for the Black community.

Merger helped no one. The perception that the merger did not help anyone was the next subtheme to develop. It was mentioned four times in four interviews. Interviewee 11 said, "I don't think it accomplished what we were told that it was going to accomplish. I don't think that there was a clear plan to follow to accomplish a goal other than, merge...ya'll got to be in our organization." Interviewee 12 had similar sentiments; he indicated, "The merger, I think was a little premature and did not accomplish a true goal of unifying the two organizations."

Interviewee 1 felt that "At the time, it was seen as being useless." When asked what he thought the merger would accomplish, Interviewee 5 simply stated, "Nothing!"

Merger helped Blacks. This subtheme refers to perceptions that the merger helped Blacks. It was mentioned three times in three interviews. Interviewee 8 said, "I would say that the Blacks benefited from the merger." He later stated, "I felt like the merger would help Black

students to become more proficient in agriculture. I really thought that it would help us to have more Blacks interested in food production.” Interviewee 9 shared, “I saw it as an opportunity help the Black students upgrade to better education. Separate but equal didn’t work because it wasn’t equal. I really felt that this would fix the problem.”

Perceived Barriers to Merger Success

The next theme to develop was *perceived barriers to merger success*. The exemplar quotes for this theme were further classified into four subthemes: (a) *resistance to change*, (b) *racial diversity*, (c) *segregation*, and (d) *lack of barriers*.

Resistance to change. People’s resistance to change being a barrier to the merger materialized as the next subtheme . It was mentioned nine times in six interviews. Interviewee 11 explained,

I was concerned that there would be resistance from students on both sides of the issue.

There was a lot of racial polarization in the county and I wasn’t sure how that would impact our situation. I saw it potentially a barrier to the progress of the merger.

Interviewee 2 said, “As people, they were some really good folks. But I think they struggled with the opposite race just as much as we did. I don’t think they were eager to merger and their reluctance showed just like ours did.” Interviewee 8 summarized, “We, both Black and White, were skeptical of the change. I think that skepticism was a huge barrier.”

Racial diversity. This subtheme was defined as racial diversity was a barrier to the merger. It was mentioned eight times in six interviews. Interviewee 13 said, “I think the cultural difference between the two races really was more of a barrier than any of us realized.”

Interviewee 14 shared a similar feeling, “What I didn’t realize was the cultural difference. I don’t think that any of us really understood the cultural difference between the two groups.”

Interviewee 4 explained,

Racial diversity in and of itself would be the largest barrier; we were just too different as far as cultures and White society was still opposed to integration. And, just being forced together, there was a lot of resistance, it was very much opposed but I don't know of any instances where there were any confrontations but we just didn't think it was the thing to do.

Interviewee 5 shared, "I really didn't think that White students would elect Black officers, but they did, so thinking about it, I guess racial diversity and confidence in the Black students' leadership by the White students would be a barrier." Interviewee 7 elaborated, "I think our lack of knowledge of each other as well as our being thrust into the situation was itself a barrier."

Interviewee 10 expounded:

"I didn't know if we would be successful because of the black/white cultural differences. The 1950's and '60's were turbulent times for America as far as racial issues. In '64 there were all sorts of racial riots, Mississippi, Birmingham; Dr. King was always in the news. I really felt that would be an issue, but in the end it wasn't."

Interviewee 14 shared similar thoughts, "Integration and all of the problems associated with it was a huge barrier to accomplishing the merger. The turmoil during that time between blacks and whites was also an obstacle to making the merger successful." Finally, Interviewee 11 summarized "There was a lot of racial polarization in the county and I wasn't sure how that would impact our situation. I saw it potentially a barrier to the progress of the merger."

Segregation. The legacy of segregation and self-segregation were barriers were the next emerging subtheme. It was mentioned five times in four interviews. Interviewee 1 described how the teachers self-segregated and this created a barrier, "the teachers themselves were self-

segregating. There were approximately 100 White educators and 50 Black educators and they would meet in different rooms during scheduled area meetings.” Interviewee 7 shared a similar experience,

We’d meet together for our teachers’ meeting in Atlanta and we’d meet in one room and the Black teachers met in another...it was awkward, cause I knew some of them and knew they were good people. But all of this took place prior to 1970.

Lack of barriers. This subtheme refers to perceptions that there were few barriers to the merger. It was mentioned four times in four interviews. Interviewee 12 mentioned, “I don’t really recall any barriers. I had confidence that our leadership, Mr. Branch in particular, would be able to lead us in the direction that was needed to accomplish the goals of the merger.” Interviewee 6 stated, “I think our transition in the merger was about as smooth as anybody could ask for. Any barriers that might have come up were quickly solved by Mr. Branch and Mr. Phelps. Their leadership eliminated many of the barriers.”

Merger was Inevitable

The *merger was inevitable* was another common theme. It was defined as the perception that the merger was inevitable. This theme was mentioned 25 times in 14 interviews. Interviewee 10 stated,

I didn’t see it as a celebration or as a something bad either. I just saw it as a sign of the times and something that was going to happen. You had *Brown v. Topeka* that had got it started and then the Civil Rights Bill of '64 that further justified it...so it was going to happen.

Interviewee 11 shared,

As teachers we knew it was something that was going to take place. Integration was the next big thing and there was no stopping it. We knew that there was going to be a come together, what we didn't know was how it would turn out.

Interviewee 12 said, "I think it was going to happen but I think...I think that there were some political forces that made it happen sooner rather than later. I think that it would have eventually happened." Interviewee 13 indicated, "I don't think there was a right time or a best time to conduct the merger. I think it was just something that was going to happen. Too many things in our nation was moving us in that direction." Interviewee 14 mentioned,

I think that the merger could have been delayed a year or so. I think that with school integration being the big push in schools that it was going to happen. It could have been delayed until the '70s, but it was a certainty that the two groups would merge.

In a final quote, Interviewee 4 said, "There was enough of things going on with school integration to have the merger thrown in with it. Sooner or later it was bound to happen."

Merged for Survival

The perception that the merger was needed for the survival of the NFA or FFA was the next theme: *merged for survival*. This theme was mentioned 12 times in 10 interviews.

Interviewee 12 explained,

No, if you will think about it, FFA had to change and redirect because of the national study that was conducted. Don't you think that if NFA had of survived, they would have to undergone a tremendous amount of change and redirecting to meet the demands of students. Besides, you cannot discriminate based on race and the NFA was developed

because of separate but equal which went away with the Supreme Court ruling on the *Brown* case...so no, to answer your question I don't think it could have survived.

Interviewee 13 mentioned, "That's hard to say...I would think that it probably wouldn't survive in today's environment or the environment of the integrated schools, but that's something we'll never know." Interviewee 14 indicated,

I don't think it could have survived. You have to remember that a Ag program has to be relevant to the needs of the community. The NFA was reaching the end of its relevancy because of changes that was taking place in society.

Interviewee 3 reflected,

I don't know. I have often thought that we could have had dual membership in both organizations. But, I think that ultimately, there would have to be one organization.

Looking back at it now, with integration moving forward like it did, it would have been difficult to survive. It was a good organization for its time.

Finally, Interviewee 6 said, "It would have been hard...I say that because most of the Blacks have left agriculture behind. Most likely without change, it would not have survived. I think Black students have been given better opportunities since the merger."

Summary

The primary themes that emerged from the interviews were the impact of merger on the atmosphere, views of the merger, how Black teachers were viewed, how Black students were viewed, perceptions of the FFA and the NFA, perceptions of the merger goals and accomplishments, perceived barriers to merger success, the merger was inevitable, and merged for survival. There were also subthemes. This chapter included tables summarizing the definition of the identified themes and subthemes, the frequency of occurrence for the themes

and subthemes, as well as the number of interviewees that mentioned a specific theme and subtheme. Exemplar quotes were also provided.

Narrative

The time of the merger proved to be a very trying time in the nation's history. In examining this event, the ramifications of the events and precedents that took place would have lasting implications on many facets of the United States. In the early 1950's African Americans became more active in their plight for equal rights. *Brown v. Board of Education of Topeka* (1954), a landmark decision of the United States Supreme Court, explicitly outlawed racial segregation of public education facilities (legal establishment of separate government-run schools for blacks and whites), ruling so on the grounds that the doctrine of "separate but equal" public education could never truly provide black Americans with facilities of the same standards available to white Americans. Subsequently, rulings of the Supreme Court of the United States in November 1956 on the legality of busing began to pave the way for the desegregation of schools and the end of the Separate but equal doctrine.

As America progressed into the 1960's the racial unrest grew; most notable was the sit in at the Woolworth store lunch counter by African American students in Greensboro, NC. This event in February 1960 highlighted the racial divide that still existed. With the election of a new President in November 1960 came the hope that race relations and civil rights would change with the new resident of 1600 Pennsylvania Avenue.

Change was about to take place. As early as 1962, officials at the Department of Health, Education and Welfare (which would not be divided into separate entities until the 1970's) began evaluating scenarios involving school integration. However, it wasn't until after the Civil Rights Act of 1964 was passed that department officials began in earnest the drive to fully desegregate schools. The education commissioner, Francis Keppel was a progressive Harvard educator that

wasted no time in seeing that the provisions of the Civil Rights Act were fulfilled; integration of schools and school programs being his targeted areas.

Correspondence from the commissioner to the FFA national advisor A.W. Tenny illustrates the expeditious means to which the merger was to take place. On the surface, this merger of the two organizations seemed like a logical progression of two like-minded youth groups. However, the details of how the merger was to proceed were ambiguous at worst and unclear at best. Examination of the two groups, the NFA teachers/ advisors and the FFA teacher/advisors revealed that clear instructions were never given on how the merger was to take place on the local level which is where the merger had the largest impact for students.

The merger between the two organizations had a lasting impact on the number of African American students that participated in agricultural education programs. Additionally, cultural changes in America fueled the depletion of minority students in agricultural education as well with many black American migrating from rural areas to metropolitan areas. With the merger came the loss of many highly experienced African American since schools and programs were being consolidated. This consolidation led to the demise of a positive role model in agriculture for minority students. In turn, the African American students distanced themselves from agricultural education programs and their numbers and interest in these programs have dwindled to a point of minutia. This study helped to reveal many of the cause and effect relations that have impacted schools and programs over the last fifty years since the merger.

CHAPTER V

CONCLUSION

Conclusions and Recommendations

The conclusions from this study follow the themes generated from the research questions. The following is a discussion of the major findings and conclusions drawn from the literature and documents gathered. The discussion is followed by the researchers' recommendations and a final reflection on this study.

The Impact of the Merger

The objective of this study was to understand the events surrounding the merger of the NFA and the FFA, and to determine the long-term effects of the merger as seen through the eyes of the stakeholders involved. The study focused on individuals that were agricultural educators and FFA advisors during the merger process, and historical data that was collected from the NFA de-facto national headquarters.

To understand the merger, questions were asked so that the respondents could give their opinion and recollection of the events (see Appendix III). The respondents convincingly reported that from their viewpoints as White educators, the time leading up to and the initial phases of the merger was a time of uncertainty. They saw this action as something that was being forced upon them without any input; in short, the merger was a tense time of change and uncertainty. Because of these early feelings toward change, resentment and reservations began to set in as to the success of the ultimate goal of one organization. Additionally, little information was shared but was rather directed from the top down beginning with the Department of Education and sifting

out to the individual states involved. Since the NFA was more of a regional organization based mainly in the southern-tier states, the impact of the merger became a Southern issue and was coupled with the need for integration, which was resisted by most Southerners, white and black alike, even in the field of education. The literature triangulates this point:

The Civil Rights Act of 1964 was pushed by the Department of Health, Education and Welfare and it helped train teachers and other school personnel in handling desegregation problems. The Department of Health, Education and Welfare (HEW), under the directions of the President of the United States, played an important role in the merging of the FFA and the NFA due to their involvement with sending letters to both organizations requesting for a joint meeting of the groups. (Wakefield & Talbert, 2000. p 50)

Correspondence from HEW to both national organization offices points to the fact that this was indeed an issue that was being forced. Likewise, Wakefield and Talbert (2001) reported that:

The atmosphere was tense, it was very tense on the part of teachers, on the part of students, and on the part of administrators. The reason it was tense was because nobody wanted to hurt nobody's feelings and as a result everybody was kind of tense. They were two organizations coming together. There will always be some reluctance from both parts. (p 425)

From both groups being involved, this was a very tense, trying time. In a publication found at the defacto national headquarters on the NFA in Greensboro NC, it was stated that "both Black and White participants were tense, in anticipation of the inevitable – what the Whites considered a necessary legal umbrella and Blacks considering an unnecessary 'white father's' imposition filtering through from the recent disappointing appointment" (Norris & Simpson, 1993, p. 14). This mood of tenseness filtered from the top leaders of both organizations to the state directors

and local teachers. Moreover, Norris and Simpson (1993) reported that “Naturally they were apprehensive of being merged out rather than being merged into roles of usefulness and effectiveness” (p. 15). In 1964 at the American Vocational Association Convention in Minneapolis MN, A. P. Bell reported that National FFA advisor A. W. Tenny made it clear that the NFA would merge with the FFA. This certainly had put all parties on edge knowing that the merger was orchestrated by the federal government. However, Mr. Tenny was relaying the message that he had received from Department of Health , Education, and Welfare Commissioner Francis Keppel in which he explained to Tenny that:

It is clear that the FFA, chartered by Congress, financed in part by the Office of Education funds, receiving services and other assistance from the Office of Education pursuant to Federal statute, and guided by policy decisions of members of the Office of Education is within the purview of the title of the Civil Rights Act (Keppel, 1964).

With this stroke of the pen, the merger also took on a role of economics as Commissioner Keppel pointed out that funding came from his office and from Congress. It then became incumbent on Mr. Tenny to guide the process since the funding for the organization was the topic of the merger. This may have been a source of resentment for the White educators.

One of the primary sources of resentment in the merger stemmed from a long-held broken promise to the educators in the NFA granting them a representative “by employment in professional positions at the federal level in Agricultural Education” (Norris & Simpson, 1993, p. 22). Not once or twice, but seven times in the short history of the NFA the educators were promised and then disappointed by not representing their ethnic group in the Department of Education. Norris and Simpson (1993) also pointed out that it was not because of lack of qualified persons, but rather a lack of tolerance on the part of the Office of Education.

How Black Teachers Were Viewed

In evaluating how Black educators were viewed by their White counterparts, 10 out of 14 thought that the Black teachers were effective. Effective teachers in agricultural education come from strong leadership at the teacher-educator level preparing the teachers for their roles in education. In fact, current research highlights this area of leadership in teacher educators:

First, faculty are experts in their discipline, possessing a deep knowledge of the subject matter, which is the basis of how they establish the knowledge, skills, and practicum required for degree attainment. Second, they control how the curriculum is delivered to the students; how material is presented, what elements are emphasized, and the type of activities used for knowledge acquisition. (Morgan, King, Rudd, & Kaufman, 2013, p. 143)

In evaluating material at the NFA office in Greensboro, it became apparent that the NFA educators had energetic leadership at both their executive secretary level and their teacher-educator level. Moreover, many of these individuals campaigned for their representation at the national level. On more than one occasion, Dr. Ernest M. Norris lobbied, addressed concerns to the Office of Education, and made visits long after the merger for a person of color to be represented in agricultural education at the federal level; Dr. Norris was a teacher-educator at Prairie View A & M College, Prairie View, TX, and the Executive Secretary of the NFA from 1947 to 1965 (Norris & Simpson, 1993). Along with Dr. Norris, there were others that demonstrated their leadership in this area. G. W. Conoly, W. T. Johnson, M. J. Clark, W. E. Cooper, and M. A. Fields (Office of Education, 1965) were recognized as leaders within the teacher-educator ranks of the NFA.

Jenkins (1991) and Rasmussen (1991) both pointed out the central role of the 1890 Land Grant Universities was that of teacher preparation. Like their White counterparts, these

universities generated many capable educators. The role of the Black educator mirrored the role of their White colleagues in that they knew their curriculum and they held advisory roles in their respective NFA chapters. To further triangulate this point, OklahomaHorizon TV (2011) aired an interview of former Oklahoma NFA teacher W. G. Parker in which he revealed aspects of his job as a teacher. "The NFA was patterned after the FFA. In the Muskogee chapter, we had a hog farm; we added poultry that every boy in Ag had a project. Although they were city boys, they had a project; that's a fact" (OklahomaHorizon TV, 2011). This further emphasizes the similarity of task of the educators between the two organizations with respect to teacher preparation.

How Black Students Were Viewed

Race being a primary issue in the merger complexity, White educators were not prepared to adapt to teaching Black students. Interviewees reported that they thought that they knew Black students because of their previous childhood relationships with Black children that worked on their family's farms. However, this was a fallacy when the relationship was that of White teacher to Black student. Many of these students were not far removed the days of the sharecropper, which compounded the distrust of the White race even more. In defining the role of sharecropping, it is seen as:

What began as a device to get former slaves back to work became a pernicious system that entrapped White as well as Black farmers. After 1900, the number of White tenant farmers grew alarmingly. By 1935, nearly half of White farmers and 77 percent of Black farmers in the country were landless. (Conrad, 2007)

Moreover, the Black students saw themselves as being closely tied to the sharecropper. In the YouTube video, New Farmers of America (NFA) Remembered (OklahomaHorizon TV, 2011), former Oklahoma NFA Member Leroy Brown stated

We were just one generation away from sharecroppers and that had a very negative attitude about agriculture. But it was those old NFA teachers that understood and had a love for agriculture and wanted to gin that within us, and I think they did a very good job of it. (p.)

In essence, the NFA teacher/advisor was a buffer that helped remove some of the stigmas of Blacks in agriculture and instill a positive perspective of agriculture in their students. The role of the White educator further stigmatized the Black student in their perception of agriculture and their role in that industry.

One misperception of the White educator was thinking that the Black student lacked the resources needed to participate in an active Ag education program. In documentation found at Greensboro in the NFA files, two annual (Appendix VII and VIII) reports for fiscal years 1961 and 1962 indicated that “the average investment in farming programs by all members as of January 1” was \$103.20 and \$121.60, respectively. In terms of today’s dollar, the 1960 dollar would be worth about \$7.76 (Amadeo, 2010). With this in mind, their Supervised Agricultural Education Projects would be an investment of approximately \$800.83 and \$943.16, respectively. These numbers translate into virtually the same amounts that students spend on SAE market swine, sheep, and goat livestock SAE projects today (Constanzo, 2012). In essence, the NFA student of the early 1960s was just as capable of utilizing financial resources to conduct SAE projects as today’s students. This was a tremendous oversight on the part of the White educators in the merger era in underestimating the scope of the ability of the African American students.

Perceptions of the FFA and NFA

In examining this area of the merger, the population interviewed was split, with 50% thinking the two groups were comparable and 50% feeling that the FFA was superior to the NFA. Also, two respondents expressed that the NFA lacked the leadership component necessary

to be considered equal to the FFA, as well as a lack of resources on the part of the NFA. In examination of the documents obtained from Greensboro, Appendix IV illustrates the comparability of the organizations. In North Carolina, for example, the NFA had a youth camp that was valued at that time at \$150,000.00. Additionally, North Carolina leaders touted “30 years of significant contributions to Agricultural and rural living, and an organization that has rendered a form of rural leadership that has stood first in all cases.” This is an example that, if given without any tags on it, could likely have been applied to the state’s FFA membership as well. Additionally, states such as Georgia brought to the merger table youth camps and long records of rural leadership and members as well. In their research, Wakefield and Talbert (2000) gave reference to the Aims and Purposes of the NFA, which upon examination closely resembled those of the FFA:

Prior to the merger, the NFA instilled in its members the importance of developing their vocational, social and recreational life. The Aims and Purposes of the NFA (New Farmers of America, 1963) were:

1. To develop competent, aggressive, agricultural, and rural leadership.
2. To encourage intelligent choice of farming occupations.
3. To encourage members in the development of individual farming program.
4. To encourage members to improve the home, the farm, and surroundings.
5. To participate in worthy undertakings for the improvement of agriculture.
6. To practice and encourage thrift.
7. To develop character, train for useful citizenship, and foster patriotism.
8. To participate in a cooperative effort.
9. To provide and encourage the development of organized rural recreational activities.
10. To strengthen the confidence of farm boys and young men in themselves and their work.

11. To encourage improvement in scholarship.

12. To create and nurture a love of country life.

The first seven of these 12 can be seen directly in several aspects of the FFA. For example, item #1 is tied directly to leadership, for which FFA has long been recognized. Moreover, items #2, #3, and #4 are closely related to the activities involved in FFA's Supervised Agricultural Experience (SAE) programs in which the members participate in Career Development Events (CDE) and maintain records books to sharpen their proficiency in a chosen area of agricultural interest. In addition, items #6 and #7 are very similar to statements that are spoken in the FFA opening ceremonies where the treasurer answers the vice president in the roll call of officers: "I encourage thrift among the members and strive to build up our financial standings through savings and investments" (National FFA Organization, 2012).

Furthermore, archives indicate in a letter dated prior to the merger (Appendix V) from A. W. Tenny to Commissioner Keppel of the Office of Education that FFA adult officials acknowledged the parallelism of the two organizations. Mr. Tenny wrote "the four degrees of the New Farmers of America Organization are comparable to the four degrees of the Future Farmers of America Organization." Thus, there was acknowledgment of commonality between the two organizations on the National level. Likewise, Wakefield and Talbert (2000) further emphasized "The Future Farmers of America Foundation gave funding to both organizations for outstanding achievements. The FFA National President spoke at the National NFA Conventions and vice versa. (p.421)" Hence there was a large overlap of reciprocated activities between the two organizations prior to the merger.

Perceptions of the Merger Goals and Accomplishments

In examining this theme, 8 of 14 participants thought the merger was either harmful or that it helped no one. Several accounts presented by Wakefield and Talbert (2000) validate this

claim. In three examples, the previously mentioned researchers presented evidence to support this finding:

The merger or integration of these programs and of the New Farmers of America and the Future Farmers of America (the White counterpart of the former) have raised serious questions as to the role that Negroes are to play in the new system and of the effect of the merger or integration on vocational agricultural teachers and students. (p.422)

Likewise, Wakefield and Talbert (2000) reported “there is a sincere concern by many Negro leaders that the values Negro youth are now receiving will be seriously jeopardized during the transition period, and much needed educational opportunity lost at a crucial time.” And thirdly, “as early as November 1965, one month after the merger, questions were raised regarding the roles of African American, former NFA members, administrators, and teachers.” Consequently, we can see that the opinion of the White educators of that time period closely mirrors information reported by African Americans of the same time period.

Perceived Barriers to Merger Success

This theme illustrated skepticism and racial diversity as being primary barrier to the success of the merger. In reality, the barriers that have been accredited to contributing to the lack of success in the merger actually came from events that occurred on the national level. These national events however, are closely tied to the opinions given by the educators in this research as well as others knowledgeable of this subject.

In an interview with Dr. Antoine Alston, teacher educator at North Carolina State A & T University and a researcher on this topic, he reported that:

After the merger, the African-American teacher trainers and supervisors were not given roles of responsibility and leadership. Also, because we had integration happening at the

time, there were a lot of the smaller rural schools being closed down and this brought a downsizing of the teacher work force. In essence, there were several factors that limited the success of the merger. (Alston, 2012)

This line of thought was is evident from earlier documentation as well. Norris and Simpson (1993) also conveyed that the Office of Education never acknowledged or fulfilled the request from the African American adult leaders for a request for the appointment of a former NFA member to serve as a regional representative or in the Office of Education pertaining to agricultural education. This lack of leadership fulfillment created a void that stifled the merger effort. The symbolic gesture of not appointing a person of color to a leadership role further divided the two groups on the issue of racial equality in the newly merged organization.

Teachers interviewed in this study reported that “Blacks lost their role models in the merger” and “that Blacks lost interest in agriculture because there were no Black teachers.” These statements correspond to finding presented by Wakefield and Talbert (2001) “the participants believed that the NFA and the FFA were similar, but after the merger there was a lack of Black leadership in the FFA organization” (p. 46). Given the parallelism of thoughts revealed for this particular inquiry, there is reason to believe that the barriers that limited the success of the merger were racial in nature.

Merger was Inevitable; Merged for Survival

These two themes are closely related as they describe the overtly apparentness of the state of events surrounding both organizations beginning in 1963 and persisting through the merger process. In a letter from Commissioner Francis Keppel of the U.S. Office of Education to A. W. Tenny, National FFA Advisor dated September 22, 1964 (Appendix VI), he stated:

As you know, I have been concerned for some time with the continued existence of separate farmers youth organizations for White and Negro students in some of the

States. I realize that you have been considering this problem. The passage of the Civil Rights Act now gives an additional emphasis to the need to eliminate the separate agencies...It is clear that the FFA, chartered by Congress, financed in part by the Office of Education funds, receiving services and other assistance from the Office of Education pursuant to federal statute, and guided by policy decisions of members of the Office of Education is within the purview of Title VI of the Civil Rights Act.

Keppel was an educator who started his career at Harvard and had a track record for making huge progressive strides in education as was evident in his tenure at Harvard and in the U.S. Office of Education (Harvard Graduate School of Education, 2013). His conviction of progressive education is evident in his letter to Tenny and demonstrated the will of the President and Cabinet to see successful integration of all segments of education. Furthermore, research shows that African-American educators and students of the time period saw the merger as inevitable too. Wakefield and Talbert (2001) reported in their findings that "the participants believed that the merging of the two organizations was inevitable due to societal and educational integration that was going on in the 1960s" (p. 46). Additionally, they reported that: "It was found that many of the Blacks that were involved in the merger felt that it was inevitable that the organization merged due to time" (p. 57). These statements demonstrate that both parties, Black and White, realized that societal transformation drove the mechanism of change that brought the two organizations together and thus eliminated the New Farmers of America. The merger was foreseeable and unstoppable, and those that were stakeholders during that era realized the inevitability of change that their society was undergoing.

Recommendations

The one thing that we all can agree on from this study is how the merger of the FFA and NFA altered perceptions and participation by minority students in agricultural education

programs. From the research, it can be concluded that both white and African American agricultural educators were uncertain of the direction to be taken during and after the merger. Because of the uncertainty, lack of direction, and disenfranchisement of the merger, the African American students and teachers, disassociated themselves with agricultural education programs. Furthermore with the loss of the black educator and a loss of the role model that many students looked up to, thus the number of youth enrolled in agricultural education programs diminished as well.

As a profession, agricultural educators have to examine their programs, curriculum, and students to provide a meaningful experience in order to be inclusive to all students. There are some measures that can be employed to ensure the authenticity of the program in being inclusive to all students. First, agricultural literacy must be pushed to elementary school students. Agricultural educators should realize that general-education classes in the elementary school years facilitate a purposefully integrated agricultural education program. By actively promoting agricultural literacy to this targeted audience, teachers will begin to cultivate the interest of students with hands-on, minds-on activities that will attract new students.

Secondly, programs should be developed and introduced in urban and rural programs that are 21st century Ag programs. By this, the programs must be challenging, meaningful, and relevant. Students should be challenged by designing curricula that incorporate several areas of general-education classes into the agricultural-education program. By designing programs that incorporate multiple disciplines, the Ag program takes on a more evocative experience for the student. This approach is needed for students in urban and rural schools to give agricultural education relevance to the world the student will be in upon completion of his or her secondary studies. An example of such a school is the Chicago High School for Agricultural Sciences. With a visionary purpose, this school was created at a time of great uneasiness about the future of

agricultural education and agriculture in general. This school recognized the need to broaden the scope of teaching in and about agriculture. In doing so, the scope of education starts at the kindergarten level and extends through adulthood. At the high school level, the curriculum is focused on curriculum toward agribusiness and plant and animal sciences. Using the Chicago High School for Agricultural Sciences as a model for schools of this kind in other cities across the country serves as a model not only for its innovative curriculum, but also for dropout prevention and exceptional student motivation in which all students become engaged in agricultural studies. Chicago High School for Agricultural Sciences combines an academic learning environment with the crucial element of hands-on practice in a way that maximizes student success. Utilizing lessons learned here can make agricultural education a more meaningful experience.

Additionally, it is recommended that this study be replicated in other states that had NFA associations to record and document the history of the merger as seen by those that participated in the event. The youngest of participants in the merger as educators are now in their early seventies. The ability to recall events, people and perceptions are being greatly diminished by time; replicating this and similar studies is an urgency we face as a profession.

Furthermore, we should examine perceptions of past educators and compare them to current educators to examine change in how we view or students. In any event, more has to be done to facilitate a more effective effort in involving students in food and fiber production. Moreover, students should be encouraged to participate in the process of agriculture regardless of their ethnicity in an effort to bring about an advocacy for agriculture.

Finally, to encourage more minority participation in agricultural education, current Ag teachers must adapt a mindset of inclusivity that encourages and increases the “pipeline” of students interested in the profession of agricultural education. In doing so, we have to implement

a proactive scholarship program to recruit and graduate underrepresented scholars. In addition, agricultural educators have to sponsor precollege programs to introduce ways in which high school students can practice their sciences within agricultural and agriculture-related disciplines.

In consideration of these measures, the National FFA Organization should once again consider a name change that is more appropriate at being representative of the organization as well as inclusive, and with an acronym that is relevant. Since leadership has been and will continue to be one of the hallmarks of the organization, a name change to the “Future Agricultural Leaders Association” (FALA) would be more fitting. Also, state and national FFA associations should take measures to develop realistic public relations campaigns utilizing students and teachers that are more representative of the population segments of the United States.

By implementing these recommendations, agricultural educators will begin to reach students that previously might have been left out or would not fit into a traditional Ag Ed program. Agriculture is an industry that has an impact on each of us daily; by going beyond our traditional measures and boundaries, students of all ethnicities will realize the relevancy of agriculture. The culmination of these activities will set into motion a true merger of people that have a genuine interest in agriculture that was not accomplished in the merger of the NFA and FFA.

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Appendix I

AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS RESEARCH PROTOCOL REVIEW FORM

For information or help contact THE OFFICE OF HUMAN SUBJECTS RESEARCH, 307 Samford Hall, Auburn University
Phone: 334-844-5800 e-mail: hsubjec@auburn.edu Web Address: <http://www.auburn.edu/research/vpr/ohsr/>

Complete this form using Adobe Acrobat Writer (versions 5.0 and greater). Hand written copies not accepted.

1. PROPOSED START DATE OF STUDY: Oct 1, 2010

PROPOSED REVIEW CATEGORY (Check one): FULL BOARD EXPEDITED EXEMPT

2. PROJECT TITLE: "Examining the Merger of the NFA and FFA"

3. Donald Gilman Graduate Student College of ED (229) 776-3779 DFG0001@auburn.edu.
PRINCIPAL INVESTIGATOR TITLE DEPT PHONE AU E-MAIL
330 Terrell Rd. Ashburn, GA 31714 (229) 777-9352 donald.gilman@yahoo.com
MAILING ADDRESS FAX ALTERNATE E-MAIL

4. SOURCE OF FUNDING SUPPORT: Not Applicable Internal External Agency Pending Received

5. LIST ANY CONTRACTORS, SUB-CONTRACTORS, OTHER ENTITIES OR IRBs ASSOCIATED WITH THIS PROJECT:
Dr. Brian A. Parr, Auburn University

6. GENERAL RESEARCH PROJECT CHARACTERISTICS

6A. Mandatory CITI Training	6B. Research Methodology
<p>Names of key personnel who have completed CITI: <u>Donald Gilman</u> <u>Dr. Brian A. Parr</u></p> <p>CITI group completed for this study: <input checked="" type="checkbox"/> Social/Behavioral <input type="checkbox"/> Biomedical</p> <p>Protocol-Specific modules completed:</p> <p><input type="checkbox"/> Genetic <input type="checkbox"/> Vet.'s Administration <input type="checkbox"/> International <input type="checkbox"/> Prisoner Research <input checked="" type="checkbox"/> Public School Students <input type="checkbox"/> Pregnant Women/Fetuses</p> <p>Other Records Based Research</p> <p><u>Research with Children</u> <u>Research with Public Element</u> <u>Research with Public School</u> <u>Research with students</u> <u>Social/Behavioral Research</u></p>	<p>Please check all descriptors that best apply to the research methodology.</p> <p>Data Source(s): <input checked="" type="checkbox"/> New Data <input type="checkbox"/> Existing Data</p> <p>Will data be recorded so that participants can be directly or indirectly identified? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Data collection will involve the use of:</p> <p><input type="checkbox"/> Educational Tests (cognitive diagnostic, aptitude, etc.) <input checked="" type="checkbox"/> Interview / Observation <input type="checkbox"/> Surveys / Questionnaires <input type="checkbox"/> Physical / Physiological Measures or Specimens (see Section 6E.) <input checked="" type="checkbox"/> Internet / electronic <input type="checkbox"/> Private records or files <input type="checkbox"/> Audio / Video / Photos</p>

6C. Participant Information	6D. Risks to Participants
<p>Please check all descriptors that apply to the participant population.</p> <p><input checked="" type="checkbox"/> Males <input type="checkbox"/> Females <input type="checkbox"/> AU students</p> <p>Vulnerable Populations</p> <p><input type="checkbox"/> Pregnant Women/Fetuses <input type="checkbox"/> Children and/or Adolescents (under age 18 in AL) <input type="checkbox"/> Prisoners</p> <p>Persons with:</p> <p><input type="checkbox"/> Economic Disadvantages <input type="checkbox"/> Physical Disabilities <input type="checkbox"/> Educational Disadvantages <input type="checkbox"/> Intellectual Disabilities</p> <p>Do you plan to compensate your participants? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Please identify all risks that participants might encounter in this research.</p> <p><input checked="" type="checkbox"/> Breach of Confidentiality* <input type="checkbox"/> Coercion <input type="checkbox"/> Deception <input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Social <input type="checkbox"/> None <input type="checkbox"/> Other</p> <p>*Note that if the investigator is using or accessing confidential or identifiable data, breach of confidentiality is always a risk.</p>

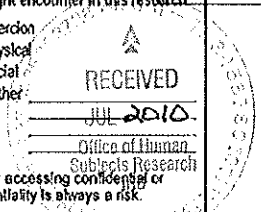
6E. Institutional Biosafety Approval

Do you need IBC Approval for this study? No Yes - BUA # _____ Expiration date _____

FOR OHSR OFFICE USE ONLY

DATE RECEIVED IN OHSR: 7-30-10 by BKR PROTOCOL # 09-338 EP 1004
DATE OF IRB REVIEW: 3/4/10 by VJE APPROVAL CATEGORY: HS CFR 46.110 (b)(7)
DATE OF IRB APPROVAL: _____ by _____ INTERVAL FOR CONTINUING REVIEW: 1 year
COMMENTS: original received 12/14/09; IRB - not approved 1/6/10
final revisions in 8/25/10; office review (SRA) - OK

Auburn University Institutional Review Board has approved this document for use from 4/12/10 to 4/11/11 Protocol # 09-338 EP 1004



Appendix II

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02 01:23 p.m 04-29-2011 2/15

AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS REQUEST for PROTOCOL RENEWAL

For information or help completing this form, contact: THE OFFICE OF HUMAN SUBJECTS RESEARCH, 337 Sanford Hall
Phone: 334-844-5968 e-mail: hsubjec@auburn.edu Web Address: <http://www.auburn.edu/research/vpr/ohs/index.htm>

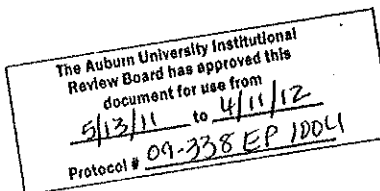
Complete this form using Adobe Acrobat Writer (versions 5.0 and greater). Hand written forms will not be accepted.

1. Protocol Number: 09-338 EP1004
2. Original IRB Approval Dates: From: 4/12/10 To: 4/11/11
3. Requested ONE YEAR MAXIMUM Renewal Period: From: 4/12/11 To: 4/11/12
4. PROJECT TITLE: Examining the Merger of the NFA and FFA

5. Donald Gilman	Graduate Student	College of ED	229-776-3779	DFG0001@auburn.edu
PRINCIPAL INVESTIGATOR	TITLE	DEPT	PHONE	AU E-MAIL
<i>Donald Gilman</i>	330 Tonell RD,	Ashburn GA	31714	donald.gilman@yahoo.co
PI SIGNATURE	MAILING ADDRESS			ALTERNATE E-MAIL
Dr. Brian Parr	<i>Brian Parr</i>	College of Ed	334-844-6995	BAP0007@auburn
FACULTY ADVISOR	SIGNATURE	DEPT	PHONE	AU E-MAIL
Name of Current Department Head:	Dr. Nancy Barry			AU E-MAIL: nhb0002@auburn

6. Current External Funding Agency: None
7. List any contractors, sub-contractors, or other entities or IRBs associated with this project:
N/A
8. Briefly list (numbered or bulleted) the activities that occurred over the past year, particularly those that involved participants.

No activity has occurred.



9. Explain why you are requesting additional time to complete this research project.

My committee met on 4/27/2011 and gave the approval for the research project. I am planning to begin the interviews in June, 2011

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1 of 3

10. Do you plan to make any changes in your protocol if the renewal request is approved?
 (e.g., research design, methodology, participant characteristics, authorized number of participants, etc.)
- NO YES (if "yes", please complete and attach the "REQUEST for PROTOCOL MODIFICATION" form. The IRB will review both requests at the same time.)

11. PARTICIPANT INFORMATION

- a. How many individuals have actually participated in this research? None
 If retrospective, how many files or records were accessed? None
- b. Were there any adverse events, unexpected difficulties or unexpected benefits with the approved procedures?
- NO YES (if YES, please explain)

- d. How many participants have withdrawn from the study? None or Not Applicable.
 NOTE: if any participants withdrew from the study please explain.

- e. How many new participants do you plan to recruit during the renewal period? None / NA

- f. During the renewal period, will you re-contact any individual that has already participated in your research project?
- NO None / NA YES (if "YES", please explain reasons for re-contacting participants. If "YES" and the procedure to re-contact has not been previously approved, please complete and attach a "REQUEST for PROTOCOL MODIFICATION" form. The IRB will review both requests at the same time.)

12. PROTECTION OF DATA

a. Is the data being collected, stored and protected as previously approved by the IRB?

- NO (if "NO" explain) YES

b. Are there any changes in the "key research personnel" that have access to participants or data?
 Attach CIT; proof of completion for all new key personnel.

- NO YES (if "YES", identify each individual and explain the reason(s) for each change.)

c. What is the latest date (month and year) you now expect all identifiable data to be destroyed?
 (Identifiable data includes videotapes, photographs, code lists, etc.)

- DATE: 4/16/2015 Not Applicable -- no identifiable data has been or will be collected.

11. Attach a copy of all "stamped" IRB-approved documents used during the previous year.
 (Information letters, Informed Consents, Parental Permissions, etc.).

12. If you plan to recruit participants, or collect human subject data during the renewal period, attach a new copy of the consent document or information letter you will use during the extension.

(Be sure to review the OHSR website for current consent document guidelines and updated contact information:
<http://www.auburn.edu/research/hpr/ohsr/sample.htm>.)

PLEASE NOTE: If you do not plan to collect additional data and/or you do not have access to any identifiable data (including code lists, etc.) you may be able to file a "FINAL REPORT" for this project.
 Contact the Office of Human Subjects Research for more information.

When complete, submit hard copy with signatures to the Office of Human Subjects Research,
 307 Sanford Hall, Auburn University, AL 36849



COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING

NOTE: DO NOT SIGN THIS DOCUMENT UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.

The Auburn University Institutional Review Board has approved this document for use from 5/13/11 to 4/11/12 Protocol # 09-338 EP 1004

INFORMED CONSENT

for a Research Study entitled

"[Type the document subtitle]"

You are invited to participate in a research study to examine the events surrounding the 1965 merger of the NFA and the FFA. The study is being conducted by Donald Gilman under the direction of Dr. Brian A. Parr in the Auburn University Department of Curriculum. You were selected as a possible participant because you were in some role in the field of Agricultural Education, NFA member, or FFA member prior to the merger or you are a teacher educator and are age 19 or older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to answer interview questions. Also, if you agree, the interview session will be videotaped to ensure the accuracy of your response. Your total time commitment will be approximately one hour. If you are in agreement with being videotaped during the interview, please place a check in the box provided.

I agree to being videotaped for this interview.

Are there any risks or discomforts? The risks associated with participating in this study are the possibility of a confidentiality breach. To minimize these risks, we will keep the research materials under lock and key and stored within the department.

Are there any benefits to yourself or others? If you participate in this study, you can expect to contribute to the body of knowledge concerning the merger.

Will you receive compensation for participating? There will be no compensation offered for participation in this study.

Are there any costs? If you decide to participate, there will be no cost to you for participating.

Participant's initials _____

Page 1 of 2

5040 HALEY CENTER
AUBURN, AL 36849-5212

TELEPHONE:
334-844-4434

FAX:
334-844-6789

www.auburn.edu



COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Curriculum or with the researcher.

Your privacy will be protected. Any information obtained in connection with this study will remain confidential. Information obtained through your participation may be used to fulfill an educational requirement for this research, published in a professional journal, or presented at a professional meeting to bring more awareness to the events that surround the merger of the NFA and FFA.

If you have questions about this study, please ask them now or contact Donald Gilman at 229-776-3779 or DFG0001@auburn.edu or Dr. Brian A. Parr at 334-844-6995 or BAP0007@auburn.edu. A copy of this document will be given to you to keep.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NO YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE INDICATES YOUR WILLINGNESS TO PARTICIPATE.

Participant's signature Date

Investigator obtaining consent Date

Printed Name

Printed Name

The Auburn University Institutional Review Board has approved this document for use from 5/12/11 to 4/11/12
Protocol # 09-338 EP 1D04

6040 HALEY CENTER
AUBURN, AL 36849-5212

TELEPHONE:
334-844-4134

FAX:
334-844-6789

www.auburn.edu

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Appendix III

Semi structured interview questions

Interview Questions

1. From an educator's point of view, what was the atmosphere like then?
2. Was it a happy moment, one of unity, or was it viewed as a forced issue?
3. How did they feel knowing there would now be Black teachers teaching their students? How did you feel about educating Black students?
4. What was their perception of Black educators? Your perception as far as preparation as teachers?

5. Did they feel that the NFA was truly an organization that was in many ways parallel to the FFA?
6. With this "merger," what would be accomplished?
7. What barriers did they perceive would keep this merger from being successful?
8. Looking at your career, what are your feelings about the merger now?
9. Could the merger have been delayed for 5 -10 years? Was the timing right?
10. Could the NFA have survived in post-integration schools?

Appendix IV

April, 1965

PROPOSED STATUS OF THE NORTH CAROLINA TEACHERS' ASSOCIATION

The agricultural teachers' groups belong to the two National Educational Organizations -- NEA and AVA. Both groups are talking about a fair merger procedure, and resolutions or public statements have been made on the progress so far.

The teachers' groups belong to the two State Education Associations -- N. C. Educational and the NCTA. These two Associations, which represent the top educational leadership of the state, are talking about merger; and it is generally agreed that any type of merger should start with the top level leadership of the two State Educational Associations.

Since the two Agricultural Teachers' Associations are a part of, or a subsidiary of the two Educational Associations, the two groups then become obligated to whatever merger procedures are agreed to by the parent body.

The camping program is tied in with the Hammocks Beach Corporation, and the more than \$150,000.00 invested was done under the direction of a Board of Trustees. The trustees were set up because the youth, according to the laws of North Carolina, could not transact the type of business involved.

This Board of Trustees is made up of the officers of the North Carolina Agricultural Teachers' Association and the State Staff located in Greensboro, with the State Supervisor serving as ex-officio member.

Therefore, it appears that before taking over or eliminating the North Carolina Agricultural Teachers' Association, an effort should be made to hold them intact to continue to administer the program of the camp until the merger of the two agricultural teacher groups has been effected. Then, a Board could be set up to deal with the Hammocks Beach Corporation. Such a group may be made up of teachers, or the Board of Directors of the FFA.

It is hoped that agricultural teachers will work on local levels to create the kind of environment in which serious talk can be conducted for the best interests of both groups, -- the State Staff providing consultative services wherever and whenever needed.

+ + +

MERGING OF NFA AND FFA

1. Give the approximate memberships:

N E A -

A V A - 100 per cent for more than a quarter of a century

Both groups are talking and considering plans for a fair merger procedure.

2. Our teachers belong to two teacher groups -- the North Carolina Teachers Association and the NCE A. It certainly must not be overlooked that these two Associations, which represent two of the most powerful educational organizations in the State are considering merging procedures. We feel that these two organizations need to talk and plan for a successful merging before the student organizations can merge.

3. What does the N. F. A. Organization bring to the National F. F. A.?

- John T. ...*
- a) Between 11,000 and 12,000 members
 - b) A completely equipped Camp worth \$150,000
 - c) An organization with a record of more than 30 years of significant contributions to American agriculture and rural living, and
 - d) An organization that has rendered a form of rural leadership that has stood first in all cases.

4. Near the middle of the 19th Century, Dr. Sharpe gave the teachers of the North Carolina Teachers Association a tract of land, some _____ acres, more or less, to be used as a vacation or retreat place.

The Board of Directors, made up of the heads of Higher Education, had plans approved for the development of the 4-H Club and N. F. A. Camp on this tract of land. These youth centers are known as the John Mitchell and S. B. Simmons Camps. The latter is valued at \$150,000 and was developed under a Board of Trustees.

Appendix V

C
O
P
Y

February 4, 1965

Mr. Francis Keppel
Commissioner of Education
U. S. Office of Education
Washington, D. C.

Dear Mr. Keppel:

Your letter of January 27 concerning the relationship of the Civil Rights Act to the Future Farmers of America and the New Farmers of America was received last week during the National meeting of the FFA Board of Student Officers and the Board of Directors. The letter was read to the Boards. Careful consideration was given to your recommendations. After considerable study the Board of Student Officers and the Board of Directors approved the following recommendations:

1. States concerned should set up State Committees to study and work on the problem of merging the NFA with the FFA.
2. The merger will be developed jointly by members of the Boards of Directors of the FFA and the NFA.
3. NFA members will become FFA members July 1, 1965.
4. A convention will be held at Atlanta, Georgia in October, 1965, for the final presentation of NFA awards.
5. Since NFA members will become FFA members July 1, 1965, they will be eligible to attend the 1965 National FFA Convention.

The merger has been discussed with the Board of Directors of the NFA several times. The Board agreed to the merging. An official statement will be sent to you as soon as I receive one from the Board. Recommendation number three implies that NFA members automatically become FFA members July 1, 1965.

C
O
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-2-

The four degrees in the New Farmers of America Organization are comparable to the four degrees in the Future Farmers of America Organization. There are some variations in requirements. An NFA member will enter the FFA at a comparable degree level. The advancement to additional degrees is based entirely on achievement. We have never received a protest from any NFA member in the States where these two organizations have been merged, concerning the privileges of advancement to the different degrees.

According to the practices which have been followed during the recent years in the gradual merging of the two organizations I do not believe that article V of the FFA Constitution that specified that applicants of the various degrees must receive a majority vote of all members present will be a problem. If this does prove to be a problem we will make every effort to have the constitution changed.

Recommendation number five will make it possible for any NFA member to be eligible to attend the 1965 National FFA Convention. Since there seems to be genuine interest on the part of the NFA to hold one more National Convention, in all probability many of the boys who have been in the NFA will choose to go to the Atlanta convention rather than the FFA Convention in Kansas City this year. This will be their decision, however.

Your counsel and assistance is of value to us as we strive to merge the New Farmers of America and the Future Farmers of America in a manner that is fair to all and in keeping with the intent of the Civil Rights Act.

Sincerely yours,

A. W. Tenney, National Advisor
Future Farmers of America

AWTenney:baw
Files

Appendix VI

J. W. Warren

DEPARTMENT OF PUBLIC INSTRUCTION



STATE OF NORTH CAROLINA

RALEIGH

February 24, 1965

TO: County and City Superintendents
FROM: Charles F. Carroll, State Superintendent Public Instruction
SUBJECT: Changes in Vocational Agriculture and Home Economics Youth Organizations

We are attaching copies of communications we have received from the U. S. Office of Education relating to the future of the Future Homemakers of America -- New Homemakers of America and the Future Farmers of America -- New Farmers of America.

You will observe that these communications call for the discontinuance of the New Homemakers of America and the New Farmers of America as of the beginning of the 1965-1966 school year, in compliance with the Civil Rights Act of 1964.

It is our thought that you would like to acquaint your staff members with these new arrangements.

Enclosures

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Washington, D. C. 20202

C O P Y

September 22, 1964

Mr. A. W. Tenney
Director, Agricultural
Education Branch
Office of Education
Washington, D. C. 20202

Dear Mr. Tenney:

As you know, I have been concerned for some time with the continued existence of separate farmers youth organizations for white and Negro students in some of the States. I realize that you have been considering this problem. The passage of the Civil Rights Act now gives an additional emphasis to the need to eliminate the separate agencies.

In title VI of the Civil Rights Act of 1964 the Congress has established the following policy:

"Section 601. No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

It is clear that the FFA, chartered by Congress, financed in part by the Office of Education funds, receiving services and other assistance from the Office of Education pursuant to Federal statute, and guided by policy decisions of members of the Office of Education is within the purview of title VI of the Civil Rights Act.

While the implementing regulations have not yet been issued, it seems clear that such regulations will require assurance from each authority responsible for federally assisted program operations that the services and benefits of such programs will be provided without distinction on the basis of race, color, or national origin. In terms of the operational structure and functions of the FFA, this means that not only must privileges and benefits of membership and participation in local chapters be available to vocational education students without distinction as to race, color, or national origin, but also that the policies and practices of each State association chartered by the national FFA, governing the chartering and participation of local chapters in FFA programs, must be such as to draw no distinction predicated upon the racial composition of any school or local area.

This letter is being sent to you at this time with the thought that your preparations on the forthcoming national convention of the FFA may afford an opportunity for early planning on your part to insure a smooth and constructive course of progress as the FFA carries out its responsibilities.

The FFA has become a major influence on the lives and attitudes of thousands of our school pupils. It has developed outstanding programs to meet the changing needs of such young people. There is every reason to believe it will find in the responsibilities embodied in the Civil Rights Act of 1964 new opportunities to further purposes for which it was founded and to which it is dedicated.

Sincerely yours,

(signed) Francis Keppel

Francis Keppel
Commissioner of Education

RECOMMENDATIONS ADOPTED BY THE FFA BOARDS OF STUDENT
OFFICERS AND DIRECTORS ON INTEGRATION OF THE FFA-NFA

1. States concerned should set up State committees to study and work on the problem of merging the NFA with the FFA.
2. Have professional Negro educators serve as consultants at meetings of the FFA Board of Directors.
3. NFA members, meeting the qualifications of the National FFA Constitution, will begin FFA membership, at comparable degrees, on July 1, 1965, where administratively permissible, and in accordance with approved State Plans for Vocational Education.
4. The last National NFA Convention will be held not later than October, 1965, for presentation of final awards and for completion of the merging of the NFA with the FFA.
5. Selected former NFA officers, or members, should attend the 1965 National FFA Convention for special activities which will be held in connection with the merging of the two organizations.

Kansas City, Missouri
October 11, 1964

C O P Y

FUTURE HOMEMAKERS OF AMERICA
NEW HOMEMAKERS OF AMERICA
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

PLAN FOR THE MERGING OF
THE FUTURE HOMEMAKERS OF AMERICA AND THE NEW HOMEMAKERS OF AMERICA
AGREED UPON BY THE NATIONAL ADVISORY BOARDS
ON SEPTEMBER 25, 1964

1. The national youth organizations, New Homemakers of America and Future Homemakers of America, shall merge as of July 15, 1965 and thereafter there will be one national organization known as the Future Homemakers of America, Inc.
2. The last national meetings of the Future Homemakers of America and the New Homemakers of America as separate organizations will be in June and July of 1965. These meetings will help State Associations and local chapters make plans for the merger.
3. The first national meeting of the merged organizations will be held in St. Louis, Missouri, July 10-15, 1966.
4. The magazines TEEN TIMES and CHATTER BOX will be combined into one magazine in the year 1965-66 to be known as TEEN TIMES. A special fall 1965 issue will highlight the history and accomplishments of both organizations.

Appendix VII

Form 100*
Rev. 1961

Annual NFA Report

OF STATE ASSOCIATION TO THE NATIONAL ORGANIZATION
FOR THE YEAR ENDING JUNE 30

Due: July 1

The annual report for July 1, 19.61..... to June 30, 19.....62., must be forwarded by July 1 to the National Administrative Executive Secretary of the NFA, Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C. Failure to file this report will affect the good standing of the State Association with the National Organization. (Refer to National By-Laws, Article VII).

<u>N. O. New Farmers of America</u>	<u>June 29, 1962</u>
(Name of State Association)	(Date of Forwarding this Report)
Signed: _____	_____
(State Advisor)	(State Executive Secretary)

A. ORGANIZATION

1. Total number of departments of vocational agriculture.....	<u>147</u>
2. Total number of chartered, active, local chapters.....	<u>147</u>
3. Number of chapters having a current Program of Work on file in the State Office...	<u>147</u>
4. State and National dues per member.....	<u>60¢</u>

B. MEMBERSHIP STATUS

1. Number of day-school students enrolled in vocational agriculture classes.....	<u>10,210</u>
2. Number of day-school students who are active members.....	<u>8,918</u>
3. Number of out-of-school boys who are active members.....	<u>105</u>
4. Total active membership (2 plus 3).....	<u>9,023</u>
5. Percentage of members in relation to enrollment in vocational agriculture (4 + 3, X 100).....	<u>89</u>

C. CHAPTER PROGRAM OF ACCOMPLISHMENTS

I. Supervised Farming

1. Number of members owning one or more productive enterprises.....	<u>9,227.00</u>
2. Number of members on farm placement.....	_____
(NOTE: Report each member in either 1 or 2, depending upon major emphasis in his supervised farming program)	
3. Average investment in farming programs by all active members, as of January 1....	<u>\$ 103.20</u>

*Prepared by the New Farmers of America in cooperation with the Office of Education, Department of Health, Education, and Welfare.

- 4. Number of members completing supervised farming programs during the past year 8,981
- 5. Average labor income of these members (item 4)..... \$ 172.00
- 6. Number of chapters operating a school farm..... none

II. Cooperative Activities

- 1. Chapters making purchases through definite cooperative arrangements:
 - a. Number of Chapters..... 119 b. Value of Purchases \$ 6,110.00
- 2. Chapters making sales through definite cooperative arrangements:
 - a. Number of Chapters..... 115 b. Value of Sales..... \$7,150.60
- 3. Number of chapters providing cooperative agricultural services:
 - a. Providing purebred sires..... 106
 - Beef bull..... 20 Boar..... 33
 - Dairy bull..... 53 Ram.....
 - b. Renting chapter owned equipment.....
- 4. Number of chapters operating livestock chains..... 41
 - Swine..... 21 Dairy Cattle..... 20
 - Sheep..... Beef Cattle.....

III. Community Service

- 1. Number of chapters that conducted a community-wide safety campaign..... 231
- 2. Rate the major areas of Farm Safety Activities promoted by chapters: (1-2-3, etc.)

Farm Work Safety..... <u>26</u>	Farm Fire Prevention..... <u>26</u>
Rural Traffic Safety..... <u>17</u>	Tractor and Machinery Safety..... <u>41</u>
Farm Home and Buildings Safety..... <u>25</u>	Farm Mechanics Shop Safety..... <u>81</u>
Recreational Safety..... <u>15</u>	
- 3. Number of chapters that conducted an organized conservation program, such as reforestation, protecting wild life, and prevention of forest fires..... 71
- 4. Number of chapters participating in fairs or livestock shows..... 110

IV. Leadership

- 1. Number of chapters that held a public speaking contest..... 135
- 2. Number of chapters with 50 percent or more of members participating in a public speaking contest..... 40
- 3. Number of chapters that conducted a Creed contest..... 112
- 4. Did the State association sponsor a parliamentary procedure contest?..... Yes
- 5. Number of chapters that participated in a parliamentary procedure contest below the State level..... 143
- 6. Did the State Association provide leadership training schools or conferences for chapter officers? (Other than at State Camp)..... Yes

If so, please indicate level of conference

	State	Federation	District
Total chapter participation	<u>147</u>		
Total member participation	<u>1176</u>		

- 7. Did State Association sponsor a Quiz contest?.....
- 8. Number of chapters participating in the Quiz contest below the State level..... 129
- 9. Number of chapters participating in a Quartet contest below the State level..... 135

V. Earnings and Savings

1. Number of chapters operating on a planned budget.....	145
2. Average amount of budget per chapter.....	\$ 120.00
3. Amount of State Association budget.....	\$ 2,300.00

VI. Conduct of Meetings

1. Number of members who own the Official NFA Guide.....	9,023
2. Number of chapters using official chapter secretary's book.....	147
3. Number of chapters using official chapter treasurer's book.....	147
4. Number of chapters possessing full meeting equipment as listed in the Guide.....	143
5. Number of chapters using official opening and closing ceremonies.....	147
6. Number of chapters holding 12 or more meetings per year, with at least one during the summer.....	147
7. Number of chapters where the chapter officers meet at least once prior to each regular chapter meeting to plan the program.....	75
8. Number of chapters that had a State officer participate in at least one meeting....	51

VII. Scholarship

1. Number of chapters with a Scholarship Committee that conducted an activity to improve scholarship of members.....	31
2. Number of chapters that devoted at least one meeting program to a discussion of methods for improving scholarship.....	122
3. Number of members whose scholarship ranked in the upper one-fourth of their class, considering all high school subjects.....	

VIII. Recreation

1. Does the State Association own or operate a State Camp?.....	Yes
2. If the State Association had a State Camp program, please indicate:	
a. Length of camp period (in days).....	5 days per wk.
b. Number of chapters represented.....	128
c. Number of members attending.....	913
d. Was leadership training included in the program?.....	Yes
3. Number of chapters regularly providing entertainment at meetings, such as quartets and string bands.....	115

IX. Public Relations

1. Did the State Association publish and distribute a newsletter to chapters:	
a. Monthly?.....	
b. Quarterly?.....	Yes
2. Number of chapters conducting:	
a. Parent-son banquet.....	
b. Father-son banquet.....	79
3. Number of chapters that prepared news releases for local papers.....	147
4. Number of chapters that participated in one or more radio programs.....	90
5. Number of chapters presenting Honorary Improved Farmer degrees.....	15

X. Participation in State and National Activities

1. Number of chapters nominating candidates for:	
a. Modern Farmer Degree.....	70
b. Superior Farmer Degree.....	10
c. H. O. Sargent Award.....	6

2. Number of chapters submitting applications for the following FFA Foundation Awards:

- a. Farm Mechanics 36
- b. Soil and Water Management 15
- c. Farm Electrification 20
- d. Livestock Farming
- e. Farm Forestry
- f. Poultry Farming
- g. Crop Farming
- h. Dairy Farming 30
- i. Farm and Home Improvement 80

(Does not apply in 1961)

8. Give the following information on the State Convention:

- a. Total attendance 550
- b. Number of chapters represented 138
- c. Were official opening and closing ceremonies used? yes
- d. Was the Official Modern Farmer Degree ceremony used? yes
- e. Number of Honorary Modern Farmer Degrees awarded 4

D. COLLEGE GROUPS

Is there in operation:

- a. Collegiate NFA Chapter yes (No. Members 440)
- b. Agricultural Education Club yes
- c. Other (please name)

E. OTHER INFORMATION

Please send to the National Administrative Executive Secretary:

1. A list of names and post office addresses of:
 - a. New chartered chapters 3
 - b. Reinstated chartered chapters
 - c. Discontinued chartered chapters 1
2. A copy of the latest revision of the State Association's Constitution, if changed significantly.
3. A summary of the top three or four outstanding achievements of the State Association.
4. List of State Officers for current year, giving their names and post office addresses.

Appendix VIII

Form 100*
Rev. 1961

Annual NFA Report

OF STATE ASSOCIATION TO THE NATIONAL ORGANIZATION
FOR THE YEAR ENDING JUNE 30

Due: July 1

The annual report for July 1, 19...62... to June 30, 19...63..., must be forwarded by July 1 to the National Administrative Executive Secretary of the NFA, Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C. Failure to file this report will affect the good standing of the State Association with the National Organization. (Refer to National By-Laws, Article VII).

N. C. New Farmers of America <small>(Name of State Association)</small>	June 28, 1963 <small>(Date of Forwarding this Report)</small>
Signed: _____ <small>(State Advisor)</small>	_____ <small>(State Executive Secretary)</small>

A. ORGANIZATION

1. Total number of departments of vocational agriculture.....	148
2. Total number of chartered, active, local chapters.....	148
3. Number of chapters having a current Program of Work on file in the State Office....	148
4. State and National dues per member.....	65¢

B. MEMBERSHIP STATUS

1. Number of day-school students enrolled in vocational agriculture classes.....	11,807
2. Number of day-school students who are active members.....	9,191
3. Number of out-of-school boys who are active members.....	108
4. Total active membership (2 plus 3).....	9,299
5. Percentage of members in relation to enrollment in vocational agriculture (4 + 1, X 100).....	80%

C. CHAPTER PROGRAM OF ACCOMPLISHMENTS

I. Supervised Farming

1. Number of members owning one or more productive enterprises.....	11,398
2. Number of members on farm placement.....	_____
<small>(NOTE: Report each member in either 1 or 2, depending upon major emphasis in his supervised farming program)</small>	
3. Average investment in farming programs by all active members, as of January 1....	\$ 121.60

*Prepared by the New Farmers of America in cooperation with the Office of Education, Department of Health, Education, and Welfare.

4. Number of members completing supervised farming programs during the past year 9,674
5. Average labor income of these members (item 4)..... \$177.26
6. Number of chapters operating a school farm..... None

II. Cooperative Activities

1. Chapters making purchases through definite cooperative arrangements:
 - a. Number of Chapters..... 52 b. Value of Purchases \$ 35,849.75
2. Chapters making sales through definite cooperative arrangements:
 - a. Number of Chapters..... 32 b. Value of Sales..... \$ 48,378.70
3. Number of chapters providing cooperative agricultural services:
 - a. Providing purebred stes..... 28

Beef bull..... <u>3</u>	Boar..... <u>20</u>
Dairy bull..... <u>5</u>	Ram.....
 - b. Renting chapter owned equipment..... none
4. Number of chapters operating livestock chains..... 35

Swine..... <u>23</u>	Dairy Cattle..... <u>7</u>
Sheep..... <u>3</u>	Beef Cattle..... <u>2</u>

III. Community Service

1. Number of chapters that conducted a community-wide safety campaign..... 67
2. Rate the major areas of Farm Safety Activities promoted by chapters: (1-2-3, etc.)

Farm Work Safety..... <u>4</u>	Farm Fire Prevention..... <u>3</u>
Rural Traffic Safety..... <u>6</u>	Tractor and Machinery Safety..... <u>2</u>
Farm Home and Buildings Safety..... <u>5</u>	Farm Mechanics Shop Safety..... <u>1</u>
Recreational Safety..... <u>7</u>	
3. Number of chapters that conducted an organized conservation program, such as reforestation, protecting wild life, and prevention of forest fires..... 72
4. Number of chapters participating in fairs or livestock shows..... 92

IV. Leadership

1. Number of chapters that held a public speaking contest..... 130
2. Number of chapters with 50 percent or more of members participating in a public speaking contest..... 50
3. Number of chapters that conducted a Creed contest..... 100
4. Did the State association sponsor a parliamentary procedure contest?..... Yes
5. Number of chapters that participated in a parliamentary procedure contest below the State level..... 148
6. Did the State Association provide leadership training schools or conferences for chapter officers? (Other than at State Camp)..... Yes

If so, please indicate level of conference

	State	Federation	District
Total chapter participation	<u>2 Meetings</u>	<u>148</u>	<u>4</u>
Total member participation	<u>14</u>	<u>740</u>	<u>80</u>

7. Did State Association sponsor a Quiz contest?..... Yes
8. Number of chapters participating in the Quiz contest below the State level..... 130
9. Number of chapters participating in a Quartet contest below the State level..... 141

1963

V. Earnings and Savings

1. Number of chapters operating on a planned budget.....	146
2. Average amount of budget per chapter.....	\$ 186.16
3. Amount of State Association budget.....	\$ 2,915.25

VI. Conduct of Meetings

1. Number of members who own the Official NFA Guide.....	9,299
2. Number of chapters using official chapter secretary's book.....	148
3. Number of chapters using official chapter treasurer's book.....	148
4. Number of chapters possessing full meeting equipment as listed in the Guide.....	147
5. Number of chapters using official opening and closing ceremonies.....	148
6. Number of chapters holding 12 or more meetings per year, with at least one during the summer.....	148
7. Number of chapters where the chapter officers meet at least once prior to each regular chapter meeting to plan the program.....	60
8. Number of chapters that had a State officer participate in at least one meeting....	148

VII. Scholarship

1. Number of chapters with a Scholarship Committee that conducted an activity to improve scholarship of members.....	107
2. Number of chapters that devoted at least one meeting program to a discussion of methods for improving scholarship.....	107
3. Number of members whose scholarship ranked in the upper one-fourth of their class, considering all high school subjects.....	2,042

VIII. Recreation

1. Does the State Association own or operate a State Camp?.....	Yes
2. If the State Association had a State Camp program, please indicate:	5 days per week
a. Length of camp period (in days).....	146
b. Number of chapters represented.....	1,465
c. Number of members attending.....	Yes
d. Was leadership training included in the program?.....	123
3. Number of chapters regularly providing entertainment at meetings, such as quartets and string bands.....	

IX. Public Relations

1. Did the State Association publish and distribute a newsletter to chapters:	
a. Monthly?.....	
b. Quarterly?.....	Yes
2. Number of chapters conducting:	
a. Parent-son banquet.....	56
b. Father-son banquet.....	29
3. Number of chapters that prepared news releases for local papers.....	131
4. Number of chapters that participated in one or more radio programs.....	93
5. Number of chapters presenting Honorary Improved Farmer degrees.....	21

X. Participation in State and National Activities

1. Number of chapters nominating candidates for:	
a. Modern Farmer Degree.....	135
b. Superior Farmer Degree.....	12
c. H. O. Sargent Award.....	5

2. Number of chapters submitting applications for the following FFA Foundation awards:

a. Farm Mechanics	26	*f. Poultry Farming.....	
b. Soil and Water Management.....	18	*g. Crop Farming.....	
c. Farm Electrification.....	50	h. Dairy Farming.....	36
*d. Livestock Farming.....		i. Farm and Home	
*e. Farm Forestry.....		Improvement	71

* (Does not apply in 1961)

3. Give the following information on the State Convention:

a. Total attendance.....	601
b. Number of chapters represented.....	146
c. Were official opening and closing ceremonies used?.....	Yes
d. Was the Official Modern Farmer Degree ceremony used?.....	Yes
e. Number of Honorary Modern Farmer Degrees awarded.....	4

D. COLLEGE GROUPS

Is there in operation:

	No. Members
a. Collegiate NFA Chapter.....Yes.....	40
b. Agricultural Education ClubYes.	
c. Other (please name).....	

E. OTHER INFORMATION

Please send to the National Administrative Executive Secretary:

1. A list of names and post office addresses of:
 - a. New chartered chapters 1
 - b. Reinstated chartered chapters 1
 - c. Discontinued chartered chapters
2. A copy of the latest revision of the State Association's Constitution, if changed significantly.
3. A summary of the top three or four outstanding achievements of the State Association.
4. List of State Officers for current year, giving their names and post office addresses.