

A HISTORICAL NARRATIVE ON THE IMPACT OF THE NEW FARMERS OF AMERICA (NFA) ON SELECTED PAST MEMBERS

Dexter B. Wakefield, Assistant Professor

Southern Illinois University

B. Allen Talbert, Associate Professor

Purdue University

Abstract

The purpose of this study was to establish a written historical narrative on issues relating to the impact the NFA had on selected past members. A secondary purpose was to create dialogue about the NFA. Major findings of this study were: (1) the participants believed that the agricultural teacher played an important role in their leadership development that helped them to lead and manage programs, and develop human relation skills, (2) 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, (3) the participants expressed the notion that neither Black nor White teachers were doing as much for all students after the merger and that the interest of the student was no longer a priority for many of the teachers, and (4) 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. An implication of the study is that a lack of forethought and effort in maintaining Blacks in leadership positions led to poor morale and a loss of identity among Black students enrolled in the FFA.

Introduction/Theoretical Framework

The National Vocational Education Act of 1917, also known as the Smith-Hughes Act, established federal funding for courses in agricultural education (Tenney, 1977). Almost immediately, agricultural education programs began forming local organizations for their students to participate in competitions and other activities. These organizations developed over the years and became the Future Farmers of America (FFA) in 1928 (Taylor & Crunkilton, 1979). The FFA was open to all races, but due to segregation, most Blacks were not able to participate. It was not until 1964 when Congress passed the Civil Rights Act prohibiting segregation in public schools that all Black students enrolled in vocational agriculture could become members of the FFA nationwide (Tenney, 1977).

The New Farmers of America (NFA) was an organization of Negro farm boys studying vocational agriculture in the public schools throughout 18 states in the eastern and southern United States. The NFA started

in Virginia in May 1927 with a few chapters and members, and concluded in 1965 with more than 1,000 chapters and more than 58,000 active members (Strickland, 1995). From 1928-1935 there was not a national organization, so state associations were known only by the state name; for example, N.F.V. designated the New Farmers of Virginia (New Farmers of America, 1963). However, beginning as early as 1929 and concluding with a meeting in August 1935 at Tuskegee Institute in Alabama, discussions were held regarding forming a national organization (Strickland, 1995). At the Tuskegee meeting, representatives from 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). This was an important step because it provided pride to the members knowing they were a part of a national organization (New Farmers of America, 1963).

Between the time of the Smith-Hughes Act in 1917 and the formation of the NFA in 1935, African Americans in the agricultural

education professional fields increased rapidly (Bowen, 1994). After the federally mandated desegregation and state compliance efforts of the 1960s, the infrastructure that maintained substantial numbers of African Americans in agriculture declined drastically (Bell, Powers, & Rogers, 1987). With the decline in African Americans in key roles, membership in the agricultural sciences has steadily decreased for African Americans in agriculture (Bowen, 1994).

History can be one guide in determining what has led to the decrease of African American students in the FFA organization. FFA membership is one-third female, three-fourths non-farm (National FFA Organization, 2002), and less than five percent African American (Moore, 1994; National FFA Organization, 2002). Before 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).

Focusing on diversity is a major issue in American society. The emphasis on diversity and pluralism continues to grow in terms of demographics, economics, and social changes taking place in the United States (Ingram & Nyangara, 1997). "Some could argue that the focus of future diversity efforts should be on enrolling more minority students and increasing membership in the FFA where programs are currently being offered" (Moore, 1994, p. 14). Larke (2000) stated, "One of the big questions is how do we sensitize non-minorities to the need, get them to take ownership of the challenge and recruit students of color" (p. 9).

It is important that we remember history, as the NFA was a thriving organization before the merger in the 1960s (Norris, 1993; Strickland, 1995). The agriculture teachers from that era are likely retired, near retirement, or deceased; while the NFA and FFA members involved at that time may have fading memories of the specifics of the events. 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 none 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).

Conceptual Framework

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. African American males had been members of the FFA in states where separate schools were not maintained and many who attended these integrated schools became active members of the FFA (Tenney, 1977). 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. The *National Future Farmer Magazine* carried stories on the NFA Convention and other activities of the organization (Strickland, 1995). Because of these reasons and with the national debate on civil rights in the early 1960s, the NFA and FFA decided to meet to consider merging the two organizations. In 1962, the NFA and FFA national officers held a joint meeting to discuss their two organizations (Strickland, 1995). Some states were either reluctant to merging or were moving at a slower pace than expected by the government. It was not until after Congress passed the Civil Rights Act of 1964 prohibiting segregation in public schools that all African American students of vocational agriculture could become members of the FFA (Tenney, 1977).

The need for merging the two organizations had been discussed with the National Board of Directors of the FFA and the Board of Trustees of the NFA. After thorough consideration, it was agreed for gradual merging. Field notes by an unnamed author presented 15 goals of the FFA-NFA merger.

1. Have NFA President speak at FFA Convention.
2. Have FFA President speak at NFA Convention.
3. Have officer training done jointly in 1964 and annually thereafter.
4. Have exploratory meetings of [FFA Board of Directors] and NFA [Board of Trustees].
5. Recommend [inter-organizational activities] on state and local levels.
6. Have *National Future Farmer* use NFA stories.
7. Change name of FFA to Future Farmers and Agriculturalists.
8. Change name of NFA to Future Farmers and Agriculturalists.
9. Continue Atlanta Convention for five years or less.
10. Recommend the merging of FFA and NFA on state and local levels as soon as expedient.
11. Permit delegations from all eligible associations and chapters to attend National FFA Conventions.
12. Continue NFA Award Program for five years or less.
13. At the end of five years, distribute foundation funds to states on basis of FFA membership.
14. Encourage participation of FFA members in all local, regional, and national contest and award programs.
15. When NFA is changed to FFA change NFA degrees and ceremonies to FFA.

It is recommended to the Board of Directors of the FFA and the Board of Trustees of the NFA that the National Organization continue to sponsor the FFA and its component part (the NFA) until December 31, 1965, so that both groups can make adjustments, and prepare for the elimination of the NFA Convention. It is also recommended that the State Associations integrate the chapters as rapidly as possible so that by June 30, 1968, all Negro students of vocational agriculture will be members of the FFA (NFA Archives, 1963).

Strickland (1995) summarized the details of the actual merger. The FFA National Board of Directors and the U.S.

Commissioner of Education approved that membership in FFA effective July 1, 1965 was open to all agriculture students regardless of race, color, or national origin. It was further recommended that those states not fulfilling this requirement be no longer considered in good standing with the National Organization until such requirements have been met (NFA Archives, 1963). The NFA held its final National Convention during the first week of October 1965. The next week at the National FFA Convention a ceremony was held to symbolize the merger of the NFA and the FFA.

With the merger, the NFA was required to give up its name, constitution, bylaws, emblems, money and its 52,000 members. The merger required the NFA to transfer all its National assets to the FFA. The transfer was substantial; 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 (NFA Archives, 1963). The African American teachers and state staff who had previously taught about the NFA were now required to teach pertinent facts about the FFA and arrange for the disposal of all NFA items (Norris, 1993). It was not until the 1990s that any information pertaining to the NFA was included in the *Official FFA Manual* (personal communication, A. Larke, Jr., May 31, 2000).

Purpose/Objectives

The purpose of this study was to establish a written historical narrative on issues relating to the impact the NFA had on selected past members. A secondary purpose was to create dialogue about the NFA. The research objectives for this study were:

1. What activities of the NFA contributed to, or distracted from, the leadership development or success of the past NFA member?
2. What impact did the NFA (versus other sources) have on the development of selected past NFA members?

3. What aspect(s) or program(s) of the NFA (that was lost after the merger) could be incorporated into the FFA where minority issues are of concern?

Methodology

Patton (1990) stated that we cannot observe behaviors that took place at some previous point in time, situations that preclude the presence of the observer, and we cannot observe how people have organized the world and the meanings they attach to what goes on in the world. Interviewing allows the researcher the opportunity to find out those things that cannot be directly observed. Therefore, to obtain a historical narrative from past members of the NFA, interviewing was utilized to accomplish the objectives of the study. Lee, Mitchell, and Sablynski (1994) explained that the researcher has a distinct and active role in the interview process.

Interviewing is one of several techniques for gathering data about past events, figures, and movements. It seeks to record on tape the ideas, impressions, and knowledge of persons who might not otherwise leave any kind of written memoir. Interviewing is not a substitute for written history, but complements traditional sources of materials used in reference to the past. "Oral personal narratives occur naturally within a conversational context, and often the performance of one narrative leads to other related performances" (Boland, 1979, p. 71). Boland further 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).

The oral interviews were conducted using a researcher-developed interview guide. The guide was reviewed by a panel of experts from the program areas of agricultural education and African American Studies at Purdue University and past members of the NFA not involved in this research study. As participants were interviewed, questions were added or clarified based on previous interviews.

Using the research objectives as guides, the interviews were transcribed and analyzed. The interviews were compared against each other for emerging themes.

The participants selected were individuals without whose contributions to the historical narrative would be deficient, people who would make unique and significant but rather specialized contributions to the collection, and individuals who were suggested as potential interviewees from past NFA members. The participants were selected by using snowball or chain sampling. Snowball or chain sampling is a method used for locating information-rich key informants (Patton, 1990). These individuals are recommended as valuable by a number of different informants and their names are mentioned repeatedly. "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).

On October 23, 2000, a memo was sent on the email listserv to all American Association of Agricultural Educators (AAAE) members and the email listserv to all Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) members referencing information pertaining to past NFA members. From the responses received, nine participants were chosen as interviewees. All of the members selected were past NFA members and were interviewed in person. Human Subjects Research approval was obtained to tape record the oral narratives. To ensure anonymity, respondents are not individually identified. As a group, the nine respondents included NFA national officers, key state NFA officials, and NFA advisors.

Participants were emailed transcripts of their interviews and asked to review the transcripts for accuracy and clarity. The researcher compared information received from the participants, for accuracy purposes, to data found in written materials and the NFA archives located in Indianapolis, Indiana. The interview transcripts were consistent with the information in the written materials and archives.

Results/Findings

Two interview questions were asked to answer the first research question.

Question one: What roles did the NFA play in the school/community where you resided or worked?

Responses included: "The NFA played very significant roles because their people were in rural communities and many people were not mindful of the activities that were a part of the NFA. The teacher of agriculture would travel throughout the community, visiting homes with the students, working with adults bringing them into the program, and then they became familiar with activities of the NFA and developed an appreciation for what it was doing for their sons." "It served as a motivating force in their lives. It served as a vehicle for competition, where they could compete, and competition made good men and women out of everybody that passed through that program." "It helped students become leaders in not only the school but in the community as well." "The NFA was bigger than football in a rural community today, if you can picture that. In that sense, I mean that every sector in the community really valued and respected and had a high regard for the NFA. They knew that it was a part of our lives and one major vehicle to help young men to grow, to understand themselves, to understand the community, to set some goals for themselves, and to learn team and leadership skills." "In the school and community, the NFA was number one. You were seen throughout the community and the school because you did go to the other classrooms and put on demonstrations, and did community service."

Question two: What job skills, leadership skills, and values did you gain from your participation in NFA activities that contributed to your career and/or leadership?

Responses included: "I developed leadership skills with the ability to lead and manage people and programs, and the most important thing is developing human relations skills, being able to work with and getting along with people and to work

together as a team. Taught us how to develop that brotherly love. That permeated the community." "The NFA gave me what I needed to reach the point that I am now. It gave me the inspiration, it gave me the hope, it gave me the encouragement, it gave me the push, it gave me the enthusiasm, it gave me everything that I needed in order to be a successful person in order to render the kind of service that I need to succeed. It was responsible for my becoming the Executive Secretary of the NFA, my becoming the Director of Camp John Hope, because I had the leadership ability to do what was needed at that time." "I think one of the key things I received in the term of leadership skills was the ability to get up and speak before a group. Public speaking was one of those things that they stressed a lot and I find it to be very helpful today." "I guess those jobs skills really contributed to why I am an agriculture teacher today. My agriculture teacher brought a few of those hidden skills out of me. I had learned them on the farm, but during that time you were trying to get away from the farm and I found out I couldn't get away from the farm." "All those experiences I learned from living on a family farm and every time I looked up, the agriculture teacher was out there visiting. He was concerned about us." "The NFA had more to do with my success than any thing that I can think of in addition to my parents. The high school agriculture teacher played a key role as well." "The more people you could involve the more you would keep out of trouble, so they came up with these positions. Involving all these people would provide more leadership training for more people."

Two interview questions were asked to answer the second research question.

Question three: What were some of the contests/activities that you participated in as a NFA member?

Responses included: "Public speaking, parliamentary procedure, shop contests, tool identification, livestock judging and many others." "I participated in landscape judging, parliamentary procedure, livestock judging, forestry field day, and one of the most rewarding ones was public speaking. I

enjoyed that more and public speaking really gave me a push toward the goals that I had set.” “The only contests that I remember were public speaking, livestock judging and quartet.” “The NFA Ball and Quartet.” “Public speaking contest. During that time, we didn’t have something in front of you that you read from. You memorized, and then you came back the next day knowing half of it and then the next day you knew it all. So, public speaking was number one that sort of stood out. Another one was the NFA quiz contest. Where you learned about your history and the background of the NFA and then the Proficiency Contests with the shop work.”

Question four: What were some of your experiences as a NFA member?

Responses included: “NFA got me my first trip to Greensboro, North Carolina. We only lived 45 or 50 miles from Greensboro, but I never visited Greensboro, so my first visit to Greensboro was by way of participating in a state convention held on this campus. That must have been in 1962... I think it was.” “The year I served as National President, if the National President of the FFA came to speak at our National Convention, we did not know about it. It was one great experience to hear about Benjamin Mays [Mays is a Baptist Minister, the sixth president of Morehouse College, a mentor to Martin Luther King, Jr., and he delivered the eulogy at King’s funeral] at the Civic Center. It was a tremendous experience. I didn’t see too many white faces.” “We didn’t know anything about the FFA Magazines.” “Wearing those black and gold NFA jackets. Before you wore that coat, you had those eggs in your pocket. You didn’t know whether they were boiled or not. You had to go through that initiation. The upperclassmen would come to school initiation day if no other. I don’t know what lie they told, but every one of them came to school, because you would get beat and that was a part of it. You would run down this long line. They would be standing on each side. There would be a week of it. Them rascals could come to school that day with those belts soaked down and if you were a

freshman and you were trying to talk to somebody’s girlfriend, they would put the word out there and them rascals would kill you.”

Four interview questions were asked to answer the third research question.

Question five: What did you see as the primary differences between the NFA and FFA?

Responses included: “The FFA limited the participation of Black students in youth activities because Blacks don’t have the opportunity to be leaders in the organization like they did when the NFA was there.” “The Blacks were the leaders in the NFA. I wish we could develop the FFA to get more Black involvement as officers because Blacks are missing that experience.” It was very difficult to receive awards in the FFA. See the Black students felt like the NFA was their organization and they didn’t see the FFA as being their organization as much as they did back then.” “One of the things I think when we look at the differences sometimes in the merger, I know that the NFA teachers were very dedicated and motivated and they worked extremely hard to make sure that their students understood their roles and responsibilities. People along there with me would take a student whether they were Black or White and try to push them to the max, but agriculture teachers after me that didn’t have no dealings with the NFA wouldn’t push a student to the max. I guess because they didn’t know how to push Black students. Most teachers doing that time expected all of the kids to succeed.” “Now when I started teaching school in an integrated system in Virginia, what I didn’t see was that all the kids were expected to succeed. It seemed like they had given up on some of the kids and I know for a fact that when we merged that some of the teachers certainly gave up on some of the African American kids.” “We had more chances at leadership before the merger. Most of the students that participate in contests are White students. Most of the officers are White students. The Black students could do it, but they don’t have the chance.”

Question six: What was the atmosphere like in agricultural education when the two organizations first merged?

Responses included: "The Blacks were demoralized. The morale went down, because they felt as if they had lost something. So, at that time I was hoping that they would change the name of the FFA. It was called the Future Farmers of America. So we were hoping at that time they would change the name from Future Farmers of America to Future Agricultural Leaders of America or FAA Future Agriculturalists of America, but there were many old timers that had been around for a long time and just didn't want to change. Because at that time the Blacks felt like they were not giving up anything. The NFA...gone forever." Rather than a merger, many saw it as absorption; they were absorbed rather than merged. We had Booker T. Washington and H.O. Sargent. The only thing they kept was the H.O. Sargent." "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. If you are not a change agent, when the word 'change' come about maybe the FFA/NFA people said that we were going to lose our identity." "I think the merger was because of the courts. They had mandated that in Virginia, they were going to integrate the schools and because of that, I think the two groups came together. If the courts had not mandated that they integrate the schools, we might even today still have separate organizations and have separate schools. So, it goes back to the concept of looking at things from a broader perspective. There comes a point of time you have to ask a question to the issue of whether it was a good idea or not? This is my personal opinion." "I think the group that really lost out in integration was the average African American kid, because your educated kids succeeded prior to integration and to a degree succeeded through integration. In the state of North Carolina, it started with the teachers. Lets go ahead and

get the teachers merged as an organization and as a group before we bring the kids together and so forth. We had a hassle at the state level as far as merging the teachers in the organization. This is when some of the teachers came out and was concerned with having Blacks in leadership positions rather than having the Whites come in and take over everything." "Do you remember 1954 when they came out with segregation as being wrong, but yet it was in the 1960s before we got around to doing anything about it. If they did not merge together monies would be cut." "We sort of had a guarantee that we would have someone in one of those positions that they were going to put a Black beside a White. It was a promise in the beginning and then around two years down the road they sort of forgot about that promise that was made." "When we first started we had all these Black teachers and after a year or two they forgot them." "There was a time when there was two Ag. Teachers, one Black one and one White one and the checks would be different." "Some of the experiences we had with the supervisors and so forth, Black supervisor were not able to go into a White teacher's classroom and even suggest anything to them." "Change was very tense. The end results were that there were a lot of promises that were made that were not kept and the NFA was swallowed up rather than merged."

Question seven: What strategies were used to get NFA students involved in the FFA?

Responses included: "We didn't have much of a choice. What strategies?????" "It took the attitude of the teachers to talk with them and encourage them to join the FFA just like they did the NFA. Instead of saying NFA, we'll just say FFA. It was the attitude of the teacher of agriculture." "In the NFA, activities and leadership were very important components and that helped make many of us what we are today, because of the leadership development component of the program." "It was due to integration and integration had to come when it did." "The strategies used to get students motivated in the FFA was to explain to them the full meaning of it, the advantage of it, and the purpose of it. It was explained that it is an

opportunity to get out in the community and compete with people outside the community, outside of the state, and in the nation, and it's a good vehicle for the development of young minds." "I think the strategy had to come from the agriculture teacher. If that agriculture teacher was enthusiastic and involved in that program, you wouldn't have that problem back then." "It took Virginia four years to get its first African American state officer. This is where the FFA began. That would tell you if there was much done for African Americans in the FFA. When you bring African Americans to state conventions and you do not have African Americans in leadership roles, what message does that give to the other African American kids that are there?" "We tried to encourage kids to join. It became more difficult to get minorities to join the FFA because of the money for district contest, dues...kids sort of drew away."

Question eight: What things were lost in the merger that may have been significant enough to retain that could help benefit minority involvement in the FFA today?

Responses included: "One of the things that were lost was contact. Contact with Black leadership. After the merger many positions in southern states, many leadership positions in southern states were phased out. We didn't have the Black leadership in states that you didn't have the NFA, and as a result, we didn't have that Black leadership push for our young people. It's a different kind of push when White pushes Blacks. It's not as effective as Black encouraging Blacks, so most of the states, I would say all of the southern states lost positions of state leadership on the part of Blacks and as a result many of the Black students now are suffering for that kind of leadership and that kind of push that we had when I was in there and when other Black leaders were there to encourage them." "The loss of historical information. Students who come through today through the FFA unless they get a person who would tell them about the NFA, probably would not know about them."

"One of the things that we could do as I look back can come from the standpoint of a teacher. He showed a genuine interest in you. Having a teacher that really cared

about you, stood behind you, and motivated you. In the old days, that agriculture teacher would take you in his car and carry you up to the university. It usually does not happen like this anymore." "One of the things would be some of those contests, for example, at that time we had the quartet and it was very big. From what I understand a lot of singers came from those NFA quartets. That quartet was about one of the only things that I can see right now that would be significant enough to maintain." "At one point in time there were only a few activities for students to become involved in, but as time goes on kids could become involved in other things. Looking at the figures of African Americans in the FFA after the merger, the figures speak for themselves. I don't know how you overcome that data. Could you imagine what it would have been like if the first black National president had come along earlier? It was 20 years after the merger before we got the first Black president, and none since." "That closeness between teacher and student seems like it sort of faded away. It meant something, that relationship between student and teacher and seems like some of that has just faded away and may not be there in this day and time." "I felt like for a long time as a teacher I was a teacher without a club. I was a NFA member when I left my high school, then when I graduated from A&T I was teaching about the FFA and I really just didn't feel like I was a part. When we went to Raleigh and they were discussing the merger, there were some pretty heated discussions going on down there. I taught about the FFA, but personally, I had a hard time feeling like I belonged because the closeness wasn't there. Mr. Evans came by our house to visit and if he and my daddy decided something, I had no vote. The closeness was because my daddy trusted Mr. Evans. That was lost after the merging process." "In some cases even now, some of the White teachers may be afraid to get too close to work with minority individuals."

Discussion

The NFA was an organization that had a full history of accomplishments and was a thriving organization prior to the merger with the FFA in 1965. The purpose of this

study was to establish a written historical narrative on issues relating to the impact the NFA had on selected past members. A secondary purpose was to create dialogue about the NFA. As such, there is no generalizability to other NFA members or other time periods. The reader is to determine the usefulness in their situation.

The following themes emerged. The participants believed that becoming actively involved in the NFA contributed to their leadership development, the agricultural teacher played an important role in their leadership development, and the NFA had a major effect on them lasting even up to today. They all agreed that after the merger there was a lack of Black leadership in the FFA, it became more difficult for Black students to gain leadership roles in the FFA, the merger was inevitable, and the attitude of the teacher determined the smoothness of the transition after the merger.

The merger led to the union of Black and White agricultural students and teachers in schools throughout the United States. Many of the Blacks who were involved in the merger felt that it was inevitable that the organizations merged due to the political and societal times. These participants believed that it was a perception prior to and after the merger by the NFA members and leaders that the merger would not place Black representation in the FFA at a level equivalent to Whites. Participants believe that this had an influence in the decline of Blacks in agriculture and the FFA.

Based upon these themes it can be implied that a lack of forethought and effort in maintaining Blacks in leadership positions led to poor morale and a loss of identity among Black students enrolled in the FFA. It is recommended that additional research be conducted to include a larger sample of the population of past NFA members for historical documentation. The 50th anniversary of the merger will be in 2015. Although the anniversary is still more than a decade in the future, planning should begin now to commemorate the merger. Videotape interviews should be conducted with those key individuals still living to preserve for posterity their reflections on the events. In addition, could NFA quartet members be reunited at a National FFA

Convention and showcased at a convention session? Items should be cataloged such as membership pins, awards, NFA jackets, and other memorabilia. The National FFA organization should look into the promises made to the NFA organization and develop goals that would increase the morale of minorities in the organization. Additional research should be conducted 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.

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