A STUDY OF THE SUPERVISED FARMING PROGRAMS OF VOCATIONAL AGRICULTURE STUDENTS IN THE ATOKA HIGH SCHOOL FROM 1936 TO 1952

A STUDY OF THE SUPERVISED FARMING PROGRAMS OF VOCATIONAL AGRICULTURE STUDENTS IN THE ATOKA HIGH SCHOOL FROM 1936 TO 1952

By

WILSON MCDONALD

Bachelor of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

1944

Submitted to the Faculty of the Graduate School of
the Oklahoma Agricultural and Mechanical College
in Partial Fulfillment of the Requirements
for the Degree of
MASTER OF SCIENCE
August 1954

A STUDY OF THE SUPERVISED FARMING PROGRAMS OF VOCATIONAL AGRICULTURE STUDENTS IN THE ATOKA HIGH SCHOOL FROM 1936 TO 1952

Report Approved:

Chris White
Report Adviser

Don M. Orr

Dean of the Graduate School

ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to the staff of the Agricultural Education Department of Oklahoma Agricultural and Mechanical College for their helpful advice and criticisms, and especially to Mr. Chris White, Professor of Agricultural Education, under whose supervision this study was carried out. Mr. White has been a constant source of encouragement and guidance and has offered invaluable constructive criticisms in the writing of this paper. Thanks are due Mr. Don M. Orr, Acting Head of the department, for his special interest in the study and for his kindness in reading the manuscript. Sincere gratitude is extended Mr. Orr for his valuable suggestions and careful criticisms.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF TABLES--(Continued)

LIST OF TABLES--(Continued)

CHAPTER I

INTRODUCTION

The ability to assist students to plan and conduct comprehensive supervised farming programs during their high school careers is one of the most important steps in a farm training program in vocational agriculture. The major objective of vocational education in agriculture is to train present and prospective farmers for proficiency in farming. To attain this objective with their students, teachers of vocational agriculture must realize that the planning and developing of supervised farming programs for vocational agriculture students is central in any instructional program. Furthermore, it should be placed on a functional basis in order to establish more boys in the business of farming.

The teacher of vocational agriculture is responsible for planning and developing an effective supervised farming program for every student under his supervision. It is his duty to oversee and assist with the farming activities of pupils enrolled in vocational agriculture in high school, and to a certain extent he is responsible for the success or failure of the students' endeavors. The teacher of vocational agriculture at Atoka must visit from 100 to 200 farms during the year. The supervised farming programs of the

students are extensive farming operations which involve investments of many thousands of dollars. The instructor assists and guides the students in procuring land, livestock, and equipment; in planning farming operations; in carrying out these operations; and in keeping financial productive records of these enterprises. In order to do this job well, the teacher of vocational agriculture must know the agriculture of his community and should have a sound basis for planning and developing the supervised farming programs of the students in vocational agriculture. The teacher must realize that the supervised farming activities of his pupils may be the most important medium through which his ultimate objective of establishment and proficiency in farming can be attained.

Purpose of the Study

This study is an attempt on the part of the writer to make a thorough study and analysis of the supervised farming programs carried on by students of vocational agriculture in the Atoka high school during the years 1936 to 1952. With a view toward making the total supervised farming program more effective, this study is intended to evaluate the productive enterprises, improvement projects, and supplementary farm skills that have been completed in the past. This is, also, an effort to determine specifically what type of farming has

proved most profitable for students in the department. From the findings of this study the writer hopes to build a more ideal four year supervised farming program of productive enterprises, improvement projects, and supplementary farm skills that might be used as a guide for planning and developing farming programs for vocational agriculture students at Atoka.

Need of the Study

One of the first steps in a program to improve the existing supervised farm practice program of a department is to make a study of the farming program completed in the past. From this survey it must be determined what phases of the past program have proved most successful for the largest number of students. There has never been a study of this nature in the Atoka area, and, to the writer's knowledge, such a study has not been conducted in any part of Oklahoma. It is felt that a study of this kind is necessary to give the writer better insight as to the kinds of supervised farming programs that have been carried on and the types of programs that have been most profitable in order that an improved supervised farming program for vocational agriculture students at Atoka can be initiated. The writer believes it is "high time" that a study be made to discover what, if any, definite changes are indicated in the types of farming programs being carried on at Atoka.

It is highly possible that such a study, by giving the writer more knowledge and "know how" on planning and developing supervised farming programs for students of vocational agriculture at Atoka, could help prevent many costly errors and failures on the part of the students in their later lives in the farming business. The writer feels that a thorough study of the supervised farming program is essential to the continued success of the vocational agriculture department at Atoka. During the past several years the enrollment in the Atoka department has gradually increased until at this time it is one of the largest departments in the state. As this increased interest has developed, it has become tremendously important that a better job of planning and developing the supervised farming programs of the vocational agriculture students be initiated.

The need for better planning of farming programs at Atoka is reflected by the number of farm boys who go into other occupations after leaving high school. It is hoped that, as a result of this study, some definite conclusions can be reached that will be beneficial to the writer and other vocational agriculture teachers in Southeastern Oklahoma in planning better supervised farming programs for their students that will help hold the graduates in their home communities.

The writer, who is starting his tenth year as vocational agriculture instructor at Atoka, feels keenly the need

for an improved supervised farming program for students under his direction. The writer believes that the planning and development of a sound supervised farming program for every one of the students in vocational agriculture is one of his most important responsibilities. It is also the writer's contention that the supervised farming program may be the most important medium through which the vocational agriculture student may become established in the most noble profession of them all, the business of farming.

It is with these ideas in mind that the writer has undertaken this study.

Method of Procedure

Due to the nature of the study, the writer was able to secure all the information necessary to make the study complete by a thorough and exhaustive investigation of the final all day reports that had accumulated in the Atoka vocational agriculture department during the 16 year period, 1936-1952.

The results of analysis of reports are summarized under appropriate topics and tables in the body of this report.

Scope of the Study

The contents of this study deal with the productive enterprises, improvement projects, and supplementary farm

skills included in the supervised farming program of every boy who enrolled in vocational agriculture at Atoka during the 16 year period, 1936-1952.

The study is limited to the Atoka department and is concerned with the supervised farming programs as reported on by the vocational agriculture students at Atoka during this 16 year period.

Review of Literature in General Area

Several research projects of a similar nature to the present subject have been conducted throughout the country. The purposes, methods of procedure, and findings from the most important of these related studies are summarized briefly as follows:

Seven Years of Vocational Agriculture at Waipahu High. M. S. Thesis, William Harvey Coulter, University of Hawaii.

Purpose: To evaluate the course in vocational agriculture in the school and see what, if any, definite changes in the present set-up are indicated.

Methods: Data were obtained from school records, plantation office records, personal interviews, and boys who were graduated between 1932-1938.

Findings: The program is not reaching as many boys as it should. A high percentage of vocational agriculture graduates were working on plantations, and vocational

graduates advanced more rapidly than non-vocational graduates.

A Study of the Supervised Farming Program of Students of Vocational Agriculture in 15 Texas Schools. M. S. Thesis, Kenneth N. Koonce, Texas A. and M.

Purposes: To determine what phases of the supervised farming program are common in the departments of vocational agriculture and to find what improvements have been made in these departments over a three year period.

Findings: A decline in number of boys with cotton projects was noted, and there was an increase in production of corn, swine, poultry, sweet-potatoes, and beef. Vocational students were giving up the one crop system. The number of enterprises increased for each school, and the percentage of completions was noted.

The All Day Program of Vocational Agriculture on the Island of Puerto Rico. M. S. Thesis, Ernest Vazquez, Pennsylvania State University.

Purposes: To record the history and development and to describe the present status of the all day program of vocational agriculture with a view to suggesting plans to improve its effectiveness.

Methods: Annual reports were studied along with publications of the division of Agricultural Economics. Data were gathered also by personal interviews.

Findings: Vocational agriculture was first taught in Puerto Rico in 1931-32. In general, 20-25 percent of the

graduates in the agriculture curriculum are in agricultural vocations. Training of vocational agriculture teachers was started in 1934, all day instruction has improved, and in-service training for teachers was suggested.

A Study of Vocational Agriculture in the Westmorland Community, Tennessee. M. S. Thesis, N. H. Baulch, University of Tennessee.

Purposes: To determine the work that the department of vocational agriculture in the high school had accomplished during the five year period, 1931-1936.

Methods: The original 50 farm surveys completed when the chapter was started were tabulated. The same surveys were made again on the same 50 farms five years later and a study and comparison of the farming programs carried on by these 50 future farmers was made.

Findings: Labor income per student increased 500 percent, enrollment had grown. Boys who took vocational agriculture four years made four times as much as those who took it only one year. Only 27 percent of vocational agriculture graduates became common laborers as compared with 47 percent of the graduates who did not take vocational agriculture.

A Study of the Supervised Farming Programs in Vocational Agriculture Departments in Lubbock County, Texas. M. S. Thesis, Lester F. Buford, Texas Tech.

Purpose: To determine the status of supervised farming programs in Lubbock County, Texas.

Methods: Plans and records of the 220 students of vocational agriculture in the seven departments in the county were studied.

Findings: Productive enterprises, improvement projects, and supplementary farm practices were carried out by students in all seven departments. A gradual increase in the number of productive enterprise projects was represented by the first to fourth year vocational agriculture students. This was also true of the improvement projects and supplementary farm skills. Students who lived more than five miles from school had larger farming programs than those who lived less than five miles from school. No significant difference was noticed in the number of productive enterprise projects of students whose parents were renters or owners. First year students exercised less control over their projects students of any other group.

Relative Achievements in Supervised Farm Practice in the San Luis Valley of Colorado. M. S. Thesis, Leon L. Hopkins, Colorado State.

Purpose: To determine the relative achievements in home project work in vocational agriculture carried by boys in four schools of the San Luis Valley of Colorado.

Methods: Data were obtained from the final project summaries for an 18 year period, 1921-1939.

Findings: The most popular projects were determined along with the management returns per hour.

A Study of the Supervised Practice Work in Vocational Agriculture in Florida. M. A. Thesis, Harry Wood, University of Florida.

Purpose: To determine what types of supervised practice were the most successful in Florida.

Methods: Complete records for three years were studied and analyzed to determine which enterprises made the most labor income and in which enterprises were found the largest percentage of completions. Also, the most popular enterprises were determined.

Findings: Suggestions for improving the supervised farming programs were made for different parts of the state.

A Study of Supervised Farm Practice Programs in Certain Schools in Tennessee. M. S. Thesis, James B. Kirkland, University of Tennessee.

Purpose: To determine how the departments of vocational agriculture in certain schools of Tennessee are planning and conducting supervised farm practice programs.

Methods: Eighteen departments were studied. Students were asked to answer questionnaires, and record books and reports were utilized.

Findings: Average enrollment per department was 41.8 pupils; 75 percent were first and second year students, 97 percent stated they were preparing for farming; 67 percent planned programs at the beginning of their agriculture work. The number of enterprises per pupil increased as he enrolled in successive vocational agriculture classes; 61 percent

conducted continuation projects; supplementary farm practices averaged 5.4 percent per student.

A Study of the Supervised Home Project Work in Colorado Over a Period of Five Years. M. S. Thesis, Maurice Little, Colorado State.

Purposes: To discover the extent, nature and financial relations of the supervised farm work conducted by boys in vocational agriculture in Colorado schools over a five year period, 1927-1932.

Methods: A study was made of reports and records covering the five year period.

Findings: The average number of boys per chapter was 26.5. A total of 78 percent of the boys completed one or more projects, and the average income per project completed was $73.00. The five most profitable crop projects were fodder, onions, green peas, lettuce and wheat in the order listed. The five most profitable livestock projects were lambs, mutton, milk, turkeys, and wool. The income from project work amounted to $1.67 for each dollar of state and federal reimbursement. For each $1.16 spent on salaries of vocational agriculture teachers, the project income was $1.00. The project yields exceeded the average yields of farmers in the area.

CHAPTER II

GENERAL DESCRIPTION OF AREA

Since the nature of the area in which vocational agriculture students live has considerable bearing on the type of supervised farming programs conducted, it is the writer's opinion that a brief general description of the area should be included in this study.

Topography

The area served by the Atoka vocational agriculture department is located in the middle of Atoka County. A large percentage of it is rolling to rough timber land. It is drained by Muddy Boggy River and Clear Boggy River and their tributaries. Most of the productive soil is found in the creek bottoms. The northern part of the service area is principally rough mountainous land that is predominantly timbered. Land is a limited factor in building farming programs for the students.

Outlets to Markets

The area is traversed by U. S. Highway 69, U. S. Highway 75, State Highway 7, and State Highway 3. The M. K. and

T. Railroad crosses the area north and south and has loading facilities at Atoka. County roads and farm to market roads are in excellent condition.

Rainfall

The average annual rainfall at Atoka is about 46.81 inches. Most of the heavy rainfall occurs early in the year during the months of February to March. This makes it difficult to produce late maturing corn, and in recent years many farmers have switched to grain sorghums and winter cover crops.

Soils

In general, the soils in the area have become low in organic matter, and erosion is severe where row crops are grown and hard rains occur. Most of the soils have considerable slope and are of a sandy nature; therefore, a great deal of erosion is evident on most of the uplands. More and more of the land is being abandoned from cultivation and being converted into pasture.

Farm Tenancy

Seventy-four percent of the farms in the area are operated by tenants. Crop rent is most commonly practiced, and

usually there are no written contracts. No other problem is contributing as much toward making supervised farming programs more difficult to plan as in the tenant situation. Tenant operated farms average 111 acres as compared to an average of 140 acres for owner operated farms.

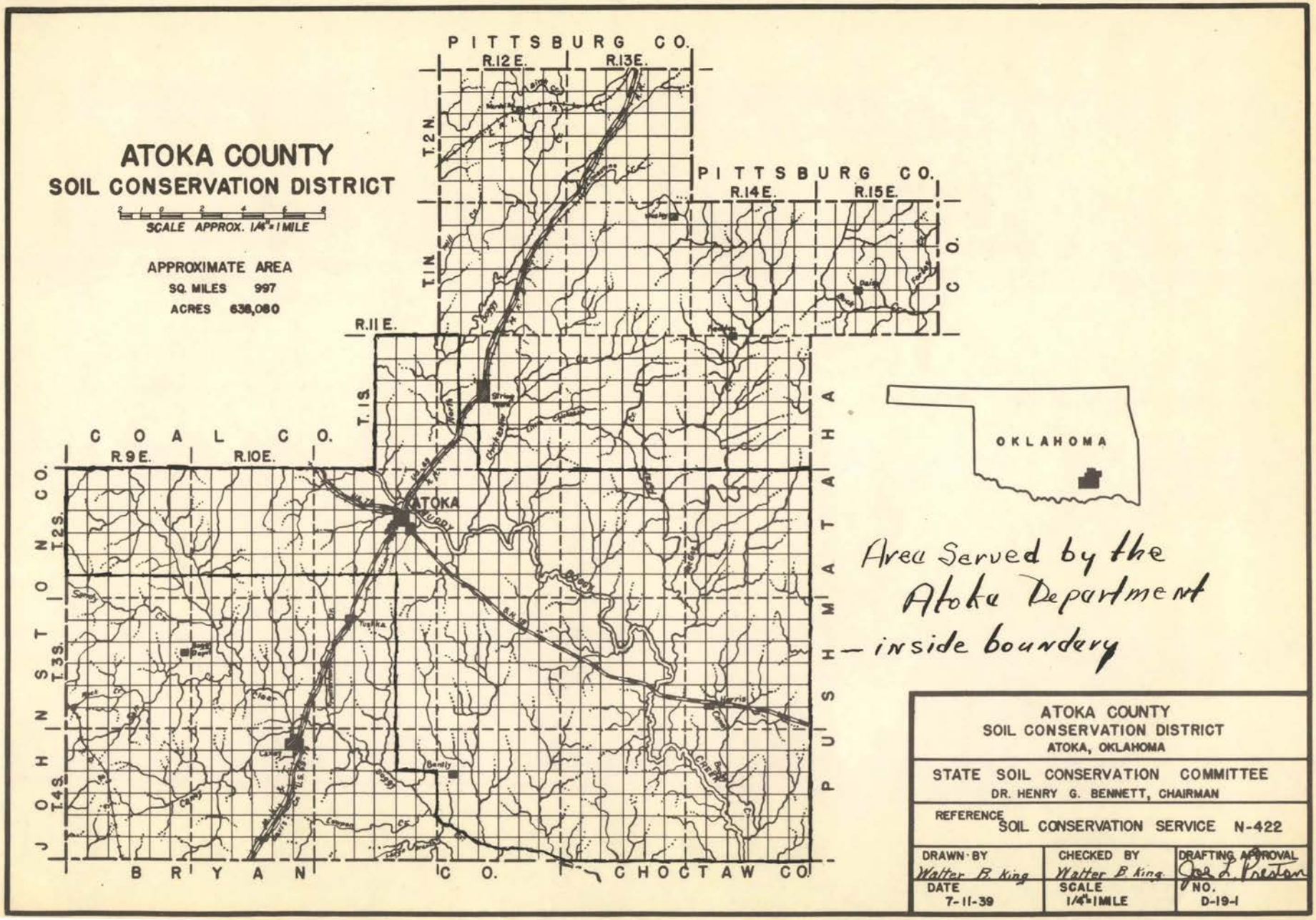
There has been a slight decrease in farm tenancy during the period covered by this study. This increased ownership of land has resulted from the many tenant farmers who left the area to work in defense plants during the war and returned to purchase farms.

Figure 1 shows the area served by the department of vocational agriculture in the Atoka city schools. Only about 6 percent of the boys who have had vocational agriculture in the Atoka school lived in the area west of Atoka. About 2 percent came from the area, included in the school district, north of Atoka, while the rest of the boys, which make up a vast majority, came from the large area east and south of Atoka.

The Atoka school district, which is one of the largest in the state, is 30 miles wide east to west and around 20 miles wide north to south.

Approximately 65 percent of the student body is made up of rural students, thus affording a large number of farm boys who are potential vocational agriculture students.

Seven school buses serve the district to bring students from every section of the district. Some students must ride


ATOKA COUNTY
SOIL CONSERVATION DISTRICT
SCALE APPROX. 1/4" = 1 MILE
APPROXIMATE AREA
SQ. MILES 997
ACRES 638,080
PITTSBURG CO.
R.12 E.
R.13 E.
R.14 E.
R.15 E.
T. 2 N.
T. 1 N.
R. 11 E.
T. 1 S.
COAL CO.
R. 9 E.
R. 10 E.
JOHNSTON CO.
T. 2 S.
T. 3 S.
T. 4 S.
ATOKA
PUSHMATAHA
BRYAN CO.
CHOCTAW CO.
OKLAHOMA
Area Served by the Atoka Department — inside boundary
ATOKA COUNTY
SOIL CONSERVATION DISTRICT
ATOKA, OKLAHOMA
STATE SOIL CONSERVATION COMMITTEE
DR. HENRY G. BENNETT, CHAIRMAN
REFERENCE SOIL CONSERVATION SERVICE N-422
DRAWN BY Walter B. King
CHECKED BY Walter B. King
DRAFTING APPROVAL Joe L. Preston
DATE 7-11-39
SCALE 1/4" = 1 MILE
NO. D-19-1

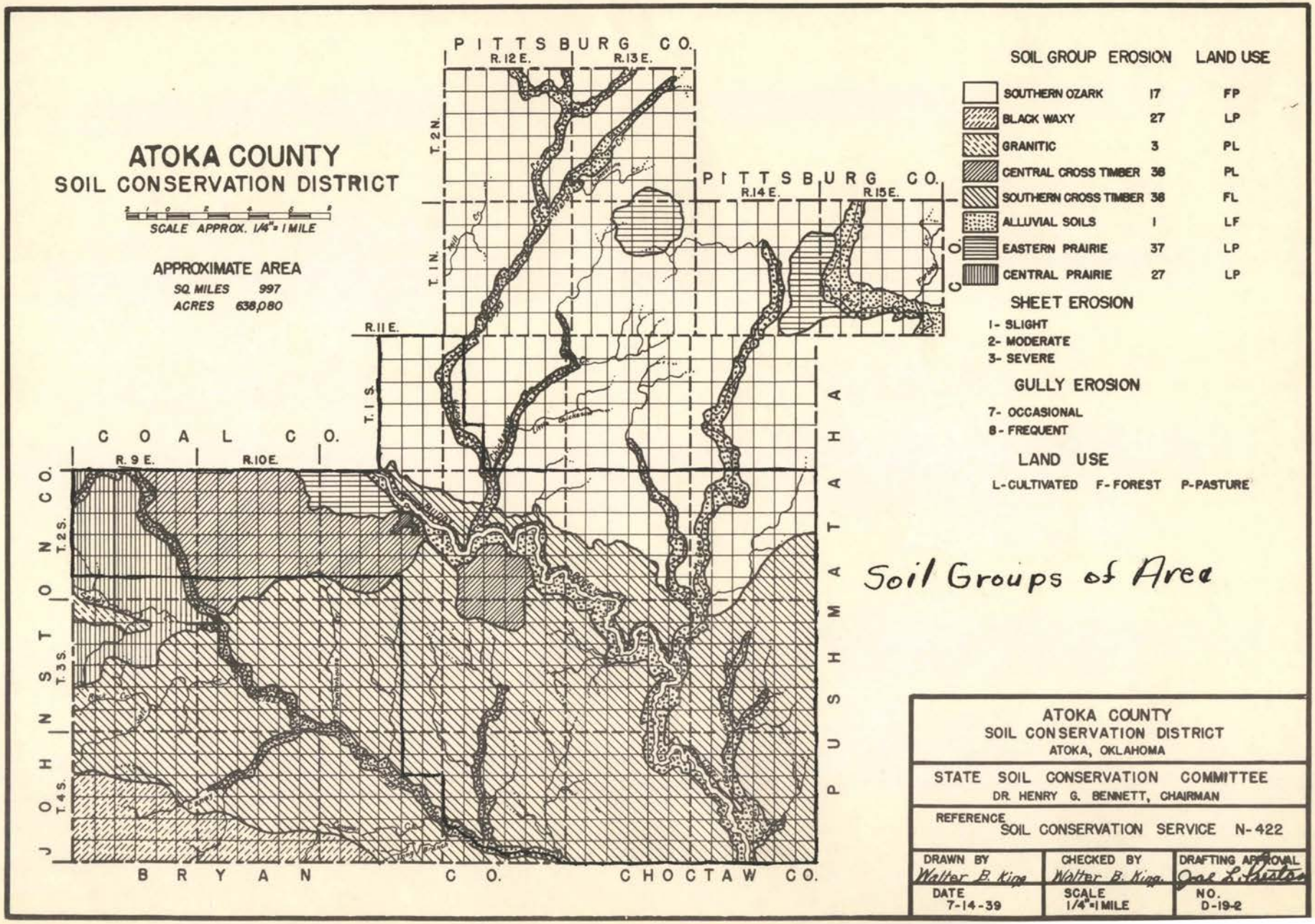
the school buses almost 100 miles on daily trips to the school and back home.

Interest in the vocational agriculture department and the F. F. A. is very high among the rural students. This affords a wonderful working relationship between teacher and pupils; however, the large number of people and the small size of farms in the area where the rural students live make it very difficult to establish a large percentage of the students in farming.

The three major soil groups found in the area served by the Atoka vocational agriculture department are Central Cross Timber, Southern Cross Timber, and Alluvial soils, as shown in Figure 2.

The largest percentage of the boys included in this study, as well as the greatest percentage of the boys in vocational agriculture any year at Atoka, come from the area designated as Southern Cross Timber. Most of the land is of a sandy nature, low in organic matter, and heavily eroded where it has been cultivated over long periods of time. The timbered part of it is covered largely with scrub oak and black jack. The nature of this soil has considerable bearing on the type of farming programs planned for boys in this area.

The other two soils, Central Cross Timber and Alluvial soils, are by far better soils than Southern Cross Timber; however, there are fewer acres of these soils and,


ATOKA COUNTY
SOIL CONSERVATION DISTRICT
SCALE APPROX. 1/4" = 1 MILE
APPROXIMATE AREA
SQ. MILES 997
ACRES 638,080
PITTSBURG CO.
R.12 E.
R.13 E.
R.14 E.
R.15 E.
T. 2 N.
T. 1 N.
R.11 E.
T. 1 S.
COAL CO.
R. 9 E.
R.10 E.
JOHNSTON CO.
T.2S.
T.3S.
T.4S.
PUSHMATAHA CO.
BRYAN CO.
CHOCTAW CO.
SOIL GROUP EROSION LAND USE
SOUTHERN OZARK 17 FP
BLACK WAXY 27 LP
GRANITIC 3 PL
CENTRAL CROSS TIMBER 36 PL
SOUTHERN CROSS TIMBER 36 FL
ALLUVIAL SOILS 1 LF
EASTERN PRAIRIE 37 LP
CENTRAL PRAIRIE 27 LP
SHEET EROSION
1- SLIGHT
2- MODERATE
3- SEVERE
GULLY EROSION
7- OCCASIONAL
8- FREQUENT
LAND USE
L-CULTIVATED F-FOREST P-PASTURE
Soil Groups of Area
ATOKA COUNTY
SOIL CONSERVATION DISTRICT
ATOKA, OKLAHOMA
STATE SOIL CONSERVATION COMMITTEE
DR. HENRY G. BENNETT, CHAIRMAN
REFERENCE
SOIL CONSERVATION SERVICE N-422
DRAWN BY Walter B. Kipp
CHECKED BY Walter B. Kipp
DRAFTING APPROVAL Joel L. Burton
DATE 7-14-39
SCALE 1/4"=1 MILE
NO. D-19-2

consequently, fewer students from farms with these better soils.

In the extreme western part of the area are some Central Prairie soils that are average in fertility, but very few students from that area come to the Atoka school.

CHAPTER III

PRESENTATION OF DATA

TABLE 1

ENROLLMENT BY YEARS FOR THE 16 YEAR PERIOD, 1936-1952

Year	Number Enrolled	Number Increase* or decrease** from Previous Year	Percent increase* or decrease** from Previous Year
1936-37	30		
1937-38	46	16+	53.3+
1938-39	32	14-	30.4-
1939-40	35	3+	9.3+
1940-41	23	12-	34.2+
1941-42	36	13+	56.0+
1942-43	25	11-	30.5-
1943-44	23	2-	8.0-
1944-45	38	15+	65.2+
1945-46	40	2+	5.2+
1946-47	61	21+	52.5+
1947-48	74	13+	21.3+
1948-49	77	3+	4.0+
1949-50	104	27+	35.0+
1950-51	112	8+	7.6+
1951-52	96	16-	14.2-

* + indicates increase in number or percent enrollment

** - indicates decrease in number or percent enrollment

Table 1 shows that during the pre-war and World War II years the enrollment at Atoka remained fairly constant. Although there was some variance up and down each year, the number of students stayed down in the twenties and thirties with the exception of one year, 1937-38, when the enrollment jumped to 46. It is the writer's opinion that low enrollment during these years was caused by the following three factors: (1) during the 1930's the department was new and interest had not developed so much as it did later; (2) the instructor was not interested in increasing the enrollment and selected his students from those available, and (3) during the early 1940's a large number of farm families left their farms in the area to work in defense plants, thus decreasing the number of prospective students available.

In 1944 a definite trend toward an increased enrollment in the department started and continued until 1951 when a peak enrollment of 112 was reached. Factors which contributed toward this increased enrollment are (1) the return of many farm families from defense plants, and (2) the efforts of the instructor in attempting to recruit all farm boys who were eligible for vocational agriculture.

The greatest difference in enrollment between any two years was during 1943-44 and 1944-45 when the increase amounted to 65.2 percent. The greatest percentage difference between the years of lowest enrollment and highest enrollment was 386.9 percent. This is quite a variance for

the same department and, in the writer's opinion, rather difficult to explain.

TABLE 2

A COMPARISON OF ENROLLMENT IN VOCATIONAL AGRICULTURE BY YEARS IN HIGH SCHOOL FOR THE 16 YEAR PERIOD

Year in High School	Total Number Enrolled for 16 Year Period	Percent of 1st Year Enrollment	Percent of Total Enrollment
1st year students	348	100.0	40.84
2nd year students	225	64.6	26.41
3rd year students	165	47.2	19.36
4th year students	114	32.8	13.39
Total	852		

Table 2 stresses the importance of planning a sound supervised farming program for every student of vocational agriculture when the students enters his first year of training in high school. More than 67 percent of the total enrollment for the 16 year period at Atoka was made up of first and second year enrollment. This indicates that a majority of the students must be reached during their first two years in high school. A total of 114 students enrolled

in their fourth year of training in vocational agriculture during this 16 year period.

In comparing the fourth year enrollment to the first year enrollment for the total 16 year period, it was found that the fourth year enrollment amounted to 32.8 percent of the first year enrollment. This is a very high percentage of fourth year students as compared to first year students, and this would indicate strongly that the training program, as carried on during this period, had good holding power. This casts a good reflection on the type of farming program and training which the students have received.

TABLE 3

NUMBER OF DIFFERENT ENTERPRISES COMPLETED AND SCOPE OR NUMBER OF HEAD OR ACRES INVOLVED FOR THE 16 YEAR PERIOD

Enterprises	Total Number Enterprises Completed	Number of Acres, Head, etc., Involved
Beef Cattle Breeding and Fattening	346	1,388 head
Swine Breeding and Fattening	794	2,892 head
Poultry	211	11,424 head
Corn	186	1,216 acres
Dairy	233	568 head
Peanuts	54	239 acres
Grain Sorghums	80	462 acres
Cotton	18	71 acres
Melons	37	50 acres
Horses	52	98 head
Potatoes	40	31 acres
Turkeys	5	42 head
Legumes	56	249 acres
Wheat	2	2 acres
Sheep	22	377 head
Garden	109	83 acres
Fruit	43	5,202 trees
Hay (non-legume)	9	89 acres
Oats	7	123 acres
Popcorn	3	3 acres

TABLE 3--(Continued)

Enterprises	Total Number Enterprises Completed	Number of Acres, Head, etc., Involved
Castor Bean	1	4 acres
Rabbits	7	91 head
Pecans	1	90 trees
Strawberries	1	5 acres

Table 3 shows that, as far as frequency is concerned, swine, beef cattle, dairy, poultry, corn, and home gardens, in the order listed, have been the most popular enterprises that students have selected to include in their supervised farm practice program during the period covered by this study. Since the students have selected more of these enterprises, by far, it would be only natural that the scope or number of acres or head involved in these enterprises would far exceed that of the other minor enterprises.

The contents certainly should be considered in the future planning of supervised farming programs at Atoka for vocational agriculture students.

TABLE 4

NUMBER OF DIFFERENT ENTERPRISES COMPLETED BY YEARS FOR THE 16 YEAR PERIOD

Enterprises	Years--1936-1952--Number Completed															
	36-37	37-38	38-39	39-40	40-41	41-42	42-43	43-44	44-45	45-46	46-47	47-48	48-49	49-50	50-51	51-52
Beef Cattle	1	6	3	2	6	8	4	6	14	31	46	35	41	57	39	47
Swine	15	26	34	36	22	24	13	9	21	38	94	96	100	132	62	72
Poultry	4	4	3	7	2	4	2	4	2	10	17	23	31	58	21	19
Corn	9	7	8	4	6	3				5		30	27	48	25	14
Dairy	1		3	1	6	3			2	11	32	31	37	56	29	21
Peanuts					3					2	6	2	15	14	4	8
Grain Sorghums	4	1		1	4					5	4	7	13	25	8	8
Cotton	1	1		1	2	1		1				5	1	4		1
Melons	6			2							4		7	9	2	7
Horses			1	1	2					7	11	7	9	9	2	3
Potatoes	4				1								7	24	2	2
Turkeys	2					2					1					
Legumes	2										2		8	31	8	5

TABLE 4--(Continued)

Enterprises	Years--1936-1952--Number Completed															
	36-37	37-38	38-39	39-40	40-41	41-42	42-43	43-44	44-45	45-46	46-47	47-48	48-49	49-50	50-51	51-52
Wheat		1	1													
Sheep				1	4	1				1	2	1	5	6	1	
Garden						1				5	14	14	13	49	4	9
Fruit											2	6	9	22	3	1
Non-legume Hay														3	1	5
Oats														1	4	2
Popcorn														1	2	
Castor Beans																1
Rabbits																7
Pecans																1
Strawberries														1		
Total by Years	49	46	53	56	58	47	19	20	39	115	235	257	323	550	217	233

Table 4 presents the results of an attempt to determine which enterprises have been on a continuing basis during the 16 year period.

Three enterprises, beef cattle, swine, and poultry, were included in the total program every year during this period, and corn and dairy were included in the total program in all but three years. This is an indication that these five enterprises are important enough to receive serious consideration in the future planning of supervised farming programs at Atoka, at least in so far as deciding which enterprises should be on a continuing basis.

Other enterprises which entered the picture during the 1940's and continued in the total farming program were peanuts, grain sorghums, legumes, home gardens, and fruit. This might indicate a slight trend toward a change in the types of farming programs being carried on in the area.

During the period covered the total supervised farming program reached a low ebb during the years 1942-43 and 1943-44, and the peak was reached in 1949-50. It should be mentioned here that in 1949-50 the department was awarded the Gold Medal Award in the national chapter contest. It is evident that the department completed the most extensive supervised farming program of the entire period during that year. It is also evident that the department experienced a let-down in the first year after winning the Gold Medal Award; however, it can be seen that the Atoka department

definitely started building again during the second year after the award.

TABLE 5

AVERAGE NUMBER OF ENTERPRISES COMPLETED PER STUDENT FOR EACH YEAR IN STUDY

Year	Number of Enterprises Completed	Number of Students Enrolled	Average Number of Enterprises Completed per Student
1936-37	49	30	1.6+
1937-38	46	46	1.0
1938-39	53	32	1.6+
1939-40	56	35	1.6+
1940-41	58	23	2.5+
1941-42	47	36	1.3+
1942-43	19	25	.7+
1943-44	20	23	.8+
1944-45	39	38	1.0+
1945-46	115	40	2.8+
1946-47	235	61	3.8+
1947-48	257	74	3.4+
1948-49	323	77	4.1+
1949-50	550	104	5.0+
1950-51	217	112	1.9+
1951-52	233	96	2.4+
Totals	2317	852	2.7+

The average number of enterprises completed per student remained fairly constant until 1945-46, at which time the average began to climb. It increased each year until 1949-50, at which time a peak was reached. This was the year that the department was presented the Gold Medal Award at the National F. F. A. Convention in Kansas City. This peak was followed by a strong drop in the average number of enterprises completed per student for the following two years.

Factors that were responsible for this drop in the average included the combining of all fattening and breeding projects as enterprise, and, of course, the let-down experienced by the department following the winning of the Gold Medal Award.

TABLE 6

A COMPARISON OF THE LABOR INCOME
FOR THE 16 YEAR PERIOD

Year	Total Labor Income	Total Enrollment	Average Labor Income per Student Enrolled
1936-37	$ 778.26	30	$ 25.94
1937-38	1,445.37	46	31.42
1938-39	1,986.14	32	62.06
1939-40	3,089.99	35	88.28
1940-41	3,707.69	23	161.20
1941-42	1,727.01	36	47.97
1942-43	888.39	25	35.53
1943-44	1,126.94	23	48.99
1944-45	1,572.02	38	41.36
1945-46	9.838.28	40	245.95
1946-47	13,833.52	61	226.77
1947-48	12.548.40	74	169.57
1948-49	20,080.04	77	260.90
1949-50	40,411.13	104	388.56
1950-51	29,323.10	112	261.81
1951-52	21,423.66	96	223.16
Total	$163,779.94	852	$192.22

The average labor income per pupil ranged from $25.94 in 1936-37, which was the first year of the study, to

$388.56 in 1949-50 when the department was presented the Gold Medal Award.

It is interesting to note the average labor income increased from $25.94 in 1936-37 to $161.20 in 1940-41, and for the next four years dropped back to less than $50.00. One of the members in 1940-41 was awarded the American Farmer degree, which might account for the peak that year. From 1945 to 1952 the average ranged from $169.57 to $388.56, which would indicate that a lot more emphasis was placed on the types of supervised farming programs being carried during this period than in previous years.

Table 6 also bears out the fact that the highest peak in the history of the department was reached in 1949-50 when the department attained the Gold Medal rating.

TABLE 7

A COMPARISON OF THE LABOR INCOME FOR THE PRE-WAR PERIOD (1936-41), WAR PERIOD (1941-46), AND POST-WAR PERIOD (1946-52)

Period	Total Labor Income	Total Enrollment	Average Labor Income per Pupil Involved
Pre-War 1936-41	$ 11,007.45	166	$ 66.30
War 1941-46	15,152.64	162	93.53
Post-War 1946-52	137,619.85	524	262.63
Total	$163,779.94	852	$192.22

There was a slight increase in average labor income during the war period, as compared to the pre-war period, and there was a tremendous jump in the average during the post-war period. Factors which had considerable influence on the average labor income during these periods are as follows:

(a) During the pre-war period times were hard and the value of farm products in dollars was far less than during the other two periods.

(b) Supervised farming programs were not stressed as much during the first two periods as during the last period.

(c) In the pre-war period the farmers' dollar was worth about twice as much as during the post-war period.

(d) Interest in farming was at a low ebb during the pre-war and war periods. In the pre-war period prices were low, times were hard, and there was not much inducement for boys to train to become farmers. During the war period defense jobs became available and many farm families moved from the farms to work for higher wages, so again it became difficult to interest boys in farming.

(e) During the post-war period defense plants began to shut down and farm families started to move back to the farms. Interest in farming activities

multiplied, and it became a simple matter to direct farm boys' interests toward farming.

(f) Last, considerably more emphasis was placed on the planning of supervised farming programs during the post-war period than in any other period.

All of these factors combined resulted in a much more favorable program during recent years in vocational agriculture at Atoka.

TABLE 8

TYPES OF FARMING PRACTICES CARRIED BY STUDENTS DURING THE 16 YEAR PERIOD

Year	Types of Farming Programs or Practices: Productive Enterprises Plus Other Supervised Practices* No. Enrolled	Productive Enterprises Only No. Enrolled	Improvement Projects Only No. Enrolled	Supplementary Farm Practices Only No. Enrolled	Improvement Projects Plus Farm Practices No. Enrolled
1936-37	26	4	0	0	0
1937-38	37	0	2	7	0
1938-39	31	1	0	0	0
1939-40	34	0	0	1	0
1940-41	22	0	0	1	0
1941-42	28	5	0	3	0
1942-43	20	1	0	0	4
1943-44	18	0	0	5	0
1944-45	33	5	0	0	0
1945-46	40	0	0	0	0
1946-47	58	3	0	0	0

* Other supervised practice means improvement projects plus supplementary farm practices.

TABLE 8--(Continued)

Year	Types of Farming Programs or Practices: Productive Enterprises Plus Other Supervised Practices* No. Enrolled	Productive Enterprises Only No. Enrolled	Improvement Projects Only No. Enrolled	Supplementary Farm Practices Only No. Enrolled	Improvement Projects Plus Farm Practices No. Enrolled
1947-48	72	2	0	0	0
1948-49	73	4	0	0	0
1949-50	104	0	0	0	0
1950-51	73	4	5	0	25
1951-52	90	0	0	0	6
Totals	764	29	7	17	35

Table 8 indicates that most of the students, throughout each of the 16 years included in the study, enrolled in productive enterprises plus other supervised practices. This is the best combination of the five different types reported on because it includes productive enterprises, improvement projects, and supplementary farm practices.

This table evidences the good job that was done in planning and selecting the types of farming programs for the students to carry. There was only one year in the 16 year period when 100 percent of the students enrolled in productive enterprises plus other supervised practices. This was in 1949-50 when the department won the Gold Medal rating. In this particular year every student in the department made a special effort to complete the very best farming program possible.

TABLE 9

ENROLLMENT IN THE DIFFERENT TYPES OF FARM PRACTICES

Type of Practice	Total Number of Students Enrolled	Percent of Total Enrollment
Productive enterprises plus other supervised practice*	764	89.67
Productive enterprises only	29	3.41
Improvement projects only	7	.82
Supplementary farm practices only	17	1.99
Improvement projects plus supplementary farm practices	35	4.11
Totals	852	100.00

* Other supervised practice means improvement projects plus supplementary farm practices.

Table 9 is merely an attempt to show the percentage of students during this period that enrolled in the different types of farm practices. In this table, as in Table 8, it can be seen that the greatest percentage by far of all students enrolled in productive enterprises plus other supervised practices.

It would appear that a big majority of the students were making full use of the training offered in vocational agriculture in that 89.67 percent enrolled in productive enterprises, improvement projects, and supplementary farm practices.

It is the writer's opinion that a well-planned supervised farming program should include these three types of practices. Of course, one must keep in mind always the fact that not all students have the facilities to carry all three types of practices. This accounts for the small percentage of students enrolled in improvement projects only and supplementary farm practices only.

It should be pointed out here that any student who can include a productive enterprise project in his farming program should, if at all possible, include improvement projects and supplementary farm practices also to supplement and broaden his training in vocational agriculture.

TABLE 10

TOTAL LABOR INCOME AND AVERAGE LABOR INCOME PER ENTERPRISE FOR THE 16 YEAR PERIOD

Enterprises	No. Completed During 16 Years	Total Labor Income	Average Labor Income per Enterprise
Beef Cattle	346	$ 41,151.19	$119.91
Swine	794	31,531.34	39.71
Dairy	233	25,977.21	111.06
Corn	186	18,076.45	97.18
Poultry	211	9,364.04	44.37
Grain Sorghums	80	6,537.83	81.72
Peanuts	54	7,664.64	141.93
Garden	109	5,231.99	47.99
Horses	52	854.23	16.42
Legumes	56	3,659.41	65.31
Fruit	43	4,351.06	101.18
Cotton	18	1,736.36	96.46
Oats	7	1,432.27	204.61
Sheep	22	473.28	21.51
Melons	37	1,535.70	41.50
Potatoes	40	1,469.54	36.73
Hay (non-legume)	9	1,659.05	184.33
Wheat	2	32.94	16.47
Turkeys	5	70.34	14.06
Castor Beans	1	86.00	86.00
Pecans	1	176.00	176.00

TABLE 10--(Continued)

Enterprises	No. Completed During 16 Years	Total Labor Income	Average Labor Income per Enterprise
Popcorn	3	$ 64.76	$ 21.58
Rabbits	7	338.08	48.29
Strawberries	1	306.23	306.23
Totals	2,317	$163,779.94	$ 70.67

In Table 10 are presented the enterprises that returned the highest total labor income and average labor income per project for the 16 year period.

The livestock enterprise that showed the highest total labor income was beef cattle, followed by swine, dairy, poultry, horses, rabbits, and sheep, in the order listed. The crop enterprise showing the highest total labor income was corn, followed by peanuts, grain sorghums, home gardens, fruit, and legumes.

Beef cattle and dairy cattle showed the highest average labor income per project completed of the major livestock enterprises while peanuts, corn, and grain sorghums showed the highest average labor income per project of the major crop enterprises.

Horses, turkeys, and sheep showed the lowest average labor income of the livestock enterprises carried during this period. This certainly should be kept in mind in the

future planning of all the supervised farming programs for Atoka.

Strawberries, pecans, hay, and oats showed a higher average labor income than the more important enterprises; however, not enough of these enterprises were completed to justify a definite conclusion concerning them.

According to the total labor income it would appear that beef cattle, swine, dairy, corn, peanuts, grain sorghums, poultry, home gardens, fruit, and legumes have been the enterprises in which students have invested the most money during the past 16 years.

This table is important in the study in that it gives a picture concerning the scope of the enterprises carried.

TABLE 11

AVERAGE LABOR INCOME RETURNED PER HEAD OF LIVESTOCK INVOLVED IN LIVESTOCK ENTERPRISES

Enterprises	Total Number Head Included	Total Labor Income	Average Labor Income per Animal Involved
Beef Cattle	1,388	$41,151.19	$29.64
Swine	2,892	31,531.34	10.90
Dairy	568	25,977.21	45.07
Horses	98	854.23	8.71
Poultry	11,424	9,364.04	.81
Sheep	377	473.28	1.25
Rabbits	91	338.08	3.71
Turkeys	42	70.34	1.67

Table 11 supplements Table 10 in that it gives a little better picture of which enterprise has proved most profitable. In this table the writer attempts to determine the average labor income per animal involved in the livestock enterprises completed during the 16 year period. It is interesting to note that the average labor income per animal from dairying amounted to two times as much as that from beef cattle. The income from horses per head was less than the income from hogs per head. It was only natural that the income per head from hogs be less than cattle since the investment per head was considerably less.

Poultry and rabbits showed a good return per head. It should be mentioned here that one factor in the small return per head from sheep is due to the small number involved in each project. In larger numbers sheep possibly would be more profitable than with the smaller numbers reported in this study.

According to this table, beef cattle, dairy, and swine have been the most profitable enterprises for students of vocational agriculture at Atoka during the period of this study.

TABLE 12

LABOR INCOME PER ACRE IN CROP ENTERPRISES

Enterprises	Total Number Acres Involved	Total Labor Income	Average Labor Income Returned per Acre
Corn	1216	$18,076.45	$14.86
Peanuts	239	7,664.64	23.74
Grain Sorghums	462	6,537.83	14.15
Cotton	71	1,736.36	24.44
Melons	50	1,535.70	30.71
Potatoes	31	1,469.54	47.63
Legumes	249	3,659.41	14.69
Wheat	2	32.94	16.47
Garden	83	5,231.99	63.03
Hay	89	1,659.05	18.64
Oats	123	1,432.27	11.64
Popcorn	3	64.76	21.58
Castor Beans	4	86.00	21.50
Strawberries	5	306.23	61.20

Table 12 bears out the well known fact that truck crops will return more per acre than field crops. Home gardens, strawberries, potatoes, and melons showed the highest return per acre, in the order mentioned.

The average labor income from field crops was rather low and certainly could account for the gradual change to

livestock farming in the county during the past few years. Peanuts showed the highest average labor income per acre in the more important crop enterprises. Cotton was fairly high, but the small acreage of cotton included in the study would limit the importance of this finding. Corn and grain sorghums returned about the same profit per acre, which was to be expected.

Corn led in the total labor income column and was followed by peanuts, grain sorghums, home gardens, and legumes.

This table indicates that, with the limited amount of suitable land available, truck crops should be considered as a good means for increasing the income of the farm families in the area.

Table 12 also reveals fairly well the condition of the soil, the need for the addition of more soil nutrients and organic matter on the farms in this area.

TABLE 13

MANAGEMENT RETURNS PER HOUR STUDENT LABOR
FOR EACH OF THE LIVESTOCK ENTERPRISES

Enterprises	Number Hours Labor	Total Labor Income	Management Returns per Hour Labor
Beef Cattle	20,884	$ 41,151.19	$1.97
Swine	30,381	31,531.34	1.03
Dairy	16,871	25,977.21	1.53
Poultry	9,863	9,364.04	.94
Horses	1,430	854.23	.59
Rabbits	287	338.08	1.17
Turkeys	142	70.34	.49
Sheep	910	473.28	.52
Totals	80,768	$109,759.71	$1.23

Table 13 shows that the highest management return per hour for the 16 year period was received from beef cattle, dairy, swine, and rabbit enterprises. The lowest management return per hour was received from horses, sheep, and turkeys, and poultry ranked up close to swine.

The average management return per hour labor for all the livestock and poultry enterprises amounted to $1.23.

With the exception of rabbits, the enterprises yielding the highest management returns per hour were the ones that occurred most frequently in the students' farming programs during the 16 year period covered by the study.

Beef cattle, dairy, swine, and poultry consistently have been the most popular enterprises in the students' supervised farming programs. Table 13 indicates the reason for their popularity is that they have netted good profits per hour labor.

One reason beef cattle management returns were so high is that the cattle were allowed to run on pasture, thus very little labor and feed were required to maintain the animals.

Sheep netted the lowest returns per hour of any of the livestock enterprises. This might be explained partially by the fact that most of the sheep included in this study were bought by the boys to feed out and show. Usually a boy had only two or three head included in his sheep enterprise. It is the writer's opinion that in large numbers sheep would compare favorably with beef cattle in consideration of management returns per hour labor.

There were not enough projects with turkeys, rabbits, and sheep included in the study to make findings very conclusive in regard to those enterprises.

This table definitely suggests that horse production is one of the less profitable enterprises that might be included in any boy's supervised farming program at Atoka.

TABLE 14

MANAGEMENT RETURNS PER HOUR LABOR
FOR EACH CROP ENTERPRISE

Enterprises	Number Hours Labor	Total Labor Income	Management Returns per Hour Labor
Corn	13,565	$18,076.45	$1.33
Peanuts	4,492	7,664.64	1.70
Grain Sorghums	4,945	6,537.83	1.34
Cotton	2,133	1,736.36	.81
Melons	1,441	1,535.70	1.06
Potatoes	1,250	1,469.54	1.17
Legumes	2,762	3,659.41	1.32
Wheat	59	32.94	.55
Garden	5,803	5,231.99	.91
Hay	454	1,659.05	3.65
Oats	624	1,432.27	2.29
Popcorn	84	64.76	.77
Castor Beans	38	86.00	2.26
Strawberries	182	306.23	1.68
Totals	37,832	$49,493.17	$1.30

Table 14 shows that cotton netted the lowest return per hour of any of the major enterprises. This is probably one reason cotton has faded out of the farming picture in Atoka County. Peanuts showed the highest return per hour of the

major enterprises, followed by grain sorghums, corn, legumes, and home gardens.

It is interesting to note that corn and grain sorghums showed about the same labor income per acre and management returns per hour. There also was very little difference in the average labor income per project completed between these two enterprises.

TABLE 15

SWINE ENTERPRISES COMPLETED FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	15	15	100.0
1937-38	26	26	100.0
1938-39	34	34	100.0
1939-40	36	36	100.0
1940-41	22	22	100.0
1941-42	25	24	96.0
1942-43	13	13	100.0
1943-44	9	9	100.0
1944-45	21	21	100.0
1945-46	38	38	100.0
1946-47	94	94	100.0
1947-48	96	96	100.0
1948-49	100	100	100.0
1949-50	139	132	99.4
1950-51	62	62	100.0
1951-52	72	72	100.0
Totals	802	794	99.0

Swine enterprises showed a very high percentage of completions during the period of this study, as shown in Table 15. One hundred percent of the swine enterprises started were completed during 14 of the 16 years of the study.

Ninety-nine percent of the swine enterprises started during the 16 year period was completed. This is an exceptionally high percentage completion.

TABLE 16

BEEF CATTLE ENTERPRISES COMPLETED
FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	1	1	100.0
1937-38	6	6	100.0
1938-39	5	3	60.0
1939-40	6	2	33.3
1940-41	6	6	100.0
1941-42	8	8	100.0
1942-43	5	4	80.0
1943-44	6	6	100.0
1944-45	14	14	100.0
1945-46	31	31	100.0
1946-47	46	46	100.0
1947-48	39	35	89.7
1948-49	41	41	100.0
1949-50	60	57	95.0
1950-51	39	39	100.0
1951-52	47	47	100.0
Totals	360	346	90.5

Beef cattle enterprises were included in the supervised farming programs of the department in all of the 16 years covered by this study. Of the 360 enterprises started, all were completed but 14, giving a percentage completion for the 16 year period of 90.5 percent.

One hundred percent of the enterprises were completed in 11 of the 16 years of the study. The lowest percentage completion was in 1939-40 when 33.3 percent of the enterprises started were completed.

TABLE 17

DAIRY ENTERPRISES COMPLETED FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	1	1	100.0
1937-38	0	0	
1938-39	3	3	100.0
1939-40	1	1	100.0
1940-41	6	6	100.0
1941-42	3	3	100.0
1942-43	0	0	
1943-44	0	0	
1944-45	2	2	100.0
1945-46	11	11	100.0
1946-47	32	32	100.0
1947-48	33	31	93.9
1948-49	37	37	100.0
1949-50	61	56	91.8
1950-51	29	29	100.0
1951-52	21	21	100.0
Totals	240	233	97.0

Dairy cattle enterprises, as can be seen in Table 17, were included in the department's supervised farming program 13 of the 16 years covered by the study. Of these 13 years

there were only two years, 1947-48 and 1949-50, when 100 percent of the dairy enterprises started were not completed.

During this 16 year period there were seven dairy enterprises that were not completed. The percentage completion for the 13 years dairy cattle were included in the farming programs was 97.0 percent.

TABLE 18

POULTRY ENTERPRISES COMPLETED
FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	4	4	100.0
1937-38	4	4	100.0
1938-39	3	3	100.0
1939-40	8	7	87.5
1940-41	2	2	100.0
1941-42	5	4	80.0
1942-43	3	2	66.6
1943-44	4	4	100.0
1944-45	2	2	100.0
1945-46	10	10	100.0
1946-47	17	17	100.0
1947-48	23	23	100.0
1948-49	33	31	92.9
1949-50	61	58	95.0
1950-51	21	21	100.0
1951-52	19	19	100.0
Totals	219	211	96.3

Poultry is another enterprise that was included in the supervised farming program every year covered by the study, as shown in Table 18. One hundred percent of the poultry

enterprises started were completed in 11 of the 16 years of the study.

The lowest percentage completion was in 1942-43 when two out of three poultry enterprises were completed. Of the 219 poultry enterprises started, eight were not completed. A total of 96.3 percent of all the enterprises started were completed.

TABLE 19

CORN ENTERPRISES COMPLETED FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	9	9	100.0
1937-38	10	7	70.0
1938-39	9	8	88.8
1939-40	7	4	57.1
1940-41	6	6	100.0
1941-42	4	3	75.0
1942-43	0	0	
1943-44	0	0	
1944-45	0	0	
1945-46	8	5	62.5
1946-47	0	0	
1947-48	36	30	83.3
1948-49	27	27	100.0
1949-50	60	48	80.0
1950-51	25	25	100.0
1951-52	14	14	100.0
Totals	215	186	86.5

Corn enterprises were a part of the farming program for 12 of the 16 years of the study. One hundred percent of the corn enterprises were completed in four of the 12 years it was in the supervised farming programs of the department.

The lowest percentage completion was in 1939-40 when 57.1 percent of the corn enterprises were finished. A total of 186 of the 215 corn enterprises started for the 16 year period were completed for a percentage completion of 86.5

TABLE 20

GRAIN SORGHUM ENTERPRISES COMPLETED FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	4	4	100.0
1937-38	1	1	100.0
1938-39	0	0	
1939-40	1	1	100.0
1940-41	4	4	100.0
1941-42	0	0	
1942-43	0	0	
1943-44	0	0	
1944-45	0	0	
1945-46	5	5	100.0
1946-47	4	4	100.0
1947-48	8	7	87.5
1948-49	14	13	92.8
1949-50	27	25	92.5
1950-51	8	8	100.0
1951-52	9	8	88.8
Totals	85	80	94.1

Grain sorghums were included in the total farming program 11 of the 16 years covered by the study. Of the 85 grain sorghum enterprises started, 80 were completed for a percentage completion for the 11 years of 94.1 percent.

Grain sorghums have become an important part of the farming program since 1945. Since that year they have been a part of the farming program each year included in the study. There is a slight indication that they are replacing corn as a feed crop in farming programs carried by the Atoka vocational agriculture students.

TABLE 21

PEANUT ENTERPRISES COMPLETED FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	0	0	
1937-38	0	0	
1938-39	0	0	
1939-40	0	0	
1940-41	3	3	100.0
1941-42	0	0	
1942-43	0	0	
1943-44	0	0	
1944-45	0	0	
1945-46	2	2	100.0
1946-47	6	6	100.0
1947-48	2	2	100.0
1948-49	15	15	100.0
1949-50	16	14	87.5
1950-51	4	4	100.0
1951-52	8	8	100.0
Totals	56	54	96.3

Peanuts have come into prominence during the last few years. They are grown strictly as a cash crop in Atoka County with the hay being of secondary importance.

Table 21 shows that peanuts have been included in the farming program of the department continuously since 1945. Of the eight years when peanuts were included in the farming program, there was only one year when 100 percent of the enterprises started were not completed.

A total of 54 of the 56 enterprises started during the eight years were completed for a percentage completion of 96.3.

TABLE 22

HOME GARDEN ENTERPRISES COMPLETED
FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	0	0	
1937-38	0	0	
1938-39	0	0	
1939-40	0	0	
1940-41	0	0	
1941-42	2	1	50.0
1942-43	0	0	
1943-44	0	0	
1944-45	0	0	
1945-46	5	5	100.0
1946-47	14	14	100.0
1947-48	14	14	100.0
1948-49	16	13	81.2
1949-50	53	49	92.4
1950-51	4	4	100.0
1951-52	9	9	100.0
Totals	117	109	93.1

The home garden is another enterprise that has increased in importance in the farming program carried by vocational agriculture students at Atoka, as revealed in this

table. Home gardens have been included in the department's farming program continuously since 1945. In only one other year prior to 1945 were home gardens included in the total farming program. This was in 1941-42 when two home gardens were started and one completed.

During the eight years that home gardens were a part of the farming program 117 were started and 109 were completed, giving a percentage completion of 93.1. Table 22 also shows that there were five of the eight years when 100 percent of the home gardens started were carried to completion.

TABLE 23

HORSE ENTERPRISES COMPLETED FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	0	0	
1937-38	0	0	
1938-39	1	1	100.00
1939-40	1	1	100.00
1940-41	2	2	100.00
1941-42	0	0	
1942-43	0	0	
1943-44	0	0	
1944-45	0	0	
1945-46	7	7	100.0
1946-47	11	11	100.0
1947-48	7	7	100.0
1948-49	10	9	90.0
1949-50	9	9	100.0
1950-51	3	2	66.6
1951-52	4	3	75.0
Totals	55	52	94.5

Horses are an enterprise that students at Atoka insist on including in their farming program regardless of how profitable they are. As can be seen in Table 23, they were

included in the farming program in 10 of the 16 years covered by the study.

During this time 55 horse enterprises were started, and all were completed but three for a percentage completion of 945. During seven of the 10 years when horses were included in the farming program 100 percent of the horse enterprises started were carried to completion.

TABLE 24

LEGUME ENTERPRISES COMPLETED FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	2	2	100.0
1937-38	0	0	
1938-39	0	0	
1939-40	0	0	
1940-41	0	0	
1941-42	0	0	
1942-43	0	0	
1943-44	0	0	
1944-45	0	0	
1945-46	0	0	
1946-47	2	2	100.0
1947-48	0	0	
1948-49	9	8	88.8
1949-50	31	31	100.0
1950-51	8	8	100.0
1951-52	5	5	100.0
Totals	57	56	98.2

Legumes were included in the farming program in only six of the 16 years included in the study. Table 24 shows that they have become more important in the last few years.

All but two of the 56 legume enterprises included in the farming program since 1946 were completed.

Of the 57 legume enterprises started only one failed to reach completion for a very high percentage completion figure of 98.2.

TABLE 25

FRUIT ENTERPRISES COMPLETED FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	0	0	
1937-38	0	0	
1938-39	0	0	
1939-40	0	0	
1940-41	0	0	
1941-42	0	0	
1942-43	0	0	
1943-44	0	0	
1944-45	0	0	
1945-46	0	0	
1946-47	2	2	100.0
1947-48	6	6	100.0
1948-49	9	9	100.0
1949-50	24	22	91.7
1950-51	3	3	100.0
1951-52	2	1	50.0
Totals	46	43	93.4

Table 25 shows that fruit is another enterprise that did not appear in the farming program until the last few years. For the first 10 years of this study there were no fruit enterprises started.

Since 1946-47, 46 fruit enterprises have been started and 43 have been carried to completion for a percentage completion of 93.4. In four of the six years 100 percent of the fruit enterprises started were carried to completion.

TABLE 26

COTTON ENTERPRISES COMPLETED FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	1	1	100.0
1937-38	1	1	100.0
1938-39	0	0	
1939-40	1	1	100.0
1940-41	2	2	100.0
1941-42	1	1	100.0
1942-43	0	0	
1943-44	2	1	50.0
1944-45	0	0	
1945-46	0	0	
1946-47	0	0	
1947-48	5	5	100.0
1948-49	2	1	50.0
1949-50	4	4	100.0
1950-51	0	0	
1951-52	1	1	100.0
Total	20	18	90.0

There were only 18 cotton enterprises completed during the entire 16 year period covered by this study, which indicates that cotton never has been a very important part of

the supervised farming programs carried out by the students at Atoka.

Table 26 shows that the largest number of cotton enterprises carried was in 1947-48 when five were started and completed.

Twenty cotton enterprises were started and two were not completed, which results in a percentage completion of 90.0 for the 16 year period.

TABLE 27

SHEEP ENTERPRISES COMPLETED FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	0	0	
1937-38	0	0	
1938-39	0	0	
1939-40	2	1	50.0
1940-41	4	4	100.0
1941-42	1	1	100.0
1942-43	0	0	
1943-44	0	0	
1944-45	0	0	
1945-46	1	1	100.0
1946-47	3	2	66.6
1947-48	1	1	100.0
1948-49	5	5	100.0
1949-50	7	6	85.7
1950-51	1	1	100.0
1951-52	0	0	
Totals	25	22	88.0

Sheep production is another enterprise that never has been of much importance in Atoka County, as can be seen in Table 27.

During the 16 year period, 25 sheep enterprises were started and 22 were completed for a percentage completion of 88.0. The larger number carried in any one year was in 1949-50 when seven were started and six were completed.

There were six of the 16 years when no sheep enterprises were carried.

TABLE 28

MELON ENTERPRISES COMPLETED FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	7	6	85.7
1937-38	2	0	
1938-39	0	0	
1939-40	2	2	
1940-41	0	0	
1941-42	0	0	
1942-43	0	0	
1943-44	0	0	
1944-45	0	0	
1945-46	0	0	
1946-47	4	4	100.0
1947-48	0	0	
1948-49	7	7	100.0
1949-50	12	9	75.0
1950-51	2	2	100.0
1951-52	7	7	100.0
Totals	43	37	86.0

Table 28 indicates that melons have increased in importance during the past few years. A few of the students are growing them as a cash crop to make up for the loss in peanut acreage due to acreage allotment.

In the 16 year period 43 melon enterprises were started and 37 were completed for a percentage completion of 86.0.

The Sandy Loam soil in Atoka County is ideal for the production of good melons, and it is the writer's opinion that melons will assume a more important role in the farming program in the years to come.

TABLE 29

POTATO ENTERPRISES COMPLETED FOR EACH OF THE 16 YEARS

Year	Number Started	Number Completed	Percent Completed
1936-37	5	4	80.0
1937-38	0	0	
1938-39	0	0	
1939-40	0	0	
1940-41	1	1	100.0
1941-42	1	0	00.0
1942-43	0	0	
1943-44	0	0	
1944-45	0	0	
1945-46	0	0	
1946-47	0	0	
1947-48	0	0	
1948-49	8	7	87.5
1949-50	24	24	100.0
1950-51	3	2	66.6
1951-52	2	2	100.0
Totals	44	40	90.9

Potatoes are a crop that most all the farm families raise on the home farms; however, very few boys include potatoes in their farming program because they usually are grown strictly for home use to supplement the farm diet.

Table 29 shows that during the 16 year period the vocational agriculture students started 44 potato enterprises and completed 40 for a percentage completion of 90.9.

They were included in the boys' farming programs seven out of the 16 years of the study.

TABLE 30

COMPLETIONS BY ENTERPRISES FOR THE ENTIRE 16 YEAR PERIOD (ON 15 MOST IMPORTANT ENTERPRISES)

Enterprises	Number Started	Number Completed	Percent Completed
Swine	802	794	99.0
Beef Cattle	360	346	90.5
Dairy	240	233	97.0
Poultry	219	211	96.3
Corn	215	186	86.5
Grain Sorghums	85	80	94.1
Peanuts	56	54	96.3
Home Garden	117	109	93.1
Horses	55	52	94.5
Legumes	57	56	98.2
Fruit	46	43	93.4
Cotton	20	18	90.0
Sheep	25	22	88.0
Melons	43	37	86.0
Potatoes	44	40	90.9
Totals	2,384	2,281	95.6

In Table 30 the writer has summarized the data presented in Tables 15 through 29 for the purpose of achieving a better comparison of the enterprises involved. Included in this table are the enterprises that numbered as many as 10 or more started.

It is evident, in consideration of the number started and completed, that swine, beef cattle, dairy, poultry, corn, home gardens, grain sorghums, legumes, and peanuts are the most important enterprises.

Swine projects had the highest percentage completion with 99 percent completion of all swine enterprises started. There were 802 swine enterprises started, and only eight failed to be completed. This is a very high percentage completion for the number of enterprises involved.

Dairy and poultry ranked high with 97.0 and 96.3 percentage completion, respectively. Enterprises with percentage completion higher than 90 were swine, dairy, legumes, peanuts, poultry, grain sorghums, beef cattle, home gardens, horses, fruit, cotton, and potatoes.

The enterprise with the lowest percentage completion was melons which had 86.0 percent. The average percentage completion of the 15 enterprises for the 16 year period was 95.6.

TABLE 31

NUMBER AND SCOPE OF DIFFERENT IMPROVEMENT PROJECTS COMPLETED DURING THE 16 YEAR PERIOD

Improvement Projects	Number Completed	Scope in Acres, Head, etc.
Pasture Improvement	281	5,931 acres
Farm Machinery Repair	340	1,862 pieces
Farm Accounts	354	354 farms
Swine Improvement	269	1,951 head
Poultry Improvement	265	14,796 head
Home Beautification	391	409 homes
Homestead Improvement	187	187 homesteads
Beef Cattle Improvement	145	1,134 head
Home Gardens	193	193 gardens
Home Orchards	167	167 orchards
Farm Building Repair	189	385 buildings
Soil Fertility Improvement	117	4,950 acres
Farm Libraries	157	159 libraries
Dairy Improvement	129	323 head
Farm Shop	102	102 shops
Legumes	117	914 acres
Crop Improvement	144	1,382 acres
Improved Feeding	96	768 head
Terracing	93	371 acres
Farm Ponds	89	97 ponds
Pest Control	45	760 head
Contour Farming	27	746 acres
Rabbit Improvement	4	72 head

Table 31 shows that there were 23 different kinds of improvement projects completed during the 16 years included in the study.

The most popular improvement projects, based on number completed, were home beautification, farm accounts, farm machinery repair, pasture improvement, swine improvement, poultry improvement, and home gardens, in the order listed.

Based on the number of head involved, it would appear that beef cattle, swine, and poultry were the most important livestock improvement projects completed.

Of those projects dealing with crops and soils, it would appear that pasture improvement, soil fertility improvement, crop improvement, legumes, and contour farming were the most important.

TABLE 32

IMPROVEMENT PROJECTS COMPLETED
IN THE 16 YEAR PERIOD

Total Number Improvement Projects Completed	Total Enrollment for 16 Year Period	Av. No. Improvement Projects Completed per Student
3,901	852	4.56

Table 32 was included in the study to show the average number of improvement projects completed per student enrolled for the 16 year period.

There was an average of 4.56 improvement projects completed per student enrolled.

It should be pointed out here that these were projects completed in addition to the productive enterprises completed. They were not a part of the productive enterprises.

TABLE 33

LIVESTOCK SUPPLEMENTARY FARM PRACTICES COMPLETED DURING THE 16 YEAR PERIOD

Practices	Number Completed	Rank Based on Number Completed
Controlling Parasites	490	1
Improved Feeding	479	2
Vaccinating	456	3
Castrating	384	4
Selecting Livestock	377	5
Balancing Rations	326	6
Butchering	303	7
Curing Meat	281	8
Dehorning	274	9
Judging	244	10
Branding	167	11
Brooding	101	12
Testing Milk	74	13
Marking	68	14
Showing	54	15
Grooming	54	15
Marketing	50	16
Bang Testing	41	17
Docking	28	18
Registering	22	19
Breaking Work Stock	20	20

TABLE 33--(Continued)

Practices	Number Completed	Rank Based on Number Completed
Tatooing	15	21
Trimming Feet	15	21
Total Number Practices Completed	4,365	

Table 33 shows that there were 4,365 livestock supplementary farm practices completed during the 16 year period. These were practices completed on livestock other than those included in the productive enterprises carried by the students.

The five most important practices, based on the number completed, were controlling parasites, improved feeding, vaccination, castrating, and selecting.

TABLE 34

CROPS AND SOILS SUPPLEMENTARY FARM PRACTICES COMPLETED DURING THE 16 YEAR PERIOD

Practices	Number Completed	Rank Based on Number Completed
Cultivating Crops	406	1
Harvesting Crops	345	2
Storing Crops	269	3
Gully Control	242	4
Applying barnyard manure	240	5
Controlling Pests	219	6
Mapping Farm	209	7
Selecting Seed	195	8
Preparing Seed Bed	185	9
Planting Crops	181	10
Testing Soil	157	11
Running Contour Lines	140	12
Seed Identification	115	13
Treating Seed	113	14
Phosphating Soil	105	15
Liming Soil	96	16
Repairing Terraces	95	17
Planting Legumes	86	18
Planting Bermuda	80	19
Judging Crops	71	20
Rotating Crops	62	21

TABLE 34--(Continued)

Practices	Number Completed	Rank Based on Number Completed
Using Commercial fertilizer	57	22
Controlling Weeds	51	23
Pasture Rotation	45	24
Staking off farm ponds	37	25
Spraying Crops	21	26
Total Number Practices Completed	3,917	

Table 34 shows that there were 26 different kinds of crop and soil practices completed during the 16 year period. The most popular ones were cultivating, harvesting, and storing crops, gully control, applying barnyard manure, controlling pests, and mapping farms.

TABLE 35

FARM SHOP SUPPLEMENTARY FARM PRACTICES COMPLETED DURING THE 16 YEAR PERIOD

Practices	Number Completed	Rank Based on Number Completed
Fencing	313	1
Building Repair	269	2
Harness Repair	219	3
Fence Repair	213	4
Tool Repair	193	5
Gate Repair	186	6
Painting	118	7
Care of Tools	113	8
Rope Work	62	9
Making Halters	59	10
Mixing Concrete	44	11
Sharpening Tools	30	12
Shoeing Horses	25	13
Total Number Practices Completed	1,844	

There were 13 different kinds of farm shop practices completed during the 16 year period and a total of 1,844 different practices completed altogether.

TABLE 36

POULTRY SUPPLEMENTARY FARM PRACTICES COMPLETED DURING THE 16 YEAR PERIOD

Practice	Number Completed	Rank Based on Number Completed
Improved Feeding	259	1
Parasite Control	176	2
Culling	158	3
Incubating	152	4
Judging	136	5
Mixing Rations	136	5
Brooding	104	6
Selecting Stock	59	7
Selecting Eggs	55	8
Marketing Poultry Products	44	9
Caponizing	5	10
Total Number Practices Completed	1,284	

Table 36 shows that there was a total of 1,284 poultry practices completed during the 16 year period.

TABLE 37

HORTICULTURE SUPPLEMENTARY FARM PRACTICES
COMPLETED DURING THE 16 YEAR PERIOD

Practices	Number Completed	Rank Based on Number Completed
Pruning	160	1
Spraying	160	1
Planting Trees	134	2
Controlling Insects	118	3
Selecting Orchard Plot	93	4
Grafting	69	5
Harvesting Fruit and Vegetables	60	6
Marketing Fruit and Vegetables	60	6
Storing Fruit and Vegetables	60	6
Setting out plants	49	7
Budding	48	8
Hot beds	22	9
Total Number Practices Completed	1,033	

Table 37 shows that there were 10 different kinds of horticulture practices completed, and a total of 1,033 practices completed during the 16 year period.

TABLE 38

AVERAGE NUMBER SUPPLEMENTARY FARM PRACTICES COMPLETED PER STUDENT ENROLLED FOR THE 16 YEAR PERIOD AND PER ENTERPRISE FOR THE 16 YEAR PERIOD

Enterprises	Number Practices Completed per Enterprise	Total Period Enrollment	Average Number Practices Completed per Student Enrolled
Livestock	4,365	852	5.1+
Crops and Soils	3,917	852	4.3+
Farm Shop	1,844	852	2.1+
Poultry	1,284	852	1.5+
Horticulture	1,033	852	1.1+
Totals	12,443	852	14.3

Table 38 shows that there was an average of 14.3 practices completed per student during the 16 year period. As was expected most of the practices completed were with livestock, crops, and soils.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In preparing this report a thorough study was made of the final all day reports that had accumulated in the vocational agriculture department files at Atoka during the years 1936-1952. All the reports were in good condition and fairly complete. They were used by the writer just as they were found, in order that the study might present an authentic and accurate picture of the supervised farming program as it was carried on during the years covered by the study.

No effort was made on the part of the writer to influence the study in any manner. The writer did not look for and present only certain types of data to support any desired conclusion or preconceived notion about the supervised farming program prior to the study. It was the writer's intention to evaluate the available information in the tables and present the findings as they were, regardless of their nature.

Thirty-eight different tables dealing with enrollment, productive enterprises, improvement projects, and supplementary farm practices were presented and analyzed in the study. From the findings pertaining to the problem the following conclusions are drawn:

Conclusions

1. As shown in Table 1, enrollment in vocational agriculture during the 16 year period gradually increased until 1951 when a peak enrollment of 112 students was reached. Since 1951 the enrollment has dropped to slightly below 100. From all information available, it appears that the enrollment in vocational agriculture at Atoka will remain fairly constant at approximately 90 to 95 students. Unless there are some drastic changes, it appears also that there will be sufficient students enrolled to justify a two-teacher department at Atoka in the years to come. The total enrollment for the period covered in this study was 852 students.
2. Table 2 reveals that 67 percent of the total enrollment during the 16 years studied was made up of first and second year students. This indicates the great need for a sound, well-planned supervised farming program for every student when he first enrolls in vocational agriculture in high school as a freshman.
3. It is shown in Table 3 that swine, beef cattle, dairy, poultry, and home gardens, in the order listed, were the most popular enterprises that students selected to include in their supervised farming programs. The same table shows that the least

popular enterprises selected by the students were strawberries, pecans, rabbits, Castor beans, popcorn, and wheat, in the order listed.

4. Since 1940 there has been a trend toward an increase in the number of peanuts, grain sorghums, legumes, home gardens, and fruit enterprises included in the total supervised farming program. (See Table 4.)

5. Beef cattle, swine, and poultry are the only enterprises (Table 4) that have been included in the total supervised farming program every year covered by the study.

6. The one enterprise which appeared the least number of times in the total supervised farming program during the period covered by the study was strawberries.

7. Sheep production is increasing in importance in the Atoka area, as indicated by the increased interest in sheep enterprises on the students' part during the last few years.

8. According to Table 5, the average number of enterprises completed per student remained fairly constant until 1945-46. The average started to increase then and continued to grow until 1950 when a peak was reached. This was the year that the Atoka chapter was presented the Gold Medal Award.

Following the achievement of the Gold Medal rating, there was a let-down by the chapter, and the average number of enterprises completed per student dropped in 1951.

9. There was a total of 2,317 enterprises completed by the members of the chapter during the years covered by the study. (Table 5)

10. The highest average labor income per pupil was $388.56 in 1949-50 when the chapter was presented the Gold Medal Award. The lowest average labor income per pupil was $25.94 in 1936-37. The average labor income per pupil for the entire period covered by the study was $192.22. (Table 6)

11. In comparing the average labor income per pupil for the pre-war period, war period, and post-war period, it was reported in Table 7 that the post-war period was the most profitable with an average labor income of $262.63 per pupil.

12. Interest in vocational agriculture has increased greatly during the period covered by the study. This is indicated by the big increase in enrollment during the period studied.

13. Table 8 shows that the most profitable types of farming programs carried out by students at Atoka have been those that include all the different types of supervised farming; that is, productive

enterprise projects, improvement projects, and supplementary farm skills.

14. Table 9 shows that 89.67 percent of the pupils enrolled during this period included productive enterprises, improvement projects, and supplementary farm skills in their supervised farming programs.

15. According to Table 10, beef cattle showed the highest total labor income, followed by swine, dairy, corn, poultry, peanuts, grain sorghums, home gardens, fruits, and legumes, in the order listed.

16. Wheat, popcorn, turkeys, and Castor beans, in the order listed, showed the lowest total labor income for the period covered by the study. (Table 10)

17. Peanuts, beef cattle, and dairy showed the highest average labor income per enterprise completed, in the order listed. (Table 10)

18. The average labor income per enterprise completed for the entire 16 year period was $70.67. (Table 10).

19. Swine is the one most popular enterprise selected by students to include in their supervised farming programs.

20. Horse production is one of the least profitable enterprises that was included in any boy's supervised farming program in the Atoka area.

21. Dairy cattle showed the highest returns per head, followed by beef cattle and swine. (Table 11)

22. The five crop enterprises which showed the highest total labor income were corn, peanuts, grain sorghums, home gardens, and legumes, in the order listed. (Table 12)

23. Beef cattle production is the leading enterprise in management returns per hour, followed by dairy, rabbits, swine, horses, sheep, and turkeys, in the order listed. The average management returns per hour for all the livestock enterprises amounted to $1.23. (Table 13)

24. Of the major crop enterprises carried by the students, peanuts showed the highest management returns per hour, followed by grain sorghums and corn. (Table 14)

25. The most popular improvement projects completed by the students were home beautification, farm accounts, machinery repair, pasture improvement, swine improvement, beef cattle improvement, and crop improvement. (Table 31)

26. There were 3,901 improvement projects completed during this period with an average of 4.56 completed per student for the period studied. (Table 32)

27. There has been a definite weakness in the types of improvements projects carried because of a lack of farm shop work in the high school.

28. The most popular livestock supplementary farm practices completed by the students were controlling parasites, improved feeding, vaccinating, castrating, and selecting. (Table 33)

29. Cultivating crops, gully control, controlling pests, and mapping home farms were the most popular supplementary farm practices pertaining to crops and soil management selected by the students. (Table 34)

30. It appears that the students prefer livestock enterprises to crop enterprises since they completed more livestock enterprises.

31. There was an average of 14.3 supplementary farm practices completed per student during the period covered by the study. (Table 38)

32. Most of the supplementary farm practices completed were with livestock, crops, and soils.

33. It is the writer's opinion that there is ample room for improving the kind of farming programs that should be carried out by the students.

34. A most thorough job of planning the supervised farming programs of all the students must be accomplished if the aim of vocational education in

agriculture is to be attained at the Atoka high school.

35. In consideration of the number of students reached and the dollars invested in farming during this period it would be reasonable to presume that the supervised farming programs completed by students in vocational agriculture at Atoka during the 16 years covered by the study have made a major contribution to the agricultural economy of the area served by the department.

Recommendations

It is the writer's opinion that the following recommendations should be given serious consideration by the vocational agriculture instructor, the superintendent and the principal, and the local Board of Education in planning for the future improvement of the type of training program offered the students of vocational agriculture in the Atoka high school.

1. The supervised farming programs should be placed on a continuing basis with the more important enterprises being included each year.
2. A four year supervised farming program should be planned for every student in vocational agriculture during his freshman year in school.

3. The teacher of vocational agriculture should allow the students ample time in class for planning, keeping records, and analyzing the records of their supervised farming programs.
4. The teacher of vocational agriculture should stress for every student a balanced supervised farming program consisting of livestock and crop productive enterprise projects, improvement projects, and supplementary farm skills.
5. A farm shop could improve the effectiveness of the training and increase the interest of the students in vocational agriculture in the high school.
6. The teacher of vocational agriculture should spend as much time as possible in individual supervision on the students' home farms.
7. The teacher of vocational agriculture should enlist the help of other agricultural agencies in helping the student to successfully carry out his supervised farming program.
8. The students' supervised farming programs should be placed on a practical basis with more emphasis on breeding projects and less on show type projects that run for only a short time.
9. The teacher should keep in mind at all times that the real purpose for having the students carry on a

supervised farming program is to establish him in the business of farming on a profitable basis.

10. Table 39 is a suggested list of productive enterprises that could be included in the supervised farming programs of students in vocational agriculture in the Atoka high school. The teacher should keep in mind that this program is to be used only as a guide in selecting productive enterprise projects to include in the students' supervised farming programs.

TABLE 39

A SUGGESTED LIST OF PRODUCTIVE ENTERPRISES TO BE USED AS A GUIDE IN PLANNING THE SUPERVISED FARMING PROGRAMS OF STUDENTS OF VOCATIONAL AGRICULTURE AT ATOKA

Freshman Year	Sophomore Year	Junior Year	Senior Year
1. Swine	1. Swine	1. Swine	1. Swine
2. Beef cattle	2. Beef cattle	2. Beef cattle	2. Beef cattle
3. Dairy	3. Dairy	3. Dairy	3. Dairy
4. Corn	4. Corn	4. Corn	4. Corn
5. Poultry	5. Poultry	5. Poultry	5. Poultry
6. Grain sorghums	6. Grain sorghums	6. Grain sorghums	6. Grain sorghums
	7. Peanuts	7. Peanuts	7. Peanuts
	8. Home gardens	8. Home gardens	8. Home gardens
	9. Fruit	9. Fruit	9. Fruit
	10. Legumes	10. Legumes	10. Legumes
		11. Melons	11. Melons
		12. Potatoes	12. Potatoes
		13. Sheep	13. Sheep
			14. Hay (non-legumes)
			15. Oats
			16 Castor beans

11. Table 40 is a suggested list of improvement projects that could be included in the supervised farming programs of students in vocational agriculture in the Atoka high school. The teacher should keep in mind that this program is to be used only as a guide in selecting improvement projects to include in the students' supervised farming programs.

TABLE 40

A SUGGESTED LIST OF IMPROVEMENT PROJECTS TO BE USED AS A GUIDE IN PLANNING THE SUPERVISED FARMING PROGRAMS OF VOCATIONAL AGRICULTURE STUDENTS AT ATOKA

Freshman Year	Sophomore Year	Junior Year	Senior Year
1. Pastures	1. Pastures	1. Pastures	1. Pastures
2. Home beautification	2. Home beautification	2. Home beautification	2. Home beautification
3. Farm machinery	3. Farm machinery	3. Farm machinery	3. Farm machinery
4. Swine	4. Swine	4. Swine	4. Swine
5. Poultry	5. Poultry	5. Poultry	5. Poultry
6. Farm accounts	6. Farm accounts	6. Farm accounts	6. Farm accounts
	7. Beef cattle	7. Beef cattle	7. Beef cattle
	8. Soil fertility	8. Soil fertility	8. Soil fertility
	9. Cover crops	9. Cover crops	9. Cover crops
	10. Feed crops	10. Feed crops	10. Feed crops
		11. Home orchard	11. Home orchard
		12. Dairy	12. Dairy
		13. Homestead	13. Homestead
		14. Legumes	14. Legumes
			15. Improved feeding

TABLE 40--(Continued)

Freshman Year	Sophomore Year	Junior Year	Senior Year
			16. Terracing
			17. Farm shop
			18. Farm ponds

12. The following is a typical four year program of productive enterprises for a student that might live in the eastern part of the area served by the Atoka high school.

Freshman Year

Swine and corn

Sophomore Year

Swine, corn, and beef cattle

Junior Year

Swine, corn, beef cattle, and peanuts

Senior Year

Swine, corn, beef cattle, peanuts, grain sorghums, and home garden.

13. The following is a typical four year program of productive enterprises for a student who might live in the area west of Atoka served by the high school.

Freshman Year

Beef cattle and oats

Sophomore Year

Beef cattle, oats, and swine

Junior Year

Beef cattle, oats, swine, and grain sorghums.

Senior Year

Beef cattle, oats, swine, grain sorghums, poultry, and lespedeza hay.

The writer sincerely believes that, as a result of this study, he will be able to do a better job of teaching vocational agriculture to the students at Atoka High School.

VITA

Wilson Oran McDonald
candidate for the degree of
Master of Science

Report: A STUDY OF THE SUPERVISED FARMING PROGRAMS OF VOCATIONAL AGRICULTURE STUDENTS IN THE ATOKA HIGH SCHOOL FROM 1936 TO 1952

Major: Agricultural Education

Biographical and Other Items:

Born: February 5, 1919, at Battiest, Oklahoma.

Undergraduate Study: Oklahoma Agricultural and Mechanical College, 1940-44.

Graduate Study: O. A. M. C., 1944-54.

Experiences: Member of Civilian Conservation Corps, 1939; Employed by Atoka City Schools as Vocational Agriculture teacher, 1944-54.

Member of Farm Bureau, Farmers' Union, Alpha Zeta, and Honorary American Farmers and Junior Master Farmers.

Date of Final Examination: June, 1954

REPORT TITLE: A STUDY OF THE SUPERVISED FARMING PROGRAMS OF VOCATIONAL AGRICULTURE STUDENTS IN THE ATOKA HIGH SCHOOL FROM 1936 TO 1952

AUTHOR: Wilson Oran McDonald

REPORT ADVISER: Prof. Chris White

The content and form have been checked and approved by the author and report adviser. The Graduate School Office assumes no responsibility for errors either in form or content.

TYPIST-EDITOR: Elizabeth J. Kerby