

WHAT OKLAHOMA TEACHERS OF VOCATIONAL AGRICULTURE HAVE
ACCOMPLISHED IN ORDER TO BECOME SUCCESSFULLY
ESTABLISHED IN THEIR COMMUNITIES

By

JAY P. DALLEY

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Oklahoma Agricultural and Mechanical College

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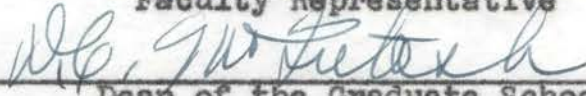
Thesis Approved:



Thesis Adviser



Faculty Representative



Dean of the Graduate School

To
My Wife, Mary Benona Dalley
and My Daughter, Kathryn Gail
Whose Cooperation and Help Have Made
this Volume Possible

PREFACE

In June of 1948, the writer entered Poteau Junior College, Poteau, Oklahoma. In September of the following year, he transferred to Oklahoma Agricultural and Mechanical College to complete the requirements for the Degree of Bachelor of Science in Agricultural Education.

During undergraduate study, he became aware of publications which had been written to show the mistakes, failings, and weaknesses of teachers of vocational agriculture. Although he realized that avoiding the errors of others in the field would undoubtedly increase the possibility for success, the writer felt that knowing some of their accomplishments that proved to be successful might be of even greater value to a beginning teacher. This interest in the successful accomplishments of teachers of vocational agriculture led to the research in this thesis.

The writer wishes to acknowledge his sincere appreciation for suggestions offered and assistance given with this study by Mr. Cleo A. Collins, Southeast District Supervisor of Vocational Agriculture, Mr. Hugh D. Jones, Northeast District Supervisor of Vocational Agriculture, Mr. Don M. Orr, Associate Professor of Agricultural Education, and Mr. Chris White, Assistant Professor of Agricultural Education.

Special appreciation is expressed to Mr. C. L. Angerer, Head, Department of Agricultural Education and Mr. Robert R. Price, Assistant Professor of Agricultural Education, who acted as thesis advisors during this study.

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CHAPTER I

INTRODUCTION

Teachers have been establishing vocational agriculture departments in the high schools of Oklahoma since the passage of the Smith-Hughes Act, in 1917. Some teachers remain in a community in a teaching status for a considerable number of years. Other teachers leave the field after a few years, some for higher salaries or professional advancement, others because of failure.

The group of teachers who have remained in their communities for a number of years and have established a name for themselves and their department. Most of the teachers seem to be well established in their communities. A close examination will show that teachers differ markedly in their approach to solving a problem. The personalities of some of these teachers are quite different and their programs may differ in several respects. This raises a question as to what the common factors may be that are responsible for the teacher's success in the community. The purposes of this study were formulated with this question in mind.

Purpose of Study. The writer has given considerable time and thought as to how to cope with the problems involved in teaching vocational agriculture. This reflection has been concerned with how well the writer will be accepted in the community and how successful he will be as a vocational agriculture

teacher. Because of this interest, the writer undertook this study for the following purposes:

1. To determine how teachers secure interest and influence the thinking of others in the promotion of vocational agriculture programs.
2. To determine how and from whom teachers obtain help and cooperation in carrying out successful programs.
3. To determine what activities teachers engage in which have contributed most toward their successful establishment as an agricultural leader in their communities.

Method of Procedure. Personal interviews were conducted by the writer. Interviews were secured with 25 teachers of vocational agriculture who were selected as a result of consultations with faculty members of the Agricultural Education Department, Oklahoma Agricultural and Mechanical College and two of the district supervisors of the State Department of Vocational Education in Agriculture.

To obtain the desired information, an outline form questionnaire was prepared to cover the various phases of the teacher's program. This questionnaire was prepared with the help and suggestions from members of the faculty of the Agricultural Education Department and presented for approval to the writer's thesis advisors, Mr. C. L. Angerer and Mr. Robert R. Price. After approval, this questionnaire was mimeographed and copies were supplied to the teachers at the time they were interviewed. A copy of this questionnaire is included in the

appendix of this study.

When conducting the interview, the teacher was first given a copy of the questionnaire and in order to develop a clearer understanding of the study, a few minutes was devoted to the purposes of the study and to key questions which were listed in the cover sheet attached to the questionnaire. The interview was conducted in a manner designed to provide for the teacher doing the greater part of the talking. The purpose of so doing was to eliminate the interrogation procedure of question and answer as much as possible. The teacher interviewed was requested to read the questions, and as he expressed his opinions, the writer attempted to place the answer in the proper place on another copy of the questionnaire. Except for the clarification of a question, the teacher was not supplied with "typical answers" to the questions. This procedure was followed in order to prevent influencing the teacher's answers by placing a trend of thought before him.

In consideration of the fact that the teacher's time is valuable and his schedule of activities is constantly subject to change, no attempt was made to make definite appointments for interviews. A personal call was made to each teacher interviewed, and if there was no conflict with his schedule, the interview was conducted immediately. If the teacher had some particular job scheduled, the writer would either help with the task or wait until the teacher returned, depending on the situation.

Value of Study. The writer feels that the results of this study will be a help to any first-year teacher of vocational agriculture. It is further believed that if these teachers can get a preview of what is being done by teachers now in the field, that they will be better prepared to cope with the problems with which they will be confronted when they begin their own teaching careers.

The writer feels that he will be aided in much the same manner as other first-year teachers, but because of personal contact, the teachers' experiences will be more vividly expressed to the writer than to the ones who only read the results of this study. The writer also expects to receive more value from this study than others because the topic is one in which he is vitally interested and because of problems that of necessity will have been solved while making this study. Certainly, as a result of the experience gained, he will have a broader insight into the teacher's problems and will be better prepared to serve as an agricultural educator.

Scope of Study. Twenty-five vocational agriculture teachers, with departments distributed over the eastern half of the state, were selected for this study. The selection of these teachers was based on several factors. Foremost among these was selection of teachers recognized as being successful in their communities. With one exception, selection was limited to teachers who had at least three years teaching experience. The length of teaching experience varied from two years to as

much as twenty-two years. The average length of experience per teacher was slightly less than nine years. Selection was carried out so as to have a cross-section of the different types of farming represented by the various communities. Some teachers were selected because practically their entire class enrollment was made up of town boys. Other teachers were selected who had only farm boys in their classes. Departments of other teachers varied considerably as to the percentage of town and farm boys in their classes.

A listing of these teachers and the towns where their departments are located is included in this chapter. Also included in this chapter is a map of Oklahoma showing the geographic location of their departments.

Basic Assumptions:

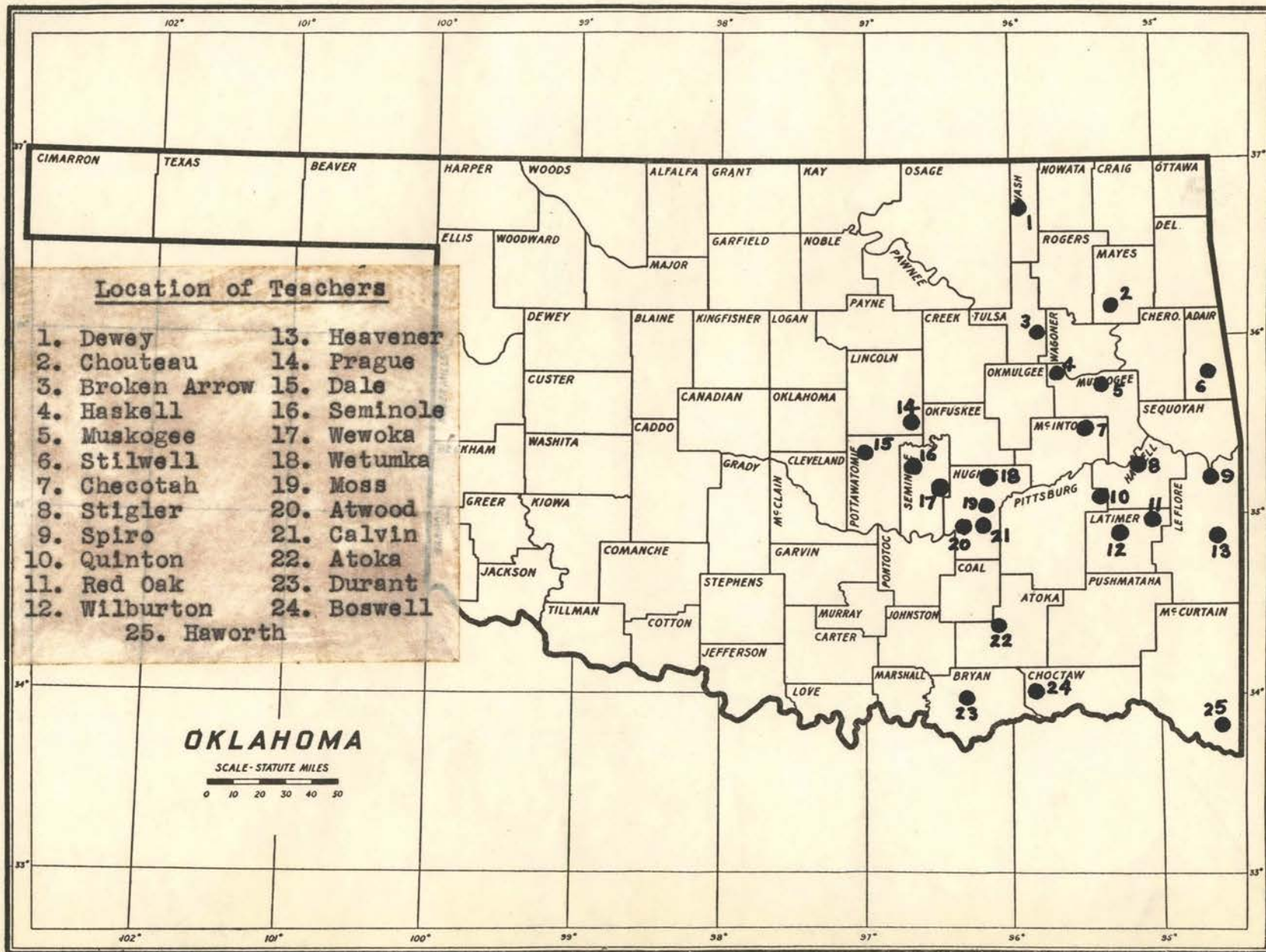
1. The teacher's tenure in the community is dependent upon certain common factors.
2. The teacher's success in any community is dependent to a large degree upon how well he is able to fit the vocational agriculture program to the individual community.
3. That teachers as well as pupils are constantly developing certain skills, knowledge and attitudes which play a large part in their success.
4. As the teacher grows and develops in his professional experiences, he can recognize certain factors which are responsible for his success as an educator.

Limitations of Study. The writer realizes that there are certain limitations to this study. No doubt the quality of this study could have been improved if the writer had obtained the opinions of school administrators, school board members, and leading farmers and business men in the community. Since the writer's time and finances were limited and all of these sources could not be included in the study, he felt that the most value that could be obtained from a single source would come from successful men who were on the job and meeting the day to day problems of their vocation.

In this chapter, an attempt has been made to give a summary of happenings and events that led to the initiation of this study. In the following chapter, the data that was collected during this study is presented and an analysis of this data is given.

The numbers preceding the names on this page corresponds to the numbers indicating the geographical location on the Oklahoma map on page 8.

<u>Teacher</u>	<u>Location</u>
1. Ralph Peck	Dewey, Oklahoma
2. J. C. Miller	Chouteau, Oklahoma
3. Clyde Kindell	Broken Arrow, Oklahoma
4. Glen Gardner	Haskell, Oklahoma
5. Gene Beach	Muskogee, Oklahoma
6. William Garrett	Stilwell, Oklahoma
7. Neill Lefors	Checotah, Oklahoma
8. Euel Renfrow	Stigler, Oklahoma
9. Lillard Brown	Spiro, Oklahoma
10. H. C. Kirkpatrick	Quinton, Oklahoma
11. Forrest Hamilton	Red Oak, Oklahoma
12. John Sokolesky	Wilburton, Oklahoma
13. Reeder Thornton	Heavener, Oklahoma
14. Walter Starks	Prague, Oklahoma
15. Wesley Hobbs	Dale, Oklahoma
16. Travis Pyron	Seminole, Oklahoma
17. Clifford Christ	Wewoka, Oklahoma
18. Otis S. Adams	Wetumka, Oklahoma
19. Joseph Raunika	Moss, Oklahoma
20. Herby Jordan	Atwood, Oklahoma
21. Dwight Peck	Calvin, Oklahoma
22. Wilson McDonald	Atoka, Oklahoma
23. Hubert Polone	Durant, Oklahoma
24. William Stevenson	Boswell, Oklahoma
25. Haskell G. Pate	Haworth, Oklahoma



CHAPTER II
PRESENTATION OF DATA

Part I

Future Farmer of America Program

"In the spring of 1927 a new rural youth organization put down roots in Oklahoma. Boys who pioneered the organization called themselves Future Farmers of Oklahoma."¹ The following year a national organization, Future Farmers of America, was formed, and the Oklahoma state association became the seventh charter member.

Future Farmers of America is an organization for farm boys, ages 14 to 21, enrolled in vocational agriculture classes in high schools. Ross had this to say of the Future Farmers of America organization and its value:

Operating as an integral part of the program of vocational education in agriculture the F. F. A. is not something off to the side. Like a colored strand in a strong rope, it has identity but its activities are inter-twined and inter-woven with the complete student training program. This organization is designed to provide additional experience for boys who are progressing toward the goal of satisfactory establishment in a farming business. Through its activities individual talent is discovered, the cooperative spirit fostered, and much needed rural agricultural leadership developed. Here is a real school of experience in the art of working well together for a common good.²

Putman, in a press release, reported,

Oklahoma's membership of 14,000 Future Farmers in 321 chapters ranks near the top in enrollment. This is but one indication of the interest Oklahoma farm boys have in the

¹Jack Putman, "Future Farmers of America Week", Press release, for over 100 newspapers, from State Office of Vocational Education in Agriculture, February 17-24, 1952.

²W. A. Ross, Forward F.F.A., (Baltimore, 1939), pp.5-6.

FFA. For most of them the FFA is a way of life---a channel³ through which they express their youthful hopes and ideals.

Each year the vocational agriculture teacher is required to submit a copy of the "Program of Work" for the local chapter to the state office of Vocational Education in Agriculture. This program of work comprises the goals and objectives of the local chapter for the coming year setting forth ways and means of reaching these goals. The major divisions for the program of work are: Supervised farming, cooperation, community service, leadership, earnings and savings, conduct of meetings, scholarship, and recreation.

Some chapters map out an elaborate program of work while others submit a brief, simplified list of proposed activities. Such brief programs may often fail to provide a challenge or be worthy of the best effort of the members. A number of teachers leave the greater part of the program development and direction of chapter activities to the members; while other teachers allow the boys remain in the background and attempt to shoulder the full responsibility themselves.

Data as herein presented on the F.F.A. program was secured to show how the teacher included the chapter activities in the total vocational agriculture program and to show the desirable results obtained from this integration. The interview was conducted to obtain only the three or four outstanding factors or methods on questions allowing several answers.

³Jack Putman, "Future Farmers of America Week".

TABLE I

OUTSTANDING ACCOMPLISHMENTS OF THE F.F.A. PROGRAM

Accomplishment	Percent	Number of teachers reporting				
		5	10	15	20	25
Livestock improvement	84	XX				
Pasture improvement	32	XXXXXXXXXXXXXXXXXXXX				
Disease and parasite control	28	XXXXXXXXXXXXXXXXXX				
Contest participation	28	XXXXXXXXXXXXXXXXXX				
Show program participation	28	XXXXXXXXXXXXXXXXXX				
Promote adult education	16	XXXXXXXXXX				
Community service	16	XXXXXXXXXX				
Dairy improvement	16	XXXXXXXXXX				
Soil conservation	16	XXXXXXXXXX				
National gold medal chapter	12	XXXXXX				
100% FFA membership	8	XXXX				
Crop improvement	8	XXXX				
Balanced Farming program	8	XXXX				
Poultry improvement	8	XXXX				
Regular FFA meetings	8	XXXX				
Improved feeding of livestock	8	XXXX				
Regular FFA banquets	4	XX				
Junior master farmer degrees	4	XX				
Publicity program for FFA	4	XX				
Bigger investments	4	XX				
Operate FFA farm	4	XX				
Fire-fighters club	4	XX				
Increased leadership activities	4	XX				
Developed high moral standard	4	XX				
Increased labor income of boys	4	XX				
New agriculture building	4	XX				
FFA pick-up	4	XX				
FFA feeding bars	4	XX				

Analysis of Table I

The accomplishments shown in this table are by no means a complete listing of accomplishments of the 25 chapters checked. Each teacher has given three to five of his chapter's outstanding program accomplishments and, as will be the case in all other tables, it was only the teacher's opinion as to what was most significant.

In most instances the accomplishment, livestock improvement, was brought about by the introduction of better livestock into the community as enterprises for the boys, thus aroused the interest of the farmers to buy better livestock. In one chapter the PFA members conducted demonstrations on selection of livestock. One chapter developed its own local livestock show, and three other chapters have been very active in management of the county livestock shows. One teacher remarked, "When this department was established, no one owned purebred livestock in this community. Since then we have placed 65 purebred sires in the hands of our farmers". Disease and parasite control had been accomplished by educational means as well as chapter-owned power sprayers. Accomplishments attained through participation in livestock shows and judging contests were listed in most cases because of ribbons won and individual honors in such events. However, one teacher indicated these as accomplishments because of the number of boys competing and the value derived from the experiences of the boys. On adult education, one chapter used PFA boys to teach adult classes, while two chapters used the boys to keep farmers in-

formed of the classes and promote more attendance. Three teachers listed the gold medal chapter award as an outstanding program accomplishment. Recognition should be given that this is one of the most outstanding accomplishments that a chapter can reach. Winning a gold medal chapter award indicates that a large number of accomplishments of much importance have been attained.

It is interesting to note that of the 16 accomplishments, where two or more teachers indicated the same accomplishment, all but six are very closely related or an integral part of farming. One of these six, adult education, is indirectly connected with farming.

TABLE II

MAJOR ACTIVITIES IN THE F.F.A. PROGRAM

Major activity	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Livestock improvement	64	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX					
Community service	40	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					
Leadership activities	36	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					
Cooperative activities	32	XXXXXXXXXXXXXXXXXXXX					
Pasture improvement	32	XXXXXXXXXXXXXXXXXXXX					
Good supervised farm practice	24	XXXXXXXXXXXX					
Dairy improvement	24	XXXXXXXXXXXX					
Soil conservation	16	XXXXXXXX					
Disease and parasite control	12	XXXXXX					
Recreational activities	12	XXXXXX					
Improve scholarship	8	XXXX					
Crop improvement	8	XXXX					
Develop junior master farmers	4	XX					
Publicity for the FFA	4	XX					
Promote broiler production	4	XX					
Financing the chapter	4	XX					
100% attendance at meetings	4	XX					
Have officers for each class	4	XX					
Regular FFA meetings	4	XX					
100% membership	4	XX					
Increase labor income of members	4	XX					

Analysis of table II

The data in this table, in most instances was given by the teacher from the yearly program of work that is mailed to the state office of Vocational Education in Agriculture. The data presented was not limited to the current program of work and may have been selected by the teacher from the program of work of past years. The information contained in this table is an indication of those items which teachers feel are the chapters' most important goals to be reached.

Ideas presented by teachers for accomplishing livestock improvement were: selection of better breeding stock, selling off scrub animals, forming adult and junior breeder's associations, and more participation in livestock shows.

Community service as shown here was to include organized services to the community in which the farmer would learn as well as receive assistance. These services would include as much member participation as possible.

Cooperative and leadership activities called for member participation in the local chapter as well on district and state level. Participation in fairs, shows, and contests were ways of meeting these goals. Other ways of attaining these objectives called for participation in local community activities.

Pasture improvement was to be promoted through pasture tours sponsored by the F.F.A., boys doing pasture improvement on their own farms, and through publicity in local and county papers.

TABLE III

METHODS OF PROMOTING THE TEACHER'S PROGRAM THROUGH THE CHAPTER

Method used	Percent	Number of teachers reporting				
		5	10	15	20	25
Program carried out in name of FFA	52	XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Publicity of chapter and boys	52	XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Boys assist in community service	52	XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Boys work with civic groups	28	XXXXXXXXXXXXXXXX				
Promoting adult education	28	XXXXXXXXXXXXXXXX				
Parent-son banquets	12	XXXXXX				
Chapter experimental plots	8	XXXX				

Analysis of table III

Listed in this table are the various methods teachers used in promoting the vocational agriculture program through the local F.F.A. chapter. For the method listed, "Program carried out in the name of the FFA", most teachers indicated that parts of the vocational agriculture program were carried out under the banner of the F.F.A., and the chapter received the credit upon completion of that part of the program. One teacher said, "My chapter is my program". These teachers center their programs around the F.F.A. and use the publicity received by the chapters as tools with which to further their programs.

By keeping the public aware of their accomplishments, through such publicity, the teachers find more people are willing to give assistance with the program. Teachers gained more publicity and at the same time reduced their work load by having the boys assist with community services. One teacher remarked, "It makes a dad feel good to hear a neighbor say how well his son did a job, and it also makes the dad a stronger backer for your program". Although not listed as publicity, promoting adult education, work with civic clubs, and parent-son banquets are actually forms of publicity. "The boys are performing before adults who, in the opinion of one teacher, "don't expect the results that the boys are capable of delivering". Another teacher said, "Cut out the F.F.A. and you may as well remove the vocational agriculture department". All teachers felt that the F.F.A. was an asset to the vocational agriculture program, and without it their program would suffer.

TABLE IV

EFFECT OF THE TERM "FFA" ON THE TEACHER'S STATUS

Effect	Percent	Number of teachers reporting				
		5	10	15	20	25
People associate "FFA" with the teacher	60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX				
People show confidence in the teacher	24	XXXXXXXXXXXX				
Makes my teaching reach farther	20	XXXXXXXXXX				
"FFA" considered a community asset	12	XXXXXX				
More people informed of the vocational agriculture program	12	XXXXXX				
Caused nearby communities to start chapters	4	XX				
Banker has more confidence in teacher's judgement	4	XX				

Analysis of table IV

Teachers were all in agreement that the F.F.A. contributed to their status in an advantageous manner. Of these teachers, 60% replied that when they were out in the community, they were recognized as the "FFA teacher" or "FFA coach". One teacher said, "I don't remember being called the vocational agriculture teacher in the past year". The F.F.A. has become so well established in these communities that the people think of the department not as vocational agriculture but as the F.F.A. department. A teacher said, "Being known, as the F.F.A. teacher, has certain advantages. People will do things for you because you represent the Future Farmers of America when otherwise they wouldn't be concerned". Because of work teachers have accomplished with boys, parents show more confidence in them. The remark of one teacher was:

I've had parents tell me that any time I need to take their boy on a trip it would be all right with them and the son of one parent had never spent a night away from home before going to the fair with me.

One teacher in commenting on the far reaching effects of his teaching said, "When a boy comes up with better crop yields or livestock gains than his dad, it doesn't take long for the dad to make a change".

In the opinion of all teachers, being associated with the term "FFA" contributed far more to the teacher's success in the community than it detracted.

TABLE V

EFFECT OF "FFA MEMBERS" ON TEACHER'S STATUS

Effect	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Members help sell the vocational agriculture program	52		XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Boys' good impressions reflect back to teacher	36		XXXXXXXXXXXXXXXXXXXX				
Develop better relationship for teacher in the community	24		XXXXXXXXXXXX				
Parents' impressed with boys' interest at home	16		XXXXXXXX				
Boys' success in contests and shows is reflection on teacher	12		XXXXXX				
People pleased with boys' accomplishments	8		XXXX				
"FFA" boys become established in farming quickly	4		XX				
Boys' leadership activities in community	4		XX				

Analysis of table V

The effect of the F.F.A. members as individuals is brought out in this table. Of the teachers interviewed, 53% said that the members helped promote the vocational agriculture program. The following are statements of teachers on how members helped sell the program:

"Boys get purebred livestock, and now purebred animals are all over the community".

"The boys started production of mineral boxes, and now practically every one is feeding minerals".

"The boy influences his parents to try new ideas".

"When a boy carries out a good practice, adults see the good results and will adopt the same practice".

Another effect on the teacher's status is the reflection on the teacher of what the boy does in the community. About this, one teacher remarked,

What the boys do, good or bad is a reflection on the vocational agriculture teacher. The boys are known as "FFA boys" and not as "History boys" or "English boys". The vocational agriculture teacher who has boys that are well trained is fortunate for he gets a lot of credit for what they do, while the english or history teacher gets little or no credit.

"People develop a lot of confidence in the teacher through the boys", said one teacher. Another remarked, "People are not interested in what you do as much as what the boy can do. They have interest in you because of their interest in the boy".

On the success of boys in contests, a teacher expressed this view: "Every time they (the community) pat the boy on the back, they unconsciously give me a pat too". In general most teachers felt that when the boy was successful, the teacher was held in higher esteem by admirers of the boy.

TABLE VI
INFLUENCE OF THE CHAPTER ON THE COMMUNITY

Influence	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Improved livestock	88		XX				
Better pastures	48		XX				
Better livestock parasite control	40		XX				
Improved cropping	28		XX				
Improved feeding practices	28		XX				
Improved dairy cattle	28		XX				
More soil conservation practiced	28		XX				
Better livestock disease control	16		XX				
Better living standard	8		XX				
Improved poultry	8		XX				
Increase in broiler production	8		XX				
Pattern for other school organizations	4		XX				
Better parent-boy-school relationship	4		XX				

Analysis of table VI

In comparing the influences that various chapters have had on their communities, it is interesting to note that 80 replies out of 84 were concerned with improvements in agriculture. Two of the other four replies, Better Living Standard, stems from better farming methods. One teacher observed, "Purebred livestock are about as common place now as scrub livestock were when we started our chapter". On livestock parasite control, a teacher commented, "We started the ball rolling, and now the farmers are buying their own sprayers". In general, most of the comments of the teachers are of this order:

"Boys having good livestock for enterprises caused the farmers in the community to want this type of livestock".

"When the boys started planting fall pasture, the farmers followed the same practice".

"More men are doing good feeding now as a result of the boys carrying on feeding enterprises".

"I know a farmer who is now using hybrid corn and fertilizer because his boy used it and made bigger yields than his dad".

"Boys mixed 8,000 pounds of minerals and sold it to the farmers about eight years ago. Now three stores in town have a good market for minerals".

In most cases, the teachers felt that their program had progressed farther than would have been possible without the chapter and that the name "FFA" as a pillar to lean on.

TABLE VII

AMERICAN FARMER, JUNIOR MASTER FARMER AND HONORARY
CHAPTER FARMER DEGREES IN THE LOCAL CHAPTER
DURING TENURE OF PRESENT TEACHER

Degrees	Teachers Reporting	
	Percent	Number
Chapters with American Farmer degree	12	3
Chapters with Junior Master Farmer degree	60	15
Chapters with Honorary Chapter Farmer degree	76	19
Average number of American Farmer degrees per chapter having		1
Average number of American Farmer degrees per year per chapter having		0.09
Average number of Junior Master Farmer degrees per chapter having		4.47
Average number of Junior Master Farmer degrees per year per chapter having		0.46
Average number of Honorary Chapter Farmer degrees per chapter having		9.84
Average number of Honorary Chapter Farmer degrees per year per chapter having		1.09

Analysis of table VII

Of the data shown on American Farmer degrees in this table, only two of the three degrees were due to the efforts of the present teachers. In one department, the present teacher has only been there for one year. In general the chance for attaining the American Farmer degree is not as favorable in the departments visited as would be the case in a majority of departments in western Oklahoma. The average level of living index in the counties where these schools are located is 66.71 or 66.71% of the state average, while the level of living index average for the 39 counties in the western half of Oklahoma is 134.23. This index is based largely on the value of farm com-

modities sold or traded and is computed from 1950 census data. The three American Farmer degrees came from counties where the level of living index was 111.7, 60.5, and 51.1. Although the index is low for two of these counties, the departments were located in areas where part of the farming land is excellent. The teachers felt that a suitable farm setting is desirable for the teacher to have American Farmer degrees in his chapter. However, the teachers believed they must put forth effort in order for boys to attain a degree of this nature.

Among teachers in departments where no boys had attained the Junior Master Farmer degrees, there were teachers with long tenure as well as short tenure. Likewise among teachers whose boys had attained this degree the tenure varied. Of the six teachers who did not have honorary chapter farmers in their local chapter, three said that they had not selected anyone for this honor because of the jealousy that existed among the farmers in the community.

Likely one teacher will have an advantage over another because of his location and the attitude of people in the community but, in the main, it is the teacher who has a definite goal in mind that will make every effort to help boys under his guidance receive top honors on a state level.

TABLE VIII

GENERAL COMMENTS BY TEACHERS ON FUTURE FARMERS OF AMERICA

A. Values derived by the boys.

"The boy gets his best training in the FFA."

"The FFA contributes to making the boy a better citizen."

"Nothing equal to the FFA for young boys."

"There is no other youth organization that can better influence boys in becoming good citizens."

"One of the top educational trainings in the school."

"The best organization for boys."

"Teaches cooperation and things that other classes do not teach."

"The boys feel that they belong to an organization with a purpose."

"The FFA promotes unity among boys."

B. Improvement of the FFA chapter.

"Have a social meeting at least every two months. Monthly meetings of this type would be better."

"Night meetings improve the quality of the chapter."

"Planned programs make a better chapter."

"Tie the whole school into FFA money-raising campaigns; it will develop a lot of good will."

"Make \$200-\$300 per year operating an FFA hatchery."

"For a better chapter, impress on boys the standards of the FFA."

"High ethical standards maintain a good organization."

"Because of national winnings, the FFA is in a class with state championship football teams."

"Let the boys know it's their organization. You'll have a better chapter if you let them run it."

TABLE VIII

Continued

C. Value to the vocational agriculture program.

"Don't see how it would be possible to separate the FFA from teaching and succeed in the community."

"The FFA is an integral part of our school system."

"The FFA is a wonderful avenue in which you can develop and keep the interest of the boy in vocational agriculture."

"Anything accomplished through the FFA is done better and more easily."

"People are aware of the improvement in boys brought about by the FFA."

"The FFA is the strongest support in the community for the teacher's program."

"The FFA is a fine medium through which the program can be promoted."

"You will receive big dividends for working closely with the chapter and the officers of the FFA."

"The FFA comes first with the boys."

"The FFA is one of the big ways of putting over the vocational agriculture program."

"Keep the boy inspired; You don't have to worry about his grades if his interest is high."

"Take out the FFA and you may as well take out the vocational agriculture program."

"The boys are behind me 100%."

"The FFA is definitely a part of vocational agriculture."

Analysis of Table VIII

This table is self explanatory. The answers shown in this table were remarks that the teacher made about the P.F.A. in general and were not answers to any specific questions. The statements were grouped under the various headings in order to facilitate easier reading.

Part II

Supervised Farm Training Program

The Smith-Hughes act, which became effective July 1, 1917, requires that schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year.

Several terms and descriptions have been used to identify this six months of directed or supervised practice. Schmidt called it "Project Supervision" and gave the definition as, "both the teaching and supervision of the boy's practices".⁴ Beanblossom in his thesis made this statement, "Supervised practices are the things the student does on the enterprises he has to work on which have been supervised or directed by the teacher".⁵ A term frequently applied is "supervised farming", and Shelley gave his definition of this as, "farming under supervision of the instructor of vocational agriculture".⁶ Shoptaw interpreted supervised farming as, "a wholehearted, purposeful program of farm activities carried to completion in its natural setting".⁷ More recently, "supervised farm train-

⁴G. A. Schmidt, Projects and the Project Method in Agricultural Education, p. 25.

⁵Floyd Z. Beanblossom, Developing Adequate Supervised Practice Program for Boys in the Cleveland, Oklahoma Community, Thesis, M.S., Oklahoma Agricultural and Mechanical College, 1932, p. 2.

⁶Joseph S. Shelly, "Basing Instruction on Farming Programs", Agricultural Education Magazine, January, 1948, p. 155.

⁷La Van Shoptaw, "The Long-Time Farming Program", Agricultural Education Magazine, June, 1948, p. 226.

ing" has been used when referring to the activities of supervising the boy's farming operations.

It is not the purpose of the data in this part to determine the proper term with which to identify these activities. This data was secured to give, in the opinion of the teachers, the procedure and methods which obtain the most desirable results for the boy, the teacher, and the community.

Stucki in his thesis study on selected activities in vocational agriculture found that "supervision of project work was considered to be the most important summer activity of vocational agriculture teachers in Idaho".⁸

As stated in part I of this chapter, much weight can be given data when several teachers have answered in the same way, because all questions in the questionnaire, pertaining to supervised farm training, were stated in a manner that called for an opinion answer.

⁸Merrill Gottfried Stucki, Evaluation of Selected Activities in Vocational Agriculture, Thesis, M.S., University of Idaho, 1950, p. 5.

TABLE IX

HOW BOYS ARE GUIDED IN STARTING A SUPERVISED FARM TRAINING PROGRAM

Ways used	Percent	Number of teachers reporting				
		5	10	15	20	25
Discuss past profit-making enterprises of other boys	60	XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Teacher works with boy and parent	56	XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Use successful boys as examples	48	XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Teacher analyzes boy's farm situation	32	XXXXXXXXXXXXXXXXXXXX				
Short time, profitable enterprises the first year	24	XXXXXXXXXXXX				
Show boys the enterprise possibilities	20	XXXXXXXXXX				
Keep cost low the first year and enlarge yearly	16	XXXXXXXX				
Make enterprises fit present farming program	16	XXXXXXXX				
Boys understand enterprises are required in the course	12	XXXXXX				
Show possibilities for attaining Junior Master Farmer degree	12	XXXXXX				
Have enterprises in which he can see progress	8	XXXX				
Arrange for financial assistance for the boys	8	XXXX				
Correlate enterprise with boy's finances	8	XXXX				
Boys plan individual 4-year program of work	4	XX				
Help boys locate animals for enterprises	4	XX				
Contest for boys with several enterprises	4	XX				

Analysis of table IX

Data as shown in this table indicates considerable agreement among teachers as to effective methods for guiding boys in the initiation of their supervised farm training program. Two methods, discussion of past profit-making enterprises of other boys and citing successful boys as examples, strove to emphasize the success of others as an incentive to interest the boy.

Three other methods, (1) making enterprises fit present farming program, (2) analyzing boy's farm situation, and (3) working with boy and parent, attempt to place emphasis upon fitting the supervised farm training program to the boys' present farm situation. Still other methods stress the necessity of success in the beginning year. Relatively few teachers gave the same reply to the financial aspect of the supervised farm training program. This problem was attacked in several ways, which indicate it has much importance. The remarks of teachers regarding financing of the boy's program are listed below:

"If I don't feel like signing a boy's note, I won't recommend that a merchant finance him".

"Try to have the boys select profitable enterprises".

"I wouldn't ask a boy to buy an animal at a price I would not be willing to pay".

"Have the labor income increase each year as the boy goes through school".

"Have boys select enterprises that are easily financed and reinvest their earnings to broaden their scope".

"See that the boy gets some cash in hand from his enterprises the first year; he'll be more interested the second year".

"The boy can't take care of more than his finances and

ability will permit".

In general, teachers felt that enthusiasm on the boy's part and cooperation on the part of parents were very necessary to getting the boy properly started in his supervised farm training program.

TABLE X
 SOURCES OF ASSISTANCE USED BY THE TEACHER
 IN CONDUCTING THE VOCATIONAL AGRICULTURE PROGRAM

Sources of assistance	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Farmers	60	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					
Merchants	52	XXXXXXXXXXXXXXXXXXXXXXXXXX					
Local banker	44	XXXXXXXXXXXXXXXXXXXXXXXX					
Civic clubs	44	XXXXXXXXXXXXXXXXXXXXXXXX					
Superintendent and/or principal	32	XXXXXXXXXXXXXXXXXXXX					
School board	20	XXXXXXXXXX					
Soil conservation service	8	XXXX					
Production credit association	4	XX					
Veterans agriculture teachers	4	XX					
Faculty	4	XX					
Advisory group	4	XX					
Newspaper editor	4	XX					
Other agricultural agencies	4	XX					

Analysis of table X

In using various groups to assist with the vocational agriculture program, teachers were in agreement that certain types of assistance usually came from a specific group. From the farmers the teachers received help with experimental plots, aid in organizing adult and young farmer classes, and the use of their farms for laboratory work.

From the merchants came money to finance community projects and money to finance the enterprises of boys enrolled in vocational agriculture.

A large number of teachers indicated that bankers were willing to lend money to the boys. One teacher remarked that some of the F.F.A. boys could go to the bank and borrow more money than their dads would be able to borrow.

Civic clubs were willing to sponsor special parts of the teacher's program and direct the publicity for his program. In some cases, they advanced money to finance community projects.

The teacher could obtain needed equipment and supplies by relying on the superintendent or principal and the school board, and from this group he received excellent publicity for his program. In the words of one teacher, "They tell people about my program in a way that causes more people to be interested and give assistance with the program." One teacher said, "It is just good policy to ask their advice occasionally".

A portion of the assistance teachers received from various groups was in the form of advice and program promotion.

TABLE XI

HOW TEACHERS OBTAINED THE ASSISTANCE OF OTHERS
IN CONDUCTING THEIR VOCATIONAL AGRICULTURE PROGRAMS

Method used	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Let people know about the needs	48	XXXXXXXXXXXXXXXXXXXXXXXXXX					
By selling people on the program	40	XXXXXXXXXXXXXXXXXXXXXXXXXX					
Becoming well acquainted in the community	32	XXXXXXXXXXXXXXXXXXXX					
Diplomatically ask for assistance	28	XXXXXXXXXXXXXXXXXXXX					
Working with business men	23	XXXXXXXXXXXXXXXXXXXX					
By rendering community services	20	XXXXXXXXXXXX					
Response to outstanding boy accomplishment	20	XXXXXXXXXXXX					
FFA was the core for the entire program	20	XXXXXXXXXXXX					
People helped for personal gain	12	XXXXXXXX					
Didn't try to know it all	4	XX					

Analysis of table XI

Letting people in the community know their needs and selling these people on the value of the program was uppermost in the minds of teachers when trying to get assistance for their program. One teacher said, "I was actually surprised at the response I received when I finally let people know I needed help". "Letting people know that you need help is the quickest way to get assistance", was one teacher's remark. Another said, "If someone is interested enough to ask about your program, never miss the opportunity to explain it to them". One teacher remarked, "You shouldn't try to sell the program yourself, but you should spend all your free time recruiting other people to do the selling for you".

Some teachers were of the opinion that you had only to ask, and the help was forthcoming. Other teachers thought that most people wanted something from you before they would be willing to give their assistance. Even though there was a difference of opinion as to how you could arrange for help, all teachers believed that a teacher could get needed help if he went about it in the right manner.

TABLE XII

TEACHER OPINIONS ON WHY INDIVIDUALS OR GROUPS VOLUNTEERED TO ASSIST
WITH THE VOCATIONAL AGRICULTURE PROGRAM

Teacher's opinion	Percent	Number of teachers reporting				
		5	10	15	20	25
In return for services rendered by the FFA boys	36	XXXXXXXXXXXXXXXXXXXX				
Because they realized the need Individuals help for their own personal gain	36	XXXXXXXXXXXXXXXXXXXX				
Because of civic interest in the community	24	XXXXXXXXXXXXXXXX				
Because the group wanted to aid their own program	16	XXXXXXXX				
Because others were also helping	4	XX				

Analysis of table XII

In every community teachers had someone who volunteered services of some kind. The data in this table shows slightly more people offered aid because of something already received or benefits they expected to receive at a later date. However, there were those that felt it was their civic duty to help with some worthwhile project sponsored by the P.F.A. or vocational agriculture teacher. While slightly fewer people offered aid because they felt it was their duty to help, they were the ones in the volunteer group that carried the biggest portion of the load. Merchants, who financed boys' enterprises, gave assistance because of their civic interest as well as for personal gain. They expected to gain more business by developing goodwill with the parents and at the same time have the approval of fellow civic club members.

Teachers, in general, felt it was possible to have a considerable number of services volunteered by the people of the community but that the teacher must first arouse their interest enough for them to decide that the program is worth while.

Analysis of table XIII

This, in the opinion of the teachers, is one of the most important points in having a successful program. It is very significant when 26 teachers give impromptu answers to a discussion question and all their answers are the same. 100% of the teachers said the teacher should visit in the parents' homes. Statements made by a few of the teachers concerning home visitations, that fairly well tell all teachers' viewpoints, are listed here:

"When you visit in the home, the parents can see that you are down on their level".

"Parent visits creates a mutual understanding between the parent and teacher toward the advancement of the boy".

"All the boys' parents know you better than you know them; you can know something more about them if you visit in their homes".

"Personal visits are one of the main things in getting established in the community".

"Visits to their home make me get along better with the parents and with problem boys".

"Personal visits are a big thing--they are expensive, and it's the hard way to do it, but it is the most effective way of promoting the boy's program".

Personal acquaintance which grows out of these visits to the boy's home was also stressed very heavily by the teachers interviewed. One teacher said, "It's being able to talk to the farmer in a friendly way and call him "Bill" instead of "Mr. Jones" that will keep your job for you when the going gets rough".

Another point that was stressed was the necessity for taking an interest in the boy, his parents, and what they own. "A

cool breeze that blows across a farmer's porch also belongs to his neighbor but the farmer is filled with pride when you compliment him about it", was the remark of a teacher. One teacher told me that the farmer's wife will feel more kindly toward you if she knows that your mother cooked on a wood stove like the one she is using.

A number of teachers felt the cooperation of the parents was necessary, and 36% had found that when the desired results can't be obtained, working with the mother may solve the problem. One teacher replied, "Mothers have a way with dad in influencing the boy's program". Another teacher said, "Mothers usually show more interest in the boy; you should take advantage of this and do more work with the mothers".

All teachers agreed that for the best kind of supervised farm training program, the parents must be behind the boy and the teacher.

TABIE XIV

ENTERPRISES, IMPROVEMENT PROJECTS AND SUPPLEMENTARY FARM PRACTICES
OF BOYS ENROLLED IN VOCATIONAL AGRICULTURE

Number per enrollee	Percent	Number of teachers reporting					
		5	10	15	20	25	
<u>Average number of enterprises per boy</u>							
2 per boy	32	XXXXXXXXXXXXXXXXXXXX					
3 per boy	28	XXXXXXXXXXXXXXXXXXXX					
2.5 per boy	20	XXXXXXXXXXXX					
4 per boy	8	XXXX					
3.5 per boy	4	XX					
1.5 per boy	4	XX					
1 per boy	4	XX					
<u>Average number of Improvement projects per boy</u>							
4 per boy	28	XXXXXXXXXXXXXXXXXXXX					
3 per boy	24	XXXXXXXXXXXXXXXXXXXX					
6 per boy	16	XXXXXXXXXX					
9 per boy	12	XXXXXX					
8 per boy	8	XXXX					
5 per boy	8	XXXX					
15 per boy	4	XX					
<u>Average number of supplementary farm practices per boy</u>							
15 per boy	24	XXXXXXXXXXXXXXXXXXXX					
20 per boy	20	XXXXXXXXXXXX					
10 per boy	20	XXXXXXXXXXXX					
25 per boy	16	XXXXXXXXXX					
16 per boy	8	XXXX					
6 per boy	8	XXXX					
40 per boy	4	XX					

Analysis of table XIV

In an area where there is diversified farming it is possible for a boy to have several enterprises; while in an area of highly specialized farming, for example, the number of enterprises a boy could own is limited. Teachers in general farming areas felt that the average number of enterprises per boy in their community should be more than those of teachers in specialized farming areas. However, all teachers seemed to feel that the interest that the teacher took in this phase of the program had a big effect on the average number of enterprises per boy in his chapter. This idea is brought out more clearly in table XVI. It is the opinion of most of the teachers interviewed that the number of enterprises the boys owns is of less importance than the scope of those enterprises. Interviews with supervisors in the state department of vocational agriculture show that they are placing more emphasis on the scope of enterprises than the number of enterprises per boy in the annual reports that are required of the teacher.

It will be noted in this table that no teacher has an average of less than one enterprise per boy. Conversation with teachers, other than the ones interviewed, reveals that some do have an average of less than one. An explanation that might be set forth as to why the averages of these teachers' programs are relatively high is that in the selection of teachers to be contacted for this study, an effort was made to choose teachers who were recognized as successful in the field of vocational agriculture.

TABLE XV
 TEACHER OPINIONS ON HOME VISITS IN THE SUPERVISED FARM TRAINING PROGRAM

Number of visits	Number of teachers reporting					
	Percent 1	5	10	15	20	25
Number per individual boy varies with the size and nature of his supervised farm training program 100						
Average number of visits per boy						
12 per year	48	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX			
24 per year	20	XXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX			
3 per year	8	XXXXXX	XXXXXXXXXXXX			
6 per year	8	XXXXXX	XXXXXXXXXXXX			
50 per year	4	XX	XXXXXXXXXXXX			
56 per year	4	XX	XXXXXXXXXXXX			
4 per year	4	XX	XXXXXXXXXXXX			
3 per year	4	XX	XXXXXXXXXXXX			

Analysis of table IV

In view of the fact that 17 teachers out of 25 say that the average number of visits per boy should be one to two visits per month, it would perhaps seem logical to assume this would be the right number of times to visit the boy. This, however, was not the opinion of the teachers who gave these averages. They felt that the boy should be visited much more frequently than this to get the best results from the boy and his supervised farm training program.

If we consider there is an average of 50 boys in each chapter, this would mean 600 visits per year on a monthly basis and 1,200 visits per year on a semi-monthly basis. Even though more visits would be desirable, the teacher would not have the time to devote to this phase of the program if he has a well-rounded program.

For the teachers who indicated 36 and 50 visits per boy per year, it is likely that they misinterpreted the question and gave the figures required by their annual report to the state office. This report calls for the number of visits per boy per enterprise and if the boy had 6 enterprises, one visit paid the boy would be counted as 6 visits on the annual report.

TABLE XVI

METHODS OF IMPROVING THE SUPERVISED PART-TIME TRAINING PROGRAM
OF STUDENTS IN ALL-DAY CLASSES

Method used	Percent	Number of teachers reporting				
		5	10	15	20	25
Strong orientation program	32	XXXXXXXXXXXX				
Show the boys the possibilities	32	XXXXXXXXXXXX				
Develop interest on the part of the boy	20	XXXXXXXXXX				
Develop cooperation between boy and dad	12	XXXXXX				
Let boys plan their own program	8	XXXX				
Work closely with the boy and the parent	8	XXXX				
Develop the boy's personal pride	8	XXXX				
Conduct project tours	8	XXXX				
Suggest enterprises during their season	8	XXXX				
Make work practical and interesting	8	XXXX				
Teacher show a lot of interest	8	XXXX				
Help boys solve financing problems	4	XX				
Stress ownership	4	XX				
Give boys individual help in enterprise selection	4	XX				
By teacher working long hours	4	XX				

Analysis of table XVI

According to teachers surveyed, the most emphasis should be placed on showing the boys the possibilities in a supervised farm training program and developing a strong orientation program in order to maintain a good supervised farm training program. A number of teachers in showing boys the possibilities during orientation will use successful F.F.A. boys as examples to develop the students' interest. One teacher said, "I have at least one or two of my former students, who were Junior Master Farmers, talk to my freshman class each year".

Some points, which were mentioned by no more than two teachers, merit consideration. Among these are:

1. Developing the boy's personal pride. The teachers advocating this method complimented the boy on his progress when they visited his farm and took time at school to ask him personal questions about his enterprises. A typical question was: "Bill, how is that little pig, with the white tip on his ear, getting along?"

2. Conducting project tours. This was another way that was used to build up the boy's pride. The teachers also said the boys would make a special effort to cut weeds and get the farm grounds in good shape before the time for the tour.

3. Working closely with the boy and dad. In answers to other questions in the questionnaire, many more than two teachers indicated that they worked with the boy and dad. However, in answering this question they placed emphasis on something else. Teachers indicated that if the dad is there when you

visit the boy and you talk about the boy's enterprises together, he will be more favorably impressed with what you are trying to do.

4. Suggesting enterprises during season. One of the teachers said, "I could have increased the average number of enterprises per boy by one the first two years I taught by making suggestion throughout the year when new enterprises could be started." The other teacher said, "A lot of times boys have the money with which to start a project and won't say anything to you about it, but if you make a few suggestions along, they're ready to start."

5. Making the work practical and interesting. The idea here is not to get so technical with subject matter and ideas as to discourage the boys. "The quickest way to lose interest is to start talking over their heads", said one of the teachers.

TABLE XVII

METHODS OF MAINTAINING ENROLLMENT IN YOUNG FARMER CLASSES

Method used	Percent	Number of teachers reporting				
		1	5	10	15	20
Programs based on current problems and interests	65	XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Men select their own topics for class discussion	35	XXXXXXXXXXXXXXXXXXXX				
Class group plans the program	30	XXXXXXXXXXXXXXXXXXXX				
Class is an organized group	30	XXXXXXXXXXXXXXXXXXXX				
Good visual education (films)	15	XXXXXX				
By working with the individual	10	XXXX				
Work with county agencies for better programs	10	XXXX				
Take care of social and recreational needs	10	XXXX				
Have regular time for classes	10	XXXX				
Invite speakers of authority	5	XX				
Teach about new findings in agriculture	5	XX				
Hold discussion type meetings	5	XX				

Analysis of table XVII

The number of young farmers in the community is limited. Boys just getting out of high school are expecting to be drafted for duty in the armed services, and their interest in activities such as young farmer classes is not very high. There is now a possibility for more candidates for these classes because veterans are completing their "On the farm training program". Until recently this group was unavailable for such classes, and some still are not available. Since most vocational agriculture teachers are required to teach some young farmer classes, this lack of young men to fill their classes has given many of them great concern.

Of the 25 teachers interviewed, only 20 had young farmer classes, and of this group only 14 were carried on completely separate from the adult program. It is very apparent that these young men want something in return for the time they spend in class. Teachers have found that the way to maintain interest and hold their classes together is to have something in which these young men are interested. These interests were found to be centered around their present-day farming and living problems.

TABLE XVIII

METHODS OF MAINTAINING ENROLLMENT IN ADULT CLASSES

Method used	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Programs based on current problems and interests	68		XX				
By working with the individual	24		XXXXXXXXXXXX				
Class helps plan the program	24		XXXXXXXXXXXX				
The men select the topics for discussion	20		XXXXXXXXXX				
Good visual education (films)	16		XXXXXXXXXX				
Have regular class meetings	12		XXXXXX				
Teacher keeps well informed on the subject	8		XXXX				
Invite speakers of authority	4		XX				
Teacher plans the program	4		XX				
Discussion type meetings	4		XX				
Take care of social and recreational needs	4		XX				
Teach about new findings in agriculture	4		XX				
Work with home economics teacher and have classes for the entire family	4		XX				

Analysis of table XVIII

The problem of maintaining adult class enrollment is not as great with adults as with young farmer classes, but here again teachers agreed upon the importance of problems in which the individual farmer was immediately concerned.

In commenting on the quality of program that teachers must conduct, one teacher said, "You can fool a crowd once or twice with a poor program, but you won't fool them the third time, for they will not attend to be fooled." The feeling of several teachers was that the farmer will pay more attention to what another farmer says than to what some 'long-winded expert' has to say. One teacher remarked that the best part of any program was the last few minutes of discussion after the meeting was adjourned.

The teachers who advocated the use of good films seemed to think that most people considered a film as an authority on the subject and would be less likely to question technical data that was presented in this manner. Also these teachers felt that films were good drawing cards to keep up attendance.

Only three teachers gave the suggestion of having regular class meetings, and they brought in some very good points in favor of using a certain day of the week for the classes. They felt that if classes were always held on a certain night of the week that fewer people would miss class because they forgot the date. Also they felt the farmers would develop the habit of regular attendance more readily. They thought that if there was some doubt in a member's mind about the date on which the

meeting is to be held, he would be somewhat more hesitant about inviting others to attend the meetings.

"The teacher doesn't have to worry too much about interested members remembering the date and attending the meetings. It's the border-line members that have to be prompted", said one teacher. Another teacher remarked, "Regular attendance is what holds the class together; if they miss one time, it's a lot easier to miss the next time".

TABLE XIX

EFFECT OF HOME VISITATIONS AS RELATED TO THE SUPERVISED FARM TRAINING PROGRAM

The effect	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Parents are more interested in the boy's program	60		XX				
Teacher becomes better acquainted with the parents	56		XX				
The boy is more interested in vocational agriculture	44		XX				
Develops a broader program for the boy	44		XX				
Teacher knows the boy's farm situation better	32		XX				
Opportunity to solve the boy's individual problems	28		XX				
The teacher learns more about the community	12		XX				
The teacher develops closer relationship with the boy	8		XX				
Improves class-room discipline	8		XX				
Seventh and eighth grade boys become interested in vocational agriculture	4		XX				
Boy makes more profit	4		XX				
Makes teaching more effective	4		XX				
Causes teacher to have more interest	4		XX				

Analysis of table XIX

One of the things the teachers have stressed as important is having parents who are interested in the boy's program. This is given as the outstanding result of visiting the boy at his home. There is little doubt that the closer acquaintance that is developed by these home visits is in a large degree responsible for this increased interest on the part of the parents. One teacher replied, "It's a lot easier to give bad criticism about someone if you're not personally acquainted with the individual." This teacher implied that if you are personally acquainted with the parent, all his criticism about you may not be adverse criticism.

Improving the interest of the parent and the boy is very important, but possibly more important yet is the improvement that is brought about in the teacher. As shown by the teachers' comments, the teacher is in a position to do a better job of teaching when he returns to the class room. As described by one teacher, "These visits teach you about as much as they teach the boy; I've never visited a farm that I haven't learned something." Another teacher said, "I have been able to do a lot more for the boys because I have seen their needs first hand."

How to keep current on community activities was summed up this way by one teacher: "These farm visits is the best way to keep up on what's going on in the community. A farmer will tell you more while leaning over the hog lot fence than you'll get from the local paper."

TABLE IX

GENERAL COMMENTS BY TEACHERS ON THE SUPERVISED
FARM TRAINING PROGRAMA. Points on developing a better supervised farm training program.

"You have to have the boys' interest at heart and let them know you want to help them."

"If we keep the Junior Master Farmer award before boys, some of them will actually work toward that goal."

"Individual help with boys in selecting enterprises will increase their scope of enterprises."

"The program should fit the community and should be practical."

"You can't get the type of program that the boy is qualified to do unless you make home visits."

"Record keeping is very beneficial to the boy's supervised farm training program."

"The teacher must understand each boy's personality; each must be treated differently."

"A supervised farm training program to be successful must be profitable to the boy."

"The entire supervised farm training program depends upon interested boys and parents and a community that is interested in agriculture."

B. Benefit to the vocational agriculture program.

"If the farmer's cow has milk fever, he doesn't want to know the cause; he wants to save his cow. It's up to you to use this as a teaching situation".

"This is where a lot of our real problems develop and is a way to get the boy more interested."

"The more you visit with people, the more free they are with information."

"The core of your program."

"Supervised farm training of the boy pretty well takes care of the adult training."

TABLE IX

Continued

B. Continued.

"You can't give too much credit to your field work and Main Street contacts."

C. Teaching character.

"Don't have the boys claim something for an enterprise that they don't own."

"I'd rather see a boy have pride of ownership of 10 chickens than to see him falsely claim ownership of ten feeder steers. It's not good for the boy, and furthermore other boys can see what's being done."

D. Concerning the element of time.

"The teacher just doesn't have enough time to make all the visits that he should make."

"When the farmer is busy in his crops, it will be appreciated if you don't take up his time."

"The teacher needs more time for supervision than is available."

E. Better relationship for the teacher.

"Along with the FFA, the supervised farm training program is one of the best ways to get established in the community."

"It's the heart of your program, and without it your tenure may be short."

"Your activity in the supervised farm training program portrays your interest and the amount of assistance you will have in the community."

"A good supervised farm training program can't be beaten to get you well established in the community."

"If the teacher knows the parents personally, he can avoid a lot of unjust criticism, and he will know the boy better."

Analysis of table XX

The data shown in this table needs very little explanation. These statements concern the supervised farm training program in a general way. The teacher was not answering a definite question but was expressing his views on supervised farm training program. The writer tried to group these statements under headings that were indicative of the teachers' trends of thought.

Part III

Relations with Veterans Agriculture Teachers

Learning to do by doing, which is vocational agriculture in its essence, is also fundamental in the program for veterans. Thompson made a comparison of vocational agriculture with the veterans' agricultural training program in explaining the organization of the program.

The Oklahoma Veterans' Agricultural Training Program is the most intensive adult agricultural education program ever attempted in this state. At the present time more than 15,000 farm veterans are enrolled in classes in 350 Oklahoma high schools. By the time the program is completed, at least one-tenth of the adult farmers of the state will have received training. A training program of this magnitude should, over a period of years, have an enormous effect on this state's agriculture; indeed, it must if the expenditure of public funds is to be justified.

The training program has been patterned after the state's program in vocational agriculture with the main emphasis being placed on individual rather than group instruction. Instructors are faced with not one, but different situations for each of his trainees. Methods of carrying out individual instruction have thus become leading problems among teachers of veterans agricultural trainees.⁹

The veterans' agriculture teachers are working with several young men in the community and, as was pointed out by Thompson, could have considerable influence on their thinking, actions, and attitudes. This influence may have some effect on the vocational agriculture program. Some vocational agriculture teachers realize this fact and work with the veterans' teachers. Other vocational agriculture teachers, either indifferent to or not aware of the situation, feel they should not be concerned

⁹Charles Thompson, "Emphasis on Individual Instruction in Oklahoma Program for Veterans", Agricultural Education Magazine, January, 1950, p. 162.

with the veterans program.

The data in this part is presented for the purpose of showing the relationship existing between veterans and vocational agriculture teachers as expressed from the latter's viewpoint. As was previously stated in this chapter, more emphasis can be placed on data on which several teachers agree than on data where only a few teachers responded with similar answers. However, we cannot discount data very heavily when as many as four or five teachers interpreted a question in the same manner.

TABLE XXI

RELATIONSHIP BETWEEN VOCATIONAL AGRICULTURE TEACHERS
AND VETERANS AGRICULTURE TEACHERS

Relationship	Percent	Number of teachers reporting					
		1	5	10	15	20	24
Good relationship at present	100	XX					
Relationship always harmonious	95.84	XX					
Poor relationship at one time	4.16	XX					
Exchange classes occasionally	62.50	XX					
Seldom exchange classes	20.83	XXXXXXXXXXXX					
No exchange of classes	16.67	XXXXXXXXXX					
Exchange teaching equipment and suggestions	91.67	XX					
No exchange of suggestions or equipment	8.33	XXXX					

Analysis of table XXI

24 teachers of the 25 teachers interviewed had veterans agriculture teachers in their communities. The one teacher not included in this table had worked some with veterans' agriculture teachers on a county level and found them completely cooperative, but since this was his only contact, he was not included in this data. In the communities where the veterans' teachers were located only one had failed to work in harmony with the vocational agriculture teacher. The teacher said he could see no cause for friction and always spoke a good word for the veterans' teacher whenever the opportunity presented itself. Within a period of six months the adverse criticism had ended and three or four months later they were working together.

The exchanging of classes does not occur very regularly. Generally the purpose of exchanging classes is for the convenience of the two teachers. In most cases the vocational agriculture teachers hold more classes for the veterans' teachers than they get in return. A few teachers consider teaching these classes as an opportunity to get better acquainted with the veterans' trainees and to learn more about the community.

The fact that such a high percentage of veterans' teachers and vocational agriculture teachers exchange teaching equipment, and suggestions shows that they work together very closely. One teacher, however, although saying he had good relationship with the veterans teacher, indicated a somewhat different reaction on cooperation. He said, "They have their program and I have mine. I don't bother them, and they don't bother me".

TABLE XXII

METHODS USED BY TEACHERS TO CREATE BETTER RELATIONSHIP
WITH VETERANS AGRICULTURE TEACHERS

Method used	Percent	Number of teachers reporting					
		1	5	10	15	20	24
Work with them on community programs	50.00	XXXXXXXXXXXXXXXXXXXXXXX					
Helped them with their program	37.50	XXXXXXXXXXXXXXXXXXXX					
Be friendly at all times	29.17	XXXXXXXXXXXXXXXXXX					
Show a cooperative attitude	29.17	XXXXXXXXXXXXXXXXXX					
Teach classes for them	25.00	XXXXXXXXXXXXXX					
Say something good about the veterans teacher	16.67	XXXXXXXXXX					
Give help to their veteran trainees	8.33	XXXXX					
Help push the veterans agriculture training program when possible	8.33	XXXXX					
Be a good buddy	8.33	XXXXX					
Give help when they ask for it	4.16	XX					
Hold joint FFA-veterans classes	4.16	XX					
Don't interfere in their business	4.16	XX					
Hold joint adult-veterans classes	4.16	XX					
Have teacher-trainees teach their classes	4.16	XX					

Analysis of table XXII

The cooperation given by the vocational agriculture teacher on community programs and the assistance he gave to the veterans teacher with his own program were considered to have created warmer relations between the two teachers than any other method. The close association brought about by working with the veterans' teacher on community programs led to a greater mutual understanding between the two on common problems.

Although not as many teachers listed "Helped them with their program" as gave "Work with them on community programs" for the method to use in creating a better relationship with veterans agriculture teachers, the teachers who gave the former method seemed to feel more enthusiastic about their method. They thought that assistance with the veterans' teacher's personal problems caused him to be very appreciative.

Only 29.17% of the teachers indicated "being friendly" as the method that created better relationship. This number is somewhat misleading. Actually 100% indicated in an indirect way that they were friendly with the veterans' teachers. The teachers indicated by this percentage would be those teachers who did very little more than be friendly to effect a better relationship.

Only four teachers stressed "saying something good about the veterans' teacher" as a way of developing better relationship. However this was rather outstanding since one teacher corrected the only poor relationship that had existed between any of the teachers interviewed and a veterans teacher. One

teacher said, "Anything you say about someone will eventually get back to them. Good comments take longer than bad comments to make the trip, but eventually they hear both."

TABLE XIII

GENERAL COMMENTS BY VOCATIONAL AGRICULTURE TEACHERS ON
RELATIONS WITH THE VETERANS AGRICULTURE TEACHERSA. Concerning the Veterans Agriculture Training Program.

"The veterans agriculture training program has been a great help to the men that took advantage of it."

"The veterans agriculture training program is one of the best farm programs that can be brought before the people."

B. Value to the vocational agriculture program.

"The veterans agriculture training program has been another way of getting my program known to more people."

"It has definitely been an asset to my program to work with veterans teachers."

"The vocational agriculture program would have probably have suffered more than the veterans program if we hadn't worked to-gether."

"The veterans agriculture teacher can be of great assistance in promoting your program."

"Any agriculture man in your community is an asset to you if you pull with him."

"This relationship of working together is more to the advantage of the vocational agriculture teacher than to the veterans teacher."

"By working with veterans classes, you can get the trainees for your young farmer classes after they graduate from the veterans program."

C. Effect on community relationship of the vocational agriculture teacher.

"I have had a closer contact with a lot of farmers that I wouldn't have had otherwise."

"I lean over backward to keep our relationship in good standing."

"I got a lot better acquainted with the younger farmers and they were more interested in my program because of contacts through the veterans teachers."

TABLE XVIII

Continued

C. Continued.

"Figuratively speaking, I met men that otherwise I would not have known existed."

"You should teach some of their classes in order to become better acquainted with the veterans."

"You get closer contact with more people in the community when you teach some of the veterans classes."

D. Degree of cooperation between the two programs.

"Veterans agriculture teachers have their program and I have my program."

"WPA boys and veterans trainees work together for the betterment of both programs."

"In ordering equipment, we try not to duplicate any of the equipment on hand in the other department."

"One of the veterans teachers or myself try to attend all state agriculture meetings of importance and let the other teachers know the highlights of the meetings."

Analysis of table XVIII

The comments on this table were those made by teachers in regard to the veterans agricultural training program. The teacher was encouraged to discuss the program from any viewpoint. The writer did not indicate a particular part of the program that he would like to hear discussed. However, he did arrange the statements according to the phase of the program that had been discussed by the teacher.

Part IV

Community Service

Community services have been a part of the overall program since the inception of vocational agriculture into the school systems of Oklahoma. There has been considerable controversy as to how this part of the program should be conducted and how much emphasis this phase commands. As with the definitions of all controversial terms, there is a variation in the description of community services.

Wardle, in presenting his dissertation on community services, gave the following interpretation of community services,

. . .situations in which the teacher of vocational agriculture is working with several individuals as a group, who participate actively in the service and even provide much of the leadership.¹⁰

Peterson defined community service as,

. . .that part of the program of work which deals with special services to individual farmers or other members of the patronage area in which and through which the teacher of agriculture works.¹¹

Peterson decided that the desirable type of community service is, ". . .one which provides an opportunity for teaching in addition to rendering worthwhile service".¹²

The writer considers the definition of community service

¹⁰ Norval Junius Wardle, Community Services of Vocational Groups in the North Central and Western Regions, Thesis, Ph.D., Iowa State College, 1949, p. 6.

¹¹ M. J. Peterson, "The Teacher Of Vocational Agriculture and Community Services," Agricultural Education Magazine, November, 1938, p. 34.

¹² Ibid., p. 34.

to be a combination of those given by Wardle and Peterson in that community services may be carried out by or through group action as well as by rendering a special service to an individual farmer.

The data in this part are the ideas and reflections of a portion of the teachers of vocational agriculture in Oklahoma on how community services should be conducted and the amount of emphasis that should be placed on this phase of the program. The ideas and policies portrayed are those of the teachers interviewed but do not indicate completely their attitudes. The low percentage of teachers shown to foster a certain idea or policy cannot be construed to mean that the other teachers in this study are for or against such an idea or policy. However, since these teachers gave impromptu answers to opinion questions, much significance could be placed on data when a major proportion of these teachers gave the same answer.

TABLE XXIV

AGRICULTURAL COMMUNITY SERVICE CARRIED OUT ON AN ORGANIZED GROUP BASIS

The community service	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Livestock improvement	68	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX					
Livestock parasite control	56	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX					
Dairy improvement	40	XXXXXXXXXXXXXXXXXXXXXXXXXXXX					
Livestock disease control	20	XXXXXXXXXX					
Improved livestock feeding	20	XXXXXXXXXX					
Soil conservation and soil improvement	20	XXXXXXXXXX					
Pasture improvement	16	XXXXXXXX					
Develop community show	12	XXXXXX					
Community fire fighting clubs	12	XXXXXX					
Rodent control program	8	XXXX					
Corn improvement program	4	XX					
Weed control program	4	XX					
Poultry improvement	4	XX					
Orchard spraying	4	XX					

Analysis of table XIII

In a large number of cases the community service on an organized group basis was carried out by the F.F.A. chapter. In some instances the service was carried out through adult classes. Adult and junior livestock breeder's associations were formed, F.F.A. chapters sponsored bull and boar rings, groups were organized to make trips to purchase better sires, and the F.F.A. chapters had publicity programs stressing better livestock for the community. Artificial insemination for the improvement of dairy cattle was started in some communities by the forming of an artificial dairy breeder's association. In one community a group of farmers went to a northern dairy state and purchased over 100 purebred dairy heifers at one time.

On disease and parasite control, the most common method was for F.F.A. boys to contact farmers in the vicinity of their homes and make appointments with them to have their cattle sprayed, dusted, or vaccinated. One F.F.A. group put on demonstrations for several groups of farmers on the proper methods to use in vaccinating livestock for different diseases.

In commenting on the value of organized activities, one teacher remarked, "I worked myself to death until I learned that a little organization would save my time and also get more accomplished."

TABLE XXV

NON-AGRICULTURAL COMMUNITY SERVICE CARRIED OUT ON AN ORGANIZED GROUP BASIS

The community service	Percent	Number of teachers reporting					
		1	5	10	15	20	25
March of dimes drive	28		XXXXXXXXXXXXXXXXXX				
Fly control for the town	20		XXXXXXXXXXXX				
Landscape the schoolgrounds	16		XXXXXXXXXX				
Boy scout drive	16		XXXXXXXXXX				
Decorate the town for Christmas	16		XXXXXXXXXX				
Scrap metal drives	16		XXXXXXXXXX				
Help with various civic drives	12		XXXXXX				
Fire prevention in the town	12		XXXXXX				
Red cross drive	12		XXXXXX				
Renovate football field	12		XXXXXX				
City beautification	8		XXXX				
Built own agriculture building	4		XX				
Installed town street lights	4		XX				
Built baseball bleachers for the school	4		XX				
Surveyed sidewalks and sewer lines for the school	4		XX				

Analysis of table XXV

All teachers had membership in a civic club if there was one in the town where they were located. These teachers found that these civic groups were very helpful to them in promoting the vocational agriculture program. However, the primary interest of most civic clubs is the betterment of the conditions of their city. Since the agriculture teacher was a member of these groups, he found himself called on to help with various drives not directly related to agriculture. Most teachers' F.F.A. chapters actively participated in these civic sponsored drives.

The non-agricultural community services sponsored by civic groups in which the F.F.A. boys participated were largely money raising activities for charitable organizations such as the polio fund, Red Cross, and others.

There were some activities that were sponsored wholly by the F.F.A. chapter. These were usually services such as city beautification, fire prevention, and health control measures. In most instances the boys or chapter received money for their services. When community services were carried out in the city, the cost of materials used was charged to the city or were furnished by the city.

Most teachers felt that the time spent in activities of this kind paid rich dividends when the chapter needed assistance at a later date.

TABLE LXVI
METHODS OF CARRYING OUT THE COMMUNITY SERVICE PROGRAM

Method used	Number of teachers reporting				
	Percent 1	5	10	15	20 25
50% FFA and 50% personally	60	XXXXXXXXXXXXXXXXXXXX			
Largely FFA--some personally	12	XXXXXXXX			
FFA--Young farmers--personally	12	XXXXXXXX			
Largely FFA and young farmers--some personally	8	XXXX			
Primarily FFA; balance divided between young farmers and teacher	8	XXXX			

Analysis of table XXVI

The data in this table includes services rendered to people in the community on an individual basis as well as on an organized group basis. Over half of the teachers interviewed perform 50% of the community service that is carried on by them and their chapter. This puts a very heavy load on the teacher and makes the load relatively light for each of the F.F.A. members. In some instances there is an explanation of why the teacher's share is so much more than that of the boy. In some communities there is no veterinarian, and the teacher gives a considerable amount of personal assistance to the farmer on livestock problems. One teacher said, "The veterinarian lives so far away that the trip alone will cost the farmer \$35.00. The farmer just won't call him until it's too late to save an animal." These teachers feel that it is their duty to help the farmer when he is likely to lose a \$200.00 animal.

Several teachers did a substantially large share of the community service carried on. However, it was the teachers who delegated the most of the work to others that impressed the writer most. One teacher, in an area where there is no veterinary, has eliminated a lot of personal service of this nature by conducting classes for adults and all-day boys on symptoms and treatments of the most common diseases. How a number of the farmers treat their own livestock when they get sick. This teacher said, "They now telephone me, to see if I agree with their diagnosis, instead of asking me to come out to their farm." This teacher has caused the farmers to be more depend-

ent upon themselves and this at the same time gives the teacher more time for other activities.

Another teacher, who had become so involved in personal services, told the farmer he had other commitments when called on to perform such services. However, he explained to the farmer that certain F.F.A. members, who were very efficient at that job, had been doing the service for 75¢ per hour. Since the teacher has been using this method, personal service of an individual nature has dropped to a new low, and the boys have another source of income for spending money.

Most teachers who are doing a large part of the services themselves feel that they are doing too much and would like to reduce the amount being done but really don't see the solution to remedying the situation.

TABLE XXVII

MAJOR INDIVIDUAL PERSONAL SERVICES RENDERED IN THE COMMUNITY

Personal service	Percent 1	Number of teachers reporting				
		5	10	15	20	25
Dehorning	84	XX				
Vaccinating	72	XX				
Veterinary work	68	XX				
Castrating	64	XX				
Farm level surveying	40	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Selection of breeding stock	28	XXXXXXXXXXXXXXXX				
Pruning	24	XXXXXXXXXXXXXXXX				
Blood testing	20	XXXXXXXXXXXX				
Livestock parasite control	16	XXXXXXXXXX				
Soils testing	12	XXXXXX				
Culling poultry	12	XXXXXX				
Pasture planning	8	XXXX				
Serve as pall bearers	4	XX				
Help with feeding problems	4	XX				
Brush control	4	XX				
Branding	4	XX				
Plan fertilizer program for farm	4	XX				

Analysis of table XXVII

A review of the services shown in this table will show that a big proportion of these services are connected with livestock. Also it will be seen that most of the services related to livestock are skills that the farmer is capable of doing for himself. One might wonder why the teacher would be carrying on personal services of this nature. In general this type of personal service is only done to educate the farmer or to teach boys in the all-day classes. It is the opinion of the teachers that most boys have not been allowed to do work of this nature at home. In general, instruction of this kind is not done during class time, and usually all class members are not present at each demonstration. The teacher will take five or six boys to some man's farm for the instruction and continue with small groups until all boys in the class have had a chance to perform the job. After skill-type services have been rendered to about every farmer in the community, the teacher ordinarily limits such activities to farms that are within short driving distances of the school.

All personal services as shown in this table do not require visits to the farm. The teachers consider that they have performed a personal service when fulfilling requests for information or advice. For example: One farmer may need to be shown the procedure for dehorning; while another farmer may want to know what kind of fly repellent to use in order to eliminate screw worms after he has completed the job of dehorning.

TABLE XXVIII

FREQUENCY OF RENDERING INDIVIDUAL PERSONAL SERVICES

Frequency	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Once and maybe twice when they can learn the skill	16		XXXXXXXX				
When the farmer can learn, one time only	12		XXXXXXXX				
No repeats except to teach boys	12		XXXXXXXX				
Limit to twice by teaching how	12		XXXXXXXX				
One time except for selection of breeding stock	8		XXXX				
Two times if they can learn, otherwise, no limit	8		XXXX				
Until they can do the job	8		XXXX				
As often as I am called upon	8		XXXX				
No limit to boy's dads and influential business men	4		XX				
No repeats on easily learned skills	4		XX				
Repeat only to teach the boy or the farmer	4		XX				
Repeat as long as it can be made educational	4		XX				

Analysis of table XXVIII

There was considerable difference in the amount of individual personal services rendered by teachers and their F.F.A. boys in their communities. Some teachers rendered almost every kind of personal service, while others did relatively few kinds of personal service for the farmers. The outstanding characteristic among teachers, whether the kinds of services were many or few, was that they tried to keep from becoming a chore-boy for the farmer. Only three teachers continued to repeat these services after their value as an educational tool was lost. One of these teachers, who had been teaching for a long time, knew that he was doing too many services of this nature and indicated he would like to stop but didn't really know how to go about it. He said, "I know I am doing too much individual work; if I were starting all over again, I would do this part differently." Another teacher, who repeated personal services as often as called on, had only been teaching for three years. The third teacher, who had much experience in the field of teaching, repeated these services only to the boys' dads and to influential business men.

Except in cases where they were using the man's farm for class instruction, several teachers said that they would not perform personal services of a skilled nature for a farmer unless he was present to participate.

TABLE XXIX

CHANGES IN KIND OF PERSONAL SERVICES ASKED FOR OVER THE YEARS

Nature of change	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Very little change shown	36		XXXXXXXXXXXXXXXXXXXX				
From crops to soils and marketing	16		XXXXXXXX				
From crops to fertilizers and soils	8		XXXX				
From crops to soils	8		XXXX				
From livestock to soils	4		XX				
From crops to soils and pastures	4		XX				
From crops to marketing and improved breeding	4		XX				
Soils and marketing to pastures and livestock	4		XX				
Soils to crops and pastures to marketing	4		XX				
From livestock to soils and marketing	4		XX				
From livestock to crops and marketing	4		XX				
From crops to improved breeding	4		XX				

Analysis of table XXXI

In this table are the changes in the kind of personal service desired by the farmers as observed by the teachers during their teaching tenure. The services considered in this table include the kind of personal services rendered by the teacher or F.F.A. boys and those requests for information and advice received by the teacher.

When a change is shown in this table, it does not necessarily indicate a drastic change. No attempt has been made to show the degree of change. When the change shown is "From livestock to soils", it does not mean that farmers now ask for more assistance with soils problems than with problems related to livestock. The personal service related to livestock might now be twice as much as the personal service related to soils. The correct interpretation would indicate that, at the present time, the teacher receives fewer requests related to livestock than he received in the past and more requests on soils than formerly received.

A big percentage of the change that has been made has been toward soils, pastures, and marketing with the most change being in soils. While more attention has been given to those just mentioned, less attention was directed to crops and livestock. However as will be shown in the next table, there is still much emphasis placed on livestock.

TABLE XX

REQUESTS, RECEIVED BY THE TEACHER, FROM PEOPLE IN THE COMMUNITY
FOR INFORMATION OR HELP WITH THEIR PROBLEMS

Requests received	Percent	Number of teachers reporting					
		1	5	10	15	20	25
<u>Relative to livestock</u>							
65% of all requests	20		XXXXXXXXXX				
60% of all requests	16		XXXXXXXXXX				
50% of all requests	16		XXXXXXXXXX				
25% of all requests	12		XXXXXXX				
75% of all requests	8		XXXXX				
90% of all requests	8		XXXXX				
85% of all requests	8		XXXXX				
40% of all requests	8		XXXXX				
45% of all requests	4		XX				
<u>Relative to crops</u>							
20% of all requests	36		XXXXXXXXXXXXXXXXXXXXXX				
10% of all requests	28		XXXXXXXXXXXXXXXXXXXX				
5% of all requests	16		XXXXXXXXXX				
15% of all requests	8		XXXXX				
25% of all requests	8		XXXXX				
Practically no requests	4		XX				
<u>Relative to soils</u>							
20% of all requests	36		XXXXXXXXXXXXXXXXXXXXXX				
10% of all requests	24		XXXXXXXXXXXXXXXXXX				
15% of all requests	16		XXXXXXXXXX				
30% of all requests	12		XXXXXX				
5% of all requests	12		XXXXXX				

TABLE IX

Continued

Requests received	Percent	Number of teachers reporting
	1	5 10 15 20 25
<u>Relative to marketing</u>		
5% of all requests	36	XXXXXXXXXXXXXXXXXXXX
10% of all requests	20	XXXXXXXXXX
Practically no requests	16	XXXXXXXXXX
20% of all requests	12	XXXXXXXX
50% of all requests	4	XX
25% of all requests	4	XX
35% of all requests	4	XX
15% of all requests	4	XX

Analysis of table XXX

The picture presented by this table shows the conditions as they exist at the present time in the teachers' communities. These data were based on approximations of the teacher but should present a reasonably true picture of the current situation.

In general it seems that farmers are more concerned with problems related to livestock and show the least concern about marketing. The amount of information or assistance requested by farmers on a particular phase of the farming operation was somewhat related to the type of farming in the area where the teacher was located. Exceptions to this were noticed when the teacher had given considerable time to the discussion of major enterprises of the community in teaching his adult and all-day classes. Another exception was in the communities of three teachers who indicated their requests for help or information with marketing was 50%, 35%, and 25% of total requests received. In all three communities, they have recently started the production of broilers on a large scale. In addition to this, one of these communities has gone into rabbit production, and another has increased its vegetable production.

TABLE XXXI

COMPARISON OF COMMUNITY SERVICE RENDERED ON A GROUP BASIS WITH COMMUNITY SERVICE
 RENDERED ON AN INDIVIDUAL BASIS AS TO THE DEGREE OF CONTRIBUTION
 TO THE VOCATIONAL AGRICULTURE PROGRAM

The comparison	Percent	Number of teachers reporting					
		1	5	10	15	20	25
The group basis contributes more	44		XXXXXXXXXXXXXXXXXXXX				
Individual basis contributes more	32		XXXXXXXXXXXXXXXXXXXX				
Group basis slightly more	12		XXXXXX				
50-50 basis; about equal in value	8		XXXX				
Individual basis slightly more	4		XX				

Analysis of table XXXI

The group basis for rendering community service was given credit for contributing more to the vocational agriculture program by more teachers than the individual basis. One teacher said, "With group action you can have fewer things in your community program, you can have more concentrated effort, you can get more done, and you can do it in less time." Another teacher said, "The group basis is the best especially if you have some good farmer in the group."

Even though these teachers felt that group action obtained more results, they were aware of the value of personal associations with farmers. One teacher commented, "Group activities get more results but they are very much interrelated, (with the individual basis)." In giving his answer, a teacher said, "The group basis will get more done, but the personal contact means a lot to the farmer."

Of course there was exceptions in each tenure group, but most teachers, with a long teaching tenure, leaned toward group action as the most successful method, while teachers, with a short teaching tenure, favored the individual basis for getting more results. The following are some of the remarks of teachers on the value of the two methods:

"The group basis gets more results, but you have to start on an individual basis."

"In the beginning it was on an individual basis; now I get more done on a group basis."

"Group activity is the thing, but in the beginning, the personal contact is the thing--it sets the stage for group activity."

Some of the older teachers felt that a new teacher should practically end all community services that are rendered on an individual basis within two years except that part carried out for educational purposes. They also feel that these services that are rendered on an individual basis during the first year or two is an excellent avenue to develop deep personal friendships with farmers in the community.

TABLE XXXII

GENERAL COMMENTS BY TEACHERS ON COMMUNITY SERVICE

A. Reasons for performing community service.

"One of the best methods of teaching individual boys and farmers if you go about it right."

"Community service is necessary for one to keep abreast of the times."

"Get community service done through the medium of teaching but don't try to justify your program with community service alone."

"Community service in the right way at the right time can be a big help to your program."

"Not any one thing that will do as much good for your program as quickly as community service."

"Community service is necessary at times to create training opportunities for the boys; make an effort to have the service educational to both the boy and the farmer."

"You can better serve the community by having a strong community service program in addition to your class room teaching."

B. Use caution in executing community service.

"Don't overdo community service especially on personal service to the individual."

"It's easy to become the "community hired man". Let the farmer know, in a diplomatic way, that you're not a "flunky". Show him how to do the job, and let him do it."

"When you render personal service the first time, let the farmer know that you are there to show him how to do the job."

"Don't let yourself get tied up with community service. Do a personal service for the farmer one time and then only when he is present. It is easy to overdo community service."

"Our personal services to the farmer are overdone. If I were starting over, I would do less."

"Don't be a chore-boy."

TABLE XXXVII

Continued

D. Continued.

"Know where your community service work should stop. Farmers are smart--so be sure you know what you are talking about; if you promote pastures, know pastures."

"A good medium for getting the farmers on your side and behind your program; however, the more personal service you do the more you will be called upon to do."

C. Becoming established in the community.

"A teacher could stay in the community on community service alone but it is very easy to overdo it."

"There is no better way to show a community that you are willing to help them."

"Help the weaker farmer as much as the farmer who is well established; the little farmer will usually do more in return for you than you did for him."

"A good way to become established in the community, but watch out about carrying personal service too far."

"Community service has been a big point in becoming established in the community; I try to feel that I'm teaching the farmer how to do a job."

"Doing community service is an excellent way to get acquainted with problems of the community and to gain support for your program."

"One of the best ways to sell your program; people will appreciate you as an individual instead of as a teacher. One of the best ways to get the farmer thinking your line of thought."

"This will increase your work-load but will make your program more effective."

"Next to parent-teacher relationship, this has helped my program most."

Analysis of table XXXII

The data contained in this table are a collection of statements concerning the ideas of teachers on community service. Although the teachers were not asked to discuss a definite part of community service, their remarks were grouped in the table according to how they expressed themselves.

Part V

Advisory Groups

For centuries, people have relied on the counsel and recommendations of others regarding decisions that had to be made. Rarely does the individual need advice more urgently than when he is completely unfamiliar with the factors of a problem that has to be solved. Most teachers of vocational agriculture are not natives of the communities where they began their teaching careers; while the majority of the people in the community have lived there for several years. Generally, a situation exists in which the teacher, though rich in technical training, is not familiar with all factors that will be used in solving the problems related with teaching vocational agriculture.

Engelking, in writing an article on advisory councils, listed reasons for and against the use of organized advisory groups:

A representative council, well organized, can get the real opinions and feelings of the people of the community. It can plan the agricultural program based upon the needs of the community. It is a device for representative democracy. The value of a council to the teacher of agriculture is tremendous.

Reasons which have been given by some agricultural teachers for not having such an advisory council are:

1. In my community there are not enough good farmers to form a good council.
2. If I use a council, I'm admitting that I am not capable of running my department.
3. I'm in too small a community to make any use of a general advisory council.
4. I've been teaching for quite a few years without one, so why should I use one now.
5. A council would take up too much of my time.

6. My principal and school board would not approve of a general advisory council.

7. I do not know how I should go about setting up a general advisory council.¹³

This study does not attempt to prove or disprove the value of a group that has been organized for the purpose of advising the teacher of vocational agriculture. However, there has been an endeavor to show methods teachers used in obtaining the advice of others and to present teacher opinions on the value of advice received. An effort was made to present data on the way an advisory committee should be organized and who should serve on such a committee.

¹³J. N. Weiss, "My Experiences with a General Agricultural Advisory Council", Agricultural Education Magazine, April, 1947, p. 192.

TABLE XXXIII

GROUPS AND INDIVIDUALS THAT ARE LOOKED TO FOR ADVICE BY TEACHERS

Group or individual	Percent	Number of teachers reporting				
		1	5	10	15	20
Successful farmers and/or ranchers	84	XX				
Business men interested in agriculture	64	XX				
Superintendent and/or principal	48	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX				
School board members	36	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Advisory council	28	XXXXXXXXXXXXXXXXXXXXXX				
Other agricultural agencies	16	XXXXXXXXXX				
Present FFA members	12	XXXXXXX				
Past FFA members	4	XX				
Veterans agriculture teacher	4	XX				
Individuals from professional groups	4	XX				

Analysis of table XVIII

All teachers used the advice of others in carrying out their programs. The majority of teachers obtained some advice from successful farmers or ranchers. Of the four teachers that did not list this source, two gave the opinion that the farmer in the community had very little to do with the length of time a teacher remained in the community. This view was far outweighed by the opinion of other teachers. Most teachers valued the advice from successful farmers and ranchers more heavily than that from any other source.

Not as many teachers used the superintendent or principal in an advisory capacity as used business man. However, those teachers who used both gave more weight to the advice they received from the superintendent and principal. One teacher said, "The primary interest of my superintendent is the school, and because of this he has a greater interest in my program than anyone outside the school." Another teacher remarked, "The superintendent helps me in many ways. When my program is a success, he realizes that it makes him look better because my program is a part of the school."

When giving school board members as a source for advice, one teacher replied, "Some of the community's outstanding men are on the school board. In addition to having good men to give you advice, you offer them a chance to see what you're doing for the pay you receive." One teacher said, "I could limit my advisers to the members of the present school board. Likely I would not be able to make a better selection of qual-

ified men from which to seek advice."

Teachers, who received part of their advice from present and past F.F.A. members, had well organized F.F.A. chapters and allowed the members to have most of the responsibility for the direction of the chapter activities.

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TABLE XXXIV
BASIS FOR THE SELECTION OF THOSE WHO SERVE
THE TEACHER IN AN ADVISORY CAPACITY

Who made the selection	Percent	Number of teachers reporting				
		1	5	10	15	20
The teacher makes the selection	92	XX				
With the advice of others, the teachers selects	8	XXXX				

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Analysis of table XXXIV

The data shown in this table accounts for all people selected by the teacher to advise with except for those teachers with organized advisory groups. In instances where the teacher had an organized advisory group, the data only takes into account the initial selection of members for the advisory group. In all instances but one, the members of the advisory group selected the new member when a member's term of office expired or he dropped out for some other reason. For this particular group, the teacher helped the members make the selection of the new member.

TABLE XXIV

LAPSE OF TIME TEACHERS FELT WAS NECESSARY BEFORE BEING ABLE TO FULLY RELY
UPON ADVICE FROM INDIVIDUALS IN THE COMMUNITY

Period of time	Percent	Number of teachers reporting					
		1	5	10	15	20	25
12 months	36		XXXXXXXXXXXXXXXXXXXX				
6 months	16		XXXXXXXX				
6 months--a year would be better	12		XXXXXX				
24 months	12		XXXXXX				
12 months for business men and 24 months for farmers	8		XXXX				
36 months	4		XX				
10 months	4		XX				
8 months	4		XX				
After first meeting	4		XX				

Analysis of table XXV

The length of time necessary for a teacher to be in a community before he could be sure of the advice he received from individuals ranged from practically nothing (after first meeting) to 36 months. When comparing the teacher, who was able to evaluate all people after only one meeting, with the teacher who felt that 36 months was necessary before being well acquainted, it appears that the former teacher is quite outstanding. As for the teacher who thought 36 months was necessary, there is a possibility that this teacher used shorter periods of time with some individuals. He could have construed the question to mean all individuals in the community and in that instance the length of time he listed would certainly not be too much. In considering that these extremes do not fit the pattern of what other teachers think, very little weight could be given to these statements.

Difference in personalities of individuals in the community was a factor that helped determine how long it would take to know the individual well. None of the teachers listed their personalities as one of the factors that affected the length of time necessary to become well acquainted with an individual in the community. It was apparent that all teachers interviewed were busy men, and with one exception, all teachers were very cooperative in giving information asked for in the interview. In general, the teachers by whom the writer was most warmly received were the ones who gave the shortest length of time as being necessary to become well acquainted with people in the

community. It is felt by the writer that a teacher with a pleasing personality would have little difficulty in becoming well acquainted with key individuals within one year of his arrival in the community.

TABLE XXXVI

METHODS OF OBTAINING ADVICE FROM INDIVIDUALS OR GROUPS USED IN AN ADVISORY CAPACITY

Method used	Percent	Number of teachers reporting				
		1	5	10	15	20
<u>Without an organized advisory group</u> <u>(go to individuals personally)</u>	72	XX				
Through medium of conversation	44	XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Know people well before going to them for advice	16	XXXXXXXXXX				
Asked for the opinion of the people on your problems	12	XXXXXXX				
<u>With an organized advisory group</u> <u>(call regular meetings)</u>	28	XXXXXXXXXXXXXXXXXX				
Be well acquainted and know their feeling toward agriculture	8	XXXX				
Made survey of community and listed the year's possibilities	4	XX				
Sent copy of purposes and possible business to group before meeting	4	XX				
Have a problem or be planning; do some thinking prior to meeting	4	XX				
Farm surveys, know civic clubs feelings toward the program	4	XX				
Decide on things wanted and go to them individually	4	XX				

Analysis of table XXVII

A majority of teachers felt that they should keep the general public from knowing their sources of advice. Even three of the seven teachers with advisory committees had the same opinion. Listed below are the remarks of these three teachers:

"People in the community don't know too much about the advisory board; I try to keep them out of the limelight."

"My advisory council is not known to the public."

"I keep my business as close to myself and the ones on the committee as is possible."

A number of teachers, who do not have advisory councils, do not ask for advice directly. They talk to individuals about various parts of their program and get the opinion of the people in that manner. The statements of several teachers indicating how they obtain advice are included below:

"I go to the men personally; I get my information over a cup of coffee."

"They don't know I come to them for advice; I talk with them and get advice in the course of conversation."

"The ones I go to for advice don't know they are being used for this purpose."

"Just about anyone in the community can give you some good advice; listen to what several people say before making your decision."

There seemed to be two major factors that prevented teachers from forming advisory councils in their communities. Listed below and in the order of importance are the teachers' opinions on this matter:

1. There is a possibility of getting an individual on the committee who would want to run the show and thus disrupt the teacher's program.

2. Some people in the community would not be behind your program because they disliked certain members of the advisory committee who were helping to direct the program.

There seems to be no definite pattern of organization among teachers who now have functioning advisory committees. Of the teachers now having advisory committees, four have been teaching for 15 years or more. The other three teachers have taught for five years or less. One teacher who is not in the process of forming an advisory council will be classified with the latter group.

TABLE XXIVII

THOSE WHO SHOULD SERVE ON AN ORGANIZED ADVISORY COMMITTEE

Prospective members	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Successful farmers or ranchers	92	XX					
Business men interested in agriculture	72	XX					
School board member	52	XXXXXXXXXXXXXXXXXXXX					
Superintendent and/or principal	28	XXXXXXXXXXXXXXXXXX					
Banker	20	XXXXXXXXXX					
Member from an agriculture agency	4	XX					
Dads of FFA boys	4	XX					
Leading men with whom you are well acquainted	4	XX					

Analysis of table XXVII

Only two teachers did not feel that farmers should serve on an advisory committee, and, as was mentioned in the analysis of another table, they did not feel the farmer served a very important part in advising the teacher. Teachers, who did feel the farmer or rancher should serve on these committees, thought that they should be the major portion of individuals on such committees.

The teachers who suggested school board members and superintendents and principals felt that this group would furnish some valuable advice and at the same time serve as insurance that their job would remain intact. "The way I see it", one teacher said, "the superintendent or school board will more readily defend your program, when receiving complaints, if they know what you are doing and if they have had a hand in helping plan the program."

In picking people for a group of this nature, the teacher usually had more in mind than a group whose function was purely advisory. One teacher said, "If I have the banker on this committee, he already knows what I want as soon as the plans are completed--this eliminates having to seek his help for financial aid." Another teacher remarked, "My committee gives me a lot more help through the action they take in promoting the program than they do through the advice I receive from them."

TABLE XXVIII

RECOMMENDATIONS ON HOW TO FORM AN ORGANIZED ADVISORY COMMITTEE

Recommendation	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Know the men well that are picked for members	44		XXXXXXXXXXXXXXXXXXXX				
Be sure you know the men well and that they are interested in agriculture	20		XXXXXXXXXX				
Teacher did not give an opinion	8		XXXX				
Ask leading men who would be good men for the committee and then get well acquainted with these men before making final selection	4		XX				
Don't have radical men on the committee. Let them know their capacity is advisory only	4		XX				
Know the men you pick for members; be sure community likes them	4		XX				
Know the men you pick; they must be broad-minded and open to new ideas	4		XX				
Teacher and superintendent should work it out together	4		XX				
Know the men well and use only those solely engaged in farming	4		XX				
Be well acquainted with the men you pick and know their attitude toward agriculture	4		XX				

Analysis of table XXXVIII

Of the teachers interviewed, 84% stated that knowing well the men who would serve on the committee, was an important factor in starting an advisory committee. Almost half of these teachers felt that other qualifications, in addition to knowing the individuals well, were necessary if the committee were to function properly.

Only two teachers failed to give an opinion on how to form an advisory committee. Of the 23 teachers making recommendations, none gave what preparations the teacher should make or what action he should take in guiding such a group. With one exception, these 23 teachers all placed the emphasis for the success of an advisory committee upon how well the teacher had screened the individuals who were to serve on the committee.

TABLE XXXIX

WAYS THE TEACHERS HAS BEEN AIDED THROUGH ADVICE OF INDIVIDUALS OR GROUPS

Assistance received	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Strong backers for the program	68	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX					
Medium of publicity for the program	32	XXXXXXXXXXXXXXXXXXXX					
Helped make decisions on problems	32	XXXXXXXXXXXXXXXXXXXX					
Helped shape our program	16	XXXXXXXX					
Learned community trends and problems much faster	16	XXXXXXXX					
Helped decide on new ideas and community programs introduced into the community	8	XXXX					
Furnish transportation for field trips and to shows	8	XXXX					
Financing boys' enterprises	8	XXXX					
Lessened teacher's work load	4	XX					
Built up interest of others in the program	4	XX					
Learned more from them than I ever learned at college	4	XX					

Analysis of table XXXIX

A majority of the teachers listed "Strong backers for the program" as the outstanding aid they received as a result of consulting people in the community about their program. Statements related to this topic are shown below:

"They are really strong backers. They've helped me in practically all major phases of my program."

"After discussing my problems with them, they become solid backers for my program."

"If you've talked with them before, they think you are still all right after what you've done turns out to be wrong."

"They tell others about my program and help push it themselves."

"They let other people know about your program and are ready with help when you need it."

Next in importance, relative to aid received, is the help the teacher received in making decisions and shaping the program. How teachers felt about this is shown in the following remarks:

"They helped to decide whether new ideas should be brought into the community."

"They helped me to solve problems that required a lot of thinking."

"They keep you from straying into an unprofitable or unsound program."

"They helped me to decide on the proper solution for problems that were hard to work out alone."

"If you'll just listen, they'll keep you on the right path."

Teachers feel that personal discussions about the program with key people in the community will cause them to enlist the aid of others for your program. One teacher said, "If you get

the right people sold on your program, it will be a lot easier to sell it to the rest of the people in the community."

TABLE XL

GENERAL COMMENTS BY TEACHERS ON ADVISORY GROUPS

A. Regarding progress of the teacher.

"Very helpful in the beginning of my stay--they let me know about the community."

"You progress much more rapidly with the advice of some of the local people than you do without their advice."

B. Precautions pertaining to advisory groups.

"Don't let people think they're helping run your program. Occasionally they get the idea they are running it for you."

"Definitely should have someone to go to for advice but don't let the community know who advises you concerning the program."

"The worst thing you can do is to get someone on the committee who is not liked in the community."

"Be cautious in organizing an advisory group. Wait at least one year."

"An advisory group is an excellent tool but don't make it dull by using it too much."

"Don't do everything that they advise."

"An advisory committee is fine if you get the right people and keep them in their capacity. Don't depend on just one group for all your advice."

"Be sure to get the right kind of advice--know the men well that you go to for advice."

"There may be times when you have to follow your own thinking instead of the advice of others."

C. Value of receiving advice.

"Organized in the right manner, they are outstanding in the promotion of your program."

"The people in the community have lived there most of their life and know some of the things to be let alone."

TABLE XL

Continued

C. Continued.

"If you let key men in on what you're doing, they'll go along with you."

D. Relationship with your advisors.

"Make the men on the advisory committee feel that they're helping you."

"Get your advice from the men by visiting them one at a time."

Analysis of table XL

This table gives some general statements that teachers have made about advisory groups. Advisory groups as interpreted in this table includes organized committees as well as individuals from whom teachers might seek advice. These statements have been arranged according to the way in which the teacher approached the subject.

Part VI

Young Farmer and Adult Classes

One of the chief functions of Vocational Agriculture is to train present and prospective farmers for proficiency in farming. Certainly young farmer and adult classes have a part in this training. Many teachers have felt that successfully conducted classes for these groups would increase their "know how" and "thinking ability" with relation to the farming occupation. Among teachers who have this trend of thought, some are found who do an excellent job in directing these classes. Others do not have classes due to numerous conflicting activities; while some, because of lack of know how or initiative, either conduct classes of poor quality or fail to have classes of any nature.

Sprau, in an article for the Agricultural Education Magazine, indicated that there is a need as well as a desire on the part of farmers for useful farming information.

We cannot claim to serve our community well unless we make adequate provision for furthering the education of those who have quit school or beyond the high school age. We also have sufficient evidence that these farm people are for the most part interested in a study of problems concerning farming and farm living.

Farm people are interested in doing something if they can see they are getting some results in return. This applies as much to our adult program as it does to any work done on the farm. Farmers enjoy and profit from a well organized evening school program as shown through their continued attendance at meetings through the years and the changes brought about in their own farming operations and farm living.¹⁴

¹⁴George Sprau, "Advisory Council Aids in Evaluation in Watska Community", Agricultural Education Magazine, March, 1951, p. 210.

There are five alternate plans under which vocational agriculture departments may be operated. A majority of departments are operated under the following plan:

Plan D - Sixty minutes of instruction per day, 5 days per week, for each class, each year, provided, that there is in operation a program of systematic group instruction for out-of-school young farmers and for adult farmers for not less than a total of 72 clock-hours during the year.¹⁵

Because most teachers in Oklahoma must complete at least 72 clock-hours of instruction to adult and young farmers each year, the writer was concerned with how more could be accomplished with and through these classes. The data presented on the following pages are concerned with how teachers organized or started their adult and young farmer classes, how class programs were planned and carried to completion, and factors related to the success of these classes. These data also a correlation between classes and their value to the teacher and his vocational agriculture program.

¹⁵"Oklahoma State Plans for Vocational Education", Amendment to Section III, pp. 39-40.

TABLE XLI

PROCEDURE FOR FORMING YOUNG FARMER CLASSES

Procedure used	Number of teachers reporting				
	Percent	1	5	10	14
Dropped a few hints and they asked for the class; the officers were elected at the first meeting	35.71	XXXXXXXXXXXX			
Invited several men to attend first meeting; class was organized and officers elected at this meeting	21.43	XXXXXX			
Teacher started the classes after arousing the interest of the young farmers	21.43	XXXXXX			
The class was organized with the help of key men	14.29	XXXX			
Held meeting with key men and they contacted others; the class was organized and the officers were elected at the second meeting	7.14	XX			

Analysis of table XII

Only 20 teachers had classes that were recognized as young farmer classes, and of this number, there were six classes that actually did not function separately from the adult classes except for an occasional meeting. The data in this table shows only those 14 young farmer classes that were actively functioning classes.

In most cases the teacher tried to develop an interest in a young farmer class before attempting to organize one. Another method that teachers used to good advantage was to develop the interest of key individuals in the community and let them take the responsibility of arousing the interest of others.

Of these 14 classes, nine of them have elected officers and one additional class was planning the election of officers at the time the teacher was interviewed. The teachers whose classes had officers felt that their classes were more secure because of this. One teacher, who did not have a young farmer class at the time the interview was conducted, stated that he had a very active class at one time and that the officers were due a lot of credit for the success of the class. He said the reason the class had been dropped was due to about 90% of the class being called into the armed services.

TABLE XLII

PROCEDURE FOR FORMING ADULT CLASSES

Procedure used	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Invited several men to attend the first meeting; the class was organized at this meeting	32		XXXXXXXXXXXXXXXXXXXX				
Announce meetings and invite all to attend	20		XXXXXXXXXXXX				
Teacher started classes after arousing the interest of farmers	16		XXXXXXXXXX				
When a group of farmers are present and have a problem a meeting is held	8		XXXXX				
Organized the class with the help of key individuals	8		XXXXX				
Held meeting with key men and they contacted others; the class was organized at second meeting	4		XX				
Used breeders association as core for class	4		XX				
Set up classes with a definite kind of instruction and invited the farmers to participate	4		XX				
Dropped a few hints and they asked for the class	4		XX				

Analysis of table XLIII

44% of the teachers used outstanding men in the community as key groups with which to start adult classes. The majority of this group had a class at the first meeting. However some teachers worked with these men individually until enough people were interested to have a class.

In commenting on the ease of starting classes, most teachers felt that just about any teacher could get a group out to a first class meeting. The teachers seemed to feel that it was a lot more difficult to maintain a class than to start one.

Only two teachers interviewed did not have organized class groups. They taught their classes when a group of farmers were present and had a problem that needed solving.

TABLE XLIII

METHODS OF PROGRAM PLANNING FOR YOUNG FARMER AND ADULT CLASSES

Method used	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Program planned around current problems of the farmers; follow with teacher-member planning	24		XXXXXXXXXXXXX				
Class members select the topic and plan their own program	20		XXXXXXXXXXXXX				
Program committee that appoints members to be responsible for a program; teacher helps plan	12		XXXXXX				
Teacher cooperates with other agricultural agencies in planning the programs	12		XXXXXX				
When a group of farmers are present and have a problem; a class is taught	8		XXXX				
Members select the topic and the teacher plans the program	8		XXXX				
A program committee plans the program	8		XXXX				
The teacher selects the topic and plans the program	8		XXXX				

Analysis of table XLIII

73% of all teachers let the class members have some responsibility in planning the class program. After listening to all teachers talk, there is not much doubt that teachers delegating responsibility to class members for program planning had the best classes. Below are some teacher comments which bear out this statement:

"You can't cram anything you want to dish out down an adult's throat--the all-day boys have to come to class but the adults don't."

"They have problems that they would like to have solved--they'll keep coming to class if we have what they want."

"They don't want some cock and bull story about what a farmer in some northern state is doing. They're concerned with problems here at home."

"The teacher who has to spend time deciding on some subject to teach to an adult or young farmer class is missing the boat. They'll give you enough topics in one class period to keep you going for three months."

The teachers, who are having successful classes, give a lot of credit to the participation that they allow on the part of the class members. Three teachers who had outstanding classes do practically no teaching. The class has a program committee that delegates the responsibility for the next class to some of the members. The teacher gives these members what assistance they need in preparation of the program, and the members carry on the class discussion.

TABLE XLIV

ORGANIZATIONAL STATUS OF YOUNG FARMER AND ADULT CLASSES

The organizational status	Percent	Number of teachers reporting				
		1	5	10	15	20
Adult classes with no class officers	100	XX				
Young farmer classes without officers	50	XXXXXXXXXXXXXXXXXXXXXXXX				
Young farmer classes now having class officers	45	XXXXXXXXXXXXXXXXXXXXXX				
Young farmer classes now planning the election of officers	5	XX				

Analysis of table XLIV

Although none of the adult classes have class officers, five have program committees and five plan their programs as a class group. This, in a sense, is a form of organization.

Of the 10 young farmer classes who do not have officers, six do not function regularly as a separate class from the adult group.

The class officers of the nine young farmer classes are about the same as the officers in the Future Farmers of America. However, none of the classes has a sentinel, and two of the classes have only a president and a secretary. All groups having class officers, conduct business meetings. Some conduct business sessions at each class meeting, while others do not conduct business sessions regularly.

Analysis of table XLV

The six items in this table were used as a check-list to indicate how the teacher maintained interest in his young farmer and adult classes. The teacher indicated by a yes or no answer whether he used the method. This was one of the few times throughout the interview that a check-list was used to determine the teacher's opinion. The fact that the percentage is high for the use of each method can be given some significance, but as much value could not be placed on a given percentage in this table as could be placed on the same percentage in another table where the teacher was not guided in selecting the answer.

Because a check list was presented to the teacher, he did not offer any other method for maintaining the interest of his young farmer and adult classes.

Because the teacher knew that the writer was interested in what makes the teacher succeed in the community, it is felt by the writer that some teachers answered yes to a few of the questions on the check list when their answer might have been different. At times a few of the teachers were hesitant and undecided as to what answer they should give.

TABLE XLVI

EFFECT OF YOUNG FARMER AND ADULT CLASSES ON THE VOCATIONAL AGRICULTURE PROGRAM

The effect	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Increases the teacher's work-load	48		XXXXXXXXXXXXXXXXXXXXXXXXXX				
Lessened the teaching load	36		XXXXXXXXXXXXXXXXXXXXXX				
Easier to sell your program	28		XXXXXXXXXXXXXXXXXX				
More friends who are behind you	28		XXXXXXXXXXXXXXXXXX				
Develops more cooperation toward the program	28		XXXXXXXXXXXXXXXXXX				
Teacher gets more personal recognition	16		XXXXXXXXXX				
Another means of contact with the public	16		XXXXXXXXXX				
Gives encouragement to all-day boys	16		XXXXXXXXXX				
Teacher gets good ideas from them	16		XXXXXXXXXX				
Program progresses faster	16		XXXXXXXXXX				
More publicity for the program	12		XXXXXXX				
Another way to help put the program over	12		XXXXXXX				
What these farmers do is an example which others in the community will follow	12		XXXXXXX				
Class members will do more on their own farms because they understand the program better	12		XXXXXXX				
Young farmer classes bridge the gap between FFA boys and adults	4		XX				
Lessened teacher's work in the community	4		XX				
They help with fairs and shows	4		XX				

Analysis of table XLVI

Although the effect indicated by the largest number of teachers was "Increased the teacher's workload", not all these teachers limited their answer to this one effect. Some of their answers, which give an indication of their feeling, are given here:

"Of course it adds work, but you can't have a good class unless you put a lot of effort into it."

"I have more work to do, but these contacts have made it easier to get more people to cooperate in putting my program over."

"It hasn't made my job any lighter, but it has certainly made my teaching more effective."

"These classes have actually increased my working load. However, more people are pushing my program because of my work with this group."

"These classes have made more work for me, but I couldn't get as much done without them."

"I have more to do now, but I get better results with the program."

Although not listed as an effect on the vocational agriculture program, most teachers gave credit to the personal contacts of the teacher with the farmers for the value derived from these classes. Many of the teachers' answers inferred this meaning. Some of their remarks are listed below:

"These classes are another means of contact with the public."

"Conducting these classes is a way to have more friends who are behind you."

"These classes have given me more personal contact in the community--you have to be well acquainted to get the job done."

"I've made more personal contacts--it's easier to get things done if you know the farmer well."

"You have more friends and your community relationship is better because of your classes."

"You have a chance to know the farmer better--this will make him a more ardent supporter of your program."

"These classes creates a lot of goodwill for you in the community."

Most of the teachers felt that these classes were an asset to their program, and, although none of the teachers said that he would rather not be responsible for conducting classes, one teacher indicated by his actions that he would rather not be bothered with such an activity.

TABLE XIVII

GENERAL COMMENTS BY TEACHERS ON YOUNG FARMER AND ADULT CLASSES

A. Importance to the vocational agriculture program.

"Individuals from these classes will give your program a lot of publicity."

"Another way of putting your program across."

"If you have a big load of all-day boys, the adult program is not as important; the boys will help push the program. If you have only a few boys, you'll need more contact with the farmers."

"These classes are definitely an asset to the community and to the vocational agriculture program."

B. Relative to successful classes.

"Success of young farmer classes is dependent 50% upon them and 50% on the teacher."

"They are eager to learn if you get right down to business."

"I was actually surprised at the success of the meetings; the farmer will attend if you have something to offer."

"The teacher needs to have individual contact in addition to the organized classes."

"Do a good job, or these classes will hurt your standing in the community. Be well prepared, especially for adults."

"You don't have to have them in a class room to carry on a class; teach them when they have a need."

"Don't ever tell anyone what to do; suggest that it can be done."

"Talk about problems at hand, have recreation, have the program well planned and not too long."

C. Miscellaneous opinions.

"It is rather difficult to organize; other activities will compete or distract."

TABLE XIVII

Continued

C. Continued.

"I am extremely strong on young farmer classes if they are properly planned and carried out."

"Plan to have the best young farmer class in the state."

"Teaching these classes is an excellent pastime for me."

Analysis of table XIVII

The data in this table is actual statements about young farmer and adult classes as they were given by the teachers. The teachers were asked to make any remarks they cared to make about this phase of their program. These remarks were then grouped under titles that fitted their content.

Part VII

Civic Groups

Within certain limits, the social structure of most communities follows a set pattern. There are individuals in a community who are deeply interested in its welfare and progress and in return for energy expended, expect only the satisfaction of a task well done. Another group of individuals are willing to exert effort on projects for community improvement but do so for personal gain or prestige. While others in the community fail to take an interest or active part in civic affairs. Generally, when the community center is a town of upwards 500 population, civic-minded individuals are banded together in civic organizations for the purpose of improving the social condition of their community. In most cases, vocational agriculture teachers have found these civic organizations willing to sponsor worthwhile parts of his program.

Smith, in an editorial for the Agriculture Education Magazine, gave the following account on community progress:

The better ways come about as individuals are influenced to change by the community and by the school. Teachers of agriculture, in general, recognize the influence of the community and seek to utilize it to advantage in helping individuals solve their problems. They have lead the way in making the problems of the community their concern. Teachers of agriculture have worked with groups, in and out of school, to improve the community facilities, services and organizations.¹⁶

If teachers use sound judgement and clear thinking when relying on civic groups for the promotion of their vocational

¹⁶W. A. Smith, "The Rural Community", Agricultural Education Magazine, March, 1932, p. 126.

agriculture program, the result is usually satisfactory. Because of this, the data were assembled to point out the interest shown by the teacher in civic organizations in his community and the dividend received by the teacher and his program as a result of this interest.

TABLE XLVIII

RELATIONSHIP OF VOCATIONAL AGRICULTURE TEACHERS WITH CIVIC ORGANIZATIONS

Relationship	Percent	Number of teachers reporting				
		1	5	10	15	20
Communities having civic organizations	100	XX				
Teachers having membership in civic organizations	100	XX				
Teachers having membership in all organizations in the town	85	XX				
<u>How teacher became a member</u>						
Teacher received an invitation to become a member	65	XX				
Teacher solicited the organization for membership	20	XXXXXXXXXX				
Teacher helped organize the civic organization	15	XXXXXXX				
Teacher transferred membership from another town	5	XX				
<u>Division of membership</u>						
Membership in chamber of commerce	50	XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Membership in Lions club	50	XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Membership in Rotary club	15	XXXXXX				
Membership in Kiwanis club	10	XXXX				
Membership in American legion	5	XX				

Analysis of table XLVIII

Only 20 communities of the 25 teachers interviewed had functioning civic groups. The data presented in this table will concern only those teachers of these 20 communities.

As is shown by this table all teachers, in towns with civic clubs, had membership in at least one civic club. The three towns, in which the teacher did not have membership in all civic groups, were fairly large towns. One of the teachers felt he would not benefit by being a member of the additional clubs. The other two teachers could not become members because the club, in which they did not have membership, limited membership to one individual from each professional group.

Most teachers became a member of the organization through annual membership drives. While a few, usually those teachers who arrived in the community after the membership drives were over, ask for permission to become a member in the group. One of the outstanding things told the writer was the accounts of how three teachers, when finding no functioning civic group in their community, set to work and helped organize a civic group. These three teachers were not the only ones who made the remark, "If there's not one in your community, you should organize one."

As the data shows, the Chamber of Commerce had 10 teacher memberships and the Lions Club had 10 teacher memberships. Actually this membership is maintained by only 16 teachers. Four teachers have membership in both organizations, six have membership in the Chamber of Commerce, and six maintain membership in the Lions Club.

Most teachers agree that the division of membership is not too important. The teachers, who had membership in both the Lions Club and the Chamber of Commerce, were equally divided as to which organization was the most active in the community. The name of the organization had little to do with how well it functioned. In communities where there was two or more civic organizations, one was usually more interested in agriculture than the other.

The one teacher, who listed the American Legion as the civic organization in which he was a member, said that there was no other civic organization in the town. He said that usually the American Legion was not considered a civic club but that in his town they took an active part in civic affairs.

TABLE XLIX

TEACHER ACTIVITIES IN THE CIVIC ORGANIZATIONS

The activity	Percent	Number of teachers reporting				
		1	5	10	15	20
Serve on agriculture committee	60	XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Serve on program committee (board of directors)	35	XXXXXXXXXXXXXXXXXXXX				
Serve on committees other than program committee or agriculture committee	30	XXXXXXXXXXXX				
Chairman of agriculture committee	30	XXXXXXXXXXXX				
Help in civic sponsored drives	25	XXXXXXXXXX				
President of chamber of commerce	5	XX				
Membership status only	5	XX				

Analysis of table XLIX

Most teachers felt that the vocational agriculture teacher should be a very active member of the civic organization and that he should exert as much effort on non-agricultural activities sponsored by the group as he put forth for projects of an agricultural nature. They also felt that it was quite important to get yourself appointed to the agricultural committee. As will be seen in this table, 90% of the teachers were serving on the agricultural committee either as chairman or in a member status.

One point that was stressed quite heavily by a number of teachers was that a teacher should refrain from trying to run the show. They also pointed out that a teacher should try to keep from being elected president of such an organization. As one teacher said, "There is always someone who will give adverse criticism of a person in a position of this kind; you can save yourself some trouble and a lot of extra work by just being one of the boys."

TABLE I

EFFECT OF CIVIC CLUB MEMBERSHIP ON THE VOCATIONAL AGRICULTURE PROGRAM

The effect	Percent	Number of teachers reporting				
		1	5	10	15	20
Easier to sell business men on the program	55	XXXXXXXXXXXXXXXXXXXXX				
Civic organization gets behind your program	45	XXXXXXXXXXXXXXXXXXXXX				
Give financial aid for boys' enterprises	45	XXXXXXXXXXXXXXXXXXXXX				
Promote livestock improvement	40	XXXXXXXXXXXXXXXXXXXXX				
Promote dairy improvement program	35	XXXXXXXXXXXXXXXXXXXXX				
Get better acquainted with more people	30	XXXXXXXXXXXXXXXXXXXXX				
Promote soil conservation in community	25	XXXXXXXXXXXXX				
Furnish publicity for the program	25	XXXXXXXXXXXXX				
Promote livestock show	25	XXXXXXXXXXXXX				
Promote soil improvement program	20	XXXXXXXXXXXXX				
Promote crop improvement program	20	XXXXXXXXXXXXX				
Promote pasture improvement program	20	XXXXXXXXXXXXX				
Makes community more agriculture minded	15	XXXXXXXXX				
Teacher gets more personal recognition	10	XXXXX				
Promote county fair	10	XXXXX				
Created a closer relation between business men and farmers	10	XXXXX				
Promote broiler production program	5	XX				
Supply money for local shows	5	XX				
Sponsor rabbit production program	5	XX				
Promote vegetable production	5	XX				
Finance FFA delegates to American Royal livestock show and state FFA convention	5	XX				

Analysis of table I

In this table is shown the value that was derived from the teachers' memberships in civic organizations. All teachers, who were members of such organizations, felt that the time that they had devoted to this work had been well spent. A number of teachers cautioned about missing meetings. One teacher said, "The meeting you miss may have presented the opportunity for getting the kind of assistance you have been wanting for your program." "If you miss meetings and you are always asking for something at the meetings you do attend, you'll soon find they don't pay any attention to your requests", were the remarks of another teacher.

According to the opinions of most teachers, the return a teacher realizes from working with civic clubs is related to the amount of effort he puts into the work and the attitude he assumes toward the organization and its members. If a teacher is not afraid to work when he is called on, he is not likely to be refused help when he wants assistance with his own program. The attitude a teacher develops will also have a lot to do with the kind of cooperation he receives from the members. He must make them feel that he likes to be with them and that he is proud to be a member of the organization. In the words of one teacher were:

The personal friendships you develop in the members of the organization are much more important than the membership card you hold. A member lets more than the merits of a proposed community project influence whether he votes for or against it. It is up to the teacher to create the right kind of atmosphere before presenting his ideas to the organization.

TABLE LI

GENERAL COMMENTS BY TEACHERS ON CIVIC GROUPS

A. Significance of civic groups to the vocational agriculture program.

"One of the main things in your program; teacher should be a member."

"You can have the good will of all the farmers in the community and still fail if the business men are not on your side."

"Business men are interested in the farmer's business and will help promote your program to further their own interests; however, they are generally civic minded."

"You should be a member in order to make professional and business men aware of your program."

"This is a must in your program."

"The teacher will get more personal recognition and more help with his program by being a member of the civic groups."

"The civic organizations were responsible for the formation of the vocational agriculture department in this school."

"Civic groups will help your program considerably by financing various activities."

"Excellent civic groups here; they would do anything that we would ask them to do."

"An excellent opportunity for a man to be felt in the community and to get help with his program."

B. Suggestions for getting more benefit from civic groups.

"Don't try to be the head of the organization."

"If you rub elbows with the town boys, you can get more done."

"Don't let them get the idea that your only purpose for attending meetings is to get help or to ask for something."

TABLE LI

Continued

B. Continued.

"If a civic group sponsors something, be sure it succeeds. If you're not sure it's a good idea, don't let them sponsor it."

"Be tactful, use your head, stay in the middle of the road and, drop hints; personal acquaintance gets more help from the main street group."

"Drop hints to individuals in the civic groups and let them carry the load. Don't get to the point where they want to know what you want every time they see you."

C. Membership.

"The teacher should belong and give his whole hearted support."

"If there isn't a civic club to join, you should help organize one."

"If there is a civic club, you should belong."

Analysis of table LI

In this table are the remarks in which teachers gave their opinions of civic groups in a general way. The writer has grouped the teachers' statements according to the way in which the teacher discussed these organizations.

Part VIII

Church Affiliation

The teacher of vocational agriculture devotes considerable time to the classroom, laboratory, shop, and the community. He visits homes and talks with numerous people. He is constantly being watched, discussed, and judged. The teacher has to fulfill the requirements of his position as well as those placed on him by society. A still greater responsibility that should be met is his moral obligation to God. It is the individual's duty to express his gratitude to his Creator for the material things of life with which he has been blessed.

Frech gave this reflection in regard to the teacher's religious responsibility:

I will be an active member of the church of my faith in the community. A person without morals and principles is like a ship without a rudder. I feel that I will be better able to serve my pupils and my community if I have a firm spiritual foundation. I will not teach religion in my classes, but I will not make it a point to quell any reference to religion in discussions outside of class.

Since I expect my pupils to look to me as a model in many things, just as I once looked to my agriculture teacher in high school, I will at all times conduct myself in an exemplary fashion.¹⁷

The intent of this part of the study was not to draw criticisms on how the teacher should conduct the religious phase of his life. Rather, the object was to determine the teacher's association with the church and his idea of the effect of such relationship as applicable to his vocation.

¹⁷Joseph Frech, "My Concept of the Teacher's Job", Agricultural Education Magazine, May, 1948, p. 207.

TABLE LII
 CHURCH AFFILIATION OF VOCATIONAL AGRICULTURE TEACHERS

Affiliation	Percent	Number of teachers reporting				
		5	10	15	20	25
Church membership in the community	80	XX				
Baptist	52	XX				
Methodist	12	XXXXXXXXXX				
Christian	12	XXXXXXXXXX				
Church of Christ	4	XX				
Maintains no church membership and doesn't attend church regularly	12	XXXXXXXXXX				
Maintains no church membership but attends church regularly	8	XXXXX				

TABLE LIII
CHURCH ACTIVITIES OF VOCATIONAL AGRICULTURE TEACHERS

Activity	Number of teachers reporting		
	Percent	10	20
Membership only	40.90	XXXXXXXXXXXXXXXXXX	XX
Sunday school superintendent	27.28	XXXXXXXXXXXXXX	XX
Sunday school class teacher	22.73	XXXXXXXXXXXXXX	XX
Assistant Sunday school superintendent	9.09	XXXX	XX
Visitor status	9.09	XXXX	XX
Chairman of church board	4.55	XX	XX
Sunday school treasurer	4.55	XX	XX
Baptist training union director	4.55	XX	XX
Usher	4.55	XX	XX

Analysis of table LIII

The data in this table contains information supplied by teachers who maintained church membership and those teachers who did not have church membership but attended church regularly.

Half of the teachers did not take any leadership activity in the churches they attended. Some of these teachers felt that they weren't capable of directing the activities, and others thought they were not worthy of such a position. One teacher said that he taught classes all week and did not feel that it was his duty to teach classes in Sunday school.

Teachers, who were taking an active part in leadership activities of the church, felt that they were performing a necessary task and that they were obligated to do so. One teacher said, "I feel that it is my Christian duty to do whatever I can do in this kind of work".

In general, most teachers gave the impression that the degree of their church activities would have been the same regardless of which profession they had chosen for a livelihood.

TABIE LIV

INFLUENCE OF CHURCH AFFILIATION UPON THE TEACHERS' STATUS IN THE COMMUNITY

Influence	Percent	Number of teachers reporting				
		1	5	10	15	20 22
Enables you to do a better job with your boys	40.90	XXXXXXXXXXXXXXXXXXXX				
Makes you more respected as a teacher	40.90	XXXXXXXXXXXXXXXXXXXX				
Closer association with people with whom you might not otherwise have contact	18.18	XXXXXXXXXX				
You can transfer a lot to teaching; boys imitate teacher	18.18	XXXXXXXXXX				
Have a lot closer relationship with people in the community	18.18	XXXXXXXXXX				
You have a better outlook on life	18.18	XXXXXXXXXX				
Develop a better relationship with people in the community	18.18	XXXXXXXXXX				
Boys have more confidence in the teacher	13.64	XXXXXXX				
Parents have more confidence in the teacher	13.64	XXXXXXX				
More people are behind you and your program	9.09	XXXX				
Builds up your ego	9.09	XXXX				
No effect on teacher's status	9.09	XXXX				

Analysis of table XIV

Although most teachers felt that church affiliation contributed greatly to the teacher's status in the community, they frowned on the idea that some teachers may be using church associations to enrich their standing in the community.

This part of the interview was approached with caution by many of the teachers. They realized that they were enjoying a better standing in the community because they had attended church, but they were reluctant to try to put it into words. A group of their remarks, on the effect of their church affiliation on their status in the community, are shown here:

"It has helped--people think more of you."

"If you are active in church affairs, it will change your outlook on life."

"I feel that I am more respected as a teacher by the people in the community."

"The boys have more confidence in you."

"You can do a better job with your boys if you have a better understanding of the church and what it stands for."

"You have a different kind of association with people than you do outside the church."

"The boys imitate you in a lot of ways--your church activity affects your boys."

One teacher seemed to sum up the attitude of all teachers who were actively engaged in church work when he said, "I feel that church work comes before being a teacher--you don't participate in church activities to become a better teacher, but you are a better teacher because of your participation."

Part IX

Relationship with the Faculty and Students Not Enrolled
in Vocational Agriculture

An important factor for success in any job is being able to conform to the ideas and wishes of the employer when performing the duties required by the position. Another factor which makes one more likely to succeed is being able to have harmonious association with fellow employees. As in all vocations, some teachers are cooperative with their superiors and others tend to disregard the wishes of employers unless these wishes are made as a demand.

Below is one of the comments of high school administrators at the "Administrators Day" meeting of the California Agricultural Teachers Association:

Administrators are busy people, but get them to visit or participate in your programs as often as you can. If they know your problems, aims, and accomplishments, they are likely to know the value of your program to the community. They probably pay most attention to a department because of: complaints received, praises heard and information given.¹⁸

Johnson in a guest editorial aired the views of administrators in this manner:

Nothing gives an administrator greater pleasure than to see the immediate results of planned programs in his school. Too often, the realization of goals in teaching occurs many years after the student has graduated from the school system. That is why an organization like the F.F.A. is such good tonic for all schools and all teachers regardless if they head up the F.F.A. program. ITS PROGRAM IS STEPPED UP TO BRING IMMEDIATE AND LASTING RESULTS.¹⁹

¹⁸L. M. Dodd, "How to Sell Your Program", Agricultural Education Magazine, January, 1951, p. 156

¹⁹Grant Johnson, Guest Editorial for the Agricultural Education Magazine, June, 1951, p. 283.

Because it is considered beneficial to work in harmony with superiors and to cooperate with co-workers, this part of the study tried to touch upon methods through which the teacher of vocational agriculture developed better relationship with the superintendent and principal, other teachers in the school system, the janitor, and students not enrolled in vocational agriculture. Also the study attempts to show vocational agriculture teachers' opinions on their place in the school system and the part they feel they should play in the extra-curricular activities of the school.

TABLE IV

METHODS OF DEVELOPING BETTER RELATIONSHIP WITH THE SUPERINTENDENT AND PRINCIPAL

Method used	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Be sure that they understand your program	56		XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Take part in extra-curricular activities	36		XXXXXXXXXXXXXXXXXXXX				
Have a cooperative, friendly attitude	36		XXXXXXXXXXXXXXXXXXXX				
Let your whereabouts be known during school hours	16		XXXXXXXX				
Go to them for advice	16		XXXXXXXX				
Do things their way	16		XXXXXXXX				
Develop a personal friendship	16		XXXXXXXX				
Be able to get the job done; get reports and grades in on time	12		XXXXXX				
Was responsible for a raise in their salary and was sure they found out about it	12		XXXXXX				
Let them know you're working for them	8		XXXX				

TABLE IV

Continued

Method used	Percent	Number of teachers reporting				
		5	10	15	20	25
Hunt and fish with them	8	XXXXX				
Make trips with them	8	XXXXX				
Attend all faculty meetings	8	XXXXX				
Discuss their problems with them	8	XXXXX				
Invite them to all FFA activities	8	XXXXX				
Always offer to do things that you are likely to be called upon to do at a later date	4	XX				
Be a good public-relations man for the school	4	XX				
Perform personal service for them as well as for others	4	XX				
Bestowed upon them the honorary chapter farmer degree	4	XX				
Report the result of all trips whether good or bad	4	XX				
Be firm and diplomatic with them	4	XX				
Keep busy	4	XX				

Analysis of table LV

Public school systems in Oklahoma are headed by a local school board of private citizens. It is their duty to make contracts and hire the teachers in the local school system. As set forth in regulations this is their duty, but in many instances it is left to the superintendent to hire and release teachers as he sees fit. In schools where the school board accepts this responsibility, a great many of them still rely on the advice of the superintendent in making their decisions. This situation was given by several teachers as cause for the teacher to do everything in his power to be on good terms with the superintendent. One teacher said, "You hear the age-old remark that only the state department can have you fired. Well take it from me, they'll be right down to see you when they start getting complaints from your superintendent."

Teachers felt that the superintendent was in an excellent position to sell your program for you, and if your relationship with him was good, you were more likely to receive his assistance.

TABLE LVI

METHODS OF DEVELOPING BETTER RELATIONSHIP WITH OTHER TEACHERS

Method used	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Be interested in them and their problems	56	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX					
Be friendly	32	XXXXXXXXXXXXXXXXXXXX					
Have boys make up other class assignments lost due to vocational agriculture	24	XXXXXXXXXXXX					
Do my part in the school's activities	16	XXXXXXXX					
Get their permission before taking a boy from one of their classes	12	XXXXXX					
Be cooperative	12	XXXXXX					
Do personal favors for them	12	XXXXXX					
Invite them to FFA activities	8	XXXX					
Be one of them	8	XXXX					
Exchange extra-curricular duties with them	8	XXXX					
Don't take boy on a trip when he is failing in another class	4	XX					
Be considerate when they want students from my class	4	XX					

TABLE LVI

Continued

Method used	Percent	1	Number of teachers reporting				
			5	10	15	20	25
Take men teachers with me when I go to visit the boy's farm	4	XX					
Speak to all teachers every morning before school starts	4	XX					
Don't make your program separate from the school	4	XX					
Make them think you like to be with them	4	XX					
Tell my students how important the other teachers are	4	XX					
People like to talk, be their listener	4	XX					
Impress students of the importance of other subjects	4	XX					
Attend all faculty meetings	4	XX					
Ask them for advice	4	XX					
Take hunting trips with them	4	XX					
Discuss boys' problems with them	4	XX					
Never mention your salary	4	XX					
Attend faculty social events	4	XX					

Analysis of table LVI

The teachers interviewed felt that it was too easy for the vocational agriculture teachers to separate their programs from the rest of the school. The vocational agriculture classes are usually held in a separate building from other classes. This makes conditions poor for easy association with the other teachers on the faculty. The other teachers have no reason to come to the vocational agriculture class room, and the agriculture teacher is working out in the community when his classes are over. About the only time their duties bring them together is attendance at faculty meetings and the work they do in extra-curricular activities. In addition to this situation, there is the chance that other teachers may be jealous of the agriculture teacher because they feel he has privileges that they don't enjoy and because of his higher salary.

Most teachers felt that they must make an effort to have a good relationship with these teachers. In listing methods they had used to develop a better relationship with other teachers on the faculty, they gave a wide variety. Essentially all methods used were based on the thought of doing something that would please the teachers or build up their feeling of self importance.

TABLE LVII

HOW BETTER RELATIONSHIP HAS BEEN DEVELOPED WITH THE JANITOR

Method used	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Develop a personal friendship	44		XXXXXXXXXXXXXXXXXXXXXX				
Treat him as an equal	32		XXXXXXXXXXXXXXXXXXXX				
Let him know we will help him anytime he needs help	24		XXXXXXXXXXXXXX				
Keep classroom neat and clean; make his work lighter	24		XXXXXXXXXXXXXX				
See him before using janitorial equipment; respect him	8		XXXX				
Always request and never demand his help	8		XXXX				
Make him feel his job is important	8		XXXX				
Show him favors	8		XXXX				
Seek his advice	4		XX				
Don't underestimate him	4		XX				
Speak anywhere you see him	4		XX				
Don't take advantage of him	4		XX				
Invite him to PFA activities	4		XX				
Discuss new fixtures needed with him before seeing superintendent	4		XX				
Have boys clean up when you conduct an after-school activity	4		XX				
Don't complain to him about something for which he was responsible	4		XX				

Analysis of table LVII

All teachers interviewed considered a good relationship with the janitor as important as a good relationship with a faculty member. One teacher went so far as to say, "A good relationship with the janitor is worth as much or more than the relationship you have with all the teachers in the faculty." It would not be easy to express the importance that teachers place on the relationship with janitors. Only two or three teachers failed to make an outstanding comment about the janitor. The following are some of the teachers' remarks which help to explain their views on this situation:

"The janitor is just as important as the superintendent."

"The janitor has been in this community for years and has a lot of influence--he'll use it too."

"Get along with him if no one else."

"Don't underestimate him--he's plenty smart and he tells everything he knows."

"He can tell you right now which teacher will be fired or rehired next spring."

"He's the biggest tattle-tale in the world."

"A good word from the janitor to the superintendent about you is worth more than what one-half dozen patrons say."

"He knows about as much about the community as anyone--a good source of information."

"He's more important than some of the teachers. He has connections and will use them--either for or against you."

"He does a lot of talking--be his close friend."

"Be careful what you say in front of him. He can be your best friend or your worst enemy."

"Make him one of your best friends--he can be a big help to you."

"I value the influence of the janitor a lot more highly than that of other teachers. The janitor is a local man who knows what is going on; the teachers with one or two exceptions would not know too much about the community."

In the opinion of the teachers interviewed, the janitor is a vital link in the school system and is capable of causing a great deal of turmoil as well as helping to make a smooth running organization.

TABLE LVIII

METHODS USED TO DEVELOP BETTER RELATIONSHIP WITH STUDENTS
NOT ENROLLED IN VOCATIONAL AGRICULTURE

Method used	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Just be friendly	56		XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Sponsor a class	44		XXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Invite them to FFA programs	12		XXXXXX				
Help them with their school problems	12		XXXXXX				
Know as many personally as is possible	12		XXXXXX				
Develop good relationship through the FFA boys	8		XXXX				
Coached class plays	8		XXXX				
Speak at all times	8		XXXX				
Be interested in school activities	8		XXXX				
Don't be a grouch	4		XX				
Dress neatly	4		XX				
Attend school's social functions	4		XX				
Help with school parties	4		XX				
Work with home economics girls	4		XX				
Serve as home room teacher	4		XX				
Be as nice to them, socially, as you are to the FFA boys	4		XX				
Helped raise money for junior-senior banquet	4		XX				
Don't make them think they're missing the boat by not taking vocational agriculture	4		XX				

Analysis of table IVIII

Other than "Being friendly", a number of the methods used by teachers, to develop better relationship with students not enrolled in vocational agriculture, also served other purposes. The extra-curricular activities engaged in by teachers also served the purpose of developing a better relationship with the superintendent and principal as well as bringing about a better relationship with students. Two teachers were sponsoring classes in junior high school with the idea in mind to have boys of those classes thoroughly interested in vocational agriculture before they became freshmen.

Generally teachers place no more emphasis on the relationship with students not enrolled in vocational agriculture than on the relationship with people in the community. One teacher expressed himself in this way: "You need the goodwill of everyone. As far as your status in the community is concerned, the non-agriculture students have no more influence than the other people in the community."

TABLE LIX

TEACHER'S ATTITUDE TOWARD HELPING WITH THE SCHOOL'S EXTRA-CURRICULAR ACTIVITIES

Teacher's opinion	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Do your part as a teacher	36		XXXXXXXXXXXXXXXXXXXX				
Help on every activity	16		XXXXXXXXXX				
Do what I can when I can	16		XXXXXXXXXX				
If there is no great interference with your program, give your help	16		XXXXXXXXXX				
I consider it an opportunity instead of a job	8		XXXX				
You should sponsor a class	8		XXXX				
Be ready when called	8		XXXX				
Help every way possible	4		XX				
If you know you can find a stopping place, it's alright	4		XX				
For your own interest, be interest- ed in others and their programs	4		XX				
Interest in the other person's program will insure the success of your program	4		XX				

Analysis of table LIX

This study does not attempt to give a definition of the words "curriculum" or "extra-curriculum". The term extra-curriculum as used in this study has reference to the social and athletic activities which are not directly related to the subject matter courses offered in high schools. This term is used because it is the one most commonly used when referring to school sponsored activities such as plays, parties, and athletic events.

A number of vocational agriculture teachers feel that it is their duty to help with the school's extra-curricular activities while some avoid the duty as much as possible. Some teachers saw in these activities an opportunity to further their program. Two teachers as was previously mentioned, saw advantage in sponsoring classes. Another teacher, who saw an opportunity in these activities, said, "I take up tickets at all athletic events if it's possible for me to be there. I've created as much goodwill for my program in this way as any way I know of." One teacher remarked, "The parents know me a little better each time I appear on the P.T.A. program." "I consider it an opportunity to get myself accepted by the other teachers," was the statement made by one teacher.

TABLE LX

SOLUTIONS TO THE PROBLEM: "IN WHICH CONTEST SHOULD A BOY PARTICIPATE, WHEN THERE IS CONFLICT BETWEEN A CONTEST RELATED TO VOCATIONAL AGRICULTURE AND A CONTEST RELATED TO OTHER DEPARTMENTS OF THE SCHOOL"

Solution	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Work out suitable arrangement with sponsor; if not possible let the boy decide what he wants to do	24		XXXXXXXXXXXX				
Let the boy make the decision on what he would like to do	24		XXXXXXXXXXXX				
Train boys weak in other activities and let the boy decide in case of a conflict	16		XXXXXXXX				
Use school "calendar of events" to avoid as many conflicts as possible but let the boy decide when there is a conflict	12		XXXXXX				
If necessary, yield to the sponsor; should work with the boy and sponsor ahead of time	8		XXXX				
Train enough boys so that you can substitute	8		XXXX				
I feel like the boys should be available for athletics first	4		XX				
Make a 50-50 proposition with the sponsor and see their side of the situation as well as yours	4		XX				

Analysis of table IX

This table lists the methods teachers used for solving the problem of conflicts in contest schedules when a single boy was on two different teams, one of these teams being in vocational agriculture and the other team in some other department of the school. Four teachers indicated they had not had conflicts. However they gave the method they thought would probably best solve such a problem. Two teachers said that the reason they probably didn't have conflicts was due to all athletic events being staged at night. The two other teachers said they tried to train boys who were not likely to participate in athletics or band.

In general, most teachers felt that the final decision should rest with the boy. A number of these teachers were concerned with how the decision would affect the boy. One teacher said that he encouraged one of his boys to attend a state track and field meet because he had the opportunity of getting a scholarship that would send him through college. Another said that he tried to get the boy to make his decision after looking at both sides of the question. "I try not to be selfish when pointing out all factors in the issue", he said. An example of a purely unselfish attitude was displayed by one teacher. He said, "I feel that the boys should be available for athletics first; the coach can lose his job for losing a ball game and I won't lose my job for losing a judging contest."

Only a small percentage of the teachers felt this conflict presented a major problem. Most teachers felt that if you dis-

cussed this problem with the sponsor of the other activity in a reasoning way that very little trouble would develop. In no case did a teacher feel you should take the boy with you when the other teacher objected unless you first had the approval of the superintendent.

The use of a school "Calendar of Events" and planning with the sponsor ahead of time seemed to get the most desirable results and produce the least friction in the school.

TABLE LXI

GENERAL COMMENTS BY TEACHERS ON RELATIONSHIP WITH FACULTY
AND NON-VOCATIONAL AGRICULTURE STUDENTS

"You have to work with these people so keep on the good side of all of them."

"Don't have conflicts with the faculty."

"For a teacher to succeed with his vocational agriculture program, it is very important to have good relations with the faculty and students--this is just as important as a good supervised farm training program."

"Vocational agriculture is not separate from the school--you must get along with the teachers and the students."

"The other teachers are some of the best salesmen that we can have for our program."

"If a vocational agriculture teacher does his part in developing friendship with the faculty, 90% of his problems in the school are eliminated."

"Don't blow your own horn--let them read about your accomplishments and ask you questions."

"Do your part in the school and try to keep it from conflicting with your program."

Analysis of table LXI

Shown in this table are some general remarks which were made by teachers on the relationship of vocational agriculture teachers with other teachers on the faculty, the superintendent and principal, and non-vocational agriculture students of the school. These are comments which the teacher cared to make in addition to the answers he had already given to specific questions regarding such relationship.

Part X

Incidents Not Directly Related to the Teacher's Job

The first amendment to the constitution of the United States set forth the following:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.²⁰

Although this amendment to the constitution indicates that one may be fairly free to do as his conscience dictates, public sentiment influences the private lives of citizens in varying degrees. How a certain individual is influenced or required to follow the mores of society is determined largely by the place he fills in the social structure.

Teachers in public schools are in a group whose off-duty activities are limited. These limitations may be brought about through pressure applied by people in the community. However, the limitations may be self-enforced because the teacher realizes his students look to him as a guide and model in off-duty hours as well as during school hours.

This part of the study is based on how teachers of vocational agriculture have conducted themselves when not performing actual duties required by their job and how these activities have affected their status in the community.

²⁰Amendment I to the constitution of the United States.

TABLE LXII

OPINIONS CONCERNING PURCHASING OF GROCERIES, GASOLINE AND OTHER
COMMODITIES AND HOW IT AFFECTS THE TEACHER'S STATUS

Teacher's opinion	Percent	Number of teachers reporting				
		5	10	15	20	25
Make your purchases where you want to make them; it has no effect on your status	52	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Rotate purchases with all business men; you will know them better	16	XXXXXXXXXX				
Trade with all service station operators; they will tell about your program if they know	8	XXXXX				
Should trade locally; however it wouldn't make much difference in the status of the teacher	8	XXXXX				
In this town, the school board requires you to trade locally; trading elsewhere would cost your job	4	XX				
Might be better to trade with school board members but really don't make much difference	4	XX				
Don't get tied down to one merchant; pay cash and don't get into debt	4	XX				
Teacher's location will determine what he should do	4	XX				

Analysis of table LXII

In general most teachers felt that a vocational agriculture teacher was free to make his purchases where he cared to make them. However, they felt that the teacher's program would probably profit more if he bought his commodities locally. This was especially true in communities where the towns were small. Among teachers, who felt that the teacher's purchases should be rotated with the different merchants, all were in towns with small populations. Most teachers said that they would trade with specific merchants in the town if that was a requirement for holding their job.

TABLE LXIII

ACTIONS, ATTITUDES AND POLICIES OF TEACHERS WHEN THEY ARE
IN CONTACT WITH THE PUBLIC

Policy	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Don't talk too much	48	XXXXXXXXXXXXXXXXXXXX					
Except as a voter, stay out of politics (especially local)	32	XXXXXXXXXXXXXXXX					
Be a good listener	24	XXXXXXXXXXXX					
If you can't say something good, don't say anything	20	XXXXXXXXXX					
Be agreeable if possible, but diplomatic if you disagree	12	XXXXXX					
Be tactful	12	XXXXXX					
Offer advice only when asked	12	XXXXXX					
Don't talk about school policies outside of faculty meetings	12	XXXXXX					
Don't tell people your personal problems	8	XXXX					
Say something good for each person in the community	8	XXXX					

TABLE IXIII

Continued

Policy	Percent	1	Number of teachers reporting				
			5	10	15	20	25
Always be ready with some logical discussion	8		XXXXX				
Don't try to run the town or the church	8		XXXXX				
Be man enough to stand up for your own convictions	8		XXXXX				
Don't lead people to believe that your job is easy	4		XX				
When visiting farmers, find something to commend them about	4		XX				
Don't interfere with other people's personal business	4		XX				
Be as good as your word	4		XX				
Be humble--don't be too aggressive	4		XX				
Don't be too scientific	4		XX				

Analysis of table IXIII

This table covers a phase of the interview that aroused considerable comment on the part of the teacher. The teachers generally felt that they were in a position that drew more than its share of criticism. They felt that the close scrutiny of the patrons caused them to be criticized for things that would not be noticed in the average citizen. As one teacher said, "We have to be doubly careful that we don't take a crooked step, for there's always someone who will try to make a mountain out of a mole hill."

The teachers felt it was necessary for a teacher to talk less and listen more. Comments about this are listed here:

"Remember the public is never in agreement; you have only to say something and someone will be sure to disagree."

"Keep your eyes and ears open and your mouth shut and you will come out on top."

"Listen most of the time and talk only when necessary."

"Don't talk about school policies outside of faculty meetings."

"Be tactful--it's best not fully express yourself at all times."

"Be a good listener, and when asked for your opinion, be tactful."

"When on the street, don't be too free with information about the school."

"Don't agree or disagree unless it's necessary--be a good listener."

"Don't be too scientific and don't offer advice unless you are asked for it."

"You can get out on a limb very easily; think twice before you speak."

"Don't give advice too freely but be prepared when asked for advice."

"Above all don't tell people about your personal problems; they have enough of their own to worry about."

"Just as sure as you make a bad remark about someone it will be repeated to the individual."

"You can't be the top dog in everything; try listening part of the time."

"If you can't say something good about people, don't say anything."

"Be agreeable if possible but diplomatic if you disagree."

"Be careful what you say especially if it concerns some individual in the community."

These statements and many more of a similar nature and the emphasis that the teachers placed on these statements convinced the writer that here is an important factor in the teacher's success in the community. One teacher gave a fairly good resume, of the teachers' general attitude on this matter, when he said, "It's just human nature not to want your "play house" torn down. In a sense, that's what you are doing when you tell an individual that you disagree with his policies or what he believes."

TABLE LXIV

WHAT TEACHERS HAVE DONE WHEN NOT PERFORMING THE DUTIES OF A VOCATIONAL AGRICULTURE
TEACHER, THAT HAS ENRICHED THEIR STATUS IN THE COMMUNITY

The accomplishment	Percent	Number of teachers reporting					
		1	5	10	15	20	25
Help people every time its possible	16		XXXXXXXX				
Take people to visit the doctor	12		XXXXXX				
Be friendly with everyone I meet	8		XXXX				
Take people home from town when their only means of transporta- tion is walking	4		XX				
Carry an extra can of gasoline and a chain to pull cars out of the mud	4		XX				
Took evening class and worked out crops for a man who was in the hospital	4		XX				
If you have spare time, don't use it so that people will realize you are loafing	4		XX				
Buy a few groceries for the needy at Christmas	4		XX				
Going to towns away from here to pick up returning service men	4		XX				

TABLE LXIV

Continued

The accomplishment	Percent	1	Number of teachers reporting				
			5	10	15	20	25
When I go hunting with a farmer, I don't wear fancy hunting clothes; I wear work clothes just as he does	4	XX					
Helped people fill out important papers; loan applications, income tax reports	4	XX					
Picked up a man when his car ran out of gasoline	4	XX					
Took a man somewhere when his car was in the garage	4	XX					
Gave a woman and her children a ride on a cold day	4	XX					
Gave rides to local hitchhikers in bad weather	4	XX					
Served as santa claus	4	XX					
Served as a blood donor	4	XX					
Helped man control a grass fire	4	XX					
Pushed a man's car to start it	4	XX					
Send flowers to funerals	4	XX					

Analysis of table LXIV

The information listed in this table is actually a group of good-neighbor policies of the teachers interviewed. Generally these activities did not take a lot of the teacher's time or effort, but these actions created a lot of goodwill for the teacher in the community. As one teacher expressed it, "The little things you do for people when they're in trouble are the ones that will pay the richest dividends."

TABLE LIV

GENERAL COMMENTS BY TEACHERS ABOUT THE VOCATIONAL
AGRICULTURE PROGRAMA. Working with boys.

"Discipline the first year is your foundation. Keep the boys busy."

"Develop your discipline before taking the boys out in the public. If you don't have class room discipline before you take the boys on field trips, it's too late to expect correct behavior."

"We're too prone to let the boy be his own guide. Put him out in the front in some way--he's the best there is in some field of endeavor."

"Be sure to handle boys while on trips away from home and while on field trips in the community. Don't turn them loose and let them run wild."

"You're not training "Johnny" to be responsible if you do all of "Johnny's" work for him. Let him be responsible for getting his hog to the show; he'll appreciate it more."

"Make all the things that you teach as interesting as possible. Remember that doctors were smart enough to sugar-coat their pills."

"A little award stimulates a lot of work on the part of the boy."

"If you can get a boy interested in some phase of high school, he will likely go on to college."

"Be sure to influence the boys in the right way. Don't try to bluff your way through a situation. Set high ideals for the boys by being an example yourself."

B. Teacher's responsibility to his family.

"Remember that you have a family--your job comes first after them."

"Part of your salary should benefit your family--don't spend it all teaching."

"Don't sacrifice your family for your job."

"Your job shouldn't take twenty-four hours a day--consider your family."

TABLE LXV

Continued

C. Getting along in the community.

"If you listen to a farmer talk and keep your mouth shut, he will usually tell you what he wants you to tell him."

"When you get to the community you should learn which individuals are related and also learn those people that have developed friction with one another; then don't rub these groups the wrong way."

"Watch your character--a teacher is ripe for the picking where gossip is concerned."

"Get along in the community."

"Start getting acquainted as soon as you get into the community."

"It is necessary that you develop the confidence of the people in the community."

"Don't toot your own horn too much."

"Be humble, don't make people think you know it all."

"If you're honest and have a good personality, you'll get along anywhere."

"If you can't say something good, keep your mouth shut."

"If I go hunting with a farmer, I don't wear hunting clothes; I wear old khaki clothing. Keep yourself on his level."

"Let the farmer know that you don't know it all, but at the same time let him know you are willing to help him."

D. Developing a vocational agriculture program.

"Don't have a program to show hogs. Have a breeding program that will produce hogs that are good enough to show."

"Have plenty of patience and the willingness to work--do a little more than your required duties; it will pay dividends in the form of cooperation from the school administration and the school patrons toward your program."

"If you can't back up the facts you present, don't present them. In other words, know what you're talking about."

TABLE IV

Continued

D. Continued

"If you can't think of a good reason why something should be taught, there's probably little value to be gained from teaching it the way you'd teach it."

"If you go to a chapter that has been outstanding in one phase of work and you feel that you can't do as well in that phase--put your emphasis on some other phase of the program."

"I never go to a home or farm without learning something."

"Know the ministers and find out if the schedule of the agriculture meetings will interfere with church activities. One of the ministers talked for my program in church."

"Have good relations with the men who operate the service stations. They talk more to more people than any other business man in town."

"If the farmer doesn't think you're doing a good job, he won't pay much attention to you."

"It is hard to prepare lessons and do all the work necessary to carry on a good program, in the amount of time available--just realize that you can't do it all and do only part of what you would like to do, but do it well."

"Know what your business men think, because half of your agriculture is up and down the street."

"People don't believe in talk as quickly as they believe in action. Get some good livestock, good pastures, and good crops started in the community."

E. Security for the teacher

"Be sure to set up a savings account when you start teaching. Watch your finances and don't get into debt--the word spreads fast."

"For your security in the school, know your school board members personally."

"You're not much ahead if you spend all you make, making what you make."

"Do some showing at the fairs but just enough for publicity. Don't go to heavy on showing."

TABLE IXV

Continued

E. Continued

"Work for the best interest of the school and make it a point to let the superintendent know that you are doing this."

"Be recognized in your community as an agricultural leader and not known under some other title."

"Let people know you are busy, and they will talk it."

Analysis of table IXV

After the interview with the teacher was concluded, the writer and the teacher would usually devote some time to conversation. During these periods of conversation, the writer obtained more information about the teacher's program that would be useful to him as a first-year teacher. Some of the comments of the teachers concerning their program and their everyday activities were jotted down on the back of the teacher's questionnaire. Listed in this table are the comments as they were given by the teacher.

CHAPTER III

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study has been prompted by the realization that the writer, as well as other first-year teachers must, at one time, cope with the problems involved in teaching vocational agriculture.

The purposes of this study were to ascertain (1) how teachers secure interest and influence the thinking of others in the promotion of vocational agriculture programs, (2) how and from whom teachers obtain help and cooperation in carrying out successful programs, and (3) what activities teachers engage in which have contributed most toward their successful establishment as agricultural leaders in their communities. The collection of data to facilitate the realization of these purposes was through personal interviews with 25 vocational agriculture teachers located in eastern Oklahoma.

SUMMARY OF FINDINGS

Future Farmer of America Program. Livestock improvement was given by 84% of all teachers as one of their outstanding F.F.A. program accomplishments. 32% listed pasture improvement, while 28% said disease and parasite control, contest participation, and show program participation were among their chapters' outstanding accomplishments. Three teachers specified the national gold medal chapter award as very important.

All teachers reported using the F.F.A. chapter in some way to promote the vocational agriculture program. 52% of the teachers carried out their program in the name of the F.F.A.,

used publicity of the chapter and boys, and had boys assist with the community service as a means of promoting their program. For the same purpose, 28% of them used the boys to work with civic clubs and to promote adult education.

In regard to the effect on the teacher's status brought about by the "FFA" of the "FFA members", 60% of all teachers said that people associate the term "FFA" with the teacher. 52% stated that the FFA members help sell the vocational agriculture program. 35% were aware that the good impressions made by boys were a reflection on the teacher. 24% listed people showing more confidence in the teacher and the developing of better relationship for the teacher in the community as effects on their status.

Supervised Farm Training Program. In answering the question, "How are boys guided in starting a supervised farm training program?", 60% of all teachers specified discussion of past profit-making enterprises of other boys as one method. 56% placed emphasis on working with the boy and parents. Use of successful boys as examples was named by 48% as a method used. 32% designated analysis of the boy's farm situation and 24% suggested short time, profitable enterprises for the first year.

Teachers' sources of assistance and the methods through which they obtained support for their programs are shown here: 60% of the teachers said farmers were one of their sources. 52% listed merchants and 44% listed the local banker and civic clubs as being used for this purpose. The superintendent

and/or principal was named by 33% while 20% listed school board members as people who gave help with the program. In listing methods used to obtain assistance with the vocational agriculture program, 48% said letting the people know about the needs was one effective way. 40% concluded that it was necessary to sell the people on the program. 32% stressed becoming well acquainted in the community, and 22% felt that working with the business men or diplomatically asking for assistance were other desirable methods to use.

A considerable amount of emphasis was placed on parent-teacher relations. All teachers felt that it was necessary to make visits to parents' homes. 64% said that personal acquaintance with parents is very important to the program. While 49% inferred that parents show more interest when the teacher is interested, 36% noted that mothers have more influence on the boy than have the fathers. Also 36% thought that the teacher must have the cooperation of the parents.

Relations with Veterans Agriculture Teachers. The data show that at the present time there is a good relationship between vocational agriculture teachers and veterans agriculture teachers. Of the teachers who are now associated with veterans teachers, 62.5% exchange classes occasionally and 91.67% exchange teaching equipment and suggestions. 16.67% do not teach veterans classes, and 8.33% do not use veterans teachers' equipment.

Community Service. In carrying out the community service program, 60% of the teachers indicated that the teacher per-

formed about half of these services while the FFA members did the remainder. 36%, nine teachers, said they did only a minor part of these services, while the bulk of the work fell either on the FFA and young farmer group or on the FFA group alone. When the community service was of a personal nature, such as a skill that the farmer could learn, 83% of the teachers felt it should not be repeated when it ceased to be educational.

In comparing community service rendered on a group basis with services rendered on an individual basis, 11 teachers or 44% felt that services on a group basis contributed more to the vocational agriculture program. 12% said the group basis contributed slightly more and 32% thought that services on an individual basis added more to the program.

Advisory Groups. 84% of the teachers interviewed look to successful farmers or ranchers for advice. 64% reported the use of business men, who were interested in agriculture, to advise them. 43% call on superintendents or principals for counsel. 36% seek the recommendations of school board members and 28% have the services of advisory councils for this purpose.

In specifying the lapse of time the teacher felt was necessary before being able to fully rely upon advice from individuals in the community, 36% of the teachers indicated 12 months as the minimum length of time. 16% gave six months. 12% thought six months was enough time but that 12 months would probably be better. 12% indicated 24 months was necessary, and 8% said 12 months was needed with business men and 24 months with farmers.

Young Farmer and Adult Classes. In planning the program for young farmer or adult classes, 24% of all teachers indicated that the programs were jointly teacher-member planned around current problems of the farmers. 20% allowed the members to select their own topic and plan their own program. 12% had program committees that appointed members to be responsible for the program; the teacher helped with the planning. Another 12% cooperated with the other agricultural agencies in the county in planning the programs.

As a result of these classes 48% of the teachers felt that their work-load had increased but thought that they had a better vocational agriculture program because of these classes. 36% of the teachers said that their teaching load had been lessened. 28% stated that it was easier to sell your program, that you had more friends who were behind you, and that you developed more cooperation for the program.

Civic Groups. Only 20 communities in which the teachers were located had active civic organizations. The teachers in these communities were members of at least one civic club. As a result of this membership, 44% of the teachers concluded that it was easier to sell the business men on the vocational agriculture program. 36% said the civic organization promoted any project that the teacher placed before them. 36% listed the civic groups as a medium through which financial support for the boys' enterprises could be obtained. 32% said that their civic group was active in promoting livestock improvement and 28% listed the promotion of a dairy improvement program.

Church Affiliation. 80% of all teachers maintained membership in a church in the community. However, 88% attended church services regularly. 50% of these attending regularly were engaged in some leadership activity in the church. 40.90% felt that the teacher was better respected in the community and that he could do a better job with the boys because of his association with the church.

Faculty and Students Not in Vocational Agriculture. All teachers felt that having a good relationship with the superintendent and principal, other members of the faculty, janitor, and students not enrolled in vocational agriculture was important. 56% of the teachers said that having the superintendent and principal understand your program was one method they used to develop a better relationship. Two methods listed by 36% of the teachers were (1) develop a cooperative, friendly attitude toward them, and (2) take part in extra-curricular activities. Among methods used to develop better relations with faculty members, 56% said, "Be interested in their problems". 32% stressed friendliness. 24% felt that having boys make up work in other classes that was lost due to vocational agriculture was an excellent way to better relations with faculty members. 44% said that the teacher should develop a personal friendship with the janitor. 32% thought that the janitor should be treated as an equal. 24% made a special effort to keep their class room neat and orderly. 24% let the janitor know that they would help him anytime he would ask for assistance.

Incidents not directly related to the teacher's job. In

regard to where the teacher should make his purchases, 58% indicated that where the purchases were made had no influence on the status of the teacher. 12% said that it probably made no difference but that it might be better to trade locally. 24% listed definite values as a result of trading in the community such as developing a wider acquaintance and having more people who would help sell your program.

CONCLUSIONS

1. The major conclusion growing out of this study is that the success of the teacher is dependent to a great degree on how he copes with the element of human relations. Of special importance among these are the relationships with the (a) superintendent and principal, (b) other faculty members, (c) janitor, (d) parents, (e) farmers, (f) business men, (g) F.F.A. members, (h) other students, and (i) veterans agriculture teachers. It is quite apparent that for the best interest of the teacher's vocational agriculture program, he must conduct himself in such a manner as to have friendly relations with all these groups.

2. One conclusion is that the programs of the teachers are not similar in every respect. The difference in the teachers' programs seems to follow the variance that is found in the communities. The theme of a number of teachers' programs is livestock production. Generally this coincided with the type of farming that was prevalent in the community.

3. A third conclusion is that teachers use the F.F.A. chapter as a tool with which to promote and build a better

overall program for the community and that the teacher builds a good reputation for himself much faster through the use of the F.F.A. than would be possible without such an aid.

4. Another conclusion is that most teachers develop a good supervised farm training program only when they have the interest of both the boy and the parent. In addition to this it is of great value to have analyzed the boy's home farm situation.

5. It appears that a good relationship with the veterans agriculture teachers is more easily maintained than that of any other group in the community. It seems that the veterans teacher and vocational agriculture teacher are very cooperative because they have a common interest, teaching agriculture.

6. A further conclusion is that the community service rendered by the teacher on an individual basis to the farmers in the community is of considerable value to the success of a beginning teacher. It is a way to develop the personal friendship of the farmer and create an interest on his part in the vocational agriculture program. However, it is believed that services of this nature should stop when they fail to be educational.

7. It seems that a teacher progresses faster when accepting the advice of people in the community relative to vocational agriculture. Teachers felt that at least six months was needed to become well enough acquainted to select individuals to serve in advisory capacity.

8. An additional conclusion is that member participation

and the type of program are highly correlated with the success of adult classes. Generally the classes that are most successful are those with programs in which the farmer is interested and participates in the discussion. This holds true with young farmer classes. However, when the young farmer class has an organization with its own officers there is added incentive which makes for a more successful class.

9. A conclusion that can be offered is that a teacher should be an active member of some civic club if such organizations are functioning in the community. It is believed that the teacher may develop a better program that will advance more quickly if he enlists the aid of these groups.

10. It can be concluded that cooperation with the school administration and other faculty members will greatly enhance the vocational agriculture teacher's chances of receiving assistance from these people. It can be further concluded that the friendship and goodwill of the janitor has an important influence on the teacher's status in the community.

RECOMMENDATIONS

It is recommended by the writer as a result of this study that a first-year teacher make an effort to quickly develop an acquaintance with as many people in the community as is possible. The beginning teacher should make it a point to become aware of the resources of the community to use as the foundation for his vocational agriculture program.

He would be wise in making the Future Farmers of America one of the strongest parts of his program and should allow the

members to carry the larger share of the load in the organization. He should give members and the chapter credit where credit is due and sponsor the vocational agriculture program through the F.F.A.

The teacher should be familiar with the boy's home farm conditions and learn what the boy is capable of doing mentally, physically, and financially before trying to start him in a supervised farm training program. Also it would appear to be desirable to develop proper attitudes in both the boy and the parent before attempting to establish the boy in a program.

It is further recommended that a new teacher be rather active in community service work for the first one or two years in order to become well acquainted in the community. He should diplomatically inform the farmer that services such as dehorning and castrating were for educational purposes only and see that the farmer had the opportunity to become skilled in these jobs so that it would not be necessary to repeat them for a particular farmer.

The teacher should be careful in the selection of individuals from whom to seek advice when first arriving in the community. He should become well acquainted and have a relatively good idea of attitudes and opinions of people from whom he accepts advice. It would not be recommended that an advisory council be formed until the teacher had been in the community for at least one year. The teacher must be very careful to keep from getting a strongly biased or radical individual on an organized advisory committee.

In forming adult and young farmer classes, the teacher should create interest among individual farmers so that they will have a desire for such classes. After the classes are organized, the teacher should allow members maximum participation in the classes. It is recommended that a program committee of farmers be used to plan the class programs around the wishes of the individuals. In order to have the most successful young farmer class there should be developed a young farmer organization with their own charter and officers.

If there is an organized civic club in the community, the writer feels that the new teacher should be a member and participate in the activities of the organization. If there is a town in the community and there is no civic groups, it would be advisable for the teacher to assist in organizing one.

The new teacher must understand that he is not exempt from the extra-curricular duties which other teachers in the school system are required to perform. He must feel that he is a part of the school and the community if he is to realize the most from his position as a vocational agriculture teacher.

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PARCHMENT

APPENDIX

STRATHMORE PARCHMENT

100% RAG U.S.A.

What Oklahoma teachers of vocational agriculture have accomplished in order to become successfully established in their communities.

Let the following questions be your guide to the kind of answers you give when we talk about the different phases of your vocational agriculture program.

1. What has happened in the community since your arrival to establish your present status?
2. What have you done since you arrived to make your standing in the community more solid?
3. In what ways have you influenced the thinking of others in promoting ideas, community projects, or your program?
4. What are some of the seemingly insignificant acts on your part that have given you reward, mutual friends, or considerable publicity?

To summarize: What are the reasons for your success in this community?

NOTE: Any answer given that is used in this study will not be connected with any person or school nor will it be used in any manner to indicate who gave the information.

FUTURE FARMER OF AMERICA PROGRAM

1. What are some of the outstanding F.F.A. program accomplishments?
2. What is included in your planned program? Major activities.
3. How is the chapter used to promote your program?
4. What difference has the name "FFA" made in your status?
5. What difference has the boy, as an "FFA member", made in your status?
6. Give any examples in which you feel the chapter has had an influence on the community.
7. How many Junior Master Farmers and American Farmers have you had in your chapter?
8. How many honorary Chapter Farmers do you have?
9. Comments in general on the FFA.

SUPERVISED FARM TRAINING PROGRAM

1. How do you guide boys in getting started in supervised practice?
2. What assistance do you have with your vocational agriculture program? Sources?
3. How did you get such assistance?
4. If any assistance was volunteered, give reasons why you think it was volunteered.
5. How does Parent-Teacher relations effect your program? (Personal visits, mothers' clubs)
6. How are you able to have such a large program?
 - a. All-day classes?
 - (1) Average number of enterprises per boy.
 - (2) Improvement projects.
 - (3) Supplementary farm practices.
 - b. Young farmer classes?
 - c. Adult classes?

SUPERVISED FARM TRAINING PROGRAM (Continued)

7. How often should the boy be visited?
8. How has these visitations helped your supervised farm training program?
9. Comments in general.

RELATIONS WITH VETERANS AGRICULTURE TEACHERS

1. Is there good relationship?
2. If the relationship is harmonious, has it always been this way?
3. What have you done to create better relationship?
4. Do you recall any incidents occurring between you and the veterans instructors that have bettered your standing and/or your program?
5. Do you exchange classes, equipment, and suggestions with the veterans instructor?
6. Comments in general.

COMMUNITY SERVICE

1. What phases of an organized community program have been carried out?
 - a. Agricultural?
 - b. Non-agricultural?
2. How is the community service program carried out?
 - a. By the FFA?
 - b. Young farmer group?
 - c. Personally?
3. What personal services have been rendered? Important ones?
4. How often do you repeat the same personal service for an individual?
5. What are the changes in kind of personal service asked for

COMMUNITY SERVICE (Continued)

over the years? This includes requests for information.

a. Sub-division of personal service at present time.

(1) Livestock %

(2) Crops %

(3) Soils %

(4) Marketing %

6. Which has added more to your program, community service on a group basis or community service on an individual basis?

7. Comments in general about community service.

ADVISORY GROUPS

1. From what groups do you look to for advice?

2. Is this group an organized group for this purpose?

a. Advisory council or other?

3. Who makes the selection of the persons serving you in an advisory capacity?

4. How long did you feel you needed to wait, after arriving in the community, before accepting advice from local people?

5. What preparation did you make in advance before seeking needed advice?

6. Who do you think should serve on the advisory committee?

7. What are your recommendations on how to form an advisory committee?

8. How has your advisory committee aided you?

9. Comments in general about advisory groups.

YOUNG FARMER AND/OR ADULT CLASSES

1. How were classes formed? (Did they ask for class?)

2. Who plans the programs for the classes?

YOUNG FARMER AND/OR ADULT CLASSES (Continued)

3. Does the class have an organization with their own officers?
4. What has caused these classes to succeed?
 - a. Farm visits?
 - b. Supervised practice?
 - c. Improvement projects?
 - d. Social needs?
 - e. Recreational needs?
 - f. Speakers?
5. Is your group separate from Veterans Agriculture Training Program?
6. Has the group lessened your teaching or work load?
7. Give reasons why you think this group is a help to you?
8. Comments in general on young farmer or adult classes.

CIVIC GROUPS

1. Of what civic groups are you a member?
2. How did you become a member?
3. In what way do you think membership in civic clubs is helpful in the promotion of your program?
4. What are your activities in the civic organizations?
 - a. Committees, program drives?
5. Do any of these civic groups sponsor special parts of your program such as soils? Greener pastures? Corn testing? Cotton improvement? Artificial insemination? Livestock improvement? Fruits or vegetables? and the like?
6. Comments in general on civic groups.

CHURCH WORK

1. Do you have membership in this town?

CHURCH WORK (Continued)

2. In what church do you have membership?
3. What are your church activities?
 - a. Choir, Sunday school teacher?
4. Has this work had any influence on your current status in the community? In what ways?
5. In what way do you feel that your church work has enriched your profession as a teacher of vocational agriculture?
6. Comments in general.

RELATION WITH THE REST OF THE FACULTY AND STUDENTS OTHER THAN THOSE IN VOCATIONAL AGRICULTURE

1. What are some of the ways you have developed better relationship with:
 - a. Superintendent and principal?
 - b. Other teachers?
 - c. Janitor?
 - d. Students not enrolled in vocational agriculture?
2. What is your idea on helping with the school's extra-curricular activities?
3. How do you take care of the problem in which one of your best judges is also outstanding in some other activity and there is a conflict between that activity and a judging contest? (example: Football games, band concerts.)
4. Comments in general.

OTHER INCIDENTS THAT HAVE INFLUENCED YOUR STATUS

1. Where you have your car serviced; where you buy groceries.
2. Any comment on your policies, attitudes, actions, holding your tongue on certain occasions, and other items when you are in contact with the public.
3. Things that may have happened when you were not performing actual duties of a vocational agriculture instructor.

VITA

Jay P. Dalley
candidate for the degree of
Master of Science

Thesis: WHAT OKLAHOMA TEACHERS OF VOCATIONAL AGRICULTURE HAVE ACCOMPLISHED IN ORDER TO BECOME SUCCESSFULLY ESTABLISHED IN THEIR COMMUNITIES.

Major: Agricultural Education
Minor: Agronomy

Biographical and Other Items:

Born: May 3, 1919 at Spiro, Oklahoma.
Undergraduate Study: Braughon's Business College, 1937-38; Poteau Junior College, 1948-49; O.A.M.C., 1949-51.
Graduate Study: O.A.M.C., 1951-52.
Experiences: Farming, 1938-40; Army, 8th Service Command in United States, 1941-45 inclusive; Civil Service, U.S. Army, 1946; Photography Studio, 1947-49.

Member of Phi Kappa Phi and Oklahoma Agricultural and Mechanical College Associate Chapter of the Future Farmers of America, Oklahoma Division.

Date of Final Examination: May 7, 1952.

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to Become Successfully Established in
Their Communities.

AUTHOR: Jay P. Dalley

THESIS ADVISER: C. L. Angerer

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TYPIST: Ruby Dilger