

DIFFERENCES IN SELECTED CHARACTERISTICS BETWEEN DEPARTMENTS
OF VOCATIONAL AGRICULTURE, IN OKLAHOMA THAT EXHIBIT
LIVESTOCK ON THE STATE LEVEL AND THOSE THAT DO NOT

By

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CHAPTER I

PURPOSE AND DESIGN OF THE STUDY

Introduction

Since "Sputnik", pressure has been exerted on American education to strengthen the educational program of this country. This pressure has been both beneficial and harmful to the cause of education. The beneficial repercussions of "Sputnik" were that American people became more conscious of the quality of education available to their children, and this new concern for education facilitated changes in our curriculum that otherwise would have taken years to accomplish.

In our quest to catch up in the space race, great emphasis has been placed on mathematics, science, engineering and academic dexterity. Certainly no one would deny our need for proficiency in these areas but this emphasis should not overshadow our major educational goal -----the preparation of the individual for effective participation in a democratic society. This emphasis on science and math has created false conceptions of our educational objectives in the minds of many students and their parents. Public thinking must be restored to the idea that education is for all youth and that "the central

purpose for schools in a democracy is to develop individuals whose actions are governed by values consistent with democratic ideals, and who have the skills and understandings needed to fulfill their role as citizens".¹

"The needs and purposes of learners must be central in designing a curriculum, and the choice and organization of learning experiences should grow out of situations of home, school and community life as faced by the particular pupils."² The curriculum for modern America, if it is to meet the needs of all youth, should include a broad base of vocational education coupled with an accelerated academic program.

Vocational agriculture and the Future Farmers of America program in Oklahoma have made amazing progress since their inception. One important factor in the growth and success of these programs is that the local teacher of vocational agriculture has had the opportunity and responsibility for developing the educational program in agriculture for his community. This program, approved by the local superintendent of schools, constantly scrutinized by the tax paying public and mobilized by a hard working teacher has had a profound effect on Oklahoma agriculture.

Vocational agriculture and the Future Farmers of America program has been blessed by not being shackled to

¹Edith Merritt, Working With Children in Social Studies (San Francisco, 1961), p. 2

²Florence B. Stratemeyer, Developing a Curriculum for Modern Living (New York, 1948), p. 374

a stereotype pattern of operation. Flexibility in program planning is good because of the variations that exist between communities and their teachers of vocational agriculture. It is therefore, not uncommon to find teachers utilizing various ways and means to attain the common goal of meeting the needs of the boys in their community.

Many teachers of vocational agriculture use fairs and livestock shows as a source of motivation for teaching the many aspects of livestock production. They contend that there are beneficial educational opportunities attached to the experiences gained by participating in these events. Fairs and shows have been accepted by agricultural leaders of this country to be of great value to our agricultural economy. It is generally agreed that these events tend to improve the quality of farm products by encouraging, through competition, those who participate to strive to produce a better product.

Up to this point there is little controversy about the value of shows and fairs. When we discuss the benefits a boy receives from participating in shows and fairs, we find there is considerable difference of opinion. The most common charge from those who favor no participation, or a limited amount of participation, is that the boys sole object is to produce a winning calf, pig or lamb.

The Oklahoma City Chamber of Commerce, Tulsa Chamber of Commerce, Sirlain Club of Oklahoma and many other interested men in most of the seventy-seven counties in our

state undoubtedly feel that fairs and shows are very much worthwhile, because they provide sizeable premiums to encourage participation in these events. Fairs and livestock shows have been accepted by them as means to inspire and promote the farm youth of Oklahoma. There are also many recognized agricultural authorities within our state that proclaim the educational benefits of participating in activities such as these.

Some educators and agricultural personnel are beginning to question the value of participating in fairs and livestock shows; therefore this creates a vital need for this study.

STATEMENT OF THE PROBLEM

The central problem in this study was to determine the effect that participating in fairs and livestock shows has had on the vocational agriculture program by comparing selected characteristics of departments that were rated high in exhibiting livestock to those that exhibited very little beyond the county level.

DEFINITION OF TERMS

High Participation Group and Low Participation Group.
In order to compare the two groups of departments, data were presented under the headings of High Participation Group and Low Participation Group. The High Participation Group represents those departments that were selected by the five district supervisors, that exhibited livestock

most frequently beyond the county level. The Low Participation Group represents those departments that were rated by the district supervisors as low in their participation in exhibiting livestock. A further basis for dividing the departments into the High or Low Participation Group was the number of fairs and livestock shows entered during the school year 1959-1960.

Exhibiting livestock beyond the county level was the only criteria considered in determining the group to which a department would be classified.

STATEMENT OF PURPOSES

The purpose of this study was to determine the effect that exhibiting livestock has on:

- (a) participation in Future Farmer activities
- (b) investment in farming
- (c) labor income from the farming program
- (d) establishment in farming
- (e) students grades
- (f) retaining boys for the four years of vocational agriculture
- (g) to determine community attitude of these programs by
 - (1) salary above state scale
 - (2) fringe benefits and teacher tenure

LIMITATIONS OF THE STUDY

The study was limited to thirty-five departments of vocational agriculture that exhibited livestock extensively and to a second group consisting of an equal number of

vocational agriculture departments that exhibit very little if any above the county level.

The selection of both groups were made by a simple random sampling by districts. The same number of departments were selected from each of the five supervisory districts. Samplings in both groups were limited to departments of vocational agriculture where the teacher was in at least his second year of teaching in that department.

The study was concerned with information that pertained to leadership, scholastic achievement, supervised farming program, investment in shop equipment and teacher characteristics such as salary above state scale, tenure and fringe benefits.

The data presented relative to the program of vocational agriculture were limited to the 1959-60 school year unless otherwise indicated.

METHOD OF PROCEDURE

In making this study, the first step was to secure a list of all departments of vocational agriculture in Oklahoma. Each of the five district supervisors were asked to rate the departments in their district low, medium or high according to their participation in exhibiting livestock beyond the county level. Fourteen departments, seven from the low group and seven from the high group, were selected by random sampling from each of the five districts. A questionnaire was formulated and mailed to each of the departments selected. In addition to data secured by this

method, other information was secured from the files of the State Department of Vocational Agriculture.

The data secured were divided into four categories:

(1) that pertaining to the instructor, (2) scholarship, (3) participation in Future Farmer activities and (4) the supervised farming program.

In order to make a comparison of the two groups of departments, they were designated the High Group and the Low Group. Tables were constructed accordingly and the data were tabulated, analyzed, using the t-Test to determine significant differences in the two groups, and conclusions drawn.

CHAPTER II

REVIEW OF LITERATURE

It would seem fitting at the beginning to review some basic premises concerning the vocational agriculture program. The agriculture phase of the Smith-Hughes Act of 1917 was designed to encourage states to provide programs of vocational agriculture which otherwise might not be adequately provided in the public schools. These programs were to be of less than college grade, to fit for useful employment and to meet the needs of persons over fourteen years of age, who have entered upon or are planning to enter the occupation of farming.

In November of 1928 the Future Farmers of America program was founded to provide training in leadership, cooperation, and citizenship for boys studying vocational agriculture.

Even though it is generally accepted that "purpose" is the controlling factor in defining vocational education in agriculture, there still exist many varieties of definitions and interpretations of just what the learning experiences should be to implement the vocational agriculture program.

Participation in fairs and shows has been used for many years in Oklahoma to promote interest in vocational

agriculture and the Future Farmers of America program. The participation of students of vocational agriculture in shows and fairs have been attacked by some people as being impractical.

In a study of 221 students whose fat animals placed highest in three of the major shows in Oklahoma, Thomason stated that:

The most active students in shows and fairs were far above the average vocational agriculture student in many respects.

All but 24 of the 221 students studied had projects in enterprises other than those exhibited. One hundred eighty-four of these students had breeding projects, 144 of which were of the same type as the livestock exhibited. Ninety-three of the students had crop projects in addition to their animal projects.

These 221 students owned 815 different projects for an average of 3.69 projects per student. A breakdown of the students, according to the number of enterprises owned showed that 99 had four or more projects, 55 owned three types, 42 owned two types of projects and 24 owned only one.

Income from enterprises from which projects were exhibited made up 31.5% of the total labor income for these students while income from other projects amounted to 68.5% of the total labor income. This proves that boys do use their income from show animals to develop their total farm training program, and that the student who shows an animal usually has a large farming program back home of projects that he is not showing.

The students who most actively participated in shows and fairs had an average investment of \$1,869.07 and an average labor income of \$948.61, as compared with the state average investment of \$452.09 and an average labor income of \$235.15 during the same period

¹Benton F. Thomason, "Determining the Relationship of Shows and Fairs to the Supervised Farm Training Program of Vocational Agriculture Students", Non-thesis study, 1950

In a study relating to teacher training centers in Oklahoma, Stone states that:

There seems to be a great deal of association, based upon data secured in this study between the number of fairs and shows participated in and the number of State Farmer Degrees awarded in the various departments. Schools which reported the stronger show programs generally were also notably higher in number of students attaining the degree of State Farmer.²

Hoar in a study of the influence that participation in shows and fairs has had on the establishment of purebred herds of livestock and dairy cattle concluded:

The evidence presented in this study leads the writer to believe and conclude that there are two of several factors which have the most influence on the F. F. A. member in establishing and maintaining a purebred herd of livestock or dairy cattle. First, that extensive participation in shows and fairs in connection with F. F. A. work has had a definite influence in establishing a large number of breeders in the purebred business. Secondly, the type of supervised farm training program the teacher of vocational agriculture encourages has great influence on the F. F. A. member, his interest and leadership in agriculture, and his establishment in farming.³

The review of a study by Hemp indicated that 93 per cent of the responding teachers in his study in Illinois exhibit at fairs and livestock shows. In answer to the question of what activities should be eliminated, only two

²Jack E. Stone, "Observed Differences in Selected Characteristics Between Departments Serving as Apprentice Teaching Centers and Other Departments of Vocational Agriculture", Master's Thesis, 1960

³Keith C. Hoar, "A Study of the Influence That Participation in Shows and Fairs Has Had on the Establishment of Purebred Herds of Livestock and Dairy Cattle Among Former Members of the F. F. A.", Master's Thesis, 1952

teachers suggested the elimination of fairs and livestock shows: however several were very critical of livestock shows and fairs as they are presently organized.

Fifteen teachers of vocational agriculture suggested that a broader base be used for placing rather than using type alone. Suggestions were made by these fifteen teachers that production records, rate of gain, feed efficiency, backfat data, carcass inspection, farming program records, cost per lb. of gain, etc. be used to help determine placings.

Twelve teachers indicated that new and different classes should be established. These teachers said classes for grades, cross-breds, and hybrids should be established even for breeding animals. Market animals should be put in weight classes and the animals should be graded, not placed. Production classes consisting of a dam and her offspring, pens of three to five market animals, and classes for meat-type hogs were called for by some teachers. One teacher explained that classifications based on birth dates are not realistic. For example, pigs must be farrowed after February 1, but on many farms where multiple farrowing systems are used it is impractical to farrow pigs shortly after February 1. Two teachers thought animals should not have to be registered and one teacher thought classes for horses should not be allowed.

Four teachers offered suggestions regarding the management of fairs. One of the suggestions had to do with allocating state funds to the sections on the basis of entries shown in the fair held the previous year. Another idea was to allow one teacher to serve as fair manager for more than one year in order to get away from inefficiency. The other suggestion on management had to do with simplification of fair reports.

Additional suggestions made by teachers included more emphasis on reasons for placings, more premium money, better methods of publicizing fairs, addition of farm mechanics classes, and reduction of the number of blue ribbons awarded under the Danish system of placing.⁴

⁴Paul E. Hemp, "An Analysis and Appraisal of F. F. A. and Vocational Agriculture Contest and Award Programs in Illinois", Non-thesis study, (Univ. of Ill., 1961), p. 53

With reference to judges at fairs and shows Hemp reports:

Livestock judges have not been very successful in picking on the hoof animals which later butcher out the best carcass. In the 1959 International Livestock Show, the two beef animals winning grand champion and reserve grand champion in the carcass class had been placed 11th and 14th respectively in their breed classes when judged on the hoof. Of course, one may find examples of where the live placings and the carcass placing coincided, but these are exceptions rather than the rule especially in beef cattle.⁵

Further in his study Hemp quotes a portion of an article in a recent issue of The Prairie Farmer.

"A 205 pound barrow was judged best on foot during the Illinois Fair. When slaughtered it's carcass quality dropped it to 18th. On the other hand, a 210-pound barrow that placed 22nd on foot was judged best after slaughter."⁶

The preceding remarks concerning the inability of certain judges to select on hoof animals that yield superior carcasses points up a definite need for further research and study by people in animal husbandry.

McPhee of California has pointed out the advantages and disadvantages of livestock shows. According to McPhee the merits of livestock shows are as follows:

- a. Gives the boy an added incentive to correctly feed and fit his animals.
- b. Promotes interest of the boy in process of selection.

⁵Hemp, p. 70

⁶Hemp, p. 71

- c. Provides an opportunity for boys to learn the type of animal which the judge considers best for commercial production.
- d. Provides an opportunity for boys to learn how to show animals.

According to McPhee, the things which boys see at livestock shows which run counter to the purposes of sound education include the following:

- a. He often sees animals picked for type which have never produced a litter or dropped a calf.
- b. He sees animals carried in the show string which should be home in production.
- c. He sees animals 'gingered' and otherwise doctored to make a flashy appearance in the show ring.
- d. He sees the 'tramp' showman with his picked-up herd of animals in the show business for just one thing---money.⁸

The needs and employment opportunities for young men studying vocational agriculture have changed a great deal since the passage of the Smith-Hughes Act in 1917. In 1920 the United States Census of Agriculture reports there were 191,988 farms in Oklahoma. By 1959 this number of farms had been reduced to 94,678. Nearly 100,000 opportunities for establishment in farming were consumed by the continued advancement of new technology. A further analysis of this data reveals that from 1920 to 1940 there was a re-

⁷Julian McPhee, "Traditional Livestock Shows Evaluated - A California Solution", The Agricultural Education Magazine, August, 1940

⁸Ibid

duction of 12,301 farm operators. This indicates a gradual displacement of farm operators in Oklahoma for that period. During the next 19 year period the displacement of farm operators is not so gradual. From 1940 to 1959 the number of farm operators has been reduced by approximately 85,000 and 57,000 of this number has left the farm since 1950.⁹

This reduction in the number of farm operators points up the imperative need of better training for present and prospective farmers, if fewer farmers are to adequately provide for our expanding population.

Within this same period of time, 1920 to 1959, enrollment in vocational agriculture in Oklahoma has grown from a relatively small number in the beginning to well over sixteen thousand today. Larger enrollments and fewer opportunities for establishment in farming creates many new problems for the vocational agriculture teacher.

He must provide a challenging program that will meet the needs of all the boys under his supervision. This would include those with ambitions to farm as well as those interested in related occupations and professional agriculture. He must provide opportunities and experiences that will enable each of his students to feel adequate and acceptable. Every boy must feel that he is a worthy person and must find something that he can do well. Everyone, if normal, likes to have a certain amount of recognition.

⁹United States Census of Agriculture - 1959, Vol.1 Part 36, Oklahoma, U. S. Department of Commerce.

This desire may be satisfied to some degree through vocational agriculture and Future Farmer activities. "Vocational agriculture has afforded many farm youth an opportunity to gain recognition. They have held office in the Future Farmers of America, been on the school judging teams, represented their chapter in public speaking and other contests, raised the best livestock in the community, walked off with the blue ribbon at some fairs, or farm show, or made more money from farming than anyone in the school".¹⁰

Thomason's conclusions on the boys need for recognition are:

A boy between the ages of 14-20 has many things on his mind. The normal boy wants to be active, he likes glamour, he wants praise. He likes to be cheered for carrying the ball, hitting a home run, or making a goal. If not kept busy, you may find him at the teen age hang-outs, pool halls, or honky-tonks. If a community program of vocational agriculture is to be successful, it must be as interesting to the student as the activities mentioned above. Here is where a very active FFA chapter comes in. I doubt that any program of vocational agriculture will be very successful without a good active FFA chapter. In our state we have found that fairs, stock shows, and contests perform a major part in creating interest among our FFA members. Boys like competition, they like recognition and they like the praise and publicity that goes with success.¹¹

Walls remarks concerning the F. F. A. program are:

A good Future Farmer chapter is a part of any sound program of vocational education in agriculture. There is usually a close relation between the kind of an F. F. A. chapter and the kind of program in vocational education in ag-

¹⁰Ward P. Beard, Starting to Farm (Danville, Illinois, 1948), p. 19

¹¹Thomason, p. 5

riculture in the school. This is because the F. F. A. is a definite part of the program in vocational agriculture. It is designed to supplement, round out, vitalize and motivate the learning experiences that are provided the farm boys in high school vocational agriculture. The F. F. A. is a part of the instructional program---not something aside and outside the course in agriculture.

Students of vocational agriculture should find in the F. F. A. ways and means of learning which the teacher could not very well, in any other way, make a part of the learning experiences. The F. F. A. offers opportunities to vitalize the teaching and may motivate boys to have a greater interest in their school work in agriculture, in farming, in farm life, in the entire school, and in the general welfare of people. A good F. F. A. program enriches the instructional program.¹²

The question pertinent to this study is: "What effect does participation in fairs and livestock shows have on vocational agriculture and the Future Farmers of America Program?"

¹²Stanley Wall, A More Effective F. F. A., Interstate, (Danville, Illinois, 1960), p. 31

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The following tables, analyses, and comments constitute a presentation of data secured in the course of this investigation. Seventy departments of vocational agriculture divided equally into two groups were studied. The t-test was used to determine significant differences that existed between the two groups. The t-value at the one per cent level for thirty five degrees freedom is 2.72.

Future Farmer Activities

Table I indicates a significant difference in participation in fairs, livestock shows and contests in favor of the High Group. The number of animals entered in fairs and shows is also significantly higher for the High Participation Group. The original basis for dividing the two groups was the extent of participation in fairs and livestock shows. The data presented in this table reinforces the validity of the division. The mean number of contests entered was 15.4 for the High Group and 10.37 for the Low Group. From this information we can conclude that the departments that are rated high in exhibiting livestock are also more active in participating in F. F. A. contests than the Low Group.

TABLE I

MEAN NUMBER OF FAIRS AND CONTESTS PARTICIPATED IN
FOR THE SCHOOL YEAR 1959-60 BETWEEN DEPARTMENTS
OF VOCATIONAL AGRICULTURE THAT ARE HIGH IN
PARTICIPATION AND LOW IN PARTICIPATION
IN EXHIBITING LIVESTOCK

	High	Low	Total	t-Value
Fairs and shows	3.3	.62	1.96	7.6**
Animals entered	85.3	6.45	45.87	8.0**
F. F. A. contests	15.4	10.37	12.88	3.0**

** Significant at one per cent level

Table II indicates no significant difference in the two groups as far as the number receiving the Standard and Superior Chapter Awards; however the High Group has a decided advantage over the Low Participation Group in the national chapter award program. The High Group has received, in the past four years, five Gold Emblem Chapter Awards, four Silver Emblem Chapter Awards, and four Participation Chapter Awards. The Low Group has not received a national chapter award in the past four years. The chapter award program is worthy of consideration in evaluating the effectiveness of an F. F. A. chapter because it encompasses all of the activities of the chapter.

The High Participating Group is definitely superior to the Low Group in the number of State Farmer and American Farmer Degrees received during the past four years. It should be mentioned that a portion of the application for

both the State and American Farmer Degree is reserved for listing the events entered in fairs and livestock shows, and is certainly evaluated in awarding the degrees. To this extent the High Group would be expected to rate higher than the Low Group. Participation in cooperative activities, leadership activities, investment in farming, labor income, and scholarship are also carefully evaluated in analyzing the application.

The High Group had a significantly higher number of F. F. A. officers above the county level than did the Low Group. Twenty-seven boys in that group held offices above the county level during the past four years. The Low Group produced twelve officers for the same period.

TABLE II

MEANS AND NUMBERS OF FUTURE FARMER ACTIVITIES
FOR THE PAST FOUR YEARS BETWEEN DEPARTMENTS
OF VOCATIONAL AGRICULTURE THAT ARE HIGH
IN PARTICIPATION AND LOW IN
PARTICIPATION IN EXHIBITING
LIVESTOCK

	High	Low	Total	t-Value
	_____	_____	_____	_____
Mean number State Farmers	7.2	1.85	4.52	7.7 **
Mean number American Farmers	.6	.085	.342	2.8 **
Mean number receiving Standard Chapter Award	1.0	.94	.97	1.5
Mean number receiving Superior Chapter Award	.8	.68	.74	1.1
Number receiving Gold Medal Chapter Award	5.0	.0	2.5	.0

TABLE II (continued)

	High	Low	Total	t-Value
Number receiving Silver Medal Chapter Award	4.	.0	2.	.0
Number receiving Participation Chapter Award	4.	.0	2.	.0
Number F. F. A. offices held above the county	27.0	12.0	19.5	2.86**

** Significant at one per cent level

Scholarship

Much attention is focused at the present time on the effect that participation in F. F. A. activities has on the scholastic achievement of students. The data presented in Table III reveals no significant difference in mean grade point between the High and Low Groups. It is interesting to note that Table I shows a significant contrast in the extent of participation in fairs, shows and contests for the two groups. Based on the data presented in these two tables we can conclude that participation in Future Farmer Activities does not have an adverse effect on scholastic achievement.

Information was secured from the questionnaires concerning the number of dropouts from vocational agriculture for a four year period. Data was collected beginning with a freshman class of boys for the school year 1956-57 and following them through their senior year 1959-60. Table IV shows no significant difference between the High and Low

Groups concerning the mean number of dropouts reported. This indicates that those departments having higher participation in shows and fairs have no better holding power than those with lower amounts of participation.

TABLE III

A COMPARISON OF SCHOLASTIC STANDING OF VOCATIONAL AGRICULTURE III AND IV STUDENTS FOR THE YEAR 1959-60 BETWEEN DEPARTMENTS THAT ARE HIGH IN PARTICIPATION AND LOW IN PARTICIPATION IN EXHIBITING LIVESTOCK

	High	Low	Total	t-Value
	-----	-----	-----	-----
Mean grade point in vocational agriculture	2.97	2.75	2.86	1.78
Mean grade point in all subjects	2.38	2.32	2.35	.49

TABLE IV

DIFFERENCE IN MEAN NUMBER OF DROPOUTS FOR STUDENTS OF VOCATIONAL AGRICULTURE 1956-57 to 1959-60 BETWEEN DEPARTMENTS THAT ARE HIGH IN PARTICIPATION AND LOW IN PARTICIPATION IN EXHIBITING LIVESTOCK

	High	Low	Total	t-Value
	-----	-----	-----	-----
Dropouts for vocational agriculture	5.48	5.65	5.56	.42

The Vocational Agriculture Program

The supervised farm training program offers a sound basis for evaluating the program of vocational agriculture.

Supervised farming with its emphasis on "learning to do by doing" has had a dynamic effect on vocational education in agriculture. If we accept the aim of vocational agriculture as the training of present and prospective farmers for proficiency in farming, then we must place considerable emphasis on the supervised farm training program. Table V indicates a significant difference in investment in farming and labor income per student in favor of the High Group. The mean difference in investment in farming per student between the two groups is \$396. The High Group was also superior to the Low Group in labor income per student.

Based on data secured in this table it seems apparent that the departments that exhibit livestock beyond the county level do have superior programs of supervised farming when compared to the Low Participation Group.

TABLE V

DIFFERENCES OF CERTAIN CHARACTERISTICS OF THE SUPERVISED FARMING PROGRAM FOR THE SCHOOL YEAR 1958-1959 BETWEEN DEPARTMENTS OF VOCATIONAL AGRICULTURE THAT ARE HIGH IN PARTICIPATION AND LOW IN PARTICIPATION IN EXHIBITING LIVESTOCK

	High	Low	Total	t-Value
	_____	_____	_____	_____
Mean investment in farming per student	\$ 710	\$ 314	\$ 512	5.48**
Mean labor income per student	\$ 312	\$ 156	\$ 234	3.8 **

** Significant at the one per cent level

There is a significant difference in the mean investment in farm shop equipment in favor of the High Group as is shown in Table VI. The mean difference in investment between the two groups is \$1,037. It is interesting that all schools in the High Group reported having farm shop equipment to some degree. Five of the departments reported investments in excess of \$5,000 with the maximum investment reported by one department as \$10,000. In the Low Group, three departments reported no farm shop equipment at all. The maximum investment for one department in this group was \$2,600. This is an indication that those schools which have high participation also have a more well rounded program of instruction in vocational agriculture.

TABLE VI

MEAN INVESTMENT IN FARM SHOP EQUIPMENT BETWEEN
DEPARTMENTS OF VOCATIONAL AGRICULTURE THAT
ARE HIGH IN PARTICIPATION AND LOW IN
PARTICIPATION IN EXHIBITING
LIVESTOCK

	High	Low	Total	t-Value
	_____	_____	_____	_____
Mean investment in farm shop equipment	\$ 2,106	\$ 1,069	\$ 1,587	2.8**

** Significant at the one per cent level

With the High Group definitely superior to the Low Group in investment in farming, labor income, and the number of State and American Farmer Degrees received in the past four years, we would logically expect the difference

to extend on through to establishment in farming and placement in agricultural occupations. The data presented in Table VII indicates that no significant difference exists in establishment in farming and related occupations of graduates in vocational agriculture between the High and Low Groups. There was a difference in favor of the High Group at the five per cent level of significance for those graduates who entered professional agriculture.

TABLE VII

DIFFERENCES IN AGRICULTURAL OCCUPATIONS OF
GRADUATES IN VOCATIONAL AGRICULTURE FROM
1950-59 BETWEEN DEPARTMENTS THAT ARE
HIGH IN PARTICIPATION AND LOW IN
PARTICIPATION IN EXHIBITING
LIVESTOCK

	High	Low	Total	t-Value
Mean per cent farming	27.2	25.08	25.14	.778
Mean per cent in related occupations	21.08	19.08	20.08	1.0
Mean per cent in professional agriculture	11.34	7.57	14.45	2.2 *
Mean per cent in agricultural vocations	59.6	51.74	55.67	2.02

* Significant at five per cent level

The Teacher

This comparison of the two groups indicates that teachers in the High Participating Group receive compensations for their services above and beyond the state salary scale

more often than teachers in the Low Group. Table VIII shows that the High Group reported considerably more teachers receiving, salary above state scale, expenses at fairs and shows and other benefits. Five departments in the High Group indicated that they receive expenses while attending fairs and livestock shows. There were no departments in the Low Group that reported receiving expenses at these events. This is certainly understandable due to the limited amount of exhibiting at fairs and shows that this group does. This data shows that twenty-seven departments in the High Group and twenty departments in the Low Group are furnished pick-up trucks for use in the vocational agriculture program. Gas, oil, tires, insurance and repairs are provided in approximately the same proportions as the pick-up trucks.

TABLE VIII

NUMBERS OF FRINGE BENEFITS SCHOOLS PROVIDE TEACHERS OF
VOCATIONAL AGRICULTURE BETWEEN DEPARTMENTS
THAT ARE HIGH IN PARTICIPATION AND
LOW IN PARTICIPATION IN
EXHIBITING LIVESTOCK

	High	Low	Total
	—	—	—
Salary above state scale	17	4	10.5
Expenses at fairs and shows	4	0	2.0
Vocational agriculture pick-up	27	20	23.5
Gas for pick-up	25	17	21.0
Oil for pick-up	25	17	21.0
Tires for pick-up	25	20	22.5

TABLE VIII (continued)

	High	Low	Total
	-----	-----	-----
Insurance for pick-up	29	18	23.5
Repairs for pick-up	27	19	23.0
Other benefits	5	0	2.5

There is no significant difference, in the mean years experience teaching vocational agriculture and the mean years teaching in the present school, between the two groups studied. This indicates that the newer and older teachers are participating in shows and fairs about the same. The information set forth in Table IX does indicate a desirable situation as far as tenure is concerned. The mean number of years teaching in the present department is 9.96 for all departments studied.

TABLE IX

DIFFERENCES IN CERTAIN CHARACTERISTICS OF TEACHERS
OF VOCATIONAL AGRICULTURE BETWEEN DEPARTMENTS
THAT ARE HIGH IN PARTICIPATION AND LOW IN
PARTICIPATION IN EXHIBITING LIVESTOCK

	High	Low	Total	t-Value
	-----	-----	-----	-----
Mean years experience teaching vocational agriculture	13.8	12.0	12.9	1.05
Mean years experience teaching vocational agriculture in present school	10.02	9.9	9.96	.0479

Table X shows that ninety-seven per cent of the teach-

ers of vocational agriculture responding to this study believe there is justifiable educational value in exhibiting livestock beyond the county level. One-hundred per cent of the teachers in the High Group and eighty-eight per cent of the teachers in the Low Group answered in the affirmative to the question on the educational value of fairs and shows.

TABLE X

DIFFERENCE BY NUMBERS OF TEACHER ATTITUDE TO THE
VALUE OF FAIRS AND SHOWS BETWEEN DEPARTMENTS
OF VOCATIONAL AGRICULTURE THAT ARE HIGH IN
PARTICIPATION AND LOW IN PARTICIPATION
IN EXHIBITING LIVESTOCK

	High		Low		Total	
	Yes	Per Cent	Yes	Per Cent	Yes	Per Cent
Justifiable educational value in exhibiting livestock beyond the county level	35	100	31	88	33	94

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summarization of Characteristics Investigated

The purpose of this study was to determine the effect that exhibiting livestock has on participation in Future Farmer activities, investment in farming, project labor income, scholarship, and community attitude toward these programs by higher salary, fringe benefits and teacher tenure.

The study was limited to thirty-five departments of vocational agriculture that exhibited livestock extensively and to a second group consisting of an equal number of departments that exhibit very little if any above the county level. The departments selected for this study were selected equally from the five supervisory districts by random sampling.

Summary of Findings

1. It is apparent that more active F. F. A. chapters are found in the departments that are rated high in exhibiting livestock. The investigation established the fact that this group produces more state F. F. A. officers, more State and American Farmers, and receives more Gold, Silver, and Participation chapter ratings in the F. F. A. National Chapter

Award contest than the group rated low in exhibiting livestock.

2. There was no significant difference in grades in vocational agriculture and in all school subjects between the departments that are high in participation and those that are low. Thus we can conclude that participation in shows and fairs does not have an adverse effect on scholarship.
3. There was no significant difference between the two groups with regard to the number of dropouts from vocational agriculture.
4. A significant difference can be expected, in the investment in farm shop equipment, in favor of the group classified high in exhibiting livestock.
5. The investigation very definitely establishes the fact that the departments that exhibit livestock extensively beyond the county level have superior supervised farming programs when compared to the low participating group.
6. The labor income from supervised farming program was significantly higher for the High Participating Group.
7. There was no significant difference in the placement of graduates in agricultural occupations for the two groups.
8. Teachers in the High Group receive compensations for their services above and beyond the state salary scale more often than teachers in the low

Group.

9. No significant difference could be found in the total years teaching vocational agriculture or the total years teaching in the present department between the teachers of the two groups.

Conclusions

Based upon an analysis of data presented in this study, certain conclusions can be suggested as to the differences which could be expected in the characteristics of departments of vocational agriculture that are rated high in exhibiting livestock as compared to those departments that are low in participation in exhibiting livestock.

The evidence presented in this study clearly indicates that there is a desirable relationship between certain characteristics of an adequate program of vocational agriculture and the amount of participation of a department in shows and fairs. As a definite part of the conclusions, it should again be pointed out that the only basis for dividing the departments into High and Low Groups was the extent of their participation in fairs and livestock shows. Based on these premises, it seem evident that exhibiting livestock does not have a detrimental effect upon any of the outcomes measured.

Exhibiting livestock is one way, and certainly not the only way, to motivate, stimulate and involve boys in the business of agriculture. The prime requisite to any successful program of vocational agriculture is the compatable com-

bination of active interested students and a well qualified, energetic, enthusiastic teacher capable of disseminating his enthusiasm to those around him.

From this study this author concludes, that teachers of vocational agriculture and their students are justified in participating in fairs and livestock shows if they use these experiences as the means to an end and not the end itself.

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APPENDIX

January 6, 1962

Dear Fellow Teacher,

Since vocational agriculture and the Future Farmer of America activity program has been thoroughly discussed, it is most important that we have a true picture and a factual report in Oklahoma on vocational agriculture departments and their activities. I am making a study of 70 departments to determine the effect of exhibiting livestock on grades, interest in F. F. A. and size and scope of the supervised farm training program.

I have attempted to prepare this questionnaire so that it will require a minimum of time and effort on your part. I will certainly appreciate your taking the time to accurately provide the information requested and return it to me by January 20, 1962. Please rest assured that this information shall be kept confidential to the extent that names of teachers and/or departments of vocational agriculture shall not be identified.

This study has the approval of the State Department of Vocational Agriculture and is under the direction of the Department of Agriculture Education, Oklahoma State University.

Respectfully,

James K. Baker
Vo. Ag. Instr.

QUESTIONNAIRE

1. List the number of head of livestock and dairy cattle that your chapter exhibited at the following fairs and shows during the school year 1959-60.

Livestock Shows

Oklahoma City _____
 Kansas City _____
 Wichita Falls _____
 Ft. Worth _____
 San Antonio _____
 El Paso _____
 Others _____

State Fairs

Muskogee _____
 Oklahoma City _____
 Tulsa _____
 Sooner State - Enid _____
 Ft. Smith _____
 Coffeerville _____
 Others _____

2. Check the activities in which your chapter participated during the school year 1959-60. Designate level of participation. (L local, C county, S state, D district, N national)

Livestock judging _____	Public speaking _____
Dairy judging _____	Entomology _____
Meats judging _____	Farm Shop contest _____
Horticulture _____	Farm Survey contest _____
Farm Structures _____	Crops judging _____
Soil Conservation _____	Wheat contest _____
FFA foundation awards _____	Land judging _____
Cotton improvment contest _____	Grass judging _____
Chapter meeting contest _____	Pasture judging _____
Poultry judging _____	Dairy products judging _____
	Other contests (list) _____

3. How many boys from your chapter have received the State Farmer Degree during the past four years? _____
4. How many boys from your chapter have received the American Farmer Degree during the past four years? _____
5. What is the highest chapter award your chapter has received in the past four years?
- A. State Level
- Standard _____ Superior _____
- B. National Level
- Gold _____ Silver _____ Bronze _____ Participation _____
6. What F. F. A. offices have members of your chapter held in the past four years?
- Area _____ District _____ State _____ National _____

7. What is the approximate investment of all equipment in your farm shop? \$ _____
8. Are you paid above state scale for your services as vocational agriculture instructor? yes _____ no _____
9. Are any of your expenses paid by the local board while you are attending fairs and shows? yes _____ no _____
10. Does your school provide a pick-up for you or your department? yes _____ no _____
11. Does the school provide gas _____ oil _____ tires _____ insurance _____ and repairs _____ for the pick-up?
12. Are you provided by the local board any other benefits for your services? yes _____ no _____ List _____
13. How many years have you taught vocational agriculture?

14. How many years have you taught vocational agriculture in this department? _____
15. How many teachers have served this department as vocational agriculture instructor in the past 10 years?

16. What was the grade average for students in vocational agriculture III and IV for the school year 1959-60?
- A. Total number of students in vocational agriculture III and IV _____
- B. Grade average all subjects:
number boys receiving A _____ B _____ C _____ D _____ F _____
- C. Grade average in vocational agriculture:
number boys receiving A _____ B _____ C _____ D _____ F _____
- (May I suggest that a girl in the principals office copy the grades from the permanent records for you.)
17. How many drop-outs did you have in your department from the school year 1956-57 to 1959-60? (Begin with freshman class 56-57 and follow them through their senior year 59-60)
- A. Drop-outs from vocational agriculture _____
- B. Drop-outs from school _____
(Do not include students who have moved or died)
18. Do you think there is justifiable educational value in exhibiting livestock beyond the county level?
yes _____ no _____

19. List two or three reasons that support your answer to question 18.

1. _____

2. _____

3. _____

Department

Instructor

VITA

James Kenneth Baker

Candidate for the Degree of

Master of Science

Thesis: DIFFERENCES IN SELECTED CHARACTERISTICS BETWEEN DEPARTMENTS OF VOCATIONAL AGRICULTURE IN OKLAHOMA THAT EXHIBIT LIVESTOCK ON THE STATE LEVEL AND THOSE THAT DO NOT

Major Field: Agriculture Education

Biographical:

Personnal data: Born at Indianahoma, Oklahoma November 26, 1928, the son of O. E. and Ida Minelle Baker.

Education: Attended grade school at Indianahoma and Medicine Park, Oklahoma; graduated from Indianahoma High School in 1946; Cameron Junior College 1948; received the Bachelor of Science Degree from Oklahoma State University with a major in Agricultural Education in January 1951; completed requirement for the Master of Science Degree in May 1962.

Military Experience: Served from May 1946 to October 1947 in the United States Army.

Professional Experience: Vocational agriculture instructor at Custer City, Oklahoma, January 1951 to June 1955; taught vocational agriculture at Carnegie, Oklahoma from July 1955 to August 1959; teacher of vocational agriculture in Stillwater, Oklahoma since 1959.

Other: Member University Heights Baptist Church, Stillwater, Oklahoma; Alpha Zeta; Oklahoma Education Association; National Education Association; Oklahoma Vocational Education and American Vocational Association.