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The development of vocational education in agriculture at Indian schools.

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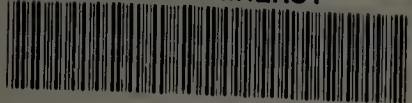
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THE DEVELOPMENT OF VOCATIONAL EDUCATION
IN AGRICULTURE AT INDIAN SCHOOLS

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THE DEVELOPMENT OF VOCATIONAL EDUCATION
IN AGRICULTURE AT INDIAN SCHOOLS

BY

WILLIAM I. GOODWIN

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THESIS SUBMITTED FOR DEGREE OF
MASTER OF SCIENCE

FOREWORD

The author of this study has presented, except for references covered by footnotes, his own statements, opinions and descriptions of vocational education in agriculture at Indian schools, operated under the jurisdiction of the Office of Indian Affairs, United States Department of the Interior. The expressions contained herein have been drawn largely from his experiences and observations during a period of more than seven years of service as an employee in the Field Service of the Office of Indian Affairs. For the past five years the author has served in the capacity of Associate Supervisor of Agricultural Training in the Education Division of the Office of Indian Affairs.

If the information and recommendations contained herein prove to be of value either toward the future sound development of an effective program of vocational education in agriculture at Indian schools, or to persons who may be engaged in similar work elsewhere, the efforts of the author will be rewarded.

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The Development of Vocational Education
in Agriculture at Indian Schools.

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by

William I. Goodwin
Associate Supervisor of Agricultural Training,
Office of Indian Affairs.

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Introduction

The rapid developments in vocational education in agriculture during the past five years at Indian schools operated under the jurisdiction of the Office of Indian Affairs, a bureau of the United States Department of the Interior, have been such as to warrant study and analysis. Many articles and several books have been written concerning Indian education in general, and about certain special phases of that program. However, in none of these articles, or books, does one find a complete statement of the part which vocational education in agriculture has played in the effort to provide Indian youths with the opportunity to obtain a satisfactory education, so planned as to best meet the needs of the majority.

The attempt is made, therefore, in the following paper, to present a clear picture of the development of the instruction in vocational agriculture, as a part of the total Indian education program. It is not intended that this be an exhaustive treatment of the subject. Such an approach would almost require a presentation and explanation of the agricul-

tural program of each school throughout the Indian Service. It is intended, rather, to point out some of the early efforts in agricultural training at Indian schools, and to stress the developments of the past five years, during which latter period the writer has been closely associated with, and, to a degree, responsible for some of the changes which have taken place.

For the benefit of those readers who may not be entirely familiar with the scope of the work of the Office of Indian Affairs and of the Education Division of that office, it seems appropriate to mention briefly here some of the salient facts on this subject. There are approximately 350,000 Indians in the continental United States today, in addition to about 30,000 Indians, Eskimos and other linguistic stock in Alaska, who are under the jurisdiction of the Office of Indian Affairs. Of the 350,000 Indians living in the continental United States, approximately 240,000 live on reservations. The greatest part of the Indian population is found in states west of the Mississippi River, and three states -- Oklahoma, Arizona and New Mexico -- contain nearly one-half the entire Indian population. Indians are increasing in numbers, due to the high Indian birth rate and improvements in the Indian health service. About half of the Indian population today is considered to be of pure stock. There are approximately 200 different tribes, speaking more than fifty-five distinct languages. Illiteracy is estimated at about thirty percent. Most Indians are "ward citizens" of the United States, which means that they cannot deal with

their restricted or trust property except with approval of the government. Although Indian reservation lands amounted to approximately 155 millions of acres in 1871, Indians now own, or control, under the jurisdiction of the Office of Indian Affairs some 54 millions of acres. The loss of these lands was accomplished in many ways, but in a large measure through the opening of reservations to settlement by whites and through the allotment system under which each Indian was given a small tract of land. Later a large number of Indians were declared competent, which removed wardship protection, thereby exposing them to various methods by which they were deprived of their land holdings. Through the passage of an Act of Congress in June 1934, known as the Reorganization Act, the allotment system was ended and the remaining Indian lands were protected from further loss. Since then some lands have been restored by purchase. Of the 54 millions of acres of land now owned or controlled by Indians under the jurisdiction of the Office of Indian Affairs, approximately 34,000,000 acres are used by the Indians themselves, and about 12,300,000 acres are used by non-Indians. The balance of Indian land areas are classified approximately as follows: 5,490,000 acres are idle; 1,725,000 acres are barren or waste lands; and 176,000 acres are used for government administrative purposes. Of the 34 millions of acres used by Indians, approximately 31,700,000 acres are used for grazing pasture or for cutting wild hay; 380,000 acres are cultivated for crop production, and 783,000 acres for timber operations. It has been estimated, based on data for certain

selected reservations, that approximately 22.6 percent of the total Indian income is derived from agricultural pursuits.¹ Land and its proper use, therefore, as determined from the above facts is extremely essential, and even vital, to the survival of the Indian.

For the education of Indians the government operates 47 boarding and boarding-day schools, 222 day schools and, 1 boarding dormitory, or a total of 270 units in the continental United States, under the jurisdiction of the Office of Indian Affairs. In addition, in Alaska, there are 2 boarding schools and 6 day schools. There are 45 Indian schools, including one school in Alaska, which now include vocational education in agriculture as a part of their school programs under the trained agricultural instructors. All except five of these schools are of junior or senior high level or are a combination of both. There are approximately 11,000 children in all grades attending Indian boarding schools, and about 12,000 children in Indian day schools. In addition there are some 40,000 children who are enrolled in public schools under state control and in mission and private schools for whom the Federal government pays tuition. The Federal government appropriates approximately 10 million dollars annually for the education of Indians.

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1. Figures presented here are taken from the "Statistical Supplement of the Annual Report of the Commissioner of Indian Affairs."

Purposes of this Study.

The preceding facts regarding the number of Indians, their land resources and the facilities made available by the Federal Government for their education, are fundamental to an understanding of some of the most important problems related to this study and its primary purposes. These purposes are:

1. To point out the more important changes in Indian Service and Indian education policies which had a direct bearing upon the recent developments in vocational education in agriculture during the past five years.
2. To describe briefly some of the earlier efforts in agricultural training in Indian schools.
3. To explain the various methods used in the development of programs in vocational education in agriculture during the past five years.
4. To indicate some of the results obtained from these agricultural programs.
5. To draw certain conclusions and make recommendations based upon various reports concerning the programs and personal observation.

Changes in Indian Service and Indian Education Policies and their Bearing upon Vocational Education in Agriculture.

Changes in the broader policies of the Office of Indian Affairs and those of Indian Education are necessarily closely related. The broad policy directed toward the education and advancement of the Indian has been a permanent and accepted policy of the Indian Office from its inception to the present day. The chief difficulties, however, seem to have been in the methods of application of that policy and in the fact that sufficient funds were not always appropriated to carry out the policy properly.

The Meriam report,¹ made in 1928, pointed out that "the outstanding evidence of the lack of an adequate, well-trained personnel is the absence of any well considered, broad educational program for the Service as a whole."

It is within the experience of the writer, by reason of his close contact with several of the larger boarding schools in the Southwest, that the primary objective of these schools was to train Indian boys, in order that they might be fitted to obtain employment in certain skilled trades in the neighboring or distant cities and towns. Presumably this objective was an outgrowth of the general idea that the coming generations of Indians would be assimilated through trades training and wage employment in America's so-called "melting pot." While many Indians did succeed in obtaining employment in those trades for which they had received training at Indian Schools, it was the exception rather than the rule. Most Indian boys trained in various trades in recent years are found today back on the reservations, or in the communities from which they came. In the case of the Sioux Indians of the Pine Ridge and Rosebud Reservations in South Dakota, it has been estimated that 95 percent² of the boys who have completed their education in various Indian schools have returned to live in their own communities. In other areas this percentage might be higher or lower. A recent study of the occupations of boys who completed

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1. The Problem of Indian Administration. Chapter I. by Lewis Meriam and Associates, 1928.
2. "Indian Education" issue of December 15, 1940. Report of Survey by Dr. Gordon Macgregor and Mr. Annin Sterner.

their education at the Phoenix Indian School, Phoenix, Arizona, revealed that 87 percent¹ of these youths returned almost immediately to the Indian reservations from which they had come, regardless of the type of vocational training which they had received while attending school. Upon the return of these boys to their own communities or reservations, it has been found that they make their living either from some agricultural or livestock pursuit, by obtaining either regular or irregular employment at an Indian school or agency, or from one or more forms of temporary emergency work. More recently various national defense industries have given employment to an unknown number of Indian youths. Such employment, however, may well be considered emergency in nature, and probably cannot be counted upon as a permanent form of employment over a period of many years. It has been generally known over a period of many years by those who have worked closely with Indian groups, that the majority of students return to their respective reservations after leaving school. Until recent years, however, definite steps were not taken in the educational programs of Indian schools to make the programs more effectively meet the future needs of the majority of students.

The new policy of the Office of Indian Affairs, expressed objectively, includes as one of its purposes "the economic rehabilitation of Indians, principally on the land."² In fur-

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1. "Indian Education" issue of December 1, 1940. - Report of Survey by Dr. Gordon Macgregor and Mr. Annin Sterner.
2. A Birdseye View of Indian Policy, Historic and Contemporary, - a mimeographed statement published December 30, 1935 by the Commissioner of Indian Affairs.

therance of this purpose, one of the aims of the Education Division of the Indian Office has been to encourage and make possible such changes in the programs of the schools under its jurisdiction that Indian youths may receive the type and quality of education and training which will fit them for a successful economic future through the proper utilization of the land.

Adherence to the above purposes and aims by the Office of Indian Affairs and the Education Division of that Office, are made practically mandatory by the provisions of the Indian Reorganization Act and the Oklahoma Indian Welfare Act, passed by Congress in 1934 and 1936, respectively. The Indian Reorganization Act provided the legal means by which the remaining Indian lands might be conserved and additional lands purchased for the benefit of Indians. Both the Indian Reorganization Act and the Oklahoma Indian Welfare Act made a \$10,000,000 credit revolving fund available to Indian groups who took advantage of the provisions of the Acts. The credit revolving fund is intended to assist Indians in financing agricultural and livestock operations particularly, although loans from it may be used for certain other self-liquidating enterprises. This, today, is the principal credit facility available to Indians. The importance, therefore, of training the younger generation of Indians how to use the land properly is obvious.

A previous policy, and one which was made necessary largely because of the lack of funds with which to pursue a different course, was that of sending large groups of Indian students to the larger boarding schools operated by the Federal Government,

particularly to those not located on the reservations where these students make their homes. This policy is still carried on, but to a considerably less extent than it was six or seven years ago, due to the closing of some non-reservation boarding schools, the curtailment of enrolment in others, and the increase and enlargement of the reservation schools and their programs. Most of the large non-reservation, and many of the reservation, boarding schools are located at considerable distances from the homes of the students. Often times students have been sent to boarding schools located in another state, or in an entirely different section of the country. Problems were thereby created which made it extremely difficult, if not impossible, to plan effective vocational education programs in agriculture for two principal reasons. First, because the climate, soil and other conditions of environment were so foreign to those near the homes of the students that agricultural and livestock practices, learned as a part of the training were often of slight value to the students when they returned to their homes. Second, almost insurmountable problems were discovered in attempts to develop effective programs in vocational agriculture which would satisfactorily meet the needs of students who came from widely scattered areas. In other words, the various types of agriculture which dominated conditions of different reservations could not be duplicated at a single school for the benefit of students from each reservation represented.

According to a previously accepted policy, farms operated under the jurisdiction of Indian schools were maintained for the

primary purpose of producing food for the schools. Since 1936 this policy has been altered. The supervision of these school farms prior to 1936 was a responsibility of the Division of Extension and Industry Among Indians, rather than a responsibility of the Education Division, although the latter furnished the funds for the operation of the farms. Any recommendations made, therefore, by personnel of the Education Division to utilize more fully and effectively the school farms as an adjunct to the program of agricultural education on a vocational basis, had to receive the approval of the Division of Extension and Industry Among Indians. Such procedure resulted in delays and inaction in the development of the agricultural education program in many instances. Early in 1936 recommendations were made, and in 1937 suitable action was taken to place the responsibility with the Education Division for the supervision of all Indian school farms and the farms located at Indian hospitals and sanatoria. This action resulted in a definite change in policy relative to the primary purpose of school farms. The farms are now operated primarily for instruction purposes, rather than purely for production purposes to reduce the costs of the operation of the schools through the products supplied. Production, while still important, is a secondary consideration.

Prior to 1936 it was also the accepted practice to employ certain personnel under the title of "Farmer" or "Laborer". It was usually the duty of such personnel to be immediately responsible for the operation and management of the school farms

to which they were assigned. The qualification requirements for the appointment of persons to these positions were not of a high standard, and, therefore, almost any individual with a little farm experience could be appointed. The salaries of these positions were low, usually ranging between \$720 to \$1500 per year. Consequently, most of the personnel appointed to these positions were untrained, unskilled and incapable of managing and operating a large farm. In addition to these duties, the school farmers were expected, in many instances, to supervise and even to train Indian boys in all types of agricultural work. Such methods of training usually resulted in mere drudgery for the students. As a rule, the employee did not know how to handle boys interested in learning the fundamentals and techniques of agriculture and livestock production. The students were sometimes kept at the same kind of work week after week, and month after month whenever they reported to the school farm. After such experiences they usually decided that they would much prefer some other vocation to agriculture. A few Indian school farmers, in spite of their lack of training and experience, did very well in attempting to develop effective programs in vocational agriculture. They were the exception, however. The majority of the school "Farmer" and "Laborer" positions have been abolished or placed under the immediate supervision of instructors of agriculture. The latter have been given full responsibility for the operation and management of school farms, as well as responsibility for the vocational edu-

cation programs in agriculture. This personnel problem was at first a serious detriment to the prompt development of satisfactory vocational programs in many instances.

The policy of sending Indian children to boarding schools located at great distances from their homes, was one which overlooked the great importance of family and community life. This life is distinctly rural for all but a very few Indian families and groups. Indians live largely on the land removed from large cities and, in many instances, long distances from even small towns. It has not been until recent years that the number of day schools on the reservations has been increased and more emphasis has been placed on the development of the reservation boarding schools. Both the small day schools located in outlying Indian communities and the reservation boarding schools are now considered to be community schools, and function as community centers for the benefit of the entire community, as well as places of education for the younger members of the community. Because of these changes and developments it has been possible to carry the agricultural programs directly to the parents and other adults in the communities. In these activities, not only have instructors of agriculture taken a prominent part, but teachers of home economics and others on school staffs have rendered valuable service. Through participating in community activities and carrying the educational programs to the Indian homes the teaching personnel have become more familiar with the actual problems which face the people with whom they

are working, and are, therefore, better fitted to adjust their programs of education to meet the local needs. Another result of these community activities on the part of school personnel has been a decided improvement in the correlation and cooperation of the Education Division and its personnel with other divisions and agencies of the Service, both in Washington and in the field.

Beginnings of Agricultural Education in Indian Schools

Agricultural education in Indian schools is not a new development. In fact, it was one of the first subjects introduced to schools attended by Indians. This statement is borne out by reference to the first annual report of the Office of Indian Affairs¹ made in 1826. This report recommended that "as Indian youths were qualified (as a result of their education) to enter upon a course of civilized life, sections of land be given them, and a suitable present to commence with, of agricultural or other implements suited to the occupations in which they may be disposed, respectively, to engage." Again, in the report of the Office of Indian Affairs, made in 1831, mention is made of "the benign influences of education and instruction (of Indian youths) in agriculture and the several mechanic arts."

When reservations and non-reservation schools were established by the Federal Government, beginning in 1860, similar methods of operating the school farms were employed. Students were expected to do most of the farm work and it was hoped that

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1. The Office of Indian Affairs was a branch of the War Department in 1826.

through this experience sufficient knowledge and skill would be acquired to enable them to return to their homes and become successful farmers. At Carlisle Institute, Carlisle, Pennsylvania, where a non-reservation school was opened in 1879, an "outing system" was instituted,¹ by which Indian students were given the opportunity to live in the homes of white people on a sort of apprenticeship basis. While in these homes the students were expected to "learn by doing" in a home and farm situation many of the things which they had been taught at school. The "outing system" is still practised to some extent at several of the larger non-reservation Indian schools, but it is chiefly limited to the placement of Indian girls as maids or housekeepers in the homes of whites and to the placement of boys with contractors, or companies, in trades. Little is known of other early methods used in agricultural education at Indian schools. It appears to have been recognized, however, that there was a need for agricultural education among Indian children. There is evidence as early as 1905 that encouragement was given to classroom instruction in nature study and in gardening, on a non-vocational basis, for children in the primary grades.²

In 1910 Indian schools were encouraged to adopt the course of study of the state in which each school was located. Instruction in the nature and care of the soil and in the growing of plants was also encouraged. The value of maintaining school

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1. "Education of Indians and Eskimos". Willard W. Beatty, Journal of Negro Education, July, 1938.
2. "Nature Study and Gardening - Primary Methods and Outlines for the Use of Indian Schools" - Office of Superintendent of Indian Schools. December 20, 1905.

gardens was also stressed.¹ The need for instruction in farm mechanics as a part of the agricultural education program first came into special prominence about 1911, through the publication of a bulletin on that subject.² This bulletin, which contained instructions and sketches for making many articles useful on the farm and in the farm home, was compiled from the results of practical experience in the work of instruction in the Indian schools. The concept of a fundamental program in what would be termed "farm mechanics," was expressed in this publication. A record card was suggested, on which to enter the work accomplished by each boy during his attendance in school. The bulletin pointed out, also, that Indian boys should know how to make the articles suggested, because the majority of these boys had their own land and would ultimately make their living from the land.

The first course of study for Indian schools was published in 1915.³ This course of study was revised in some respects in 1921,⁴ and more fully revised in 1922.⁵ The revisions of the courses of study were prompted by the desire to make them more nearly parallel to the public school courses of study. Each of the courses of study for Indian schools recognized the need for vocational education in agriculture and included vocational agri-

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1. "Manual for Indian Schools," published by the United States Government Printing Office, 1910.
2. "Farm and Home Mechanics," published by the United States Government Printing Office, 1911.
3. "Tentative Course of Study for United States Indian Schools," United States Government Printing Office, 1916.
4. "A Synopsis of Changes in the Tentative Course of Study for United States Indian Schools," Office of Chief Supervisor of Indian Schools, 1921.
5. "Course of Study for U. S. Indian Schools," U. S. Gov't Printing Office, 1922.

culture and related courses in the outlines. The stated purpose of Indian education, as it appears in the introduction to the courses of study published in 1915 and in 1922, is as follows: "Indian schools must train the Indian youth of both sexes to take upon themselves the duties and responsibilities of citizenship. To do this requires a system of schools and an organization capable of preparing the Indian young people to earn a living (1) among their own people or (2) away from the reservation home and in competition with their white brethren." Both courses of study were intended to emphasize "the study of home economics and agricultural subjects, because any attempt to change the Indian population of this country from a dependent to an independent people within a reasonable length of time, must give special consideration to the improvement of Indians' homes and to the development of their lands."¹

While it was the intent of the courses of study mentioned above to standardize courses and to bring about uniformity of instruction in all Indian schools, the directions for the use of these courses encouraged their adaptation to local conditions. Directions for the use of the courses of study also specified that students were required to work half a day and to attend classroom exercises the other half-day, because of the large amount of productive work required for the maintenance

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1. Preface to "Tentative Course of Study for United States Indian Schools," 1916, and to "Course of Study for United States Indian Schools," 1922 - U. S. Government Printing Office.

and operation of Indian schools, and because of the limited funds appropriated by Congress for their support.

The course of study published in 1916 was separated into three divisions: (1) primary, (2) prevocational and (3) vocational. The primary division included the first three grades, the prevocational included the next three, and the vocational division contemplated a four-year course above the sixth grade. The first group was known as the beginning stage, the second group was the finding stage, and the third group was the fitting stage.

The course of study published in 1922 was separated into four divisions: (1) primary, (2) prevocational, (3) junior vocational, and (4) senior vocational. The first two divisions included the same grades as indicated under the course of study published in 1916; while the junior vocational division included the work of the seventh and eighth grades and corresponded somewhat to the work of the junior high school, and the senior vocational division contemplated a four-year course in the ninth to twelfth grades, inclusive. The last mentioned division was intended to correspond to a regular high school course.

Considered as a whole, the above courses of study were planned with the vocational aim as the dominant purpose and were intended to stress agriculture and home making, in accordance with the formalized and standardized ideas of vocational education generally accepted in 1916 and 1922, respectively. It might even be said that the plans of these courses were in advance of their time in some respects, particularly

in the agricultural courses. Justification for this statement is found in the fact that the plans called for all boys who had reached the age of 10 years in the primary grades to be given some so-called "industrial work" in gardening and other agricultural enterprises, under the immediate direction of the classroom teacher. Instruction in agriculture was increased progressively in scope, according to the course of study, for boys in the prevocational and junior vocational groups until they reached the vocational group. In the vocational group the boys were expected to follow the full vocational course in agriculture.¹ The development of individual responsibility was intended, as indicated by the suggestion that sections of a large garden be assigned to the care of individual pupils.

The course of study published in 1922 specified that farm projects should be made an essential part of the agricultural course, the object being to furnish boys with opportunities for practice, as well as instruction, in the best methods of farming. Farm projects were limited to boys in the eleventh and twelfth grades, and it was required that the pupils plan and operate some farm practice which really appealed to them. Both individual and group projects were permissible, and it was expected that financial accounts of each farm project should be kept by the pupils. The subjects included in the agricultural courses covered a wide field, but the strictly

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1. See exhibits A and B for synopses of the courses in agriculture.

agricultural subjects were fewer in number in the 1922 course of study than in that prepared in 1916. The agricultural course contemplated opportunities for the pupils to obtain actual farm practice, laboratory work, and experiences intended to develop skill and managerial ability. It was also expected that ample facilities for library reference work would be provided.

The programs of education, including vocational education in agriculture, were undoubtedly guided in a large measure during the period between 1916 and 1928, and possibly several years beyond that period, by the courses of study described above. It was found during the survey made by Lewis Meriam, and his associates of the Institute of Government Research, begun in 1926 and reported in 1928, that the agricultural programs in Indian schools were inadequate for the following reasons:¹

1. Agriculture at Indian schools was rarely taught in terms of what the Indian boy needed after he left school.
2. The warnings of the United States Department of Agriculture that there were already too many persons engaged in certain kinds of agriculture were not heeded.
3. The institutional needs for farm products were so immediately pressing that production became almost the only aim. Students were used merely to do the farm chores.
4. Practically all the school farm work was done as a part of the common task with no visible financial return. Therefore, Indian students never experienced the relationship between labor and the ability to live. In other words, the work did not represent real life situations for the students.

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1. "The Problem of Indian Administration." - Lewis Meriam and Associates, pp. 369, 371, 382, 386.

5. Only one or two schools had properly qualified teachers of agriculture. Most of the instruction was handled by unqualified school farmers.
6. Studies of the local regions and Indian reservations served by the schools was needed to determine agricultural opportunities, the types of agriculture and the kinds of crops and livestock which should be included in the agricultural education programs at Indian schools.
7. The aid and advice of other government agencies, such as local agricultural experiment stations, should be secured to assist with the determination of the agricultural opportunities for Indians.
8. There were practically no libraries worthy of the name in the Indian Service, and almost no provision for acquiring worth while new books.
9. The educational staff at Washington lacked a specialist in the field of vocational education in agriculture. Such a person was needed to offer professional direction and supervision.

No definite action was taken, however, to improve and develop the programs of vocational education in agriculture at Indian schools between the time when the above criticisms and recommendations were made in 1928 and the later part of 1935. The writer was able to verify the conditions described in the Meriam report from personal observation while in the employ of the Indian Service in the Southwest in 1933 and 1934 and during the early months of his appointment as an associate supervisor of agricultural training in the Education Division of the Service beginning the latter part of 1935.

The Development of Vocational Education in Agriculture
During the Period 1936 - 1941

Establishment of positions of supervisor: During the year 1935 one of the important courses of action taken by the Office of Indian Affairs for the improvement of vocational education in agriculture at Indian schools, was the establishment of a supervisory position in the field service group of the Education Division, in order to promote and supervise agricultural instruction throughout the Service. The establishment of such a position was recommended by Mr. Lewis Meriam and his associates in their report made in 1928.¹ Mr. Arthur C. Monahan, then Assistant to the Commissioner of Indian Affairs and also temporary Acting Director of Education, was immediately responsible for the establishment of this new position. Mr. Monahan was interested in agricultural education, not only by reason of his previous training and experience in that field of education, but also because of his knowledge of the opportunities for Indians who were well trained in agricultural pursuits, particularly in the communities and on the reservations to which the majority of young Indians returned. The writer was appointed to this position in December 1935.

The duties of the supervisor of agricultural training as officially outlined were as follows:

1. To assist superintendents, principals, agricultural instructors and others in planning and developing programs of vocational education in agriculture for Indian youth, and to supervise the activities of instructors and other agricultural employees at Indian schools.

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1. "The Problem of Indian Administration." Lewis Meriam and Associates, 1928. P. 369.

2. To assist and cooperate with community workers and extension personnel in the development of community educational activities for young people and adults.
3. To make recommendations relative to personnel selection, appointments, transfers, etc.
4. To assemble and analyze reports and to prepare information for formulating policies relating to vocational education in agriculture.
5. To report findings and make recommendations for immediate changes and improvements in existing programs of vocational education in agriculture.

The above duties were to be carried out under the supervision and direction of the Director of Education and the supervisor of Industrial Training.

Survey of agricultural education made in 1936: As a starting point toward the development of programs of vocational education in agriculture, a general survey of the existing situation in that field of education was made by the writer during the early part of 1936. All Indian schools of junior and senior high school levels were included in the survey, and particular note was made concerning: (1) The need for programs of vocational education in agriculture, (2) the content of the programs, (3) the methods of instruction used, (4) the qualifications of personnel engaged in agricultural instruction, and (5) the facilities in use or available for agricultural work.

The results of this general survey are summarized in the following statements:

1. There were only five Indian schools of junior and senior high school levels which were actually conducting agricultural instruction on a vocational basis.
2. There was a need for programs of vocational education in agriculture at all of these schools, due to the fact that the majority of the students attending these schools came from rural areas where agriculture was the dominant

means of livelihood.

3. The agricultural activities in which students engaged were chiefly based upon the needs of the schools for farm and livestock products, rather than on the needs of the students.
4. Students who were found to be proficient in doing a certain chore or job, were continually assigned the same chores or jobs far beyond the time necessary for instruction purposes.
5. The contents of the programs were inadequate in most instances, as in the case of a school located in a cotton growing area and yet did not include cotton growing in the agricultural program because cotton could not be used at the school.
6. The methods, used in all but a limited number of schools, were invariably poor. In only two schools (Chilosee Indian Agricultural School and Riverside Indian School, both in Oklahoma) was the project method of instruction used. Hence, pupils were given but slight opportunity to develop responsibility and managerial ability.
7. There were only seven employees in the entire Indian Service who held positions under the title of either Director of Agriculture or Teacher of Agriculture. There were two directors of Agriculture and five Teachers of Agriculture, and these employees were distributed among four schools.
8. It is extremely doubtful whether any of the employees engaged in agricultural instruction would have been accepted in 1936 as Smith-Hughes agricultural instructors in the states where they were located or elsewhere.
9. There were classrooms for agricultural instruction at only a few of the larger schools.
10. There were no farm mechanics shops established for the express purpose of carrying on well-rounded programs of instruction in farm mechanics, as a part of the agricultural education programs.
11. There were no instructors in farm mechanics or agricultural instructors assigned to teach this subject. Most of the instruction in farm mechanics was done by blacksmiths, carpenters, painters, general mechanics, or instructors of shop subjects in special shops set aside for this particular use. Students

were sent to these employees to obtain instruction, but such instruction was generally regarded by both employee and student as specialized trades training, rather than as instruction in farm mechanics.

12. Only a few schools kept individual student progress records, showing the work done and skills required.
13. There was a general lack of knowledge and understanding regarding what could be done, within the Federal and Indian Service regulations, in making it possible for Indian boys to participate financially in the agricultural and livestock activities carried on by Indian schools. It was not generally accepted by local school officials, that students could acquire ownership to livestock which was surplus to school needs, in spite of instructions from the Indian Office, which permitted surplus livestock to be issued to students under certain conditions.
14. Indian school libraries, or agricultural classrooms, seldom contained adequate selections of recently published bulletins and books on agricultural and farm mechanics subjects.
15. Few Indian schools had visual education equipment or materials suitable for agricultural classroom work. Equipment for classroom experiments was also inadequate.
16. Many Indian schools were handicapped, particularly the boarding schools, in not having sufficient land resources to permit the development of very extensive programs of vocational education in agriculture. On the other hand, many schools with sufficient land resources did not use them for purposes of instruction, chiefly because it was feared that the schools would not be able to maintain the desired quantities of various farm products for school use. (Table I, on pages 28 to 29, shows the land resources of Indian schools for 1936, together with comparative figures for 1941).
17. Most Indian schools lacked sufficient livestock and equipment for the development of adequate agricultural programs on a vocational basis, and much of the farm equipment and machinery was either worn out or in a poor state of repair. Here again, however, many schools with adequate livestock and equipment failed to make use of them for agricultural instruction purposes, to the greatest extent possible.

18. Reservation day schools of high school level usually did little to encourage and supervise agricultural projects at the homes of students during the summer months when the schools were closed. Many students, therefore, received no instruction in the important agricultural operations which came at that season of the year. Summer activities in agriculture among children were usually considered definite functions of the Extension Division and its personnel.
19. Boarding schools were prone to either send all of its pupils (including those interested in agriculture) home for the summer vacation months, or to employ adults or selected groups of students on a wage basis to do the farm labor during the summer period.
20. Few schools called upon other agencies of the state or Federal government, such as local county agricultural agents or the personnel of local agricultural experiment stations, to obtain advice in planning agricultural programs of instruction.
21. Agricultural club work was carried on in but a few schools, and in many instances where the enrolment of Indians in 4-H club work on an equal basis with white children in the vicinity of the schools was possible, no efforts were made to take advantage of these opportunities.
22. The over emphasis which had been given to trades and industrial training in most Indian schools over the period of many years made it extremely difficult for students and teaching personnel, alike, to accept vocational education in agriculture as a desirable and necessary type of training. Many adult Indian parents also felt that agricultural training was not education.
23. Agreements between students and Indian schools for the operation of student agricultural projects on school land were usually verbal, a fact which often resulted in misunderstandings.
24. Personnel engaged in agricultural instruction had little opportunity for self-improvement, since summer training courses for teachers were usually organized during the summer months, just at the time when farm crops needed the greatest attention.
25. The supervision of Indian school farms by personnel from another division of the Service, delayed decisions relative to the use of school farm lands, livestock and other farm facilities, in planning effective programs of vocational agriculture.

Additional land secured for school farms: In connection with the general survey of Indian schools which anticipated the possible development of vocational education programs in agriculture, it was essential to know how much land was available for this purpose at each school. It was particularly important to have definite knowledge of the land resources of Indian boarding schools, because such schools were actually the homes of the students for nine, and often twelve, months of each year. Schools of junior and senior high school levels were also considered important with respect to land resources, since it was students attending these schools who would be most likely to enroll in vocational agriculture classes.

Fortunately, a complete survey of Indian school farms had been made in 1932 and 1933 by Mr. A. D. McNair, Assistant Agricultural Economist, United States Department of Agriculture. Mr. McNair's reports, while never published, furnished reliable data concerning the acreage of each school farm. It was found by field verification of Mr. McNair's reports that nearly all of the junior and senior Indian high schools had some farm land under their jurisdiction. There was a total of 43,670 acres of farm land under the control of 39 junior and senior high schools in 1933. Some schools had sufficient land to permit the immediate development of programs in vocational agriculture, while others were lacking in this respect. Considerable effort has been made during the past five years to secure the acreage of land needed by each school. Additional

land was secured by the cancellation of leases of Indian school land, by securing the use of land reserved for the use of Indian Agencies, by purchasing land outright, and by leasing land from others.

The accompanying tabulation (Table I, pages 28 to 29) shows that land under the jurisdiction of the 41 schools where programs of vocational agriculture were contemplated was increased from 43,670 acres in 1933 to 61,131 acres by the end of 1937, 83,791 acres by 1938, 91,206 acres by 1939, and 117,737 acres by the end of the year 1940. This tabulation also shows that since 1937 there has been a decrease in the number of acres of land leased to others by these schools. The decrease in the acreage of school land leased to others has been brought about by the demand for more land for agricultural instruction purposes.

Table I. - Comparative Table Showing the Land Resources of Selected Indian School Farms, Together with the Number of Acres of Indian School Farm Land Leased to others: 1932, 1937, 1939, 1939, 1939, and 1940.

Indian Schools, by states	1932			1937			1939			1940		
	Total Acres	Leased Acres	Total Acres	Total Acres	Leased Acres	Total Acres	Total Acres	Leased Acres	Total Acres	Total Acres	Leased Acres	
<u>Arizona</u>												
Colorado River Day ²	---	---	55	---	---	55	---	---	55	---	---	55
Hopi High Day ³	---	---	---	---	---	90	---	---	90	---	---	90
Phoenix Boarding	162	---	186	---	---	186	---	---	186	---	---	186 ⁷
Sacaton Day	188	---	176	---	---	176	---	100	176	---	---	100 ⁷
San Carlos Day	59	---	70	---	---	70	---	---	70	---	---	70
Theodore Roosevelt	1701	---	2120	---	---	2120	---	---	2120	---	---	2120
Taba City Boarding	295	---	341	---	---	341	---	---	341	---	---	341
<u>California</u>												
Sherman Institute	200	---	200	70	72 ⁶	200	---	---	200	---	---	196
<u>Colorado</u>												
Consolidated Ute Bdg.	150	---	157	---	---	169	---	---	169	---	---	576
<u>Kansas</u>												
Maskell Institute	960	---	960	745	760	960	---	575	960	---	---	575
<u>Minnesota</u>												
Pipestone Boarding	648	40	648	20	20	648	---	---	648	---	---	120
<u>Montana</u>												
Blackfeet Boarding	840	---	840	---	---	840	---	---	858 ⁷	---	---	---
Tongue River Boarding	1300	---	1280	---	---	1280	---	---	1280	---	---	---
<u>Nebraska</u>												
Macy Day ⁵	---	---	---	---	---	---	---	---	60	---	---	---
<u>Nevada</u>												
Carson Indian Bdg.	862	---	120	---	---	300	---	---	880	---	---	1951
<u>New Mexico</u>												
Albuquerque Boarding	122	---	111	---	---	111	---	---	102	---	---	157
Mescalero Day ⁸	---	---	---	---	---	---	---	---	---	---	---	200 ⁷
Santa Fe Boarding	60	---	47	---	---	47	---	---	47	---	---	47
Shiprock Agricultural	240	---	270	---	---	270	---	---	310	---	---	310
Wingate Voc. High	2088	---	230	---	---	230	---	---	230	---	---	230
<u>North Carolina</u>												
Cherokee Indian	160	---	54	---	---	372	---	---	372	---	---	372
<u>North Dakota</u>												
Albion Day ⁶	---	---	---	---	---	---	---	---	---	---	---	1150
Fort Totten Indian	1435	160	1400	320	320	1400	---	565	2050	---	---	5092

Table I continued

	1932		1937		1938		1939		1940	
	Total Acres	Leased Acres	Total Acres	Leased Acres	Total Acres	Leased Acres	Total Acres	Leased Acres	Total Acres	Leased Acres
North Dakota (cont'd)										
Standing Rock Comm.	2189	120	2139	250	2129	110	2190	140	2192	57
Wahpeton Boarding	272	---	234	---	234	---	234	---	230	---
Oklahoma										
Cheyenne-Arapaho Bldg.	5195	1814	5195	1806 ⁵	5195	1421 ⁵	5195	1291 ⁵	5195	1306 ⁵
Chillico Agricultural	8450	1940	8380	2347 ⁵	8380	2347 ⁵	8380	2347 ⁵	8380	2347 ⁵
Duchee Boarding	38	---	38	---	38	---	38	---	38	---
Fert Hill Boarding	1000	15	1300	80	1300	70	1300	70	2205	53
Jones Academy	720	---	700	---	700	---	700	---	700	---
Fawnee Boarding	603	---	640	8	640	8	640	8	640	8
Seneca Boarding	160	---	160	---	160	---	160	---	280	---
Riverside Boarding	2300	377	2300	962	2300	350 ⁶	2300	350	2300	200 ⁶
Sequoyah Orphan Bldg.	602	---	725	---	689	---	685	---	755	55
Wheeler Academy	190	29	175	30	175	30	175	30	175	30
Oregon										
Chemawa Indian Bldg.	407	63	387	6	387	6	387	---	409	---
Warm Springs Bldg.	283	---	805	---	820	---	820	---	841	---
South Dakota										
Cheyenne River Comm.	1221	---	835	---	830	---	6090	---	19750	---
Flandreau Voc. High	480	---	418	---	400	---	418	---	645	---
Fort Thompson ⁵	---	---	---	---	---	---	---	---	1507	---
Pierre Indian Bldg.	855	---	291	---	291	---	291	---	291	---
Oglala Comm. High	357	---	17,985	---	18,985	---	19,780	---	25,790	---
Rosebud Boarding	4480	500	6560	---	25,880	---	25,880	---	25,880	---
Utah										
Vinteh & Curay Bldg.	1200	---	1200	---	2984	---	3020	---	5020 ⁷	---
Wyoming										
Wind River Day	1200	---	1209	177	1209	---	1209	---	1209	---
TOTALS	43,670	5,058	61,131	6,821	63,791	5,514	91,206	5,516	117,737	5,390

1. Data for the year 1932 obtained from survey of Indian school farms made by A.D. McNair, Assist. Agri. Economist, US Dept. of Agri. Data for 1937 to 1940, inc., were obtained from reports submitted to the Indian Office at the close of each calendar year.

2. School established farm in 1937.

3. School established farm in 1938.

4. Lease terminated in 1939.

5. School farm established in 1939.

6. Land leased to Indian homestead trainees.

7. Some figures used as reported in 1939 since report not yet received.

8. School farm established in 1940.

The establishment of additional agricultural teaching positions: The appointment of Dr. Willard W. Beatty to the position of Director of Education in the Office of Indian Affairs early in 1936, gave further support to the development of vocational education in agriculture at Indian schools. Dr. Beatty was formerly head of the public school system of Bronxville, New York, and for many years was president of the Progressive Education Association. He immediately gave approval to the plans under way for the development of vocational programs in agriculture and authorized the pending requests for the appointment of adequately trained personnel, in order that these plans might be carried out.

Prior to 1936, teaching personnel for vocational agriculture had been secured by the reallocation of school farmers already in the Service or from established registers of the limited Civil Service Commission. It has already been mentioned that early in 1936 there were only seven employees in the entire Indian Service who held positions under the title of either Director of Agriculture or Teacher of Agriculture. The civil service requirements for these positions were below the average of most state requirements for the appointment of Smith-Hughes agricultural instructors in public schools. A civil service examination offered in 1927 to secure teachers of agriculture for Indian schools required that applicants "must have been graduated from a four years' course in agriculture at a college or university of recognized standing, or be seniors in satisfactory and regular attendance in such course and institution

and furnish proof of graduation during the existence of the eligible register resulting from the examination."¹ It was not required that the applicant show that he had prepared himself to teach agriculture by the study of agricultural education methods and by practice teaching. Neither was it required that the applicant show that he had actually worked on a farm or taught agriculture. The requirements for appointment as Assistant Teacher of Agriculture were the same as those for Teacher of Agriculture. The requirements for appointment as Junior Teacher of Agriculture demanded only graduation from a standard high school or completion of fourteen college entrance units, in addition to the completion of two full years, or 60 semester hours in an agricultural course, at a college or university of recognized standing.² The salaries of the above positions were as follows: Teacher of Agriculture \$1860 per annum; Assistant Teacher of Agriculture \$1740 per annum; and Junior Teacher of Agriculture \$1620 per annum. The requirements for the position of Director of Agriculture were somewhat more stringent, but the duties were more like those of a department head in a school rather than those of a teacher and the salary, \$2900 per annum, was considerably higher than that of a teacher of agriculture.

Fortunately the civil service registers for teachers of agriculture, which resulted from the examination offered in 1927,

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1. U. S. Civil Service Announcement, No. 289, Nov. 13, 1927.
2. U. S. Civil Service Announcement, No. 289, Nov. 13, 1927.

were abolished by 1936. It was, therefore, possible to obtain the appointment of individuals who had qualified for positions in the Federal service in other fields of agricultural work, but who also had the essential qualifications of agricultural instructors. Graduation from an agricultural college or university of recognized standing, with major courses in agricultural education, plus two years of practical farm experience and two years of successful paid teaching experience were the general criteria by which the new appointees were to be selected.

During the calendar year 1936, appointments were made to 19 newly established agricultural instructor positions. These positions were then called "Instructor of School Activities, Agriculture", but more recently have borne the title "Teacher in Community School (Agriculture)." Additional positions for vocational instruction in agriculture have been added to the teaching personnel of Indian schools which up to that time had no agricultural instructors, or to the personnel of schools which already had one or more agricultural instructors. Twelve new positions were filled by agricultural instructors in 1937, nine in 1938, and one in 1939, nine in 1940 and four thus far in 1941. Added to the seven agricultural education positions which existed in 1935, the new appointments have brought the total of such positions to fifty-eight in forty-four Indian schools in the continental United States. These figures do not include the position of Associate Supervisor of Vocational Agriculture established under the Navajo Agency in Arizona in 1940, or the position of Supervisor of Farms and Dairies who cooperates with

the agricultural education programs, or the position held by the writer. Neither does the data include the much larger number of dairymen, farmers, stockmen, blacksmiths, laborers, Indian assistants and others who work under the immediate supervision of agricultural instructors and assist with the programs.

The following lists of Indian schools show where agricultural instructor positions were filled by appointments prior to the year 1936 and during the years 1936, 1937, 1938, 1939, 1940 and 1941, respectively. These lists are important, because they show when vocational education programs first began under trained instructors at these schools. It will be noted that the names of some Indian schools appear under more than one year, which denotes that an agricultural instructor position was filled at that particular school in addition to any which had previously been established and filled. Unless otherwise stated, the entry of the name of a school indicates that only one position was filled.

List of Indian Schools at Which Agricultural
Instructor Positions Were Filled Prior
to 1936:

Albuquerque Indian School,
Albuquerque, New Mexico.
(2 positions)

Chillico Indian Agricultural,
Chillico, Oklahoma
(2 positions)

Euchee Indian Boarding School,
Sapulpa, Oklahoma.

Wingate Vocational High,
Wingate, New Mexico.
(2 positions)

List of Indian Schools at Which Agricultural
Instructor Positions Were Filled during
1936

Carson Indian School,
Stewart, Nevada.

Phoenix Indian School,
Phoenix, Arizona.

Cherokee Indian School
Cherokee, North Carolina

Cheyenne-Arapaho Indian School
Concho, Oklahoma.

Chillico Indian Agricultural,
Chillico, Oklahoma
(2 positions)

Flandreau Indian Voc. School,
Flandreau, South Dakota

Fort Sill Indian School,
Lawton, Oklahoma.

Jones Academy,
Hartshorne, Oklahoma.
Oglala Community High School,
Pine Ridge, South Dakota.

Pawnee Indian School,
Pawnee, Oklahoma.

Riverside Indian School,
Anadarko, Oklahoma.

Sacaton Day School,
Sacaton, Arizona.

Seneca Indian School,
Wyandotte, Oklahoma.

Sherman Institute,
Riverside, California.

Shiprock Indian Agricultural,
Shiprock, New Mexico.

Tongue River Boarding School,
Busby, Montana.

Uintah & Ouray Boarding School,
Whiterocks, Utah.

Warm Springs Indian School,
Warm Springs, Oregon.

List of Indian schools at which agricultural in-
structor positions were filled during 1937:

Albuquerque Indian School,
Albuquerque, New Mexico.
(2 positions)

Cheyenne River Indian School,
Cheyenne Agency, S. Dak.

Choctaw Agency,¹
Philadelphia, Mississippi.

Lac du Flambeau Indian School,
Lac du Flambeau, Wis.

Rosebud Boarding School,
Mission, South Dakota.

San Carlos Day School,
San Carlos, Arizona.

Santa Fe Indian School,
Santa Fe, New Mexico.

Sequoyah Training School,
Tahlequah, Oklahoma.

Southern Ute Boarding School,
Ignacio, Colorado.

Tuba City Boarding School,
Tuba City, Arizona.

Wind River Community School,
Fort Washakie, Wyoming.

1. The agricultural instructor for the Choctaw Agency,
carries on instruction in one school with junior high
grades and six schools with elementary grades.

List of Indian Schools at which agricultural instructor positions were filled during 1938:

Chemawa Indian School, Chemawa, Oregon.	Fort Totten Indian School, Fort Totten, North Dakota.
Cheyenne River Indian School, Cheyenne Agency, S. Dak.	Macy Day School, Macy, Nebraska.
Chilosee Indian Agricultural, Chilosee, Oklahoma.	Mescalero Day School, Mescalero, New Mexico.
Elbowoods Community High School, Elbowoods, North Dakota.	Standing Rock Community School, Fort Yates, North Dakota.
Whealock Academy ¹ Millerton, Okla.	

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1. This is a school for girls which offers vocational education in agriculture.

There was only one school at which an agricultural instructor position was filled in 1939, namely:

Sells Day School,
Sells, Arizona.

List of Indian Schools at which agricultural instructor positions were filled during 1940:

Cheyenne River Indian School, Cheyenne Agency, S. Dakota.	Sherman Institute, Riverside, California. (2 positions)
Colorado River Day School, Parker, Arizona.	Theodore Roosevelt School, Fort Apache, Arizona.
Flandreau Indian Vocational, Flandreau, South Dakota.	Wahpeton Indian School, ¹ Wahpeton, North Dakota.
Fort Sill Indian School, Lawton, Oklahoma.	
Fort Thompson Community School, Fort Thompson, South Dakota.	

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1. Part time program in vocational agriculture.

List of Indian schools at which agricultural instructor positions have been filled thus far during 1941:

Hopi High School,¹
Craibí, Arizona.

Rosebud Boarding School,
Mission, South Dakota.

Pierre Indian School,
Pierre, South Dakota.

Tuba City Boarding School,
Tuba City, Arizona.

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1. Part time program in vocational agriculture.

Reclassification of positions: In 1936 it was recognized that salaries which had formerly been established for the positions of Junior Teacher of Agriculture (salary \$1620), Assistant Teacher of Agriculture (salary \$1740), and Teacher of Agriculture (salary \$1860) were not as high as the salaries of certain other positions in the Indian Service, although the duties and responsibilities were comparable. It was also recognized that the salaries of teachers of agriculture were lower than those which were being paid in many states to Smith-Hughes agricultural instructors. The positions of agricultural instructors were therefore reclassified, under new titles, into three grades and salaries, as follows: Instructor of School Activities (Agriculture), Grade 8, \$1800 per annum; Instructor of School Activities (Agriculture), Grade 9, \$2000 per annum; Senior Instructor of School Activities (Agriculture), Grade 10, \$2300 per annum.

A study was made by the writer, to determine the method of applying these new classifications to the agricultural positions as they were established at various schools throughout the Indian Service. In making this study, a series of factors

were used to score each position. From the results of the scores obtained, each position was placed in one of the three grades of positions set forth above. The factors used in scoring each position were as follows:

1. Type of school. - Whether the school was a reservation, non-reservation, boarding, day, or combination boarding and day school. Reservation, day, and combination boarding and day schools were rated higher than other types of schools, because such schools were usually located in, or near, Indian communities, which placed greater responsibilities on the agricultural instructor through his participation in community activities.
2. The student enrolment at each school. - Schools with large student enrolments were rated higher than schools with relatively small enrolments.
3. The number of students engaged in vocational education in agriculture.
4. The number of employees supervised by the instructor of agriculture.
5. The number of grades in each school, and whether these grades were in the senior high, junior high, or lower grade levels.
6. The number of small community day schools in the area where the position was established, in which agricultural programs and activities were supervised by the agricultural instructor.
7. The scope of the vocational education program in agriculture, including:
 - a. The number and variety of agricultural enterprises included in the program.
 - b. The inclusion of farm mechanics as a direct responsibility of the agricultural instructor.
 - c. The inclusion of 4-H club, or other organized agricultural club work as a responsibility of the instructor.
 - d. The extent to which the agricultural instructor was responsible for the total reservation program in agriculture.
 - e. The extent to which the agricultural instructor assisted in the agricultural extension program of the community or reservation.

8. The extent to which the agricultural instructor worked on his own responsibility.
9. The responsibility assumed by the agricultural instructor for the operation and management of a school farm.
10. The size of the school farm for which the agricultural instructor was responsible.
11. The number and kinds of livestock for which the instructor was responsible.
12. Any other assignments made to the instructor.

As a result of the study outlined above, the agricultural instructor positions were recommended to be established, in general, according to the following instructions:

1. Grade 8 positions, salary \$1800, should be established at the smaller schools, where there are relatively few pupils of vocational age, and where the agricultural instructor does not direct or supervise, and is not responsible for the operation of a school farm and dairy, and does not supervise other employees who work on the school farm; but where the instructor is responsible for most of the duties included on the typical classification sheet for this grade of position.
2. Grade 9 positions, salary \$2000, should be established at the reservation and non-reservation schools where there is a comparatively small enrolment of students of vocational age, but where the instructor is responsible for the direction and supervision of the operation of a school farm and dairy, and where he also supervises other employees who work on the school farm. The instructors in such positions should also be responsible for most of the duties included on the typical classification sheet for this grade of position.
3. Grade 10 positions, salary \$2300, should usually be established at reservation schools where the enrolment is almost entirely comprised of pupils of vocational age, where vocational education in agriculture constitutes the major part of the educational programs, and where the instructor is responsible for either the development of an extensive reservation-wide program, an extensive adult program in agriculture, or where he is responsible for some

special school or agency administrative duties, in addition to most of those included on the typical classification sheet for this grade of position.

Descriptions of the duties and responsibilities of Agricultural instructors, adopted for use in the preparation of typical classification sheets, are as follows:

For positions in grade 8, salary \$1800 per annum: Under the general supervision of the school principal, with considerable latitude for individual initiative and action in planning, organizing and executing, the agricultural instructor is expected:

- "1. To plan and organize courses in agriculture and to teach agriculture, - including general farming, livestock production, farm and home mechanics, and other phases and types of agriculture common to the particular locality, - to Indian youths and adults at a boarding or day school.
2. To promote, organize, and direct the activities of Indian 4-H clubs, Future Indian Farmer Chapters, or similarly organized groups of Indians.
3. To cooperate with other Indian Service agencies and officials in the development of the agricultural and land use program of the jurisdiction or Indian reservation.
4. To keep informed at all times of the agricultural extension program and agricultural activities of the jurisdiction or Indian reservation, and to coordinate the agricultural program with these activities.
5. To assist in carrying out the agricultural phases of any school or community program, or special activity of the jurisdiction or Indian reservation."

For positions in grade 9, salary \$2000 per annum, the description of duties is the same as for those of the grade 8 position, except that the agricultural instructor is also responsible for the following:

1. To supervise other employees engaged in agricul-

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1. From Standard Classification Sheet prepared by the writer for agricultural instructor positions at Indian schools.

tural and farm mechanics instruction at a large boarding or consolidated school, where agricultural training is a major activity.

2. To be responsible for the operation and management of a large farm and dairy.
3. To direct and supervise employees assigned to work on the school farm or at the dairy.

For positions in grade 10, salary \$2300 per annum, the description of duties is the same as for those of the grade 9 position, except that the agricultural instructor is also responsible for the supervision of the agricultural activities, or program, at one or more day schools throughout the jurisdiction or Indian reservation.

The actual use of the preceding position classifications and descriptions of duties, necessarily involves a complete understanding of the local situation at each school. It is expected that the responsibilities of the positions established, or to be established, will change from time to time. It is also expected that personnel with variable capacities for accepting responsibilities will be appointed. The use of the position classifications and descriptions of duties is, therefore, quite flexible and changes are made as the local situations change.

New requirements for agricultural instructor positions: Recent civil service examinations have been held, for the purpose of providing eligibles for appointment as agricultural instructors, under the title "Teacher in Indian Community and Boarding Schools"¹

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1. United States Civil Service Announcements No. 87, August 1940, and No. 156, January 1941.

(Agriculture)." These examinations were given for only the two positions in grade 8, salary \$1800, and grade 9, salary \$2000. There are relatively few established positions in grade 10, salary \$2300, and it has become the established general policy to promote worthy instructors from the lower grade positions to the grade 10 positions, when vacancies occur. Therefore, no examinations have been offered for grade 10 positions, salary \$2300.

New, and more definite, requirements were promulgated by the recent examinations, in an effort to obtain the services of more highly qualified personnel. The educational requirements demanded that an applicant must have completed a full four-year course, leading to a bachelor's degree in an agricultural college of recognized standing; which course included or was supplemented by nine semester credits in the teaching of agriculture and 4 semester credits in farm mechanics. In addition, an applicant must have had a minimum of two years of successful, full-time paid agricultural teaching experience in schools below college level, in which the applicant developed an educational program based upon needs, activities, or customs prevailing in the local area. A further requirement demanded that an applicant must have acquired the teaching experience mentioned above, within the seven-year period immediately preceding the closing date for the receipt of applications. Finally, it was required that an applicant must have taught practical agriculture, livestock farming, and farm mechanics during the period of his teaching experience and that he must also have had at least two years of practical farming experience.

The number of inadequately qualified applicants for positions

in the field of vocational education in agriculture, has been reduced by the requirements set forth in the recent examinations, and it is believed that the personnel obtained have had a real desire to serve Indian youth.

In-service training conferences: During the past five years the Education Division of the Office of Indian Affairs has conducted one or more summer schools for the benefit of its personnel. Various Indian schools throughout the Service were utilized for this purpose and the summer schools usually covered periods of from four to six weeks. Much has been accomplished through the in-service schools. Newly appointed teachers, particularly, have been provided with the opportunity to become oriented with respect to curriculum building to meet the needs of Indians whom they may serve. Curriculum planning for Indian schools has been placed in the hands of the local teachers and principals, where it belongs.

Few agricultural instructors, however, could take advantage of the Indian Service Summer Schools, due to the fact that the summer months were usually the busiest months of the year. Student agricultural projects had to be supervised and the school farms had to be managed and operated. It was essential, however, that the agricultural instructors and other personnel concerned with the programs of vocational agriculture should have an opportunity for self-improvement. The large number of new appointees to the Service in the field of vocational agriculture made the question of in-service training for these men more acute.

In order to meet this problem of in-service training for agricultural instructors, in some measure, it was decided to hold regional conferences at various Indian schools during the winter

months which these instructors could attend. The first of such conferences was held at the Chilocco Indian Agricultural School, Chilocco, Oklahoma, January 19 to February 1, 1937. It was attended by 40 persons, including all agricultural instructors and many other persons connected with the education of Indians in Oklahoma. The favorable response which was given to this first conference, and the tangible results evidenced by improved programs at Indian schools following the conference, served to justify other similar conferences during the years to follow.

Since the first in-service training conference for agricultural instructors at the Chilocco Indian Agricultural School in 1937, other like conferences have been held as follows:

<u>Date</u>	<u>Place</u>	<u>Attendance</u>
January 31 to Feb. 9, 1938	Chilocco Indian School Chilocco, Oklahoma.	66
February 6 to 16, 1939	Phoenix Indian School, Phoenix, Arizona.	69
Feb. 20 to 25, 1939.	Wingate Voc. High School, Fort Wingate, N. Mex.	80
Mar. 13 to 18, 1939.	Rosbud Boarding School, Mission, South Dakota.	139
Feb. 19 to 24, 1940.	Chilocco Indian School Chilocco, Oklahoma.	55
Mar. 11 to 15, 1940.	Flandreau Ind.Voc. School Flandreau, South Dakota.	34
Dec. 2 to 6, 1940.	Phoenix Indian School, Phoenix, Arizona.	74
Feb. 17 to 21, 1941.	Chemawa Indian School, Chemawa, Oregon.	27

Effort has been made, in making arrangements for these conferences, to include agricultural instructors and others vitally concerned in the development of vocational education programs, particularly school principals and superintendents, instructors and others in charge of farm mechanics programs, dairymen, farmers and stockmen. Although a few home economics teachers participated in the earlier conferences, the last two conferences were attended by a large number.

There were two reasons for having home economics teachers in attendance at these conferences. The first reason is that any agricultural program on a vocational basis for Indians must be thought of on the broad terms of education for rural living. Such education obviously includes education in home-making as well as agriculture. In the lives of Indians, nearly all of whom live in rural areas, the combined efforts of men, women and children are necessary to provide the necessities of life. The usual tasks, found necessary in any rural situation, are not always segregated in the Indian family way of life into those which belong to the husband and those which belong to the wife. In the family life of the Indian many tasks are interchangeable. For instance, in one case, the husband and wife may work shoulder to shoulder in the vegetable garden, and in another instance both husband and wife may help one another in drying peaches on the rocks. The writer has witnessed the one-time hunter and warrior of the plains, the Sioux Indian, working in the vegetable garden, with his wife at work alongside doing her part. This scene is repeated among the Choctaws of Mississippi, and the Pueblo groups of New Mexico and Arizona. On the other hand, the writer has witnessed the Pueblo woman drying meat, fruit and vegetables

in the sun, ably assisted by her husband. Hence, it is essential that home economics teachers and agricultural instructors bring their educational problems closely together in the vocational training of Indian youths. The second reason for joint conferences for both agricultural instructors and teachers of home economics is the recent development of plans for a proposed national organization of Indian youth, somewhat on the order of the Future Farmers of America, but broadened to include membership and activities for girls as well as boys. The preliminary plans for this proposed organization will be explained later in this study, so further details on this subject are unnecessary here, except to state that, if the organization is actually formed, home economics teachers and agricultural instructors will probably be the co-sponsors of the local chapters or clubs at Indian schools. Therefore, it is important that they meet in joint conference during the formative stages of the proposed organization.

The last four regional in-service conferences held at Chillico, Oklahoma; Flandreau, South Dakota; Phoenix, Arizona; and Chemawa, Oregon, were attended by boy and girl student delegates. These student delegates, a boy and a girl from each school represented, were elected by their respective student bodies to attend the conferences for the purpose of discussing the proposed national organization of Indian youth. Most of the time the student delegates met in separate sessions from the instructors, in order that they might freely discuss the question of the proposed national organization.

Following the conferences, summaries have been prepared and distributed throughout the Indian Service to all persons interested, as well as to those who were in attendance. An outline of a typical conference program is reproduced below, in order that the scope of the discussions and activities may be observed:

PROGRAM

IN-SERVICE AGRICULTURAL TRAINING AND INDIAN YOUTH CONFERENCE

Chillico Indian Agricultural School
February 19 to 24, 1940.

Monday, February 19

General Session

1. Greetings and remarks to instructors and student delegates.
2. Purposes of the conference and organization of program, committees, and panels.
3. Proposal for the development of a national organization of Indian youth.
4. Demonstration: Horticultural work.

Instructors' Section

1. Observation of demonstration classes.
2. Farm mechanics practice.

Youth Section

1. Organization of program and committees.
2. The present status of student agricultural and home-making clubs.

Tuesday, February 20

General Session

1. The Future Farmers of America.
2. The 4-H Club.
3. Demonstration: Slaughtering and meat cutting.

Instructors' Section

1. The development of a rural living program to meet the special needs of individual students and the community.
2. Observation of demonstration classes.
3. Farm mechanics practice.

Youth Section

The advantages and disadvantages of--(1) Indian youth participation in 4-H Club work; (2) local agricultural and home-making clubs at Indian schools; (3) a national organization of Indian youths.

Wednesday, February 21

General Session

Why a national organization of Indian youths?

Instructors' Section

1. Coordination and cooperation of agricultural program with other phases of the educational program.
2. Demonstration: Poultry husbandry.
3. Diseases of livestock.
4. Observation of demonstration classes.
5. Farm mechanics practice.

Youth Section

1. Consideration of proposed constitutions and by-laws for a national organization of Indian youths and for affiliated district organizations.

Thursday, February 22

General Session

1. Tribute to George Washington - farmer, soldier, statesman.
2. Discussions on proposed national and district constitutions and by-laws for an Indian youth organization.
3. Visits to points of interest at Chilocco.

Instructors' Section

1. School farm and dairy problems.
2. Student construction projects -- what they mean and method of handling.
3. What is new in Oklahoma agriculture.
4. Rural living trends among Indian groups.
5. Special agricultural training problems: (a) Student individual, group or cooperative enterprise agreements; (b) rates of share; (c) keeping records; (d) evaluation of methods; (e) uniform methods of grading.
6. Farm mechanics practice.

Youth Section

1. What steps should be taken, if any, towards the development of a national Indian youth organization.
2. Suggestions for local club or chapter programs.
3. Duties and responsibilities of local club or chapter officers, committees, and members.

Friday, February 23

General Session

1. How Indian youths may become established in farming.
2. Irrigation methods and practices.
3. New developments in soil conservation practices.

Instructors' Section

1. Shelter belts and farm landscapings; selection and care of trees and plant materials.
2. Visual education; its use in the agricultural training program.
3. The function of the dairyman, school farmer, and assistants in the agricultural program.
4. Farm mechanics practice.

Youth Section

1. Reports of committees.
2. Resolutions and summary concerning the development of a national organization of Indian youths.

Saturday, February 24

General Session

1. Committee reports.
2. Resolutions and summary relative to the development of a national organization of Indian youths.

Revision of instructions: The general lack of knowledge and understanding regarding what could be done within existing Indian Service regulations was, in part, the cause for delay in the development of effective programs in vocational agriculture. This fact was particularly true at many Indian schools during the years 1936 and 1937, and until the regulations were clarified by revision. It was necessary that school officials have knowledge and understanding concerning the regulations, in order to make effective use of them in connection with the agricultural programs. The newness of the program in vocational education in agriculture, which involved the ownership of livestock and shares in crops and livestock products by students, and the use of school livestock and facilities for carrying on these enterprises, was possibly responsible for some of the delays in acceptance of the plans by some schools. At least, there was a general hesitancy on the part of some officials to permit the issuing of school-owned livestock to students and to permit them to share in the production of crops and livestock products under the project method of training.

The only authority which existed in 1936, which permitted Indians to acquire livestock from herds and flocks owned by Indian schools, was a circular issued by the Office of Indian Affairs in 1933, and an amendment to that circular issued in 1934. The circular issued in 1933 referred only to the disposition of surplus dairy stock at Indian schools and sanatoria, and provided the necessary authority for issuing such stock to Indians who were interested in owning dairy cattle. The instructions

specified, however, that the Indians should be required to pay for the dairy stock which they received, either by paying cash, by working out the value of the animals, or by making repayment in kind at some specified future date. The 1934 amendment to the circular issued in 1933, extended the authority for issuing other kinds of surplus livestock including hogs, sheep, poultry, etc., in addition to dairy cattle. This amendment also provided authority for issuing surplus livestock of all kinds to Indians, without payment, as prizes for excellence in the 4-H Club or extension work.

Since 1937 new instructions have been prepared and put into use, which clarify the authority of Indian school officials in regard to student acquisition of school-owned livestock, as well as in regard to student sharing the production of crops and livestock products on school farms.

The instructions now clearly state that: "It is important that the vocational students shall be given practical experience in their vocations and in the business transactions related thereto. It is also important that students shall have an opportunity to acquire some essentials which will give them a start toward becoming self-supporting on their land, when they leave school. Otherwise, there is often a period of idleness and discouragement and the possibility that much of the training previously given the student will be lost. To carry out this program, school crops, livestock, livestock products and poultry, or a kit of tools, may be earned by any individual boy or girl or group of students engaged in vocational training, 4-H Club

or similar work: (1) as compensation for labor performed, which shall be related to the value of the animal or property issued, in addition to the usual requirement of labor in the general maintenance of the school or its agricultural or vocational program; (2) by fulfilling the terms of a written repayment agreement under which the school receives the equivalent in breeding stock as payment for the original issue; title to such livestock and poultry shall rest with the Government and it shall be properly marked or branded with the I D brand or tattoo, until reimbursement has been made in full; (3) by fulfilling the terms of a cash-rental, share-cash, share-crop or other common and satisfactory written rental agreement.

"Written agreements in accordance with (1) and (2) above should, so far as possible, contain a provision whereby students will save a certain proportion of their net cash returns for investment in tools, equipment, livestock, etc.

"The above regulations may be applied separately, or in combination, in connection with agreements between the school and any individual student or group of students, including white students enrolled*****

"Where it is desired to issue livestock or articles produced in school industrial departments, as prizes for excellence in 4-H Club, agricultural or other vocational work, such stock or articles may be issued without payment, as a reward of merit, upon receipt of prior approval from the Education Division of the Washington Office and this section may be cited as authority for so doing.

"It is understood that any livestock used under this section for issue to students was produced at the school or is surplus to the needs of the school, and that tools, etc., issued under this section are those which have been purchased or made for the use of students during instruction and issued at completion of the course*****. So far as practicable, students should make their kits of tools in their vocational classes.

"With a view to encouraging an appreciation of ownership of individual property,*****suitable small livestock and poultry may be issued to elementary, intermediate or prevocational children for instructional purposes. Ownership of such small livestock and poultry shall be vested in the children, and they shall be permitted to dispose of the increase under supervision."¹

The Student Enterprise Agreement Form: In order to eliminate possible misunderstandings between schools and any student who agreed to undertake an enterprise from which he was to acquire ownership of livestock or a share in crops or livestock products, a Student Enterprise Agreement Form was devised and put into use. This form was actually in use prior to the inclusion of the requirement, in the "Manual for Indian Schools," that written agreements should be used for the above purposes. Many schools had made a practice of using only verbal agreements, or written agreements which were either too meager or too involved. The attempt has been made to provide a form which is not so meager as to fail in its purpose, nor so involved as to be unintelligible to the average vocational

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1. Sections 236 and 237 of the "Manual for Indian Schools," - publication in progress.

student. In the use of the form, effort is being made, where practicable, to have the pupil's parent understand just what the pupil is striving toward and to obtain the signed approval of the parent.

The Student Enterprise Agreement Form is intended for the use of any student who has acquired fundamental skills and is ready for the responsibility of an agricultural enterprise for which he is largely responsible. The enterprises selected by a student must conform with his long-time farm development plan. Copies of Student Enterprise Agreement Forms are sent to the superintendent of the Indian agency, where the home of the student is located, in order that the superintendent and other officials, who will be able to assist the student when he leaves school, may be kept informed of the students plans and progress.

A copy of a Student Enterprise Agreement Form is included as Exhibit "C" in the Appendix to this study.

Progress records for individual students: Effort has been made to encourage agricultural instructors in maintaining individual progress records concerning the achievements of their students. Such records seem necessary in the interests of students as well as instructors. The instructors must know when to move their students progressively forward to more difficult operations. Students are interested in learning how to perform well some new piece of work. The transfers of Indian students from one Indian school to another and the more frequent changes in personnel at Indian schools, justify the emphasis which has been placed upon the keeping of individual student progress records.

Various types of progress records have been kept at several Indian schools. Most of these records have been of the group or class type. Usually records of the group type have been discarded at the end of each school year, or when an instructor left a particular position. Individual student progress records, when properly used, have been found to be of great assistance to instructors in determining when a student is ready for a new operation. They have been helpful in connection with the vocational guidance of the student. They have greatly assisted the new instructor to know his students better in a shorter period of time, and have been found valuable to students and instructors when copies have been forwarded to the school to which the student happened to transfer.

A sample of one type of individual progress sheet, which was adopted by one instructor of agriculture, has been placed in the Appendix as Exhibit "D". It will be noted that only the major operations have been included on this sheet and that this particular instructor, who accepted the recommendation to keep individual progress records regarding his students, has prepared a series of progress record sheets on nearly every phase of agriculture and farm mechanics, similar to that exhibited in the Appendix.

The Job Plan Sheet: Although the use of the Job Plan Sheet¹ has not come into general use among agricultural instructors and in-

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1. This form was adopted from that used by the State Department of Vocational Education for Arizona.

structors in farm mechanics throughout the Indian Service, its use has been recommended. The type of sheet which has been suggested includes:

1. Space on which may be entered the name of the enterprise under which the particular job is classified.
2. Space for the name of the pupil.
3. Date for doing the job.
4. Date the job was planned by the pupil.
5. Space for approval by the instructor.
6. Space for entering information needed for planning the job. (on reverse side).
7. Space for listing the operations and decisions to be made in doing the job. (on reverse side).
8. A place for citing the references used in planning or doing the job. (on reverse side).
9. Space in which the pupil may enter his plan for doing the job.

The chief purpose for suggesting the use of the Job Plan Sheet to instructors of agriculture and farm mechanics in Indian schools, particularly, was to encourage pupils to analyze the jobs which they performed, to think the jobs through in a logical manner, to help pupils to express their thoughts and plans in writing, and to provide a permanent record of the method of doing a job, which might later prove valuable as a ready reference. A sample of the Job Plan Sheet appears in the Appendix as Exhibit "E".

The Farm Practice Report Form: A Farm Practice Report Form¹ has also been recommended for use in connection with the records required by students who engage in agricultural projects. Students

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1. This form was adopted from that used by the State Dept. of Vocational Education for Arizona.

are required to keep permanent farm accounts of their agricultural operations under the terms of their Student Enterprise Agreements. Such accounts are usually kept in any one of the standard farm practice account books for students of vocational agriculture.

The Farm Practice Report Form has been suggested for use at Indian day schools, where the pupils' projects are usually located at their homes, but it may be used at boarding schools as well. It provides the means for a periodic check-up of current activities and financial status of the pupils' agricultural projects. It should be prepared by the pupils and presented at regular periods, not longer than every two weeks, to the agricultural instructor for review and helpful criticism. It should not be used by the agricultural instructor in lieu of regular visits to the places where the projects are carried on.

A Farm Practice Report Form is included in the Appendix as Exhibit "F".

Progress in student livestock enterprises: Nearly one thousand livestock ownership enterprises were carried on by boys and girls attending Indian schools during the three years ending December, 1938, according to a survey, made by the writer, of these educational activities during the early part of 1939. This survey did not include vegetable garden, fruit, field crop, or other agricultural enterprises, although in these fields of agriculture it is safe to say that there was even greater participation by students, due to the fact that students who engaged in livestock enterprises were usually required also to engage in one or more crop enterprises, in order to produce feed for the livestock.

The purposes of this survey were: (1) to determine the extent to which Indian students were engaged in livestock enterprises in which they had an ownership interest, as a part of their training and education; (2) to determine the uses, or disposition, made of such livestock after ownership had been acquired, and (3) to make a partial evaluation of an educational program which enabled students to acquire ownership to livestock by a repayment, purchase or earned system. Several other interesting facts were brought out by the survey, which should be mentioned, such as the relatively small number of schools, both boarding and day where student livestock ownership enterprises were carried on during the period 1936 to 1938, as compared with the total number of schools in the Service; the diversity of such enterprises in some instances and the lack of diversity in others; and the upward trend, or steady increase, in this type of educational activity.

Prior to 1936 it was rare to find Indian boys and girls engaged in carrying on livestock enterprises at Indian schools, which in any way tended to develop real responsibility through ownership on the part of the students, or which made ultimate ownership possible. At some of the schools students had carried on enterprises in crop production for many years. It was also true that some activities of a similar nature had been carried on in connection with 4-H Club work, but such activities seldom had a direct bearing upon the educational program of the students at the schools which they attended. With the encouragement of student participation enterprises, on school farms and at the homes of the students, a growing real interest in agriculture and land use was developed. A new sense of responsibility on the part of

students also resulted from working with livestock which actually belonged to them or in which they were acquiring ownership.

The survey shows that the number of livestock ownership enterprises increased from 148 in 1936 to 310 in 1937, and to 631 in 1938, and that there were 991 such enterprises actually carried on by students during the course of the three-year period. The number of head, or units, of various kinds of livestock and poultry in which students acquired ownership, increased from 1,537 in 1936 to 5,101 in 1938. A total of 8,817 head of livestock was actually acquired by students during the three years ending December 31, 1938. The considerable interest displayed in poultry enterprises, and the fact that one student could manage a larger number of chickens than was feasible with other kinds of livestock, naturally enhanced the total number of chickens acquired. However, the total number of student ownership enterprises in livestock other than chickens, between 1936 and the close of 1938, was 700. By means of these enterprises, students were assisted in gaining ownership to 1,557 head of various kinds of livestock, not including chickens. The numbers of each kind of livestock to which students gained ownership were as follows: 808 head of beef cattle, 118 head of dairy cattle, 37 head of sheep, 140 head of dairy goats, 386 head of swine, 7,260 chickens, 15 turkeys, 40 horses and mules, and 13 rabbits.

It was found that 687 student livestock enterprises, involving 3,469 animal units including livestock and poultry of all kinds, were still in operation on December 31, 1938. Most significant, however, was the fact that in 511 enterprises, or more than one-

half of those started, 2,775 animal units were being used by students as the basis for starting their own herds or flocks. Other uses made of the livestock acquired, in the order of their importance, were as follows:

1. Sold for cash.
2. Incorporated with stock owned by parents.
3. Slaughtered for family use.
4. Lost through no fault of the student.
5. Lost through mismanagement.

A total of 49 Indian schools, including 16 boarding schools, 5 of the larger day schools of high school level, and 28 small community day schools reported student ownership enterprises in livestock, in connection with this survey. The number of schools which encouraged this type of educational program increased mostly during the year 1938. It has been determined from later reports and from personal observation, that additional schools have since recognized the value of student enterprise methods which permit students to acquire ownership.

The results of the survey also indicated that effort was being made to diversify the enterprises in which individual or groups of students engaged, thus tending to offer students the opportunity to gain experiences in well-rounded types of agricultural and land use programs. Where some schools started livestock ownership enterprises in 1936 with but one kind of livestock, programs have been expanded to include several different kinds.

Table II, presented on page 60, is a summary of the survey of livestock acquired during the period 1936 to 1938 by students of vocational agriculture. Table III, on page 61, is a summary of the disposition, or use made, of the livestock acquired by students

TABLE II - Summary of Student Livestock Ownership Enterprises at Indian Schools, 1936 to 1938, inclusive.

		1936				1937				1938				TOTAL 1936-1938		Inventory of active enter- prises December 31, 1938	
School Group	Students acquiring stock No.	Animals acquired		Students acquiring stock		Animals acquired		Students acquiring stock		Animals acquired		Students acquiring stock		Animals acquired	Students acquiring stock	Animals Owning Stock No.	Animals No.
		No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.				
Boarding Schools:																	
Group 1	30	342	796	105	189	1247	295	2133	173	597							
Group 2	70	519	284	49	74	442	178	1065	125	554							
Group 3			640	8	12	240	20	880									
Total	100	861	1720	162	275	2812	493	4078	298	1151							
Day Schools:																	
Group 1	26	635	728	48	110	1611	178	2974	127	1211							
Group 2	22	41	263	100	246	1561	320	1765	262	1107							
Total	48	676	991	148	356	3203	508	4739	389	2318							
Total, All Schools	148	1537	2711	310	631	5101	991	8817	687	3469							

TABLE III - Disposition of Stock Acquired Through Student Ownership Enterprises at Indian Schools, 1936 to 1938, incl.

School	Stock incorporated with parents' herd		Stock used as basis for starting own herd		Slaughtered for family use		Received stock but now without stock		Lost through no fault of student	
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Group (1)										
Boarding Schools:										
Group 1	7	118	251	2	1	167	1665	2	50	33
Group 2	94	27	27	20	294	14	25	17	134	6
Group 3						20	880			
Total	101	145	278	22	295	201	2570	19	184	39
Day Schools:										
Group 1	5	145	1524	11	30	15	34	7	55	1
Group 2	23	221	973	78	402	34	84	29	76	50
Total	28	367	2497	89	432	49	118	36	131	51
Total, All Schools	129	511	2775	111	727	250	2688	55	315	90

(1)

Boarding school groups:

Group 1: Carson Cheyenne and Arapaho, Chilocco, Fort Sill, Haskell Institute, Oglala, Phoenix, Riverside, Rosebud, Sequoyah, Sherman Institute.

Group 2: Jones Academy, Pawnee, Uintah, Seneca.

Group 3: ~~Wabun~~ Woods, Mescalero, Sacaton, Wind River, Sells Consolidated day

Group 2: Cherokee day schools, Fort Hall day schools, Grande Ronde-Siletz, Sac & Fox Consolidated day, Day School groups: Little Eagle Day School on Standing Rock jurisdiction.

during this same period. The data contained in these tables are arranged, for purposes of study, by groups of schools which are fairly comparable in size and type.

Since December 31, 1938, monthly reports have been submitted to the Indian Office from those schools conducting vocational education programs in agriculture, concerning the number and kind of livestock acquired by students, from school herds and flocks. These reports show that, during the year 1939, students acquired 211 head of various kinds of livestock and 671 chickens and turkeys. In 1940, students gained ownership to 473 head of livestock and 1,075 chickens and turkeys. These data probably account for the largest proportion of livestock acquired by students, although in several places students have acquired livestock from their parents or other interested persons or groups, such as tribal councils.

Improvement in farm mechanics programs: It was pointed out earlier in this study that in 1936 there were no instructors in farm mechanics, and no farm shops established at Indian schools, for the express purpose of carrying on well-rounded programs of instruction in farm mechanics.

During the past five years, several employees have been procured, who are capable of instructing students in the wide range of subjects which should be a part of any well organized program in farm mechanics. A limiting factor in supplying the needs for instructors in this field, has been the lack of qualified applicants.

There are now twelve well qualified instructors who are carrying on satisfactory farm mechanics programs in as many schools.

Thirty-two farm mechanics shops have either been newly constructed or made over from other suitable buildings, at a like number of schools during the past five years. These shops have been well equipped with the tools essential to the general farm shop. Emphasis has been placed on the use of hand tools, since most Indians will seldom have the use of power equipment at their homes. Instruction in the fundamentals of automobile repair and maintenance is being offered, however, in most farm mechanics shops. Thirteen additional farm mechanics shops are needed at the present time.

Agricultural instructors carry on instruction in farm mechanics at eighteen Indian schools where no special instructors in this subject are needed, because of the fact that these schools have relatively small enrolment. But there are also eleven agricultural instructors who are attempting to carry on farm mechanics programs at schools where special instructors in that subject are needed. A total of fourteen farm mechanics instructors would be required, if all personnel needs for this important phase of vocational instruction in agriculture could be met.

The development of temporary homestead training units: One of the major problems which has been confronting the programs of vocational education in agriculture at Indian schools, has been the problem of establishment of Indian youths in farming. This is a problem with which Indian boys, who have completed their training in agriculture at Indian schools, are most vitally concerned, yet, it is also one which is of concern to agricultural instructors and other Indian Service personnel. There is little incentive for an Indian boy to proceed very far with vocational work in agriculture,

unless he can use that education later for the purpose of earning a livelihood for himself and his family. While many Indian boys have land resources in their own right, upon which they could obtain a start in farming at the time they leave school, or soon thereafter, there are many boys whose only opportunity for establishment on the land is by leasing from others.

During the past five years, in an effort to meet the problem described above, small farm units have been established at several Indian boarding schools, for the use of certain selected Indian boys who have recently completed their in-school training in agriculture. These farm units are known as temporary homestead training units or subsistence homestead units. The latter term hardly conveys the idea of the purpose of the units as much as does the term "temporary homestead training unit," because actually the occupants of the units continue with an educational program.

The purpose of the temporary homestead training unit is to furnish a place, on which students who have completed their in-school training and definitely desire to become established in farming, may immediately start operating a farm. Usually students who have no immediate land resources of their own, are selected as trainees for the homestead units. Livestock and equipment, which the trainee has acquired while in school, are moved to the homestead unit. If the trainee desires to marry while located in a homestead unit, he may do so. In fact, married couples in the homestead units have been found to be more successful in their farming operations, as a rule, than boys who remain single.

The homestead training units which have been established thus far, range in size from 10 acres of highly productive irrigated

land, as at the Phoenix Indian School, Phoenix, Arizona, to 160 acres, as at the Chilocco Indian Agricultural School, Chilocco, Oklahoma. Each homestead unit includes a house, the necessary farm buildings, water supply and sanitary facilities. Farm and home equipment and livestock may be furnished by the school, until the trainee is in position to purchase his own. The land, and buildings are not actually leased to the trainee, except in the case of those at Chilocco Indian Agricultural School, but are occupied under the terms of a written revocable permit which is subject to renewal annually, and which specifies the rate of crop shares or other terms of payment for the use of the land and facilities.

The homestead units established at the Chilocco Indian Agricultural School are under somewhat different arrangements from similar units elsewhere, due to the fact that they were established originally, under the sponsorship of the Federal Resettlement Administration in 1935, as permanent homestead units. At Chilocco the trainees pay a stipulated amount annually toward the ownership of the building improvements on the land, under a 29-year amortization plan. The Government retains title to the land, however. New trainees continue the payments for the building improvements when they take occupancy of homestead units vacated by former trainees.

As a general rule, it has been the experience of trainees on homestead training units, that they can gain sufficient experience in the management and operation of a farm, within a three to five-year period, by this method of post-school training.

No definite period of years has been prescribed, however, for homestead unit training for all trainees. To limit the number of years of such training would probably be unfortunate, since the factors, which govern the final establishment of different trainees on their own farms, are so variable. It has been found very important that the farm, on which the trainee is to settle finally, should be ready for him and that he should be ready for the farm in every possible respect.

There are now 27 temporary homestead training units located on Indian school farm lands. The number and location of these units are as follows:

<u>School and Place</u>	<u>Number of temporary homestead training units</u>
Chillico Indian Agricultural School Chillico, Oklahoma	15
Riverside Indian School, Anadarko, Oklahoma.	1
Fort Sill Indian School, Lawton, Oklahoma.	7
Sequoyah Training School, Tahlequah, Oklahoma.	1
Phoenix Indian School, Phoenix, Arizona.	3

Surveys of community, reservation and home resources: The need for intimate acquaintance with the home conditions of pupils, their land resources, the reservations and the communities in which they live, has brought about the practice of school-conducted surveys to determine these conditions and resources. Usually all school personnel, including agricultural instructors, assist with these surveys, which are also made the topic of classroom discussions.

When these surveys are made, effort is also made to obtain information concerning the future economic possibilities of individual students. Such information is used in connection with vocational guidance work and in the preparation of long-time plans and in reaching decisions relative to the type of agricultural work which best fits the needs of individual students. Agricultural instructors who are new to the Service have particularly been encouraged to become familiar with the natural and economic resources of the reservations or communities in which they are stationed. Those instructors who are located at non-reservation schools are encouraged to study the resources of all reservations represented by the tribal groups enrolled.

Much has been accomplished toward more effective programs in agricultural training, by means of these surveys, and individual students have been benefited by more intelligent advice and guidance from instructors. There is opportunity for a still wider use of this fundamental approach through surveys to the problem of curriculum building. For instance, the land resources at many schools could be better utilized, by including those farm practices and agricultural enterprises which the surveys indicate are important to the students.

A typical Indian school program in vocational agriculture: In order that the reader may better understand the scope and organization of programs in vocational education in agriculture at Indian schools, the following outline of a typical program is presented. This outline does not include the details of the subjects taught.

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PROGRAM

As a general rule, conditions permitting, the agricultural students spend 2/5 of the agricultural period in formal class work. The remaining 3/5 is devoted to supervised farm practice work. Students of the junior high school grades have an average of one day per week in agriculture. Senior high school boys have an average of one and one half days in agriculture each week.

1 - Supervised Farm Practice.

This school maintains a farm of 176 acres. Most of the crops common to the area are grown on the school farm. As a means of providing additional experience in the field of applied agriculture the boys of the junior and senior high school participate, under supervision, in the general operation of the farm. In addition to the experience gained in the production of general crops, the students are also permitted to assist with the development and care of the farm livestock and poultry. There are approximately 500 chickens, 100 hogs, 21 beef cattle and 11 head of horses. Practical work with these animals provides ample opportunity for worthwhile experience.

2 - Supervised projects.

a - Home projects. Each boy is encouraged to carry, in addition to his class and supervised practice work, one or more home projects. The boys are expected to increase the size or scope and the quality of their projects each succeeding year. These projects consist of poultry, swine, dairy and beef cattle, wheat, barley, maize, alfalfa, sudan grass, cotton, vegetable garden or any other enterprise which fits into the general farming program common to the locality. Boys having livestock projects are expected to carry supplementary feed projects.

b - Cooperative School Farm Projects.

Approximately 100 acres of the school farm are farmed on a cooperative basis by boys of the senior high school.

Formal contracts are drawn up and signed by the students, their parents, and representatives of the school. These contracts specify in detail the various provisions of the agreements.

Records of expenses and receipts are kept and at the close of the project the school shares equally with the students in the net proceeds from the projects.

3 - Future Indian Farmers of America.

As a supplementary part of the agricultural program the following activities are sponsored by the Future Indian Farmers of America:

- a. Selection of officers.
- b. Monthly business meetings.
- c. Practice in parliamentary procedure.
- d. Educational trips to State Experiment Station.
- e. Educational trips to State Agricultural College.
- f. Agriculture and home economics dance.
- g. Father and sons' barbecue.
- h. Visits to U. S. D. A. Cotton Breeding Station.
- i. Semi-monthly afternoon dances.

4. - Work with the students who have graduated.

A continuous effort is made to keep in contact with student graduates. The aim is to assist and encourage them in every way possible.

The following are ways by which attempts are made to help these graduates:

- A. Visits to their homes.
- B. Advice in regard to their farming operations.
- C. Advice and assistance in the purchase of livestock, equipment, seed, etc.

5 - Class instruction and instruction on the job.

The following major jobs or enterprises provide the basis for the class room instruction. Instruction is also given on the job. One of the major objectives is that each student become sufficiently trained so that he can not only do the job by himself, but tell others how it should be done.

In line with the above thought, standards have been set for the three upper grades, as follows:

- 10th grade - do the job with supervision.
- 11th grade - do the job without supervision.
- 12th grade - be able to show others how to do the job.

6 - - - - - ENTERPRISES TO BE TAUGHT IN SENIOR HIGH SCHOOL

- A. Poultry production.
- B. Swine Production.
- C. Beef Cattle Production.
- D. Horses and Mules.
- E. Dairy Cattle.
- F. Alfalfa Production.
- G. Small Grain Production.
- H. Grain Sorghums.
- I. Cotton Production.
- J. Gardens.
- K. Fruits.

7 - SUBJECT MATTER TO BE TAUGHT IN 7TH & 8TH GRADES.

- A. Soil Formation.
- B. General Classes of Soils.
- C. Soil Tillage.
- D. Soil Fertilization.
- E. Seed Germination Tests.
- F. Parts of the Plant and Their Uses.
- G. Propagation of Plants.
- H. Beef Cattle.
- I. Dairy Cattle.
- J. General Care of Farm Machinery & Tools.
- K. Building and Repairing Wire Fences.
- L. Weeds.
- M. Gardens.
- N. Irrigation.
- O. Draft Horses.
- P. Sheep.
- Q. Poultry.

8 - SUBJECT MATTER TO BE TAUGHT IN THE 9th GRADE

- A. Soil and its Management.
- B. Use of Barnyard Manure.
- C. Legumes.
- D. Pasture Crops.

SUMMARY AND RECOMMENDATIONS

Indian education, if it could be plotted by a curve on a chart to indicate the rate of change in emphasis in practical education over a long period of time, would probably show a curved line high at either end and low in the center. The latter end of the curve would probably show a decidedly rapid up-swing. In other words, Indian education gave attention to the agricultural training of Indians during the early years. Later it gradually broke away from agriculture, the practical type of education which nearly every Indian needed, and quite definitely established the policy of teaching every Indian a trade. During recent years agriculture has again been accepted as a most definite need in the total educational program.

Three major factors brought about the recent change in Indian education toward the type of education that better meets the needs of a people who are overwhelmingly rural. These factors were:

1. The passage by Congress of the Indian Reorganization Act of 1934.
2. The passage by Congress of the Oklahoma Indian Welfare Act of 1936.
3. The change in policy on the part of the Education Division of the Office of Indian Affairs, which placed a greater emphasis on the education of Indians in their own environment and less emphasis on their education long distances from their homes and their communities.

The change in the policy of the Education Division to better prepare Indian children to live in their own environment, meant emphasis on agriculture and livestock raising in the educational programs of most Indian schools. The emphasis on agriculture and

livestock raising resulted in:

1. The appointment of trained and experienced personnel to develop and carry on effective programs of vocational education in agriculture.
2. The transfer of the general supervision of Indian school farms and dairies to the Education Division.
3. The re-equipment and restocking of school farms and the procurement of additional lands to meet the needs of a rapidly expanding program of agricultural education.
4. Attention to the study of Indian reservation and community resources, in order that practical educational programs in agriculture and other fields of education might be related to those resources.
5. The reclassification of positions for agricultural instructors, in order that their salaries might be commensurate with their duties.
6. The revision of requirements for agricultural instructors, in order to secure the services of employees who were qualified for such work.
7. The gradual development of practical programs of vocational education in agriculture under qualified instructors has:
 - a. Improved the methods of instruction.
 - b. Helped to change the attitude of pupils, adults in the community, and even other members of school staffs, toward the value of agricultural training.
 - c. Improved the facilities for vocational education in agriculture at Indian schools.
8. The opportunity for instructors of agriculture and others interested in educational programs for rural living to come together periodically to discuss common problems and exchange ideas.
9. The revision of instructions pertaining to the use of school farms, livestock and crops, in order that students might have a personal interest in these activities, thereby assisting them toward eventual establishment in farming for themselves.
10. The improvement in the facilities for, and the instruction in, farm mechanics as a part of the educational program in vocational agriculture.
11. The development of temporary homestead units to enable worthy agricultural students to begin farm operations immediately upon completion of their

in - school education.

The future general policies of the Office of Indian Affairs, together with the trend of national and probably world events, will undoubtedly determine the future policies of Indian education, and hence the direction which vocational education in agriculture at Indian schools will take. Recommendations, however, at this point in the development of the program of vocational agriculture, are timely, not only because this marks the end of a five-year period of rather rapid development in the program, but because periodic evaluations should be made of any educational program. The following recommendations for the future of the vocational program in agriculture are presented, based upon the conclusions drawn from this study and upon the personal observations of the writer:

1. Continued efforts should be made to obtain well qualified personnel for carrying on the programs in vocational agriculture.
2. A further strengthening of the instruction in farm mechanics as a part of the agricultural programs, represents a real need. Additional farm mechanics shops and capable instructors are urgently recommended.
3. The wider use of student ownership enterprises in livestock and crops on school farms should be encouraged. Such enterprises should be business-like arrangements between the pupils and the schools and accurate records should be required concerning these enterprises, by both the pupils and their instructors.
4. A more effective integration of vocational education in agriculture with the so-called "academic" instruction should be encouraged.
5. Closer cooperation and coordination between agricultural education and education in home economics should be effected.
6. More adequate agricultural classrooms should be provided in many Indian schools.

7. The work of many agricultural instructors and instructors of farm mechanics would be improved by a wider use of visual education aids.
8. More definite information concerning the progress of vocational education in agriculture is needed, and at more frequent intervals, for the general use of the personnel of the Indian Office in Washington and other interested persons.
9. The proposed national organization of Indian boys and girls who are primarily interested in rural life problems, should be encouraged, and organization should actually be effected at an early date. Such an organization would undoubtedly result in greater interest among Indian youth in the problems pertaining to life in the communities in which they live.

APPENDIX

Exhibit A

Synopsis of Course in Agriculture

Grades 7 to 10 inclusive.

(From "Tentative Course of Study for United States Indian Schools," 1916 - pp158)

First year:

English, 40 weeks, 60 minutes daily.

Arithmetic, 40 weeks, 40 minutes daily.

Industrial geography, 20 weeks, 30 minutes daily.

Agricultural botany, 20 weeks, 30 minutes daily.

General exercises (assembly, music, current events, civics, penmanship), 40 weeks, 25 minutes daily.

Physical training, 40 weeks, 60 minutes daily.

Farm practice--

Instruction (farm implements), 40 weeks, 1½ hrs. per wk.

Application, 40 weeks, 22½ hours per week.

Second year:

English, 40 weeks, 60 minutes daily.

Arithmetic and accounts, 40 weeks, 40 minutes daily.

United States history, 20 weeks, 30 minutes daily.

Soils and soil fertility, 20 weeks, 30 minutes daily.

General exercises (assembly, music, current events, civics, penmanship), 40 weeks, 25 minutes daily.

Physical training, 40 weeks, 60 minutes daily.

Farm practice--

Instruction (horticulture), 40 wks, 1½ hours per week.

Application, 40 weeks, 22½ hours per week.

Third year:

English, 40 weeks, 60 minutes daily.

Farm and household physics, 20 weeks, 70 minutes daily.

Agricultural chemistry, 20 weeks, 70 minutes daily.

General exercises (assembly, music, current events, civics, Miscellaneous), 40 weeks, 25 minutes daily.

Physical training, 40 weeks, 60 minutes daily.

Farm practice--

Instruction (types and breeds of farm animals), 40 weeks, 1½ hours per week.

Application, 40 weeks, 22½ hours per week.

Fourth year:

English, 40 weeks, 45 minutes daily.

Field crops, 20 weeks, 45 minutes daily.

Plant diseases, 20 weeks, 45 minutes daily.

Insects and insecticides, 20 weeks, 40 minutes daily.

Rural economics, 20 weeks, 40 minutes daily.

General exercises (assembly, music, current events, civics, miscellaneous), 40 weeks, 25 minutes daily.

Physical training, 40 weeks, 60 minutes daily.

Farm practice--

Instruction (feeds and feeding), 40 wks., 1½ hrs. per wk.

Application, 40 weeks, 22½ hours per week.

APPENDIX

Exhibit B

Synopsis of Course in Agriculture

(From "Course of Study for United States Indian Schools," 1922, page 243)

Freshman year (Ninth Grade):

General exercises, 40 weeks, 20 minutes daily.

Algebra, 40 weeks, 40 minutes daily.

English I, 40 weeks, 80 minutes daily.

Ancient history, 40 weeks, 40 minutes daily.

Types and breeds of farm animals and poultry, including insects and insecticides, diseases, treatment and remedies, 40 weeks, 60 minutes daily.

Farm practice, 40 weeks.

Sophomore Year (Tenth Grade)

General exercises, 40 weeks, 20 minutes daily

Plane geometry, 40 weeks, 40 minutes daily.

English II, 40 weeks, 40 minutes daily.

Agricultural botany, 40 weeks, 80 minutes daily.

Mechanical drawing I, 60 hours.

Horticulture and stock judging, 20 weeks, 40 minutes daily.

Farm practice, 40 weeks.

Junior Year (Eleventh Grade)

General exercises, 40 weeks, 20 minutes daily.

English III, 40 weeks, 40 minutes daily.

Agricultural chemistry, 40 weeks, 80 minutes daily.

American history, 40 weeks, 40 minutes daily.

Commercial geography, 20 weeks, 40 minutes daily.

Bookkeeping, 20 weeks, 40 minutes daily.

Field crops, including insects and insecticides, diseases, treatment and remedies, 40 weeks, 40 minutes daily.

Field work, on experimental farm, 40 weeks.

Senior Year (Twelfth Grade):

General exercises, 40 weeks, 20 minutes daily.

English IV, 40 weeks, 40 minutes daily.

Agricultural physics, 40 weeks, 80 minutes daily.

Citizenship, 20 weeks, 40 minutes daily.

Rural economics, 20 weeks, 40 minutes daily.

Commercial law, 20 weeks, 40 minutes daily.

Soils and soil fertility, 20 weeks, 40 minutes daily.

Feeds and feeding, 20 weeks, 40 minutes daily.

Field work, on the experimental farm, 40 weeks.

APPENDIX

EXHIBIT C

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF INDIAN AFFAIRS

STUDENT ENTERPRISE AGREEMENT

School..... Address..... Date.....

.....Enterprise Agreement

Whereas existing instructions provide for student acquisition of livestock and crops when required in carrying out the program of instruction at Government Indian schools; and whereas the students signing below wish to engage in a student enterprise as a part of their vocational training which shall be mutually advantageous to themselves and the..... School, this agreement is therefore made and entered in this..... day of....., 19....., by and between the..... School, in the state of....., party of the first part, and the student or students, named below, party of the second part as follows:

Sec. I. It is mutually agreed that this enterprise shall consist of..... acres of land used for the production of..... and/or..... head of..... and shall be carried on for a period of time commencing..... and ending.....

Sec. II. The..... School, party of the first part, agrees to furnish the following free of charge:

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

The..... School also agrees to furnish the following at stated rates:

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Sec. III. The student or students comprising the party of the second part hereby agree:

1. To carry this enterprise to satisfactory completion.
2. To keep accurate records of their work.
3. To perform labor as follows:.....
4. To be responsible for care of equipment and livestock as follows:
-
5. To deliver products as follows:.....
Other Provisions:
6.
7.
8.
9.
10.

The products, or proceeds from the sale of the products, produced on the enterprises, covered by this agreement are to be divided as follows:

The share to the student(s) shall be.....

The school's share shall be.....

It is mutually agreed that the school may cancel this agreement whenever the student(s) fail(s) to comply with any of the above provisions and may take over any or all crops, products, or livestock, necessary to repay the school for any loss sustained, or that it may transfer the enterprise(s) to (an)other student(s).
Flagrant misconduct on the part of the student(s), which in the judgment of the appraisal board cannot be tolerated, may be considered cause for cancellation of the agreement.

An appraisal board consisting of the.....,,,, and a person selected by the student(s) shall appraise any enterprise taken back from the student(s) and decide the amount, if any, to be paid to him(them) for work done in increasing the value of the project.

This agreement may be declared null and void at any time by the mutual consent of both parties.

Witness: _____ Party of the First Part: _____

Approved: _____ Party of the Second Part: _____

ALFALFA PRODUCTION
Progress Record

Grade Level and
Progress Code
7 8 9 10 11 12

Name

Operations
(Job and managerial)

Operations
(Job and managerial)

Grade Level and Progress Code	Operations (Job and managerial)	Operations (Job and managerial)	Grade Level and Progress Code
7 8 9 10 11 12	Operations to be carried on seasonally	Operations to be carried on seasonally	7 8 9 10 11 12
	1. Determining the place of alfalfa production on the farm	23. Determining the best time to market hay and seed	
	2. Selecting the variety	24. Determining hay and seed market grade requirements	
	3. Determining the quantity of seed required	25. Judging and grading hay and seed crop	
	4. Selecting seed from home grown seed	26. Locating markets for hay and seed	
	5. Determining best prices and places to purchase seed	27. Measuring loose hay	
	6. Planting 1 acre or more by hand	28. Getting and using market reports through 1 year on hay and seed	
	7. Planting 1 acre or more by drill with nurse crop	29. Keeping and analyzing accounts on entire school alfalfa acreage during 1 season	
	8. Planting 1 acre or more by drill without nurse crop	30. Determining best alfalfa rental practices	
	9. Irrigating 1 acre or more in growing season	31. Determining best crop insurance	
	10. Controlling and eradicating pests on 1 acre or more in growing season	32. Supervising 5 students in growing 1 acre or more alfalfa during 1 season	
	11. Controlling root rot and other diseases on 1 acre or more in growing season	33. Determining minimum and best equipment for growing alfalfa on typical Indian farm	
	12. Controlling weeds and grasses on 1 acre or more during growing season	34. Determining costs and places to purchase needed equipment	
	13. Pasturing stock on 1 or more acres 1 season	35. Determining the best method of fencing an alfalfa crop	
	14. Renovating 1 or more acres of old alfalfa		
	15. Determining proper time to harvest		
	16. Determining best methods of handling and curing alfalfa		
	17. Harvesting hay by hand, 1 acre		
	18. Harvesting hay by machine, 1 acre		
	19. Growing and harvesting 1 acre or more alfalfa seed		
	20. Baling 5 bales or more alfalfa hay		
	21. Storing loose and baled alfalfa hay		
	22. Storing alfalfa seed		

- Started job
- Can do job with supervision
- Can do job without supervision
- Can supervise others doing job

APPENDIX

No. _____

JOB PLAN FOR VOCATIONAL AGRICULTURE

EXHIBIT E

Enterprise..... Pupil.....
 Job.....

Date for doing Job.....Date Job was planned..... Approved.....
 Plan for doing Job (Use same order as followed in analysis on back of sheet)

Approved by:

Edman H. Luden
C. J. Welles
Thesis Committee

Date May 1941



