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N. F. A. INSTRUCTION IN VOCATIONAL
AGRICULTURE IN AREA IV, TEXAS

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N F A INSTRUCTION IN VOCATIONAL AGRICULTURE
IN AREA IV, TEXAS

By

Wardell D. Thompson

A Thesis in Agricultural Education Submitted
In Partial Fulfillment of the Requirements for the
Degree of

Master of Science

In the

Graduate Division

of

Prairie View University
Prairie View, Texas

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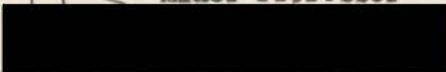
May 1946

APPROVED BY:



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BIOGRAPHY

Wardell D. Thompson was born November 27, 1917 at Richmond, Texas.

His elementary and high school education was received at Richmond, Texas, and Kendleton, Texas, respectively. He entered Prairie View College in September 1936 and received his B. S. Degree in Agriculture in May 1940.

His teaching experience has been as follows: V. A. Teacher in Athens, Texas, for three years, and in Hempstead for one year. Area Supervisor of Vocational Agriculture in Area IV, Prairie View University for two years.

He is now a candidate for the Master of Science Degree in Agricultural Education at Prairie View University.

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CHAPTER I

INTRODUCTION

The New Farmers of America is a national organization of Negro farm boys studying vocational agriculture in the public schools located in the southern states. It has for its purpose the development of its members in their vocational, social and recreational life through established local chapters where vocational agriculture is taught.¹

The problem of NFA Instruction in Area IV was selected because of its importance to vocational agriculture in the Area, and because of its value as a supervisory function in vocational agriculture in Area IV.

For eleven years, NFA chapters have been organized in Area IV, and an investigation and evaluation of the instruction given in these chapters should be made.

Over a period of two years it has been observed that some NFA chapters are very active, they participate in a number of district, state, and national activities, while other chapters do little or no participating in the above activities. The type of instruction given in these active NFA chapters should be determined and made available to other NFA chapters in the Area and the State.

¹ NFA Guide for New Farmers of America. Baltimore, The French-Bray Printing Company. 1944.

Brief Historical Background of the NFA

The organization was begun at the suggestion of the late Dr. H. O. Sargent, Federal Agent for Agricultural Education for Negroes, U. S. Office of Education, Washington D. C., who believed that the time was ripe for an organization of Negro agricultural students similar to the Future Farmers of Virginia. G. W. Owens, Teacher-Trainer of Virginia State College wrote a proposed constitution and by-laws for the organization. In May, 1927 the New Farmers of Virginia Chapters held their first State meeting and rally at Virginia State College, Petersburg, Virginia.

In the meantime, other states, stimulated by Dr. Sargent's advocacy of an organization for Negro agricultural students, signified their desire to establish similar groups and were supplied with details concerning the New Farmers of Virginia. In a few years most of the southern states had set up local chapters and State associations. Each State maintained a separate and distinct organization.

The first sectional group meeting was held at Virginia State College in 1928. At this meeting the Washington Section was formed, consisting of North Carolina, South Carolina, and Virginia. Later Maryland, West Virginia and New Jersey were added. A year or so later the Almot Section was formed, consisting of Arkansas, Louisiana, Mississippi, Oklahoma and Texas. Shortly following the Almot Section, the Sargent Section was formed, consisting of Alabama, Georgia, Florida, Tennessee and Kentucky. The sectional organizations held their annual meetings in the various states of their section from 1928 until 1935.

During these years the idea of a National Organization of New Farmers of America had been growing. Early in 1935, the late Dr. H. O. Sargent made arrangements to hold the first National meeting of the New Farmers of America at Tuskegee Institute, Alabama. In August of the same year, representatives from all the Southern State Associations met and formed the National Organization of New Farmers of America with a tentative constitution and by-laws.¹

History of the Texas Association of New Farmers of America

The Texas Association of the New Farmers of America had its beginning in 1927. It is a State Organization of Negro farm boys studying vocational agriculture in the public schools of Texas. The organization operated from 1924 to 1938 under the name of Progressive Farmers of Texas (PFT). In 1933 the name was changed to New Farmers of Texas. Under this name the organization operated but one year changing to New Farmers of America (NFA), our present National Organization.

The organization in Texas is divided into State, District and Local organizations. In 1935, the State was divided into five areas and a supervisor was appointed for each area. Today, Texas is still divided into five areas and a supervisor is provided for each area.

Purpose of the Study

The purpose of this study is to determine the extent to which NFA instruction is being given in Area IV, and to make recommendations

¹ NFA Guide for New Farmers of America. Baltimore, The French-Bray Printing Company. 1944.

for improvement.

Statement of the Problem

This study proposes to answer the following questions:

1. To what extent is NFA instruction being given in Area IV?
2. What instruction in NFA should be given in Area IV?
3. How effective is the NFA instruction that is being given?

Related Studies

Literature dealing directly with the problem was not available, however, a limited amount of research material on similar problems was found and reviewed.

Wiggins¹ made a study of "Specific Training of Boys for Rural Leadership in Vocational Agriculture Classes." He emphasized the need of devoting a definite portion of the daily program in vocational agriculture to the development of rural leadership, by direct classroom instruction. He also suggested that training for rural leadership be included in the program of each of the four years of vocational agriculture.

Harrison² made a study of the teaching of NFA in a regular pro-

¹ Wiggins, Eli Clifford. "An Argument for Specific Training for Rural Leadership in Vocational Agriculture Classes." Masters Thesis, Pennsylvania State College. 1935.

² Harrison, Ray Alfred. "Teaching NFA In a Regular Program of Vocational Agriculture." Masters Thesis, Prairie View State College. 1945.

gram of vocational agriculture. He attempted to determine satisfactory procedures for teaching NFA in a regular program of vocational agriculture. Harrison also taught some activities and evaluated same.

Luter¹ found, while investigating organizations of New Farmers of America, that there were operating in Texas two distinct types of organizations in local NFA chapters. There were: (a) non-class chapter organizations and (b) class chapter organizations. He also found that the class chapter organizations were operating more effectively than the non-class chapter types.

Wakefield² made a study of the FFA program of work to see if it gives training for leadership. He concluded that the program would train for leadership if those responsible for directing the activities would keep in mind the psychological principles of leadership.

Scope of the Problem

This study included twenty departments of vocational agriculture located in Area IV. (See map) Nineteen of these departments are located in twelve counties in South and Southwest Texas. The other department is located in West Texas. There are 563 boys enrolled in these departments.

¹ Luter, Buckner S. "Organizing New Farmers of America for Proficiency in the Agricultural Vocations." Masters Thesis, Prairie View State College. 1942.

² Wakefield, George Norton. "Training for Leadership Through the Future Farmers of America." Masters Thesis, University of Florida, Gainesville. 1932.

Procedure

1. An interview sheet was constructed to record information pertinent to this study. This interview sheet was composed of twenty-seven standard NFA activities. (See Appendix)
2. The data were collected by personal interviews, and through the mail.

Definition of Terms

For clarity of terms used in this study the following definitions are given:

NFA - (New Farmers of America) is a national organization of Negro farm boys studying vocational agriculture in the public schools located in the southern states.

NFA Instruction means the imparting of information to the student by the NFA adviser in an organized form, on any of the NFA activities recommended by the State and National organizations.

Area IV (See map in Appendix)

All-day classes are open to pupils regularly enrolled in the public schools, fourteen years and older. These classes meet five days in the week for a period of not less than ninety consecutive minutes per day or for 420 minutes per week in schools running on hour periods.

Extra class in this thesis means any class other than the regular all-day class in which NFA is taught.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Types of Schools Studied

In the preceding chapter it was stated that twenty departments of vocational agriculture in Area IV participated in this study. Fifteen of these departments teach four years of vocational agriculture, three teach five years, one teaches two years, and one teaches three years.

The per cent of time devoted to vocational agriculture by the teachers in these departments will be discussed later.

An interview sheet was constructed with twenty-seven recognized NFA activities, which was used in collecting information from the NFA advisers. Each NFA adviser was interviewed to determine the number of activities taught, and the amount of time devoted to each.

All of the teachers of vocational agriculture interviewed devoted some time to the teaching of the Name and Purposes of the NFA organization. A total of 3,990 minutes were spent teaching the above activity by the twenty teachers, or an average of 199 minutes each. This is a little more than two 90 minute periods per chapter per year. The range in time spent per chapter was from 30 minutes to 540 minutes per year.

The History of the NFA Organization was not taught by all of the teachers studied. Fifteen, or 75 per cent of the advisers used a total of 1,710 minutes or an average of 107 minutes each. The range

in time per chapter was from 45 to 450 minutes. Approximately one 90 minute period per chapter was used.

Sixteen, or 80 per cent of the teachers of the twenty that were interviewed devoted 4,390 minutes to the teaching of the Constitution and By-Laws of the NFA Organization. This was an average of 258.2 minutes per chapter. The amount of time spent by each teacher varied greatly, the range being from 45 to 90 minutes per chapter. The average time of 258.2 minutes is approximately three 90 minute class periods per chapter.

The twenty teachers interviewed devoted some time to the teaching of the NFA Creed. The range in time spent per teacher was from 45 minutes to 900 minutes. The total amount of time devoted to the above activity was 4,665 minutes. This was an average of 233 minutes or approximately two and one-half 90 minute periods per chapter during the year.

Chapter equipment and paraphernalia was taught by sixteen, or 80 per cent of the teachers of vocational agriculture. They spent a total of 2,750 minutes teaching the above activity.

Making Committee Reports was an activity that eighteen, or 90 per cent of the teachers taught. They spent a total of 3,560 minutes teaching this activity. The average amount of time spent was 198 minutes or two 90 minute periods plus. The range in the amount of time spent by the teachers was from 45 to 540 minutes.

Eighteen, or 90 per cent of the teachers of vocational agriculture spent 4,200 minutes teaching the Order of Business of the NFA Chapter.

This was an average of 233 minutes or approximately two and one-half 90 minute class periods per chapter. The range in the amount of time spent by the chapters was from 20 to 900 minutes.

Fifteen, or 75 per cent of the teachers of vocational agriculture taught the members NFA Room Arrangement. A total of 1,935 minutes were spent by all of the teachers with the above activity. This was an average of 135 minutes or one and one-half 90 minute class periods per chapter. The range in time spent was from 20 minutes to 720 minutes.

The most important activity in the NFA organization is the Building of a Program of Work, for the local chapter. Seventeen, or 85 per cent, of the teachers spent a total of 7,390 minutes teaching the building of a program of work. The average amount of time spent was 435 minutes, or nearly five 90 minute class periods per chapter with a range from 45 to 360 minutes. It was observed that this was the second highest average amount of time spent teaching any of the activities listed.

The Duties of Local, District, State, and National Officers were taught by sixteen, or 80 per cent, of the teachers included in this study. They spent a total of 3,195 minutes, or an average of 200 minutes teaching the above activity. This was slightly more than two 90 minute class periods, with a range in time spent from 90 minutes to 1,600 minutes.

It was noted that only eleven, or 55 per cent of the teachers taught their classes how to serve as Chairman of Committees. However, those eleven spent a total of 1,965 minutes, or an average of 179 minutes, teaching the above activity. This was just about two 90 minute

TABLE I

Time Devoted in Minutes to Each N. F. A. Activity
In Area IV for School Year
1945-46

| ACTIVITIES | TOTAL TIME DEVOTED | AVERAGE TIME DEVOTED |
|---|-----------------------|-------------------------|
| 1. Name and purposes of the organization | 3,990 | 199.20 |
| 2. Teaching the history of the NFA | 1,710 | 107.00 |
| 3. Constitution and By-Laws of National, State, and Local Organization | 4,390 | 258.20 |
| 4. Teaching NFA Creed | 4,665 | 233.00 |
| 5. Chapter equipment and paraphernalia (a) Use and how to secure | 2,750 | 161.70 |
| 6. Making committee reports | 3,560 | 197.60 |
| 7. Order of business | 4,200 | 223.33 |
| 8. Room arrangement | 1,935 | 133.00 |
| 9. Building a program of work | 7,390 | 434.70 |
| 10. Duties of Local, District, State and National officers | 3,195 | 199.60 |
| 11. Serving as chairman of committees | 1,965 | 178.57 |
| 12. Conducting debates | 1,275 | 255.00 |
| 13. Speaking before groups | 3,645 | 202.00 |
| 14. Demonstration teams | 2,685 | 234.50 |
| 15. Buying and selling | 2,055 | 171.20 |
| 16. Attending meetings of various kinds | 3,400 | 179.00 |
| 17. Conducting contests | 2,220 | 222.00 |
| 18. Training conferences | 720 | 120.00 |
| 19. Presenting radio programs | 0 | 0 |
| 20. Managing fairs and other exhibits | 5,295 | 331.17 |
| 21. Conducting meetings | 3,960 | 264.00 |
| 22. Assisting farmers | 4,190 | 322.30 |
| 23. Judging livestock and poultry | 10,070 | 503.50 |
| 24. Planning individual programs | 7,680 | 426.62 |
| 25. Financing chapter activities | 2,295 | 163.91 |
| 26. Citizenship | 2,820 | 216.91 |
| 27. Parliamentary procedure | 3,720 | 338.17 |

class periods each, with a range in the amount of time spent per chapter from 45 to 900 minutes.

Conducting Debates was an activity that a very small percentage of the teachers taught. There were only five, or 25 per cent, of the teachers who devoted any time whatever to this activity. These five devoted a total of 1,275 minutes, or an average of 255 minutes each. This was approximately three 90 minute class periods per chapter. The range of time spent per chapter varied greatly, it was from 15 to 900 minutes.

Eighteen, or 90 per cent, of the teachers gave their NFA members instruction on how to Speak Before Groups. They spent a total of 13,645 minutes teaching the above activity. This was an average of 202 minutes, or two 90 minute class periods plus, per chapter. The range in the time spent per chapter was from 45 minutes to 900 minutes.

Speaking before groups is such an important activity for NFA boys, that no teacher should over-look the opportunity to give them instruction on it. The amount of time to devote to the above activity will depend to some extent upon the size of the classes.

Teaching NFA boys How to Give Demonstrations was done by ten, or 50 per cent, of the teachers of vocational agriculture. These ten teachers spent a total of 2,685 minutes, or an average of 234 minutes, teaching the above NFA activity. The range in time spent was from 45 to 900 minutes. The average number of 90 minute class periods devoted to the teaching of the above activity was two and one-half.

Buying and Selling, as an NFA Activity, was taught by twelve, or 60 per cent, of the teachers visited. They devoted a total of 2,055

minutes teaching the above activity. This was an average of 171 minutes or almost two 90 minute class periods. The range in time spent per chapter was from 45 minutes to 450 minutes.

All NFA members will have to attend meetings of various kinds during the year. It is important that these members know just what to do when attending these meetings. With this and other facts in mind, nineteen, or 95 per cent, of the teachers of vocational agriculture devoted a total of 3,400 minutes teaching the above activity. The average amount of time spent was 179 minutes, or approximately two 90 minute class periods. The range in time spent per chapter was from 45 to 450 minutes.

Conducting Contest of various kinds, was taught by ten, or 50 per cent, of the teachers of vocational agriculture. They spent a total of 2,220 minutes, or an average 222 minutes teaching the activity. This is approximately two and one-half 90 minute class periods. The range in time spent was from 45 minutes to 720 minutes per chapter.

Only six, or 30 per cent, of the teachers studied gave instruction on holding Training Conferences. They spent a total of 720 minutes, or an average of 120 minutes each teaching this activity. This was about one and one-half 90 minute class periods, with a range in time spent per chapter from 90 to 270 minutes.

It was found in this study that none of the teachers of vocational agriculture in Area IV gave instruction on Preparing and Presenting Radio Programs. Each adviser should strive to have his chapter present at least one radio program during the school year.

Through Fairs and Exhibits, the NFA chapters can get their work

before the public. Sixteen, or 80 per cent, of the teachers of vocational agriculture spent a total of 5,293 minutes teaching the above activity. This was an average of 331 minutes or better than three and one-half 90 class periods. The range in time spent was from 45 to 900 minutes per chapter.

How to Conduct Meetings was taught by fifteen, or 75 per cent, of the teachers of vocational agriculture. They spent a total of 3,960 minutes teaching the above NFA activity. This was an average of 264 minutes or nearly three 90 minute class periods. The range in time spent per chapter was from 90 to 720 minutes.

Thirteen, or 65 per cent, of the teachers devoted a total of 4,190 minutes teaching boys how to Assist Farmers. They spent an average of 352 minutes, or almost four 90 minute class periods per chapter. The range in time spent per chapter was from 90 to 1,200 minutes.

Judging Livestock and Poultry, as revealed in this study, must have been considered the most important activity by the teachers of vocational agriculture in Area IV. All of them devoted some time to the teaching of this activity. A total of 10,070 minutes, or an average of 503 minutes, were used. This was nearly six 90 minute class periods per chapter, with a range in time spent from 90 to 900 minutes. Of the twenty-seven activities studied this was the greatest total and the highest average amount of time spent.

Planning Individual Programs was taught by eighteen, or 90 per cent, of the teachers of vocational agriculture. They spent a total of 7,680 minutes, or an average of 427 minutes teaching this NFA activity. This was nearly five 90 minute class periods per chapter, with a range

TABLE II

Number of NFA Chapters That Taught
Each Activity Studied

| ACTIVITIES | NO. CHAPTERS TEACH- ING ACTIVITY | PER CENT |
|---|-------------------------------------|-------------|
| 1. Name and purposes of the organization | 20 | 100 |
| 2. Teaching the history of the NFA | 16 | 80 |
| 3. Teaching the NFA Creed | 20 | 100 |
| 4. Constitution and By-Laws of National, State, District, and Local Organization | 17 | 85 |
| 5. Chapter equipment and paraphernalia (a) Use and how to secure | 17 | 85 |
| 6. Making committee reports | 18 | 90 |
| 7. Order of business | 18 | 90 |
| 8. NFA room arrangement | 15 | 75 |
| 9. Building a program of work | 17 | 85 |
| 10. Duties of Local, District, State, and National officers | 16 | 80 |
| 11. Serving as chairman of committees | 11 | 55 |
| 12. Conducting debates | 5 | 25 |
| 13. Speaking before groups | 18 | 90 |
| 14. Demonstration teams | 10 | 50 |
| 15. Buying and selling | 12 | 60 |
| 16. Attending meetings of various kinds | 19 | 95 |
| 17. Conducting contests | 10 | 50 |
| 18. Training conferences | 6 | 30 |
| 19. Presenting radio programs | 0 | 0 |
| 20. Managing fairs and other exhibits | 16 | 80 |
| 21. Conducting meetings | 15 | 75 |
| 22. Assisting farmers | 13 | 65 |
| 23. Judging livestock and poultry | 20 | 100 |
| 24. Planning individual programs | 18 | 90 |
| 25. Financing chapter activities | 14 | 70 |
| 26. Citizenship | 13 | 65 |
| 27. Parliamentary procedure | 11 | 55 |

in time spent from 90 to 1,200 minutes.

Financing Chapter Activities has always been a problem for most NFA chapters. If members are taught different methods of financing chapter activities, this problem would almost be eliminated. Fourteen, or 70 per cent of the teachers of vocational agriculture spent a total of 2,295 minutes or an average of 164 minutes, teaching members how to finance chapter activity. This was almost two 90 minute class periods, with a range in time spent per chapter from 30 to 450 minutes.

In order to be a good NFA member, a boy must first of all be a good citizen. Citizenship should be taught as a regular part of the vocational agriculture classroom instruction. Table II reveals that only thirteen, or 65 per cent, of the teachers interviewed taught citizenship as an NFA activity. They spent a total of 2,820 minutes teaching this activity. The average amount of time spent was 164 minutes, or nearly two 90 minute class periods. The range in time spent per chapter was from 90 to 540 minutes.

Eleven, or 55 per cent, of the teachers of vocational agriculture taught Parliamentary Procedure as an NFA activity. A total of 3,720 minutes, or an average of 330 minutes, were devoted to the teaching of the above activity. This was slightly less than four 90 minute class periods, with a range in time spent per chapter from 90 to 1,200 minutes.

In compiling the data collected it was found that all of the chapters studied devoted some time to the teaching of NFA Activities. The number of activities taught by each chapter ranged from eleven to twenty-five. One chapter taught twenty-five activities, and two taught

TABLE III

Time Devoted to N. F. A. Instruction and Number of Activities
Taught by Each Chapter for the School Year
1945-46

| CHAPTERS | TIME DEVOTED IN MINUTES | NUMBER OF ACTIVITIES TAUGHT |
|------------------|----------------------------|--------------------------------|
| Coleman | 1,150 | 16 |
| Conroe | 6,705 | 24 |
| Cuero | 11,580 | 20 |
| Dayton | 4,990 | 20 |
| Garwood | 3,105 | 15 |
| Hardin | 1,980 | 23 |
| Houston - Aldine | 5,550 | 21 |
| Hempstead | 2,970 | 22 |
| Kendleton | 12,240 | 24 |
| Midland | 6,240 | 16 |
| Montgomery | 4,062 | 22 |
| New Gulf | 2,090 | 17 |
| Pledger | 2,870 | 17 |
| Richards | 4,370 | 11 |
| Waelder | 1,260 | 11 |
| West Columbia | 5,940 | 25 |
| Wharton | 2,340 | 19 |
| Willis | 3,735 | 20 |
| Yoakum | 3,960 | 21 |
| Hull-Daisetta | 9,660 | 23 |

eleven. The average number of activities taught by all the chapters was 19. (See Table III)

The total amount of time devoted to the teaching of NFA activities by each chapter studied varied greatly also. The time ranges from 1,150 minutes to 12,240 minutes. The chapter that used 1,150 minutes taught sixteen NFA activities, whereas, the chapter which used 12,240 minutes taught twenty-four activities. This is shown in Table III also.

Whether the teacher is prorated or full time may have some influence upon the amount of time he devotes to the teaching of NFA activities.

It was revealed in Table IV that the enrollment in the twenty departments of Vocational Agriculture studied varied greatly. The enrollment ranged from fourteen to forty-four. However, the departments with the largest enrollment have teachers who are employed on a 100 per cent basis. Those with the smallest enrollment devote fifty per cent of their time to the teaching of vocational agriculture.

The range, as shown in Table IV is as follows: departments with enrollments of 14 to 25, inclusive, have 50 per cent teachers; those with enrollments of 26 to 27, inclusive, have 75 per cent teachers; and those with enrollments of 30 to 44, inclusive, have teachers who devote 100 per cent of their time to vocational agriculture.

Table V reveals that two or 10 per cent, of the schools teach vocational agriculture to the eighth grade; that twenty, or 100 per cent of the schools teach vocational agriculture to the ninth and tenth grades; that nineteen, or 95 per cent of the schools teach vocational agriculture

TABLE IV

Enrollment In Vocational Agricultural
Departments in Area IV, for the School
Year 1945-1946

| DEPARTMENTS OF VOCATIONAL AGRICULTURE | V. A. BOYS ENROLLED |
|--|------------------------|
| Coleman | 27 |
| Conroe | 37 |
| Cuero | 26 |
| Dayton | 17 |
| Garwood | 15 |
| Hardin | 36 |
| Aldine | 32 |
| Hempstead | 42 |
| Kendleton | 20 |
| Midland | 24 |
| Montgomery | 30 |
| New Gulf | 20 |
| Pledger | 14 |
| Richards | 32 |
| Waelder | 14 |
| West Columbia | 26 |
| Wharton | 35 |
| Willis | 25 |
| Yoakum | 44 |
| Hull-Daisetta | 27 |
| TOTAL | 563 |

TABLE V

Grades in Which Vocational Agriculture
in the Schools in Area IV were Taught

| SCHOOLS | GRADES | | | | | | TOTAL NO. OF YEARS |
|----------------|--------|---|----|----|----|----|-----------------------|
| | 7 | 8 | 9 | 10 | 11 | 12 | |
| Willis | | | x | x | x | x | 4 |
| Coleman | | | x | x | x | x | 4 |
| Contoe | | | x | x | x | | 3 |
| Cuero | | | x | x | x | x | 4 |
| Dayton | | | x | x | x | x | 4 |
| Garwood | | | x | x | x | x | 4 |
| Hardin | | x | x | x | x | x | 5 |
| Houston-Aldine | | | x | x | x | x | 4 |
| Hempstead | | | x | x | x | x | 4 |
| Yoakum | | | x | x | x | x | 4 |
| Kendleton | | | x | x | x | x | 4 |
| Midland | | | x | x | x | x | 4 |
| Montgomery | | | x | x | x | x | 4 |
| New Gulf | | | x | x | x | x | 4 |
| Pledger | | | x | x | | | 2 |
| Hull-Daisetta | | x | x | x | x | x | 5 |
| Richards | | | x | x | x | x | 4 |
| Waelder | | | x | x | x | x | 4 |
| West Columbia | | | x | x | x | x | 4 |
| Wharton | | | x | x | x | x | 4 |
| GRAND TOTAL | | 2 | 20 | 20 | 19 | 18 | |

to the eleventh grade; and that eighteen, or 90 per cent, of the schools teach it to the twelfth grade. (See Table V)

It is recommended by the State Board for Vocational Education that vocational agriculture be taught in grades nine through twelve. However, if the eighth grade boys are fourteen years or older they may be included.

The types of classes or meetings in which NFA instruction was given were in the main of three types, they were: all-day classes, extra-classes, and NFA meetings.

Nineteen, or 95 per cent, of the advisers gave NFA instruction in their all-day classes; five, or 25 per cent, used extra classes to teach NFA; and thirteen, or 65 per cent, gave NFA instruction in NFA meetings. (See Table VI)

It was interesting to note that all of the advisers, except one, used some of their all-day class periods to teach boys NFA activities.

Harrison¹ found that boys become more interested in Vocational Agriculture if they can relate their class work to their NFA program of work.

The per cent of time that a teacher was employed to teach vocational Agriculture, would have some influence upon the total amount of time that he would spend teaching NFA activities. Table VII shows that eight teachers were employed to devote 50 per cent of their time to the teaching of Vocational Agriculture; four, 75 per cent; and eight, 100 per cent.

¹ Harrison, Ray Alfred. "Teaching NFA In a Regular Program of Vocational Agriculture." Masters Thesis, Prairie View State College, Prairie View, Texas. 1945.

TABLE VI

Types of Classes and Meetings Used in Giving
NFA Instruction by the Adviser

| NAME OF SCHOOL | ALL-DAY | EXTRA-CLASS | NFA MEETING | OTHER |
|------------------|---------|-------------|----------------|-------|
| Coleman | x | | | |
| Conroe | x | | x | |
| Cuero | x | x | x | |
| Dayton | | x | | |
| Garwood | x | | x | |
| Hardin | x | | x | |
| Houston - Aldine | x | x | x | |
| Hempstead | x | | x | |
| Kendleton | x | | x | |
| Midland | x | | | |
| Montgomery | x | | | |
| New Gulf | x | | x | |
| Pledger | x | | x | |
| Richards | x | x | | |
| Waelder | x | | x | |
| West Columbia | x | | x | |
| Wharton | x | | x | |
| Willis | x | | x | |
| Yoakum | x | | | |
| Hull-Daisetta | x | x | | |
| TOTAL | 19 | 5 | 13 | |

A fifty per cent teacher (as he is usually referred to) spends one-half of the school day teaching Vocational Agriculture, and the other half teaching literary subjects, or being principal, or both. A seventy-five per cent teacher devotes three-fourths of his time to the teaching of Vocational Agriculture, and one-fourth to being principal of the school. A one-hundred per cent teacher devotes all of his time to Vocational agriculture. He is not permitted to teach any other subjects in the school.

TABLE VII

Per Cent of Time Instructors Were Employed
To Teach Vocational Agriculture In the
Schools In Area IV

| SCHOOL | FIFTY PER CENT | SEVENTY-FIVE PER CENT | ONE-HUNDRED PER CENT |
|-----------------|-------------------|--------------------------|-------------------------|
| Coleman | | X | |
| Conroe | | | X |
| Cuero | | X | |
| Dayton | X | | |
| Garwood | X | | |
| Hardin | X | | |
| Houston -Aldine | | | X |
| Hempstead | | | X |
| Kendleton | | | X |
| Midland | X | | |
| Montgomery | | | X |
| New Gulf | X | | |
| Pledger | X | | |
| Richards | | | X |
| Waelder | X | | |
| West Columbia | | X | |
| Wharton | | | X |
| Willis | X | | |
| Yoakum | | | X |
| Hull-Daisetta | | X | |
| TOTAL | 8 | 4 | 8 |

CHAPTER III

A PROPOSED PROGRAM FOR NFA INSTRUCTION IN
VOCATIONAL AGRICULTURE - AREA IV

From the findings in this study it was felt that a program of NFA instruction should be proposed. With this in mind a program of NFA instruction has been worked out and is presented in this thesis, with suggested teaching plan.

It is hoped that the following program will be of value to the teachers of Vocational Agriculture in Area IV, and in the State of Texas.

Developing a Chapter Program of Work

The program of work should take the form of goals to be attained by the chapter during the school year, and ways and means of accomplishing each goal.

A. Annual Program of Work

1. Have chapter members review the State and National programs of work.
2. Review chapter's program of work for the previous year.
 - a. Discuss weak and strong parts of the program.
 - b. Check the number of goals reached.
 - c. Discard activities that were not acceptable to the group.

B. Setting up local chapter objectives

These objectives concern the local chapter and the community in which it is located, however, the chapter should set up

at least minimum district and state goals.

1. Members at large suggest goals.
2. These goals should be listed on the blackboard, so that they can be turned over to the committee on program of work.

As goals are presented, each should be measured against the following:

1. Is it one that the chapter can accomplish?
2. Is there a definite need for it in this community?
3. Is it considered important by the whole chapter and is it one in which the community will be interested?
4. Is it stated in terms that chapter members can understand?
5. Is it really something worthwhile and will the results be satisfying?
6. Will it help achieve the purposes of the organization?

C. Chapter Meeting Programs

All chapter meetings should be well planned before the meeting is called. Below is a list of things to consider in making up programs for chapter meetings.

1. For what purpose was the meeting called
 - a. Making plans for reaching objectives
 - b. Checking on progress up to date
 - c. Regular order of business
 - d. Education
 - e. Recreation
 - f. Practice in parliamentary procedure.

Practice in Parliamentary Procedure

This should be taught using three methods:

1. Discussion
2. Question and answer
3. Actual practice in the use of parliamentary procedure.

This is probably the best method of the three mentioned.

Topics for discussion

1. What is a motion?
2. Give the purpose of a motion
3. Name the kinds of motions
 - a. Discuss and interpret each kind of motion
4. What is the purpose of a second?
5. Are there some motions which do not require seconds?
6. Discuss and practice the thirteen abilities in "Stewarts Helps in Mastering Parliamentary Procedure."¹

The adviser should see that each member of the chapter serve as chairman of the discussion group at least once.

Constitution and By-Laws of the National, State and Local Organizations

A. Discussion of the national constitution and by-laws

1. Types of members
 - a. Discuss type and give example of each

¹ Stewart, W. F. Helps in Mastering Parliamentary Procedure.
New Concord, Ohio. The Enterprise Co-operative Company, 1944.

2. Active membership Degrees and Privileges

- a. Discuss grades of active membership
- b. Discuss qualification for each grade

3. N. F. A. Emblem

- a. Discuss the symbols which make up the emblem
- b. Discussion of what each symbol represents

4. Officers

- a. Discussion of national officers required
- b. Discussion of state and local officers required
- c. What other officers may be added?

Teaching and Learning the NFA Creed

- A. Discuss the meaning of the NFA creed
- B. Analyze and interpret the creed by stanzas with the boys
- C. Have the boys analyze the creed in a group discussion
- D. Have each member memorize the creed

Room Arrangement and Chapter Equipment and Paraphernalia

The meeting room should be neatly arranged with all paraphernalia in its proper place as outlined in the NFA Guide.

- A. Discussion on how the room should be arranged
- B. What new ideas do the members have?
- C. Practice in arranging the NFA classroom

All chapters should have the required equipment and paraphernalia as outlined in the NFA Guide.

The equipment of the NFA chapter should be kept in good repair

and well displayed in the room at all times. The following is a suggested list of paraphernalia:

- | | |
|----------------|--|
| 1. Rising Sun | 4. Picture of Booker T. Washington |
| 2. Plow | 5. United States Flag and NFA Flag |
| 3. Cotton Boll | 6. Straight stick of Native Wood about four feet long |

7. Owl

- A. Discussion on how to secure equipment
- B. Officer responsible for equipment
- C. When should equipment be used?

Serving on Committees and Making Committee Reports

- 1. What is a committee?
- 2. Who should appoint committees?
- 3. A discussion on the duties and responsibilities of committees
- 4. Duties of the chairman
- 5. How to make a committee report
 - a. What should be included?
 - b. Completeness of the report
 - c. Report should be well written so that it can be turned over to the secretary

Conducting Meetings and Order of Business

- A. All meetings should be conducted in a business like manner, using accepted parliamentary procedure. The type of leader selected

to conduct the meeting will determine to a large degree the success of the meeting.

B. A definite order of business should be followed for all local meetings. The following is the suggested order set up by the New Farmers of America:

1. Opening ceremony (includes the call to order and roll call)
2. Minutes of the previous meeting.
3. Orders of the day, if any, (statement of general order of business, determined for the meeting by the secretary.)
4. Officers reports
5. Report on plans and accomplishments in connection with the program of work
6. Special feature (music, speaker, etc.)
7. Unfinished business
8. Committee reports
 - a. Standing
 - b. Special
9. New business
10. Degree ceremonies
11. Closing ceremony
12. Entertainment, recreation, and refreshment

In a discussion of this order of business with the members, certain questions may come up. The adviser should explain each one of the twelve points listed or assign them to different members of the class for discussion.

Duties and Responsibilities of Officers

A. Make a special study and discuss the duties of: President, Vice President, Secretary, Treasurer, Reporter, and Adviser. These are the main officers of the chapter. The duties of the other officers should be discussed also.

B. Members may be asked to serve as any one of the officers and be required to perform all of the duties of that officer. (See Appendix for duties of all officers)

Buying and Selling

A. How and what to buy

1. Discussion with group
2. Let some member give demonstration
3. Go to the store and actually buy needed agricultural products
4. Have members make out order blanks and buy through the mail

B. When to buy

1. Discuss the best time for buying different products
2. Locate market prices in daily papers

C. How to sell

D. Type of product to sell or buy

E. Market demand

F. When to sell

G. How to grade products

1. Know the seasons prices are good

2. Consult the papers for recent market prices
3. Notice the trend

Attending Meetings of Various Kinds

- A. What preparation should be made before going to the meeting
 1. Discuss the purpose of the meeting
 2. What is expected of this chapter
- B. How to take part after getting to the meeting
 1. Attend all sessions
 2. Take an active part in all discussions
 3. Try to make a contribution
- C. Making report to local chapter
 1. Report should be well organized
 2. Try to make it interesting
 3. Make a complete report

Financing Chapter Activities

In every chapter occasions arise when the members need more money than they have in the treasury. Members can raise money for their chapters by:

- A. NFA Sweet-heart contest
- B. Promoting and sponsoring entertainments to which admission is charged; such as, parties, socials, dances, carnivals, plays, minstrels, movies, etc.
- C. Raffleing articles or products; turkeys, pigs, fountain pen and pencil set, cakes, etc.

D. Building usable equipment and selling or renting it to users
(Constructing farm appliances for rent or for sale.)

E. Repairing furniture

F. Conducting cooperative chapter projects and selling the products

G. Selling commodities

1. At school

2. To the community

a. Products produced in the community

b. Manufactured articles

(1) through soliciting

(2) through small store

3. At community gatherings

H. Painting homes in the community and accepting a donation for the chapter

I. Doing group jobs or jobs requiring skill

Techniques advisers may use while teaching members how to finance chapter activities

A. Adviser discuss with the members the amount of money that will be needed

1. Study chapter budget

2. Review chapter program of work in order to determine what activities are listed for which money will be needed

3. Discuss ways and means of raising money

4. Decide the best time of the year for putting on each money-raising activity

B. Discussion on how to form committees for each activity

Managing Fairs and Exhibits

A number of NFA Chapters are finding it worthwhile to sponsor a fair or show each year. The types of fairs or shows sponsored by chapters vary widely in scope. Some hold small chapter fairs or shows while others sponsor school and community fairs.

- A. The adviser should discuss with the NFA chapter the different types of fairs and shows
- B. Securing approval from the Superintendent and Principal
- C. How to secure the cooperation of others who may help make the fair a success

1. Teachers, clubs, and pupils in the local school
2. Chamber of Commerce
3. Farm organizations
4. County Agricultural Agents
5. Service clubs
6. Any business concerns or persons who may be interested

D. Committees needed

The adviser should discuss with the students the number of committees that will be needed. The number and types of committees needed will vary, but the following are usually necessary:

| | |
|-------------|---------------------------|
| Finance | Entertainment and Program |
| Publicity | Exhibits |
| Parade | Decoration |
| Concessions | Demonstration |

E. When to hold the fairs

The adviser should discuss the time of the year to hold the fair.

Other topics that should be taught are:

F. Where to hold the fair

G. Departments of the fair

H. What to exhibit at the fair

I. Rules and regulations

J. How to make entries

K. Arranging the exhibits

L. The premium list

Preparing and Presenting Radio Programs

It was found in this study that none of the advisers in Area IV gave instruction on preparing and presenting radio programs.

Each local chapter should prepare and present at least one radio program per year. The public needs to know more about what the New Farmers of America are doing.

A. Discuss the importance of radio programs to local NFA chapters

B. Types of programs to present

1. Select numbers that are interesting

2. Present some facts about the local NFA chapter and national organization.

C. Planning the program

1. Remember that all members must sound good

a. Use several voices because one voice becomes

monotonous

- b. Plan appropriate music
- c. Vary each number on program

D. Selecting boys to present the various numbers on the program

- 1. Discuss the types of voices that should be used on the program
- 2. Have voices tested at the radio station

E. Length of programs

- 1. The program should be carefully timed
 - a. Not more than 15 minutes should be used for each program
 - b. Do not run over time

F. Presenting the program

- 1. Do not memorize parts, but be very familiar with the scrip
 - a. Frequent rehearsals will make participants familiar with the scrip

Tenney¹ suggests six points that should be followed:

- 1. Don't rattle your scrip. Turn the pages with great care.
- 2. Don't weave back and forth on the mike
- 3. Don't retreat from the mike even though your part has been completed.
- 4. Pick up cue quickly, but not so quickly that you interrupt the preceding speech.

¹ Tenney, A. W. Practical Activities for Future Farmers of America. The Interstate Publishing Company, Danville, Illinois. 1941. p. 192.

5. Don't be satisfied to cast anyone for any other reason save that he is right for the part. Personalities are unimportant - the show is the thing.
6. Mistrust everyone who tells you that it was a great program. Discover the flaws and correct them next time.

Debating and Speaking Before Groups

There are no other activities in the chapter that will develop leadership in the members more readily than speaking before groups, and debating topics of interest..

A. Debating

1. A discussion on debating by the teacher
2. Have students debate and select subject to be debated
3. Have each student prepare a short debate
4. Conduct short debates between the members of the class
5. Inter-class debates
6. Chapter debates
7. Inter-chapter debates

B. Speaking before groups

1. Discuss how to prepare a speech and deliver same
2. Give a demonstration
3. Have each member prepare and deliver a five minute speech to the chapter
4. Conduct speaking contest within the chapter
5. Hold contest between the classes that make up the chapter
6. Allow members to speak before the school assembly

7. Hold inter-chapter speaking contest
8. Have students to assist adult farmers

News Writing and Training Reporters

News writing is an activity that should be taught by all NFA advisers. Most people usually read the daily newspaper, and if the chapter has something interesting in the paper the public will read

it. In teaching news writing the following should be discussed:

- A. Of what importance is news writing to the NFA chapter
- B. Who should write NFA news
- C. How should NFA news be written
 1. Discuss the what, where, when, how and why of news writing
- D. The A B C's of news writing
 1. Accuracy as to facts, names and dates
 2. Brevity which is complete but does not pad
 3. Clearness which makes the meaning impossible to mistake
- E. Kind of news to write
 1. News reports of work done, or of meetings held
 2. Announcements of what is to be done
 3. Announcements of meetings to be held¹

Degree Advancement

The Student's Supervised Farming Program should be planned so that

¹ N. F. A. Guide. French-Bray Printing Company. Baltimore, Md.
1944. p. 38.

he can advance from one degree to another, each year that he is studying Vocational Agriculture.

- A. Discuss the grades of active membership
- B. Study and analyze the requirements for the following degrees:
 1. Farm Hand
 2. Improved Farmer
 3. Modern Farmer
 4. Superior Farmer
- C. A discussion from members who have received the above degrees
- D. How each member can plan his program so that he can readily advance from one degree to another
- E. Rewards for degree advancement. (See Appendix for Steps Toward Degree Advancement by O. J. Thomas, Teacher-Trainer, Prairie View University, Prairie View, Texas.)

Judging Livestock, Poultry and Crops

According to the interview that was taken with NFA Advisers, Judging Livestock and Poultry was the most important NFA activity.

- A. Discuss the importance of being able to judge efficiently
- B. Reasons for judging
- C. Results of being able to judge
- D. How to judge
 1. Livestock
 2. Poultry
 3. Crops
- E. How to use the score card

1. Points for comparison

2. Score

3. Final placing

F. Practice judging in class

G. Hold chapter judging contest

H. Participate in district and state judging

It is the responsibility of the NFA Adviser to see that each student has a well planned supervised farming program.

A. Some items to be considered in planning individual programs are:

1. Name of enterprise selected

2. Aim and purpose

3. Scope

4. Financing

5. Where to obtain

6. Rent

7. Interest

8. When to get

9. Where to keep or location

10. Care needed

11. Feed or seed needed

12. Water needed

13. Estimated outcome

14. Final outcome

Assisting Farmers

A. Discussion on how to assist farmers

- B. Decide what assistance the farmers will need
- C. Methods of giving needed assistance
 - 1. Group
 - 2. Individual
- D. Some things that farmers usually need help with are:
 - 1. Controlling insects and diseases
 - 2. Culling poultry
 - 3. Curing meat
 - 4. Running terrace lines
 - 5. Selecting seed corn
 - 6. Developing cooperatives
 - 7. Selecting breed stock

Citizenship

- A. How the NFA can develop citizenship
 - 1. By improving home and community surroundings
 - 2. Encouraging honesty
 - 3. Through participation in worthwhile community organizations
 - 4. Providing opportunity for holding meetings according to parliamentary procedure
- B. Qualifications of good citizens. A good citizen should be:
 - 1. Law abiding
 - 2. Dependable - self respecting - respect for others, cooperative, conservative and non-destructive
 - 3. Friendly, just, diligent, open-minded, fearless and progressive

4. Race conscious

A Training Conference on NFA Activities

A training conference should be held by the chapter, so that the officers and members will have a better understanding of what the work is as a whole.

Some topics that should be discussed at the conference are:

- A. Developing the essentials of a good chapter
- B. Developing the essential qualities or desirable traits, for chapter leaders
- C. Improving Supervised Farming Programs
- D. Degree advancement
- E. A discussion of the purposes or objectives of the NFA
- F. A study of the constitution and by-laws of the organization
- G. How to develop and carry out a good chapter program of work
- H. Planning programs for chapter meetings

Following is a suggested lesson plan that was taken from Ray Harrison's Thesis.¹ Harrison used this plan successfully, Teaching NFA Knowledge Factors to his Vocational Agriculture boys. This plan is not recommended as ideal, but it is suggestive.

Teaching Plan XII

- I. Enterprise: Teaching NFA Knowledge Factors
- II. Job: Making local NFA programs

¹ Harrison, Ray A. "Teaching NFA In a Regular Program of Vocational Agriculture." Masters Thesis. Prairie View Univeristy. 1945.

III. Situation to be dealt with

1. The NFA program is a supplement to the regular vocational agriculture program
2. Each activity must contribute very definitely to the purposes of NFA
3. Committee make first choice of activities

IV. Objectives

1. To teach boys a satisfactory system of selecting chapter activities
2. To aid students in interpreting the purposes of NFA
3. To select activities of such scope that they adequately supplemented the regular vocational agriculture program
4. To make a program in which the members were interested

V. Teaching procedure

1. Propagation

- a. Find out what system students wanted to use in selecting the activities
- b. Find out students interpretation of purposes of NFA
- c. Check vocational agriculture program of work
- d. See what activities members are interested
- e. Select a procedure for selecting the NFA activities
- f. Make allowance for aiding students in their individual V A-N F A total program

2. Presentation

- a. Supervised study

- (1) Each student study NFA purposes
- (2) Check V A program as selected
- (3) Study on devices that may be used in selecting
NFA activities

b. Discussion

- (1) Have committee report
- (2) Discuss and check activities
- (3) Secretary keeps records to be ready at chapter
meeting
- (4) Appoint committee to work with adviser in coordi-
nating NFA activities with the V. A. program

3. Supervision

- (1) Aid in working out other problems
- (2) Help in coordinating NFA activities with V. A.
program
- (3) Work out form for over-all program and have it
for chapter meeting

VI. Reference

N F A Guide.

Texas Association of New Farmers of America State Program of
Work.

Proceedings of the Thirteenth Annual State Convention of the
N F A.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine to what extent NFA Instruction was being given in Area IV, and to make recommendations for improvement.

In the main problem there were three subordinate problems, as follows:

1. To what extent is NFA instruction being given in Area IV?
2. What instruction should be given in Area IV?
3. How effective is the NFA instruction that is being given?

An interview sheet was constructed which included twenty-seven standard NFA activities. Each of the twenty NFA Advisers interviewed was requested to check the activities that were taught by him, and to give the amount of time devoted to each activity.

It was found that the number of activities checked by the NFA Advisers varied greatly. There was also a wide range in the amount of time devoted to each activity. The number of activities checked ranged from eleven to twenty-five, with the average number of activities for all chapters being nineteen. The range in the amount of time spent was from 1,150 minutes to 12,240 minutes, or from approximately thirteen 90 minute class periods to one-hundred and thirty-six 90 minute class periods per chapter. This was an average of fifty-three 90 minute class periods per chapter.

An evaluation form taken from the "Evaluative Criteria for Vocational Education in Agriculture" was sent to each of the twenty teachers

of vocational agriculture who participated in this study. They evaluated their NFA programs and activities using this standard evaluative criteria. These forms were returned and were evaluated again. This was done to determine how effective was the NFA instruction that was being given.

A proposed program of NFA instruction was worked out and is presented in this thesis. A suggested teaching plan is presented also. The proposed program includes most of the standard NFA activities, and a few additional activities that have been carried on by some of the best NFA chapters.

Conclusion

From the findings in this study the following conclusions were reached:

1. That NFA should be taught as a part of the regular vocational program.
2. That all of the teachers of vocational agriculture in Area IV are giving some NFA instruction.
3. That the NFA instruction that is being given, for the most part, is inadequate.
4. That the per cent of time that a teacher is employed to teach agriculture, will determine to a large degree the amount of time that he will devote to NFA instruction.

Recommendations

From the findings in this study the following recommendations are

made:

1. That all teachers of vocational agriculture teach NFA as a regular part of the all-day classroom instruction.
2. That at least forty-five ninety minute class periods be used for NFA instruction.
3. That lessons on NFA be planned just as any other lesson in vocational agriculture.
4. That all teachers give instruction to the NFA members on how to build and carry out a program of work.
5. That more activities be taught by each chapter studied.
6. That the proposed program of NFA instruction presented in this thesis be used as a guide for teaching NFA.
7. That all chapters evaluate their programs at the end of the year, using the Future Farmers section in the "Evaluative Criteria for Vocational Education in Agriculture."

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APPENDIX

EXHIBIT A

EXTENSION SERVICE

A. and M. College of Texas, Cooperating with U. S. Department of Agriculture
H. H. Williamson, Director
College Station, Texas

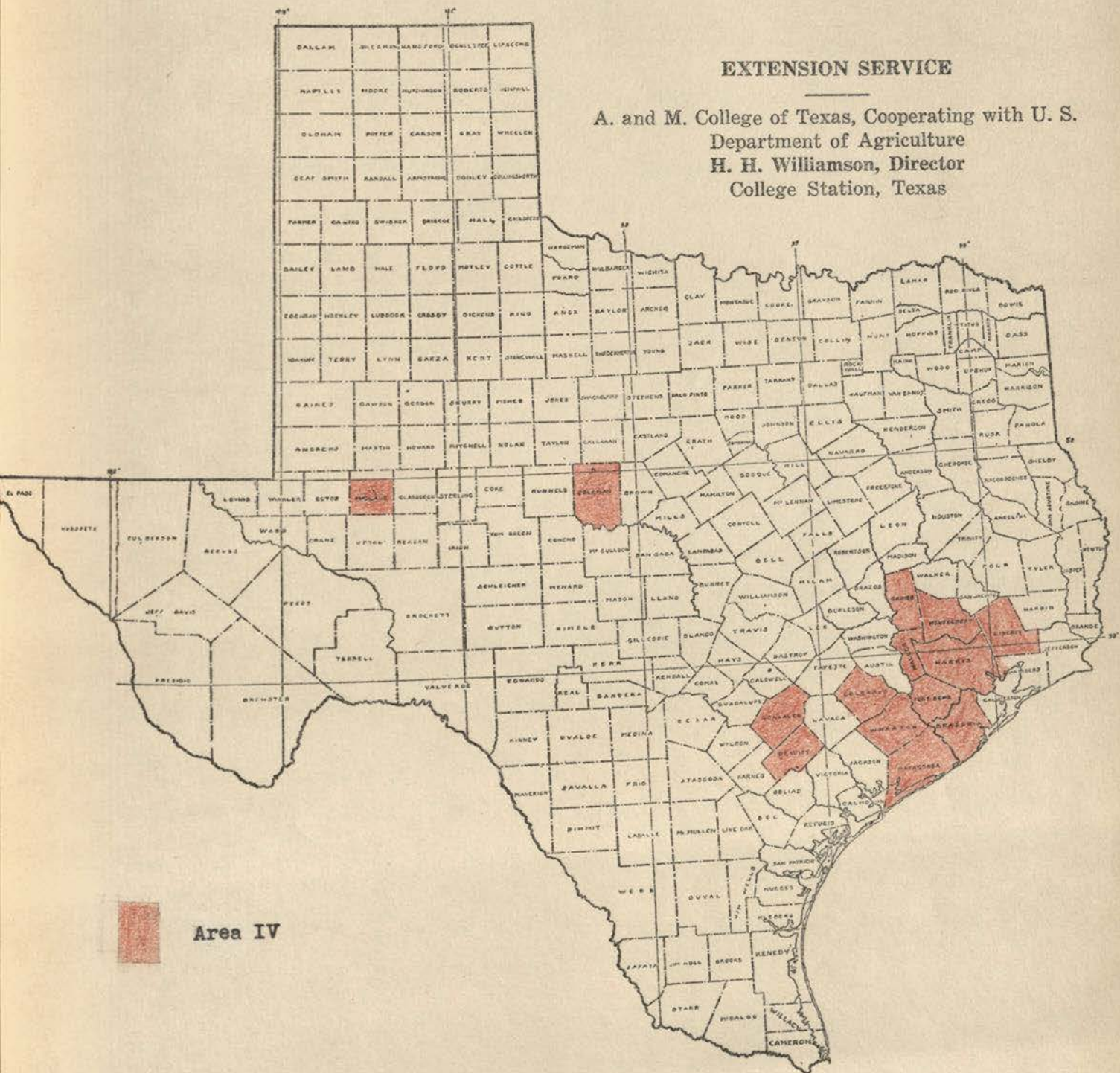


Fig. 1. Map of Area IV, Texas.

EXHIBIT B
PRAIRIE VIEW UNIVERSITY
PRAIRIE VIEW, TEXAS

INTERVIEW WITH N.F.A. ADVISERS

DATA ON N.F.A. INSTRUCTION IN AREA IV, TEXAS

W. D. Thompson, Interviewer

Date _____

Place _____, Texas

Name of Chapter _____

A. Write "yes" or "no" in the blank spaces.

1. Do you give organized instruction in N.F.A.? _____

2. If answer is yes, check if it was taught as regular a All Day class _____; Extra Class _____; N.F.A. Meeting _____; Other (specify) _____

Check the activities () listed below that were taught, and give the amount of time devoted to each activity.

| ACTIVITY | CHECK | TIME DEVOTED |
|---|-------|--------------|
| 1. Name and purposes of the organization | | |
| 2. History | | |
| 3. N. F. A. Creed | | |
| 4. Constitution and By-Laws of National, State, District and Local Organization | | |
| 5. Chapter equipment and paraphernalia (a) Use and how to secure | | |

| ACTIVITY | CHECK | TIME DEVOTED |
|--|-------|--------------|
| 6. Making committee reports | | |
| 7. Order of business | | |
| 8. Room arrangement | | |
| 9. Building a program of work | | |
| 10. Duties of local, district, State and National officers | | |
| 11. Serving as chairman of committees | | |
| 12. Conducting debates | | |
| 13. Speaking before groups | | |
| 14. Demonstration teams | | |
| 15. Buying and selling | | |
| 16. Attending meetings of various kinds | | |
| 17. Conducting contests | | |
| 18. Training conferences | | |
| 19. Broadcasting contests | | |
| 20. Managing fairs and other exhibits | | |
| 21. Conducting meetings | | |
| 22. Assisting farmers | | |
| 23. Judging livestock and poultry | | |
| 24. Planning individual programs | | |
| 25. Financing chapter activities | | |
| 26. Citizenship | | |
| 27. Parliamentary procedure | | |
| 28. Other (specify) | | |

EXHIBIT C

STEPS TO ESTABLISHMENT IN FARMING THE N. F. A. WAY

O. J. THOMAS, TEXAS NFA ADVISER
 DIVISION OF AGRICULTURE, PRAIRIE VIEW UNIVERSITY

As the student strives to be promoted to a higher grade each year so does the NFA boy strive to be raised to a higher degree.

PLAN: "Steps to Establishment in Farming" is a simple suggestive plan which if followed step by step, most NFA boys can accomplish this goal. It is hoped that local NFA advisers will develop such steps with their local chapter members allowing them to participate in planning their individual programs of work.

Each degree group should keep a copy of the steps which make up his individual program in his notebook and as soon as he completes a job or small step, insert his score. A score on a job might be either proportionately larger or smaller than the average score indicated on the chart.

A large WALL CHART with all steps from the "PLEDGE" to the "H. O. SARGENT FARMER" should be placed on a card board 30" or 36" x 42". (Sign cloth might be used if framed).

CREDIT: In order to carry out such programs as outlined, limited financial assistance might be necessary. For this purpose you might contact your local Banker nearest Production Credit Association, Farm Security Administration or Federal Land Bank.

Production Credit Association offices in Texas are located as follows:

Brenham, Bryan, Beaumont, Coleman, Corsicana, El Campo, Gonzales, Jasper, Marshall, Memphis, Mexia, Midland, Houston, 600 Faninn Building SulphurSprings, Masonic Building, Texarkana, Texas, Tyler and Waco. You might also write Mr. Cornelius King, Information Officer, Kansas City, Missouri - 8.

Farm Security headquarters in Texas is located at Dallas, Texas. I do not have at hand a list of their local offices. Write Mr. J. H. Williams, Senior Administrative Assistant, Farm Security Administration, Dallas, Texas.

The Federal Land Bank for Texas is located at Houston, Texas. Write this Bank for information about Branch Offices.

STEPS TO ESTABLISHMENT IN FARMING - THE N. F. A. WAY

--- O. J. THOMAS, TEXAS NFA ADVISER, 1945

(Follow Steps From Bottom Upward)

INDIVIDUAL PROGRAM OF WORK FOR NFA
PLEDGEEES AND NEW ACTIVE MEMBER

NOTE: This plan represents steps that should be taken by prospective N.F.A.'s and new active members while preparing for the Farm Hand Degree.

The NFA adviser should develop a similar chart with the boys. USE AS WALL CHART AND IN NOTEBOOKS. Write in score when a job is completed

| | | FARM HAND OCTOBER, 1945 | AV'GE SCORE | SCORE MADE |
|---------------------|---------------|---|------------------------|---------------|
| | | 9. Be initiated. | Req'd | |
| | | 8. Receive majority vote. | Req'd | |
| | | 7. Know the activities in the Chapter Program of Work. | 50 | |
| | | 6. Have written plans and signed agreements. | 100 | |
| | | 5. Have Sup'd. Farm Program showing possibility of \$25.00. | 200 | |
| | | 4. Learn opening and closing ceremonies. | 100 | |
| | | 3. Memorize NFA creed. | 100 | |
| | | 2. Attend majority of meetings. | 50 | |
| September, 1945 | ACTIVE MEMBER | 1. Learn duties of officers | 50 | |
| | | | TOTAL SCORE FOR F.H.D. | 850 |
| | | 7. Receive majority vote. | Req'd | |
| | | 6. Pay State and National dues | 100 | |
| | | 5. Pledge loyalty to NFA | 50 | |
| | | 4. Learn titles of each officer | 50 | |
| | | 3. Learn the NFA Colors | 25 | |
| | | 2. Learn simple meaning of NFA organization | 25 | |
| PLEDGEE - May, 1945 | | 1. Learn names of NFA Paraphernalia and Pictures | 50 | |

TOTAL SCORE - - - - - 300

STEPS TO ESTABLISHMENT IN FARMING - THE N. F. A. WAY

- - - O. J. THOMAS, TEXAS NFA ADVISER, 1945

(Follow Steps From Bottom Upward)

THE FARM HAND'S INDIVIDUAL
PROGRAM OF WORK

NOTE: This plan represents steps that may be accomplished by the Farm Hand in 1 year in going from F. H. to I. F.

Each adviser should develop a similar chart with the boys.

USE AS WALL CHART AND FOR EACH CANDIDATE'S NOTEBOOKS.

Write in Score when a step is completed.

| | IMPROVED FARMER NOVEMBER, 1946 | AV'GE SCORE | SCORE MADE |
|----------------------------|---|----------------|---------------|
| | 18. Be initiated. | Req'd | |
| | 17. Get majority votes. | Req'd | |
| | 16. Pass in majority of courses. | 200 | |
| | 15. Take part in Public Speaking and Quiz. | 100 | |
| | 14. Can initiate Farm Hands. | 100 | |
| | 13. Hold one NFA Office. Can master two stations. | 100 | |
| | 12. Have \$25.00 in the bank or invested in Agriculture. | 200 | |
| | 11. Make a grade of 75% on a quiz on the NFA Constitution. | 200 | |
| | 10. Make a grade of 75% on Stewart's 12 abilities. | 100 | |
| | 9. Lead a 15 minute discussion on your Supervised Farm Program. | 100 | |
| | 8. Lead a 15 minute discussion on the State Program of Work. | 100 | |
| | 7. Lead a 15 minute discussion on each of the 12 purposes. | 100 | |
| | 6. Participate in 2 community Improvement Programs. | 100 | |
| | 5. Participate in 2 improvement programs at home. | 100 | |
| | 4. Complete 5 Supervised Farm Practice jobs at home, and 2 Improved Practices. | 200 | |
| | 3. Have written Longtime Supervised Farm Program worth \$25.00. | 300 | |
| | 2. Serve on 3 committees and participate in majority of meetings. | 100 | |
| October, 1945 FARM HAND | 1. Hold F. H. Degree 1 year; complete 1 year V. A. and be regularly enrolled in V. A. | 200 | |

/cmh

TOTAL SCORE - - - 2300

STEPS TO ESTABLISHMENT IN FARMING - THE N. F. A. WAY

--- O. J. THOMAS, TEXAS NFA ADVISER - 1945

(Follow Steps From Botton Upward)

THE IMPROVED FARMER'S INDIVIDUAL PROGRAM OF WORK.

MODERN FARMER FEBRUARY, 1947

NOTE: This plan represents steps that may be accomplished by the Improved Farmer in 1 year.

Each NFA adviser should develop a similar chart with the boys. USE AS WALL CHART AND FOR CANDIDATE'S NOTEBOOK.

| | AV'GE SCORE | SCORE MADE |
|---|----------------|------------|
| 17. Receive majority vote; be initiated. | Req'd | |
| 16. Application approved by area and State Adviser | Req'd | |
| 15. Have complete, accurate records and notebook. | 200 | |
| 14. Have \$100.00 in cash or invested in farming. | 500 | |
| 13. Maintain a grade of upper 40% of class. | (Req'd) 200 | |
| 12. Participate in 2 leadership contests. | 100 | |
| 11. Exhibit products in 3 fairs and shows. | 100 | |
| 10. Lead three 45 minutes discussions on S. F. P. or other topics. | 150 | |
| 9. Make a grade of 80% in 12 abilities and NFA Constitution. | 200 | |
| 8. Hold office in Sunday school, B.Y.P.U. classes, etc. (25 each). | 100 | |
| 7. Participate in 3 Improvement Programs at home. | 50 | |
| 6. Complete 5 new supplementary farm practice jobs and 2 community services. | 100 | |
| 5. Supervised Farming Program shows growth in farming and \$100.00. | 400 | |
| 4. Know how to initiate Improved Farmers and analyze the 12 NFA Purposes. | 100 | |
| 3. Hold 2 NFA offices, can hold 5, participate in majority of meetings. | 200 | |
| 2. Serve successfully as chairman of 3 committees. | 100 | |
| 1. Hold I. F. degree 1 year; active member NFA 2 years; complete 2 years in Vocational Agriculture. | (Req'd) 200 | |

November, 1946
IMPROVED FARMER

STEPS TO ESTABLISHMENT IN FARMING - THE N. F. A. WAY
 ----- O. J. THOMAS, TEXAS NFA ADVISER - 1945

(Follow Steps From Bottom Upward)

THE MODERN FARMER'S INDIVIDUAL
PROGRAM OF WORK

NOTE: This plan represents steps that may be accomplished by the Modern Farmer in order to become a Superior Farmer.

(ONLY SUGGESTIVE. Each adviser work out steps with boys. USE AS WALL CHART AND IN MODERN FARMERS' NOTEBOOKS).

Write in Score when a step is completed

| | | SUPERIOR FARMER AUGUST, 1948 | |
|---------------------------------|---|------------------------------|------------|
| | | AV'GE SCORE | SCORE MADE |
| | 19. Be initiated. | Req'd | |
| | 18. Receive majority vote. | Req'd | |
| | 17. Application approved by state advisers. | Req'd | |
| | 16. Farm 12 months after finishing. | 600 | |
| | 15. Complete all Vocational Agriculture offered. | 120 | |
| | 14. Have \$300.00 in cash or invested in farming. | 500 | |
| | 13. Application complete, neat and accurate. | 100 | |
| | 12. Have complete accurate records and notebook. | 300 | |
| | 11. Hold two offices in school and community program. | 100 | |
| | 10. Lead a discussion 45 minutes on State or National Program. | 100 | |
| | 9. Make grade of 85 on 12 abilities and constitution. | 200 | |
| | 8. Take leading part in 3 fairs, shows, etc. and in 3 community services. | 200 | |
| | 7. Carrying 2 good improvements projects. | 60 | |
| | 6. Complete 7 supplementary farm practice jobs and 10 improved practices. | (10 ea.) 170 | |
| | 5. Supervised Farm Program shows growth and possibility of \$300.00. | 500 | |
| | 4. Know how to hold any station in all ceremonies. | 200 | |
| | 3. Participate in NFA leadership contests (2 or more.) | 100 | |
| | 2. Serve successfully as chairman of 4 major committees and participate in majority meetings. | 150 | |
| | 1. Regularly enrolled in Vocational Agriculture and ranking in upper 40%. | (Req'd) 200 | |
| February, 1947 MODERN FARMER | Hold Farm Hand, Improved an Modern Degrees and active member 36 continious months. | (Req'd) 400 | |
| | | TOTAL - - - - | 4000 |

STEPS TO ESTABLISHMENT IN FARMING - THE N. F. A. WAY
 - - - O. J. THOMAS, TEXAS NFA ADVISER, 1945

(Follow Steps From Bottom Upward)

| | | AV'GE SCORE | SCORE MADE |
|---|--|-------------|------------|
| <u>THE FORMER V. A. STUDENT'S PROGRAM OF WORK</u> | | | |
| H. O. SARGENT FARMER | | | |
| 2. Receive majority vote. | | Req'd | |
| 1. Application approved by Advisers. | | Req'd | |
| Outbuildings 65 points | 4. Outbuildings and equipment. | 65 | |
| Home Improvement - Beautification 140 points. | 3. Home beautified, shrubs, grass, walks, drives. | 40 | |
| | 2. Adequate room, water, toilet, radio. | 50 | |
| | 1. Home painted, ceiled, pipe water screened. | 100 | |
| | 4. Fertilizer - 3 points per ton. | 30 | |
| IMPROVEMENT OF HOME FARM FACILITIES 120 Points | 3. Strip - crop 3 points and win. legumes 6 points per acre. | 50 | |
| | 2. Land is terraced - 3 points per 100 foot. | 20 | |
| | 1. 20% cultivated land planted to cover crops. | 20 | |
| | 7. Temporary pasture for all livestock and chickens. | 15 | |
| | 6. Pasture - 2 acres per cow; 1 acre per work animal; 1/2 acre per hog. | 20 | |
| | 5. Produce enough oats for cows, work animals and chickens. | 15 | |
| Live at home 175 Points | 4. Produce enough hay for cows and work animals. | 12 | |
| | 3. Produce enough corn for family, work, stock, cows, hogs, chickens, seed. | 20 | |
| GENERAL REQUIREMENTS | 2. Produce and conserve enough lard, syrup, eggs, poultry, meat and milk (8 ea.) | 40 | |
| TOTAL - 1000 Points | 1. Produce and conserve adequate, vegetable, fruit, pork and beef. | 32 | |
| | II. Records of financial accounts available - worth \$500.00 or more. | 300 | |
| FORMER V. A. STUDENT | I. Had 4 years of V. A., farming independently 3 to 10 years, a leader. | 700 | 1 |

EXHIBIT D
DUTIES AND RESPONSIBILITIES OF OFFICERS

The Adviser

Those who have the responsibility of advising local or State N.F.A. units should realize that the organization is mainly a device which is used in developing more efficient rural citizens. The adviser's first duty is to acquaint himself with the purposes of the N.F.A. and develop the procedure to be used in getting the membership to take part in carrying out each objective.

1. Assume the initiative for getting a chapter established in the school.
2. Become familiar with history, principles, constitutional provisions, ceremonies, typical activities, parliamentary procedure, and other essentials of the organization.
3. Assist with plans for securing an efficient set of officers.
4. Instruct newly-elected officers in their duties and provide leadership training for all members.
5. Assist members in setting up practical and worthwhile programs of work and guide to completion.
6. See that programs are adequately financed and chapter funds properly protected.
7. See that chapter meetings are held regularly throughout the year and conducted in a businesslike manner.
8. Prevent secrecy and rough play, especially in connection with initiations.
9. Encourage members to strive for the higher membership degrees.
10. Check member qualifications for Degree advancement and recommend only fully qualified candidates for advancement.

11. See that standard chapter equipment and supplies are secured, used and properly protected.
12. Help set up a system of adequate chapter records and accounts.
13. See that a chapter library is developed and used.
14. See that all ceremonies, initiations, public performances, and displays are carefully planned and creditably carried out.
15. Keep school authorities and the public in touch with activities and developments.
16. Keep informed on new developments in the N.F.A. and call them to the attention of members.
17. Counsel individual members and committees on problems.
18. Impress members with the fact that the N.F.A. is their organization.
19. Use committee system in putting over various objectives. Try to get all members on one of the committees and see that each committee is headed by a member who has had experience.
20. See that all dues are paid and promptly forwarded to State Adviser or to the properly designated authority.
21. Make room in filing cabinet for N.F.A. Secretary's records, minutes of meetings and other material.

The President

1. Preside over and conduct meetings according to accepted parliamentary procedure.
2. Call special meetings.

3. Keep members on the subject and within time limits.
4. Appoint committees and serve as ex-officio member of them.
5. Represent the chapter and speak on occasions.
6. Coordinate chapter effort by keeping in close touch with all officers and members.
7. Follow up chapter activities and check on progress being made.

The Vice President

1. Assist the president.
2. Have charge of committee work in general.
3. Preside at meetings in absence of president.
4. Be prepared to assume duties and responsibilities of president.

The Secretary

1. Prepare and read the minutes of meetings.
2. Have available for the president the list of business for each meeting.
3. Attend to official correspondence.
4. Send out and post notices.
5. Count and record rising vote when taken.
6. Prepare chapter reports.
7. Keep the permanent records of the chapter in the files of the Adviser.
8. Collect all dues and assessments.
9. Call meeting to order in the absence of a presiding officer.

10. Read communications at meetings.
11. Have on hand for each meeting the following:
 - a. Secretary's book and minutes of previous meetings.
 - b. List of committees and committee reports.
 - c. Copies of local, State, and national programs of work.
 - d. Copies of constitutions and by-laws.
 - e. Copy of the official Guide.

The Treasurer

1. Receive and act as custodian of chapter funds.
2. Collect dues and assessments and send in State and national dues.
3. Assist in preparing an annual budget of estimated receipts and expenditures.
4. Keep the financial records of the chapter.
5. Devise appropriate ways and means of financing chapter activities.
6. Pay out chapter funds as authorized.
7. Cooperate with the secretary in keeping an accurate membership roll.
8. Prepare financial statements and reports.
9. Encourage systematic saving - individual and chapter thrift.
10. Build up the chapter's financial standing.
11. Serve as thrift bank treasurer unless another member is designated for the place.

The Reporter

1. Gather and classify chapter news.

2. Prepare news notes and articles for publication.
3. Contact local newspapers, provide with a cut or mat of the emblem and supply N.F.A. news.
4. Send news notes to State reporters.
5. File clippings and pictures of chapter activities and keep a chapter scrapbook.
6. Serve as chapter historian.
7. Assist in maintaining a chapter bulletin board.
8. Supply materials for reports.
9. Assist with planning and arranging chapter exhibits.

The Watchman

1. Set up the meeting room and care for chapter paraphernalia and equipment.
2. Attend the door during meetings and welcome visitors.
3. See that the meeting room is kept comfortable.
4. Take charge of candidates for Degrees during initiation.
5. Assist with entertainment features and refreshments.

The Parliamentarian

1. Assist the officers in conducting meetings in a businesslike way.
2. Rule on points in question concerning parliamentary procedure.
3. Keep in his possession the following:
 - a. A standard publication on parliamentary procedure.
 - b. A copy of the N.F.A. Guide.

- c. A copy of the local constitution and by-laws.

The Historian

1. Keep an accurate history of the organization.
2. Compile all material for and be the custodian of the scrapbook.

The Chaplain

1. Have charge of the religious ceremonies on all occasions.

The Song and Cheer Leader

1. See that the members are acquainted with appropriate songs and yells.
2. Be responsible for all music.