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A STUDY OF THE PARTICIPATION IN LEADERSHIP
ACTIVITIES IN THE AREA I FEDERATION OF THE NEW
FARMERS OF AMERICA ORGANIZATION FROM
1949 TO 1959



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A STUDY OF THE PARTICIPATION IN LEADERSHIP ACTIVITIES
IN THE AREA I FEDERATION OF THE NEW FARMERS OF
AMERICA ORGANIZATION FROM 1949 TO 1959

By
Squire Cole, Jr.

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Science
In the
Graduate Division
of

PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE
Prairie View, Texas

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CHAPTER I

INTRODUCTION

Vocational agriculture teachers, not only in Area I but throughout Texas, are beginning to recognize that there is a definite need for more participation in the New Farmers of America Leadership Activities to enable local chapters to survive. A study of the participation in leadership activities in the Area I Federation of the New Farmers of America organization covers a ten-year period from 1949 to 1959. The writer finds that the trends in memberships, degrees, awards, officers, and contest participation vary each year. The writer feels that a better understanding of the trends can be justified by making a ten-year study of the problem. The writer will attempt to formulate ways and means of increasing participation in the leadership activities, with the hope that they will stimulate vocational agriculture teachers and students to increase the number of participants in some phases of leadership activities in Area I.

A. Statement of the Problem

Because of the lack of participation of some NFA chapters in leadership activities in Area I, the writer feels that some ways and means to increase participation in leadership activities would be a great asset to Area I in maintaining some of the vocational agricultural departments that are low in membership. Without developing more leaders

in the NFA chapters vocational agriculture in the rural communities will suffer.

The writer has attempted to analyze the problem on the basis of two fundamental facts. First, presently, all of the NFA chapters in Area I are not fully participating in leadership activities; second, there is a need for more participation on the part of every NFA chapter in Area I, in order for Area I to compete with other areas, states, sectional and national NFA organizations. The participants would be in a position to receive more FFA Foundation Award money given to the NFA organization by donors to help boys to become established in farming. In order to solve the problem an attempt has been made to answer the following questions:

1. To what extent does the membership of each chapter affect participation in leadership activities?
2. To what extent was there participation in the NFA leadership activities in Area I from 1949 to 1959?
3. What are some evidences that there is a need for more participation in the NFA leadership activities in Area I?
4. What are some ways and means of increasing more participation in leadership activities in Area I?

B. Justification of Problem

The problem was selected because of the small number of chapters that are participating in NFA leadership activities in Area I. The foregoing statement is magnified in the annual reports of the agricultural teachers, which will be treated in a later chapter of this study.

Further evidence of inadequate participation in these chapters is revealed in the answers of the various teachers of Area I to the questions asked on the questionnaire. This too, is validated in a later chapter in this study.

C. Scope of Study

This study is principally concerned with more participation in NFA leadership activities, emphasizing the number of NFA members participating compared with the number that could be participating in such activities. This was determined by mailing each teacher in Area I a questionnaire with questions on the number of NFA members in each chapter that could participate in the various leadership activities.

The study deals only with Area I which comprises twenty-seven counties in Northeast Texas collectively bound by the states of Arkansas and Oklahoma on the north; Arkansas and Louisiana on the east; Limestone and Shelby Counties on the south; Grayson and Hill Counties on the west. Only twenty-three counties in this area have Negro vocational agriculture departments. There are four counties with no Negro agriculture departments. This study covers only the Negro vocational agriculture departments in this geographical area. Figure I shows the map of Texas with the location of Area I. There is a total of sixty vocational agriculture departments with one NFA chapter in each. There are sixty vocational agriculture teachers, one in each NFA chapter serving as advisor of the chapter.

In making this study, the writer has not attempted to point out weak chapters, but to determine the number of chapters where participation is low and formulate ways and means that will lead toward increasing more participation in each chapter.

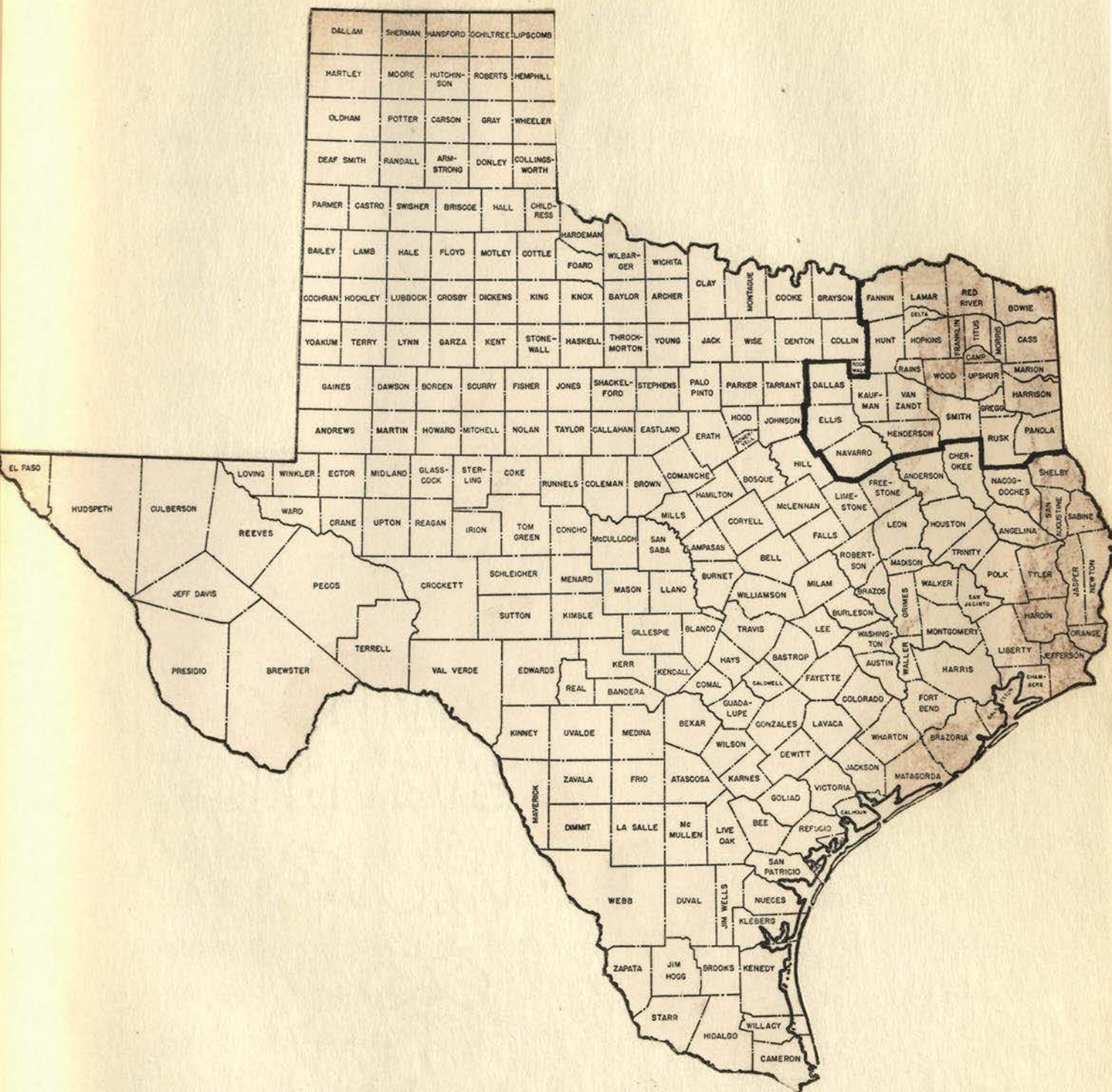


Figure 1
 Map of Texas with the Location of Area I

D. Method of Procedure

After selecting the subject, the writer proceeded to make a preliminary survey of related information. This was necessary in order to avoid duplication of any studies already made or in progress. This review of related literature facilitated the location of comparative data useful in the development of this study.

During this review of literature, the writer discovered that a questionnaire sent to each teacher in Area I, personal interviews with Area I supervisor, vocational agriculture teachers and NFA boys, Official NFA Guides, FFA Foundation Bulletins, Proceedings from the State and National NFA Conventions, and annual reports of each vocational agriculture teacher in Area I, would be most helpful in the development of this study. Other important literature discovered was the Agricultural Education Magazine and books.

As a results of the review of literature a survey questionnaire was formulated. This questionnaire asked sixteen questions centered on participation in NFA leadership activities. These questionnaires were mailed or carried to sixty vocational agriculture teachers in Area I. Forty of the sixty teachers completed and returned the questionnaires. All forty were sufficiently complete for use in this study. From these sources came statistical facts on the extent of participation in NFA leadership activities in Area I.

The validity of the data from the questionnaires may be affected by the Korean War from 1950 to 1953.¹

¹Harry Hanson, The World Almanac and Book of Facts, p. 148.

E. Definitions of Terms Used

Certain terms used in this study seem to need defining in order that the reader may interpret the data correctly. Therefore, for the sake of common understanding, the following definitions are given:

NFA. "New Farmers of America."

NFA Chapter. "Refers to a group of boys organized with officers operating under a charter and have a local New Farmers of America chapter operating under a constitution and by-laws."

The New Farmers of America. "Is the national organization of farm boys studying vocational agriculture in the public schools throughout the United States."

More participation. Refers to the act of causing an increase in the number of members to taking part in the various NFA leadership activities in each chapter throughout Area I.

Leadership activities. Are those contests and awards in the NFA organization that train boys to develop those traits which get things done in the proper way and at the proper time.

The Future Farmers of America Foundation. "Provides business and industrial firms, organizations and individuals with an opportunity to cooperate in furthering the programs of the Future Farmers of America and the New Farmers of America through contribution to foundation funds."

F. Review of Related Material

In reviewing related literature, the writer discovered that the subject selected for this study had not been treated in the respect as it appears in this thesis. However, various authors have proposed programs on various subjects in vocational agriculture for different NFA

Areas in Texas. In the light of existing needs for more participation in leadership activities, Elam states:

The primary aim of the New Farmers of America organization is the development of agricultural leadership, cooperation, citizenship, and patriotism. Other purposes include: strengthening the confidence of farm boys and young men in themselves and their work, more intelligent choice of farming occupations, creating and nurturing a love of country life, improving the rural home and its surroundings, encouraging cooperative effort, encouraging thrift, improving scholarship, providing organized recreational activities for rural people, and supplementing, by means of boy-initiated and boy-directed activities.²

Norris³ pointed out in his "Report of the National Executive Secretary," an increase in membership in the NFA organization.

²W. H. Elam, Proceedings of the New Farmers of America 24th National Convention, p. iii.

³Ibid., pp. 36-42.

CHAPTER II

HISTORICAL BACKGROUND OF AREA I

In 1949, the geographical location of Area I was much smaller than it is today. The area at that time was located in Northeast Texas with a total of thirty vocational agriculture departments and NFA chapters. The area had three NFA districts, namely, Linden District, Longview District, and the Pittsburgh District. Each district had ten vocational agriculture departments with ten NFA chapters with one teacher in each department serving as adviser. Mr. E. E. Collins of Texarkana, Texas, was the old Area I Supervisor from 1949 to 1951.

In 1951, the Texas Education Agency of Austin, Texas, made a study of the geographical location of all the five NFA areas in Texas with five Negro area supervisors. This study was made to put the Negro Area Supervisors on the same basis as the white Area Supervisors in relation to the number of departments for each supervisor, and the amount of salary paid each. At the conclusion of this study, the number of Negro Area Supervisors was reduced from five to three. The number of vocational agriculture departments for each Negro Supervisor increased from about thirty departments to about sixty departments. This facilitated the consolidation of some areas. In this consolidation, the old Area I was combined with part of the old Area II. Mr. S. E. Palmer of Tyler, Texas, was supervisor of old Area II. When the old Area I and part of old Area II were combined, this made up the new Area I. Mr. S. E. Palmer was appointed supervisor of the new Area I in September, 1951.

The new Area I was organized in December, 1951, at Gladewater, Texas.

Area I consists of twenty-seven counties in Northeast Texas. Only twenty-three of these counties have Negro vocational agriculture departments. There are sixty vocational agriculture departments divided into three districts, namely, Tyler District, Longview District, and Texarkana District. Each district has twenty agriculture departments. Area I has a total of sixty vocational agriculture departments with one NFA chapter and one adviser in each department.

After the change over in area supervisors in Area I in 1951, there was a period of orientation between the area supervisor and the vocational agriculture teachers on the field, which was normal.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Within the memberships of the NFA organization, there is a vast potential of leadership that may be developed. It is the type of leadership needed to strengthen and make secure NFA organizations and to insure for future generations a strong and prosperous rural America. In order that this vast potential of leadership be developed and utilized, training must be provided at all levels in the NFA organizations; chapter, district, state, sectional, and national.

A. Distribution of Members

The number of NFA members in each chapter may have some affect on the number of participants in some NFA chapters. The number of members seems to be on the increase each year. The data presented in Table I reveal the trends in NFA memberships from 1949 to 1959. The memberships in 1949 were a total of seven hundred and nineteen active members, fifty-five associate members, and fifteen honorary members. From the data given, the memberships were low in 1949. The number of teachers reported may justify the findings for the number of active members reported for the ten-year study. The reports show sixteen teachers reported memberships for ten years; four for nine years; eight for eight years; two for seven years; two for six years; two for five years; one for three years; three for two years; one for one year; and one reported no membership. The teacher that reported no membership had just started

a new vocational agriculture department and had taught at this place about one month.

TABLE I
DISTRIBUTION OF MEMBERSHIPS, BY TYPES

Year	Active	Associate	Honorary
1949	719	55	15
1950	814	80	22
1951	1,128	87	27
1952	1,261	115	35
1953	1,299	137	44
1954	1,421	159	53
1955	1,434	170	61
1956	1,518	210	67
1957	1,659	239	73
1958	1,710	238	67
Totals	12,963	1,490	463

In 1958, there was a total of 1,710 active members, two hundred and thirty eight associate members, and sixty seven honorary members. The data show an increase of nine hundred and ninety-one active members, one hundred eighty-three associate members, and fifty-two honorary members from 1949 to 1959. With thirty-nine teachers reporting memberships in 1958, this seems to have had some affect on the increase in memberships. It appears that more of the members who graduate from high school become associate members and remain in the community or town to give more service to vocational agriculture and the NFA. This is revealed in the fifty-five associate members reported in 1949, as compared to the two hundred and thirty-eight associate members reported in 1958. This is an increase of one hundred and eighty-three associate members from 1949 to 1959.

The honorary membership increase shows that the persons that qualify for this degree could be developing more interest in vocational agriculture and the NFA. It is possible that the honorary members could be stimulated to do more because of the increase interest of the NFA boys. Evidence is revealed in Table I that the honorary membership increased from fifteen in 1949, to sixty-seven in 1958, an increase of forty-two members.

It is apparent that the average active membership increased each year from the previous year. To determine the average membership each year and the per cent of increase each year from the forty teachers, the data presented in Table II show the average membership, and the per cent of increase in active membership, by years, from 1949 to 1959. In 1949, the lowest average membership was 17.99 members per chapter. The number of teachers reported could be a factor for the low average membership. The highest average membership was 42.75 members in 1958. The highest per cent of increase in active membership was 7.85 per cent in 1951. This was the year the geographical location of Area I changed. The change in the geographical area and a change in area supervisors may have been a factor that stimulated the increase in active memberships. The writer found no evidence to verify the low percentage of increase in active membership of .33 per cent in 1955.

A comparison of chapters with small memberships and those with large memberships will give further evidence in the study. The writer found NFA chapters with small and large memberships had a large number of participants in NFA leadership activities.

From the data collected in the study, sixteen NFA chapters reported memberships for the ten-year study. The highest average

membership was 68.2 members in one chapter. The lowest average membership was thirty members. Eight of the sixteen chapters had an average of fifty members and above from 1949 to 1959. In the opinion of the writer, the number of active members in Area I may not be a factor in determining the degree of participation in NFA leadership activities.

TABLE II

PERCENTAGE INCREASE IN ACTIVE MEMBERSHIP, BY YEARS

Year	Average Membership	Per cent Increase
1949	17.99	
1950	20.35	2.36
1951	28.20	7.85
1952	31.52	3.32
1953	32.47	.95
1954	35.52	3.05
1955	35.85	.33
1956	37.95	2.10
1957	41.47	3.52
1958	42.75	1.28

B. Degree Distribution and Degree Advancement

There are four degrees of active membership based upon achievement in the NFA organization. These degrees are Farm Hand, Improved Farmer, Modern Farmer, and Superior Farmer. The local chapter sets the minimum requirements for election to the farm hand degree. The district and area federations set the minimum requirements for the improved farmer degree. The state association sets the minimum requirements for the modern farmer degree. The national NFA organization sets the minimum requirements for the superior farmer degree and all the other degrees. The data presented in Table III give the degrees by years from

the forty chapters. In 1949, there was a total of six hundred and seventy-six degrees. In 1958, there was a total of 1,694 degrees. This was an increase of 1,018 degrees. Perhaps the number of chapters reported in 1949, as compared to the number reported in 1958, is a factor that could account for some of the increase in the number of degrees. This increase in the number of members in the study could also be a factor to account for some of the increase.

TABLE III
DEGREE DISTRIBUTION, BY YEARS

Year	Farm Hand	Improved Farmer	Modern Farmer	Superior Farmer
1949	574	84	18	0
1950	682	89	33	0
1951	994	97	16	0
1952	1,050	129	10	0
1953	1,060	145	20	0
1954	1,177	210	28	0
1955	1,187	196	30	0
1956	1,288	271	49	0
1957	1,274	268	55	0
1958	1,314	310	70	0
Totals	10,600	1,809	338	0

There is an unlimited quota on the number of active members that can advance to the farm hand degree, and the number of farm hands that can be advanced to the improved farmer degree. There is a limited quota on the number of members that can advance to the modern and superior farmer degrees. "Where state membership exceeds two hundred and fifty, not more than two per cent of the state membership shall be

elected to the modern farmer degree."⁴ The data show that on the basis of the quota of modern farmers allowed in proportion to the number of members from the forty agriculture teachers, the quota was exceeded seven years during this study. The quota was not met for two years. In 1951, there were eight modern farmers below the quota. In 1953, there were five modern farmers below the quota. In 1951, the organizing of the new Area I could be a factor for low advancement of modern farmers. In 1953, the end of the Korean War, may reveal some evidence for low advancement. One year, the quota of modern farmers was evenly met. The lowest number of advancements was in 1951, when only sixteen members were raised from the improved farmer degree. Further data in the study show two teachers had no improved farmers, and twelve teachers reported no modern farmers.

Since 1954, there has been quite an increase in the number of modern farmers. In 1954, criteria were set up for NFA advisers to determine the number of agriculture teachers that could receive the honorary modern farmer degree each year. This could be a factor that stimulated the advisers to encourage more members to advance to higher degrees. The number of NFA members that an adviser advanced to higher degrees in a chapter was listed as one of the criteria.

In 1958, there were seventy members raised from the improved farmer degree to the modern farmer degree. This was thirty-six degrees above the quota. The number will coincide with the large membership for that year. It was possible for one or both of the other NFA areas to fall below their quota the years Area I went over its quota.

⁴Guide for New Farmers of America, Tenth Edition, p. 13.

Perhaps there could be a mistake in the number reported in Area I.

There are no superior farmers reported from the forty teachers for the ten-year study. According to the procedure for choosing candidates for the superior farmer degree:

A State association may submit, annually, one candidate for the Superior Farmer Degree for the first 1,000 active members or fraction thereof, and one additional candidate for each 1,000 active members above the first 1,000 or major fraction thereof in the association computed on the basis of national dues received in the office of the National Treasurer by midnight of June 30.⁵

In Table III, the total memberships from 1951 to 1958 was over 1,000 members each year. On the basis of the quota allowed in the State association, the number of chapters reported could have had at least one superior farmer each year. It is apparent from the data given, that the quota of superior farmers is not being met. Perhaps the boys should be motivated to continue with their supervised farming programs after finishing high school.

The farm hand degree is based on the achievement a boy makes from the time he enters the ninth grade or tenth grade in some schools at the beginning of the school term, until he is raised to the farm hand degree. There is a difference in the number of active members in this report and the number of members that were raised to the farm hand degree. In Table IV, there was a total of 12,963 active members. From this total, only 10,600 were raised to the farm hand degree. A total of 2,363, or 18 per cent of the active members failed to advance to the farm hand degree. The writer believes that a number of boys who enroll in vocational agriculture when they enter school do not advance to the

⁵Ibid., p. 121.

farm hand degree. Perhaps the boys either drop out of school before initiation into the farm hand degree, or they fail to join the NFA organization after remaining in school. In the opinion of the writer, agriculture boys should not be allowed to take a three or four year course in vocational agriculture and still be unable to advance to the farm hand degree. Perhaps something could be done on the part of the vocational agriculture teachers to motivate these boys to at least advance to the farm hand degree.

TABLE IV
DEGREE ADVANCEMENT, BY YEARS

Year	Column 1 Active	Column 2 Farm Hand	Difference Column 1 - Column 2
1949	719	574	145
1950	814	682	132
1951	1,128	994	134
1952	1,261	1,050	211
1953	1,299	1,060	239
1954	1,421	1,177	244
1955	1,434	1,187	247
1956	1,518	1,288	230
1957	1,659	1,274	385
1958	1,710	1,314	396
Totals	12,963	10,600	2,363

C. Distribution of Officers

In order for any organization to function properly there must be qualified officers. A boy must meet certain minimum requirements in the district, area, state and national organizations to be eligible

to be elected to an office. For example, some NFA district organizations require each boy who holds an office to either be an improved farmer or an applicant at the time of election. The area organization requires the same qualifications as the district organizations to hold an office. The state association requires boys to hold a modern farmer degree or an applicant for the degree at the time of election.

In Table V, a complete breakdown is given of the number of officers in the district, area, state, and national organizations of forty agriculture teachers by years. Evidence is revealed in the data that there is a large number of district and area officers. All the NFA organizations have officer quotas. There is a large number of officers who are required in the district and area NFA organizations.

TABLE V
DISTRIBUTION OF OFFICERS, BY YEARS

Year	Officers				Total
	District	Area	State	National	
1949	3	1	0	0	4
1950	4	1	1	0	6
1951	3	2	0	0	5
1952	2	2	1	1	6
1953	3	1	0	0	4
1954	8	2	0	0	10
1955	4	1	3	0	8
1956	5	2	2	1	10
1957	13	3	0	0	16
1958	16	1	2	1	20
Totals	61	16	9	3	89

There is a total of sixty-one district officers and sixteen area officers reported in the study. There are no years where the district or

area failed to have an officer from the chapters. There were nine state officers in five years, and for five years there were no state officers reported. There were three national officers in three years, and for seven years there were no national officers reported. In 1949, there was a total of only four district, area, state and national officers. In 1958, there were twenty district, area, state, and national officers. This shows an increase of sixteen officers in the ten-year study. From this evidence, perhaps the trend is to increase the number of officers. The data reported in Table III show that when there is a large number of advancements to higher degrees more NFA boys will be eligible to hold offices.

It is apparent that more NFA members are being motivated to become officers. The large number of officers reported in the district and area will verify this. For instance, the training the boys get in the district and area may be an incentive for seeking higher offices.

D. Participation in Establishment in Farming Awards

The Future Farmers of America Foundation provides awards in Establishment in Farming Contests primarily to assist NFA members to become established in farming. These awards are: H. O. Sargent, Star Superior Farmer, Star Modern Farmer, Dairy Farming, Farm Mechanics, Farm Electrification, Farm and Home Improvement, and Soil and Water Management. Data revealed in Table VI show the extent of participation in the establishment of farming awards contests. The data show 9, or 22.5 per cent of the teachers had boys to participate in these contests. This reveals that thirty-one teachers, or 77.5 per cent did not have boys to participate. There was no quota on the number of participants a teacher could enter in the area from his local chapter in these

contests. There were only sixty-five boys who participated in these contests at the area level. A total of thirty-one boys participated in these contests at the state level. A total of four boys participated in one of these contests at the sectional level. One boy participated at the national level. The quota in these contests is limited on the state, sectional, and national levels. The data in the study cited show that the number of participants is far below the quota. In the Proceedings of the Twenty-Seventh Annual Convention of the New Farmers of America, the State Association awarded prizes for

TABLE VI

EXTENT OF PARTICIPATION IN ESTABLISHMENT
IN FARMING AWARDS, BY YEARS

Establishment in Farming Awards					
Year	Area	State	Section	National	Total
1949	9	4	1	0	14
1950	7	4	2	0	13
1951	4	1	0	0	5
1952	6	2	0	0	8
1953	7	4	1	1	13
1954	6	4	0	0	10
1955	9	2	0	0	11
1956	5	3	0	0	8
1957	6	2	0	0	8
1958	6	5	0	0	11
Totals	65	31	4	1	101

the first and second place contestants in the eight establishment in farming awards.⁶ Over a ten-year period, on the basis of the

⁶The Proceedings of the Twenty-Seventh Annual State NFA Convention Texas Association, p. 28.

information given, there could have been a total of one hundred and sixty participants in these contests from 1949 to 1959, in the state. On the basis of three NFA areas in the state, Area I could have had more participants in the establishment in farming awards contests based on the state quota.

E. Extent of Participation in Leadership Activities

The writer believes that leadership is considered to be the most important single contribution that the NFA organization can develop that will help communities. From the ten-year study of leadership activities in Area I from 1949 to 1959, evidence is revealed that there was participation in some leadership activities. The teachers participated in NFA contests in the district, area, state, sectional, and national organizations. The extent of participation is shown by the teachers who taught at other schools and at present schools.

F. Participation in NFA Leadership Contests

New Farmer contests of all levels are designed specifically to be educational experiences over and above those educational experiences which could be offered in the classrooms, and on the farm, or other locale. They are designed primarily to train and improve participants in general, and secondly, to train participants specifically along agricultural lines. Contests are a teaching technique or aid that can be used effectively for developing student motivation, lending variety to a teaching program, furthering interest in vocational agriculture, and like benefits.

The data presented in Table VII reveal the extent of participation in NFA leadership contests. The study shows that five teachers

of the forty did not list any participation in leadership contests. The data are from thirty-five of the forty teachers. The report covers the participation in the district, area, state, sectional and national contests in public speaking, quiz, quartet, talent, and chapter conducting. There is a limited number of boys that participated in these contests. For example, first and second place winners from the district and area contests participate in the state contests in all NFA contests except chapter conducting. Only first place winners in chapter conducting from the NFA district contest participate in the area contest. First place winners from the area contests participate in the state contests. The chapter conducting contests are not sectional or national contests.

TABLE VII
EXTENT OF PARTICIPATION IN CONTESTS, BY YEARS

Year	District	Area	Contests			Total
			State	Section	National	
1949	46	26	17	3	3	95
1950	41	16	1	0	0	58
1951	43	13	0	0	0	56
1952	56	19	7	4	3	89
1953	64	20	1	0	0	85
1954	74	19	3	1	1	98
1955	72	20	3	1	1	97
1956	78	23	4	2	0	107
1957	85	22	6	0	0	113
1958	78	21	5	0	0	104
Totals	637	199	47	11	8	902

*District, area and state contests only.

There was a total of six hundred and thirty-seven district contests from 1949 to 1959. This, perhaps, is due to the district contests being the first contests where elimination occurs. The local NFA chapters can send the following contestants to the district contests: one public speaker, two quiz contestants, one talent number, one quartet, and one chapter conducting team. These data were from forty NFA chapters in three NFA districts in Area I. There was a total of one hundred and ninety-nine contests in the area. The number of contestants was reduced in the area. This could have been possible because of the limited number of contestants that can participate in the area contests. Only first and second place district contestants participate in the area contests. The total number of contestants in the state was forty-seven. The number of contests was fewer in the sectional and national organizations. There was a total of eleven contests at the sectional level and eight contests at the national level from 1949 to 1959. Only first place winners in most instances, in the NFA and sectional contests participate in the national NFA contests. Second place talent in the state contests, second and third place talent in the sectional contests may participate in the national NFA talent contests. For five years during the ten-year study, there was no participation in the sectional contests. For six years during the study there was no participation in the national convention contests. There was no participation in the state contests in 1951. The same year, there was a total of fifty-six contests at the district, area, state, sectional, and national levels. Again the change in area leadership and area location could have accounted for the low number of contests in 1951. The writer shows in Table VII that the data are

sufficient to cause one to believe that the number of active members, (Table I), was not a reason for lack of more participation from the forty chapters reported from 1949 to 1959.

From the data revealed in the study, teacher tenure could have been a factor in some instances where there was no NFA leadership participation. The data in Table VIII show that from the teachers reported, five had taught less than five years, others had taught vocational agriculture almost thirty years. None had taught agriculture more than thirty years. From the five teachers that reported no NFA leadership participation, one had one year of teaching experience, one had two years of teaching experience, one had five years of teaching experience at other schools, but gave no reasons for non-participation.

TABLE VIII
TENURE OF TEACHERS

Years Taught	Number of Teachers Reporting
0 - 5	5
6 - 10	11
11 - 15	11
16 - 20	6
21 - 25	6
26 - 30	1
Over - 30	0

One teacher had taught a total of twenty-four years, thirteen years at other schools and eleven years at present school. This teacher gave no reasons for non-participation in NFA leadership activities. In checking the participation between younger teachers with less

teaching experience and older teachers the writer found that younger teachers participated more than older teachers in relations to the number of years taught. For example, one teacher had taught two years and reported eighteen improved farmers, five modern farmers, and made two trips to the national NFA convention. The preceding teacher could have motivated some of the boys before leaving the department to participate in leadership activities. From the teachers reported, the average number of years taught was 13.07 years per teacher.

G. Participation at Other Schools and at Present Schools

The writer found that the teachers had taught at more than one school. The data in Table IX reveal the percentage of teacher participation in the forty chapters in other schools and in present schools.

TABLE IX

TEACHER LEADERSHIP PARTICIPATION AT OTHER
SCHOOLS AND AT PRESENT SCHOOLS

Participation	Number of Teachers Reporting	
	Other Schools	Present Schools
Much	9	20
Some	12	15
Little	2	2
None	4	3

The data show the following teacher participation: In other schools, 22.5 per cent of the vocational agriculture teachers had participated in NFA leadership activities "much," thirty per cent had participated "some," five per cent had participated "little," and ten per cent had

"no" participation. In the present schools, fifty per cent had participated "much," thirty-seven and five-tenths per cent had participated "some," five per cent had participated "little," and seven and five-tenths per cent had "no" participation.

In the data reported, twenty-four teachers, or 60 per cent of the forty teachers, had taught an average of 7.41 years at other schools, and thirty-nine teachers, or 97.5 per cent had taught an average of 8.82 years at present schools. A total of sixteen teachers, or 40 per cent, had taught at the same school during the study. The data reported in the study cited, show that teachers seem to have participated more when they remained at the same school. Those teachers who had taught at more than one school seem to have participated more during their tenure at "present" schools than at "other" schools.

In thirteen of the forty schools the report revealed that vocational agriculture was offered as an elective course. The writer found that the larger schools that had a large number of boys in high school could afford to offer vocational agriculture as an elective course because those schools had more boys to select from above the number that was required to maintain a vocational agriculture department. The schools that had a large number of boys allowed a vocational agriculture teacher to select only those boys who were interested in vocational agriculture and who could meet the minimum qualifications with their supervised farming programs. In some of these schools where agriculture is offered as an elective course there was a large number of participants in leadership activities.

In twenty-seven of the forty schools, vocational agriculture was a compulsory course. That means vocational agriculture was taught for three years in some high schools and four years in other schools to

all boys whether they wanted to take vocational agriculture or not. Normally, vocational agriculture is taught three years in most schools. It appears that small high schools with enrollments of twenty to thirty boys, offer vocational agriculture as a four year course in order to keep the required number of boys for maintaining the agriculture department. The report revealed that a large number of participants came from both the large and the small chapters.

H. Participation in National NFA Conventions

Each year the New Farmers of America conduct their National Convention during the month of September or October, in the Municipal Auditorium, Atlanta, Georgia, during the opening week of the Southeastern Fair. The National NFA Convention meetings and other activities are conducted for the purpose of developing leadership, cooperation, and good citizenship. NFA advisers with participants are eligible to attend those National NFA Conventions, upon the approval of their local administrators.

Table X gives the number of trips made to the National NFA Conventions by forty vocational agriculture teachers and NFA boys from 1949 to 1959. The data show that a total of twenty-nine trips were made to the National NFA Conventions by the teachers. These twenty-nine trips were made by fourteen teachers, or 35 per cent of the forty teachers. In 1950, only one of these teachers attended. In 1953, none of the teachers attended the National NFA Convention.

The Korean War which occurred during the period 1950 and 1953, may have been a factor for low attendance during those years. The writer believes that the National NFA Conventions were a motivation for

more participation in leadership activities. Perhaps agriculture teachers and NFA boys could have gained more information, and the trips to the National NFA Conventions might have been very educational. Certainly the awards, money that was given away at the National NFA Conventions by FFA Foundation Donors, should have been an incentive for NFA boys to participate in NFA leadership activities.

TABLE X
PARTICIPATION IN NATIONAL NFA CONVENTIONS, BY YEARS

Year	Number Attended
1949	5
1950	1
1951	2
1952	2
1953	0
1954	2
1955	3
1956	4
1957	5
1959	5

More than three hundred donors make annual contributions to the FFA Foundation. The money is used to finance an award system which gives recognition to those NFA members whose accomplishments have been outstanding. The awards stimulate the NFA boys to work and study harder, and to achieve more in their pursuit of vocational education in agriculture. The FFA Foundation donors gave more than twenty thousand dollars in awards to the NFA in 1958.⁷

⁷The Future Farmers of America Foundation, Inc., Bulletin No. 2, Revised 1958, p. 26.

The data in Table X reveal that there was an increase in attendance at the National NFA Conventions from 1954 to 1958.

I. Lack of Participation at Other Schools
and at Present Schools

The reasons for lack of participation in NFA leadership activities as stated by teachers in other schools and in present schools are given in Table XI. Twenty-four teachers gave reasons for lack of participation.

TABLE XI

TEACHERS' REASONS FOR LACK OF PARTICIPATION AT
OTHER SCHOOLS AND AT PRESENT SCHOOLS

Reasons	Percentage Reporting	
	Other Schools	Present Schools
Lack of cooperation from administrator	12.5	29.16
Small number of boys in chapter	12.5	12.5
Lack of interest among boys	8.33	20.83
Lack of finance among members	16.6	20.83
Lack of cooperation from faculty	8.33	29.16
Conflict with other school activities	25.00	33.3
Not enough farm boys in chapter	4.16	8.33
Lack of ownership of land	4.16	16.6
No land available		
Poor salesmanship on the part of the teacher	8.33	16.6
No interest stimulated	4.16	
Question honest appraisal of boys rating in contests		4.16
Teaching veterans vocational agriculture	12.5	

The Data in Table XI show 25 per cent of those teachers who had taught at other schools reported conflict with other school activities as the main reason for lack of participation in leadership activities. Lack of finance among members was given by 16.6 per cent of the teachers. Twelve and a half per cent of the teachers gave each of the following reasons: Lack of cooperation from administrators, small number of boys in chapters, and teaching veterans vocational agriculture.

At present schools, 33.3 per cent of the vocational agriculture teachers checked conflict with other school activities as the main reason for lack of participation in NFA leadership activities. Lack of cooperation from administrators and lack of cooperation from faculty members were checked by 29.16 per cent of the teachers as reasons for lack of participation. Lack of interest among boys, and lack of finance among members, were checked by 20.83 per cent of the vocational agriculture teachers at present schools as reasons for lack of participation in NFA leadership activities. Conflict with other school activities was checked at other schools and at present schools as the main reason for lack of participation.

J. Methods Used to Train Contestants

Participation in any contest should be the result of, and reward for, good daily performance in both the formal and informal learning situation. It is unsound to let the contest become the objective and build the course of instruction around such a false objective. A better objective would be good daily performance in any and all phases of the work in vocational agriculture.

The data in Table XII give the frequency of methods used to train contestants. The methods were listed in the order of frequency.

TABLE XII
FREQUENCY OF METHODS USED TO TRAIN CONTESTANTS

Methods	Number	Per cent
Use audio-visual aids	36	90.00
Train during regular class period	34	85.00
Practice in chapter meetings	34	85.00
Demonstrations	33	82.5
Practice before an assembly	32	80.00
Use special training time after class	26	65.00
Practice at home	22	55.00
Participate in livestock shows	21	52.5
Judge at fairs and exhibits	16	40.00
Make displays	15	37.5
Visit nearby chapters	3	7.5
Practice with each	2	5.00
Practice during summer	1	2.5

From the forty teachers reporting, 90 per cent listed use of audio-visual aids as the method most frequently used to train NFA contestants. Others listed were: "Train during regular class period," and "practice in chapter meetings," 85 per cent; "use demonstrations," 82.5 per cent; "practice before an assembly," 80 per cent; "use special time after class," 65 per cent; "practice at home," 55 per cent; "participate in livestock shows," 52.5 per cent; "judge at fairs and exhibits," 40 per cent; and "make displays," 37.5 per cent. From the data given, audio-visual aids are used to train most NFA contestants in Area I. "Practice during summer" (2.5) per cent, was the least used practice of the thirteen listed. The data show that most of the

training that was done by vocational agriculture teachers in Area I appears to be during the regular daily schedule which includes, classroom instruction, demonstrations, field trips, fairs, livestock shows, assembly programs, and regular chapter meetings.

In the writers' opinion, agriculture teachers and NFA boys should carefully evaluate the benefits from all contests and train for those contests which will contribute most to the growth and development of the individual.

In Table XIII is shown the frequency in use of different incentives for encouraging more participation in NFA leadership activities.

TABLE XIII

FREQUENCY OF INCENTIVES USED TO
ENCOURAGE MORE PARTICIPATION

Techniques	Number	Percent
Opportunity to develop leadership abilities	33	82.5
Earn more money	29	72.5
Discuss accomplishments of former students	28	70.0
Opportunity to apply for an agricultural scholarship	28	70.0
Participate in civic and social activities	27	67.5
Occupational opportunities	25	62.5
Traveling experience	25	62.5
Recreational purposes	22	55.0
Become established in farming	21	52.5
To hold office in chapter	1	2.5
Awards	1	2.5

The incentives are listed in order of frequency. Opportunity to develop abilities was used by 82.5 per cent of the teachers to encourage more participation in the NFA leadership activities. Other incentives with

significant frequencies are: "Earn more money," 72.5 per cent; "discuss accomplishments of former students," and "opportunity to apply for an agricultural scholarship," 70 per cent; "participate in civic and social activities," 67.5 per cent; "occupational opportunities" and "traveling experiences," 62.5 per cent; "recreational purposes," 55 per cent; and "become established in farming," 52.5 per cent. Other incentives used with less frequency than those enumerated were "to hold office in chapters," and to receive "awards" for participation.

CHAPTER IV

WAYS AND MEANS OF INCREASING PARTICIPATION IN THE NFA LEADERSHIP ACTIVITIES

A. The Ways of Correcting Teachers' Lack of Participation

Vocational agriculture teachers in Area I should cooperate with local administrators. The agriculture teacher should maintain enough public relations to make agriculture an integral part of the school program. The agriculture teacher should inform the administrators concerning his schedule of yearly activities to avoid conflicts with other school programs. When better cooperation is secured from the administrators, perhaps, the school faculty will cooperate. In most instances, the administrators can motivate the faculty and students to cooperate with all departments in the school.

The writer believes the cooperation should begin with the vocational agriculture teacher. The agriculture teacher should be able to sell his program to other school people and to the communities.

B. Motivation for More Participation in the NFA Leadership Activities

Contests properly used, serve as motivation devices for students. They serve to encourage the boys to do their work daily so as to better their future and also their chances of being contest team members selected to represent the chapters and schools.

A trip to the national NFA convention with a group of boys certainly would be motivating. The boys could see what others are doing and benefit from the experiences of others.

The area supervisor could summarize the leadership activities of all vocational agriculture departments in Area I each year. This summary could be mailed to all NFA advisers, principals, and superintendents of schools in Area I. Thus, the NFA advisers would act upon these summaries to improve their students' participation in the leadership activities in the chapters.

C. The Techniques and Methods Used to Encourage More Participation

The writer, realizing that the primary aim of the NFA organization is the development of agricultural leadership, cooperation, citizenship and patriotism, believes the agriculture teachers should keep that objective before the boys in the NFA chapters at all times. This can be done by discussing accomplishments of former students. NFA boys should realize that an opportunity to earn more money in contests would enable them to get some of the necessities of life. Leadership participation trains boys for occupational opportunities and traveling experiences. In most instances, the boys who participate in NFA leadership activities are outstanding students in other subjects and school activities.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary

The data given in the study show that there was participation from the local chapters in the NFA districts, area, state, sectional, and the national leadership contests. The participation was in chapters with large and small memberships. At the beginning of this study the NFA membership was low due to the number of chapters that reported, although the leadership participation was sufficient in proportion to the number of members reported. There has been a gradual increase in NFA memberships each year since 1949. It was also shown that there has been a gradual increase in the number of participants in NFA leadership activities each year.

There was participation in NFA leadership activities and contests from 1949 to 1959. The extent of participation is revealed in Tables V, VI, VII, IX, and X. The report shows vocational agriculture teachers participated in NFA leadership activities at other schools and at present schools, although the leadership participation was larger at present schools than it was at other schools.

The writer found evidence to show that there is a need for more participation in the NFA leadership activities in Area I. The forty vocational agriculture teachers reporting are below the quota of superior farmers. The data show the number of participants in establishment in farming awards is below the quota. Agriculture teachers

are not motivating NFA boys to participate enough in the establishment in farming awards contests. The participation in the establishment in farming awards contests was low in the NFA area, state, sectional, and national organizations.

B. Conclusions

With the data revealed in the study, the following conclusions have been reached:

1. The NFA membership in each chapter had very little affect on the number of NFA chapters that participated in NFA leadership activities.
2. The participation was low in the establishment in farming awards contests.
3. The number of superior farmers was below the area quota.
4. A change of schools by the vocational agriculture teachers motivated their participation in the NFA leadership activities. The factors associated with the motivation were beyond the scope of the study.
5. Contests properly used have the possibility of glamourizing an otherwise drab or colorless subject area.
6. Contests provide an opportunity to meet other people in a competitive, lifelike situation.
7. Contests call for varied teaching techniques, adding color and life to the teaching situation which, in turn, build and maintain interest of all class members.
8. Contests can sell a teacher either up or down the river.

C. Recommendations

In view of the facts presented in the study on NFA leadership participations in Area I, the writer recommends some ways and means,

which if followed by vocational agriculture teachers in Area I, may improve the participation by NFA boys in leadership activities.

1. Agriculture teachers should place more emphasis on contests in which the greatest opportunity for learning is afforded with less emphasis on those contests where the amount and kinds of learning are limited. The writer is not advocating that contests of limited scope be abolished. Some are needed for program variety and to fit less gifted individuals in the program.

2. Agriculture teachers should develop the spirit that everyone in a given contest wins in terms of increased learnings. Teachers should allow boys to enter contests to learn, assuming that increased learning will develop a winning pattern.

3. Agriculture teachers should strive to improve the daily program in vocational agriculture and let such effective teaching better prepare all boys as possible competitors in the game of life.

4. The NFA contests should be a means used to reach a teaching goal, not a goal in itself.

5. The NFA contests should be used as a motivational tool.

6. Contest training should not interfere with the regular classroom schedule, but should supplement and reinforce it.

7. Contest training sessions should not replace good classroom techniques of instruction.

8. Agriculture teachers should carefully evaluate existing contests and determine their educational implications.

The writer recommends that further study of the problem could include: State and National NFA Livestock Judging Contests, and local Soil Conservation Contests in Land Judging and Woodland Judging Contests in some counties.

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APPENDIX

APPENDIX A

Number of NFA Chapters Per County in Area I

County	Number of Chapters
Bowie	4
Cass	4
Camp	1
Dallas	1
Ellis	1
Fannin	2
Gregg	4
Harrison	4
Henderson	3
Hunt	2
Hopkins	1
Kaufman	2
Lamar	3
Marion	2
Morris	2
Navarro	3
Panola	2
Red River	1
Rusk	5
Smith	8
Titus	1
Upshur	2
Wood	2
Total	60

APPENDIX B

List of NFA Chapters in Area I That Returned
Questionnaires Sufficiently Complete
for Use in This Study

Chapter	Town	Teacher
Arp	Arp, Texas	N. L. Davis
Fisher	Athens, Texas	Lamar Payne
B. J. Graves	Paris, Texas	T. C. Hampton
Bralley	Honey Grove, Texas	Alphonso Terry
Burnett	Terrell, Texas	James B. Scott
Carver	Naples, Texas	A. F. Dacus
Carver	Dawson, Texas	Charles H. Joiner
Central	Jefferson, Texas	W. F. Lockett
Cheatham	Clarksville, Texas	Harold Collins
Douglass	Pittsburgh, Texas	Hervy Hiner
Fairview	Linden, Texas	Squire Cole, Jr.
Garland	Garland, Texas	Vernal Lister
Hawkins	Hawkins, Texas	James W. Anderson
Henderson	Henderson, Texas	William Drennam
H. G. Smith	Paris, Texas	Australa Hubbard
Jackson	Corsicana, Texas	C. L. Reddus
Karens	Karens, Texas	Burton Sneed
La Rue	La Rue, Texas	W. J. Crosby
Lindale	Lindale, Texas	V. B. McClellan
Malakoff	Malakoff, Texas	Cad Williams
Macedonia	Texarkana, Texas	Thurman Briley
Marvin Pine	Dekalb, Texas	Ruzelle Leggett
Mayflower	Tatum, Texas	James O. Lewis
Minden	Minden, Texas	Booker T. Hill
Ned Williams	Longview, Texas	C. A. Cobb
Pemberton	Marshall, Texas	L. U. Mason
Quitman	Quitman, Texas	E. C. Lyons
St. Paul	Greenville, Texas	C. Williams
Sunset	Beckville, Texas	P. L. Berry
Traylor	Hughes Spring, Texas	C. L. Allen
Troup	Troup, Texas	James E. Burks
Thorton	Queen City, Texas	F. J. Wade
Washington	Atlanta, Texas	McNoble Harper

Appendix B (continued)

Chapter	Town	Teacher
Washington	Bonham, Texas	R. E. Carreathers
Washington	Cooper, Texas	Roy L. Watson
Washington	Mt. Pleasant, Texas	Marvin Walker
Waskom	Waskom, Texas	Freddie Mack
Weldon	Gladewater, Texas	W. E. Jones
Winona	Winona, Texas	John Williams

APPENDIX C

Letter Sent to Vocational Agriculture Teacher

Route 3, Box 164
Linden, Texas
July 1, 1959

Vocational Agriculture Teachers
Area I

Dear Co-Workers:

I am in need of some very essential information immediately in order to complete my thesis.

If you will kindly spare about thirty minutes of your time to answer the sixteen questions and drop them in the mail today, you will do me a great favor. VA Form 8 will be very helpful in answering these questions.

A self-addressed stamped envelop is enclosed for your convenience.

Your usual fine cooperation is appreciated.

I am your truly,

Squire Cole, Jr.

P. S. Should you desire a summary of this report after it is completed, please check. Yes_____ No_____

APPENDIX D

Questionnaire Sent to Teachers of Vocational
Agriculture in Area IA STUDY OF THE PARTICIPATION IN LEADERSHIP ACTIVITIES IN
THE AREA I FEDERATION OF THE NEW FARMERS OF AMERICA
ORGANIZATION FROM 1949 TO 1959

Directions: Please read each question carefully. Please answer each question. Check () or write numbers where required.

Name _____ School _____

Address _____ Date _____

1. Please give the enrollment by memberships for the following years.
(See VA Form 8).

Year	Active Membership	Associate Membership	Honorary Membership
1949			
1950			
1951			
1952			
1953			
1954			
1955			
1956			
1957			
1958			

2. How long have you taught Vocational Agriculture? _____ years.
3. How many Vocational Agriculture Departments are there in your school?
Check one. _____ 1, _____ 2
4. How long have you taught agriculture at your present position?
_____ years.

5. How long have you taught agriculture at other schools? _____ years.
6. Did you participate in NFA leadership activities at other schools?
Check one, Much _____, Some _____, Little _____, None _____.
7. Do you participate in NFA leadership activities at present position?
Check one, Much _____, Some _____, Little _____, None _____.
8. Check reasons for lack of participation at other school and at present school.

	<u>Other school</u>	<u>Present school</u>
a. Lack of cooperation from administrator	_____	_____
b. Small number of boys in chapter	_____	_____
c. Lack of interest among boys	_____	_____
d. Lack of finance among members	_____	_____
e. Lack of cooperation from faculty	_____	_____
f. Conflict with other school activities	_____	_____
g. Not enough farm boys in chapter	_____	_____
h. Lack of ownership of land	_____	_____
i. No land available	_____	_____
j. Poor salesmanship on the part of the teacher	_____	_____
k. No interest stimulated	_____	_____
l. Others _____	_____	_____
_____	_____	_____
_____	_____	_____

- a. Lack of cooperation from administrator
- b. Small number of boys in chapter
- c. Lack of interest among boys
- d. Lack of finance among members
- e. Lack of cooperation from faculty
- f. Conflict with other school activities
- g. Not enough farm boys in chapter
- h. Lack of ownership of land
- i. No land available
- j. Poor salesmanship on the part of the teacher
- k. No interest stimulated
- l. Others _____
- _____
- _____

9. How many boys in your chapter have advanced to the following degrees from 1949 to 1959? (See VA Form 8).

Year	Farm Hand	Improved Farmer	Modern Farmer	Superior Farmer
1949				
1950				
1951				
1952				
1953				
1954				
1955				
1956				
1957				
1958				

10. Is Vocational Agriculture compulsory at your school? Check one.
Yes _____, No _____, Elective _____ Yes _____ No _____

11. Check techniques used to encourage more participation in NFA leadership activities in your chapter.

- a. Discuss accomplishments of former students _____.
- b. Opportunity to apply for an agricultural scholarship _____.
- c. Earn more money _____.
- d. Recreational experience _____.
- e. Traveling experience _____.
- f. Opportunity to develop leadership abilities _____.
- g. Participate in civic and social activities _____.
- h. Occupational opportunities _____.
- i. Become established in farming _____.
- j. List others _____

12. Check methods you use to train contestants.

- | | |
|--|---------------------------------------|
| a. Use audio-visual aids _____ | g. Make displays _____ |
| b. Demonstrations _____ | h. Practice before an assembly _____ |
| c. Train during regular class periods _____ | i. Practice in chapter Meetings _____ |
| d. Use special training time after class _____ | j. Practice at home _____ |
| e. Participate in live-stock shows _____ | k. Others _____

_____ |
| f. Judge at fairs and exhibits _____ | |

14. Please give the number of participants in the following NFA contests from 1949 to 1959

Year	Place	Public Speaking	Quartet	Quiz	Talent	Chapter Conducting
1949	District					
	Area					
	State					
	Section					
1950	National					
	District					
	Area					
	State					
1951	Section					
	National					
	District					
	Area					
1952	State					
	Section					
	National					
	District					
1953	Area					
	State					
	Section					
	National					
1954	District					
	Area					
	State					
	Section					
1955	National					
	District					
	Area					
	State					
1956	Section					
	National					
	District					
	Area					
1957	State					
	Section					
	National					
	District					
1958	Area					
	State					
	Section					
	National					

