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"A Proposed Program of Vocational Agriculture
in the Dixie Community, Smith County, Texas"

Crawford

1956

A PROPOSED PROGRAM OF VOCATIONAL AGRICULTURE FOR THE DIXIE
COMMUNITY, SMITH COUNTY, TEXAS

A Thesis

Presented to

the Graduate Division of

Prairie View Agricultural and Mechanical College

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

Therman Clifford Crawford

August 1956

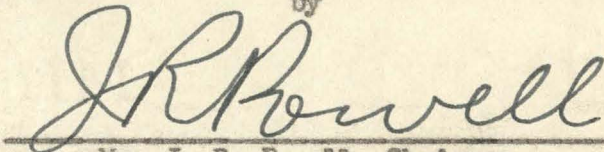
This Thesis for the Master of Science
Degree

by

Therman Clifford Crawford

has been approved by the
Department of
Agricultural Education

by

A handwritten signature in cursive script, reading "J. R. Powell". The signature is written in dark ink and is positioned above a horizontal line.

Mr. J. R. Powell, Chairman

DEDICATION

To my wife, mother, father and my mother and father-in-law, whose sincere love, devotion, and patience gave courage to me, and whose inspiration has enabled me to go forward during the hours spent on this study.

ACKNOWLEDGMENT

The writer wishes to express grateful appreciation to Smith County Rural Leaders, Farmers, Vocational Agricultural Teachers, Supervisors, ministers, Principals, Superintendents, Soil Conservation Workers, Home Economic Teachers, whose kind cooperation made this study possible.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.	1
Historical Background	7
Statement of Purpose	8
Statement of Problem	9
Sub Problems.	10
Definitions and Assumptions	11
Terminology	11
Definitions of Vocational Agriculture Terms	11
The Scope, Source and Method of Obtaining Data.	15
How to Develop a Program.	16
Objectives of Agricultural Education.	18
Major Goals and Objectives of Vocational Agriculture.	19
Seven Cardinal Principles of Education.	19
Objectives Aimes for in This Investigation.	19
Why Have a Program.	20
Expected Results of a Planned Program	20
II. REVIEW OF RELATED LITERATURE.	22
III. PRESENTATION AND ANALYSIS OF DATA	30
Procedure for Building a Vocational Agriculture Program for the Dixie Community, Smith County, Texas.	33
The Agricultural Situation and Economic Background of Dixie Community, Smith County, Texas.	36
Resources in Dixie Community, (Smith County) (Natural).	36
Farm Operators in Dixie Community (Human)	36

Climatic Conditions.	38
Industry and Its Effects Upon Agriculture.	38
Basic Agricultural Problems in the Dixie Community	40
Problems Suggested by Farm Families.	40
Solutions to Problems Suggested by Farm Families	41
Problems Suggested by N. F. A. Boys	42
Suggested Solutions to Problems by N. F. A. Boys	42
Problems Suggested by Professional Workers in the Dixie Community.	42
Suggested Solutions to Problems by Professional and Agricultural Workers	43
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	45
Summary.	45
Conclusions.	45
Recommendations (The Proposed Program)	46
BIBLIOGRAPHY	48

LIST OF TABLES

TABLE	PAGE
I. Negro Farms and Tenure of Farm Operations in Dixie Community.	31
II. Previous Leadership Experience in Social Organizations and the Per cent of Previous Leadership Activities	31
III. Educational Background of Respondents.	32

LIST OF ILLUSTRATIONS

FIGURE	PAGE
I. Procedures for Program Building.	35
II. Map of (Dixie Community)Smith County, Texas.	37

CHAPTER I

INTRODUCTION

A Proposed Program of Vocational Agriculture for the Dixie Community, in Smith County, Texas. It has been recognized as a truism that present day problems resulting from advances due to an ever-increasing technology give rise to a greater need for a program that will fit the need of people with different interests, abilities, ages, and financial levels. This need has not always been accompanied by tangible effort toward complete satisfaction of the individual in the educational process.

Vocational Agricultural teachers today face one of the greatest problems in human endeavor and that is to build a desirable and functional program in his community.

A program that reaches the most significant problems of farm people--problems that are big and small, increasing or retarding the progress of agriculture and affecting the social and economic well-being and happiness of people.

Several year's experience with continuous approach to a program of vocational agriculture, a newer approach to coordinating and building a program is undertaken. The various groups of people that this program will include are: all-day boys, part-time or the young farmer group, adult farmers and their wives. It is with sincere efforts that the program is proposed with one fundamental objective and that is: the development of people.

The vocational agriculture teacher must understand the objectives of General Education, Vocational Agriculture, Vocational Education and Extension Education if he is to propose program building in any community.

The curriculum of the community school, whether it be organized as subject curriculum, a correlated curriculum, a broad-fields curriculum, a core curriculum or a combination of these will include some activities planned as a part of the general education program which are appropriately termed practical arts.¹ These activities may take the form of classroom, shop, laboratory or out-door experiences built into the daily program of instruction for each pupil, or they may be treated casually and offered as a part of the extra-curricular program of the school. In most schools the practical arts activities are made available in both forms--curricular and extra-curricular.

The term practical arts has been used in educational literature for some time. General educators have used it less frequently than those writing on the subject of vocational education. The four most discussed practical arts, agricultural, industrial, household and business, correspond to the major occupational groups and therefore form the subject matter for vocational education.

The present need for adult education is increasing in the United States. Usually at the beginning of the classes the adult is struck with the diversity in contrast to formal education or the education of children. We find informal, or group instruction, formal classes, cooperatively organized learning activities, classes sponsored by

1

Harold M. Byram, Ralph C. Wenrich, Vocational Education and Practical Arts in the Community School, The MacMillan Company, New York, 1956, p. 81.

organizations, courses by institutions, experiences provided by institutions, to name only a few. The persons classified as adults are extremely heterogeneous in their interests, their abilities, their background of schooling, and their family and social group experiences. Their ages range from 16 to 80. For purposes of this study the writer is referring to "adults" as all those not attending out-of-school group classes, not attending school during typical working hours and those who have graduated or dropped out of school. It becomes the duty of the agricultural teacher to stimulate various educational agencies to make provisions for all people of the community. America leads the world in the greatest proportion of people going to school than any other country in the world. An impressive segment of these enrollees are grown-ups. A study by the Division of Adult Education of the National Education Association Research Division revealed an estimated enrollment of 4,744,256 adults in 1951. It was further estimated from a representative sample of schools studied that in the four years, 1947-51, the enrollments in public school sponsored, adult classes increased 51.2 percent.²

The foundation of a good vocational agriculture program lies in the educational philosophy of the administrator and the faculty of any school. If planning is done with groups of pupils to be taught and bodies of subject matter learned, there will be a larger need for program development for vocational agriculture or any other phase of instruments or mediums to reach the various types of people to be taught in the community. Increasingly, teachers and administrators are planning

²

Helen Allion and Robert A. Luke, Public School Adult Education in the United States, Adult Education, pp. 69-75, February, 1953.

educational programs with attention focused on the needs and the potentialities of each pupil and on the opportunities which can be given him for personal development, intelligent planning, and finally, the realization of his considered goals. If this is the philosophy of the staff of any agency or school their efforts will be directed toward a single purpose, that of helping each individual discover his potentialities and apply his energies to the end that he achieves the best possible adjustment in the classroom, in community activities, in his personal living, and in an occupational area. The individual is the focal point, and all activities of the program stand or fall on the criterion of their contribution to his growth and adjustment. Acceptance of this philosophy demands continuous study of trends with respect to vocational opportunities, as well as continuous attention to the characteristics and capabilities of the individual pupil.

An interest in developing a proposed program of vocational agriculture on both the part of the administration and faculty is an essential element. Regardless of the attitude of the faculty, little can be done or accomplished unless the administrator is interested in and sees a need for vocational agriculture and is willing to provide staff time and other essential resources. On the other hand, vocational agriculture services are relatively ineffective without the cooperation of the faculty. But where a philosophy described above is present in a school, one is likely to find a high degree of interest. If not, someone must generate this interest before significant steps can be taken. In the Dixie Community it is the responsibility of the vocational agriculture teacher to help generate this interest. Assuming

that a faculty has a philosophy conducive to the development of a program proposed of vocational agriculture with emphasis or implications toward educating all of its citizens.

It is with this intent that the writer hopes to integrate and coordinate effectively in proposing a program of vocational agriculture for the Dixie Community, Smith County, Texas. The fundamental objective of program building is to teach people to organize, analyze and solve their own problems with the help of vocational agriculture teachers. If this study will aid in the building of better programs of vocational agriculture and the objectives met, the final results can not be measured in social and economic progress.

Program.³ A program is a statement which factual background information describes the situation, problems, and determines solutions for problems described. It implies a long-time consideration extending over a period of time which the determining social and economic factors can be foreseen or predicted with reasonable accuracy. It set forth what is to be done. In this respect no subject matter is involved; subject matter is used in carrying out the program.

The Texas Concept of Program Building in Extension Education should contain the following:

1. A description of resources
 - a. Human
 - b. Natural
2. An analysis of the present situation

3

Dr. W. N. Williams, County Extension Program Building in Texas, Mimeographed Report, College Station, Texas, December, 1952.

3. A list of basic problems
4. Recommended solutions
5. A statement of objectives and goals
6. A system of evaluation
7. A provision for revising the program.

A. HISTORICAL BACKGROUND

County Situation. Smith County is located in the heart of East Texas, with an annual rainfall of 41.68 inches. The terrain is rolling to hilly; the central and east parts are in the Pine Belt, while the west part is in the Post Oak Belt. There are hundreds of flowing streams and springs.

There is a great variety of soils: sandy clays and sandy loams with alluvials in bottoms. There are 1361 Negro farm operators in Smith County. There is a well balanced urban and rural population which has grown rapidly in recent years. Smith County is the most popular of the East Texas interior counties with well balanced economy depending on oil, farming, livestock raising and industry.⁴

Smith County produces the greatest variety of crops of any county in Texas. Cotton, sweet potatoes, roses, blackberries, nursery stock, corn, tomatoes, peas, onions, watermelons, peanuts, pecans, and forage crops are grown for market.

The rose growing industry, developed over a number of years, is the largest of its kind in the Nation.⁵ The conservation program includes soil and water, forestry and wildlife.

Smith County is a leading dairy area with a large beef cattle industry, including short horns, herefords, Angus, Brahmans, and

⁴

Texas Almanac, Dallas Morning News, Dallas, Texas, 1956-57, p. 701.

⁵

An Economic Survey of Smith County, Bureau of Business Administration, The University of Texas: 1949, p. 9.

crossbreeds, which have been developed in recent years.

B. STATEMENT OF PURPOSE

The purpose of this study is: (1) to suggest "A Proposed Program of Vocational Agriculture for the Dixie Community, Smith County, Texas," (2) to develop methods and procedures used in program development, and (3) to prepare an instrument for collecting background data necessary for developing a program.

The writer proposes:

1. To analyze the community situation (as determined by professional and lay leaders) as a basis for determining needs.
2. To identify problems of rural people and help people decide on which problems or needs are most important.
3. To decide on desirable solutions and give direction to programs of rural people.
4. To determine objectives and provide a basis for coordinating activities.
5. To outline a procedure for developing a program to be undertaken including:
 - a. People to be reached
 - b. Goals to be attained
 - c. Procedure to be followed in reaching goals.
 - d. Responsibilities to be assumed by farmers, and farm families
 - e. Part to be played by Vocational personnel and other educating agencies

Other reasons to be confronted with in this study are:

1. To help people analyze their own situation.
2. To offer a more scientific approach to Vocational Agriculture workers in finding out the interest, attitudes and needs of farm people.
3. To determine the real needs of farm people.
4. To make better use of time on part of Vocational Agriculture, county agents, and farm people.
5. To assure proper balance and continuity in Vocational Agriculture programs.
6. To make the program flexible for changes and adjustments that are taking place.
7. To give Vocational Agriculture workers a method by which certain efforts may be given priority.
8. To justify expenditures for Vocational Agriculture work.
9. To help agriculture workers know where they are instead of wondering where they are.
10. To help improve the relationship of Vocational Agriculture with other agencies working for the development of the whole community.

C. STATEMENT OF PROBLEM

In this study, a proposed program for Vocational Agriculture in the Dixie Community, Smith County, Texas, will be found. A study was made of all available literature on program development for Vocational Agriculture, findings summarized and a procedure suggested for developing the program for Dixie Community. It is intended by the writer to show the role of Vocational Agriculture as an agency to aid boys, and farmers in organizing, developing, and executing a more functional pro-

gram of work in the Dixie Community for farm family improvement through a proposed Vocational Agriculture program.

1. Sub Problems:

1. What changes have farmers in this community made in their farming operations this year?
2. What are the largest cash farm sales in potatoes, roses, cotton, eggs, corn, milk and small grain?
3. What seems to worry the farmers most, insects, weather, land, management, labor supply, finance or credit?
4. Is the problem important to the income and welfare of farm people?
5. How frequent does it occur in the community?
6. Is the problem by nature suitable for attack by Vocational Agriculture?
7. Does its solution depend upon the farmer securing additional technical information or skills?
8. Does it depend upon the farmer's developing appropriate interest, attitudes, or appreciation.

It is felt that when these problems are answered the role of Vocational Agriculture as an agency in organizing, developing and proposing a program of Vocational Agriculture for the Dixie Community, Smith County, Texas will be functional in meeting the needs of people in the service area.

Other phases discussed in this study are as follows:

1. How to develop a Vocational Agriculture program
2. Program Planning-Building Procedures
3. Goals and objectives for Vocational Agriculture in Texas

4. Objectives of the Rural Development Program.

DEFINITIONS AND ASSUMPTIONS

Terminology

If Vocational Agriculture research findings are to convey the intended information, it is important that the terminology be generally understood and accepted by members of the Vocational Agricultural profession everywhere. Concise and precise use of agricultural terms is an obligation each Vocational Agriculture teacher owes the profession. The following definitions have been approved by the United States Department of Agriculture and by Land Grant Colleges and Universities.

Definitions:

Community. Community is a more or less well defined group of rural people with common interests and problems. Such a group may include those within a township, trade area, or similar limits.

Cooperator. A cooperator is a farmer or homemaker who agrees to adopt certain recommended practices upon the solicitation of a teacher of vocational agriculture. The work is not directly supervised by the teacher, and records are not required, but reports on the success of the practices may be obtained.

Supervised Farming Program. This is a program consisting of the following enterprises: Productive, Improvement, Supplementary, and Placement for farm experience.

School. A School is a place of instruction in any branch of knowledge; any place or means of learning or discipline.

Evaluation. Evaluation is a continuous process beginning with the organizing or planning of a program.

Functional. Functional is the natural or proper action of anything; especially, the normal working order of an organization for a specific purpose.

Farm Management. A term designating the ways and means of organizing land, labor, and capital with the proper application of technical knowledge and skill in such a way that the farm may be made to yield the maximum net return.

Farm. Any tract of land ranging from three to several thousand acres where the operator gets three hundred and fifty dollars net (\$350.00) from any agriculture enterprise.

Program. A program is a brief outline or order to be pursued or subjects embraced. A plan for the future.

Correlation. Correlation, according to Carter V. Good, in his Dictionary of Educational Terms, mean "bringing together the elements of two or more different subject matter fields that bear on the same problem or area of human experience, in such a way that each element is reenforced, broadened, and made richer through its association with the other elements from other subject fields; the term implies a subject matter organization of the curriculum but recognizes that the subject fields are, in actual life, interrelated and hence, some interrelation in school life is desirable."⁶

Another author, E. N. Henderson has this to say concerning correlation: "Correlation is the interrelation of studies so that the material of each lesson is made interesting and intelligible through the connection with the points involved in others."⁷

The term correlation, cannot be thoroughly defined without giving consideration to its motivating force or influence, integration (integration of individuals), since it is the aim of the school to make the pupil an integrated individual.

Thomas L. Hopkins, speaks of integration as a term used to designate the internal aspects of behavior exhibited by an individual in resolving the conflicts which arise within his movements in his environment. Hopkins further states that education should seek to produce integrating persons living dynamically in an integrated society, for, if the mature individual is to face life's problems successfully he must have an integrated personality.⁸

Carter V. Good, defines "integration" as the process or practice of combining different school subjects and presenting them as aspects of one unifying project or activity, for example, teaching geography, history, agriculture, English and arithmetic in connection to the Panama Canal." As related to the curriculum, says Good, "Integration is a course that brings together for intercorrelation the outcomes derived from a variety of departments, courses, sections, units and divisions."⁹

7

E. N. Henderson, Encyclopedia of Education, New York: The Macmillan Company, 1911, p. 209.

⁸Thomas L. Hopkins, Integration, Its Meaning and Application, New York: D. Appleton Century, 1937, p. 13.

⁹Op.cit., p. 26.

Agricultural. Of or pertaining to agriculture. Agriculture is derived from two latin words, ager—a field, colere—to cultivate. It is a science of the cultivation of soil and water; the keeping and breeding of livestock; the breeding and development of plants and conservation of foods.

Farm or Home Visit. A call by the teacher at the home or farm at which time some definite information relating to agriculture work is obtained.

Farmers (or farm families). Those people included who are influenced by vocational agricultural workers during the year.

- (a) Adoption of a recommended practice.
- (b) Further improvement in a practice previously accepted.
- (c) Participation in Vocational Agriculture activities.
- (d) Acceptance of leadership responsibility.
- (e) And/or by other evidence of desirable change in attitude or behavior.

A Plan of Work. A definite outline of procedure for carrying out different phases of the program. Such a plan provides specifically for the means to be used and the methods of using them. It shows what, how much, when and where work is to be done.

A Vocational Agriculture Program. A Statement of specific projects to be undertaken by vocational agriculture teachers during a period of years.

Records. Consists of definite information on file in the classroom that will enable the teacher to verify the data on vocational agriculture work included in this report.

Assumptions. Things that will be accepted as being true without proof.

EXAMPLE: That group participation of all people or agencies aid in program development.

D. THE SCOPE, SOURCE AND METHOD OF OBTAINING DATA

The scope of this study includes data that represents the rural leadership in Dixie Community, Smith County, Texas. Information was given fifty farmers, seven vocational agriculture teachers, one area supervisor, two college presidents, four principals, one soil conservationist, six home economic teachers, eight ministers, fifty vocational agriculture students during the 1955-56 school year.

The writer appealed to these people in Dixie Community for their aid in getting necessary data. They were assured that the information was to be used only for the improvement of the present program and for the development of "A Proposed Program of Vocational Agriculture for the Dixie Community, Smith County, Texas."

Methods used in collecting data in making this study.

1. Research findings of all available reference material on previous programs of vocational agriculture in the State of Texas were assembled.
2. A questionnaire was drawn up with instructions for filling out and mailed to fifty farmers and another questionnaire was prepared and mailed to professional or paid leaders. These questionnaires were placed in stamped return addressed envelopes.
3. The personal interview method was used during community visit to boys, part-time and adult farmers with supervised farming program.

The writer personally interviewed over one-hundred farmers in the Dixie Community.

Fifty questionnaires were filled and forty-nine returned.

In conducting this study, major emphasis was placed upon findings in literature and other related materials.

E. HOW TO DEVELOP A PROGRAM

1. The main purpose of Vocational Agriculture is to train, present and prospective students in agriculture, and to improve people so that they will develop the ability to do things for themselves.
2. Programs are developed by local people and all educating agencies concerned working together. Vocational Agriculture programs can be developed in communities, and decisions on program content should be made by local people.
3. The purpose of Federal and State Agricultural Agencies is to assist the Agriculture teacher in developing a program. This means that their function is not to determine the program, but to make it possible to do the job properly in the community.
4. Sharing group participation in program development in organized groups is an effective method of teaching people how to work together and to deal with their own problems. For this reason program development is one of the best ways to give people experience in solving their own problems.
5. Program planning is an effective way to motivate people who want to take part in Vocational Agriculture activities. Hence, it is one of the best ways to interest people in learning what is taught. Program development is an important part of the agriculture teaching job.

6. People know their best needs and interests, and are competent to make decisions affecting their own welfare. This means that peoples' ideas are essential as well as desirable in program development.

7. A program based on decisions made by the people is the best assurance that it is geared to conditions in the community and to the desires or wishes of the people. No explanation or apology is necessary for the teacher when the desires of people are guaranteed. Program decisions made by people verify that the program starts where they are.

8. The people have only one program.

9. The most effective way to work with groups of people is in community groups and family units. The basic social unit is the family, hence, goals at family level involve men, women, and youth. The community is the basic social unit with defined area.

Program as used today means a statement that includes:

- (a) The situation in which people are located.
- (b) The problems that are a part of the situation.
- (c) The objectives of local people in relation to the problems, and,
- (d) Recommendations (ways and means) to accomplish objectives.

It inspires one to think of the program WHY and WHAT of vocational agriculture work. WHY consists of the reasons (certain) things must be done, WHAT consists of the objectives or things to be done.

In discussing program development people sometimes leave the impression that they are thinking about starting with a clean slate. The impressions are not only confusing to lay-groups, but professional workers also.

F. OBJECTIVES OF AGRICULTURAL EDUCATION

The general objectives of agricultural education are virtually the same throughout Texas, although teaching methods will vary among communities according to varieties of soil, climate, topography, size of operational units, degree and kind of erosion, capital investment, degree of managerial performance, and products. Methods will also vary with farming conditions and farm people, and even with differences in aptitudes, abilities, and opportunities of teachers themselves.

For agricultural education to be most effective, each teacher must assume the responsibility for planning and developing an educational method that will meet the farming needs of the community.

Although programs will vary in content and emphasis, it is desirable to have similarity to permit common understanding, free discussion, and ready exchange of ideas among boys, farmers, farm families, faculty and professional workers.

Inasmuch as adult, young farmer, and day unit instruction is an integral part of the total vocational agricultural education program, it is necessary to include these classes in the long-time program and plans.

Agricultural education is a twelve-months program. By all means, the total program should be planned to include the summer activities, which may incorporate many activities of the community.

10

G. MAJOR GOALS AND OBJECTIVES OF VOCATIONAL AGRICULTURE

1. Make a beginning and advance in farming.
2. Produce farm commodities efficiently.
3. Market farm products advantageously.
4. Conserve soil and other natural resources.
5. Manage a farm business.
6. Maintain a favorable environment.

H. SEVEN CARDINAL PRINCIPALS OF EDUCATION

1. Health
2. Command of fundamental processes
3. Vocations
4. Citizenship
5. Worthy Home (surroundings) membership
6. Worthy use of leisure time
7. Ethical character

I. OBJECTIVES AIMED FOR IN THIS INVESTIGATION

1. To aid boys, out-of-school youth, farmers, and farm families in securing a better standard of living.
2. To develop (propose) a program that will make money.
3. To develop a program that will enable boys and farmers to maintain a favorable environment.
4. To develop a program that will conserve natural and human resources.
5. To develop a program that will give adequate experiences in all phases of leadership training in Vocational Agriculture.

J. THE 'WHY' OF THE VOCATIONAL AGRICULTURE PROGRAM

The lives of thousands of farm residents could be enhanced through happiness and economic security if planned efforts are carried out. Adequate program building and execution can bring this about. The important job is to inspire the need for planning activities necessary to satisfy some of the many human wants, desires, needs, objectives, aims, and to create favorable attitudes.

The cost-price squeeze on the Nations' farms is being eased through N. F. A. members, taking part in four popular phases of the program, Field Crops, Soil and Water Conservation, Tractor Maintenance, and Marketing.

Through the Vocational Agriculture programs members are learning to produce crops efficiently, conserve natural resources, maintain farm equipment, at the peak of operating efficiency and market products in order to gain the greatest net returns.

Every successful public movement must have a statement of its purposes that is clear to the citizens. The soundness, timeliness, vitality, economic or social importance of the program will finally determine the amount of continual support.

K. EXPECTED RESULTS OF A PLANNED PROGRAM

There are many expected results that should come about due to a well planned program. Listed below are some desired results:

1. To have available in written form a statement for general public use.
2. To furnish a guide against which to compare other or all new proposals.

3. To insure confidence and morale what is to be done and why.
4. To establish objectives toward the future so that progress can be measured.
5. To prevent mistakes in the end and to develop felt and unfelt needs.
6. To give continuity during changes in personnel.
7. To aid in leadership development of boys, out-of-school youth, farmers, and farm families.
8. To avoid waste of time and money and promote general efficiency.
9. To justify appropriations by local, state and national agencies.
10. To improve and sustain favorable public relations and support.

CHAPTER II

RELATED LITERATURE

Some indications of the agricultural conditions and their sociological effect on the communities and their relation to the problem investigated are provided by an analysis of the following books, studies and reports:

The results of Brunner and Kolb's ¹¹ study of "Rural Social Trends" reveal the change in the rural social life from 1900 to 1930. This study was divided into two phases: (1) rural population its mobility and its changing characteristics, with the changing agricultural situation and its social implications, with variations in the structure of rural communities and the inter-relationships of open-country and village dwellers and of both with the city, and (2) information about the economic, educational, social, and religious life, organizations and institutions of rural communities and the development of the decade 1920 to 1930.

Brunner and Kolb pointed out that the history of America shows migration of the people from foreign countries as well as from within. Data proving the mobility of population from within were noted from the census. The study of 148 villages showed that the West has attracted more people than any other section and that most of the migrants were from the rural areas.

11

Edmund de S. Brunner and J. H. Kolb, Rural Social Trends, (New York: McGraw-Hill Book Company, 1935), 386 pp.

It further revealed that the desire for greater economic gains, a higher standard of living, careers, and getting away from the rigors of farm life caused the decrease in rural population. This in turn caused a decline and social change in the social life of the community, since a change in one phase of rural life affects the community in general.

In his study of "Negro Internal Migration", Lyonel C. Florant¹² shows that the pattern of Negro migration is movement to cities. In response to the new urban opportunities opened to the Negro in the second decade of the twentieth century, more than two million Negroes migrated northward. The general dissatisfaction with economic conditions or monotony of life are often the cause of migration.

In his book Rural Community Organization, Dwight Sanderson¹³ made "A Study of Rural Community Development in Waterville, New York." This study showed that some of the processes involved in the creation of a rural community are: the settling of people in the section, the struggle for the land, organization of a church, a school, and a store. It further showed that in the development of a community various changes take place; changes in the economic resources, in population, in churches, in educational resources, and changes in facilities for transportation and communication. The cumulative effect of these changes is to create a common hope, a common need, and a common center of interest in the community.

12

Lyonel C. Florant, "Negro Internal Migration", American Sociological Review, 7:6, December, 1942.

13

Dwight Sanderson, Rural Community Organization, (New York: John Wiley and Sons, Inc., 1939), 448 pp.

Zimmerman¹⁴ shows, in his study of communities, that the four characteristic elements found in any community are: (1) social action, (2) definite specifications, (3) associations, and (4) limited area. The study further revealed that a change of any one element within the community affects all other elements and influences the community as a whole to some degree. Change is brought about by either internal or external forces. These changes are either catastrophic, destroying a community by erasing the physical basis of its people, or gradual, a change resulting from a sudden population growth or rapid alterations in the nurture of the population. Either internal or external factors may be predominant causes of gradual change and as a result the community may move towards extinction, growth, or a change in the character of its peculiar occupations or institutions.

Paul H. Landis¹⁵ says that, once rural life was relatively static but today it is dynamic, changing, a mixture of old and new. Evidences of clinging to the old traits are apparent but a desire for the modern is manifest also. Through most sections of the United States the pure isolated farm type settlement has developed. For most of the American farmers who live under this type of rural organization, the farm is the home. The social and economic costs of isolated settlements have been excessive. The neighborhood is the most elemental social group beyond the family. The school, the church, and the store were creations of the neighborhood group. An interesting institution of the group was the graveyard where the families, lacking the services of modern under-

14

Carle C. Zimmerman, Rural Community Organization, (New York: Harper Brothers, 1938), 661 pp.

15

Paul H. Landis, Rural Life in Process, (New York: McGraw-Hill Book Company, Inc., 1940), 599 pp.

takers, buried their dead in simple style.

One settlement on the isolated farm meant extreme isolation from both human contacts and the influences of social change. It no longer means either of these due to the telephone, the radio, and the construction of all weather roads. Extensive changes have come about during the last forty years in rural personalities, social processes, social institutions and problems. The newer forces tend towards a shaping of life in line with urban society. The traditional American family has been held together several bonds: economical, educational, recreational, religious, social status, protective and affectional. These bonds have tended to disintegrate in the urban family, but most of them are still important in farming areas.

The family, according to Elliot and Merrill,¹⁶ is a functioning unit composed of husband, wife, and children and united by bonds of blood and common interests. The enormous increase in the number of contacts with the larger social order has had potent influence in altering the family's function role. The complex inter-relationship of social, economic, political, and philosophical factors has given birth to new attitudes, values and standards which have affected all of our basic social institutions. The traditional family had its origin in a social structure quite dissimilar to the one we are living in at the present time. Situations that affect the life schemes of individuals must affect those with whom they are most intimately associated. The changed political status of women has

16

Mabel A. Elliott and Francis Merrill, "The Changing Family", Social Disorganization, (New York: Harper and Brothers, 1941), pp. 601-44.

altered the matter of family authority. The religious attitudes of a particular community has a definite bearing upon the basis and philosophy of family life.

Before the advent of the factory system, most of the production processes necessary to life and happiness were carried on within the home. The home is no longer a place where consumption goods are produced or raw products transformed. Instead it has become a distribution and consumption center conveniently located for the purpose of the family. The emphasis placed upon a high level of material comfort and upon keeping up with one's neighbor and the economic independence of women created by the new opportunities made available to them have had great affect upon the family life. The sovereignty of the state over the parents has caused the decline in family authority and responsibility for their children. Mobility of population, higher education of women, changing morality, and the decline of the religious theory of marriage have greatly affected family stability. Although the family still performs all these functions, the economic, religious, recreational and protective functions are no longer so important as they were previously.

According to Galpin,¹⁷ vocation, work for a livelihood, occupation so called, is in America at least, always on trial. It is like the American farm always for sale or exchange, simply awaiting and attractive price.

Young men reared on farms, coming into the age of decision

17

Charles Josiah Galpin, Rural Social Problems, (New York: The Century Company, 1924), pp. 183-85.

as to a life's work, start in, naturally, with farming. In the course of a few years they become dissatisfied with their work and change to city work. Taking the United States as a whole, the number of men and women leaving the farm for the city because of dissatisfaction with the work and the occupation, amounts to a considerable number. This movement will be a stream of fairly regular proportions, augmented in times of agricultural depression, diminished in periods of agricultural prosperity. Partly compensating for the loss of farmers who decide to become city enterprisers, is a return stream to the farm of young men who prefer farming to city business, and of some farm-bred men who find the city a difficult place in which to work and decide to go back where they know what they can depend upon. In these two streams will be young unmarried women as well as young men. Some young women go to town with the same motive as the young men; they prefer work that is not farm centered. Some go because they prefer the new women's independent type of life in connection with an unmarried woman's type of city occupation.

Blackwell Community, according to Sanderson and Polson,¹⁸ occupies the northeastern quarter of Walsh County, Georgia. The area is about ten to fifteen miles. An improved highway connects the community to the small towns of Belton and Jefferson.

Blackwell had its origin around the neighboring plantation homes of Blackwell More, Edward Williams, Henry Frost, and George Bolt. By 1900, there were three groups of interests in the community: the

18

Dwight Sanderson and Robert A. Polson, Rural Community Organization, (New York: John Wiley and Sons, Inc., 1939), pp. 87-103.

the political interests, the social and church interests, and the business interests. The soil is the chief natural resource of the community; it is fertile sandy loam that is easily cultivated. These factors coupled with an abundance of cheap labor, made cotton the only cash crop. Other crops, corn, hay, wheat, and oats were grown for use on the farm.

Falling prices of farm products and the boll weevil brought chaos to the cotton economy of the community in the fall of 1920. Fortunately, the farmers had an abundance of timber to which they turned in the emergency. This business provided employment for farm and village folks until 1930 when the timber became exhausted. The farmers had gotten enough out of marketing the timber to pay their debts, taxes, and living expenses, and they had had time to reorganize their system of farming to include other sources of cash income namely: dairy products, poultry, hogs, and beef cattle.

In the case study of the McKendree Community, Osborn¹⁹ shows that it is farming community located in the eastern part of Illinois. The community has important geographic features; a variety of soils may be found and it is generally fertile. All of the inhabitants are white and mostly of English descent. The original settlers have controlled the community continuously from its beginning to the present time. There is no accurate record of population movement, but such information obtained indicates that more than forty persons moved out of the community during the five year period preceding the survey. Of

19

Loran David Osborn, The Community and Society, (New York: American Book Company, 1933), pp. 17-24.

unmarried people leaving the community, more than twice as many boys left as girls, most of them entering vocations other than farming. The population does not increase very rapidly since most young people have moved away.

Farming is the chief occupation and is of general type; the principal crops are wheat, corn, and hay. The farmers are hard working people and cooperation in the community is practiced extensively between the farmers themselves as-well-as with the merchants. The farmer's recreation consists largely in reading papers, talking over the telephone, listening over the radio, and making trips to the store. The organized social life centers about the church, the schools, the farm bureaus, the home bureau, and the women's social club.

There is very little overt disorganization. No murders are known to have been committed in the section and only one person committed suicide. Many farmers do not lock their houses and other buildings. There is little poverty, although a few farmers merely eke out an existence. At the time of this study only one family depended upon the welfare for support.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The changes that farmers have made in their farming operations in the past seven years in the Dixie Community as evidenced by questionnaires, surveys, personal interviews, previous production records, farm records, class discussions with boys, out-of-school youth, adult farmers, professional workers, opinionnaires, and general observations show that there is more tendency toward mechanized farming, home and farm ownership, as well as larger sizes of farms.

The largest cash farm crop sales as evidenced through this study shows the classification of farm enterprises in order of importance in the community.

- | | |
|-----------|-------------------|
| A. Cotton | F. Orchards |
| B. Roses | G. Poultry |
| C. Corn | H. Gardens |
| D. Swine | I. Grain Sorghums |
| E. Dairy | J. Berries |

The economic importance of these enterprises must be known in developing a method for the Proposed Program of Vocational Agriculture in the Dixie Community, Smith County, Texas, serious thought and consideration given to an analysis of the situation, description of resources (human and natural), problems in the situation, plan suggested to overcome these problems, objectives of program in terms of the desires and needs of rural farm people, what should be taught, or done to reach these objectives.

Solutions to Problems. The things that seems to worry the farmers in our community as revealed by this investigation shows that:

1. Marketing - techniques and principles of producing and disposing of all types of agriculture products.
2. There is no great demand for labor supply for the production and harvesting of crops.
3. Farm machinery - is adequate as revealed in this study.
4. Insects - a program of insect control was originated with B. J. Pryor (County Agent) and the writer two years ago with actual farm demonstrations in controlling cotton insects and pests.
5. The problem by nature is suitable for attack by vocational agriculture. The writer used a systematic manner using all devices needed to obtain the necessary information to formulate a program based on the needs and desires of Negro farm boys and men as long as it is in accord with the district area, state and national program of work for vocational agriculture teachers in their respective communities.
6. The solution is not one that is cut and dried. It is true that the farmer needs some additional information, new skills needs to be acquired, technical information will be given by other agricultural specialists or experts. Attitudes, interests and inspirations must be given to the extent that farmers and boys will not feel that the vocational agriculture program is theirs and not the teachers.

RESEARCH - This is a meaningful word! Studious inquiry on the part of everyone leads to varieties of action--both in experience and understanding and leads to exhaustive experimentation. This constitutes the

essential essence of all learning of research. No longer should we say that professional workers have no time for research.²⁰

Table I shows tenure of Negro farm operators in Dixie Community and the number representing each category of tenureship.

TABLE I

Negro Farms and Tenure of Operation is as Follows:

<u>Tenure</u>	<u>Number</u>
Operators.	50
Full Owners.	30
Part Owners.	12
Managers	0
All tenants.	2
Croppers	6

Previous Leadership Experience in Social Organizations should or could be useful in future planning. Table II was compiled for this purpose. ²¹

TABLE II

PREVIOUS LEADERSHIP EXPERIENCE IN SOCIAL ORGANIZATIONS
AND THE PER CENT OF PREVIOUS LEADERSHIP ACTIVITIES

<u>Organizations</u>	<u>Leaders</u>
Parent Teacher Association.	15
New Farmers of America.	27
Advisory Council.	8
School.	25
Churches.	76
Lodge	58
4-H.	31
Boy Scouts.	10

20

Agricultural Education, Vol. 25, May 1953. p. 1.

21

Smith County, An Economic Survey, Bureau of Business Research College of Business Administration. The University of Texas, July, 1949; Bureau of the United State Census of Agriculture, 1950; Texas Almanac, 1952.

Table II revealed that many respondents had leadership (ability) experience in more than one organization. However, the church provided a larger percentage of those who had previous leadership experience in other organizations. The Lodge ranked second in leadership experiences.

As shown in Table II, 100% of respondents lived on the farm and had an average of 31 years in their present locality. This indicates that a large percentage of the respondents were owners, renters or at least substantial tenants.

Table III gives educational background of farmers studied and percentage in each category.

TABLE III

EDUCATIONAL BACKGROUND OF RESPONDENTS

Grade completed in Public School	Percentage of Respondents
Third Grade	8
Fourth "	9
Fifth "	20
Sixth "	20
Seventh "	0
Eighth "	0
Ninth "	3
Tenth "	1
Twelfth "	0
College work	2

The average size Negro farm in Dixie is 27.48 acres. The average size Negro farm in Smith County is 64 acres. Dixie farmers operate 1374 acres of land.

The trend in terms of total number of farm operators is decreasing, while the trend of ownership of non-resident operators is increasing. The general trend is toward larger farms.

A. PROCEDURES FOR BUILDING A VOCATIONAL AGRICULTURAL PROGRAM FOR THE DIXIE COMMUNITY, SMITH COUNTY, TEXAS

The writer is primarily concerned here with procedures that have to do with the development of a program and as such emphasis will be placed on problems, solutions, and objectives or those procedures that affect the program content.

Period of Orientation. This is a period in which a newly hired teacher should acquaint himself with the leading people and institutions in the community. A few of the people he should know are: the Superintendent, County Commissioner, Bankers, and other credit institutions, newspaper and radio and Television personnel, Chamber of Commerce, public school personnel, County Agent, Production Credit Association personnel and any other government agencies working in the county, and other clubs and rural groups.

Assembling Material. This involves getting information on all groups with whom he must work.

Writing Program. The following is a list of things the teacher should do in his initial planning and before initiating his program:

1. Set the family at ease
2. Establish confidence
3. State purposes of the vocational agriculture program
4. Clarify the family's part
5. Have them to understand the reasonable benefits family should expect to receive
6. Review the role of the teacher in providing assistance

7. Make certain that family has a desire to participate in a farm and home development program in the vocational agriculture program.

8. Plan for further contact and further action

In initiating the program the teacher will want to:

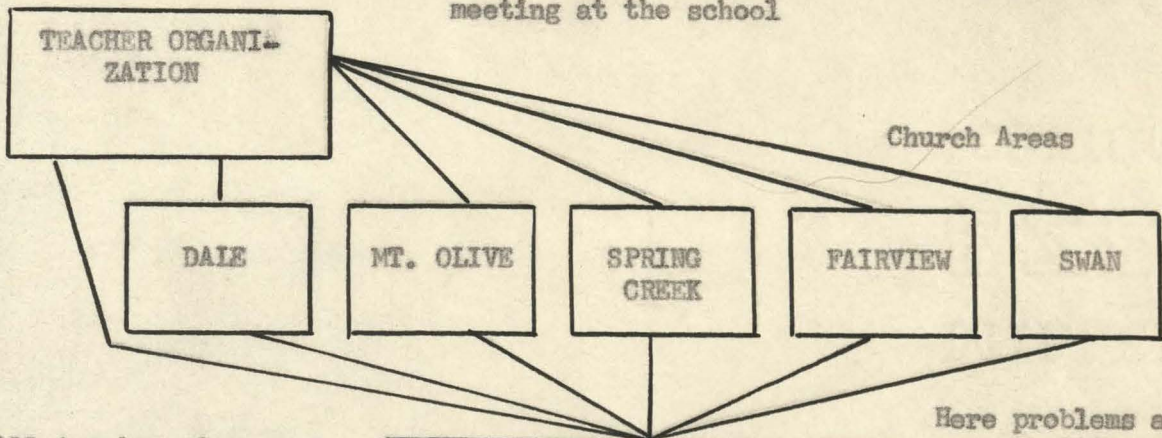
1. Organize the family
2. Have family to outline the things they need
3. Have them to list their wants
4. List activities in which they will engage
5. List possible avenues of income
6. Compare possible income with expenditures and needs with wants

If needs and wants exceed expected income, rotate income over a period of time.

7. Determine how income may be increased

ORGANIZATION PLAN FOR MOTIVATING THE
DIXIE COMMUNITY SCHOOL PLAN

Principal, Agriculture and Homemaking teacher visit each church area in a meeting asking them to send four members to a community planning meeting at the school

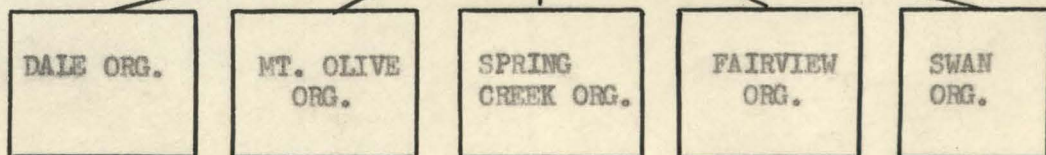


All teachers become a part of the community planning committee. Principal serves as chairman.

COMMUNITY PLANNING ORGANIZATION

Here problems and opportunities are discussed. Committees are selected to study and draw up plans. One or more teachers serving as advisor.

A WRITTEN DATED PROGRAM FOR ENTIRE SCHOOL COMMUNITY. THIS BECOMES THE COMMUNITY SCHOOL PLAN.



Working units to organize and develop in their individual ways, needs of the community with various teachers to advise them in certain phases of their program.

BETTER RURAL HOMES

A BETTER RURAL COMMUNITY

B. THE AGRICULTURAL SITUATION AND ECONOMIC BACKGROUND
OF DIXIE COMMUNITY, SMITH COUNTY, TEXAS

Location of County. Smith County is located in Northeast Texas, the fourth county South of the Red River, the Oklahoma boundary, and the third county West of the Louisiana state line. The county is bounded on the North by Wood and Upshur counties, on the East by Gregg and Rusk counties, on the South by Cherokee county and on the West by Henderson and Van Zandt Counties.

The Sabine River forms the entire Northern boundary of Smith County and the Neches River forms about three-fourths of the Western boundary.

1. Resources in Smith County: (Dixie Community)

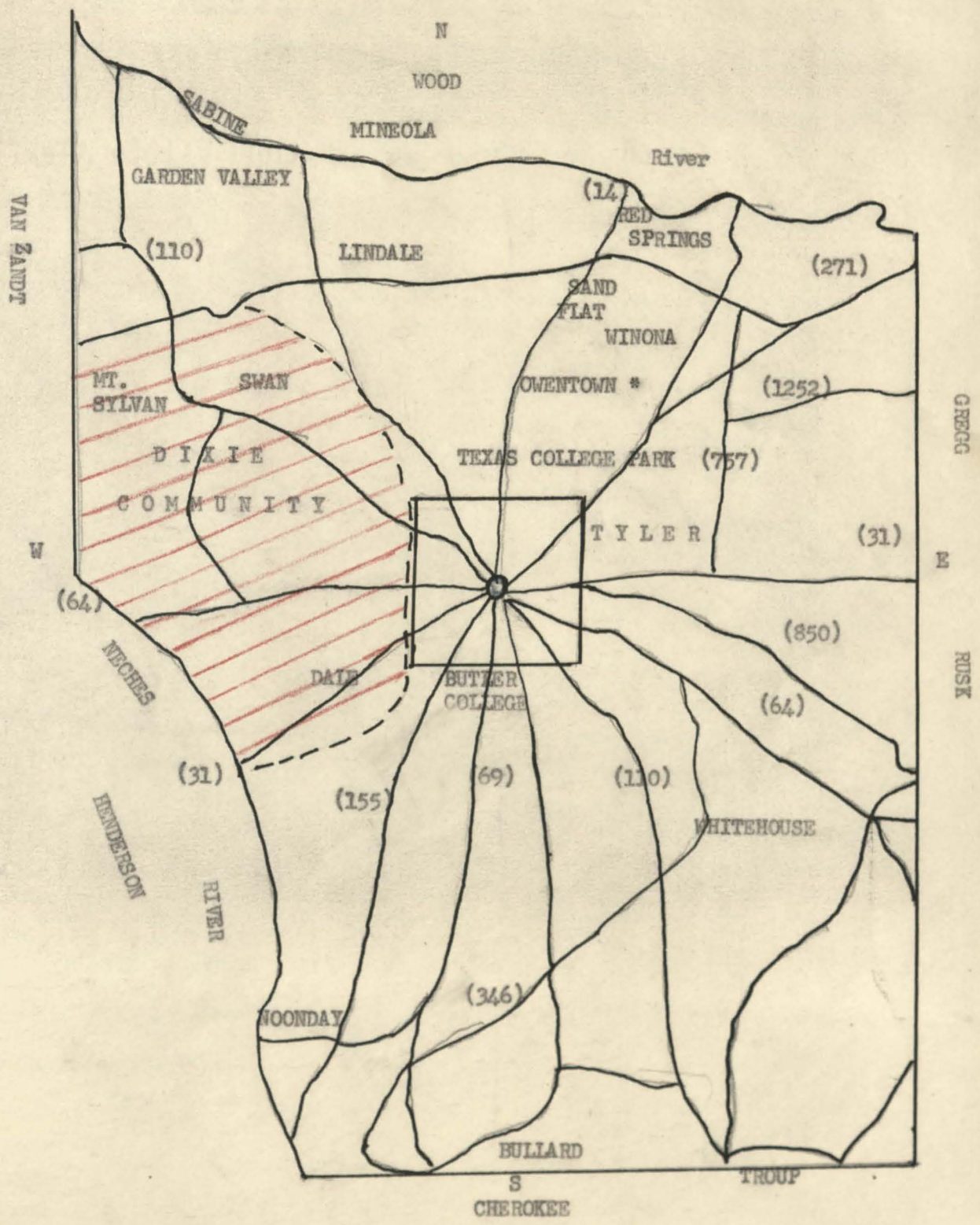
Dixie Community produces a large variety of crops that are grown in Smith County. Cotton, sweet potatoes, roses, blackberries, nursery stock, corn, tomatoes, watermelons, peas, onions, peanuts, pecans, peaches, and forage crops are grown for market.

Dairy and beef cattle are produced on a large scale. Beef production includes: Herefords, Brahmans, milking short horn, Angus and crossbreeds developed in recent years. There has been an increase in swine and poultry production.

2. Farm Operators:

There are 4034 farm operators in Smith County; 2673 white and 1361 Negro. In the survey of Dixie Community fifty operators were surveyed.

SMITH COUNTY - DIXIE COMMUNITY



3. Climatic Conditions:

The average annual rainfall for Smith County is 41.68 inches.

The greatest rainfall in any 24 hour period was 7.5 inches in May, 1944.

The average length of growing season was 252 days per year.

The longest growing season recorded was 297 days in 1933, and the shortest growing season recorded was 213 days in 1940. The growing season for 1952 was 245 days.

C. INDUSTRY AND ITS EFFECTS ON AGRICULTURE

Industries in Smith County include oil (annual income \$5,000,000), twenty-six types of oil-related industries in Tyler, Natural Gas, Burning Clay, Food, Apparel (fabric products), Lumber, Printing, Chemicals, Iron Foundries, Heater Companies, Fabricated Structures, metal products, Plumbing Supplies, Machinery, Instruments and miscellaneous manufacturing industries.

Four manufacturing concerns in Smith County employ more than 250 persons each, three employ more than one hundred and five employ more than fifty persons.

In 1943, the Tyler Foundation was organized. The Foundation is a non-profit corporation with a capital stock of several hundred thousand dollars. The original stock was secured through public subscriptions in amounts varying from \$300.00 to \$15,000. The profits through retails and sales are placed in a surplus account and used for further operations.

These industries furnish part-time employment for many farm families during the year.

HISTORY OF TYLER'S ROSE INDUSTRY AND THE TEXAS ROSE FESTIVAL

Smith County's most unique and widely publicized enterprise is its Rose Industry. It is by no means a new industry even though it is of recent years that its existence, much less its magnitude, has been brought to the attention of the nation.

The growth of Tyler's rose industry, though unexploited until a few years ago, has been neither sudden nor accidental. The business had its beginning in this area nearly seventy-five years ago, and today ranks as one of the oldest industries in Texas. Several descendants of the pioneer nurserymen are now listed among the most successful rose growers of East Texas.

Shortly after the Civil War, nurserymen were attracted to Smith County and the adjoining counties by the excellence of the soil and climate. These early nurserymen devoted their efforts almost exclusively to fruit stocks and developed some outstanding varieties, especially of peaches. Though a few roses and shrubs were raised, the growers continued to lay particular stress on fruit trees and the industry had grown to rather large proportions when it was almost paralyzed by a series of setbacks. The San Jose Scale, brown rot and various root troubles affected the fruit trees and discouraged growers. The shrewd nurserymen then turned to roses and ornamental shrubs. As the demand for East Texas roses grew, the number of nurseries increased. Buyers flocked in from the North and East. Without realizing it, Tyler had begun to attain nationwide prominence as a rose center.

Nurserymen of East Texas propagate more than sixty percent of the garden rose bushes produced in the United States today. Most of Texas' ten to twenty million plants are grown within a fifty-mile radius of Tyler. More than a thousand persons directly depend on rose growing operations or on distribution of the crop. It is in the fall of the year that the rose bushes are shipped to market, moving from Tyler in refrigerated cars, by express, parcel post and by truck.

About 325 carloads, averaging 25,000 plants to the car, are shipped north and east from Tyler each year, going to forty-eight states in the union and to twenty-five foreign countries.

Another important field in the industry is the shipment of rose blooms by air express to all sections of the nation. This is a great potential phase of the industry.

So gradual and quiet was the development of this great industry that many of the citizens of this community were not fully aware of its scope and importance. Some, however, realized it and among these were the women of the garden clubs who, moved by the rhapsodies of the everincreasing number of visitors to the district, decided to share with the public the thrills and beauties of their rose gardens.

Accordingly, they enlisted the cooperation of the growers, the Chamber of Commerce and the civic leaders, and after several weeks of preparation and publicity, the portals of the City of Tyler were thrown open to a curious public in the middle of October 1933. Instead of the few hundred expected, thousands representing fifteen states visited Tyler. An international aspect was given to the occasion by the presence of a number of rosarians from the Republic of Mexico.

Close upon the heels of this realization came the determination to make this an annual event, and so the East Texas Rose Festival became a permanent institution. However, during the Texas Centennial year, 1936, the Festival was re-named the Texas Rose Festival, a gala festival occasion inaugurated to proclaim and extol the beauty of Tyler's rose fields and to proclaim and extol the beauty of Tyler's rose fields and to secure world-wide recognition of this area as the largest center of rose bush production in the United States and perhaps in the world.²²

Full time or part-time employment is available for Dixie Farmers as a result of the development of Smith County's natural resources.

D. BASIC PROBLEMS

Due to the advancement in diversified farming and livestock production the trend for Dixie farmers has been diverted toward farm and home improvement with an increase of fifty percent within recent years. This move taken by farm families to improve their homes and surroundings and to become a permanent asset to their community has increased to a large degree the racial and cultural background in various walks of life.

1. Problems Suggested by Farm Families:

Taking into consideration, Smith County's vast economic reserves, natural resources, advancement in diversified farming, and livestock production, the following major agricultural problems were selected by farm people on the basis of their needs and

wants.

1. What can we do to decrease soil, wind, and water erosion and to increase our declining soil fertility of crop and pasture land in Dixie Community, Smith County, Texas?

2. The need for crop and pasture improvement.
3. The need for adequate marketing facilities.
4. The need for livestock improvement.
5. The need for the increasing fruit and truck crops.
6. The need for farm and home improvement.
7. The need for improved health and sanitation facilities.
8. The need for adequate finance.
9. The need for rural year-round recreation.
10. The need for preserving and conserving food for farm

families.

2. Solution to Problems Suggested by Farm People:

1. A Balanced Cropping Program:

- a. Soil management and land utilization.
- b. Planting trees and forestry management.
- c. Soil management practices--have soil test made as basis for soil improvement, better fertilizer usage and application of fertilizer on innoculated legumes.

2. Better Marketing Practices:

Improvement of marketing practices--organize a local or county cooperative organization. Marketing clinics on selling, grading, packaging, and how to select varieties of goods and services for the consumer.

3. Problems Suggested by N. F. A. Boys and N. H. A. Girls in Dixie Community were as follows:

1. Too few adults in the total school program.
2. Poor family relationships.
3. Lack of recreational facilities.
4. Inadequate finance.
5. Lack of understanding of program.
6. Poor living conditions.

4. Suggested Solutions to Problems by N. F. A. Boys:

1. Secure parents' cooperation.
2. Group planning of community year-round recreational programs.
3. Grow or produce more diversified crops.
4. Encourage working after school and on Saturdays.
5. More publicity.
6. Encourage health improvement through participation in community health programs.

5. Basic Problems Suggested by Professional Workers in Dixie Community, Smith County, Texas:

1. Farmers need more land per family unit.
2. Farms need fencing.
3. Low income farmers.
4. More knowledge of how to farm.
5. More farm equipment and machinery.
6. More inspiration and information about farming procedures and techniques in all phases of agriculture.
7. Better understanding and appreciation for farm and rural life.

8. Adequate finance for operating a satisfactory supervised farming program.
 9. More seasonal cash crops.
 10. More education.
 11. An increase in home ownership.
 12. Diversified system of vocational agriculture.
 13. Develop latent talent of youth and adults.
 14. Guidance and leadership in planning farming program.
 15. More competent rural leaders.
 16. Better plant, soil and water relationships.
6. Solutions to Problems Suggested by Professional Agricultural Workers in Smith County, (Dixie):
1. Contributing to pre-planning, planning, execution, and continuous evaluation of all phases of the community program.
 2. Follow all known improved and approved practices of vocational agriculture.
 3. Produce crops in the relationship to market demands.
 4. Keeping adequate record.
 5. Attending all agricultural meetings to seek solutions to their problems.
 6. Trying to become financially secure.
 7. Reading, listening to radio and T. V., trying to keep up with current changes in agriculture.
 8. More educational programs on farm life.
 9. Better farm management.
 10. More agricultural meetings.
 11. Community workshops.
 12. Pooling community resources.

13. Use potential talent in young leaders.
14. Organization of marketing and purchasing cooperatives.
15. Work toward community perfection in program development and execution.
16. Proper balance between soil, crops and livestock.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. SUMMARY

This study of a "Proposed Program for Vocational Agriculture in the Dixie Community, Smith County, Texas" along with information secured from farmers, all-day boys, part-time organizations, lay and professional paid workers, offers the following data and suggestions for continued growth and development of all Vocational Agriculture programs.

The principle factors in program development are the combining of all human and natural resources of a given area, with specific attention given to types of leadership, background information, local and other experiences, tutored with professional guidance.

B. CONCLUSIONS

For seven years of 'on the job' experience as a teacher of Vocational Agriculture and with five years in various experiences in program development, the writer has an appreciative value in Vocational Agriculture programs in carrying out the total objectives of education.

The local programs of Vocational Agriculture are the basis for District, Area, State, National and International Vocational Education service. The final results are depended to an extent on the methods in which the program was planned or carried out.

C. RECOMMENDATIONS (THE PROPOSED PROGRAM)

The responsibility of formulating recommendations for the proposed program of work for farmers of the Dixie Community, the nature of setting in the educational work of vocational education in agriculture, within the public schools, outside the formal settings of colleges, and universities, one of the major responsibilities of vocational education is to create a recognition of problems and a desire on the part of people to do something about them.

The educational responsibility grows continuously as society progresses, and an equal or greater number of forces grow from outside the individual farms and homes come to bear upon the welfare of the people involved.

It is the opinion of the writer that program planning is not an end, but the continuous service to rural people. It maps out ways and serves as a guide to accomplish the fundamentals of human endeavor.

For vocational agriculture as an agency to aid boys and farmers in organizing a functional program of work it is necessary to do the following:

1. The writer recommends for anyone developing a functional program of vocational agriculture to check the Texas Almanac and Agriculture Census to get all natural resources of the county, ie: Determine the needs and desires of the people to be served.
2. Set up these needs in the form of objectives.
3. Devise ways and means to reach these objectives.

4. There must be a period somewhere for the agency to pre-plan plan, evaluate and revise when and where the need arises.
5. Time for emergencies, must be allowed in any program if it is to be feasible.
6. A complete analysis of the total program should be done periodically to see just how well the objectives based on the needs and desires of people in the community.
7. By all means try to use standard terminology for boys and farmers.
8. Try to make the program simple and yet maintain the right path for reaching the objectives set out to achieve.
9. Make lists of new problems.
10. Redefine program continuously in light of the present situation.

Methods and techniques may vary from community to community, school district to school district or from county to county or even from state to state. It must always be remembered that situation, location, type, number of people, along with their physical, social, mental and financial capabilities will blend with their human abilities.

There must be in the light of previous findings a continuous and standardized method of evaluation of the program in terms of final results.

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