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THE INFLUENCE OF VOCATIONAL AGRICULTURE IN
SECONDARY SCHOOLS UPON CHOICE OF COURSES BY
STUDENTS ENTERING PRAIRIE VIEW A & M COLLEGE

WERNDON

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THE INFLUENCE OF VOCATIONAL AGRICULTURE IN SECONDARY
SCHOOLS UPON CHOICE OF COURSES BY STUDENTS
ENTERING PRAIRIE VIEW A & M COLLEGE

By

Daniel Norris Herndon

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

Master of Science

In the

Graduate Division

of

Prairie View Agricultural and Mechanical College
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D. N. H.

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CHAPTER I

INTRODUCTION

In 1917-18 four departments of vocational agriculture for Negroes were established. By 1939-40 the number of departments had increased to 146. With an enrollment of 4,700 all-day pupils, other enrollments for the year include 722 in day-unit classes; 944 in part time classes; and 5,511 in evening classes. The enrollments were included in the total enrollment figures of Texas.

One of the most significant developments in the Negro program was the organization of the state into districts for supervisory purposes. The teachers were brought together by areas about four times a year. Some group meetings, however, within the districts are held which frequently take the form of skill training schools.

The New Farmers of America, a national organization of Negro farm boys studying vocational agriculture, has been developed in Texas to a high degree. Ordinarily the N. F. A. Chapters sponsor exhibits, at local and district fairs, of projects grown by members. The State Pig Feeding Contest has its termination at these fairs and has been instrumental in stimulating the "live at home" program for Negro families in areas served by departments of vocational agriculture.

The Prairie View A & M College which is the official training center for Negro teachers of vocational agriculture in Texas, was established as a branch of the Texas Agricultural and Mechanical College of Texas in 1879. In 1882 Agricultural and Industrial courses were added to the college offerings.

Although a state conference of teachers of vocational agriculture was held at Prairie View in 1918, the teacher training course in vocational agriculture was not organized until 1919-20. The bachelor of science degree in agriculture was awarded in 1921-22. This formed the basis for the organization of the department of vocational agriculture for students who had completed a seventh grade education and who was fourteen years of age or older.

A professional position in vocational agriculture was created at Prairie View in 1921-22. The first Itinerant Teacher-Trainer in agriculture was added to the staff in 1925.

A number of persons have figured in developing a Negro program of agricultural education in Texas. Benjamin F. Bullock was the first teacher-trainer and served from 1919-23. H. G. Dickerson was resident teacher-trainer from 1923-25. L. A. Potts was resident itinerant teacher trainer 1925-29. The late C. H. Banks was resident and itinerant teacher trainer 1928-38. He also served as national advisor of the New Farmers of America from 1935-38. E. M. Norris has been resident teacher trainer since 1937. O. J. Thomas was made itinerant teacher trainer in 1938.¹

1. History of Agricultural Education of Less Than College Grade in the United States. Vocational Division Bulletin No. 217, U. S. Office of Education.

THE NEED FOR VOCATIONAL EDUCATION IN AGRICULTURE

Vocational education in agriculture is a nation-wide, Federally aided program of systematic instruction in agriculture and farm mechanics of less than college grade conducted in public schools or classes for those persons over 14 years of age; who have entered upon or who are preparing to enter upon the work of the farm or of the "farm home", under a plan of cooperation between State Boards for Vocational Education and the United States Office of Education.

Vocational Education in Agriculture is recognized and developed as an integral part of public secondary school education and contributes to the general objectives and philosophy of such education. It provides many opportunities for the development of abilities essential to the seven cardinal principles of education.

The primary aim of vocational education in agriculture is to train present and prospective farmers for proficiency in farming. The controlling purpose of the National Vocational Education Act makes it mandatory that the agricultural education program be vocational in character if it is to be aided by Federal funds appropriated under the provision of these acts. The local school board should be aware of the primary aim and the controlling purpose of the National Vocational Act when establishing a department of vocational agriculture. It is not the purpose of vocational agriculture to displace other education or to set up a curriculum entirely separate from other high school curricula. Its chief function is to provide systematic instruction in vocational agriculture for present and prospective farmers to fill a needed gap in the educational system of public schools. It should be developed and considered as one of

the permanent phases of the high school program in rural farming areas.

Agriculture is a basic industry. It furnishes the raw materials from which food, clothing and shelter are made. This fact in itself is sufficient evidence of agriculture's importance and responsibility. Agriculture is a special social order, a society of people whose homes represent their moral, intellectual and cultural points of view. It is the only great industry in which the home and business are so definitely associated.

Those who are engaged in agriculture are glad to accept the responsibility for supplying the industrial world with it's raw materials of food, clothing and shelter. They also gladly accept the responsibility and maintain a social culture and a national citizenship second to none. In accepting these two responsibilities, however, the rural people have a right to the opportunity to share with all other groups in the comforts and luxuries of life.

The need for the development of vocational education has been recognized on numerous occasions by Congress as indicated by the passage of a number of acts as follows:

1. Smith-Hughes Act, 1917.
2. An Act to extend the benefits of the Smith-Hughes Act to the territory of Hawaii in 1924.
3. George Reed Act of 1929.
4. An Act to extend the Smith-Hughes Act or supplementary acts to Puerto Rico in 1931.
5. George Ellzey Act, 1934.
6. George Dean Act of 1936.
7. National Defense War Training Acts:
 - A. Public Law 812, 1940.
 - B. Public Law 647, 1941.

- C. Public Law 146, 1942.
- D. Public Law 135, 1943.
- E. Public Law 373, 1944.

8. George-Barton Act of 1946.¹

Purpose of the Study:

1. In this study the writer proposes to determine the number of students with Vocational Agricultural training in secondary schools who are registered at Prairie View A & M College.

2. Ascertain the number of students who plan to become farmers after graduation.

3. To determine the significance of Vocational Agriculture in secondary schools in relation to Agricultural Education in college.

Source of Data:

The writer proposes to secure information through the use of inquiry forms with Prairie View A & M College students who studied Vocational Agriculture in secondary schools and who may or may not be pursuing a course of study in agriculture at the college level.

Statement of the Problem:

This study proposes to answer the following questions:

1. What percentage of vocational agricultural students in secondary schools continued in Agriculture in college?
2. What percentage of vocational agricultural students in secondary schools, upon entering college, pursue other courses of study?
3. What were the reasons for changing to other courses upon entering college?

¹ Cook, Glen Charles, Teaching Vocational Agriculture, Interstate Printing Company, Danville, Illinois, 1928.

Scope of the Problem:

This study included one hundred and fifty students of Prairie View Agricultural and Mechanical College during the spring session of 1951-52. The majority of these students lived in east, central, and southwest Texas. There were 200 students enrolled in the School of Agriculture.

Procedure:

An inquiry form was prepared to record data for this study. This inquiry form was composed of questions as shown in the appendix of this study. Data were collected by personal interviews with students on the campus.

Definitions of Terms:

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

Education is referred to as the acquisition of knowledge, skill, attitude and application of these skills. It may or may not be based on high school or college training.

Instruction has to do with imparting information and developing skills and attitudes.

Effectiveness of Instruction is the measure of the influence of Vocational Agriculture on the adoption or improvement of farm practices in keeping with good farming techniques.

N. F. A. Instruction means the imparting of information to the students by the N. F. A. advisor in an organized form, on any of the N. F. A. activities, recommended by the state and national organization.

N. F. A. (New Farmers of America) is a national organization of Negro farm boys studying Vocational Agriculture in the public schools located in the southern states.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Table I shows the number and percentage of the group studied who had vocational agriculture in high school and are taking it now, and the number and percentage who did not have vocational agriculture in high school and are taking it now.

Table I

STUDENTS WHO HAVE HAD VOCATIONAL AGRICULTURE IN HIGH SCHOOL

	No.	Taking Agriculture	Not Taking Agriculture	Percentage	
				Taking	Not
Had Vocational Agriculture in High School	142	30	112	20	74.66
Did Not Have Vocational Agriculture in High School	8	8	xxx	5.33	xxx
Total	150	38	112	25.33	74.66

One-hundred and forty-two students had vocational agriculture in high school. Twenty percent or thirty students are taking some phase of agriculture now. One-hundred and twelve or seventy-four and two-thirds percent are taking other courses.

Eight or five and one-third percent of those enrolled in agriculture in high school are taking it now.

Table II shows the number and percentage of the group studied who lived on a farm; the number and percentage taking agriculture and the number and percentage taking other courses.

Table II
STUDENTS WHO HAVE LIVED ON FARMS

	No.	Taking Agriculture	Not Taking Agriculture	Percentage	
				Taking	Not
Live on Farm	128	31	97	20.66	64.66
Did Not Live On Farm	22	7	15	4.66	10
Total	150	38	112	25.33	74.66

One-hundred and twenty-eight or eighty-five and one-third percent live on a farm. Thirty-one or twenty and one-third percent of the number living on a farm are taking agriculture now. Twenty-two or fourteen and two-thirds percent did not live on a farm. Seven or four and two-thirds percent are taking agriculture. Fifteen or ten percent are taking other courses.

Table III shows the number and percentage of owners and renters, the number and percentage of these groups taking agriculture and other courses.

Table III
OWNERSHIP STATUS

	No.	Taking Agriculture	Not Taking Agriculture	Percentage	
				Taking	Not
Owners	86	28	58	18.66	38.66
Renters	64	10	54	6.66	36
Total	150	38	112	25.33	74.66

Eighty-six or fifty-seven and one-third percent were farm owners.

Sixty-four or forty-two and two-thirds percent were farm renters.

Twenty-eight or eighteen and two-thirds percent of the owners are taking agriculture now. Fifty-eight or thirty-eight and two-thirds percent are taking other courses.

Ten or six and two-thirds percent of the renters are taking agriculture. Fifty-four or thirty-six percent are taking other subjects.

Table IV shows the number and percentage of N. F. A. boys of the group studied who had projects and the type of animals and seed used.

Table IV
TYPES OF PROJECTS

	No.	Taking		Percentage	
		Agriculture	Not Taking Agriculture	Taking	Not
Pure Breed Animals	42	14	28	9.33	18.66
Mixed Breed Animals	31	5	26	3.33	17.33
Certified Seed	30	10	20	6.66	13.33
Field Run Seed	14	6	8	4	5.33
Did Not Have Project	33	3	30	2	20
Total	150	38	112	25.33	74.66

Forty-two or twenty-one and one-third percent had pure breed animals. Fourteen or nine and one-third percent of these students are taking agriculture. Twenty-eight or twelve percent are taking other courses.

Thirty-one or twenty and two-thirds percent had mixed-breed animals. Five or three and one-third percent are taking agriculture. Twenty-six or seventeen and one-third percent are taking other courses.

Thirty or twenty percent had certified seed. Ten or six and two-thirds percent of these students are taking agriculture. Twenty or thirteen and one-third percent are taking other courses.

Fourteen or nine and one-third percent had field run seed. Six

or four percent of the group are taking agriculture. Eight or five and one-third percent are taking other courses.

Table V shows the number and percentage of the students who had projects and made a profit.

Table V
FINANCIAL RESULTS OF PROJECT

	No.	Taking	Not Taking	Percentage	
		Agriculture	Agriculture	Taking	Not
Earned a Profit	78	30	48	20	32
Lost Money	21	3	18	2	12
Did Not make a Profit	18	3	15	2	10
Did Not Have Projects	33	2	31	1.33	20.66
Total	150	38	112	25.33	74.66

Seventy-eight or fifty-two percent of the number that had projects earned a profit. Thirty or twenty percent were taking agriculture. Forty-eight or thirty-two percent were taking other courses.

Twenty-one or fourteen percent lost money. Three or two percent are taking agriculture. Eighteen or twelve percent were taking other courses.

Eighteen or twelve percent received their money back only. Three or two percent are taking agriculture. Fifteen or ten percent are taking other courses.

Table VI shows the kind of water system used in the group studied.

Table VI
MODERN CONVENIENCES

	No.	Taking Agriculture	Not Taking Agriculture	Percentage	
				Taking	Not
Had Open Wells	59	8	51	5.33	34
Had Wind Mills	26	10	16	6.66	10.66
Electric Pump	32	11	21	7.33	14
Live in the City and Use City Water System	33	9	24	6	16
Total	150	38	112	25.33	74.66

Fifty-nine or thirty-nine and one-third percent had open wells. Eight or five and one-third percent of those with open wells were taking agriculture. Fifty or thirty-four percent are taking other courses.

Twenty-six or seventeen and one-third percent had windmills. Ten percent or six and two-thirds percent of those with windmills are taking agriculture. Sixteen or ten and two-thirds percent are taking other courses.

Thirty-two or twenty-one and one-third percent had electric pumps. Eleven or seven and one-third percent were taking agriculture. Twenty-one or fourteen percent were taking other courses.

Thirty-three or twenty-two percent had access to city water system.

Table VII shows sixty or forty percent of the group studied had bathroom and facilities.

Table VII
BATHROOM AND FACILITIES

	No.	Taking Agriculture	Not Taking Agriculture	Percentage	
				Taking	Not
Had Bathroom and Facilities	60	20	40	13.33	26.66
Did Not Have Bath- room and Facilities	90	18	72	12	48
Total	150	38	112	25.33	74.66

Twenty or thirteen and one-third percent are taking agriculture.
Forty or twenty-six and two-thirds percent are taking other courses.

Ninety or sixty percent did not have bathroom and facilities.
Eighteen or twelve percent are taking agriculture. Seventy-two or
forty-eight percent are taking other courses.

Table VIII shows that twenty-seven or eighteen percent of the N. F. A. boys projects were started with a prize. Nine or six percent are taking agriculture. Eighteen or twelve percent are taking other courses.

Table VIII
HOW PROJECTS WERE STARTED

	No.	Taking		Percentage	
		Agriculture	Not Taking Agriculture	Taking	Not
Prize	27	9	18	6	12
Gift	77	16	61	10.66	40.66
Loan	13	8	5	5.33	3.33
Did not have Project	33	5	28	3.33	18.66
Total	150	38	112	25.33	74.66

Seventy-seven or fifty-one and one-third percent started their projects with a gift. Sixteen or ten and two-thirds are taking agriculture. Sixty-one or forty and two-thirds percent are taking other courses.

Thirteen or eight and two-thirds percent started their projects with a loan. Eight or five and one-third percent are taking other courses. Five or three and one-third percent are taking agriculture.

Thirty-three or twenty-two percent did not have a project. Five or three and one-third are taking agriculture. Twenty-eight or eighteen and two-thirds percent are taking other courses.

Thirty-three or twenty-two percent did not farm. Ten or six and two-thirds of the non farmers were taking agriculture. Twenty-three or fifteen and one-third were taking other courses.

Table IX shows the number and percentage in types of farming.

Table IX
TYPES OF FARMING

	Taking		Not Taking Agriculture	Percentage	
	No.	Agriculture		Taking	Not
General	47	10	37	6.66	24.66
Truck	26	6	20	4	13.33
Livestock	35	11	24	7.33	16
Dairy	9	1	8	.66	5.33
Did not Farm	33	10	23	6.66	15.33
Total	150	38	112	25.33	74.66

Forty-seven or thirty-one and one-third percent did general farming. Ten or six and two-thirds percent of the group that did general farming are taking agriculture.

Thirty-seven or twenty-four and two-thirds are taking other courses. Twenty-six or seventeen and one-third percent did truck farming. Six or four percent are taking agriculture. Twenty or thirteen and one-third percent are taking other courses.

Thirty-five or twenty-three and one-third percent did livestock farming. Eleven or seven and one-third were taking agriculture. Twenty-four or sixteen percent were taking other courses.

Nine or six percent did dairy farming. One or two-thirds percent of these students are taking agriculture. Eight or five and one-third percent were taking other courses.

Table X shows the number and percentage of approved and not approved agriculture departments in secondary schools.

Table X
RATING OF AGRICULTURAL DEPARTMENTS

	No.	Taking	Not Taking	Percentage	
		Agriculture	Agriculture	Taking	Not
Approved	144	37	107	24.66	71.33
Not Approved	6	1	5	.66	3.33
Total	150	38	112	25.33	74.66

One-hundred and forty-four or ninety-six percent of the departments of the groups studied were approved. Thirty-seven or twenty-four and two-thirds percent of the number taking agriculture were from State approved schools. One-hundred and seven or seventy-one and one-third percent were from State approved schools and taking other courses.

Six or four percent were from schools not approved by the State Department. One or two-thirds percent were taking agriculture. Five or three and one-third percent are taking other courses.

Table XI shows the number and percentage of participation in N. F. A. activities of the group studied.

Table XI
N. F. A. Participation

	No.	Taking		Percentage	
		Agriculture	Not Taking Agriculture	Taking	Not
Participated in N. F. A. Activities	105	33	72	22	48
Did not Participate in N. F. A. Activities	45	5	40	3.33	26.66
Total	150,	38	112	25.33	74.66

One-hundred and five or seventy percent participated in N. F. A. activities in high school. Thirty-three or twenty-two percent were taking agricultural courses. Seventy-two or forty-eight percent were taking other courses.

Forty-five or thirty percent did not participate in N. F. A. activities. Five or three and one-third percent were taking agriculture. Forty or twenty-six and two-thirds were taking other courses.

Table XII shows the number and percentage of students who had projects in high school.

Table XII
STUDENTS WHO HAD PROJECTS

	No.	Taking	Not Taking	Percentage	
		Agriculture	Agriculture	Taking	Not
Had Projects	94	30	64	20	42.66
Did not have Projects	56	8	48	5.33	32
Total	150	38	112	25.33	74.66

Ninety-four or sixty-two and two-thirds percent had projects in high school. Thirty or twenty percent of the students who had projects were taking agriculture. Sixty-four or forty-two and two-thirds percent were taking other courses.

Fifty-six or thirty-seven and one-third percent did not have projects. Eight or five and one-third percent were in agriculture. Forty-eight or thirty-two percent were taking other courses.

Table XIII shows the number and percentage that kept records or did not keep records of their projects.

Table XIII
RECORD KEEPING OF N.F.A. PROJECT

	No.	Taking Agriculture	Not Taking Agriculture	Percentage	
				Taking	Not
Kept up-to-date records	80	29	51	19.33	34
Did not keep up-to-date records	70	9	61	6	40.66
Total	150	38	112	25.33	74.66

Eighty or fifty-three and one-third percent kept records of their projects. Twenty-nine or nineteen and one-third percent of those who kept records were taking agriculture. Fifty-one or thirty-four percent were taking other courses.

Seventy or forty-six and two-thirds percent did not keep records of their project. Nine or six percent of these students were taking agriculture. Sixty-one or forty and two-thirds were taking other courses.

CHAPTER III

FACTORS CHARACTERIZING AN EFFICIENT VOCATIONAL TRAINING PROGRAM IN AGRICULTURE ALL-DAY CLASSES IN SECONDARY SCHOOLS

The fact that vocational education in agriculture of less than college grade is education for vocational efficiency in farming and that the vocational instruction and training offered in all-day vocational agriculture courses in our secondary schools must be such as will make specific contributions to competency in the agricultural field for which the instruction and training is offered.

The writer listed thirteen factors that characterize an efficient Vocational Training Program in agriculture all-day classes in secondary schools.

1. The aim of the all-day vocational agriculture course offered in secondary schools is to train prospective farmers for proficiency in the farming occupation in which they are fitting themselves to engage.
2. The instruction and training in vocational agriculture is given to a selected group of pupils who need it, want it, and are able to profit by it.
3. The vocational training environment in the working environment itself, or a replica of the working environment.
4. The subject matter of the all-day vocational agriculture course is such as specifically functions in the farming occupation for which the pupils are being trained.
5. The projects and supplementary farm practice work in which the pupils enrolled in all-day vocational agricultural classes

engage are such as specifically function in the farming occupation for which the pupils are being vocationally trained.

6. The bases of the teaching content of the vocational agriculture courses offered in secondary schools is obtained through the process of job analysis from masters in the occupation and not from theorists.
7. The vocational instruction and training is on farm enterprises and farm jobs occurring in the farming occupation for which the training is being offered, and not on exercise or pseudo jobs.
8. The important manipulative habits and thinking habits required for competency in farming occupation, for which the training is being offered, are developed in the pupils taking the instruction and training.
9. The training jobs are carried on in accord with the best and most economical occupational standards.
10. The vocational training helps the pupils to capitalize their interests, aptitudes, and abilities to the highest degree possible.
11. The instructional needs of the pupils are met at a time when those pupils most require them, and individual instruction is given whenever to the progress of any pupil.
12. The vocational instruction and training is continued until the trainee possesses a degree of vocational competency sufficient to enable him to secure and hold employment in the occupation for which he is fitting himself to engage.

13. The administration of the all-day vocational agriculture courses is elastic and not rigid or highly standardized.¹

A vocational training program, regardless to where and how it is offered or administered, must be judged from the occupational point of view.

The writer believes that a well-rounded guidance program should be administered to the pupils as they approach high school level.

Major responsibilities for providing youth with needed vocational guidance rests upon the school system. It has charge of the great majority of youth in the average community at the time they are most in need of vocational guidance. Better than any other agency of the community, it is possible to assemble information concerning the qualities and characteristics of youth. It can bring together that needed occupational information and use them to the best advantage. The public has been placing more and more responsibilities on the schools for the welfare children and youth. An adequate program of public education is impossible without vocational guidance. However, the school system cannot do this job unaided. Acting as its leader, it must seek and obtain the cooperation of many other social activities.

Guidance include helping the child in all his activities, those of social, emotional, physical and recreational type.

If education is concerned with youth, students should be provided with techniques of continuance self appraisal, so that they may become self directing in their attack on their educational program.

1. Schmidt, G. A., Vocational Education in Agriculturally-Aided Secondary Schools, Bureau of Publications, New York, 1932.

Modern programs of vocational agriculture in secondary schools cannot be conducted without strong classroom teaching, effective farm practices, and active pupil participation in a high school agricultural organization. These three phases must be closely intergrated and all boys must participate in all three phases if the best results are to be secured.

Supervised home project work in Vocational Agriculture is considered to be the important training device by means of which the pupils will acquire experiences in the management and operation of farm enterprises and skills in the execution of various jobs involved in such enterprises.

SUMMARY

The purpose of this study was to determine the significance of vocational agriculture in secondary schools in relation to agricultural education in college.

In the main problem there are three subordinate problems as follows:

1. What percentage of the students who had Vocational Agriculture in high schools continue in Agricultural Education in College?
2. How effective is Vocational Agricultural instruction in high school in relation to Agricultural Education in college?
3. To what extent are boys given encouragement in high school to continue in Agricultural Education in college?

An interview sheet was constructed which included thirty-five questions. The students interviewed were requested to answer each question truthfully to the best of their knowledge.

This survey showed of the group studied, one hundred and forty-two or ninety-four and two-thirds percent had taken Vocational Agriculture in high school, eight or five and one-third percent did not have vocational agriculture in high school. Twenty percent are taking some phase of agriculture now. Seventy-four and two-third percent are taking other courses as shown in Table 1.

Eighty-five and one-third percent of the group studied, lived on farms. Twenty and two-thirds percent are taking some phase of agriculture.

Twenty-two or fourteen and two-thirds percent did not live on farms. Four and two-thirds percent of this group are taking some phase of agriculture.

The survey showed that modern conveniences and adequate rooms in houses which they lived were not adequate, as shown in Table VI and VII, that eighteen percent of the farm owners are pursuing agricultural studies in college as shown in Table III.

The group that had projects of pure bred animals, and certified seed, and kept-up to date records carried the highest percentage of those to continue in agriculture in college, as shown in table IV, V, XI, and XIII.

The lack of participation in N. F. A. activities and projects as well as inadequate supervision as shown in Table XI, XII, and XIII gave little encouragement for the boys to continue in agriculture in college.

Vocational Education in Agriculture as promoted under the provision of the Smith-Hughes Act has a very specific function, that of fitting persons for useful farm employment. I shall mention section ten which deals with Vocational Education in Agriculture of less than college grade as follows:

1. The controlling purpose of such education shall be to fit pupils for useful employment.
2. That such education shall be less than college grade and designed to meet the needs of persons over fourteen years of age, who have entered upon or who are preparing to enter upon the work of the farm or of the farm home.

The survey showed four percent of the agricultural set-up were not state approved. Thirty-seven percent of the group studied did not participate in N. F. A. activities. Project supervision was inadequate and the boys got very little encouragement from Vocational Agriculture in secondary schools for continuing agricultural education in college.

Eighteen and two-thirds percent of the group studied that are taking agricultural education now come from farm owner families. Six and two-thirds percent were farm renters.

Fifty-two percent of the group studied earned a profit with their N. F. A. projects. Fourteen percent lost money. Two percent are taking agriculture subjects while twelve percent are engaged in other subjects.

Twenty-one and one-third percent had modern conveniences, seven and one-third percent of this group are taking agriculture now as shown in Table VI and VII.

Table VIII showed one-third or six percent of this group that stated their projects with prizes won through N. F. A. activities are taking agriculture now. Of the fifty-one and one-third percent of the group that started their projects with gifts, ten and two-thirds percent are taking agriculture now. Of the eight and two-thirds percent of the group started their projects with loans, five and one-third percent are taking agriculture now.

Table X showed only one person or two-thirds percent from the set-ups not approved continued in agriculture.

CONCLUSION

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

1. That lack of interest had caused seventy-four and two-thirds percent of the group studied to pursue other courses upon entering college.
2. That project supervision for the most part was inadequate.
3. Inability of twenty-two percent of the group studied to carry N. F. A. projects prompted the student in pursuing other courses upon entering college.
4. The group that made loans to start their projects carried the greater percentage to continue in some phase of agriculture upon entering college.
5. Those continuing in agriculture were from home owner families mainly.

RECOMMENDATIONS

From the findings in this study, the following recommendations are made:

1. That it be mandatory that all N. F. A. boys carry projects.
2. That a regular program of project supervision be set up and followed.
3. That all vocational agricultural departments be evaluated periodically each year in relation to accomplishment or progress.

4. Provisions be made where students who are unable to finance projects to get the help necessary to carry a project.
5. That all vocational agricultural set-up meet state approval.
6. That all teachers give practical instruction in project management.

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SURVEY FORM

This information is to be used in making a study of the influence of Vocational Agriculture in secondary schools upon the student entering Prairie View A & M College.

1. Did you have Vocational Agriculture in high school? _____
2. Did you live on a farm? _____ How many acres? _____
3. Did you or your parents own the farm? _____ Rent? _____ Lease? _____
4. Is your father living? _____ Mother _____
5. How many brothers do you have? _____ Sisters? _____
6. How many brothers are large enough to work on the farm? _____
 A. How many sisters are large enough to work on the farm? _____
7. How many rooms are in your house? _____
8. How old is the house? _____
9. Do the rooms need repairing? _____
10. Do the windows need repairing? _____
11. Is the water system on the farm a well with rope and bucket? _____
12. Do you have running water in your house? _____ Bathroom? _____
 Well with hand pump? _____ Well with windmill? _____
 Well with an electric pump? _____
 Kitchen sink? _____
13. How long have you lived on the farm? _____
14. Did you like farm life? _____
15. Type of farming done, General _____, Fruit _____ Stock _____
 Dairy _____ Truck _____
16. Where did you finish school? Town _____ State _____
17. Was Vocational Agriculture taught in the school where you graduated? _____
18. Is Vocational Agriculture taught there now? _____
19. Was the Agricultural Department approved by the State? _____
20. Did you have an N. F. A. Project? _____ What type? _____
21. How did you get the project started? _____ Gift _____ Loan-
 Winning a prize _____
22. If you secured a loan, how much was it? _____
23. Did you keep up-to-date records? _____
24. Did you have access to farm machinery for your project? _____
25. Did you use pure breed animals? _____ Mixed bred animals _____
 certified seed _____ field run seed? _____
26. How did you dispose of your project? _____ local market _____
27. If your product was used for home use, did you receive cash _____
28. Why did you select your project? _____
29. Did you change or desire to change to a different project at any time before your project was completed? _____
30. Did you earn a profit on your project? _____
31. Did you lose money on your project? _____
32. What courses are you taking now? _____
33. What influenced you to take this course? _____
34. Did you participate in N. F. A. contests? _____ Local _____
 State? _____ National? _____
35. Were you an officer in your local N. F. A. Chapter? _____
36. What occupation do you plan to follow upon graduation? _____