

DEVELOPING CHAPTER ADVISERS OF THE FUTURE FARMERS  
OF AMERICA ORGANIZATION

by

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## INTRODUCTION

When the Federal Vocational Education Act (Smith-Hughes) was passed, February 23, 1917, increased importance was placed on teacher education (3). Prior to this date, 19 of the 48 land grant colleges for white students had reported the beginning of their teacher educational programs. The passage of this act stimulated activity and made the preparation of teachers a primary objective. This necessitated the development of teachers in order that the state might take advantage of the provisions of the act. At present there are 71 colleges and universities in the United States preparing teachers for teaching vocational agriculture (4).

Teaching vocational agriculture is an important field of service which attracts many men trained in agriculture. This fact is shown by the 1936 report of the Agricultural Education Service (5) which stated that 36.0 per cent of the 2,736 agriculture college graduates were prepared as teachers of vocational agriculture.

The personnel engaged in educating teachers of vocational agriculture includes agriculture teacher educators, assistants, itinerant and supervising teachers. The amount of time and contacts that the student teacher has with each of these educators varies within the different states. In a study reported in the Teacher Training Release (6), the following statements were made concerning the present status of teacher education programs in the United States:

1. Approximately one-fifth of the time given to professional study on the part of vocational agriculture student teachers is spent in observation and in directed teaching centers.
2. There has been a trend toward increasing the proportion of time allotted to directed teaching.

3. There is a need for future development of teacher education to the end that student teachers be given greater responsibilities in performing the activities of the job.

Vocational agriculture instructors located in high schools accessible to the colleges and universities, constitute the group of teacher educators known as supervising teachers. These teachers are in charge of the participation and directed teaching programs considered essential to the professional training of the teachers of vocational agriculture. The final test of the vocational agriculture directed teaching program is the ability of the individual to bring professional training to a "doing level" or to develop in the student teacher "doing ability".

The supervising teachers of the North Central Region, meeting in a conference, August 1938, compiled a list of Aims of Teacher Training necessary to develop abilities in teachers in order that they may aid their communities through systematic instruction with organized groups of all-day, part-time, and evening school members (2).

A study of the aims set up at this conference reveal the fact that the Future Farmers of America Organization (F. F. A.) is frequently mentioned. Several required abilities mentioned were: serving as adviser at chapter meetings, preparing annual chapter program of work, and organizing and maintaining a chapter library. This would lead one to conclude that the Future Farmers of America is functioning as an intra-curricular organization; that is, an organization which is acting in the promotion of a complete agricultural education program in the community.

Banta (1) studied the relationship between the day school program and the Future Farmer program and found that the two programs were so closely united that one can safely say "As the work of the chapter goes, so goes the work of the vocational agriculture department." Other findings by Banta were:

1. A well organized Future Farmer chapter with an adequate program of activities, contributes much to student morale.
2. The Future Farmer chapter through its organization and its cooperative ventures, presents a set-up which is a better teaching medium than does the classroom or the day school program.
3. Future Farmer members have higher scholarship than other farm boys who are non-members.
4. Leadership qualities are transferred from the F. F. A. to the classroom.
5. F. F. A. chapter publicity and achievement increases day school enrollment.

Heald (7), chairman of a committee on teacher education in the North Atlantic Region to study the functions of the supervising teacher, conducted a detailed study of experiences necessary for a student teacher to develop as a teacher of vocational agriculture. Heald's study was made among 66 supervising teachers and 151 student teachers and consisted of an evaluation of the importance of the various experiences of the participating teacher, as well as the degree to which they participated. Included in Heald's list of experiences were those dealing with Future Farmer activities, such as participating in F. F. A. and assisting the F. F. A. adviser. The supervising teachers rated "participating in F. F. A." as one of three most important of the 40 experiences listed. The student teachers, when asked for their opinion, stated almost unanimously that they thought the work with the F. F. A. organization was one of the most important experiences of their directed teaching career.

In view of the importance attached to the experience in working with the F. F. A. organization by participating students, it seemed desirable to conduct a study which would evaluate methods of obtaining a high degree of participation in chapter adviser responsibilities on the part of student teachers of vocational agriculture in the Manhattan High School. The participating student is confronted with numerous teacher responsibilities in the short time he is

assigned to work at the Manhattan High School. These teacher responsibilities cover such activities as conducting farm mechanics lessons and demonstrations, directing classroom lesson study and recitation, supervising farming programs, evaluating record books, participating in activities of the Future Farmers of America chapter, and others. The Future Farmers of America activities have proven to be a motivating force in advancing the work of vocational agriculture in the high school. It is because of the importance attached to the Future Farmers of America Organization in its relation to the development of a sound program in vocational agriculture that this study has been undertaken.

## PROCEDURE

A check list was prepared and submitted to the supervising teachers of the North Central Region for the purpose of obtaining information concerning the student teacher participation methods followed within this region in developing chapter advisers. The North Central Region was selected in preference to the other regions because Kansas is located in this region.

The check list was formulated with three purposes in mind:

1. To secure general information concerning the supervising teachers serving as advisers of Future Farmers of America chapters, their participating students and the participation centers.
2. To secure an evaluation of the importance of the various chapter adviser responsibilities and ascertain a number of the responsibilities that are carried out.
3. To determine the number of student teachers and the degree of student teacher participation in chapter adviser responsibilities.

A list of 44 supervising teachers was secured from Mr. James E. Pearson, Federal Agent for Agricultural Education, North Central Region. Check lists were sent to each of these supervising teachers for the purpose of securing information concerning the student teachers experiences in the participation center during the school year 1940-41.

Supervising teachers from 32 participation centers returned the check list. Of this number, two reported that they were not serving as supervising teachers this year; two did not fill out the check lists satisfactorily; three were received too late to be included in the study. A total of 25 participation centers representing 12 states were used in this study. The check lists returned from the states were: Illinois 5, Indiana 2, Iowa 3, Kansas 3, Kentucky 3, Minnesota 2, Missouri 4, Nebraska 3, North Dakota 1, South Dakota 1, Wisconsin 3, Michigan 2. In most cases the check lists were filled in

completely and accurately. Where omissions were made, the data was tabulated as reported.

A report of the evaluation of chapter activities, degree of participation on the part of student teachers in chapter adviser activities, per cent of the 49 activities carried out in the participating center in the North Central Region, and factors affecting degree of participation are set forth in the findings of this study.



## FINDINGS

## Background of the Supervising Teacher

Teaching Experience of the Supervising Teacher. Since the passage of the Federal Vocational Educational Act in 1917 (Smith Hughes), 24 years have elapsed (3). This program has been carried forward by teachers of vocational agriculture located in the city, community, and rural high schools throughout the United States. In order that a young man may have the opportunity to receive actual participation as a teacher of vocational agriculture, student participation centers in cooperation with the colleges and universities have been established in high schools within each of the 48 states. Under the guidance and direction of these teachers of vocational agriculture (supervising teachers), student teachers have been provided the opportunity of participation in the vocational agriculture program.

As shown by Table 1, the years of experience in teaching vocational agriculture of the 25 supervising teachers reporting from the North Central Region ranged from 20 years to three years. The mean was 10.84.

Table 1. Experience in teaching vocational agriculture.

Number of years teaching experience	:	Number of men reporting
20	:	1
17	:	1
16	:	1
15	:	2
14	:	4
12	:	5
10	:	1
9	:	1
8	:	2
7	:	1
6	:	4
3	:	2

Mean 10.84

According to Table 2, the 25 supervising teachers reporting had served in the capacity of supervising teacher for a period ranging from thirteen to one years. The mean was 4.40. A number of teachers of vocational agriculture have been added as supervising teachers in recent years as indicated by the fact that 17 of those reporting had served for three years or less. A study of the check lists returned also revealed the fact that many of the supervising teachers served as vocational agriculture teachers for three or four years before being selected as supervising teachers in their respective states.

Table 2. Experience as supervising teacher.

Number years of supervising experience	Number of men reporting
13	1
12	2
11	1
8	1
7	1
4	2
3	8
2	6
1	3
Mean 4.40	

#### Supervising Teacher as F. F. A. Chapter Adviser

Experience as F. F. A. Chapter Adviser. The Future Farmers of America Organization (F. F. A.) was organized in Kansas City, Missouri, November 1928. Today the total membership of this organization is 250,000. The F. F. A. organization has become an important motivating force in the vocational agriculture programs offered in the high school as shown by Banta (1). The problem of organizing and conducting the F. F. A. chapter is the work of the teacher of vocational agriculture who serves as adviser of the chapter.

All except one of the supervising teachers, who reported, are now serving as advisers of an F. F. A. chapter (Table 3). The mean of years of experience as F. F. A. chapter adviser is 8.20.

Table 3. Experience as F. F. A. chapter adviser.

Number years of experience as F. F. A. chapter adviser	:	Number of men reporting
14	:	1
13	:	1
12	:	7
11	:	1
10	:	4
9	:	2
8	:	1
7	:	2
6	:	2
5	:	1
3	:	2
0	:	1

Mean 8.20

Number of F. F. A. Chapter Meetings Held. The number of day and night chapter meetings held indicated that a number of opportunities were provided the student teachers for participation in F. F. A. adviser responsibilities. For example: arranging with school authorities for F. F. A. meeting; counseling with chapter president in preparation for chapter meeting; serving as adviser of regular meeting; and counseling chapter secretary in correcting and recording minutes of the chapter meeting.

The number of day meetings held ranged from none to 40. The mean number of day meetings was 15.32. The range in number of night meetings was from none to 26. The mean number of night meetings was 9.76 (Table 4).

Table 4. Number of F. F. A. chapter meetings held.

Number of day: Number of supervising		Number of night: Number of supervising	
meetings held:	teachers reporting	meetings held:	teachers reporting
40	1	26	1
36	1	21	2
30	4	15	1
18	5	13	1
13	1	12	1
12	1	10	3
10	4	6	6
9	1	5	1
8	1	3	1
6	1	2	1
3	3	0	2
0	2		
Mean 15.32		Mean 9.76	

F. F. A. Chapter Members Receiving Advanced Degrees. There are four degrees attainable in the Future Farmers of America Organization, namely: Green Hand, Future Farmer, State Farmer, and American Farmer. The Green Hand and Future Farmer degrees are conferred upon chapter members by the local chapter. The State Farmer degree is conferred by the State Association. The number receiving this degree may not exceed two per cent of the total F. F. A. membership of a state association. The highest degree, that of the American Farmer, is conferred by the national organization of F. F. A. This degree may be conferred on one member for each 1,000 F. F. A. members in a state association.

Such factors as leadership, scholarship, supervised practice activities, and ability to cooperate are considered a basis for awarding advanced degrees. The number of State and American Farmers successfully promoted by a supervising teacher indicate the importance attached to F. F. A. activities by the supervising teacher. Table 5 lists the number of State Farmer and American Farmer degrees awarded. One supervising teacher successfully promoted 31

State Farmers during the 12 years he served as an F. F. A. adviser. One supervising teacher reported having successfully promoted 24 State Farmers, one 20, one 19, and one 16. The mean number of State Farmers reported for the 25 supervising teachers was 8.92. Three teachers reported they had not successfully promoted any State Farmers. Two of these supervising teachers had had only a short teaching experience and one reported that he did not have an F. F. A. chapter.

Six supervising teachers each reported the successful advancement of three State Farmers to the American Farmer degree. Nine supervising teachers had not successfully promoted an American Farmer. The mean number of American Farmers reported for the 25 supervising teachers was 1.24.

Table 5. F. F. A. chapter members receiving advanced degrees.

Number receiving State Farmer degree	Number times reported	Number receiving American farmer degree	Number times reported
31	1	3	6
24	1	2	3
20	1	1	7
19	1	0	9
16	1		
15	2		
14	1		
12	2		
9	2		
8	2		
6	2		
5	1		
3	1		
2	2		
1	2		
0	3		
Mean 8.92		Mean 1.24	

#### Student Teacher Participation

Number of Student Teachers under Supervision. Table 6 shows that 35 student teachers received their participating experience in one participation

center. The range was from 35 in one participating center to three in another participating center. The mean for 171 student teachers was 10.84.

One supervising teacher had six participating students under his supervision during a class period while ten supervising teachers had only one each. The mean was 2.10.

Table 6. Number of student teachers under supervision.

Number of student teachers during school year 1940-41	Number of supervising teachers reporting	Number of student teachers under supervision during a class period	Number of supervising teachers reporting
35	1	6	1
26	1	4	2
20	1	3	4
16	2	2	3
15	1	1	10
12	3		
10	2		
9	3		
8	3		
7	1		
5	2		
4	4		
3	1		
<b>Total</b>	<b>25</b>	<b>Total</b>	<b>20</b>
<b>Mean 10.84</b>		<b>Mean 2.10</b>	

Table number 7 shows the number of supervising teachers in each of the 12 states reporting in this study together with information concerning the number of student teachers per participation center, number of weeks of participation, number of hours per day of participation, and the total hours of participation per student. The total number hours participation was determined by multiplying the number of weeks participation times the number of days per week (five) times the number of hours participation per day. On this basis, the range in hours of student participation was 300 clock hours to 25 clock hours. The mean was 132.57.

Table 7. Variation in length of student teacher participation period.

State	: Number of Reporting:	: Number of student teachers reported:	: Number of weeks of partici-: pation:	: Number of hours per day of par-: ticipation:	: *Total hours of student teacher participation under supervision
Illinois	1	5	6	10	300
	1	4	6	8	240
	1	4	7	8	280
	1	4	7	8	280
Indiana	1	16	3	3	45
Iowa	1	4	6	2	60
	1	3	6	8	240
	1	15	6	9	270
Kansas	1	16	3	3	45
	1	8	1	10	50
	1	9	1	12	60
Kentucky	1	8	4.5	3	66.6
Minnesota	1	12	4	8	160
	1	12	3	3	45
Missouri	1	3	3	10	150
		6	2	10	100
	1	5	6	8	240
	1	8	3	10	150
	1	10	3	10	150
Michigan	1	12	12	3.5	210
Nebraska	1	9	2	6	60
	1	20	2	4	40
North Dakota	1	10	2	8	80
South Dakota	1	7	12	1	60
Wisconsin	1	35	5	1	25
	1	26	1	8	40
Total	25	271			Mean 132.57

\* This figure was determined by finding the product of the number of weeks, number of days per week, and hours per day. A five day week was used.

Place of Residence. Table 8 shows place of residence of student teachers while doing their teaching participation. The distance of the participation center from the university or college campus ranged from 175 miles to one-half mile. Participation centers were located 50 miles or more from the university or college campus. Nineteen supervising teachers reported student teachers established temporary residence in the town where the participation center was located. The five supervising teachers reported that the place of residence of the student teacher was in the town where the college or university was located. One supervising teacher reported that the student teachers commuted daily.

Table 8. Place of residence of student teacher.

Place of residence while participating as student teacher :	Number of supervising teachers reporting
In town where college or university was located	5
Commuted daily to participation center	1
Established temporary residence in town where participating center was located	19

#### F. F. A. Chapter Adviser Responsibilities

Number of Chapter Adviser Responsibilities Reported. The adviser of an F. F. A. chapter is responsible for directing and supervising activities of the F. F. A. chapter and chapter members throughout the year. Many of the responsibilities such as item number 35, conducting an F. F. A. summer camp, occur in season and often only once during the year, while others such as item number 3, counseling with chapter president in preparation for chapter meeting, and item number 37, directing chapter cooperative marketing activities



such as marketing wool, livestock, potatoes, etc. occur frequently during the year.

Table 9 shows how the adviser responsibilities listed were reported upon by the supervising teachers. Omissions on the part of certain supervising teachers in the completion of the check lists are responsible for the variation shown in the number of supervising teachers reporting, as indicated in the first column to the left in Table 9. One supervising teacher reported that he did not have an F. F. A. chapter, which accounts for at least one entry under column two (Table 9) for each activity. By comparing the number of responsibilities reported with the number of teachers reporting, it is shown that in no case did all of the 25 teachers omit any one responsibility. The number of supervising teachers reporting responsibilities not carried out, ranges from one out of 25 reporting, to 22 out of 23 reporting. There were three adviser responsibilities which were carried out by 24 teachers, namely: counseling with recreation chairman in preparing recreation for chapter meeting; conducting chapter initiation of Future Farmers; stimulating boys to work toward advanced degrees in the F. F. A. organization. There were six adviser responsibilities which were carried out by 23 teachers, namely: counseling with chapter president in preparation for chapter meeting; serving as adviser of regular F. F. A. chapter meeting; counseling with chapter treasurer in preparing treasurer's report; counseling with chapter reporter in writing news items; counseling with program chairman in preparing program for chapter meeting; directing chapter cooperative purchase of seed, fertilizer, equipment, etc.; and conducting F. F. A. project tour.

Seven of the 49 responsibilities listed in Table 9 have been marked with an asterisk (\*). The footnote at the bottom of the table indicates these responsibilities were not treated statistically since they were not reported

upon by more than 40 per cent of the supervising teachers reporting. In the case of item 28, conducting parent-son banquet, and item 29, conducting father-son banquet, 10 and 12 supervising teachers respectively reported these activities not carried out. It would seem that this does not present a complete report of the parent banquets held, as a study of Table 9 indicates that there is an average of one banquet (father-son or parent-son) for each teacher reporting.

Additional adviser responsibilities to the 49 listed, which were suggested by the supervising teachers were: directing subsidiary organizations such as dairy, orcharding, soils, and crops; directing radio broadcasts; conducting wild life conservation programs; developing thrift savings account; assisting chapter in keeping F. F. A. scrap book.

Evaluation of Chapter Adviser Responsibilities. Each supervising teacher was asked to evaluate the importance of the 49 listed chapter adviser responsibilities included in the check list on the basis of I - most important, to V - least important. Where the responsibility was reported as not being carried out by 40 per cent of those reporting, the evaluation of the responsibility by the supervising teacher was omitted from the tabulated data. It was on this basis that seven adviser responsibilities were omitted and as previously indicated are shown in Table 9 marked with an asterisk (\*). This left 42 chapter adviser responsibilities which were evaluated. Twenty-seven of the 42 adviser responsibilities were evaluated under all of the five degrees of importance. Fifteen supervising teachers in evaluating item 20, formulating a chapter program of work, rated this item, I - most important. Nine other adviser responsibilities were rated I by 10 or more supervising teachers. In no case were there more than five supervising teachers who rated an adviser responsibility as low as V - least important.

A statistical evaluation of these important factors has been made by computing the arithmetical average from the ratings submitted by the supervising teacher concerning each of the 42 chapter adviser responsibilities. Eight chapter adviser responsibilities received an arithmetical average evaluation of 2.00 or above. As reported in Table 9, the eight highest evaluated adviser responsibilities and their arithmetical averages are: counseling chapter president in preparation for chapter meeting, 1.85; serving as adviser of an F. F. A. officers' meeting, 1.85; formulating a chapter program of work for the year, 1.95; serving as adviser of regular F. F. A. chapter meeting, 2.00; counseling with program chairman in preparing program for chapter meeting, 2.00; setting up a calendar of F. F. A. activities for the year, 2.00; preparing final chapter activity report, 2.00; directing chapter cooperative marketing activities such as marketing wool, livestock, potatoes, etc., 2.00; and preparing reports of records necessary for advanced degree awards, 2.00. The arithmetical average of 32 adviser responsibilities reported upon by the supervising teachers ranged from 2.15 to 2.94. The two adviser responsibilities which received the lowest arithmetical average evaluation were: preparing an F. F. A. assembly program, 3.20; and preparing an F. F. A. chapter exhibit, 3.50.

Considering 2.50 as a mid-point in the arithmetical average in evaluating the 42 chapter adviser responsibilities on a basis of I - most important, to V - least important, 29 or 69.05 per cent ranked above the mid-point and 13 or 30.95 per cent ranked below the mid-point.

Table 9. Importance of Future Farmers of America chapter adviser responsibilities.

FFA chapter adviser responsibilities	Supervising teachers rating importance of chapter adviser activities on a scale of 1 to 5; I - most important, V least important							Arithmetic mean of importance factors
	Number	Number	Number	Number	Number	Number	Number	
1. Arranging with school authorities for FFA meeting, or other special FFA activities.	25	3	4	3	9	4	2	2.86
2. Arranging paraphernalia for chapter meeting.	24	3	3	2	6	7	3	2.85
3. Counseling with chapter president in preparation for chapter meeting.	25	2	13	6	0	3	1	1.85
4. Serving as adviser of regular FFA chapter meeting.	25	2	12	5	2	2	2	2.00
5. Serving as adviser of an FFA officers' meeting.	24	3	12	4	2	2	1	1.85
6. Counseling with chapter secretary in correcting and recording minutes of chapter meeting.	25	3	8	4	7	3	0	2.22
7. Counseling with chapter treasurer in preparing treasurer's report.	25	2	9	6	3	5	0	2.17
8. Counseling with chapter reporter in writing news items.	25	2	8	8	3	3	1	2.12

Table 9 (Continued)

9. Counseling with program chairman in preparing program for chapter meeting.	25	2	12	3	5	2	1	2.00
10. Counseling with recreation chairman in preparing recreation for chapter meeting.	25	1	4	6	9	4	1	2.66
11. Counseling with chairman of refreshment committee regarding preparation of refreshments for chapter meeting.	25	5	2	4	10	2	2	2.90
12. Preparing and delivering talk as part of chapter meeting program.	25	8	3	3	4	6	1	2.94
13. Assisting committee in preparing progress reports.	25	5	4	6	5	5	0	2.55
14. Assisting committee in preparing final report of their activities.	24	4	6	9	3	0	2	2.15
15. Conducting chapter initiation of Green Hands.	23	1	6	9	2	2	3	2.40
16. Conducting chapter initiation of Future Farmers	25	1	6	8	5	2	3	2.50
17. Conducting installation of FFA officers.	24	5	6	4	4	2	3	2.57
18. Organizing and maintaining FFA chapter library.	25	3	5	3	7	4	3	2.66
19. Maintaining filing system for FFA materials.	24	2	5	9	3	2	3	2.50

Table 9 (Continued)

20. Formulating a chapter program of work for the year.	24	2	15	1	0	4	2	1.95
21. Setting up a calendar of FFA activities for the year.	24	3	13	2	2	1	3	2.00
22. Preparing final chapter activity report.	24	2	10	6	3	2	1	2.00
23. Directing FFA activities for earning funds for the chapter treasury.	24	3	6	5	5	5	0	2.42
24. Assisting in building chapter financial budget.	24	4	4	7	6	1	2	2.50
25. Directing scholarship improvement among chapter members.	24	3	3	7	7	4	0	2.57
26. Counseling chapter in selection of officers.	24	4	9	4	2	2	3	2.30
27. Instructing FFA officers in ritualistic performance.	24	2	6	9	4	2	1	2.22
*28. Conducting parent-son banquet.	24	10	6	2	2	2	2	
*29. Conducting father-son banquet.	23	12	3	2	4	1	1	
*30. Conducting mother-son reception.	23	22	1	0	0	0	0	
31. Conducting a meeting of parents of chapter members.	23	9	5	3	4	0	2	2.35

Table 9. (Continued)

32. Conducting special chapter meetings, such as entertaining visiting FFA groups, pre-vocational students, boy scouts, etc.	24	3	3	8	7	2	1	2.52
33. Preparing FFA program for community meeting or civic club such as Kiwanis, Rotary, etc.	24	9	3	7	3	2	0	2.26
*34. Preparing FFA programs for community farm organizations such as Grange, Farmers' Union, Farm Bureau, etc.	24	12	3	5	1	3	0	
*35. Conducting an FFA summer camp.	24	13	5	4	1	0	1	
*36. Conducting an FFA overnight hike.	24	12	2	0	4	1	5	
37. Directing chapter cooperative marketing activities such as marketing wool, livestock, potatoes, etc.	24	6	7	6	4	0	1	2.00
38. Directing chapter cooperative purchase of seed, fertilizer, equipment, etc.	25	2	7	9	3	1	3	2.30
39. Preparing FFA assembly program.	24	9	5	3	6	0	5	3.20
40. Conducting chapter public speaking contest.	25	6	4	9	3	3	0	2.26
41. Conducting FFA project tours.	25	2	10	6	3	2	2	2.13
42. Preparing an FFA chapter exhibit.	24	6	5	6	7	0	5	3.50

Table 9. (Continued)

43. Assisting chapter members in preparing individual exhibits.	24	9	2	5	4	4	0	2.66
*44. Planning FFA chapter fair exhibits.	24	10	3	5	3	3	0	
45. Counseling in chapter parliamentary procedure practice.	25	3	8	7	4	1	2	2.18
46. Stimulating boys to work toward advanced degrees in FFA organization.	25	1	10	7	3	1	3	2.16
47. Preparing reports of records necessary for advanced degree awards.	24	2	9	8	1	4	0	2.00
48. Directing class lesson study on the FFA organization.	25	5	8	4	5	3	0	2.15
49. Obtaining active membership in FFA chapter.	22	4	4	5	4	5	0	2.55

\* Evaluation not computed for this activity since the activity was not reported by more than 40% (or 10) supervising teachers.



## Degree of Student Teacher Participation

Total Student Teacher Participation. The number of student teachers reported for each adviser responsibility are given in Table 10 which indicates a difference of 271 to 215. This difference is due to the fact that a few supervising teachers failed to check the adviser responsibility and the number of student teachers participating in the degrees of participation as set forth in the check list. The percentage of students reported under each of the headings indicates the degree of participation. The number of student teachers reported for each adviser responsibility was used as the base for determining the percentage of the degree of participation.

The percentage of student teachers who received no participation in certain adviser responsibilities because they were not carried out, ranged from 5.90 to 93.82. There were 33 adviser responsibilities listed in which 20 per cent or more student teachers failed to receive participation experience for the reason that the responsibility was not carried out.

Only two adviser responsibilities were participated in by 20 per cent or more of the student teachers (Table 10) where the student teacher was directly responsible with supervision. These responsibilities and percentage of participation were as follows: counseling in chapter parliamentary procedure practice 26.84; stimulating boys to work toward advanced degrees in the F. F. A. organization 31.01.

There were no cases in which 20 per cent or more of the students were reported participating in the degree student teacher assisting but not directly responsible. The adviser responsibility which received the highest degree of participation under this heading was: directing chapter cooperative purchase

of seed, fertilizer, equipment, etc. and the per cent for this responsibility was 15.12 (Table 10).

The percentage of student teachers, observing activity but not participating, ranged from 31.59 per cent in, serving as adviser of regular F. F. A. chapter meeting, to zero in three adviser responsibilities (Table 10). There were nine adviser responsibilities in which over 20 per cent of the student teachers were listed as having the degree of responsibility, observing the activity but not participating.

There were 20 adviser responsibilities in which 20 per cent or more of the student teachers, received explanations only concerning the activity. The adviser responsibility listed as having the highest percentage of participation on the part of the student teacher was: formulating chapter program of work, and the per cent was 52.37 (Table 10).

The degree of participation in which student teachers did not receive experience in any form in the adviser responsibilities ranged from 57.98 per cent for the responsibility, conducting chapter initiation of Future Farmers, to 5.53 per cent for the responsibility, arranging paraphernalia for chapter meeting. There were 28 adviser responsibilities in which 20 per cent or more of the student teachers did not receive experience in any form (Table 10).

#### Degrees of Participation Where Adviser Responsibilities were Carried Out.

The five degrees of participation, together with the students who failed to receive participation because the activity was not carried out, constitute 100 per cent of the students reported for any one adviser responsibility. In determining the percentage of participation in the five degrees set forth in the check list, the number of student teachers reported as participating in the adviser responsibilities constituted the base.

A ranking of the five degrees of student teacher participation on the basis of the degree having the highest percentage of student teachers reported for each adviser responsibility showed that: student teachers who did not receive experience in any form, ranked first 22 times; student teachers receiving explanations only concerning the adviser responsibility ranked first 15 times; student teachers observing the adviser responsibility but not participating, ranked first six times; student teacher having responsibilities with supervision ranked first four times; and student teachers assisting but not directly responsible did not rank first in any adviser responsibility (Table 10).

Table 10. Degree of student teacher participation in chapter adviser responsibilities.

FFA chapter adviser responsibilities	Number	Per Cent	Student teachers receiving reported activity as this activity was not offered	Student teachers not participating as this activity was not offered	Student teachers having responsibility with supervision	Student teachers assisting but not directly responsible	Student teachers observing activity but not participating	Student teachers receiving explanations only concerning the activity	Student teachers who did not receive experience in any form in adviser responsibility
			Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
1. Arranging with school authorities for FFA meeting, or other special FFA activities.	271	22.57	18.87	11.47	17.39	15.04	14.43		
2. Arranging paraphernalia for chapter meeting.	271	30.25	16.23	12.91	23.61	11.43	5.53		
3. Counseling with chapter president in preparation for chapter meeting.	271	18.81	19.92	12.54	23.24	9.22	16.23		
4. Serving as adviser of regular FFA chapter meeting.	269	18.95	17.09	2.23	31.59	11.15	18.95		
5. Serving as adviser of an FFA officers' meeting.	251	25.49	18.32	3.18	18.72	5.97	28.28		
6. Counseling with chapter secretary in correcting and recording minutes of chapter meeting.	271	23.24	16.60	3.69	22.50	11.43	22.50		
7. Counseling with chapter treasurer in preparing treasurer's report.	271	18.81	13.65	6.27	26.19	10.70	24.35		
8. Counseling with chapter reporter in writing news items.	269	18.95	18.58	13.38	18.58	5.57	24.90		

Table 10. (Continued)

9. Counseling with program chairman in preparing program for chapter meeting.	271	18.81	19.55	11.07	18.81	16.23	15.49
10. Counseling with recreation chairman in preparing recreation for chapter meeting.	271	5.90	18.08	12.91	29.15	25.09	8.85
11. Counseling with chairman of refreshment committee regarding preparation of refreshments for chapter meeting.	271	42.06	11.43	8.48	10.33	17.34	10.33
12. Preparing and delivering talk as part of chapter meeting program.	271	36.53	19.55	2.58	7.38	8.11	25.83
13. Assisting committee in preparing progress reports.	271	25.83	11.80	11.43	10.33	9.59	30.99
14. Assisting committee in preparing final report of their activities.	271	23.24	11.80	4.42	7.01	17.34	36.16
15. Conducting chapter initiation of Green Hands.	261	6.12	9.96	3.83	5.36	22.21	52.48
16. Conducting chapter initiation of Future Farmers.	269	5.94	8.54	4.08	6.31	17.09	57.98
17. Conducting installation of FFA officers.	269	25.64	5.57	.00	2.23	13.38	53.15
18. Organizing and maintaining FFA chapter library.	271	20.66	10.33	4.42	12.54	25.09	26.93
19. Maintaining filing system for FFA materials.	259	7.72	19.69	12.74	21.23	18.53	20.07

Table 10. (Continued)

20. Formulating a chapter program of work for the year.	252	7.53	6.74	8.33	9.72	52.37	15.07
21. Setting up a calendar of FFA activities for the year.	257	21.78	8.16	5.44	8.55	39.28	16.72
22. Preparing final chapter activity report.	254	20.07	3.54	4.72	9.44	34.25	27.95
23. Directing FFA activities for earning funds for the chapter treasury.	259	24.32	10.81	11.58	13.12	34.36	5.79
24. Assisting in building chapter financial budget.	257	22.95	3.50	7.00	7.78	29.96	28.79
25. Directing scholarship improvement among chapter members.	257	24.51	19.45	7.78	8.56	26.84	12.84
26. Counseling chapter in selection of officers.	257	24.51	1.16	1.55	.00	37.74	35.01
27. Instructing FFA officers in ritualistic performance.	257	8.17	15.17	6.22	15.56	20.23	34.62
28. Conducting parent-son banquet.	247	52.62	5.26	4.85	1.21	21.85	14.16
29. Conducting father-son banquet.	257	68.48	8.17	5.05	5.44	7.00	5.83
30. Conducting mother-son reception.	259	93.82	.00	.00	.77	3.86	1.54
31. Conducting a meeting of parents of chapter members.	241	46.88	6.63	4.14	7.88	12.03	22.40

Table 10. (Continued)

32. Conducting special chapter meetings, such as entertaining visiting FFA groups, pre-vocational students, boy scouts, etc.	224	22.32	14.73	8.48	7.58	20.53	26.33
33. Preparing FFA program for community meeting or civic club such as Kiwanis, Rotary, etc.	255	48.62	4.70	3.13	6.66	9.41	27.44
34. Preparing FFA programs for community farm organizations such as Grange, Farmers' Union, Farm Bureau, etc.	256	60.93	6.24	7.03	1.56	12.10	12.10
35. Conducting an FFA summer camp.	247	68.41	.00	.00	.00	22.66	8.90
36. Conducting an FFA overnight hike.	247	77.31	.00	.00	.00	8.90	13.76
37. Directing chapter cooperative marketing activities such as marketing wool, livestock, potatoes, etc.	259	27.41	16.21	8.49	7.33	33.59	6.94
38. Directing chapter cooperative purchase of seed, fertilizer, equipment, etc.	271	10.33	14.39	15.12	16.60	16.97	26.56
39. Preparing FFA assembly program.	271	53.50	4.42	2.95	1.10	16.97	21.03
40. Conducting chapter public speaking contest.	269	31.22	3.71	4.46	20.07	13.38	27.13
41. Conducting FFA project tours.	268	15.67	5.96	2.61	21.26	23.50	30.96
42. Preparing an FFA chapter exhibit.	269	20.81	7.06	4.46	11.89	25.64	30.10

Table 10. (Continued)

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43. Assisting chapter members in preparing individual exhibits.	271	43.17	3.32	3.32	2.21	9.96	38.00
44. Planning FFA chapter fair exhibits.	271	42.80	2.95	.73	1.47	15.49	36.53
45. Counseling in chapter parliamentary procedure practice.	216	19.44	26.84	9.25	19.44	18.51	6.48
46. Stimulating boys to work toward advanced degrees in FFA organization.	245	6.52	31.01	2.85	17.54	32.23	9.79
47. Preparing reports of records necessary for advanced degree awards.	237	10.96	16.87	6.75	19.40	38.39	7.59
48. Directing class lesson study on the FFA organization.	215	33.48	6.04	.93	6.51	30.69	22.32
49. Obtaining active membership in FFA chapter.	224	31.24	3.12	3.12	8.92	16.96	36.60

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## SUMMARY

From a study of the data submitted by the 25 supervising teachers of vocational agriculture located in the North Central Region, the following conclusions have been drawn:

1. The supervising teacher, as shown by the means computed in this study, has had 10.84 years teaching experience; 4.40 years experience as supervising teacher; 8.20 years experience as F. F. A. chapter adviser; has been responsible for the advancement of 8.92 Future Farmers to the State Farmer degree, and 1.24 State Farmers to the American Farmer degree.

2. Teacher participation in day and night chapter meetings was provided in 11 of the 12 states reporting. The mean number of day chapter meetings held was 15.32 and the mean number of night meetings held was 9.76.

3. The number of student teachers participating per class period ranged from six to one. Where more than one teacher was supervised at one time, there was a tendency for teacher participation to become less functional.

4. There is much variability within the 12 states of the North Central Region in the plans for offering student teacher participation in the field of vocational agriculture. The total number of hours of student teacher participation ranged from 300 hours to 25 hours.

5. In most of the states in the North Central Region, student teachers have an opportunity to participate in F. F. A. activities on a full-time basis. This was possible due to the fact that in 19 of the 25 participation centers, student teachers established temporary residence in the town where the participation center was located. Five of the centers were in the cities

where the university or college was located. Only one participating center reported that the student teachers commuted.

6. There was active F. F. A. chapter adviser participation in each of the 49 chapter adviser responsibilities reported upon. Forty-eight responsibilities were reported carried out by 10 or more supervising teachers.

7. Each F. F. A. chapter adviser responsibility reported was considered to be of importance by the chapter advisers carrying out the responsibility. Of the 42 adviser responsibilities treated statistically, 69.05 were ranked above 2.50, the mid-point of evaluation, and 30.95 below. No responsibility received a lower arithmetical rating than 3.20.

8. A large percentage of student teachers reported in the North Central Region failed to receive participation in many chapter adviser responsibilities.

9. The length of participation period in clock hours and the number of students under observation at one time definitely affected the degree to which actual participation was provided student teachers in adviser responsibilities.

10. The frequency of occurrence of chapter adviser responsibilities had little effect upon the evaluation by the supervising teachers of the importance of the adviser's responsibility; however, the frequency influenced the degree of student teacher participation.

11. The evaluation of the importance of adviser responsibilities has comparatively little effect upon the degree of actual participation provided student teachers.

12. There is a variation in the importance attached to the F. F. A. organization within the 12 states in the North Central Region. This is shown by the fact that in certain states a number of the 49 adviser responsibilities were not carried out.

## ACKNOWLEDGMENT

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**APPENDIX**

CHECK LIST

DEVELOPING CHAPTER ADVISERS OF THE FUTURE FARMERS OF AMERICA ORGANIZATION

Note: The information asked for in this check list is to be used in analyzing the teacher participation programs offered within the states in the North Central region in developing Chapter Advisers of the Future Farmers of America Organization. After you have checked this list, will you please return the list to Harold L. Kugler, Supervising Teacher of Vocational Agriculture, Manhattan Senior High School, Manhattan, Kansas.

PART I

THE PARTICIPATING CENTER AND THE SUPERVISOR TEACHER

Personal Information

Name \_\_\_\_\_ School \_\_\_\_\_
City \_\_\_\_\_ State \_\_\_\_\_
How many years have you taught Vocational Agriculture? \_\_\_\_\_
How many years have you served as supervising teacher? \_\_\_\_\_
How many years have you served as Adviser of an FFA Chapter? \_\_\_\_\_

Information Concerning FFA Chapter

Are you an Adviser of an FFA Chapter at present? \_\_\_\_\_
How many meetings does your FFA Chapter hold during a year?
Day Meetings? \_\_\_\_\_
Night Meetings? \_\_\_\_\_
How many State Farmers have you successfully promoted since you first served as an FFA Chapter Adviser? \_\_\_\_\_
How many American Farmers have you successfully promoted since you first served as an FFA Chapter Adviser? \_\_\_\_\_

Information Concerning Student Teachers

Note: All questions concerning Student Teachers refer to school year 1940-41.

Does the College or University Teacher Education Department maintain a Collegiate FFA Chapter? \_\_\_\_\_
What percentage of student teachers participating in your department were members of a collegiate FFA Chapter? \_\_\_\_\_
How many student teachers were under your supervision during the school year 1940-41? \_\_\_\_\_
How many student teachers were under your supervision per class period? \_\_\_\_\_
How many hours per day did each student teacher spend under your supervision? \_\_\_\_\_
What is the distance in miles from the University or College campus to the teacher participating center? \_\_\_\_\_
Place of residence of student teacher while doing supervised teaching
a. In town where college was located. \_\_\_\_\_
b. Commuted daily to participation center. \_\_\_\_\_
c. Established temporary residence in town where participating center is located. \_\_\_\_\_

## PART II

### STUDENT TEACHER PARTICIPATION IN CHAPTER ADVISER RESPONSIBILITIES OF THE FUTURE FARMERS OF AMERICA ORGANIZATION

Note: A number of chapter adviser responsibilities have been listed on pages 3, 4, and 5 of this check list with the belief that these responsibilities require leadership ability on the part of a Future Farmer chapter adviser. It is the purpose of this study to determine the degree and importance of student teacher participation in these adviser responsibilities. Directions for checking the columns in part II of the check list are as follows:

Column R: You are asked to rate the importance of the chapter adviser responsibilities listed. Rate on a scale from 1 to 5. Mark 1, if you consider the adviser responsibility to be of highest importance, and mark 5, if you consider the adviser responsibility to be of little or no importance. Place in Column R the figure which you think expresses the degree of worthwhileness of the activity.

Column X: Place a check (✓) in column X if the activity listed under adviser responsibility is not carried out in your FFA chapter. If the activity occurs, report the degree of responsibility in Columns I, II, III, IV, V, leaving Column X blank.

Columns I to V represent Degree of Responsibility on the Part of the Student Teacher. Place in columns I to V inclusive, the number of student teachers who received the adviser responsibility experience under your supervision. The total number reported in each line following the adviser responsibilities, should be the same as the total number of student teachers reported for the school year 1940-41.

Columns A, B, and C represent Factors Effecting the Degree of Participation. If the student teacher had complete responsibility, as indicated in column I, columns A,B,C. should be left blank. If the degree of student teacher participation is indicated in columns II, III, IV and V, then factors effecting the degree of participation as set forth under columns A,B,C should be checked. Place a check (✓) in one of the columns, A, B or C, which in your opinion most clearly explains the degree of student teacher's responsibility. In case the responsibility is effected by more than one factor, check the one considered most important.

Example: Page 3a is set up as an example sheet. Study the example sheet carefully before continuing with pages 3, 4, and 5.











