

DESIRABLE RELATIONSHIPS BETWEEN THE DAY SCHOOL
PROGRAM AND THE FUTURE FARMER PROGRAM

by

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INTRODUCTION

The best place of the Future Farmer program within the day school program or without the day school program has long been a subject of discussion among teachers of vocational agriculture. This subject has frequently been discussed wherever such teachers have gathered together. Some are of the opinion that the day school program and the Future Farmer program are the same. They have maintained that the Future Farmer program is not at all extracurricular in nature but decidedly intracurricular, that the Future Farmer program is but an outgrowth of the day school program and is used to supplement it. They believe that the Future Farmer program aids in integrating the community and the school, the home and the school, and the theories developed at school and the practice of the theories on the home farms.

The other faction holds that little relationship exists between the Future Farmer program and that of the day school. They maintain that a pupil should not be given credit in the classroom for leadership developed in Future Farmer work, nor credit in Future Farmer work for a sound supervised practice program including projects and home practice carried as a part of day school work. They think that a

Future Farmer chapter should not include in its annual activity program any activities which are in any way a part of the day school program. They would present the day school organization and its program as one activity and the activities of the Future Farmer chapter as another and unrelated one.

The writer has long been of the opinion that the day school program cannot be separated from the Future Farmer program. He has defended the position on numerous occasions that they are the same. He has been a local Future Farmer advisor for eight years, during which time he has been in frequent contact with other Future Farmer advisors and close bonds of friendship and understanding have been developed. These advisors have exchanged ideas with each other, have planned together to develop better activity programs for their Future Farmer chapters, and have revealed their philosophies and individual techniques until they have reached a common ground of understanding. A study of the activity reports of the ten outstanding chapters of Kansas for the school year 1935-1936 shows conclusively that those ten chapters are building their chapter activity programs to supplement, to round out, and to improve their day school programs.

This study is made to learn the theories and practices of teachers of vocational agriculture who have well integrated Future Farmer and day school programs. This thesis will include the opinions and practices of those teachers of Kansas and of teachers of other states having agricultural and economic conditions similar to those of Kansas.

For eight years the writer, along with many other Future Farmer advisors, has seen the work of Future Farmer chapters and the work of day school departments become more and more closely correlated. So close has this correlation become that teachers have observed that students of vocational agriculture who do not become Future Farmers are inferior to their mates who do.¹ They are inferior in scholarship, in leadership, in cooperation, and in attitude and morale.¹

So close together have the vocational agriculture department and the Future Farmer chapter become that one can say, "As the work of the chapter goes, so goes the work of vocational agriculture." A strong Future Farmer chapter with a comprehensive and balanced program of activities contributes much of value and of assistance to the day school program. A vocational agriculture depart-

1. Questionnaire, in appendix, parts I, III, and IV.

ment with an expansive and diversified program offers a foundation for the growth of a strong and useful Future Farmer chapter.

It is the purpose of the writer to analyze some of the existing relationships between the day school program in agriculture and the Future Farmer program. In this thesis will be discussed ways and means by which some successful teachers of vocational agriculture utilize their Future Farmer chapters in their day school programs, how they correlate their day school work with Future Farmer work, and how they make their day school departments serve their Future Farmer chapters in the organized activity programs of those chapters.

THE FOUNDATION OF THE STUDY

A portion of this study was suggested by numerous informal discussions of groups of teachers of vocational agriculture when such groups have met. Some of the information in this thesis was obtained from such serials as Agricultural Education and The Kansas Future Farmer. The greater part of the material used was secured from replies to questionnaires sent to forty-eight teachers of vocational agriculture in nine states having agricultural and economic conditions similar to those of Kansas. These teachers were carefully selected as having programs well balanced in both the day school and in Future Farmer activities. In each case, teachers who were questioned were suggested by the State Supervisor of Vocational Agriculture in each state. Of the sixteen Kansas teachers who were questioned, ten had submitted preliminary Future Farmer reports and final achievement reports¹ of such quality as to win for their chapters the coveted honor of being the ten outstanding chapters of Kansas.

As an aid in the preparation of the questionnaire,²

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1. Reports on file in the office of the State Executive Secretary of FFA, Kansas State College.
 2. Appendix.

which consisted of sixty-three questions on five phases or types of relationships between the program of the day school and that of the Future Farmer organization, the writer was influenced by the work of Banta (1), Carter (2), Clarida (3), and Freeman (4). The author also found in the articles of Geiger (5), Hartley (6), and Trail (7) additional suggestions of value in formulating the questionnaire.

As stated elsewhere, teachers who were questioned are teaching under agricultural and economic conditions closely resembling those of Kansas. There was remarkable uniformity in their replies. Throughout the entire questionnaire there was only twelve and eighty-one one-hundredths per cent difference of opinion or eighty-seven and nineteen one-hundredths per cent agreement. These percentages were determined by totaling all majority answers to those questions involving opinions, decisions, and judgment on the parts of the answerers and dividing by the total number of answers to the same questions. The total number of answers to the aforementioned questions was 1,537. The total number of majority answers was 1,330.¹ On nine subjects or questions there was one hundred per cent agreement.

Interest in the questionnaire was evidenced by the many personal letters and notes accompanying the return of the questionnaire. Ninety-seven per cent of those

1. Tables 1, 2, 3, 4, and 5.

cooperating requested copies of the summary of the answers to the questionnaire. Several teachers of vocational agriculture and one State Supervisor of vocational agriculture requested copies of the questionnaire for their own personal use. Such remarks were made as, "A very interesting study," "No, but we will now that you have suggested it," and, "We have not yet but thanks for the idea. We will in the future," and in answer to the question, "Do you entertain eighth grade graduates," "A fine suggestion. We have never thought of it," et cetera, indicated teacher interest in the problem.

The questionnaire¹ will be seen to embody five kinds of relationships: student morale, Future Farmer activities as a teaching medium, the influence the organization has upon scholarship, influence upon day school enrollment, and leadership training. It is the purpose of the following pages to show that student morale is higher in departments having Future Farmer chapters; that Future Farmer chapters offer incentives for study and supply better teaching media than can be obtained without them; that chapter members make better scholarship records than non-members

1. Appendix.

under the same conditions; that chapter activities offer opportunities for leadership training not provided by the day school; and that enrollment in the day school is promoted by Future Farmer chapters. It is also the purpose of the following pages to show that a Future Farmer chapter cannot exist without the day school department of vocational agriculture, that it was founded in the department and cannot be separated from it.

FINDINGS

The Relationships

Teachers are fast learning that good teaching requires more than the exposure of the pupils to subject matter, more than the presentation of facts contained between the covers of books, and more than the old-time parrot-type of recitation in which the students glibly recited meaningless lines, facts, and figures. Many teachers have accepted the responsibility of providing this additional training.

Most vocational agriculture teachers accept any means by which they can fulfill their obligations and responsibilities. They have found the work of their day school and of their Future Farmer chapters so closely correlated and so dependent upon each other that they have learned to look upon the Future Farmer organization as an intra-curricular¹ organization rather than an extracurricular one. They have learned that it is as difficult to conduct a day school department of vocational agriculture well without a Future Farmer chapter as it is to teach farm shop well without adequate housing and tools. It is

1. W. D. Ross, National Executive Secretary of FFA, in conference used the term intra-curricular.

evident that the department of vocational agriculture is made of a day school with a program and a Future Farmer chapter with a program and that the work of the day school and the work of the Future Farmer chapter are closely correlated.

STUDENT MORALE

The following table shows the effect well organized Future Farmer chapters have upon student morale. It will be noticed that there is one hundred per cent agreement on five of the eight questions in the table.

Table 1. Student Morale. Answers to the Questionnaire both in Number Ratio and in Percentage Ratio.

	Yes	No	% Yes	% No
a. Do Future Farmer activities provide training in courtesy and manners which carry over into the activities of the day school?	32	1	96.97	3.03
b. Are the fellowship and comradeship developed in Future Farmer work carried over into the day school program?	33	0	100.00	0.00
c. Is day school cooperation better because of Future Farmer activities?	33	0	100.00	0.00
d. Is loyalty to the vocational agriculture department greater because of interest in FFA?	33	0	100.00	0.00
e. Do Future Farmer goals in the developed activity program of the chapter place a premium upon good personal appearance of members in day school?	18	11	62.07	37.93

f. Do members of Future Farmer chapters like vocational agriculture better than non-members?	29	0	100.00	0.00
g. Do members like their teacher better than non-members?	25	1	96.15	3.85
h. Are relationships between the agriculture teacher and the boys' parents better because of Future Farmer activities?	31	0	100.00	0.00

Future Farmer activities may provide training in courtesy and good manners which carry over into the activities of the day school. Thirty-two of thirty-three teachers indicated, by their replies to the questionnaire, that Future Farmer activities do provide training in courtesy and good manners. Some chapters plan goals for courtesy training as a part of their chapter program of work and include discussions of courtesy, politeness, and social graces as part of their programs at chapter meetings.¹ These discussions would not be presented as part of classroom or farm shop instruction in day school.

That there is a definite carry over into the day

1. A summarized report of the Ten Outstanding Kansas Chapters of 1936, C. O. Banta, 1938. Published by the Kansas Association of Future Farmers of America.

school of social training given in Future Farmer programs was indicated by ninety-seven per cent of the teachers questioned. It has been noticed that there is improvement in courtesy in the shop, in classroom and laboratory, and on field trips following discussions and demonstrations of courtesy at Future Farmer meetings.

Fellowship and comradeship developed in Future Farmer activities carry over well into the classroom. The evidence for the above statement is found in Table 1, item b. Reference to this item will reveal that one hundred per cent of the teachers questioned agree in the case. Comradeship and friendship add much to morale. Boys cooperate better with each other after having been associated together in a common enterprise. The fellowship developed in a wrestling tournament at some Future Farmer meeting will not uncommonly be carried over into a fellowship in sweeping the agriculture shop.

The question was asked, "Is day school cooperation better because of Future Farmer activities?" To this question all thirty-three teachers answered, "Yes." Since Future Farmer activities offer more opportunities for cooperation than does the day school, the teaching of cooperation is better accomplished through Future Farmer

work than through day school work. There is something about having played together, eaten together, and solved a common problem together that develops a most desirable spirit of cooperation.

Thirty-three teachers, or one hundred per cent, stated that boys are more loyal to the vocational agriculture department because of their interest in Future Farmer activities. Their interest in farming is increased by a well rounded program of Future Farmer activities including goals for projects and other supervised practice. Increased interest in farming should increase interest in studying agriculture. Students who have an active part in a well formulated activity program of a Future Farmer chapter can be expected to defend the day school program for without the day school there could be no Future Farmer chapter.

Eighteen of the chapters studied build into their activity programs goals for good personal appearance of members. This is of little importance unless these chapters follow up their suggestions for good personal appearance by giving the boys training in improving their personal appearance. Some chapters have built shoe-shining kits and kept them stocked with polish and shining equip-

ment at chapter expense.¹ Other chapters have purchased mirrors, whisk brooms, et cetera and taught the members to use them. One chapter held a pants pressing demonstration at chapter meeting while another staged a pants pressing contest. Sometimes untidy and careless boys become aware of their untidiness for the first time when asked to appear on a chapter program.

Twenty-nine teachers reported that members of Future Farmer chapters like vocational agriculture better than non-members. Liking a subject is of utmost importance if a student is to put forth maximum effort in it.

Twenty-five teachers reported that Future Farmer members like their agriculture teachers better than non-members. If a pupil is to do his best work in a department, he must like the subjects taught in that department, and he must like the teachers of those subjects. The better he likes the teacher the more probable it is that he will do good work.

All of the teachers questioned agree that the relationship between the boys' parents and the teacher are better because of Future Farmer activities. The attitude of parents toward the school and toward teachers in the school

1. A summarized report of the Ten Outstanding Kansas Chapters of 1936, C. O. Banta, 1936. Published by the Kansas Association of Future Farmers of America.

plays not a small part in student attitude and student morale. Parents of vocational agriculture students know more about the vocational agriculture department than they do about most other departments because the teachers of vocational agriculture make frequent visits to the boys' projects and to the homes of the boys, and as a consequence develop desirable relationships between the family and the school.

Support of parents has been secured through cooperative enterprises. For example, one chapter, through cooperative feed buying and feed mixing, saves annually about three hundred seventy-five dollars.¹ The Future Farmer chapter, sponsored by the writer, buys and mixes feed once each month on a cooperative basis. The feed mix is held the first Saturday of each month. Many farm families take advantage of this opportunity to declare a half holiday from farm work and all go to town. There, as the boys mix the laying mash, growing mash, minerals, et cetera, the parents do their shopping, visit with the agriculture teacher, read bulletins in the agriculture library, and in general become more vocational agriculture and Future

1. A summarized report of the Ten Outstanding Kansas Chapters of 1936, C. O. Banta, 1936. Published by the Kansas Association of Future Farmers of America.

Farmer conscious.

At the end of each section of the questionnaire, opportunity was offered for teachers to add other items and other opinions. Below are listed the suggestions offered for the item "student morale."

List 1. Suggestions of teachers for the item
Student Morale.

- a. Chapter activities cause other boys and dads to want to be a part of the good activities.
- b. Projects of better quality because of Future Farmers of America.
- c. Activities bring teacher and member closer together.
- d. Better scholarship in other high school subjects as a result of Future Farmer scholarship contests.
- e. Future Farmer activities develop leadership.
- f. Future Farmer activities make contacts and friends.
- g. Future Farmer activities develop diversified programs and more interesting programs of work for the teachers and the communities.

- h. Future Farmer chapters increase the interest and enrollment in agriculture all day classes.

TEACHING MEDIUM

Table 2. Teaching Medium. Answers to the Questionnaire both in Number Ratio and in Percentage Ratio.

	Yes	No	% Yes	% No
a. Can you promote and conduct cooperative projects better through the Future Farmer chapter than through classes or otherwise?	31	1	96.97	3.03
b. Can you secure better cooperation in a school campus landscaping project from the entire chapter than from a class?	21	3	87.50	12.50
c. Can you promote such a cooperative venture as feed buying, laying mash mixing, et cetera, better in the FFA chapter than in one class?	26	2	92.86	7.14
d. Do you find more participation in cooperative buying and selling as a chapter activity than when conducted on a class basis?	25	1	96.15	3.85
e. Can you hold a better grain or poultry show when the entire FFA chapter is included than when conducted on a class basis?	27	0	100.00	0.00

f. Do you find greater interest in grain, poultry, livestock, and dairy judging contests which are for Future Farmers than where such contests are designed to include all vocational agriculture students?	22	5	81.46	18.54
g. Does your chapter offer FFA awards for judging?	16	14	52.33	46.67
h. Do you offer awards other than FFA awards?	9	19	38.14	67.86
i. Do award winners prefer FFA awards?	21	2	91.30	8.70
j. Are educational features presented to members at FFA meetings that would not be presented in classroom work?	28	2	97.33	6.67
k. Are speakers secured for FFA meetings that would not be secured for classroom talks and discussions?	28	1	96.55	3.45
l. Does your Future Farmer chapter recognize out-standing project achievement in any manner?	28	2	93.33	6.67
m. Do you have an honor point system or any other system in which your chapter recognizes outstanding "home practice" achievements?	22	8	73.33	26.67
n. Are these recognitions limited to FFA members?	17	7	70.83	29.17

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. One of the mottos of vocational education is, "We learn to do by doing." Let us see in the following paragraphs how the Future Farmer organization presents a superior opportunity to learn to do by doing.

Instructors in vocational agriculture have long realized the value of projects as teaching media and have organized their boys into groups for group projects. These group projects, organized on a classroom basis, give the boys wider experiences, teach them cooperation, and teach them careful planning and execution of jobs.

As can be seen in Table II, question a, a majority of teachers replying think that cooperative projects can be promoted and conducted better through the Future Farmer chapter than through classes or otherwise. For example, in the summer of 1934 a new type of group project appeared. The entire financial and managerial responsibility was undertaken by a Future Farmer chapter rather than a day school class. The project consisted of thirty-one ewes and was organized and conducted by the Ottawa chapter of Future Farmers of America. It was carried to completion during the summer of 1934, having been organized and started in

August of 1933.

This Future Farmer cooperative sheep project received considerable publicity and widespread interest. Teachers throughout the state inquired about its inception, its organization, and its success. Some saw immediately the opportunities for teaching and for reteaching. Others were skeptical. Finally teachers in other states began to hear of the project and to make inquiries of the local advisor and of the State Supervisor. As a result of the widespread interest the complete plans, organization, financial report, and diary of this unique project were published by the State Board for Vocational Education and distributed to all Kansas teachers of vocational agriculture and to all others who requested information. During the school year 1935-1936, the ten outstanding Kansas chapters conducted eleven cooperative projects organized under plans similar to those of the first FFA project. Today, 1937, other cooperative Future Farmer projects are being successfully conducted. They have not replaced the class projects but have made the class projects more valuable when organized in this new form in that they reach more boys, teach more boys, and bring "doing" experiences to more boys. Thirty-one teachers of thirty-two stated that

they can conduct and promote cooperative projects better through Future Farmer chapters than through classes or otherwise.

"Can you secure better cooperation in a school campus landscaping project from the entire chapter than from a class?" Twenty-one teachers answered in the affirmative and three in the negative. Many times in classroom organization of a project of this type the teacher takes too much of the responsibility. There is too much tendency for the teacher to make the plans and to organize the "doing" part of the enterprise. In this type of management, students have less interest. To them it is just another job to be done. If a campus landscaping project is conducted on a Future Farmer basis, chapter officers will share with the teacher the responsibility of organization and assignment of tasks. Chapter members are more willing to do the necessary labor in connection with the project for they have voted to do so and they have made the rules by which their activities are guided.

In replying to the questionnaire, twenty-six teachers stated that they could promote such cooperative ventures as feed buying, mixing of laying mash, et cetera better when organized by the entire Future Farmer chapter than by

one class. Twenty-five find more participation in cooperative buying and selling as a chapter activity than when conducted on a class basis.

Local poultry, grain, and livestock shows are proving popular in vocational agriculture departments. During the 1935-1936 school year, seven of the ten outstanding Kansas chapters conducted shows of some kind. Boys like them because it gives the boys opportunities to show what they have done in a breeding or feeding activity. It gives them opportunities to pit their skill in fitting and showing against their mates. Teachers like them because they present opportunities for teaching. These shows bring desirable publicity to the department. One hundred per cent of the teachers stated that they can conduct better shows when organized on a Future Farmer basis than on a class basis.

The trend in Kansas during the past few years is for all sectional judging contests for vocational agriculture students to be conducted on a Future Farmer¹ basis. Teachers are finding more interest in these judging contests than ever before. Only those contests which have

1. By vote of teachers of vocational agriculture in summer conference, June, 1935.

been approved by the contest committee of the Kansas Vocational Agriculture Association are listed as official regional contests; and only those students of vocational agriculture who are members of their local Future Farmer chapters are permitted to compete in them.

Since judging contests offer additional opportunities for teaching, it is pertinent to indicate at this point the extent of their use by those questioned. As will be seen in Table IV, question e, twenty-three of thirty-two teachers reported that their local chapters promote some sort of judging contest.

Returning to Table II, we find that fifty-three per cent of the chapters reward their judging team members with some sort of FFA award. Ninety-one per cent of those reporting stated that their boys prefer FFA awards to other awards.

Future Farmer meetings present opportunities for educational features not possible to present in the classroom. More boys can be reached with lectures, demonstrations, film strips, music, et cetera, than could be reached in the classroom. Alumni members can receive as many benefits from these educational features when presented at night meetings as can members of day school classes. Speakers can be secured for Future Farmer evening meetings who would not be available for meetings held during day

school hours.

The individual project is the best teaching device known to teachers of vocational agriculture. Many boys can be reached only through their projects. Boys with projects have their own laboratories in their own back yards. The local Future Farmer chapter can be used in stimulating project interest. Twenty-eight chapters of thirty recognize outstanding project achievement. Most chapters set goals for minimum projects per student, goals for scope and quality of animals and crops, and award numerals, trophies, or points of honor for project achievement.

Some chapters stimulate interest in home practice achievements by developing an honor point system or some other system or plan for recognizing outstanding performance in this field. Thus, Future Farmer chapters have aided in making possible greater development in the "doing" side of agriculture. Most of the chapters studied limit these chapter recognitions to their chapter members but twenty-nine per cent make awards impartially to both members and non-members.

**List 2. Suggestions of teachers for the item
Teaching medium.**

- a. The reason for better results with chapter members than others is because our best students are Future Farmers.
- b. We have almost one hundred per cent FFA membership of sixty-two vocational agriculture boys. Boys are not allowed to take part in contests unless they are FFA members.
- c. We conducted a public speaking contest for the county and our chapter furnished official FFA medals for the winners.
- d. We award \$5.00 to each chapter member making the State Farmer degree.

SCHOLARSHIP

Table 3. Scholarship. Answers to the Questionnaire both in Number Ratio and in Percentage Ratio.

	Yes	No	% Yes	% No
a. Do members of your Future Farmer chapter make higher average grades than farm boys who are non-members? (Estimate _____)	19	3	86.36	13.64
b. Do Future Farmer members average fewer failures in all subjects than non-members from farms?	18	2	90.00	10.00
c. Does your chapter set scholarship goals?	30	3	90.91	9.09
d. Does your chapter, through an honor point system or some other means, recognize individual scholarship achievement?	23	6	74.19	25.81

Farm boys have had less opportunity to become proficient in their school work than town boys because rural school terms are usually for but eight months and rural school teachers are less well prepared to teach than their mates in

towns. These boys frequently become discouraged upon their entrance in high school because the transition from rural school to high school is too great. They need someone to encourage them and to guide them. In Table III, we find that eighty-six per cent of the teachers reporting stated that chapter members make higher average grades than farm boys who are non-members and ninety per cent reported that members average fewer failures than farm boys who are non-members. It appears from the evidence presented above that Future Farmer chapters have made good in their efforts for better scholarship of their members; however, superior scholarship of Future Farmer members may be in part due to the fact that the FFA attracts more capable boys.

Local chapters adopt varied plans in improving the scholarship of chapter members. Ninety per cent of the thirty-three chapters reporting set up scholarship goals. Some chapters reward chapter members for scholastic achievement while others penalize the holders of low grades. Still others make average or better than average scholarship prerequisite to certain chapter privileges. Twenty-three of thirty-one chapters have devised honor point systems in which individual scholarship achievement is recognized.

List 3. Suggestions of teachers for the item
Scholarship.

- a. Must have a grade of "C" for Green Hand degree.
- b. Must have grade of "C" in all subjects for Future Farmer degree.
- c. We give FFA belt buckles and belts to boys showing most improvement in grades over first six-week average.
- d. Scholarship necessary to belong to chapter and to take trips.

LEADERSHIP TRAINING

Future Farmer chapters offer better opportunities for leadership training than the classroom and shop. In the classroom there is little urge for leadership development. The classroom and shop offer few opportunities for the practice of leadership. Ninety-four per cent of the reports agreed in the statement that, "boys develop more leadership through the Future Farmer program than through the day school."

Table 4. Leadership Training. Answers to the Questionnaire both in Number Ratio and in Percentage Ratio.

	Yes	No	% Yes	% No
a. Do your boys develop more leadership through the Future Farmer program than through the day school?	31	2	93.94	6.06
b. Is there any transfer of leadership qualities from the FFA to the classroom?	32	0	100.00	0.00
c. Is each member of your chapter assigned as a member of at least one committee?	29	4	87.88	12.12
d. Could this training be secured in the classroom in day school activities?	2	31	6.06	93.94

e. Does your chapter promote any sort of judging contest?	23	9	71.89	28.12
f. Are members of your chapter responsible in any way for the contest?	23	5	82.14	17.86
g. Does your chapter promote and conduct a fair or show?	22	11	66.67	33.33
h. Are members assigned to positions of responsibility?	24	1	96.00	4.00
i. Do members of your chapter practice parliamentary procedure in FFA meetings?	22	1	96.97	3.03
j. Would you teach parliamentary procedure in the classroom if you had no FFA chapter?	9	24	27.27	72.73
k. Do members of your chapter participate in any local, sectional, or state public speaking contest?	23	4	87.88	12.11
l. Do your FFA members participate in other than FFA public speaking contests?	17	18	51.52	48.48
m. Are members of your chapter largely responsible for programs at FFA meetings?	33	0	100.00	0.00

Thirty-one chapter advisors stated that their boys develop more leadership through the Future Farmer program

than through the day school, while thirty-two said that there is a transfer of leadership qualities from the PFA to the classroom.

In most Future Farmer chapters, each member is assigned to at least one committee. This gives members experience in cooperation and gives them opportunity to exercise any leadership which they may have and to develop more leadership. Only two advisers out of a total of thirty-three think this training could be secured in the classroom in the day school activities.

Many Future Farmer chapters organize and promote activities such as judging contests, public speaking contests, fairs and shows, school assembly programs, et cetera. Approximately sixty-seven per cent of the chapters studied promote and conduct a fair or show; and student members are assigned to positions of responsibility in the contest, fair, or show. Activities of the types just mentioned can be organized on the classroom basis only with difficulty.

Frequently officers of rural associations of various kinds appear conspicuous and painfully embarrassed in their leader roles because they are not familiar with proper parliamentary practice. It is indeed refreshing to observe

many Future Farmer officers handle difficult situations. Future Farmer officers and members study and practice parliamentary procedure. Ninety-seven per cent of the chapters investigated include the study and practice of parliamentary procedure at FFA meetings. Only nine of the advisors stated that they would teach parliamentary procedure in the classroom. Many Kansas Future Farmer chapters¹ present parliamentary practices in dramatized form. The State Board for Vocational Education has published a parliamentary procedure playlet which is available for those who wish copies.

A considerable number of Future Farmer members are securing valuable leadership experiences in public speaking contests. These contests range from local contests to national contests. Some chapters have as many as eight or ten contestants in local elimination contests within their own chapters. The one or two who are survivors receive additional training and may enter a district contest for additional training and perhaps further elimination. By the time the State Contest is reached most who entered have been eliminated.

1. Monthly numbers of The Kansas Future Farmer.

The value of public speaking contests lies not so much in reaching the state contest but in the development of leadership by the greater number who prepare and deliver orations in preliminary competition. Every boy who enters a public speaking contest even within his own chapter greatly increases his value to that chapter. Eighty-eight per cent of the chapters studied have representatives in public speaking contests.

Chapter members are largely responsible for one hundred per cent of the programs of the thirty-three chapters studied. This responsibility offers desirable opportunities for leadership training.

List 4. Suggestions of teachers for the item
Leadership Training.

- a. Our boys promote pic suppers as a means of raising money for their FFA treasury.
- b. Honor roll of outstanding members:
 1. Have outstanding project program.
 2. Make three teams.
 3. Be outstanding individual on at least one judging team.
 4. Exhibit livestock at some fair or show three years.
 5. Hold some office in FFA chapter, local, state, or important school office.
 6. Have active management of some division of local fair, festival, or carnival.

DAY SCHOOL ENROLLMENT

Kansas has had a combination of droughts and financial and economic depression which have tended to reduce enrollment in its high schools. Particularly has this been true of its rural enrollment. Farm boys and girls have not been sent to high school because of lack of funds with which to purchase books, clothing, to pay incidental bills, and to provide for transportation. Many farm boys have secured jobs on farms or in town and have delayed their enrollment in high school--many times too long since they decide later that they have become too old to make the start.

The past few years have tended to focus attention upon the economic conditions of the farmer. His financial distress has been made conspicuous by the spotlight of publicity and members of his family have been rendered self-conscious because of it. Farm boys who do go to high school have seen so much and heard so much of depression, drought, crop failure, chinch bugs, grasshoppers, and the dust bowl that they have fixed their gazes upon other fields. Enrollment in vocational agriculture has been maintained with difficulty. Nervous administrators have admonished

teachers to improve their enrollments to reduce the cost of the department per pupil and then have criticised the teachers for accepting undesirable pupils as members of their classes.

In Table 5, shown below, is that part of the questionnaire pertaining to day school enrollment.

Table 5. Day School Enrollment. answers to the Questionnaire both in number ratio and in percentage ratio.

	Yes	No	% Yes	% No
a. Do you think the newspaper publicity brought about by your FFA activities encourages and promotes day school enrollment in agriculture?	36	0	100.00	0.00
b. Do members of your chapter make announcements about agriculture and FFA in high school assembly meetings?	26	7	78.79	21.21
c. Does your chapter present an assembly program each year?	26	7	78.79	21.21

d. Does your chapter take the responsibility for any day school activity?	18	14	56.25	43.75
e. List the activity or activities below.				
f. Does your school offer vocational agriculture to ninth grade boys?	26	7	78.79	21.21
g. If your school does not, are ninth grade farm boys organized into a junior FFA?	2	9	18.18	81.82
h. Does your chapter act as host to eighth grade graduates in your county or community?	16	16	50.00	50.00
i. Does this party or meeting promote your vocational agriculture department to these boys?	17	2	89.47	10.53
j. If your school does not enroll ninth grade boys in agriculture, does your chapter invite them to a FFA meeting or meetings?	8	4	66.67	33.33
k. Does your chapter sponsor and/or present any programs in rural communities?	25	7	78.13	21.87

1. Does your chapter make awards for judging, FFA public speaking, or awards for other achievements?	20	8	71.43	28.57
m. Is the public invited to witness the awards?	21	4	84.00	16.00
n. Do many of your FFA members become leaders of their local 4-H clubs?	20	8	71.43	28.57
o. Did they receive their leadership training largely through participation in FFA activities?	23	1	95.83	4.17
p. Do they promote interest in and enrollment in vocational agriculture through their 4-H position?	18	3	85.71	14.29
q. Does your chapter entertain mothers in any sort of reception?	18	14	56.25	43.75
r. Does your chapter entertain fathers?	32	1	96.97	3.03
s. Does your chapter hold achievement day programs?	12	18	40.00	60.00
t. Does your chapter conduct a FFA fair or show?	19	12	61.28	38.71
u. Does your chapter promote enrollment in evening school for adults?	28	2	93.33	6.67
v. Do members of your chapter assist in evening school in clerical capacity?	18	13	58.00	41.94

w. Do members assist in presenting facts, demonstrations, experiments, etc. in evening school?	17	12	58.62	41.38
x. Do your members supervise laboratory work of adults in evening school?	13	17	43.35	56.67

Teachers were asked, "Do you think the newspaper publicity brought about by your FFA activities encourages and promotes day school enrollment in agriculture?" One hundred per cent answered in the affirmative. The headlines "THE LOCAL FUTURE FARMER CHAPTER ENTERTAINS MOTHERS," "THE LOCAL FUTURE FARMER JUDGING TEAM WINS THE ___ CONTEST," "COOPERATIVE PROJECT PAYS," "FLOYD AND JAMESON STATE FARMERS," all play a part in making the public Future Farmer conscious. If newspaper publicity in the form of news items and feature stories is distributed throughout the school year, an attitude favorable to vocational agriculture will be created. While visiting homes for the purpose of following up evening school work, teachers hear such remarks as, "I saw in the paper where your boys did so and so. I'll be glad when my boy is old enough to take work with you," or "How did you come out in the

judging contest at ___? I saw where you had entered a team. Say, neighbor Brown just moved over on the old Johnson place. You had ought to meet him. He has a boy coming along that will be ready for you in a year or two."

Some teachers try to keep their Future Farmer chapters before the student body as much as possible. Twenty-six have their chapter members make announcements in high school assembly meetings. Twenty-six chapters present assembly programs. Where schools are organized on the three-three plan, three years in junior high school and three in senior high, the assembly program presented by the Future Farmer chapter in junior high will win more students for the department than in senior high. Boys of junior high age are more impressionable and boys in senior high are already enrolled in vocational agriculture or have chosen courses in other departments.

Teachers were asked to list the day school activities for which their chapters take responsibility. Their replies are listed below and readers are asked to notice the publicity value some of them carry.

List B. Responsibility for Day School Activities.

- a. Open house one day for parents.
- b. Rural school day for seventh and eighth grade students.
- c. Soft ball teams.
- d. FFA field day.
- e. Public creed contest.
- f. Extension program to district schools.
- g. Poultry laying project.
- h. Enlarging project program.
- i. Keeping campus and walks clean.
- j. Playground supervision.
- k. Stage arrangement for plays.
- l. Noon hour recreational program.
- m. Poultry contest at rural activity day.
- n. Grain judging at rural activity day held at local high school.
- o. Testing seed corn.
- p. Doing all janitor work in agriculture shop.

The State Board for Vocational Education recommends that courses in vocational agriculture be offered to pupils in the tenth, eleventh, and twelfth grades. Most new departments securing approval of the State Board are

organized on this basis. In this plan, the Senior boy is completing his instruction in agriculture as he graduates from school. His projects have grown to their maximum number and scope and he is in position to make a start in farming for himself. If his instruction has been sound, his projects have reached a stage of productivity and expansion. The dairy calf with which he started is now a producing cow. His first ewe lambs have produced one crop of lambs. His swine and poultry projects may have reached farm unit size. His interest at that time should be high and he should be ready to expand his farming activities.

In the plan of organization in which ninth grade boys may not enroll in vocational agriculture, a few farm boys may be lost to the department. Some may develop other interests. Others may drop out of high school at the end of their first year because they were disappointed in the high school program. It becomes, then, the task of the teacher of vocational agriculture and of the Future Farmer chapter to prevent this drop-out and to develop and maintain interest in agriculture among these Freshman boys.

Freshman boys not enrolled in agriculture should be

guided in their selection of courses so they will not get too far away from the farm and the influence of the farm unless they have definitely decided upon some other career.

If a school has a live Future Farmer chapter, ninth grade farm boys should be Future Farmer conscious because members of some Future Farmer chapters contact ninth grade boys and talk agriculture and Future Farmer to them. Some of the Future Farmer chapters in schools where Freshmen are not enrolled in vocational agriculture designate a special or a general meeting as a party for ninth grade farm boys and others who are interested in farming. In addition to fun in the form of games and stunts and to refreshments of some kind, a program should be presented in which the meaning of Future Farmer is explained, the organization of and requirements of the various degrees¹ discussed, and the content of the courses in vocational agriculture outlined. Half of the chapters reporting entertain eighth grade graduates (boys) at some time in the spring of the year. At this entertainment the chapter promotes vocational agriculture.

Many farm boys do not graduate from country schools.

1. Green Hand, Future Farmer, State Farmer, American Farmer.

Some who do graduate will not attend high school. Any farm boy who is fourteen years of age or older must be admitted as a pupil in a vocational agriculture department, if he wishes to enroll.¹ Unless vocational agriculture is promoted in rural districts, many farm boys may not know of its existence. Twenty-five chapters or seventy-eight per cent present programs in rural communities.

A method used by some chapters in presenting Future Farmer activities to the public is the public award of honors in judging, FFA public speaking, and other achievements. Seventy-one per cent of the chapters responding made awards of these kinds. Of those making awards, eighty-four per cent do so publicly. This in turn is worthy of some newspaper publicity.

Ninety-six per cent of chapter advisors whose members became local 4-H leaders stated that these boys developed their leadership in FFA. These Future Farmers who are leading 4-H clubs have splendid opportunities to promote interest in vocational agriculture and in the Future Farmer organization.

-
1. Five-year plan for vocational agriculture revised each five years by State Board of Education.

Fathers of Future Farmers are entertained by ninety-seven per cent of the chapters while fifty-six per cent entertain mothers. Vocational agriculture departments without Future Farmer chapters have little opportunity to present the achievements of members to their parents other than on the home farms. With the organization of Future Farmer chapters have come the annual receptions for parents. If agriculture teachers are to succeed in introducing a program of improved farming practices in the communities in which they teach, they must have the full cooperation and support of the parents of their boys. Entertainments and receptions are helpful in securing interest and cooperation of parents.

Vocational agriculture departments teach the exhibition side of livestock and crop production less than do some other organizations. Agriculture teachers feel that to produce crops or animals primarily for the purpose of exhibiting them for prizes and honors is an artificial way to farm. However, fairs and shows do have value in training boys to select their best which may be used for reproduction, market, or home consumption. To this end many Future Farmer chapters hold fairs or shows each year and organize and promote them carefully. The show fulfills

its educational purposes well and in addition the publicity accompanying it presents another type of Future Farmer activity. Younger brothers of the Future Farmers who go to the fair or show frequently meet the teacher of vocational agriculture, become interested in becoming exhibitors later themselves, and eventually enroll in vocational agriculture.

That the Future Farmer chapter is very useful in the promotion of vocational agriculture evening schools for adult farmers is indicated by the fact that ninety-three per cent of the chapters studied do promote such schools. Chapters are of additional assistance in providing members who assist in clerical capacities. More than half of the chapters provide members for such service. Fifty-nine per cent of the teachers use students as assistants in presenting facts, demonstrations, and experiments while forty-three per cent use students as supervisors of laboratory and shop work in evening schools for adults. Some teachers frown upon the practice of using students as assistants while others have found the plan to work well and the farmers grateful for all help received from students. The attitudes of the students as well as the personalities of the farmers determine the success of the practice.

Many of the farmers who attend evening school are relatively young men who have not had the opportunity to go to high school. Some of these men have boys of their own of pre-high school age. If members of the chapter assist in promotion and conduct of evening school in an efficient manner and their contacts with these older men are pleasant and helpful, the department of vocational agriculture will win friends.

Departments of vocational agriculture grow and prosper when their Future Farmer chapters have well conceived programs which are carried out well. If, however, the departments have no Future Farmer chapters or the chapters are poorly organized, promotion of the departments will be largely dependent upon the efforts of the instructors and unorganized day school students.

Teachers were invited to suggest additional ways in which Future Farmer chapters assisted in increasing day school enrollment. Their replies are reproduced in the list below.

**List 6. Suggestions of teachers for the item
Day School Enrollment.**

- a. Give programs in rural schools.

- b. Promote chapter members for class offices.
- c. Demonstrations of parliamentary procedure.
- d. Present assembly programs.
- e. Each boy contact all eighth grade graduates in his community.
- f. Test seeds, soil, and milk for farmers.
- g. Operate school movie projector.
- h. Arrange classes for judging.
- i. Sponsor crop contest.
- j. Sponsor project tour.
- k. Sponsor class projects.
- l. Raise seed potatoes.
- m. Buying pure bred rams.
- n. Raising pure bred gilts.
- o. Student loan fund.
- p. Ship in seed cooperatively.
- q. Cooperative marketing of project products.
- r. Cooperative buying of calves and sheep.
- s. Production credit loans.
- t. Assist P. T. A. members with their work.
- u. Construction and repair work in the shop.
- v. Take care of school landscaping.

In order that the writer might determine the extent of

interest in the subject of this article, those questioned were asked, "Would you like to have a summary of this study?" Thirty-two answered in the affirmative and one failed to indicate any desire at all.

Several teachers who answered the questions asked in the questionnaire also made personal comments. Some of them are copied below.

"I should like very much to have a summary of your findings."

"This questionnaire is very interesting. Our FFA chapter is a decided asset in maintaining interest in vocational agriculture."

"I enjoyed filling out the questionnaire and feel that it has given me some valuable suggestions."

"I am very much interested in this study and have answered more from the point of view of the state adviser than a local teacher. My reaction to your study questions is that the FFA is a self-training device providing activities for V. A. boys to train themselves for future farmers. To my way of thinking the V. A. day school program and the FFA program should be one. This one should come from boys through the leadership of their instructor and adviser.

I wish you great success in your study.

J. P. Rutland.¹

1. J. P. Rutland, State Supervisor of Vocational Agriculture, Austin, Texas.

SUMMARY

In the foregoing pages, the writer has shown the advantages accruing to the vocational agriculture department when a Future Farmer chapter exists to supplement its work. Since the Future Farmer chapter is organized within the department of vocational agriculture, it can supplement the work of the department and make classroom instruction more efficient.

The writer has contended that where Future Farmer chapters exist the student morale is higher than where no such chapters are. He does not mean to imply that the mere existence of a Future Farmer chapter improves morale. A chapter must have worthwhile items of work and definite goals to be reached.

The modern trend in many activities such as marketing, bull ownership, et cetera, is toward cooperation. The Future Farmer chapter offers a fine set-up for development of various types of cooperation and through these cooperative enterprises splendid teaching media appear. Cooperative enterprises of various kinds such as production pro-

jects, shows, feed buying and mixing, school landscaping, judging contests, and many others offer splendid opportunities for teaching which the wide-awake teacher accepts and uses. Alumni are held to the organization only when they can be benefited by their membership. Various types of cooperative enterprises operated by the chapter serve to hold alumni interest and they, too, learn through them.

Scholarship effort can be encouraged and stimulated by the Future Farmer chapter. If the chapter looks ahead far enough to set goals for scholarship and plans suitable awards for scholarship achievement, desirable results will follow. Only three teachers stated that the grades of Future Farmer members were no higher than those of farm boys who were not members of the chapter.

The Future Farmer activities offer many more opportunities for the development of leadership than the day school program. Receptions for mothers and for fathers, public speaking contests, fairs and shows, all present situations where students must take the lead and where more than a few must take the responsibility of promotion and presentation of the activity.

During these years of crop failure and economic de-

pression, teachers have maintained the enrollment of their day school departments of vocational agriculture with difficulty. They have needed the assistance of some group which could arrange contacts between prospective students and the department. The Future Farmer chapter has supplied this group.

CONCLUSION

The Future Farmers of America is a national organization reaching from Maine to Hawaii and from Washington to Puerto Rico. It is far-reaching in scope and widespread in achievement because it has a mission which it is fulfilling. Its mission is to supplement the work of the day school and particularly of the department of vocational agriculture. Each year as the National Association of Future Farmers of America meets in convention at Kansas City, the officers and delegates strive to prepare programs of work which will make the organization of more service to farm boys, to vocational agriculture departments, and to vocational agriculture teachers.

Teachers of vocational agriculture can accept the aid and services of this national organization of farm boys only when their departments have Future Farmer chapters. Local Future Farmer chapters may be of little or of much service to the day school department of vocational agriculture. Chapters may be of little service when they are not organized for service and when their activity programs are not designed to supplement the work of the

agriculture department. They may be of little service when members are not allowed to do most of the thinking and planning and to take most of the responsibilities. A teacher-directed chapter, like a dictatorship, achieves some things but without the spontaneity and whole hearted enthusiasm found in chapters in which the advisor is an adviser and not a director. Chapters may be of much service to the department when organized to carry out many or most of the items discussed in this thesis.

The Future Farmer organization is invaluable as a means of supplementing the day school program. It develops more leadership, better scholarship, is a splendid teaching medium, improves student morale, and assists in maintaining day school enrollment.

Since the data seems to justify the above conclusions, it appears that a well conducted Future Farmer chapter is essential to successful teaching of vocational agriculture. The activities of the Future Farmer chapter cannot be separated from the activities of the classroom. Therefore, Future Farmer organizations are not extracurricular in nature but are intra-curricular.

ACKNOWLEDGEMENT

The writer takes this opportunity of extending his sincere thanks and appreciation to C. V. Williams, Ph. D., professor of vocational education, for his inspiring leadership and constructive criticisms in making this study.

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CORRESPONDENCE

The following teachers filled in and returned their copies of the questionnaire.

ARKANSAS

Bollen, F. M., Velonia, Arkansas
Higgins, W. C., BFD, Hot Springs, Arkansas

IOWA

Bundy, C. E., Iowa Falls, Iowa
Cogswell, L. H., Waverly, Iowa
Ruch, R. E., Denison, Iowa

KANSAS

Blauer, F. A., Lebanon, Kansas
Brown, H. H., Manhattan, Kansas
Carpenter, F. E., Highland Park, Topeka, Kansas
Collins, Elery, Parker, Kansas
Essick, William R., Lawrence, Kansas
Garver, H. D., Merriam, Kansas
Hilpert, A. H., Atwood, Kansas
Jensen, J. A., Concordia, Kansas
Kugler, Harold, South Haven, Kansas
Milligan, C. C., Linn, Kansas
Plank, Ira, Winfield, Kansas
Raines, E. L., Olathe, Kansas
Taylor, J. T., Neodesha, Kansas

MISSOURI

Gutting, L. O., Maryville, Missouri
Jackson, C. A., Sweet Springs, Missouri
Karls, G. E., Bolivar, Missouri

MONTANA

Egan, Eugene, Fergus High School, Lewistown
Hoffman, H. B., Miles City, Montana
MacDonald, D. L., Gallatin High School, Bozeman

OKLAHOMA

Bennett, Joe, Spiro, Oklahoma
White, Chris, Kingfisher, Oklahoma

SOUTH DAKOTA

Daniels, E. J., Brookings, South Dakota
Metcalf, Newell, Madison, South Dakota
Urton, H. E., Pierre, South Dakota

TEXAS

Bean, J. T., Whitewright, Texas
Davis, B. C., Beeville, Texas
Faith, R. L., Abernathy, Texas
Shackelford, H. D., Madisonville, Texas

WYOMING

Harkin, William, Powell, Wyoming
Kirk, Percy, Sheridan, Wyoming

APPENDIX

Following is a copy of the questionnaire used in making the survey of the relationships existing between day school activities and Future Farmer activities.

RELATIONSHIP BETWEEN THE VOCATIONAL AGRICULTURE DAY SCHOOL PROGRAM AND THE FUTURE FARMER PROGRAM

YES	NO
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I. STUDENT MORALE

- a. Do Future Farmer activities provide training in courtesy and manners which carry over into the activities of the day school?
- b. Are the fellowship and comradeship developed in Future Farmer work carried over into the day school program?
- c. Is day school cooperation better because of Future Farmer activities?
- d. Is loyalty to the vocational agriculture department greater because of interest in FFA?
- e. Do Future Farmer goals in the developed activity program of the chapter place a premium upon good personal appearance of members in day school?
- f. Do members of Future Farmer chapters like vocational agriculture better than non-members?

YES NO

- g. Do members like their teacher better than non-members?
- h. Are relationships between the agriculture teacher and the boys' parents better because of Future Farmer activities?
- i. Suggest others.

II. TEACHING MEDIUM

- a. Can you promote and conduct cooperative projects better through the Future Farmer chapter than through classes or otherwise?
- b. Can you secure better cooperation in a school campus landscaping project from the entire chapter than from a class?
- c. Can you promote such a cooperative venture as feed buying, laying mash mixing, etc. better in the FFA chapter than in one class?
- d. Do you find more participation in cooperative buying and selling as a chapter activity than when conducted on a class basis?
- e. Can you hold a better grain or poultry show when the entire FFA chapter is included than when conducted on a class basis?

- f. Do you find greater interest in grain, poultry, livestock, and dairy judging contests which are for Future Farmers than where such contests are designed to include all vocational agriculture students?
- g. Does your chapter offer FFA awards for judging?
- h. Do you offer awards other than FFA awards?
- i. Do award winners prefer FFA awards?
- j. Are educational features presented to members at FFA meetings that would not be presented in classroom work?
- k. Are speakers secured for FFA meetings that would not be secured for classroom talks and discussions?
- l. Does your Future Farmer chapter recognize outstanding project achievement in any manner?
- m. Do you have an honor point system or any other system in which your chapter recognizes outstanding "home practice" achievements?
- n. Are these recognitions limited to FFA members?
- o. Suggest others.
- _____
- _____
- _____

YES NO**III. SCHOLARSHIP**

- a. Do members of your Future Farmer chapter make higher average grades than farm boys who are non-members? (Estimate)
- b. Do Future Farmer members average fewer failures in all subjects than non-members from farms?
- c. Does your chapter set scholarship goals?
- d. Does your chapter, through an honor point system or some other means, recognize individual scholarship achievement?
- e. Suggest others.

IV. LEADERSHIP TRAINING

- a. Do your boys develop more leadership through the Future Farmer program than through the day school?
- b. Is there any transfer of leadership qualities from the FFA to the classroom?
- c. Is each member of your chapter assigned as a member of at least one committee?
- d. Could this training be secured in the classroom in day school activities?

YES NO

- e. Does your chapter promote any sort of judging contest?
- f. Are members of your chapter responsible in any way for the contest?
- g. Does your chapter promote and conduct a fair or show?
- h. Are members assigned to positions of responsibility?
- i. Do members of your chapter practice parliamentary procedure in FFA meetings?
- j. Would you teach parliamentary procedure in the classroom if you had no FFA chapter?
- k. Do members of your chapter participate in any local, sectional, or state public speaking contest?
- l. Do your FFA members participate in other than FFA public speaking contests?
- m. Are members of your chapter largely responsible for programs at FFA meetings?
- n. Suggest others.

V. DAY SCHOOL ENROLLMENT

- a. Do you think the newspaper publicity brought about by your FFA activities encourages and promotes day school enrollment in agriculture?

YES NO

- b. Do members of your chapter make announcements about agriculture and FFA in high school assembly meetings?
- c. Does your chapter present an assembly program each year?
- d. Does your chapter take the responsibility for any day school activity?
- e. List the activity or activities below.
- _____
- _____
- _____
- f. Does your school offer vocational agriculture to ninth grade boys?
- g. If your school does not, are ninth grade farm boys organized into a junior FFA?
- h. Does your chapter act as host to eighth grade graduates in your county or community?
- i. Does this party or meeting promote your vocational agriculture department to those boys?
- j. If your school does not enroll ninth grade boys in agriculture, does your chapter invite them to a FFA meeting or meetings?
- k. Does your chapter sponsor and/or present any programs in rural communities?

YES NO

1. Does your chapter make awards for judging, FFA public speaking, or awards for other achievements?
- m. Is the public invited to witness the awards?
- n. Do many of your FFA members become leaders of their local 4-H clubs?
- o. Did they receive their leadership training largely through participation in FFA activities?
- p. Do they promote interest in and enrollment in vocational agriculture through their 4-H position?
- q. Does your chapter entertain others in any sort of reception?
- r. Does your chapter entertain fathers?
- s. Does your chapter hold achievement day programs?
- t. Does your chapter conduct a FFA fair or show?
- u. Does your chapter promote enrollment in evening school for adults?
- v. Do members of your chapter assist in evening school in clerical capacity?
- w. Do members assist in presenting facts, demonstrations, experiments, etc. in evening school?
- x. Do your members supervise laboratory work of adults in evening school?



7. Other ways in which chapter members aid in promoting the day school department as a result of the existence of your chapter.

8. Would you like to have a summary of this study?