FUTURE FARMERS AND NON-CLASSIFIED STUDENTS

IN POTTAWATOMIE COUNTY HIGH SCHOOLS

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THESIS

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By

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CHAPTER I

INTRODUCTION

This study has been made for the purpose of determining what relationships exist between 4-H Club membership and Future Farmers of America Club membership and the grades, extra-curricular activities, and the further education which includes specifically college training and post-graduate work done in high schools. A comparison has been made of two groups of high school students: one, 4-H and Future Farmers of America Club members, and the other, non-club members.

This study is limited in that it attempts to discover:

1. The relationship of 4-H and Future Farmers of America Club work as a factor in the development of leadership and scholarship.

2. Any differences in the records of high school pupils with reference to:

   a. 4-H and Future Farmers of America Clubs.

   b. Extra-curricular activities.

   c. Grades.

For the purpose of this study, the 1935-1936 freshman classes were selected from Pottawatomie County, Oklahoma,

high schools in centers having a population of less than 2,500, according to the 1930 census. The records and activities of this particular group in each high school were thoroughly investigated for a four-year period.

Pottawatomie County, which has a population of 66,572, is located near the center of the State of Oklahoma. In this county there are fine agricultural lands and many producing oil wells. The population of Pottawatomie County is composed almost entirely of native-born American people.

In 1935, there were seventy-nine grade schools and twelve high schools in the centers of less than 2,500 population. Shawnee, population 23,283; Maud, population 4,300; and Tecumseh, population 2,800 are naturally not included in this study because these places violate the population standard for this investigation. Of the particular schools studied, according to the limited requirements, eighteen grade schools and four high schools were found to have active 4-H Club organizations and one Future Farmers of America Club.

Many 4-H Club members, after they were graduated from the eighth grade, attended one of the three city schools, but most of them attended one of the rural high schools. Of 645 4-H Club members on roll, only thirty-six were eligible for this study. The greater part of this total

membership was composed of students attending grade school. Other members, it was discovered, had graduated from grade schools and had not attended high schools, but were continuing their club work, and still other members had graduated from high school and had continued participating in the club activities. The last group to be eliminated from this study is the students who were sophomores, juniors, or seniors in secondary schools at the specific time set aside as the beginning date from the study of high school freshman members of the 4-H Clubs.

The school records and the "Certified Memberships in Future Farmers of America and 4-H Clubs of Oklahoma, Records of the State Department" were examined. Of the twelve high schools selected for this investigation, it was found that many of the records in these schools were incomplete, especially those school records of the pupils who had been transferred from other schools. Centerview High School's records have been destroyed recently by fire. After those had been eliminated, there was a total of 271 students in both groups left, who could be used. After checking the state records of the Extension Department, the writer found that there were thirty-six members of the 4-H and Future Farmers of America Clubs eligible for this study. These two groups were then made the basis for this study.

The marks which were made by these 271 students during

the period when they were in the ninth, tenth, eleventh, and twelfth grades were used as a basis of school achievement. Most of the subjects were taught by different teachers in each grade. Then, too, these schools have varying grading systems, and this would make a difference in the ranking of both students and schools. The table for each school was analyzed separately, giving each school a separate rating of its own for each subject. After this was done, all the records of all the schools were compiled as one. By this method the figures from the eleven high schools investigated were organized as one large group. The data were compiled into two separate units: the Future Farmers and 4-H Clubs and the non-classified students.

The material used for study is presented in the form of tables. These tables are almost self-explanatory. In many cases, the results are obvious.

These two divisions of the freshman groups are compared upon the basis of their respective scores or grades for each subject and then upon their general averages for all subjects.

CHAPTER II

DISCUSSION

Before proceeding with the problem involved, it will be well to review briefly the groups considered in the study. The two groups studied will be referred to as the Future Farmers and the non-classified group, the former being composed of pupils whose names appeared on the State Department, Extension, 4-H and Future Farmers of America Club rolls, 1935, while the latter group is composed of pupils who enrolled at the beginning of the 1935-1936 school term and whose names appeared on the records of each school studied. It is understood that the club organizations are strictly of a voluntary nature.

The 4-H Club Work

Character of 4-H Club Work

What 4-H Club work is. -- 4-H Club work for rural boys and girls is a part of the national Agricultural Extension system which reaches every state in the United States, Puerto Rico, and the territories of Alaska and Hawaii. It is also being developed in many foreign countries. This system was organized by the United States Department of Agriculture in cooperation with the state

colleges of agriculture and the county Extension organizations under the provisions of the Smith-Lever Act of 1914 and other acts of Congress and state legislatures authorizing the establishment of Agricultural Extension work and making appropriations for it.

Age groups included in 4-H Club work. -- 4-H Club work is primarily for boys and girls from ten to twenty-one years of age; however, plans in Oklahoma have been formulated to enlist eight and nine year old boys and girls in 4-H victory projects suitable to their ages and experience.

How 4-H Club work is carried on. -- A group of members are organized in a 4-H Club where they learn to conduct meetings, to work and play together, to cooperate with each other, and to develop qualities of leadership and citizenship. Each member carries on a project to demonstrate improved methods in homemaking and farming.

What is the method of teaching?. -- 4-H Club members "learn to do by doing." Each 4-H Club member does a piece of work known as a 4-H Club project, under the supervision of the county extension agent, designed to demonstrate or teach better methods in homemaking and farming. All 4-H Club members are expected to keep businesslike accounts of their projects.

What 4-H Club work does. -- Perhaps the best definition of what 4-H Club work does is that given by Dr. C. B.

Smith:

> 4-H Club work becomes part of the lives of rural young people while their minds are still plastic; gives them guidance when they need it; teaches them some of the inspiring things in agriculture and farm home life and gives them a vision of its possibilities as a life work.[1]

4-H Club work demonstrates the best practices in agriculture and home economics to enter communities and counties by means of original projects carried by the members, by their exhibits, their fairs, their expositions, and their public demonstrations.

4-H Club work develops rural leadership, community pride and spirit. It builds young men and women who know how to conduct meetings, organize community projects, and who are trained to judge crops, livestock, and products of the farm and home.

4-H Club work emphasizes the home -- as that is the place where the project is actually carried out in most instances -- and brings parents and children increasingly together in a common interest.

4-H Club work develops self-reliance, ambition, and aggressiveness. It applies business methods to farming and promotes industry and thrift.

It fosters individual ownership, a love of nature, and the open country.

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[1]C. B. Smith, Oklahoma 4-H Club Leaders' Handbook, Circular No. 381, Cooperative Extension Work in Agriculture and Home Economics, Revised 1944, p. 5.

It brings out the best effort and thought, and gives rural boys and girls an opportunity to earn money and to acquire property.

4-H Club work shows boys and girls how to do the wholesome, helpful things and to play the game fairly.

Above all, it develops the highest type of manhood, womanhood, and American citizenship.

Plan of organization for the 4-H Club. -- In Oklahoma, 4-H Club work is organized on a community basis. Both boys and girls meet together in regular 4-H Club meetings and jointly plan and conduct their work. The plan calls for the selection of a local 4-H man leader to serve as supervisor for the boys and a woman leader to supervise the work of the girls. In most instances the 4-H Club leaders are selected by the 4-H Club members after consulting with the county and home demonstration agents. A minimum of ten club members is needed to form a standard 4-H community club. The 4-H Club members elect their officers, consisting of president, vice-president, and secretary-treasurer. These three officers compose the executive committee of the local club. In many instances the club elects a song leader and a recreation captain, although in some instances these are appointed by the president after consultation with the local leader. The project captains are usually appointed by the president of the club. It is

suggested that a 4-H Club reporter be selected to provide local newspapers with information of interest regarding 4-H Club work in the community.

Organization of the 4-H Club

Enrollment of 4-H Club members. -- The 4-H Club year begins officially December 1 and closes November 30 of the following year. It is expected that all 4-H Clubs be organized or reorganized not later than January 1. All 4-H enrollment cards, together with the names of the officers and local 4-H Club leaders, should be in the office of the county extension agent not later than January 1 in order that a 4-H Club roll may be typed in the county office and sent to the state office not later than February 1. It is very important that all club members who expect to make exhibits at state shows and who expect to compete for out-of-state trips be included on the certified 4-H Club membership roll and that they be enrolled in the 4-H Club project in which they expect to participate or make exhibits. New 4-H Clubs should be organized as quickly as possible after the opening of the fall term of school and if at all possible, not later than January 1; however, new club members may be enrolled until June 1, at which time all 4-H Club enrollments for participation in club events during the remainder of the calendar year will close.

Members enrolled before June 1 will be included in the official 4-H Club count of the current year. Those enrolled after June 1 will not be eligible to enter state or out-of-state competitions during the remainder of the 4-H Club year, June 1 to November 30.

The official enrollment of club members is made on enrollment cards supplied by the county extension agents. The 4-H Club leaders should see that 4-H Club members fill out the enrollment cards correctly and that this information is recorded in the secretary's book before the enrollment cards are transmitted to the county extension agent's office. The information must be complete and the following information must be included: name, father's initials, post office, route number, age, year of work, date of birth, name of 4-H Club, project or projects in which member wishes to enroll. The kind of project in which the club member wishes to enroll should be indicated by an appropriate check in the space just preceding the name and number of the project on the enrollment card.

Organization meeting. -- The first meeting of the community 4-H Club at the beginning of the club year should be held at a time when the greatest number of interested boys and girls can attend. The election of club officers should be held at this meeting. 4-H Club officers should consult the secretary's book for information regarding their duties.

Project requirements should be discussed at this meeting and the club members should be given an opportunity to ask questions relating to the 4-H Club projects. The 4-H Club members may enroll in projects at this meeting, but in most cases it is desirable that they consult their parents before selecting the projects and completing their enrollment.

Projects Offered in 4-H Club Work

The 4-H Club projects offered are of two kinds, namely, (1) the regular 4-H Club project, and (2) the 4-H Victory project.

The regular 4-H Club project. -- Every 4-H Club girl enrolled in a regular 4-H project is required to carry all phases of the home demonstration work including food preparation, food preservation, clothing, home improvement, yard improvement, and one production project such as gardening or poultry. In addition, the club girl may enroll in one or more of the projects listed for both boys and girls. 4-H Club boys should select projects that are primarily designed to increase the production of food, feed, and fiber, and should participate in at least one conservation project.

Projects for girls. -- The six lines of home demonstration work are combined, in separate manuals by years, seven in all, with a view of giving the girls a broader

interest in homemaking. 4-H Club girls enrolling in home demonstration work for the first time should enroll in the year of work best suited to their age, experience, and ability.

Projects for boys. -- 4-H projects designed primarily for boys are: beef, swine, and sheep, including a breeding, fattening, and marketing phase for each class of livestock; corn; cotton; grain sorghum; small grain; forage; legumes; forestry; and terracing.

Projects for boys and girls. -- Projects designed primarily for both boys and girls are: poultry, dairy, garden, Irish potatoes, sweet potatoes, fruit, home ground beautification, bees, insect control, accounting, wild life conservation, handicraft, rural electrification, and health.

4-H Club Literature

Material in the form of manuals containing subject matter is available for the principal 4-H projects. These may be obtained from the office of the county extension agents. The report forms to be used in making a final report on 4-H Club projects may be secured from the extension agent's office. These should be returned to the county extension agent's office not later than November 30.

F. F. A. Club Work

Character of F. F. A. Club

The Future Farmers of America, or "F. F. A.," as it is commonly known, is the national organization of, by, and for boys studying vocational agriculture in public secondary schools under the provisions of the National Vocational Education Act.

As an integral part of the program of vocational education in agriculture in the public school system of America, the F. F. A. has become well known in recent years. No national student organization enjoys greater freedom of self-government under adult counsel and guidance than the Future Farmers of America. Organized in November of 1928, it has served to motivate and vitalize the systematic instruction offered to students of vocational agriculture, and to provide further training in farmer-citizenship.

The F. F. A. is an intra-curricular activity having its origin and root in a definite part of the school curriculum -- vocational agriculture. Among other things, members learn through active participation how to conduct and take part in a public meeting; to speak in public; to buy and sell cooperatively; to solve their own problems; to finance themselves; and to assume civic responsibility. The foundation upon which the Future Farmers of America organization is founded includes leadership and character

development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

The Future Farmers of America is a non-profit, non-political farm youth organization of voluntary membership, designed to take its place along with other agencies striving for the development of leadership, the building of a more permanent agriculture, and the improvement of country life. It constitutes one of the most efficient agricultural teaching devices that has been discovered up to the present time. The F. F. A. is one hundred per cent American in its ideals and outlook and has no outside affiliations. There is no secrecy in connection with any of its activities.

National headquarters of the Future Farmers of America is located in the Agricultural Education Service, United States Office of Education, Federal Security Agency. National conventions are held annually in Kansas City, Missouri, at the time of the American Royal Livestock Show.

The Future Farmers of America exists today because of a cooperative spirit and a desire on the part of farm boys, fourteen to about twenty-one years of age, preparing for farming through vocational agriculture, to have a national organization of their own in which they may secure practical business experience, act as their own instructors,

and enjoy the followship of one another. It is organized vocational education on a farm youth level. Improved agriculture, better local communities, a more satisfying farm home life, and more efficient farmer-citizens are emerging as a result of the boys' experience.

How the Organization Operates

The F. F. A. is composed of chartered state associations which in turn are made up of local chapters situated in high schools having departments of vocational agriculture. The boys enrolled in such courses constitute its active membership but provision is also made for associate and honorary memberships. Membership is entirely voluntary.

Degrees of memberships. -- There are four grades or degrees of active memberships: Green Hand, Future Farmer, State Farmer, and American Farmer. These grades of membership are contingent on definite accomplishments in connection with the vocational agricultural program of the school. Local chapters determine the individual's advancement in the last two grades of membership, the state determines the third, and the national organization with due recognition confers the fourth degree. Specific levels of attainment with respect to farming, earnings, investments, leadership, and scholarship are set up for each degree.

Officers and advisers. -- Boy officers for each unit of the F. F. A. -- local, state, and national -- are elected annually. Each of these units meets at specified times. There are approved forms for conducting meetings, and for passing members to the various degrees. Teachers of vocational agriculture serve as local chapter advisers and state supervisors of agricultural education serve as state advisers.

In addition to the youthful national officers, the adviser, executive secretary, and treasurer who constitute the National Board of Trustees, there is an adult National Advisory Council composed of the four regional agents for agricultural education, for state supervisors of vocational agriculture (one from each of four administrative regions) and the chief of the Agricultural Education Service of the United States Office of Education, who, as National Adviser, is chairman of the Council. This Advisory Council cooperates with and serves in an advisory capacity to the National Adviser on the administrative direction and guidance of the organization.

Activities. -- Programs of work participated in by all members are set up annually by every chapter, each state association, and the national organization. These programs are built on the needs of the individual and the community. The items included are guide posts pointing the way. A

program indicates the direction and course to follow in order to reach definite goals, and there is a relationship among local, state, and national programs. All F. F. A. activities are boy-initiated and boy-directed. Results attained, therefore, are due to farmer-training objectives set up and carried out by the boys themselves. Cooperation, group thinking, and purposeful action are displayed in all programs of work.

The F. F. A. was and is designed to supplement training opportunities for boys who are progressing toward the goal of establishment in a farming business. Through F. F. A. activities the cooperative spirit is fostered and individual talent is discovered and developed. Here is a school of experience in the art of working together for a common good. Members have a splendid opportunity to learn how to deal effectively with themselves as well as with others. The organization embodies the fundamentals of a true democracy. Each member has a voice in setting up policies and making rules and regulations by which he is governed. Each member also has individual responsibility resting on his shoulders, but team work is essential to lasting accomplishment.

Future Farmers not only work well together, but they also know how tp provide organized recreation for themselves and for others in the community. Here again this

organization of, by, and for farm boys provides ample opportunity for games, sports, and other recreational activities appealing to the farm boy. State F. F. A. bands and various chapter musical organizations own and operate state-wide camps which combine recreation and health protection with leadership training activities that reach into every chapter in the state.

Requirements to Graduate and Enter College

The unclassified students are those who take regular courses as recommended and offered by the school with no special object in view, that is, no organized study or work to give that student a goal for his education. Whereas the Future Farmer group follows the same curriculum with an organized voluntary group which has a goal to better themselves for the future.

Regulations as Set up by the Annual High School Bulletin

1. Four-year high schools of senior rank shall require sixteen or more units of regularly organized classroom instruction for graduation. These shall include four units in English, one in mathematics, one in science, and one in American history. The remaining units required for graduation may be elective.

2. Three-year senior high schools shall require

twelve or more units of regular or organized classroom instruction for graduation. These shall include three units in English, one in American history, one in laboratory science, and one in mathematics. In cases where the pupil has completed a year of general science and a year of algebra in the ninth year of an approved junior high school, he may be graduated without additional credit in these fields.

3. Two units in mathematics should be required for college-bound pupils. The required one unit of laboratory science must be chosen from among the following: general science, biology, physics, and chemistry. American history is required by state law.

4. Credit in extra-curricular activities should count above the sixteen units required for graduation from four-year senior high schools and above the twelve units required for graduation from three-year senior high schools.

5. A unit is defined as a course covering an academic year that shall include a minimum of five forty-five minute recitation periods per week for thirty-six weeks.

6. Five double periods per week shall be devoted to work in home economics, manual training, bookkeeping, typewriting, and drawing. At least two double periods per week shall be spent in laboratory work in each science course offered. (This standard applies in cases where the uniform

class period is less than sixty minutes in length.)

7. All class periods in the high school schedule should be uniform in length throughout the day. The forty-five minute period or the sixty-minute period is recommended.

8. Pupils in high school should be encouraged to enroll in four one-unit courses, or the equivalent. Pupils who have higher capacity should be expected to do a better quality and greater quantity of work in the courses taken. Only pupils above the ninth grade may be permitted to enroll for five subjects. The number is limited to the upper ten per cent of the student body. Pupils shall not be permitted to receive credit for more than five unit courses per school year. Credits not to exceed four units of work completed in the ninth year may be accepted from an approved junior high school.

9. Not to exceed one unit of credit may be earned by a pupil attending college or summer high school during a regular summer session. Credit in a subject to count toward graduation cannot be granted by special examination. (Exceptions: federal training, work by special tutoring, and examinations by accredited teachers.)

10. A non-resident pupil shall not receive credit from an accredited high school unless he has attended that school one semester.

11. At least two units of the last three units completed for graduation shall be completed in attendance in the accredited high school from which the individual expects to receive his diploma.

Table 1 shows the courses offered in the eleven different high schools during the period of four years, beginning with the school year of 1935-1936 for the pupils who, for the first time, enrolled in the ninth grade. These courses could not be arranged in the order that they were taken in the various schools because of the fact that the subjects were offered in different years, depending upon the size of the school. The subjects, therefore, are arranged in the table in alphabetical order.

Table 2 gives the following information for the non-classified group: courses offered, grades made, number taking the course, the average points, the average of the school, and the number of schools offering the course.

In this tabulation of grade points A indicates three points, B two points, C one point, and D and F zero points.

Table 3 gives the same information for the Future Farmers' group, which included all schools as a combined unit into one large group.

Summary of Tables 2 and 3

It will be found from a comparison of these tables that the grade points in English were thirteen points

TABLE 1

COURSES OFFERED IN ELEVEN HIGH SCHOOLS IN POTTAWATOMIE COUNTY, OKLAHOMA, DURING THE PERIOD OF FOUR YEARS BEGINNING IN SEPTEMBER, 1935

Agriculture 1
Agriculture 2
Agriculture 3
Agriculture 4
Algebra 1
Algebra 2
American History
Ancient History
Arithmetic
Art
Biology
Bookkeeping
Business English
Chemistry
Civics
Clothing
Commercial Law
Cooking
Economics
English 1
English 2
English 3
English 4
English History
General History
General Mathematics
General Science
Geometry
Glee Club
Home Economics 1
Home Economics 2
Industrial Geography
Latin 1
Latin 2
Mechanical Drawing
Modern History
Oklahoma History
Physics
Psychology
Physical Geography
Physiology
Problems of Democracy
Public School Music
Sewing
Shorthand
Sociology
Spanish 1
Spanish 2
Speech
Theory Music
Typing

TABLE 2

GRADE POINTS OF ALL NON-CLASSIFIED STUDENTS OF ALL SCHOOLS DISTRIBUTED ON THE BASIS OF GRADES MADE IN ALL COURSES OFFERED IN THE NUMBER OF SCHOOLS SPECIFIED

Courses Offered	Grade Points									Schools Giving Courses
	A	B	C	D	F	T	P	Av.	T.Av.	
Agri. 1....	2	22	15	6	0	45	110	2.44	2.45	8
Agri. 2....	0	0	0	0	0	0	0	0	3.00	1
Agri. 3....	0	0	0	0	0	0	0	0	2.00	1
Agri. 4....	0	0	0	0	0	0	0	0	3.00	1
Algebra 1..	22	41	46	46	40	193	349	1.81	1.88	11
Algebra 2..	3	6	6	4	5	25	46	1.92	2.03	5
Am. Hist...	13	31	34	18	5	101	231	2.29	2.36	11
Anc. Hist..	3	16	5	4	0	28	74	2.64	2.67	5
Arithmetic.	2	18	15	10	3	48	100	2.08	2.07	7
Art.....	1	1	0	0	0	2	7	3.50	3.75	1
Biology....	7	25	30	23	2	87	186	2.14	2.18	11
Bookkeeping	2	1	3	0	2	8	17	2.13	2.19	3
Bus. Eng...	1	7	7	4	0	19	43	2.26	2.32	4
Civics.....	24	51	56	32	6	169	393	2.33	2.24	11
Com. Law...	4	7	8	4	0	23	57	2.48	2.40	4
Cooking....	0	2	0	0	0	2	8	3.00	2.50	1
Chemistry..	0	1	1	0	2	4	5	1.25	1.25	2

TABLE 2 -- Continued

Courses Offered	Grade Points									Schools Giving Courses
	A	B	C	D	F	T	P	AV.	T.Av.	
Clothing...	1	1	0	0	0	2	7	3.50	3.50	1
Economics..	7	8	8	2	0	25	70	2.80	2.83	5
English 1..	10	52	71	43	14	199	414	2.08	2.08	11
English 2..	6	46	44	34	5	134	284	2.10	2.14	11
English 3..	7	32	41	17	2	99	125	2.27	2.33	11
English 4..	15	31	19	14	2	81	205	2.58	2.55	11
Eng. Hist..	2	3	5	0	2	12	28	2.25	2.23	2
Gen. Hist..	0	8	5	3	0	16	37	2.31	2.23	1
Gen. Sci...	25	40	43	42	16	165	338	2.05	2.09	10
Geometry...	9	25	30	27	10	101	198	1.97	1.94	11
Gen. Math..	0	0	0	1	0	1	1	1.00	1.00	1
Glee Club..	3	9	2	0	0	14	43	3.07	3.00	2
Home Ec. 1.	6	13	11	2	0	32	87	2.72	2.75	5
Home Ec. 2.	2	6	2	0	1	11	30	2.73	2.88	2
Ind. Geog..	7	30	31	18	3	89	198	2.22	2.23	9
Latin 1....	1	5	0	0	1	8	23	2.88	2.83	1
Latin 2....	2	3	1	0	0	6	19	3.17	2.70	1
Mech. Draw.	1	1	3	1	3	9	14	1.56	1.56	1
Mod. Hist..	9	33	48	20	9	118	251	2.13	2.12	10
Okla. Hist.	30	49	60	39	7	187	416	2.22	2.28	11

TABLE 2 -- Continued

Courses Offered	Grade Points									Schools Giving Courses
	A	B	C	D	F	T	P	Av.	T.Av.	
Phys. Geog.	6	25	33	21	0	91	186	2.04	2.06	9
Physiology.	7	9	5	1	0	22	66	3.00	2.04	2
Prob. Dem..	8	17	14	6	0	45	117	2.60	2.70	7
Psychology.	12	13	14	5	0	44	120	2.73	2.70	6
P. S. Music	0	0	0	2	0	2	2	1.00	2.00	1
Sewing.....	0	3	0	0	0	3	9	3.00	2.75	1
Shorthand..	1	2	0	1	0	4	11	2.75	2.56	1
Sociology..	6	7	2	1	0	18	50	2.31	3.18	3
Spanish 1..	2	3	2	4	1	12	25	2.08	2.08	2
Spanish 2..	1	1	1	5	0	8	14	1.75	1.75	2
Speech.....	8	19	22	7	0	56	140	2.50	2.51	8
Physics....	0	0	3	1	0	4	7	1.75	1.75	1
Theory Mus.	5	9	10	5	1	30	72	2.40	2.42	5
Typing.....	4	8	4	2	2	20	50	2.50	2.54	4
Average.	. . . . .							2.22	2.28	

TABLE 3

GRADE POINTS OF ALL FUTURE FARMER STUDENTS OF ALL SCHOOLS DISTRIBUTED ON THE BASIS OF GRADES MADE IN ALL COURSES OFFERED IN THE NUMBER OF SCHOOLS SPECIFIED

Courses Offered	Grade Points									Schools Giving Courses
	A	B	C	D	F	T	P	Av.	T. Av.	
Agri. 1....	1	4	3	1	0	11	27	2.45	2.45	6
Agri. 2....	0	2	0	0	0	2	6	3.00	3.00	1
Agri. 3....	0	1	0	1	0	2	4	2.00	2.00	1
Agri. 4....	0	1	0	0	0	1	3	3.00	3.00	1
Algebra 1..	7	8	7	8	3	32	74	2.31	1.88	7
Algebra 2..	0	3	2	0	0	5	13	2.60	2.03	4
Am. Hist...	6	9	4	1	0	20	55	2.75	2.36	7
Anc. Hist..	0	2	0	0	0	2	6	3.00	2.67	1
Arithmetic.	1	1	2	3	0	7	14	2.00	2.07	3
Art.....	2	0	0	0	0	2	8	4.00	3.75	1
Biology....	2	6	3	3	0	16	39	2.44	2.18	7
Bookkeeping	0	3	4	1	0	8	18	2.25	2.19	2
Bus. Eng...	2	2	0	1	0	5	9	2.67	2.32	3
Civics.....	4	11	8	6	1	29	71	2.45	2.34	7
Com. Law...	0	0	1	1	0	2	3	1.50	2.40	2
Cooking....	0	0	2	0	0	2	4	2.00	2.50	1
Chemistry..	0	0	0	0	0	0	0	0	1.25	0

TABLE 3 -- Continued

Courses Offered	Grade Points									Schools Giving Courses
	A	B	C	D	F	T	P	Av.	T. Av.	
Economics..	4	3	3	1	0	11	32	2.91	2.83	4
English 1..	3	15	11	14	2	45	93	2.07	2.08	7
English 2..	3	9	10	2	2	26	61	2.35	2.14	7
English 3..	5	7	5	4	0	21	55	2.62	2.33	7
English 4..	2	11	3	3	0	19	50	2.63	2.53	7
Eng. Hist..	0	0	1	0	0	1	2	2.00	2.23	1
Gen. Hist..	0	2	2	2	0	6	12	2.00	2.23	1
Gen. Sci...	3	10	4	5	1	23	55	2.39	2.09	6
Geometry...	2	4	9	9	1	1	25	1.88	1.94	7
Glee Club..	2	3	0	0	1	6	17	2.83	3.00	2
Home Ec. 1.	2	4	1	1	0	8	23	2.88	2.75	4
Home Ec. 2.	1	4	0	0	0	5	16	3.20	2.88	2
Ind. Geog..	0	3	10	0	0	13	29	2.23	2.23	6
Latin 1....	0	3	1	0	0	4	11	2.75	2.83	1
Latin 2....	1	0	1	2	0	4	8	2.00	2.70	1
Mod. Hist..	1	5	8	4	1	19	39	2.05	2.12	6
Okla. Hist.	7	12	8	5	2	33	85	2.58	2.58	7
Phys. Geog.	0	3	3	1	0	7	20	2.22	2.06	6
Physics....	0	0	0	0	0	0	0	0	0	0
Physiology..	1	0	0	0	0	1	4	4.00	3.04	1

TABLE 3 -- Continued

Courses Offered	Grade Points									Schools Giving Courses
	A	B	C	D	F	T	P	Av.	T. Av.	
Prob. Dem..	5	4	1	0	1	11	34	3.09	2.70	6
Psychology.	1	6	1	2	0	10	26	2.60	2.70	4
P. S. Music	1	0	0	0	0	1	4	4.00	2.00	1
Sewing.....	0	0	1	0	0	1	2	2.00	2.75	1
Shorthand..	1	1	2	1	0	5	12	2.40	2.56	1
Sociology..	1	0	0	0	0	1	12	2.40	2.56	1
Spanish 1..	0	0	0	0	0	0	0	0	2.08	1
Spanish 2..	0	0	0	0	0	0	0	0	1.75	1
Speech.....	1	3	2	1	0	7	18	2.57	2.51	5
Theory Mus.	4	2	4	2	1	13	32	2.46	2.42	4
Typing.....	0	3	1	0	0	4	11	2.75	2.54	2
Average..	. . . . .							2.43	2.28	

higher in the Future Farmers' group than in the non-classified group. The average grades were: 2.42 for the Future Farmers' group and 2.29 for the non-classified group. As previously explained, A equals four points, B equals three points, C equals two points, and so on.

In the other subjects, the grades were also higher for the Future Farmers' group, as shown in the following table.

TABLE 4

GRADE POINTS HIGHER FOR EACH OF THE FOLLOWING SUBJECTS:

Agriculture 1, 2, 3 and 4.....	1.0 average
Algebra 1 and 2.....	.17 average
American History.....	.46
Ancient History.....	.36
Art.....	.50
Biology.....	.30
Bookkeeping.....	.13
Civics.....	.12
Business English.....	.41
Economics.....	.11
General Science.....	.34
Home Economics 1 and 2.....	.31 average
Industrial Geography.....	.01
Oklahoma History.....	.36
Physiology.....	1.00

TABLE 4 -- Continued

Problems of Democracy.....	.49
Physical Geography.....	.18
Public School Music.....	3.00
Speech.....	.07
Sociology.....	1.80
Theory of Music.....	.08

For twenty-one subjects of which a comparison could be made, the Future Farmers' group ranked higher in points for each subject.

The difference of the average in the two groups' grades is twenty-one hundredths grade point in favor of the Future Farmers' group. In general, these facts indicate that the Future Farmers make better marks and higher achievement records than the non-classified group.

Summary of Chapter II

The problem of this investigation was to determine the relationship of the two groups thus described in this chapter. A and B groups were known as the Future Farmers' group; C and D, the requirements of the secondary schools and the trend of change coming about in the modern curriculum. The non-classified group was composed of the students who drifted with the school requirements with no special aim in their future, as directed or organized in any way.

A group of thirty-six pupils who were members of the 4-H or Future Farmers of America Clubs was compared with a group of 235 pupils who were not members, in the following:

1. Enrollment . . . . . number enrolled.
2. Dropped . . . . . number dropped.
3. Transferred . . . . . number transferred.
4. Graduated . . . . . number graduated.
5. In college . . . . . number to enter college the following term.
6. In high school . . . . . number retained in high school.
7. Post graduates in high school . . . . . number of graduates who are doing post-graduate work in high school.
8. Activities . . . . . number who participate in the following extra-curricular activities:
   athletics.
   dramatics.
   fine arts.

It is true that only a small number taking part in the Future Farmers' group was available in comparison with

the large number in the non-classified group. Note that the student is not required in any way to take part in these organizations; in many cases, the organizations do not have the full support of the community and of the school.

Referring to an earlier section of this chapter, we can note that the six steps to advancement or change in our educational system have a direct connection with our Future Farmers' groups as described in Chapter III. So let us not be too critical as to the numbers and look to the nature of the voluntary improvement of the studenth himself toward the changing curriculum.

Comparison of Groups

Table 5 shows the enrollment of each school in 1935. These students were followed through a four-year period (1935-1940). Notice that only thirteen per cent of the entire enrollment were 4-H or F. F. A. members.

Table 6 indicates that the percentage of withdrawals from school was less in the Future Farmers' group by 8.4 per cent.

The per cent of transfers was less in the Future Farmers' group by 46.9 per cent, as shown in Table 7.

Table 8 shows that the per cent of graduations was greater by 44.6 per cent in the Future Farmers' group than in the non-classified group.

TABLE 5

FUTURE FARMERS AND NON-CLASSIFIED STUDENTS OF ELEVEN HIGH SCHOOLS DISTRIBUTED ON THE BASIS OF ENROLLMENT

School	Total Number Enrolled	Non-Classified		Future Farmers	
		Number	Per Cent	Number	Per Cent
Asher.....	32	24	75	8	25
Bethel.....	12	6	50	6	50
Dale.....	24	18	75	6	25
Earlsboro...	25	25	100	0	0
Harjo.....	15	15	100	0	0
Macomb.....	50	47	94	3	6
McLoud.....	11	11	100	0	0
St. Louis...	24	24	100	0	0
Tribbey.....	21	20	95.2	1	4.8
Trousdale...	18	13	72	5	28
Wanette.....	39	32	82.1	7	17.9
Total....	271	235	87	36	13

TABLE 6

FUTURE FARMERS AND NON-CLASSIFIED STUDENTS OF ELEVEN HIGH SCHOOLS DISTRIBUTED ON THE BASIS OF LATER ENTRY AND WITHDRAWAL FROM SCHOOL DURING A PERIOD OF FOUR YEARS*

School	Entered and Dropped								Per Cent of Enrollment	
	First Year		Second Year		Third Year		Fourth Year			
Asher.....	7	3	2	2	0	0	1	0	41.7	75.0
Bethel.....	2	1	1	2	0	0	0	0	50.0	50.0
Dale.....	0	0	0	0	2	1	2	0	22.2	16.7
Earlsboro...	10	0	1	0	3	0	0	0	48.0	0
Harjo.....	2	0	0	0	1	0	0	0	20.0	0
Macomb.....	13	0	5	0	0	0	2	0	42.6	0
McLoud.....	2	0	3	0	1	0	0	0	54.6	0
St. Louis...	7	0	4	0	0	0	0	0	45.8	0
Tribbey.....	9	0	2	0	1	1	0	0	70.0	100.0
Trousdale...	7	0	3	0	0	0	0	0	76.9	40.0
Wanette.....	12	2	0	0	4	0	0	0	50.0	11.8
Totals..	71	6	21	4	10	2	5	0	41.7	33.3

*Note: Lefthand column under yearly columnar headings is for non-classified students, while the righthand column is for Future Farmers of America.

TABLE 7

FUTURE FARMERS AND NON-CLASSIFIED STUDENTS OF ELEVEN HIGH SCHOOLS DISTRIBUTED ON THE BASIS OF TRANSFERS DURING A PERIOD OF FOUR YEARS*

School	Number Transferred								Per Cent of Enrollment	
	First Year		Second Year		Third Year		Fourth Year			
Asher.....	1	1	3	0	0	0	0	0	16.7	12.5
Bethel.....	0	1	1	0	1	0	0	0	33.3	16.7
Dale.....	0	0	0	0	0	1	0	0	0	16.7
Earlsboro...	1	0	4	0	0	0	0	0	20.0	0
Harjo.....	4	0	0	0	0	0	0	0	26.7	0
Macomb.....	9	1	2	0	4	0	0	0	31.9	33.3
McLoud.....	0	0	0	0	1	0	0	0	9.1	0
St. Louis...	2	0	4	0	1	0	2	0	37.5	0
Tribbey.....	1	0	0	0	0	0	0	0	4.8	0
Trousdale...	0	0	0	0	0	0	0	0	0	0
Wanette.....	4	0	3	0	0	0	1	0	25.0	0
Total...	22	3	17	0	7	1	3	0	65.5	18.6

*Note: Lefthand column under yearly columnar headings is for non-classified students, while the righthand column is for Future Farmers of America.

TABLE 8

FUTURE FARMERS AND NON-CLASSIFIED STUDENTS OF ELEVEN HIGH SCHOOLS DISTRIBUTED ON THE BASIS OF THE NUMBER OF GRADUATED STUDENTS

School	Non-Classified Group		Future Farmers' Group	
	Number Graduated	Per Cent of Enrollment	Number Graduated	Per Cent of Enrollment
Asher.....	9	37.5	1	12.5
Bethel.....	1	16.7	3	50.0
Dale.....	14	77.8	3	50.0
Earlsboro....	3	20.0	0	0
Harjo.....	8	53.3	0	0
Macomb.....	11	25.4	2	66.7
McLoud.....	4	36.4	0	0
St. Louis....	3	12.5	0	0
Tribbey.....	5	25.0	0	0
Trousdale....	3	23.1	3	60.0
Wanette.....	8	25.0	5	71.4
Total....	69	2.9	17	47.5

A greater per cent (9.5 per cent) of the Future Farmers' group attended college after graduation from high school, as shown in Table 9.

TABLE 9

FUTURE FARMERS AND NON-CLASSIFIED STUDENTS OF ELEVEN HIGH SCHOOLS DISTRIBUTED ON THE BASIS OF THE NUMBER OF GRADUATES ATTENDING COLLEGE

School	Non-Classified Group		Future Farmers' Group	
	Number in College	Per Ct. of Graduates	Number in College	Per Ct. of Graduates
Asher.....	4	16.7	1	12.5
Bethel.....	1	16.7	0	0
Dale.....	2	11.1	1	16.7
Earlsboro....	0	0	0	0
Harjo.....	0	0	0	0
Macomb.....	4	8.5	2	66.7
McLoud.....	2	18.2	0	0
St. Louis...	0	0	0	0
Tibbey.....	0	0	0	0
Trousdale...	3	23.1	1	20.0
Wanette.....	1	3.1	1	14.3
Total....	17	7.2	6	16.7

Table 10 shows the number and per cent of the two student groups who were still in high school after having done four years of high school work. The number in the Future Farmers' group was fewer by 0.67 per cent.

TABLE 10

FUTURE FARMERS AND NON-CLASSIFIED STUDENTS OF ELEVEN HIGH SCHOOLS DISTRIBUTED ON THE BASIS OF THE NUMBER REMAINING IN HIGH SCHOOL

School	Number Remaining in High School			
	Non-Classified Group		Future Farmers' Group	
	Number	Per Cent of Enrollment	Number	Per Cent of Enrollment
Asher.....	1	4.2	0	0
Bethel.....	0	0	0	0
Dale.....	0	0	1	16.7
Earlsboro....	3	12.0	0	0
Harjo.....	0	0	0	0
Macomb.....	1	2.1	0	0
McLoud.....	0	0	0	0
St. Louis....	1	4.2	0	0
Tribbey.....	2	10.0	0	0
Trousdale....	0	0	0	0
Wanette.....	0	0	0	0
Total....	8	3.4	1	2.8

Table 11 shows that there were no members of the Future Farmers' group doing post-graduate work in high school. Only a very small percentage of the non-classified students were doing post-graduate work.

TABLE 11

FUTURE FARMERS AND NON-CLASSIFIED STUDENTS OF ELEVEN HIGH SCHOOLS DISTRIBUTED ON THE BASIS OF THE NUMBER REMAINING IN HIGH SCHOOL DOING POST-GRADUATE WORK

School	Number Doing Post-Graduate Work			
	Non-Classified Group		Future Farmers' Group	
	Number	Per Cent	Number	Per Cent
Asher.....	1	4.2	0	0
Bethel.....	0	0	0	0
Dale.....	2	11.1	0	0
Earlsboro....	0	0	0	0
Harjo.....	0	0	0	0
Macomb.....	0	0	0	0
McLoud.....	0	0	0	0
St. Louis....	0	0	0	0
Tribbey.....	0	0	0	0
Trousdale....	0	0	0	0
Wanette.....	0	0	0	0
Total.....	3	Less than 1	0	0

More members of the Future Farmers' group (10.6 per cent more) participated in one or more of the following activities: athletics, dramatics, and fine arts. Table 12 shows these data.

TABLE 12

FUTURE FARMERS AND NON-CLASSIFIED STUDENTS OF ELEVEN HIGH SCHOOLS DISTRIBUTED ON THE BASIS OF THE NUMBER WHO PARTICIPATED IN THE EXTRA-CURRICULAR ACTIVITIES OF ATHLETICS, DRAMATICS AND FINE ARTS

School	Non-Classified Group		Future Farmers' Group	
	Number	Per Cent	Number	Per Cent
Asher.....	12	54.1	4	50.0
Bethel.....	4	66.7	4	66.7
Dale.....	15	83.3	4	66.7
Earlsboro...	10	40.0	0	0
Harjo.....	12	80.0	0	0
Macomb.....	21	44.7	2	66.7
McLoud.....	9	81.8	0	0
St. Louis...	19	79.2	0	0
Tribbey.....	8	40.0	1	100.0
Trousdale...	11	84.6	4	80.0
Wanette.....	11	34.4	5	71.4
Total...	132	56.1	24	66.7

CHAPTER III

SOME MODERN OBJECTIVES OF EDUCATION

The objectives summarized from this study of educational objectives will be used as a measure to determine which of the forms or methods of education considered in this study seems to be achieving the accepted objectives most successfully.

> In recent times the quest for a living basis for the organization of the curriculum began with Spencer's famous essay, entitled "What Knowledge Is of Most Worth?" and published in 1859. He divided the major kinds of human activity into those activities which directly minister to self-preservation, the activities related to the securing of the necessaries of life, the activities related to the rearing and disciplining of offspring, the activities involved in maintaining social and political relations, the activities of the leisure part of life. He maintained that personal growth is the result of the performance of the functions of life. Spencer clearly foresaw certain current educational developments, but he did not entirely abandon the traditional organization of subjects.[1]

In more recent times numerous attempts have been made to formulate the goals of public education. Probably the goals mentioned in Cardinal Principles of Secondary Education (Bulletin, United States Office of Education, 1918, No. 35) are the best known. The seven goals may be briefly

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[1]Joint Committee on Curriculum, The Changing Curriculum, p. 82.

stated as follows:

1. Health.
2. Command of fundamental processes.
3. Worthy home membership.
4. Vocation.
5. Citizenship.
6. Worthy use of leisure time.
7. Ethical character.[2]

These goals have been most widely quoted and kept in mind by teachers when outlining courses and organizing instructional materials.

The educational program should meet the needs of the student body today in a changing world.

> Meeting needs adequately involves helping the student to reconstruct and reorganize his own inner life so as to cope more efficiently with his surroundings. To this end, both the student and his guide, the teacher, require a sense of direction, some ideal of the ultimate goal of action. Acceptable goals are found in the concept of a democratic way of life.[3]

One of our greatest objectives in the modern school should be to teach boys and girls to fit into our democratic way of life, not only by enjoying the privileges of a democracy, but also by sharing the responsibilities as well. The student should be given opportunities to learn to:

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[2]Raleigh Schorling, Student Teaching, p. 90.

[3]V. T. Thayer, Reorganization of Secondary Education, p. 86.

1. Assume the responsibility for his own action.
2. To share decisions and to cooperate with others for the common good.
3. To be tolerant of others, to respect their rights and opinions.
4. Be aware of the society's problems, to be ready to act for the common good, and to be alert to the improvement of the common culture.
5. Be challenged to improve conditions about him and to judge group action in the light of accepted social procedures.
6. Respect proper leadership and hold out to each properly qualified citizen the right to emerge as leader. Leadership is achieved rather than seized.
7. Caution the leader that his successful action, in either personal or governmental affairs, is dependent upon enlightened public opinion.
8. Follow the will of the majority in determining the policy pertaining to the exercise of such rights as free speech, free press, and free assemblage.
9. Mark democratic self-government as dependent upon self-discipline and self-reliance.
10. Hold faith that the masses of the people can be intelligent.[4]

Democratic education:

1. Has as its central purpose the welfare of all the people.
2. Serves each individual with justice, seeking to provide equal educational opportunity for all, regardless of intelligence, race, religion, social status, economic condition, or vocational plans.
3. Respects the basic civil liberties in practice and clarifies their meaning through study.
4. Is concerned with the maintenance of those economic, political, and social conditions which are necessary for the enjoyment of liberty.
5. Guarantees to all the members of its community the right to share in determining the purposes and policies of education.
6. Uses democratic methods, in classroom, administration, and student activities.
7. Makes efficient use of personnel, teaching respect for competence in positions of responsibility.

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[4]Harold Spears, Education in American Life, pp. 366-367.

8. Teaches through experience that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege or authority.
9. Demonstrates that far reaching changes, of both policies and procedures, can be carried out in orderly and peaceful fashion, when the decision to make the changes have been reached by democratic means.
10. Liberates and uses the intelligence of all.
11. Equips citizens with the materials of knowledge needed for democratic efficiency.
12. Promotes loyalty to democracy by stressing positive understandings and appreciations and by summoning youth to service in a great cause.
13. Seeks to give young people . . . full awareness of the forces against which democracy must contend today. It eschews appeals for blind and thoughtless allegiance as a means of winning devotion. Rather, it seeks to build a deep and lasting loyalty to democracy by holding before youth the challenging vision of an unfinished task -- the building in these United States for a society and culture with "liberty and justice for all."[5]

"Other objectives of education are: (1) self-realization, (2) human relationship, (3) economic efficiency, and (4) civic responsibility."[6] These are given in detail below:

I. The objectives of Self-Realization.

1. The Inquiring Mind. The educated person has an appetite for learning.
2. Speech. The educated person can speak the mother tongue clearly.
3. Reading. The educated person reads the mother tongue efficiently.
4. Writing. The educated person writes the mother tongue effectively.

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[5]"The Hallmarks of Democratic Education," Journal of the National Education Association, October, 1940.

[6]Educational Policies Commission, The Purposes of Education in American Democracy, p. 47.

5. Number. The educated person solves his problems of counting and calculating.
6. Sight and Hearing. The educated person is skilled in listening and observing.
7. Health Knowledge. The educated person understands the basic facts concerning health and disease.
8. Health Habits. The educated person protects his own health and that of his dependents.
9. Public Health. The educated person works to improve the health of the community.
10. Recreation. The educated persin is participant and spectator in many sports and other pastimes.
11. Intellectual Interests. The educated person has mental resources of the use of leisure.
12. Esthetic Interests. The educated person appreciates beauty.
13. Character. The educated person gives responsible direction to his own life.

II. The objectives of Human Relationship.

1. Respect for Humanity. The educated person puts human relationships first.
2. Friendships. The educated person enjoys a rich, sincere, and varied social life.
3. Cooperation. The educated person can work and play with others.
4. Courtesy. The educated person observes the amenities of social behavior.
5. Appreciation of the Home. The educated person appreciates the family as a social institution.
6. Conservation of the Home. The educated person conserves family ideals.
7. Homemaking. The educated person is skilled in homemaking.
8. Democracy in the Home. The educated person maintains democratic family relationships.

III. The objectives of Economic Efficiency.

1. Work. The educated producer knows the satisfaction of good workmanship.
2. Occupational Information. The educated producer understands the requirements and opportunities for various jobs.
3. Occupational Choice. The educated producer has selected his occupation.

4. Occupational Efficiency. The educated producer succeeds in his chosen vocation.
5. Occupational adjustment. The educated producer maintains and improves his efficiency.
6. Occupational Appreciation. The educated producer appreciates the social value of his work.
7. Personal economics. The educated consumer plans the economics of his own life.
8. Consumer Judgment. The educated consumer develops standards for guiding his expenditures.
9. Efficiency in Buying. The educated consumer is an informed and skillful buyer.
10. Consumer Protection. The educated consumer takes appropriate measures to safeguard his interests.

IV. The objectives of Civic Responsibility.

1. Social Justice. The educated citizen is sensitive to the disparities of human circumstances.
2. Social Activity. The educated citizen acts to correct unsatisfactory conditions.
3. Social Understanding. The educated citizen seeks to understand social structures and social processes.
4. Critical Judgment. The educated citizen has defenses against propaganda.
5. Tolerance. The educated citizen respects honest differences of opinion.
6. Conservation. The educated citizen has a regard for the nation's resources.
7. Social Applications of Science. The educated citizen measures scientific advance by its contribution to the general welfare.
8. World Citizenship. The educated citizen is a cooperating member of the world community.
9. Law Observance. The educated citizen respects the law.
10. Economic Literacy. The educated citizen is economically literate.
11. Political Citizenship. The educated citizen accepts his civic duties.
12. Devotion to Democracy. The educated citizen acts upon an unswerving loyalty to democratic ideals.[7]

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[7] Ibid., pp. 50, 72, 90, 108.

Much can be said for each of the objectives. Self-realization is an important factor in the life of any individual. Certainly the educated person must be able to speak, read, and write his native tongue and to show some knowledge of mathematics. Not only must he be skilled in what is known as the "fundamental processes" in the school curriculum, but he must also be taught to "observe" and "hear" what is going on in the world about him. Then the student must have health knowledge and health habits. It is not enough to tell a student what is best for him physically, but he should be assisted in applying the knowledge personally and for the improvement of the health of his community as well. He should be coached in using his leisure time beneficially and he should have opportunities to become skilled in many kinds of wholesome recreation. He must develop character and also be able to appreciate the good and the beautiful in the persons and things about him.

The importance of human relationships cannot be overestimated. The educated person puts human relationships first. If we develop this objective we must teach its importance first. If our boys and girls enjoy rich, sincere, and varied social lives, they must know the value of friendships and must develop personalities that merit friends. They must practice fair play and share working

responsibilities. To have human relationships the student must appreciate the family as a social institution and conserve the family ideals.

As we entertain the thought of economic efficieney, we must think of the choice of an occupation, knowledge that must be gained to produce efficiency in any designated field, the nature of the work, what adjustments might be required, what compensations would be received, what social value the occupation has, and what protections are found in it. To assure students of proper assistance along this line, by guidance and counsel, vocational guidance has become a recognized part of our modern educational system. The students' interests, aptitudes, and needs are studied and suggestions are made. Much varied information concerning occupations and vocations is made available.

Civic responsibility as an objective in our educational program should cover law observance, conservation of our nation's resources, patriotism, social justice, and social understanding. The educated person must accept his civic duties and recognize his citizenship not only in his community, state, and nation, but also in the world at large.

We must work to correct unsatisfactory conditions wherever the general welfare of humanity is concerned.

A summary of some recent objectives of education as listed in this chapter indicates that educational leaders

believe that emphasis should be placed upon the following objectives:

1. Those related to the securing of the necessaries of life.

2. Those involved in maintaining social and political relations.

3. Those which support the leisure phase of life.

4. Those which maintain good health, worthy homes, ethical character, and general well-being.

5. Those which meet the needs of the student in the changing world of today.

6. Those which enable the student and the citizen to enjoy the privileges of a democracy, sharing the responsibilities of life and to fit into our democratic way of life.

The conclusions reached in this problem will be based upon the extent to which the program studied is meeting the above objectives.

CHAPTER IV

SUMMARY AND CONCLUSION

This study, as stated in the introduction, has been made to determine what relationships exist between two groups of high school students over a period of four years with reference to grades, extra-curricular activities, and the further education which includes specifically college training and post-graduate work done in high school.

The two groups studied were referred to as the Future Farmers of America and the non-classified students, the former being composed of pupils whose names appeared on the State Department, Extension, 4-H, and Future Farmers of America Club roll in 1935, while the latter group was composed of pupils who enrolled at the beginning of the 1935-1936 school term and whose names appeared on the records of each school studied.

The basis for the comparison is the school achievement shown by teachers' marks, as well as by the following items:

1. Enrollment -- the number enrolled.
2. Dropped -- the number dropped.
3. Transfers -- the number transferred.
4. Graduates -- the number graduated.

5. In college -- the number in college.

6. In high school -- the number to remain in high school.

7. Post graduates in high school -- the number to do post-graduate work in high school.

8. Activities -- the number to participate in the following extra-curricular activities:

athletics

dramatics

fine arts

The findings in this study, based upon data collected from the freshman classes from the Pottawatomie County, Oklahoma, rural high schools, 1935-1936, and continued for the following four years, 1935-1940, with the same group, warrant the following conclusions:

1. The Future Farmers' group has a smaller percentage of drops and transfers.

2. The Future Farmers' group has more students to graduate from high school and to attend college.

3. The non-classified group has more students to do post-graduate work in high school.

4. The Future Farmers' group has higher grades. (It is acknowledged that the reliability of teachers' marks is not standardized, but the marks constitute the criteria

by which teachers pass judgment in promoting students in their subjects and grades are therefore seen to be a common factor.)

5. The Future Farmers' group participates in more extra-curricular activities.

It is further concluded, in view of these findings, that Future Farmer membership is very conducive to the accomplishment of the modern objectives of education.

Since the Future Farmers' group has a smaller per cent of drops and transfers, and makes higher grades, it is logical to believe that these boys are accomplishing the objectives of self-realization through their skills in what is known as the "fundamental processes" in the school curriculum.

Since the Future Farmers' group participates in more extra-curricular activities, a natural deduction would be that they are accomplishing the objectives of human relationship, civic responsibility, and the appreciation of democratic way of life. If participation in athletics, dramatics, and fine arts develops leadership, personality, cooperation, tolerance, patriotism, character,and good citizenship, then these boys should have the necessary training to develop these good qualities.

The objective of economic efficiency should be realized through the large per cent of Future Farmers continuing

school through high school and into college. If it is true that the more formal education a boy or girl is able to obtain, the more efficient he or she will be in his or her chosen profession in performing his or her chosen life's work, then it appears that the Future Farmers' group will be vocationally more efficient than the non-classified group. It is well to remember that Future Farmer membership is voluntary; therefore, these boys and girls, from the very beginning, probably have been seeking continually the fulfillment of their needs -- which is the primary purpose of education.

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