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Providing For Individual Differences In Instruction In Vocational Agriculture In Freestone County

Frank James Robinson
Prairie View A&M College

PROVIDING FOR INDIVIDUAL DIFFERENCES IN INSTRUCTION IN VOCATIONAL AGRICULTURE IN FREESTONE COUNTY

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PROVIDING FOR INDIVIDUAL DIFFERENCES IN INSTRUCTION IN VOCATIONAL AGRICULTURE IN FREESTONE COUNTY

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by
Frank James Robinson

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DEDICATION

To the memory of my father who taught me to love and dignify work and to my wife whose unwavering faith in me is my constant inspiration

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Traditionally the American school was an institution designed to train those of unquestioned ability. The purpose was to develop these "scholars", as they were popularly known, to hold positions of leadership, usually as statesmen, ministers or teachers. Frequently the teacher and the minister were one and the same. The highly selective manner in which scholars were accepted in schools of these early days resulted in groups which were characterized by a high degree of homogeneity. Instruction was provided in an atmosphere that was avowedly competitive. It is obvious then, that in schools of this type, there was little need to reckon with the problem of individual differences.

The twentieth century has brought a change in the social philosophy of America. Otto[1] attributes this change to:

1. Changing educational philosophy
2. Research in child growth and development
3. Changes in culture

This change of philosophy is further reflected in a widely-acclaimed report of the Educational Policies Commission[2] when it says that:

> The purpose of education is to develop the abilities necessary to successful living, and that these abilities evolve four major attainments on the part of every individual.

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1 Henry J. Otto, Elementary School Organization And Administration (New York: Appleton-Century-Crofts Inc., 1944), p. 348

2 Educational Policies Commission, Purposes of Education in American Democracy (NEA, 1940), p. 47

These attainments are namely:

1. Self realization
2. Human relationships
3. Economic efficiency
4. Civic responsibility

This inclusion of the term, "every individual" immediately creates for the schools of America the problem of individual differences. The homogeneity of the early school is supplanted by the heterogeneity of the masses. There is a tremendous spread or variation in abilities as well as in interests, attitudes, physical make-up, emotional stability and socio-economic levels.

The competition of the early school which has already been mentioned, often acted to facilitate dropping out on the part of slow pupils. But with the acceptance of America's new social policy, drop-outs decreased. Pupils of limited ability, or at least varying degrees of mental ability remained in school throughout the elementary grades, and an increasing number enrolled in high school classes. Vocational Agriculture departments began to receive many of these students. Some chose the study of vocational agriculture voluntarily. Others were guided into it because the guidance person held the ill-conceived notion that little mental ability was necessary to master the subjects offered in vocational agriculture. Other students were in small schools where the study of vocational agriculture was a requirement.

Whatever the reason for their being enrolled in vocational agriculture classes, the fact that they are there provides the setting

for this investigation.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to determine the following:

1. What differences exist among the students of vocational agriculture in Freestone County?
2. What differences are most common at each level of instruction?
3. To what extent do teachers of vocational agriculture recognize these differences?
4. To what extent do teachers of vocational agriculture provide for these differences when planning and giving instruction?
5. What kinds of differences receive the most provisions?
6. Is there any correlation between provisions made for individual differences and the financial status of the district?

Importance of the study. With schools on all levels seeing an annual increase in enrollment, it is to be expected that individual differences will increase quantitatively. Schools must make provisions for these differences if they are to make possible for every individual a meaningful practical education. Moreover providing for individual differences may well be a defense mechanism which the schools may use to ward off much of the abuse which they are now receiving from the laity. Thus the problem is important both from the standpoints of scope and timeliness.

From the standpoint of instruction, the problem is of dual im-

portance. Vocational agriculture instructors will be interested in knowing what others in the field are doing instruction-wise to provide for individual differences, and administrators will be interested in kinds of differences which exist among vocational agriculture students, and what techniques are being employed to adjust instruction to these differences.

Freestone County was chosen as the setting for this study because the writer served as vocational agriculture instructor in that county for a period of ten years, during which time he developed a lively interest in individual differences and in providing for differences in instruction. Presently he is serving as superintendent in the same district, and his interest in meeting individual needs has deepened with the change of positions.

The size, geography, population, number of vocational agriculture departments, number of vocational agriculture students, tax evaluation, and farm diversification of Freestone County make it comparatively representative of Central East Texas Counties. There are few if any statistics which are unique. Hence the findings from a study of vocational agriculture departments in this county might reasonably be accepted as being more or less typical of Central East Texas.

II. DEFINITIONS OF TERMS USED

For the purpose of this thesis, these terms are defined as follows:

Individual Differences. Individual differences are those characteristics which render one person unlike another. Primarily they may be

social, physical, emotional, mental, economic, or ethnological in nature. There are further differences in the areas mentioned above and these are indicated by variations in interests, aptitudes, abilities, attitudes and achievement.

Instruction. Instruction shall be interpreted to mean the imparting of knowledge, or the stimulating or guiding others in the pursuit of knowledge.

According to Phipps[3], instruction in vocational agriculture may take such forms as planning, supervising, discussions, reports, leadership activities, field trips, shop work, farm visits, tours, follow-up and evaluation. Instruction may again be defined as an act aimed at helping students.

Vocational Agriculture. Vocational Agriculture refers to that part of the school curriculum designed to train present and prospective farmers for proficiency in farming. Obviously this includes three groups[4]. Namely:

1. In school farm youth preparing to farm
2. Out of school young men engaged in farming
3. Adult farmers fully established as operators, either as owners or tenants.

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[3] Lloyd J. Phipps, Handbook On Teaching Vocational Agriculture (Danville: Interstate Printing Company, 1952) p. 151

[4] Ibid., p. 14

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

In chapter 2 of this thesis, sources of information, materials used, and scope of the study are discussed. The seven vocational agriculture departments being studied are described, and facts about Freestone County are presented. Methods of collecting data are explained also. Chapter 3 includes a compilation and an analysis of findings, and a discussion of their implications. Chapter 4, the final chapter, is concerned with summary, conclusions and recommendations.

IV. REVIEW OF THE LITERATURE

There is no dearth of literature in this area of interest. The recognition of individual differences has given impetus to the thinking, research and action of psychologists, psychiatrists, labor leaders, executives, physicians, school administrators, supervisors, classroom teachers, and lay people for ages. The importance of dealing with individuals in the light of these differences has increased with the passing years. This is to be expected in a society such as ours. As Hamlin[5] says:

> In a country where individuals are prized there is more attention in the schools to individual differences than in countries where the individuals are less important.

The study of free association by quantitative methods as outlined by Sir Francis Galton in 1883 and the establishment of the first experi-

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[5] Herbert M. Hamlin, The Public And Its Education (Danville: The Interstate Printing Company, 1955) p. 55

mental psychological laboratory by Wilhelm Wundt in 1879 were based on the recognition of individual differences and an appreciation for their importance in pedagogical procedures[6].

Millard[7] refers to individual differences as a "Challenge to Teachers", and insists that good teaching is done only when teachers meet this challenge by recognizing that individual differences are normal differences.

Referring again to Hamlin[8], it may be noted that he holds that there is little disagreement about adapting instruction to individual needs. He says:

> Educators know that what is done in schools should be related to the backgrounds of their students and to their out-of-school experiences. 9

Reeder[10] supports unqualifiedly the adjusting of instruction to individual needs. In listing the advantages of individualized instruction, he lists first the fact that it permits the slow learner to go at his own rate and thus get better and more thorough results. By the same token, he holds that it allows the more gifted child to go ahead and use his extra power upon work of his own choice. This is clearly implying

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6 C. C. Ross and Julian C. Stanley, Measurement In Today's Schools (Edgewood Cliffs: Prentice Hall, 1954) pp 30-31.

7 Cecil V. Millard, Child Growth and Development (Boston: D. C. Heath and Company, 1951) p.28

8 Hamlin, Op. cit. p. 142

9 Ibid., p. 142

10 Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1958) p. 399.

the adjustment of instruction to individual needs or differences. He feels that in some cases group instruction can best be utilized to meet individual differences, and has this to say on that score:

> It permits the slow learner to get something from the more rapid learner and it also enables the fast learner to learn his material better through the experience of explaining it to the slower pupils.[11]

The development of all measuring devices is predicated on the premise that men differ. Curriculum changes and enrichments, guidance services, and the formation of special education programs are also predicated on the knowledge that men differ.

The recent National Defense Education Act of 1958, popularly known as Title 3 and Title 5 was passed because individual differences among students are being highlighted and the public is becoming more conscious of the fact that the contributions that citizens can make to their country will be greatly determined by the extent to which their individual differences are recognized in the scheme of their educational programs.

This is by no means an exhaustive report on available literature on this subject. It does however, give a cross section of opinions about individual differences and the adjustment of instruction to these differences. Much available literature treating individual differences is comparatively new. Otto[12] estimates that during the last twenty years more time and effort in educational research have been devoted to the study of individual differences than to any other single topic.

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[11] Ibid., p. 400

[12] Otto, op. cit. p. 160

This within itself reflects a trend in this regard.

It should be noted that all literature reviewed here has had to do with the recognition of individual differences and the adjustment of instruction to the same, but nothing has been reviewed that deals directly with individual differences among vocational agriculture students and techniques being employed by vocational agriculture instructors to provide for these differences. Indeed, if such a study has been made, it was limited to the extent that it did not include Freestone County. Therefore this investigation will be the first recorded study done on vocational agriculture students in Freestone County.

CHAPTER II

MATERIALS USED AND GROUPS STUDIED

As the subject of this thesis indicates, this study is concerned with providing for individual differences in instruction only in the area of vocational agriculture, and only in vocational agriculture departments in Freestone County.

Freestone County is located in East Central Texas. More specifically, it lies between the Post Oak Belt and the Blackland Area. It has an area of 862 square miles.[1] According to the 1950 census, it has a population of 15,696 which gives an average population per square mile of 18.2. Of its 187,520 acres of land, approximately 83 1/3 per cent is farm land. The average farm is 240.70 acres in size. There are 1900 farm operators of which 847 are Negroes. The remainder of the farm operators are white.

There is a variety of soils in Freestone County including black land, sandy loam, and dark loam. There is both bottom land and prairie land.

The scholastic population of Freestone County shows a slight decrease since 1940. In 1957, the figure stood at 3,236. The county has ten school districts, five of which are common and five of which are independent. There is a total of 17 schools, seven of which are high schools. Four of this number are Negro schools and three are white.

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[1] Dallas Morning News, Texas Almanac, 1959 (Dallas: A. H. Belo Corporation, 1959) p. 563.

Each high school maintains a vocational agriculture department.

Enrollment of vocational agriculture students according to year and race is given in Table I which is discussed in Chapter III. The state and county tax valuation for 1958 totaled $11,879,005. For the school year 1958-1959, the total Average Daily Attendance for white students was 1292, and for Negro students it was 1162.

It is significant to note that of the seven vocational agriculture departments in Freestone County, only one operates in an absolute rural setting. The other six are located in small towns whose populations range from 1200 to 3,000. This naturally creates a situation in which many people are only part-time farmers, and many vocational agriculture students come from nonfarm homes.

The Wortham District, which includes the town of Wortham with a population of about 1,200, operates two vocational agriculture departments; one for Negroes and one for whites. Wortham lies in one of the richest farming areas in Freestone County.[2] Cotton, corn, grain sorghum, truck and livestock are raised in abundance. Most of the projects carried by boys in this district fall either in the category of livestock or field crops.

The Teague School District includes the town of Teague, which is the largest town in the county having a population of approximately 3,000. This district also maintains two vocational agriculture departments; one for whites and one for Negroes. Like Wortham, its chief farm

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[2] N.F.A. Chapters, Palestine District, The New Farmer (Vol. 1, No. 1. Elkhart: Elkhart Printing Co., 1953) p. 14.

products are cotton, corn,truck, small grain and livestock. Unlike Wortham, however, Teague boasts of some noteworthy industries.

These include railroad shops, a mattress factory, a hatchery, and a brickyard. Since it is served by a railroad and its neighboring town, Fairfield, is not, it is important as a marketing center.

The Fairfield District includes the town of Fairfield, which is the county seat and has a population of approximately 1,800. This district, too, maintains two vocational departments; one for each racial group. Much of its economy is related to the county and city governments. It also has a wood-work factory, but its major enterprise is farming.

The seventh vocational agriculture department being studied is located in a typical rural community. It is twelve miles from Fairfield, twenty-two miles from Palestine, and fourteen miles from Oakwood. This department serves 164 families of which 142 are farm owners. Total acreage owned by these families is 7,944. In spite of its pastoral setting, many of the families in this, the Butler Community are part-time farmers. They find supplementary employment in industries in near-by towns or in lumber mills or gravel pits in the community. Still another segment of the population of this community carries on a part-time farming program by growing only truck and vegetables which can be harvested early and then going to the northern or western section of the state to engage in the harvesting of cotton.

While there is much to be desired in the way of farm equipment, many of the homes of the district have such modern conveniences and appliances as freezers, television sets, washing machines, automobiles and radios.

There are many churches throughout the county, and each community with which this study is concerned has a sufficient number to meet the religious needs of its citizens. Lodges also play an important part in the lives of both adults and young people in each community, but there is a marked lack of organized recreation for all groups.

In collecting the data for this thesis, the writer made use of a questionnaire. A copy of the questionnaire used is shown in the appendix of this thesis report. Each vocational agriculture teacher in Freestone County was provided with a copy of this questionnaire and was asked to execute the same. Six teachers made complete returns, and one made no return.

Since the questionnaire used is available for examination by the interested reader, it will not be discussed in detail. Suffice it to say that Part I of the questionnaire is concerned with three general aspects of the vocational agriculture student's life. Namely:

1. Individual intelligence as revealed by standard tests.
2. Social and emotional maturity and adjustment as noted from school and home activities.
3. Economic and social status of the boy and his family.

Part II aims to discover how vocational agriculture instructors provide for individual differences in youth, in young farmers, and in adult farmers. It further aims to determine to what extent such provisions are made.

Certain materials from the files of vocational agriculture teachers were made available to the writer. These included lesson plans,

Chapter histories, minutes of meetings, records of organizations and reports of evaluative activities.

The area supervisor of vocational agriculture also cooperated in supplying pertinent information. Data pertaining to in-service training were secured from his office. Records revealing the nature and extent of local chapter participation in district and area activities were also made available.

Finally, the writer was able to draw on his personal experience in the acquisition of material for this study. For ten years he served as an instructor of vocational agriculture in one of the vocational agriculture departments in Freestone County. During that period, in addition to teaching the regular prescribed courses in vocational agriculture, emphasis was placed on leadership development through various N.F.A. activities on all levels, and on adult education. The latter was implemented largely by a network of community organizations. Through planning and working with groups of all ages with different interests, and different purposes, and different levels of ability, the writer has seen the verification of some opinions, the establishment of some trends, and the evolution of some problems. Because of his tenure and the variety of his activities, he felt that many of his experiences provided valid data for use in this thesis.

CHAPTER III

ANALYSIS OF STUDY FINDINGS

In Chapter I, it was stated that one of the purposes of this study is to determine the major differences that exist among students of vocational agriculture in Freestone County. The determination of these differences is of prime importance in the teaching process. Traxler[1] feels this very keenly and says:

> The only effective training for citizenship in a democracy is democratic living. The facts concerning each individual's potentialities, his interests, the things to which he responds with emotional satisfaction, his skills, his rate of development, and his major points of strength and weakness must be accurately ascertained and assembled as objectively and dispassionately as possible, and out of the whole picture he must be led to evolve for himself a satisfactory level of living and at the same time maintain a balance between his own welfare and that of the group.

It is well and good to recognize that individuals in any group differ, but recognition alone is not enough. Before provisions for these differences can be made in the instructional process, one must know the following:

1. What types of differences exist ?
2. In what areas do the differences exist ?
3. What differences are most common at each level ?
4. What is the extent of the existing differences ?

Tables I through V which follow reveal information of this type. While the present study is not based primarily on racial involvements, such factors must at least be recognized for they represent a significant difference when one looks at the over-all picture. Many other

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[1] Arthur E. Traxler, Techniques of Guidance (New York: Harper & Brothers, Publishers, 1945) p. 13

differences, especially those of economic, social, cultural and educational nature are influenced frequently by racial identity.

Table I shows that fewer white boys than Negro boys are enrolled in courses in vocational agriculture in Freestone County. It should be borne in mind that one white school did not respond to the questionnaire. Even if it had, the total number reported would not have been sufficient to reach 161 which is the total for Negro students.

This imbalance may be the outcome of more varied curricula in the white schools. Since many of these schools offer elective courses, such as foreign language, typing, short-hand and a variety of sciences, the white student has an opportunity to acquire sufficient credits for graduation without taking agriculture. This situation is often in the reverse in the Negro Schools. There are few or no electives, hence numerous Negro boys study vocational agriculture as a requirement.

Referring again to the table, it may be noted that the second year classes in both races are smaller than the first year classes. The third year class is the largest in the Negro schools, but is the smallest in the white schools. In this situation, the factor of election is probably asserting itself again.

Table II reveals some interesting and significant data. It was intended to reflect differences in intelligence, both verbal and performance, differences in aptitudes, differences in interests and differences in achievement. Actually, however, its greatest significance is found in the fact that it shows that very little is being done county-wide to assess these types of differences in vocational agriculture students.

TABLE I

ENROLLMENT OF VOCATIONAL AGRICULTURE STUDENTS
IN FREESTONE COUNTY

NEGRO SCHOOLS	V.A. I	V.A. II	V.A. III	TOTAL
Butler High School	11	12	12	35
Booker T. Washington High School	9	9	20	38
Dogan High School	15	13	31	59
Wheeler High School	12	8	9	29
TOTAL	47	42	72	161
WHITE SCHOOLS				
Teague High School	23	14	9	46
Fairfield High School	19	20	5	44
Wortham High School	DID NOT REPORT			
TOTAL	42	34	14	90
GRAND TOTAL	89	76	86	251

No vocational agriculture instructor in a white school indicates that either intelligence tests, aptitude tests, achievement tests, or interest inventories had been given to a single student of vocational agriculture. Yet, only one of the four Negro schools reveals this complete lack of testing practices. No Negro school, however, had administered any type of interest inventories, and only one had given aptitude tests. All four Negro schools had given achievement tests, and two had given intelligence tests. One had given an intelligence test that yielded both a verbal and a performance I.Q.

Another finding, portrayed by this table that is worthy of note, is that the percentage of students taking any kind of standard test is greater in the first and second years than in the third year. This is probably a reflection of the renewed interest in testing which is presently being evidenced in schools throughout the nation. It may indicate a trend at least in Freestone County that schools are beginning to make efforts to develop some kind of testing program.

The writer questions the validity of the findings as revealed in one aspect of this table. Apparently, there is a discrepancy. A study of items 6 and 7 shows that only one child of the eleven tested (See item 5) had a higher performance than verbal I.Q., and that only one child of the eleven tested had a higher verbal than performance I.Q. While this is possible it is highly improbable, for it would mean that nine of the eleven boys tested had verbal ability and performance ability in perfect ratio. Traxler[2] recognizes the rarity of this phenomenon

[2] Ibid., pp. 190-191.

TABLE II

NUMBER OF STUDENTS TESTED ACCORDING TO RACE AND YEAR

ITEM	ENROLLMENT IN VOCATIONAL AGRICULTURE									PERCENTAGE IN VOCATIONAL AGRICULTURE								
	I		II		III		TOTAL		GRAND TOTAL	I		II		III		TOTAL		GRAND TOTAL
	N	W	N	W	N	W	N	W		N	W	N	W	N	W	N	W	
1. Number having taken intelligence test	23	0	22	0	24	0	69	0	69	48.9	0	52.3	0	33.3	0	42.8	0	27.5
2. Number having taken achievement test	23	0	22	0	24	0	69	0	69	48.9	0	52.3	0	33.3	0	42.8	0	27.5
3. Number having taken interest inventories	12	0	8	0	9	0	29	0	29	25.5	0	19.0	0	12.5	0	18.0	0	11.5
4. Number having taken aptitude test	21	0	17	0	29	0	67	0	67	44.7	0	40.5	0	40.3	0	41.6	0	26.7
5. Number having taken tests yielding both performance and verbal I. Q.	11	0	12	0	12	0	33	0	33	23.4	0	28.5	0	16.6	0	20.5	0	13.1
6. Number having higher performance than verbal I. Q.	0	0	1	0	0	0	1	0	1	0	0	2.3	0	0	0	2.3	0	0.39
7. Number having higher verbal than performance I. Q.	0	0	1	0	0	0	1	0	1	0	0	2.3	0	0	0	2.3	0	0.39

when he maintains that, "A study of test data generally reveals a group of students whose achievements in various skills are so uneven that they apparently need special help in certain areas but not in others."

It is also difficult for the writer to reconcile the finding that there is a total lack of use of standard tests in the white schools. One feels drawn to mention the possibility that perhaps tests were given, but the results were not made available to the agriculture instructor, or he did not choose to make these results a part of his records.

The use of standard tests generally in vocational agriculture departments in Freestone County is negligible. Less than one half of all Negro students and slightly more than one fourth of all students of vocational agriculture have had either intelligence, or aptitude, or achievement tests. Only 18 per cent of the Negro students and 11.5 per cent of all students have had interest inventories. Recommendations regarding this situation will be found in the final chapter of this thesis.

Table III represents another area in which students differ. Individuals differ in their interest in and participation in leadership activities. They differ in kinds and amounts of leadership ability. In this area there are some significant differences between the racial groups, but little difference is noted from class to class, within each racial group. A meaningful figure to note is that 78.9 per cent of Negro students volunteer for leadership activities while only 56.6 per cent of white students do so.

White students appear to be more susceptible to encouragement than do Negro students. 26.7 per cent of the white boys will accept leader-

ship responsibility if encouraged, but only 16.1 per cent of the Negro students will respond to encouragement. On the other hand, a higher percentage of white boys will refuse to participate in leadership activities. The figure here is 16.1 per cent for whites as over against 4.9 per cent for Negroes. Negro students are more active in programs not sponsored by the local chapter than are white students. The statistics show that 70.8 per cent of the Negro students are so engaged, while the reading for the white students stands at 62.2 per cent. Further support is given this statement by the fact that 16.7 per cent of white students participate in no leadership activities at school, while the figure for the Negro students is only 7.4 percent. This apparent narrowing of activities by white students and the corresponding expansion of activities by the Negro students might be accounted for when one considers that by and large, the school provides for the Negro child his greatest medium of self expression. The white students generally have other mediums to draw upon.

The statistics related to the last two items on this table are probably not valid for as the notation shows, one instructor indicates that he does not have the information elicted in item 7, and two instructors reacted similarly to item 8. It might be significant however to note that the percentage of Negro boys in both instances is higher than that of white boys.

Percentage wise, more boys on the second year level in both races plan to follow agriculture as a vocation than do boys on the other levels. The same holds true for white boys planning to follow agribusiness.

TABLE III

LEADERSHIP AND INTEREST PARTICIPATION ACCORDING TO RACE AND YEAR

ITEM	ENROLLMENT IN VOCATIONAL AGRICULTURE									PERCENTAGE IN VOCATIONAL AGRICULTURE								
	I		II		III		TOTAL		GRAND TOTAL	I		II		III		TOTAL		GRAND TOTAL
	N	W	N	W	N	W	N	W		N	W	N	W	N	W	N	W	
1. Number who participate only in activities sponsored by the local chapter	11	8	7	7	17	4	35	19	54	23.4	19.0	14.9	20.6	23.6	28.6	21.7	21.1	21.5
2. Number who participate in other leadership activities also	36	29	30	17	48	10	114	56	170	76.6	69.0	71.4	50.0	66.7	71.4	70.8	62.2	67.7
3. Number who participate in no leadership activities	0	5	5	10	7	0	12	15	27	0	11.9	11.9	29.4	9.7	0	7.4	16.7	10.7
4. Number who volunteer for leadership activities	37	26	32	15	58	10	127	51	178	78.7	61.9	76.2	44.1	80.5	71.4	78.9	56.6	70.9
5. Number who accept leadership roles if encouraged	9	11	7	9	10	4	26	24	50	19.1	26.2	16.6	26.5	13.9	28.6	16.1	26.7	19.9
6. Number who refuse leadership roles	1	5	3	10	4	0	8	15	23	2.1	11.9	7.1	29.4	5.5	0	4.9	16.6	9.1
7. Number who plan to follow agriculture as a vocation	14	12	16	10	16	1	46	23	89	29.7	28.6	38.0	29.4	22.2	7.1	28.6	25.5	35.4
8. Number who plan to follow agri-business as a vocation	14	6	12	5	24	1	50	12	62	29.8	14.3	28.6	14.7	33.3	7.1	31.0	13.3	24.7

But in the case of Negro boys, the highest percentage planning to follow agri-business is to be found on the third year level.

That agriculture students differ in the area of economics is undeniable. Such matters as the amount of the family income, and how the income is earned are important factors. Not only do they affect the physical well being of the student, but they profoundly affect his social status, and emotional adjustment. The type of home which a child shares with its conveniences and appliances or lack of them influences his personal development and contributes many characteristics which make him differ.

Table IV gives statistics in this area. The percentage of white students coming from homes with incomes from $3,000 to $5,000 or more annually is greater than the percentage of Negro students in the same income bracket. This is true on all three levels of instruction. In the income bracket from $3,000 to below $1,000 annually, the figure for the Negro boys is in the ascendency. Most families in both groups fall within the $1,500 to $3,000 bracket.

Almost all homes have electric service. The percentage for the total is 98.4 with the homes of white students being served 100 per cent by electricity. The percentage of Negro homes being served by electricity is 97.5.

Fewer homes have television sets than have electricity, and still fewer have the convenience of running water.

The percentage of Negro families owning cars is consistently higher than the percentage of white families owning cars, but the per-

centage of white students owning personal cars is greater than the percentage of Negro students who own cars. White students on all levels own personal cars, but only Negro students on the third year level have such possessions. The ownership of an automobile in our culture is still considered as an index of prestige. Hence many times, a Negro family may purchase a car for social reasons even though its economic status may not justify the move. The fact that white students on all levels own personal cars, indicates the probability that they get more financial aid from their families or find more lucrative employment than do Negro boys. That car ownership among Negro boys is deferred to the third year leads one to assume that these boys have to earn their own cars and that time and maturity are significant factors in earning ability.

More than 50 per cent of each racial group own their homes, and this also maintains on all three levels of instruction, except for the first year Negro boys where the figure stands at a close 48.9 per cent.

The percentage of part-time farmers is almost twice as great among Negroes as it is among whites. It appears that more part-time farmers supplement their income by working in industry than by working on other farms. This figure however cannot be absolutely trusted for one school did not report on these two items.

In connection with this table, it should be pointed out that there was some confusion on the part of the vocational agriculture instructors in interpreting items 1 and 2 on the questionnaire. In some instances, they did not consider the student as "owning a home" nor did

they consider him as a tenant in the home of his parents. Consequently, the total of both of these items does not approximate the total number of boys included in this study.

The percentage of white students from non-farming families is more than twice as great as the percentage of Negro boys from such families. This is probably due to the fact that job choices are more restricted in the Negro group. More non-farming families are represented in the first year group of both reces. This is no doubt reflected as a part of the present trend for young parents to follow non-agricultural pursuits.

Millard[3] says that, "Families are almost as personalized as individuals and are the most important factors in personal-social development". Wiles[4] uses almost the same words when he says, "One of the most important differences which should affect teaching is home background." The type of home from which a child comes largely determines his manners and his general behavior pattern. These in turn, determine to a large extent the groups to which he can and will belong. Whether a child experiences conflict or acceptance, frustration or success at school is often pre-determined by the feeling of security or lack of it which he knows at home.

Speaking further on the influence of the family, Millard[5] says, "The number of sisters and brothers is also very important and may con-

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[3] Millard, op. cit. Pp. 218-220.

[4] Kimball Wiles, Teaching for Better Schools (Englewood Cliffs: Prentice-Hall, Inc., 1959) p. 142.

[5] Millard, loc. cit.

TABLE IV

ECONOMIC STATUS OF FAMILIES ACCORDING TO RACE AND YEAR

ITEM	ENROLLMENT IN VOCATIONAL AGRICULTURE									PERCENTAGE IN VOCATIONAL AGRICULTURE								
	I		II		III		TOTAL		GRAND TOTAL	I		II		III		TOTAL		GRAND TOTAL
	N	W	N	W	N	W	N	W		N	W	N	W	N	W	N	W	
1. Owns home	23	28	24	19	42	11	89	58	147	48.9	66.6	57.1	58.8	58.3	78.5	55.3	64.4	58.6
2. Tenant	20	1	15	5	12	1	47	7	54	42.5	2.3	35.7	14.7	16.6	7.1	29.1	7.8	21.5
3. Part-time farmers	18	9	20	7	43	5	81	21	102	38.3	21.4	47.6	20.6	59.7	35.7	50.3	23.3	40.7
4. Works partly on other farms	12	1	18	0	19	0	49	1	50	25.5	2.3	42.9	0	26.4	0	30.4	1.1	19.1
5. Works partly in industry	18	0	16	1	23	1	57	2	59	17.0	0	38.0	2.9	31.9	7.1	35.4	2.2	23.5
6. Non farmers	16	28	9	4	16	6	41	48	89	34.0	66.6	21.4	41.1	22.2	42.8	25.4	53.3	35.4
7. Owns family car	40	35	32	28	56	9	133	72	205	85.1	83.3	88.0	82.3	77.7	64.2	82.6	80.0	81.6
8. Students owning car	0	1	0	3	7	5	7	9	16	0	2.3	0	8.8	9.7	35.7	4.3	62.2	6.3
9. Electricity in the home	47	42	40	34	70	14	157	90	247	100.0	100.0	95.2	100.0	97.2	100.0	97.5	100.0	98.4
10. Running water in the home	25	37	26	29	51	10	102	76	178	53.1	88.0	61.9	85.2	70.8	71.4	63.3	84.4	70.9
11. Television set	43	39	36	33	65	14	144	86	234	91.4	92.8	85.7	97.0	90.2	100.0	89.4	95.5	93.2
12. Annual income $5,000 or above	6	8	7	9	6	2	19	19	38	12.7	19.0	16.6	26.4	8.3	14.2	11.8	21.1	15.1
13. Annual income between $3,000 and $5,000	7	12	8	12	10	2	25	26	51	14.9	28.5	19.0	35.2	1.3	14.2	15.5	28.8	20.3
14. Annual income between $1,500 and $3,000	21	16	21	11	40	10	82	37	119	44.6	38.0	50.0	32.3	55.5	71.4	50.9	41.1	47.4
15. Annual income between $1,000 and $1,5000	8	4	6	2	14	0	28	6	34	17.0	9.5	14.2	5.8	19.4	0	17.3	6.6	13.5
16. Annual income below $1,000	5	2	0	0	2	0	7	2	9	10.6	4.7	0	0	2.7	0	4.3	2.2	3.5

dition and color relations with peers". Wiles[6] speaks blandly on the subject of family life when he says, "Social position of families affects the school work of children ... Another significant background difference is the culture level of the parents".

Reviewed within this frame of reference, Table V represents another important area of individual differences.

Item 1 reveals that the percentage of white students coming from broken homes is greater than that for Negro boys on levels one and three, but the reverse is true for level two. 17.5 per cent of all boys included in the study are from broken homes. Children from such homes are frequently characterized by feelings of insecurity, or acts of aggression or withdrawal.

White families on all levels tend to be smaller than Negro families. This is significant when one notes that 10 per cent of all the white boys come from homes having only one child, while only 8.6 per cent of the Negro boys come from homes of this type. 76.6 per cent of the white boys come from homes having less than five children, but only 53.4 per cent of the Negro boys represent families of comparable size. In the bracket of families having more than four children but less than eight, the percentage of Negro students exceeds that of the whites on levels one and two. The reverse is true for third year students. The total percentage of Negro boys in this bracket is 27.9, and that for white boys is 23.3.

No white boys come from families having eight children or more,

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[6] Wiles, op. cit. p.143

but Negro boys from families of this size are enrolled on all levels of vocational agriculture. For first year boys, the reading is 12.7 per cent; for second year boys it is 11.9 per cent, and for third year boys it is 26.3 per cent. Of all Negro boys enrolled in vocational agriculture classes in Freestone County, 18.6 per cent come from homes in this bracket.

In the matter of parent education, at least one significant aspect is revealed. Item 6 shows that a greater percentage of Negro boys have at least one parent who has attended college than do white boys. The figures stand at 9.9 per cent for Negro boys and at 7.75 per cent for white boys. Nine and one tenth per cent of the total number of boys fall in this group. As surprising as these data appear, the writer accepts them as being valid for he knows personally that in one particular community the number of parents who have attended college is exceedingly great.

Among first and third year students, more white boys than Negro boys have at least one parent who has finished high school, but the reverse is true for second year students. The figures shift again at item 8, and show that the percentage having at least one parent who only finished elementary school is greater among Negro boys. The same trend continues in item 9 which shows that the percentage of Negro boys who have at least one parent who did not finish elementary school is greater than the count for white boys.

In studying this table it is well to bear in mind that there is in all probability some over lapping in this area. Since one parent might fall in one category and his mate fall in another, some boys are

of necessity counted twice. This results in a total figure which is out of harmony with the total number of boys included in the study.

There is no marked variation between the races with regard to church participation by the family. For first and second years boys, the figure for Negro students is slightly higher than that for whites. The third year shows a reverse of this situation. The overall picture shows 75.7 per cent of the Negro boys and 75.5 per cent of the white boys come from families who participate in church activities.

In the number of vocational agriculture students who participate in church activities, the variation between the races is noteworthy. On all levels the percentage of Negro boys is greater than that of white boys. Moreover the perticipation by Negro boys tends to increase with the years. In the case of white students, the level of greatest participation is the first year. There is a slump during the second year, and a significant rise during the third year. For the total number of boys studied, 80.1 per cent of the Negro boys and 64.4 per cent of the white boys work in the church.

The foregoing tables and discussion are concerned with identifying and locating differences. The next three tables and the discussion related to them are concerned with manifestations of these differences and methods employed by instructors to provide for these differences among three major groups of students. These groups are:

1. In-school youths
2. Young farmers
3. Adult farmers

TABLE V

SOCIAL STATUS OF FAMILIES ACCORDING TO RACE AND YEAR

ITEM	ENROLLMENT IN VOCATIONAL AGRICULTURE									PERCENTAGE IN VOCATIONAL AGRICULTURE								
	I		II		III		TOTAL		GRAND TOTAL	I		II		III		TOTAL		GRAND TOTAL
	N	W	N	W	N	W	N	W		N	W	N	W	N	W	N	W	
1. Number from broken homes	6	7	8	5	15	3	29	15	44	12.7	16.6	19.0	14.7	20.8	21.4	18.0	16.6	17.5
2. Number from families having only one child	1	2	6	5	7	2	14	9	23	2.1	4.7	14.2	14.7	9.7	14.4	8.6	10.0	9.0
3. Number having fewer than four siblings	27	33	22	26	37	10	86	69	155	57.4	78.5	52.3	76.4	51.3	71.4	53.4	76.6	61.7
4. Number having more than three and less than seven siblings	14	9	15	8	16	4	45	21	66	29.8	21.4	35.7	23.5	22.2	28.5	27.9	23.3	26.2
5. Number having more than seven siblings	6	0	5	0	19	0	0	0	30	12.7	0	11.9	0	26.3	0	18.6	0	11.8
6. Number having at least one parent who attended college	6	4	6	2	4	1	16	7	23	12.7	9.5	14.2	5.8	5.5	7.1	9.9	7.7	9.9
7. Number having at least one parent who finished high school	23	22	23	16	31	8	74	46	120	48.9	52.3	54.7	47.7	43.0	57.1	45.9	51.1	47.8
8. Number having one parent who only finished elementary school	24	6	13	8	44	1	81	15	96	57.0	14.2	30.9	23.5	61.1	7.1	50.3	16.6	38.2
9. Number having one parent who did not finish elementary school	11	1	6	0	8	0	25	1	26	23.4	2.3	14.2	0	11.1	0	15.5	1.1	10.3
10. Number from families who participate in church activities	37	32	36	25	49	11	122	68	190	78.7	76.1	85.7	73.5	68.0	78.5	75.7	75.5	75.7
11. Number of boys who work in church	33	28	35	21	61	9	129	58	187	70.2	66.6	83.3	61.7	84.7	64.2	80.1	64.4	74.5

A knowledge of what to do, skill in doing it, and capital to make it possible are three of the most important prerequisites for a successful farming program. Part two of the questionnaire used in this study has a dual objective. First it seeks to determine the extent to which instructional adjustments are made to meet individual differences, thereby imparting knowledge and developing skills. Second it seeks to determine the degree to which certain specific factors affect the acquisition of necessary capital.

It is considered expedient to point out here that as an instrument of diagnosis, the questionnaire used poses a weakness because of its high degree of subjectivity. The vocational agriculture instructors were asked to indicate their answers by using the terms "None","Little", and "Much". These are highly abstract measures of quantity, and "Little" in the thinking of one man may be "Much" according to the definition of another. But in spite of this weakness, an analysis of the findings reveals certain problem areas, the frequency with which the problems occur, and the general trend being followed in their solution.

Tables VI, VII, and VIII project information regarding In-School Youths, Young Farmers, and Adult Farmers, respectively. Table VI shows some extremes in the instructional process. Three of the six teachers responding make "Much" provision for individual differences when planning instruction, but one teacher makes "none" in this area. All teachers make some provision for individual differences when planning leadership activities and during class discussions. Two teachers make no provisions when making shop assignments, but the other four teachers

TABLE VI

EXTENT OF PROVISIONS MADE BY INSTRUCTORS
FOR INDIVIDUAL DIFFERENCES
AMONG IN-SCHOOL YOUTHS

ITEM	NONE			LITTLE			MUCH		
	N	W	TOTAL	N	W	TOTAL	N	W	TOTAL
1. Provisions when planning instruction	0	1	1	2	0	2	2	1	3
2. Provisions when planning leadership activities	0	0	0	2	1	3	2	1	3
3. Provisions when making field trips	2	2	4	1	0	1	1	0	1
4. Provisions in making shop assignments	0	2	2	0	0	0	4	0	4
5. Provisions when making supervisory visits	0	1	1	1	0	1	3	1	4
6. Provisions when making tours	1	1	2	3	1	4	0	0	0
7. Provisions when evaluating instruction	4	0	4	0	0	0	0	2	2
8. Provisions when making assignments	2	0	2	1	1	2	1	1	2
9. Provisions in class discussions	0	0	0	1	1	2	3	1	4
10. Provisions when grouping	2	1	3	0	0	0	2	1	3

reported that much provision is made at this time. Four of the six teachers make no provision when making field trips and when evaluating instruction. This table shows no significant variables between the races.

Table VII reveals some interesting practices employed in the teaching of young farmers. For example, all Negro teachers make some provision for individual differences when planning instruction, when evaluating instruction, when making class assignments, when holding class discussions, and when grouping. No white teacher makes much provision in any phase of instruction being offered to young farmers. In five instances, all white teachers answered under the "None" column, which literally means that no provision is made for young farmers at these points.

No Negro teacher describes as "much" the provision he makes when giving assignments, and in making tours. All describe their provisions with respect to the assignment as being "little". Two respond similarly in the matter of making tours, and two others make no provisions for individual differences when making tours.

No teacher describes as "little" the amount of provision he makes for individual differences when making supervisory visits. The two white teachers give it no consideration at all, and so does one Negro teacher. The other three Negro teachers give the matter much attention.

Table VIII is concerned with meeting individual differences among adult farmers. A glance at this table reveals some meaningful figures. Again the white teachers answer no questions under "much", and only four

TABLE VII

EXTENT OF PROVISIONS MADE BY INSTRUCTORS
FOR INDIVIDUAL DIFFERENCES
AMONG YOUNG FARMERS

ITEM	NONE			LITTLE			MUCH		
	N	W	TOTAL	N	W	TOTAL	N	W	TOTAL
1. Provisions when planning instruction	0	1	1	1	1	2	3	0	3
2. Provisions when planning leadership activities	2	1	3	1	1	2	1	0	1
3. Provisions when making field trips	1	2	3	1	0	1	2	0	2
4. Provisions in making shop assignments	1	2	3	1	0	1	2	0	2
5. Provisions when making supervisory visits	1	2	3	0	0	0	3	0	3
6. Provisions when making tours	2	2	4	2	0	2	0	0	0
7. Provisions when evaluating instruction	0	1	1	3	1	4	1	0	1
8. Provisions when making assignments	0	2	2	4	0	4	0	0	0
9. Provisions in class discussions	0	1	1	0	1	1	4	0	4
10. Provisions when grouping	0	1	1	0	1	1	4	0	4

under "little". This means that in 60 per cent of the situations listed no attention whatever is given to the individual differences of the adult farmer, and that in 40 per cent of the situations in the teaching process only little provision is made.

All Negro teachers make some provisions for individual differences, when making tours, holding class discussions, and forming groups. Three out of four report that much provision is made in planning instruction, making shop assignments and in making supervisory visits. Two Negro teachers make no provision for individual differences when planning leadership activities and when making shop assignments to adult farmers.

These figures tend to show that Negro teachers make a greater provision both quantitatively and qualitatively than do white instructors in their work with adult farmers.

In comparing these three tables, it is extremely interesting to note the "much" column. White teachers use it only in Table VI where in-school youth is concerned. Negro teachers use it in all three tables, and the frequency with which it is used increases with each new table. Answers under the "none" column are consistently greater among the white teachers. This is true even though the Negro teachers out number the whites two to one.

White teachers list fewer answers under the "none" heading on Table VI than on either of the other two tables, thus indicating greater provisions for in-school youth. Negro teachers show more answers under "none" on this table than on any other. This could indicate a reverse of emphasis.

TABLE VIII

EXTENT OF PROVISIONS MADE BY INSTRUCTORS
FOR INDIVIDUAL DIFFERENCES
AMONG ADULT FARMERS

ITEM	NONE			LITTLE			MUCH		
	N	W	TOTAL	N	W	TOTAL	N	W	TOTAL
1. Provisions when planning instruction	0	2	2	1	0	1	3	0	3
2. Provisions when planning leadership activities	2	1	3	1	1	2	1	0	1
3. Provisions when making field trips	1	2	3	1	0	1	2	0	2
4. Provisions in shop assignments	1	2	3	0	0	0	3	0	3
5. Provisions in making supervisory visits	1	2	3	0	0	0	3	0	3
6. Provisions when making tours	0	2	2	0	0	0	4	0	4
7. Provisions when evaluating instruction	1	1	2	1	1	2	2	0	2
8. Provisions in making assignments	2	2	4	1	0	1	1	0	1
9. Provisions in class discussions	0	1	1	0	1	1	4	0	4
10. Provisions when grouping	0	1	1	0	1	1	4	0	4

The following tables IX, X, and XI are related respectively to in-school youths, young farmers, and adult farmers. They project data having to do specificially with finance. The importance of capital in in agricultural pursuits has already been mentioned. The writer expressed his regard for its importance by including in the questionnaire a section dealing with problems of individual differences connected with securing finance.

The day is far spent when farmers attempt to operate without credit. The creation of private and government lending agencies not only gives sanction to, but encourages the borrowing of capital. It is important then to note the factors which affect an individual's borrowing power. It is equally important to know the measures which are being employed by vocational agriculture instructors to counteract factors which are negatively operative.

In Table IX it is noteworthy, that no white teacher finds the age factor significant, while half of the Negro teachers find it so. All Negro teachers face a problem with respect to collateral. No white teacher finds that family reputation poses a problem, but three of four Negro teachers report this as a problem area. The reputation of the individual also poses a problem for three of four Negro teachers, but only one white teacher encounters difficulty on this score. All Negro teachers find that the type of enterprise has significant bearing on the borrowing of money, but only one white teacher shares this experience.

Not only do Negro teachers experience more problems in this area than do white teachers, but their efforts at control meet with less

TABLE IX

EXTENT TO WHICH PROBLEMS IN FINANCE AMONG IN-SCHOOL YOUTH ARE MET AND CONTROLLED BY INSTRUCTORS

ITEM	NONE			LITTLE			MUCH		
	N	W	TOTAL	N	W	TOTAL	N	W	TOTAL
1. Is age a significant factor in securing financial aid ?	2	2	4	1	0	1	1	0	1
2. Is collateral significant in the above ?	0	1	1	1	0	1	3	1	4
3. Is family reputation significant in the above ?	1	2	3	0	0	0	3	0	3
4. Is individual reputation significant ?	1	1	2	1	0	1	2	1	3
5. Is type of enterprise significant ?	0	1	1	1	0	1	3	1	4
6. To what extent is the age factor controlled ?	0	1	1	1	0	1	1	1	2
7. To what extent is the factor of collateral controlled ?	1	1	2	3	0	3	0	0	0
8. To what extent is the family reputation factor controlled ?	1	1	2	2	0	2	1	0	1
9. To what extent is the factor of enterprise controlled ?	0	0	0	4	0	4	0	1	1
10. To what extent is the factor of individual reputation controlled ?	1	0	1	2	0	2	0	1	1

success than do the efforts of the white teachers. In only one instance does a Negro teacher indicate that he is able to offset "much" of the influence of a negatively operating factor. Three instances are recorded in which Negro teachers have no success in this attempt.

Success of white teachers in offsetting negative factors tends toward the two extremes. Either they record much success or none. The majority of answers from Negro teachers fall under the "little" heading.

Table X is concerned with the same problems as Table IX, but here the statistics are for the young farmer group. The findings here indicate a reversal, since the white teachers face more and varied problems. Only the age factor poses no problem here and only one question is answered under the "much" heading. This indicates that all other problems have "little" significance. In only one instance is a white teacher able to offset much of the unfavorable bearing, and in two instances they can offset none. It is evident then that the other answers fall under "little".

Statistics for Negroes as revealed by this table tend toward the extremes. In five instances they record no significant problems, but in eleven instances, they describe the significance of their problems as being much, and in four instances they refer to the significance as being little.

In the matter of control or offsetting negative factors, most Negro teachers described their success as little. Two answers were listed under "none" and no answers were given under "much".

Table XI gives statistics regarding adult farmers. Similar to

TABLE X

EXTENT TO WHICH PROBLEMS IN FINANCE AMONG YOUNG FARMERS ARE MET AND CONTROLLED BY INSTRUCTORS

ITEM	NONE			LITTLE			MUCH		
	N	W	TOTAL	N	W	TOTAL	N	W	TOTAL
1. Is age a significant factor in securing financial aid ?	2	2	4	2	0	2	0	0	0
2. Is collateral significant in the above ?	0	0	0	2	2	4	2	0	2
3. Is family reputation significant in the above ?	1	0	1	0	2	2	3	0	3
4. Is individual reputation significant ?	1	0	1	0	2	2	3	0	3
5. Is the type of enterprise significant ?	1	0	1	0	2	2	3	0	3
6. To what extent is the age factor controlled ?	0	0	0	2	0	0	0	0	0
7. To what extent is the family reputation factor controlled ?	1	0	1	2	1	3	0	1	1
8. To what extent is the collateral factor controlled ?	1	0	0	3	2	0	0	0	0
9. To what extent is the enterprise factor controlled ?	1	1	2	2	1	3	0	0	0
10. To what extent is the factor of individual reputation controlled ?	1	1	2	2	1	3	0	0	0

Table X, white teachers report more problems here. They report no significant problems in only three areas, namely, age, collateral and family reputation. All other problem areas are reported as having little significance.

Two Negro teachers report that age is no factor in securing finance, and two report it as having little significance. The problem of collateral is the most poignantly significant for Negroes. Problems relating to Family reputation, individual reputation, and type of enterprise share equally in importance for second place. All four of the Negro teachers report some degree of significance in the matter of collateral, and three out of four indicate some difficulty in the areas of family reputation, individual reputations and type of enterprise.

As is revealed by the preceding tables, Negro teachers experience little success in offsetting negatively operating factors. This applies with adult farmers as it does with young farmers and in-school youths. Only two cases were listed where the degree of success was described as "much". Four answers are recorded under 'none' and the remainder appear under "little".

In comparing these three tables, it is of value to note that age is generally not a significant consideration in the securing of finance. This is true of both races and of all three of the groups. Collateral is always a major problem for Negroes. The type of enterprise has no great significant bearing on the securing of finance where whites are concerned. The same may be said of individual reputation, but they have implications for Negroes. For white students, family reputation

TABLE XI

EXTENT TO WHICH PROBLEMS IN FINANCE AMONG ADULT FARMERS ARE MET AND CONTROLLED BY INSTRUCTORS

ITEM	NONE			LITTLE			MUCH		
	N	W	TOTAL	N	W	TOTAL	N	W	TOTAL
1. Is age a significant factor in securing finance ?	2	2	4	2	0	2	0	0	0
2. Is collateral significant in the above ?	0	2	2	1	0	1	3	0	3
3. Is family reputation significant in the above ?	1	0	1	0	2	2	3	0	3
4. Is individual reputation significant ?	1	0	1	0	2	2	3	0	3
5. Is type of enterprise significant ?	1	0	1	0	2	2	3	0	3
6. To what extent is the age factor controlled ?	0	0	0	1	0	1	1	0	1
7. To what extent is the factor of collateral controlled ?	1	0	0	2	0	0	1	0	1
8. To what extent is the factor of family reputation controlled ?	3	2	5	0	0	0	0	0	0
9. To what extent is the factor of individual reputation controlled ?	1	1	2	2	1	3	0	0	0
10. To what extent is the factor of enterprise controlled ?	0	1	1	3	0	3	0	1	1

has no significance among in-school youths, but it rises to slight importance among young farmers and adult farmers.

Generally speaking, the three tables show that Negroes face more problems and face them with greater frequency than do white farmers and instructors. Moreover, the extent of success which Negro vocational teachers achieve in solving problems related to the securing of finance is much less than that experienced by white vocational teachers. Problems, regarded by white teachers as being significant, tend to cluster and are concentrated among young farmers and adult farmers. The extent to which they can offset negative factors is indicated by a fairly general spread under all columns.

It should be noted that in Part II of the questionnaire, vocational agriculture instructors were asked to indicate the degree to which they made provisions for individual differences. It should further be noted that in cases where the answers were "little" or "much", they were asked to tell "how" these provisions were made. The type of information thus given does not lend itself to tabulation, but it does warrant some treatment in this analysis of data.

Techniques mentioned most frequently as being used to provide for individual differences in the instructional program are as follows:

1. Grouping according to interest
2. Grouping according to ability
3. Individual conferences
4. Individual assignments
5. Providing extra work for brighter students
6. Providing success experiences for all pupils

7. Fitting responsibilities to abilities

8. Providing manual projects for dexterous students

9. Using student tutors

10. Allowing each student to report on his work

In the area having to do with the securing of finance, the techniques most frequently mentioned were:

1. Placing the responsibility for borrowing and paying on the boy
2. Keeping comparative records
3. Encouraging saving
4. Giving much consideration before choosing an enterprise
5. Paying obligations promptly
6. Showing collateral
7. Paving the way for the boy (in-school youth) by contacting the agency before the client applies for a loan
8. Providing close supervision of projects
9. Helping the student feel that, "He can do"

The analysis of the findings revealed by the six returned questionnaires which comprises the content of this chapter, has led the writer to draw certain conclusions. These along with his recommendations are given in the next and final chapter of this thesis.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

Education for democracy has become the social policy of America. This makes the education of every individual a matter of increasing importance. But individuals differ, therefore techniques used in education must differ according to individual needs. This thesis is based on this premise. Vocational agriculture was chosen as the field to study, because of the writer's intense interest and years of service in this area. Freestone County was chosen as the locale because the writer is presently employed there and has been for ten years.

There is much literature on individual differences, but nothing has been discovered that has to do with providing individual differences in instruction in vocational agriculture. Groups included in this study are the vocational agriculture departments of the seven high schools of Freestone County. Material was gathered chiefly through the use of questionnaires. Questions were asked regarding three groups of vocational agriculture students, namely, In-School Youths, Young Farmers, and Adult Farmers. Seven questionnaires were distributed to as many vocational agriculture teachers. Six were returned complete.

Other sources of information include the office of the area supervisor of vocational agriculture and the files of vocational agriculture teachers. The data collected from these sources are compiled

and the results are shown in the eleven tables in Chapter III of this thesis.

Certain aspects of these data are worthy of consideration in the summary. It is clearly indicated that the use of standard tests is extremely limited. This restricted use may be due to one or more of the following factors

1. expense of tests and testing
2. lack of testing personnel
3. lack of professional attitudes toward testing on the part of the administration
4. failure of vocational agriculture teachers to secure and use test results.

Whatever the cause, whenever teachers do not fully utilize standard tests, they deprive themselves of basic information regarding the differences of individual students.

The fact that so few boys have indicated vocational choices and that few teachers have been apprised of choices made points to the need of vocational guidance. The same factors mentioned above as probable reasons for weaknesses in testing practices may also be the factors which are operative in the area of guidance. Certainly vocational guidance can be more profitably administered if it is based on individual differences.

Among Negro students, large families and low incomes are significantly related. It is not known which is the cause and which is the effect, but the ratio is meaningfully high.

The findings further show that problems encountered by Negroes in securing financial aid are greater in number and are more varied in

nature than are those experienced by white instructors and students. Members of the white group are able to solve their financial problems with greater effectiveness than are Negroes. Major factors which influence this differential are collateral, reputation, and type of enterprise.

In the adjustment of instruction to individual differences, white teachers place more concern on in-school youths than they do on young farmers or adult farmers. The reverse is true among Negroes. It is possible that the provisions made for white students while they are still in high school, render it less necessary to make similar provisions when they become young farmers or adult farmers. By the same token, perhaps the lack of such provision among in-school youth of the Negro group creates a great need at the young farmer and adult levels.

There is no great variety in techniques being used by vocational agriculture teachers in Freestone County in their attempts to provide for individual differences. This uniformity of action is to be expected since all of the teachers are exposed to the same type of in-service training, employ the same teaching aids, follow the same scheme when developing their Long-Time Supervised Farming Program and Annual Teaching Plans, and use much of the same textual and supplementary material.

II. CONCLUSIONS

After a careful analysis of all findings, the writer has reached the following conclusions:

1. The use of standard tests is being woefully neglected in all high schools in Freestone County.

2. That vocational agriculture students of both races are in need of vocational guidance.

3. That vocational agriculture activities provide a greater medium of self-expression for Negro boys than they do for white boys.

4. That Negro students tend to come from larger families with lower incomes than do white students.

5. That Negro students of vocational agriculture of all three groups face more problems regarding finance and face them more frequently than do white students of vocational agriculture.

6. That Negro vocational agriculture teachers are less successful in their efforts to offset negative factors regarding finance than are white teachers.

7. That Negro teachers tend to make more provision for individual differences among young farmers and adult farmers than they do for in-school youths.

8. That white teachers tend to make more provision for individual differences among in-school youths than for young farmers and adult farmers.

9. That there is great uniformity in the techniques used by vocational agriculture teachers of Freestone County, to meet the individual differences of their students.

III. RECOMMENDATIONS

In the writer's opinion, the conclusions reached warrant the following recommendations:

1. That guidance services be made available to all in-school youth in Freestone County who are studying vocational agriculture.

2. That all schools in Freestone County plan and activate testing programs.

3. That all test results be made available to the agriculture teachers and that these results be used in providing for individual differences.

4. That agriculture teachers work with the administration, the home, and community agencies to determine individual weaknesses and strengths

5. That stress be placed constantly upon the worth of each student's individual contribution to society

6. That vocational agriculture teachers and all other teachers encourage the acceptance of individual differences

7. That all work be so planned that it will be difficult enough to challenge each child, but simple enough for him to experience success

8. That cooperative effort be employed in securing financial aid for the farming program

9. That Negro teachers make greater effort to provide for individual differences among in-school youths

10. That white teachers make greater effort to provide for individual differences among young farmers and adult farmers

11. That emphasis be constantly placed on the building of ethical character

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APPENDIXES

APPENDIX "A"

Prairie View A and M College
Prairie View, Texas

June 22, 1959

From: Frank J. Robinson, Superintendent
Butler Independent School District
Route 2
Fairfield, Texas

To : Vocational Agriculture Teachers in Freestone County, Texas

I am attempting a study of providing for individual differences in instruction in vocational agriculture in Freestone County. As you know, I worked for ten years as a vocational agriculture teacher in Freestone County. Throughout that period I maintained an increasing interest in provisions that were being made to meet the differences of individual students. As an administrator, my interest is more inclusive.

I cannot adequately make the investigation as planned without certain data which only you can supply. I am therefore asking that you will kindly complete the enclosed questionnaire. Return same to me at Post Office Box 89, Palestine, Texas

Thank you very kindly.

APPENDIX "B"

PROVIDING FOR INDIVIDUAL DIFFERENCES IN INSTRUCTION
IN VOCATIONAL AGRICULTURE
IN FREESTONE COUNTY

QUESTIONNAIRE

	V.A. I	V.A. II	V.A. III
1. How many students have you enrolled according to classification ?			
2. How many students have been given intelligence tests ?			
3. How many students in each level have had achievement tests since entering high school ?			
4. How many students in each level have taken interest inventories ?			
5. How many students on each level have had aptitude tests ?			
6. How many students on each level have taken an intelligence test yielding both a verbal and performance I.Q. ?			
7. What is the intelligence spread of students on each level ?			
8. How many students on each level have a higher verbal I.Q. than performance I.Q.?			
9. How many students on each level have a higher performance I.Q. than verbal I.Q.?			
1. How many boys on each level participate in leadership activities other than those sponsored by the chapter ?			
2. How many boys on each level participate only in leadership activities sponsored by the chapter ?			
3. How many boys participate in no leadership activities ?			

Page 2

	V.A. I	V.A. II	V.A. III
4. How many boys in each level will voluntarily accept leadership roles ?			
5. How many boys on each level will accept roles of leadership if encouraged ?			
6. How many boys on each level refuse to accept leadership roles ?			
7. How many boys plan to follow agriculture as a vocation ?			
8. How many boys plan to follow agri-business as a vocation ?			
1. How many boys come from homes where the income is $5,000 or more annually ?			
2. How many boys come from homes where the income annually is between $3,000 and $5,000 ?			
3. How many boys come from homes where the income annually is between $1,500 and $3,000 ?			
4. How many boys come from homes where the income annually is between $1,000 and $1,500 ?			
5. How many boys come from homes where the annual income is less than $1,000 ?			
6. How many boys come from homes where the farm is self owned ?			
7. How many boys are from tenant families ?			
8. How many boys come from families that own a family car ?			
9. How many boys own their own cars ?			
10. How many boys come from "part time" farm families ?			
11. How many boys come from non farming families ?			
12. How many boys come from families where part time work is done on other farms ?			

Page 3	V.A. I	V.A. II	V.A. III
13. How many boys come from families where part time work is done in industries ?			
14. How many boys come from homes where there is running water ?			
15. How many boys come from homes where there is a T.V. set ?			
16. How many boys come from homes where there is electricity ?			
1. How many boys are from broken homes ?			
2. How many boys are from families of one child ?			
3. How many boys are from families having fewer than four children ?			
4. How many boys are from families having more than three but less than seven children ?			
5. How many boys are from families having more than seven children ?			
6. How many boys are from families where one or both parents attended college ?			
7. How many boys are from homes where one or both parents only finished high school ?			
8. How many boys are from homes where one or both parents only finished elementary school ?			
9. How many boys are from homes where one or both parents dropped out of school before finishing elementary school ?			
10. How many boys come from families that participate in religious activities ?			
11. How many boys participate in religious activities ?			

QUESTIONNAIRE

Part II

You will please execute Part II of this questionnaire in the following manner: Indicate your practice or experience by checking under the proper heading in the columns to the right.

	None	Little	Much
1. Do you provide for individual differences in planning instruction for:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			

If your answer is little, or much, please indicate briefly just how it is done.

a. in-school youth ? _____

b. young farmers ? _____

c. adult farmers ? _____

2. Do you take into consideration individual differences when encouraging leadership activities among:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			

If your answer is little, or much, please indicate briefly just how it is done.

a. in-school youth ? _____

b. young farmers ? _____

c. adult farmers ? _____

3. Do you provide for individual differences when you make field trips with:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			

	None	Little	Much
If your answer is little, or much, please indicate briefly just how it is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
4. Do you provide for individual differences in assigning shop work to:			
a. in-school youth ?			
b. young farmers ?			
c. Adult farmers ?			
If your answer is little, or much, please indicate briefly just how it is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
5. Do you concern yourself with individual differences when making supervisory visits to:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			
If your answer is little, or much, please indicate briefly just how it is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
6. Do you consider individual differences when making tours with:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			

	None	Little	Much
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
7. Do you take into consideration individual differences when following up and making evaluations of instruction given to:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
8. Do you provide for individual differences when making assignments to:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
9. Do you take into consideration individual differences when conducting class discussions with:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			

	None	Little	Much
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
10. Do you take individual differences into consideration when grouping for instructional purposes :			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
11. Is age a factor in securing financial aid for:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
12. Is the evidence of collateral a factor in securing financial aid for:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			

	None	Little	Much
If your answer is little, or much, please indicate briefly, just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
13. Is the family reputation a factor in securing financial assistance for:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
14. Is the reputation of the individual a factor in securing financial aid for:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
15. Is the type of enterprise being financed a factor in securing financial assistance for.			
a. in-school youth ?			
b. young farmers?			
c. adult farmers?			

	None	Little	Much
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
16. To what extent are you able to offset the age factor when it operates negatively for:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			
If your answer is little, or much, please indicate just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
17. To what extent are you able to offset factor of collateral when it operates negatively for:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
18. To what extent are you able to offset the factor of family reputation when it operates negatively against:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			

	None	Little	Much
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
19. To what extent are you able to offset the factor of individual reputation when it operates negatively against:			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			
20. To what extent are you able to offset the factor of type of enterprise when it operates negatively against :			
a. in-school youth ?			
b. young farmers ?			
c. adult farmers ?			
If your answer is little, or much, please indicate briefly just how this is done.			
a. in-school youth ? _____			
b. young farmers ? _____			
c. adult farmers ? _____			