

PERCEPTIONS OF OKLAHOMA YOUNG-ADULT FARMERS AND
TEACHERS AS TO NEED, FEASIBILITY, AND
POSSIBLE ACCEPTANCE OF A PROPOSED
ADULT AGRICULTURAL EDUCATION
SPECIALIST PROGRAM

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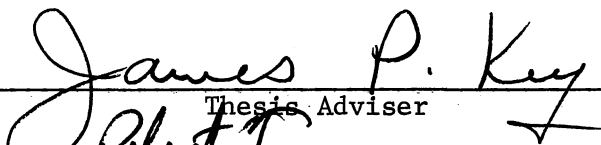
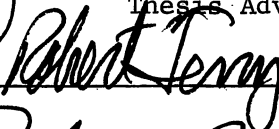

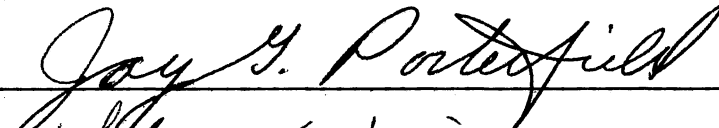
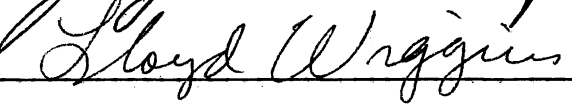
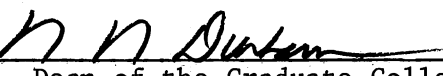
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CHAPTER I

INTRODUCTION

Agriculture is the number one industry in the State of Oklahoma as it is geographically suited for the production of all kinds of livestock, basic crops, and forestry products. In the year, 1974, Oklahoma had a gross state agricultural products value of over two billion dollars. However, due to many complex and intensified farm management problems, young-adult farmers and related agriculture businessmen are still searching for ways to increase managerial efficiency, technical knowledge and skills that will increase their efficiency of production in order for them to stay competitive. In upgrading their skills and knowledge, hopefully, there will also be an increase in the quantity and quality of their products. The young-adult farmers in Oklahoma and the rest of the nation are faced with the problem of assisting in feeding and clothing a world; with the supplies being depleted rapidly, the situation has become critical to the existing society.

In recent years, there has developed in metropolitan and urban areas a concentrated effort to teach technical knowledge and skills to adults for entry level positions and to retrain and upgrade adults to remain viable in the labor market for industry. Although adult education in agriculture has had a long and successful record, recent efforts have not been as extensive in attempting to meet the present direct educational needs of adults residing in certain rural areas. Although the adult

farmer classes offered by instructors of vocational agriculture through the public schools and the learning experiences provided through active Young Farmer organizations have often been effective in assisting young and adult farmers to meet their needs, they have at times admittedly been less effective than would seem desirable. Some professional educators assert this may be partially due to a lack of resource personnel with expertise in the areas of managerial efficiency, technical knowledge, and skills.

Along with commercial educational resource personnel, cooperative extension specialists are available through extension programs for assistance with educational programs for young-adult farmers. However, due to the tremendous demand for their time and expertise, they have often been unable to meet the requests for their services and to satisfy the ever increasing demand for educational assistance.

It has long been recognized in Oklahoma that young-adult farmer education is an integral part of a school's overall vocational agriculture training for individuals established in farming or in the process of becoming established in this occupation. It is strongly recommended that each vocational agriculture instructor provide a young-adult farmer instructional program totaling approximately 20 clock hours of instruction.

Thus, teachers of vocational agriculture employed by local public schools have the dual responsibility for (a) teaching courses for all-day high school students and (b) organizing and conducting instructional programs for young-adult farmers. According to state policy, vocational agriculture education in Oklahoma shall be designed to meet the needs of persons who have entered upon, or are preparing to enter upon, the work

of the farm or farm home, or any occupation involving knowledge and skills in agriculture subjects, whether or not such occupation involves work of the farm or farm home. However, many of these teachers have large programs for high school students and have neither the time nor the scope of recent training and background in technological and scientific farming to be able to organize and collate instructional materials for courses in technical and scientific farming operations which would remain abreast with technical advances.

Because the teacher of vocational agriculture must have some training in each of the many areas of agriculture, he can rarely be considered as a specialist in more than one particular area of instruction. Therefore, when he attempts to provide educational assistance to a specialized livestock producer, a specialized crop farmer, a highly mechanized farmer, or others, he usually finds himself trying to assist someone who, perhaps, in many instances, knows almost as much about new practices in these enterprises as he himself knows.

There is a never-ending need for upgrading or updating young-adult farmers in order that they can successfully keep abreast with new technical knowledge and skills, which will in turn increase their efficiency and productivity. Both agricultural producers and agri-business managers have expressed a need to have available organized courses that will enable them to upgrade and update their skills and competencies in the areas of production and management. Some communities have reached a high level of success by providing these services through adult farmer classes, often supplemental with organized young farmer programs. These classes and programs have been highly successful, but only so long as they were able to remain active. However, recent studies have revealed

that approximately 40-50 percent of young-adult farmer organizations have been discontinued after only a few years of operation. Among many other speculations about this rapid rate of discontinuance, some ascribe it to a lack of available resource personnel with expertise in agricultural management, specialized knowledge and technical skills.

Statement of the Problem

Currently in Oklahoma, the effort toward a more adequate adult agricultural education program is limited due to the availability of resource personnel with expertise in agricultural management, specialized knowledge, and technical skills which is current and systematically organized or regularly scheduled on a statewide basis. In order to upgrade and update subject matter areas, there appears to be a strong need for specialized assistance.

Purpose of the Study

The purpose of this study was to survey vocational agriculture instructors and young-adult farmers to determine their perceptions of the need, feasibility, and possible acceptance of an adult agricultural education specialist program for the State of Oklahoma.

In order to accomplish the purpose, it was necessary to achieve the following objectives:

1. To establish a profile of the young-adult farmers participating in this study.
2. To determine the nature and extent of the participation of young-adult farmers in those short courses or workshops currently offered in the various communities throughout Oklahoma.

3. To determine to what extent there exists among young-adult farmers and vocational agriculture teachers a perceived need for organized and systematic scheduled short courses for young-adult farmers in agricultural subject matter areas.

4. To determine expressed preferences of interested young-adult farmers and vocational agriculture teachers regarding sources of instruction and teaching personnel for adult education in the local communities of Oklahoma.

5. To determine the desired role and possible function of adult education subject matter personnel in such areas as in-service training, consultation, and short courses for teachers as well as ancillary services such as consulting on curriculum for secondary courses and providing assistance for FFA activities.

6. To determine the nature and kind of agricultural education programs needed and desired by young-adult farmers in the many communities of Oklahoma.

Definition of Terms

For the purpose of this study, the following definitions are given:

1. Adult Agricultural Education Specialist Program - Georgia and Texas have established adult agricultural education programs utilizing specialists which are described in some detail in the review of literature. These programs might be looked at as examples when considering a similar program for Oklahoma.

2. Advisory Council - is a group of laymen who represent all community interest and have been named to assist in the development of school policies and programs affecting agriculture.

3. Agricultural Mechanics - is a group of related skills, mental and manipulative, which includes all of the unspecialized mechanical activities that would be done on the farm such as electrical wiring, tractor maintenance, arc welding, etc.

4. Agricultural Specialists - are individuals who have been trained or have expertise in a specific subject matter area who could be available to conduct short courses sponsored by teachers of vocational agriculture and local public schools.

5. Animal Science - is the breeding, feeding, and care and management of animals and the marketing and processing of animals and their products, as gained through practical experience and research methods.

6. Eligible Students - are those individuals who have passed the age of compulsory school attendance and who are available to participate in an organized educational activity.

7. Farm Management - is the allocation of limited resources to maximize the farm family's production.

8. Organized Young-Adult Farmer Program - is an educational program organized on a group basis for the purpose of providing agricultural instruction for adult farmers and young farmers.

9. Plant Science - is identifying, breeding, producing, and managing of plants and the marketing and processing of plants and their products, as gained through practical experience and research methods.

10. Resource Person - is a technically trained person utilized in presenting information to a group in his area of training.

11. Short Courses - are courses of instruction organized in a single subject matter area, are of one week duration, and conducted for interested agrarians by specialists or other resource personnel.

12. Supplementary Training - training which provided an individual with certain knowledge and skills to return to their specific trade or occupation with additional knowledge and skills in a specific area or field.

13. Total Vocational Agriculture Program - is a vocational agriculture program that includes instruction to in-school youth, young farmers, and adult farmers.

14. Young-Adult Farmer Agricultural Education Short Course - an organized educational activity sponsored by local vocational agriculture departments on a specific subject matter area for the interested local young-adult farmers. Courses are usually conducted in the evening, averaging three to four hours per session for a total of 12 to 20 hours over a one week period.

15. Young-Adult Farmer - is an individual who is considered established in farming and/or an agricultural business or who is in a process of becoming established.

16. Young-Adult Farmer Association - is an organization of, by, and for the young-adult farmers who have joined together with a major purpose to pursue educational learning opportunities in the areas of farming and ranching, or in agricultural related occupations.

Assumptions of the Study

For the purpose of this study, the following assumptions were accepted by the investigator:

1. That teachers and young-adult farmers will provide accurate and unbiased information regarding a need for an adult agricultural education specialist program.

2. That adult learners perceive themselves as being different than regular daytime student and expect to be treated as mature individuals.
3. That adult learners need education to achieve specific identifiable goals such as improving job performance.
4. That adult learners want educational experiences/knowledge which are related to job/life situations; enter in a problem-centered frame of mind, and are more interested in applied knowledge than theory.
5. That adult learners desire minimum time expenditure in completing their educational objectives.
6. That adult learners enter the program with a high readiness to learn.
7. That satisfaction with the instruction is positively correlated with persistence and ability to achieve.

Scope and Limitations

Due to the returns from approximately one half of the teachers and adults associated with them, the findings of this study only represent the opinion of these groups and cannot be construed to represent the opinions of all vocational agriculture teachers and the adults associated with them. Due to the method of having the teachers select two young-adult farmer respondents, the opinions reflected are those only of this selected group and may not represent the opinions of young-adult farmers in the same communities who were not selected. The selected questions used in this study are not all of the questions that are pertinent to the perceived need, feasibility, and possible acceptance of a proposed adult agricultural education specialist program for the State of Oklahoma; however, the ones selected for this study were those believed most relevant by supervisors and university educators.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

Introduction

Books, bulletins, professional magazines, and periodicals were selected and carefully analyzed for the purpose of exploring the field of adult education in agriculture as it relates to the study. The materials that were reviewed have been assembled and summarized into four broad categories. These categories are (a) the need for adult education programs in agriculture, (b) the availability of federal and state funding which affects adult education in agriculture, (c) procedure for involvement and an assessment of learning, and (d) the feasibility of organizing and conducting adult education programs in agriculture and related agri-business.

Adult education can be traced back as far as 1629 when the Pilgrims used the Bible to teach each other to read; however, it was not until 1926 that the American Association for Adult Education was organized and adult education was publicly defined.

An international definition of adult education was propounded in 1966 at a meeting of twenty-six educators representing eight countries. Their conclusion was that . . . adult education is a process whereby persons who no longer attend school on a regular and full-time basis (unless full time programs are especially designed for adults) undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding, skills, appreciation, and attitudes (16, p. 9).

Although adult education began as a social supplementation to a deficient education, today it has become a very important function of our society. Due to the rapid advancement of technology, our adult population has found itself in need of constant and continuing education. Adult education has attempted to develop a philosophy in order to meet the needs of all who want it, need it, and can profit by it. Klevins as cited by Knowles (17) stated:

If a man is to operate successfully in our society, he must be comfortable with his community. It is to this end that the functions of adult education are aimed; to expand communication skills; develop flexibility to change; improve human relations; facilitate participation; and assist personal growth. The basic goal of all of these is to help individuals function more effectively in society and within their own community (p. 10).

Research has shown there are many approaches and methods used in teaching adults; however, one must take into account the social and economic status of those being taught in order to relate to the group effectively. Venn (40) stated that education for adults is considered by many to be a process rather than a program--a process that involves the development of the individuals for social, economic, and occupational competence.

The advancing technology in agricultural production, processing, and marketing has continued to add complexities to the necessary competencies for farmers, ranchers, and related agri-businessmen. As recently as ten years ago (1965), over 6.8 percent of the American population lived on farms and ranches. Now approximately 4.5 percent live on farms and ranches, and in spite of the decrease in the number of farmers and ranchers, total production has increased 15 to 20 percent (30). These strides are the result of research, education, and the

application of mechanical power to agriculture.

According to the 1965 estimates of the Oklahoma Crop and Livestock Reporting Service, there were 95,000 farms in Oklahoma. In 1975, there existed 86,000 farms in Oklahoma with a decrease of 9,000; the total land acreage in farms had decreased 500,000 acres over the same period (31).

The total estimated value of all farm land in Oklahoma in 1965 was less than five billion dollars; whereas, in 1975, the total value was nearly ten billion dollars. It was interesting to note that there was a gain in the average size farm of over 35 acres and an increase of over \$160.00 per acre in the average value of land (29). This trend toward larger and fewer farm operations has rapidly changed the type of farming from one of diversification to specialization.

The teachers of vocational agriculture have had to assume a share of the responsibility for adult agricultural education programs for adult farmers, ranchers, and/or agri-businessmen. These professions, whose number is decreasing, have been expected to produce food and fiber for a rapidly increasing population. Mills (21) stated that:

The program of vocational agriculture faces the challenge of assisting rural people in preserving values important to them and at the same time helping farmers find ways of operating their agricultural plants in such a manner that they will have sufficient income to enjoy a reasonable standard of living.

The responsibility of vocational agriculture involves many service areas. These areas of responsibility involve the following:

1. Efficiency in agricultural production
2. Efficiency in marketing, distribution and utilization
3. Conservation, development, and wise use of material resources
4. Management of the farm
5. Community improvement and resource development
6. Leadership and citizenship development (p. 78).

The teachers of vocational agriculture have operated within the limits of resources available. The available resources could be of a physical property and/or of a technical competence nature. For example, educators in vocational agriculture should be careful not to plan a program requiring the resources of a highly specialized individual unless such an individual could be readily available through specialists within the vocational agriculture service (1).

These programs could be carried on in institutions, on the job, or in formal or informal situations. The learning activities that have taken place in educational institutions have usually been planned and organized and have been distinguished as a program. Such programs have had as their objective either the preparation of the individuals to enter an occupation or the upgrading, or updating, of the adults in whatever vocation they may have chosen. Most adult education may be classified as either preparatory or supplementary in nature.

Penner (23) stated that time and energy are wasted by adult educators who plan and conduct programs of adult learning without considering the nature of the learner and therefore make little conscious effort to fit a program to that nature. Prosser (24) said that adults desire a teacher to teach in simple language that they can understand. It is what he says that is important to them, not the perfection of the way he says it. To meet the needs of adults effectively, Prosser feels that the instructors of adult education programs should meet the following qualifications: (1) mastery of the skill and knowledge which he teaches; (2) ability to teach; (3) ability to plan and carry out plans; (4) ability to cope with and understand adults; and (5) ability to analyze his trade, occupation or avocation for instructional purposes.

Prosser (24) also indicated the following personality traits as essential to effective teaching: good health and vigor, at least fair personality, good standing as a workman and as a citizen, genuine interest in assisting adults, and enthusiasm for the task at hand.

The writer felt these qualifications and traits were very important in selecting instructors to teach in the adult agricultural education program for adults and/or young farmers throughout the state.

The Need for Adult Education Programs

Having viewed the role of adult educators, it would appear to be simple to operate successful educational activities for mature men and women. This can be true if success has been defined in terms of the numbers and enthusiasm of the participants. However, the past history of adult education has indicated that the mission of adult educators has been much greater. In fact, according to Knowles (17) this mission has been best described in relation to satisfying three distinct sets of needs and goals: the needs and goals of individuals, the needs and goals of institutions, and the needs and goals of society.

The primary and immediate mission of every adult educator should be to help individuals satisfy their needs and achieve their goals. If individuals are asked what their goals are, they will usually respond in terms of the acquisition of some specific competence such as "being able to weld different kinds of metal" or "knowing how to develop maximum performance in beef production." Some individuals might go one level of abstraction higher to such objectives as "being able to make money" or "being able to get along with people better." Another very important mission of the adult educator has been to assist adults in developing

the attitude that learning is a lifelong process and to acquire the skills of self-directed learning.

Involvement of Individual Needs

The ultimate need of individuals has been to achieve complete self-identity through the development of their full potentialities as described in Maslow's "Hierarchy of Human Needs" (20).

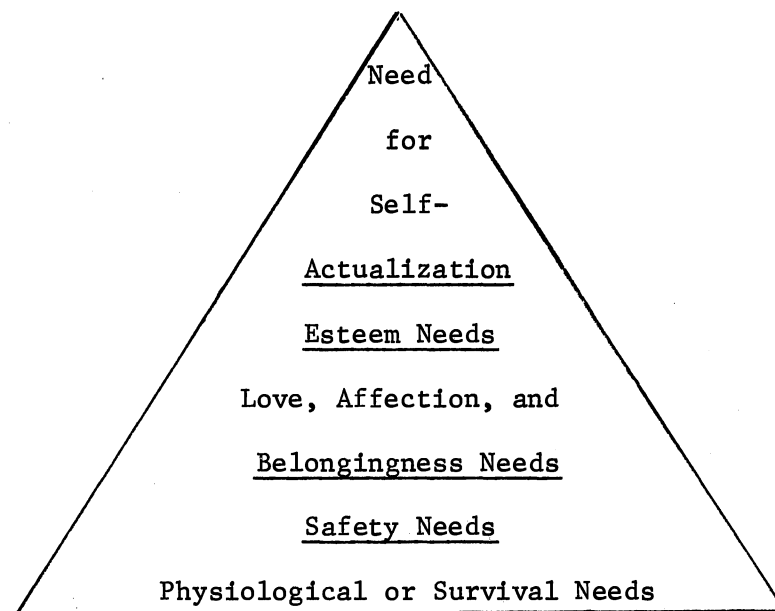


Figure 1. Hierarchy of Human Needs

Most basic needs have to do with survival; physically, and psychologically. Generally, an individual cannot satisfy the upper level needs unless the basic needs have been satisfied. Maslow (20) emphasizes that the need for self-actualization is a healthy man's prime motivation.

Self-actualization means actualizing one's potential, becoming everything one is capable of becoming. This concept implies that the adult educator's mission should be to help each individual learn what is required for gratification of the needs at whatever level he is struggling.

Agrarian individuals have both self-directed and self-identified needs which must be met. If one took into consideration the enterprise in which the adults have been involved, there should be programs or courses offered to meet their individual needs in these particular enterprises. However, they must remain realistic and practical in nature. Courses must include managerial and/or skill training in order for the adults to remain viable in today's society. The individuals who will take advantage of such course offerings will possibly have divergent educational backgrounds and needs. Some will have terminated their education previous to receiving a high school diploma, while others may have higher educational degrees. However, those involved in such a technically diversified field as agriculture need a constant source of current information and refinement of technical skills in addition to sharpening the managerial aspects of their careers.

Involvement of Institutional Needs

In order to facilitate such undertakings, adult education must take place under the auspices of institutions either industrial, public, or private. Adult education will then be developed by these institutions to assist individuals in meeting their needs. These institutions, too, have needs and goals that help to define the adult educator's mission. Knowles (17) points out at least three sets of these needs and goals that can be served and in some ways served best by adult educational means:

. . . the development of individuals in the institution constituency in the direction of the institution's goals for them; the improvement of institutional operation; and the development of public understanding and involvement (p. 30).

The institution which has been most concerned about meeting the needs of individuals agrarian in nature, is the State Department of Vocational and Technical Education, Division of Vocational Agriculture.

District Supervisors have stated that:

There is not at this time adequate personnel to comply with requests for specialized instructional assistance to meet the demands from various agrarian adult groups throughout the state (8).

Since adult education has become the number one priority of vocational-technical education in Oklahoma, agricultural educators including teachers, supervisors, and teacher educators are in general agreement that an effort must be made to further the cause of agricultural education among adults. There must be developed a mechanism to rapidly expand this level of education in order to assist local teachers in their efforts to provide meaningful educational programs to the adults in their local communities throughout the state.

The adult agricultural education program in Oklahoma has been based primarily upon the selection and assistance of volunteer personnel both within and without the local community. Currently the selection of these individuals has been based largely upon the expressed needs of local adults. Both agricultural producers and managers of agri-businesses continue to need upgrading and maintenance of skills and competencies. Without a doubt this need has been on the increase; however, educational assistance has been limited due to low numbers of those individuals with competencies to assist in teaching those diversified agricultural subject matter areas needed. Those with competencies are involved for

the most part in managing and maintaining their own farms, ranches, and/or businesses. It has been difficult for them to accept or honor all requests for their services to teach adult courses.

Involvement of the Society

Knowles (17) stated the following concerning social involvement:

Every society has used adult-education processes to continue the development of the kind of citizens visualized to be required for the maintenance and progress of that society; and the perception of the kind of adult required is different for each society. For example, the perception in urban society is different from that in rural society. The challenging fact is that every adult educator is the agent of several different societies whose needs they are expected to serve simultaneously. And one of the measures of their artistry is the extent to which they are able to understand and serve these differing needs (p. 32).

The vast numbers of adult education programs offered to different communities within each state have their own peculiarities and diversifications. In planning adult education programs for an agricultural community, it is well to review the services provided by other institutions to arrange for the best possible means of meeting the needs of a particular agrarian population without duplicating the efforts. However some modifications may be necessary before full implementation. The educational needs of adults cannot be identified and expected to remain the same. While some needs are stable, Kempfer (15) said "others change according to economic conditions, world tensions, and other domestic situations" (p. 31).

In further comments upon the need for adult education, Bryson (4) stated:

The very simple notion of getting an education and then going out into the world to use it no longer suffices. Learning becomes a necessary element in the life process, continuing

as long as life itself continues. The conscious organization of adult education, that is, the provision of opportunities for continuing intellectual development, has become not merely desirable but necessary. Modern civilization cannot be given over to new generations of children and safely intrusted to them if they continue to work only with what they can learn in their first intense educational experience (p. 6).

The agrarian population has many stringent demands placed upon it by the existing and future societies. They have been looked upon to provide the basic survival needs--food. With the decrease in rural population and the increase in urban population, this demand will no doubt become greater.

Fulfillment of Needs Through Learning

Bergevin, Morris, and Smith (3) stated that all persons participating in adult education need to learn something about their responsibilities as learners. They need to learn how to learn in a cooperative and mutually supporting manner. Experience and research have shown that adults can be taught to identify needs and to plan and conduct their own learning activities. They can learn to discuss issues in a productive way, to deal with conflict in the learning situation, and to share in the evaluation of their learning experiences. Knowles (17) addressed this phenomena when he wrote:

To an adult, his experience is him. He defines who he is, establishes his self-identity, in terms of his accumulation of a unique set of experiences. So if you ask an adult who he is, he is likely to identify himself in terms of what his occupation is, where he has worked, where he has traveled, what his training and experience have equipped him to do, and what his achievements have been. An adult is what he has done.

Because an adult defines himself largely by his experiences, he has a deep investment in its value. And so when he finds himself in a situation in which his experience is not being used, or its worth is minimized, it is not just his experience that is being rejected--he feels rejected as a person (p. 44).

Conducted research provides strong emphases relative to the ability of adults to learn. Thorndike (28) observed that the ability of adults to learn declined very little with age. Adults of any age retain this ability to learn provided the subject matter is of personal interest. Over the years adults have proved the validity of this phenomena by their enthusiastic participation in adult education programs.

Bergevin (2) believed that people will not necessarily respond to a learning program merely because it is good for them. To be truly productive, an adult learning program must be fashioned to solve the peculiar problems at hand in terms of the particular needs of those involved.

For example, farmers, ranchers, or related agri-businessmen who have participated in adult classes have been concerned with problems and needs of direct interest to them. They have the capacity to learn essential information and to make decisions essential to the operation and management of their establishments. This has been mainly due to the nature of the problem solving and decision making processes that occur in the day-to-day farming, ranching, and/or agri-business operations.

Availability of Federal and State Funding in Adult Education in Agriculture

It is generally assumed that the program for out-of-school groups in vocational agriculture had its beginning with the passage of the Smith-Hughes Act in 1917. In fact the National Congress has passed a number of acts relating to vocational education of less than college grade. In tracing the development of this work, ten of these acts are of importance, since each marked a forward step in the national program.

These acts are as follows:

The Smith-Hughes Act approved February 23, 1917 (Public Law, No. 347, 64th Congress). This is the basic act since it contains many provisions which have been made to apply to later acts. The act provides annual appropriations for distribution to the States for the promotion of vocational education in agriculture, trades and industry, and home economics, and for the training of teachers for those fields. This act is still in effect (36, p. 929).

An act extending the provisions of the Smith-Hughes Act to Hawaii approved March 10, 1924 (Public Law, No. 702, 70th Congress). The act authorized an annual appropriation to be used for the same purposes and under the same conditions as the funds appropriated by the Smith-Hughes Act for use in the States. This act is still in effect . . .

The George-Reed Act approved February 5, 1929 (Public Law 702, 70th Congress). This act authorized appropriations of additional funds for use by the States and Territories for vocational education in agriculture and home economics. In general, the conditions of the Smith-Hughes Act applied to work done under this act (37, p. 1151).

An act extending the provisions of the Smith-Hughes Act and any supplementary acts to Puerto Rico approved March 3, 1931 (Public Law, No. 235, 73rd Congress). This act authorized an annual appropriation to be used for the same purposes and under the same conditions as the funds provided by the Smith-Hughes Act for use in the States. This act is still in effect (38, p. 792).

The George-Ellzey Act approved May 21, 1934 (Public Law No. 245, 73rd Congress). This act replaced the George-Reed Act and authorized, for a period of 3 years, appropriations to the States and Territories for vocational education in agriculture, home economics, and trades and industry, to be expended under the general provisions of the Smith-Hughes Act (38, p. 792).

The George-Deen Act approved June 8, 1936 (Public Law, No. 673, 74th Congress). This act replaced the George-Ellzey Act in 1937 and authorized annual appropriations for use by the States and Territories, including Puerto Rico and the District of Columbia. Additional financial provisions were made for the services covered by the Smith-Hughes Act, and also, for education in distributive occupations. Some exceptions were made to the conditions of the Smith-Hughes Act. The principal change provided for the matching of Federal funds on a graduated scale, starting at 50 percent and reaching 100 percent in 1947 (29, p. 1488).

The Vocational Education Act of 1946, commonly known as the George-Barden Act, approved August 1, 1946 (Public Law, No. 586, 79th Congress). In form, this act amended the George-Deen Act: in reality, it rewrote that act, adding many new provisions and thus superseded the George-Deen Act. Like the George-Deen Act, the George-Barden Act is permanent legislation authorizing annual appropriations. The amounts of the annual appropriations authorized were increased and expenditures for a number of new phases of work were authorized. This is still in effect (32, p. 741).

The Vocational Education Act of 1963, approved December 18, 1963 (Public Law, No. 88 - 210; 77th Stat. 403). This act was to strengthen and improve the quality of vocational education and to expand the vocational education opportunities in the nation. It was also to extend for three years the National Defense Education Act of 1958 and Public Laws 815 and 874, Eighty-First Congress (federally affected areas), and for other purposes.

It was the purpose of this act to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training. This act is currently in effect (33, p. 445).

The Adult Education Act of 1966 (p. 91-230) created an action program which led to a large teacher and administrator training program. The major funding provided literacy classes in local school districts, staffed primarily by elementary and secondary teachers on a part-time basis. These teachers, together with those part- and full-time

supervisory and administrative staff in local school districts, community colleges, and state departments of education made up this new training clientele. Substantial funds from the act were provided the Commissioner of Education, for use, at his discretion, for teacher training, and for demonstration projects. Many of these programs were also concerned with staff development (34).

The Vocational Education Amendments of 1968, approved October 16, 1968 (Public Law No. 90-576; 82 Stat. 1064) were to amend the Vocational Education Act of 1963 and for other purposes:

It was the purpose of this act to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in postsecondary schools--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training. This act is currently in effect (35, p. 1229).

All of these acts were passed for the same general purpose--to maintain, extend, and improve existing programs of vocational education and also to develop new programs to meet the current and future needs of society. Overall, the basic principles and standards included in the first act have been carried over into the supplementary acts. However, modifications have been made as experience has shown the need.

Procedures for Involvement and an Assessment of Learning

Maybe the first question should be, "How many people need to go back to school?" In the United States, there are approximately 23 million people who are 16 years and older and have less than an elementary school education. There are approximately 64 million people who are in the same age bracket and have less than a high school education. Therefore, this total over 36 million people who are eligible for adult classes (25). This is approximately 40 percent of today's population. One must keep in mind that a very high percentage of the remaining 60 percent is interested in continuing some form of education; however, at this point, the student-teacher ratio would prohibit such an undertaking. Kreitlow (18) indicates that:

Adults are the most responsive, critical, concerned, creative, stubborn, challenging, pleasant two-footed animals on this planet. They will help you with anything from room arrangement to doing their own teaching. They will get along without you. They will tell you what they want to learn if you give them a chance. The adult can be reached by mass media, in large groups, in small groups, or as individuals. An adult will learn in any of a hundred patterns a creative teacher can invent. When they want to learn they will bend to suit your moods. When they are not interested in what you have to offer, you will soon know it. They will not all steal away, some will just up and clamber out (p. 192).

In keeping with Kreitlow's insight into the nature of adult learners, Cleugh (6) suggested that each adult have a stated reason and an ulterior motive for seeking further training. Each adult will bring with him his own frustrations, ambitions, and humiliations, as well as a store house of experiences and knowledge. Adults seek not to be told what to learn, but rather they want to discover the best methods of learning and meeting

those goals that they have set for themselves.

Adults are motivated to learn if they can satisfy a basic need through learning. Basic needs, wants, desires, motives, incentives, or urges have been classified in a variety of ways. The following categories are reasonably adequate for extension teaching purposes (41):

1. The desire for security-economic, social, psychological spiritual security.
2. The desire for new experiences-adventure, new interests, new ideas, new friends, and new ways of doing things.
3. The desire for affection or response-companionship, gregariousness, and social-mindedness; the need for a feeling of belonging.
4. The desire for recognition-status, prestige, achievement, and being looked up to (p. 5).

Adults must be guided along the best path toward meeting their needs. They must not be forced into those experiences for which they have no immediate use. The teacher's contact must be meaningful to each adult student's needs or they will drop out of the program.

Adult learners usually have a great deal of frustration. They are afraid that they will not be able to learn what they have set out to learn. Although they may show a great deal of desire, they still want to know how long it will take. It is very difficult to set a time limit; therefore, it is the responsibility of the adult educator to be direct and reassuring. The educator must set the adult learners at ease. Since the adult learners have fears of learning and tend to place high value on their time, they will resort to defense tactics so that if they do not reach their goals, they can say, "I told you I couldn't learn that." Past research has suggested that adults have the ability to learn most things better than children, although it may take them longer (13).

The learning process for adults must involve the identification of realistic goals and objectives; then the adults and the adult educators must measure their accomplishments. The adults need as much immediate gratification and reward as possible. They must be able to see meaningful progress or they will become disgusted and quit (13). Administrators of adult programs indicate drop out problems are a result of the fact that the students feel that they have not made any progress either through their own efforts or the efforts of the teaching staff. The battle is usually won or lost on the basis of progress and involvement. The adults do not like to waste time, primarily because they have wasted enough time already. They must learn and then be able to see evidence of their accomplishments. In class meetings, the adults must be free enough to explore avenues that are new to them. It is the task of the adult educator to create an atmosphere that will allow for flexibility and exploration. At times the adult students need to be taught, and at other times they need to teach themselves. There are also times when they can learn better with and from their classmates.

In addition to providing the proper atmosphere for adult learning, the adult educator must be aware of further criteria for the development of curriculum for adults. Thatcher (27) related five principles which apply to curriculum development:

1. Adult education is a vital part of the public school system. For education to meet the needs of the community it must serve the people of that community.
2. Adult education is necessary for a progressive community.
3. Adult education should be a service to all members of the community.
4. The programs should serve the needs and interests of the community.

5. Adult education programs should be comprehensive enough to offer different types of courses for different people in the community (pp. 39-40).

After examination of these five vital concerns, it must cause the adult educators to wonder how they are to go about the business of instituting a program reflecting these criteria. One must examine the abilities, needs, and interests of each student. After diagnosing the needs, the adult educator must prescribe the correct materials, methods, and experiences needed to meet each individual student's needs (27).

It is important to note that small things must be taken into account in establishing adult education classes. For example, the location of the class is significant. Classes should not be offered in elementary schools. Adult learners have been known to say, "I do not mind going back to school, but does it have to be an elementary school." The chairs, desks, and chalkboards are designed for small children. Adult students cannot sit comfortably at the desks. These considerations may seem trivial, but the adult learner is very sensitive. After adults work all day, they are tired, and come to classes on their own volition; consequently, the learning atmosphere must be comfortable, attractive, and functional.

To insure the success of adult programs, one must keep in mind not only the physical surroundings but also some other important areas. Adults can be divided into three important groups: basic learning called Adult Basic Education (ABE), high school completion called General Educational Development (GED), and special interest courses called learning for advancement and/or supplementary learning. The writer wishes to discuss only the latter within this study.

Many adults take special courses for advancement or supplemental

learning, such as arc welding, tractor maintenance, and beef production. They enroll in these courses as a result of their own unique interests. It does not matter that they receive a piece of paper indicating that they have completed the course as much as it matters that they satisfy their own needs and interests.

For a successful adult education program, one must remember that it requires teachers who understand the uniqueness of adult needs and who care whether the learner accomplishes his individual goals and objectives. The adult students must be able to withstand the frustrations and can maintain the desire and interest so necessary to learning. To insure success, a state or community must be wise enough to recognize the need for such a critical program (27).

Evident by now should be the fact that most of the methods utilized by good teachers at any level are crucial in the world of adult education. Equally evident and even more critical in nature is the fact that, as is the case with all learners, the adult learner is unique and requires unique consideration in the teaching-learning process.

Feasibility of Organizing and Conducting Adult Education

It has been generally agreed that in selecting courses to be offered to adult and young farmers, consideration should be given to the needs and interests of farmers, ranchers, and agri-businessmen. Deyoe (9) writes:

Overall plans made in advance of an adult-farmer class should be geared to the specific farming activities which are anticipated for the farmers who will enroll. A desirable course plan permits intensification of instruction which is carried to the stages of application on the farms of the

participants. These conditions are most likely to be met if the course consists of a series of closely related divisions planned for a series of 10 or more meetings, rather than a segmented, unrelated series of topics with only one or two meetings on each topic (p. 516).

The intensification of instruction can be met with different types of classes. Garris (11) classifies the classes as:

. . . the intensive class; the slack-season class; and the long intermittent class. The intensive class usually meets daily for a specified time. In most states an adult class must meet at least fifteen times for a minimum of 30 clock hours per year. The slack-season class is held during that part of the year when there is a minimum amount of farm work. The class usually meets from two to five times per week. The long intermittent type of class usually meets once or twice each month of the year. This type of class gives the teacher an opportunity to consider problems as they are faced on the farm (p. 238).

The adult education specialist program selected for this study should be classified as intensive because the length of the short course desired by the participants in the study was three hours per night for one week.

The responsibility for organizing and carrying out a functional adult and/or young farmer educational program is a considerable task. A program of this nature would be organized and conducted under the sponsorship of the teacher of vocational agriculture. The adult and/or young farmer program must not only have the approval of the school administration but also have its support. Quite frequently this support is given by the administration with the appointment of an advisory council to assist the teacher of vocational agriculture. The advisory council should assist in the development of written policies for the total agricultural education program. These policies should spell out the responsibilities, commitment, and intent of the local school district to provide appropriate agrarian adult education to all who have a need

for it and can profit from it.

The Georgia Plan

In 1955, Georgia initiated a program of adult agricultural education to assist instructors of vocational agriculture in providing course instruction for adult and young farmers both in the classroom and the laboratory. The classes usually meet from three to five times with six to 14 hours of instructional time divided between classroom instruction and practical work experience.

According to Chapman (5), area teachers are located in each of the administrative areas in Georgia. They devote approximately 65 percent of their time to preparing for and teaching groups of farmers who are organized by local agriculture teachers. About 20 percent of their time is given to providing in-service education for regular and young farmer-adult farmer teachers of vocational agriculture. The remainder of their time is devoted to special problem areas in connection with the total program of vocational education in agriculture.

Local teachers of vocational agriculture request the assistance of area teachers when planning local programs of work by listing the courses in which they would like to have help. The area teacher follows up after checking programs of work and develops schedules with teachers with whom he will be working.

Chapman (5) said the area teacher is able to give expert technical instruction in areas where the regular teacher of vocational agriculture is not a specialist. He further states that the area teacher program in Georgia has made a significant contribution to both the quality and quantity of young-adult farmer instruction.

The Texas Plan

In 1958, the Texas Education Agency and Texas A & M University entered into an agreement to carry on an adult and young farmer program. The purpose was to assist the instructors of vocational agriculture in fulfilling their responsibilities in providing young-adult farmer education programs in local public schools.

According to Jaska (14), specialists are employed to conduct systematic short courses for adult and young farmer groups which are organized and sponsored by local public high schools. In order to avoid duplication of effort with the Texas Agricultural Extension Service, courses taught by these specialists are conducted according to the standards set forth by the Texas Education Agency under the State Plan for Vocational Education.

The standards specify that educational programs may be conducted by specialists on a short course or workshop basis for regular adult farmer or young farmer groups which meet at scheduled intervals throughout the year. The length of short courses is a minimum of 12 hours of formal instruction plus laboratory work. Specialists are employed in the various agricultural subject matter areas according to needs determined mutually by the Texas Education Agency and Texas A & M University.

Jaska (14) stated that each specialist is assigned to one of the ten geographical areas for vocational agriculture in Texas for a period of one month each year, September through June. Assignments to local schools within the area are the responsibility of the area supervisor. Each specialist conducts an equivalent of three 12-hour short courses each month. The specialist devotes the remaining part of the month to

preparation of teaching materials and obtaining research data. Also time is contributed to other activities such as district in-service education meetings for teachers, judging shows and contests, conducting safety demonstrations, and presenting programs on radio, television, and for civic groups. Lesson plans and publications have also been developed by the specialist staff for use in adult short courses and in other teaching situations.

According to Jaska (14), vocational agriculture teachers who have sponsored adult agricultural education short courses report many favorable and far-reaching effects on local programs. The most frequently listed outcomes of the program are these:

1. Teachers become aware of the need and desire of adults for educational programs on a continuous basis.
2. The growth of young farmer programs is stimulated.
3. The confidence of teachers in conducting adult education programs is increased.
4. Models and patterns for adult education procedures and techniques are provided.
5. Farmers and ranchers become aware of other programs sponsored by vocational agriculture departments.
6. School administrators recognize the responsibility and advantage to schools from adult education.
7. Vocational agriculture teachers have access to recent agricultural information and see new approaches.
8. Business, industry, and civic groups recognize adult education as a school responsibility, thereby improving the image of vocational agriculture (p. 148).

Specialized Courses for Adult Farmers

A study of the Georgia and Texas Adult Agricultural Education Programs for 1968-69 revealed the following information. During 1968-69,

20 area teachers were employed to teach in the Area Teacher Program in Georgia. While working with local teachers of vocational agriculture, they taught 378 short courses with 5,636 farmers, ranchers, and related agri-businessmen participating in the different programs. This is an average of 14.9 participants per class. The Georgia Area Teacher Program averages 281.8 students per teacher for 1968-69 (5).

During that same period, ten specialists were employed to teach in the Adult Agricultural Education Specialist Program in Texas. While working with local teachers of vocational agriculture in Texas, it was found that they taught 266 short courses with 6,156 farmers, ranchers, and related agri-businessmen participating in the different programs. This is an average of 23.1 participants per class. While conducting these short courses, extra and individual instruction was given by the specialists to 4,762 people in the field. In addition, 26 in-service workshops for teachers of vocational agriculture were conducted with 452 teachers participating for an average of 17.4 per workshop. The Texas Adult Agricultural Education Specialist Program averaged 615.6 students per teacher for 1968-69 (14).

In the area of young farmer education, Steakley and Webb's (26) study cited some feasible characteristics that indicated a high degree of successfulness among young farmer chapters. Those chapters considered to be highly successful had significantly (a) higher ratings assigned to the importance of young farmer chapters by advisors, (b) younger members, (c) more members that had completed high school and one college degree, (d) more members that were engaged in an agricultural occupation other than production agriculture, (e) larger numbers of social and educational meetings conducted with the educational meetings consisting of

higher numbers of production agriculture, farm management, and agricultural mechanics, (f) larger memberships, more members in attendance at area and state meetings, more community service activities, larger numbers of resource persons used for teaching young farmer classes, and (g) more teachers of vocational agriculture employed in schools.

Some of the recommendations emphasized by the study are these:

1. A concerted effort should be made to improve the attitude of teachers of vocational agriculture toward the importance of the young farmer program in agriculture.
2. One or more educational meetings should be conducted monthly. The subject matter should consist of production agriculture, farm management, or agricultural mechanics, in accordance with the needs of the membership. Social meetings should be held occasionally throughout the year.
3. Persons employed in all segments of agriculture should be encouraged to become members of young farmer chapters.
4. Members should be encouraged to attend area and state meetings.
5. Chapters should be involved in community service activities.
6. The establishment of multiple teacher departments should be encouraged so that additional time can be allocated to the educational program of young farmers.
7. Extensive use should be made of resource persons and specialists that are available for teaching young farmer classes (pp. 138-139).

The vocational agriculture instructor finds it difficult to be well qualified in all the technical areas needed by adults involved in the managing, producing, and processing aspects of agriculture. Therefore, it is unlikely for them to be a specialist in everything. Their training and background make them specialists mainly in teaching methods. Herein lies the value of the agricultural specialists.

Mills (21) stated that:

An agricultural specialist is one who is trained in some phase of agriculture. He is a leading authority in his field and is respected for his leadership. He is familiar with all aspects of his work. He has the training and the ability to focus attention in the direction desirable to the farmers of today.

The need for agricultural specialists in adult education programs may be evaluated in several ways. In our fast moving agriculture of today, technical advances come very rapidly and the need for their use may be immediate, thereby making specialized training of prime importance. An agricultural specialist serves as the liaison communicator or the vocational agriculture instructor's link with the basic research being conducted or applied in agriculture. He also serves as a consultant assisting the instructor in unfamiliar areas. He is the "technical expert" used to sell or promote better methods involved in agriculture.

The agricultural specialists can well be the key to success in the adult education program of any community. Careful selection of the specialists and constant guidance by the vocational agriculture instructor will do much to improve the rural life of any community. As a trained educator in the community, the vocational agriculture instructor must focus the attention of farmers toward new ideas and the wide variety of possible programs. If he is to properly serve agriculture he must be the leader in solving the problems of the community (p. 79).

Summary

Much has been written regarding young-adult farmer education in the United States. The literature related to the problem under study was carefully selected and critically analyzed in an effort to give insight into the need for such programs. Four areas reviewed for the study were the need for such programs, the availability of federal and state funding, understanding and involvement of the adult learners, and the feasibility of organizing and conducting such programs.

Throughout the literature concerning adult agricultural education, one distinct characteristic was very prevalent--that all parties must be

involved in the planning processes if the program is to be effective and successful. Participant involvement appears to be as important as institutional involvement if one expects any degree of success.

It was found that adult students learn at different rates, that learning is an individual process according to need, and that adult students are autonomous individuals. The acts, policies, and plans which permit and encourage federal and state funding for adult education programs have been reviewed and cited. It was also found that sources of funding are available for such programs. Adult agricultural education programs that are now in effect in Georgia and Texas appear to be very functional and feasible in meeting some of the needs for agrarian adults. The need for organized, systematic and regularly scheduled educational programs for young-adult farmers has been established because of the rapid changes occurring in agricultural economics and technology.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The survey questionnaire technique was primarily used in securing the data. The questionnaires were prepared in the fall of 1974, and the data was compiled in the spring of 1975.

Through an examination of records, reports, and conferences with the district supervisors, teacher educators, and teachers of vocational agriculture, it was discovered that the nature of the young-adult farmer education programs as conducted by teachers of vocational agriculture varied from organized, systematic programs of instruction to individual instruction. In some cases, it was discovered that little, if any young-adult farmer instruction was provided.

The areas of adult education to be included in the study were arrived at by consultation with authorities. These authorities were Oklahoma State Director of Vocational Agriculture; District Vocational Agriculture Supervisors; the State Coordinator for Young Farmer Programs; Department Head of Agricultural Education, Oklahoma State University; and other agricultural education staff members.

Selection of the Population

In Oklahoma, there are 408 vocational agriculture teachers located

in 354 departments which are supervised by the Vocational Agriculture Division of the Oklahoma State Department of Vocational-Technical Education. It was determined that as many vocational agriculture teachers as possible and two young-adult farmers for each vocational agriculture teacher participating in the study should be selected from communities in order to derive a state-wide view of the situation.

It was deemed necessary to collect data from as many vocational agriculture teachers as possible because of the nature and scope of the adult agricultural education program that exists in Oklahoma. It was also deemed essential to gain input from young-adult farmers in the different communities for if an adult specialist program were implemented, they would be the recipients of such a program.

Development of the Instrument

The questions and statements included for young-adult farmers and teachers of vocational agriculture were arrived at through consultation with the adult education authorities from the agricultural education department and state department. Additional assistance in refining the questionnaires was obtained from 30 teachers of vocational agriculture through critical observation. The investigator gained input for the potential adult agricultural education participants' questionnaires by personal interview with five young farmers. In most cases it proved to be adequate in clarity and detail to accomplish the purpose for which it was designed.

The questions and statements were so designed that respondents could indicate their answers or choices by checking a response or supplying a response. The choices under the questions and statements were varied

enough to cover many situations or opinions. Before the questionnaire was submitted to the vocational agriculture teachers or the young-adult farmers, it was approved by the district supervisors of vocational agriculture, agricultural education staff, and the researcher's graduate committee. This group aided in final revision of the instrument.

Collection of Data

Four methods or sub-methods must be recognized as eventually being used in the collection process. (1) In the initial effort, approximately one fourth of the questionnaires were distributed to the vocational agriculture teachers at professional improvement meetings in two districts. In this case time was allotted for the teachers to fill out the questionnaires and return them to the district supervisors. At the same time, two young-adult farmer questionnaires were given to each teacher at the professional improvement meetings for dissemination to young-adult farmers in their respective communities. Self-addressed-stamped envelopes were provided in order for the young-adult farmers to return the questionnaires. (2) In a second effort approximately one half of the remaining questionnaires were again distributed to the vocational agriculture teachers at professional improvement meetings in other districts. The time schedule at these meetings prevented teachers from filling out the questionnaires at that time. Therefore, questionnaires completed both by teacher and also by the young-adult farmers using this method were returned to the researcher by mail. (3) Due to a disappointing rate of return from effort number two, questionnaires were mailed to remaining teachers constituting approximately one fourth of the total vocational agriculture teacher population. Accompanying the teachers' questionnaires

were two young-adult farmer questionnaires. Self-addressed-stamped envelopes were provided by the researcher for both the teachers and the young-adult farmers. The teachers were instructed to select two young-adult farmers in the community to fill out the young-adult farmer questionnaires. (4) A final and fourth sub-method was reverted to because of the opportunity provided by the Oklahoma State Young Farmer Convention which was held in Stillwater, February 15 and 16, 1975. Seventy young-adult returns were secured directly from young farmer delegates participating in the convention.

It was discovered through the use of the four collection methods that if time was allotted at professional improvement meetings for the respondents to fill out the questionnaires that almost 100 percent return could be obtained. Direct solicitation from young farmers attending the convention was equally effective. The method that ranked third was the mail-out method with self-addressed-stamped envelopes. It was found that approximately a 50 percent return was collected by this method. The method ranked fourth was distributing the questionnaire to the vocational agriculture teachers at the professional improvement meetings within the districts without allowing time to fill out the questionnaires. It was found that approximately 25 percent of these were returned.

All the young-adult farmer questionnaires were to be distributed to the young-adult farmers by the vocational agriculture teachers. However, the adults were to return the questionnaires by mail in the self-addressed-stamped envelopes. Data were collected from 182 vocational agriculture teachers and 280 young-adult farmers. The 182 completed and returned teacher questionnaires constituted approximately 45 percent of

all the vocational agriculture teachers in Oklahoma. An attempt was made to obtain two young-adult farmer questionnaires for each teacher questionnaire returned. The 280 completed and returned young-adult farmer questionnaires represent 77 percent of the goal accomplished.

Analysis of the Data

The data collected by the completed questionnaires were analyzed using frequencies, percentages, and rank order to determine if responses to the questionnaire items indicated the perceived need for, feasibility of, and possible acceptance of an Adult Agricultural Education Specialist Program for the State of Oklahoma. All the data collected were manually computed and compiled. These data are presented and analyzed in Chapter IV and summarized with recommendations for establishing such a program and for further study and investigation made in Chapter V.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to obtain from young-adult farmers and vocational agriculture teachers in Oklahoma, an opinion as to how they perceived the need, feasibility, and possible acceptance for an adult agricultural education specialist program. The young-adult farmers were given a 40 item questionnaire with the first 25 questions being "Yes" or "No" answers, and the remaining 18 questions being multiple choice with one or more answers. The vocational agriculture teachers were given a 37 item questionnaire with the first 25 questions being "Yes" or "No" answers and the remaining 12 questions being multiple choice with one or more answers. Table I indicates the distribution of questions to the two groups.

TABLE I

DISTRIBUTION OF QUESTIONS

Group	Questions on Young-Ad. Farmer Questionnaire	Quest. on Teach. Questionnaire	Quest. on Both Questionnaires
Yes-No Questions	10	13	12
Multiple Choice	12	6	6

Data were collected from 182 vocational agriculture teachers and 280 young-adult farmers by means of a structured questionnaire. The 182 completed and returned teacher questionnaires constituted 45 percent of all the vocational agriculture teachers in Oklahoma. An attempt was made to obtain two young-adult farmer questionnaires for each teacher questionnaire returned. The 280 completed and returned young-adult farmers questionnaires represent 77 percent of the goal accomplished.

Treatment of Data

The treatment of data involved the use of frequency distributions, percentages, and rank orders to determine if responses to the questionnaire items indicated a perceived need for, the feasibility of, and possible acceptance of an adult agricultural education specialist program. Frequency distributions, percentages, and/or rank order for each of the items on the questionnaires were collated in individual tabular form for purpose of analysis as to the respondent's rating of each item. Results of this tabulation will be found in Tables II through XV.

Profile of Young-Adult Farmer Members

The first objective was to establish a profile of the young-adult farmers participating in the study. Table II shows that from the 280 young-adult farmers responding to the items, one could establish a profile as to the respondents who participated in the study. The number of young-adult farmers living on the farm and ranch was 220 or 79 percent. The number living in town was 54 or 19 percent.

An interesting finding was that 97 had college degrees which was 35 percent of those surveyed, while 53 had more than one year of college or

TABLE II
PROFILE OF THE YOUNG-ADULT FARMER RESPONDENTS

Items	Young-Adult Farmers Responding	
	N	%
Do you live on/in?		
Farm or ranch	220	79
Town	54	19
Small acreage	6	2
What is the highest level of formal education you have completed?		
Less than 9 years	10	3
9 years (junior high school)	26	9
12 years (high school)	94	34
1 or more years of college	53	19
College graduate	97	35
What is your age group?		
65 or over	8	3
45 to 64	70	25
35 to 44	105	38
25 to 34	71	25
Under 25	26	9
How long have you been in production agriculture or the related agri-business in which you are now involved?		
5 years of less	42	15
5 to 10 years	51	18
10 to 20 years	104	37
20 years or over	83	30
*From which of the enterprises listed below is the major part of your income derived?		
beef production	185	66
swine production	31	11
sheep production	5	2
small grains production	82	29
forage production	22	8
other: dairy, peanuts, teacher, etc.	57	20

*More than one enterprise marked by some respondents.

post-high school work for a total of 19 percent. Therefore, 54 percent of the total number surveyed had more than year of college.

The 35 to 44 years old age group had the highest number of respondents which was 38 percent. The 45 to 64 and the 25 to 34 tied with approximately 25 percent. The under 25 age group corresponded with the state figures (29) which is approximately 9 percent.

This study showed that approximately 70 percent had been involved in production agriculture or related agri-business ten years or more. The major enterprise most often listed was beef production which was the first choice of teachers and young-adult farmers. This choice of beef production as number one appeared approximately 50 percent of the time. Small grains was second which is understandable with the vast amounts of wheat, barley, and oats which are produced in Oklahoma.

In establishing a summary profile of the young-adult farmers in the study, the researcher found that the majority of them live on farms or ranches and have at least one or more years of college. The mean of the total age group was approximately 40 years which related to the fact that most of them have been involved in the farming or ranching business ten years or more.

Nature and Extent of Participation

Objective Two was to determine the nature and extent of the participation of young-adult farmers in those short courses or workshops currently offered in the various communities throughout Oklahoma. Tables III and IV indicate that 80 percent of the young-adult farmers surveyed have been actively involved in adult agricultural courses or workshops when these kinds of courses or workshops were offered in their respective

communities. The need for substantial assistance from other agricultural organizations or groups in the nature of formal instructional adult classes was indicated with approximately 50 percent expressing a need for such assistance.

The vocational agriculture teachers were asked if any other agricultural organization or group in the community conducted adult classes and approximately 75 percent responded that other organizations or groups did not conduct adult classes. Also, approximately 70 percent of the teachers indicated that other departments within the school system did not conduct adult classes. The one most often mentioned was home economics education for adults.

The study showed that approximately 80 percent of the teachers had conducted an organized young-adult farmer program on a regular scheduled basis within the past two years. However, approximately 40 percent of those surveyed do not have an organized chapter at the present time. Of those chapters in the study which are still organized and functioning, approximately 80 percent of the young-adult farmers and approximately 95 percent of the teachers indicated that the frequent use of local resource people for educational programs. However, both groups indicated that securing resource personnel was one of their major limiting factors in holding and conducting worthwhile meetings. Both groups showed in the study that the meetings were usually open to the public. More than 50 percent did not schedule meetings during the summer months.

An attempt was made to determine under whose supervision the young-adult farmer education courses were conducted in the past two years and at least 70 percent indicated the vocational agriculture instructor. Approximately 45 percent indicated that they had participated in more

TABLE III

THE NATURE OF THE PARTICIPATION IN THOSE SHORT COURSES OR WORKSHOPS CURRENTLY
OFFERED IN THE VARIOUS COMMUNITIES THROUGHOUT OKLAHOMA

Items	Young-Adult Farmers Responding				Teachers Responding			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Have you been actively involved in adult agricultural courses or workshops which have been offered in your community?	225	80	55	20				
Do you receive substantial assistance from other agricultural organizations or groups in your community in formal instructional adult classes or meetings?	142	51	138	49				
Does any other agriculture organization or group in your community conduct adult classes					50	27	132	73
Does any other department in your school conduct adult education classes?					61	34	121	66
Have you conducted an organized adult and/or young farmer program in your community on a regular scheduled basis within the past two years?					141	77	41	23
Do you currently have an organized chapter of adult and/or young farmers?					106	58	76	42

TABLE III (CONTINUED)

Items	Young-Adult Farmers <u>Responding</u>				Teachers <u>Responding</u>			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Does your adult and/or young farmer group frequently utilize local resource people for educational programs?	215	77	65	23	*103	97	3	3
Does your adult and/or young farmer group open one or more regular meetings to the general public?	231	83	49	17	*100	94	6	6
Does your adult and/or young farmer group not schedule meetings during the summer months?	159	57	121	43	* 85	80	21	20

*Represents responses from only those teachers advising active young-adult farmer groups.

TABLE IV
THE EXTENT OF THE PARTICIPATION OF YOUNG-ADULT FARMERS IN
SHORT COURSES OR WORKSHOPS CURRENTLY OFFERED IN THE
VARIOUS COMMUNITIES THROUGHOUT OKLAHOMA

Items	Young-Adult Farmers Responding	
	N	%
If you were involved in an adult education course in the past two years, under whose supervision was it held?		
county extension agent	45	16
vocational agriculture teacher	153	55
local business organizations	6	12
other--farm cooperatives, young farmer organiza- tions, veteran schools, vocational training schools, etc.	16	6
not indicating	60	21
What is your past experience as a participant in agri- cultural adult education courses? (Formal or informal classes lasting longer than 4 hours in length.)		
completed more than one course	123	44
completed one adult course	45	16
enrolled one time, but did not complete course	7	2
have never participated before	105	38
How long have you been associated or involved with an organized adult and/or young farmer group?		
none	34	12
less than one year	35	13
one to three years	109	39
three to five years	50	18
five to ten years	29	10
over ten years	23	8

than one course. However, approximately 40 percent stated they had never participated in young-adult farmer courses before. At least 70 percent fell into the one to five year span in which they had been associated or involved with an organized young-adult farmer group. There were 12 percent which indicated they had not been involved at all.

Perceived Need for Young-Adult Farmer

Education

Objective Three was to determine to what extent there exists among young-adult farmers and vocational agriculture teachers a perceived need of organized, systematic scheduled short courses for young-adult farmers in agricultural subject matter areas. As Table V indicates there is a strong feeling (98 percent) on the part of young-adult farmers about the need for a well organized and scheduled program to assist in updating technical knowledge and skills of those who are interested in agriculture. Of those young-adult farmers replying 99 percent agreed that agricultural field days were of value or benefit to the farmer or rancher. Of the teachers responding 96 percent replied that their administration was in favor of adult education. Without this positive support from local administrations, young-adult farmer programs would have difficulty in surviving. Also, the vocational agriculture teachers by a 98 percent indication said there was a willingness among the public schools to provide facilities for conducting such programs and for supplying electricity, heat, water, etc. for such adult courses.

An opinion question was asked of the vocational agriculture teachers as to whether they considered themselves as playing an important part in determining the agricultural interest among the young-adult farmers in

TABLE V

PERCEIVED NEED FOR ORGANIZED AND SYSTEMATIC SCHEDULED SHORT COURSES FOR
YOUNG-ADULT FARMERS IN AGRICULTURAL SUBJECT MATTER AREAS

Items	Young-Adult Farmers Responding				Teachers Responding			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Do you think there is a need for a well organized and scheduled program to assist in updating technical knowledge and skills of adults who are interested in agriculture?	273	98	7	2				
Do you believe most agricultural field days are of value to the farmer or rancher?	276	99	4	1				
Is the attitude of your local administration favorable regarding adult education?					175	96	7	4
Is your school willing to provide a facility including electricity, heat, water, etc. for adult courses?					178	98	4	2
Do you believe it is essential for you as a vocational agriculture teacher to determine the agricultural interest among adults within your community?					162	89	20	11
If you don't have an organized adult or young farmer group at this time, would you be willing to organize one if there were adequate assistance?					181	99	1	1

TABLE V (CONTINUED)

Items	Young-Adult Farmers Responding				Teachers Responding			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Would you be willing to coordinate adult programs conducted by specialists as part of your total vocational agriculture program?					177	97	5	3
Do you consider adult/or young farmer courses beneficial to your community?	277	99	3	1	181	99	1	1
Do you believe a well organized program of adult education should always be a vital function of the vocational agriculture program?	259	93	21	7	171	94	11	6
Do you think there is a need for a well organized and definitely scheduled program to assist in helping vocational agriculture teachers better serve the needs and interests of adults interested in agriculture?	265	95	15	5	174	96	8	4

their communities. Approximately 90 percent agreed this was part of their responsibilities. Of those replying, 99 percent of the vocational agriculture teachers said "Yes" to organizing a young-adult farmer program, but they needed to know if there would be adequate and capable instructional assistance available to help them. Of the teachers responding, 97 percent indicated if such assistance was available through the use of specialists in the different subject matter areas, they would be willing to coordinate young-adult farmer programs as part of their total vocational agriculture program.

The young-adult farmers and teachers indicated with a 99 percent "Yes" response that adult and young-adult farmer courses would be beneficial if offered in their respective communities. Approximately 94 percent of both groups indicated that a well organized program of young-adult farmer education should always be a vital function of the vocational agriculture program. By a 95 percent response in the affirmative, both groups suggested a need for a well organized and definitely scheduled program to assist in helping vocational agriculture teachers better serve the needs and interests of young-adult farmers who were interested in programs relating to agriculture.

Table VI contains the responses as to who should determine the need for adult agricultural education programs in the different communities. Sixty-one percent indicated that young-adult farmers in the community should determine the need, while 31 percent felt this should be done by the vocational agriculture teacher. Of the teachers responding, 95 percent suggested that young-adult farmers in the community should determine the need. As also indicated in Table VI, the teachers show that personal contact, letters and postcards, newspapers, and telephones are

TABLE VI
THE PERCEIVED NEED FOR ORGANIZED AND SYSTEMATIC SCHEDULED SHORT
COURSES FOR YOUNG-ADULT FARMERS IN AGRICULTURAL
SUBJECT MATTER AREAS

Items	Young-Adult Farmers Responding		Teachers Responding	
	N	%	N	%
*Who should determine need for adult ag- culture education programs in your community?				
superintendent	4	1		
county extension agent	25	7		
adult or young farmers in community	214	61		
vo-ag teacher	111	31		
others	0	0		
Who is the most helpful in determining the need for adult agricultural educa- tion programs in your community?				
superintendent			0	0
county agent			3	2
adult or young farmers in community			177	95
others--vo-ag teacher			7	3
What kind of media is available to you to "PR" adult education classes?				
newspapers			152	20
television			24	3
telephone			150	20
radio			90	12
letters and postcards			160	22
personal contact			160	22
other: posters and signs			2	1

*More than one response could be chosen by each respondent.

the best means of advertizing education courses for young-adult farmer groups.

Expressed Preference of Instruction and
Teaching Personnel

Objective Four was to determine the expressed preference of interested adults and vocational agriculture instructors regarding sources of instruction and teaching personnel for young-adult farmer education in local Oklahoma communities. Table VII indicated that approximately 90 percent of the adults considered the local public school system responsible for assisting in providing young-adult farmer education through the local vocational agriculture departments to those young-adult farmers who were interested in attending such courses. Of those young-adult farmers responding, approximately 90 percent suggested the vocational agriculture teacher needs the additional help and assistance through the use of subject matter specialists in order to provide an effective program to young-adult farmer groups. Approximately 95 percent indicated that through the use of such specialists, a more effective program for young-adult farmers could be provided.

One of the important aspects of the study was to find out if the young-adult farmers and teachers believed an adult specialist program through the vocational agriculture departments could be justified in the interest of agriculture in Oklahoma. At least 95 percent of the young-adult farmers and 98 percent of the teachers indicated that such a program would be justified here in the State of Oklahoma.

One of the questions asked both the young-adult farmers and teachers was whether they thought a second vocational agriculture teacher could

TABLE VII
PREFERENCE OF YOUNG-ADULT FARMERS AND VOCATIONAL AGRICULTURE TEACHERS REGARDING SOURCES OF
INSTRUCTION AND TEACHING PERSONNEL FOR ADULT EDUCATION IN LOCAL OKLAHOMA COMMUNITIES

Items	Young-Adult Farmers Responding				Teachers Responding			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Do you think your local public school system should be responsible for assisting in providing adult and/or young farmer education through the local vo-ag department for those interested?	250	89	30	11				
Do you feel the vo-ag teacher needs the additional help of a specialist in order to provide an effective adult program to adult and/or young farmers?	246	88	34	12				
Do you think agricultural specialists should be provided to teach adult and/or young farmer education courses on the basis of need throughout the state?	265	95	15	5				
Do you believe an adult specialist program in vo-ag could be justified in the interest of agriculture in Oklahoma?	265	95	15	5	179	98	3	2
Do you believe a second vo-ag teacher could be justified due to the demand for adult and/or young farmer education in agriculture in your community?	175	62	105	38	89	49	93	51

be justified due to the demand for young-adult farmer education in agriculture. The vocational agriculture instructors showed less than 50 percent (Table VII) in favor of adding another teacher for such a cause. The young-adult farmer response was approximately 60 percent in favor of such a program.

In Table VIII, the young-adult farmers have shown that they would prefer the young-adult farmer agricultural education courses to be taught in the public secondary school (vocational agriculture department). Again with four choices to select from, 65 percent of the young-adult farmers selected the subject matter specialist as their first choice. Local resource people ranked last, which might indicate that the young-adult farmers are looking for some expert assistance in helping them with their management and skill type problems.

The teachers were asked what kind of services the state should provide to the local vocational agriculture departments in coordinating young-adult farmer education programs. Approximately 80 percent stated that they would prefer subject matter specialists. The teachers were also asked if they would prefer to have adequate funds for local resource personnel or employed subject matter specialists as regular instructors. Again approximately 90 percent indicated they would prefer subject matter specialists instead of funds to reimburse local resource personnel. If they were employed, there was a difference of opinion among the teachers as to where subject matter specialists should be housed; approximately 50 percent indicated they would prefer the specialists to be housed within the district. Over 40 percent of the teachers preferred the specialists to be housed either in the state department and/or the state university.

TABLE VIII

EXPRESSED PREFERENCES OF INTERESTED YOUNG-ADULT FARMERS AND
VOCATIONAL AGRICULTURE TEACHERS REGARDING SOURCES OF
INSTRUCTION AND TEACHING PERSONNEL FOR ADULT
EDUCATION IN LOCAL OKLAHOMA COMMUNITIES

Items	Young-Adult Farmers <u>Responding</u>		Teachers <u>Responding</u>	
	N	%	N	%
Would you prefer the adult agri. educ. program to be taught in:				
public secondary school (vo-ag)	240	84		
area vo-tech school	24	8		
community college	3	1		
public or commercial facility	19	7		
Which one of the following would be most effective as a teacher conducting short courses for adult and/or young farmers?				
vo-ag teacher	55	17		
local resource people	24	7		
subject matter specialist	212	65		
business or industry personnel	31	10		
other: combination of above	3	1		
What kind of services should the state provide to the local vo-ag departments in coordinating adult educ. programs?				
coordinators of adult programs			43	20
specialists			163	78
other: same as Lee and Benton			1	1
two schools hiring			1	1
Would you prefer adequate funds for local resource personnel or employed Subject Matter Specialists as regular instructors?				
local resource personnel			24	13
subject matter specialists			162	87
If instructors or specialists were em- ployed to teach ag courses to adults, where should they be housed?				
state dept. vo-tech educ.			58	31
state university			20	11
area vo-tech school			15	8
within district			90	49
other: within the county			2	1

Function of Subject Matter Personnel

Objective Five was to determine the desired role and possible function of adult education subject matter personnel. In Table IX the young-adult farmers indicated by a 99 percent choice that the local vocational agriculture teacher should encourage participation in young-adult farmer activities held within their respective communities. Over 90 percent of the teachers believed it was their responsibility to assist in arranging and maintaining a successful young-adult farmer education program within their respective communities.

The teachers showed that approximately 60 percent were in favor of having the adult specialists available to assist with secondary vocational agriculture activities such as fairs, shows, and leadership conferences. Also 77 percent indicated the specialists should be available to assist in updating the vocational agriculture core curriculum for all-day students. However, 96 percent indicated that the adult specialists should be available to teach in-service training and summer conference workshops for vocational agriculture teachers. The young-adult farmers indicated by 90 percent and the teachers by 96 percent that an adult specialist program should be on a regular basis to serve vocational agriculture teachers in meeting the needs of young-adult farmers interested in agriculture. Approximately 90 percent of the young-adult farmers thought the specialist should be available for on-farm instruction and follow-up to assist young-adult farmers. Only 80 percent of the teachers agreed with the young-adult farmers on this question. The teachers were more interested in the specialist teaching than in his follow-up work.

The question was asked whether adult specialists could be profitably

TABLE IX

THE DESIRED ROLE AND POSSIBLE FUNCTION OF ADULT EDUCATION SUBJECT MATTER PERSONNEL

Items	Young-Adult Farmers Responding				Teachers Responding			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Do you feel that the local vo-ag teacher should encourage participation in adult and/or young farmer activities held in your community?	278	99	2	1				
Do you believe it is your responsibility to assist in arranging and maintaining a successful adult education program in your community?					167	92	15	8
Should the adult specialists be available to assist with secondary vocational agriculture activities such as fairs, shows, and leadership conferences?					108	59	74	41
Do you think the adult specialists should be available to assist in updating the vo-ag core curriculum for all-day students?					141	77	41	23
Do you believe the adult specialists should be available to teach in-service training and summer conference workshops for vo-ag teachers?					174	96	8	4
Should an adult specialist program be on a regular basis to serve vo-ag teachers in meeting the needs of adults interested in agriculture?	252	90	28	10	175	96	7	4

TABLE IX (CONTINUED)

Items	Young-Adult Farmers <u>Responding</u>				Teachers <u>Responding</u>			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Do you think the specialist should be available for on-farm instruction and follow-up to assist adults?	248	89	32	11	148	81	34	19
Do you think that adult specialists might be sometimes profitably used to teach adults in the area vocational technical schools?	249	89	31	11	79	43	103	57

used to teach adults in the area vocational technical schools. The young-adult farmers had approximately 90 percent response in favor of such an effort. But of all the questions on the questionnaire, this one received more "No" responses than any other question from the vocational agriculture teachers. Approximately 60 percent were not in favor of such a program.

Nature and Kind of Educational

Programs Needed

Objective Six was to determine the nature and kind of agricultural education programs needed and desired by young-adult farmers in the many communities of Oklahoma.

The young-adult farmer participants' choices shown in Table X indicated that 95 percent of them believed the local vocational agriculture teacher should have the responsibility in assisting in securing information and skills, especially those that are relevant to their needs as farmers, ranchers, and/or agri-businessmen. They also indicated by a 99 percent response that a well organized young-adult farmer group would be effective in promoting and assisting with agricultural activities in the community. If such learning activities were coordinated and conducted, both groups indicated by approximately 90 percent that they would not mind paying a minimum fee to cover laboratory and supply costs.

In Table XI, the young-adult farmers and teachers both indicated they would prefer a course to be approximately three hours in length. Both groups also indicated that a time period of approximately 35 hours per year was preferred in conducting adult agricultural education courses. The months most often preferred for adult education programs were

TABLE X
THE KIND OF AGRICULTURAL EDUCATION PROGRAMS NEEDED AND DESIRED BY YOUNG-ADULT
FARMERS IN THE MANY COMMUNITIES OF OKLAHOMA

Items	Young-Adult Farmers <u>Responding</u>				Teachers <u>Responding</u>			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Do you believe that your local vocational agriculture teacher should have a responsibility to assist you in securing information and skills that are relevant to your needs as a farmer and/or rancher and/or agriculture businessman?	266	95	14	5				
Do you believe a well organized adult and/or young farmer group would be effective in promoting and assisting with agricultural activities in the community?	277	99	3	1				
Do you think a minimum fee could be charged to adults and/or young farmer participants to cover laboratory and supply costs?	261	93	19	7	156	86	26	14

TABLE XI
THE NATURE OF ADULT AGRICULTURAL EDUCATION PROGRAMS
NEEDED AND DESIRED BY YOUNG-ADULT FARMERS
IN THE MANY COMMUNITIES OF OKLAHOMA

Items	Young-Adult Farmers <u>Responding</u>		Teachers <u>Responding</u>	
	N	%	N	%
What would be the most desirable length (hours) of a night session for an adult and/or young farmer agricultural education short course?				
2 hours	132	47	77	42
3 hours	131	47	97	53
4 hours	17	6	8	5
5 hours	0	0	0	0
What would be the maximum total number of hours you would be willing to spend during the year in adult courses?				
15 or less hours	27	10	9	5
16 - 30 hours	116	41	75	41
31 - 45 hours	84	30	53	29
46 - 60 hours	38	14	32	17
61 - 75 hours	15	5	12	7
Whatever needed in community	0	0	1	1
Which months of the year do you consider best for scheduling adult short courses in your community?				
January	239		159	
February	193		128	
March	130		59	
April	77		45	
May	40		27	
June	16		11	
July	9		6	
August	17		13	
September	45		28	
October	88		59	
November	128		102	
December	141		123	

January, February, December, and November. The only month which varied in rank order from the young-adult farmer preferences and the teacher preferences was March. If one reviewed the district, county, and state stock show schedule for the month of March, it is understandable why the teacher might differ with the adults in their preference.

Preferences for Courses To Be Offered
in a Specialist Program

As discussed in Table II, the enterprise most often listed by the young-adult farmers from which they derive the major portion of their income was beef production. As indicated in Table XII, beef production was also ranked first by both groups as their preference of subject matter areas to be taught. However, farm management and pasture production were a close second and third choice. This could possibly be due to the present economic conditions and the close association most people place on farm management, beef production, and pasture production. Both groups selected farm arc welding as their fourth choice and tractor maintenance as fifth. One might interpret this as meaning the farmers and ranchers believe they need enough knowledge and skill in maintenance areas to keep their systems in operation. Other choices by both groups were intermingled, except for sheep production which both groups selected last.

Estimated Number of Adults Interested in
Courses Covering a 12 Month Period

The top five choices of subject matter areas as preferred by both groups were supported by the estimated number of young-adult farmers that

TABLE XII
PREFERENCES FOR COURSES TO BE OFFERED IN A SPECIALIST PROGRAM

Area	Group	1st. Choice		2nd. Choice		3rd. Choice		4th. Choice		5th. Choice		Total Re- sponses	Rank
		N	%	N	%	N	%	N	%	N	%		
Beef Production	*YAFS	142	57	40	16	39	16	16	7	10	4	247	1
	Teachers	98	59	38	23	11	7	13	8	6	3	166	1
Farm Management	YAFS	65	27	65	27	59	25	28	12	23	9	240	2
	Teachers	45	29	37	24	35	22	20	13	19	12	156	2
Pasture Production	YAFS	10	5	63	30	64	31	40	19	30	15	207	3
	Teachers	5	4	35	26	50	37	29	21	17	12	136	3
Farm Arc Welding	YAFS	20	14	26	18	28	19	43	29	30	20	147	4
	Teachers	20	15	18	14	32	24	36	28	25	19	131	4
Tractor Maintenance	YAFS	4	3	13	10	21	17	50	31	49	39	127	5
	Teachers	3	4	6	8	10	13	23	31	33	44	75	5
Swine Production	YAFS	16	18	35	37	12	12	20	21	12	12	95	6
	Teachers	0	0	18	33	14	25	11	20	12	22	55	7
Ox-Acetylene Welding & Cutting	YAFS	5	6	13	15	18	21	25	30	24	28	85	7
	Teachers	2	2	18	15	10	12	27	32	31	36	85	6
Horticulture	YAFS	2	6	3	9	7	21	12	37	9	27	33	8
	Teachers	1	13	0	0	1	13	3	37	3	37	8	12
Farm Electrification	YAFS	0	0	3	10	5	17	8	27	14	46	30	9
	Teachers	1	6	0	0	4	22	1	6	12	66	18	9

TABLE XII (CONTINUED)

Area	Group	1st. Choice		2nd. Choice		3rd. Choice		4th. Choice		5th. Choice		Total Re- sponses	Rank
		N	%	N	%	N	%	N	%	N	%		
Others (Mainly Crops)	YAFS	7	29	2	8	4	17	4	17	7	29	24	10
	Teachers	4	16	6	24	5	20	4	16	6	24	25	8
Farm Electric Motors	YAFS	0	0	1	5	2	9	6	27	13	59	22	11
	Teachers	0	0	0	0	3	37	1	13	4	50	8	13
Landscape & Gardening	YAFS	0	0	1	5	1	5	3	14	16	76	21	12
	Teachers	0	0	2	18	2	18	4	36	3	28	11	11
Dairy Production	YAFS	4	20	6	30	2	10	5	25	3	15	20	13
	Teachers	1	7	3	20	2	13	4	27	5	33	15	10
Sheep Production	YAFS	1	13	1	13	3	37	0	0	3	37	8	14
	Teachers	0	0	1	17	1	17	4	66	0	0	6	14

*YAFS refers to Young-Adult Farmers

would attend such course offerings. In Table XIII, those young-adult farmers responding indicated that their top three groups were very close in estimated numbers to attend as were their choice preferences in Table XII. Two hundred sixty-one young-adult farmers indicated that approximately 11,156 young-adult farmers within their communities would be willing to attend a beef production short course which is an estimated average of 43 per class. Farm management ranked second with an estimated 11,032 state total attendance and an average community attendance of 44. Pasture production was third with an estimated average of 10,710 state total attendance and an average community attendance of 44. The next two selected courses were somewhat lower. Farm arc welding had an estimated average of 6,659 state total attendance and an average community attendance of 29. Tractor maintenance had an estimated average of 6,630 state total attendance and an average community attendance of 33.

As shown in Table XIV, the 182 teachers predicted that approximately 46 to 47 young-adult farmers would participate in each of the following subject matter areas: pasture production, beef production, or farm management. These estimated averages are over a 12 month period. Farm arc welding ranked fourth same as it did in the adult estimated average attendance. Ox-acetylene welding and cutting ranked fifth and tractor maintenance ranked sixth. This is reversed as to the way the adults estimated their attendance. According to the 182 teachers who responded, they predicted that approximately a 46 to 47 average attendance of young-adult farmers would participate in each of the following courses: pasture production, beef production, and farm management. These estimated averages are per class held over a 12 month period. Farm arc welding ranked fourth same as in the adult estimated average attendance.

TABLE XIII

ESTIMATED NUMBER OF YOUNG ADULT FARMERS INTERESTED IN SELECTED COURSES
OVER A 12 MONTH PERIOD AS INDICATED BY YOUNG-ADULT FARMERS

No. of Young-Adult Farmers	Beef Production	Farm Management	Pasture Production	Farm Arc Welding	Tractor Maintenance	Ox-Acetylene Welding & Cutting	Swine Production	Farm Electrification	Farm Electric Motors & Controls	Landscape and Gardening	Horticulture	Dairy Production	Sheep Production	Others--Mainly Crops
10 - 25	91	91	82	137	106	127	152	106	91	84	81	69	59	12
26 - 50	97	87	88	81	74	60	25	21	21	8	10	12	6	9
51 - 100	65	63	64	13	16	4	2	4	3	7	3	0	0	4
101 - 150	6	8	7	2	4	1	0	1	0	1	1	1	0	1
151 & Over	2	3	2	0	2	0	0	0	0	0	0	0	0	1
Young-Adult Farmers Re- sponding	261	252	243	233	202	192	179	132	115	100	95	82	65	27
Estimated St. Total Attend- ance *	11,150	11,032	10,710	6,659	6,630	4,897	3,672	2,942	2,604	2,294	2,141	1,781	1,256	1,123
Estimated Com- munity Avg. Attendance	43	44	44	29	33	25	20	22	23	23	22	22	19	46

*The estimated state total attendance was calculated by multiplying the average number of young-adult farmers in the intervals (17.5 for 10 - 25; 37.5 for 26 - 50 . . .) times the number of responses for that interval, e.g. beef production, 10 - 25 would be 91 x 17.5 = 1593. Other subject matter areas were calculated on this same basis.

TABLE XIV

ESTIMATED NUMBER OF YOUNG ADULT FARMERS INTERESTED IN SELECTED COURSES
OVER A 12 MONTH PERIOD AS INDICATED BY TEACHERS

No. of Teachers	Pasture Production	Beef Production	Farm Management	Farm Arc Welding	Ox-Acetylene Welding & Cutting	Tractor Maintenance	Swine Production	Farm Electrification	Farm Electric Motors & Controls	Landscape and Gardening	Horticulture	Dairy Production	Sheep Production	Others--Mainly Crops
10 - 25	62	69	57	99	99	77	114	83	85	70	53	48	47	9
26 - 50	59	52	56	63	57	44	18	13	7	7	4	66	6	6
51 - 100	40	44	43	4	2	14	1	0	0	3	4	1	1	2
101 - 150	6	7	5	5	5	5	0	2	2	0	0	0	0	0
151 & Over	7	5	10	2	1	1	2	0	0	0	0	0	0	1
Teachers Responding	174	177	171	173	164	141	135	85	94	80	61	115	54	18
Estimated St. Total Attendance *	8,104	8,087	7,969	5,321	4,796	4,636	3,047	2,190	1,999	1,837	1,377	1,139	1,122	684
Estimated Community Avg. Attendance	47	46	47	31	29	33	23	26	21	23	22	10	21	38

*The estimated state total attendance was calculated by multiplying the average number of teachers in the intervals (17.5 for 10 - 25; 37.5 for 26 - 50. . .) times the number of responses for that interval, e.g. beef production, 10 - 25 would be 62 x 17.5 = 1085. Other subject matter areas were calculated on this same basis.

Ox-acetylene welding and cutting and tractor maintenance ranked fifth and sixth, respectively. This is a change from the adult estimated average attendance as illustrated in Table XIII.

Limiting Factors in Conducting Young-Adult

Farmer Courses

As indicated in Table XV of those young-adult farmers responding, 45 percent indicated securing resource personnel as one of the limiting factors. Another 45 percent showed that conflicting community activities were a problem in trying to conduct adult educational programs. Thirty-seven percent of the teachers indicated they had a problem securing resource personnel. The two time factors--not enough time and high school students need teacher's time--were indicated as problems by 39 percent of the teachers. Some of the teachers also indicated that they felt incompetent in trying to teach adults.

Holt's (12) study of the vocational agriculture adult education program as conducted by the Texas Education Agency Adult Education Specialists cited essentially the same reasons given by teachers of vocational agriculture in Texas. The reasons given by teachers in that study who did not conduct organized programs fell into several categories. They were (1) inability to locate and secure the services of qualified resource personnel to present subject matter, (2) lack of time to service adequately such programs, (3) a feeling of inadequacy in technical knowledge to instruct adults effectively, (4) inability to secure and/or maintain attendance of adult and/or young farmers, and (5) discouragement by the school administration.

TABLE XV
LIMITING FACTORS IN CONDUCTING
YOUNG-ADULT FARMER COURSES

Items	Young-Adult Farmers Responding		Teachers Responding	
	N	%	N	%
What are some of the limiting factors in conducting adult and/or young farmer agricultural education courses in your community?				
securing resource personnel	160	45		
vo-ag teachers not interested	10	3		
conflicting community activities	160	45		
others	27	7		
What are some of the limiting factors in conducting young-adult farmer edu- cation classes in your community?				
securing resource personnel			129	37
not enough farmers			19	5
high school students need teacher's time			55	16
school administration unfavorable			8	2
not enough time			80	23
teacher feels incompetent			39	11
school board and patrons not favorable			2	1
others			20	5

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

The major purpose of this study was to obtain from young-adult farmers and vocational agriculture teachers in Oklahoma an opinion as to how they perceived the need, feasibility, and possible acceptance of an adult agricultural education specialist program.

Objective One was to establish a profile of the young-adult farmer participants. It was found that the majority of the young-adult farmers live on farms and/or ranches and that most of them have been involved in the farming or ranching business more than ten years. The mean age of the young-adult farmer groups was approximately 40 years and findings further indicated that 54 percent of the respondents have had at least one or more years of college. Of those surveyed, approximately 50 percent checked beef production as their major enterprise, while 22 percent indicated small grains production as their major source of income.

Objective Two was to determine the nature and extent of participation by young-adult farmers in those courses or workshops currently offered. Of those courses or programs being offered, approximately 80 percent of those surveyed indicated that they had been actively involved; however, there appeared to be a lack of course offerings as indicated by both the young-adult farmer and teachers. Within the past two

years, approximately 70 percent of the young-adult farmers were involved in courses conducted by the local vocational agriculture teacher, while the other 30 percent were involved in extension, business, or other farm organization offerings.

Of those young-adult farmers responding, 70 percent indicated they had been associated or involved with an organized young-adult farmer group within the past five years; however, 42 percent of those surveyed did not have an organized young-adult farmer program in their local community at the present time. More than 50 percent of the chapters did not schedule meetings during the summer months. A cumulative response of the young-adult farmers and teachers indicated over 62 percent had not received substantial assistance from other agricultural organizations or groups within their communities. Over 70 percent of the young-adult farmers and teachers indicated that no group other than the vocational agriculture departments, which included other departments in the public school system, conducted adult classes or courses in their community.

Objective Three was to determine to what extent there exists among young-adult farmers and teachers a perceived need for organized and systematic scheduled short courses for young-adult farmers. In answer to the ten questions proposed to both the young-adult farmers and teachers over 96 percent indicated that there was a perceived need for such courses. Approximately 90 percent of the teachers indicated it was their responsibility in determining the agricultural interest and to assist in organizing and conducting young-adult farmer programs.

The teacher responses revealed that 96 percent of the local administrators were in favor of young-adult farmer activities and would provide facilities for conducting such courses. At least 99 percent of both

groups indicated that young-adult farmer courses would be beneficial.

Over 98 percent of the young-adult farmers indicated the need for a well organized and scheduled program to assist in updating technical knowledge and skills.

Over 95 percent of both groups suggested a need for a well organized and definitely scheduled program to assist in helping vocational agricultural teachers better serve the needs and interests of young-adult farmers.

Those teachers who did not have an organized young-adult farmer group indicated by 99 percent that they would be willing to organize one if there would be adequate and capable instructional assistance available to them.

Of all teachers surveyed, 97 percent indicated they would be willing to coordinate adult programs conducted by specialists as part of their total vocational agriculture program.

Objective Four was to determine the expressed preference of interested young-adult farmers and vocational agriculture teachers regarding sources of instruction and teaching personnel.

Approximately 90 percent indicated that the vocational agriculture teachers need assistance from some source, while over 95 percent indicated they preferred the assistance of a subject matter specialist over other possible sources.

Approximately 95 percent indicated that through the use of such specialists, a more effective program for young-adult farmers could be conducted.

Over 95 percent of both groups believed an adult specialist program through the vocational agriculture departments could be justified in the

interest of agriculture in Oklahoma.

Approximately 90 percent of the young-adult farmers considered it the responsibility of the local public school system for assisting in providing young-adult farmer educational programs through the local vocational agriculture departments.

Less than 50 percent of the teachers were in favor of employing a second vocational agriculture teacher for assisting in young-adult farmer education.

Approximately 90 percent of the teachers indicated they would prefer subject matter specialists instead of funds to reimburse local resource personnel.

There was a difference of opinion among teachers as to where the subject matter specialists should be housed or stationed if employed. Forty-nine percent of the teachers thought the specialists should be housed within the local districts, while 42 percent felt that the specialists should be housed near the state department of vocational and technical education and the state university in order to remain abreast with the latest technical information in their specific areas; however, only 8 percent suggested the area vocational-technical centers as a homebase for the specialists.

The young-adult farmers indicated by an 84 percent positive response that they preferred the young-adult farmer agricultural education program to be taught in the public secondary schools within their communities; only 8 percent suggested the area vocational-technical schools.

Objective Five was to determine the desired role and possible function of adult education subject matter personnel. Approximately 99 percent of the young-adult farmers indicated that the local vocational

agriculture teacher should encourage the adults to participate in educational programs.

Approximately 60 percent of the teachers were in favor of having the adult specialists available to assist with secondary vocational agricultural activities.

At least 77 percent of the teachers indicated the specialists should be available to assist in updating the vocational agriculture core curriculum.

Approximately 96 percent of the teachers indicated that the adult specialists should be available to teach in-service training and summer conference workshops for teachers.

Over 90 percent of both groups agreed that the specialist should be available for on-farm instruction and follow-up to assist adults.

Approximately 60 percent of the teachers were not in favor of the specialists teaching adults in the area vocational-technical schools.

Over 80 percent of both groups agreed that the specialist should be available for on-farm instruction and follow-up to assist adults.

Objective Six was to determine the nature and kind of programs needed and desired. Approximately 95 percent of the young-adult farmers believed the local vocational agriculture teachers should have the responsibility to assist in securing and providing information and skills training relevant to their needs. The young-adult farmers believed a well organized young-adult farmer group would be effective in promoting and assisting agricultural activities in the community and so indicated by a 99 percent positive response. Both young-adult farmers and teachers agreed that a minimum fee could be charged to cover the costs of laboratory expenses and supplies required for such courses.

When asked to mark those months that would best fit their schedules, November, December, January, and February were the months most often preferred by both groups; however, all months except July and August were acceptable. Both groups also indicated that a time period of approximately 35 hours per year was preferred in conducting young-adult farmer agricultural education courses with a three-hour limit on each session.

Beef production, pasture production, farm management, farm arc welding and tractor maintenance were the top five subject matter areas preferred by both young-adult farmers and teachers.

Beef production, pasture production, farm management, farm arc welding, ox-acetylene welding and cutting and tractor maintenance were indicated as those areas to receive the highest attendance and participation.

The major problem encountered in conducting young-adult farmer programs as indicated by both groups was the securing of resource personnel; 45 percent of the young-adult farmers and 37 percent of the teachers indicated this as one of the major problems.

Forty-five percent of the young-adult farmers ranked conflicting community activities as another major problem in participation in young-adult farmer educational programs.

Thirty-nine percent of the teachers ranked limited amounts of time as one of their major problems in organizing young-adult farmer educational programs.

Conclusions

As indicated by data collected on items pertaining to Objective One, the mean age of the young-adult farmer groups was approximately 40 years, and they had been involved in the farming or ranching business more than ten years. This indicates that this group was older, had experience in farming, and was primarily involved in livestock production. The major enterprise of this group was beef production. Assuming this group is fairly representative of the young-adult farmers interested in an educational program in agriculture, perhaps the limitations placed on those over 35 by the state young farmer organization should be reconsidered in the future. Beef production should probably be one of the strongest areas of any proposed program based on the large number engaged in this enterprise. Collected data showing 54 percent of the young-adult farmers with more years of college also indicates a strong demand for additional education with heavy emphasis in farm management.

As indicated by data collected by the items pertaining to Objective Two, most young-adult farmers are willing to participate in educational courses or programs conducted within their communities; however, they have shown that they have limited amounts of time to be away from the farm, ranch, or related agri-business in which they are involved and to attend such meetings.

As shown, most educational programs offered to young-adult farmers were offered through the vocational agriculture teachers. Mainly, due to the lack of support and expert assistance to teachers of vocational agriculture, many young-adult farmer chapters are disorganized or non-functional at the present time. Based on the responses to Objective Two

it is concluded that the need for upgrading and updating young-adult farmers technical knowledge and skills is not being met at the present time. As indicated by the young-adult farmer and teacher responses, the vocational agriculture teachers are providing the leadership in the local communities for young-adult farmer agricultural education with very limited assistance being offered by other agriculture organizations.

Due to the emphasis and effort exerted toward organizing young-adult farmer chapters by the Oklahoma State Department of Vocational and Technical Education, Division of Vocational Agriculture, the findings indicate that most young-adult farmers participating in this study have been involved in the young-adult farmer organization from one to five years.

As indicated by data collected by the ten items pertaining to Objective Three, a high degree of need, feasibility, and possible acceptance for an adult agricultural education specialist program for the State of Oklahoma is shown. It can be further concluded that the majority of the public school administrators are in favor of such a program and willing to provide facilities for conducting such course offerings.

The young-adult farmers and teachers have indicated that a limited number of young-adult farmer agricultural education programs now exist which operate on a systematic or regularly scheduled basis. But they have indicated a need for a well organized and definitely scheduled program to assist vocational agriculture teachers to better serve the needs and interests of adults. It is concluded that those teachers who do not have an organized young-adult farmer chapter are willing to organize and coordinate one if they knew there would be adequate and capable instructional assistance available to assist them in providing educational courses or programs.

As indicated by data collected for items pertaining to Objective Four, it can be concluded that young-adult farmers and teachers preferred the assistance of a subject matter specialist over all other possible sources such as local resource personnel or additional vocational agriculture teachers. It can be concluded that success will be limited if specialists are stationed or housed within the area vocational-technical schools as only 8 percent of the participants agreed to this arrangement.

As indicated in the data collected from items for Objective Five, it can be concluded that the young-adult farmers felt it was the responsibility of the vocational agriculture teacher to provide the leadership in setting up and encouraging participation in adult education programs. It can be concluded that the teachers strongly suggested that the specialists should be available to teach in-service training programs and summer conference workshops for teachers. Of all the 182 teacher responses, it can be concluded that the majority of the teachers were not in favor of the specialists teaching adults in the area vocational-technical schools.

As indicated by data collected for items in Objective Six, it can be concluded that young-adult farmers and teachers are willing to pay fees to satisfy their educational needs. As shown by data in Table XI, young-adult farmers would be unwilling to attend courses offered during months when seasonal farming activities are heaviest. It can be further concluded that the young-adult farmers are willing to participate in at least two short courses of one week each throughout the year. The young-adult farmers and teachers' selection of subject matter areas and the amount of time that both groups indicated they would be willing to spend studying those selected areas were in total agreement. This strongly

supports the offering of beef production, pasture production, farm management, farm arc welding, and tractor maintenance in that order of importance.

As indicated by collected data concerning items pertaining to preference of courses to be offered, both young-adult farmer and teacher preferences and estimated attendance indicated the most needed courses are beef production, farm management, pasture production, farm arc welding, and tractor maintenance.

If the top five subject matter areas were implemented with five adult agricultural specialists, it is estimated that over 5,000 adults could receive educational assistance per year. Both groups indicated approximately 40 adults on an average per class would attend over a ten month period. The other two summer months can be used for in-service training and summer conference workshops for vocational agriculture teachers.

Recommendations

It is understood that the adoption process of most programs usually takes time. Those responsible for such programs normally do not adopt as soon as they hear about them. Some decisions are made quickly, but most require extended thought and deliberation. The final decision to implement a new program is usually the result of a series of influences, those based on need, feasibility, acceptance, and the availability of funding sources, etc. operating through a period of time. The adoption process usually goes through the awareness, interest, evaluation, and trial stages before the program or new idea is fully adopted and put into operation.

This study can assist in making recommendations which may be used in establishing an adult agricultural education specialist program to serve the agricultural producers and related agri-businessmen in Oklahoma. Such a program can assist in upgrading and updating the young-adult farmers' technical knowledge and skills and increase their efficiency and productivity which would increase the returns on their investment.

The young-adult farmers and teachers have indicated that a limited number of agricultural education programs now exist which operate on a systematic or regularly scheduled basis. The recommendations of this study, if implemented, would assist in providing educational programs to the young-adult farmers that have had limited educational support in the many agricultural subject matter areas. Based upon the findings of this study, the following recommendations are made.

1. It is recommended that consideration be given to eliminating limitations on membership due to age in the Oklahoma Young Farmers Association. Curriculum should be designed to interest and challenge young-adult farmers keeping in mind that 54 percent have had college training. In order to do this, specialists must have expertise in the subject matter areas in order to present information in a realistic, practical, and applicable manner. Probably five of the first subject matter areas to be offered should be beef production, farm management, pasture production, farm arc welding, and tractor maintenance, based upon the fact that the majority of the young-adult farmers are involved in these particular enterprises.

2. It is recommended that adult agricultural education specialists be employed to assist the vocational agriculture teachers in providing

courses and programs to meet the urgent needs as indicated by the young-adult farmers and teachers. It is strongly recommended that these adult specialists be employed on a state wide basis. This should provide a multiplier effect with the vocational agriculture teachers and young-adult farmers. For example, after observing specialists, teachers will have a better understanding of how to organize and teach young-adult farmers and also those young-adult farmers who attended such courses can assist other young-adult farmers.

It is recommended contrary to the opinions indicated by the young-adult farmers and teachers, that specialists should be housed or officed at the Oklahoma State Department of Vocational-Technical Education, or Oklahoma State University. In so doing, the specialists can remain abreast of the latest research and educational findings in the different subject matter areas; this would enable them to present current information to the young-adult farmer groups. In support of the findings, it is recommended that the young-adult farmer agricultural education programs be conducted by subject matter specialists within the public school facility of the local communities.

3. It is recommended that courses in subject matter areas be offered to young-adult farmers September through June, thereby concentrating on teacher in-service training programs or workshops during July and August. It is further recommended that fees for covering the costs of laboratory expenses and supplies be charged to the young-adult farmers to make the program self-supporting except for personnel salaries and travel expenses. Higher material costs in the mechanics areas necessitate higher fees. It is recommended that class settings be approximately three hours in length and 12 to 18 hours per week be contributed to such course

offerings. The courses should be conducted in the evenings to encourage greater participation. A recommended schedule for specialists is as follows in Table XVI.

4. It is recommended that the specialist be involved in teaching and conducting young-adult farmer short courses three weeks each month and the remaining time be contributed to assisting in judging stock shows, contests, updating core curriculum, and writing articles for publication. Refer to the recommendations under Item 5 for use of specialists in the summer months.

It is recommended that an adult agricultural education specialist program be implemented on a limited basis at the state level. The subject matter areas indicated by the young-adult farmers and teachers as to their top five choices and the ones with the highest estimated numbers for attendance are beef production, farm management, pasture production, farm arc welding, and tractor maintenance.

It is highly recommended that a great deal of emphasis be placed upon the hiring of the specialists. It is believed that the effectiveness of the specialists will determine the success or failure of the program to a great degree.

Summary

It is realized that this is not an exhaustive study concerning the needs, feasibility, and possible acceptance of an adult agricultural education specialist program. However, from the findings of this study, it should be evident that such a program has merit and would be of great educational benefit to the agricultural organizations and/or groups of Oklahoma.

TABLE XVI

SUGGESTED TEACHING SCHEDULE FOR ADULT AGRICULTURAL EDUCATION SPECIALISTS

	<u>Sept.</u>	<u>Oct.</u>	<u>Nov.</u>	<u>Dec.</u>	<u>Jan.</u>	<u>Feb.</u>	<u>Mar.</u>	<u>April</u>	<u>May</u>	<u>June</u>	<u>July</u>	<u>Aug.</u>
	1-4 8-11 15-18	St. Fair 6-9 13-16 20-23	3-6 10-13 17-20	1-4 8-11 15-18	5-8 12-15 19-22	2-5 9-12 16-19	1-4 8-11 Ok. City 22-25	5-8 12-15 St. FFA 26-29	3-6 10-13 St. FFA 24-27	7-10 14-17 21-24	In- Service	Summer Conf.
Subject Matter Areas												
LIVESTOCK PRODUCTION (Beef, Swine, etc.)	SW	C	NE	SE	NW	SW	C	NE	SE	NW	Teaching In-Service Work- shops; Planning and Up- dating	Summer Conference and Vacation
FARM MANAGEMENT	NE	SE	NW	SW	C	NE	SE	NW	SW	C		
AGRONOMY (Pastures & Management)	C	NE	SE	NW	SW	C	NE	SE	NW	SW		
FARM MECHANICS (Arc & Oxy-Acetylene Welding)	NW	SW	C	NE	SE	NW	SW	C	NE	SE		
TRACTOR MAINTENANCE	SE	NW	SW	C	NE	SE	NW	SW	C	NE		

Note: NW = Northwest District
 SW = Southwest District
 C = Central District
 NE = Northeast District
 SE = Southeast District

Need for Further Study

Research should be conducted to determine effective methods for improving teacher attitude toward the young-adult farmer program. A study should be made to identify factors influencing participation in young-adult farmer chapters.

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APPENDIX A

TEACHER QUESTIONNAIRE

DETERMINATION OF THE FEASIBILITY OF AN ADULT AGRICULTURAL
EDUCATION SUBJECT MATTER SPECIALIST PROGRAM
FOR THE STATE OF OKLAHOMA

A Questionnaire for Vocational Agriculture Teachers

In determining the feasibility of developing an adult education specialist program for Oklahoma, it is important that input be obtained from those persons to be served. It is for this reason that you are requested to assist us by giving your opinion on the following pages.

YES NO

- ___ 1. Is the attitude of your local administration favorable regarding adult education?
- ___ 2. Do you consider adult and/or young farmer courses beneficial in your community?
- ___ 3. Have you conducted an organized adult and/or young farmer program in your community on a regular scheduled basis within the past two years?
- ___ 4. Is your school willing to provide a facility including electricity, heat, water, etc. for adult courses?
- ___ 5. Do you currently have an organized chapter of adult and/or young farmers? (If answer is no, omit the next three questions.)
- ___ 6. Does your adult and/or young farmer group open one or more regular meetings to the general public?
- ___ 7. Does your adult and/or young farmer group utilize local resource people for educational programs?
- ___ 8. Does your adult and/or young farmer group stop meeting during the summer months?
- ___ 9. Does any other department in your school conduct adult education classes? If so, what courses are offered? _____
- ___ 10. Does any other agriculture organization or group in your community conduct adult classes?
- ___ 11. Do you believe a well-organized program of adult education should always be a vital function of the vocational agriculture program?
- ___ 12. Do you think there is a need for a well-organized and definitely scheduled program to assist in helping vocational agriculture teachers better serve the needs and interests of adults who are interested in agriculture?

YES NO

- ___ 13. Do you believe an adult specialist program could be justified in the interest of agriculture in Oklahoma? (Each specialist covers one subject matter area only, i.e. Beef Production Specialist. Affiliated with the State Department or University.
- ___ 14. Would you be willing to coordinate adult programs conducted by specialists as a part of your total vocational agriculture program?
- ___ 15. If you don't have an organized adult or young farmer group at this time, would you be willing to organize one if you knew that there would be adequate and capable instructional assistance available to you on a year-round basis?
- ___ 16. Do you believe it is your responsibility to assist in arranging and maintaining a successful adult education program in your community?
- ___ 17. Do you believe it is essential for you as a vocational agriculture teacher to determine the agricultural interest among adults within your community?
- ___ 18. Do you believe a second vocational agriculture teacher could be justified due to the demand for adult education in agriculture in your community?
- ___ 19. Should an adult specialist program be on a regular and systematic schedule to better serve vocational agriculture teachers in meeting the needs of adults interested in agriculture?
- ___ 20. Do you think the specialist should be available for on-farm instruction and follow-up to assist adults?
- ___ 21. Do you believe the adult specialists should be available to teach in-service training and summer conference workshops for vocational agriculture teachers?
- ___ 22. Do you think a minimum fee could be charged to the adult participants and limited to cover only laboratory and supply costs?
- ___ 23. Do you think the adult specialists should be available to assist in up-dating the vocational agriculture core curriculum for all-day students?
- ___ 24. Should the adult specialists be available to assist with secondary vocational agriculture activities such as fairs, shows, and leadership conferences?

- ___ 25. Do you think the adult specialists should be available to teach in the area vocational and technical centers?
26. Who is the most helpful in determining the need for adult agricultural educational programs in your community?
- ___ a. Superintendent
 - ___ b. County Extension Agent
 - ___ c. Adult and/or young farmers within the community
 - ___ d. Other _____
27. What kind of media are available to you to "PR" adult education classes (programs)?
- ___ a. Newspapers
 - ___ b. T.V.
 - ___ c. Telephone
 - ___ d. Radio
 - ___ e. Letters and Postcards
 - ___ f. Personal contact
 - ___ g. Other _____
28. What courses or subject matter areas of instruction would you like to see offered to adults in your community? (List in order of preference, 1st, 2nd, 3rd, 4th, 5th).
- ___ a. Beef Production
 - ___ b. Swine Production
 - ___ c. Farm Arc Welding
 - ___ d. Ox-Acetylene Welding
 - ___ e. Farm Management
 - ___ f. Pasture Production
 - ___ g. Farm Electrification
 - ___ h. Farm Electric Motors
 - ___ i. Tractor Maintenance
 - ___ j. Sheep Production
 - ___ k. Dairy Production
 - ___ l. Horticulture
 - ___ m. Landscape and Gardening
 - ___ n. Others _____
29. What kind of services should the state provide to the local vocational agriculture departments in coordinating adult educational programs?
- ___ a. Coordinators of Adult Programs
 - ___ b. Specialists (Teachers of specific subject matter areas.)
 - ___ c. Others _____
30. What would be the most desirable length (hours) of a night session in adult agricultural education short courses?
- ___ a. 2 hours
 - ___ b. 3 hours
 - ___ c. 4 hours
 - ___ d. 5 hours
 - ___ e. Others _____
31. What would be the maximum total number of hours you would be willing to spend during the year in adult courses?
- ___ a. 15 or less hours (1 week/year)
 - ___ b. 16-30 hours (2 weeks/year)

- ☐ c. 31-45 hours (3 weeks/year)
☐ d. 46-60 hours (4 weeks/year)
☐ e. 61-75 hours (5 weeks/year)
☐ f. Other _____

32. How many adults in your community, over a 12 month period, would be interested in courses of the following subject matter areas? (Mark an X under each of the subject matter areas indicating the number of adults.)

No. of Adults	Beef Production	Swine Production	Sheep Production	Dairy Production	Pasture Production	Farm Management	Farm Arc Welding	Ox-Acetylene Welding & Cutting	Farm Electrification	Farm Electric Motors & Controls	Tractor Maintenance	Horticulture	Landscape & Gardening	Other
None - 0														
10 - 25														
26 - 50														
51 - 100														
101 - 150														
151 & Over														

33. Which months of the year do you consider the best for scheduling adult short courses in your community?

- | | |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> a. January | <input type="checkbox"/> g. July |
| <input type="checkbox"/> b. February | <input type="checkbox"/> h. August |
| <input type="checkbox"/> c. March | <input type="checkbox"/> i. September |
| <input type="checkbox"/> d. April | <input type="checkbox"/> j. October |
| <input type="checkbox"/> e. May | <input type="checkbox"/> k. November |
| <input type="checkbox"/> f. June | <input type="checkbox"/> l. December |

34. If instructors or specialists were employed to teach agricultural courses to adults, where do you think they should be housed or officed in order to best serve your needs and stay up to date with technical knowledge and research findings?
- ☐ a. State Department of Vocational-Technical Education
 - ☐ b. State University
 - ☐ c. Area Vocational and Technical Schools
 - ☐ d. Within the district
 - ☐ e. Others _____
35. Would you prefer to have adequate funds available to pay local resource personnel or would you rather have employed Subject Matter Specialists who would be regularly and systematically scheduled instructors within the instructional areas designated?
- ☐ a. Local Resource Personnel
 - ☐ b. Subject Matter Specialists
36. What are some of the limiting factors in conducting adult education classes in your community? (Mark one or more).
- ☐ a. Securing Resource Personnel
 - ☐ b. Not enough farmers producing the specific crop
 - ☐ c. High school students need all of the teacher's time.
 - ☐ d. School administration does not favor adult education
 - ☐ e. Not enough time
 - ☐ f. Teacher does not feel competent
 - ☐ g. School board and patrons do not favor adult education
 - ☐ h. Others _____
37. In what vocational agriculture district are you located?
- ☐ a. Northwest
 - ☐ b. Southwest
 - ☐ c. Central
 - ☐ d. Southeast
 - ☐ e. Northeast

APPENDIX B

YOUNG-ADULT FARMER QUESTIONNAIRE

DETERMINATION OF THE FEASIBILITY OF AN ADULT AGRICULTURAL
EDUCATION SUBJECT MATTER SPECIALIST PROGRAM
FOR THE STATE OF OKLAHOMA

A Questionnaire for Potential Adult Agricultural Education Participants:

In determining the feasibility of developing an adult education specialist program for Oklahoma, it is important that input be obtained from those persons to be served. It is for this reason that you are requested to assist us by giving your opinion on the following pages.

YES NO

- ___ ___ 1. Do you consider adult/or young farmer courses beneficial in your community?
- ___ ___ 2. Do you believe that your local vocational agriculture teacher should have a responsibility to assist you in securing information and skills that are relevant to your needs as a farmer and/or rancher and/or agriculture businessman?
- ___ ___ 3. Do you think there is a need for a well-organized and definitely scheduled program to assist in helping vocational agriculture teachers better serve the needs and interests of adults who are interested in agriculture?
- ___ ___ 4. Do you think your local public school system should be responsible for assisting in providing adult and/or young farmer education through the local vocational agriculture department for those who are interested?
- ___ ___ 5. Do you think there is a need for a well-organized and scheduled program to assist in updating technical knowledge and skills of adults who are interested in agriculture?
- ___ ___ 6. Do you believe most agricultural field days are of value to the farmer or rancher?
- ___ ___ 7. Do you believe a second vocational agriculture teacher could be justified due to the demand for adult and/or young farmer education in agriculture in your community?
- ___ ___ 8. Do you feel that the local vocational agriculture teacher should encourage participation in adult and/or young farmer activities held in your community?
- ___ ___ 9. Do you believe a well organized adult and/or young farmer group would be effective in promoting and assisting with agricultural activities in the community?
- ___ ___ 10. Do you feel the vocational agriculture teacher needs the additional help of a specialist in order to provide an effective adult program to adult and/or young farmers?

YES NO

- ___ 11. Does your adult and/or young farmer group open one or more regular meetings to the general public?
- ___ 12. Does your adult and/or young farmer group frequently utilize local resource people for educational programs?
- ___ 13. Does your adult and/or young farmer group schedule meetings during the summer months?
- ___ 14. Have you been actively involved in adult agricultural courses or workshops which have been offered in your community?
- ___ 15. Do you receive substantial assistance from other agricultural organizations or groups in your community in formal instructional adult classes or meetings?
- ___ 16. Do you believe an adult specialist program in vocational agriculture could be justified in the interest of agriculture in Oklahoma? (Each specialist covers one subject matter area only, i.e. Beef Production Specialist. Affiliated with the State Department or University.)
- ___ 17. Do you think agricultural specialists should be provided to teach adult and/or young farmer education courses on the basis of need throughout the State?
- ___ 18. Should an adult specialist program be on a regular and systematic schedule to better serve vocational teachers in meeting the needs of adults interested in agriculture?
- ___ 19. Do you believe a well organized program of adult education might be sometimes profitably used to teach adults in the area vocational and technical schools?
- ___ 20. Do you think that adult specialists (as defined in #16 above) might be sometimes profitably used to teach adults in the area vocational and technical schools?
- ___ 21. Do you think a minimum fee could be charged to adults and/or young farmer participants to cover laboratory and supply costs?
- ___ 22. Do you think the specialist should be available for on-farm instruction and follow-up to assist adults?
- ___ 23. What is your past experience as a participant in agricultural adult education courses? (Formal or informal classes lasting longer than 4 hours in length.)
- ___ a. Completed more than one course
- ___ b. Completed one adult course
- ___ c. Enrolled one time, but did not complete course
- ___ d. ~~Have~~ never participated before

24. What is the highest level of formal education you have completed?
- ☐ a. Less than 9 years
 - ☐ b. 9 years (junior high school)
 - ☐ c. 12 years (high school)
 - ☐ d. 1 or more years of college
 - ☐ e. college graduate
25. What is your age group?
- ☐ a. 65 or over
 - ☐ b. 45 - 64
 - ☐ c. 35 - 44
 - ☐ d. 25 - 34
 - ☐ e. Under 25
26. From which of the enterprises listed below is the major part of your income derived?
- ☐ a. Beef Production
 - ☐ b. Swine Production
 - ☐ c. Sheep Production
 - ☐ d. Small Grains Production
 - ☐ e. Forage Production
 - ☐ f. Others _____
27. How long have you been in production agriculture or the related agriculture business in which you are now involved?
- ☐ a. 5 years or less
 - ☐ b. 5 - 10 years
 - ☐ c. 10 - 20 years
 - ☐ d. 20 years or over
28. Do you live on/in:
- ☐ a. Farm or ranch
 - ☐ b. Town
 - ☐ c. Other _____
29. Would you prefer the adult agricultural education program to be taught in:
- ☐ a. Public Secondary School (Vocational Agriculture Department)
 - ☐ b. Area Vocational and Technical School
 - ☐ c. Community College
 - ☐ d. Public or Commercial Facility
30. Who should determine the need for adult agricultural education programs in your community?
- ☐ a. Superintendent
 - ☐ b. County Extension Agent

- ☐ c. Adult and/or Young Farmers within your community
☐ d. Vocational Agriculture Teacher
☐ e. Other _____
31. If you were involved in an adult education course in the past two years under whose supervision was the course held?
- ☐ a. County Extension Agent
☐ b. Vocational Agriculture Teacher
☐ c. Local Business Organizations
☐ d. Other _____
32. How long have you been associated or involved with an organized adult and/or young farmer group?
- ☐ a. None
☐ b. Less than one year
☐ c. One to three years
☐ d. Three to five years
☐ e. Five to ten years
☐ f. Over ten years
33. Which one of the following do you believe would be most effective as a teacher or instructor in conducting short courses for adult and/or young farmers?
- ☐ a. Vocational Agriculture Teacher
☐ b. Local Resource People (Neighbor farmer, or agri-businessman)
☐ c. Subject Matter Specialist (Covers one subject matter area only--Affiliated with the State Department or University.)
☐ d. Business or Industry Personnel
☐ e. Other _____
34. What courses or subject matter areas of instruction would you like to see offered to adults in your community? List in order of preference 1st, 2nd, 3rd, 4th, 5th.
- | | |
|--|---|
| <input type="checkbox"/> a. Beef Production | <input type="checkbox"/> h. Farm Electric Motors and Controls |
| <input type="checkbox"/> b. Swine Production | <input type="checkbox"/> i. Tractor Maintenance |
| <input type="checkbox"/> c. Farm Arc Welding | <input type="checkbox"/> j. Sheep Production |
| <input type="checkbox"/> d. Ox-Acetylene Welding and Cutting | <input type="checkbox"/> k. Dairy Production |
| <input type="checkbox"/> e. Farm Management | <input type="checkbox"/> l. Horticulture |
| <input type="checkbox"/> f. Pasture Production | <input type="checkbox"/> m. Landscape & Gardening |
| <input type="checkbox"/> g. Farm Electrification | <input type="checkbox"/> n. Other _____ |

35. How many adults in your community, over a 12-month period, would be interested in courses of the following subject matter areas? (Mark an X under each of the subject matter areas indicating the number of adults.)

No. of Adults	Beef Production	Swine Production	Sheep Production	Dairy Production	Pasture Production	Farm Management	Farm Arc Welding	Ox-Acetylene Welding & Cutting	Farm Electrification	Farm Electric Motors & Controls	Tractor Maintenance	Horticulture	Landscape & Gardening	Others
None - 0														
10 - 25														
26 - 50														
51 - 100														
101 - 150														
151 & Over														

36. What would be the most desirable length (hours) of a night session for an adult and/or young farmer agricultural education short course?

- ☐ a. 2 hours
☐ b. 3 hours
☐ c. 4 hours
☐ d. 5 hours

37. What would be the maximum total number of hours you would be willing to spend during the year in adult courses?

- ☐ a. 15 or less hours (1 week/year)
☐ b. 16-30 hours (2 weeks/year)
☐ c. 31-45 hours (3 weeks/year)
☐ d. 46-60 hours (4 weeks/year)
☐ e. 61-75 hours (5 weeks/year)
☐ f. Other (List) _____

38. Which months of the year do you consider best for scheduling adult evening courses in your community?

- | | |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> a. January | <input type="checkbox"/> g. July |
| <input type="checkbox"/> b. February | <input type="checkbox"/> h. August |
| <input type="checkbox"/> c. March | <input type="checkbox"/> i. September |
| <input type="checkbox"/> d. April | <input type="checkbox"/> j. October |
| <input type="checkbox"/> e. May | <input type="checkbox"/> k. November |
| <input type="checkbox"/> f. June | <input type="checkbox"/> l. December |

39. What are some of the limiting factors in conducting adult and/or young farmer agricultural education courses in your community? (Mark one or more).

- ☐ a. Securing resource personnel
- ☐ b. Vocational Agriculture Teacher not interested
- ☐ c. Conflicting community activities
- ☐ d. Others (List) _____
- ☐ e. Others (List) _____

40. In what section of the state are you located?

- ☐ a. Northwest
- ☐ b. Southwest
- ☐ c. Central
- ☐ d. Southeast
- ☐ e. Northeast

THANK YOU FOR YOUR ASSISTANCE IN FILLING OUT THIS QUESTIONNAIRE ! ! ! !

Bill Hollenback

APPENDIX C

COVER LETTERS

**MEMORANDUM**

DATE April 7, 1975
TO Central District Young Farmer Advisors
FROM Bob Mitchell, Central District Supervisor
SUBJECT Young Farmer Surveys

Enclosed please find two different surveys concerning Young Farmer Programs. The green copy is for the Vocational Agriculture Instructor to complete. You should have one of your Young Farmers fill out the white-copy survey. Please take care of this as soon as possible and return the two surveys to my office in the self-addressed, stamped envelope immediately.

Thank you.

**MEMORANDUM**

DATE April 8, 1975

TO Northwest District Vocational Agriculture Instructors

FROM Donald D. Brown, Northwest District Supervisor

SUBJECT Young Farmer Surveys

Enclosed please find two different surveys concerning Young Farmer programs. The green copy is for the Vocational Agriculture Instructor to complete. You should have two of your Young Farmers fill out the white copy survey. Please take care of this as soon as possible and return the three surveys to my office in the self-addressed, stamped envelope immediately.

Thank you.

**MEMORANDUM**

DATE April 25, 1975
TO Central District Vocational Agriculture Instructors
FROM Verlin Hart, Central District Supervisor
SUBJECT Young Farmer Surveys

Enclosed please find two different surveys concerning Young Farmer Programs. The green copy is for the Vocational Agriculture Instructor to complete. You should have two of your Young Farmers fill out the white copy survey. Please take care of this as soon as possible and return the three surveys to my office immediately using the enclosed self-addressed, stamped envelopes.

Thank you.

Enclosures

RAH/XHL-01/9

APPENDIX D

OKLAHOMA SUPERVISORY DISTRICTS

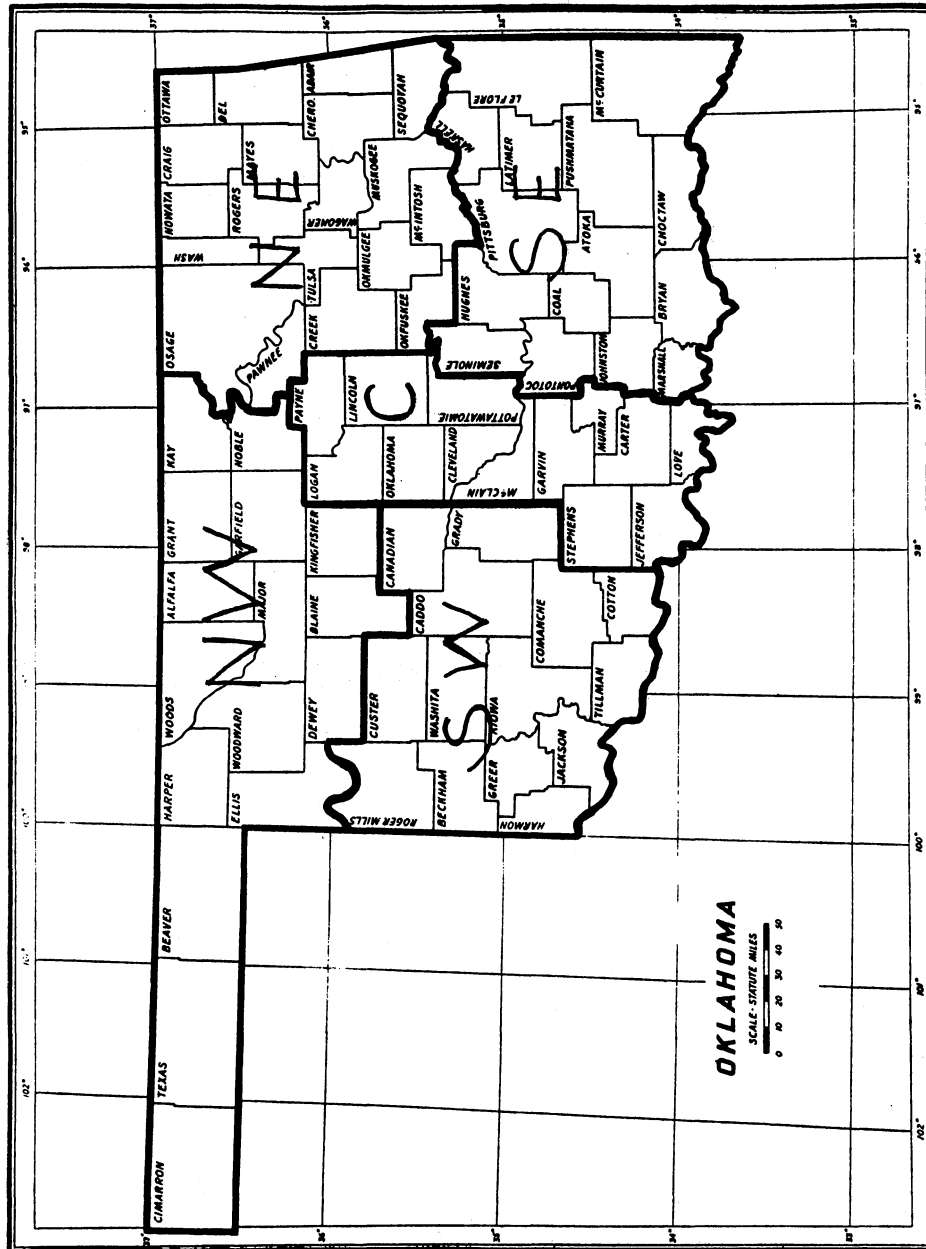


Figure 2. Oklahoma Supervisory Districts

VITA

E. F. "Bill" Hollenback

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTIONS OF OKLAHOMA YOUNG-ADULT FARMERS AND TEACHERS AS TO
NEED, FEASIBILITY, AND POSSIBLE ACCEPTANCE OF A PROPOSED ADULT
AGRICULTURAL EDUCATION SPECIALIST PROGRAM

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Mooreland, Oklahoma, July 16, 1940, the son
O. H. and Ada Hollenback.

Education: Graduated from Seiling High School, Seiling, Oklahoma,
May, 1958; received the Bachelor of Science degree from Okla-
homa State University, Stillwater, Oklahoma, May, 1964, with a
major in Agricultural Education; received the Master of Educa-
tion degree from Texas A & M University, College Station,
Texas, December, 1971, with a major in Agricultural Education;
completed requirements for the Doctor of Education degree at
Oklahoma State University, Stillwater, Oklahoma, in July, 1975.

Professional Experience: Vocational Agriculture Instructor from
1964 to 1966 at Boise City High School, Boise City, Oklahoma;
Vocational Agriculture Instructor from 1966 to 1968 at Whites-
boro High School, Whitesboro, Texas; Department Head and In-
structor of four teacher Vocational Agriculture Department from
1968 to 1971 at Navasota High School, Navasota, Texas; Assist-
ant Professor, Adult Education Specialist Program from 1971 to
1973 at Texas A & M University, College Station, Texas.

Awards: Outstanding Distinguished Service Award for Vocational Ag-
ricultural Teachers in Texas, 1969-1970 and 1970-1971. One of
12 vocational-technical educators in Texas to be awarded an
EPDA 552 Grant to pursue an advanced degree at Oklahoma State
University in 1973; awarded an EPDA 552 Grant to pursue a
doctoral degree at Oklahoma State University in 1974.

Professional Organizations: National Education Association, Ameri-
can Vocational Association; National Vocational Agriculture

Teachers Association; Oklahoma Education Association; Texas State Teachers Association; Oklahoma Vocational Agriculture Teachers Association; Texas Classroom Teachers Association; Texas Vocational Agriculture Teachers Association; Alpha Tau Alpha; Phi Delta Kappa; International Brotherhood of Boiler-makers, Iron Shipbuilders, Blacksmiths, and Forgers and Helpers.