

A STUDY OF FORTY MEMBERS
OF THE YOUNG FARMER ORGANIZATION
IN SELECTED COMMUNITIES IN OKLAHOMA

by

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CHAPTER I

INTRODUCTION

A vocational education in agriculture should be given more emphasis and every effort should be made to improve it. Tremendous changes have taken place in the farming programs of all communities; therefore, the young farmer program must be up-to-date and geared to meet continual changes taking place in agriculture. The agriculture teacher must be released from the shackles of tradition if such traditions stand in the way of developing programs that really meet the needs of the individuals and the community.

Vocational agriculture teachers are in a favorable position in relation to young farmers because many young farmers have been closely associated with vocational agriculture or have developed a desirable mental image of vocational agriculture as a result of their experience in the Future Farmers of America organization. As a result of this favorable image, the vocational agriculture teacher is called upon by young farmers to assist them in developing their farming programs. If vocational agriculture teachers are to remain a dynamic force in our educational system and continue to make a valuable contribution to our society, each one must become closely associated with young farmers in order to keep abreast of the fast changing and increasing complexity in farming.

STATEMENT OF THE PROBLEM

The primary problem is to determine, by personal interview, the relationship that exists between the Vocational Agriculture program and young farmers. The author has just completed organizing a young farmer group and this study will help determine future policies that might be incorporated into the program. Since young farmers know no bounds in gathering new ideas and information that will make them more efficient and effective, the vocational agriculture teacher can stay abreast of the times and strengthen the vocational agriculture programs in all areas of the community with a successful young farmer program.

SCOPE OF THE STUDY

This study includes ten selected members from each of four Young Farmer organizations.

One such Young Farmer organization was one of the oldest in the state; still another one was organized in 1959 and two more of the young farmer organizations, were newly formed this year.

Enrollment in the different groups ranged from fourteen to thirty-three. Each organization has a duly elected set of officers, a program of work, and planned meetings from September to May.

DEFINITION OF TERMS

The term "Young Farmer" program refers to those programs conducted by vocational agriculture teachers among the rural

adults in a local community. Age should not be a factor, but members are generally in the community who are between the ages of eighteen to thirty five. The main prerequisite is that each one be interested in improving his total farming operation and in increasing his farm income. The large financial investment needed for efficiency in farming and the small return on the investment is eliminating the marginal farmer. This leaves only those that are able to think and act on a broad scale with a vigorous and dynamic approach.

The young farmer program is entirely flexible and is designed to be educational; it is non-political, completely democratic and non-profit making. Officers and the basic mechanics of the organization are patterned after the Future Farmers of America.

PROCEDURE

This study was conducted by personal interviews with forty members of four different young farmer organizations. The interviews were with the oldest organization in the group, because it is widely recognized as one of the most successful programs in the state. The writer visited the farms of ten members of this group and discussed the young farmer program with each member visited. The writer also sat in on two regular meetings of the young farmer group.

The same procedure was followed at other young farmer organizations. In December, Dr. Claxton Cook spoke to a group of young farmers from Wynnewood, Lindsey, Maysville and

Roff, in the vocational agriculture building at Pauls Valley. Out of this meeting came the formation of the Wynnewood young farmer and the Pauls Valley young farmer organizations.

This survey was completed after these two organizations had been in successful operation for one year.

A questionnaire was developed in order to ask each young farmer the same questions and to have a record of their answers; this made it possible for the collected information to be tabulated in an appropriate manner.

CHAPTER II

REVIEW OF LITERATURE

A review of selected literature was made to determine what developments had previously been reported on this problem.

More Young Farmer organizations should have been maintained as an integral program in Vocational Agriculture from the time the program was established in 1917 by the passage of the Smith-Hughes Act.¹

The following information has been drawn from reference material studied before preparing this report and it is the belief of the author that this information has been of great value in the establishment of a successful Young Farmer program in Pauls Valley.

1. Young men who make up the young farmer classes are individuals who are not taken care of in the all-day program of Vocational Agriculture or in the adult farmer program. They may be boys who have dropped out of school or young men who have completed high school or college and have started to farm with their parents or for themselves. Their ages may range from eighteen to an indefinite age.²

¹Smith-Hughes Act-1917. It provided federal funds to be used for the betterment and advancement of agriculture in secondary schools.

²Graduate Study Leaflet, "Young Farmer Classes" (1950) Colorado A & M College.

2. The young farmer group is very heterogeneous, having a variety of backgrounds and characteristics. Their educational backgrounds may range from the eighth grade to high school graduates, and some may have college training, including those with and without vocational agriculture background in high school.³

3. The young farmers will vary greatly in emotional differences as they will range from adolescent to mature men. They will have different abilities and interests as a result of their difference in maturity.

4. Economic differences will be obvious in the young farmer group as the members will come from a variety of backgrounds and represent wide ranges in their amount of income.

5. The individuals who will make up the young farmer classes are in a very strategic age as they are about to take adult responsibilities in life. They are in need of a sense of belonging and need all possible assistance in obtaining psychological adjustment.

6. Young farmers will have a variety of social problems of everyday living that have become vital to them. They need help and training to assist in solving every day problems.

Characteristics of a Desirable Young Farmers Program

"A desirable young farmers program should be built on the needs of the individuals and be planned on the basis of the principles of learning. The program should be continuous throughout the year and should continue year after year."⁴

Advantage should be taken of seasonal interest and activities in the community. Meetings may vary as to the time and frequency that they are held. It may be desirable to have meetings relatively close together for a period when time permits and then spaced at intervals when advisable.

³Ibid.

⁴Graduate Study Leaflet "Young Farmer Classes" (1950) Colorado A & M College.

The reviewed studies revealed a consensus that meetings for the young farmer group should center at the Vocational Agriculture building; however, the group may meet in a variety of places including homes, public buildings, on farms, research centers, etc., depending on the purpose of the meeting.

A number of studies advanced the idea that the young farmers program should function as a community institution and should advance the young farmer group in the community by providing assistance, giving him a sense of belonging, and help provide for establishment of the occupation of farming.

Many investigators concluded that formal organization of the young farmers group is essential, and it is generally advisable to organize a young farmer club on the local level with officers and appointed committees as the need for them arises.

Major Objectives of a Young Farmers Program⁵

1. To assist members to become established in an occupation. This of course, should be farming where possible, or at least part-time farming.
2. To provide for greater proficiency in the business of farming.
3. To provide for a better understanding of the organization and the function of government.
4. To train for useful citizenship.
5. To provide experiences in cooperative effort.

⁵Dr. Milo J. Peterson, "Guide to Better Instruction for Young Farmer Programs."

6. To provide for rural agriculture leadership.
7. To provide for better family relationships.
8. To provide for social relationship and better social understanding.
9. To provide for farm improvement through economic growth.
10. To provide for personality and character improvement and understanding.
11. To provide for improvement of personal health.
12. To provide for improvement in rural health and sanitation.

Suggestions for Making a "Working" program of Work⁶

Insomuch as learning is an individual experience and the duties of the instructor are to direct these learning experiences, it is necessary to provide the student with an opportunity to determine his own situation by making a personal analysis in each of the major areas of work. This analysis can be partially made by the student by answering a series of questions on each subject that should be provided for this purpose.

The analysis should be made before dealing with each subject, that is, before the individual establishes his goals, and before the various activities or learning experiences are conducted on each subject within the three major areas of

⁶Graduate Study Leaflet, "Young Farmer Classes" (1950) Colorado A & M College.

learning. The goals of each individual should be made on the basis of his analysis, and should indicate where the student would like to be. After the goals of each individual are established, the activities in which the group would like to participate are selected by the students and the instructor, in order to provide learning experiences necessary to reach the goals. These activities will help the individual to progress from where he is to where he wants to be, and such chosen activities, carefully selected, will provide a stimulating program that will meet the needs, interests, and abilities of the members.

Periodic re-evaluation of goals should be made by the student as the program progresses. Each individual's goals will change from one year to the next, as a result of the activities or learning experiences in each of the major areas of work.

"One of the most valuable tools for any young farmer teacher is a good outline."⁷ The course outline should contain at least these three things:

1. An organized way for conducting a series of meetings.
2. A clear cut statement of good acceptable practices.
3. Sufficient sources of material such as, authentic statements, graphs, charts, statistical data, etc., to

⁷Phipps and Cook, "A Handbook on Teaching Vocational Agriculture" (1956) p. 629

satisfy the group as to the justification for the acceptance of the practices.

It is the author's belief after studying the reference material on the subject of young farmer classes and forming young farmer organizations that the main objective of the course outline and program of work should be to:

1. Assist members of the group to solve actual problems they they have on the farm or will have in the near future.
2. Train members to do everyday farm jobs more easily, skillfully and efficiently.
3. Help members design a program for all youth of the community who wish to take part in it and can profit by being a member of the group.
4. Provide training and experiences for members that will result in the desired change in the behavior and character for those enrolled.
5. Assist members in the establishment of definite programs of work for their own farms or farming situation, using approved practices.
6. Help members formulate a program that is in accordance with the community-school philosophy, of serving all the rural youth in the community that can profit from such training.

When starting a new program in a community, the young farmer should be appealed to for his assistance and made to realize it is designed with him specifically in mind. They in turn will feel responsible to assist the teacher in presenting community wide agriculture programs that are of a specific

nature and demand immediate attention.

Size of the young farmer organization should be kept small, as large numbers lose its identity and effectiveness. An organization of twelve to eighteen members proves to be ideal. This size group can have information aimed directly at them with a minimum delay in working with others.

Other factors that seem to be most effective in promoting the program are:

1. Have a specific time and date for regular meetings.
2. Encourage older individuals that are progressive to be associate members, and use them as resource personnel.
3. Provide dynamic programs with a designated person responsible for the meetings.
4. Provide social opportunity after each meeting and occasion.
5. Provide for limited news publications.
6. Provide opportunity for new and creative ideas to formulate rewarding those who participated in the problem by some type of recognition.

Problems pertinent to the community occur each year that all farmers and ranchers may possibly be vitally interested. When these occur, the young farmer can organize for resource personnel to present information to a mass meeting of those interested. This assists in keeping all up to date.

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CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Data presented in this chapter have been obtained from questionnaires and personal interviews with forty young farmers by the author. An attempt has been made to show the status of the young farmers so far as land owned, land rented, age groups involved, types of vocational agriculture programs which are desirable, methods of presentation, and importance of medias for upgrading.

TABLE I
AGES OF 40 YOUNG FARMERS

Ages	Farmers Reporting	
	Number	Per Cent
18-22	2	5%
23-27	4	10%
28-32	12	30%
33-37	10	25%
38-42	8	20%
43-above	<u>4</u>	<u>10%</u>
Totals	40	100%

Age limits of the forty young farmers involved in the survey ranged from eighteen to above forty years. Data presented in Table I indicates that the majority was in the age group twenty-eight to thirty-two. Although there are five percent in the eighteen to twenty-two years of age group and ten percent in the forty-three and above age group, the other eighty-five percent of men interviewed range from age twenty-three to forty-two thus giving a majority in an age group that should enjoy the same type of activities. Fifty-five percent were in the range of twenty-eight to thirty-seven years of age.

TABLE II
ACRES OF LAND OWNED BY FORTY YOUNG FARMERS

Acres	Farmers Reporting Number	Per Cent
0	3	7.50%
1-50	2	5.00%
51-70	4	10.00%
71-100	5	12.50%
101-120	7	17.50%
121-150	7	17.50%
151-170	6	15.00%
171-200	2	5.00%
Above 200	<u>4</u>	<u>10.00%</u>
	40	100.00%

Data presented in Table II indicates that three young farmers owned no land. It also indicates that four owned over two hundred acres. This would indicate that of the young farmers interviewed there is a wide range of investment between high and low ownership of land owned. The majority of the young farmers in the group owned between seventy-one and one hundred seventy acres of land. The largest percentage of young farmers owning land were in the group one hundred one to one hundred twenty and one hundred twenty-one to one hundred fifty with a total of thirty-five percent. It was noted that of the four young farmers who owned over two hundred acres all had received their land through inheritance.

TABLE III
ACRES OF LAND RENTED BY FORTY YOUNG FARMERS

Acres Rented	Farmers Reporting	
	Number	Per Cent
0	16	40.0%
1-25	2	5.0%
26-60	5	12.5%
61-80	4	10.0%
81-100	5	12.5%
Above 100	8	20.0%
	<u>40</u>	<u>100.0%</u>

An examination of findings shown in Table III indicates that sixty percent of the young farmers interviewed rented

some land. Of the young farmers reporting, over half rented from sixty acres to above one hundred acres. As a group, those owning the most land tended to rent less. Twenty per cent of those interviewed rented above one hundred acres indicating how hard it is to own this Washita bottom land.

TABLE IV
GRADE COMPLETED BY FORTY YOUNG FARMERS

Grade Completed	Farmers Reporting	
	Number	Per Cent
Less than 10th Grade	6	15.00%
High School Graduate	21	52.50%
College, 2 years	9	22.50%
College Graduate	$\frac{4}{40}$	$\frac{10.00\%}{100.00\%}$

A close study of the information above would indicate the young farmers have a rather high degree of formal schooling. With 52.5 percent of the group having a high school diploma, and nine with college training and four with college degrees, the author feels the young farmers will be interested in furthering their educational opportunities. They should be alert to learning situations that may confront them as a group or as an individual. A total of eighty-five percent of the men interviewed have a high school education or above.

Young farmers who were interviewed indicated that some areas of study during regular high school agriculture classes had a positive influence on their participation in an adult education program in later years. As shown in Table V three areas of the high school work were particularly important in inducing them to participate in a young farmers organization. Seventy-five per cent of those questioned rated both Leadership Training and Farm Mechanics as excellent for that purpose. Eighty per cent listed Livestock Breeding programs as excellent.

Of the types of program or area used in Table V only one, "General Program", received 'poor' ratings. Three of those questioned rated it poor. "Show Program", "Commercial Fattening Program", "Instructional Program" and "Improved Crop Program" all rated quite high in either the excellent or the good category.

These survey results indicate that an all day program based on a Breeding Program, Shop Program, and a good Leadership Program is the most conducive type for guaranteeing an active young farmer's organization. These types of material should be integrated with an active Show program and Crop program for maximum young farmer participation. Fattening programs and Instructional programs are also beneficial in the maximum development of a dynamic young farmer program. A General program was rated the poorest of all with five percent of the young farmers rating this type of program excellent, fifty per cent rating it good, and 37.5 per cent rating it fair and 7.5 per cent rating it poor.

TABLE V

RELATIVE IMPORTANCE OF EMPHASES GIVEN SELECTED AREAS
OF HIGH SCHOOL INSTRUCTION IN TERMS OF INFLUENCE TOWARD
PARTICIPATION IN THE YOUNG FARMER ORGANIZATION

<u>Type of Program or Area</u>	<u>Number Reporting</u>							
	<u>Excellent</u>		<u>Good</u>		<u>Fair</u>		<u>Poor</u>	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Livestock Show Program	28	70.0	12	30.0	0	0000	0	0000
Livestock Breeding Program	32	80.0	4	10.0	4	10.0	0	0000
Commercial Fattening Program	4	10.0	32	80.0	4	10.0	0	0000
Farm Mechanics Program	30	75.0	8	20.0	2	5.0	0	0000
Instructional Program	6	15.0	28	70.0	6	15.0	0	0000
General Program	2	5.0	20	50.0	15	37.5	3	7.5
Improved Crop Program	28	70.0	12	30.0	0	0000	0	0000
Leadership	30	75.0	10	25.0	0	0000	0	0000

Data in Table VI indicates young farmers preferences concerning presentation of materials to them in their sessions. Eighty and five-tenths per cent of the young farmers interviewed preferred "Resource Personnel" as the type of presentation most desired, with "Demonstrations" as the next choice. Class Member presentations were high, 77.5% indicating that many believed class members can do an outstanding job of program presentation. Seventy per cent of the group interviewed rated "Field Trips" as an excellent method of presentation. "Conference" presentation rated only 7.5% "excellent" but was rated sixty five per cent "good" with ten per cent reporting "fair" and five per cent reporting "poor". From the data collected from this group of young farmers, it is apparent that they prefer well qualified "Resource Personnel" as a major type of program, followed closely with "Demonstrations" and "Class Member" type of programs. "Field Trips" ranked fourth with seventy per cent rating it excellent.

TABLE VI
 RELATIVE IMPORTANCE OF SELECTED
 METHODS OF PRESENTATION IN EDUCATIONAL PROGRAMS FOR YOUNG FARMERS

<u>Type of Presentation</u>	<u>Excellent</u>		<u>Number Reporting Good</u>		<u>Fair</u>		<u>Poor</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Conference	3	7.5	26	65.0	4	10.0	2	5.0
Debate	20	50.0	15	37.5	3	7.5	2	5.0
Demonstration	32	80.0	8	20.0	0	0000	0	0000
Field Trip	28	70.0	8	20.0	4	10.0	0	0000
Lecture	18	45.0	20	50.0	2	5.0	0	0000
Panel Discussion	15	37.5	13	32.5	12	30.0	0	0000
Resource Personnel	34	80.5	6	15.0	0	0000	0	0000
Class Member	31	77.5	8	20.0	2	5.0	0	0000

TABLE VII

WAYS IN WHICH YOUNG FARMERS INDICATE A DESIRE TO ASSIST THE VOCATIONAL AGRICULTURAL INSTRUCTOR IN CARRYING OUT THE TOTAL VOCATIONAL AGRICULTURE PROGRAM

Ways	Farmers Reporting	
	Number	Per Cent
a. Hauling livestock	28	70.0%
b. Teaching a skill	23	57.5%
c. Field trips	20	50.0%
d. Contest work	18	45.0%
e. Class work	12	30.0%
f. Buying livestock	21	52.5%
g. Grading livestock	9	22.5%
h. Marketing livestock	25	62.5%
i. Local stock shows	32	80.0%
j. Others	5	12.5%

Data presented in Table VII indicates the willingness of the young farmer to help the Vocational Agricultural Instructor carry out his all-day program. Six preferred ways, listed in Table VII, in which young farmers indicated a willingness to help ran above fifty per cent. "Local stock shows" were rated the highest percentage, with an indication that eighty percent of the men interviewed would help in carrying out this one function. "Hauling livestock" was also rated high with seventy per cent of the young farmers indicating they help in this capacity. "Marketing livestock" was

checked by 62.5 per cent of the men interviewed as a way in which they helped the vocational agriculture teacher. An alternate preference for "Teaching skills", "Buying livestock" and "Field trips" totaled from fifty per cent to 57.5 per cent and further indicated an eagerness on the part of the young farmer to help Vocational Agriculture remain the dynamic program of our changing educational system. Only "Classwork", "Grading livestock" and "Others", which rated below thirty per cent, would indicate that each organization has young farmers who are willing to help in such a manner.

TABLE VIII

RELATIVE IMPORTANCE OF DIFFERENT COMMUNICATION AGENTS
IN BRINGING ABOUT CHANGE OR ADOPTION
OF NEW PRACTICES

Ways	Young Farmers Reporting	
	Number	Per Cent
Radio	2	5.0%
Television	2	5.0%
Magazine	22	55.0%
Young Farmers	5	12.5%
Neighbors	3	7.5%
Feed Dealers	4	10.0%
Fertilizer Salesmen	2	5.0%
	<u>40</u>	<u>100.0%</u>

An examination of findings shown in Table VIII indicate that sixty-five per cent of the young farmers use mass media

for upgrading their knowledge of new developments. Twenty per cent of the young farmers upgraded their knowledge through friends and neighbors. Fifteen percent of the men interviewed acquired their knowledge through commercial firms.

TABLE IX

NUMBER OF YOUNG FARMERS WHO HAVE STUDENTS IN THE
VOCATIONAL AGRICULTURE PROGRAM

<u>Number Reporting</u>	<u>Not Having</u>		<u>Having</u>	
	No.	Per Cent	No.	Per Cent
40	22	55%	18	45%

Data presented in Table IX show that of the young farmers interviewed, fifty-five per cent of them did not have students in the Vocational Agriculture Program. Forty-five per cent of those interviewed had sons in the Vocational Agriculture Program giving an indication of their reasons for promoting the educational program. The fifty-five per cent of the men interviewed that did not have students in the Vocational Agriculture Program reveals the importance of a well-rounded educational program, geared to keep the interest level at its maximum point.

TABLE X

NUMBER OF YOUNG FARMERS HAVING SONS WHO MAY BE
VOCATIONAL AGRICULTURE STUDENTS

<u>Number Reporting</u>	<u>Having</u>		<u>Not Having</u>	
	No.	Per Cent	No.	Per Cent
40	28	70%	12	30%

Data presented in Table X shows the future prospects from the young farmer group. Seventy per cent of the young farmers interviewed have young boys who were not old enough to become Future Farmers. Thirty per cent of the young farmers reported that they did not have future prospects for the organization. Of these twelve, three had families of girls, three had boys who had already graduated, four had no children, and two were not married.

TABLE XI
YEARS OF VOCATIONAL AGRICULTURE
COMPLETED BY THE FORTY YOUNG FARMERS

Years Completed	Farmers Reporting	
	Number	Per Cent
None	8	20.0%
One	4	10.0%
Two	4	10.0%
Three	6	15.0%
Four	18	45.0%

Data presented in Table XI shows that forty-five per cent involved in the Young Farmers Program have had four years of vocational agriculture in high school. A total of eighty per cent of those interviewed have had one to four years of vocational agriculture indicating that these men had considerable training in farming at the high school level. Only twenty per cent of the men interviewed had not received high school training in vocational agriculture.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The primary purpose of the study was to make a complete survey of the young farmer groups surrounding the Pauls Valley area in order to help determine future policy for the Pauls Valley Young Farmer organization which was formed this past year. Forty young farmers were interviewed and asked to fill out a questionnaire to provide the information presented here.

The data collected shows that the majority of men in Young Farmer organizations are between the ages of twenty-three and forty-two with the majority of these between twenty-eight and thirty-seven years of age. However, age should not be a factor in allowing membership into the organization.

The majority of the young farmers owned from one hundred and one to one hundred and fifty acres of land. It was noted that of the young farmers reporting the operation of two hundred acres of land or more many have received a large portion of their land through inheritance.

Members rented from sixty to one hundred and sixty acres of land, on the average, with twenty percent reporting

rental of above one hundred acres.

According to the young farmers interviewed, emphasis upon three specific areas in the high school program was of predominate importance for securing subsequent participation in the young farmer program. These were identified as livestock breeding programs, agricultural mechanics programs, and programs of leadership training. All of these types of programs were evaluated by young farmers as ranging from seventy-five percent to eighty percent excellent in effectiveness. Strong instructional programs in these areas should be integrated with an active program of livestock exhibition and improved crop production at the high school level, to insure subsequent maximum young farmer participation. Commercial feeding programs and instructional programs involving classroom study are also identified as of value in securing maximum participation by the young farmer group.

The relative effectiveness of methods of presentation of subject matter was determined and it was found that 80.5% of the young farmers preferred extensive use of resource personnel as the method most desired. The writer remembers one such meeting in which he finally locked the doors at fifteen minutes after midnight. This indicates the interest that will be shown if the resource personnel is competent in his particular field and the subject is of interest to the group.

As regards other methods of presentation, demonstrations and class member participation were also ranked high, with

77.5% of respondents rating these methods as excellent, thus indicating that class members within the group can function as an excellent, enjoyable, and fruitful source of program presentation. Field trips were rated fourth in value as a method of presentation, with seventy percent of the members rating this method as excellent. An example of one program of this type may be cited in the area of irrigation and water systems.

Young farmers indicated their willingness to help in the vocational agriculture program in many ways.

In six areas, over fifty percent of those interviewed indicated that they would, and do, help the vocational agriculture instructor with both the high school and community program.

While of lesser importance, such items as classwork, grading livestock and others, were verified as items often shared by young farmers well qualified to help the vocational agriculture instructor. Instead of being a burden to the local instructor, the young farmer organization can be an asset when used as a tool to help promote and maintain a strong all-day program.

Young farmers use many different ways in up-grading their knowledge of new agriculture developments. Mass media was the highest ranking method used for up-grading farming practices. Magazines ranked the highest with a total of fifty-five percent of respondents reporting extensive use, indicating that farm publications influence the young farmer a great deal. Surprisingly, only five

percent reported radio and television were used to any great extent as a means for acquiring knowledge on newer agricultural developments.

Friends and neighbors ranked second as a method or source used by young farmers for acquiring needed knowledge and skills. These young farmers have much to gain by being a member of an organized group which meets consistently and provides a well organized and complete program.

Feed dealers and fertilizer dealers also play a part of furnishing information regarding new developments to the young farmer. Fifteen percent of respondents ranked them as a major source in acquiring new information.

One of the factors that contribute to the eagerness and willingness of the young farmer organization members is that many of the men have sons enrolled in the all-day or high school vocational agriculture program. This figure ran forty-five percent of the four groups that were interviewed in this area. However, the remaining fifty-five percent obviously have other reasons for their interest, which quite possibly may be educational. This indicates that the educational programs must be such as to meet the needs of those that do, in order to maintain interest at the maximum level. Another point in evidence is that seventy percent of the men interviewed have sons presently not yet in the high school program that are future prospects in the all-day program. The impressions they gain of the Young Farmer organization will help determine future enrollment in all-day classes.

The educational attainment level of the group interviewed was high, with 52.5% having a high school education and 22.5% having completed some college work; with an additional 10% having college degrees. This makes a total of eighty-five percent having a high school or higher education. Besides this level of education, eighty percent of the group have had vocational agriculture in high school. This also indicates that these young farmers have gained considerable training in farming at high school and college levels.

Consequently, these young farmers have much to gain by being a member of a group like the Young Farmers. As all Future Farmers have learned through experience, there are always advantages in working together cooperatively as a group. In this way each individual not only benefits financially, but learns from another. In doing so, he learns how to make wise choices and how to live the fuller, richer life; the true goal of education.

CONCLUSIONS

On the basis of the information secured from the survey, from talking to farmers and visiting individual farms, the following conclusions seem to be appropriate:

1. The majority of the group is engaged in farming to the extent they will be very much interested in attending group meetings for the purpose of becoming more fully prepared to meet problems presented through the complex business of farming. In general, reactions of the group were very favorable toward maintaining a strong local young farmers' organization.

2. The average young farmer surveyed is engaged in the typical type of farming carried on in the area.

3. They expressed preference for programs that would up-grade their knowledge of farming, and specified that such programs should be properly presented by people who are specialists in their respective fields.

Many young farmers will ultimately secure the latest information concerning farming improvements from whatever sources may be readily available. Therefore, the teacher of vocational agriculture, in order to facilitate the acquisition of such needed knowledge can provide educational experiences for the young farmer, maintaining the quality of programs that inform and encourage the attainment of more effective and efficient methods of farming. A list of effective, available resource personnel should be maintained by the State Vocational Agricultural Division, kept up to date and presented yearly to vocational agriculture instructors.

4. A strong young farmers program assures the local teacher of community respect and support. This provides for many hours of pleasurable experiences for the teacher as he associates with former high school students and observes and counsels with them as they mature and consolidate long range farming programs.

5. That for continued enrollment of all day students, an active well organized Young Farmer organization should be present in every community. This program will involve not only those who have graduated but others who are prospective members.

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APPENDIX

I. SURVEY SHEETS

INFORMATION SHEET

Name _____

Age _____ Address _____

Name of Parent or Guardian _____

Home Farm: Size _____ Type _____ Owned _____

Rented _____

Number of years attended: Public School _____

College _____

Trade School _____

Rate each of the types of all day vocational programs which are conducive for a Young Farmer Program.

	Excellent	Good	Fair	Poor
A. Show Program				
B. Breeding Program				
C. Fattening Program				
D. Shop Program				
E. Instructional Program				
F. General Program				
H. Others				
I. Leadership				

Rate each of the methods of presentation of the educational program for Young Farmers.

	Excellent	Good	Fair	Poor
a. Conference				
b. Debate				
c. Demonstration				
d. Field Trip				
e. Lecture				
f. Panel-Discussion				
g. Resource Personnel				
h. Class Member				
i. Others				

List the ways in which you would be willing to assist the Vocational Agriculture Teacher in carrying out the Vocational Agriculture Program.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Check the most important media for upgrading your knowledge of new agricultural developments.

- | | |
|------------------------|--------------------------------|
| a. Radio _____ | e. Neighbors _____ |
| b. Television _____ | f. Feed dealers _____ |
| c. Magazines _____ | g. Fertilizer
dealers _____ |
| d. Young Farmers _____ | |

Number of members of family: boys_____ girls_____

Number of years of Vocational Agriculture in High School____

In which of the following areas do you feel the most need for group instruction?

Breeding_____

Feeding_____

Soils_____

Diseases_____

Pastures_____

Fertilizers_____

Irrigation_____

Farm Mechanics_____

Sorghums_____

Seed Production_____

Others_____

VITA

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Candidate for the Degree of
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Thesis: A STUDY OF FORTY MEMBERS OF THE YOUNG FARMER
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