

THE NATURE AND EXTENT OF TEACHING PROGRAMS, IN AGRICULTURAL
ECONOMICS, MARKETING, AND FARM MANAGEMENT IN FORTY
VOCATIONAL AGRICULTURE DEPARTMENTS IN
SOUTHWESTERN OKLAHOMA

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Bachelor of Science

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1950

Submitted to the Faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
July, 1960

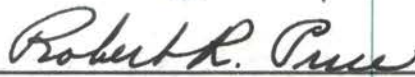
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458206

ACKNOWLEDGEMENT

The writer wishes to express his gratitude to Dr. Robert R. Price, his major advisor, for the counseling and encouragement that promoted this study. Special appreciation is due Professor Emeritus, Clarence L. Angerer, whose guidance and assistance were invaluable in the organization and presentation of the data, and to Professor Don M. Orr, whose help in laying the foundation for this study was of great value.

The writer also wishes to express his gratitude to Mr. Ralph Dreessen, Southwest District Supervisor, and the forty teachers of Vocational Agriculture in Southwestern Oklahoma, for their cooperation in contributing information, and to the staff of the Vocational Agriculture Division of the Department of Vocational Education for their cooperation in the gathering of material necessary for this study.

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CHAPTER I

INTRODUCTION

Why do farmers in the same area, with equal production opportunities, have such a big difference in net income? The answer to this dilemma, researchers agree, is usually due to management. - - - Even in prosperous times some farms lose money, and even in adverse times many farms earn good profits. Why? There is, of course, no single answer to this question. But, research pinpoints one of the major causes - - - differences in farm managers. - - - The shortest and most descriptive definition of management is "decision making".¹

In Iowa 1,046 farmers kept records with the extension service. The top 349 had a management return of \$8,063. The low 349 actually lost money - - - \$1,154 per farm. Why? The answer is management.²

One could go on and on quoting authorities who agree that farm management has become the number one problem with our present day farmers. There was a time when we stressed "improved practices and skills" in our vocational agriculture classes and a wonderful job was done. Many students and adult farmers alike became very proficient. It was important then and it is still important, but that is not enough today.

In a talk before a large group of farm leaders at the Oklahoma State University on the 5th of June, 1959, Dr. P. H. Stephens of the

¹Fred H. Weigmann, "Management: The Biggest Word In Farming," Better Farming Methods, May 1959, p. 28.

²John Strohm, "Good Management - Key To Your Profits," Farm Management Digest, 1959, p. 1.

Federal Land Bank of Wichita, Kansas, said "The 1975 farmer will be a 'manager', not a plowboy".

We as vocational agriculture teachers should review our objectives to determine if we are training the farm youth to be skilled workers for a good farm manager or skilled managers themselves.

Statement of the Problem

In realizing that many of the farmers of 1975 or any other future date are vocational agriculture students in present or near future classes, a teacher of vocational agriculture will need to take a second look at his own program of instruction. Each instructor should give careful consideration to determine if he is offering sufficient instruction in agricultural economics, marketing, and farm management to properly train vocational agriculture students to become the type of farm managers that tomorrow's agriculture will demand. As teachers of vocational agriculture, we need to recognize the weaknesses of our instructional programs and make needed adjustments so that we will be able to do a better job of training prospective farmers.

Purposes of the Study

The purposes of this study are: (1) To determine the amount of class time devoted to the teaching of agricultural economics, marketing, and farm management in the four year course of study in vocational agriculture in Southwestern Oklahoma; (2) to determine if the amount of class time being used in teaching agricultural economics, marketing, and farm management in the four year course of study is sufficient;

(3) to determine the reasons for the present allocation of class time to the teaching of agricultural economics, marketing, and farm management; and (4) to obtain the opinions of forty teachers of vocational agriculture in Southwestern Oklahoma with regard to the relative importance of various phases of agricultural economics, marketing, and farm management as a part of the needed revision in the program of instruction for vocational agriculture students.

Limitations of the Study

This study includes the reports and opinions of forty vocational agriculture teachers in schools located in thirteen counties, considered for the purpose of this report to be located in Southwestern Oklahoma. These thirteen counties include Beckham, Caddo, Commanche, Custer, Grady, Greer, Jackson, Kiowa, McClain, Roger Mills, Stephens, Tillman, and Washita.

The study was limited to the instructional program that concerned the all-day boys and dealt only with that part of the instructional program that was concerned with the teaching of agricultural economics, marketing, and farm management. The amount of actual time used to teach agricultural economics, marketing, and farm management was taken from the monthly reports in the office of the Vocational Agriculture Division of the Department of Vocational Education, Stillwater, Oklahoma.

Methods of Procedure

This study was started by obtaining a list of the high schools in Southwestern Oklahoma where vocational agriculture was offered in the

school years 1956-1957 and 1957-1958. The list included ninety-two schools. In order to secure a random sample, school number one on the list was selected and then every other school was selected. (Actual schools selected were numbers one, three, five, seven, nine, etc.) In this manner, forty-one schools were selected. Nine other schools were selected at random, making a total of fifty schools.

The next step was to obtain permission from the Vocational Agriculture Division of the Department of Vocational Education, Stillwater, Oklahoma, to examine the monthly reports of the fifty departments for the school years 1956-1957 and 1957-1958. From these reports, a determination was made of the amount of time used in teaching agriculture economics, marketing, and farm management in the four year course of study. This information was obtained from the monthly reports for the school year 1957-1958 where possible. In most cases, this included only three years of the four year course of study. (Agriculture I, II, and III, or Agriculture I, II, and IV.) Where only three of the years were taught, it was necessary to refer to the monthly reports of the school year 1956-1957 for the fourth year.

All of the instruction in agriculture economics, marketing, and farm management was reported and could be grouped for the purpose of this study under the following headings:

Farm management (no designation as to the area)

Business arrangement, including renting, leasing, titles, and farm law.

Planning and organization, including budgets and combinations of enterprises.

Federal agencies and policies

Taxes and social security

Marketing (livestock - crops - produce)

Economics (prices - cycles - trends)

Records and record keeping

Credit, financing, and banking

The next step was to prepare a questionnaire suitable for use in interviewing the vocational agriculture teachers of the fifty schools. After several changes and corrections were made the final form was approved by the major thesis advisor. On the form sent to each school was recorded the amount of time devoted to instruction in the above mentioned areas. The teacher in each school was asked to complete the questionnaire and return it to the writer. Forty forms were returned.

This study is based upon the data obtained from the monthly reports and the opinions of the forty teachers concerned.

Definition of Terms

Agricultural Economics. For the purposes of this study, it will include such things as prices, price trends, and price-cost relationships as they affect the welfare of the farmer.

Marketing. Decisions and processes encountered in the handling and transferring of goods and products from the farmer to the consumer.

Farm Management. Making decisions concerning the organization and operation of a farm business. This will include decisions affecting the individual and collective enterprises of a farm business in the light of what a farmer has to work with. It deals with the most efficient use of land, labor, and capital.

CHAPTER II

REVIEW OF LITERATURE

Few studies were discovered by the writer concerning the amount of time devoted to teaching agriculture economics, marketing, and farm management to all-day classes of vocational agriculture.

Bass¹, in a study to determine units in the area of farm management that should be taught students in vocational agriculture classes, found that 92.9 per cent of the vocational agriculture teachers of Virginia who participated in the study believed that keeping farm records should be taught to vocational agriculture students, while 70.4 per cent indicated that they should be taught how to make a survey of the home farm and prepare a long-time farming program. The study also showed that 66.1 per cent of the participating teachers considered securing and using farm labor efficiently important to the all-day students.

In a study of procedures used in teaching farm management in vocational agriculture classes in Ohio, Coffee² found that sixty-eight per cent of the teachers rated keeping farm records of much importance, and fifty-three per cent said less emphasis should be placed on farm management. Lack of interest was the greatest difficulty that teachers experienced.

¹B. C. Bass, "A Study to Determine Units in the Area of Farm Management That Should be Taught Students in Vocational Agriculture Classes," (Non-Thesis, A Research Staff Report, Virginia Polytechnic Institute, 1957).

²H. H. Coffee, "Procedures Used in Teaching Farm Management in Vocational Agriculture Classes in Ohio," (Thesis, M. S., Ohio State University, 1955), pp. 110-117.

An accumulation of studies by Hart, Bond, and Cunningham³ shows that the major factors causing a wide variance in labor income are size of farm business, labor efficiency, crop yields, rates of animal production, and combination of enterprises. Over a period of years, the larger the farm business, within reasonable limits, the higher the income of the operator. The rates of production of crops and live-stock also have a pronounced effect on the relation of size to income. Their studies indicated that, as a whole, much of the increase in income from the large business was evidently due to the more effective use of labor on such farms.

Conklin reported that:

Size of business showed a positive correlation to level of income, but this does not mean that all the larger farms made large profits. It was found that the large farms were on one end or the other of an income frequency distribution; either such farms were returning large profits or showing a substantial loss. When all the large farms were taken as a group, however, their average income was substantially larger than for the smaller ones.⁴

The study further revealed that crop yields and rates of animal production individually showed definite correlation to level of income. Labor efficiency, measured by work units per man, was the third major factor affecting profits. Other factors significantly affecting profits included seasonality of production and combination of enterprises.

³V. B. Hart, M. C. Bond, and L. C. Cunningham, Farm Management and Marketing (New York, 1942), pp. 67,75,83,85.

⁴Gordon L. Conklin, Factors Affecting Profits, Farm Economics Bulletin 179, New York.

In the Kansas Farm Management Summary and Analysis Report of 1957, Bartlett's⁵ analysis of the farm business of a group of farms showed the importance of size of business to total labor income. The high twenty-five per cent of farms studied had a gross farm income of \$30,776, while the low twenty-five per cent of the farms had a gross farm income of \$10,373. The higher income farms had 297 work days per man, while the lower income farms had 273 work days per man. The importance of rates of production was substantiated by the fact that the higher income farms had a ninety-four per cent calf crop and weaned an average of seven pigs per litter from thirteen sows. The lower income farms had a seventy-eight per cent calf crop and weaned six pigs per litter from two sows. The high profit farms had 355 crop acres per farm, whereas the low profit farms only had 228 crop acres per farm. The high profit farms sold \$381 worth of products from each dairy cow, compared with \$290 worth of products from each dairy cow on the low profit farms. The high income farms had a gross income of \$19,937 from livestock, while the low income farms grossed an average of only \$6,347 from livestock.

Bartlett,⁶ in his observations drawn from the Farm Management Summary and Analysis Report of Kansas for 1958, clearly established that high income farms excell in crop yields, livestock production, volume of business and managerial skill of the operator. It did show, however, that while the problem of low income may be relieved, it is

⁵C. E. Bartlett et al., Farm Management, Kansas State College, (Kansas, 1957), p. not paged.

⁶C. E. Bartlett et al., Farm Management, Kansas State College, (Kansas, 1958), pp. 4, 45, 50, 103.

not completely solved by good crop yields and favorable price relationships. It must be accompanied by a larger gross income for each acre of crops or each unit of livestock or both.

The concluding observations were that the four most important factors for satisfactory income are as follows:

- a. Large volume of business.
- b. High production per animal unit.
- c. High crop yields per acre.
- d. An alert operator who can organize his work and apply new technology well.

Sizes of businesses recommended for consideration in Southeastern Kansas were as follows:

- a. Swine - Forty sows on a multiple farrowing basis.
- b. Sheep - Three hundred ewes on fall lambing basis.
- c. Poultry - Two thousand layers.
- d. Dairy - Forty to sixty milk cows or thirty thousand pounds of milk per man employed.

Hart⁷ drew the conclusion from studies of many farm businesses that there are certain important business factors, such as size of business and rates of crop and animal production, affecting profits in farming. He reported that in New York, studies indicated that the five most important business factors that are more or less under the control of the individual farmer and that affect incomes are:

⁷V. B. Hart, S. W. Warren, I. R. Bierly, Farm Management Manual, Cornell University, (New York, 1946), pp. 1, 27.

1. Size of business
2. Rates of production of crops and animals
3. Labor efficiency
4. Selection and combination of enterprises
5. Land class

Warren⁸ listed eight factors that affect farm profits as:

1. Prices
2. Size of business
3. Rates of production of crops and animals
4. Labor efficiency
5. Selection and combination of enterprises
6. Farm layout, farmstead and building arrangement
7. Efficiency in the use of farm equipment
8. Markets and marketing

While Warren put prices at the top of the list, he said, "Some farmers lost money in good years. Some made money in bad years. This indicates that there are certainly other factors in addition to the general price level which affects farm profits".

The major objectives of vocational education in agriculture are to develop effective ability to:

1. Make a beginning and advance in farming.
2. Produce farm commodities efficiently.
3. Market farm products advantageously.
4. Conserve soil and other natural resources.
5. Manage a farm business.
6. Maintain a favorable environment.

The marketing of farm products has become so complex that special

⁸Ibid., pp. 14, 17.

emphasis should be given to it by farmers. - - - In order to market advantageously the many different farm products and to correlate production, marketing, and management practices in a total farm business, some specific abilities are needed. - - - The farm management activities of the farmer pertain largely to the individual crop and animal enterprises and to the farm business as a whole. - - - To manage a farm business satisfactorily the farmer must focus his attention not upon enterprises alone as important parts of the farm business, but also upon their relationship to the farm business as a whole.⁹

A review of Major Factors of Successful Farming¹⁰ shows the following factors as those being recognized as relatively most important:

1. Superior crop efficiency
2. Superior livestock efficiency
3. Superior labor efficiency
4. Superior size of business
5. Superior marketing efficiency
6. Superior farm family food production

The Agricultural Education Magazine published an article by J. H. Herbst, who started the article with the question below and went on to make the following observations:

Does a mixture of uncoordinated agricultural topics deserve to be called farm management? - - - It has been called to the writer's attention that vocational agriculture teachers sometimes label as "farm management" any group of unrelated topics that are hard to fit into one of the subject matter fields of agriculture. This brings about a "shotgun" approach in teaching technique. Such an approach is not considered as good teaching and may give the study of farm management a

⁹U. S. Office of Education, Educational Objectives in Vocational Agriculture, Vocational Division Monograph No. 21 (Washington, 1940), pp. 3,6,8.

¹⁰G. J. Dippold, Major Factors of Successful Farming, (Stillwater, Oklahoma, 1950), p. Introduction.

"black eye" as well, since the procedure disguises the true nature of this field of study.¹¹

Wiegman recognized our weakness in the field of farm management when he wrote:

Farmers have generally placed emphasis on knowledge in the various production fields of dairying, animal husbandry, field crops, etc.; in soils, fertilizers, insect control, mechanics and many other areas.

Now, and increasingly in the years ahead, they will find it necessary to develop skill in farm business management.

Agricultural leaders and agencies, both public and private, are slowly coming to recognize that this is an area in agricultural education that has been relatively neglected.¹²

¹¹J. H. Herbst, "What is Farm Management?", The Agricultural Education Magazine, XXXI (June 1959), p. 276.

¹²Fred H. Wiegman, "Management: The Biggest Word in Farming", Better Farming Methods, May 1959, p. 28.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Each teacher of vocational agriculture in Oklahoma is required to submit a complete outline of the four year course of study. In this particular outline, each teacher is required to list the various enterprises to be taught and also indicate the number of periods that will be used for each enterprise for each of the four years.

At the end of every month, each teacher is required to submit a report to the Vocational Agriculture Division of the Department of Vocational Education, Stillwater, Oklahoma, showing each enterprise taught and the number of periods used in teaching each.

The number of periods that were used in teaching agricultural economics, marketing, and farm management were determined from the monthly reports for the school years of 1956-1957 and 1957-1958. Most of the information was obtained from the monthly reports for the school year of 1957-1958. In most cases, however, this included only three of the four year course of study. (Agriculture I, II, and III or IV.) Where only three of the years were taught, it was necessary to refer to the monthly reports of the school year 1956-1957 for the fourth year. The total periods in four years of vocational agriculture amounts to seven hundred and twenty.

TABLE I

NUMBER OF PERIODS REPORTED USED AND TEACHERS' OPINIONS CONCERNING
TIME ALLOWED FOR TEACHING FARM MANAGEMENT BY
FORTY TEACHERS IN SOUTHWESTERN OKLAHOMA

Periods Reported	Teachers Reporting	Indicating Time Was Sufficient		*Reasons why more periods were not used.								
		Yes	No	A	B	C	D	E	F	G	H	I
0-4	34	5	17	4	3	3	1	3	2	6		
5-9	2	1	1	1						1		
10-14	2	1	1	1								
15-19	0											
20-24	0											
25-Up	2	2		2								
Totals	40	9	19	8	0	4	0	3	1	3	3	6

*Reasons Why More Periods Were Not Used:

- A - Time allotted was sufficient to meet the needs of the students.
- B - Too few boys returning to the farm to justify any more time.
- C - Do not have time.
- D - Not important to high school students.
- E - Unable to maintain interest in the students.
- F - Teacher not sufficiently informed to teach any more.
- G - Insufficient reference materials.
- H - Reported in record keeping. (The reason was not suggested on the questionnaire. It was volunteered.)
- I - Covered in other subject matter. (This reason was not suggested on the questionnaire. It was volunteered.)

In Table I it is interesting to discover that only six of the forty reporting teachers reported teaching over four periods in farm management. Four of these six indicated that the amount of time was considered sufficient. It should be remembered that this report included the four year course with a total of 720 periods at the disposition of the teacher. This line of thinking would appear to be in agreement with Dr. Dippold's statement, "Success in farming depends upon operational skill and managerial ability. Neither aspect can be neglected. It happens however, that most farmers give more attention to skilled jobs and neglect management"¹.

Further examination of Table I shows that five teachers who reported less than four periods used to teach farm management indicated that they considered such time spent as sufficient. Two teachers indicated that they taught the subject more thoroughly under a specific enterprise. Coffee², in a similar study of 124 teachers, found that twenty-seven per cent of the reporting teachers indicated that they taught farm management with specific enterprises.

Of the two teachers reporting over twenty-five periods used in the teaching of farm management, one reported thirty periods and one reported forty-eight periods.

¹G. J. Dippold, Major Factors of Successful Farming, (Stillwater, Oklahoma, 1950), p. Introduction.

²H. H. Coffee, "Procedures Used in Teaching Farm Management in Vocational Agriculture Classes in Ohio", (Thesis, M. S., 1955, Ohio State University), pp. 110-117.

TABLE II

NUMBER OF PERIODS REPORTED USED AND TEACHERS' OPINIONS CONCERNING TIME ALLOWED FOR TEACHING BUSINESS ARRANGEMENT, INCLUDING RENTING, LEASING, TITLES, AND FARM LAW BY FORTY TEACHERS IN SOUTHWESTERN OKLAHOMA

Periods Reported	Teachers Reporting	Indicating Time Was Sufficient		*Reasons Why More Periods Were Not Used								
		Yes	No	A	B	C	D	E	F	G	H	I
0-4	18	7	11	6	3		3	4	2	1		
5-9	8	3	5	1				1	3		1	
10-14	7	6	1	6				1				
15-19	2	2						1				
20-24	1	1		1								
25-Up	4	4		1	1							
Totals	40	23	17	17	1	3	0	0	5	7	2	2

*Reasons Why More Periods Were Not Used

- A - Time allotted was sufficient to meet the needs of the students.
- B - Too few boys returning to the farm to justify any more time.
- C - Do not have time.
- D - Not important to high school students.
- E - Unable to maintain interest in the students.
- F - Teacher not sufficiently informed to teach any more.
- G - Insufficient reference material.
- H - Reported in record keeping. (This reason was not suggested in the questionnaire. It was volunteered.)
- I - Covered in other subject matter. (This reason was not suggested in the questionnaire. It was volunteered.)

An examination of the data presented in Table II shows that eighteen of the forty teachers interviewed reported less than five teaching periods in business arrangement, including renting, leasing, titles, and farm law. Seven of these teachers indicated that the time spent was sufficient, six considered that time spent was sufficient to meet the needs of the students, while one volunteered that the subjects were covered in other subject matter. Eleven of the eighteen teachers felt that they had spent insufficient time on business arrangements. Four indicated that they had insufficient reference material, three did not feel sufficiently informed to teach more, and three felt that they did not have time to teach more on the subject.

More than one-half of the teachers were satisfied that the time they spent on business arrangement, renting, leasing, titles, and farm law was sufficient. This reveals a wide difference in opinion as to just how much time should be devoted to these areas of farm management. Out of the seventeen teachers who indicated that amount of time spent was sufficient to meet the needs of the students, only one had used fifty periods and six had used less than four periods.

According to the data presented in Table III, eighteen of the forty teachers reporting, indicated that they had taught less than five periods in planning and organization, including budgets and combination of enterprises. Four of these eighteen felt that they had spent enough time on these subjects, two indicated that time spent was sufficient to meet the needs of the students, while two reported that they actually taught more under the heading of record keeping. In a similar study

TABLE III

NUMBER OF PERIODS REPORTED USED AND TEACHERS' OPINIONS CONCERNING TIME ALLOWED FOR TEACHING PLANNING AND ORGANIZATION, INCLUDING BUDGETS AND COMBINATIONS OF ENTERPRISES BY FORTY TEACHERS TEACHING IN SOUTHWESTERN OKLAHOMA

Periods Reported	Teachers Reporting	Indication Time Was Sufficient		*Reasons Why More Periods Were Not Used								
		Yes	No	A	B	C	D	E	F	G	H	I
0-4	18	4	14	2		2		2	4	6	2	
5-9	1	1		1								
10-14	5	5		5								
15-19	3	3		3								
20-24	4	4		2								
25-Up	9	8	1	6		1						
Totals	40	25	15	19	0	3	0	2	4	6	2	0

*Reasons Why More Periods Were Not Used:

- A - Time allotted was sufficient to meet the needs of the students.
- B - Too few boys returning to the farm to justify any more time.
- C - Do not have time.
- D - Not important to high school students.
- E - Unable to maintain interest in the students.
- F - Teacher not sufficiently informed to teach any more.
- G - Insufficient reference material.
- H - Reported in record keeping. (This reason was not suggested in the questionnaire. It was volunteered.)
- I - Covered in other subject matter. (This reason was not suggested in the questionnaire. It was volunteered.)

Coffee³ showed that nineteen per cent of the teachers he interviewed reported having taught similar areas of farm management with record keeping.

It is interesting to note that with one exception, every teacher who reported having taught over four periods in planning and organization, including budgets and combination of enterprises, considered the time used as sufficient. An examination of the survey forms reveals that of the nine who reported having taught twenty-five periods or more in these areas, one taught twenty-seven; two taught thirty-one; one taught thirty-three; one taught thirty-four; two taught forty-four; one taught fifty; and one taught 119 periods.

Dr. G. J. Dippold wrote:

It is difficult for most people to make a good living without full-time employment. For efficient use of his time, a farmer must have enough work to do to keep himself employed throughout the year. The right combination of enterprises is essential, so that his work is spread through the year, rather than being crowded into one season. It is important that farm work be planned in advance.⁴

According to the data in Table IV, very few teachers gave much attention to teaching about federal agencies and policies. Thirty teachers reported having taught less than five periods in this area, while fourteen reported none at all. A great majority of them, however, did indicate that time spent in this area was insufficient. With two exceptions, all who reported having taught five periods or more about federal agencies and policies considered the time spent as sufficient.

³Ibid., p. 112.

⁴Dippold, p. 33.

TABLE IV

NUMBER OF PERIODS REPORTED USED AND TEACHERS' OPINIONS CONCERNING TIME
ALLOWED FOR TEACHING FEDERAL AGENCIES AND POLICIES BY FORTY
TEACHERS IN SOUTHWESTERN OKLAHOMA

Periods Reported	Teachers Reporting	Indicating Time Was Sufficient		*Reasons Why More Periods Were Not Used								
		Yes	No	A	B	C	D	E	F	G	H	I
0-4	30	5	23	4	2	5	4	4	5	8	1	
5-9	6	5	1	3				1		1		1
10-14	3	3										
15-19	0											
20-24	0											
25-Up	1		1								1	
Totals	40	13	25	7	2	5	4	5	5	10	1	1

*Reasons Why More Periods Were Not Used:

- A - Time allotted was sufficient to meet the needs of the students.
- B - Too few boys returning to the farm to justify any more time.
- C - Do not have time.
- D - Not important to high school students.
- E - Unable to maintain interest in the students.
- F - Teacher not sufficiently informed to teach any more.
- G - Insufficient reference material.
- H - Reported in record keeping. (This reason was not suggested in the questionnaire. It was volunteered.)
- I - Covered in other subject matter. (This reason was not suggested in the questionnaire. It was volunteered.)

The one instructor who taught more than twenty-five periods on federal agencies and policies in the four year course indicated that the time spent was not sufficient. He did not teach more on the subject because of insufficient reference material. This reason was used most frequently for not teaching more about federal agencies and policies.

It is interesting to observe that two reporting teachers indicated that too few boys were returning to the farm to justify more time in this area. As will be revealed in Table XI, this reason was used only four times in this study as a reason for not teaching more periods on some phase of agricultural economics, marketing, or farm management. A further study of Table XI will show that on eight occasions teachers indicated that they did not teach more on some phase of agricultural economics, marketing, or farm management because they did not consider it important enough to high school students. This reason was used four times as a justification for not teaching more on federal agencies and policies.

Findings, as presented in Table V, were unusual in several ways. Of the forty teachers, only seven reported on their monthly report as having taught any periods on taxes and social security. Of the thirty-seven reporting having taught four hours or less, thirty-three reported none at all. Less time was reported spent on taxes and social security than on any other area of agricultural economics, marketing, or farm management included in this study. As will be revealed in a subsequent table, less importance was given to this area than most of the other areas of the study. In this table not one teacher indicated that too few boys were returning to the farm to justify more time, and only three indicated that it was not important to high school students. Eleven of

TABLE V

NUMBER OF PERIODS REPORTED USED AND TEACHERS' OPINIONS CONCERNING TIME ALLOWED FOR TEACHING TAXES AND SOCIAL SECURITY BY FORTY TEACHERS IN SOUTHWESTERN OKLAHOMA

Periods Reported	Teachers Reporting	Indicating Time Was Sufficient		*Reasons Why More Periods Were Not Used								
		Yes	No	A	B	C	D	E	F	G	H	I
0-4	37	4	31	3		8	3	5	7	10		2
5-9	2	1	1	1							1	
10-14	1	1										
15-19	0											
20-24	0											
25-Up	0											
Totals	40	6	32	4	0	8	3	5	7	11	0	2

*Reasons Why More Periods Were Not Used:

- A - Time allotted was sufficient to meet the needs of the students.
- B - Too few boys returning to the farm to justify any more time.
- C - Do not have time.
- D - Not important to high school students.
- E - Unable to maintain interest in the students.
- F - Teacher not sufficiently informed to teach any more.
- G - Insufficient reference material.
- H - Reported in record keeping. (This reason was not suggested in the questionnaire. It was volunteered.)
- I - Covered in other subject matter. (This reason was not suggested in the questionnaire. It was volunteered.)

the forty indicated that they had insufficient reference material and eight indicated that they did not have time. Seven felt that they were not sufficiently informed to teach more and five felt that they were unable to maintain interest in the students. Only four felt that time spent on these subjects was sufficient to meet the needs of the students. It should be remembered in this connection, however, that only seven reporting teachers spent any time at all on these subjects.

When an examination of the data in Table VI is made, it discloses that there is a wide difference of opinions concerning the sufficiency of the time that was devoted to the teaching of marketing livestock, crops, and produce.

Fourteen teachers reported having taught less than four periods in marketing, two of them indicating that the time thus spent was sufficient to meet the needs of the students. It should be remembered that this study concerns a four year period with 720 periods at the disposition of the teacher. Three of the six teachers reporting five to nine periods of marketing considered this amount sufficient to meet the needs of the students and another one reported that time spent on marketing was sufficient, but that it was reported taught with other subject matter.

Further examination of the table reveals that ten reporting teachers utilized twenty-five periods or more teaching marketing, with one reporting as much as 178 periods in the four years. One of these ten teachers, who taught thirty-two periods of marketing, indicated that time spent was sufficient. His reason for not teaching more was insufficient reference material.

TABLE VI

NUMBER OF PERIODS REPORTED USED AND TEACHERS' OPINIONS CONCERNING TIME ALLOWED FOR TEACHING OF MARKETING OF LIVESTOCK, CROPS, AND PRODUCE BY FORTY TEACHERS IN SOUTHWESTERN OKLAHOMA

Periods Reported	Teachers Reporting	Indicating Time Was Sufficient		*Reasons Why More Periods Were Not Used								
		Yes	No	A	B	C	D	E	F	G	H	I
0-4	14	3	11	2		2		1	1	3	3	3
5-9	6	4	2	3		2						1
10-14	2	1	1	1								
15-19	2	1	1	1					1			
20-24	6	5	1	2		1						
25-Up	10	9	1	7						1		
Totals	40	23	17	16	0	5	0	1	2	4	3	4

*Reasons Why More Periods Were Not Used:

- A - Time allotted was sufficient to meet the needs of the students.
- B - Too few boys returning to the farm to justify any more time.
- C - Do not have time.
- D - Not important to high school students.
- E - Unable to maintain interest in the students.
- F - Teacher not sufficiently informed to teach any more.
- G - Insufficient reference material.
- H - Reported in record keeping. (This reason was not suggested in the questionnaire. It was volunteered.)
- I - Covered in other subject matter. (This reason was not suggested in the questionnaire. It was volunteered.)

TABLE VII

NUMBER OF PERIODS REPORTED USED AND TEACHERS' OPINIONS CONCERNING TIME ALLOWED FOR TEACHING AGRICULTURAL PRICES, CYCLES, AND TRENDS BY FORTY TEACHERS IN SOUTHWESTERN OKLAHOMA

Periods Reported	Teachers Reporting	Indicating Time Was Sufficient		*Reasons Why More Periods Were Not Used								
		Yes	No	A	B	C	D	E	F	G	H	I
0-4	26	5	20	3		4	1	5	2	4		5
5-9	7	4	3	4				2		2	1	
10-14	1	1										
15-19	1	1										
20-24	2	2		2								
25-Up	3	1		1				1	1			
Totals	40	14	25	10	0	4	1	8	3	6	1	5

*Reasons Why More Periods Were Not Used

- A - Time allotted was sufficient to meet the needs of the students.
- B - Too few boys returning to the farm to justify any more time.
- C - Do not have time.
- D - Not important to high school students.
- E - Unable to maintain interest in the students.
- F - Teacher not sufficiently informed to teach any more.
- G - Insufficient reference material.
- H - Reported in record keeping. (This reason was not suggested in the questionnaire. It was volunteered.)
- I - Covered in other subject matter. (This reason was not suggested in the questionnaire. It was volunteered.)

The data presented in Table VII show that twenty-one of the twenty-six teachers who reported as having taught less than five periods on agricultural prices, cycles, and trends, actually had taught nothing in these areas. One of the teachers who reported having taught nothing in these areas, indicated that the time spent on these areas was sufficient, his reason being that it was not important to high school students.

A total of fourteen teachers indicated that time spent on teaching agricultural prices, cycles, and trends was sufficient. Ten of them were of the opinion that time spent was sufficient to meet the needs of the high school students. One believed that the subject was not important to high school students, one taught these areas more with other subject matter, and one indicated that the time spent in teaching these areas was reported under the heading of record keeping. One teacher advanced no reason for not teaching more agricultural prices, cycles, and trends.

Somewhat in contrast to the general opinions evidenced in Table VII, two of the three teachers who reported having taught twenty-five periods or more on agricultural prices, cycles, and trends indicated that time spent teaching these areas was insufficient.

Inability to maintain student interest was advanced by eight teachers as the reason for not teaching more on agricultural prices, cycles, and trends. Examination of all the tables in this study shows that this reason was used in connection with these areas than with any of the other areas in this study.

TABLE VIII

NUMBER OF PERIODS REPORTED USED AND TEACHERS' OPINIONS CONCERNING TIME ALLOWED FOR TEACHING CREDIT, FINANCING, AND BANKING BY FORTY TEACHERS IN SOUTHWESTERN OKLAHOMA

Periods Reported	Teachers Reporting	Indicating Time Was Sufficient		*Reasons Why More Periods Were Not Used								
		Yes	No	A	B	C	D	E	F	G	H	I
0-4	31	5	25	4	1	8		6	3	5	3	2
5-9	4	2	2	3				1				
10-14	2	2		2								
15-19	2	2		1								
20-24	1		1						1			
25-Up	0											
Totals	40	11	28	10	1	8	0	7	4	5	3	2

*Reasons Why More Periods Were Not Used:

- A - Time allotted was sufficient to meet the needs of the students.
- B - Too few boys returning to the farm to justify any more time.
- C - Do not have time.
- D - Not important to high school students.
- E - Unable to maintain interest in the the students.
- F - Teacher not sufficiently informed to teach any more.
- G - Insufficient reference material.
- H - Reported in record keeping. (This reason was not suggested in the questionnaire. It was volunteered.)
- I - Covered in other subject matter. (This reason was not suggested in the questionnaire. It was volunteered.)

According to data in Table VIII, credit, financing, and banking received little attention in the teaching schedule of the forty vocational agriculture teachers in Southwestern Oklahoma who participated in this study. According to the monthly reports submitted, thirty-one of the forty teachers devoted less than a total of five periods to credit, financing, and banking in the four year program. The survey forms completed by the teachers for the purpose of this study shows that twenty-seven of them devoted no time at all to the study of credit, financing, and banking. The reason most frequently given for not teaching more than four periods in these areas was lack of time. This reason was reported eight times. The second most often reported reason was the inability to maintain interest of students. This reason was used six times. Five teachers indicated that they spent four hours or less teaching credit, financing, and banking because of insufficient reference material. A total of five of the forty reporting teachers indicated that they reported having taught more on these subjects under the heading of record keeping or some other subject matter.

In a study conducted in Ohio, Coffee⁵ found that thirty-three per cent of the teachers in his study indicated that they reported this type of instruction with record keeping or other subject matter.

A comparison of data presented in Table IX with that of the eight preceding tables will quickly show that the teachers devoted much more time to teaching records and record keeping than to any other phase reported in this study. A review of Tables I through VIII indicates that many teachers reported having taught different phases of agricultural economics, marketing, and farm management under the heading of records and record keeping. With this in mind, it is reasonable to assume that

⁵Coffee, pp. 110-117.

TABLE IX

NUMBER OF PERIODS REPORTED USED AND TEACHERS' OPINIONS CONCERNING TIME ALLOWED FOR TEACHING RECORDS AND RECORD KEEPING BY FORTY TEACHERS IN SOUTHWESTERN OKLAHOMA

Periods Reported	Teachers Reporting	Indicating Time Was Sufficient		*Reasons Why More Periods Were Not Used								
		Yes	No	A	B	C	D	E	F	G	H	I
0-24	4	2	1	1				1				
25-49	6	6		4								
50-74	8	8		7								
75-99	11	11		7								
100-124	4	4		3								
125-149	6	6		6								
150-174	1	1		1								
Totals	40	38	1	29	0	0	0	1	0	0	0	0

*Reasons Why More Periods Were Not Used:

- A - Time allotted was sufficient to meet the needs of the students
- B - Too few boys returning to the farm to justify any more time.
- C - Do not have time.
- D - Not important to high school students.
- E - Unable to maintain interest in students.
- F - Teacher not sufficiently informed to teach any more.
- G - Insufficient reference material.
- H - Reported in record keeping. (This reason was not suggested in the questionnaire. It was volunteered.)
- I - Covered in other subject matter. (This reason was not suggested in the questionnaire. It was volunteered.)

the number of periods of record keeping taught and reported would be unusually large. The fact that vocational agricultural students are required to keep record books would also account for more periods being used for records and record keeping. Even so, there still was a great variation in the number of hours reportedly devoted to the teaching of records and record keeping among the forty vocational agriculture teachers participating in this study. One must keep in mind that this study represents a full four year course in vocational agriculture with 720 hours at the disposition of the teacher.

Four teachers reported having taught less than twenty-five periods on records and record keeping during the four year period. An examination of the survey forms also reveals that two of these teachers reportedly spent no class time at all on records. A personal interview revealed that these two teachers expected the students to keep their record books outside of class and any assistance rendered on the part of the teacher was done in connection with the supervised farm visits. One of the teachers indicated that the reason he did not teach more in class was the inability to maintain student interest.

It is interesting to note that only one teacher considered time spent on records as not sufficient, while thirty-eight consider time spent as sufficient. Considering the fact that the number of periods reported ranged from none to 174, this represents a great difference of opinion as to how much time should be devoted to the teaching of records and record keeping.

TABLE X

TOTAL NUMBER OF PERIODS REPORTED USED IN TEACHING AGRICULTURAL ECONOMICS, MARKETING, AND FARM MANAGEMENT BY FORTY TEACHERS IN SOUTHWESTERN OKLAHOMA

Periods Reported	Teachers Reporting
0-24	0
25-49	3
50-74	2
75-99	8
100-124	6
125-149	4
150-174	5
175-199	6
200-224	4
225-249	1
250-Up	1
Total	40

The data in Table X shows that three teachers spent less than fifty periods, while one spent over 250 periods teaching agricultural economics, marketing, and farm management. As the data indicates, over thirty percent of the teachers reported having taught between seventy-five and 125 periods in the various phases during the four year period.

TABLE XI
 REASONS GIVEN BY FORTY VOCATIONAL AGRICULTURE INSTRUCTORS
 IN SOUTHWESTERN OKLAHOMA WHY MORE ATTENTION WAS
 NOT GIVEN TO TEACHING OF AGRICULTURAL
 ECONOMICS, MARKETING, AND FARM
 MANAGEMENT

Rank	Reason Given	Number of Times Used
1	A - Time allotted was sufficient to meet the needs of the students.	120
2	G - Insufficient reference material.	52
3	C - Do not have time.	40
4	E - Unable to maintain interest in the students.	32
5	F - Teacher not sufficiently informed to teach any more.	31
6	I - Covered in other subject matter. (This reason was not suggested in the questionnaire. It was volunteered.)	22
7	H - Reported in record keeping. (This reason was not suggested in the questionnaire. It was volunteered.)	15
8	D - Not important to high school students.	8
9	B - Too few boys returning to the farm to justify any more time.	4

As the data in Table XI shows, "Time allotted was sufficient to meet the needs of the students", was the justification given most frequently for not devoting more time to the teaching of agriculture economics, marketing, and farm management to the all-day classes. Examination of Tables I through IX shows that this reason was used most often in seven of the nine tables. The reason used most often in the other two tables was, "Insufficient reference material".

TABLE XII

TOTAL NUMBER OF PERIODS REPORTED USED IN TEACHING AGRICULTURAL ECONOMICS, MARKETING, AND FARM MANAGEMENT BY FORTY TEACHERS IN SOUTHWESTERN OKLAHOMA AND ITS RELATION TO THE FARMING STATUS OF STUDENTS

Periods Reported	Teachers Reporting	Department Membership Over 50 Per Cent Non Farm Boys		Department Membership Over 50 Per Cent Farm Boys	
		Number	Per Cent	Number	Per Cent
0-24	0				
25-49	3	1	10.0	2	6.6
50-74	2	2	20.0		
75-99	8	2	20.0	6	20.0
100-124	6	2	20.0	4	13.3
125-149	4	1	10.0	3	10.0
150-174	5	2	20.0	3	10.0
Sub-totals	28	10	100.0	18	60.0
175-199	6			6	20.0
200-224	4			4	13.3
225-249	1			1	3.3
250-Up	1			1	3.3
Totals	40	10	100.0	30	100.0

Of the forty vocational agriculture departments cooperating in this study, ten departments had a class membership of fifty per cent or more farm boys. Every teacher with a class of fifty per cent or more non farm boys taught or reported as having taught less than 175 periods in agricultural economics, marketing, and farm management in the four year course of vocational agriculture. Further examination of the data in Table XII

will show that while sixty per cent of the departments with over fifty per cent farm boys were in this category, the remaining forty per cent of the teachers reported having taught more than 175 periods in agricultural economics, marketing, and farm management in this same four year course of vocational agriculture. This would seem to indicate that more instruction in these areas was given in those departments where the class membership was predominately farm boys.

TABLE XIII

THE RELATIONSHIP OF TEACHER TENURE TO THE TOTAL NUMBER OF HOURS SPENT TEACHING AGRICULTURAL ECONOMICS, MARKETING, AND FARM MANAGEMENT BY FORTY TEACHERS IN SOUTHWESTERN OKLAHOMA

Years At Present School	Teachers Reporting	Periods Used In Teaching Agricultural Economics, Marketing, and Farm Management							
		Av.No.	50	75	100	125	150	175	200
1	1	181							
2	1	38	*						
3	3	168					*		
4	4	111			*				
5	4	130				*			
6	2	145					*		
7	5	156					*		
8	2	128					*		
9	1	132					*		
10	3	155					*		
11	1	120				*			
12	3	129					*		
14	2	131					*		
24	1	205						*	
(Not reported)	7	126					*		

An attempt was made to determine if the number of years tenure had any bearing on the amount of time devoted to agricultural economics, marketing, and farm management. A study of Table XII shows that there is apparently no difference of major importance.

TABLE XIV

FORTY TEACHERS IN SOUTHWESTERN OKLAHOMA GIVING VARIOUS RATINGS AS TO THE IMPORTANCE OF UNITS IN AGRICULTURE ECONOMICS, MARKETING, AND FARM MANAGEMENT TO ALL-DAY STUDENTS

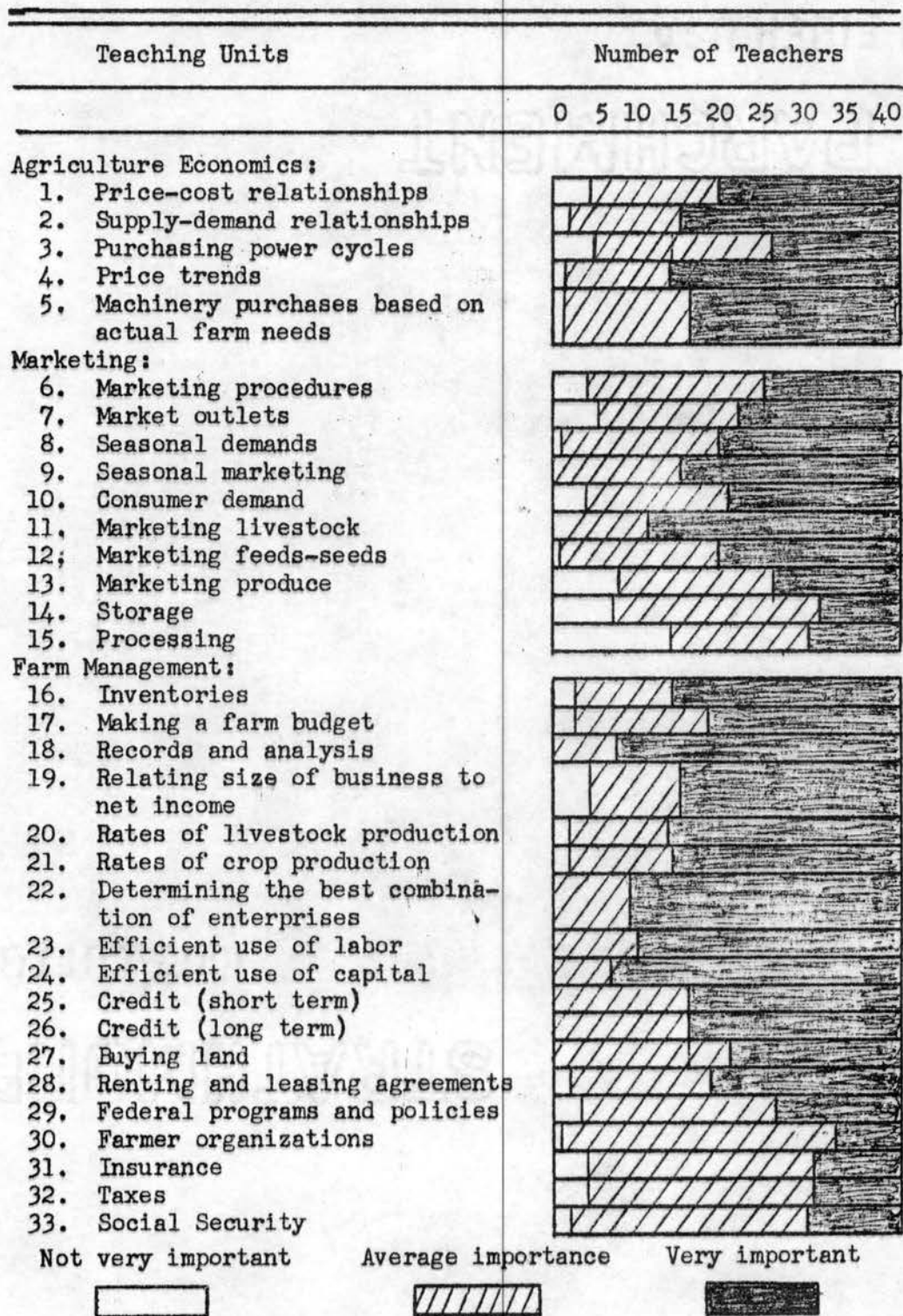


TABLE XV

COMPOSITE RATINGS OF THE IMPORTANCE OF VARIOUS UNITS IN AGRICULTURAL ECONOMICS, MARKETING, AND FARM MANAGEMENT ACCORDING TO THE OPINIONS OF FORTY VOCATIONAL AGRICULTURE TEACHERS IN SOUTHWESTERN OKLAHOMA

Rank	Teaching Unit	Importance			Total	Composite Rating
		Not Very	Av. Very	Very		
1	Records and analysis	0	12	102	114	2.85
2	Efficient use of capital	0	14	99	113	2.82
3	Determining the best combination of enterprises	0	18	93	111	2.77
4	Efficient use of labor	0	20	90	110	2.75
5	Marketing livestock	0	22	87	109	2.73
6	Seasonal marketing	0	30	75	105	2.62
	Rates of livestock production	2	22	81	105	2.62
8	Credit (short term)	0	32	72	104	2.60
	Credit (long term)	0	32	72	104	2.60
	Price trends	2	24	78	104	2.60
	Inventories	2	24	78	104	2.60
	Rates of crop production	2	24	78	104	2.60
13	Supply-demand relationships	2	26	75	103	2.58
14	Relating size of business to net income	3	24	75	102	2.55
15	Machinery purchases based on actual farm needs	2	30	69	101	2.53
16	Renting and leasing agreements	2	32	66	100	2.50
	Making a farm budget	2	32	66	100	2.50
	Marketing feeds-seeds	2	38	60	100	2.50
19	Buying land	0	42	57	99	2.48
	Seasonal demands	1	38	60	99	2.48
21	Price-cost relationships	3	34	60	97	2.42
22	Consumer demand	3	36	57	96	2.40
23	Market outlets	4	36	54	94	2.35
24	Market procedures	3	44	45	92	2.30
25	Federal programs and policies	3	46	42	91	2.28
26	Purchasing power cycles	4	44	42	90	2.25
27	Social Security	2	56	30	88	2.20
28	Farmer organizations	3	66	18	87	2.18
29	Insurance	3	56	27	86	2.15
	Taxes	3	56	27	86	2.15
	Marketing produce	8	36	42	86	2.15
32	Storage	7	48	27	82	2.05
33	Processing	15	30	30	75	1.87

- (1) A score of 3 was given for each answer of very important, 2 for average importance, and 1 for not very important.
 (2) Possible total score was 120, and possible composite rating of 3.0.

Tables XIV and XV give an indication as to the relative importance that forty teachers in Southwestern Oklahoma place upon the various units in agriculture economics, marketing, and farm management. First in importance, in their combined opinions was, "Records and Analysis". The study by Coffee⁶ showed that sixty-eight per cent of the teachers surveyed in Ohio considered the teaching of records of "Much Importance", while eighty-five per cent of the teachers in this particular study considered it as "Very Important". A comparison of Table IX with Tables I through VIII will show that the forty teachers actually devoted much more time to the teaching of records and record keeping than to any other phase of this study.

A comparison of Table V with the other tables in the first nine will show that less time was devoted to the teaching of "Taxes and Social Security" than to any other area of farm management in this study. Table XV shows that "Social Security" and "Taxes" also received very low opinion ratings.

Observations drawn from the Farm Management Summary and Analysis Report of Kansas for 1958⁷ clearly show that the four most important factors affecting net income of farmers in Kansas are as follows:

- a. Large volume of business
- b. High production per animal unit
- c. High crop yields per acre
- d. An alert operator who can organize his work

⁶Ibid., p. 112.

⁷Bartlett, Farm Management, 1958, p. 103.

Hart⁸ wrote that the five most important business factors that are more or less under the control of the individual farmer and that affect incomes are:

- a. Size of business
- b. Rates of production of crops and animals
- c. Labor efficiency
- d. Selection and combination of enterprises
- e. Land class

Warren⁸ listed eight factors that affect farm profits as:

- a. Prices
- b. Size of business
- c. Rates of production of crops and animals
- d. Labor efficiency
- e. Selection and combination of enterprises
- f. Farm layout, farmstead and building arrangement
- g. Efficiency in the use of farm equipment
- h. Markets and marketing

Forty vocational agriculture teachers in Southwestern Oklahoma gave their opinions as to the relative importance of some of these various units in farm management. Table XV shows the following results of a ranking of their opinions:

First - Records and analysis

Second - Efficient use of capital

Third - Determining the best combination of enterprises

⁸Hart, Warren and Bierly, pp. 14-27.

Fourth - Efficient use of labor

Fifth - Marketing livestock

Sixth - Rates of livestock production

 Seasonal marketing

Eighth - Rates of crop production

 Credit (short term)

 Credit (long term)

 Price trends

 Inventories

Fourteenth - Relating size of business to net income.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This study of the nature and extent of the teaching programs in agricultural economics, marketing, and farm management in Southwestern Oklahoma vocational agricultural departments was made with the following purposes in mind: (1) to determine the amount of class time devoted to the teaching of agricultural economics, marketing, and farm management in the four year course of study in vocational agriculture; (2) to determine if the amount of class time being used in teaching agricultural economics, marketing, and farm management in the four year course of study is sufficient; (3) to determine the reasons for the present allocation of class time to the teaching of agricultural economics, marketing, and farm management; and (4) to obtain the opinions of forty teachers of vocational agriculture with regard to their opinions of the relative importance of various phases of agricultural economics, marketing, and farm management as a part of the needed revision in the total program of instruction.

It was found that thirty-four out of forty teachers taught less than five class periods in the four year period on the subject, "Farm Management". Only two teachers taught as much as twenty-five class periods on this subject. A majority of the teachers reporting felt that an insufficient amount of time had been spent on farm management.

It should be remembered that this study is concerned with the full four year course of study which includes 720 periods.

It would appear significant that eighteen of the forty teachers reported having taught less than five periods on business arrangement, including renting, leasing, titles, and farm law. Four taught more than twenty-five periods in the same four year course, while a majority felt that enough time had been spent on these subjects.

It was found that eighteen teachers spent less than five class periods teaching planning and organization, including budgets and combination of enterprises, while four indicated that in their opinion this amount was sufficient. With one exception, all teachers who taught over five periods on these subjects considered that the time spent was sufficient to meet the needs of the students.

According to the reports in the office of the Vocational Agricultural Division of the Department of Vocational Education, Stillwater, Oklahoma, thirty of the forty reporting teachers spent less than five class periods teaching about federal agencies and policies. Fourteen of these did not report having taught any periods on federal agencies and policies.

Taxes and social security received very little attention in the teaching schedules of these forty teachers. Only seven reported as teaching any on these two subjects, while four of them devoted less than four periods. The reasons suggested most often for not teaching more about these particular subjects were lack of reference material, followed by lack of time.

There was a wide difference in opinions concerning the sufficiency of the time that was devoted to the teaching of marketing livestock, marketing crops, and marketing produce. Fourteen teachers taught less than five periods on marketing, two of them indicating that the time

so spent was sufficient. Nine teachers reported teaching twenty-five periods or more on marketing in the four year course, while one stated that the time spent was insufficient. A majority of the forty teachers in this study felt that they were spending sufficient time on marketing of livestock, crops and produce.

The lack of ability to maintain the interest of the students was the biggest single reason offered by teachers as to why they did not spend as much time as they thought was necessary on agricultural economics. Twenty-six teachers taught less than five periods on this subject.

Credit, financing, and banking were other subjects that did not receive much consideration in the teaching outline. Thirty-one of the teachers devoted less than five periods in the four year course of study, while twenty-seven reported none. A majority of the teachers did consider that more time should be devoted to credit, financing, and banking.

According to the responses received, much more time was devoted to records and record keeping than to any other defined area of agricultural economics, marketing, or farm management in this study. Four reported having taught less than twenty-four periods on records and record keeping, while one taught over 150 class periods during the four years. Eleven reported having devoted between seventy-five and 100 periods to records and record keeping.

According to the monthly reports in the office of the Vocational Agricultural Division of the Department of Vocational Education, Stillwater, Oklahoma, over thirty per cent of the forty teachers of vocational agriculture in Southwestern Oklahoma who participated in this study

taught between seventy-five and 125 periods in agricultural economics, marketing, and farm management in the four year course of study.

Data presented in Tables I through IX established the fact that a slight majority of the reporting teachers felt that more attention should be given to the teaching of agricultural economics, marketing, and farm management. In his study, Coffee¹ found that where the teachers were asked to respond as to whether "More", "Less", or "Same" time should be used in teaching farm management, thirteen per cent said "More", fifty-three per cent said "Less", and thirty-four per cent said "Same". He did go on to point out, however, that while other states making similar studies showed that more should be taught, the studies went on to show that Ohio was already teaching more than these other states. In comparing this study of Oklahoma teachers with the Ohio study, the same situation would appear to exist. While more than thirty per cent of the teachers in this study reported having taught between seventy-five and 125 hours in agricultural economics, marketing, and farm management in the four year course, the 220 teachers in Coffee's study reported an average of ninety-eight periods of farm management taught in one year.

The reason most often given by teachers for not devoting more time to the teaching of agricultural economics, marketing, and farm management was, "Time allotted was sufficient to meet the needs of the students". The second most often given reason was, "Insufficient reference material", and the third was "Do not have time". Unable to

¹H. H. Coffee, "Procedures Used In Teaching Farm Management In Vocational Agriculture Class In Ohio", (Thesis, M. S., 1955, Ohio State University)

maintain interest in the students", was the fourth most often given reason for not teaching more on farm management subjects, while the fifth was, "Teacher not sufficiently informed to teach any more".

Ten departments of vocational agriculture in this study had a class membership of fifty per cent or more non-farm boys while thirty departments had a class membership of over fifty per cent farm boys. Every teacher with a class of fifty per cent or more non-farm boys reported having taught less than 175 periods in agricultural economics, marketing, and farm management in the four year course. Forty per cent of the teachers with a class membership of over fifty per cent farm boys reported having taught more than 175 periods in agricultural economics, marketing, and farm management.

Teacher tenure did not seem to have any effect on the total number of class periods that teachers in this study devoted to agricultural economics, marketing, and farm management.

According to the opinions of forty teachers of vocational agriculture in Southwestern Oklahoma, the twelve most important areas of agricultural economics, marketing, and farm management included in this study are: (1) records and analysis; (2) efficient use of capital; (3) determining the best combination of enterprises; (4) efficient use of labor; (5) marketing livestock; (6) seasonal marketing; (7) rates of livestock production; (8) short term credit; (9) long term credit; (10) price trends; (11) inventories; and (12) rates of crop production.

Among those areas considered of least importance were insurance, taxes, marketing produce, storage, and processing.

Conclusions

There are several conclusions which appear to be evident from the analysis of data collected in this study. The more important being:

1. There was a great difference in the amount of time reported used in the teaching of agricultural economics, marketing, and farm management among the forty teachers of vocational agriculture in Southwestern Oklahoma who participated in this study.

2. There was a great variation in the opinions of the forty teachers as to the amount of time that should be devoted to teaching units of agricultural economics, marketing, and farm management.

3. According to data compiled from the monthly reports, 32.5 per cent of the forty teachers in this study taught less than 100 periods in all phases of agricultural economics, marketing, and farm management. This study included four years of vocational agriculture with a total of 720 class periods. Fifty-seven and five-tenths per cent of the teachers taught less than 150 periods in all phases of agricultural economics, marketing, and farm management.

4. Much more time was devoted to records and record keeping than to any other defined area of agricultural economics, marketing, and farm management in this study.

5. The reason given most often by the forty teachers for not devoting more time to the teaching of agricultural economics, marketing, and farm management was, "Time allotted was sufficient to meet the needs of the students". This reason was used 120 times and was given, of course, by those teachers who indicated that they had devoted sufficient class time to these subjects.

6. The greatest difficulty experienced by teachers who did not feel that sufficient time had been used to teach the various phases of agricultural economics, marketing, and farm management was, "Insufficient reference material". The other reasons given for not devoting more class time to these subjects are as follows, in order of frequency of use: do not have time; unable to maintain interest in the students; teacher not sufficiently informed to teach any more; covered in other subject matter; reported in record keeping; not important to high school students; and too few boys returning to the farm to justify any more time.

7. It appeared that more instruction in agricultural economics, marketing, and farm management was being given in schools that had a class membership of over fifty per cent farm boys.

8. The number of years of the teacher's tenure seems to have no significant influence on the number of hours the teacher uses in teaching agricultural economics, marketing, and farm management.

9. In a composite rating of the importance of certain defined units in agricultural economics, marketing, and farm management the following five were rated as the most important: (1) records and analysis; (2) efficient use of capital; (3) determining the best combination of enterprises; (4) efficient use of labor; and (5) marketing livestock.

The great difference in opinion as to the amount of time that was used in teaching the various units of farm management and the great difference in opinion as to the amount of time that should be devoted to these units is indicative of the need for more uniform thinking on the part of vocational agriculture teachers in Southwestern Oklahoma.

Recommendations

(1) It is recommended that teacher trainers provide for more good instructional programs for trainees in agricultural economics, marketing, and farm management. Teacher trainers are in a position to stress the importance of these units to prospective teachers. It is recommended that teacher trainers study and make needed revisions in the curriculum in Agricultural Education, and also emphasize appropriate and effective techniques and methods for teaching agricultural economics, marketing, and farm management to both all-day and adult students of vocational agriculture.

(2) It is also recommended that District Supervisors of Vocational Agriculture give special attention to the quality, nature, and extent of local programs of instruction in agricultural economics, marketing, and farm management as they are being taught in their respective districts. The problem of improving this phase of vocational agricultural instruction should be discussed in the professional improvement meetings that are held monthly in the respective districts across the state.

(3) It is further recommended that each local teacher of vocational agriculture be urged to consider the necessity for the improvement and enrichment of his program by re-evaluating his own teaching outline and practices, with the prospect of revision to include adequate instruction in agricultural economics, marketing, and farm management.

It is the belief of the writer that the enthusiastic teacher, properly informed, will become increasingly concerned that the students in his class become sufficiently trained in the managerial aspects of farming, as well as in the operational aspects. It is hoped that the results of this study may be used toward that end.

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APPENDIX

APPENDIX

THE NATURE AND EXTENT OF TEACHING PROGRAMS IN AGRICULTURAL
ECONOMICS, MARKETING, AND FARM MANAGEMENT IN FORTY
VOCATIONAL AGRICULTURE DEPARTMENTS IN
SOUTHWESTERN OKLAHOMA

Survey Number_____. Years teaching experience in vo-ag_____.

Number of boys in all-day class, 1957-58_____. Farm_____. Non farm_____.

Number of years at school under consideration_____.

Below is listed the number of hours in farm management, marketing, and economics that you taught to your all-day boys, as indicated by your monthly reports for the school year 1957-58 (In cases where Ag III & IV alternate the year 1956-57 was used to get the alternate year). In column (1), indicate by checking "yes" or "no" whether or not you consider enough time was spent on each problem. In column (2), indicate the main reason why you did not teach more in the area under consideration. (Reasons are lettered A, B, C, etc. Use appropriate letter to indicate reason.)

- A - Time allotted was sufficient to meet the needs of students.
- B - Too few boys returning to the farm to justify any more time.
- C - Do not have time.
- D - Not important to high school students.
- E - Unable to maintain interest in students.
- F - Teacher not sufficiently informed to teach any more.
- G - Insufficient reference material.
- H - Other reasons. _____

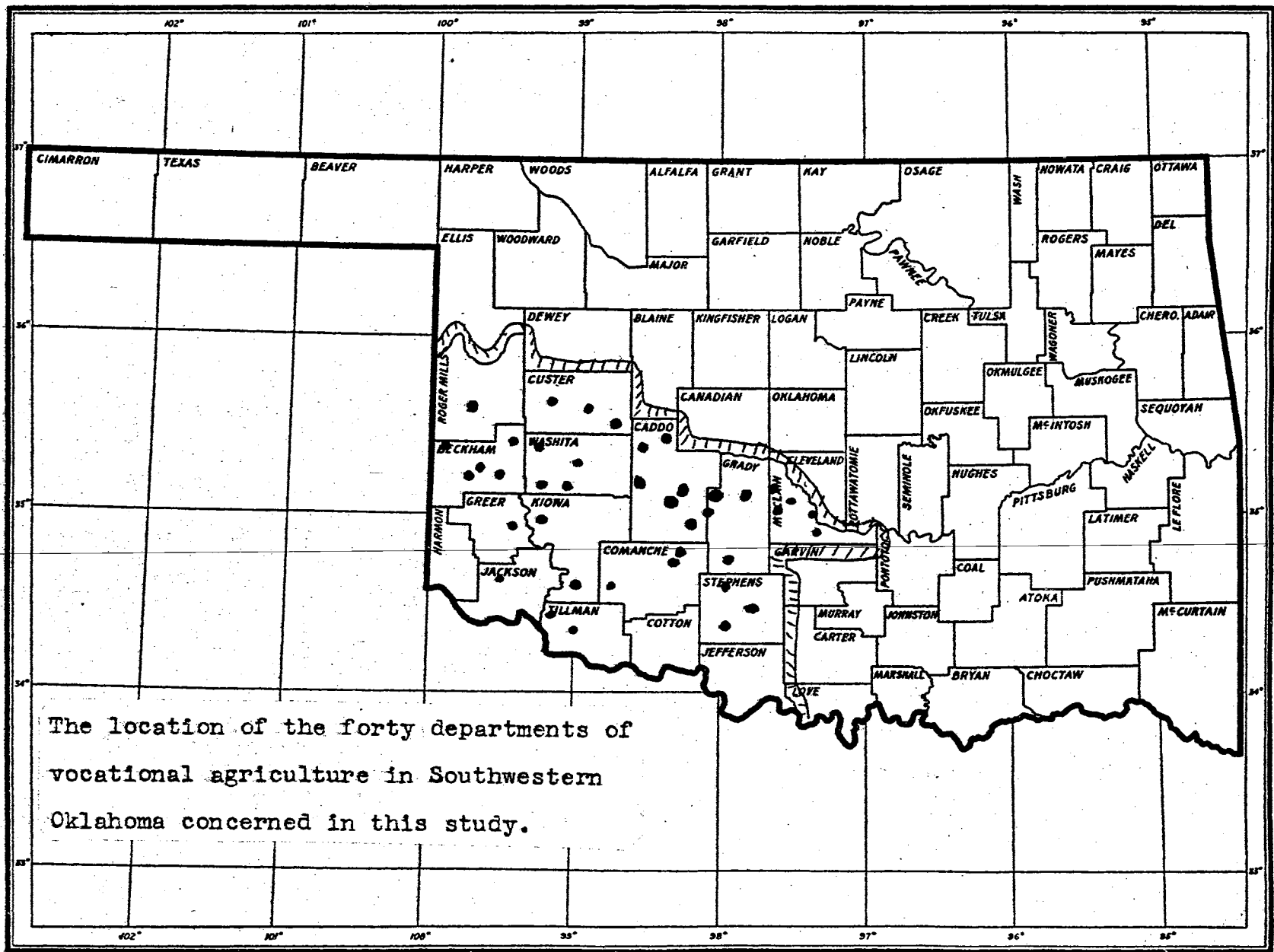
	Ag I	Ag II	Ag III	Ag IV	(1)		(2)
					Yes	No	
Farm Management (no designation)							
Business Arrangement: Rent, leasing, titles, farm law							

	Ag I	Ag II	Ag III	Ag IV	(1) Yes	(2) No
Planning & Organization: Budgets, combination of enterprises						
Federal Agencies & Policies						
Taxes & Social Security						
Marketing: Livestock, crops, produce						
Economics: Prices, cycles, trends						
Credit, Financing, Banking						
Records & Record Keeping						
Comments:						

Please rate the following problems in Farm Management, Marketing, and Economics in the order of their importance as you consider they apply to Vocational Agriculture boys:

	Degree of Importance		
	Not Very	Average	Very
AGRICULTURAL ECONOMICS:			
Price-cost relationships			
Supply-demand relationships			
Price trends			
Machinery purchases based on actual farm needs			
MARKETING:			
Marketing procedures			
Market outlets			
Seasonal demands			
Seasonal Marketing			
Consumer demand			
Marketing livestock			
Marketing feeds and seeds			

	Degree of Importance		
	Not Very	Average	Very
MARKETING: Continued			
Marketing produce			
Storage			
Processing			
FARM MANAGEMENT:			
Inventories			
Making a farm budget			
Records and analysis			
Relating size of business to net income			
Rates of livestock production			
Determining best combination of enterprises			
Efficient use of labor			
Efficient use of capital			
Credit (short term)			
Credit (long term)			
Buying land			
Renting and leasing agreements			
Federal programs and policies			
Farmer organizations			
Insurance			
Taxes			
Social Security			



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Master of Science

Thesis: THE NATURE AND EXTENT OF TEACHING PROGRAMS IN AGRICULTURAL ECONOMICS, MARKETING, AND FARM MANAGEMENT IN FORTY VOCATIONAL AGRICULTURE DEPARTMENTS IN SOUTHWESTERN OKLAHOMA

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Date of Final Examination: July, 1960