

FACTORS RELATED TO DEVELOPING YOUNG
FARMER PROGRAMS IN OKLAHOMA

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Stillwater, Oklahoma

1961

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
May, 1963

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Report Approved:

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ACKNOWLEDGMENTS

Indebtedness is acknowledged to Dr. Claxton R. Cook for suggesting the problem, for guiding my research, and for his encouragement throughout the preparation of this report.

The writer also would like to express his thanks to Dr. Everett D. Edington without whose valuable assistance this report could not have been made.

Appreciation is also expressed to the twelve teachers who cooperated in supplying data for this study.

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CHAPTER I

INTRODUCTION

Young Farmer Education is a program provided by vocational agriculture departments and designed to meet the educational needs of young farmers in the local community. The main objective is to stimulate adults to use their knowledge as efficiently as possible in developing a sound program of farming. Young farmer courses are established under supervision of the public schools and organized for young men, regardless of their previous schooling. Emphasis is placed on those who are in the process of becoming established in farming.

This instruction for young farmers fills the gap between high school and adult farmer courses. Many young farmers feel that they are too old to return to school and too young and inexperienced to enroll in adult programs.

The young farmer program is a vital part of any vocational agriculture department and should be developed to achieve the maximum level of education. Agricultural education authorities express the belief that the young farmer is in need of a program of this type to inform him of new techniques and practices that are being introduced. A vital organ of this program is the vocational agriculture teacher who is in a most favorable position to help these men with their problems and inform them of new ideas. Many of the students are alumni of his vocational agriculture classes and the teacher is personally acquainted with their particular situation. Most of all, though, these young farmers just

are really needing help in becoming established in farming. The boy who graduates from high school with four years of vocational agriculture has not achieved a high degree of proficiency in farm management and other areas of farming that would assure him of success in the business of farming.

Young men of today must constantly fortify their knowledge of farming to be successful. The young men who are established in farming and those who are "beginners" are eager to take advantage of new methods in solving their problems related to farming. They realize their need for more knowledge and understanding of managing and analyzing the farm business. They want more information on new technology, farm mechanics, new machinery, and other aspects of farming.

It is the vocational agriculture teacher's responsibility to work with both youth and adults of the community to provide educational opportunity. The Oklahoma State Board for Vocational Education requires vocational agriculture teachers to conduct adult farmer and/or young farmer programs consisting of at least ten meetings for adults and fifteen meetings for young farmers. These meetings are in line with the primary aim of vocational agriculture which is, "To train present and prospective farmers for proficiency in farming".(12) Provisions were made in the first Vocational Education Act and in subsequent acts for educational programs for those who have entered upon the business of farming as well as for those who are preparing to enter such business. A functional program in agricultural education must include organized instruction for: (1) out-of-school young men who are farming, (2) established farmers, and (3) in-school farm boys who are over fourteen years of age.

Many young farmer programs are started but soon fall below their goals and objectives. Therefore, it is important to determine those factors

which are associated with developing strong programs.

Statement of the Problem

Many teachers do not attempt to establish young farmer programs giving as a major reason that they do not have information that is needed to give them the knowledge and confidence in organizing a young farmer organization. Therefore, it is important that vocational agriculture teachers are provided with information concerning how to establish young farmer classes that would lead to a successful program.

There are many plateaus to reach when developing a young farmer program. Each level of organizing will bring other questions, and to each question a search for a solution. If there is no solution, difficulties arise and failure of the young farmer organization may follow.

Because of the difficulties in establishing a young farmer class, considerable planning is required. Since so much time and effort is required in starting a program, many teachers give up this effort. Others, though, who are usually more resourceful, try until they find a successful means of establishing a young farmer program.

Therefore, this study will attempt to determine their successful procedures in organizing and conducting a young farmer program. The study will compile the ideas and suggestions that others have contributed to make the task easier. It is desired that this list of procedures and methods will lessen the time required for planning and decrease the effort needed to accomplish a successful young farmer program.

The vocational agriculture teacher who has not attempted to organize a young farmer program can usually profit from other's experience and use the methods that they have found to be successful. Therefore, the problem of this study is, "What methods can be used in establishing a young

farmer organization that would most likely assure success of the program?"

Here is a list of questions that might be considered important to this study because they relate closely to the procedures of the vocational agriculture teachers used in this study.

1. Is there a need for a young farmer program in the community?
2. How does one approach the young farmer for the first time relative to organizing the young farmer program?
3. How does one make the contacts and publicize the first meeting?
4. What accomplishments should be met at the first organizational meeting?
5. How are the meetings conducted once they are developed?
 - a. What type of teaching method should be used?
 - b. What type of study plan should be selected?

If one has the correct answers to these questions, he will be in a better position to establish and conduct a young farmer program than someone who does not. He will most likely have a better foundation on which to stand and be more enthusiastic when working to establish an educational program for the young farmers of his community.

Purpose of This Study

Since educational programs for young farmers are below their potential in Oklahoma, it is the purpose of this study to ignite enthusiasm in vocational agriculture teachers by giving them fresh ideas and approaches to the methods and procedures used in developing a successful program.

It is desirable to give the young farmer classes a new outlook and broaden the educational value of these meetings. The old methods that have been used for the past twenty years are becoming outdated. They need to be rejuvenated and polished to meet this fast moving world and to make

them a vital force in serving young farmers and Oklahoma.

The vocational agriculture teachers of Oklahoma need to be stimulated to develop outstanding young farmer programs. Oklahoma is a much older state than the "yearling" state of Hawaii, yet Hawaii has better young farmer programs and young farmer associations. In light of this, Oklahoma teachers are falling behind in promoting educational service to young farmers.

It is hoped that through reading and studying information in this study, some of the facts mentioned will stand out and remain in the mind of teachers and will help to establish young farmer organizations across Oklahoma.

This study will give data on work accomplished by twelve teachers in developing such programs. It is desired that it will point out the problems and solutions encountered by the teacher in establishing a young farmer program in his community. The study will also detail the methods and practices which these teachers have advocated most successful within his school district.

Scope of Study

This study will include information from twelve vocational agriculture teachers in Western Oklahoma who have been teaching less than six years. The purpose of selecting teachers with limited experience was to be able to work with those whose attitude would most likely be favorable or at least neutral toward young farmer programs.

Western Oklahoma was selected because of its convenience in transportation as Agricultural Education Staff members would most likely be in the area during time designated for this study.

In an effort to study a prospectus for developing more thoroughly

superior young farmer programs and formulate possible methods and techniques of conducting a successful program, it was proposed by the Agricultural Education Department that certain schools be encouraged to conduct young farmer programs in order to observe methods that might prove most beneficial throughout the state. They selected twelve departments of agriculture as a base of operation. These particular departments were selected because of the adaptability and flexibility of instructor. Also, these teachers were relatively reliable sources for continuous information on this project. Still another reason was that the superintendent of schools felt a strong need existed for such a program in the local community.

The Agricultural Education Department offered the following to those teachers as incentives for cooperation: (1) Graduate credit would be offered to those who participated in this program. The supervision of their meetings would be a part of the requirements for Agricultural Education 540. The teacher also had to employ different methods of conducting young farmer classes and investigate successful programs in other states as well as programs in Oklahoma. They were observed in an effort to determine how to formulate programs that would be most likely to be successful within the district and each teaching center. (2) A list of resource personnel was provided by the Agricultural Education Department of Oklahoma State University. This list of different types of resource personnel (lawyers, SCS men, FHA, and many others) could be used by the teacher as a guide in selecting instructional help for various lessons. (3) Visits would be made from the Agricultural Education Department of Oklahoma State University to assist in establishing the program. The Department of Agricultural Education offered to send personnel, upon request of the teacher, to the first organizational meeting, if at all possible, to help explain the program to the young farmers. (4) Follow-up

work would be provided by the department to improve the local organization. The teachers would be informed of new or revised procedures that proved beneficial as result of putting theories into practice.

This study was concerned with information that pertained to young farmer classes and the content and organization of young farmer programs. Under organization of young farmer programs the following topics were covered: (1) reasons for no age limit, (2) method used in approaching young farmer student for the first time, (3) subject content in this approach, (4) notification of first meeting, (5) assistance used in first organizational meeting, (6) accomplishments of this first meeting, (7) attendance records since November 1, 1962, (8) role of teacher in these meetings, (9) type of teaching method used, (10) type of study plan selected, (11) method used for finances, (12) the most frustrating part of organizing the program and its solution, (13) and the easiest part of organizing the program.

Method of Procedure

The first step in formulating this report was to secure a list of nineteen departments of vocational agriculture with relatively young, inexperienced teachers in Western Oklahoma. All were advisees of the Agricultural Education Department of Oklahoma State University and were being guided in methods of organizing young farmer programs.

Questionnaires were formulated and mailed to four teachers that were known to have established young farmer programs several years preceding 1963. These men were asked to evaluate the quality of the questionnaire through critical review of the questions and their content. They were also asked for suggestions on any changes necessary to cover the subject accurately and adequately. Next, each of the remaining nineteen teachers

were mailed the revised questionnaires. The topics covered were: (1) personal characteristics of the teachers, (2) the school (size, enrollment, and other characteristics), (3) the new young farmer classes, and (4) organization of the young farmer program.

Personal interviews were made with several of the teachers and young farmers throughout the duration of this research study to assure valid concepts concerning the development of young farmer programs.

CHAPTER II

REVIEW OF LITERATURE

The review of literature is broken down into five parts: (1) reasons that vocational agriculture teachers gave for not having a young farmer program, (2) the factors that effect the success of the program, (3) the steps used in organizing and developing a young farmer class, (4) the type of instructional program, (5) and the end product or reasons for developing young farmer association.

The young farmer program is a vital part of the vocational agriculture teacher's job and should be handled with considerable thought. It provides the young farmer with two big needs - vocational and social. In Wisconsin the primary purpose of young farmer programs appears to be one of aiding them in becoming satisfactorily established in farming, and for adult farmers to develop their ability through systematic instruction so that they may intelligently solve their problems. In Arkansas young farmer programs are designed to develop useful citizens and efficient farmers qualified to meet the complex problems of modern agriculture. In Utah all instruction should fall in the category of "applied agriculture" and the kind the enrollee can use "here and now", in his own farming program. In Hawaii the objectives of young farmer programs are to develop an active interest in continuous constructive farming education by each young farmer in order to help him make satisfactory progress in his activities concerned with successful establishments in farming. These four purposes can be summed up with a statement made by Stevens in the Young Farmer

Magazine in which he said:

There are thousands of young men enrolled in hundreds of good young farmer associations across the nation. The working and the methods of these associations may differ but in every case the members are working toward the same goals--better farming and better citizenship.(13)

The reasons given by most vocational agriculture teachers for not developing a young farmer program were as follows: lack of administrative support and interest, lack of training of the vocational agriculture teacher, not enough farmers present, lack of publicity, and lack of community surveys.

A study conducted in Nebraska by Heitz sent questionnaires to 126 vocational agriculture teachers to determine possible changes which might be made in the existing situation that would increase number of out-of-school classes in Nebraska. The factors which had little or not effect on whether an out-of-school class was taught were revealed as age of the instructor, length of tenure, number of years an instructor has taught vocational agriculture, school from which instructor received degree, lack of facilities and reimbursement. A factor that had slight effect was size of day-school enrollment. Factors that had marked effect were instructor's preference, instructor's lack of training, lack of time, lack of community surveys, lack of publicity, school boards' and school superintendents' indifferent attitudes.(8)

Hobgood in North Carolina conducted a similar survey with 71 teachers to determine the problems that prevented organization, those that cause some to fail, and those that are involved in organizing and conducting young farmer classes. He found that some of the biggest problems were: (1) finding time to conduct program; (2) creating a "felt" need for the program in the community; (3) planning for collecting, tabulating, and interpreting information concerning the group; (4) determining objectives

of the group; (5) getting members to participate in program planning; and (6) determining procedures to use in class.(9)

The success of a young farmer program is developed by democratic participation of the members. Many vocational agriculture teachers attempt to carry the whole load of responsibility and the credit for work done in a young farmer program. The young men should be given a chance to show their ability, create their interest, and use their initiative.

Seven of the most mentioned factors from studies reviewed that contribute to the success of a program were: (1) participation of members; (2) need in the community; (3) nature of its activities; (4) program of work and definite objectives; (5) design courses to meet the needs of farmers; (6) use of varied methods of instruction including conference procedure, demonstrations, field trips, and visual aids; and (7) supervision on farm visits made by the instructor.

In another study by Jackson he personally interviewed 30 of 32 vocational agriculture teachers who had organized young farmer chapters, four young farmers of these chapters, and superintendents of these schools. He listed factors related to the successful organization and operation of young farmer classes and formulated a list of recommended activities and practices that may be used in successfully organizing and operating young farmer chapters. Some of the factors listed which influenced teachers to organize were encouragement from Texas Education Agency, in-service training programs, courses in college that stressed young farmer programs, and support from local school administrators.(10)

The superintendents stated that the personality traits found most common in teachers who had organized young farmer chapters were willingness to work, character and morals, dependability, cooperativeness, sincerity, determination, adaptability, attitude toward fellow workers,

enthusiasm, initiative, common sense, promptness, and a sense of humor. (5)

Organizing the young farmer program creates the largest difficulty to the vocational agriculture teacher. A definite plan of action and consideration must be developed in order to secure a good young farmer program.

Several studies have been made on steps in organizing for their respective states. As one reads through these facts that worked in other states he should realize that no definite procedure on organizing a chapter can be outlined which will fit every situation in the state.

Victor H. Wohlford outlined steps that should be considered and listed them in a manual for Arkansas young farmer chapter officers. This list is as follows:

(1) Discuss the possibilities of young farmer association chapter with school administrator.

(2) Have a discussion of the organization in individual veteran classes and evening school groups.

(3) Plan a joint meeting of all veteran classes and evening schools and FFA alumni, for a "planning meeting". Points for discussion at the planning meeting may include:

(a) Do we want to organize a YFA chapter and become affiliated with the State YFA?

(b) What kind of recreational activities do we want to sponsor?

(c) What types or kinds of educational progress do we need and want?

(d) Where and when shall we meet?

(e) What benefits would members receive by belonging and taking active part in the chapter?(14)

Hobgood in North Carolina made a study to determine the procedures used by teachers in organizing the programs that have been classified as

successful young farmer programs by district supervisors. He visited eight schools and personally interviewed the teachers. He made an attempt to ascertain certain principles employed by these eight teachers and a summary of this effort is listed.

(1) There must be felt need in the community for a young farmer program. If there is not, it is the responsibility of the teacher to create a need.

(2) Careful study and intelligent planning should be made before attempting to organize.

(3) A definite plan for collecting, tabulating, and interpreting information concerning the group should be made. This plan should point up the needs, interests, and abilities of students.

(4) Support of the principal, superintendent, and school committee should be obtained.

(5) Some type of advisory council should be established to aid the teacher in organizing and conducting the class.

(6) Specific objectives for the program should be democratically developed. The young farmer should play a major role in this democratic process.

(7) Programs should be geared to and synchronized with the specific vocational agriculture objectives.

(8) It should be an integrated program.

(9) The program should be made up of a wide variety of educational activities.

(10) It should be a student centered program. The program should be of such a nature that it becomes possible for those enrolled to take over gradually its direction and control so that in the end it becomes self-perpetuating and is largely independent of the personality of the teacher. (9)

Jackson in his study of organizing and operating young farmer chapters in Texas outlined this procedure. Organizational committees of key young farmers and the vocational agriculture teachers were used to prepare initial plans for and call the first meeting. The chapters used committees freely in organizing and operating. Members determined the operational procedures and methods used in operating and financing the chapters. The chapters had regular meetings and regular meeting places. It was found that instructional programs were selected from problems and activities suggested by the members. Generally the instructional programs were planned by committees of young farmers for a year at a time. Demonstrations and demonstrations followed by participating experiences were the most highly valued method of presenting programs. Other factors affecting the success of young farmer chapters were that they should affiliate with the state association of young farmers of Texas and actively participate in the activities sponsored by it, should have social and recreational functions, should have programs where other adults and interested people are invited, and should have a feeling of respect and admiration for the teacher. (10)

Fife reported various stages of development of superior young farmer programs in Ohio.

(1) The majority of teachers did not bar young men above 30 years of age but attendance was solicited after 36 years of age.

(2) Current objectives included:

(a) To aid in establishment in farming

(b) To give a better understanding of problems

(c) To organize a program of experiences so young farmers will learn to work together.

(3) All teachers initiated their respective programs by calling

together a group of five to ten representative young farmers of the community.

(4) All teachers conducted some form of young farmer survey.

(5) A young farmer organization was usually organized and officers elected during the first year.

(6) More responsibility is placed on young farmers as organization progresses.

(7) Takes five years to develop to capacity.

The educational program is the main cog in any young farmer program and should be planned accordingly. Planning the program should be done jointly by the officers and other board members, the committee chairman, and the vocational agriculture teacher. (7)

Ralph Needs in his study of young farmers' wants in Ohio, stated that they want varied instructional programs rather than all lectures, panels, or group discussion. All the young farmers rated tours as being a valuable part of the program and worthy of being continued. Seventy-five per cent rated recreational programs of much value. (11)

Atherton of Arkansas interviewed teachers of vocational agriculture, state supervisors of vocational agriculture, and high school administrators. They report that social and recreational activities should be included as a part of the program, but some of them doubted the advisability of combining social and recreational activities with regular classwork. (1)

Stevens in his article in the Young Farmer Magazine pointed out that the teacher should make a real effort to keep the class work interesting. Schedule field trips, demonstrations, movies--anything that will get the instruction across in an interesting manner. (13)

The results or output of young farmer programs are many and to

list each and every one would be very long and time consuming. A summary of a few of the studies will be discussed.

Bass interviewed young farmers in Pennsylvania and reported that the young farmers who had received young farmer training had adopted significantly more of the important approved farming practices investigated than had the young farmers who had not received the training. He also found significant relationship between systematic training for young farmers and the extent to which they developed certain leadership traits.(2)

In a study by Baugham in North Carolina, he interviewed young farmers to find from what sources they received technical information. The greatest number of valid responses, or forty per cent, was contributed to information derived from attending veterans' farmer-training classes. All-day classes in vocational agriculture ranked second, twenty-five percent, and farm magazines in third with fifteen per cent.(3)

In a young farmer handbook by Fetterolf, he reported that the involvement of out-of-school personnel in school life and activities has made for a better understanding of problems which the school district faces. Support between community and school administration is more easily accomplished when both are involved in a common enterprise. The young farmer program is of mutual benefit to the individual and to the school. The inter-dependence of each upon the other is recognized by all concerned.(6)

In a progress report of the National Young Farmer Study by V. R. Cardozier which was viewed by school superintendents and principals, teacher-trainers and supervisors of agricultural education reported that practically all (80%) agriculture educators and substantial majority of the administrators did not think that other agencies, such as the

Agricultural Extension Service and FHA, are in a better position to meet the educational needs of farmers than vocational agriculture. (5)

Young farmer programs are below their educational potentialities in most communities in Oklahoma. This is in agreement with the feeling expressed by Gordon L. Berg, Editor of County Agent and Vo-Ag Teacher Magazine, that he was concerned with how slowly the adult program of vocational agriculture has grown.

CHAPTER III

REPORT FINDINGS

Chapter III presents data collected from twelve vocational agriculture departments in Oklahoma who are conducting young farmer programs. Originally nineteen chapters were contacted in an effort to acquire their cooperation in this study, however, for various reasons only twelve responded. This does not include four departments who cooperated with the study but were not included as they functioned in an advisory capacity having had highly successful young farmer programs in previous years.

TABLE I

PERSONAL CHARACTERISTICS OF VOCATIONAL AGRICULTURE TEACHERS IN THE OKLAHOMA YOUNG FARMERS STUDY

<u>Characteristics</u>	<u>Average Years</u>	<u>Number</u>	<u>Range</u>	<u>Number</u>
Age	28	-	25-34	-
Amount of Education	Bachelor	10	Masters	2
Marital Status	Married	11	Single	1
Years Taught	3.4	-	2-6	-
Tenure in Present School	2.7	-	1-6	-
Years Conducted Young Farmer Classes	1.8	-	1-6	-

An examination of findings revealed in Table I shows the average teacher in Oklahoma Young Farmer Study is 28 years of age, with a range of 25-34. Ten have a Bachelor's Degree and two have their Master's Degree. Eleven are married; only one is single. They have been teaching an average of 3.4 years and have a tenure in their present school of 2.7 years.

TABLE II
CHARACTERISTICS OF THE SCHOOLS IN THE
OKLAHOMA YOUNG FARMERS STUDY

Characteristics	Average Size	Range
Size of the school district	171.5 Square Miles	82-540 Sq. miles
Number of school enrollment	218.66	29-740
Number of all-day students enrolled in their vocational agriculture classes	27	14-31

School System's Attitude Toward Young Farmer Education:

	<u>Positive</u>	<u>Per Cent</u>	<u>Neutral</u>	<u>Per Cent</u>	<u>Negative</u>	<u>Per Cent</u>
School Board	11		1		-	
Superintendent	11	86.12	1	13.88	-	-
Principal	9		2		-	

The above data in Table II show that the average size of the school district of the teachers in the study to be 171.5 square miles. The high school enrollment ranged from 29 to 740 and the vocational agriculture class ranged from 14 to 31 in all-day classes. The school systems attitude toward development of a young farmer program was: 86.12% in favor; 13.88% neutral; and none were against it.

TABLE III
CHARACTERISTICS OF YOUNG FARMERS IN THE
OKLAHOMA YOUNG FARMERS STUDY

Characteristics	Number	Per Cent
Average number in the district	28	-
Percentage attending Young Farmer meetings	-	68.16
Age young and adult farmers were divided (if divided)	38.5 yrs.	35-40 (Range)

TABLE III (continued)

<u>Characteristics</u>	<u>Number</u>	<u>Per Cent</u>
Per cent that used the age limit method to divide young farmers and adult farmers	5	42.00
Occupational status of young farmers:		
Average size of farms of young farmers	518.6 acres	200-1200 (Range)
Type of farming generally practiced	Beef & Small Grain	-
Per cent of young farmers that are:		
Part-time farmers	78	16.99
Renters and operators of farm	129	30.30
Owners and operators of farm	123	26.79
Managers for another party	7	1.73
Owner and renter	122	26.57

Table III reveals the characteristics of young farmers in the study. The average number in the district was 28, and 68.16% of these men attend the young farmer program. If the young farmer and adult classes were divided by age, the range was 35 to 40 years. When asked if it was desirable to use the age limit in dividing, 42 per cent answered yes and 58 per cent answered no. The average size of farms was 518.6 acres and the general farming practices was wheat and beef production. Seventeen per cent are part-time farmers, 30.3 per cent are renters and operators of farms, 26.79 per cent are owners and operators of farms, 1.73 per cent are managers for other parties, and 26.57 per cent are owners and renters.

TABLE IV
FACTORS INFLUENCING AGE LIMIT OF THE YOUNG FARMERS
IN THE OKLAHOMA YOUNG FARMERS STUDY

Reasons For No Age Limit	Number	Per Cent
Farmers prefer to choose own group	7	58.33
Less than ten young farmers	2	16.66
Less than ten adult farmers	-	-
Other	-	-

Table IV revealed that 58.33 per cent of the teachers who did not divide their adult and young farmer classes gave as their reason that the farmers prefer to choose their own group. Sixteen and six-tenths per cent stated that they had less than ten young farmers in their district. None had less than ten adult farmers in the community.

TABLE V
METHODS USED BY VOCATIONAL AGRICULTURE TEACHERS IN APPROACHING
PROSPECTIVE STUDENTS IN THE OKLAHOMA YOUNG FARMERS
STUDY

Procedure Used	Number	Per Cent
Made personal visits to each individual	7	58.00
Had key members contact others	10	83.30
Post card	8	66.60
Local newspaper	6	50.00
Announced to vocational agriculture classes	10	83.30
Letters and telephone	2	16.66
Questionnaire	1	8.30

The data in Table V points out that the teachers (83.3%) made their first approach to the prospective young farmer students by contacting their key members and eighty-three per cent announced the program to the vocational agriculture class. Post cards served as a method of approaching the young farmers for 66.6 per cent of the teachers and 58 per cent made personal visits to each individual. Fifty per cent of the teachers

made contacts by using the local newspaper. Letters and telephones served only a minor role with only one teacher using a questionnaire.

TABLE VI

TECHNIQUE USED BY THE VOCATIONAL AGRICULTURE TEACHER IN THEIR
FIRST APPROACH TO STUDENTS IN THE YOUNG FARMERS STUDY

<u>Technique</u>	<u>Number</u>	<u>Per Cent</u>
Made presentation and outlined the complete plan of program	6	50.00
Asked if interested in adult education program	11	91.66
Asked if there was a need for a program of this type	12	10.00
Asked if they felt they could benefit from an educational program	11	91.66
First visited with key farmers	10	83.33

Table VI reveals that all of the teachers in the Oklahoma Young Farmer Study asked the young farmer if there was a need for an educational program of this type. Ninety-one and six-tenths per cent of the teachers also asked him if a young farmer organization was developed, could he benefit from it.

Only fifty per cent of the teachers made the presentation and outlined the complete plan of study in the first approach to the young farmers. Eighty-three per cent of the teachers first visited with the key farmers in his community.

The teachers recommended that one should emphasize to the young farmers that it is their organization and not merely a job for the vocational agriculture instructor.

TABLE VII

METHODS USED BY THE VOCATIONAL AGRICULTURE TEACHER IN PUBLICIZING
THE FIRST MEETING OF THE OKLAHOMA YOUNG FARMERS STUDY

Method	Number	Per Cent
Post card or letter	9	75.00
Telephone	8	66.66
Newspaper	10	83.33
Personal Contact	2	16.66
All-day vocational agriculture classes	3	25.00

The data in Table VII reveals that 83.33 per cent of the teachers used news media and 75 per cent used post cards or letters in advertising the first meeting of the young farmer program and 66.66 per cent notified by telephone, 16.66 per cent by personal contact, and 25 per cent through announcements in the vocational agriculture classes.

One can see from this table that these teachers used a wide variety of instruments in the publicizing of their first meeting. The one most widely used was news media (local newspaper, radio, school paper, and magazines) followed by a post card or letter. Some teachers felt that the telephone was an excellent means of notifying the prospective members in that it was inexpensive; it carried personal appeal in that the young farmers felt personally invited; and it was prompt. One significant result was that only 25 per cent announced the meeting to their all-day vocational agriculture classes.

TABLE VIII

ASSISTANCE RECEIVED BY THE VOCATIONAL AGRICULTURE TEACHERS IN THE
FIRST ORGANIZATIONAL MEETING OF THE OKLAHOMA
YOUNG FARMERS STUDY

<u>Assistance</u>	<u>Number</u>	<u>Per Cent</u>
Other outstanding young farmer chapter	3	25.00
Agricultural Education Department	5	41.66
Animal Husbandry Department	1	8.30
None	3	25.00

This data shows that 41.66 per cent of the teachers received assistance from the Agricultural Education Department and 25 per cent received help from neighboring young farmer chapters. One teacher received help from the Animal Husbandry Department. Twenty-five per cent received no assistance.

Seventy-five per cent of the teachers received some assistance in conducting their first organizational meeting. This assistance was to give him confidence and have someone to rely on, if necessary. This help was either from the university or visiting members from neighboring chapters.

Some of the vocational agriculture teachers took one, two, or three of their key members to meetings of other chapters which had excellent young farmer programs. This increased their interest and reduced the work involved in establishing a program in his school district.

However, as one can see in Table VIII, twenty-five per cent of the teachers received no outside assistance and developed his organization alone.

TABLE IX

ACCOMPLISHMENTS MADE BY THE TEACHERS IN THE FIRST ORGANIZATIONAL MEETING OF THE OKLAHOMA YOUNG FARMERS STUDY

<u>Accomplishments</u>	<u>Number</u>	<u>Per Cent</u>
Who set the date for the first organizational meeting:		
Farmer	6	50.00
Teacher	6	50.00
Both	6	50.00
Explained program to young farmers	11	91.66
Determined interest of group by discussion	11	91.66
Voted on organization	9	75.00
Elected officers	7	58.30
Selected Committees	8	66.61
Selected regular meeting date	5	58.33

The teachers explained the program to eighty-eight per cent of the young farmers and determined the interest of the group by discussing it with ninety-one and sixty-six hundredths of them. Three-fourths of the vocational agriculture teachers had the members vote on whether to develop an organization or not. The organizations (58.3%) then elected officers and 66.6 per cent of the groups selected committees. Most of the chapters (58.3%) planned and selected the regular meeting date.

Along with officers, certain other committees (program, refreshment, etc.) were selected and appointed a chairman for each group. Selecting the regular meeting date depended upon the per cent of the total young farmers that were invited. Some of the recommendations mentioned by the teachers concerning the first organizational meeting were: the teacher should be prepared and know where he is going, do not push the members but let them make up their own mind, put a lot of emphasis on first meeting to "sell" the program to the young farmers, once the program is developed have two meetings planned ahead of time,

and have confidence in the program.

TABLE X

ATTENDANCE OF YOUNG FARMERS AT THE LOCAL MEETINGS OF THE
OKLAHOMA YOUNG FARMERS STUDY

Meetings	Number	Average
First	143	12
Second	202	17
Third	283	27

The number of young farmers at the meeting ranged from 12 to 27 through the first three meetings. The attendance did not drop, but in most cases the enrollment grew.

TABLE XI

ROLE THAT VOCATIONAL AGRICULTURE TEACHERS PLAYED IN THE MEETINGS
OF THE OKLAHOMA YOUNG FARMERS STUDY

Role	Number	Per Cent
Teacher	1	8.30
Chairman	4	33.33
Advisor	9	75.00
Teacher and Advisor	3	25.00

This data reveals that 75 per cent of the teachers act as advisors and 33.3 per cent act as chairmen. Eight and three-tenths per cent are teachers and 25 per cent are a combination of teacher and advisor.

TABLE XII

TYPE OF TEACHING PROCEDURE USED IN CONDUCTING YOUNG FARMER CLASSES
OF THE OKLAHOMA YOUNG FARMERS STUDY

<u>Instruction System Applied</u>	<u>Number</u>	<u>Per Cent</u>
Resource Personnel	9	75.00
Vocational Agriculture Teacher as Instructor	3	25.00
Young Farmer as Instructor	4	33.30
Resource Personnel and Vocational Agriculture Teacher as Instructor	3	25.00
Vocational Agriculture Teacher as Instructor and Young Farmer as Instructor	-	-
Resource Personnel and Young Farmer as Instructor	4	33.30
Field trips and tours	4	33.30
Films	5	41.66
Other	-	-

In analyzing the data concerning the type of teaching methods used, it was found that these teachers employed a wide variety of instruction. The six most common methods were: (1) resource personnel, 75%; (2) young farmer presenting subject matter, 33.3%; (3) combination resource personnel and young farmer as instructor, 33.3%; (4) field trips and tours, 33.3%; (5) films, 41.66%; and (6) combination of resource personnel and vocational agriculture teachers as instructor, 25%.

TABLE XIII

TYPE OF STUDY PLAN SELECTED BY THE YOUNG FARMER CHAPTERS
IN OKLAHOMA YOUNG FARMERS STUDY

<u>Items Used In Plan Of Study</u>	<u>Number</u>	<u>Per Cent</u>
Seasonal	6	50.0
From month to month	6	50.0
One major agriculture enterprise promoted throughout the year	-	-
Change project from meeting to meeting	4	33.3
Leave open dates for unforeseen problems	4	33.3
Planned meetings for nine months, eliminating summer months	4	33.3

Table XIII indicates that the program of study followed a planning of meetings either by seasons or month to month. None of the programs followed one enterprise promoted throughout the year. Thirty-three per cent of the teachers leave open dates in their planning for unforeseen problems, and the meetings are held nine months out of the year omitting the summer months.

Seasonal planning involved the fixing and naming of each subject or problem to be discussed several months ahead of time. This permits the teacher or instructor to have a long period of time to seek and gather information pertaining to his lesson.

From month to month one chooses the problem to be discussed only from meeting to meeting. Usually at the close of the meeting the next subject is selected by the members and a topic is voted on and method of teaching prepared.

TABLE XIV

METHODS USED BY THE ORGANIZATION IN FINANCING LOCAL PROGRAMS
OF THE OKLAHOMA YOUNG FARMERS STUDY

Method Used	Number	Per Cent
Dues	8	66.6
None used	4	33.3
Box suppers	-	-

All of the teachers that received questionnaires and were interviewed who had financial obligations used annual dues. The dues ranged from a low of \$1.00 per year to a high of \$5.00 per year with an average being \$3.00 per year.

TABLE XV

THE FACTORS MOST FRUSTRATING TO TEACHERS IN ORGANIZING
YOUNG FARMER PROGRAM OF OKLAHOMA
YOUNG FARMERS STUDY

Factors	Number	Per Cent
Approaching young farmers first time	4	33.3
Getting young farmers interested	4	33.3
Putting on first programs	4	33.3
Setting up plan of study	2	16.6
Getting attendance	5	41.6

There was a wide range of variation in the problems that the teacher selected as the part of organizing which frustrated him the most. The most numerous difficulty mentioned was the problem of getting attendance at the first meeting. They found that after the initial meeting interest was high and attendance continued to grow throughout the following classes.

The problem ranking second was approaching the young farmers for the first time.

The problem ranking third was putting on the first meeting. The

method of forming these meetings caused a great problem to the teacher. In the most part the young teacher simply did not feel he had enough knowledge to give him strength or nerve to meet the challenge of his young farmers.

TABLE XVI

FACTORS MOST EASILY ACCOMPLISHED BY THE TEACHERS ORGANIZING
THEIR PROGRAM IN THE OKLAHOMA YOUNG FARMERS STUDY

Accomplishment	Number	Per Cent
Approaching young farmers first time	5	41.66
Getting young farmers interested	7	58.33
Putting on first program	2	16.66
Setting up plan of study	-	-
Getting attendance	1	8.30

In contrast to the most difficult problem encountered, the teachers were asked what portion of the organizing was the easiest. Forty-one and six-tenths per cent of the replies was approaching the young farmers the first time about an educational program for them. Also 58.33 per cent stated that acquiring the young farmer's interest was of no difficulty. The young farmers were vigorously interested after they learned what the vocational department had to offer them in a way of increasing their efficiency in farming.

The teachers were asked how did they cope with the problems that frustrated them the most. The answers to this question were simple "digging in" and working plus becoming more enthusiastic about the program himself.

Here are a few of the answers that the teachers gave for this question: "Worked with key members whom I had worked with before", "closed eyes and jumped in", "closed eyes and headed head-long into it", "took the initiative and got the ball rolling myself", "used social

habits of farmers and families in working with young farmer program".

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary of Characteristics Investigated

The purpose of this study was to give vocational agriculture teachers ideas and new approaches to the procedures used in developing a successful program of young farmer classes.

This study included information received from twelve young vocational agriculture teachers in Western Oklahoma. These particular departments were selected because of the adaptability and flexibility of instructor and because the teachers were reliable sources for continuous information on this project.

It was found that the average teacher in this study was twenty-eight years old with 3.4 years teaching experience. He has been conducting young farmer classes only 1.8 years. The average size of his school district was 171.5 square miles with an enrollment of twenty-seven students in all-day vocational agriculture classes. All of the school systems were in favor of developing a young farmer program.

The young farmers of these teachers on the average manage 518.6 acres of land and produce beef and small grains. Seventeen per cent are part-time farmers, 30.3 per cent renters of farms, 26.79 per cent owners of farms, 26.57 per cent owners and renters, and 1.73 per cent manage a farm for another party.

Summary of Findings

It was found that when the teachers divided their adult and young farmer classes, the breakage point was between 35 and 40 years. As for the others who did not use the age limit, 77.78 per cent indicated that farmers prefer to choose their own group, and 22.22 per cent stated that there were less than ten young farmers in the community and this did not warrant dividing the classes.

The teachers' methods in approaching a young farmer student for the first time to discuss developing a program included putting announcements in the local newspaper, having key members contact others, and making personal visits to each individual.

Upon talking to the young farmer for the first time, the vocational agriculture teacher asked if there were a need for a program of this type in his community and if one were organized could be benefit by it. The teachers tried to stimulate the students interest by presenting an outline of the complete plan of the program. In making the first approach to the young farmer, the vocational agriculture teachers emphasized that one should stress that this is their organization.

The teachers in cooperation with the farmers set the date for the first organizational meeting. The announcement of the first meeting was made by post card or letter, news media, and telephone.

Some of the teachers received help from the university in presenting the first organizational meeting. This assistance came from the Agricultural Education Department of Oklahoma State University, other young farmer chapters, and the Animal Husbandry Department of Oklahoma State University.

At the first meeting the teachers explained the program in detail

and determined the interest of the group through open discussion. Following this, the group voted on whether to organize or disband. Election of officers, selection of committees, and selection of regular meeting date were next on the agenda. Other accomplishments included discussing of subjects to be taught and setting up the program and electing a chairman for future meetings. The teachers recommended that one should be "well prepared" and "well organized" at the first meeting and one should place great emphasis on "selling the program". Also they noted that one must be careful not to "push the members", rather "let them make up their own mind".

Next, the organizations selected the month-to-month type program. They planned their meetings for nine months eliminating the summer months. Also, they left open dates for unforeseen problems.

The organizations financed themselves by charging dues on the average of three dollars a year per member.

The part of the organizing that frustrated the teachers the most was getting members to attend the first organizational meeting. Also mentioned frequently as frustrating was putting over the first program and setting up a plan of study.

The easiest part of the organizing for the vocational agriculture teachers was approaching the young farmers the first time with the problem.

The teachers eliminated the problems that frustrated them the most by, "closing eyes and jumping in", "closed eyes and headed head-long into it", and "by being more enthusiastic myself".

Recommendations

Through studying experiences of twelve teachers it is recommended that possibly the following outline may be used in developing an efficient and excellent young farmer program. However, one must adapt the recommended practices to the situation that exists.

(1) Determine if there is a need for a young farmer program in the community. This may be accomplished by making a personal survey and visiting with young farmers in the school district.

(2) The vocational agriculture teacher should determine the attitude of the school system toward establishment of a young farmer program. Since a young farmer program is considered a part of the school program, the teacher should certainly get the support of the school officials.

(3) Develop a list of eligible young farmers in the community. The best age range to use in dividing adult and young farmer classes is between 35-40 years. This limit should not be inflexible and more emphasis placed on the farmer himself and his type of farming operation than on his age. If a farmer is young in his ideas, creative in his program, and willing to accept desirable change, he should be considered eligible for the young farmer program. If there are less than ten young farmers or less than ten adult farmers in the community, this will not warrant dividing the two groups. Often the farmers will prefer to choose their own group and the teacher will not be responsible for dividing the classes.

(4) Meet with three or four key young farmers and explain the young farmer program to them. Then secure their help in contacting other young farmers. Announce the establishment of the young farmer program to the vocational agriculture classes and mail post cards to

prospective members. Make personal visits to each young farmer and promote the programs through the local newspaper. When approaching the young farmer student for the first time with this idea, make the meeting informal and ask him if there is a need for a program of this type in the community. Also ask him if a young farmer organization were developed, could he benefit from it. The teacher should emphasize to the young farmer that it is their organization and not merely a job for the vocational agriculture teachers.

(5) Set the date for the first organizational meeting in cooperation with the young farmers and the school system. If the teacher does not feel confident in his ability at the first organizational meeting, he should arrange for assistance in developing the program from a neighboring outstanding young farmer chapter or from the university.

(6) Publicize the first organizational meeting through the local newspaper. Also send post cards or a letter before the meeting. Individual contacts and telephoning on the day of the meeting are effective reminders and add appeal because the young farmers feel personally invited. During the organizational meeting one should consider these steps:

- (a) Explain the program to the young farmers in order to develop a full understanding of what the program offers and how they can benefit from it. Determine the interest of the group through open discussion and questions that may arise.
- (b) Vote on whether to organize the program or disband. If the vote is favorable continue to step "c".
- (c) Elect officers for the organization. They may be considered permanent or temporary depending upon whether the group feels there are a number of prospective students who are not present. Develop committees and elect a chairman for each.

- (d) Select a regular meeting date. Use dues as the method of financing the organization. The amount depends upon the group and the objectives of the organization, but usually three dollars a year per person is a reasonable amount.
- (e) Discuss the type of teaching plan and the type of study plan that may be selected.
- (f) Schedule a meeting of officers and committee chairmen to discuss study plan and select the educational program for the next meeting.

Other Recommendations

The teacher should be well prepared and well organized at the first meeting and place emphasis on "selling the program". Also be careful and not "push the members" rather let them make up their own minds.

The type of teaching procedure to employ should be of a wide variety. The resource personnel is a very good method to apply followed by field trips and tours. Other methods to apply are young farmer as instructor and the vocational agriculture teacher as part-time instructor.

The type of study plan best to follow is the seasonal program. Seasonal planning involves the fixing and naming of each subject or problem to be discussed several months ahead of time. This permits the teacher or instructor to have a long period of time to seek and gather information pertaining to his lesson. Leave open dates in your planning for unforeseen problems, and hold the meetings nine months out of the year, omitting the summer months, except for recreation or summer trips.

Suggestions for Further Study

There is a lot of research that can be made on the present program. These may include: What personal characteristics do these young farmers

possess as contrasted to those who do not attend? What personal characteristics do the vocational agriculture teachers have who have established young farmer programs to those who have not established a young farmer program? What characteristics may exist in the community as compared to a community where no young farmer program is established?

After classes have been established for one, three, or five years, further study could be made to determine factors that may be related to continuation. Other studies may include: What specific change in farming techniques has developed in the community as a result of young farmer programs? What is a good criteria for measuring the effectiveness of young farmer programs? What resource personnel is available? How can they be most effectively used in young farmer programs?

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APPENDIX

CHMENT

ST

Dear Sir:

Enclosed you will find a questionnaire concerned with developing a young farmer's program. I am sending this to you to obtain information about the methods you used in establishing an educational program for young farmers.

From this questionnaire I hope to determine the best methods, used by the teachers, in developing their association. This questionnaire is also a means to two objectives: (1) furnish the Agricultural Education Department with information concerning developing young farmer education and (2) provide information for master's report.

Dr. Cook has recommended that I take this subject for my master's report and is advising me on the information necessary to complete the study. I am currently enrolled in his course Agricultural Education 522--Young Farmer Education.

Would you please fill in the information and return to me as soon as possible. Feel free in giving your criticisms.

Sincerely,

David Allison
610 North Knoblock
Stillwater, Oklahoma

I. PERSONAL CHARACTERISTICS:

Name _____
 School _____
 1. Age _____
 2. Amount of education _____
 3. Tenure in present school _____
 4. Total teaching years _____
 5. Marital status _____

II. QUESTIONS ABOUT SCHOOL:

1. Size of school district _____
 2. Amount of school enrollment _____
 3. Number of all-day students enrolled in vocational agriculture _____
 4. School systems attitude toward young farmer education:

	Positive	Neutral	Negative
a. School board	_____	_____	_____
b. Superintendent	_____	_____	_____
c. Principal.	_____	_____	_____

III. QUESTIONS PERTAINING TO YOUNG FARMER CLASSES:

1. Number of years conducting young farmer classes:
 a. In present school _____
 b. In other schools _____
 2. Number of young farmers in your district _____
 3. Percentage attending young farmer meetings _____
 4. Age at which young farmers and adult farmers were divided
 (if divided) _____
 5. Is it desirable to use the age limit method to divide young
 farmers and adult farmers? Yes or No
 6. Occupational status of young farmers:
 a. Average size of farms of young farmers _____
 b. Type of farming generally practiced in the community _____
 c. Number of young farmers that are:
 1. Part-time farmers _____
 2. Renters and operators of farm _____
 3. Owners and operators of farm _____
 4. Managers for another party _____
 5. Owner and renter _____
 6. Others _____

IV. ORGANIZATION OF YOUNG FARMER CLASSES (check answers)

1. Reasons for no age limit:
 a. Farmers prefer to choose own group _____
 b. Less than ten (10) adult farmers _____
 c. Less than ten (10) young farmers _____
 d. Other _____

- 2. Method used in approaching prospective young farmer student:
 - a. Made personal visit to each individual _____
 - b. Had key members contact others _____
 - c. Post card _____
 - d. Announced to vocational agriculture class _____
 - e. Local newspaper _____
 - f. Others _____

- 3. Subject content in first approach: (circle answers)
 - a. Made presentation and outlined the complete plan of program. yes no
 - b. Asked if interested in adult education program. yes no
 - c. Asked if there was a need for a program of this type. yes no
 - d. Asked if could benefit from an educational program. yes no
 - e. First visited with key farmers. yes no
 - f. Who set date for first organizational meeting . . . farmer or teacher
 - g. Comment _____

- 4. Publicizing of first meeting:
 - a. Post card or letter _____
 - b. Telephone _____
 - c. News media _____
 - d. Other _____

- 5. Assistance used in first organizational meeting:
 - a. From outstanding young farmer chapters _____
 - b. From Agricultural Education Department _____
 - c. Others _____

- 6. Accomplishments of first meeting:
 - a. Explained program to young farmers _____
 - b. Determined interest of group by discussion _____
 - c. Voted on organization _____
 - d. Elected officers _____
 - List officers elected:
 - e. Did the group select any committees. yes no
 - f. Selected regular meeting date. yes no
 - g. Other accomplishments _____
 - h. Recommendations: _____

- 7. Attendance since November 1, 1962:
 - a. Number of members at first meeting _____
 - b. Number at second meeting _____
 - c. Number at third meeting _____
 - d. Number at fourth meeting _____
 - e. Number at fifth meeting _____

8. Program up to date:
- a. What role do you as vocational agriculture teacher play in these meetings:
 1. Teacher _____
 2. Chairman _____
 3. Adviser _____
 4. Combination of _____ & _____
 5. Other _____
 - b. Type of teaching method used:
 1. Resource personnel _____
 2. Vo Ag teacher as instructor _____
 3. Self taught (interchange of young farmer presenting lesson) _____
 4. Combination 1&2 _____
 5. Combination 2&3 _____
 6. Combination 1&3 _____
 7. Field trips and tours _____
 8. Films _____
 9. List other methods: _____
 - c. Type of study plan selected: (Mark more than one if necessary)
 1. Seasonal _____
 2. From month to month _____
 3. One major agriculture enterprise promoted throughout the year _____
 4. Change project from meeting to meeting _____
 5. Leave open dates for unforeseen problems _____
 6. Planned meetings for nine months eliminating the summer months _____
 7. List others _____
 - d. Method used for finances:
 1. None _____
 2. Dues _____ List amount _____
 3. Box suppers _____
 4. Others _____
9. What part of the organizing frustrated you the most?
- a. Approaching young farmers first time _____
 - b. Getting young farmers interested _____
 - c. Putting on first program _____
 - d. Setting up plan of study _____
 - e. Getting attendance _____
 - f. Others (list) _____
10. What part of organizing was the easiest for you?
- a. Approaching young farmers first time _____
 - b. Getting young farmers interested _____
 - c. Putting on first program _____
 - d. Setting up plan of study _____
 - e. Getting attendance _____
 - f. Others (list) & comment: _____
11. How did you cope with the problems that frustrated you the most?

VITA

David Earl Allison

Candidate for the Degree of

Master of Science

Report: FACTORS RELATED TO DEVELOPING YOUNG FARMER PROGRAMS IN
OKLAHOMA

Major Field: Agricultural Education

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