

A STUDY OF METHODS USED IN FINANCING THE
ALL-DAY STUDENTS' PRODUCTIVE ENTERPRISE
PROGRAMS OF THE VOCATIONAL AGRICULTURE DEPARTMENTS
IN BRYAN, CHOCTAW, AND McCURTAIN COUNTIES

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IN BRYAN, CHOCTAW, AND McCURTAIN COUNTIES

BY

DON WALLACE MILLER

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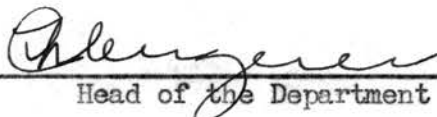
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Thesis Adviser



Head of the Department



Dean of the Graduate School

292002

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Much credit is due my wife, Bobbie, for her help in preparing this thesis.

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INTRODUCTION

"Getting started in farming as a chosen occupation is the main objective of students in vocational agriculture. There are few lines of work in which a boy can get started on his own as young as he can in farming. Vocational agriculture is not merely studying about farming, it is 'farming and schooling' all in one."¹

This study is concerned with the practices followed by all-day students in vocational agriculture in financing their supervised productive enterprise programs. The study includes high school departments of vocational agriculture in Southeastern Oklahoma where substantial financing of boys productive enterprise programs are affected by their parents' inability to furnish needed finance. In numerous instances neither boy nor his parents has sufficient finance to properly develop boy-ownership of enterprises and carry out an adequate productive enterprise program. This particular situation exists in varying degrees throughout the greater portion of the study area which includes Bryan, Choctaw, and McCurtain counties of Southeast Oklahoma.

A rather large number of families rely on government assistance for a portion of their income. The reference to government assistance henceforth includes moneys received in all forms from state and federal governments other than employment, employment benefits and retirement, bonds and stock interest and returns, production-marketing benefits, damages, mineral and real estate payments and government loans.

1 Ward P. Beard, Starting to Farm, p. 21.

The development of a supervised farm productive enterprise program for each boy studying vocational agriculture is an integral part and one of the educational purposes of vocational agriculture. One of the specific purposes for which the Future Farmers of America organization was formed is "To encourage members in the development of individual farming programs and establishment in farming."²

A supervised farm training program is the actual farming program or practices performed by the student. The student carries out the practices studied in the classroom, under the supervision of the teacher with the cooperation of the boys' parents, the purpose of which is to develop doing ability for certain farm skills and agricultural practices. In order for a boy to develop a well rounded productive enterprise program that will result in the boys becoming established and advance in farming, it is necessary for him to have access to or acquire such items as livestock, land, farming equipment, seed, feed, money and other material assistance. For the purpose of this study, reference to any such items and or assistance is considered financial assistance for reasons that most types of assistance have a value in terms of money.

The vocational agriculture departments surveyed in this study were: Achille, Bennington, Bokchito, Caddo, Calera, Cobb, Colbert, and Durant located in Bryan county; Boswell, Grant, Hugo, and Soper located in Choctaw county; Broken Bow, Haworth, Idabel, and Valliant located in McCurtain county.

2 Official Manual for Future Farmers of America.

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PURPOSE

1. The primary purpose of this study was to investigate the practices followed and methods used by boys enrolled in all-day classes in vocational agriculture in financing their agricultural programs; and to further discover what characteristics in such program development seem to be the more common experience of all-day students enrolled in vocational agriculture.

SUB-PURPOSES

1. To furnish vocational agriculture teachers with information that may be used as a guide in securing financial assistance for their all-day students' productive enterprise programs.

2. To let this study serve as a basis by which methods of financing may be adopted to meet the various situations and needs of the all-day students who are enrolled in vocational agriculture.

3. To provide the writer with information necessary to enable him to assist in properly securing finance for the productive enterprise programs of vocational agriculture students.

4. To investigate the all-day boys' productive enterprise programs being financed and to ascertain and evaluate the kinds of financing service being rendered.

5. To investigate the productive enterprise programs of all-day

students and determine the year of enrolment when most financing is required.

6. To investigate the productive enterprise programs as to the particular type of enterprises requiring financing and the agency generally from which this capital is obtained.

7. To investigate the ways the all-day students make repayments of financial assistance.

METHODS OF PROCEDURE

The initial step in the preparation of this study was securing names and addresses of instructors and vocational agriculture departments of Bryan, Choctaw, and McCurtain counties from the office of State Director of Vocational Agriculture for Oklahoma located at Stillwater, Oklahoma. The following letter was sent to the instructors of the various departments located in each of the three counties listed above:

October 15, 1951

Dear Sir:

I am making a study of methods used to finance productive enterprise programs by all-day students enrolled in vocational agriculture in Bryan, Choctaw, and McCurtain counties. This study is being conducted under the supervision of Oklahoma A. and M. College, Department of Agricultural Education, Stillwater, Oklahoma. I am making this study on a personal interview basis and request your aid in acquiring the needed information. I am enclosing the introduction of the problem to enlighten you as to areas of needed information. I wish to request that _____, _____ at _____ be scheduled as the time for me to interview the students in your agriculture department. The information thus gathered will be used to write a thesis in partial fulfillment for the degree of Master of Science. The thesis will be placed on file and available to all who are interested.

I wish to thank you in advance for your cooperation.

Sincerely yours,

Don W. Miller

Data for this study were obtained by personal interviews of all-day students enrolled in vocational agriculture and teachers of vocational agriculture departments in Bryan, Choctaw, and McCurtain counties whose departments began prior to October 1, 1951. This survey of instructors and students enrolled in all-day classes of the various departments of vocational agriculture required the writer to travel to all schools studied in the area.

The survey was conducted in the form of personal interviews with vocational agriculture teachers and all boys who were regularly enrolled in vocational agriculture and were attending school the day the writer visited the particular school. Boys who were regularly enrolled in vocational agriculture and were not in school the day the writer surveyed their schools were not included in this study. This interview was accomplished by using an informal questionnaire designed to give the needed information. The questions used in the questionnaire were based upon several items as well as the writer's experience in teaching vocational agriculture. Previous research by Lavergone at Louisiana State University in 1941¹ and by Cline of the Arizona Agriculture Education department in 1944,² magazine articles dealing with financing of supervised productive enterprise programs, suggestions and experiences of vocational agriculture teachers, and suggestions of the several teacher trainers and supervisors of vocational agriculture of the state of Oklahoma were also given consideration and proved helpful sources of information used in planning the study.

The data secured from the interviews which were made on an individual

1 Daly Charles Lavergone Financing Supervised Farm Training Programs in Vocational Agriculture.

2 R. W. Cline Arizona Agriculture Education Department The Use of Credit by Students of Vocational Agriculture in Arizona.

basis were tabulated by departments and then combined into a composite report which is submitted as the basic work of the study. The questions formulated in the questionnaire were designed to secure certain information regarding the productive enterprise programs of boys enrolled in all-day classes of vocational agriculture. Students were interviewed in groups. These groups were generally the all-day students in their respective enrolled class groups, but in some departments all students were interviewed as a single group. The interview was held largely in the manner of a conference with explanations and interpretations given by the writer during which time the students individually supplied requested information to the best of their ability. The local instructor also aided the students in determining many answers during the interviewing procedure.

QUESTIONNAIRE USED IN INTERVIEWING STUDENTS

1. Name _____
2. School _____
3. Age _____ Classification _____
4. Year of agriculture enrolled in _____
5. How many years have your parents lived on a farm? _____
6. What is the total acreage of your home farm? _____
 - A. Acres owned _____
 - B. Acres rented _____
 - C. Acres leased _____
7. What productive enterprises were you enrolled in during the 1950-51 school year?

<u>Kind of Enterprise</u>	<u>Scope</u>	<u>How Financed</u>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

8. What productive enterprises do you plan to enroll in during the 1951-52 school year?

<u>Kind of Enterprise</u>	<u>Scope</u>	<u>How Financed</u>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

9. Number of financial contract agreements written _____
verbal _____

10. List signatures required on each of your written contracts

1. _____
2. _____
3. _____

11. What is the required rate of interest on your projects?

_____, _____, _____

12. Indicate by number the times you make the following payments for financial assistance received.

Labor _____

In Kind _____

Sale _____

18. Do your parents receive any state or government assistance?

(Other than employment, loans, stock and bond interest and returns,
production marketing benefits, damages, real estate and mineral
income or other similar resource earnings) Yes _____ No _____

QUESTIONNAIRE USED IN INTERVIEWING TEACHERS

1. Name _____
2. School _____
3. Years taught _____
4. Age of department _____
5. Do you have the problem 'Financing of Enterprise Programs' on your annual teaching plan? Yes _____ No _____
6. Approximate number of periods allowed for the above stated problem

7. Indicate month financing is taught in:
 - Agriculture I _____
 - Agriculture II _____
 - Agriculture III _____
 - Agriculture IV _____
8. Does the Future Farmers of America chapter in your department have the problem of financing productive enterprises in their program of work? Yes _____ No _____
9. Percentage of parents whose attitudes toward outside financing of productive enterprises in your opinion are excellent _____, good _____, fair _____, poor _____
10. Number of students in your department who have financed enterprises and could, in your opinion, have self financed these enterprises

11. List possible agencies in your community that might finance students' productive enterprises.
 1. _____
 2. _____

3. _____
4. _____
5. _____
6. _____

12. List possible district agencies of which your area might secure financial assistance.

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

13. Do you feel that the productive enterprise programs should be other than self financed? Yes _____ No _____

14. What are the noticeable scholastic differences of students who receive financial assistance in their productive enterprises and those who self finance their enterprises? _____

15. What are the general attitudes of students having received financial assistance in their productive enterprises?

Excellent ____ Good _____ Fair _____ Poor _____

16. What do you consider as the criteria for agencies making loans to students?

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

17. What characteristics do the financing agencies desire in their clients?

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
|----------|----------|

3. _____ 4. _____
5. _____ 6. _____
18. What do you feel is the necessary information for a student to know about an agency from which he plans to borrow money?
- _____
- _____
19. How long have financing agencies been contributing to your students' programs? _____
20. What prompted these agencies to contribute to the development of your program? _____
- _____
21. In your opinion should civic clubs of the community be expected to contribute to the students' enterprise programs?
- Yes _____ No _____
22. What problems have you encountered in financed productive enterprises? _____
- _____
- _____
- _____
23. What per cent of students obtained initial financing through the following efforts:
- A. Boys own initiative _____
- B. Incentive of financeer _____
- C. Parents' initiative _____
- D. Teacher's solicitation _____
- E. Prizes _____
- F. Gifts _____

24. Do you have teaching and conference periods set aside to study the lending agencies of your area?

Yes _____ No _____

25. In teaching the above stated problem, what general characteristics do you stress that are common and students should know in regard to financing agencies and their services?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

26. List the steps of procedures that you advise students to take in acquiring credit for their supervised productive enterprise programs.

1. _____

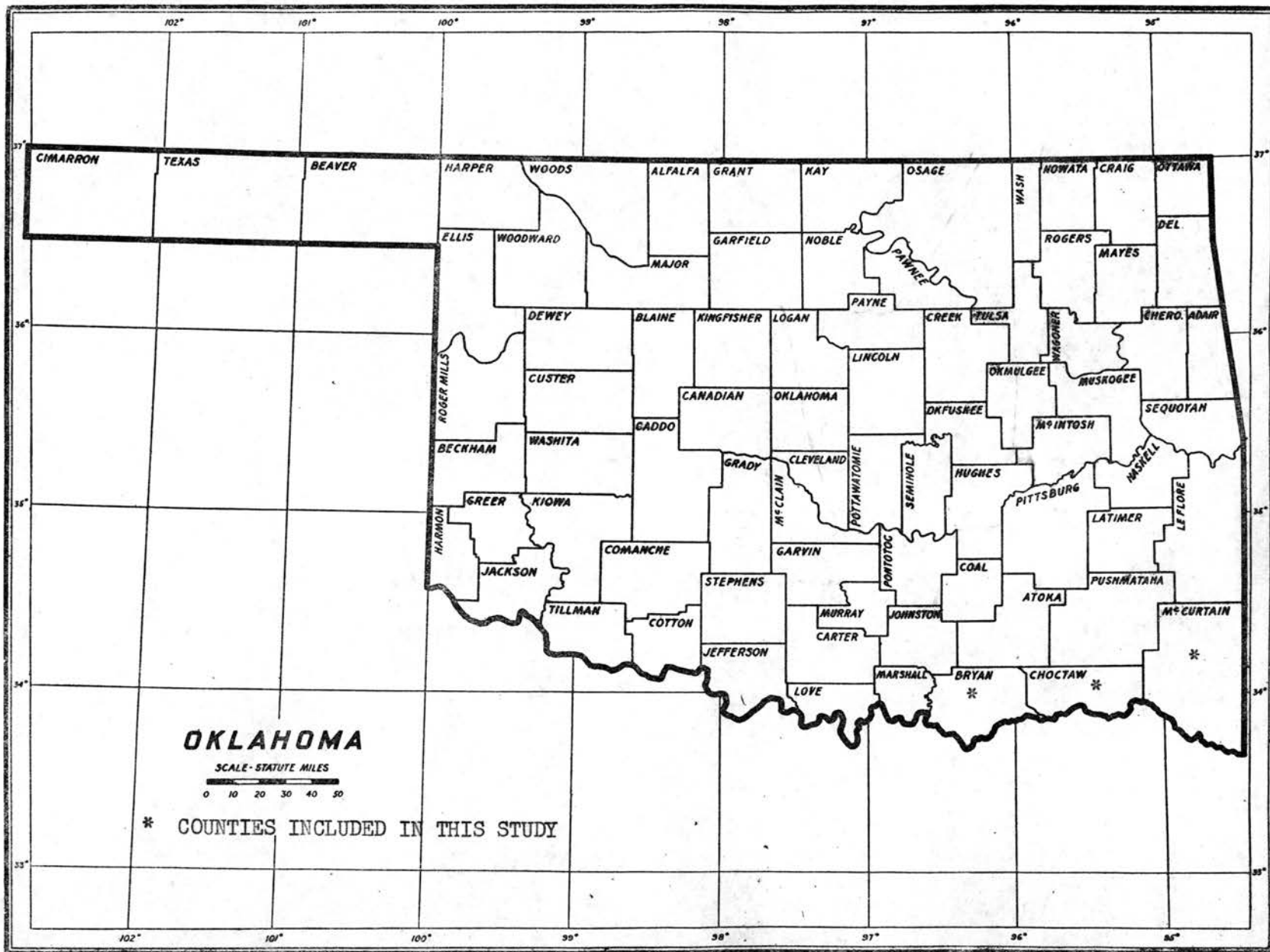
2. _____

3. _____

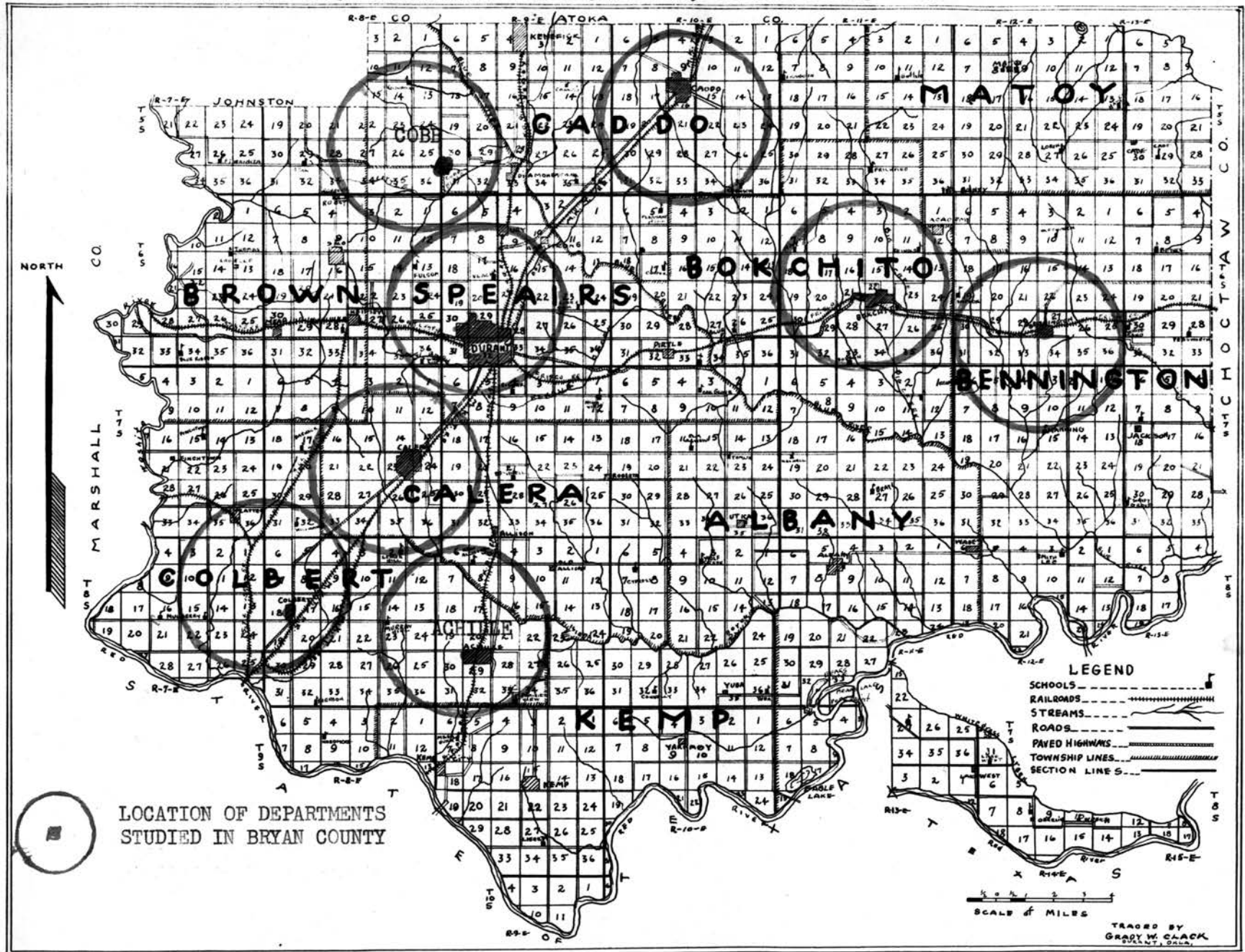
4. _____

5. _____

6. _____



MAP OF BRYAN COUNTY, OKLAHOMA



LOCATION OF DEPARTMENTS
STUDIED IN BRYAN COUNTY

SCALE OF MILES

TRADED BY
GRAY W. CLACK
SULLY, MO., U.S.A.

THE BRYAN COUNTY ABSTRACT COMPANY

114 NORTH THIRD AVE.

DURANT, OKLAHOMA

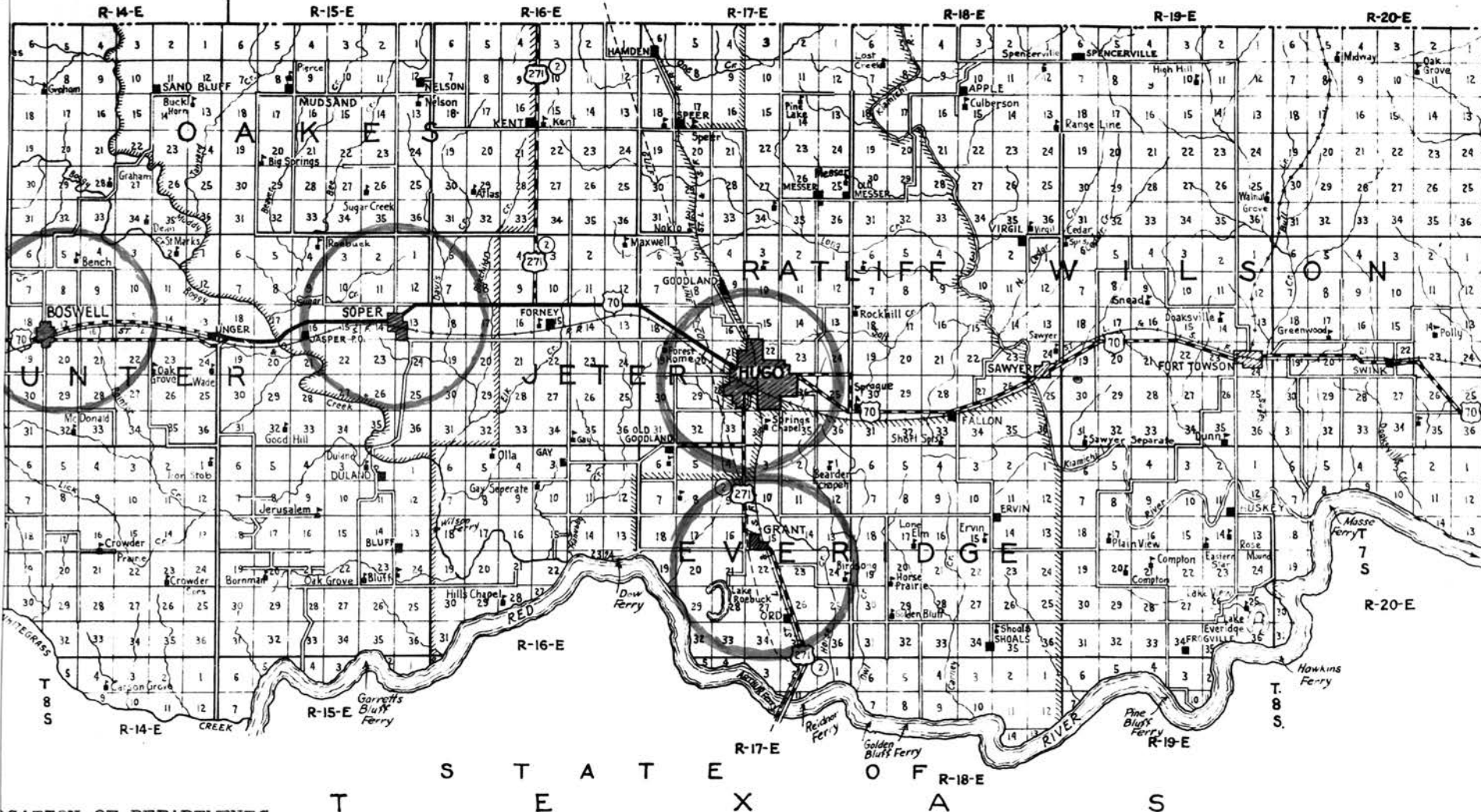
PHONE NO. 306

WALTER THOMPSON, MANAGER.

COUNTY

PUSHMATAHA

COUNTY



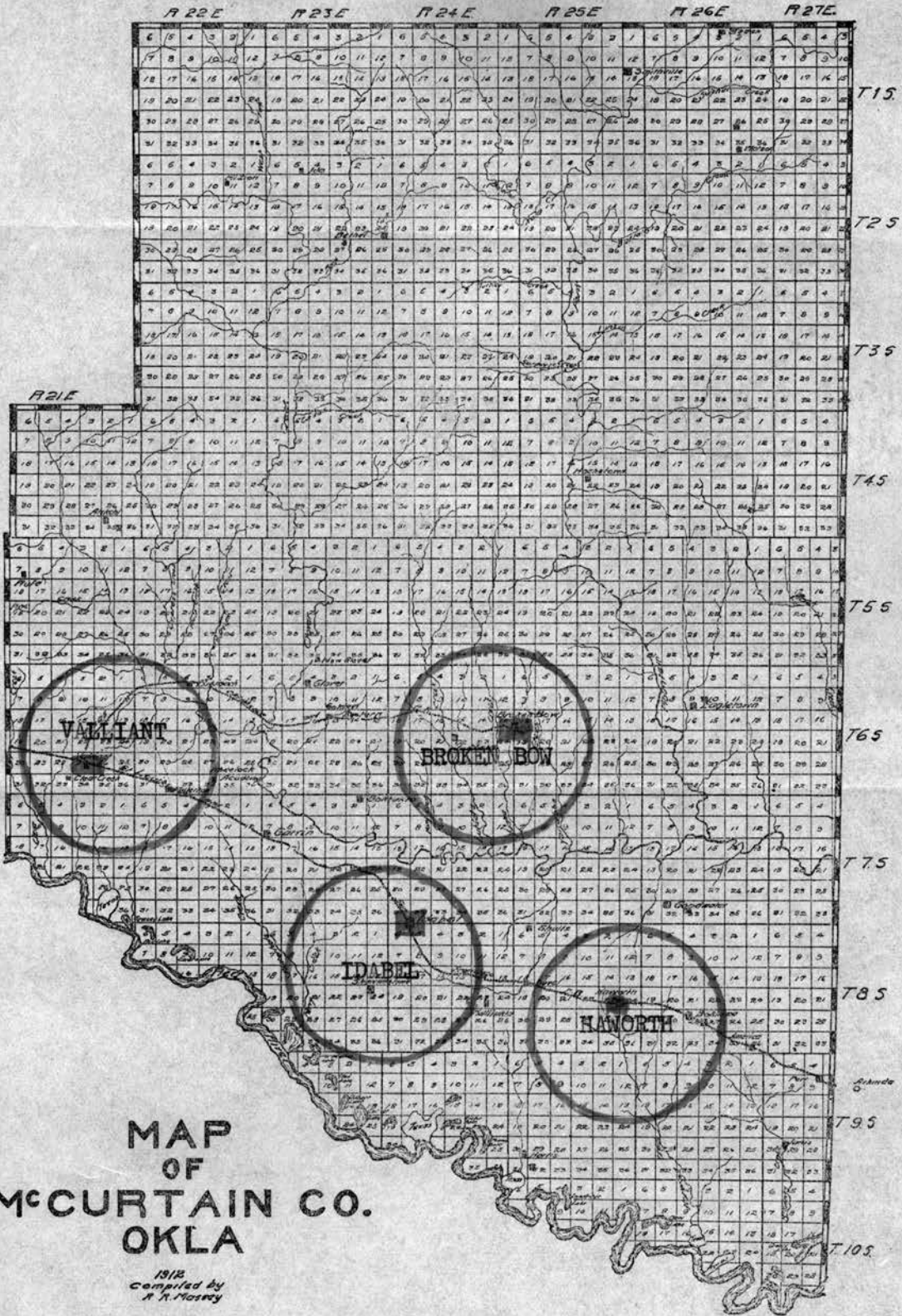
LOCATION OF DEPARTMENTS
STUDIED IN CHOCTAW COUNTY

- U.S. HIGHWAYS
- STATE HIGHWAYS
- PAVED ROADS
- GRAVEL ROADS
- MAIN CONNECTING ROADS (EARTH)
- RAILROADS
- SMALL TOWNS
- LARGER TOWNS
- SCHOOLS
- POLITICAL TOWNSHIP BOUNDARIES
- ELECTRIC LINE

CHOCTAW COUNTY ABSTRACT CO.

(BONDED)

L. R. BLAKELY President and Manager
 PHONE 188
 HUGO OKLAHOMA



**MAP
OF
MCCURTAIN CO.
OKLA**

*1912
Compiled by
A. H. Mosley*

T E X A S

LOCATION OF DEPARTMENTS STUDIED IN McCURTAIN COUNTY

S
A
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TABLE I
AGE OF STUDENTS SURVEYED

Age of Student	Number Of Students In Each Age Group	Percentage Of Students In Each Group
13 years	15	2.57
14 years	93	16.10
15 years	140	24.24
16 years	155	26.84
17 years	117	20.17
18 years	47	8.41
19 years	8	1.35
20 years	2	.32
Total	577	100.00

The total number of vocational agriculture students interviewed in this study was five hundred and seventy seven. These students were enrolled in the Bryan, Choctaw, and McCurtain county departments of vocational agriculture.

The average enrollment in the sixteen departments of the area studied was 36 students. The average age of the all-day students studied was fifteen years and seven months.

TABLE III
FARMING EXPERIENCES OF PARENTS
AS INDICATED BY STUDENTS SURVEYED

Years Of Experience	Number Reporting In Each Group	Percentage Reporting In Each Group
None	32	5.54
1-5 years	18	3.12
6-10 years	32	5.54
11-15 years	34	5.77
16-20 years	56	9.42
21 years and over	405	70.61
Total	577	100.00

TABLE IV
STUDENTS HOME FARM STATUS

Farm Status	Number Of Students	Percentage Of Students	Average Acreage
Owmed	234	40.65	207
Rented	78	13.61	185
Leased	13	2.46	183
Combination*	134	23.50	272
No farming area	114	19.58	
Total	577	100.00	

*1 The home farm is a combination of two or more of the following: owned, rented, or leased property.

TABLE V
 KINDS OF SUPERVISED PRODUCTIVE
 ANIMAL ENTERPRISES OF STUDENTS

Enterprise	Scope* 1951-52	Number Of Students Enrolled In Each Different Enterprise	Scope* 1950-51	Number Of Students Enrolled In Each Different Enterprise
Beef Breeding	774	185	495	158
Beef Fattening	476	143	321	103
Beef Replacement	232	103	159	95
Beef Calves	249	109	214	89
Dairy Breeding	122	66	78	64
Dairy Production	92	37	63	30
Dairy Replacement	62	15	47	12
Swine Breeding	381	188	331	177
Swine Production	2650	181	1981	160
Swine Fattening	599	115	593	97
Egg Production	7360	95	4915	67
Meat Poultry	5550	48	3215	32
Rabbit Production	457	31	67	13
Other Poultry	377	16	162	9
Other Livestock	25	1	37	2

*2 Scope has reference to head of livestock.

TABLE VI
 KINDS OF SUPERVISED PRODUCTIVE
 CROP ENTERPRISES OF STUDENTS

Enterprise	Scope* 1951-52	Number Of Students Enrolled In Each Different Enterprise	Scope* 1950-51	Number Of Students Enrolled In Each Different Enterprise
Corn	1708	160	1170	128
Headed Feed	292	60	143	39
Cotton	364	39	388	26
Peanuts	644	70	485	61
Popcorn	307	23	219	20
Hay	652	26	476	19
Cover Crop	570	14	450	11
Small Grain	120	4	80	2
Winter Pasture	1062	15	720	12
Pasture	6450	31	4701	26
Orchard	66	9	39	14
Gardens	148	76	134	67
Beans	11	3	6	2
Cucumbers	14	6	12	8
Spinach	80	1	80	1
Sweet Potatoes	24	8	8	4
Tomatoes	9	5	5	4

*3 Scope has reference to acres of crops.

In establishing a crop enterprise program, students favor corn production over all other crop enterprises. The cash crop enterprise preferred by students is peanuts while the cash crop of cotton was reported only 55.71 per cent as many times and popcorn only 32.87 per cent as often. Only 18.16 per cent of all students interviewed have enterprises that contribute to the farm family food.

TABLE VII
METHODS OF FINANCING THE INITIAL PURCHASE
OF THE PRODUCTIVE ENTERPRISES OF STUDENTS

How Enterprises Were Financed	Number Of Students 1950-51	Percentage Of Students	Number of Students 1951-52	Percentage Of Students
Self	450	49.62	828	58.18
Parent	269	29.65	309	21.70
Bank	29	3.20	63	4.42
Relative	19	2.09	30	2.10
Business	49	5.40	56	3.93
F. F. A.	5	.56	7	.48
Civic Club	28	3.08	35	2.44
Partnership	18	1.99	37	2.60
Farmer	21	2.32	39	2.72
Other*	19	2.09	19	1.43
Total	907	100.00	1423	100.00

*4 Other includes P.M.A., Home Demonstration Club, Prizes, etc.

This table shows that an increasing number of students rely on self financing and obtaining assistance from crediting agencies than had been the case during the 1950-51 school year. The methods of financing the initial purchase of enterprises indicate that local banks are becoming aware of the problem and are contributing more to assist in student program development.

TABLE VIII
 CONTRACT ARRANGEMENTS OF STUDENTS
 PRODUCTIVE ENTERPRISE PROGRAMS

Type Of Contract	Number Of Each Type Of Contract	Signatures Required*	Number Of Times Required	Interest Required	Number Of Times Interest Required
Verbal	324	Self	109	None	366
Written	124	Parent	58	1%	1
		Relative	5	2%	6
		Teacher	43	3%	3
		Banker	26	4%	10
		Business	28	5%	8
		Farmer	5	6%	36
		Partner	6	7%	1
		Landlord	8	8%	6
		FFA Officer	11	9%	0
Total	448	Other**	0	10%	11

*5 Signatures required has reference to persons signatures required on student contracts. In some cases more than one signature was required.

**6 Other has reference to county officials, other teachers, County Agents, and similar individuals.

TABLE IX
METHODS USED BY STUDENTS FOR REPAYING FINANCEER

Method Of Payment	Number Of Students Reporting	Percentage Of All Students Reporting
No Repayment Required	51	9.66
Labor	64	11.50
In Kind	57	10.43
Sale	172	31.20
Increase	103	18.46
End of Project	72	11.18
Monthly	7	1.34
Yearly	20	3.86
Share Crop	10	1.83
Two for One	3	.54
Others*		
Total	559	100.00

*7 Others refers to possible repayment methods as exchange of ownership or title of property and similar methods that may be used to repay financeer.

A majority of individuals receiving credit make repayments by using capital received in the sale of products. A rather high proportion of students were not required to repay financeer who, in most instances, were parents or relatives. Some students indicated using as many as five different payment plans to liquidate liability.

TABLE X
 CONTRIBUTORY ENTERPRISES ON HOME FARM CONTRIBUTING
 TO STUDENTS PRODUCTIVE ENTERPRISE PROGRAM

Enterprise	Number Of Students Reporting	Percentage Of Students Reporting
Corn	250	46.53
Sorghums (Grain and forage)	74	13.26
Peanut Hay	78	14.46
Hay (Prairie, Sericea, Les- pedeza, Alfalfa, Johnson, Bermuda grass)	155	28.90
Milk	198	35.46
Pasture	348	70.18
Cover Crop	67	11.10
Winter Pasture	42	7.90
Small Grains	17	3.22

TABLE XI
FINANCIAL VALUE OF STUDENTS PRODUCTIVE ENTERPRISE PROGRAMS

Total Value	Number Students Having	Percentage Students Having
No enterprise owned	40	6.92
\$1-50	122	21.18
51-100	77	12.83
101-200	101	17.48
201-300	59	10.20
301-400	49	8.59
401-500	30	5.19
501-600	11	1.57
601-800	16	1.56
801-1000	17	2.19
1001-1250	9	1.56
1251-1500	10	1.73
1501-2000	14	2.40
2001-3000	11	1.57
3001-4000	2	.34
4001-5000	4	.69
5001-6000	1	.17
6001-7000	2	.34
7001-7500	1	.17
Total	577	100.00

The students reporting no financial value were students who had not yet completed their plans. The majority of students have productive enterprise programs of less than \$200.00 value. The average enterprise program value for all students was \$365.65.

TABLE XII
 INITIAL FINANCIAL ASSISTANCE RECEIVED FOR DEVELOPING
 STUDENTS PRODUCTIVE ENTERPRISE PROGRAMS

Amount Of Financial Assistance Received	Number Students Receiving	Percentage Students Receiving
None	177	29.60
\$1-50	167	27.87
51-100	97	16.51
101-200	67	10.63
201-300	25	4.28
301-400	10	1.73
401-500	8	1.39
501-600	6	1.04
601-800	8	1.38
801-1000	2	.34
1001-1250	4	.69
1251-1500	1	.17
1501-2000	2	.34
2001-2500	2	.34
Total	577	100.00

There are a total of 400 students who have obtained financing assistance in the development of their enterprise programs. The majority of these students obtained finances of less than \$100.00. The average assistance borrowed per student receiving credit was \$154.00.

TABLE XIII
FINANCIAL LIABILITIES YET TO BE PAID BY STUDENTS

Amount Of Financial Liability	Number Students Having	Percentage Students Having
None	357	61.00
\$1-50	98	16.91
51-100	62	10.67
101-200	26	4.52
201-300	13	2.26
301-400	6	1.04
401-500	4	.69
501-600	3	.51
601-800	2	.34
801-1000	2	.34
1001-1250	0	
1251-1500	3	.51
Total	577	100.00

There are only 220 students who have not liquidated their credit accounts. The majority of students who are indebted have liabilities of less than \$100.00. The average liability of the indebted group is \$107.00.

TABLE XIV
NUMBER OF ENTERPRISES PER STUDENT

Number Of Enterprises	Number Students Having	Percentage Students Having
None	43	7.52
One	156	27.10
Two	148	24.65
Three	101	16.40
Four	65	11.07
Five	27	4.40
Six	23	3.71
Seven	9	1.30
Eight	2	.34
Nine	2	.34
Ten	1	.17
Total	577	100.00

TABLE XV
 FINANCIAL ASSISTANCE REQUIRED ACCORDING
 TO NUMBER OF PRODUCTIVE ENTERPRISES

Financial Assistance Required	Number Of Enterprises									
	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten
None	63	25	17	16	4	4	2	1	2	
\$1-50	65	58	25	12	4					
51-100	15	30	28	14	1	4	2			
101-200	10	15	17	11	6	6	2			
201-300		11	1	4	4	3	1			
301-400	2		4	3		1				1
401-500	1	1	1		1					
501-600		2		1	1		1			
601-800		5		2	1					
801-1000						1		1		
1001-1250				2		2				
1251-1500					1					
1501-2000		1								
2001-2500						2				

Those students reporting no financing received are the individuals who have self financed their productive enterprise programs. Those students with only one or two productive enterprises seldom borrowed more than two hundred dollars while those with four, five, and six productive enterprises borrowed varied amounts up to two thousand five hundred dollars.

TABLE XVI
METHODS USED TO FINANCE INITIAL PURCHASE
OF PRODUCTIVE ANIMAL ENTERPRISES

Enterprise	Methods of Financing										
	Self	Parent	Bank	Business	Relative	Partner	Farmer	F.F.A.	Civic Club	Landlord	Other*
Beef Breeding	76	62	13	10	7	3	4				
Beef Fattening	83	37	7	6	4	2	1				
Beef Replacement	29	42	11	6	4	1	1	1			
Beef Calves	45	27	6	8	8	4	5		2		1
Dairy Breeding	31	19	3	1	2	3	1				1
Dairy Production	11	8	3	5	1	1	4		4	1	
Dairy Replacement	4	7	2		1			3		1	1
Swine Breeding	106	42	13	11	4	2	4	2	6	2	1
Swine Production	128	39	3	5	2	1	3		3		
Swine Fattening	71	24	7	6			4				
Egg Production	62	24		6			3				
Meat Poultry	32	11		5							
Other Poultry	20	6									
Rabbits	8										
Other Livestock	2										

*8 Other includes P.M.A., Home Demonstration Clubs, prizes and similar sources of financing.

Students enrolled in animal breeding enterprises used more methods of initial financing than did students enrolled in the production enterprises. Banks do more financing of beef and swine enterprises than other classes of livestock. Business individuals assist more in financing the breeding programs of swine and beef than other productive enterprises. Future Farmers organizations tend to offer some assistance in the securing of young stock for breeding purposes; such as beef, swine, dairy, and poultry.

TABLE XVII
METHODS USED TO FINANCE INITIAL PURCHASE OF
PRODUCTIVE CROP ENTERPRISES

Enterprises	Methods of Financing										
	Self	Parent	Bank	Business	Relative	Partner	Farmer	F.F.A.	Civic Club	Landlord	Other*
Corn	123	27			1	1	4	1		3	
Cotton	19	12	3	7	2	2	3				
Peanuts	41	19	4	6	3	2	3			3	
Sorghum	12	15		2	2	3	2			1	1
Popcorn	6	7	3	9			1		7		
Small Grain	4	5			2						
Pasture	30	43			2	2	3				
Hay	13	19			2	1	3				
Cover Crop	7	11		3				1	1		
Orchard	4	2		1						2	
Garden	29	20		4	4	2	1			1	1
Horticulture Crops	9	4	3	5		2		1			1

*9 Other includes P.M.A., Home Demonstration Clubs, associations, and prizes providing students with initial financing.

Students enrolled in crop enterprises tend to self finance their crop productive enterprises and obtain assistance for their animal enterprises. The local banks, business men and civic clubs provide more service in the production of cash crops than they do for feed crops and crops grown for family food. Parents contribute heavily in the financing of all crop enterprises.

TABLE XVII
METHODS USED TO FINANCE PRODUCTION AND RELATED
EXPENSES OF STUDENTS PRODUCTIVE ENTERPRISE PROGRAMS*

Method Of Financing	Number Reporting	Percentage Reporting
Self	267	47.84
Parent	28	5.01
Self and Parent (Jointly)	183	32.77
Self and Business-man	37	6.63
Self and Bank	15	2.69
Self and Relative	10	1.78
Self and Farmer (other than parent and relative)	3	.53
Self and Landlord	3	.53
Self and School	2	.34
Self and Teacher	2	.34
Partnership	7	1.15
Other**	0	.00
Total	577	100.00

*10 Production includes feed, seed, fertilizer, cultivation, inoculants, and similar cost. Related expense includes breeding fees, veterinary fees, registration, equipment, entry fees etc.

*11 Other includes P.M.A., Home Demonstration Clubs, Associations, and prizes providing students with initial financing.

In financing the production and related expense of productive enterprise programs, students indicate that it is a personal responsibility when at all possible. The other major source of this finance is a joint program involving students and parents. The use of local credit was little used, but businessmen were indicated rather frequently.

TABLE XVIII
FINANCIAL REPORT FOR ALL STUDENTS

Item	Scope Of Capital Involved
Total Value of all Students	\$268,687.00
Average Value of all Students	465.66
Minimum Value of any Student	
Maximum Value of any Student	7,500.00
Total Assistance Received*	61,601.00
Average Assistance Received	106.76
Minimum Assistance for any one Student	
Maximum Assistance for any one Student	2,500.00
Total Liability for all Students	23,540.00
Average Liability for all Students	40.79
Minimum Liability of any one Student	
Maximum Liability of any one Student	1,500.00

*12 Assistance refers to the amount of capital and credit that students obtained from financiers to develop their productive enterprise programs.

TABLE XIX
PERCENTAGE REPORT OF FINANCIAL STATUS
FOR ALL STUDENTS SURVEYED

Item	Percentage
Percentage of students total productive enterprise program value that was financed.	22.80
Percentage value of students total productive enterprise program which is yet to be paid to financeer.	8.72
Percentage of students total assistance which is yet to be paid.	38.21
Percentage of students total assistance obtained which has been paid to the financeer.	96.21

CONCLUSIONS

In consideration of the heretofore presented tables and discussion of the study the writer believes that the following conclusions may be drawn.

1. The financial valuation of students productive enterprise programs varies in relation to the amount of finances available.
2. The study reveals that students having the more adequate productive enterprise programs have been those individuals who have received the most credit.
3. Students indicate that they seek credit outside the family for livestock enterprises while depending on family financial assistance in producing the crop enterprises.
4. Several students' productive enterprises have increased in number and scope to the extent that the students are required to have large amounts of capital to provide for a fully developed program.
5. Students who have received large amounts of credit usually make repayments to financeer more quickly than do many students who have received little credit or assistance in respect to their productive enterprise programs.
6. Those students who self finance all their production enterprise programs used funds secured from different activities. The greatest per cent of these students' capital was income

from labor, sales resulting from their productive enterprise program, and custom work.

7. Written contracts of students in most instances are associated with agreements with those local banks that have extended credit to students. The local financeers that require the student to pay a rate of interest require the students to pay a six per cent interest rate on the principle borrowed. Few businessmen require written contracts on extended credit. According to this study, no specific pattern can be determined as to the reasons for the various rates of interest.
8. Students use several methods of repaying financeers. Those students having the greater number of enterprises proved to use the greater number of ways to repay the financier for extended credit. Many students were not required to make repayment. The majority of the group not required to make repayment were relieved of this obligation due to parent-student relationship. While others were relieved of their obligation to help compensate the students for labor and duties carried out on the home farm.
9. Students tend to secure those enterprises for which contributory enterprises are available on the home farm. They also tend to secure those enterprises which require the least amount of capital and expense. The particular major enterprises most students strive to acquire are beef and

swine enterprises.

10. Some students are limited in expansion of their productive enterprise programs. Those students having no farming area available were in most cases those students who reported no enterprise programs.

DIVISION II

RELATIONSHIP OF STUDENTS WHOSE PARENTS RECEIVE
GOVERNMENT ASSISTANCE AND THOSE STUDENTS WHOSE
PARENTS RECEIVE NO GOVERNMENT ASSISTANCE

TABLE I
 NUMBER OF PRODUCTIVE ENTERPRISES
 IN WHICH STUDENTS ARE ENROLLED
 ACCORDING TO A AND B GROUPS*

Number Of Enterprises	Group A			Group B		
	Students Group A	Per cent Group A	Per cent of all Students	Students Group B	Per cent Group B	Per cent of all Students
None	12	9.23	2.07	31	6.93	5.37
One	36	27.69	6.23	120	26.48	20.79
Two	38	29.23	6.58	110	24.60	19.06
Three	19	14.61	3.29	82	18.34	14.21
Four	13	10.00	2.25	52	11.63	9.01
Five	4	3.07	.69	23	5.14	3.98
Six	7	5.30	1.46	15	3.35	2.59
Seven				9	2.01	1.55
Eight	1	.76	.17	1	.22	.17
Nine				2	.44	.34
Ten				1	.22	.17
Total	130	100.00		447	100.00	

*13 Group A refers to those students whose families receive government assistance. Group B refers to those students whose families receive no government assistance.

TABLE II
METHODS USED TO FINANCE INITIAL PURCHASE
OF STUDENTS PRODUCTIVE ENTERPRISES
ACCORDING TO A AND B GROUPS*

Financing Methods	Number Of Group A Enterprises	Per cent	Number Of Group B Enterprises	Per cent
Self	266	54.39	562	60.17
Parent	91	18.60	218	23.34
Bank	34	6.95	29	3.10
Relative	17	3.48	13	1.49
Businessman	23	5.11	33	3.53
F. F. A.	3	.61	4	.42
Civic Club	13	2.86	22	2.35
Partner	17	3.48	20	2.15
Farmer	18	3.68	21	2.24
Federal Agency	0		0	
Other**	7	1.43	12	1.29
Total	489	100.00	934	100.00

*14 Group A refers to those students whose families receive government assistance. Group B refers to those students whose families receive no government assistance.

**15 Other includes P.M.A., Home Demonstration Clubs, prizes, etc.

TABLE III
FINANCIAL VALUE OF PRODUCTIVE ENTERPRISE PROGRAMS
ACCORDING TO A AND B GROUPS*

Value	Number Of Group A	Per cent Of Group A	Number Of Group B	Per cent Of Group B
None	14	10.80	26	5.81
\$1-50	35	27.37	87	19.40
51-100	20	15.20	57	12.65
101-200	28	21.54	73	16.27
201-300	7	5.37	52	11.53
301-400	7	5.37	42	9.84
401-500	3	2.30	27	6.04
501-600	1	.76	10	2.23
601-800	3	2.30	13	2.90
801-1000	2	1.53	15	3.35
1001-1250	1	.76	80	1.78
1251-1500	1	.76	9	2.01
1501-2000	3	2.30	2	.22
2001-3000	1	.76	19	4.24
3001-4000	2	1.53	1	.22
4001-5000			4	.89
5001-6000			1	.22
6001-7000	1	.76	1	.22
7001-7500	1	.76		
Total	130	100.00	447	100.00

*16 Group A refers to those students whose families receive government assistance. Group B refers to those students whose families receive no government assistance.

TABLE IV
 FINANCIAL ASSISTANCE REQUIRED TO DEVELOP THE
 STUDENTS PRODUCTIVE ENTERPRISE PROGRAMS
 ACCORDING TO A AND B GROUPS*

Financial Assistance	Students Group A	Percent of Group A	Percent of all Students	Students Group B	Percent of Group B	Percent of all Students
None	37	28.77	6.38	140	26.76	24.22
\$1-50	49	37.58	8.44	118	21.86	20.41
51-100	19	14.51	1.56	87	19.40	15.35
101-200	11	8.36	1.36	57	12.65	9.77
201-300	5	3.84	.85	20	4.46	3.46
301-400	2	1.53	.34	8	1.78	1.38
401-500	3	2.03	.51	6	1.32	1.02
501-600						
601-800	1	.76	.17	9	2.01	1.55
801-1000				2	.44	.34
1001-1250	2	1.53	.34	2	.44	.34
1251-1500	1	.76	.17			
1501-2000				2	.44	.34
2001-2500				2	.44	.34
Total	130	100.00	20.13	447	100.00	79.87

*17 Group A refers to those students whose families receive government assistance. Group B refers to those students whose families receive no government assistance.

TABLE V
CURRENT FINANCIAL LIABILITIES OF STUDENTS
ACCORDING TO A AND B GROUPS*

Amount Of Liability	Group A		Percent of all Students	Group B		Percent of all Students
	Students	Percent		Students	Percent	
None	64	49.03	10.88	293	65.54	51.80
\$1-50	33	25.15	5.61	65	14.53	11.05
51-100	17	13.00	2.89	45	10.06	7.75
101-200	7	5.35	1.19	20	2.23	1.75
201-300	6	4.59	1.02	8	1.68	1.38
301-400	1	.76	.17	5	1.11	.85
401-500	1	.76	.17	3	.67	.51
501-600				3	.67	.51
601-800	2	1.53	.34			
801-1000				2	.44	.34
1001-1250						
1251-1500				3	.67	.51
Total	130	100.00	22.27	447	100.00	77.73

*18 Group A refers to those students whose families receive government assistance. Group B refers to those students whose families receive no government assistance.

TABLE VI
METHODS USED TO FINANCE PRODUCTION AND RELATED
EXPENSES OF PRODUCTIVE ENTERPRISE PROGRAMS
ACCORDING TO A AND B GROUPS*

Method	Group A			Group B		
	Students	Percent	Percent of all Students	Students	Percent	Percent of all Students
Self	59	45.38	10.22	208	46.53	36.04
Parent	3	2.30	.51	25	5.59	4.33
Self-Parent	36	27.69	6.23	147	32.88	25.47
Self-Bank	7	5.39	1.23	8	1.78	1.38
Self-Business Man	16	12.30	2.77	21	4.69	3.63
Self-Relative	2	1.53	.34	8	1.78	1.38
Self-Farmer	1	.76	.17	2	.44	.34
Self-Landlord	1	.76	.17	2	.44	.34
Partnership	3	2.03	.51	4	.89	.69
Self-P.M.A.	2	1.53	.34	1	.22	.17
Self-School				2	.44	.34
Other**				2	.44	.34
Total	130	100.00	24.53	447	100.00	75.47

*19 Group A refers to those students whose families receive government assistance. Group B refers to those students whose families receive no government assistance.

**20 Other includes P.M.A., Home Demonstration Clubs, prizes, teachers, associations and similar sources of finances.

TABLE VII
 FINANCIAL REPORT OF STUDENTS IN
 RELATION TO THEIR PRODUCTIVE ENTERPRISE PROGRAM
 ACCORDING TO A AND B GROUPS*

Item	Financial Status Of Group A Students	Financial Status Of Group B Students
Total Value	\$48,010.00	\$220,677.00
Average Value	369.30	493.68
Minimum Value of any one Student	none	none
Maximum Value of any one Student	7,500.00	7,000.00
Total Financial Assistance Required	12,749.00	48,852.00
Average Financial Assistance Required	98.07	109.00
Minimum Financial Assistance Required	none	none
Maximum Financial Assistance Required	1,500.00	2,500.00
Total Financial Liabilities	6,449.00	17,091.00
Average financial Liabilities	49.60	38.45
Minimum Financial Liabilities	none	none
Maximum Financial Liabilities	700.00	1,500.00

*21 Group A refers to those students whose families receive government assistance. This group totals 130 students.
 Group B refers to those students whose families receive no government assistance. This group totals 447 students.

TABLE VIII
STUDENT INVESTMENT ACCORDING TO GROUP A AND B*

Item	Total: Groups A and B	Total: Group A	Percent Of Total Group A	Total Group B	Percent Of Total Group B
Value of Productive Enterprise Program that was invested by Student in each Group	\$268,687.00	\$48,010.00	17.86	\$220,677.00	82.14
Value of Students Productive Enterprises which was received as financial assistance in each group	61,601.00	12,749.00	26.55	48,852.00	73.45
Value of Students Productive Enterprise Programs which is yet a financial liability in each group	23,540.00	6,449.00	13.41	17,091.00	86.59

*22 Group A refers to those students whose families receive government assistance. Group B refers to those students whose families receive no government assistance.

TABLE IX
CURRENT FINANCIAL STATUS OF STUDENTS
IN GROUPS A AND B*

Item	Total	Total Group A	Percent Of Total Group A	Total Group B	Percent Of Total Group B
Total Financial Assistance Received	\$61,601.00	\$12,749.00	20.69	\$48,852.00	79.31
Financial Assistance which has been repaid	38,061.00	6,300.00	33.54	31,761.00	66.49
Financial Liabilities yet to be paid	23,540.00	6,449.00	27.39	17,091.00	72.61
Amount repaid of total Financial Assistance received	38,061.00	6,300.00	10.22	31,761.00	51.55

*23 Group A refers to those students whose families receive government assistance. Group B refers to those students whose families receive no government assistance.

CONCLUSIONS

The natural relationship between Group A, those students whose families receive government assistance, and Group B, those students whose families receive no government assistance in productive enterprise programs favor the latter group of students in the position of acquiring an adequate productive enterprise program. This portion of the study indicated that those students whose families receive government assistance have tendencies to better their possibilities in acquiring adequate productive enterprise programs. The following conclusions were drawn from this division.

1. Group B students are more self dependent in financing; yet they receive considerable amounts of money and assistance from parents.
2. Group A students have few self owned enterprises. Their parents are not in a favorable position to assist in financing; thus to obtain necessary money the students seek other sources of credit.
3. A greater percentage of group A students obtain funds from banks, business men, and Production Marketing Administration than do Group B students.
4. A greater percentage of Group A students have two or less enterprises. Group B has a higher percentage of students with three, four, and five enterprises. Both groups, however, have the same percentage of students who have more than five enterprises.
5. The average productive enterprise program value of Group A is \$369.30, with the majority of these students having a valuation of \$200.00 and less.

6. The average productive enterprise program value of Group B is \$493.68 with the majority of these students having a valuation of \$400.00 and less.
7. Group A students excelled in percentage of students borrowing \$200.00 and less, yet Group B students have a greater percentage borrowing more than \$200.00.
8. Group A is 16.61 per cent lower than Group B in the number of students with no current liabilities.
9. Group A is 13.51 per cent higher than Group B in the number of students having liabilities under \$150.00.
10. Group A excelled over Group B in securing credit to finance their production and related expenses from the following:
banks 3.61 per cent; Business men, 7.61 per cent; and P. M. A., 1.31 per cent.
11. Group B excelled above Group A in securing finances for their production and related productive enterprises from the following: Parents only, 3.29 per cent, self and parents jointly, 5.19 per cent. There is little or no difference in the percentage of times the groups financed their expenses individually.

DIVISION III

RELATIONSHIP OF STUDENTS ENROLLED IN THE
DIFFERENT YEARS OF VOCATIONAL AGRICULTURE
IN THEIR PRODUCTIVE ENTERPRISE PROGRAMS

TABLE I
 THE NUMBER OF PRODUCTIVE ENTERPRISES ACCORDING TO
 STUDENTS ENROLLED IN AGRICULTURE I, II, III, IV*

Number Of Productive Enterprises	Agriculture I		Agriculture II		Agriculture III		Agriculture IV	
	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage
None	20	8.92	12	7.27	9	7.37	2	3.03
One	126	25.00	35	21.21	21	12.21	7	10.60
Two	63	18.12	47	28.48	22	18.03	18	22.27
Three	28	12.50	35	21.21	24	19.67	11	16.60
Four	14	6.25	22	13.33	26	16.39	14	21.21
Five	6	2.67	10	6.06	11	9.01	4	6.06
Six	4	1.78	3	1.81	11	9.01	6	9.09
Seven	1	.44			2	1.63	3	4.50
Eight			1	.60	1	.81		
Nine	1	.44					1	1.50
Ten					1	.81		
Total	224	100.00	165	100.00	122	100.00	66	100.00

*24. The students enrolled in the above years of agriculture were not expected to have the prerequisite years of agriculture training to the year indicated.

TABLE II
 KIND OF PRODUCTIVE ENTERPRISES OF STUDENTS IN
 AGRICULTURE I, II, III, IV*

Kind of Enterprise	Agriculture I		Agriculture II		Agriculture III		Agriculture IV	
	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage
Beef Breeding	50	12.59	50	15.01	52	15.52	33	17.01
Beef Fattening	38	9.57	45	13.51	43	12.83	17	8.76
Beef Replacement	29	7.30	32	9.60	26	7.76	16	8.24
Beef Calves	43	10.83	28	8.40	24	7.16	15	7.72
Dairy Breeding	16	4.03	19	5.70	16	4.77	15	7.72
Dairy Production	10	2.51	11	3.30	11	3.28	5	2.57
Dairy Replacement	3	.75	4	1.20	5	1.49	3	1.54
Swine Breeding	47	11.83	52	15.61	60	17.91	29	14.94
Swine Production	51	12.84	49	14.71	53	15.82	28	14.42
Swine Fattening	26	6.54	42	12.61	11	3.28	20	10.30
Egg Production	48	12.09	25	7.50	15	4.47	7	3.60
Meat Poultry	20	5.02	16	4.81	9	2.68	3	1.54
Other Poultry	2	.50	3	.90	2	.59	1	.51
Rabbits	12	3.02	8	2.40	8	2.38	3	1.54
Other Livestock	2	.50						
Total	397	100.00	333	100.00	335	100.00	194	100.00

*25 The students enrolled in the above years of agriculture were not expected to have the prerequisite years of agriculture training to the year indicated.

TABLE III
METHODS USED TO FINANCE THE INITIAL PURCHASE
OF THE PRODUCTIVE ENTERPRISES OF STUDENTS IN
AGRICULTURE I, II, III, IV*

Methods Used	Agriculture I		Agriculture II		Agriculture III		Agriculture IV	
	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage
Self	246	57.20	205	56.90	269	73.49	139	65.87
Parent	150	34.80	93	25.83	45	12.29	30	14.21
Bank	7	1.62	22	6.11	15	4.09	17	8.05
Business	4	.93	13	3.61	10	2.73	8	3.79
Relative	6	1.39	9	2.50	2	.54	0	
Farmer	3	.69	8	2.22	4	1.09	4	1.89
Landlord	6	1.39	4	1.11	3	.81	3	1.42
Civic	0		0		2	.54	3	1.42
Partnership	6	1.39	5	1.38	7	1.91	4	1.89
Federal lending Agency	0		0		0		0	
F. F. A.	0		3	.83	1	.27	1	.47
Other**	2	.46	1	.27	3	.81	1	.47
P. M. A.	0		0		5	1.36	1	.47
Total	430	100.00	360	100.00	366	100.00	211	100.00

*26 The students enrolled in the above years of agriculture were not expected to have the prerequisite years of agriculture training to the year indicated.

**27 Other refers to Home Demonstration Clubs, gifts, prizes, etc.

TABLE IV
METHODS USED TO FINANCE PRODUCTIVE AND RELATED
EXPENSES OF PRODUCTIVE ENTERPRISE PROGRAMS OF
STUDENTS ENROLLED IN AGRICULTURE I, II, III, IV*

Method Used	Agriculture I		Agriculture II		Agriculture III		Agriculture IV	
	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage
Self	102	44.60	68	41.21	71	58.19	38	57.50
Parent	13	5.80	10	6.06	0		0	
Self and Parent	83	37.05	58	35.16	32	26.24	16	24.24
Self and Bank	6	2.67	5	3.03	2	1.63	2	3.00
Self and Business	12	5.35	16	9.69	5	4.09	5	7.50
Self and Relative	4	1.78	4	2.42	2	1.63	1	1.50
Self and Farmer	1	.44	1	.60	1	.83	1	1.50
Self and Landlord	3	1.33	0		1	.83	0	
Partnership	0		2	1.21	4	3.27	0	
Self and P.M.A.	0		1	.60	2	1.63	3	4.50
Self and School	0		0		1	.83	1	1.50
Other**	0		0		1	.83	0	
Total	224	100.00	165	100.00	122	100.00	66	100.00

*28 The students enrolled in the above years of agriculture were not expected to have the prerequisite years of agriculture training to the year indicated.

**29 Other refers to Home Demonstration Clubs, gifts, prizes, etc.

TABLE V

THE WAY STUDENTS ENROLLED IN AGRICULTURE MAKE REPAYMENT

Ways Payments Are Made	Agriculture I		Agriculture II		Agriculture III		Agriculture IV	
	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage
None Required	129	41.70	72	31.30	61	33.70	26	27.08
Labor	24	7.70	25	10.86	10	5.52	8	8.33
In Kind	19	6.18	15	6.52	18	9.94	4	4.10
Sale	69	22.33	53	23.04	47	25.96	30	31.25
End of Project	25	8.09	20	8.96	12	6.62	5	5.20
Monthly	1	.32	5	2.17	2	1.10	1	1.04
Yearly	0		3	1.30	3	1.65	3	3.12
Two for One	1	.32	1	.43	3	1.65	2	2.08
Shares	2	.64	5	2.17	4	2.20	3	3.12
Bi-Annually	0		3	1.30	2	1.10	2	2.08
Increase	39	12.62	28	12.17	19	10.49	12	12.50
Total	309	100.00	230	100.00	181	100.00	96	100.00

TABLE VI
METHODS USED TO FINANCE KINDS OF PRODUCTIVE
ENTERPRISES OF STUDENTS ENROLLED IN AGRICULTURE I

Kind Of Productive Enterprise	Financing Methods Used								
	Self	Parent	Bank	Business	Relative	Farmer	Partner	Civic	Other*
Beef Breeding	16	27	1	2	2	1	1		
Beef Fattening	13	28		1	3	1	1		1
Beef Replacement	4	19	1	2	2				1
Beef Calves	9	16		2	7	3	1	2	3
Dairy Breeding	5	9	1					1	
Dairy Production	1	5		2		1		1	
Dairy Replacement	0	3							
Swine Breeding	21	18	1	2	1		1	1	2
Swine Production	28	17		1	2	2	1		
Swine Fattening	11	9	1	1		2			
Egg Production	30	15		2		1			
Meat Poultry	11	7		2					
Other Poultry	2								
Rabbits	8								
Other Livestock	2								

*30 Other refers to P.M.A., Home Demonstration Clubs, gifts, etc.

TABLE VII
METHODS USED TO FINANCE KINDS OF PRODUCTIVE ENTERPRISES
OF STUDENTS ENROLLED IN AGRICULTURE II

Kind Of Productive Enterprise	Financing Methods Used								
	Self	Parent	Bank	Business	Relative	Farmer	Partner	Civic	Other*
Beef Breeding	19	24	3	1	1	2			
Beef Fattening	30	10	3	2					
Beef Replacement	9	12	2	2	1	1	1	2	2
Beef Calves	14	4	3	3		1	1		2
Dairy Breeding	6	7	0		2		2	1	1
Dairy Production	3	2		2	1	2			1
Dairy Replacement	1	1	2		1			1	
Swine Breeding	21	15	5	3	2	2	1	2	1
Swine Production	33	12	2	1		1			
Swine Fattening	21	11	4	3		2		2	
Egg Production	16	6		1		1			
Meat Poultry	9	4		2					
Other Poultry	3			3					
Rabbits	3								
Other Livestock									

*31 Other includes P.M.A., Home Demonstration Clubs, gifts, etc.

TABLE VIII
METHODS USED TO FINANCE KINDS OF PRODUCTIVE ENTERPRISES
OF STUDENTS ENROLLED IN AGRICULTURE III

Kind Of Productive Enterprise	Financing Methods Used								
	Self	Parent	Bank	Business	Relative	Farmer	Partner	Civic	Other*
Beef Breeding	31	9	4	3	4	1			
Beef Fattening	24	6	1		1	1	1		
Beef Replacement	8	7	4	2	1			3	1
Beef Calves	12	6	1	3			2		
Dairy Breeding	10	2	1	1				1	1
Dairy Production	4	1	2	1		1	1	1	
Dairy Replacement	1	2							
Swine Breeding	47	5	3	2	1	2			
Swine Production	41	8	1	3					
Swine Fattening	19	4	2	2				1	
Egg Production	11	2		1					
Meat Poultry	9								
Other Poultry	2								
Rabbits	6	1							
Other Livestock									

*32 Other includes P.M.A., Home Demonstration Clubs, gifts, etc.

TABLE IX
METHODS USED TO FINANCE KINDS OF PRODUCTIVE ENTERPRISES
OF STUDENTS ENROLLED IN AGRICULTURE IV

Kind Of Productive Enterprises	Financing Methods Used								
	Self	Parent	Bank	Business	Relative	Farmer	Partner	Civic	Other
Beef Breeding	20	2	5	4			1		
Beef Fattening	16	3	3	3				1	
Beef Replacement	8	4	4						
Beef Calves	10	1	2		1	1			2
Dairy Breeding	10	1	1			1	1		
Dairy Production	3		1	1					
Dairy Replacement	2	1							
Swine Breeding	17	4	4	4					
Swine Production	26	2							
Swine Fattening	30								
Egg Production	5	1		1					
Meat Poultry	3								
Other Poultry	1								
Rabbits	3								
Other Livestock									

*33 Other includes P.M.A., Home Demonstration Clubs, gifts, etc.

TABLE X
INVENTORY VALUE OF PRODUCTIVE ENTERPRISE PROGRAMS
OF STUDENTS ACCORDING TO ENROLLMENT IN AGRICULTURE

Value Grouping	Agriculture I		Agriculture II		Agriculture III		Agriculture IV	
	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage
None	20	8.92	12	7.27	9	7.54	2	2.32
\$1-50	6	29.46	28	16.96	16	13.01	9	10.94
51-100	30	13.38	25	15.14	13	10.65	6	6.96
101-200	39	17.39	30	18.12	21	17.29	5	6.30
201-300	26	11.60	12	7.26	11	9.00	11	18.26
301-400	13	5.80	21	12.70	6	4.91	9	10.94
401-500	9	4.01	7	4.24	7	6.33	5	6.30
501-600	1	.44	3	1.81	4	3.52	1	1.66
601-800	5	2.23			2	1.63	1	1.66
801-1000	4	4.01	8	4.84	9	7.54	4	4.64
1001-1250			2	1.21	8	6.55		
1251-1500	1	.44	1	.60	3	2.71	3	3.98
1501-2000	1	.44			8	6.55	2	2.32
2001-3000	2	.89	2	1.21	5	4.33	4	4.64
3001-4000	2	.89	2	1.21	2	1.63		
4001-5000	1	.44	3	1.81	2	1.63	1	1.66
5001-6000			2	1.21				
6001-7000			1	.60	1	.81	1	1.66
7001-7500					1	.81		
Total	224	100.00	165	100.00	122	100.00	66	100.00

TABLE XI
 THE FINANCIAL ASSISTANCE RECEIVED FOR THE DEVELOPMENT
 OF PRODUCTIVE ENTERPRISE PROGRAMS OF STUDENTS
 ENROLLED IN AGRICULTURE

Amount Of Financing Received	Agriculture I		Agriculture II		Agriculture III		Agriculture IV	
	Number Reporting	Percent	Number Reporting	Percent	Number Reporting	Percent	Number Reporting	Percent
None	83	37.03	41	24.84	34	27.86	19	28.70
\$1-50	65	29.01	49	29.68	25	20.38	9	13.63
51-100	34	14.64	22	13.72	20	16.38	14	21.12
101-200	21	9.38	19	11.52	9	7.15	10	15.15
201-300	4	1.78	7	8.47	8	6.55	8	12.12
301-400	3	1.36	2	1.21	5	4.08	2	3.03
401-500			2	1.21	2	1.63	2	3.03
501-600	2	.89	2	1.21	3	2.45		
601-800	3	1.36			2	1.63		
801-1000	1	.89	4	2.42	3	2.45		
1001-1250			1	.60	1	.81	1	1.51
1251-1500					1	.81		
1501-2000								
2001-2500					2	1.63		
Total	224	100.00	165	100.00	122	100.00	66	100.00

TABLE XII
FINANCIAL LIABILITIES OF STUDENTS ENROLLED IN AGRICULTURE

Amount of Financing	Agriculture I		Agriculture II		Agriculture III		Agriculture IV	
	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage
None	144	64.28	98	59.39	80	65.57	35	53.03
\$1-50	46	20.74	35	21.19	16	13.01	11	18.26
51-100	23	10.37	20	12.10	13	10.65	6	6.96
101-200	7	3.16	7	4.24	6	4.91	6	6.96
201-300	2	.89	4	2.42	3	2.71	4	4.64
301-400	1	.44	1	.60	3	2.71	1	1.66
401-500			1	.60	2	1.63	1	1.66
501-600					2	1.63	1	1.66
601-800	1	.44			1	.81		
801-1000			1	.60			1	1.66
1001-1250								
1251-1500					3	2.71		
Total	224	100.00	165	100.00	122	100.00	66	100.00

TABLE XIII
STUDENTS RECEIVING FINANCIAL ASSISTANCE FOR THE
VARIOUS NUMBER OF PRODUCTIVE ENTERPRISES ACCORDING
TO YEAR ENROLLED IN AGRICULTURE

Number Of Enterprises	Agriculture I		Agriculture II		Agriculture III		Agriculture IV	
	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage	Number Reporting	Percentage
One	49	34.25	29	23.38	10	1.13	2	4.25
Two	57	42.50	33	26.61	23	26.13	10	21.27
Three	16	10.34	28	22.58	21	23.86	14	29.78
Four	11	7.30	16	12.92	13	14.77	10	21.27
Five	4	2.83	8	6.45	9	10.22	4	8.51
Six	3	2.12	6	4.85	8	9.09	4	8.51
Seven	1	.70	3	2.41	2	2.27	2	4.25
Eight			1	.80	1	1.13	1	2.12
Nine								
Ten					1	1.13		
Total	141	100.00	124	100.00	88	100.00	47	100.00

TABLE XIV
 FINANCIAL REPORT OF STUDENTS IN RELATION TO THEIR
 PRODUCTIVE ENTERPRISE PROGRAM ACCORDING TO YEAR ENROLLED
 IN VOCATIONAL AGRICULTURE

Item	Agriculture	I	II	III	IV
Total Value of Students Productive Enterprise Programs	\$54,021.75	\$59,982.10	\$93,489.75	\$48,933.00	
Average Value	241.16	363.19	776.30	680.80	
Minimum Value of any one Student	none	none	none	none	
Maximum Value of any one Student	4,650.00	6,040.00	7,500.00	7,000.00	
Total Financial Assistance Required	12,638.00	15,539.00	18,051.00	13,826.20	
Average Assistance Received	56.42	93.57	147.95	118.57	
Minimum Assistance Received by any Student	none	none	none	none	
Maximum Assistance Received by any Student	955.00	1,250.00	2,500.00	1,250.00	
Total Financial Liability of Students	5,972.00	5,856.00	9,762.00	6,056.64	
Average Financial Liability of Students	22.19	25.49	80.02	93.28	
Minimum financial Liability of any Student	none	none	none	none	
Maximum Financial Liability of any Student	700.00	875.00	1,500.00	1,000.00	

TABLE XV
 PERCENTAGE FINANCIAL STATUS OF ALL STUDENTS ACCORDING
 TO YEAR ENROLLED IN VOCATIONAL AGRICULTURE

Item	Agriculture	I	II	III	IV
Percentage of total value of productive enterprise programs which is invested by students.		20.16	24.82	34.97	19.95
Percentage of total value of students productive enterprise programs which was received as financial assistance.		23.39	25.90	19.30	15.99
Percentage of total value of students productive enterprise programs which is yet the financial obligation to financeer.		11.05	9.76	10.44	12.37
Percentage of total value of students productive enterprise programs which is the students net worth value.		77.58	81.40	79.55	71.14

TABLE XVI
 PERCENTAGE REPORT OF FINANCIAL ASSISTANCE REQUIRED AND
 THE AMOUNT OF FINANCIAL OBLIGATION ACCORDING TO YEAR
 ENROLLED IN AGRICULTURE

Item	Agriculture	I	II	III	IV
Percentage of the total amount of financial assistance received which was received by students.		21.67	25.73	29.78	22.82
Percentage of the total amount of financial assistance, received by all students, which has been repaid to financeer.		10.99	15.97	13.67	11.22
Percentage of the total amount of financial liability which is yet to be paid by students.		27.36	26.82	19.60	26.12
Percentage of the total amount of financial assistance received which has been repaid to financeer by students.		21.98	28.52	25.86	24.06

CONCLUSIONS

In view of the material presented in the previous tables of this division, there are revealed a numerous group of outstanding points in regard to the different groups of students enrolled in vocational agriculture.

Some of the conclusions that are indicative of the different years of vocational agriculture training are:

1. The per cent of students enrolled in Agriculture I, and II exceed in the enrollment of productive enterprises up to two enterprises. Agriculture III and IV students have a higher percentage of students having more than two productive enterprises.
2. Students having no productive enterprise programs are mostly those students enrolled in Agriculture I. Other indications are that an occasional student in any one year of agriculture may fail to plan a productive enterprise program.
3. The scope and number of productive enterprises that students have increases consistantly according to the number of vocational agriculture courses completed.
4. Few Agriculture IV students have less than two productive enterprises with several having as many as six productive enterprises making up their supervised practice program.
5. The enrollment of students in beef and dairy enterprises increases consistantly as the years students enrolled in

agriculture increases. Swine, poultry, and rabbit enterprises reach their peak in number of students enrolled in these enterprises rather early in a four year program.

Rabbits and poultry are seldom chosen as productive enterprises by boys who are enrolled in Agriculture III and IV.

6. Agriculture I students indicate a high per cent of their enterprises are provided for by their parents, relatives, or themselves. Banks and business men are seldom used by this group to assist in securing initial purchasing capital.
7. The use of banks and business men as a source of securing credit increases as the students increase in their vocational agriculture training. In no instances did Future Farmers of America chapters extend financing assistance until students reached their second year of agriculture work.
8. Financing of students' production and related expenses are primarily self financed, but this self responsibility increases as the years of vocational agriculture training also increases.
9. Parents' contributions to students' production and related expenses constantly decrease as students increase in their experience and as a balanced and broad supervised practice program development is completed. All groups reported some use of banks and business men to assist in financing their expenses, but the use of these financeers began to increase the second year the students enrolled in agriculture.

10. The different repayment plans used by students vary. The methods of repayment vary according to the year of agriculture in which the student is enrolled. More Agriculture I students reported they were not required to make payment for finances received than did students enrolled in Agriculture II, III, or IV. The method of repayment where students use receipts from sales to meet indebtedness consistently increases according to the year of agriculture in which students enroll.
11. The value of Agriculture III and IV students' productive enterprise programs are higher than the total value of the Agriculture I and II students' enterprise programs. The highest per cent of students having a value less than \$200.00 are Agriculture I students. Agriculture II has the highest per cent up to \$300.00. This percentage shows an average increase according to years enrolled in agriculture while Agriculture III and IV students show a productive enterprise program value ranging up to \$7,500.00. Few students of this group, however, have productive enterprises which value more than \$3,000.00.
12. The highest per cent of agriculture students receiving fifty dollars and less are those students enrolled in agriculture I while the per cent receiving more than fifty dollars increases constantly up through Agriculture IV. The credit needed by Agriculture III and IV students is relatively high, up to \$300.00. The per cent of students receiving more than this amount of credit is relatively low.

13. There is a greater per cent of students in the different years of vocational agriculture that have no current liabilities than those that have indebtedness. The per cent of students having indebtedness of \$50.00 and less is greater than those owing more than \$50.00. The Agriculture I and II students have a high per cent of students whose liabilities are less than \$50.00. The percentage of Agriculture III and IV students are fairly equal in the number of students having liabilities over \$50.00.
14. The students who received financial assistance for their productive enterprise programs and had the larger number of enterprises were, in most cases, students who were enrolled in Agriculture III and IV. The students having two or less enterprises and obtained finances for these enterprises were among students who were enrolled in Agriculture I and II.
15. The value of the productive enterprise programs and the amount of financing assistance that students require increases consistently from Agriculture I through Agriculture IV.
16. The average liability per student yet to be liquidated increases yearly, reaching its peak average per student during the third year of enrollment in agriculture.

DIVISION IV

RELATIONSHIP OF DEPARTMENTS IN THEIR PRODUCTIVE
ENTERPRISE PROGRAM DEVELOPMENT

TABLE I
ENROLLMENT IN YEAR OF AGRICULTURE ACCORDING TO DEPARTMENTS

Departments	Enrollment in Agriculture			
	I	II	III	IV
Bryan County				
Achille	9	8	15	7
Bennington	11	17	9	1
Bokchito	16	1	7	2
Caddo	14	12	6	9
Calera	6	11	15	
Cobb	32			
Colbert	4	10	10	1
Durant	16	9	11	
Choctaw County				
Boswell	18	16	1	13
Grant	6	8		13
Hugo	11	6	8	4
Soper	10	7	8	
McCurtain County				
Broken Bow	7	15	1	3
Haworth	21	15	21	
Idabel	24	22	11	8
Valliant	21	9	9	6

TABLE II
HOME FARM STATUS ACCORDING TO DEPARTMENTS SURVEYED

Departments	Number of Farms Reported Owned	Number of Farms Reported Rented	Number of Farms Reported Leased	Number of Farms Reported Combination*	Number of Students Reporting no Farm Acreage Available
Bryan County					
Achille	8	11		18	11
Bennington	13	5		16	4
Bokchito	10	2		8	6
Caddo	20	4		6	9
Calera	9	8		10	6
Cobb	10	7	1	12	2
Colbert	3	4		4	15
Durant	13			6	15
Choctaw County					
Boswell	12	1	1	15	9
Grant	13	2	6	1	5
Hugo	17	1		5	6
Soper	10	5	1	9	
McCurtain County					
Broken Bow	13	3		6	3
Haworth	30	8		2	16
Idabel	31	7	3	17	8
Valliant	22	10	1	3	5

*34. The home farm is a combination of two or more of the following: owned, rented, or leased property. Students indicating that the home farm consisted of those combinations were not included in the other farm status data.

TABLE III

HOME FARM STATUS AND AVERAGE ACREAGE ACCORDING TO DEPARTMENTS

Departments	Average Farm Acreage Owned	Average Farm Acreage Rented	Average Farm Acreage Leased	Average Farm Acreage Combination*
Bryan County				
Achille	317	272		170
Bennington	200	205		292
Bokchito	218	230		315
Caddo	191	187		239
Calera	267	214		226
Cobb	302	224	637	265
Colbert	57	86		74
Durant	137			39
Choctaw County				
Boswell	132	160	1280	238
Grant	110	118	490	41
Hugo	124	640		1108
Soper	115	143	290	305
McCurtain County				
Broken Bow	157	91		152
Haworth	94	62		135
Idabel	805	224	163	439
Valliant	82	101	80	339

*35 Combination includes home farms which are a combination of two or more of the following: owned, rented, or leased property. Students indicating that the home farm consisted of these combinations were not included in the other farm status data.

TABLE IV
STUDENTS WHOSE FAMILIES RECEIVE GOVERNMENT
ASSISTANCE ACCORDING TO DEPARTMENTS

Departments	Number of Students Whose Families Receive Government Assistance	Percentage of Students Whose Families Receive Government Assistance
Bryan County		
Achille	10	7.69
Bennington	4	3.07
Bokchito	4	3.07
Caddo	8	6.14
Calera	5	3.84
Cobb	4	3.07
Colbert	6	4.46
Durant	9	6.92
Choctaw County		
Boswell	9	6.92
Grant	6	4.46
Hugo	5	3.84
Soper	7	5.68
McCurtain County		
Broken Bow	2	2.34
Haworth	15	11.63
Idabel	18	13.80
Valliant	17	13.07

TABLE V
 NUMBER OF PRODUCTIVE ENTERPRISES OF STUDENTS
 ENROLLED IN THE DIFFERENT DEPARTMENTS SURVEYED

Departments	Number of Enterprises										
	None	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten
Bryan County											
Achille	2	17	10	3	3		2	1			1
Bennington	1	16	13	5	1		2				
Bokchito		7	5	7	1	3	2			1	
Caddo	7	8	12	6	1		1		1		
Calera		7	2	9	5	3	3	4			
Cobb	4	11	6	7	2	2	1				
Colbert	10	6	6	2	1						
Durant	15	14	4	1		1	1				
Choctaw County											
Boswell		7	17	3		5	1	2		1	
Grant	1	7	4	6	7	1					
Hugo		8	10	5	4	2					
Soper		7	3	6	7	2					
McCurtain County											
Broken Bow	1	5	6	6	2	1	2	1			
Haworth	2	21	16	3	8	2	4				
Idabel		11	18	14	15	4		1	1		
Valliant		4	16	17	5	2	5				

TABLE VI
METHODS USED TO FINANCE INITIAL PURCHASE OF PRODUCTIVE
ENTERPRISES ACCORDING TO DEPARTMENTS AS INDICATED BY STUDENTS

Departments	Financing Methods Used										
	Self	Parent	Bank	Business Man	Relative	Civic Club	Farmer	Landlord	Partner	F.F.A.	Other*
Bryan County											
Achille	52	24	3	6	2	4	4	1	2	1	
Bennington	37	21	2	2		1			3		
Bokchito	52	12	2	4		3	5	2	2		1
Caddo	20	6	3	5		2	4	2			1
Calera	77	19	12	10	4	4	3	1	3		3
Cobb	47	17	2	1							
Colbert	17	10	1			1		2	1		
Durant	25	8	1	2		2					1
Choctaw County											
Boswell	75	22	11	5		5	4		6	1	1
Grant	40	10	3	4	2	2	1				2
Hugo	43	17	2	3		2				1	3
Soper	45	22		1	1	2					1
McCurtain County											
Broken Bow	40	12	7	4	3	3	2		7	1	
Haworth	90	17	3	2	2		1	1	3		1
Idabel	93	46	8	7	5	4	6	2	4	2	3
Valliant	55	32	4	3	9	2	9	3	6	1	2

*36 Other includes Home Demonstration Clubs, prizes, etc.

TABLE VII

STUDENTS HAVING CONTRACT AGREEMENTS ACCORDING TO DEPARTMENTS

Departments	Number of Written Agreements Reported	Number of Verbal Agreements Reported	Number of times the following Signatures were required							
			Self	Parent	Teacher	Banker	Business	Relative	Farmer	Other*
Bryan County										
Achille	9	26	7	4	5		3			
Bennington	7	26	3		3		2			
Bokchito	9	17	4	3	2					
Caddo	10	18	10	7	5	6	2	2	2	
Calera	14	22	9	4	4	5	3	1		2
Cobb	1	17	1			1		1		
Colbert	1	9	3	3			1			
Durant	4	6	5	3	2	2	1			
Choctaw County										
Boswell	9	24	5	2	2					
Grant	9	11	7	4	1	3	3	1	1	2
Hugo	7	19	3	3			2			
Soper	8	14	7	7	3		3			1
McCurtain County										
Broken Bow	23	16	23	6	4	4	2			3
Haworth	3	21	5	2	1	3			1	4
Idabel	21	51	14	8	10	7	4	1	2	10
Valliant	11	32	6	2	1	5			1	1

*37 Other includes partner, landlord, F.F.A. officer, county officials, other teachers, County Agents, and similar individuals.

TABLE VIII
THE METHODS USED TO FINANCE PRODUCTION AND RELATED EXPENSES OF
PRODUCTIVE ENTERPRISE PROGRAMS OF STUDENTS IN DEPARTMENTS SURVEYED

Departments	Financing Methods Used					
	Self	Self and Parent	Self and Bank	Self and Business	Self and Farmer	Self and Other*
Bryan County						
Achille	14	21				1
Bennington	4	25		3		2
Bokchito	16	10				
Caddo	18	13	1	3		1
Calera	16	17	3	5	2	1
Cobb	6	21				
Colbert	7	6		1		
Durant	10	8				3
Choctaw County						
Boswell	15	13	1	3	1	5
Grant	16	7	1	3	1	2
Hugo	22	4	2	1		
Soper	12	12		4		2
McCurtain County						
Broken Bow	22	3				1
Haworth	23	26	1	2		1
Idabel	32	19	4	9	1	5
Valliant	34	9	2	3	1	

*38 Other includes relative, landlord, school, P.M.A., etc.

TABLE IX

ANIMAL ENTERPRISES IN WHICH STUDENTS ENROLL ACCORDING TO DEPARTMENTS

Departments	Number of times the following enterprises were reported					
	Rabbits	Beef	Dairy	Swine	Poultry	Other Livestock
Bryan County						
Achille	3	36	5	33	30	
Bennington	2	37	6	37	30	
Bokchito	4	34	5	38	38	
Caddo		35	4	16	24	
Calera	2	32	7	39	25	1
Cobb	3	22	9	24	24	1
Colbert	1	12	4	7	24	
Durant	9	19	8	8	38	
Choctaw County						
Boswell	3	37	14	38	36	
Grant	1	23	12	25	24	
Hugo	4	22	7	27	43	
Soper		30	3	31	31	
McCurtain County						
Broken Bow	1	31	7	31	31	
Haworth		33	9	49	42	
Idabel		60	19	52	37	
Valliant		71	9	39	34	

TABLE X
 FIELD CROP ENTERPRISES IN WHICH STUDENTS
 ENROLL ACCORDING TO DEPARTMENTS

Departments	Number of times the following enterprises were reported					
	Corn	Cotton	Peanuts	Popcorn	Sorghums	Small Grains
Bryan County						
Achille	5	7	4	3	2	
Bennington	11	3	8	3	3	3
Bokchito	9	5	8	4	3	2
Caddo	5	3	2		3	
Galera	22	10	19	5	4	1
Cobb	15	12	11	2	7	2
Colbert	1		1			
Durant	2	1	1	1	1	
Choctaw County						
Boswell	12	3	5	2	2	1
Grant	7	1	2		1	
Hugo	4	1	2	1		
Soper	10	3	3		2	
McCurrtain County						
Broken Bow	6				1	1
Haworth	7	2	3		2	
Idabel	24	5	4		6	1
Valliant	19		8	6	1	

TABLE XI

HAY, PASTURE, AND HORTICULTURE ENTERPRISES IN WHICH STUDENTS
ARE ENROLLED ACCORDING TO DEPARTMENTS SURVEYED

Departments	Number of times the following enterprises were reported					
	Hay	Pasture	Cover Crop	Orchard	Gardens	Horti- culture Crops
Bryan County						
Achille	2	3	2	1	1	2
Bemington	3	5	2	1	3	2
Bokchito	1	6	1	1	5	1
Caddo	3	4	1		4	
Calera	3	6	2	2	5	
Cobb	3	2				
Colbert		1				2
Durant		2			2	2
Choctaw County						
Boswell	4	9	2		5	1
Grant	1	5	1		8	2
Hugo	2	3	1			2
Soper	3	3	2		3	1
McCurtain County						
Broken Bow	2	4	1		6	2
Haworth	3	5	2		3	1
Idabel	4	16	4	2	10	2
Valliant	5	8	2	2	7	5

TABLE XII

METHODS USED FOR MAKING REPAYMENTS BY STUDENTS ENROLLED IN
 AGRICULTURE IN THE DIFFERENT DEPARTMENTS

Departments	Methods of Repayment used									
	No Repayment Required	Labor	In Kind	Increase in Enterprise	Sale	End of Project	Monthly	Yearly	Other*	
Bryan County										
Achille			8	1	15	6				
Bennington	7	10	5	11	13	9			1	
Bckchito			2	3	10					
Caddo	7	9	5	10	13	5			2	
Galera	8	2		7	9	4				
Cobb	5	3		5	16	3				
Colbert		1	1		3	1				
Durant	2	1	4	8	7	5				
Choctaw County										
Boswell				9	12	3		1	1	
Grant		4	4	4	6		2	4		
Hugo		1	2	3	3	4	1	2		
Soper	5	16	8	11	14	2		1		
McCurtain County										
Broken Bow	1	4	6	6	11	6	1	2		
Haworth	6	5	3	10	10	4		2		
Idabel	6	5	6	8	19	19		3	2	
Valliant	6	3	3	7	24	3				

*39 Other refers to shares, two for one, and similar methods of repayment.

TABLE XIII
 FINANCIAL VALUE OF PRODUCTIVE ENTERPRISE
 PROGRAMS OF STUDENTS ACCORDING TO DEPARTMENTS

Total Value Groupings	Number of times the following departments reported each total value grouping							
	Achille	Bennington	Bokchito	Caddo	Calera	Cobb	Colbert	Durant
None		1		7		5	11	14
\$1-50	11	13	5	3	4	4	8	7
51-100	7	6	3	5	2	3	3	4
101-200	10	7	7	9	4	6	1	3
201-300	3	5	3	5	6	3		1
301-400	1					3		
401-500			3	3		3		
501-600	1		1	1	4	1	1	
601-800	2		1		2	3		2
801-1000	1	2	2	3	2	1		1
1001-1250	1			1	1			1
1251-1500		2			2			1
1501-2000	1	1		1	3			
2001-3000	2		1	1	4			
3001-4000					1			1

TABLE XIV Continued
 FINANCIAL ASSISTANCE RECEIVED BY STUDENTS FOR
 FINANCING THEIR PRODUCTIVE ENTERPRISE PROGRAMS

Groupings of Financial Assistance Received	Number of times the following departments reported each grouping of financial assistance							
	Boswell	Grant	Hugo	Soper	Broken Bow	Haworth	Idabel	Valliant
None	7	15	21	2	2	31	10	8
\$1-50	7	1	1	13	4	16	29	9
51-100	16	3	2	5	13	2	5	8
101-200	5	4		4	2	5	12	5
201-300	2	1	4	1	2	1	4	2
301-400						2	3	1
401-500					1		1	3
501-600							1	3
601-800					2			1
801-1000								2
1001-1250								1
1251-1500	1				1			
1501-2000								2
2001-2500					1			1

TABLE XVI

NUMBER OF STUDENTS HAVING INSURANCE POLICIES ON THEIR PRODUCTIVE
ENTERPRISE PROGRAMS ACCORDING TO SCHOOLS

Departments	Number of students having insurance on their productive enterprise programs	Percentage of all students having in- surance	Percentage of all students included in this study
Bryan County			
Achille	4	6.15	.69
Bennington	9	13.82	1.59
Bokchito			
Gaddo	5	7.72	.86
Galera	4	6.15	.69
Cobb	3	4.61	.51
Colbert	1	1.54	.17
Durant	2	3.08	.34
Choctaw County			
Boswell	3	4.61	.51
Grant	3	4.61	.51
Hugo	5	7.72	.86
Soper	4	6.15	.69
McCurtain County			
Broken Bow	4	6.15	.69
Haworth			
Idabel	14	21.54	2.46
Valliant	4	6.15	.69
Total	65	100.00	11.26

TABLE XVII
THE FINANCIAL STATUS OF STUDENTS PRODUCTIVE
ENTERPRISE PROGRAMS ACCORDING TO DEPARTMENTS

Departments	Total Productive Enterprise Program Value	Average Value Per Student	Minimum Pro- ductive Enter- prise Value of any one Student	Maximum Pro- ductive Enter- prise Value of any one Student
Bryan County				
Achille	\$11,307.00	\$292.49		\$2,250.00
Bennington	9,909.00	240.09		1,154.00
Bokchito	9,020.00	346.00	\$10.00	2,460.00
Caddo	11,175.00	272.50		2,000.00
Galera	25,636.00	776.00	15.00	3,000.00
Gobb	7,283.00	269.74		800.00
Colbert	1,620.00	65.00		555.00
Durant	10,242.00	284.50		3,000.00
Choctaw County				
Boswell	15,197.00	776.32	27.50	6,050.00
Grant	4,871.00	114.84	17.50	600.00
Hugo	6,406.00	220.90		1,235.00
Soper	7,655.00	306.20	15.00	925.00
McCurtain County				
Broken Bow	33,610.00	1292.69	26.00	7,500.00
Haworth	19,503.00	123.15		1,740.00
Idabel	26,598.00	409.20	20.00	3,000.00
Valliant	54,353.00	1208.74	15.00	7,000.00

TABLE XVIII

FINANCIAL ASSISTANCE RECEIVED FOR THE DEVELOPMENT OF THE PRODUCTIVE
ENTERPRISE PROGRAMS OF STUDENTS ACCORDING TO DEPARTMENTS

Departments	Total Financial Assistance Received	Average Assistance Received per Student Receiving Assistance	Maximum Assistance Received by any one Student
Bryan County			
Achille	\$2,754.00	\$70.61	\$600.00
Bennington	2,287.00	60.18	500.00
Bokchito	1,505.00	57.83	325.00
Caddo	4,341.00	165.95	825.00
Calera	6,575.00	199.74	1,500.00
Cobb	1,164.00	77.60	350.00
Colbert	465.00	18.06	100.00
Durant	2,405.00	66.77	350.00
Choctaw County			
Boswell	4,198.00	110.47	1,250.00
Grant	1,319.00	52.75	250.00
Hugo	1,166.00	40.20	300.00
Soper	1,411.00	61.35	225.00
McCurtain County			
Broken Bow	5,678.00	292.40	2,150.00
Haworth	2,407.00	96.74	375.00
Idabel	5,803.00	73.73	500.00
Valliant	19,123.00	425.00	2,500.00

TABLE XIX

CURRENT FINANCIAL LIABILITIES OF STUDENTS ACCORDING TO DEPARTMENTS

Departments	Total Current Financial Liabilities	Average Financial Liability per Student having Liabilities	Maximum Liability of any one Student
Bryan County			
Achille	\$715.00	\$18.33	\$375.00
Bennington	1,135.00	29.86	450.00
Bokchito	310.00	11.91	125.00
Caddo	1,079.00	26.31	225.00
Calera	4,075.00	123.48	1,000.00
Cobb	590.00	18.43	350.00
Colbert	165.00	6.60	75.00
Durant	none	none	none
Choctaw County			
Boswell	736.00	19.36	150.00
Grant	725.00	29.00	220.00
Hugo	521.00	17.92	225.00
Soper	375.00	15.00	150.00
McCurtain County			
Broken Bow	1,230.00	45.55	450.00
Haworth	1,021.00	19.66	300.00
Idabel	2,394.00	36.83	400.00
Valliant	8,468.00	188.17	1,500.00

TABLE XX

PERCENTAGE FINANCIAL STATUS OF ALL STUDENTS ACCORDING TO DEPARTMENTS

Departments	Percent of Total Pro- ductive Enter- prise Value	Percent of Total Value was Received as Assistance	Percent of Total Value is Current Liability	Percentage Relation of Total Pro- ductive Enter- prise Value to Total Super- vised Program Value
Bryan County				
Achille	4.21	1.02	.27	3.43
Bennington	3.69	.85	.42	3.01
Bokchito	3.35	.56	.12	2.74
Caddo	4.20	1.62	.40	3.40
Calera	9.33	2.45	1.52	7.78
Cobb	2.71	.44	.22	2.20
Colbert	.60	.17	.06	.49
Durant	3.81	.90	none	3.10
Choctaw County				
Boswell	10.98	1.56	.27	8.94
Grant	1.82	.49	.27	1.48
Hugo	2.38	.43	.19	1.94
Soper	2.85	.52	.14	2.32
McCurtain County				
Broken Bow	12.50	2.11	.46	10.20
Haworth	7.26	.90	.38	5.92
Idabel	9.90	2.16	.89	8.07
Valliant	20.22	7.12	3.15	16.50

TABLE XXI
 PERCENTAGE REPORT OF FINANCES RECEIVED AND
 REPAYMENT STATUS ACCORDING TO DEPARTMENTS

Departments	Percent of Total Assistance Received	Amount that has been Repaid to Financer	Percent of Amount Re- ceived has been repaid to Financer	Percent of Total Lia- bility yet to be paid	Percent of Total Repaid To Financer
Bryan County					
Achille	4.47	\$2,039.00	3.31	3.03	5.00
Bennington	3.71	1,152.00	1.87	4.83	3.10
Bokchito	2.44	1,195.00	1.95	1.31	3.12
Caddo	7.04	3,262.00	5.29	4.58	8.80
Calera	10.67	2,500.00	3.91	17.31	6.75
Cobb	1.89	574.00	.93	2.50	1.54
Colbert	.76	300.00	.48	.70	.80
Durant	3.90	2,405.00	3.90	none	6.49
Choctaw County					
Boswell	6.81	3,462.00	5.62	2.17	9.34
Grant	2.14	584.00	.95	3.07	1.57
Hugo	1.89	645.00	1.04	2.21	1.74
Soper	2.29	1,036.00	1.68	1.61	2.79
McCurtain County					
Broken Bow	9.21	3,448.00	5.58	5.22	9.30
Haworth	3.90	1,386.00	2.24	4.33	3.73
Idabel	9.42	3,409.00	5.53	10.16	9.19
Valliant	31.04	10,655.00	17.54	36.97	26.74
Total	100.00	38,061.00	61.82	100.00	100.00

CONCLUSIONS

The relationship between departments included in the study provided some information that will aid in the justification of some of the previous figures reported in other divisions of this study. The relationship between departments reveals some of the different productive enterprise programs and the different methods of financing used by the students in these departments.

All departments did not offer the same courses in vocational agriculture. One department only offered Agriculture I due to its being a new department, while other schools offer the third and fourth years of agriculture in alternating years.

The average enrollment in the sixteen departments studied was thirty six students. Idabel reported the largest number of all-day students enrolled in agriculture. The average number of students enrolled in all departments for the various years of agriculture are as follows: Agriculture I, 14 students; Agriculture II, 10.3 students; Agriculture III, 7.6 students; and Agriculture IV, 4.1 students. The average age of all students studied was fifteen years and seven months.

Some departments reported that a large number of home farms were owned while other departments reported that in many instances the students' home farms were rented or leased. The significant item is the number of students having no farming area available. In the tabulating of this study, the writer discovered that the majority of students reporting no productive enterprise programs had no farm acreage available. The acreage of home farms owned averaged 207 acres; rented

farms averaged 185 acres; leased farms averaged 183 acres; and farms made up of a combination acreage averaged 272 acres. Those students reporting that their home farm acreage was a combination of owned, rented, or leased property were tabulated in the combination column and were not included in the data shown in other farm status columns.

There were 22.50 per cent of all students surveyed who indicated that their families received government assistance. The departments in McCurtain County reported a higher average per department than those departments in the other two counties. One department in McCurtain County, however, was extremely low in number of students whose families received government assistance.

The methods used to finance the initial expense of acquiring enterprises varies throughout this study but the extent of variance is partially due to the departments. Many departments in the counties surveyed had few local sources of finances thus limiting the ways used to finance enterprises. The writer found that vocational agriculture students in the area studied are making a very limited use of local banks as a source of credit. In three departments studied only one student from each department reported receiving credit from local banks.

Some students of all departments had contracts with agencies financing their productive enterprises. There were a few individuals in all departments having written contracts, but the majority of students had verbal agreements. The written contracts required certain signatures but no pattern was found to be consistent in all departments. The teachers' signatures were, in most cases, required on animal enterprise contracts with their responsibility being that regarding the technical phase of

the animals growth. Some students indicated that the teacher was partially responsible for the capital received.

The survey of departments indicated that some students in nearly all departments reduce their loss risk by carrying some insurance on their productive enterprise programs. The Idabel department reported the largest group of students having this security. It was found that 11.26 per cent of all students included in this study carry some insurance on all or part of their productive enterprises.

The tables showing the percentage relationship of current programs reveals that those departments whose students receive the most financial assistance are also the departments with the highest productive enterprise program evaluations. A significant point is that Durant reported no students having any current liabilities.

DIVISION V
SUMMARY OF ALL TEACHERS SURVEYED
IN BRYAN, CHOCTAW, AND McCURTAIN COUNTIES

TABLE I
DATA ABOUT TEACHERS AND THEIR DEPARTMENTS

Departments	Teachers	Years of Experience*	Age of Department
Achille	Howard Zackery	4	4
Bennington	Harold Chitwood	3	3
Bokchito	Louis Prentice	1	4
Caddo	Raymond Hutchinson	8	21
Calera	Arnold Rambo	3	3
Cobb	Gene Youree	1	1
Colbert	Robert Emberty	3	7
Durant	Hurbert Palone	9	3
Boswell	Bill Stevenson	7	8
Grant	William Rowe	4	16
Hugo	Robert Massengale	13	18
Soper	Calvin Moyer	1	3
Broken Bow	Hugh Lacy	6	6
Haworth	Haskell Pate	3	3
Idabel	C. A. Collins	8	23
Valliant	Bill McAffee	7	7

*40 Experience is referred to here as experience as a teacher of vocational agriculture.

TABLE II
 PERIODS ALLOWED FOR TEACHING THE PROBLEM
 'FINANCING PRODUCTIVE ENTERPRISE PROGRAMS'

Instructors	Total Periods Allowed For Problem	Percentage of all Periods Reported
H. Zackery	25	6.88
H. Chitwood	22	6.05
L. Prentice	19	5.24
R. Hutchinson	26	7.16
A. Rambo	25	6.88
G. Youree	13	3.58
R. Emberty	19	5.24
H. Palone	22	6.05
B. Stevenson	29	7.99
W. Rowe	20	5.50
R. Massengale	23	6.32
C. Moyer	18	4.96
H. Lacy	30	8.25
H. Pate	21	5.78
C. Collins	24	6.60
B. McAfee	28	7.52
Total	364	100.00

TABLE III
 MONTHS THE INSTRUCTORS TEACH THE PROBLEM 'FINANCING
 PRODUCTIVE ENTERPRISE PROGRAMS' ACCORDING TO YEAR
 OF AGRICULTURE*

Month Problem is Taught	Number of times problem was reported as being taught in			
	Agriculture I	II	III	IV
January		1	2	2
February		2		
March		1		
April		4	5	4
May	2	3	3	2
June		2		
July	3	1		
August	2	1	2	
September	3	4	4	1
October	6	2	7	4
November	1			
December	2			

*41 Some instructors indicated that more than one month was used in teaching the problem of 'Financing Enterprise Programs'.

TABLE IV
LOCAL FINANCING POSSIBILITIES ACCORDING TO TEACHERS

Teachers	Financing Possibilities							
	Individual	Bank	Business Man	Federal Agency	Commercial Loan Agencies	Civic Club	F.F.A.	Other*
Zackory	x		x				x	x
Chitwood	x		x				x	x
Prentice	x	x	x			x	x	x
Hutchinson	x	x	x			x	x	x
Rambo	x		x				x	x
Youree	x						x	x
Emberty	x	x	x				x	x
Palone	x	x	x	x	x	x	x	x
Stevenson	x	x	x			x	x	x
Rowe	x		x				x	x
Massengale	x	x	x	x	x	x	x	x
Moyer	x		x			x	x	x
Lacy	x	x	x		x	x	x	x
Pate	x	x	x				x	x
Collins	x	x	x	x	x	x	x	x
McAffee	x	x	x		x	x	x	x

*42 Other refers to Home Demonstration Clubs, prizes, etc.

TABLE V
LENDING AGENCIES SERVING AREA AND THEIR LOCATION

Agency	Location
Farm Security Administration	Durant, Hugo, Idabel
Production Credit Administration	Atoka, Oklahoma
National Farm Loan Association (Federal Land Bank)	Durant, Oklahoma
Federal Indian Agency	Hugo, Oklahoma
Veterans Administration	Muskogee, Oklahoma
National Livestock Association	Oklahoma City, Oklahoma
Commercial Lenders	In County Seats--Durant, Hugo, and Idabel

TABLE VI
CRITERIA FOR AGENCIES MAKING LOANS TO STUDENTS

Aims of agencies according to teachers	Number of Teachers Reporting
1. To acquire future clients	16
2. To make available to students necessary credit for the development of an adequate productive enterprise program	16
3. To facilitate the possibility of students becoming established in farming in the local community	12
4. To finance permanent improvement related to students supervised programs	8
5. Refinancing the productive enterprise program to provide for its establishment and completion	4
6. To pay expenses for feed, insurance, labor, equipment, breeding service, inspection service, veterinarian fees, and refinancing indebtedness incurred for such purposes	11
7. To assist in the establishment of students' credit ratings.	7
8. To assist in the establishment of students in a more favorable program and economic position	9
9. To develop personal responsibility making students liable for payment and establish individuality	12
10. Developing students concept and values of sound financing	8
11. To acquaint students with crediting procedures	11

TABLE VII
 CHARACTERISTICS THAT TEACHERS HAVE FOUND THAT FINANCING
 AGENCIES DESIRE IN THEIR CLIENTS

Characteristics which agencies desire in clients	Number of Times Reported
Dependability	16
Honesty	16
Actual need of finances	14
Soundness of Program	13
Self incentive	13
Good home situation	15
Interest and support of parents	15
Good credit rating	14
Concrete thinking	11
Good personal character	10
Planning for a farm occupation	15
Neat in appearance	12
Not boastful	13
Good speech	14
He keeps neat, accurate and up-to-date records	16
He budgets and plans his expenses	12
Success with other enterprises	16

TABLE VIII
NECESSARY INFORMATION ABOUT FINANCING AGENCIES FROM
WHICH A STUDENT PLANS TO OBTAIN CREDIT AND ARE INCLUDED
IN TEACHING PLANS OF INSTRUCTORS

Characteristics of financing agencies that teachers include in teaching	Number of Teachers Reporting
1. Agencies where persons might obtain credit	16
2. Kinds of loans made	16
3. Purposes for which agencies extend credit	14
4. Length of loan periods	16
5. Interest rate required	16
6. Loan ratios	6
7. Security basis for extending credit	8
8. Length of time to process a loan	5
9. Service and additional fees charged	6
10. Repayment plans	
A. Amortized by fixed total payment of interest and principle	3
B. Amortized by fixed principle reduction plus interest due	2
C. One end (bulk) payment	7
11. Payment dates and their relationship to periods of seasonal high incomes	8
12. Provision for partial and non-payment clauses	6
13. Services of farm management expert	4
14. Budget estimates required	3

TABLE IX

SOME OF THE PROBLEMS RESULTING FROM STUDENTS ACTION CAUSING TEACHERS
TO HAVE EXPERIENCE SITUATIONS IN REGARD TO ENTERPRISES THAT WERE
FINANCED THROUGH THE EFFORTS OF THE SEVERAL AGENCIES

Problems encountered in financed enterprise production	Number of Teachers Reporting
1. Students fail to follow approved practices	11
2. Students fail to realize adequate scope of productive enterprise program	14
3. Students fail to insure sufficiently the financed productive enterprise	8
4. Students fail to realize responsibility of establishing a credit rating.	16
5. Students fail to pay payments on time	4
6. Students often times want to borrow excessive to needs	11
7. Students spend assistance on items other than those pertaining to their agriculture program	5
8. Occassionally students tend to market productive enterprises prior to completion to invest in items other than those pertaining to their agriculture program	7
9. Students fail to secure sufficient financing to produce enterprises even after the initial purchase	9
10. Students fail to realize responsibility to creditor	13
11. Students fail to budget their funds properly	10

TABLE X
 SOME OF THE PROBLEMS OF TEACHERS RESULTING FROM
 FINANCIERS ACTIONS IN REGARDS TO FINANCED ENTERPRISES
 OF STUDENTS

Problems encountered from a few financiers	Number of Teachers Reporting
1. Few financiers tend to dominate in the supervising of financed enterprises	7
2. Some financiers hold teachers responsible rather than the student	6
3. Financiers insist that payment be made on time without excuses or allowances	7
4. Financier expects undue respect and favors of school, agriculture department, teacher, parents and students	4
5. Financier expects advertisement and publicity	6
6. Financier forms attitude of having done a great and outstanding service to student and vocational agriculture program and expects to receive recognition for his actions	3
7. Financeer expects continued patronage throughout the students life in the community	2
8. Financiers expect community's respect and loyalty for their past and present financing activity	2
9. Financier tends to want continued services of students and financed enterprises at reduced rates or without obligation	3

TABLE XI
 PERCENT OF STUDENTS WHO OBTAINED THEIR INITIAL FINANCING
 THROUGH THE FOLLOWING WAYS

Percentage Grouping Of Students	Methods of obtaining initial financing					
	Self Initiative	Incentive of Parent	Interest of Financier	Teachers' Solicitation	Prizes	Gifts
None		10		6	11	9
1-5		3	10	5	5	6
5-10		2	4	2		1
20		1	2	3		
30						
40						
50						
60	1					
70	2					
80	8					
90	5					
100						

TABLE XII
INFORMATION STRESSED WHEN STUDYING THE SEVERAL TYPES
OF FINANCING AGENCIES ACCORDING TO INSTRUCTORS

I. FARM SECURITY

- A. This agency is located in the county seats: Durant, Hugo, and Idabel.
- B. Loans are limited to individuals engaged in agriculture, and those who having had agriculture background.
- C. Applicant must have been unable to obtain adequate credit from other sources.
- D. Different counties have different maximum loans.
- E. Interest rate is four and five-tenths per cent.
- F. Length of loan: long and short term loans. These long term loans may extend up to forty years.
- G. Security required depends on items for which and individuals to which credit was extended. Generally all owned farm property is mortgaged as well as the items for which this credit was extended.
- H. Repayment is made semi-annually, on seasonal basis, monthly, or on a yearly basis.

II. PRODUCTION CREDIT ASSOCIATION

- A. District office serving area is in Atoka County, Atoka, Oklahoma.
- B. The loans are made available by persons buying stock in the association and the funds thus become sources of credit.
- C. Loans are available to farmers for taxes, insurance, farm and home equipment, seed, feed, fertilizer, livestock, labor, harvesting, or any other operating expense.
- D. All persons obtaining a loan from this agency become members of the association.
- E. Loans are from fifty dollars to larger amounts.
- F. Interest is five per cent charged for days each dollar is used.

- G. The only security required by the creditor for his extended credit is the item for which credit was extended.
- H. Repayments are paid seasonally according to the financed enterprise or at the time the products are sold.

III. NATIONAL FARM LOAN ASSOCIATION (Federal Land Bank)

- A. District office for area studied is located in Bryan County at Durant, Oklahoma.
- B. Farm home owners are the only eligible borrowers.
- C. Maximum loan is \$50,000.00.
- D. Interest rate is four per cent.
- E. Loans are long term up to thirty four years.
- F. Repayment is made by semi-annual installments of principal and interest, using any and all sources of funds.

IV. VETERANS ADMINISTRATION (In regards to farmers who are veterans)

- A. The district office serving the study area is located at Muskogee, Oklahoma.
- B. Persons with service in World War II are eligible.
- C. Limited to real estate and production loans.
- D. Interest is four per cent.
- E. Loans are long term, up to forty years.
- F. Maximum loan is \$70,000.00.
- G. Repayment is made semi-annually or by annual installments.
- H. Repayment is on principal and interest. Individuals may use any and all sources of funds.

V. FEDERAL INDIAN AGENCY

- A. The district office serving the area is located in Choctaw County at Hugo, Oklahoma.
- B. Persons must be at least one-sixteenth Indian and in need of credit.
- C. Maximum loan is \$20,000.00 in the area studied.

- D. Interest is four and five-tenths per cent.
- E. Loans are long and short term up to forty years.
- F. Loans are made for production expenses, property, and all other expenses incurred by individuals receiving credit.
- G. Security is required on the item or items for which credit is extended in ratio to the total amount of credit obtained.
- H. Repayment is made semi-annually or annually.

VI. BANKS

- A. Banks are located in the following towns: Bokchito, Boswell, Broken Bow, Caddo, Colbert, Durant, Haworth, Idabel, and Valliant.
- B. The eligibility of persons is based on the individual, his credit rating, and his need for credit.
- C. Maximum loan to farmers in this area is \$10,000.00.
- D. Interest rates vary from six to ten per cent.
- E. Loans are long and short term up to ten years.
- F. Security required depends on the item for which credit is extended. Generally other owned property is mortgaged, as well as the item for which credit was extended, in sufficient amounts to reduce the lenders risk.
- G. Payments are made monthly, quarterly, semi-annually, or annually. Installments pay both principal and interest on the borrowed capital.

VII. COMMERCIAL LENDING AGENCIES (County Loan Associations, Private Loan Companies, etc.)

- A. These agencies are located in the county seats: Durant, Hugo, and Idabel.
- B. The eligibility of persons is based on individual, his credit rating, and his need for credit.
- C. Maximum loan to farmers in the area is \$10,000.00.
- D. Interest rates vary from six to ten per cent.
- E. Loans are long and short term up to ten years.

- F. Security required depends on the item for which credit is extended. Generally other owned property is mortgaged, as well as the item for which credit was extended, in sufficient amounts to reduce the lenders risk.
- G. Payments are made monthly, quarterly, semi-annually, or annually. Installments pay both principal and interest on the borrowed capital.

VIII. INDIVIDUALS

- A. Eligibility depends on individuals.
- B. Maximum loan is generally a thousand dollars or less.
- C. Interest, in most cases, is eight to ten per cent.
- D. Loans are short term, expiring semi-annually and annually.
- E. Security required depends on the item for which credit is extended. Generally other owned property is mortgaged, as well as the item for which credit was extended, in sufficient amounts to reduce the lenders risk.
- F. Payments are made monthly, quarterly, semi-annually, or annually. Installments of principal and interest vary as to season and individual.
- G. Loans extended by individuals, in many instances, are repaid in kind and shares as well as in cash returns.

TABLE XIII

SOME PROCEDURES USED BY STUDENTS IN ACQUIRING CREDIT IN THIS AREA

Steps in acquiring finances according to teachers

- I. Make a preliminary plan for which financing is needed.
 - A. What enterprise is to be acquired?
 - B. How much money do I need to acquire for the initial purchase of the desired scope of the enterprise program?
 - C. How much money is needed for the production and related expenses?
 - D. How long will I need the funds?
 - E. Develop a definite program for repayment.
 - F. Keep debts from building too high for the amount of income.
 - G. Plan to carry adequate insurance coverage for the involved enterprises.
 - H. Plan a budget for the enterprises for which funds are needed.
- II. Select a credit agency.
 - A. Choose one willing to extend credit.
 - B. Select agencies that will make allowances when income is low and during emergency periods.
 - C. Select agencies requiring little or no collateral.
 - D. Select those agencies requiring low rates of interest and service fees.
 - E. Select agencies not expecting free service or favors from student or enterprise.
 - F. Select agencies that serve parents and close friends.

- III. Students' approach in acquiring credit from the various financing sources.
- A. The student should present himself in a business-like manner.
 - B. Present your problem and the purpose of your visit.
 - C. Present program and budget, which has been previously planned, in an orderly and convincing manner.
 - D. If personal references to individuals are to be made in the conversation or in the roll as co-signers, you should secure permission from the individuals before applying for credit.
 - E. Request an application form and carefully fill in the desired information as neatly and completely as possible.
 - F. If the application is returned some days latter, again present yourself in similar manner and restate your problem and plans in order to familiarize the creditor with your previous discussion.
- IV. Students' roll in receiving finances from a particular source.
- A. Express appreciation to individual or agency for extending credit.
 - B. Withdraw funds only as they are needed in the operation of your program. Spend according to your planned budget.
 - C. In your relation with other persons, do not be boastful in regards to your loan or the procedure you took in obtaining the loan.
 - D. Frequently acquaint financier with information related to the progress of your program.
 - E. The financing agency is entitled to the facts of your activities which relate to transactions in regard to the use of the extended credit.
 - F. When payments are due, they should be paid promptly.
 - G. When students do not have funds available at time payment is due, they should not avoid the creditor but should present the problem.

- H. In working out non-payment solutions, do not be hesitant in presenting the possible steps that will alleviate this problem.
- I. When the financed enterprise is acquired it should be immediately insured to prevent loss risk of the credit capital received.
- J. Recheck your planned program to evaluate progress being made.

TABLE XIV
ALL POSSIBLE SOURCES OF FINANCE
FOR BRYAN, CHOCTAW, AND McCURTAIN COUNTIES

Sources available according to teachers

1. Individuals
 - A. Parents
 - B. Relatives
 - C. Farmers
 - D. Teachers
 - E. Landlords
 - F. Other interested individuals
2. Merchants and business establishments
 - A. Feed companies
 - B. Sears Roebuck and Company
 - C. Machinery companies
 - D. Other business men
3. Local Banks
4. Outside non-specialized agencies
 - A. Life insurance companies
 - B. Savings banks
 - C. Large city banks
 - D. Group banks (Y.F.A., F.F.A., N.F.A., Co-operatives, etc.)
5. Specialized lending and financing agencies and benefit payments
 - A. Finance companies

- B. Land banks
- C. Intermediate credit banks
- D. Cattle loan companies
- E. Government agencies
 - 1. Emergency crop loan
 - 2. Credit corporations
 - 3. Federal Farm Mortgage Corporation
 - 4. Farmers Home Administration
 - 5. Government Production and Marketing Administration
 - 6. Federal Indian Agency
- 6. Civic club programs that may carry on programs of agriculture enterprise financing.
 - A. Chamber of Commerce
 - B. Rotary Club
 - C. Lions Club
 - D. Kiwanis Club
 - E. Business and Professional Men and Womens Clubs
 - F. Home Demonstration Clubs
- 7. Lotteries
 - A. Radio programs
 - B. Drawings
 - C. Essay contests
 - D. Raffles

CONCLUSIONS

All teachers indicated that they had the problem 'Financing Productive Enterprise Programs' on their annual teaching plan. They further indicated that teaching and conference periods were set aside to study the lending agencies of their area. The average number of periods allotted per school year by all the departments studied was twenty three periods. The teachers reported having the majority of these classes in October and April.

In this study, three teachers reported that the local chapter of Future Farmers of America included this financing problem in its program of work. Thirteen chapters did not provide finances nor have plans for financing students' productive enterprise programs in their program of work.

Teachers indicated that a high percentage of students obtain their initial finances as a result of the student's own initiative. Few teachers indicated that they obtained initial finances for about five percent of the students through professional contacts and the solicitation of finances.

It was reported that in seventy one cases productive enterprises were financed by some person or persons other than the student when, in the teachers' opinions, these same enterprises could have been self financed by the students. Teachers were unanimously of the opinion that students' productive enterprise programs might be successfully financed by persons other than the students themselves.

Teachers indicated that the scholastic records of students who receive financial assistance in obtaining and producing their productive

enterprise programs were similar to the records of those students who self financed their enterprises. The teachers further indicated that the leadership ability and desirable personal traits of students who received financial assistance were generally above the average reported of all students.

All teachers indicated that some financing assistance has been given to vocational agriculture students in regard to their productive enterprise programs for a long period of time. The greatest number of years reported by any single department was fourteen years. The average number of years for this activity for all department was reported as five years.

Teachers indicated five factors that prompted the different financiers to contribute to the development of the various vocational agriculture students' supervised enterprise programs. The five factors are as follows:

1. Interest of civic and farm organizations
2. Voluntary interest and effort on part of financier
3. Students approached and interested financier
4. Teachers relationship to financier
5. Teachers solicitation of financiers

In the writer's opinion, students would receive more credit and a more complete understanding of each person's responsibility would be gained, if both teacher and students studied and practiced the items that are pointed out in the tables concerning the following information:

1. Characteristics desired of clients
2. Problems resulting from student and financier's actions
3. Steps in securing credit

It was found that students in those departments where a complete study of lending agencies was taught, used a larger number of methods to secure credit in financing their productive enterprise programs, than did students of other departments.

The sources of finance found in this study are numerous. These sources may prove to be an important factor in the successful development of any vocational agriculture program. There are several individuals in any vocational agriculture department service area that need credit. Teachers with knowledge of all possible lending agencies will be in a position to direct these individuals in obtaining needed credit.

GENERAL CONCLUSIONS

The all-day students included in this study reported using eight major financing sources to develop their productive enterprise programs. These financing sources are as follows: 1. Self, 2. Parents, 3. Banks, 4. Business Men, 5. Civic Clubs, 6. Future Farmers of America chapters, 7. Relatives, 8. Farmers. The above listed sources of financing may be further supplemented by other sources of finance which were used by students included in this study. Some of these sources are: Home Demonstration Clubs, Commercial Loan Agencies, Federal Lending Agencies, Production Credit Associations, Production Marketing Associations, and insurance companies.

Students' needs for financial assistance depend on the amount of money, equipment, and supplies available to the student and the scope of the productive enterprise program he plans to develop. The study further reveals that those students having the more adequate productive enterprise programs have been those individuals receiving the most credit.

The students enrolling in Agriculture I are often found to have one or more productive enterprises. These enterprises often serve as a means of attaining those enterprises planned for in a four year program. Agriculture I students indicate a high per cent of their productive enterprises are provided for by their parents, relatives or themselves. Banks and business men are seldom used by this group to assist in securing initial purchasing capital. The highest per cent of all students receiving fifty dollars and less initial financing are those students in Agriculture I.

The use of banks and business men by vocational agriculture students is very limited. These sources of securing credit increase, however, as

the students increase in their vocational agriculture training. In no instance did Future Farmers of America chapters extend financing assistance until the students reached their second year of agriculture work. The students who received financial assistance for their productive enterprise programs and had the larger number of productive enterprises were students enrolled in Agriculture III and IV. The students having two and less productive enterprises and obtained finances for these productive enterprises were among students enrolled in Agriculture I and II.

Several students' productive enterprise programs have increased in number and scope to the extent that the students are required to have large amounts of capital to provide for a fully developed productive enterprise program. The amount of financial assistance that students require increases consistently from Agriculture I through Agriculture IV. Students indicate that they seek credit outside the family for livestock enterprises while depending on family assistance in producing the crop enterprises. The animal enterprises which students strive to acquire are those enterprises for which contributory enterprises are available on the home farm. Students indicated that these desired animal enterprises were beef and swine.

Some students of all departments had contracts with agencies financing their productive enterprises. There were 27.6 per cent of all students having agreements with their financiers who had written contracts. Written contracts of students, in most instances, are associated with agreements with those local banks that have extended credit to students. The local financiers that required the student to pay interest, required the students to pay a 6% interest rate. These payments were usually in the form of one

end or bulk payment. Students not required to make repayment were relieved of this obligation because of the student-financier relationship or to compensate the students for labor and duties carried out on the home farm. The number of methods that students use in repaying financier increase as the students increase in their training in vocational agriculture.

Few agriculture IV students have less than two productive enterprises and several have as many as six productive enterprises making up their supervised practice program. The scope and number of productive enterprises that students have increases consistently according to the number of vocational agriculture courses completed. It was found that 11.6 per cent of all students included in this study carry some insurance on all or part of their productive enterprises.

Parents' contributions to students' production and related expenses consistently decrease as students increase in their training and experience. The demand for these contributions also decrease as a balanced and broad supervised practice program is completed.

The students whose productive enterprise program value was \$200.00 and less were, in most instances, students enrolled in Agriculture I. The group having the highest per cent of students having a productive enterprise program value of \$300.00 and less was Agriculture II students. The Agriculture III and IV students made up the majority of the students having a productive enterprise program value of more than \$500.00.

There were 22.5 per cent of all students surveyed who indicated that their families received some government assistance. Throughout this study this group of students was referred to as Group A students. Those students

whose families received no government assistance were referred to as Group B students. The following percentages show the amounts by which Group A excelled over Group B in securing credit from the following sources: Banks, 3.61 per cent; business men 7.61 per cent; and Production Marketing Administration, 1.31 per cent. Group B excelled over Group A, however, when receiving credit from parents, relatives, and civic clubs in the financing of their productive enterprise programs. This same relationship holds true in the financing of their production and related expenses.

The major difference found between Group A and Group B students was in their methods of financing. Group A students were enrolled in only two or three productive enterprises while Group B students reported a higher number of enterprises. Group B students averaged \$124.48 more invested per student in their productive enterprise programs than did Group A. Both groups, however, received about the same amount of financial assistance. The current liabilities of Group A students are 13.51 per cent higher than those for Group B students.

In this study 19.68 per cent of all students reported that they had no home farm acreage available. It was further discovered by the writer, in his tabulating of this study, that the majority of students reporting no productive enterprise programs were, in most cases, those students reporting no home farm acreage available. Another outstanding conclusion is that the departments receiving the greater amount of financial assistance were also those departments having the highest productive enterprise program valuation.

All teachers indicated that they had the problem 'Financing Productive

Enterprise Programs' on their annual teaching plan. They further indicated that teaching and conference periods were set aside to study the lending agencies of their area. The teachers reported having the majority of these periods in October and April.

Teachers indicated that a high percentage of students obtained their initial finances as a result of the students' own initiative. Teachers were unanimously of the opinion that students' productive enterprise programs might be successfully financed by persons other than the students themselves.

It was found that students in those departments where a complete study of lending agencies was taught, used a larger number of methods to secure credit in financing their productive enterprise programs, than did students of other departments.

There are several individuals in all vocational agriculture department service areas that need credit. Teachers with knowledge of all possible lending agencies will be in a position to direct these individuals in obtaining needed credit.

The sources of finance found in this study are numerous. These sources may prove to be an important factor in the successful development of many vocational agriculture programs.

APPENDIX

SAMPLE CONTRACT

I, _____, hereby agree to work, manage, and care for my steer fattening project in such a manner that I shall bring the said program to a successful completion for the year. I agree to follow all instructions of my Vocational Agriculture instructor in the feeding and caring of my fat steer and nurse cow or cows. I agree to give my Vocational Agriculture instructor and my sponsor the right to place my fat steer with another F. F. A. boy if I do not follow the instructions in feeding and caring for my fat steer and nurse cow or cows. Furthermore, I agree to submit to my instructor in agriculture my record book neatly and completely filled in to date. I also agree to keep a day book of daily records and to transfer these records to my record book once each week. I also agree to show my steer in the County March show in 1952 and also to take him to the March, 1952 show at Oklahoma City.

I, _____, parent of _____, do hereby agree to provide (by sale, rent, or loan) any necessary facilities for carrying on the steer fattening project. Furthermore, I agree to cooperate with _____ and his teacher in carrying out this steer fattening project by allowing _____ all net profits earned by him, by encouraging him at all times, and by allowing him sufficient time in which to carry on his enterprise properly.

I, _____, sponsor of
 _____ steer fattening project do
 hereby agree to visit the project of _____
 whenever possible at least four times during the feeding period of
 the steer. I furthermore agree to help finance the steer and help
 _____ secure some of the feeds for the
 steer, but not for the nurse cow. The steer will be on the note
 that I sign. I also agree to be at the sale or I will have a
 representative at the sale in March, 1952, when the steer is sold
 to see that the steer sells at a reasonable price.

I, _____, instructor of agriculture
 at the _____ school, hereby agree to give _____
 _____ the proper instruction in this supervised
 practice work, to supervise his steer fattening project properly, to
 assist in every way possible, and to help him bring his projects to
 a successful completion for the year. Furthermore, I agree to give
 _____ school credit upon satisfactory
 completion of his school work and his farm practice program upon
 receipt of his record book which has been properly filled in. I also
 agree to go with the boy to all shows, but the boy must show and
 prepare his own animals. I will not be responsible for buying any of
 the feeds for the fat steer, nurse cow or cows.

The above agreement entered into _____ day of _____,
 1951 at the _____ of _____.

_____, sponsor _____, student
 _____, teacher _____, parents

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TYPIST PAGE

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NAME OF AUTHOR: Don Wallace Miller

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