

AN EVALUATION OF PRACTICES USED
IN CONDUCTING YOUNG FARMER PROGRAMS
IN MICHIGAN

Thesis for the Degree of M. A.
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Howard Douglas Bernson
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HOWARD DOUGLAS BERNSON

A THESIS

Submitted to the College of Education of Michigan
State University of Agriculture and Applied
Science in partial fulfillment of the
requirements for the degree of

MASTER OF ARTS

Department of Vocational Education

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Purpose. To analyze the practices used in conducting Michigan young farmer programs to determine the degree of use and the value that those teachers place upon the practices.

Method. Data for the study were obtained by the use of Schedules A and B which were sent to forty Michigan teachers of vocational agriculture who conducted young farmer programs in 1955-1956. Thirty of the schedules were returned. The data, pertaining to the 171 practices evaluated, were grouped into thirteen areas of teacher activity. The practices were analyzed from two points of view: (1) The percentage of teachers using the practices, (2) The value the teachers using the practices placed on them.

Findings and Interpretations. The following summarizations were based upon the data presented:

Slightly over one-third of the practices were valued highly and used by a majority of the teachers. Teachers were using and approving a relatively high percentage of practices in the areas of "public relations," "program planning," "classroom teaching," "on-farm instruction," "evaluation," and "administration." Areas where the percentage was low were: "financing," "young farmer social activities," "class organization," and "use of special teachers."

In light of the value placed on certain activities it would seem that certain procedures should become more common. They are: (1) Administrators should take a more active part in the program, (2) Teachers should contact personally young farmers in organizing and conducting their educational programs, (3) Advisory committees of young farmers

should be utilized in all phases of the program, (4) Young farmer meetings should usually be the discussion type, (5) Class discussions should be based on the problems of the young farmers, (6) Young farmer problems should be solved by using local data and experiences, (7) Visual aids should be used to vitalize the instruction, (8) On-farm instruction should be utilized to recruit, instruct, evaluate, and encourage young farmers, (9) Time should be allotted during the school day for the teacher to direct a young farmer program, (10) Young farmer programs should include recreation and refreshments in addition to studying technical agriculture, (11) Teachers should use a variety of practices in young farmer work, (12) Teachers should include the young farmer's wife in the program.

Approved H. P. Sweany
H. P. Sweany

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CHAPTER I

FORMULATION AND DEFINITION OF THE PROBLEM

Statement of the Problem

General Statement. The intention of this study was to evaluate the practices used in organizing, conducting, and evaluating young farmer programs by teachers of vocational agriculture in Michigan.

Purposes of the Study. The purposes of this study were: 1) to determine the extent to which certain practices are used by teachers of vocational agriculture in conducting young farmer programs in Michigan, 2) to determine the value teachers place upon these practices in an effort to identify the valuable practices.

Importance of the Problem. Teachers of vocational agriculture throughout the United States are generally agreed that one of their most important problems is the development and maintenance of successful young farmer programs.

The United States Office of Education has indicated its concern over the future of young farmer education. This office has also pointed out the need to determine what constitutes a successful young farmer program. This has led to the development of a national young farmer study which is in progress at the present time, in the hope of discovering the characteristics of successful young farmer programs. It has also led to the development of "pilot programs" which are designed to discover and evaluate innovations in young farmer education.

Since 1950, data show that young farmer programs have shown a slight reduction in the number of young farmer classes conducted and also a small reduction in the number enrolled.

TABLE I
YOUNG FARMER TRENDS IN MICHIGAN¹

Year	Number of Young Farmer Classes	Enrollment	Average Per Class
1950-51	68	1,064	15.6
1951-52	81	1,164	14.4
1952-53	78	1,148	14.7
1953-54	60	1,157	19.3
1954-55	63	936	14.9
1955-56	59	864	14.6

According to a study using 1950 census data, and cited by the United States Office of Education, 66 per cent of the farm male population between the ages of 14 and 29 are out of school and eligible to participate in young farmer programs. This is pointed out by Sweany, who reported that as a result of studies conducted in Michigan, "young farmers should be provided an educational program first if not all groups of farmers can be offered classes at one time."²

Murray and Ahalt³ found in a survey of 52 teachers that over 90 per cent of the teachers felt young farmer programs would enhance the

¹Data obtained from the Agricultural Education Division, Office of Vocational Education, Department of Public Instruction, Lansing, Michigan.

²H. P. Sweany, The Institutional-On-Farm Training Program in Michigan with Implications for Adult Education, Research Bulletin No. 4 (East Lansing, Michigan: Department of Vocational Education, Michigan State College and Lansing, Michigan: State Board of Control for Vocational Education, 1953), p. 13.

³Ray A. Murray and Arthur M. Ahalt, The Possibilities of Systematic Education for Young and Adult Farmers in Maryland, Part II, Survey of Vocational Agriculture Teachers, Miscellaneous Pub. 204 (College Park, Maryland: University of Maryland, Agricultural Experiment Station, April, 1954), p. 42.

standing of vocational agriculture in local communities. Nearly two thirds of the teachers felt the teaching of young farmer groups one of their primary responsibilities.

In emphasizing the importance of the young farmer program, Hunsicker⁴ states,

Well-informed, efficient, and progressive young farmers are extremely important to the Nation's welfare. Approximately 80,000 of them are needed each year as replacements for farmers who retire or die. It is important that they become successful. As new farm operators, these young farmers should have access to agricultural instruction during their period of establishment, when they need it most. No amount of education before or after that period can compensate for the great need at that critical time.

Scope and Limitations of the Study. During the school year 1955-1956 there were 42 young farmer programs in Michigan. Schedules were sent to 40* of the teachers. Thirty of the forty teachers completed and returned their schedules giving a 75 per cent return.

The limitations of this study were:

1. There were a relatively small number of schools conducting young farmer programs in comparison with the number of schools offering high school and adult farmer programs.

2. This study will not include a list of practices essential to successful young farmer programs. This study is merely an evaluation of the practices by the teachers using them. The fact that they rate an item of great value is not to imply that the practice is not always essential.

⁴H. N. Hunsicker, Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers, Vocational Division Bulletin No. 262, Agricultural Series No. 67 (Washington, D.C.: United States Government Printing Office, 1956), p. 4.

*Two instructors were not included in the original list obtained from the Michigan Department of Public Instruction, and therefore their assistance was not solicited.

3. Some successful teachers who conducted young farmer programs had dropped out of the teaching profession, and their rating and use of practices in young farmer programs were not obtained.

4. Because of the small number of programs, it was decided that each teacher would be sent a copy of both Schedules A and B. The additional time factor involved in answering both schedules perhaps deterred some teachers from answering and may have influenced the reliability of the evaluations.

Definitions of Words and Phrases

Advisory committee, planning committee, or young farmer council.

A group of five or six farmers selected from the members of the young farmer program to help decide policies.

Advisory council. Committee comprised of successful farmers and representatives of other interests in the school area to counsel the public schools on problems related to the education of people interested in agriculture.

Approved practices. ". . are defined as procedures considered essential in the performance of farming activities and supported by experimental evidence or successful experience."⁵

Key farmers. "Farmers with large businesses who make progressive changes in farm operations resulting in good profits active socially and in farm organizations commonly approached for information and advice by other farmers."⁶

⁵George Ekstrom and John B. McClelland, Adult Education in Vocational Agriculture (Danville, Illinois: The Interstate, 1952), p. 100.

⁶C. B. Wood, "Securing Enrollment for Out-of-School Groups," Agricultural Education Magazine, XXVIII (June, 1956), 284.

"Pilot" programs. Schools selected to try out or discover innovations in organizing, conducting, and evaluating young farmer programs to make them more effective.

Resource person. A person with specialized training or experience used to supplement instruction.

"Single Unit" course. A series of class meetings dealing with one enterprise, such as dairy, soils, beef, or crops.

Special teacher. A teacher employed on a full or part time basis who, although not possessing all the formal requirements of a teacher, has had recent and successful experience in the subject matter he is to teach. He must meet the requirements of the State for his certification.⁷

Young farmer. young men mostly between 16 and 30 years of age who are out of school, farming or wanting to become established in farming.⁸

Young Farmer Chapter or Association. "An organization of, by, and for young farmers who are enrolled in a young farmer program of vocational agriculture."⁹

Young farmer program. "A program of organized systematic instruction in agriculture aimed specifically at helping young men solve their problems in becoming established successfully as farmers in the community."¹⁰

⁷Hunsicker, op. cit., p. 15.

⁸Hunsicker, op. cit., p. 2.

⁹Mark Nichols, Young Farmers - Their Problems, Activities and Educational Program (Danville, Illinois: The Interstate, 1952), p. 85.

¹⁰Hunsicker, op. cit., p. 8.

Assumptions Underlying the Study

This study is based on the following assumptions:

1. Since schedules A and B were adapted from a similar study of adult farmer programs, it is assumed such practices were appropriate for use in surveying practices used in young farmer programs.
2. The practices used in organizing, conducting, and evaluating young farmer programs are the major causes of success or failure of the programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

In reviewing related literature, the author did not find another study to parallel his; however, there was much literature that contributed to a broader background on which to proceed with the problem under study.

There was a great deal of literature in periodicals, much of which was not of an authoritative nature since it was not the result of study. This review will include many of the non-study articles encountered in periodicals because the author felt them to be of much worth in achieving a measure of understanding of the young farmer program.

The author has confined his review to the area of young farmer education as much as possible.

Moeckel¹ and Byram² studied adult farmer programs in terms of the areas of organizing, conducting, and evaluating such programs. The author of this study has concluded that for the purpose of reporting his review of the related literature, these areas provide a proper frame of reference for the material reviewed in relation to his problem.

¹Rolf Edward Moeckel, "A Study of Practices Used by Teachers of Adult-Farmer Classes in Michigan" (unpublished Master's thesis, Michigan State College, East Lansing, Michigan, 1955).

²Harold M. Byram, Harry W. Kitts, and Lloyd J. Phipps, Organizing, Conducting, and Evaluating Adult-Farmer Courses in the Central Region, Bureau of Research and Service, College of Education (East Lansing, Michigan: Michigan State University, 1955).

Literature Reviewed in the Area of Organizing Young Farmer Programs

The area of organizing young farmer programs is a broad one; therefore, the author has subdivided the review of literature into the following categories: 1. Administration and Policy; 2. Public Relations; 3. Planning a Program; 4. Organizing Class Groups; 5. Planning the Instruction; 6. Scheduling and Locating Courses.

✓ Administration and Policy. School administrators have a responsibility to the teachers of vocational agriculture in supporting a young farmer program. Michigan data from the national young farmer study³ rated "Administrative approval and active support" a very significant factor influencing programs of young farmer education. This same study rated "Coordination of the young farmer program with the total adult education program" significant in influencing local programs.⁴

✓ Public Relations. Public relations is an important factor to the administrators of schools. Ultimately, it is the clue to the acceptance or rejection of any young farmer program. Guiler⁵ evaluated his young adult farmer programs through the use of an evaluative instrument, in which 70 (93.3 per cent) of the farmers participated. Seventy-

³Donald Meaders, "Data From National Study of Young Farmer Programs" (Lansing, Michigan: Department of Public Instruction, 1956). (Mimeographed.)

⁴Ibid.

⁵Gilbert Samuel Guiler, "An Evaluation of the Young and Adult Farmer Program at Canal Winchester, 1950-51" (unpublished Master's thesis, The Ohio State University, Columbus, Ohio, 1951), cited from United States Department of Health, Education and Welfare, Office of Education, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 251, Agricultural Series No. 63 (Washington, D.C.: United States Government Printing Office, 1953), p. 35.

seven per cent of the farmers were of the opinion that a better school relationship existed as the result of adult education programs.

There are many ways of carrying out an effective public relations program. According to Sledge⁶, public relations "can be achieved most effectively by the teacher of vocational agriculture contacting each individual on the farm, gaining the respect and admiration of the individual rather than mass media approaches." Supporting this statement was a Vermont study by Cushman⁷ which revealed that individual contacts were the best means of informing the people.

Hobgood⁸ also considered personal contact the best way to sell the program to the young farmer. The findings of a study by Murray and Biser⁹ showed that personal contact and use of newspapers and postal cards were used frequently in obtaining enrollments. The FFA was used most frequently in promoting classes.

⁶George W. Sledge, "Young Farmer and Adult Farmer Enrollment Need Not Be a Problem," Agricultural Education Magazine, XXVII (March, 1955), 202.

⁷Harold R. Cushman, "What are the Factors Hindering the Conducting of Young Farmer Programs by Vermont Teachers of Vocational Agriculture and How Can These Factors Be Overcome?" (unpublished Doctor's thesis, Cornell University, Ithaca, New York, 1951), p. 664.

⁸Thomas Newton Hobgood, "Problems Involved in Organizing and Conducting Young Farmer Programs Including Suggested Solutions" (Unpublished Master's problem, North Carolina State College, Raleigh, North Carolina, 1952), cited from United States Department of Health, Education and Welfare, Office of Education, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 251, Agricultural Series No. 63 (Washington, D.C.: United States Government Printing Office, 1953), pp. 39-40.

⁹Ray A. Murray and Lloyd D. Biser, "Successful Young and Adult Farmer Classes" (nonthesis study, University of Maryland, 1953), cited from United States Department of Health, Education and Welfare, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 253, Agricultural Series No. 64 (Washington, D.C.: United States Government Printing Office, 1954), p. 48.

✓ Planning a Program. Wall¹⁰ states, "A program of education for young farmers to be successful, must start with the farm problems and interests that young men have." Atherton¹¹ concluded from his study that young farmers will respond to an educational program designed to meet their needs.

Wall¹² suggested asking three to five young men who have demonstrated good leadership ability to serve as a planning committee to assist in planning the program for the year. Hunsicker¹³ agreed, adding that this planning committee should come from different neighborhoods in the school area.

Hobgood¹⁴ suggested that if there is no active council, it may be wise to select one to aid in the development of the program.

Organizing Class Groups. While reviewing literature, the author pondered the idea of the influence a young farmer chapter might have in promoting a young farmer program.

Wall¹⁵ said, "A local organization of the young farmers can be of much help to the teacher in recruiting, organizing, and maintaining interest in the program."

¹⁰Stanley Wall, "Young Farmer Programs are Needed," Agricultural Education Magazine, XXIX (October, 1956), 82.

¹¹James C. Atherton, "Young Farmer Education in Vocational Agriculture" (nonthesis study, University of Arkansas, Fayetteville, Arkansas, 1953), cited from United States Department of Health, Education and Welfare, Office of Education, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 256, Agricultural Series No. 66 (Washington, D.C.: United States Government Printing Office, 1956), p. 17.

¹²Wall, loc. cit.

¹³H. N. Hunsicker, Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers. Vocational Division

Orr¹⁶ recommended that purposes of the chapter include:

- a. To provide organized and systematic instruction for all young farmers of the community, based on the needs and interests of the individual members and the community.
- b. To assist the young farmers to become satisfactorily established in farming.
- c. To provide leadership training for the members.
- d. To promote community services needed in further developing the community.
- e. To provide recreational opportunities for the young farmers and their families.

Michigan data from the national young farmer study, however, rated "the formulation of self-directing formally organized local association" of little significance as a factor in influencing local programs of young farmer education.¹⁷

In the regional report of the cooperative study,¹⁸ 77 per cent of the veterans in each state indicated that members of the classes should form their own organizations to assume responsibility in planning and conducting educational programs. Ninety per cent of the teachers of vocational agriculture and veterans instructors in this study indicated the veterans should have their own organization.

Bulletin No. 262, Agricultural Series No. 67 (Washington, D.C.: United States Government Printing Office, 1956), p. 17.

¹⁴Hobgood, loc. cit.

¹⁵Wall, op. cit. p. 83.

¹⁶Kennett Eugene Orr, "Developing a Young Farmer Organization in Virginia" (unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, Virginia, 1952), p. 97.

¹⁷Meaders, loc. cit.

¹⁸Central Regional Conference on Research in Agricultural Education, Report of the Cooperative Study of Institutional On-Farm Training in the Central Region (Danville, Illinois: The Interstate Printers and Publishers, Inc., n.d.), p. 44.

In a study by Murray¹⁹ in which 170 teachers of successful young farmer programs responded, 60 per cent of the teachers had classes organized with officers and committees and 35 per cent reported operating young farmer associations.

The Mifflinburg, Pennsylvania Young Farmer Association²⁰ has been commended for its continued growth through fifteen years of operation. This group is an outstanding example of an effective association which began with a series of organizational events which no doubt contributed to the success of the group.

For some time, the author has entertained the idea of promoting a county wide young farmer program. Such a plan would involve larger numbers of young farmers in the program, thereby more interest.

Bender²¹ found in a study of 263 young farmers that young farmers usually prefer youth programs to be locally planned and organized, year round in scope, with some activities as a county or wider than county basis.

The following should be given consideration in organizing a county young farmer program according to Fridline:²²

1. All of the vocational agriculture teachers need to agree that a county group will meet the needs of the young farmers of their community.

¹⁹Murray and Biser, op. cit., p. 48.

²⁰Mifflinburg Young Farmers Handbook (University Park, Pennsylvania: Pennsylvania State University, 1955), p. 2.

²¹Ralph E. Bender, "Community Service Includes Young Farmers," Agricultural Education Magazine, XXVIII (August, 1955), 32.

²²C. R. Fridline, "We Are Trying a County Young Farmer Program," Agricultural Education Magazine, XXIX (October, 1956), 77.

2. The young farmers need to take the lead in securing membership and planning the activities that are to be carried out.
3. Where there are enough young farmers in a community, a county group probably is not necessary.
4. A definite communication system needs to be in operation to maintain a good attendance.

After conducting a county young farmer program, Fridline felt as though he had much success with such a program.

The results of a study conducted by the Ohio Agricultural Experiment Station²³ showed that there are many problems confronted by the young farmer's wife for which there is presently little organized help available. In his study, Hobgood²⁴ recommended provisions should be made for one, two, or more suppers where the wives can be invited.

Brum²⁵ mentioned that "consideration and help can be given to the problems of the wife as well as to those of the husband, in order that they may more effectively work together toward their common goals."

In offering education programs for the wives of young farmers, Bender²⁶ found that young farmers preferred a meeting planned and conducted for men and women separately, with some of the meetings through the year planned for combined groups.

The author has observed that some teachers of vocational agriculture combine young and adult farmers in a single program. Guiler²⁷

²³Herbert D. Brum, "Include the Young Farmer's Wife," Agricultural Education Magazine, XXIX (October, 1956), 84.

²⁴Hobgood, op. cit., p. 36.

²⁵Brum, loc. cit.

²⁶Bender, loc. cit.

²⁷Guiler, loc. cit.

found, in evaluating his adult and young farmer programs, that the interests and needs of young farmers in group discussions and social and recreational programs were sufficiently different from adult farmers to justify separate programs.

Hobgood²⁸ reported a case in which the young and adult farmers were combined because the instructor believed the young farmers benefit from the more experienced older farmers.

Bender²⁹ believed the problems of married young farmers differ enough from those of single men to warrant separate groups.

Needs³⁰ pointed out that a combined adult and young farmer class could be detrimental to the enrollment; "Several of the older men, and some of the younger farmers gave as their excuse for not attending regularly the fact that they felt out of place with the age group that made up the majority."

The results of studies conducted with rural young men in Kentucky show that young men under 19 years of age are not as definite in their plans to become established in farming as those over 19. Wall felt this indicated that the time spent with the older group would be more effective, and he pointed out the need for the teacher whose time is limited in the young farmer program to decide which groups to work with: young

²⁸Hobgood, op. cit., p. 26.

²⁹Bender, loc. cit.

³⁰Ralph E. Needs, "Development and Evaluation of the Young Farmer Program in Vocational Agriculture at Summit Station, Ohio, 1944-45" (unpublished Master's thesis, Ohio State University, Columbus, Ohio, 1955), p. 15.

men interested in a program, or try to interest the younger men in a program of systematic instruction.³¹

Ahalt³² reported findings which deal with the problem. In his survey of 23 county staffs, 35 per cent of them favored programs with mixed young and adult farmer groups, and 30 per cent favored young farmer groups alone.

Forty-three per cent of the veterans in the cooperative study³³ believed a combination of factors should be considered in grouping farmers in classes in schools having more than one class.

In organizing young farmer groups "it is important that a complete list be compiled of all young men between the ages of 16 and 30 residing on farms in the school area."³⁴ Cushman³⁵ found in his Vermont study, that a lack of knowledge by schoolmen of the number of young farmers who might be interested in a young farmer program was an important hindering factor to the program.

³¹Stanley Wall, The Need of Out-of-School Rural Young Men in Kentucky for Systematic Training in Farming, Bulletin of the College of Education (Lexington, Kentucky: University of Kentucky, 1955), pp. 102-103.

³²Louis F. Ahalt, "Interest of Young Farmers in Middletown Valley (Maryland) in Further Systematic Training in Agriculture." (unpublished nonthesis study, University of Maryland, College Park, Maryland, 1952), cited from United States Department of Health, Education and Welfare, Office of Education, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 251, Agricultural Series No. 63 (Washington, D.C.: United States Government Printing Office, 1953), p. 3.

³³Central Regional Conference on Research, op. cit., p. 45.

³⁴Hunsicker, op. cit., p. 20.

³⁵Cushman, op. cit., p. 641.

In organizing young farmer groups, Hunsicker³⁶ reported that 10 to 20 young farmers constitute a desirable class size. Many teachers of vocational agriculture are having problems organizing a class of this size. Wood³⁷ used key farmers to solve his enrollment problems.

According to Hunsicker³⁸, most successful teachers of young farmers claim that the young farmers themselves are the key to recruiting members.

As a result of his study, Wall³⁹ suggested that teachers who believe there are not enough young men in their district to justify attempting to organize a young farmer class should be motivated to study their district to locate the young men who are farming.

✓ Planning the Instruction. The author concluded that the success of a young farmer program depends largely upon the use of a planned instructional program.

Wall⁴⁰ pointed out the need for a planned program of instruction revealing in his study that 60 per cent of the young men who expected to become established in farming would attend a young farmer class if there was one available and designed to meet their needs.

³⁶Hunsicker, op. cit., p. 32.

³⁷C. B. Wood, "Securing Enrollment for Out-of-School Groups," Agricultural Education Magazine, XXVIII (June, 1956), 284.

³⁸Hunsicker, op. cit., p. 17.

³⁹Wall, op. cit., p. 115.

⁴⁰Ibid.

Sweany⁴¹ stated in his report on the evaluation of the institutional on-farm training program that the teacher should base the instruction on the problems farmers are facing.

Bender's⁴² study would indicate that young farmers have problems in the following areas: choosing a vocation, citizenship, becoming socially adjusted, preparation for marriage, home and family, health and physical, educational plans, moral and religious, and personal and social psychological problems.

Meaders⁴³, summarizing the Michigan data for the national young farmer study, indicated that single unit courses and a class planning committee had little significance in influencing local programs, and emphasizing individual farm and home planning had some significance.

The amount of time spent on the young farmer program appeared to be a factor to consider when conducting the program.

Hunsicker⁴⁴ reported that successful teachers of young farmers devote 2 to 4 hours in preparation for each class meeting.

In his study of 52 instructors, Ahalt⁴⁵ found that 33 per cent preferred a "current problems" course, 19 per cent preferred "farm mechanics" and 16 per cent preferred a "single enterprise" course.

⁴¹H. P. Sweany, The Institutional-on-Farm Training Program in Michigan with Implications for Adult Education, Research Bulletin No. 4 (East Lansing, Michigan: Department of Vocational Education, Michigan State College and Lansing, Michigan: State Board of Control for Vocational Education, 1953), p. 13.

⁴²Bender, loc. cit.

⁴³Meaders, loc. cit.

⁴⁴Hunsicker, op. cit., p. 32.

⁴⁵Ahalt, loc. cit.

Hunsicker⁴⁶ suggested the following procedure when deciding on the course content:

1. Survey of the resources and farming programs of the young farmers.
2. Establishment of the objectives by the group.
3. Development of a tentative outline of content by the teacher.
4. Consideration, modification, and approval of a revised outline for the content of instruction by the young farmer council.
5. Consideration, modification, and approval of the revised outline by the group.

Scheduling and Locating Courses. Regarding the number of meetings to be held and how often, Sweany⁴⁷ reported that veterans in Michigan preferred group meetings monthly during the busy season and weekly during the slack season.

The Central Region study of veterans revealed⁴⁸ that weekly meetings at the school were preferred; and that the veterans would rather hold classes every two weeks than monthly.

Atherton⁴⁹ found in his interviews with teachers and vocational agriculture supervisors that they felt classes should be held monthly or every other week, with fewer classes during busy season.

Murray's study⁵⁰ revealed that in the successful programs studied, 90 per cent of the classes were held in the local school. Ninety-seven

⁴⁶Hunsicker, op. cit., p. 28.

⁴⁷Sweany, op. cit., p. 23.

⁴⁸Central Regional Conference on Research in Agricultural Education, op. cit., p. 38.

⁴⁹Atherton, loc. cit.

⁵⁰Murray and Biser, loc. cit.

per cent of the teachers held meetings during evening hours and the two-hour class period was most popular.

Wells⁵¹ questioned 99 young men living in a school district and reported that most of them preferred meeting weekly for two hour periods during the off season. These men favored evening meetings for class instruction and afternoon meetings for shop instruction. They suggested September and November as the best months to begin a class, 43 per cent preferring September.

Michigan veterans⁵² thought farm mechanics sessions should be three hours long and class sessions two and one quarter hours long. The Central Region report⁵³ found that two hours were recommended for non-shop classes and three hours were recommended for farm mechanics classes.

Literature Reviewed in the Area of Conducting Young Farmer Programs

The second of the major areas of study in the young farmer program is the conducting of the program. For purposes of reporting the review of literature, the author has subdivided this area into (1) The

⁵¹John Hinton Wells, "A Study of the Need and Desire for a Young Farmer Class in the Bailey School District" (unpublished Master's thesis, North Carolina State College, 1953), cited from United States Department of Health, Education and Welfare, Office of Education, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 256, Agricultural Series No. 66 (Washington, D.C.: United States Government Printing Office, 1954), p. 99.

⁵²Sweany, op. cit., p. 23.

⁵³Central Regional Conference on Research in Agricultural Education, op. cit., pp. 40, 42.

teacher; (2) Preparation for the class; (3) Methods; (4) On-farm instruction; and (5) Social activities and special features.

✓ The Teacher. Hunsicker⁵⁴ pointed out that the teacher of vocational agriculture is the director of the young farmer program, even though he uses resource persons and educational aids extensively. Sweany's⁵⁵ report on veterans found that 78 per cent of the veterans studied rated the employment of qualified teachers of "much value" in improving instruction. In the cooperative study of the Central Region, both veterans and instructors rated the securing of qualified instructors the best means of improving instruction. The problem of qualified instructors for young farmers was encountered in several articles, one by John Heitz⁵⁶ who found nearly one half of the Nebraska instructors questioned felt they did not have sufficient training to teach adults, and Cushman⁵⁷ reported that teachers hesitated to conduct young farmer programs because they felt inadequate or out-of-date in their training. In case studies of nine teachers of well organized young farmer programs, Hobgood⁵⁸ found that the number of years of teaching experience did not seem to be a factor in the success of the program. Hunsicker⁵⁹ pointed out that good teaching and the sharing of members in the responsibilities

⁵⁴Hunsicker, op. cit., p. 31.

⁵⁵Sweany, op. cit., p. 10.

⁵⁶John J. Heitz, "Out-of-School Classes In Nebraska," Agricultural Education Magazine, XXVI (December, 1953), 146.

⁵⁷Cushman, op. cit., p. 642.

⁵⁸Hobgood, op. cit., p. 39-40.

⁵⁹Hunsicker, op. cit., p. 31.

for group meetings are key factors in successful young farmer programs; cooperation in conducting the program inspires a responsibility for maintaining it.

Preparation for the Class. Hunsicker⁶⁰ offered a group of suggested steps in preparing for group instruction:

1. Refer to the instructional calendar for the scheduled problem, or job, and check with the group for any changes or modifications.
2. Think through the problem and its relationship to each member's situation.
3. Decide upon the method of instruction best suited to the job or problem.
4. Select and secure resource person if needed.
5. Anticipate and list questions and related problems pertaining to the job or problem.
6. List conclusions or decisions that should result from the instruction.
7. Obtain or prepare appropriate charts, experimental data and other teaching aids.
8. Plan the agenda and the instructional procedure.
9. Discuss such program features as the business session and the social period with the chairman of the group or with the members responsible for them.

He offered further suggestions for conducting group meetings properly:

1. Begin and close on time.
2. Have the class room or shop clean and equipment properly arranged.
3. Provide proper ventilation, good lighting, adequate heat, and comfortable seats informally arranged.

⁶⁰Hunsicker, op. cit., p. 33.

4. Make all members feel welcome and a part of the group.
5. Conduct the meetings with dispatch yet with consideration and courtesy to all.
6. Encourage everyone to speak loud enough to be heard.
7. Encourage all members to participate.
8. Distribute copies of the conclusions of previous meetings.

Hobgood⁶¹, reporting from his case studies, found that the first meeting was used to get acquainted, set meeting dates, and time of meeting. Topics for class discussion were determined by the young farmers present, and the remainder of the period was used for an interesting demonstration, discussion, or an agricultural movie.

In the matter of course content, as a result of his Iowa study of 73 instructors and 200 farmers in 1946, Strong⁶² reported that courses on current farm problems had larger enrollment, greater average attendance, and more persistent attendance than one or two unit courses. He found that 67 per cent of evening schools were "current problems" and that 67 per cent of the instructors favored them. Eighty-seven per cent of the farmers favored "current problems."

Hobgood⁶³ listed the key points that the teachers interviewed felt were essential to a successful program.

⁶¹Hobgood, op. cit., p. 4.

⁶²Wayne D. Strong, "Types of Courses and Use of Speakers in Agricultural Evening Schools" (unpublished Master's thesis, Iowa State College, 1946), cited from United States Office of Education, Federal Security Agency, Summaries of Studies in Education, Vocational Division Bulletin No. 237, Agricultural Series No. 57 (Washington, D.C.: United States Government Printing Office, 1948), p. 97.

⁶³Hobgood, op. cit., p. 22.

Class centered on students' problems

Group helped organize class

Good supervised practice program

Interest in farm mechanics

Student participation in class discussions

Interest in new information

A well-balanced program

Interest by teacher

Demonstration projects

Planning program before contacting students

Recreational program with families

Cooperation of school board

Advertisement of program

The foregoing items could be utilized as a check list for use in organizing a local program.

Methods. Hunsicker⁶⁴ advised that each teacher use the method or combination of methods best adapted to his class and the particular problem or job under consideration when determining the best method of conducting the instruction.

Murray⁶⁵ found that the five teaching methods reported most frequently used were discussion, visual aids, lectures, demonstration, and guest speaker, and that 81 per cent of the teachers questioned taught less than 100 per cent of their classes.

⁶⁴Hunsicker, op. cit., p. 33.

⁶⁵Murray and Biser, loc. cit.

From Sweany's⁶⁶ report of the evaluation of institutional-on-farm training program, 75 per cent of the veterans rated demonstrations "good" methods of teaching and 73 per cent rated discussions "good" methods. Eighty-five per cent of the teachers rated demonstrations "good" methods of teaching and 87 per cent rated discussions "good" methods.

Successful young farmer programs in the past have provided a wide range of group experiences for the members and have helped them solve their farm problems. Young farmers need, appreciate, and enjoy:

1. Participating in group discussions, demonstrations, and other types of self-expression.
2. Developing leadership abilities in:
 - a. Conducting meetings.
 - b. Serving as an officer.
 - c. Serving on important committees.
 - d. Conducting elections.
 - e. Using parliamentary procedures.
3. Participating directly and democratically in the affairs of the group.
4. Functioning as an organized group.
5. Assuming responsibility for group functions.
6. Being recognized for achievements.
7. Participating in community service projects.
8. Participating in social and recreational activities as time permits.
9. Participating in tours and field trips.
10. Gaining status and recognition in a farm organization.
11. Cooperating with other persons, groups and organizations.
12. Participating in contests, fairs, and agricultural events.⁶⁷

⁶⁶Sweany, op. cit., p. 24.

⁶⁷Hunsicker, op. cit., p. 63.

Murray and Ahalt⁶⁸ found that of the major types of instructional methods preferred by farmers, group discussion was preferred by 29 per cent and speaker and discussion by 22 per cent.

The study of the development of the young farmer program at Summit Station, Ohio, conducted by Needs⁶⁹ found that the young farmers preferred a varied instructional program rather than all lectures, panels, or group discussion. All the young farmers rated tours a valuable part of the program. Forty per cent of them rated movies of much value, and 60 per cent rated the agricultural library of much value. Nearly 27 per cent of the Summit Station young farmers indicated shop tools and equipment of much value, and 26.7 per cent also rated it of little value.

Data reported by Meaders⁷⁰ rated the "use of field trips, tours, field days as a variety of teaching method" more than significant in influencing young farmer programs.

Cushman⁷¹ recommended avoiding supervised study, notebook work, recitation, and lectures. Hunsicker⁷² reported that reading or study periods during meetings are not common, but if they are held they should be properly motivated and supervised.

⁶⁸Ray A. Murray and Arthur M. Ahalt, The Possibilities of Systematic Education for Young and Adult Farmers in Maryland, Part IV, Survey of Farmers in Selected Communities. Miscellaneous Publ. 208 (College Park, Maryland: University of Maryland, Agricultural Experiment Station, 1954), p. 79.

⁶⁹Needs, op. cit., p. 26.

⁷⁰Meaders, loc. cit.

⁷¹Harold R. Cushman, "The Vo-Ag Teacher Is the Key," Better Farming Methods, XXVII (October, 1955), 23.

⁷²Hunsicker, op. cit., p. 37.

In the cooperative study of the institutional on-farm instruction program in the Central Region, veterans rated various techniques regarding their value in instructing. They rated demonstrations highest, field trips second, motion pictures third, and wire and tape recordings lowest.⁷³ The same veterans rated bulletins and circulars highest in value as references for adult courses. United States Department of Agriculture bulletins and circulars ranked second. Teachers of vocational agriculture and the veterans instructors agreed with the veterans ratings. Bulletins from other colleges had the least value for all the groups. Teachers of vocational agriculture in this study gave their highest score to the use of the blackboard as a visual method, with demonstrations second, and field trips third.

Hunsicker⁷⁴ commented, "Instruction is made more effective by the extensive use of teaching aids." He went on to discuss the wide possibilities of the use of printed materials, the use of visual aids, and resource persons.

Strong⁷⁵ found in his Iowa study that instructors with longer experience use fewer speakers. There was an average of four outside speakers used in "current problems" courses and two outside speakers used in unit courses. He discovered that the enrollment, average attendance, and persistancy of attendance increased as the number of

⁷³Central Regional Conference on Research in Agricultural Education, op. cit., p. 49.

⁷⁴Hunsicker, op. cit., p. 37.

⁷⁵Strong, loc. cit.

meetings with outside speakers increased. One half of the teachers favored two or three meetings with outside speakers, while over one half of the farmers wanted four to five meetings utilizing speakers. However, data from Meader's⁷⁶ study rates the use of resource persons and outside speakers of little significance in influencing local programs, in the opinions of the teachers questioned. Young farmers at Summit Station, Ohio, requested the use of resource speakers at from 30 per cent to 75 per cent of the meetings with an average of 45 per cent.⁷⁷

Sweany's report⁷⁸ revealed that the veterans preferred teachers who devoted their full time to adult farmers. He found it significant that special teachers were most acceptable to farmers. Seventy-four per cent of the Michigan veterans thought the Soil Conservation Service should assist the schools in the adult education programs and 80 per cent of the teachers thought the Cooperative Extension Service should be used. It was found that the Soil Conservation Service, Michigan State University, and the Cooperative Extension Service were used more than other agencies in the training of veterans.

The cooperative study covering the Central Region⁷⁹ reported that veterans expressed their belief that the agricultural agency which could be of the greatest help to the educational program was the Soil Conservation Service. Teachers of vocational agriculture agreed with

⁷⁶Meaders, loc. cit.

⁷⁷Needs, op. cit., p. 29.

⁷⁸Sweany, op. cit., p. 29.

⁷⁹Central Regional Conference on Research in Agricultural Education, op. cit., p. 60.

this, while the veterans instructors felt the Cooperative Extension Service could be of the most assistance.

✓On-Farm Instruction. Individual on-farm instruction is a most important part of conducting the young farmer program. Nearly 87 per cent of the enrollees in the Summit Station study rated home visitations as being of much value.⁸⁰ Guiler⁸¹ found that 76 per cent of the farmers interviewed believed that teacher visits were of much value; 80 per cent indicated that teacher visits should be every three months or more frequent. Teachers and veterans surveyed in the regional and national studies rated individual instruction on the farm nearly as valuable as classroom instruction.⁸² Thirty-four per cent of the Michigan veterans thought 25 per cent of their time should be spent in on-farm instruction and 34 per cent of the teachers expressed the same thought. Forty-three per cent of the veterans and 40 per cent of the teachers thought on-farm instruction should be monthly. A high percentage of veterans and teachers thought the farmer should know when the teacher would be making the visit. Hunsicker⁸³ advised that the success of on-farm instruction depended largely upon the arrangements made in regard to the time involved in the job that is to be done or the decisions to be made. He also said that the teacher should make a special point of

⁸⁰Needs, op. cit., p. 27.

⁸¹Gilbert Samuel Guiler, "An Evaluation of the Young and Adult Farmer Program at Canal Winchester, 1950-51" (unpublished Master's thesis, The Ohio State University, Columbus, Ohio, 1951), cited from United States Department of Health, Education and Welfare, Office of Education, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 251, Agricultural Series No. 63 (Washington, D.C.: United States Government Printing Office, 1953), p. 35.

⁸²Sweany, op. cit., p. 17.

⁸³Hunsicker, op. cit., p. 46.

praising the young farmer's accomplishments each time a visit is made.

A large per cent of veterans in ten states preferred 35 to 50 hours of on-farm instruction, with teachers of vocational agriculture and veterans instructors in agreement. Veterans also indicated that farmers would prefer on-farm instruction once a month rather than twice a month and weekly rather than every other month.⁸⁴ Needs found that the Summit Station young farmers desired an average of 5.4 visits per year.⁸⁵

The report of the cooperative study of the Central Region showed classroom instruction of more value to the veterans in each state than either small group or individual on-farm instruction.⁸⁶

Financing. Although the young farmer program is now financed through the combined aid from national, state, and local funds, there has been a recent move to reduce the amount of financial aid granted to vocational education. Guiler⁸⁷ found that 60 per cent of the farmers studied reported that adult education should be financed by public funds similar to elementary and high schools. Over 75 per cent of Michigan veterans indicated they were willing to pay tuition to finance adult education programs.⁸⁸ Over 53 per cent of the veterans queried in the Central Region study indicated their willingness to pay taxes for a local

⁸⁴Sweany, op. cit., p. 23.

⁸⁵Needs, op. cit., p. 28.

⁸⁶Central Regional Conference on Research in Agricultural Education, op. cit., p. 20.

⁸⁷Guiler, loc. cit.

⁸⁸Sweany, op. cit., p. 19.

adult education program. Twenty-seven per cent recommended federal funds would be the best single source of financial aid for future programs of adult farmers. Nineteen per cent recommended combined federal and state aid and 5.33 per cent recommended state aid. Only 1.67 per cent recommended that the local school finance future programs. Fifty-seven per cent of the veterans felt it advisable to use tax money for adult education and 82 per cent of the veterans instructors and 90 per cent of the teachers of vocational agriculture responded that tax monies should be used for adult education work.⁸⁹

Teachers and Teacher Time. Teachers of vocational agriculture reported that the difficulties encountered in conducting a young farmer program arose primarily from the lack of time teachers and members devoted to the program.⁹⁰ Atherton⁹¹ reported insufficient time as a major reason for not conducting out-of-school classes, and Ahalt⁹² found that 58 per cent of the teachers studied lacked the time to conduct young farmer or adult farmer programs with non vocational high school classes the greatest deterrent. Most young farmer programs are begun by the teacher devoting extra time to them. As the program begins functioning and does so successfully, the administration will usually cooperate by relieving the teacher of some of his day school duties.⁹³

⁸⁹Central Regional Conference on Research in Agricultural Education, op. cit., pp. 64-68.

⁹⁰Orr, op. cit., p. 91.

⁹¹Atherton, loc. cit.

⁹²Ahalt, loc. cit.

⁹³Hunsicker, op. cit., p. 13.

State supervisors expressed their belief that part of the school day should be set aside for young farmer work, but only one fourth of the school administrators felt such a practice feasible in their schools.⁹⁴ Clark's findings indicated that where high school enrollment is 25 or less, a half-day could be spent on adult farmer work. When the high school enrollment reaches 60, additional teaching personnel should be considered.⁹⁵ Hunsicker advised that scheduling high school classes in vocational agriculture so that specific time is available to the teacher of the young farmer is a desirable way for a school to make provisions for a teacher to conduct a successful program.⁹⁶

Social Activities and Special Features. When questioned by Atherton,⁹⁷ teachers, supervisors, and administrators felt that social and recreational activities should be included in the young farmer program, but some thought it was inadvisable to combine them with regular classwork. In 1952, Orr⁹⁸ found that to keep the young farmer interested, he must have something interesting to work on and some type of recreation in conjunction with his work. Recreational activities as a part of the young farmer program were rated by 75.3 per cent of the young farmers as of "much value" when questioned by Needs.⁹⁹

⁹⁴Atherton, loc. cit.

⁹⁵Loy R. Clark, "Selected Practices and Policies for Promoting Adult and/or Young Farmer Education in Ohio" (unpublished Master's thesis, Ohio State University, Columbus, Ohio, 1953), cited from United States Department of Health, Education and Welfare, Office of Education, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 253, Agricultural Series No. 64 (Washington, D.C.: United States Government Printing Office, 1954), p. 13.

⁹⁶Hunsicker, op. cit., p. 13.

⁹⁷Atherton, loc. cit.

⁹⁸Orr, op. cit., p. 39.

⁹⁹Needs, op. cit., p. 37.

Veterans questioned in Michigan indicated that 32 per cent preferred trips and tours; 26 per cent, family programs; 23 per cent, banquets; and 23 per cent, refreshments.¹⁰⁰

Meaders reported data rating the stress of social and recreational phases of the group's activity a very significant factor in influencing local young farmer programs.¹⁰¹ Murray and Biser¹⁰² found that two thirds of the teachers of successful programs he questioned had provisions for recreation.

Literature Reviewed in the Area of Evaluating the Young Farmer Program

✓ Methods of Evaluating. "Evaluation can be done by an interview, question and answer period, or a written form or questionnaire. In some cases evaluation may be done merely by observing the improvements or changes made by the enrollees."¹⁰²

Schroeder¹⁰³ has organized a group of check lists designed to help evaluate an adult education program. These include: (1) Clientele Served, (2) Flexibility of Schedule, (3) Methods of Instruction, (4) Coordination, (5) Cooperation, (6) Results, and (7) Total Program. He

¹⁰⁰Sweany, op. cit., p. 26.

¹⁰¹Meaders, loc. cit.

¹⁰²Murray and Biser, loc. cit.

¹⁰³Needs, op. cit., p. 24.

¹⁰⁴W. P. Schroeder, Helps for Evaluating Programs of Adult Education in Vocational Agriculture, Professional Series Bulletin No. 3, Bureau of Research and Service (East Lansing, Michigan: Michigan State University, 1955), p. 27.

felt that those concerned with vocational agriculture in adult education should find the criteria "rural clientele served," "flexibility," "results," "methods," "coordination," and "cooperation" acceptable bases for evaluation. He rated the following of less value: "relative size of program," "percentages of attendance," "maintenance of activities," and "activities materializing."

Schroeder concludes:

1. Evaluation is a part of instructional planning and teaching.
2. Many individuals are needed to make a meaningful evaluation of a program.
3. Self analysis by class members, with or without the help of the teacher, is effective in reviewing a program, and should be clearly recognized as an important part of evaluation.
4. Both the educational and agricultural results of instruction are significant.
5. Some closely related (evaluation) practices are scattered throughout the rank order list, judgment is needed in selecting and implementing them.

In national and regional studies, veterans programs were evaluated by the change in farming status, increase in net worth, improvement of the home and family living, and participation in community activities.¹⁰⁵

The Michigan study of veterans revealed that 96 per cent of the veterans were better established in farming, and that the educational programs have helped others not participating in the veterans program.¹⁰⁶

¹⁰⁵Sweany, op. cit., p. 11.

¹⁰⁶Sweany, op. cit., p. 9.

The Central Region's cooperative study found that over 50 per cent of the veterans in nine states indicated that student progress should be measured by the number of new and improved practices applied on the farm; 51 per cent of the veterans instructors agreed as did 60 per cent of the teachers of vocational agriculture.¹⁰⁷

Factors Which Hinder Programs. In evaluating the young farmer program, one arrives at that perplexing problem of identifying the factors which are hindering the program from attaining a greater degree of success. Heitz¹⁰⁸ found that the factors which had a marked effect on the number of out-of-school classes were: (1) instructor's preference, (2) instructor's lack of training, (3) lack of time, (4) lack of community surveys, (5) lack of publicity, (6) the indifferent attitude of the administration.

Cushman¹⁰⁹ identified several probably hindering factors which were supported by evidence strong enough for assumption but not proof: Local citizens did not realize the potentiality of the program, inadequate training of teachers in determining needs and program planning, and inadequate training in methods of group instruction.

¹⁰⁷Central Regional Conference on Research in Agricultural Education, op. cit., p. 28.

¹⁰⁸John J. Heitz, "An Analysis of Certain Selected Factors Which May or May Not Affect the Number of Out-of-School Classes in Vocational Agriculture in Nebraska" (unpublished Master's thesis, University of Nebraska, Lincoln, Nebraska, 1953), cited from United States Department of Health, Education and Welfare, Department of Education, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 256, Agricultural Series No. 66 (Washington, D.C.: United States Government Printing Office, 1954), pp. 42-43.

¹⁰⁹Cushman, op. cit., pp. 641-642.

Summary

The author found in his reading that there was a great deal of agreement in the practices used in organizing, conducting, and evaluating young farmer programs. These practices, advocated by most of those in the field, are basically the items used in the author's schedule.

The reader may have observed, as the author did, that very few deviations occur in the practices used. The "pilot program" as discussed earlier in the manuscript takes on added stature when one realizes that from it may come the innovations essential to a growing and influential program.

In several instances, the ideas of young men were contrary to those expressed by instructors. Perhaps these ideas are the clues to more successful young farmer programs in the future.

CHAPTER III

DESIGN OF THE STUDY

This chapter will explain how the study was conducted. It will include the kinds of data obtained from the teachers, the sources of the data, the methods of securing the data, and the analysis of the data obtained from the teachers of vocational agriculture.

Kinds of Data

The author felt that for his purposes, this study would be best accomplished by the use of an evaluative schedule. This would enable him to reach the greatest number of teachers and acquire a uniform set of data.

In preparation for carrying out the proposed study, a schedule was prepared similar to the one used in gathering the data for the report of the study of adult farmer classes in the Central Region.¹ This revised schedule was used to evaluate practices used by teachers in organizing, conducting, and evaluating young farmer programs in Michigan. After evaluating the practices it was hoped that it would be possible to identify some practices that would contribute to promoting successful young farmer programs.

¹Harold M. Byram, Harry W. Kitts, and Lloyd J. Phipps, Organizing, Conducting, and Evaluating Adult Farmer Courses in the Central Region, Bureau of Research and Service, College of Education (East Lansing, Michigan: Michigan State University, 1955).

Sources of Data and Methods of Securing Data

Schedules A and B were sent to forty teachers conducting young farmer programs during the school year 1955-56. Schedule A had 86 practices to be evaluated and schedule B had 85 practices to be evaluated, all of which pertained to organizing, conducting, and evaluating young farmer programs. Due to the fact that there were not many young farmer programs to evaluate, it was necessary to send both schedules to each teacher. The increased time needed to complete both schedules possibly contributed to only 75 per cent of the teachers returning the schedules. Two of the schools had a change of teachers and one teacher was not in the profession at that time. The study was limited to the young farmer programs in the state of Michigan.

There were 43 separate young farmer programs in 39 schools, and the 42 teachers conducting the young farmer programs were identified by the Michigan State Department of Public Instruction. The schools conducting young farmer programs during that period will be found in the Appendix along with a list of the 30 schools returning schedules A and B.

In order to obtain a higher return, personal contacts were made by telephone. This brought about the return of more schedules.

Analyses of the Data

The practices in Schedules A and B were evaluated on the basis of: (1) value placed on them by teachers and (2) the per cent of teachers using the practices. It was hoped that as a result of this evaluation we would be able to identify practices (1) used and valued highly, (2) used with little agreement regarding their value, (3) used and discontinued, (4) not used, and (5) used by a few teachers but rated highly.

In determining the value of the practices, the following rating value was used:

3 = Much value

2 = Some value

1 = Uncertain

0 = No value

For each response to a practice this rating scale was used and an average of all responses was determined. This average was used in comparing practices with each other.

The percentage of teachers using the practices was determined on the bases of those who responded to the schedule. Some practices had "no reply" and were not included in determining the per cent of teachers using a practice.

The data will be analyzed in the following areas of the study:

(1) Administration and Policy, (2) Public Relations, (3) Planning a Program, (4) Organizing Class Groups, (5) Planning the Instruction, (6) Scheduling and Locating Courses, (7) Conducting Classes, (8) Conducting On-Farm Instruction, (9) Financing, (10) Providing Teachers and Teacher Time, (11) Supervising Special Teachers, (12) Evaluating, and (13) Social Activities and Special Features.

CHAPTER IV

FINDINGS OF THE STUDY

Criteria for Reporting the Findings

In each of the thirteen areas under study, the author has indicated those practices rated 2.5 or higher and those practices which are used and valued highly, are promising, and are not recommended in accordance with the criteria established.

Practices Used and Valued Highly. In Tables II through XIV, the practices used and valued highly are indicated by a bar following the practice. The criteria for these practices are (1) 50 per cent or more of the respondents used the practice, (2) the respondents valued it 2.5 or higher.

Promising Practices. In Tables II through XIV, the promising practices are indicated by a bar following the practice. The practice is indicated by a single asterisk if 16 to 50 per cent of the respondents used the practice and gave the practice a value rating of 2.5 or higher.

Practices Not Recommended. In Tables II through XIV, the practices not recommended are indicated by a double asterisk. These practices have been used by less than 16 per cent of the respondents and they placed a value rating of 2.5 or higher on them.

The practices that had a value rating less than 2.5 and were considered less valuable by teachers will be found in the appendix. The practices added to the Schedules by the teachers will also be found in the appendix.

Analysis of the Findings According to the Areas of the Schedules

The findings of the study are divided into the thirteen areas of teacher activity.

Administration and Policy. The practices which were valuable and used by teachers were related to obtaining the approval of the

TABLE II

VALUABLE PROCEDURES OF ADMINISTRATION AND POLICY IN YOUNG FARMER PROGRAMS

	Teachers Rating	Practice	Per Cent of Teachers Using
2.81	xxxxxxxxxx	Secure administrative approval for program	xxxxxxxxxx 93.
2.69	xxxxxxxxxx	Avoid conflicts with all-school activities	xxxxxxxxxx 96.7
2.67	xxxxxxxxxx	Have a policy statement from the Board of Education*	xxxx 30.
2.67	xxxxxxxxxx	Offer course for any group requesting them*	xxx 20.
2.56	xxxxxxxxxx	Coordinate meetings and courses with other agencies	xxxxxxxxxx 90.
2.55	xxxxxxxxxx	Keep the Superintendent and/or Principal informed.	xxxxxxxxxx 96.7

*Promising practices valued but not in common usage.

administrator and the avoidance of conflicts with other previously planned educational meetings of the school or other agricultural education agencies.

Other practices which may be as valuable relate to having a definite policy statement made by the Board of Education and to the offering

of classes to organized groups of young farmers.

Of less importance as viewed by the teachers were practices involving the administrator or principal in meetings of the class or in a final session of a course.

Public Relations. Of the many media used in public relations activities, personal contact was utilized by all the teachers, who considered it the most valuable approach.

TABLE III
VALUABLE PROCEDURES OF PUBLIC RELATIONS
IN YOUNG FARMER PROGRAMS

	Teachers Rating	Practice	Per Cent of Teachers Using
2.93	xxxxxxxxxxx	Use personal contact	xxxxxxxxxxx 100.
2.74	xxxxxxxxxxx	Use circular letter or boxholder postcards	xxxxxxx 63.3
2.65	xxxxxxxxxxx	Use telephone	xxxxxxxxxxx 76.7
2.63	xxxxxxxxxxx	Use local papers for announcements	xxxxxxxxxxx 93.1
2.56	xxxxxxxxxxx	Notify public of ad- ministrative approval	xxxxxxx 55.

Some of the other valuable practices which were used by teachers were using circular letters, boxholder cards, telephone, local newspaper, and notifying the public of administrative approval.

Posters, handbills, school paper, and the local radio station were of less importance in reaching the public as viewed by the teacher.

Planning a Program. Teachers used a number of practices in planning a young farmer program. Over one half of the practices to be

evaluated were used, which was a higher number than in most of the other areas of organizing, conducting, and evaluating young farmer programs.

Teachers have made use of an advisory group to help plan the content of the instruction and consider this practice valuable. Most teachers felt that offering a "unit" course was also valuable.

TABLE IV
VALUABLE PROCEDURES IN PLANNING A PROGRAM
FOR YOUNG FARMERS

Teachers Rating		Practice	Per Cent of Teachers Using	
2.71	xxxxxxxxxxx	Offer courses for various groups on basis of need.	xxxxxxx	56.7
2.62	xxxxxxxxxxx	Use an advisory committee or council	xxxxxxx	53.3
2.61	xxxxxxxxxxx	Extend important courses more than one year	xxxxxxx	62.1
2.54	xxxxxxxxxxx	Offer "unit" courses, not unrelated topics	xxxxxxxxxxx	86.7

Practices of less importance were: Determining the objectives, planning a long time program, and using formal surveys.

Organizing Class Groups. Michigan teachers did not utilize many of the extensive numbers of practices available in organizing young farmer programs. This may be so because the use of the personal approach proved to be so successful that the teachers did not attempt a variety of practices. Conducting a course in cooperation with business establishments was also considered valuable.

Another practice which may be as valuable is inviting the entire community to special meetings of the course.

TABLE V
VALUABLE PROCEDURES IN ORGANIZING CLASS GROUPS
OF YOUNG FARMERS

	Teachers Rating	Practice	Per Cent of Teachers Using
2.79	xxxxxxxxxxx	Use personal contact to recruit members	xxxxxxxxxxxxx 96.5
2.69	xxxxxxxxxxx	Conduct courses in con- nection with a business establishment	xxxxxxx 53.3
2.5	xxxxxxxxxxx	Invite the Community to special meetings*	xxxxxxx 46.7

*Promising practices valued but not in common usage.

The teachers evaluated other practices but rated these of less importance in organizing class groups. Using leading farmers, telephones, announcements at events, high school students, and an advisory committee were those used to recruit members.

Planning the Instruction. Several of the practices which were valuable and used by teachers were related to giving the class member a part in deciding upon the content of the course, using advisory committees, surveying the class members, and discussing the possible course content on the farms of the members.

Some practices which may be valuable were related to using consultants in planning the instruction and integrating the high school and young farmer course content.

Of less importance as viewed by the teachers was organizing the course content on a seasonal basis. Teachers also suggested that a

TABLE VI
VALUABLE PROCEDURES IN PLANNING THE INSTRUCTION
FOR YOUNG FARMERS

	Teachers Rating	Practice	Per Cent of Teachers Using
2.84	xxxxxxxxxxx	Confer with advisory Committee	xxxxxxx 56.7
2.79	xxxxxxxxxxx	Survey members' in- terests to determine content	xxxxxxxxxxx 96.7
2.68	xxxxxxxxxxx	Have class select content from list of problems	xxxxxxxxxxx 73.3
2.67	xxxxxxxxxxx	Interview members on farm regarding course content	xxxxxxxxxxx 100.
2.67	xxxxxxxxxxx	Schedule films, slides, in advance of course	xxxxxxxxxxx 85.7
2.67	xxxxxxxxxxx	Use ag. agencies as consultants in planning content*	xxxxxx 40.0
2.57	xxxxxxxxxxx	Use consultant in plan- ning the instruction*	xxxxxxx 46.7
2.5	xxxxxxxxxxx	Integrate content of high school and young farmers*	xxxxxx 41.4

*Promising practices valued but not in common usage.

valuable practice was allowing the members of the first class session to determine the content of the course.

Scheduling and Locating Courses. A majority of the teachers used ninety minute discussion periods, conducted 15-20 meetings per year, and held the young farmer meetings in the high school. These practices were also viewed by the teachers as valuable practices.

TABLE VII
VALUABLE PROCEDURES OF SCHEDULING AND
LOCATING COURSES FOR YOUNG FARMERS

	Teachers Rating	Practice	Per Cent of Teachers Using	
2.83	xxxxxxxxxxx	Hold meetings in a neighborhood location*	xxx	20.7
2.8	xxxxxxxxxxx	Conduct a course or over 20 meetings a year*	xx	19.2
2.78	xxxxxxxxxxx	Limit discussion meetings to 90 minutes	xxxxxxxxx	60.0
2.7	xxxxxxxxxxx	Conduct a course of 15 to 20 meetings a year	xxxxxxxxx	71.4
2.62	xxxxxxxxxxx	Hold meetings in the high school only	xxxxxxxxxxx	86.7
2.58	xxxxxxxxxxx	Conduct a course of 10 to 15 meetings a year	xxxxxxx	50.0

*Promising practices valued but not in common usage.

Valuable practices which were not used by many teachers were holding meetings in locations other than the school and conducting over 20 meetings per year.

Some of the practices thought to be of less importance were holding meetings in the homes of class members, conducting a year around program, and holding some class meetings during the day.

Some additional suggestions by the teachers were limiting shop periods to 180 minutes and holding meetings in the barn on field trips.

Conducting Classes. Of the practices offered for evaluation, almost one half were reported used and considered valuable. Nearly all of the practices which were valuable were used by a majority of the

teachers. The practices which were valuable and used by teachers were related to the first meeting, classroom, and class discussion.

TABLE VIII
VALUABLE PROCEDURES IN CONDUCTING CLASSES
FOR YOUNG FARMERS

	Teachers Rating	Practice	Per Cent of Teachers Using
2.93	xxxxxxxxxxxx	Base discussions on the problems of members	xxxxxxxxxxxx 100.
2.9	xxxxxxxxxxxx	Discuss proposed plans at the first meeting	xxxxxxxxxxxx 100.
2.88	xxxxxxxxxxxx	Start and stop meetings on time	xxxxxxxxxx 83.3
2.86	xxxxxxxxxxxx	Use local situations as examples	xxxxxxxxxxxx 100.
2.83	xxxxxxxxxxxx	Use local data in class discussions	xxxxxxxxxxxx 96.7
2.82	xxxxxxxxxxxx	Use members in determining class objectives	xxxxxxxxxxxx 93.3
2.81	xxxxxxxxxxxx	Introduce class members at the first meeting	xxxxxxxxxxxx 93.1
2.8	xxxxxxxxxxxx	Conduct group discussion type meetings	xxxxxxxxxxxx 100.
2.79	xxxxxxxxxxxx	Use demonstrations	xxxxxxxxxxxx 96.7
2.78	xxxxxxxxxxxx	Give some information about each member	xxxxxxxxxx 79.0
2.77	xxxxxxxxxxxx	Provide table space for all members of the group	xxxxxxxxxxxx 100.
2.77	xxxxxxxxxxxx	Use technical experts as resource persons	xxxxxxxxxxxx 89.7
2.74	xxxxxxxxxxxx	Assist in formulating plans of action	xxxxxxxxxxxx 93.2
2.74	xxxxxxxxxxxx	Hold teacher's opinions until group gives theirs	xxxxxxxxxxxx 90.0

TABLE VIII (continued)

	Teachers Rating	Practice	Per Cent of Teachers Using
2.73	xxxxxxxxxxx	Ask provocative questions to draw group problems	xxxxxxxxxxxxx 100.
2.69	xxxxxxxxxxx	Call class members by their first names	xxxxxxxxxxxxx 100.
2.68	xxxxxxxxxxx	Use members' farm records for determining content	xxxxxxx 63.3
2.65	xxxxxxxxxxx	Have all-day students give demonstrations	xxxxxxx 66.7
2.63	xxxxxxxxxxx	Provide seats so all can see the others	xxxxxxxxxxxxx 90.0
2.62	xxxxxxxxxxx	Take time to summarize frequently	xxxxxxxxxxxxx 100.
2.62	xxxxxxxxxxx	Conduct "work shop" type meetings*	xxxxxxx 46.4
2.58	xxxxxxxxxxx	Have members indicate practices they will adopt	xxxxxxxxxxxxx 82.8
2.56	xxxxxxxxxxx	Use visual aids frequently	xxxxxxxxxxxxx 93.2
2.54	xxxxxxxxxxx	Put members on some committee during course*	xxxxx 43.3
2.53	xxxxxxxxxxx	Pass out an outline to help stay on the subject	xxxxxxx 56.7
2.5	xxxxxxxxxxx	Have group analyze discussion for accomplishment	xxxxxxx 62.1

*Promising practices valued but not in common usage.

Much general agreement appeared in the approach to the first class meetings. Members were introduced, some information about each member was offered, and plans were discussed in most of the programs reported.

The atmosphere of the meeting was aided, in most instances, by providing table space for everyone, addressing members by their first names, and seating them so they can see each other. The factors were considered important by the teachers using them.

Nearly all the teachers surveyed indicated that they used members in determining class objectives and used local data and situations in class. These items were considered of value, as was the use of members' problems as the discussion basis. This practice was used by the entire group responding. Demonstrations were commonly used, as were visual aids and technical experts. All teachers used the group discussion type of meetings and rated it valuable.

In the class meeting, nearly all the teachers reported using practices that were designed to include the class members in the meeting and to give the group an opportunity to express themselves.

Most teachers did not use class members on committees as much as possible or conduct "work shop" type meetings, but those who did regarded it highly.

Of less importance as viewed by the teachers were practices related to teaching methods of role playing, the preliminary ungraded examination, forums, the use of non-class farmers as discussion leaders, and recorded outside speeches. A small number conducted supervised study, with those who used it placing some value on it.

Nearly all the teachers reported that they passed out educational materials and considered it a practice of some value.

Other practices of less importance were using class members to present demonstrations, maintaining suspense regarding solution of the problem, asking direct questions of individuals, and using speakers and forums. One teacher suggested the use of tours for some meetings as a valuable practice from his point of view.

Conducting On-Farm Instruction. There were a number of practices which were reported valuable by a high percentage of the teachers. They

TABLE IX
VALUABLE PROCEDURES IN CONDUCTING ON-FARM
INSTRUCTION FOR YOUNG FARMERS

	Teachers Rating	Practice	Per Cent of Teachers Using	
2.82	xxxxxxxxxxx	Provide on-farm instruction during course	xxxxxxxxxxx	93.3
2.81	xxxxxxxxxxx	Visit enrollees before the first course meeting	xxxxxxxxxxx	86.7
2.79	xxxxxxxxxxx	Use field trips, tours, or field days	xxxxxxxxxxx	80.0
2.71	xxxxxxxxxxx	Give priority to those needing the most help	xxxxxxxxxxx	93.3
2.68	xxxxxxxxxxx	Take helpful materials along on all farm visits	xxxxxxxxxxx	93.3
2.65	xxxxxxxxxxx	Promote demonstrations on members' farms	xxxxxxx	66.7
2.5	xxxxxxxxxxx	Have class visit each member's farming program*	xxxx	33.3
2.5	xxxxxxxxxxx	Provide bus for field trips transportation*	xxx	26.7

* Promising practices valued but not in common usage.

provided on-farm instruction while the course was in progress, visited young farmers before the first meeting of the course, used tours, field trips, field days, and took helpful materials along on farm visits.

When the teachers lacked time to spend with all young farmers, the teacher gave priority to those needing the most help.

A practice which may be valuable is providing a bus for transportation when the class as a group visits each member's farming program.

Some of the less important practices as evaluated by the teachers related to using class time to study the purposes of on-farm instruction, providing on-farm instruction to class members only when they request it, providing a definite system of on-farm instruction visits during the summer, taking key individuals in the community along on farm visits, and helping to locate breeding stock and seed.

Financing. Financing the young farmer program does not appear to be a problem since federal and state funds help pay for the program at this time; therefore, none of the practices evaluated were valuable and used by a majority of the teachers.

TABLE X
VALUABLE PROCEDURES OF FINANCING
YOUNG FARMER EDUCATION

Teachers Rating		Practice	Per Cent of Teachers Using	
2.5	xxxxxxxxxx	Have class members buy their consumable supplies*	xxxxx	41.4

*Promising practices valued but not in common usage.

Having class members purchase their own consumable supplies is one practice that may be considered a valuable one.

Teachers thought practices of less importance were related to providing refreshments and charging an enrollment fee. Most schools had the class members donate money for their refreshments.

Providing Teachers and Teacher Time. Finding time to conduct a young farmer program was achieved in most instances by having a certain portion of the school day set aside for young farmer work. Securing the last periods of the school day for the young farmer program was valuable and used by teachers.

TABLE XI
VALUABLE PROCEDURES IN PROVIDING TEACHERS
AND TEACHER TIME FOR YOUNG FARMERS

	Teachers Rating	Practice	Per Cent of Teachers Using
3.0	xxxxxxxxxxx	Use only special teachers xx with an agricultural degree**	13.3
2.81	xxxxxxxxxxx	Secure "free periods" during the day	xxxxxxx 70.0
2.8	xxxxxxxxxxx	Use last period for or- ganization work and visitation	xxxxxxx 83.3
2.5	xxxxxxxxxxx	Use class members for teaching whenever possible	xxxxxxx 60.0
2.5	xxxxxxxxxxx	Use only special tea- chers who have teach- ing experience**	xx 13.8

** Practices not recommended (valued highly but used by only a few teachers)

Of less importance as viewed by the teachers are practices involving the use of special teachers, director of adult education, and

utilizing periods of the year when high school classes are not in session.

Supervising Special Teachers. There were no practices which the teachers regarded as valuable and which were used by a majority of them; most of the teachers had never used special teachers.

The instructors who used special teachers said that holding conferences with them was the best method of supervision.

TABLE XII
VALUABLE PROCEDURES WHEN SUPERVISING
SPECIAL TEACHERS OF YOUNG FARMERS

	Teachers Rating	Practice	Per Cent of Teachers Using	
2.63	xxxxxxxxxx	Hold conferences with special teachers*	xxxx	28.6
2.5	xxxxxxxxxx	Assist special teachers plan their instruction*	xxxx	28.6
2.5	xxxxxxxxxx	Observe on-farm instruction of special teachers**	xx	14.3

*Promising practices valued but not in common usage.

**Practices not recommended (valued highly but used by only a few teachers)

Evaluating. On-farm instruction and observation by the teachers were the most utilized and valuable method of evaluating the young farmer program according to the teachers. The production records of a young farmer were considered of high value for evaluation. Nearly three fourths of the teachers used check lists of approved practices to evaluate the program of instruction.

TABLE XIII
VALUABLE PROCEDURES IN EVALUATING
YOUNG FARMER PROGRAMS

	Teachers Rating	Practice	Per Cent of Teachers Using
2.89	xxxxxxxxxxxxx	Use farm visits by the instructor	xxxxxxxxxxxxx 93.3
2.79	xxxxxxxxxxxxx	Use production records of class members	xxxxxxx 63.3
2.67	xxxxxxxxxxxxx	Observe practices on tours of members' farms	xxxxxxx 60.0
2.63	xxxxxxxxxxxxx	Use agricultural educa- tion agencies to evaluate program	xxxxxxx 73.3
2.63	xxxxxxxxxxxxx	Use on-farm summer meetings for evaluation	xxxxxxx 63.3
2.55	xxxxxxx	Use check list of prac- tices planned and adopted	xxxxxxx 69.0

Most of the teachers reported that they studied attendance records of the class members as an evaluative tool, but considered this practice of less importance. Others include using advisory committees, standards, study of whom the program serves, and the last meeting for evaluating period.

Social Activities and Special Features. Less than one fourth of the practices in the study pertaining to this aspect of the program were reported used by a majority of the teachers. About three fourths of the teachers felt recreation and refreshments were an important part of the young farmer program.

An achievement night may be as valuable as recreation.

TABLE XIV

VALUABLE PROCEDURES IN PROVIDING SOCIAL ACTIVITIES
AND SPECIAL FEATURES FOR YOUNG FARMERS

	Teachers Rating	Practice	Per Cent of Teachers Using	
2.8	xxxxxxxxxxx	Give recognition to outstanding members*	xx	16.7
2.8	xxxxxxxxxxx	Promote class organi- zations (cooperatives, etc.)*	xx	16.7
2.59	xxxxxxxxxxx	Provide recreational activities	xxxxxxxxxxx	73.3
2.52	xxxxxxxxxxx	Provide refreshments	xxxxxxxxxxx	70.0
2.5	xxxxxxxxxxx	Have an achievement night*	xx	20.0

*Promising practices valued but not in common usage.

Movies, picnics, and awarding diplomas were activities conducted but not to an appreciable extent.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The Purpose. The purpose of this study was an attempt to analyze the practices used in Michigan young farmer programs to determine the degree to which they are used and the value that those teachers place upon the practice.

The Method. Data for the study were obtained by the use of schedules which were sent to all Michigan teachers of vocational agriculture who conducted young farmer programs in 1955-1956. This instrument was similar to the schedule used in a regional study pertaining to adult farmer instruction. Thirty of the forty teachers contacted responded.

The Findings. The following summarizations were based upon the data presented in Chapter IV:

1. Teachers used and valued highly 36 per cent of the practices evaluated by the teachers of vocational agriculture responding to schedules A and B.
2. Teachers of vocational agriculture in Michigan have conducted young farmer programs an average of 4.8 years.
3. The findings of this study indicated that although the administration is consulted and informed, rarely are the superintendent or principal included in the young farmer meetings. Policy statements were seldom issued, but teachers who practiced this feel it is valuable. Classes were not limited in size, data reveal that the average number of young farmers per class dropped to 14.6 from a high of 19.3.

4. Practices in "public relations" and "planning a program" were used by a majority of the teachers and were valued highly. Practices in "organizing class groups," "scheduling and locating courses," "supervising special teachers," and "social activities and special features" were the areas in which a low percentage of the practices were used and valued highly.

5. Since 1950, young farmer programs have shown a slight reduction in number and also in the number enrolled. In Michigan, the average number of young farmers per class has dropped to 14.6 from a high of 19.3.

6. Advisory committees were a valuable means of planning the young farmer program.

7. The interests and needs of the individual provided the basis for the instruction.

8. A young farmer program in most instances was a series of 15-20 meetings held during the winter months. The classroom meetings were discussion type meetings held for 90 minutes.

9. Nearly one-half of the practices concerning on-farm instruction were used and valued highly by teachers of vocational agriculture.

10. Teachers were provided time during the school day for the organization of a young farmer program and visitation of class members. This period of time was provided near the end of the school day.

11. Teachers of vocational agriculture did not use special teachers to a great extent but those who used them found them of value.

12. The evaluation of instruction was most frequently and efficiently accomplished by the use of observation during on-farm instruction.

13. Teachers of vocational agriculture provided recreation and refreshments for the members of the young farmer program, but did not provide other social activities and special features, such as movies, picnics, and awarding diplomas.

14. Of the many media used in public relations activities, personal contact was utilized by all the teachers who considered it the most valuable approach.

15. Teachers of vocational agriculture used personal contact to recruit members for their young farmer programs. They considered this a highly valuable practice.

16. An advisory council developed proposed plans for the year and these were discussed at the first meeting of the group.

17. The practices which were valuable in conducting the classes were related to the first meeting, classroom, and class discussions. There was general agreement regarding the first class meeting. Members were introduced, some information about each member was offered, and plans were discussed. Teachers obtained a suitable atmosphere by providing table space for everyone, calling members by their first names, and seating members so that they could see each other. Nearly all the teachers indicated that they used members in determining class objectives and that they used local data and situations in the class. They also reported using the problems of the members in class discussions. Demonstrations, visual aids, technical experts, and discussion type meetings were rated highly. Nearly all the teachers reported using practices in the class meeting that were designed to include the class members in the meeting and to give the group an opportunity to express themselves.

18. The study indicated that the best time to conduct on-farm instruction was before and during the series of meetings.

19. Thirty six per cent of the practices evaluated were considered good practices.

20. Some areas of organizing and conducting young farmer programs had many practices which were not used by a majority of the teachers nor valued highly.

Conclusions

There are many practices that teachers of vocational agriculture can use in carrying out a program of young farmer education. This study was an attempt to discover what practices are used and the value placed on them by teachers offering young farmer programs. The following conclusions can be drawn:

1. Administrators do not play a very important role in the development of young farmer programs.

2. Using local papers, radio stations, school paper, circular letters, posters or handbills, and telephones are less valuable than personal contact in carrying on public relations.

3. Organizing a group of young farmers can best be accomplished by direct personal contact of the individuals desired in the program.

4. There are two important factors which contribute to good planning of the instruction. First, teachers should utilize an advisory committee of four to six members to do some initial planning. Second, their proposals should be presented at the first regular meeting of the group to give all members a chance to voice their opinions. The use of an advisory committee is an excellent opportunity to utilize and involve individuals in helping to plan a young farmer program.

5. Young farmer programs should have 15 to 20 meetings per year. The meetings should be primarily of the discussion type and last for approximately 90 minutes.

6. A worthwhile young farmer class bases the class discussion on the needs and interests of the class members and uses local situations and data during the discussion. Demonstrations along with other types of visual aids are used to stimulate learning.

7. On-farm instruction and visitation is important to the success of the young farmer program. It can be accomplished most efficiently by visiting the young farmers before the class meetings begin and during the progress of the course.

8. Teachers need to be given time during the school day to work with young farmers. It is best if this time is near the end of the school day so that the teacher can make efficient use of his time.

9. Evaluating the results of a young farmer program is done best by getting out on the farm and observing what approved practices the individuals are putting into use.

10. In addition to technical training in agriculture, young farmers need recognition, the feeling of belonging to a group, as well as some social activities.

11. Teachers of vocational agriculture do not use a great enough variety of teaching techniques in conducting young farmer classes.

12. Some areas such as, (1) organizing class groups, (2) scheduling and locating courses, (3) supervising special teachers, and (4) social activities and special features appear to be lacking in practices that are used and valued highly.

Recommendations and Implications

As a result of the data presented and the conclusions drawn, these recommendations are made:

1. Administrators should be encouraged to take an active part in the development of young farmer programs. This could be accomplished by appearing at class sessions during the series of meetings. The administrator may welcome a young farmer group at the beginning of the series or appear at the final session.

2. Teachers of vocational agriculture should not overlook the vital importance of personal contact when working with young farmers. This practice should be used to sell the young farmer program to the community.

3. Advisory committees of four to six young farmers should be used in organizing, conducting, and evaluating young farmer programs.

4. Young farmer meetings should usually be the discussion type meeting, but occasionally other types of meetings are desirable. Other types of meetings such as lecture, lecture discussion, work shop meetings, field trips, and tours give variety to the meetings.

5. Class discussions should be based on the problems the young farmers are having on their own farms.

6. In solving the young farmer problems, use local data and experiences to make the solutions more practical.

7. Demonstrations and other types of visual aids should be used to vitalize the class situation.

8. On-farm instruction should be utilized to recruit, instruct, evaluate, and encourage young farmers.

9. Teachers of vocational agriculture should be allotted time during the school day to direct a young farmer program. This time would best be utilized near the end of the school day.

10. Young farmer programs should include something beside the study of technical agriculture. Recreation and refreshments should be included in the program of young farmer activities.

11. A variety of different practices should be used to organize, conduct, and evaluate young farmer programs. Using a greater variety of practices will be helpful to the teacher of vocational agriculture in accomplishing his objectives.

12. Since young farmers are usually between 16 and 30 years of age, many will be married. Therefore, more work should be done in an effort to bring the young farmer's wife into the program. As she is a partner in the farm business, her interest and cooperation are essential to her husband's success. If teacher time is available, a young farmer program might operate best with two separate groups; one for single young men, and one for the married young farmers.

13. Teachers of vocational agriculture should be given more training in public relations work, using advisory committees or councils, and conducting effective group discussions.

14. Since thirty six per cent of the practices evaluated are considered good practices, this implies that teachers ought to utilize them in young farmer work and teacher trainers should stress them during the training period of teachers of vocational agriculture.

15. Some areas of organizing and conducting young farmer programs had a low percentage of practices which were used by a majority of the teachers and valued highly. This may imply that such areas as organizing

class groups, scheduling and locating courses, supervising special teachers, and social activities and special features may need further development in locating practices which are valuable.

Problems for Further Study

1. A study to determine the characteristics of successful young farmer programs.
2. A study to determine why young farmers do not participate in young farmer programs.
3. Studies to develop new practices and techniques which can be used in organizing, conducting and evaluating young farmer programs.
4. A study to determine the best procedures for effective on-farm instruction.

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APPENDICES

APPENDIX A

APPENDIX A

LETTER SENT TO TEACHERS WITH SCHEDULES A AND B

Onsted, Michigan
November 15, 1956

Dear _____,

There has been much talk recently concerning the improvement of the young farmer program. At the present time there is a national Young Farmer Study being conducted by the U. S. Office of Education.

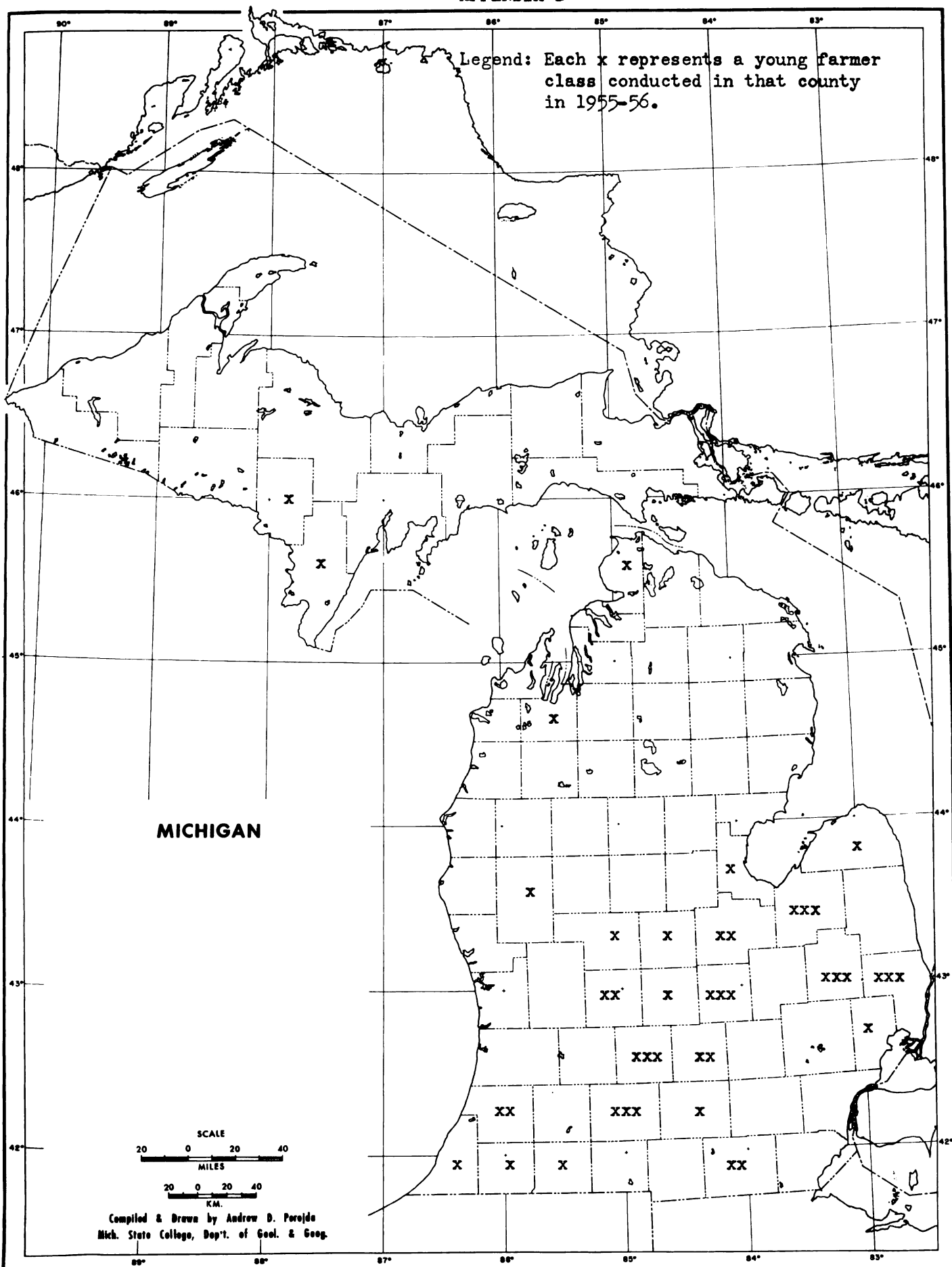
I am interested in trying to find some possible solutions for conducting successful young farmer programs and have chosen this area for my thesis study. I believe you, too, would be interested in helping to find some possible solutions.

I would appreciate it very much if you would answer the enclosed survey and return it by December 15. If we could get the survey back by that date, we could use the information this year. Believing that you will be interested in the information, I will send you the results of the study.

Sincerely,

Howard Bernson

APPENDIX B



APPENDIX C

APPENDIX C

TABLE XV
 NUMBER OF YEARS EXPERIENCE CONDUCTING YOUNG FARMER PROGRAMS
 OF THE VOCATIONAL AGRICULTURE TEACHERS SURVEYED

Years	Number of Teachers
1	4
2	1
3	7
4	3
5	9
6	4
10	1
25	1
Total	30
Average	4.8 years

APPENDIX C (continued)

TABLE XVI

THE NUMBER AND PERCENTAGE OF PRACTICES
USED AND VALUED HIGHLY

Area	Number of Practices	Number Used and Valued Highly	Per Cent Used and Valued Highly
1. Administration & Policy	10 . .	4 . .	40.0
2. Public Relations.	8 . .	5 . .	62.5
3. Planning a Program.	7 . .	4 . .	57.0
4. Organizing Class Groups	13 . .	3 . .	23.0
5. Planning the Instruction.	13 . .	5 . .	38.4
6. Scheduling & Locating Courses	14 . .	4 . .	28.6
7. Conducting Classes.	51 . .	24 . .	47.1
8. Conducting On-Farm Instruction.	13 . .	6 . .	46.0
9. Financing	6 . .	0 . .	0
10. Providing Teachers & Teacher Time	8 . .	3 . .	37.5
11. Supervising Special Teachers.	4 . .	1 . .	25.0
12. Evaluating.	15 . .	6 . .	40.0
13. Social Activities and Special Features.	9 . .	2 . .	22.0
Total	171 . .	67 . .	36

APPENDIX C (continued)

TABLE XVII

MICHIGAN SCHOOLS CONDUCTING YOUNG FARMER PROGRAMS¹
1955 - 1956

1. Almont	15. Concord	29. Owosso
2. Ashley	16. Decatur	30. Perry
3. Athens	17. Durand	31. Petoskey
4. Bangor	18. Elkton	32. Portland
5. Bay City	19. Felch	33. Romeo
6. Bellevue	20. Grant	34. St. Charles
7. Britton	21. Imlay City	35. Saranac
8. Buchanan	22. Kingsley	36. Stephenson
9. Caro	² 23. Marshall (2 teachers)	37. Vassar
10. Carson City	24. Millington	38. Williamston (2 teachers)
11. Cassopolis	25. North Branch	³ 39. Yale (2 teachers, 3 classes)
12. Centreville	26. Olivet	⁴ 40. Michigan State University
13. Charlotte	27. Onsted	
14. Chesaning	28. Ovid	

¹Obtained from the Michigan State Department of Public Instruction, Agricultural Education Division.

²The number in parenthesis after a school indicates the number of young farmer programs in the school.

³Yale was not included in the original list of schools, therefore, their assistance in the study was not solicited.

⁴The young farmer programs as reported by the Michigan Department of Public Instruction included those conducted as a part of the Michigan State University Short Course Program.

APPENDIX C (continued)

TABLE XVIII

SCHOOLS RETURNING SCHEDULES A AND B

1. Ashley	16. Marshall -2
2. Bellevue	17. Millington
3. Britton	18. North Branch
4. Buchanan	19. Olivet
5. Caro	20. Onsted
6. Centreville	21. Ovid
7. Charlotte	22. Owosso
8. Chesaning	23. Perry
9. Concord	24. Petoskey
10. Decatur	25. Portland
11. Elkton	26. Romeo
12. Grant	27. St. Charles
13. Imlay City	28. Saranac
14. Kingsley	29. Williamston -1
15. Marshall -1	30. Williamston -2

APPENDIX C (continued)

TABLE XIX
PRACTICES CONSIDERED LESS VALUABLE BY TEACHERS

Teachers Rating		Practice	Per Cent of Teachers Using	
ADMINISTRATION AND POLICY				
2.25	xxxxxxxxxx	Have Supt. or Prin. on the last night's program	xxx	26.7
2.25	xxxxxxxxxx	Set maximum limits on class size	xx	13.3
2.2	xxxxxxxxxx	Have Supt. or Prin. welcome members at first meeting	xx	16.7
PUBLIC RELATIONS				
2.36	xxxxxxxxxx	Use the school paper	xxxxx	37.9
2.17	xxxxxxxxxx	Use posters or handbills	xxx	20.7
2.1	xxxxxxxxxx	Use local radio station	xxxx	34.5
PLANNING A PROGRAM				
2.48	xxxxxxxxxx	Determine with others the program objectives	xxxxxxxxxx	83.3
2.43	xxxxxxxxxx	Plan a long-time pro- gram with a sequence of courses	xxxxxx	46.7
2.21	xxxxxxxxxx	Use formal surveys	xxxxxx	46.7
ORGANIZING CLASS GROUPS				
2.48	xxxxxxxxxx	Use leading farmer to recruit members	xxxxxxxxxx	76.6
2.43	xxxxxxxxxx	Use telephone to recruit members	xxxxxxxxxx	70.0

APPENDIX C (continued)

TABLE XIX (continued)

	Teachers Rating	Practice	Per Cent of Teachers Using	
2.38	xxxxxxxxxx	Use an advisory committee to recruit members	xxxxxxx	53.3
2.38	xxxxxxxxxx	Provide membership cards	xxx	26.7
2.36	xxxxxxxxxx	Have roll call and check on absentees	xxxxx	37.9
2.29	xxxxxxxxxx	Recruit members by announcements at events	xxx	23.3
2.27	xxxxxxxxxx	Have members organize themselves	xxxxx	36.7
2.17	xxxxxxxxxx	Hold meetings for wives concurrently	xxx	20.0
2.04	xxxxxxx	Have high school students aid in recruiting members	xxxxxxxxxxx	83.3
2.0	xxxxxxx	Have an organized group sponsor a course		3.3
PLANNING THE INSTRUCTION				
2.48	xxxxxxxxxxx	Organize content on a seasonal basis	xxxxxxxxxxx	76.7
2.46	xxxxxxxxxxx	Members elect a class committee to plan content	xxxxx	43.3
2.42	xxxxxxxxxxx	Confer with businesses regarding specialists, aids, etc.	xxxxxxxxxxx	86.7
2.38	xxxxxxxxxxx	Postpone certain content until the adult farmer	xxxxxxx	53.3
1.33	xxxxx	Use a suggestion box	x	10.3

APPENDIX C (continued)

TABLE XIX (continued)

Teachers Rating		Practice	Per Cent of Teachers Using	
SCHEDULING AND LOCATING COURSES				
2.43	xxxxxxxxxx	Hold meetings through- out a year	xxxxxx	48.3
2.4	xxxxxxxxxx	Hold meetings in homes of class members	xxxx	30.
2.29	xxxxxxxxxx	Hold some meetings dur- ing the day	xxxxxxx	56.7
2.18	xxxxxxxxxx	Limit shop meetings to 120 minutes	xxxxxx	44.0
2.13	xxxxxxxxxx	Never postpone or cancel a meeting	xxxxxxxxx	60.0
2.0	xxxxxxx	Conduct a course of ten meetings a year	x	10.7
1.5	xxxxxx	Conduct two or more courses simultaneously	x	6.7
1.0	xxxx	Hold class meetings only during the day		3.3
CONDUCTING CLASSES				
2.43	xxxxxxxxxx	Give out educational materials at meetings	xxxxxxxxxxxxx	96.7
2.48	xxxxxxxxxx	Have group weigh each idea presented	xxxxxxxxxxxxx	89.3
2.48	xxxxxxxxxx	Use class members to present demonstration	xxxxxxxxxxx	73.3
2.46	xxxxxxxxxx	Maintain suspense as to the solution of a problem	xxxxxxxxxxxxx	82.8
2.45	xxxxxxxxxx	Ask members to present certain information to class	xxxxxxxxxxx	69.

APPENDIX C (continued)

TABLE XIX (continued)

	Teachers Rating	Practice	Per Cent of Teachers Using	
2.44	xxxxxxxxxx	Ask direct questions of individuals	xxxxxxxxxx	90.
2.44	xxxxxxxxxx	Use speakers	xxxxxxxxxx	83.3
2.43	xxxxxxxxxx	Use forums	xxxxxx	46.7
2.42	xxxxxxxxxx	Start discussions with a procedural question	xxxxxxxxxx	80.
2.36	xxxxxxxxxx	Ask members to come with questions in mind	xxxxxxxxxx	83.3
2.36	xxxxxxxxxx	Have non-class farmers serve as discussion leaders	xxxxx	36.7
2.33	xxxxxxxxxx	Use panel discussions	xxxxxxxxxx	62.1
2.33	xxxxxxxxxx	Use supervised study	xxxx	33.3
2.25	xxxxxxxxxx	Use "buzz sessions"	xxxxxxxxxx	68.9
2.22	xxxxxxxxxx	Use an ungraded examina- tion near beginning of course	xxxx	30.
2.20	xxxxxxxxxx	Provide a class evalua- tor or observer	xx	17.2
2.15	xxxxxxxxxx	Use questions that call for opinions not facts	xxxxxxxxxx	90.0
2.14	xxxxxxxxxx	Elect a discussion leader from the class	xxx	23.3
2.06	xxxxxxx	Allow class members to smoke during class	xxxxxxx	53.3
2.0	xxxxxxx	Use tape recordings of speeches made elsewhere	xx	13.3
2.0	xxxxxxx	Use class officer to help conduct meeting	xxx	24.1

APPENDIX C (continued)

TABLE XIX (continued)

	Teachers Rating	Practice	Per Cent of Teachers Using	
1.75	xxxxxxx	Use role playing	xx	13.3
1.67	xxxxxxx	Record discussions and play back	xxx	20.7
1.4	xxxxxx	Have member as recep- tionist at first meeting	xx	16.7
CONDUCTING ON-FARM INSTRUCTION				
2.46	xxxxxxxxxx	Help locate breeding stock and seed	xxxxxxxxxx	86.7
2.45	xxxxxxxxxx	Provide systematic on- farm visits during the summer	xxxxx	37.9
2.39	xxxxxxxxxx	Use class time to study the purposes of on-farm instruction	xxxxxxxxx	60.0
2.2	xxxxxxxxxx	Take key community individuals on farm visits	xxxx	33.8
1.85	xxxxxxx	Provide on-farm instruc- tion only when requested	xxxxx	43.3
FINANCING				
2.35	xxxxxxxxxx	Ask members for refresh- ment	xxxxxxxxx	66.7
1.8	xxxxxxx	Allow young farmers to "treat" each other	xxx	23.3
1.67	xxxxxxx	Charge an enrollment fee	xxx	20.7
1.5	xxxxxxx	Obtain donations from businesses for re- freshments	x	6.9

APPENDIX C (continued)

TABLE XIX (continued)

	Teachers Rating	Practice	Per Cent of Teachers Using	
.5	xx	Have advisory committee pay for refreshments	x	6.7
PROVIDING TEACHERS AND TEACHER TIME				
2.46	xxxxxxxxxx	Use special teachers not qualified for voc. ag.	xxxxx	43.3
2.4	xxxxxxxxxx	Hold meetings when all- day classes are not in session	xxxxxx	50.0
1.75	xxxxxxx	Have a director of adult education in the school	xx	13.3
SUPERVISING SPECIAL TEACHERS				
1.63	xxxxxxx	Observe their teaching	xxxx	28.5
EVALUATING				
2.47	xxxxxxxxxx	Compare members with standards, averages, etc.	xxxxxxx	56.7
2.43	xxxxxxxxxx	Study regularity of mem- bers and attendance	xxxxxxxxxxx	93.3
2.43	xxxxxxxxxx	Use advisory committees to evaluate program	xxxxxxxxxxx	76.7
2.43	xxxxxxxxxx	Use last meeting for course evaluation	xxxxxxxxxx	72.4
2.32	xxxxxxxxxx	Study enrollment to see who program serves	xxxxxxxxxxx	83.3
2.27	xxxxxxxxxx	Measure growth or de- cline in attendance	xxxxxxxxxx	73.3
2.11	xxxxxxx	Study results of mem- bers with non-members	xxxx	30.0

APPENDIX C (continued)

TABLE XIX (continued)

	Teachers Rating	Practice	Per Cent of Teachers Using	
2.25	xxxxxxxxx	Study change in members and community's attitude	xxxxx	40.0
1.67	xxxxxxx	Use business men to evaluate the program	x	10.3
SOCIAL ACTIVITIES AND SPECIAL FEATURES				
2.4	xxxxxxxxxxx	Use recreational movies	xxxx	33.3
2.38	xxxxxxxxxxx	Conduct a summer picnic	xxx	26.7
2.33	xxxxxxxxxxx	Use committees to con- duct social activities	xxxx	34.3
2.11	xxxxxxx	Award attendance diplo- mas	xxxx	30.0

APPENDIX C (continued)

TABLE XX

PRACTICES ADDED BY TEACHERS

Teachers Rating		Practice	Per Cent of Teachers Using	
PUBLIC RELATIONS				
3.	xxxxxxxxxxxxx	High school students remind older brother	x	3.3
3.	xxxxxxxxxxxxx	Personal letters and cards	x	3.3
3.	xxxxxxxxxxxxx	Young farmers contact other young farmers	x	3.3
3.	xxxxxxxxxxxxx	Postcards to all past FFA members living in district	x	3.3
PLANNING A PROGRAM				
3.	xxxxxxxxxxxxx	Group decides	x	3.3
3.	xxxxxxxxxxxxx	Offer a continuing program including recreation activities	x	3.3
ORGANIZING CLASS GROUPS				
3.	xxxxxxxxxxxxx	Postcards to members of other rural groups	x	3.3
PLANNING THE INSTRUCTION				
3.	xxxxxxxxxxxxx	Committee or first class meeting determines content	x	3.3
SCHEDULING AND LOCATING COURSES				
3.	xxxxxxxxxxxxx	Limit shop meetings to 180 minutes if students desired	x	3.3
3.	xxxxxxxxxxxxx	Meeting may be in barn	x	3.3

APPENDIX C (continued)

TABLE XX (continued)

Teachers Rating		Practice	Per Cent of Teachers Using	
3.	xxxxxxxxxxxx	Field trip	x	3.3
3.	xxxxxxxxxxxx	180-240 minute shop meeting	x	3.3
CONDUCTING CLASSES				
3.	xxxxxxxxxxxx	Use tours for some meetings	x	3.3
FINANCING				
3.	xxxxxxxxxxxx	Provided by the school	x	3.3
3.	xxxxxxxxxxxx	Charge enrollment fee for farm shop class	x	3.3
PROVIDING TEACHERS AND TEACHER TIME				
3.	xxxxxxxxxxxx	Qualified Ag. man	x	3.3

APPENDIX D

APPENDIX D

SCHEDULE A

Name _____ School _____		Number of years experience teaching young farmer classes (non-vets) _____		Number of organized young farmer classes instructed or supervised during the past year _____							
PRACTICES	I have never used this practice	I have used this practice									
		but have discontinued time this year and its use	for the first time this year and found it of	Much value	Some value	No value	Uncertain				
	No Reply	For no particular reason	Because it did not work	Much value	Some value	No value	Uncertain	Much value	Some value	No value	Uncertain
Administration and Policy	1	2			1	1		21	4		
Secure administrative approval for a Young Farmer program											
Have a policy statement regarding Young Farmer education from the board of education	20	1		1				5	3		
Have superintendent and/or principal welcome class members at the first meeting	24	1						2	2		1
Have superintendent and/or principal on the program at the last meeting, at recognition night, or at graduation exercises	22					2		3	2		1
Keep superintendent and/or principal informed at all times	1			2			1	15	11		
Coordinate meetings and courses with the educational programs of other agricultural education agencies	3			3	1			12	11		

Appendix D (continued)

A-2

PRACTICES

	I have never used this practice	I have used this practice						for some time and found it of
		but have discontinued its use	For no particular reason	Because it did not work	Much value	Some value	No value	Uncertain
No Reply								
Inform other faculty members of the young farmer program	3				1	2	1	7 14 2
Avoid conflicts whenever possible with all-school activities	1				2	1		19 6 1
Offer courses for any group requesting a course (landowners, businessmen)	23	1						5 1 1
Set maximum limits on class size	26							1 3
Others:								
Public Relations								
Notify public of administrative approval	1 13				1	1		8 6
Use local papers to carry announcements of program	1 1		1		2	1		15 9
Use local radio station to inform public regarding program	1 19				1	1	1	2 4 1
Use the school paper	1 16		2		1	1		3 6
Use circular letters or box holder postcards	10			1	1			13 5
Use posters or handbills	1 24				1	1		1 4
Use telephone						2	1	13 7
Use personal contact	7				3			25 2

Appendix D (continued)
A-4

A-4

PRACTICES	I have never used this practice	I have used this practice									
		but have discontinued its use	for the first time this year and found it of	for some time							
		For no particular reason	Because it did not work	Much value	Some value	No value	Uncertain	Much value	Some value	No value	Uncertain
Offer a cont. prog. including rec. activities	No Reply			1							
Organizing Class Groups											
Use an advisory committee to recruit membership in a class	14			2				6	7	1	
Provide membership or enrollment cards to those who enroll											
Have high school students aid in recruiting members	21	1		1	1			2	4		
Use leading farmers in recruiting members	5			2	2			5	13	3	
Have already organized group such as a community club sponsor a course or courses	6	1		1	2			10	10		
Recruit members by announcements at athletic events, P.T.A., service clubs, etc.	29								1		
Hold meetings for wives concurrently	22	1		1				1	5		
Invite the whole community to special meetings of the courses	23	1					1	3	2		
Have members organize themselves and elect officers such as a president and a secretary	13	2	1					7	7		
Have roll call and check-up on absentees by a class committee or a class secretary	17		2	1				4	4	2	
Use telephone to recruit members	18			2				4	3	2	
	9			1	2			9	8	1	

Appendix D (continued)

A-5

PRACTICES

	I have never used this practice	No Reply	I have used this practice					
			but have discontinued its use	for the first time this year and found it of	for some time this year and found it of			
			For no particular reason	Because it did not work	Much value	Some value	No value	Uncertain
Conduct courses in connection with some business establishment, examples: welding by welding shop, butchering by food locker service								
Use personal contact to recruit members	14	1			2		10	3
Others:	1				2		21	4
Post cards to members of other rural groups					1			
Planning the Instruction								
Confer with advisory committee	13		1		2	1	7	5
Confer with business establishments regarding availability of specialists, teaching aids	4				2	1	11	11
Schedule slide films, movies, etc., in advance of the course	4	2			1		15	8
Use consultants in planning the instruction								
Use a "suggestion box"	16				2		6	6
Have members elect a class committee to plan the content of the course	26	1					1	2
Survey class members' interests to determine the content of the course	15		1	1	1		6	5
Interview class members on their farms regarding the content of the course	1				3	1	20	5
					3	1	17	9

Appendix D (continued)

A-6

PRACTICES

PRACTICES	I have never used this practice	I have used this practice										
		but have discontinued its use	For no particular reason	Because it did not work	Much value	Some value	No value	Uncertain	Much value	Some value	No value	Uncertain
No Reply	8				1	1						
	6	1			2	1		1	10	9		
	18				1				7	4		
	17				2				4	6		
	14				2				7	4	3	
Others:												
Comm. or 1st class meeting determine course content									1			
Scheduling and Locating Courses												
Hold meetings in a rural school, church or other neighborhood location	1											
Hold meetings in homes of class members	22									5	1	
Hold meetings in the high school only	19									5	3	
Hold organized course meetings throughout a year	2				1					14	8	
Conduct two or more courses simultaneously (same meeting nights using special teachers)	15								1	6	4	
	28				1						1	

Appendix D (continued)
A-8

I have never used this practice		I have used this practice									
PRACTICES	No Reply	For no particular reason	Because it did not work	Much value	Some value	No value	Uncertain	Much value	Some value	No value	Uncertain
Use president or secretary of class to open meetings, review previous meetings, and make announcements	1	21	1	1	2	1	1	1	3		1
Discuss proposed plans at the first meeting		2		2				25	2		
Use members in determining class objectives		1		3				22	3		1
Use demonstrations		8		1				13	7		1
Use class members to present demonstrations		10		1				12	7		
Have all-day students give demonstrations		4		1	2			10	12		1
Use speakers		16						6	8		
Use forums		26							3		1
Use role playing	1	9		1				6	12	1	
Use "buzz sessions"	1	11						8	9	1	
Use panel discussions	2	15		1				7	5		
Conduct "work shop" type of meetings				2	1			22	5		
Conduct group discussion type meetings		23						2	4		1
Select a discussion leader from the class		2	1	2				18	6		
Use technical experts as resource persons	1										
Have farmers, who are non-class members, serve as discussion leaders		19						5	5		1
Base discussions on the problems of the members	1			1	1			26	1		
Have class members, as many as possible, on some committee during a course		17						7	6		

Appendix D (continued)
A-9

PRACTICES	I have never used this practice	I have used this practice						for some time				
		but have discontinued its use		time this year and found it of		found it of						
		For no particular reason	Because it did not work	Much value	Some value	No value	Uncertain	1	Much value	Some value	No value	Uncertain
Others:	No											
Used tours for some meetings	Reply											

APPENDIX D

SCHEDULE B

Name

School

Number of Years Experience Teaching Young Farmer Classes (non-vets)

Number of Organized Young Farmer Classes Instructed or Supervised during the Past Year

PRACTICES	I have never used this practice	No Reply	I have used this practice					
			For no particular reason	Because it did not work	Much value	Some value	No value	Uncertain
Conducting Classes								
Use local data in class discussions	1				2			
Use farm records of class members as a basis for the content of courses	10		1		1	1		
Pass out a discussion outline to help young farmers stay on the subject	12		1		2			
Use an examination, not graded, near beginning of the course	21							
Use tape recordings of speeches made elsewhere	25		1			1	1	1
Start discussions with a procedural question	6				2	1		1
Ask the members to come to the meetings with questions in mind	5				1			
Ask direct questions of individuals	2		1		1	1		1
Ask provocative or controversial questions to draw problems from the group					3	1		
Ask the group to weigh the possibilities of each idea introduced	2	3			3			
							11	9
								2

Appendix D (continued)
B-2

PRACTICES

	I have never used this practice	For no particular reason did not work	I have used this practice for the first time this year and found it of				
			Much value	Some value	No value	Uncertain	Uncertain
Keep the opinions of the teacher out of the discussion until the ideas of all the group have been expressed	3		3			18	5
Maintain suspense regarding the solution of the problem	1						
Take time to summarize frequently	1		1	1		12	8
Assist in formulating plans of action	1		2	1		16	10
Use questions, usually, that call for opinions not facts	2		2	1		19	4
Ask members of the class before meeting if they can present certain information to the class	1	1	1	2		9	9
Have group analyze their discussion to see if it is accomplishing anything	1					9	11
Have young farmers indicate approved practices they will adopt	1					10	7
Use local situations as examples	1					16	6
Provide members with written summaries of meetings	1		3			21	4
Provide a class "evaluator" or "observer"	1	1	1			1	4
Use films, film strips, or some type of visual aid frequently	1					2	2
Use supervised study	3		1	2		14	10
Record discussions on a tape recorder and play-back	1					4	4
	23					1	2

Appendix D (continued)

B-3

PRACTICES

PRACTICES	I have never used this practice	For no particular reason	Because it did not work	I have used this practice									
				but have discontinued its use	found it of	Much value	Some value	No value	Uncertain	for the first time this year and found it of	for some time and found it of		
	No Reply												
Call class members by their first names	1					3				19	5		2
Give away educational materials at meetings like gestation charts, bulletins, etc.													
Start and stop meetings on time						2	1			13	12		1
Allow class members to smoke during class	13					1				19	3		
Provide a seating arrangement so that all persons can see the faces of the others										6	4	1	4
Provide table space for all members of the group	3						3			16	7		1
Conducting On-Farm Instruction							2	1					
Use field trips, tours, or field days	5			1		1	1			18	4		
Provide a bus for transportation on field trips	22												
Give priority to the young farmers needing the most help	2						3	1					
Visit young farmer enrollees before the first meeting of the course	4						2						
Help locate breeding stock and seed	4						2	1	1	12	9		1
Use class time to study the purposes of on-farm instruction	12						1	2		8	5		2
Promote demonstrations on the farms of class members	9	1						1					
Provide a definite system of on-farm instruction visits during the summer	1						1			5	4		1
Provide on-farm instruction to class members only when requested	17							2	1	5	2	2	1

Appendix D (continued)
E-4

PRACTICES

	I have never used this practice	No Reply	I have used this practice					
			but have discontinued its use	For no particular reason	Because it did not work	Much value	Some value	No value
			found it of			Uncertain	Much value	Some value
						No value		Uncertain
Provide on-farm instruction while course is in progress	2						2	1
Take helpful materials along on all farm visits	2						2	1
Have class, as a group, visit each member farming program	20						1	
Take key individuals in the community along on farm visits	20							
Financing								
Charge an enrollment fee	1	23						
Have class members purchase their own consumable supplies (e.g. farm plan book)	1	17					2	
Ask class members for donations for refreshments	10						2	
Obtain donations from organizations and businesses for refreshments	1	27						
Have advisory committee members pay for the refreshments	28							
Allow young farmers to "treat" each other as a means of providing refreshments	23							
Others:								
Provided by the school								
Charge enrollment fee for farm shop class								

Appendix D (continued)

PRACTICES	I have never used this practice	No Reply	I have used this practice											
			but have discontinued its use	For no particular reason	Because it did not work	for the first time this year and found it of								
						Much value	Some Value	No value	Uncertain	Much value	Some value	No value	Uncertain	
<u>Supervising Special Teachers</u>														
Observe their teaching	19	2	1											
Hold conferences with special teachers	21	2												
Assist special teachers plan their instruction	19	2	1											
Observe on-farm instruction of special teachers	24	2						1						
<u>Evaluating</u>														
Use advisory committees to evaluate the program	23													
Use business men to evaluate the program	26	1												
Use other agricultural education agencies to evaluate the program	22							1						
Use check list of approved practices planned and adopted	8	1	1					1						
Use production records of class members	10		1					1						
Use farm visits by the instructor	2		1					1						
Use time at the last meeting of the course for the evaluation of the course	8	1						4						
Use on-farm meetings during the summer for evaluation	11													
Conduct tour of farms of class members to observe practices	12							1						
Measure growth or decline in attendance	8							2	1					

DATE **USE ONLY**
Date Due

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