

SELECTING CRITERIA FOR THE EVALUATION OF
YOUNG FARMER CLASSES
IN KANSAS

by *x589*

DAVID L. BOTHWELL

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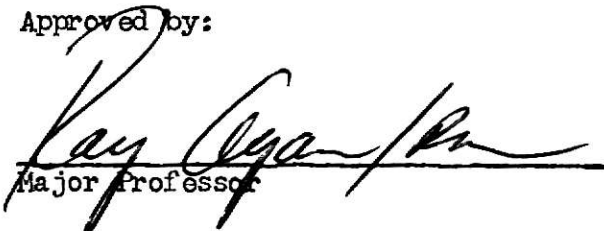
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Adult farmer education has been increasing in importance. As the number of farmers decreased and farms become larger each farmer produced more food for the increased population. For this reason it is imperative that farmers be as well educated as possible. In Kansas this education has been provided in part by Young Farmer classes. These classes increased in number from 49 in 1966 to 68 in 1969. If this increased demand for education continues teachers must have the proper tools for evaluating Young Farmer classes. Evaluation has assisted in giving direction to the progress of vocational agriculture teachers who conduct Young Farmer classes.

I. THE PROBLEM

Statement of the problem. This study was designed to determine the desirable characteristics of Young Farmer classes to use in evaluation of these classes in the state of Kansas.

Specifically, the study will be designed to answer the following questions:

1. Will there be certain essential criteria common to all Young Farmer classes in Kansas?
2. Will there be an agreement of the essential criteria chosen by teachers of Young Farmer classes in Kansas with criteria chosen by administrators at high schools having Young Farmer

classes and with criteria chosen by Young Farmers?

3. Can these essential criteria be compiled into a form for interested educators to evaluate Young Farmer programs?

Importance of the study. Albracht¹ stated there were over 270,000 people enrolled in agricultural education adult programs in the United States. Persons² and Swanson found that adult farmer education is becoming more important as technology changes. Studies have shown that adult classes in agriculture have contributed to the net worth of the farmers attending such classes. The Minnesota study³ noted that farm business management classes returned \$4.20 to each enrollee for each \$1.00 invested. The Young Farmer classes in Kansas are supplying some of this education. To assist in the development and upgrading of Farmer classes investigation is needed to identify the characteristics which make for a successful class.

II. DEFINITIONS OF TERMS USED

Certain terms are defined so the reader will have a common understanding of the way in which they are used in this paper.

¹James J. Albracht, "Proceedings of National Seminar on Agricultural Occupations," Ohio State University, Columbus, Ohio, March 18-20, 1969.

²Edgar Allen Persons and Gordon Ira Swanson, "Educational Restrictions to Agricultural Success and the Relationship of Education to Income Among Farmers." Cooperative Research Report 2604, University of Minnesota, Minneapolis, 1966, p. 110.

³Ibid.

Young Farmers. Those men whose occupations are farming and who are enrolled in Young Farmer classes. Age is not a limiting factor but the range averages between eighteen and thirty-five.

Young Farmer Classes. Classes taught by the vocational agriculture instructor in a public high school or by resource specialists for the purpose of educating the farmers enrolled. These classes must meet fifteen times per year, each class must meet for two hours and have an average attendance of seventy-five percent for a minimum of ten members to be eligible for maximum reimbursement from the Kansas State Board for Vocational Education.

Adult Farmer Education. Any form of education received by a farmer of an educational nature.

Vocational Agriculture Teachers. Those teachers in secondary schools who receive reimbursement from the Kansas State Board for Vocational Education for teaching vocational agriculture.

Resource Specialists. Persons who have a specialized background in a subject and are available to present lectures or discussions on areas of farming concerning the Young Farmers. These persons often include extension specialists and specialists employed by commercial institutions.

Teachers. This term is used synonymous with vocational agriculture teacher.

Advisory Council. The advisory council as required by the Kansas State Department for Vocational Education is to be established for every school having a vocational agriculture class eligible for

reimbursement. The council usually consists of from five to nine members.

Significance. This term refers to the importance of ideas in the opinion of respondents or author of this report. This term does not imply the application of statistics to data given in this report.

CHAPTER II

REVIEW OF LITERATURE

Agricultural educators have written articles and devoted chapters of books to evaluation and its importance to education. However, this information rarely tells how to evaluate or what tools to use. This chapter will present some of the suggested methods of evaluation which relate to this study.

Phipps⁴ gives several methods to use for evaluating adult farmer classes. The two best methods, evaluating a total program or using records to evaluate, can be very extensive. The evaluation of the total program was done by advisory groups or others interested in adult farmer education. A list of approved practices and standards was presented to the evaluating committee to select criteria they believed important. The usable criteria were given a rating from one to ten points. The criteria with low values were the areas which needed to be improved.

The use of records by farmers can be used for evaluation by analyzing the farmer's records and providing instruction covering the areas which are limiting income. For example, if records show poor

⁴Lloyd J. Phipps, Handbook on Agricultural Education in the Public Schools (Danville, Illinois: The Interstate Printers and Publishers, Incorporated, 1965), p. 510-20.

rates of gain for livestock then the areas of feeding, breeding and management of that particular class of livestock could be covered in class. After this instruction records would show whether or not improvement had been made. If improvement in rate of gain was apparent it would be assumed the instruction covering feeding, breeding and management would have been responsible for the increase.

The difficulty of the evaluation of records and total programs was apparent in an extensive research project by Persons⁵ and Swanson in 1966. A part of their research compared adult farmer education with the farmer's income. The considerations in making this comparison were very extensive. These studies in such depth are almost prohibitive for local teachers to conduct due to lack of time and money.

Phipps⁶ does indicate a less extensive method of evaluation of the majority of the total Young Farmer program by using a series of questions about the conduct of the program and outcomes of instruction.

The following are a few of those questions:⁷

Was the instruction given in a location convenient for the enrollees?

Did instruction extend over a period of 12 months?

Was an advisory committee used?

Do the farmers and the general public support the program?

Are the young farmers progressing toward establishment in farming on a satisfactory basis?

Have the young farmers adopted and put into effect a large number of approved practices as a result of the instruction?

⁵Persons, op. cit., p. 65.

⁶Phipps, op. cit., p. 518-20.

⁷Ibid.

Many of these questions were used in establishing the questionnaire for the study (see appendix). However, no further details were given about using the questions.

Nichols⁸ gives his thoughts on evaluation in the following paragraph:

There should be systematic evaluation of the education of the young farmer, that is, of the relatively permanent changes in his ideals, standards, abilities, skills, and understandings, as he progresses toward each objective in his calendared yearly program. The young farmer, as well as the teacher, should be conscious of the educational goals, as well as the agricultural goals, which are sought. Evaluation of progress toward each of these types of goals requires the thoughtful attention of both as a program is planned and executed. It should not be postponed until the year's end.

These ideas are similar to Phipps⁹ as they emphasize the skills and abilities adopted by the farmer as the accomplishment to be measured for evaluation. But no information is given as to how these skills and abilities can be measured.

In a study conducted by Lamberth,¹⁰ high school principals were asked to evaluate vocational agriculture programs. They were given a list of criteria to rate. These criteria were established by Lamberth¹¹ and a group of sixty-nine educators judged the criteria. The list was revised and those criteria were used which were judged

⁸Mark Nichols, Young Farmers Their Problems, Activities, and Educational Program (Danville, Illinois: The Interstate Printers and Publishers, 1952), p. 82.

⁹Phipps, op. cit., p. 510-20.

¹⁰Edwin E. Lamberth, "Principals Evaluate Vo Ag Programs," The Agricultural Education Magazine, 36:274, June, 1964.

¹¹Ibid.

best by the educators. This revised list was sent to the principals. The results of the principals' evaluations proved to be significant. The results were listed as the mean ratings for each criteria. This study pointed out strong and weak areas of the vocational agriculture classes in the state as a whole.

The participants in a National Seminar on Young Farmer Education in 1967 gave the following ideas as reported by Rodgers:¹²

There was a great deal of support for the idea that evaluative efforts as we have known them over the years have not been satisfactory. Criteria have been easily misinterpreted. Also, they have not been measurable. The need for realistic criteria based upon educational outcomes was stressed.

This report strengthens the need to find measurable criteria that can be properly interpreted.

Roller¹³ writes that programs should be evaluated as they are conducted. He went on to say that the teacher should start the evaluation and involve all those interested. It was indicated that the performance of those involved should be judged such as financial gain and emotional stability.

This same theory is continued by Warmbrod¹⁴ who stated:

The writers for this issue make clear two important points about evaluating educational programs. One is that evaluation must begin with and be made in terms of objectives. The other is that more emphasis needs to be placed on appraising the

¹²John H. Rodgers, "Continuing Education for Young Farmers," The Agricultural Education Magazine, 40:161, January, 1968.

¹³O. B. Roller, "Planning Essentials for Successful Young Farmer Programs," The Agricultural Education Magazine, 41:49, August, 1968.

¹⁴Robert J. Warmbrod, "A Possible Practice Principle Gap in Evaluation," The Agricultural Education Magazine, 42:299, June, 1970.

performance of persons who have completed educational programs in contrast to approaches to evaluation which are limited primarily to describing and judging the processes by which programs are conducted.

This study does not appraise the persons who complete the program but deals more with the processes of the programs. The author does agree and has pointed out that the most desirable evaluation is to determine the change of the persons involved in the educational program. However, due to the time needed, availability of records, expense involved and external factors such as cropping conditions, farm markets and weather, the vocational agriculture teacher has difficulty evaluating a Young Farmer class in this manner. Therefore, this study has attempted to identify and appraise certain criteria which can be used satisfactorily to evaluate the average Young Farmer class.

Using certain criteria which describe the process of an educational program are discussed by Rawson:¹⁵

Certain factors are relevant to the efficiency and effectiveness of a vocational agriculture department and its part in the educational experiences of its students. The vocational agriculture teacher may make a self evaluation by answering certain questions aimed at problem areas of his department and his teaching procedures.

Rawson¹⁶ goes ahead to list questions or criteria that relate to the vocational agriculture department which can be rated. Such items

¹⁵Wilbur Rawson, "The Supervisor as a Diagnostician," The Agricultural Education Magazine, 41:122-3, November, 1968.

¹⁶Ibid.

include: handling of discipline problems, neatness of shop, farm visits by teacher, use of advisory committee and teachers attendance at vocational agriculture conferences, to mention a few.

This report will try to establish validity for certain criteria such as those used by Rawson.¹⁷ The literature reviewed did not indicate specifically how evaluation should be done. Most of the materials indicated the adoption of new ideas and increased production should be measured and used for evaluation. This is somewhat contrary to this study which tried to develop criteria that can be easily applied and still give an accurate appraisal.

¹⁷Ibid.

CHAPTER III

METHODS AND PROCEDURES

This chapter explains the general plan of the report and presents the assumptions, methods and procedures used and limitations.

I. ASSUMPTIONS

In evaluating Young Farmer classes certain criteria, such as increased yields of crops and improved rates of gain of livestock, are objective measures. If these increases in production were found for farmers enrolled in a Young Farmer class as compared to those not enrolled they could be attributed to a successful class. However, external factors, such as weather and diseases, make it hard to prove the farmers who were enrolled in the class were more successful than those who were not enrolled. For these reasons certain assumptions were made. In general, the major assumption was: Conducting a Young Farmer class according to certain procedures or criteria will produce satisfactory outcomes. For example, it was assumed that members who attended regularly will have a higher average net worth than those not attending classes. This assumption has been based on previous research.

II. METHODS AND PROCEDURES

After reviewing what had been attempted in the area of the evaluation of Young Farmer classes the author compiled a list of

criteria. The criteria were analyzed and separated into twenty different criterion items. These items were arranged in a questionnaire. The questionnaire was tested on ten individuals involved in vocational agriculture programs and then revised. The results of this revision and the first questionnaire are in the appendix.

The revised questionnaire was sent to each of the fifty vocational agriculture teachers who were conducting Young Farmer classes during the 1968-69 school year. The administrators of high schools which were conducting Young Farmer classes were also sent the same questionnaire. Each of the teachers was asked to designate one Young Farmer per class to respond to the same questionnaire. The schools were selected by obtaining a list of reimbursed Young Farmer programs during the 1968-69 school year. This list was obtained from the State Supervisor for Vocational Agriculture in Kansas.

The respondents indicated on the questionnaire whether they:

1. Would be able to evaluate this criterion.
2. Thought each criterion was important by rating each criterion very significant, significant, limited significant, no significance or undecided.

The number of responses for each criterion was determined for each of the three groups of respondents, and a mean rating was figured by valuing each level of importance as follows:

- +2 very significant
- +1 significant
- 0 undecided or no response

-1 limited significance

-2 no significance

The mean rating was figured for each of the twenty criterion items and for each group of respondents, and an average rating was computed for the three groups. Percentages were figured for the responses to the question, will the individuals in that group be able to evaluate this criterion? This information is listed in tables to clarify the results.

If no response was received within two weeks a follow-up letter was sent with another questionnaire and return envelope. After another two weeks 87.6 percent of the selected individuals had responded.

III. LIMITATIONS

This study is limited to those who responded to the questionnaire. Those who did not respond were:

1. Three vocational agriculture teachers having Young Farmer classes in 1968-69.
2. Nine administrators of schools having Young Farmer classes in 1968-69.
3. Six Young Farmers.

This resulted in 18 out of 145 questionnaires not being returned. The percentage of returns was very good with 87.6 percent completed questionnaires.

Other factors which limited this study are listed below:

1. The effect the impersonal procedure of mailing a questionnaire affects responses.

2. The ability of those persons responding to interpret the questionnaire uniformly.
3. The dependence on each person receiving a questionnaire to appraise factors without bias.
4. The extent to which the interpretations of those responding were the same as the author intended.
5. The accuracy of pretesting the questionnaire and limiting the number of criteria to twenty.
6. The ability of the author to compile, compute and interpret the results of the questionnaire.

CHAPTER IV

THE FINDINGS

This chapter discloses the findings of the questionnaire and indicates information about those responding. The information from the questionnaires will be illustrated and described in three parts. The first part describes characteristics of the respondents. The second part discusses findings concerning the 20 criteria, and the third part includes additional criteria which respondents suggested.

I. CHARACTERISTICS OF THOSE RESPONDING

Certain questions were asked each group sampled to determine some characteristics of each group. The vocational agriculture teachers were asked to answer the following questions:

1. How many years have you been teaching vocational agriculture?
2. How many years have you conducted Young Farmer classes?
3. What has been the average enrollment of your Young Farmer classes?

The years of experience of the teachers were divided into six groups, 0-4, 5-9, 10-14, 15-19, 20-24, and 25-30 years. The most of the teachers, 21, were in the group with the least experience teaching vocational agriculture. The group with five to nine years and 10 to 14 years experience had six teachers responding. The 15 to 19

years experience had seven teachers responding. The last two groups of 20 to 24 years and 25 to 30 years of experience had five and two teachers respectively. Table I shows these results.

TABLE I
NUMBER OF YEARS OF EXPERIENCE OF
VOCATIONAL AGRICULTURE TEACHERS

YEARS OF EXPERIENCE	NUMBER OF TEACHERS
0-4	21
5-9	6
10-14	6
15-19	7
20-24	5
25-30	2

Most of the teachers who conducted Young Farmer classes had taught three years or less; 24 were in this group. Fourteen teachers had taught Young Farmer classes between four and seven years. Only seven had taught these classes from eight to eleven years and two teachers had held Young Farmer classes from 12 to 16 years. The results of this question are found in Table II.

Teachers indicated their average class enrollment, and there were only four departments with ten or less enrolled. There were 29 classes in the group with 11 to 20 enrolled. Ten classes enrolled from 21 to 30 members, and four classes enrolled 31 to 40 Young

Farmers. The results are indicated in Table III.

TABLE II
NUMBER OF YEARS TEACHERS HAD CONDUCTED
YOUNG FARMER CLASSES

YEARS TAUGHT	NUMBER OF TEACHERS
0-3	24
4-7	14
8-11	7
12-16	2

TABLE III
AVERAGE ENROLLMENT OF YOUNG
FARMER CLASSES

NUMBER ENROLLED	NUMBER OF CLASSES
0-10	4
11-20	29
21-30	10
31-40	4

The administrators were asked two questions at the beginning of the questionnaire which were:

1. How many years have you been an administrator in this location?
2. Do you feel the Young Farmer classes in Kansas should be continued?

The administrators were grouped according to number of years of experience. Twenty-two administrators had been in their present location less than four years---see Table IV. Between five to nine years at the same location was indicated by seven administrators. Four superintendents were in their present locations for 10 to 14 years. Between 15 to 19 years and 26 to 31 years in the same location were listed by five and three administrators respectively.

TABLE IV
NUMBER OF YEARS ADMINISTRATORS
HAD BEEN IN PRESENT LOCATION

NUMBER OF YEARS	NUMBER OF ADMINISTRATORS
0-4	22
5-9	7
10-14	4
15-19	5
26-31	3

The administrators were practically unanimous in agreeing that Young Farmer classes should be continued in Kansas with 39 indicating yes. Only one administrator signified no and another wrote "undecided."

Two questions were asked Young Farmers at the beginning of their questionnaire which were:

1. How many years have you attended Young Farmer classes?
2. How many meetings do you attend each year?

The Young Farmers who responded were divided into groups of three years each in Table V to indicate the number of years they had

attended classes. Eighteen members were in the first group of zero to three years of attendance, and 19 were in the group ranging from four to seven years. The group with eight to eleven years of attendance had only two respondents.

TABLE V
NUMBER OF YEARS YOUNG FARMERS HAVE ATTENDED
YOUNG FARMER CLASSES

YEARS OF ATTENDANCE	NUMBER OF YOUNG FARMERS
0-3	18
4-7	19
8-11	2

When asked how many classes they attended each year, four Young Farmers indicated they had attended six to nine classes---see Table VI. Seventeen members attended 10 to 13 meetings, and 17 attended 14 to 17 meetings. Only one Young Farmer attended 18 to 20 meetings.

TABLE VI
NUMBER OF YOUNG FARMER CLASSES ATTENDED
BY YOUNG FARMERS EACH YEAR

NUMBER OF CLASSES	NUMBER OF YOUNG FARMERS
6-9	4
10-13	17
14-17	17
18-20	1

II. RESULTS OF EVALUATION OF CRITERIA

Of the teachers, administrators and Young Farmers 100 or 78.7 per cent indicated the establishment of a Young Farmer organization is a valid criterion---see Table VII.

The Young Farmer respondents had the highest percentage of positive answers with 34 of 39 or 87.2 percent answering yes. (Note all percent figures have been rounded off to the nearest tenth of a percent). The administrators had the lowest positive response with 28 of 41 or 68.3 percent answering affirmative. One hundred twenty-four of 127 responded either yes or no to this criterion.

The importance of this criterion had a value of +.65 for the combined three groups on a scale which was arbitrarily established for all criteria. The scale was given the following value for each possible response as follows:

- +2 very significant
- +1 significant
- 0 undecided or no response
- 1 limited significance
- 2 no significance

The mean rated importance was computed for each group and then an average of the three groups was computed. The combined value for each group was positive with the administrators giving the statements an average value of +.32. The average value given by the vocational agriculture teachers and Young Farmers was a +.66 and +.98 respectively.

TABLE VII

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "A YOUNG FARMER ORGANIZATION
SHOULD BE CHARTERED"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE*
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	36	80.9	8	17.0	46#	97.9 [@]	+.66
ADMINISTRATORS	28	68.3	13	31.7	41	100.0	+.32
YOUNG FARMERS	<u>34</u>	<u>87.2</u>	<u>3</u>	<u>7.7</u>	<u>37</u> ¹	<u>94.9</u>	<u>+.98</u>
TOTALS	100	78.7	24	18.9	124	97.6	+.65

*A scale was arbitrarily established for all criteria. The scale was given the following value for each possible response as follows:

- +2 very significant
- +1 significant
- 0 undecided or no response
- 1 limited significance
- 2 no significance

#One did not respond

@Percentages are rounded off to the nearest one tenth of one percent.

¹Two did not respond.

The statement regarding the chartering of a Young Farm Wives organization had quite different responses from the chartering of a Young Farmer organization. Ninety respondents or 70.9 percent of the total sample considered the criterion could be evaluated.

The weighted importance ranged from 0 to +.51. This was less than one half the value for the statement about chartering the Young

Farmer organization. The administrators had the lowest value of .00 and the Young Farmers indicated the highest with +.51. The average value of the teachers was +.30 as shown in Table VIII.

TABLE VIII
RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "A YOUNG FARMER WIVES
ORGANIZATION SHOULD BE CHARTERED"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	36	76.6	9	19.8	45*	96.4	+.30
ADMINISTRATORS	24	58.5	15	36.6	39#	95.1	+.00
YOUNG FARMERS	<u>30</u>	<u>74.4</u>	<u>6</u>	<u>15.4</u>	<u>36</u> [@]	<u>89.8</u>	<u>+.51</u>
TOTALS	90	70.9	30	23.3	120	94.2	+.27
*Two did not respond.							
#Two did not respond.							
@Three did not respond.							

Each group had a high percentage response indicating that they could evaluate the criterion that one social event should be held each year for Young Farmers and their wives. One hundred percent of the Young Farmers felt they could evaluate this criterion. The average for the three groups was 91.3 percent answering yes and 5.5 percent answering no. There were four administrators who did not respond to this criterion.

The teachers considered this criterion the most important with an average weighted importance of +1.21. The importance was least with the administrators with an average value of +.41. The Young Farmers

average value of this criterion was +1.05. The groups averaged a weighted importance of +.89 as seen in Table IX.

TABLE IX

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "ONE SOCIAL EVENT SHOULD BE
HELD EACH YEAR FOR YOUNG FARMERS AND WIVES"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	45	95.7	2	4.3	47	100.0	+1.21
ADMINISTRATORS	32	78.0	5	12.2	37*	90.2	+ .41
YOUNG FARMERS	<u>39</u>	<u>100.0</u>	<u>0</u>	<u>00.0</u>	<u>39</u>	<u>100.0</u>	<u>+1.05</u>
TOTALS	116	91.3	7	5.5	123	96.8	+ .89
*Four did not respond.							

Eighty-five percent of the total individuals sampled indicated yes that they would be able to evaluate the criterion that at least two Young Farmers should attend the state Young Farmers convention and tour. The administrators responded with a 73.2 percent yes answer, having the lowest yes response.

The Young Farmers weighted this criterion the heaviest with a value of +1.05. The value made by administrators was +.59. The teachers responded with a +.83---see Table X.

The criterion expressing that Young Farmers should attend 75 percent or more of the classes is a minimum requirement of the Kansas State Department of Vocational Education. All groups were favorable about being able to evaluate this requirement to the extent they all checked

yes 90 percent or more. The vocational agriculture teachers indicated 100 percent yes.

TABLE X

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "AT LEAST TWO YOUNG FARMERS
SHOULD ATTEND THE STATE TOUR AND CONVENTION"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	40	85.1	7	14.9	47	100.0	+ .83
ADMINISTRATORS	30	73.2	9	22.0	39*	95.0	+ .59
YOUNG FARMERS	<u>38</u>	<u>97.4</u>	<u>1</u>	<u>2.6</u>	<u>39</u>	<u>100.0</u>	<u>+1.05</u>
TOTALS	108	85.0	17	13.4	125	98.4	+ .82
*Two did not respond.							

The weighted importance was +1.30, +1.34 and +1.23 for teachers, administrators and Young Farmers respectively. The average of these groups was +1.29, as found in Table XI.

TABLE XI

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "YOUNG FARMERS SHOULD
ATTEND 75% OR MORE OF THE CLASSES"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	47	100.0	0	00.0	47	100.0	+1.30
ADMINISTRATORS	37	90.2	4	9.8	41	100.0	+1.34
YOUNG FARMERS	<u>38</u>	<u>97.4</u>	<u>1</u>	<u>2.6</u>	<u>39</u>	<u>100.0</u>	<u>+1.23</u>
TOTALS	122	96.1	5	3.9	127	100.0	+1.29

A low value of 66.9 percent of respondents answered yes to the standard that the instructor should visit each member's farm at least twice per year. Forty-eight and seven tenths percent of the Young Farmers indicated yes, while 80.9 percent of the teachers indicated yes.

The weighted importance disclosed by the Young Farmers was a -.77. The teachers signified a value of +.32 and the administrators a value of +.76. This gave an average of +.10---see Table XII.

TABLE XII

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "INSTRUCTOR SHOULD VISIT EACH
MEMBER'S FARM AT LEAST TWICE A YEAR"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	38	80.9	9	19.1	47	100.0	+ .32
ADMINISTRATORS	28	68.3	11	26.8	39*	95.1	+ .76
YOUNG FARMERS	<u>19</u>	<u>48.7</u>	<u>20</u>	<u>51.3</u>	<u>39</u>	<u>100.0</u>	<u>- .77</u>
TOTALS	85	66.9	40	31.5	125	98.4	+ .10
*Two did not respond							

Teachers denoted 55.3 percent of them would be able to evaluate the standard that more than one-half of the Young Farmers income should be from farming. Young Farmers signified 74.4 percent would be able to evaluate this. Administrators revealed a 51.2 percent yes response.

The weighted importance was negative in all cases with a -.18 variation between high and low values. The mean value of the groups was

-.22, as shown in Table XIII.

TABLE XIII

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "YOUNG FARMERS SHOULD RECEIVE MORE
THAN ONE-HALF THEIR INCOME FROM FARMING"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	26	55.3	21	44.7	47	100.0	-.32
ADMINISTRATORS	21	51.2	19	46.3	40*	97.5	-.21
YOUNG FARMERS	<u>29</u>	<u>74.4</u>	<u>10</u>	<u>25.6</u>	<u>39</u>	<u>100.0</u>	<u>-.14</u>
TOTALS	76	59.8	50	39.4	126	99.2	-.22
*One did not respond.							

Each group indicated affirmative, between 70 and 80 percent, that they would be able to appraise the criterion that at least 15 classes should be held each year. The average yes response was 75.6 percent.

The weighted importance was positive in all cases. The weighted values for each group were, administrators +.85, Young Farmers +.33 and teachers +.15. These values gave an average of +.44---see Table XIV.

A wide range of differences were found in the criterion that a minimum of four classes should be conducted by vocational agriculture teachers. Teachers indicated $\frac{3}{4}$ percent of them would be able to evaluate this. The administrators denoted 61 percent yes. Twenty-one and three tenths percent of the Young Farmers disclosed yes.

TABLE XIV

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "AT LEAST FIFTEEN CLASSES
SHOULD BE HELD EACH YEAR"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	37	78.7	10	21.3	47	100.0	+.15
ADMINISTRATORS	31	75.6	9	22.0	40*	97.6	+.85
YOUNG FARMERS	<u>28</u>	<u>71.8</u>	<u>11</u>	<u>28.2</u>	<u>39</u>	<u>100.0</u>	<u>+.33</u>
TOTALS	96	75.6	30	23.6	126	99.2	+.44

*One did not respond.

The weighted importance was very low for teachers and Young Farmers and +.41 for administrators. The average importance was -.92—see Table XV.

TABLE XV

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "A MINIMUM OF FOUR CLASSES
SHOULD BE PRESENTED BY THE INSTRUCTOR"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	16	34.0	31	66.0	47	100.0	-1.04
ADMINISTRATORS	25	61.0	12	29.5	37*	90.5	+ .41
YOUNG FARMERS	<u>10</u>	<u>21.3</u>	<u>29</u>	<u>78.7</u>	<u>39</u>	<u>100.0</u>	<u>-1.21</u>
TOTALS	51	40.1	72	56.7	123	96.8	- .92

*Four did not respond

More than 90 percent of the teachers and administrators responded yes that they could evaluate the criterion that adequate physical facilities should be provided for Young Farmer classes. Only 76.9 percent of the Young Farmers indicated yes.

The most importance for the criterion was given by the administrators with a value of +1.03. The average for all groups was +.85 as shown in Table XVI.

TABLE XVI

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "YOUNG FARMER CLASSES SHOULD BE
PROVIDED WITH ADEQUATE PHYSICAL FACILITIES
BY THE SCHOOL AT NO CHARGE"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	46	97.9	1	2.1	47	100.0	+ .75
ADMINISTRATORS	37	90.2	3	7.3	40*	97.5	+1.03
YOUNG FARMERS	<u>30</u>	<u>76.9</u>	<u>9</u>	<u>23.1</u>	<u>39</u>	<u>100.0</u>	<u>+ .77</u>
TOTALS	113	89.0	13	10.2	126	99.2	+ .85
*One did not respond.							

Nearly all those returning questionnaires agreed they could evaluate the following statement, "Instructor and Young Farmer committee should plan and schedule classes." There were 96.1 percent of the total sampled signifying yes. The vocational agriculture teachers were in 100 percent agreement.

Table XVII shows an average weighted importance of +1.45 for this criterion. Administrators rated this criterion the lowest with a value of +1.10. The teachers' and Young Farmers' values were nearly the same.

TABLE XVII

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "INSTRUCTOR AND YOUNG FARMER
COMMITTEE SHOULD PLAN AND SCHEDULE CLASSES"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	47	100.0	0	00.0	47	100.0	+1.62
ADMINISTRATORS	38	92.7	3	7.3	41	100.0	+1.10
YOUNG FARMERS	<u>37</u>	<u>94.9</u>	<u>2</u>	<u>5.1</u>	<u>39</u>	<u>100.0</u>	<u>+1.64</u>
TOTALS	122	96.1	5	3.9	127	100.0	+1.45

Table XVIII shows there is less agreement about evaluating this criterion since only 85.8 percent of all groups agree. Only 61 percent of the administrators agreed they could evaluate the criterion that several of the classes should be taught by resource specialists.

The importance was highest by the teachers with a score of +.64 followed by Young Farmers with +.59. Administrators gave the lowest rating of +.34.

Sixty-six percent of the teachers indicated they could evaluate the criterion concerning farm mechanics being taught in Young Farmer classes. Of the three groups 67.7 percent indicated they could

evaluate this criterion. This percentage is lower than most of the other criterion.

TABLE XVIII

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "ELEVEN OR MORE CLASSES SHOULD
BE TAUGHT BY RESOURCE SPECIALISTS"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	41	87.2	5	10.6	46*	98.8	+.64
ADMINISTRATORS	25	61.0	13	31.7	38 [#]	92.7	+.34
YOUNG FARMERS	<u>33</u>	<u>85.0</u>	<u>6</u>	<u>15.4</u>	<u>39</u>	<u>100.0</u>	<u>+.59</u>
TOTALS	99	85.8	24	11.0	123	96.8	+.52

*One did not respond.

[#]Three did not respond.

In Table XIX there is a negative value of $-.21$ for the weighted importance given by the teachers. The other two values of importance were positive. The average of the groups, $+.03$, remained positive also.

Eighty-two and nine tenths percent of the administrators disclosed they could evaluate the criterion that an advisory council should assist in setting up Young Farmer classes. The other two groups were less positive in their response.

A rather wide range of importance was found. Teachers importance was $-.47$ while the administrators average was $+.59$. The average importance of the groups remained positive with $+.03$ ---see Table XX.

TABLE XIX

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "FARM MECHANICS LESSONS SHOULD
BE TAUGHT IN TWO OR MORE CLASSES"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	31	66.0	16	34.0	47	100.0	-.21
ADMINISTRATORS	29	70.7	10	24.4	39*	95.1	+.24
YOUNG FARMERS	<u>26</u>	<u>66.7</u>	<u>12</u>	<u>30.8</u>	<u>38#</u>	<u>97.5</u>	<u>+.05</u>
TOTALS	86	67.7	38	29.9	124	97.6	+.03

*Two did not respond.

#One did not respond.

TABLE XX

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "ADVISORY COUNCIL SHOULD
ASSIST IN SETTING UP CLASSES"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	30	63.8	17	36.2	47	100.0	-.47
ADMINISTRATORS	34	82.9	7	17.1	41	100.0	+.59
YOUNG FARMERS	<u>29</u>	<u>74.4</u>	<u>9</u>	<u>23.1</u>	<u>38*</u>	<u>97.5</u>	<u>-.03</u>
TOTALS	93	73.2	33	26.0	126	99.2	+.03

*One did not respond.

The three groups' average was 97.6 percent indicating yes they
would be able to evaluate the criterion concerning the members being

given an opportunity to evaluate classes.

The importance was high for all groups as seen in Table XXI. Young Farmers felt this was the most important with their average being +1.44.

TABLE XXI

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "MEMBERS SHOULD BE GIVEN AN
OPPORTUNITY TO EVALUATE CLASSES BY INDICATING
THOSE THAT HAD HELPED THEM THE MOST"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	47	100.0	0	00.0	47	100.0	+1.11
ADMINISTRATORS	39	95.6	1	2.4	40*	98.0	+1.29
YOUNG FARMERS	<u>38</u>	<u>97.4</u>	<u>1</u>	<u>2.6</u>	<u>39</u>	<u>100.0</u>	<u>+1.44</u>
TOTALS	124	97.6	2	1.6	126	99.2	+1.28
*One did not respond.							

The criterion which states members should suggest course content received an average 97.6 percent yes answers from all groups indicating they will be able to evaluate it. The highest average rating as to importance was indicated by the teachers which was +1.72. Importance was high in all cases---refer to Table XXII.

Informing the administration of Young Farmer activities received a high number of yes responses from teachers and administrators. However, of the Young Farmers responding, only 68.5 percent felt they

TABLE XXII

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "MEMBERS SHOULD
RECOMMEND COURSE CONTENT"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	46	97.9	0	00.0	46*	97.9	+1.72
ADMINISTRATORS	39	95.6	2	4.4	41	100.0	+1.15
YOUNG FARMERS	<u>39</u>	<u>100.0</u>	<u>0</u>	<u>00.0</u>	<u>39</u>	<u>100.0</u>	<u>+1.56</u>
TOTALS	124	97.6	2	1.6	126	99.2	+1.48

*One did not respond.

could evaluate this criterion. The importance was positive in all cases---see Table XXIII. But teachers gave this the most importance and Young Farmers the least with a +.21 value.

TABLE XXIII

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "ADMINISTRATION AND BOARD
SHOULD BE INFORMED OF ALL
YOUNG FARMER ACTIVITIES"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	43	91.5	4	8.5	47	100.0	+1.17
ADMINISTRATORS	39	95.0	1	2.5	40*	97.5	+ .95
YOUNG FARMERS	<u>27</u>	<u>68.5</u>	<u>11</u>	<u>28.2</u>	<u>38#</u>	<u>97.0</u>	<u>+ .21</u>
TOTALS	109	85.8	16	12.6	125	98.4	+ .78

*One did not respond.

#One did not respond.

Of those questionnaires returned 76.4 percent of all groups felt they could evaluate the criterion that the Young Farmers and FFA should conduct a joint activity. The importance was negative in two cases---see Table XXIV, and a +.05 average value for the administrators. The average for the three groups was -.08. This criterion would not necessarily have any affect on the type of Young Farmer program being conducted.

TABLE XXIV

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "YOUNG FARMERS AND FFA SHOULD
CONDUCT ONE ACTIVITY TOGETHER EACH YEAR"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	37	78.7	10	21.3	47	100.0	-.17
ADMINISTRATORS	30	73.2	9	22.0	39*	95.2	+.05
YOUNG FARMERS	<u>30</u>	<u>76.9</u>	<u>8</u>	<u>20.4</u>	<u>38#</u>	<u>97.3</u>	<u>-.13</u>
TOTALS	97	76.4	27	21.3	124	97.7	-.08

*Two did not respond.
#One did not respond.

The establishment of objectives for the Young Farmer classes had 122 of 127 respondents indicating yes that they could evaluate this criterion---refer to Table XXV. The weighted importance varied with the average from the teachers group being +1.06 and the administrators' average being -.34. The three groups' average was +.89.

TABLE XXV

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "OBJECTIVES FOR THE YOUNG FARMER
CLASSES SHOULD BE ESTABLISHED AND CARRIED OUT"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	46	97.9	1	2.1	47	100.0	+1.06
ADMINISTRATORS	38	92.7	3	7.3	41	100.0	+ .34
YOUNG FARMERS	<u>38</u>	<u>97.4</u>	<u>0</u>	<u>00.0</u>	<u>38*</u>	<u>97.4</u>	<u>+1.28</u>
TOTALS	122	96.1	4	3.1	126	99.2	+ .89

*One did not respond.

Raising money was a criterion that all groups were undecided about being able to evaluate. Table XXVI shows the following percentages

TABLE XXVI

RESPONSES OF TEACHERS, ADMINISTRATORS AND YOUNG FARMERS
TO THE STATEMENT, "YOUNG FARMERS SHOULD CONDUCT
ONE OR MORE FUND RAISING
PROJECTS EACH YEAR"

GROUP	YES		NO		TOTAL		WEIGHTED IMPORTANCE
	NO.	PCT.	NO.	PCT.	NO.	PCT.	
TEACHERS	19	40.4	27	57.4	46*	97.8	-.72
ADMINISTRATORS	13	31.7	26	63.4	39#	95.1	+.73
YOUNG FARMERS	<u>23</u>	<u>59.0</u>	<u>14</u>	<u>35.9</u>	<u>37[@]</u>	<u>94.4</u>	<u>-.31</u>
TOTALS	55	43.3	67	52.8	122	96.1	-.10

*One did not respond.

#Two did not respond.

@Two did not respond.

for each group answering yes: 40.4, 31.7 and 59.0. This criterion has the highest average negative response.

The administrators rated the importance a +.73 while the teachers' importance rating was -.72. The average for the three groups was -.10 indicating this criterion to be less valuable than the others.

III. ADDITIONAL CRITERIA SUGGESTED

Listed below are the responses to the last statement of the questionnaire which asked the respondents to list other criteria they felt needed to be included to evaluate Young Farmer classes and the importance of each criterion. In most cases no importance was given. Some criterion were listed by more than one respondent. These are indicated by the number following the criterion. The criteria are listed according to the group responding.

Vocational agriculture teachers:

1. Young Farmers make decisions concerning chapter activities, not advisor.
2. Young Farmers should conduct at least one community activity to promote feeling of togetherness.
3. Young Farmers and Young Farm Wives have at least one banquet in spring or fall.
4. Conduct a local tour of chapter members or one of regional importance. (mentioned by four other teachers, also)

5. Percent membership retained each year.
6. Percent new members each year.
7. The meeting nights should not be set up in early fall or late spring.
8. The only real evaluation of a Young Farmer class comes from the members themselves. It is very hard to place a rating on an organization with the great differences of interest and needs which occurs over the state and even within the local chapter.
9. No one set of criteria can be used to evaluate a Young Farmer program in a given community.
10. Try to keep the members involved.
11. Assist other farmer organizations with one or more activities.
12. Regular schedule of meetings.
13. Length of each meeting.
14. Should there be local dues.
15. Young Farmer class should be evaluated on how well it serves the needs of the farmers of the area, rather than how it follows out-dated state requirements.
16. A definite need for a name change.
17. Use more social events.
18. The class should be geared to the Young Farmer needs and offer variety.

Administrators:

1. Young Farmer classes should not be directly related to FFA in any way.

2. In certain areas, it may be distasteful to have fund raising events. In other cases it's OK.

3. Young Farmers should contribute to the agricultural community through some service---help at county fairs, local field days, sponsor events, etc.

4. The instructor should not be required to teach any certain number of classes. Depends on instructor, members, class needs, etc.

5. Farm mechanics should be taught only if the members desire it.

6. Course content must be flexible to meet the needs of the members.

7. Farmers and persons intending to farm should be eligible for membership.

8. Young Farmers should help the FFA with one money-making project yearly. Eliminates many money-making projects and leaves time for teaching.

9. Field trips on Saturday.

Young Farmers:

1. Young Farmer tour of local Young Farmers and state tour.

2. More members to take part and have more responsibility.

3. Sponsor a supper to get new members.

4. Use a non-commercial resource specialist.

5. Young Farmers should keep good public relations.

6. Meetings should cover up-to-date information, not deal in generalities.

7. Schedule different meetings to cover different interests of members.

8. Have a complete change of officers every year.

There were very few criterion items which were duplicated by the teachers, administrators and Young Farmers. There was only one item which was duplicated and this item was listed by four teachers. This item involved Young Farmer tours of local or regional importance. Perhaps this item should be included as a criterion item for the evaluation of Young Farmer programs.

The findings of this study indicated that five criterion items were not considered as valid by 70 percent or more of the teachers, administrators and Young Farmers for the evaluation of Young Farmer programs. It was further found that four criterion items had a negative value by the respondents and were not considered important as evaluation items. It was also interesting to note that four of the five criterion items with less than a 70 percent positive response as to the effectiveness for the evaluation of programs also had a negative importance rating as an evaluative criterion.

The findings of the study indicated that there were 14 criterion items which had 70 percent or more respondents indicating they were valid criterion items and which also had a positive value for the importance of each item. There were six criterion items which had either less than a 70 percent or more response that they were valid criterion items or had a negative importance rating for the item.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter will summarize the findings of the study and draw conclusions about the criteria included in the questionnaire.

The findings of this study are based on 127 usable questionnaires returned or 87.6 percent returns from the 145 receiving questionnaires. There were 47 vocational agriculture teachers, 41 administrators and 39 Young Farmers returning questionnaires.

Each respondent was asked to indicate whether people in his field could evaluate each criterion and to indicate the importance of each criterion. The importance could be indicated as very significant, significant, limited significance, no significance and undecided. Arbitrary values were assigned as follows:

- +2 very significant
- +1 significant
- 0 undecided or no response
- 1 limited significance
- 2 no significance

All responses were compiled and averages were figured for each group responding. The totals of the three groups were figured to obtain the mean values for the total sampled.

Fourteen of the criteria had positive values when the 127 response were subjected to the arbitrary scale of importance, and more than

70 percent of the respondents agreed that they could evaluate the criteria. Values of these fourteen criteria can be seen in Figures I and II. The criteria are listed below with those having the highest importance being placed first.

Members should recommend course content. (+1.48)

Instructor and Young Farmer committee should plan and schedule classes. (+1.45)

Young Farmers should attend 75 percent or more of the classes. (+1.29)

Members should be given an opportunity to evaluate classes by indicating those that had helped them the most. (+1.28)

Objectives for the Young Farmer classes should be established and carried out. (+.89)

One social event should be held each year for Young Farmers and wives. (+.89)

Young Farmer classes should be provided with adequate physical facilities by the school at no charge. (+.85)

At least two Young Farmers should attend the state tour and convention. (+.82)

Administration and school board should be informed of all Young Farmer activities. (+.78)

A Young Farmer organization should be chartered. (+.65)

Eleven or more classes should be taught by resource specialists. (+.52)

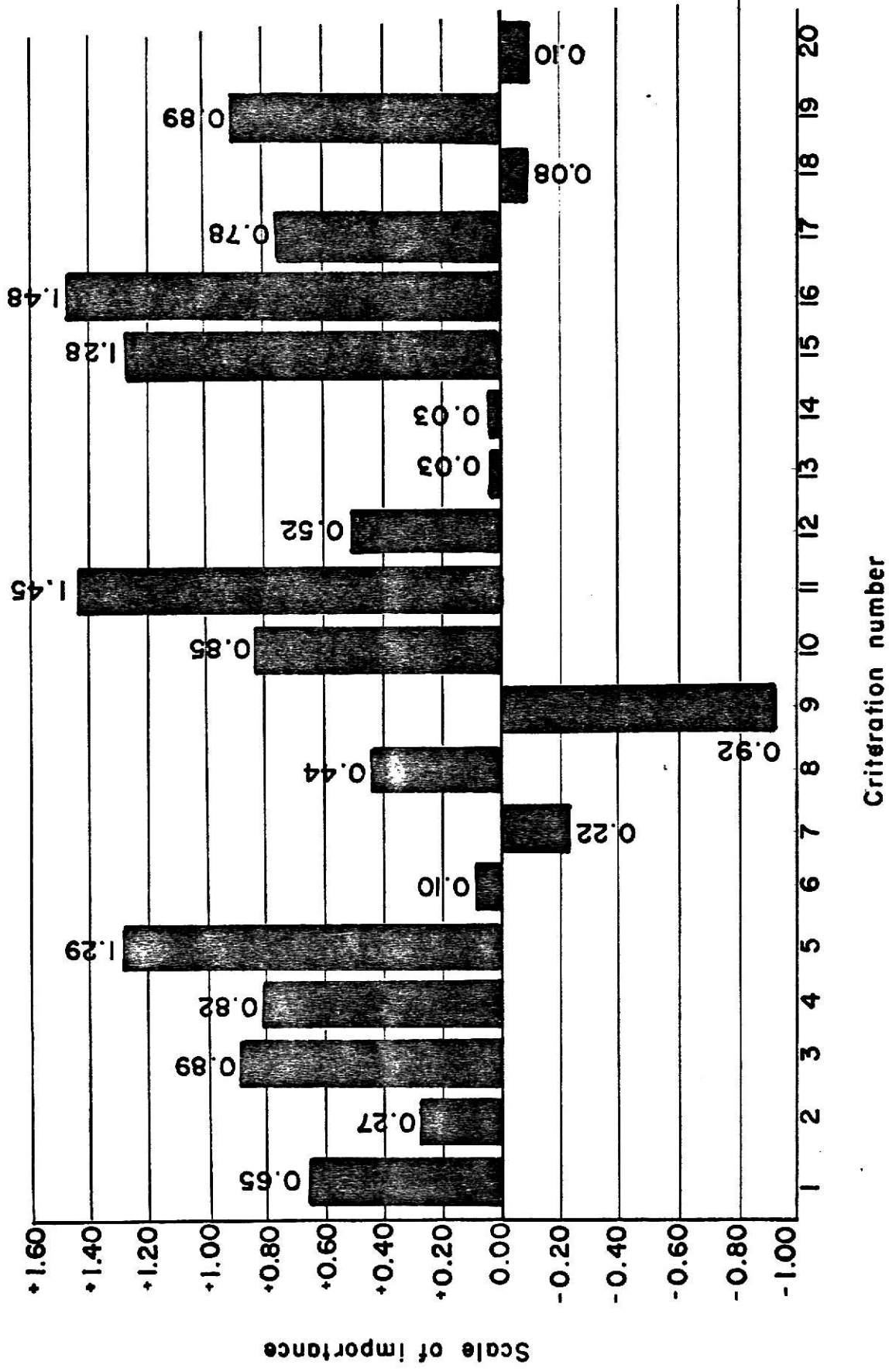


Fig.1. Average of all respondents indicating the weighted importance for each criterion.

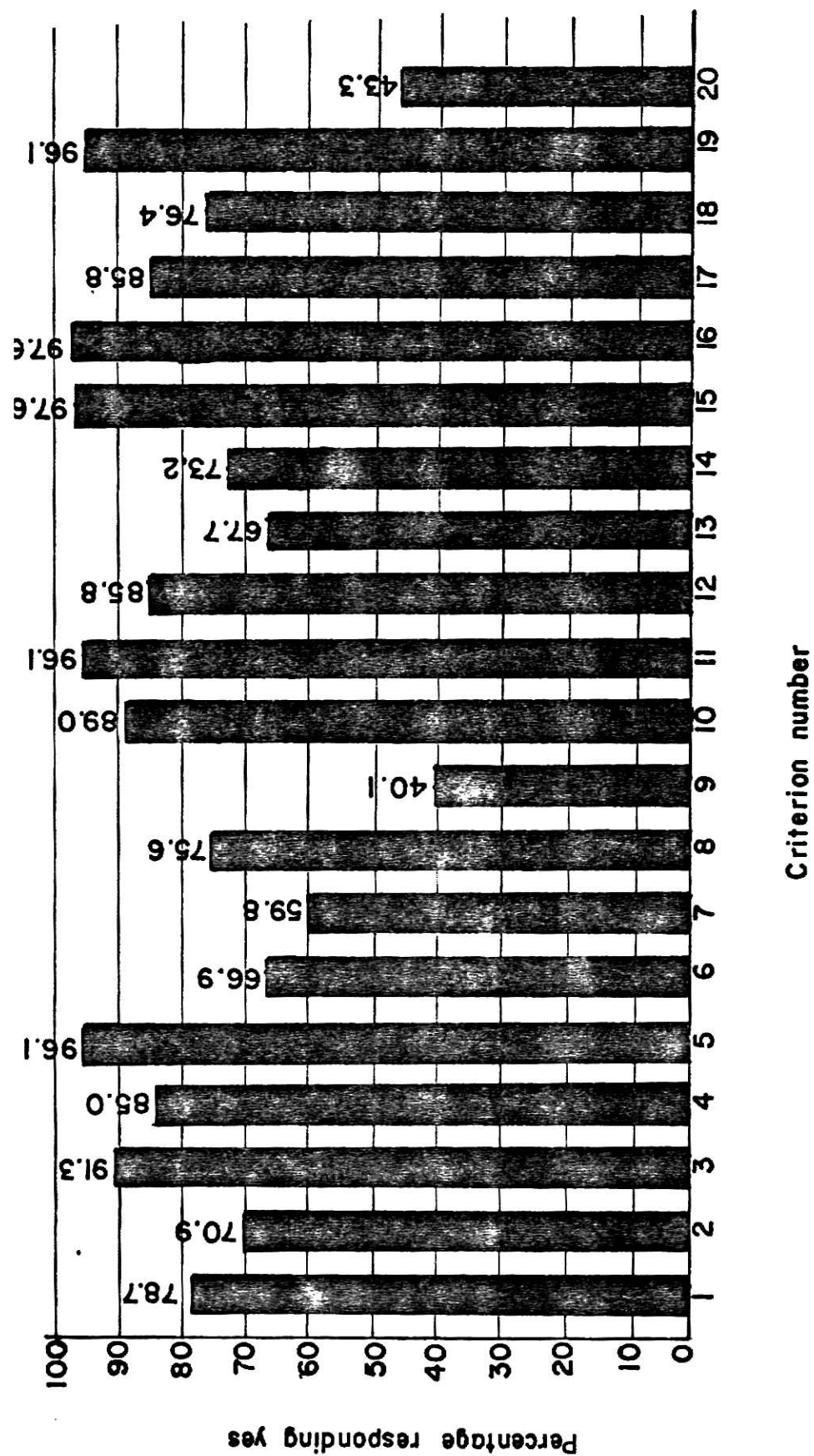


Fig.2. Percentage of all respondents indicating YES they will be able to evaluate the criteria.

At least 15 classes should be held each year. (+.44)

A Young Farmer wives organization should be chartered. (+.27)

Advisory council should assist in setting up classes. (+.03)

If the criteria which had less than 70 percent indicating that they would be able to evaluate the criteria and those that had a negative weighted importance were considered invalid, there would be 14 criteria termed as valid. Those 14 criteria would seem to partially satisfy the hypothesis, "there will be certain essential criteria common to all Young Farmer classes in Kansas."

The following criteria were those which had a negative weighted importance or less than 70 percent indicated they could evaluate the criteria:

A minimum of four classes should be presented by the instructor.
(-.92)

Young Farmers should receive more than one-half their income from farming. (-.22)

Young Farmers should conduct one or more fund raising projects each year. (-.10)

Young Farmers and FFA should conduct one activity together each year. (-.08)

Farm mechanics lessons should be taught in two or more classes.
(+.03)

Instructor should visit each member's farm at least twice a year.
(+.10)

Another hypothesis stated that there should be agreement among the groups responding as to the importance of the criteria. There was disagreement between the three groups to the extent of 25 percent on the ability of the respondents to evaluate the criteria and disagreement of .90 or more on the weighted importance on four criteria. These four criteria have all been considered invalid in the previous discussion except one. The criterion not considered invalid was "advisory council should assist in setting up classes." The weighted importance of this criterion was very low, however (+.03).

The last hypothesis indicated the possibility of developing an evaluation form from the results of this study. The following discussion is an attempt on the author's part to compile an evaluation score card.

No statistical treatment was used in this study to prove the validity and significance of the criteria, but certain values have been designated. The author believes those criteria which had positive values on the arbitrary scale of weighted importance can be used for evaluation of Young Farmer programs. Those criteria with positive values were given a point value for scoring purposes. With one point for each +.25 of weighted importance an evaluation scale was established. The author constructed such a scale---see appendix. This scale lists 14 criteria and had a total possible value of 55 points for these criteria. The 14 criteria were believed to be the most important. For this reason the use of other criteria was limited.

Those criteria from the original 20 on the questionnaire which had a negative weighted importance value could also be used. There is nothing to indicate that the six criteria with negative value would be detrimental to a Young Farmer program. If the person evaluating felt there was some importance in these or any other criteria they could be used to evaluate the program.

It must be kept in mind that evaluation must be done by someone very close to and familiar with the program being evaluated as expressed by Shoaf¹⁸ and others concerning evaluation.

As a result of this study the author made the following recommendations:

That further studies be made for the evaluation of Young Farmer classes involving a larger number of Young Farmer class members.

That consideration be given to the inclusion of tours of a local and regional nature as an evaluation criterion.

That the score card of evaluation criterion developed by the author be trial tested in the evaluation of Young Farmer classes.

That further study be made of the criterion items where there was disagreement among the groups of teachers, administrators and Young Farmers.

¹⁸Harold Shoaf, "The Value of Evaluation," The Agricultural Education Magazine, 42:303, June, 1970.

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APPENDIX

February 7, 1970

Ron Hollandsworth
Wamego High School
Wamego, Kansas

Dear Mr. Hollandsworth,

The attached questionnaire is concerned with determining the desirable characteristics of Young Farmer classes in Kansas. The results of this study will indicate criteria which may be used to evaluate Young Farmer classes in Kansas.

I am particularly desirous of obtaining your responses to complete the report which I am doing to complete my requirements for a Master's Degree in Agricultural Education. Your experience will contribute significantly to this report.

It will be appreciated if you will complete the questionnaire and return with this letter by February 16, 1970, in the enclosed stamped envelope. I would welcome any comments you might have concerning this questionnaire. I will send you a summary of the questionnaire results if you desire. Thank you for your cooperation.

Sincerely,

David L. Bothwell

db
enc.

February 21, 1970

Ron Hollandsworth
Wamego High School
Wamego, Kansas

Dear Mr. Hollandsworth,

Due to an oversight on my part I must have missed sending you a copy of the attached questionnaire which is concerned with determining the desirable characteristics of Young Farmer classes. The results will indicate criteria which may be used to evaluate Young Farmer classes in Kansas.

I have tested the questionnaire and an average of 12 minutes was required to complete it. I know you are rushed for time, but your experience will contribute significantly to this research. However, without your response the results of this study will lack validity.

Since I have received most of the questionnaires I am hoping that you will complete and return the questionnaire at your earliest convenience. I would welcome any comments you might have about the questionnaire. Thank you for your cooperation.

Sincerely,

David L. Bothwell

db
enc.

The purpose of this questionnaire is to determine criteria for evaluating Young Farmer Programs in Kansas. Please answer the following questions:

1. How many years have you been teaching Vocational Agriculture? _____
2. How many years have you conducted Young Farmer Classes? _____
3. What has been the average enrollment of your Young Farmer Classes? _____

BASED ON YOUR EXPERIENCE JUDGE THE CRITERIA FOR THE TWO QUESTIONS ON THE RIGHT.

How important is this Criterion for Evaluation

CHECK YES IF YOU AGREE AND NO IF YOU DO NOT AGREE WITH THE FIRST QUESTION ABOUT THE CRITERIA.

RATE THE IMPORTANCE OF THE CRITERIA IN THE RATING SCALE UNDER THE SECOND QUESTION.

CRITERIA	Will Vo Ag Teachers be able to evaluate this criterion?		How important is this Criterion for Evaluation				
	YES	NO	Very Significant	Significant	Limited Significance	No Significance	Undecided
1. A Young Farmer organization should be chartered.							
2. A Young Farmer Wives organization should be chartered.							
3. One social event should be held each year for Young Farmers and wives.							
4. At least two Young Farmers should attend the state tour and convention.							
5. Young Farmers should attend 75% or more of the classes.							
6. Instructor should visit each member's farm at least twice a year.							
7. Young Farmers should receive more than one-half of their income from farming.							
8. At least 15 classes should be held each year.							
9. A minimum of four classes should be presented by the instructor.							
10. Young Farmer classes should be provided with adequate physical facilities.							

How important is this
Criterion for Evaluation?

CRITERIA	Will Vo Ag Teachers be able to evaluate this criterion?		How important is this Criterion for Evaluation?				
	YES	NO	Very Significant	Significant	Limited Significance	No Significance	Undecided
11. Instructor and Young Farmer committee should plan and schedule classes.							
12. Eleven or more classes should be taught by resource specialists.							
13. Farm mechanics lessons should be taught in two or more classes.							
14. Advisory council should assist in setting up classes.							
15. Members should be given an opportunity to evaluate classes by indicating those that had helped them the most.							
16. Members should recommend course content.							
17. Administration and school board should be informed of all Young Farmer activities.							
18. Young Farmers and FFA should conduct one activity together each year.							
19. Objectives for the Young Farmer classes should be established and carried out.							
20. Young Farmers should conduct one or more fund raising projects each year.							
List any other criteria you feel needs to be included to evaluate Young Farmer classes and give the relative importance of each criterion you list. Use reverse side if necessary.							

The purpose of this questionnaire is to determine criteria for evaluating Young Farmer Programs in Kansas. Please answer the following questions and complete the questionnaire.

1. How many years have you attended Young Farmer classes? _____
2. How many meetings do you attend each year? _____

BASED ON YOUR EXPERIENCE JUDGE THE CRITERIA FOR THE TWO QUESTIONS ON THE RIGHT.

How important is this Criterion for Evaluation?

CHECK YES IF YOU AGREE AND NO IF YOU DO NOT AGREE WITH THE FIRST QUESTION ABOUT THE CRITERIA.

RATE THE IMPORTANCE OF THE CRITERIA IN THE RATING SCALE UNDER THE SECOND QUESTION.

CRITERIA	Will Young Farmers be able to evaluate this criterion?		How important is this Criterion for Evaluation?				
	YES	NO	Very Significant	Significant	Limited Significance	No Significance	Undecided
1. A Young Farmer organization should be chartered.							
2. A Young farmer Wives organization should be chartered.							
3. One social event should be held each year for Young Farmers and wives.							
4. At least two Young Farmers should attend the state tour and convention.							
5. Young Farmers should attend 75% or more of the classes.							
6. Instructor should visit each member's farm at least twice a year.							
7. Young Farmers should receive more than one-half of their income from farming.							
8. At least 15 classes should be held each year.							
9. A minimum of four classes should be presented by the instructor.							
10. Young Farmer classes should be provided with adequate physical facilities by the school at no charge.							

How important is this
Criterion for Evaluation

CRITERIA	Will Young Farmers be able to evaluate this criterion?		How important is this Criterion for Evaluation				
	YES	NO	Very Significant	Significant	Limited Significance	No Significance	Undecided
11. Instructor and Young Farmer committee should plan and schedule classes.							
12. Eleven or more classes should be taught by resource specialists.							
13. Farm mechanics lessons should be taught in two or more classes.							
14. Advisory council should assist in setting up classes.							
15. Members should be given an opportunity to evaluate classes by indicating those that had helped them the most.							
16. Members should recommend course content.							
17. Administration and school board should be informed of all Young Farmer activities.							
18. Young Farmers and FFA should conduct one activity together each year.							
19. Objectives for the Young Farmer classes should be established and carried out.							
20. Young Farmers should conduct one or more fund raising projects each year.							
List any other criteria you feel needs to be included to evaluate Young Farmer classes and give the relative importance of each criterion you list. Use reverse side if necessary.							

The purpose of this questionnaire is to determine criteria for evaluating Young Farmer Programs in Kansas. Please answer the following questions and complete the questionnaire.

1. How many years have you been an administrator in this location? _____
2. Do you feel the Young Farmer classes in Kansas should be continued? _____

BASED ON YOUR EXPERIENCE JUDGE THE CRITERIA FOR THE TWO QUESTIONS ON THE RIGHT.

How important is this Criterion for Evaluation?

CHECK YES IF YOU AGREE AND NO IF YOU DO NOT AGREE WITH THE FIRST QUESTION ABOUT THE CRITERIA.

RATE THE IMPORTANCE OF THE CRITERIA IN THE RATING SCALE UNDER THE SECOND QUESTION.

CRITERIA	Will Administrators be able to evaluate this criterion?		How important is this Criterion for Evaluation?				
	YES	NO	Very Significant	Significant	Limited Significance	No Significance	Undecided
1. A Young Farmer organization should be chartered.							
2. A Young Farmer Wives organization should be chartered.							
3. One social event should be held each year for Young Farmers and wives.							
4. At least two Young Farmers should attend the state tour and convention.							
5. Young Farmers should attend 75% or more of the classes.							
6. Instructor should visit each member's farm at least twice a year.							
7. Young Farmers should receive more than one-half of their income from farming.							
8. At least 15 classes should be held each year.							
9. A minimum of four classes should be presented by the instructor.							
10. Young Farmer classes should be provided with adequate physical facilities by the school at no charge.							

How important is this
Criterion for Evaluation?

CRITERIA	Will Administrators be able to evaluate this criterion?		How important is this Criterion for Evaluation?				
	YES	NO	Very Significant	Significant	Limited Significance	No Significance	Undecided
11. Instructor and Young Farmer committee should plan and schedule classes.							
12. Eleven or more classes should be taught by resource specialists.							
13. Farm mechanics lessons should be taught in two or more classes.							
14. Advisory council should assist in setting up classes.							
15. Members should be given an opportunity to evaluate classes by indicating those that had helped them the most.							
16. Members should recommend course content.							
17. Administration and school board should be informed of all Young Farmer activities.							
18. Young Farmers and FFA should conduct one activity together each year.							
19. Objectives for the Young Farmer classes should be established and carried out.							
20. Young Farmers should conduct one or more fund raising projects each year.							
List any other criteria you feel needs to be included to evaluate Young Farmer classes and give the relative importance of each criterion you list. Use reverse side if necessary.							

RESULTS OF TESTING QUESTIONNAIRE

The group sampled was composed of eight individuals. The number sampled and their occupations were as follows:

1. eight vocational agriculture teachers
2. one school superintendent
3. one teacher trainer

The group was not identical to the group being used for this research proposal but there were many similarities.

In a group discussion after the questionnaire was completed the following criticisms were pointed out about the instrument.

1. clarify question one and three
2. delete question two
3. add a rating scale to the third question
4. some criteria are more important than others

The results of the questionnaire proved that most of the criteria had some significance. The copy of the questionnaire on the next two pages shows the total number of responses for each question and criteria.

One third of the criteria had no negative responses. On the other extreme there were four criteria which had fifty percent negative responses to one or more of the questions. Five negative responses were the most for any one criteria. Fourteen percent of the total responses were negative and eighty-six percent were positive.

This sampling has strengthened some of the areas of the questionnaire and shown weaknesses in other areas. An attempt has been made to correct the weak areas.

The purpose of this questionnaire is to determine criteria for evaluating Young Farmer Programs in Kansas.

Please answer the following questions.

1. How many years have you been teaching Vocational Agriculture? _____
2. How many years have you conducted Young Farmer Classes? _____
3. What has been the average enrollment of your Young Farmer Classes? _____

Based on your experience judge the criteria for each of the three questions on the right.

Check YES if you agree and NO if you do not agree that the criteria answers the question.

Vocational agriculturalists will be able to evaluate the phase of the program indicated by the criteria?

Is this criteria clear?

Is this criteria significant to evaluate a Young Farmer program?

CRITERIA	YES NO		YES NO		YES NO	
	YES	NO	YES	NO	YES	NO
1. A Young Farmer organization should be chartered.	6	2	8	0	5	3
2. A Young Farmer Wives organization should be chartered.	4	4	8	0	7	1
3. One social event should be held each year for Young Farmers and wives.	8	0	8	0	7	1
4. At least two Young Farmers should attend the state tour and convention.	8	0	8	0	8	0
5. Young Farmers should attend 75% or more of the classes.	8	0	8	0	8	0
6. Instructor should visit each member's farm at least twice a year.	8	0	8	0	8	0
7. Young Farmers should receive more than one-half of their income from farming.	6	2	8	0	7	1
8. At least 15 classes should be held each year.	8	0	6	2	7	1
9. A minimum of four classes should be presented by the instructor.	6	2	7	1	6	2
10. Young Farmer classes should be provided with adequate physical facilities.	8	0	7	1	7	1

ILLEGIBLE DOCUMENT

**THE FOLLOWING
DOCUMENT(S) IS OF
POOR LEGIBILITY IN
THE ORIGINAL**

**THIS IS THE BEST
COPY AVAILABLE**

CRITERIA	Vocational agriculturalists will be able to evaluate the phase of the program indicated by the criteria?		Is this criteria clear?		Is this criteria significant to evaluate a Young Farmer program?	
	YES	NO	YES	NO	YES	NO
11. Instructor and Young Farmer committee should plan and schedule classes.	8	0	8	0	8	0
12. Eleven or more classes should be taught by resource specialists.	5	3	7	1	3	5
13. Farm mechanics lessons should be taught in two or more classes.	7	1	7	1	6	2
14. Advisory council should assist in setting up classes.	6	2	5	2	6	2
15. Members should be given an opportunity to evaluate classes.	8	0	8	0	8	0
16. Members should recommend course content.	8	0	8	0	8	0
17. Administration and school board should be informed of all Young Farmer activities.	5	3	7	1	6	2
18. Young Farmers and FFA should conduct one activity together each year.	4	4	6	2	4	4
19. Objectives for the Young Farmer classes should be established and carried out.	8	0	8	0	8	0
20. Young Farmers should conduct one or more fund raising projects each year.	3	5	8	0	4	4

List any other criteria you feel needs to be included to evaluate Young Farmer Classes.

The majority of the responses were positive and the writer believed that the questionnaire was sound. The four criteria with the most negative responses could have been left out however, since there were no more than five negative responses for any one question there must have been some significance in these criteria. The addition of a rating scale for the significance of the criteria pointed out the value of each item. With only ten negative responses for the question, "Is this criteria clear?" I assumed the group which received the questionnaire had no difficulty with clarity since the most negative responses for any one criteria about this question of clarity were two.

The practice of testing a questionnaire before using it on the selected population for research proved beneficial. The revised form included in this report produced more meaningful results.

SUGGESTED EVALUATION SCORE CARD FOR
YOUNG FARMER PROGRAMS IN KANSAS

	<u>Value</u>	<u>Score</u>
1. A Young Farmer organization should be chartered.	3	—
2. A Young Farmer wives organization should be chartered.	2	—
3. One social event should be held each year for Young Farmers and wives.	4	—
4. At least two Young Farmers should attend the state tour and convention.	4	—
5. Young Farmers should attend 75 percent or more of the classes.	6	—
6. At least 15 classes should be held each year.	2	—
7. Young Farmer classes should be provided with adequate physical facilities by the school at no charge.	4	—
8. Instructor and Young Farmer committee should plan and schedule classes.	6	—
9. Eleven or more classes should be taught by resource specialists.	3	—
10. Advisory council should assist in setting up classes.	1	—
11. Members should be given an opportunity to evaluate classes by indicating those that had helped them the most.	6	—
12. Administration and school board should be informed of all Young Farmer activities.	4	—
13. Objectives of the Young Farmer classes should be established and carried out.	4	—
14. Members should recommend course content.	6	—
15. Other criteria. List each criterion. (Maximum value of 5 points)	—	—
Total	60	—

SELECTING CRITERIA AND EVALUATING
YOUNG FARMER CLASSES
IN KANSAS

by

DAVID L. BOTHWELL

B. S., Kansas State University, 1965

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

ABSTRACT

The basic purpose of this study was to determine the characteristics that vocational agriculture teachers, high school superintendents and Young Farmers considered essential for successful Young Farmer classes and the degree of importance of these characteristics.

A questionnaire was developed with a list of criteria believed to be essential for the successful operation of Young Farmer classes. The questionnaire was pretested by a representative group of eight teachers and administrators. The revised questionnaire contained twenty criteria. The respondents indicated whether they would be able to evaluate the criteria and indicated the importance of each. The questionnaire was sent to all 50 of the Kansas vocational agriculture teachers who conducted Young Farmer classes during the 1968-69 school year and their administrators. Each vocational agriculture teacher designated one Young Farmer to complete the questionnaire, and 45 usable returns were received. From the 145 receiving questionnaires 127 or 87.6 percent were returned.

A scale was arbitrarily established for all criteria. The scale was given the following value for each possible response as follows:

- +2 very significant
- +1 significant
- 0 undecided or no response
- 1 limited significance
- 2 no significance

The following 14 criteria had a positive average weighted importance as indicated by the teachers, administrators and Young Farmers.

The criteria were also considered valid for evaluating Young Farmer classes by 70 percent or more of the respondents.

Members should recommend course content. (+1.48)

Instructor and Young Farmer committee should plan and schedule classes. (+1.45)

Young Farmers should attend 75 percent or more of the classes. (+1.29)

Members should be given an opportunity to evaluate classes by indicating those that had helped them the most. (+1.28)

Objectives for the Young Farmer classes should be established and carried out. (+.89)

One social event should be held each year for Young Farmers and wives. (+.89)

Young Farmer classes should be provided with adequate physical facilities by the school at no charge. (+.85)

At least two Young Farmers should attend the state tour and convention. (+.82)

Administration and school board should be informed of all Young Farmer activities. (+.78)

A Young Farmer organization should be chartered. (+.65)

Eleven or more classes should be taught by resource specialists. (+.52)

At least 15 classes should be held each year. (+.44)

A Young Farmer wives organization should be chartered. (+.27)

Advisory council should assist in setting up classes. (+.03)

The following criteria had either a negative importance rating or were not considered as valid criteria for Young Farmer classes by 70 percent or more of the respondents.

Instructor should visit each member's farm at least twice a year.
(+.10)

Farm mechanics should be taught in two or more classes. (+.03)

The Young Farmers and FFA should conduct one activity together each year. (-.08)

Young Farmers should conduct one or more fund raising projects each year. (-.10)

Young Farmers should receive more than one-half their income from farming. (-.22)

A minimum of four classes should be presented by the instructor.
(-.92)

The criteria used in this study did not appraise the individual performance of each person who completed a Young Farmer class but dealt with the processes involved in conducting Young Farmer classes. The respondents considered 14 of the 20 criteria as being useful and valid for the evaluation of Young Farmer classes.