

A STUDY OF FACTORS INFLUENCING PARTICIPATION IN
THE PROGRAM OF VOCATIONAL AGRICULTURE AS THE
BASIS OF DEVELOPING AN ADULT FARMER PROGRAM
IN THE HAYSI AREA OF DICKENSON COUNTY,
VIRGINIA

by

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Statement of the Problem

This thesis is a study of the factors influencing participation in the program of vocational agriculture as the basis of developing an adult farmer program in the Haysi area of Dickenson County, Virginia.

Past experiences have led the writer to believe that any local program of vocational agriculture can be evaluated in efficiency by using the extent of adult participation in its various phases as evaluative criteria. The writer further believes that a lack of attention to adult farmers does not fit with a realistic program of improving agricultural conditions through education. Every experienced agriculture teacher is aware that he is working against insurmountable odds when adult farmer cooperation is not forthcoming.

There are many possible ways in which an adult farmer may make a contribution to the overall vocational agriculture objectives of a community, but no attempt was made to enumerate them in this study. It is felt that the reader should be cautioned against narrowing the scope of his thinking to only include participation in adult farmer classes under the auspices of vocational agriculture as the desirable extent of participation.

The purpose of this study was to determine the factors that induce farmers to participate in the program of vocational agriculture, and to determine what steps or procedures must be taken by the teacher to develop an adult farmer program that would result in greater participation from farmers.

Need of the Study

All sources of agricultural information on the area covered by this study emphasize the need for adult instruction in agriculture. The 1954 United States Census of Agriculture for Dickenson County, Virginia, shows that 43% of all farmers work off their farms 100 or more days per year and that only 301 farmers have a yearly income of \$250.00 or more from products sold. The figures accentuate the obvious fact that more farmers need to learn how to increase their income or earn their entire living from their farms. Regardless of the foregoing fact, the writer has experienced repeated failures in his efforts to establish satisfactory adult farmer classes as part of the instructional program offered by Haysi High School. There has been a noticeable lack of general participation and cooperation in phases other than adult farmer classes which had far-reaching influences. The failure of some all-day students to carry out successful supervised farming programs was traced to the default of the parents to cooperate with the agriculture department in setting up and supervising the boy's work.

It was an objective of this problem to reveal reasons why farmers did,

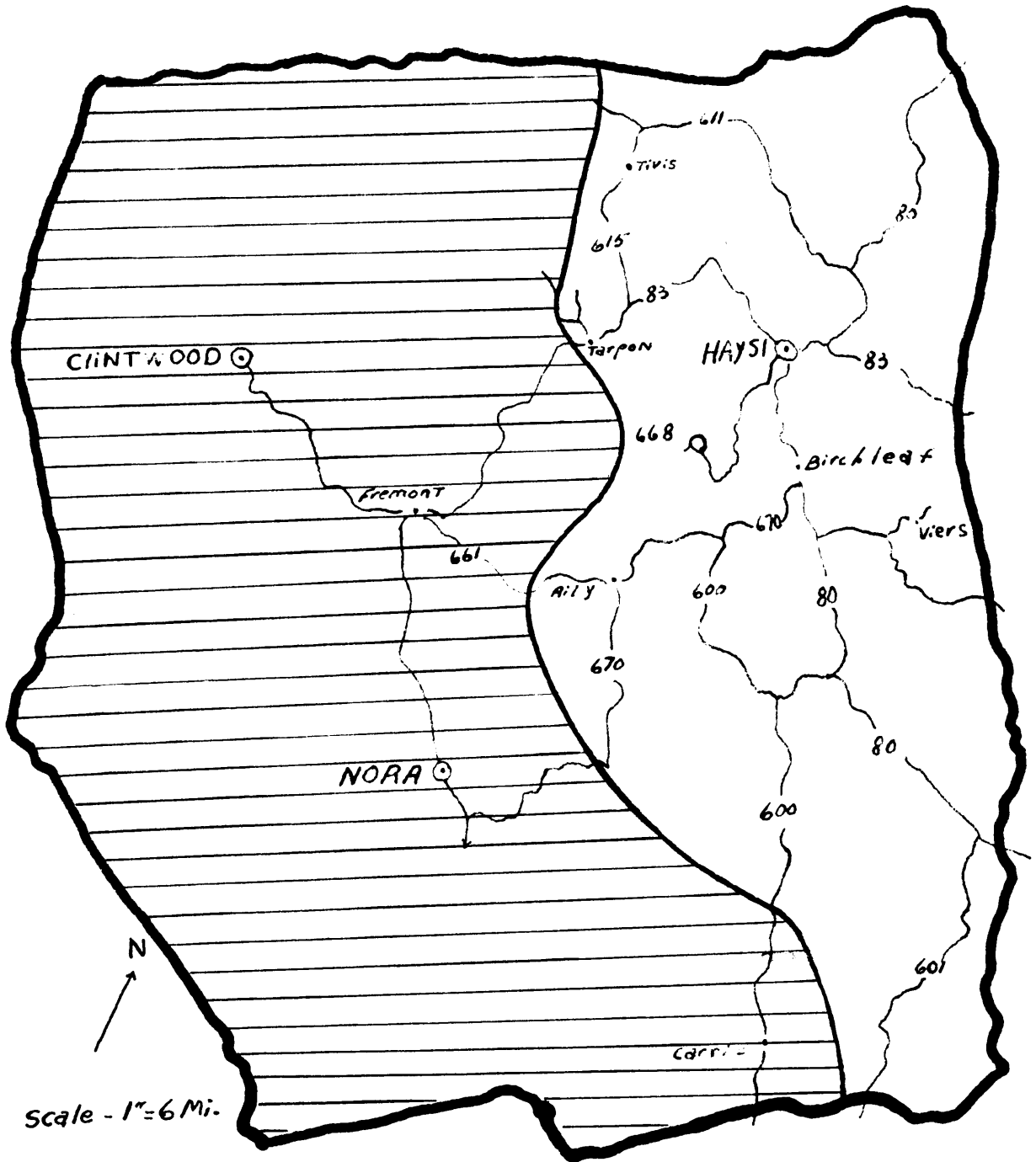
or did not, participate in the adult farmer phase of the instructional program as well as the other phases of the program. It was felt that if the causes for non-participation could be isolated, they could be attacked in whatever manner necessary.

Limitations of the Study

Recent economic reversals have caused many farmers to move outside Dickenson County in search of employment. The extent of this movement may be visualized when note is made of the fact that the census report previously referred to lists 1381 farms as having received less than \$250.00 per year from products sold. Too, the office of the Division Superintendent of Schools, Dickenson County, reported a decrease in total school enrollment for the year 1955-56 as compared to the previous year. This was the first time such a decrease has occurred in the schools of the county.

The 1954 census of agriculture further showed 1682 farmers in Dickenson County at the time this study was made. It was not known to the writer what portion of this total number lived in the area included in this study. The unshaded portion of Map 1 on the following page shows that portion of Dickenson County served by Haysi High School which is also the area included in this study. The school serves an area extending eighteen miles to the south, nine miles to the west, four miles to the east, and nine miles to the north. The topography is some of the most mountainous found in Southwest Virginia and includes two-thirds of the area in the newly established bi-state Breaks of the Cumberland Park which

AREA SERVED BY HAYSI HIGH SCHOOL



Map 1

is nationally known for its rugged beauty. This is the most sparsely settled portion of Dickenson County. A large, but undetermined, portion of the land area is owned by Clinchfield Coal Corporation.

The time and financial means of the writer did not permit a personal interview of all farmers in the geographical area selected. Neither was it considered necessary from the standpoint of validity of data to interview over 50% of the true farmers in the area. It was originally intended for the study to be conducted among those meeting the census definition of a farmer, that is, a person living on three or more acres of land or one who produced products worth \$250.00 or more. After the study was begun and several interviews had been made, it became apparent that the requirements to be classified as a farmer were set so low by the United States Bureau of Census that many so classified did not consider themselves farmers. It was found that many of those classified and counted as farmers owned small acreages of non-tillable land from which they received little or none of their income. Since the objectives of this study could not adequately be fulfilled by interviewing landowners who were not farmers, the limitation pertaining to who was to be interviewed was redefined to include only those who received a substantial portion, half or more, of their income from the farm as cash or family food. Such farmers were here defined, for the purposes of this study, as "true farmers". Each prospective interviewee was asked the acreage of land on which he lived or farmed and the portion of his average annual income that came from the farm. The interview was com-

pleted on those who met this requirement. No effort was made to evaluate the extent to which the farmer interviewed was established in farming. An effort was made to interview about an equal percentage of the farmers in each community of the area. The interview was limited to adult farmers.

Procedure for Conducting the Study

Before undertaking the problem in this study, the writer discussed it with several agriculture teachers with whom he was in school and with others attending the annual Agriculture Teacher's Conference. They, too, saw the need for the study and expressed desires for similar studies covering their own school areas. The problem was then discussed with the principal of Haysi High School, Mr. J. M. Tarwarter, and he assured the writer of the complete cooperation of the school in defining and solving the problem.

An investigation of the problem showed it to be one of considerable magnitude. Several procedures were considered for conducting the study and the following was chosen:

1. A survey form was prepared for use in interviewing the farmers.
2. The survey form was submitted to the course advisor for suggestions on revision. Some changes and some additions were made following the discussion with the course advisor.
3. The survey form was reviewed by three agriculture teachers in an effort to insure completeness.

4. The survey form was given a try-out in five actual interviews. Some changes were made in the interview procedure.
5. Farmers chosen at random throughout the area served by Haysi High School were visited and interviewed.
6. The data collected by the interviews were organized and tabulated.
7. The report was written and recommendations were made for organizing adult farmer classes and for obtaining participation in other phases of the program.

Practically all the farmers contacted cooperated readily. High school agriculture students were utilized to make introductions when the interviewer was not acquainted with the farmers.

Definitions

The following definitions are given for terms used in this study:

1. Adult farmer - This term was used to include all farmers twenty-five years of age or older who were owners, sharecroppers, or renters who received one-half or more of their income from the farm as cash or food.
2. Established in farming - According to Deyoe, a farmer is established when he has taken a joint or full responsibility for managing or conducting an important farm enterprise or an entire farm business and

has the ability necessary for these responsibilities.¹

3. Adult farmer class - This term was used synonymously with the term "evening class" which, as interpreted by the Vocational Division of the United States Office of Education, means provision for instruction to farmers at hours other than those of actual farm work.²

Agricultural Background

In 1816 the first permanent white settler moved into the area now served by the Haysi High School.³ It is significant that the first permanent settler, one "Fighting Dick" Colley, was employed to look after a large unimproved landed estate on what is now known as Sand Lick (two miles from the present Haysi High School building).⁴

From the first, agriculture was the basic industry of the area. Very crude farming methods were first employed to produce the crops of food for man

¹George P. Deyoe, Farming Programs in Vocational Agriculture. Danville, Ill.: The Interstate Printers and Publishers, Fifth Edition, 1947, p. 500.

²United States Office of Education, Agriculture Evening Schools, Vocational Educational Bulletin 89, 1934, p. 1.

³J. M. Tarwarter, "Attitudes Toward the Curriculum of the Withdrawals from Haysi High School 1950 Through 1952". Unpublished Master's thesis, Library, University of Tennessee, 1953. p. 16.

⁴Publication Sponsored by the Dickenson County Diamond Jubilee Commission, Meet Virginia's Baby. Superintendent of Schools, Clintwood, Virginia, 1955. p. 19.

and beast on the fertile bottoms, hillsides and ridge tops. There were no local markets and few farmers produced more than was needed at home. This situation existed until the railroad opened the area to outside influences in 1915.

The Virginia Polytechnic Institute, through its Agriculture Extension Program, brought the first ideas on improved farming into the area in 1918 when Mr. J. Nick Jones was employed as "Farm Demonstrator". Some other sources of agricultural information and assistance to farmers was the Agricultural Adjustment Administration started in the early 1930's, the Forestry Service, and the Soil Conservation Service which came into the county by demand of the farmers in 1953.

Vocational agriculture was introduced into Dickenson County at Clintwood in 1925, at Haysi in 1929, and at Ervinton in 1936. A total of 1154 students received one or more years of instruction in agriculture between the years 1925 and 1955. Within the same years sixty-seven adult evening classes were taught with an enrollment of 1160; fifteen part-time classes for young farmers with an enrollment of 222 were taught; and sixteen farm machinery repair classes were taught with an enrollment of 419.⁵

⁵ Ibid, pp. 51-61

Of the Haysi area of Dickenson County, J. O. Hoge, Area Supervisor of Agricultural Education, Southwest, Virginia, wrote:

At Clintwood is already located a department of vocational agriculture that is doing even better than can be expected in so mountainous an area. The only other possible location for a department is at Haysi. One visiting Haysi would say there was little or no farming land but upon closer study we find better farming conditions here than at Clintwood. Therefore, if a department is justified at Clintwood one should be justified at Haysi if all other conditions are favorable.⁶

Further on in the same report he concluded:

1. Toward agriculture in general - "All school authorities and community leaders very appreciative of agriculture and its future worth to the county."
2. The importance of agriculture - "As the timber is removed we find large areas on top of those mountains that are tillable and grow good grass. When the timber is exhausted, which will be within the next eight years, the people will have to turn even more to agriculture."
3. Need - "The need is there today for a great service. Although the services will be great the results will seem meager for a long time."
4. Evening school prospects - "There is excellent opportunity for real service in evening classes although the enrollment in these classes will not be large."⁷

⁶J. O. Hoge, "Vocational Agriculture in Southwest Virginia." Unpublished Master's thesis. Library, Virginia Polytechnic Institute, 1931. p. 135.

⁷Ibid., pp. 137-38.

Time has proved that Mr. Hoge was correct in his analysis of the Haysi area. The salable timber was removed, as predicted, and for a few years agriculture enjoyed the top spot in the economic life of the populace. There were four coal mining centers in the county, Clinchco, Bartlick, Steinman, and Splashdam at the time the agricultural department was established at Haysi. These centers employed a few hundred men many of whom were also part-time farmers. The same situation, in general, existed at the time this study was made except for an increase in the number of small mines and a proportionate increase in the number of landowners employed in the mines and farming on a part-time basis.

CHAPTER II

REVIEW OF LITERATURE

In checking for reference material in the library, the writer found there was an almost complete absence of literature dealing directly with the factors that induce farmers to participate in the program of vocational agriculture. Literature was somewhat more plentiful on the third objective of this study, that is, what steps or procedures must be taken by the teacher to develop a functional adult farmer program.

In commenting upon the need for adult education, Bryson states:

The very simple notion of getting an education and then going out in the world to use it no longer suffices. Learning becomes a necessary element in the life process, continuing as long as life itself continues. The conscious organization of adult education, that is, the provision for opportunities for continuing intellectual development, has become not merely desirable but necessary. Modern civilization cannot be given over to new generations of children and safely intrusted to them if they continue to work only with what they can learn in their first intense educational experience.⁸

The necessity for providing adult education revealed in this statement reflects the opinion of all leaders in the field of agricultural education. It is a known fact that a high percentage of the farmers in the United States leave school and

⁸ Lyman Bryson, Adult Education. Chicago: American Book Company, 1947, pp. 6-7.

go to the operating of farm businesses with incomplete training in vocational agriculture. The median years of schooling for all farmers is 7.7, one year less than that of urban people, and .7 year less than that of rural non-farmers.⁹ This indicated that farmers did not recognize the value of formal education when they were first in school, and that their lack of participation in adult farmer classes was a continuation of their earlier opinion toward education. Too, there was an indication that their general lack of education was a contributing influence to their failure to take part in adult education activities.

Every community has its local problems when it comes to the establishment of agriculture classes for adult farmers, but Cook gave the figures on enrollment for the war years 1940-45 as definite proof that farmers will enroll in adult courses in agriculture if given what they want, the way they want it, and where they want it taught.¹⁰ This indicates that if the teacher of vocational agriculture can solve the what, how, and where when planning the adult farmer class, participation will be assured. This seems to be an over simplification since world conditions at that time created a compelling influence on farmers which the teacher of vocational agriculture can not reproduce. Cook, as well as most other writers on the subject of education for adult farmers, stresses the

⁹George F. Ekstrom and John B. McClelland, Adult Education in Vocational Agriculture. Danville, Illinois: The Interstate Printers and Publishers, 1952, p. 21.

¹⁰Glen Charles Cook, Handbook on Teaching Vocational Agriculture. Danville, Illinois: The Interstate Printers and Publishers, Fifth Edition, 1947, p. 654.

importance of thorough planning in the successful program. One writer states that there seems to be evidence that we plan less far ahead for our adult farmer classes than for all-day classes or for young farmer classes.¹¹

On the relationship of the school to adult farmer education, Cook states:

Local school administrators should encourage adult farmer classes by allowing time for the teacher of vocational agriculture to conduct and/or supervise such classes. It is the responsibility of the school to promote classes of this nature since they come under the supervision of public school instruction and should be considered as an integral part of the program in vocational agriculture.¹²

It is a recognized fact that no group is in a position to work as effectively with mature farmers as the teacher of vocational agriculture. The problems of adult farmers are immediate; favorable teaching situations are ever present; and changes in farming practices can be initiated with a minimum of delay.

While the work of this writer dealt specifically with farmers who were twenty-five years of age or older, one authority on the subject suggests that where no courses for young farmers between the ages of sixteen and twenty-five are being offered the teacher consider including these young men in the adult farmer classes.¹³ Since getting adult farmers enrolled in an organized class is an ultimate objective of the teacher, note is taken of the procedure advocated by

¹¹Ekstrom and McClelland, *op. cit.*, p. 40.

¹²Cook, *op. cit.*, p. 667.

¹³*Ibid*, p. 667.

Hamlin. He states that:

Many means of recruiting and enrolling farmers for adult classes have been tried. By far the most successful method has been enrollment by advisory committees. Publicity of various kinds assist in securing members, but the face-to-face contacts of fellow farmers are needed to secure action, particularly if adult classes have not previously been conducted in the community.¹⁴

Ekstrom and McClelland¹⁵ are in accord with Hamlin and add that aside from the direct assistance which council members can render, there is a psychological advantage in working through such committees in that the class is "our" adult class and the program which "we" are helping to promote is "our" program.

Hamlin lists the following as some of the ways in which adults may participate in class proceedings:

1. Sharing in class discussion
2. Serving as a member of a panel
3. Giving short talks before the class
4. Engaging in shop and laboratory activities
5. Staging on his farm demonstrations of new practices for class observations.
6. Serving on an advisory committee and on special class committees.
7. Canning and otherwise preserving food
8. Participation in social and recreational activities associated with the class¹⁶

¹⁴Herbert M. Hamlin, Agriculture Education in Community Schools. Danville, Ill.: The Interstate, 1950, p. 284.

¹⁵Ekstrom and McClelland, op. cit., p. 48.

¹⁶Hamlin, op. cit., p. 287.

Hamlin imparts the idea that an adult farmer must be a member of an organized class in order to participate in the program of vocational agriculture. Participation as used in this study went beyond that of the organized class. For example, the farmer was participating if he engaged in field trips organized by the agriculture department for farm people in general or furnished farm facilities for the training of all-day students.

A study by Carlton lists four reasons given by farmers who said they would not attend adult farmer classes. These were lack of interest, shortage of time, fatigue, and advanced age.¹⁷ No doubt these are four reasons likely to show up in any such study, but the list will be much larger in most cases.

¹⁷Jean F. Carlton, "The Possibilities of Adult Education in Agriculture at Southers High School, Lothian, Maryland." Unpublished Master's thesis, Library, University of Maryland. p. 39.

CHAPTER III

FACTORS INFLUENCING PARTICIPATION IN THE PROGRAM OF VOCATIONAL AGRICULTURE AS THE BASIS OF DEVELOPING AN ADULT FARMER PROGRAM

All information presented in this chapter was collected by personal interviews with the farmers. Eighty-five farmers were interviewed, but the data on five of these were dropped following a change in the limitations of the study as stated on page 6. These five received too small a proportion of their income from their farms to qualify for inclusion in the study.

Who Was Interviewed

Table 1, presented on pages 18 and 19 lists the name and address of each farmer interviewed for this study. Additional information about each interviewee given in this table includes the size of the farm, number of miles the farmer lives from the high school, and the general condition of the road between the school and the farm. The names of the farmers were listed alphabetically to facilitate the future use of the data to the writer.

TABLE 1

ADDRESS, SIZE OF FARM, DISTANCE FROM SCHOOL, AND CONDITION OF THE ROAD TO THE RESPECTIVE FARM OF THE FARMERS INTERVIEWED

Name of Farmer	Address	Acres in Farm	Miles from School	Condition of Road		
				Good	Fair	Poor
1. Anderson, G.	Counts	51	7		X	
2. Anderson, T.	Birchleaf	200	3	X		
3. Arrington, C.	Viers	18	9			X
4. Arrington, F.	Tiny	27	10		X	
5. Ball, E.	Bee	80	13		X	
6. Barton, I. R.	Bee	190	13		X	
7. Barton, J.	Cleveland	160	16		X	
8. Barton, J. E.	Tarpon	13	11		X	
9. Belcher, J.	Haysi	20	1	X		
10. Beverly, F.	Clintwood	39	9	X		
11. Branham, C.	Haysi	10	6			X
12. Campbell, R.	Steinman	25	7			X
13. Childress, J.	Bee	15	12		X	
14. Coleman, H. H.	Haysi	39	3	X		
15. Colley, B.	Haysi	40	4	X		
16. Colley, F. L.	Tivis	100	13			X
17. Colley, L.	Birchleaf	35	4		X	
18. Compton, G.	Bee	17	10	X		
19. Compton, S.	Steinman	10	6			X
20. Counts, A.	Counts	80	8	X		
21. Davis, E.	Clintwood	23	9	X		
22. Davis, K.	Tarpon	11	8		X	
23. Davis, S.	Tarpon	30	6	X		
24. Deel, B.	Counts	50	9	X		
25. Deel, J. H.	Tivis	154	13	X		
26. Deel, L.	Counts	45	9			X
27. Duty, L.	Bee	23	10			X
28. Dye, G. T.	Tiny	136	10			X
29. Edwards, B. H.	Tivis	80	13		X	
30. Edwards, L.	Counts	31	8		X	
31. Edwards, McK.	Birchleaf	52	4			X
32. Farmer, E. S.	Bee	100	14		X	
33. Grizzle, C.	Counts	30	9			X
34. Harrison, E.	Tenso	55	9		X	
35. Harrison, L.	Steinman	48	8			X
36. Hay, M.	Tivis	30	15		X	
37. Hays, S.	Bee	22	10	X		
38. Holbrook, A. D.	Tarpon	6	8	X		
39. Linkous, E.	Cleveland	40	13		X	
40. Lowe, D.	Haysi	35	2		X	

TABLE 1 - Continued

Name of Farmer	Address	Acres in Farm	Miles from School	Condition of Road		
				Good	Fair	Poor
41. McCowan, B.	Clintwood	8	9	X		
42. McCowan, F.	Clintwood	84	10	X		
43. McCowan, W.	Clintwood	35	9	X		
44. Mullins, B.	Haysi	17	4	X		
45. Mullins, Buford	Clintwood	25	10	X		
46. Mullins, F.	Tarpon	12	9		X	
47. Mullins, G. W.	Tarpon	70	10		X	
48. Mullins, K.	Tivis	63	13		X	
49. Newberry, C.	Tarpon	11	9	X		
50. Oquin, Wm.	Bee	80	10	X		
51. Oquin, W.	Bee	20	12	X		
52. Owens, B.	Viers	56	9			X
53. Owens, M.	Tiny	20	10		X	
54. Owens, T. R.	Birchleaf	5	3	X		
55. Powers, J.	Bucu	275	12		X	
56. Rakes, T.	Tarpon	32	10		X	
57. Rasnake, C.	Bee	20	13	X		
58. Rasnake, I.	Bee	20	12	X		
59. Rasnake, T.	Cleveland	20	20		X	
60. Rasnake, Tivis	Bee	40	12	X		
61. Robinson, J.	Haysi	56	3			X
62. Rose, A.	Clintwood	38	12		X	
63. Rose, F.	Bee	10	12		X	
64. Rose, S.	Clintwood	25	10	X		
65. Sullivan, C.	Bee	51	13	X		
66. Sullivan, I.	Bee	40	12	X		
67. Sullivan, V.	Bee	32	12	X		
68. Sutherland, K.	Tiny	10	10		X	
69. Sutherland, L.	Tiny	32	10		X	
70. Sutherland, R.	Tenso	100	6	X		
71. Sutherland, W.	Tenso	50	7	X		
72. Sykes, B.	Bee	20	12	X		
73. Tiller, J. B.	Cleveland	115	16		X	
74. Turner, L.	Steinman	60	7			X
75. Viers, R.	Steinman	93	4			X
76. Willis, N. P.	Bartlick	58	12		X	
77. Wood, A. F.	Steinman	50	5			X
78. Yates, G.	Haysi	92	3			X
79. Yates, J.	Haysi	13	3			X
80. Yates, T.	Vickey	25	7		X	
Average		53	9.2			

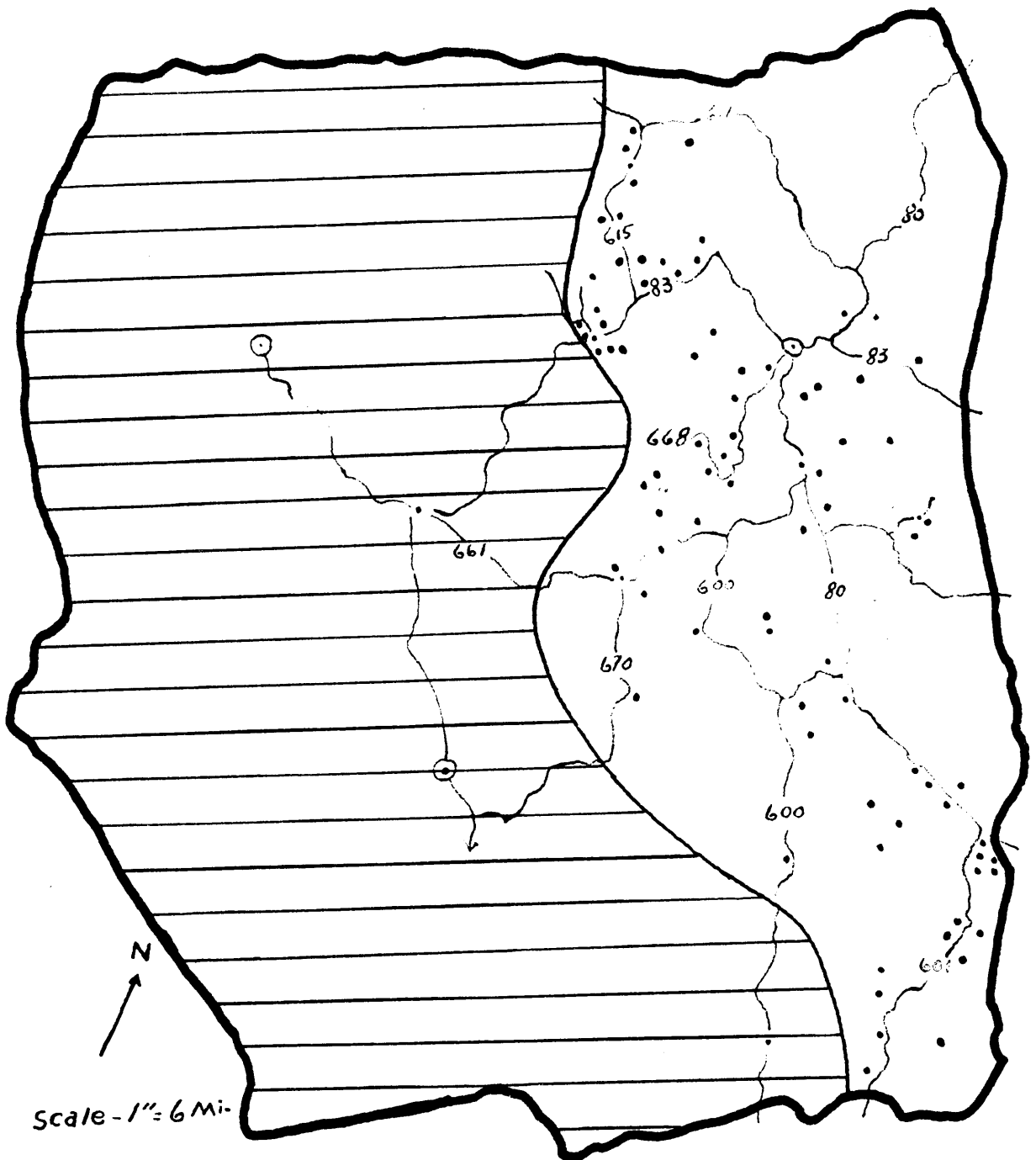
The average size of the farm of those interviewed was fifty-three acres. This was an average of about ten acres per farm more than the average size farm for Dickenson County. This situation is explained by calling attention to the limitations of the study which state that only farmers who received one-half or more of their income from the farm were to be interviewed. Since the topography of the area included in this study is very mountainous, the percentage of farmers unable to earn half or more of their income from the farm increased rapidly as the size of the farms decreased and approached the county average.

The farmers lived an average of 9.2 miles from the high school. Twenty miles was the greatest distance any farmer lived from the school. There were thirty farmers living on hard surface roads, thirty-one living on roads either partially surfaced or which had an all-weather surface. Ninetwwn farmers lived on poor roads with a light surface or no surface at all. The conditions of the roads, as here stated, were those found at the time this study was made. Between the years 1944-1954, considerable improvement took place in both the primary and secondary road systems. Data were not available to the writer to show the extent of this improvement.

Distribution of Farmers Interviewed

Map 2 on page 21 shows, by use of dots, the location and distribution of all farmers listed in Table 1. The names of community centers were omitted to prevent congestion, but the principal roads serving the area were shown.

DISTRIBUTION OF FARMERS INTERVIEWED



Map 2

This map, and all other maps used in this study, were hand drawn, with the use of pantograph, to one-half scale from a map obtained from the State Department of Highways.

The number of farmers interviewed in each community was almost in direct proportion to the number of agriculture students received in the school from that community during the years covered by this study. This observation was made after the interviews had been completed and was not planned beforehand. The mountainous terrain forced most farmers to locate near a public road since the high cost of road construction prohibited extensive private farm roads.

The northeastern section is a section more mountainous than the remainder of the school area. This section is served by two large coal mines, one at Bartlick and the other at Splashdam. The families living in the areas adjacent to the mines depend almost exclusively on the mines for their cash income. A large number of these families own land and produce a home garden. A few families keep a dairy cow and a porker.

The southwest section of the school area is another poor farming area. This section, like the one described above, is thinly populated. It, too, has mountains which prohibit extensive farming operations. Most of the people living in this section commute to the small coal mines along route 601.

Practically all the roads shown follow the river (Russells Fork), one of the many creeks, or along the top of the mountain ridges. More farming is done along the top of the ridges than is done along the creeks. The areas of land

between the creeks and the top of the ridges are generally covered by untended forest.

Experience and Farming Conditions of Those Interviewed

Some additional information about the farmers interviewed may be found in Table 2 on pages 24 and 25. The farmers had an average of 28.7 years of farming experience. Twenty farmers or 25% of those interviewed had been farming for forty or more years. Three had been farming fifty or more years. In the group as a whole, there was a noticeable lack of young farmers. Only three had been farming less than ten years. Five farmers stated specifically that they were not interested in participating in adult classes or other instructional activities because they were getting too old to farm.

General farming was by far the prevailing type of farming in the area. Over 75% of the farmers regularly produced five or more enterprises on their farm. Thirteen farmers considered themselves as truck farmers in that they produced vegetables and berries for sale to the local mining population as their chief source of farm income. Four farmers produced little except burley tobacco.

The general condition of all farms was below average when compared to the average of those in good farming sections in other parts of Virginia. Sixty-three farmers considered the condition of their farms as average when compared with other farms in the area. Eight farms were considered as being above average and nine below average. This is an area in which there is very little share-cropping and less tenancy. There were three farmers interviewed for this

TABLE 2

FARMING EXPERIENCE, TYPE OF FARMING, GENERAL CONDITION OF THE FARM, AND THE FARMING STATUS OF THE FARMERS INTERVIEWED

Number of Farmer	Farming Experience in Years	Type of Farming			General Condition of Farm			Farming Status
		General	Truck	Other	Above Average	Average	Below Average	Owner
1	38	X					X	X
2	12	X				X		X
3	8	X				X		X
4	27		X			X		X
5	20		X			X		X
6	42	X				X		X
7	45	X				X		X
8	40	X				X		X
9	32	X				X		X
10	38	X				X		X
11	20	X				X		X
12	17	X				X		X
13	20		X			X		X
14	25	X				X		X
15	16	X				X		X
16	45	X			X			X
17	35	X			X			X
18	10		X			X		X
19	16		X				X	X
20	30	X			X			X
21	12	X				X		X
22	20	X				X		X
23	16	X				X		X
24	34	X				X		X
25	43	X			X			X
26	25	X				X		X
27	30		X			X		X
28	50	X					X	X
29	47	X				X		X
30	14	X				X		X
31	40	X				X		X
32	30	X					X	X
33	15	X				X		X
34	14	X				X		X
35	42	X				X		X
36	30	X					X	X
37	28	X				X		X
38	18	X				X		X
39	10	X					X	
40	37	X				X		X
41	56	X			X			X

TABLE 2 - Continued

Number of Farmer *	Farming Experience in Years	Type of Farming			General Condition of Farm			Farming Status
		General	Truck	Other	Above Average	Average	Below Average	
42	13	X			X			X
43	50	X				X		X
44	15	X					X	X
45	20	X				X		X
46	30	X				X		X
47	40	X			X			X
48	30	X				X		X
49	20	X				X		X
50	40	X				X		X
51	35		X			X		
52	25	X				X		X
53	20	X				X		X**
54	35	X			X			X
55	40	X				X		X
56	30	X				X		X
57	20		X			X		X
58	30		X	X		X		X
59	30	X				X		X
60	25			X		X		X
61	40	X				X		X
62	8	X				X		X
63	25		X			X		X
64	25		X			X		X
65	45	X				X		X
66	40	X					X	X
67	11	X				X		X
68	37	X				X		X
69	49	X				X		X
70	33	X				X		X
71	40	X				X		X
72	10		X			X		X
73	25		X	X		X		X
74	35	X				X		X
75	35	X				X		X
76	38	X					X	X
77	45	X				X		X
78	32	X				X		X
79	2			X		X		X
80	30	X				X		X

Average 28.7

* Number corresponds to the number given each farmer in Table 1

** Rents some farm land

study who did not own all or most of the land they farmed.

Participation in Organized Classes

The extent of adult participation in organized classes between the years 1944-1954 inclusive, is shown in Table 3 on the following page. The teaching of vocational agriculture was begun in Haysi High School in 1929. This means that the average farmer in the area served by the school began farming before vocational agriculture was offered as part of the school curriculum. Six farmers or 7.5% had studied vocational agriculture. Four of these had taken the subject for one year only. One had taken the subject for three years, and one had taken the full four years.

More farmers had been members of adult farmer classes (evening classes) than all other types of classes combined. Twenty-two or 27.5% of the farmers had been reached with this type of instruction. Half of those who had been members of adult farmer classes were repeat members with two having been members of five or more classes.

Five farmers had taken advantage of training offered in veteran's on-farm classes. Available records show that 25% of the farmers who took this training lived and farmed in Buchanan County outside the area covered by this study.

The smallest number of participants was in young farmer classes where three farmers had taken part. Two of these had been members of young farmer classes three times.

TABLE 3
 PARTICIPATION IN ORGANIZED CLASSES BETWEEN THE YEARS 1944-1954, INCLUSIVE

Type of Class	Farmers Participating					
	Total	Once	Twice	Three Times	Four Times	Five or More Times
Adult farmer (evening) class	22	11	1	5	3	2
Farm machinery repair class	7	6	1	0	0	0
High school agriculture class (years)	6	4	0	1	1	0
Veteran's on-farm training (years)	5	0	3	0	1	1
Young farmer class	3	1	0	2	0	0

**Factors Which Influenced Farmers to Participate
In Organized Group Instruction**

Some of the farmers gave two or more factors as having influenced them to take part in organized group instruction. The factors which influenced the farmers are shown in Table 4 at the bottom of the page. The factor most often stated was the desire to learn more about improved farming practices. Thirteen farmers said they participated for the opportunity afforded to share ideas with others. The third largest influencing factor was the opportunity provided to associate with friends among the farmers. Each of the seven farmers who had participated in farm machinery repair classes stated that their primary interest in attending was to get their machinery repaired. The desire to develop or continue friendship with the agriculture teacher was mentioned as a factor by six farmers. Each of the six also gave one or more additional factors which influenced them to participate. As previously stated, six farmers had studied vocational agriculture, but only three indicated they had done so to earn high school credit.

TABLE 4
FACTORS WHICH INFLUENCED FARMERS TO PARTICIPATE
IN ORGANIZED GROUP INSTRUCTION

Factor	Number of Responses
To learn improved farming practices	28
To share ideas with others	13
To be with farmer friends	11
To get machinery repaired	7
To develop or continue friendship with agriculture teacher	6

TABLE 4 - Continued

Factor	Number of Responses
To earn high school credit	3
To satisfy my curiosity	1
To qualify for subsistence payments	1

**Reasons Why Farmers Did Not Take Part in
Organization Instruction Groups**

Table 5 on the following page reveals the reasons why farmers did not take part in organized instruction groups. Some of the reasons are associated with each other. The three most frequent reasons given; that is, did not have time to attend, engaged in off-farm work, and did not know group instruction was offered, are associated with each other in that farmers who worked off the farm had less time available for attending regular classes and were also less inclined to expend effort to find out when classes were being offered. Eighteen of the farmers who gave one of these reasons for not participating also gave one or both of the other reasons mentioned above.

It is significant to note that all the farmers believed in the type of work done by agriculture teachers, and were also in favor of public education for adults.

Six of the farmers stated that they had considerable farming experience and did not feel that they needed to attend classes to learn additional information about how to farm. Poor roads and the distance the farmer had to travel from the farm to the school were mentioned fourteen and eleven times respectively.

TABLE 5

REASONS WHY FARMERS DID NOT TAKE PART IN
ORGANIZED INSTRUCTION GROUPS

Reason	Number of Responses
Did not have time to attend	26
Engaged in off-farm work	25
Did not know group instruction was offered	23
Poor road conditions	14
Lived too far from school	11
Was not invited to attend group meetings	11
Lack of general information about the work of the agriculture teacher	8
Felt I had information enough to farm	6
Advanced age	6
Poor health	6
No transportation	4
Was not acquainted with the teacher	2
Could not get anyone nearby to attend meetings with me	2
Meetings were not interesting	1
Lack of respect for professional ability of person teaching class	1
Meetings were held wrong time of year	1
Not in favor of public education for adults	0
Did not believe in the type of work done by agriculture teachers	0
Considered farming an unimportant part of my income	0

Eleven farmers said they knew instruction was offered but did not attend because they had not been personally invited. There were eight farmers who had not been interested in adult classes because they did not have enough general information about the work of the agriculture teacher and what he was attempting to do in the community on the adult level. An effort was made by the writer to acquaint these farmers with the work of the teacher and the obligation of the agriculture department to the community. Some of the farmers gave as many as four reasons why they had not participated. A few farmers who had participated to a limited extent gave reasons why they had not taken a more active part.

Participation in Activities Other Than Organized Classes

As stated on page 2 of this study, the desirable extent of participation of adults in the program of vocational agriculture goes beyond the organized class. The extent of participation in activities other than organized classes is shown in Table 6 on page 32. There were 37.5% of the farmers who had taken part in one or more of these activities. One farmer had participated in seven of the eight activities listed. Twenty-three farmers had attended special discussion group meetings for a total of seventy-five attendances. The special discussion group meetings included all non-series meetings held. A number of these meetings were under the direction of visiting extension personnel. Seven farmers had assisted the teacher in completing plans for the evening class by suggesting topics for discussion. Six of the farmers had provided facilities for

TABLE 6

PARTICIPATION IN ACTIVITIES OTHER THAN ORGANIZED CLASSES
 BETWEEN THE YEARS 1944-1954, INCLUSIVE

Type of Activity	Farmers Participating					
	Total	Once	Twice	Three Times	Four Times	Five or More Times
Attended special discussion group meetings sponsored by the agriculture department	23	5	3	5	4	6
Went on field trip	12	1	4	3	1	3
Recruited farmers for adult farmer meetings	7	4	2	0	0	1
Suggested topics to be discussed at meetings of the group	7	5	1	0	0	1
Took part in social activity sponsored by the school	6	2	0	2	1	1
Served on an advisory committee	6	3	1	1	1	0
Provided facilities for field trip use	6	4	1	0	0	1
Arranged for building in which adult farmers could hold meetings	3	3	0	0	0	0

field trip use while twelve had made field trips. Ten farmers had performed service work; three had made arrangements for buildings in which adult meetings could be held, and seven had recruited farmers for some type of adult class.

Reasons Farmers Took Part in Activities Other Than Organized Classes

The reasons why farmers took part in activities other than organized classes are revealed in Table 7, page 34. The desire to learn was again given as the principal reason for taking part. Seventeen farmers stated that their desire to be of some help in making the activity a success was a motivating factor. This applied primarily to the farmers who engaged in the service-like activities.

As previously shown in Table 4, the farmers were greatly influenced by their desire for association with other farmers. Eleven farmers gave this as their reason for taking part in the non-organized class activities. There were twenty-seven farmers who stated that their participation was a result of direct requests. Seventeen of the requests came from school officials and ten from someone other than school officials. The County Farm Agent was mentioned by some as having made the request. Six farmers said they lived so close to the school they "hated not to take part". None of the farmers seemed to feel that they had special abilities to use nor did they attend adult classes because of curiosity.

TABLE 7

REASONS FARMERS TOOK PART IN ACTIVITIES
OTHER THAN ORGANIZED CLASSES

Reasons	Number of Responses
Desire to learn	29
Request from school officials	17
Desire to be of help	17
For association with other farmers	11
Request from others than school officials	10
Located convenient to the school	6
Possessed special facilities	3
Possessed special abilities	0
Curiosity	0

Reasons Given for Not Participating in Activities Other Than Organized Classes

The writer was of the opinion that the reasons why farmers did not take part in activities sponsored by the department of vocational agriculture must be determined and the importance of each understood before a satisfactory instructional program could be established in the school community. Table 3, presented on page 36, reveals the reasons given by those farmers who did not take part in activities other than organized classes.

Many of the farmers interviewed were employed off the farm on a part-time basis. It was not considered advisable to attempt to determine what percentage of the farmers interviewed worked off the farm as the number fluctuated from month to month. It was observed that most of the twenty-seven farmers who said they did not have time to attend the activities listed in Table 6 worked off the farm part of the year.

Twenty-two farmers said they had not been invited or requested to take part. The writer was unable to determine what means were employed by the three previous teachers of vocational agriculture, who taught during the period covered by the data in this study, to invite the farmers to participate in the activities. The writer depended on the students of vocational agriculture and the local newspaper to inform the public of the time and place of the activities. An inquiry from the writer revealed that the local newspaper only had a total circulation of 200 and that many of the farmers in the area covered by this study

did not have access to a copy. Too, some areas were not adequately represented by vocational agriculture students.

TABLE 8
REASONS FARMERS DID NOT TAKE PART IN
ACTIVITIES OTHER THAN ORGANIZED CLASSES

Reasons	Number of Responses
Insufficient time	27
Not requested or invited	22
No special facilities	18
Bad roads	15
Live too far from the school	14
Lack of general knowledge about the work done by the teacher of agriculture	11
Lack of general education	7
No desire to take part	6
No special abilities	1
Lack of respect for the type of work done by the agriculture teacher	0
Personal dislike for the agriculture teacher	0

Table 8 further shows that 13.5 per cent of the farmers were not adequately informed about the work done by the teacher of vocational agriculture, as compared to 10 per cent in Table 5. The writer considered this percentage much too high for an area in which vocational agriculture had been offered as a subject in the school for twenty-five years.

Opinions of the Farmers and Their Suggestions for Improvement

An effort was made to determine the general opinions of the farmers toward the local agricultural program conducted during the years covered by the data in this study. The opinions of the farmers were sometimes not expressed specifically and were difficult to classify afterwards. The opinions expressed, as classified to the best ability of the writer, are presented in Table 9 on page 38. Twenty-two farmers thought the local program was all right as it had been conducted. Another twenty-two thought the program was, in general, a good one, but some changes were needed to make it better serve the school area. Thirty-four farmers stated that their knowledge of the program was too limited to permit them to express an opinion.

All farmers who thought the program needed some changes were asked to give their suggestions for improvement. The suggestions offered and the number of responses are shown in Table 10, bottom of page 38.

TABLE 9

**OPINIONS OF THE FARMERS TOWARD THE LOCAL AGRICULTURE
PROGRAM CONDUCTED BY THE AGRICULTURE TEACHER**

Opinions	Number of Responses
No opinion	34
Program is good, but some changes are needed	22
Program should be left as at present	22
Program, in general, not considered a worthwhile one	2

TABLE 10

**SUGGESTIONS FOR IMPROVEMENT OF THE WORK BEING
DONE BY THE TEACHER OF AGRICULTURE**

Opinions	Number of Responses
Organize and conduct more group meetings in the outlying communities	22
Teachers have more time available for on-farm work with farmers	22
Farmers have greater voice in planning the work to be done by the teacher of agriculture	9
Teachers have more farming experience	6
Teachers be more thoroughly trained for their work	2

The suggestion that the teacher arrange to have more time available for on-farm instruction was made by twenty-two farmers. While this number was in favor of individual farm instruction, an equal number was interested in seeing adult group meetings brought to the outlying communities. Nine farmers suggested that the farmers themselves be permitted to take an active part in planning the work to be done by the teacher of agriculture. Not one of the nine who made this suggestion was aware they had been represented by advisory council members from the farming population.

Activities Farmers Would Like to Take Part In

This particular study would not have been undertaken by the writer were it not for the potential it held for the establishment of permanent adult farmer classes. Table 11, presented on page 40, shows the activities farmers would like to take part in if all conditions were favorable. Seventy per cent of the farmers were interested in attending evening classes for adult farmers. Twenty-eight stated they would like to take part in farm machinery repair classes. A total of fifty-seven farmers were willing to assist the program by serving on advisory councils, making arrangements for building facilities, providing facilities for field trips, and by recruiting other farmers for adult meetings.

TABLE 11

ACTIVITIES FARMERS WOULD LIKE TO TAKE PART IN
IF ALL CONDITIONS WERE FAVORABLE

Activities	Number of Responses
An adult farmer class	56
Farm machinery repair class	28
Recruit farmers for adult farmer meetings	24
Arrange for building in which adult classes could hold meetings	14
Assist in planning the work to be done by the teacher of agriculture	13
Provide facilities for field trip use	6

The data in Table 11 was based on the stipulation that all conditions were favorable. If the reasons given in Table 5, page 30, and Table 8, page 36, were valid reasons for the farmer not participating, only a moderate percentage of the farmers who responded in Table 11 could be expected to actually participate in the activity indicated.

Other Information Secured from Farmers

The farmers were asked by the interviewer to state what the teacher must do to get them to participate in the activities sponsored by the agriculture department of the high school. Fifty-nine farmers refrained from giving an answer to the question. Twenty-one farmers responded to the question. A summary of the answers given to the question, followed by the number of farmers who gave each answer, is given below:

1. Bring classes to the community - - - - -	11
2. Notify farmers of impending activities - - - - -	4
3. Provide transportation to activities - - - - -	2
4. Increase individual farm visitation - - - - -	2
5. Secure markets for farm products - - - - -	1
6. Hold classes during the day - - - - -	1

This summary does not reveal any additional information, beyond that previously presented in tables, which the teacher can use to assist in fulfilling the purpose of this study. It was not clear what influence farm visitation would have on the farmer participating unless it would serve to build the farmer's interest.

Some of the farmers interviewed made comments which are not shown in any of the tables. Most of the comments are important only in that they, to some extent, provide the reader with an understanding of the conditions prevalent at the time and place this study was made. The number of farmers making

each comment was too few to be of importance. The most significant comments made were:

1. "Lack of markets make my farming unprofitable."
2. "I am getting too old to farm."
3. "My farm is too small for my farming to be very profitable."
4. "I would like to attend meetings, but I work on the night shift."
5. "Why not select individual farms for the adult meetings?"
6. "Enlarge school facilities."
7. "I feel that more group meetings in the communities would be helpful, but at the same time I seriously doubt that enough interest could be created to justify holding such meetings. People do not care about work anymore. They have had so much handed out to them that work is out of the question."
8. "My farm facilities will not permit me to make a total living from my farm. This makes it difficult for me to take an active part in your program."
9. "People around here are not interested in trying to earn a living from their farms. They are only interested in getting signed up on the relief program."

Centers for Adult Instruction

The final information secured from the farmers was their suggestions for locating adult farmer meetings over the school area. Forty-six farmers suggested a location and gave an estimated attendance. Map 3, page 44, shows the school area as it would be divided if served from the suggested centers. The boundary lines of each instructional area were based on the writer's personal knowledge of the total area. The suggested locations, with average estimated attendance and the names of leading farmers willing to assist in recruiting farmers for meetings, are given below.

1. Davis Community

Place of instruction - elementary school house

Number of farmers who suggested location - 9

Average estimated attendance - 14

Farmers willing to assist in promoting the class -

F. L. Colley

Burt McCowan

Fred McCowan

Will McCowan

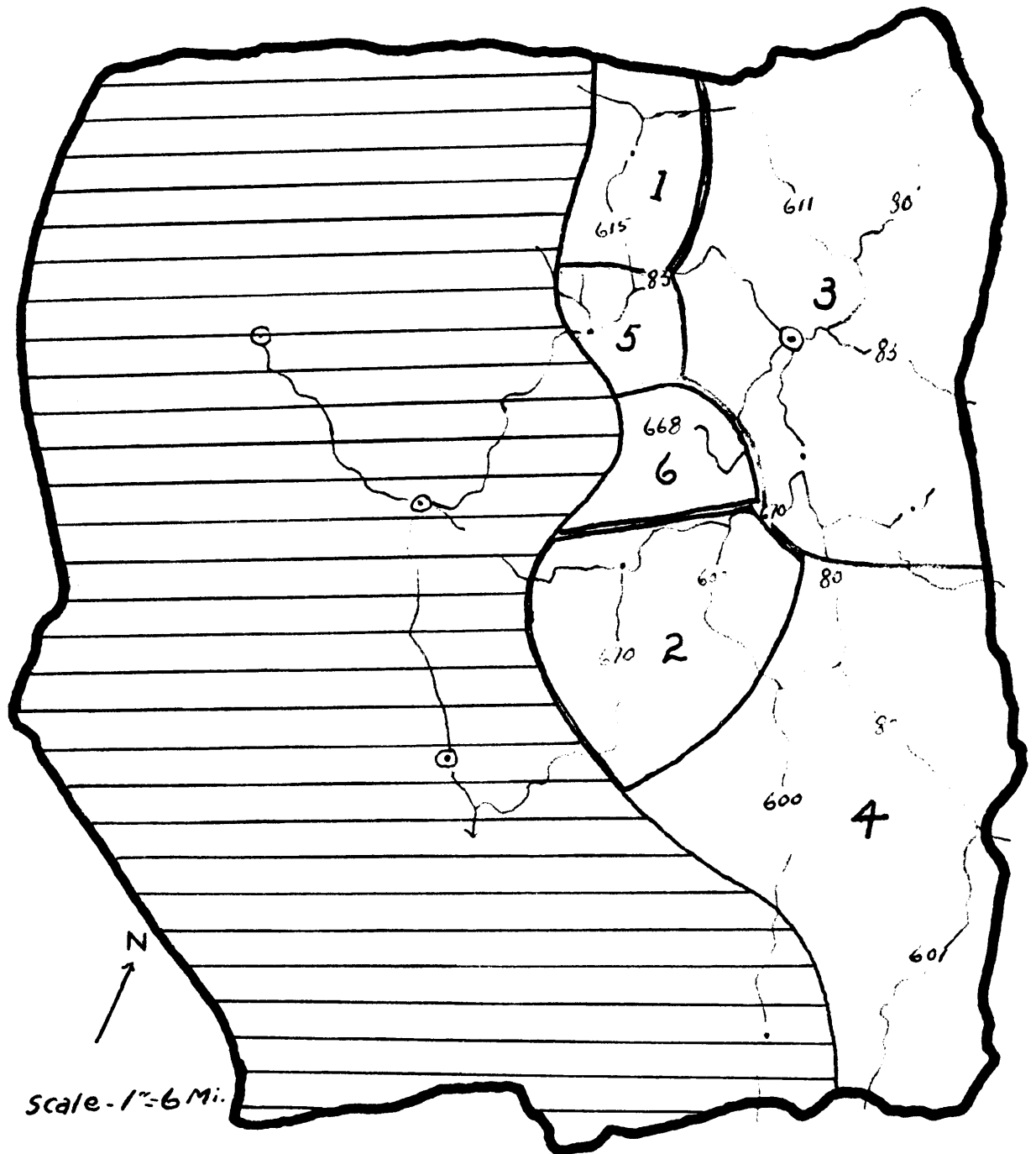
Steven Rose

2. Dog Branch (Counts) Community

Place of instruction - elementary school house

Number of farmers who suggested location - 4

SUGGESTED CENTERS FOR ADULT INSTRUCTION



Map 3

Average estimated attendance - 12

Farmers willing to assist in promoting the class -

Arthur Counts

Lester Deel

R. B. Sutherland

3. Haysi Community

Place of instruction - agriculture building

Number of farmers who suggested location - 12

Average estimated attendance - 14

Farmers willing to assist in promoting the class -

Trigg Anderson

Lawrence Colley

McKinley Edwards

Jim Robinson

Garland Yates

4. Sullivan Branch Community

Place of instruction - elementary school house

Number of farmers who suggested location - 9

Average estimated attendance - 15

Farmers willing to assist in promoting the class

Tivis Rasnake

Ira Sullivan

Velt Sullivan

5. Tarpon Community

Place of instruction - elementary school house

Number of farmers who suggested location - 8

Average estimated attendance - 16

Farmers willing to assist in promoting the class -

G. W. Mullins

Tom Rakes

6. Turner Community

Place of instruction - elementary school house

Number of farmers who suggested location - 4

Average estimated attendance - 10

Farmers willing to assist in promoting the class -

Cowan Branham

Larkin Turner

Summary and Conclusions

The largest number of farmers participated in organized group instruction to learn improved farming practices. Many farmers attended meetings because it gave them an opportunity to meet their friends and exchange ideas. The same basic reasons were given by the farmers for participating in activities other than organized classes. A direct request to the farmers had accounted for several attendances.

Thirty-one per cent of the farmers said they were employed part-time off the farm and did not have time to attend classes. Twenty-eight per cent of those interviewed stated that they did not know group instruction had been offered. Fourteen farmers lived on poor roads which became difficult to travel during the winter months. There were eleven farmers who considered the distance they had to travel to get to the classes too great. There was a like number who said they might have attended had they been invited. Ten per cent of the farmers said they did not have enough general information about the work being done by the agriculture department of the high school and gave this as a reason for not taking part in classes run by the school. Poor health was given as a factor by 7.5 per cent of the farmers. This same percentage stated that they were just too old to farm and, therefore, not interested in attending classes. Also, a like number felt the agriculture department would not be able to supply them with any information on how to farm that they did not already possess.

The reasons given by the farmers for not participating in activities other than organized classes were very similar in kind and number to those given above. In addition, 7.5% stated emphatically that they did not have any desire to take an active part.

There were 42.5 per cent of the farmers who would not express opinion of the local agriculture program. Twenty-seven per cent of the farmers thought the program should be left as it was while a like number thought some changes should be made. From the farmers who thought the program should be changed

came twenty-two suggestions that more group meetings be held in the outlying communities. Another twenty-two thought the program would be improved if the teacher arranged to have more time available for on-farm instruction with farmers. Almost 11 per cent of the farmers suggested that they be allowed a greater voice in planning the agricultural program.

There were 70% of the farmers who were interested in taking part in adult farmer classes if conditions would permit them to do so. About one-half as many farmers were interested in farm machinery repair classes as adult farmer classes. Thirty per cent of the farmers were willing to assist in recruiting farmers for meetings with half this number willing to serve on advisory councils.

Several factors of minor importance, as shown by the data presented, were omitted from this summary.

CHAPTER IV

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Findings

This study has disclosed certain facts which, if recognized by the agriculture teacher at Haysi High School, should contribute greatly to the establishment of successful adult classes in the school area. Essential findings in the study are summarized below:

1. Farmers who owned average size farms for Dickenson County found it difficult to earn as much as half their income from the farm. The farms of those farmers most likely to support adult classes were an average of 9.2 miles from the agriculture building. Several farmers stated they had too far to travel to attend classes and other activities.
2. The average farmer had been farming over twenty-eight years. It was found that many of the farmers were getting too old to farm and over seven per cent of the farmers said so. Very few of the farmers had received training in vocational agriculture since they began farming before vocational agriculture was offered in the local school. There was no general movement for the older farmers to allow a younger generation to become established on the farms.
3. Most of the farmers were relatively untrained in scientific farming

practices. More farmers had been members of adult farmer classes than all other types of classes combined. Only one-third of the farmers had been reached with some type of class.

4. The desire to learn improved farming practices was the principal reason why farmers attended organized classes. The opportunity afforded for the farmers to exchange ideas with each other was an important factor in attendance. The farmers who attended farm machinery repair classes were primarily interested in getting their machinery repaired.

5. A high percentage of the farmers worked part-time off their farms and felt they did not have time to attend classes. Over twenty-five per cent of the farmers did not know that class instruction for adult farmers had been offered. It was strongly indicated that the practice of notifying farmers of meetings through the agriculture students and the local newspaper was a failure.

6. Poor road conditions discouraged many farmers from attempting to attend meetings. Ten per cent of the farmers were not familiar with the work of the vocational agriculture teacher and did not know enough about the program to take an active part.

7. Sixty per cent of the farmers who participated in activities other than organized classes were repeat participants. Special discussion group meetings attracted the most farmers with over twenty-eight per cent having participated.

8. With minor exceptions, there was no difference in the factors that influenced farmers to participate in organized classes and in activities other

than organized classes. Requests to the farmer from school officials and others had played an important part in securing participation in the non-class activities. Seventeen farmers had participated because they wanted to be of help to the program.

9. The principle factors which kept farmers from participating in activities other than organized classes were lack of time, not invited or requested, lack of farm facilities, poor roads, and the distance from the school. They were listed by the farmers in the order named.

10. It was found that seventy per cent of the farmers either thought the local vocational agriculture program was all right or did not have an opinion. It was further found that twenty-seven per cent of the farmers thought the program was good but needed some changes. The most important changes desired were to conduct more group meetings in the outlying communities, and to make more time available for on-farm instruction.

11. It was revealed that seventy per cent of the farmers were interested in attending evening classes for adult farmers. Twenty-eight were interested in farm machinery repair classes. One half the farmers interviewed were willing to assist the program by serving on advisory councils, making arrangements for building facilities, providing facilities for field trips, and by recruiting other farmers for adult classes.

12. Five outlying communities of the school area were found to be desirable centers for adult instruction. These centers were Davis, Dog Branch, Sullivan Branch, Tarpon, and Turner. The high school at Haysi was also found

to be a desirable center .

Conclusions

In this study eighty farmers were interviewed. As far as the writer was able to determine, this number represented over fifty per cent of the farmers who received one-half or more of their income from the farm as cash or family food.

If the number interviewed may be considered to constitute a valid study, the following conclusions can be formulated:

1. The average farmer has to travel too far to get to classes and other activities .
2. Road conditions are not an inducement to fall and winter travel .
3. Many farmers are getting too old to farm and, therefore, only mildly interested in adult classes . No provisions are being made for replacements .
4. General farming is the prevailing type of farming .
5. There should be greater participation in classes and other activities held for adult farmers .
6. The teacher should emphasize the opportunities offered to learn improved farming practices and to associate and exchange ideas with other farmers when recruiting enrollment for adult classes or attendance for special activities .

7. Many farmers are engaged in off-farm work and do not have time to attend classes.

8. Farmers are not adequately informed that adult classes and other activities are to be offered. An effort should be made to invite more farmers to participate.

9. A campaign should be conducted to provide the farmers (and general public) with information about the work of the vocational agriculture teacher and the relationship of the vocational agriculture department to the community.

10. Farmers who have once participated in activities are most likely to participate again. These farmers should be used, whenever possible, to assist in recruiting other farmers.

11. More adult classes should be organized and conducted in the outlying communities of the school area.

12. The teacher should plan, if possible, to have more time available for on-farm instruction to farmers.

13. All local agricultural programs should be planned with the farming population adequately represented by farmers.

14. Enough farmers are interested in adult farmer classes to make an adult instructional program worthwhile. Such a program would lag for a few years until a younger generation of farmers have taken over control of the farms.

15. A sufficient number of farmers are interested in farm machinery repair classes, but the distance farmers live from the high school farm shop

and the condition of the roads make the success of this type of adult instruction doubtful for large numbers of farmers.

16. An adequate number of farmers are willing to assist the teacher in planning and making other arrangements preparatory to conducting adult classes.

Recommendations

It is realized by the writer that recommendations given here for the establishment of adult farmer classes in the Haysi area may have, if followed, considerable influence on the program. With this thought foremost in mind, and with the data secured in this study, the following recommendations are made:

1. Adult farmer classes should be taken to the farmers in five out-lying communities; Davis, Dog Branch, Sullivan Branch, Tarpon, and Turner. Such classes should also be held at the high school center.

2. Farmers employed part-time off their farms should not be urged to leave their employment. They should be instructed how to farm more efficiently and to earn more income from the farming activities they are now participating in on their home farms. As farm profits increase, off-farm employment will solve itself.

3. Farmers should be informed of classes to be held and signed up by recruiters. Recruiters should consist of selected farmers on the Advisory Council and others who have indicated a desire to do this type of work. News-

papers and other sources of communication should also be employed. Farmers who have been previous class members should also be considered as recruiters.

4. Members of the Advisory Council should be acquainted with the data presented in this study and then requested to assist in planning the program.

5. The theme used in recruiting should be the opportunity offered to learn improved farming practices, to meet farmer friends, and to exchange ideas with other farmers.

6. Farmers getting too old to farm should be encouraged to allow a younger man to become established on the farm.

7. A general information campaign to inform the public about vocational agriculture should be initiated.

8. The subjects taught to adult classes should cover several enterprises so as to interest farmers engaged in general farming. Classes taught at Sullivan Branch community should consist of subjects on truck farming.

9. Provisions should be made to provide on-farm instruction for class members.

APPENDIX

**FACTORS INFLUENCING ADULT FARMER PARTICIPATION IN
VOCATIONAL AGRICULTURE**

I. Name of farmer _____

Size of farm _____ Address _____

Type of farming _____ Years experience _____

Distance farmer lives from agriculture department _____

Condition of the road _____

As compared with the other farms in the area, do you consider the general condition of your farm:

Above average _____? Average _____? Below average _____?

What is your farming status:

Owner _____? Renter _____? Share cropper _____?

II. Place a number in front of the type of group that you have been a member of during the past 10 years indicating the number of times you have been a member of the group.

1. _____ Years in a high school agriculture class

2. _____ A young farmer group

3. _____ An adult farmer group

4. _____ A veteran's on-farm class

5. _____ A farm machinery repair group

Check the principal reason or reasons why you became a member of this group.

1. _____ To learn improved farming practices

2. _____ To be with farmer friends
3. _____ To get machinery repaired
4. _____ To satisfy my curiosity
5. _____ To qualify for subsistence payments
6. _____ To develop or continue friendship with agriculture teacher
7. _____ To share ideas with others
8. _____ To earn high school credit
9. _____ Other _____

Check the principal reason or reasons why you have not become a member of one or more of these groups.

1. _____ Feel that I already have sufficient information to do a good job farming.
2. _____ Meetings held wrong time of year
3. _____ Did not know that group instruction was being offered
4. _____ Did not have time to attend
5. _____ Lack of general information about the work being done by the agriculture teacher
6. _____ Engaged in off-farm work
7. _____ Poor health
8. _____ Advanced age
9. _____ Poor roads
10. _____ Live too far from school
11. _____ Do not believe in the type of work done by agriculture teachers
12. _____ Not in favor of public education for adults

13. _____ Lack of respect for professional ability of person teaching class
14. _____ Consider farming an unimportant part of my income
15. _____ Was not invited to attend meetings of the group
16. _____ Could not get anyone nearby to attend meetings with me
17. _____ Meetings were not interesting
18. _____ Subjects discussed did not meet my needs
19. _____ Was not acquainted with the teacher
20. _____ Other _____

III. Place a number in front of each of the activities listed below that you have taken part in during the past 10 years indicating the number of times you have taken part in the activity.

1. _____ Served on an advisory committee
2. _____ Suggested topics to be discussed at meetings of the group
3. _____ Provided facilities for field trip use
4. _____ Arranged for building in which adult farmers could hold group meetings
5. _____ Took part in social activity sponsored by the school
6. _____ Went on field trip
7. _____ Recruited farmers for adult farmer group meetings
8. _____ Attended special discussion group meetings sponsored by the agriculture department
9. _____ Other _____

Use a check mark to indicate your reason or reasons for taking part in the activity listed under part III above.

1. _____ Desire to be of help

2. For association with other farmers
3. Curiosity
4. Request from school officials
5. Request from others than school officials
6. Possessed special abilities
7. Possessed special facilities
8. Desire to learn
9. Located convenient to school
10. Others _____
11. _____

Use a check mark to indicate your reason or reasons for not taking part in the activity listed under part III.

1. Not requested or invited
2. No desire to take part
3. No special abilities
4. No special facilities
5. Insufficient time
6. Lack of general education
7. Live too far from school
8. Bad roads
9. Lack of respect for the type of work being done by the agriculture teacher
10. Personal dislike for the agriculture teacher

11. _____ Lack of general knowledge about the work being done by the teacher of agriculture

IV. What is your opinion toward the local agriculture program conducted by the agriculture teacher?

1. _____ Program should be left as at present
2. _____ Program is good, but some changes are needed
3. _____ Program, in general, not considered a worthwhile one
4. _____ No opinion

V. What are your suggestions for improvement of the work being done by the teacher of agriculture?

1. _____ Teachers be more thoroughly trained for their work
2. _____ Teachers have more farming experience
3. _____ Teachers have more time available for on-farm work with farmers
4. _____ Farmers have greater voice in planning the work to be done by the teacher of agriculture
5. _____ Organize and conduct more group meetings in the outlying communities
6. _____ Other _____

VI. What activities would you like to take part in were all conditions favorable?

1. _____ An adult farmer group
2. _____ Farm machinery repair group
3. _____ Assist in planning the work to be done by the teacher of agriculture
4. _____ Arrange for building in which adult group could hold meeting
5. _____ Provide facilities for field trip use
6. _____ Recruit farmers for adult farmer group

What can I, as a teacher, do to secure your participation?

1. _____

2. _____

If adult farmer meetings were to be held at community points, what location would you suggest?

_____ What size group (men and women) do you believe could be expected to attend group meetings at this location?

Comments:

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