AN ANNOTATED BIBLIOGRAPHY FOR YOUNG ADULT FARMER EDUCATION.
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JULY 1959-AUGUST 1965, ARE ARRANGED BY TOPICS--(1) PHILOSOPHY
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PROGRAMS, (4) AGRICULTURAL MECHANICS, (5) MANAGEMENT, (6)
PLANT SCIENCE, (7) METHODS AND MATERIALS, (8) YOUNG FARMER
ASSOCIATION, AND (9) EVALUATION. THE BIBLIOGRAPHY WAS
PREPARED FOR USE BY TEACHERS, TEACHER EDUCATORS, SUPERVISORS,
AND ADMINISTRATORS. (EM)
AN ANNOTATED BIBLIOGRAPHY FOR YOUNG AND ADULT FARMER EDUCATION

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This annotated bibliography for adult and young farmer programs is structured for professional educators, supervisors, administrators, and teachers who are often confronted with the problem of adequate reference for resource information to cope with professional responsibilities in young and adult farmer programs.

The Agricultural Education Magazines (July 1959 to August 1965) are the sources of the annotated bibliographical data. Many of the articles are current and reflect findings from empirical investigations by individuals of great competency and interest in adult and young farmer education.

The references are conveniently categorized in the sub-areas which form the Table of Contents as follows:

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AN ANNOTATED BIBLIOGRAPHY FROM THE AGRICULTURAL EDUCATION MAGAZINE
for
"Young and Adult Farmer Education"

I. PHILOSOPHY AND OBJECTIVES


The values, objectives, steps and guide for self study of vocational agriculture programs are used.


A school administrator projects his views on improving post-high school training.


A scholarly commentary on both sides of the issue.


Many citizens, local, state and national should be involved in planning out-of-school farmer education.


The impact of adult farmer education in the program of Agricultural Education and the need for adjustments are shared.

II. NEEDS AND INTERESTS


A study of the needs for young farmer education in Louisiana reveals a continued need for a balanced program.


A listing of ten ways to satisfy adult farmers is demonstrated in Nebraska.

An analysis is made of the leadership styles and group cohesion and recommendations are made for modifying one's technique for effectiveness.


Tractor needs of farmers are revealed in this Purdue study.


Another way of adequately meeting needs of adult farmers is the Enterprise Interest Approach - Concentrating instruction in a given area.


A description of the provisions for agricultural education in Central America and Panama with emphasis on secondary and post secondary levels.


Some selected factors associated with attendance at Adult Farmer Classes.


This study revealed the upsurge in part-time farming in Alabama during the past decade, and the need for technical assistance by Vocational Agriculture teachers to work with this sector of the clientele.


A doctoral study to determine shop abilities needed.


A study reveals correlation of approved practices to the following factors; age of farmers, size of farms and farming status.

According to this study the earlier one starts to farm, the better. Also, considerable education is required by farmers to guarantee success today.


A study to determine the competencies needed to succeed in dairying -- forty-six are listed as needed by farmers.


The authors propose reorganization of school districts; good state level leadership; breaking of tradition; base programs upon needs of farmers to enhance profit assurance for adult farmers.


A suggested list of what teachers can do to help young farmers is centered around three problems -- financing, labor and procurement of land.


The author shares experiences of visits to farmers in Tunisia while abroad and their deviant pattern of agriculture.


This study determined interests and needs of a young farmer class in Iowa.


A study to determine needs for young farmers in an Iowa Community.


A study was conducted to determine reasons why farmers attended and did not attend adult classes.
A survey reveals that Maryland farmers want and need strong farm mechanics curriculum.


Part-time farming is consistent with the present era and vocational agriculture teachers should work closely with this category of farm clientele.

III. ORGANIZATION AND PROGRAM


A unique Farmer Ranch Club is organized to meet educational and social needs and it is oriented toward keeping clientele up-to-date by mass media and by inviting eminent speakers.


In developing a "Climate of Understanding" in vocational agriculture, one should involve more people in the program of agricultural education.


More emphasis is needed on well planned farm instruction, young farmer organization, larger farm units, increased specialization, increased mechanization, higher capital requirements, and in-service training of teachers.

COLEMAN, WICKAM B. "Young Farmer Program Keeps Members Busy". Vol. 37, No. 5 (Nov. 1964) P. 120.

Broad programs for diversified agriculture should undergird planning along with leadership responsibilities.


The writer has used a modified plan of an advisory council with adult and young farmer classes to plan more effective out-of-school programs.


A Nebraska educator relates five ways to upgrade adult farmer education.

A plan is suggested for conducting effective and functional young farmer courses oriented toward small interest groups as opposed to groups based upon age.


An account is given of joint efforts by vocational agriculture teachers and county agents in Michigan in conducting short courses for adult farmers.


Vocational agriculture teachers should be aware that there is plenty of room at the top for young farmers. Some program techniques are listed.


A success story on adult farmer education for Negroes in North Carolina as state supervisors work with small groups of farmers and teachers throughout the state.


A diversified program of work is published of a banner young farmer program along with implementation procedures.

LOREEN, C. OSCAR. "Factors Associated with Adult Class Development". Vol. 32, No. 3 (Sept. 1959) Pp. 54-56.

This study revealed the factors (attitude, training, ability, etc.) associated with adult class development.


A plan in Wisconsin borrowed from merchandising "Packaging" which is paying off in adult and young farmer classes.


A joint effort in which three vocational agriculture departments united their adult farmer programs in a small Louisiana Parish.
MYERS, PRINGLE J. "For Teachers of Young Farmers". Vol. 37, No. 5 (Nov. 1964) Pp. 111-112.

Suggestions for successful young farmer classes are listed.

NORTON, WESLEY. "Anderson Community Supports their Young Farmer Program". Vol. 36, No. 5 (Nov. 1963) Pp. 113-114.

A program for young farmers in California based upon the premises that a young farmer program will provide education, cooperative participation, leadership development, community service, fun and followship.


Guidelines for upgrading adult farmer education.


Empirical data from a study in Illinois in five centers revealed that six major factors are pertinent in conducting comprehensive programs for beginning farmers, as follows: status, wives wanted in classes, inventories as a basis, course of study, year-round meetings and systematic instruction.


A success story that gets results in a countywide approach to adult farmer education.


A study of the relationship between distributing state and federal funds to local districts and the scope of the young and adult farmer programs in selected states from 1950-1960.

IV. SUBJECT MATTER CONTENT - AGRICULTURAL MECHANICS


Some ideal suggestions for securing projects for the young and adult farmers are listed.


The activities concerning maintenance and repair of the plow and mower that should be included in the farm mechanics course of study.

A study to determine content for farm machinery instruction.


This study secured data that provided a basis for developing additional farm mechanics plans of value to teachers and students.


Some ideas for beating the exorbitant cost of farm machinery and guidelines on purchasing procedures for the farmer.


The Modular Farm Shop (an added flexibility to the teaching of agricultural mechanics).


A suggested topic outline for farm structure units.


Storage facilities for tools should be attractive and functional in order to meet the needs of farmers.


A tabulated breakdown is listed for unit operations for the various types of farm machinery.

ROGERS, PHILIP. "Determining Farm Mechanics Instructional Needs at High School, Young and Adult Farmer Levels". Vol. 34, No. 7 (Jan. 1962) Pp. 149-150.

Two major determinants of farm mechanics content are as follows: 1) What can and will be taught which depends upon the shop facility and the instructor's knowledge of his subject and 2) a survey of your area as a means of determining the needs of both high school and adult farmers.

An account of the use of a steam cleaner to improve instruction in farm machinery.


A study used to assist young farmers in determining a tool inventory and priorities in purchasing shop tools.

V. SUBJECT MATTER CONTENT - MANAGEMENT


An adult program is recommended to be built around a three year structure.


A sophisticated and scholarly commentary on the new approach to adult farmer education in North Carolina whereby the broad unit method form a Farm Management Core is employed.


A descriptive account of how a full-time teacher for young and adult farmer classes in Wisconsin can gear and operate a functional program with farm mechanics Management courses.


Selection and adoption of farming programs develop skills and enhance knowledge as well as develop ability.


An extensive account of research which correlated ten predictor variables with each of the five criterion measures of farm management success for 192 young dairy farmers in Pennsylvania.
Several suggestions are listed for using new funds (Voc. Ed. Act 1963) to strengthen farm management instruction and upgrade programs in farm business management.

A Kentucky farmer class is oriented toward the areas of living: leadership, recreation, farming programs and finance.

Industrial, livestock and conservation tours in addition to regular farm tours have added enthusiasm to young farmer programs.

A descriptive account of a vocational agriculture program participating in community development in Louisiana Parish to meet the educational and economical needs of the community.

The development and use of a rating scale to determine better on-farm service centers.

The author believes that farm management should be structured and taught to farm managers during daylight hours.

An adult class in Florida was organized and oriented toward watermelon production and marketing. It developed into a successful co-op -- 2,000 acres of melons.

A test for effectiveness "proof of the pudding in adult farmer class lies in the progress toward success or objectives."


Crop demonstration plots are valuable tools to teach agricultural concepts and practices as a joint or cooperative approach by both high school and adult farmers.


The Adoption Concept - awareness, interest, evaluation, trial and adoption is described with implications for on-the-farm follow-up.


A success story of how state level personnel spearheaded a dynamic program in adult programs in Texas through short courses.


Seven common problems and possible solutions are listed for improving adult on-farm instruction.


A series of techniques on use, role, and techniques are described which grew out of a study made by the author in Indiana. Conclusions - Ag. teachers need training in A.V. materials, a need for a repertoire of A.V. materials, and A.V. materials get results when used effectively.


Audio-visual aids provide the most effective means of meeting the new theory of learning in all types of education - learning through experience.
The following areas of instruction are significant as a guide for on-farm instruction for young farmers, planning, conducting and evaluating programs.

This study yielded promising practices that lend themselves to effective on-farm instruction.

An evaluation study of instructional methods used by vocational agriculture teachers with Iowa farmers.

A technique that proved successful to elicit class participation involved observing home samples of quality hay and silage followed by discussions on feeding problems.

A compilation of specialists in various fields of adult farmer education may be circulated to teachers of agriculture, listing: firm, organization, name and title of specialist, channel request for service, speciality and area served.

A pictorial analysis of a young farmer convention emphasizing husband-wife involvement.

This study resulted in suggestions on organization, principles, problems and standards for making a young farmer chapter tick.

General procedures were described for initiating a functional young farmer organization which also reflects an annual program of activities.

Virginia has a strong state association - 1198 members, and 95 local chapters. Their primary objective is to develop group and individual responsibility of young farmers through programs of instruction and to progress in farming.

IX. EVALUATION


A criteria for evaluating is set forth which embraces methods and time of year.


Six basic steps in evaluating young farmer programs are described and accompanied by a success story in evaluation.


The author's comments on the nature of evaluation, who evaluates, when and where should adult farmer programs be evaluated and why evaluate adult farmer education?


An approach to evaluation is described which includes -who attends, appropriateness of objectives, differential achievement, and application of learning.


A depth study was conducted of selected and randomly chosen farmers regarding areas of farm mechanics that were emphasized in an Idaho farmer program.


An analogy of foresight and predictability of future needs of adult farmer programs with implications for teacher education.
Research may be used to improve adult farmer education. Procedures are: (1) determine interest (2) location of courses (3) observing that farmers are semi-strangers and (4) implementing adult learning.

Studies like this one reveal many causes of disparities in young farmer classes.

The misuse of numbers is pointed out as an evaluation facet in young farmer programs.