# PROPOSED TOPICS FOR A PROGRAM IN VOCATIONAL AGRICULTURE FOR YOUNG ADULT FARMERS IN KOREA

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PROPOSED TOPICS FOR A PROGRAM

IN VOCATIONAL AGRICULTURE

FOR YOUNG ADULT FARMERS

IN KOREA

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# CHAPTER I

## INTRODUCTION

Korea is predominantly an agricultural country. Agriculture represents the major occupation of the people, and the importance of agriculture in Korea is constantly increasing. Being ideally situated from the point of view of moderate climate, sufficient rainfall, and moderately good soil, Korea has desirable natural factors that promote the cause of agricultural industry.

The farm families of Korea are quite large with an average of six persons in each farm home. The size of cultivated land is about two and one-third acres per farm. Approximately two-thirds of this acreage is in rice paddies while the remaining cultivated land is in dry field crop production. With this small amount of cultivated land for each farm, it is necessary that the productivity be kept at a high rate.

Like other countries, Korea is a developing nation. Currently, as a result of the felt need for more and better skills in science, agriculture is gradually giving way to modern agricultural practice.

Vocational education in agriculture for the young adult farmers in the United States came into existence with passage of the Smith-Hughes Act of 1917 in which the need for vocational agricultural education for farmers was indicated by this statement of the purpose of the act:

> . . . such education shall be of the less than college grade and be designed to meet the needs of persons who have entered upon or who are preparing to enter upon the work of the farm (18, p. 17).

However, vocational education in agriculture for young adult farmers is not a new idea or an addition to the program of vocational agriculture. Young and adult farmer courses were organized soon after the Smith-Hughes Act was passed and there has been a steady growth in courses and enrollment since that time.

## Statement of the Problem

To assist in the expansion of agricultural development, agriculturally trained people and adult farmers properly educated are vital as an integral part of the manpower supply of skilled workers to meet the manpower needs of the country. This expansion is necessary if the agricultural industry is to continue to play a major role in the social, political, and economic development in Korea.

Providing educational programs for farmers has long been an integral part of a local total program of agricultural education. Young farmers and other agriculturalists need and desire agricultural instruction.

Interest in adult education in vocational agriculture is expanding rapidly. The need for continued adult educational programs for young farmers is the same as for any educational endeavor in which effective methods and procedures are most necessary. Due to the current lack of educational programs for young adult farmers in Korea, the central problem of the investigation attempted to propose an educational program for young adult farmers in Korea to meet the needs for a continuing adult educational program in vocational agriculture.

## Purpose of the Study

The main purpose of the study was to identify, describe, and evaluate a number of educational programs in vocational agriculture for young adult farmers in the United States in order to provide information to be used as a basis for proposing topics for educational programs in vocational agriculture for young adult farmers in Korea. Such information gathered should also be of some help to present vocational agriculture instructors in the United States who are continually faced with the demand for maintaining instructional programs for young adult farmers that will assist them to more efficiently meet the objectives of modern vocational agriculture.

## Objectives of the Study

In order to accomplish the major purpose of the study, the following specific objectives were formulated and served as guidelines for designing and conducting the investigation:

1. To determine the status of the young farmer programs in the United States.

2. To determine and compare topics for educational programs and suggested organizational and instructional methods for selected outstanding state young farmer programs.

3. To develop a list of possible young farmer educational program topics for Korean young farmers and to secure an evaluation of these by selected agricultural educators in Korea.

4. To develop topics for a proposed educational program for young farmer education in Korea including suggestions for organization and instruction.

## Definition of Terms

Certain words and terms used in this study need to be defined as follows:

Young Farmer: Persons participating in local young farmer activities. The word "young" as used in the names of all local groups is not intended to restrict the age of those who participate. A young farmer is any farmer or agriculturalist willing to learn.

Adult Education: The education provided for those individuals who are not of school age and engaged in the business of farming or related agribusiness.

Educational Program: The program for young adult farmers that provides educational benefits.

Young Farmer Organization: An organization designed to provide a series of educational, social and recreational, and community service activities for young-adult farmers.

Young Farmer Program: The young farmer program focuses upon a planned, organized, systematic program of instruction in agriculture aimed specifically at helping farmers and agriculturalists solve their problems in becoming successfully established in farming or agricultural business and advancing to the highest efficiency status to which they may aspire.

FFA: The Future Farmers of America is the national organization of, by, and for students studying vocational agriculture in public secondary schools under the provision of the National Vocational Education Act.

## Assumptions Basic to the Study

For the purpose of the study, the following assumptions were accepted by the investigator:

1. The improvement of adult education programs in agriculture will lead to better farming methods being used by farmers.

2. Adult educational programs in agriculture, if they are to be effective, must be based upon the needs and interest demanded by the local situation.

## Scope and Limitation of the Study

For the purpose of this study, the following limitations were made:

1. This study was conducted the spring semester of 1975 in an attempt to reach all state supervisors of vocational agriculture in the United States.

2. Only 35 state supervisors replied to the investigator's request.

3. The educational programs for young adult farmers involved in this study were five selected states in the United States.

4. The questionnaire was studied and evaluated by selected agricultural educators in Korea.

# CHAPTER II

## REVIEW OF LITERATURE

The purpose of this chapter is to present some background information for this study. The review involves some research studies; it relates some developments pertinent to this study and cites some opinions of recognized authorities in the related field. The six major areas to be covered are the history and development of young farmer education, the importance and the need of adult young farmer education, developing educational programs for young farmers, the vocational agriculture teacher of young farmers, and the adult education for young farmers in Korea.

### The History and Development of Young Adult Farmer Education

Vocational education in agriculture came into existence with passage of the Smith-Hughes Act of 1917 which provided funds for the public schools to develop vocational education for young adult farmers. But adult education in agriculture has had a long historical development. According to Phipps (18) in 1785, the Philadelphia society for promoting agriculture was organized to increase the land productivity within the United States. And for this purpose, the society would print agricultural events; offer prizes for experiments, improvements, and agricultural essays; and encourage the establishment of other societies throughout the country.

Agricultural education with the adult education program has been significant during the past years in the United States. The passage of these acts--the Morrill Act of 1862, the Hatch Act of 1887 which established the agricultural experiment station, the Smith-Lever Act of 1914, and the Smith-Hughes Act of 1917 which provided for vocational education in agriculture in the public school--provided for improvements in social and economic conditions. The Vocational Education Act of 1963, the Amendments of 1968, and the Higher Education Act of 1965 have also provided funds for adult and continuing education (5).

The additional emphasis in vocational agriculture was that of young and adult farmer education. This emphasis was spelled out in the Vocational Education Act of 1963 and the 1968 Amendments where it was stated that their purpose was as follows:

> . . . to maintain, extend and improve existing programs of vocational education . . . so that persons of all ages in all communities of the state . . . those who have already entered the labor market but need to upgrade their skills or learn new ones . . . will have ready access to vocational training which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training (18, p. 18).

There have been clubs and chapters of young farmers in Ohio. These young farmer organizations were formed for the purpose of continuing education in agriculture leadership development and community service. These organizations provided an opportunity for farmers to become informed about technical advancement in agriculture (5).

According to Ekstrom and McClelland (8), the first young farmer chapters were organized in Ohio in 1921. Soon others followed in Ohio as well as in other states. The first organized state association of young farmers was that of California in 1936. Other states soon followed.

According to the Young Farmer Manual of Illinois (28), the young farmer chapter should be organized to serve as a means of assisting young farmers to better understand their problems and to acquire the needed farm information and experiences that will help them to keep in step with the rapid developments in agriculture. It is a program based upon the needs of young farmers and is concerned with helping them to become soundly established in farming and in leadership in their communities.

## The Importance of Young Farmer Education

With the increasing importance of assisting adults, adult education must be recognized as a continuous process throughout an individual's life which includes the total adult population. Bender (5) pointed out that the increasing complexity of life, coupled with our increased standard of educational expectations, has clearly demonstrated that education must be a lifelong process. He further stated that one rarely finds an agricultural educator or any other educator who will overtly deny the validity of the concept of lifelong learning or the importance of adult education. In the higher levels of formal education, there is a desire for more variety in adult education programs. This desire will have a significant impact on future adult education programs. The future of adult agricultural education appears to be quite bright as pointed out by Bender (5):

> Clearly, one of the benefits from adult education is accrued to the educational institution when its image is improved through serving adults in meaningful ways through educational programs. In a real sense, the adult educational program is an outreach of the institution, and when its programs are effective, it will create even further support for local, state, or federal appropriation for education activities that go beyond the adult education program (p. 9).

The important implication for adult education practice of the fact that learning is an internal process is that those methods and techniques which involve the individual most deeply in self-directed inquiry will produce the greatest learning (14). In short, adult education is a cooperative venture, informal learning, the chief purpose of which is to discover the meaning of experience, to find out what formulates our own conduct, a technique of learning for adults which makes education an adventurous experience.

## The Need for Continued Education for Young Adult Farmers

Education is by necessity a continuous and lifelong process for the farmer. Changes have occurred in agriculture, as in other segments of business and industry with the result that farming has become a complex and intricate business. The need for adult education was emphasized by Thornton (26) who stated that it is essential that adult education supply information for decision-making which is not available during the normal span of years. The author also added that adult education helped rural and urban families as rapid changes in transportation, housing, food processing and distribution, and mode of living change their needs.

In grandfather's day, the farmer performed all the farming operations with his own hands. But the times have changed with the invention of power machinery and the discoveries in science. Such new agricultural technology has made it possible for farmers to obtain greater production. These changes have also created a need for development of greater knowledge and skills. So, education for young adult farmers is designed to meet the particular agricultural education needs of young men who are

engaged in farming and ranching careers.

The need for young adult farmer education was stressed by the Texas Young Farmer Manual (31) when it stated:

> The modern day farmer must have a means of keeping up to date if he is to stay in business. Education, in one form or another, is by necessity a continuous and lifelong process for the farmer. Changes have occurred in agriculture as in other segments of business and industry with the result that farming has become a complex and intricate business (p. 1).

Agriculture, like the rest of the economy is undergoing great change in technology, and more research is needed to help teachers and farmers provide the needed instruction. The fact of needed education was stated again by Phipps (18) as follows:

> Our present national and world culture with its complexity demands adult education. We cannot wait to educate another generation. Even if we could, it is impossible to prepare for the future when changes are so rapid. If we are to survive, our citizen must learn about and understand these worldwide problems (p. 411).

Carpenter (6) reported the need for continuous education in the results of a national training institute held in Virginia in 1968. He stressed the need for a program of continuing education for young adult farmers is greater than ever today.

The adult farmer program can fill a social need for the young adult farmers and their families. This social bond among young farmers is very important as shown by Arey (2) when he stated:

> In general, groups have been shown to be more successful if they are linked together socially. It therefore becomes very important that the young farmer program fill a social need for its members (p. 124).

Farmers today, more than ever before, have more people depending on them to supply the needed agricultural goods they produce. Rawson (21) also affirmed this: "Farmers depend on more people to assist them in running

farms, and in turn more people depend on the farmer for their lifehood" (p. 35).

Some of the changes which have contributed to the growing complexity of the farming business and which require more knowledgeable farmers with new skills are listed below (31):

1. The rapid technological advancement in agriculture.
2. The increase in size of farming operations which in turn have brought a tremendous increase in the amount of capital required.
3. The intensification of the cost price squeeze which demands high operational efficiency to stay in business.
4. The loss of dependable sources of farm labor.
5. The extensive mechanization of farming operations and a corresponding increase in the amount of maintenance and repair work required.
6. Introduction of larger tractors and equipment.
7. Involvement of foreign policy in agriculture in such a way that production and marketing of farm products are influenced.
8. Involvement of government in supply management and acreage contracts.
9. Application of social security programs to farmers and farm employees which necessitate accurate record keeping.
10. Development of synthetics to compete with natural fibers.
11. Market demands and consumer preferences (p. 2).

Adult education in vocational agriculture provides an opportunity for farmers to become informed about technical advancements.

## Developing Educational Programs for Young Farmers

Adults will participate in educational programs if these programs are designed to meet adult needs and interests. Thus a sound process of program development should be followed, and the potential learners should be involved in the planning process. A sound educational program for adults is listed below (5):

1. It is based on the needs and interests of the learners and of society.
2. It reflects the adults most important educational problems or opportunities.
3. It involves the student in planning.
4. It is based on research in agriculture.
5. It is within the limits of resources available (p. 57).

According to the Young Farmer Manual of Illinois (28), the program should be adapted to the local community and meet the needs and interests of the learners. Also, the program should be adapted to large groups which are included in the areas of education, leadership, cooperation, community service, and public relations. The program also should be in accord with school policies and receive approval by the school administrator. The young farmer program should be a part of the local vocational education plan.

Furthermore, Hart (10) pointed out that the educational program should provide instruction for the young farmer that will enable him to use mature judgment in solving the problems confronting him daily. The young farmer program should also fill a social need for the young farmer and his family.

Lawrence, et al. (15) identified these key characteristics of a successful adult educational program: (1) selective use of resource specialists as instructors, (2) inter-agency coordination to accomplish training objectives, and (3) a resource manager role for the vocational agriculture teacher to promote aid in coordinating programs.

The selection of instructional units for young adult farmers is the responsibility of the teachers planning with the group involved. The main criterion is that such instruction meets the interests and needs of the adults. Some broad categories of the educational programs may be considered for young farmers and adults are farm business planning and analysis program, continuing education classes on specialized topics, agribusiness management, and informal educational endeavors (28).

According to the Kansas Young Farmers Educational Association Manual (16), objectives of the young farmers association are to provide competent, aggressive, rural agricultural leadership, to strengthen the confidence of young men in themselves and in their work, to encourage intelligent choices of farming enterprises, to encourage members in the development of strong individual farming programs and establishment in farming, to encourage each member to improve the farm home and its surroundings, to participate in cooperative efforts, to provide and encourage the development of organized rural recreational activities, to assist in making decisions pertaining to farm management.

Knowles (14) stressed that adult educational programs are often based on what an individual or small group think people ought to be interested in rather than on what they really want and need. The point of view expressed that good program building is a matter of understanding what each individual really needs and wants, and being skilled in creating

opportunities in which people will find the satisfaction they seek. In adult education, the customer is always right, in so far as his desires are compatible with the objectives of our society.

Each adult learner is an individual. He has his own needs, goals, and objectives to meet. Adult educators need to realize the adult learner's experiences and interests. It should be the adult educator's goal to relate subject matter to individual objectives, needs, and capabilities.

## The Vocational Agriculture Teacher of Young Adult Farmers

A vocational agriculture teacher has a considerable responsibility in the success of the young farmer program. Although much of the work of the organization is done by the young farmers themselves, the vocational agriculture teacher is the coordinator of the activities and adviser for the organization.

Persons and Leske (17) pointed out the importance of vocational agriculture for the adult young farmer is that, in general, a teacher of vocational agriculture relies heavily upon others to assist in the functions associated with the conduct of an adult education program in agriculture. He further stated that with only a few exceptions, vocational agriculture teachers perceive the cooperation of others to be valuable or very valuable to the success of adult education events.

Again, instruction for young and adult farmers has always been an important part of vocational agriculture. Starling (23) reported that many teachers expressed that they enjoy teaching adults and young farmers more than teaching high school students, that there is a real need for

adult education, and that adult education involves people who are actually engaged in the business of farming. The author further stated that:

> The reasons most often given by the teachers for not conducting adult education programs include a lack of time and competence required to conduct programs that really meet the needs of adults (23, p. 24).

We tend to rationalzie and say that some teachers have the time and competence to conduct adult programs if they really want to.

The vocational agriculture teacher is usually the key person who will influence the success or failure to provide education for young farmers. His characteristics will become an integral part of this influence. Pritchard (20) in a study of 32 beginning teachers of vocational agriculture in Oklahoma reported 22 favorable teacher attitude responses to adult education. He indicated that this could be due to their perception of a need for adult education.

The personality of the vocational agriculture teacher will be an influencing factor in the success or failure of a young farmer education program according to Price (19). He also stated that the occurrence of young farmer organizations was due to a strong motivating force, extroverted personality or initiative of the vocational agriculture instructor.

The importance of adult educators for young adult farmers is stressed by Knowles (14) who believed that the adult teacher who understands the needs of adults will take account in many ways. He will provide for physical comfort and will seek to develop physical well-being. He will assure each individual a learning experience that will give him a sense of growth. He will offer programs designed to increase the economic, social, psychological, and spiritual security of adults and will provide

an environment in which they will feel secure while learning.

The teacher of agriculture determines the degree of success the young adult farmer programs will attain. He is the guiding light; his knowledge and wisdom should direct the educational program forward. It is the teacher's responsibility to formulate the functions and activities of the young adult farmer program and to work with the administration in building a strong organization (16).

Hill (11) reported that seven states (Alabama, Arkansas, Georgia, Iowa, Minnesota, Oklahoma, and Texas) require the vocational agriculture teacher to teach adult education. Forty-one states do not require teachers to teach adult education, but many of them recommend it. In general, the states that are having adult classes indicated that the agriculture teacher received reimbursement, except Alabama, Connecticut, Delaware, Iowa, New Mexico, North Carolina, and Texas.

The vocational agriculture teacher is in a favorable position to give young men help and guidance in establishing them in the business of farming. As the local vocational agriculture teacher, he is in a most responsible position to render valuable assistance and counsel toward establishment in the business of farming.

## Adult Education for Young Farmers in Korea

According to Baek (3), many vocational agriculture schools and agricultural high schools were established in Korea by 1973. At least one agricultural high school was established in every county, enabling the system to provide agricultural education for about 60,000 students. He further stated that in 1945, there were four major fields in agriculture

with about 300 students which increased to 117 major fields with 10,272 students of higher education by 1967.

There is a shortage of agricultural teachers in Korea. The teacher-training program in agriculture is relatively new. It was only in 1963 that a Department of Agricultural Education was established in the College of Agriculture of Seoul National University. Three private institutions have recently also established departments of agricultural education. Even with these additional institutions, there is still a need for teachers of agriculture. Therefore, the education of farmers is being undertaken by agencies other than the teachers of agriculture (22).

In Korea, rural development, especially in agriculture, is given special attention by the government. Although agriculture is the key to the development of the country, the agricultural potential is not fully utilized, especially the manpower aspect.

Song (22) pointed out that the responsibility of convincing people to work harder and intelligently, especially in agriculture, rests heavily on the shoulders of agricultural extension workers, but that they should take the peasant farmers in hand with understanding and skill, and show them the advantages and necessity of the modern techniques of cultivation and livestock management.

Opportunities for adult education for farmers were not made available sufficiently and fast enough to meet the demand because of the shortage of agriculturally trained people. However, for a long time, college students were volunteering for various service activities mainly for farmers during summer and winter vacations. However, these activities were never unified by a central organizing body to serve young and

adult farmers. Clare (7) reported that the reason for the lack of adult education for young farmers in Korea was that the people did not feel that a vocationally oriented education could provide benefits and status equal to that of the traditional classical type of education.

Korean agricultural education policies are promulgated by the agricultural education supervisors of the Ministry of Agriculture who work in cooperation with the Board of Education in each province. Each province has a Provincial Board of Education which formulates and administers educational policies and programs at their level. Secondary education, including vocational agricultural schools, is directly administered and supervised by the province with assistance from the Ministry of Education.

There are 51 higher institutions including junior colleges that offer agricultural subjects. There are 212 vocational agriculture schools including technical agriculture schools, with approximately 1,050 teachers (1).

The author estimates at least 50 percent of these vocational and technical agriculture teachers should be able to provide education for young adult farmers with assistance from the Ministry of Education. Agriculturally trained people, adult farmers, and skilled workers, properly educated, are vital to meet the manpower needs of the country.

## Summary

The literature reviewed covered six areas of investigation deemed pertinent to the study. The purpose for the review as it was conducted was to furnish background information for the study.

A search through the history of young farmer education has shown that adult education in agriculture has had a long historical development,

but the development of young farmer education has been slow. Vocational education in agriculture came into existence with the passage of the Smith-Hughes Act of 1917, which included vocational education for young farmers. Additional emphasis in vocational agriculture for young farmers was spelled out in the recent Vocational Education Act of 1963 and the 1968 Amendments. The first local young farmer chapter was organized in Ohio in 1921, and the first state association in California in 1936. Other states followed this trend, and the young-adult farmer program of the United States evolved.

The importance of young farmer education is constantly increasing and must be recognized as a continuous process throughout an individual's life. Adult education is becoming more widely known and discussed now than at any other time in history. Based on this increased awareness of importance, it seemed desirable to study the importance and the need for developing strong and dynamic continuous adult education programs in agriculture and to analyze relevant, current, and future environmental conditions.

Several factors were reviewed that show the need for young farmer education to aid both rural and urban families. Young-adult farmer education is needed because of the changes which have contributed to the growing complexity of the farming business. Moreover, young adult farmers need continuing education because of the rapid technological advancement, intensification of cost-price squeeze, increase in size of farming operation, loss of dependable farm labor, mechanization of farming operation, introduction of large equipment, agricultural foreign policy, government involvement, social security programs, and market demands and consumer preference.

The developing educational programs for young adult farmers should be designed to meet the needs and interests of the learners. Adult education in agriculture should be an integral part of the community school and should provide the learners with educational experience which will help them make adjustment and further solve the problems they encounter in life.

As reviewed in this study, the literature showed the vocational agriculture teacher was a key to effective programs for young adult farmers. The vocational agriculture teacher considered the cooperation of others to be valuable to the success of adult education events and in assisting in the functions associated with the conduct of an adult education program.

Agriculturally trained people and properly trained young adult farmers are needed as skilled workers to meet the manpower needs and to assist in the increasing agricultural development in Korea. In general, the teacher-training program in agricultural education is relatively new. However, even with the increase in agricultural education in the schools, adult education for farmers has not been provided adequately in Korea in spite of the strong need for educational programs in vocational agriculture for young adult farmers. The main reason for this was the people's contempt for the vocationally oriented type of education and lack of agriculturally trained people to meet the manpower requirements of the development programs of the country.

# CHAPTER III

## DESIGN AND METHODOLOGY

The purpose of this chapter is to describe the design for the study, the population, the development of the instrument used, and method of analysis.

### The Population

The population of this study consisted of a number of the young farmer programs in the United States. There were a total of 50 state supervisors of agricultural education in the United States from which information about those programs was sought. The population was selected to determine if adult education for young farmers is provided and if so, what educational programs are being used by which states.

### Data and Instrumentation

A letter requesting information about the educational programs for young adult farmers was sent out to state supervisors of agricultural education in the United States during the fall semester of 1974. The following sources of information were used to obtain the data:

1. Replies to letters of request sent to each state supervisor of vocational agriculture, inquiring as to the status of young adult farmer educational programs.

2. Reports and materials on young adult educational programs which

were received from several states.

3. Reports and materials of young adult educational programs on file in the Agricultural Education Department library at Oklahoma State University.

4. Responses received from two professional agricultural educators in Korea.

5. The author's own personal knowledge of agricultural education programs in Korea.

## Method of Analysis

The analysis and conclusions drawn from this study were based on the information received from the state supervisors about their educational program including educational topics, young farmer manuals, and letters describing their programs. The information about educational programs in the United States was identified, compared, evaluated, and formulated using this information and other information gathered reviewing the literature. Based on the information gained and the author's judgment of its importance to the Korean farmers, a questionnaire was developed by the investigator to get opinions about possible topics for a program for young adult farmers in Korea from agricultural educators in Korea. Since there were no statistical tests involved in the data analysis, the program produced only descriptive data that would be most adaptable to the young adult farmers in Korea.

# CHAPTER IV

## PRESENTATION OF DATA

Chapter IV is concerned with the presentation of the data found in this study. Data presented in this chapter were obtained from 35 agricultural education supervisors in the United States who represented 70 percent of the population and are shown in Table I. Data from nine selected states in the United States with strong educational programs, as determined from the information obtained from the survey in vocational agriculture for young adult farmers were analyzed in depth.

The instructional areas and educational courses of study or educational topics were analyzed, tabulated, and presented separately by states. An appropriate description of the educational program and the educational topics included in each course of study was outlined on the basis of the nine selected states: Colorado, Indiana, Kansas, Michigan, Oklahoma, Texas, Utah, Virginia, and Wisconsin.

As summarized in Table I, the state supervisors of vocational agriculture reported that, among the 50 states, there are 27 providing local programs of educational instruction for young adult farmers. However, 15 states did not reply and, therefore, the extent of instruction provided for young adult farmers in those states is unknown. Of the 27 states where instructional programs were indicated, 18 were reported to have active state young farmer associations. Nine states have local young farmer programs but no state young farmer association. Eight

TABLE I

YOUNG ADULT FARMER EDUCATIONAL PROGRAMS IN STATES
AS REPORTED BY STATE SUPERVISORS

| No Response | No Young Farmer Program | Local Young Farmer Program But No State Association | State Association |
|---|---|---|---|
| Alaska | Arkansas | Minnesota | California |
| Idaho | Hawaii * | New Jersey | Colorado |
| Lousiana | Delaware | Vermont | Georgia |
| Maine | Washington | New Hampshire | Ohio |
| Montana | Maryland | Florida | Iowa |
| Nevada | Connecticut | Michigan | Illinois |
| New Mexico | N. Carolina | Wisconsin | Indiana |
| New York | Arizona | Alabama | Kentucky |
| N. Dakota | | Tennessee | Missouri |
| Massachusetts | | | Nebraska |
| Mississippi | | | Kansas |
| Oregon | | | Pennsylvania |
| Rhode Island | | | Oklahoma |
| S. Dakota | | | S. Carolina |
| Wyoming | | | Texas |
| | | | Utah |
| | | | Virginia |
| | | | W. Virginia |

* A State Young Farmer Association was organized in 1947, but is not in existence at the present time. Some local programs may exist but were not reported.

states reported that they have no educational programs for young adult farmers.

Table II revealed that the State of California organized the first state association of young farmers in 1936. Other states soon followed this trend. In the late 1940's and 1950's several states organized state associations for young farmers; by 1947 Hawaii, Pennsylvania, and South Carolina had organized. By 1949, Ohio and Utah, 1951 Virginia, 1952 Texas, and 1952 Kentucky had all organized. Eighteen states in the United States organized state associations of young farmers by April, 1975 as shown in Table II.

An important aspect of any young farmer association has been its young farmer manual. A study of all manuals available indicated that among other guidelines, the following suggestions concerning operation of a state program were usually included: (1) provide a reference for general information about the young farmers of the state, (2) provide guidance to those involved in the organization of new chapters, (3) suggest methods and techniques that may be employed by chapter leaders in planning and carrying out outstanding programs of work, (4) provide chapter leaders with information on the duties and responsibilities, (5) aid interested individuals in developing an understanding of the nature and scope of the young farmers association, and (6) provide helpful information to committees involved in developing local programs in areas of education, community service, recreational, and rural leadership.

The data in Table II show that five states (California, Kansas, Kentucky, Missouri, and Ohio) have state young farm wives organizations. The manual described above also indicated that basic purpose of the young farm wives organization was to provide educational information with

TABLE II

STATE YOUNG FARMERS ASSOCIATIONS IN THE UNITED STATES

| State | Year Organized | No. of Chapters | No. of Members | Young Farmer Manual | Wives Organization |
|---|---|---|---|---|---|
| California | 1936 | 30 | 800 | — | Yes |
| Colorado | 1970 | 13 | 500 | Yes | No |
| Georgia | 1970 | 46 | 2500 | No | No |
| Illinois | — | — | 1000 | Yes | No |
| Indiana | — | — | 1400 | Yes | No |
| Iowa * | — | — | — | — | — |
| Kansas | 1962 | 32 | 900 | Yes | Yes |
| Kentucky | 1956 | 40 | 825 | Yes | Yes |
| Missouri | 1970 | 57 | 1200 | No | Yes |
| Nebraska | 1964 | 22 | 750 | No | No |
| Ohio | 1949 | 80 | 2200 | Yes | Yes |
| Oklahoma | 1969 | 70 | 900 | No | No |
| Pennsylvania | 1947 | 46 | 1650 | Yes | No |
| South Carolina | 1948 | 60 | 1000 | No | No |
| Texas | 1952 | 143 | 4000 | Yes | No |
| Utah | 1949 | 14 | 780 | Yes | No |
| Virginia | 1951 | 78 | 1400 | Yes | No |
| West Virginia | 1970 | 5 | 400 | No | No |

- Further information is not available.

* Currently being organized; statistical information not available.

particular emphasis on the needs and interests of the young farm wife and her family and to assist her in aiding the young farmer in carrying out his programs and projects for the year. These programs will stimulate and help cultivate new interests, skills, and attitudes. Jointly the young farmers and farm wives groups can carry out many worthwhile community projects.

The information in Table III lists the wide range of topics as suggested by the nine individual states selected for intensive study. These topics will relate to the agricultural situation in any particular state. As can be noted some of the topics would be quite foreign to any specific local situation.

The general information secured indicated that most states have suggested that educational programs should be set up by the local community and use a local advisory committee to assist in the development of the local educational program.

Table III is constructed to compare educational topics for young farmers suggested by nine states (Colorado, Kansas, Michigan, Oklahoma, Texas, Utah, Virginia, and Wisconsin) in the United States. These nine states were selected because they suggested educational topics for young adult farmer programs in their state.

Eight states (CO, KS, MI, OK, TX, UT, VA, and WI) mentioned educational topics for young farmers concerning livestock feeding, breeding, and selection. All nine states offered specific topics dealing with livestock health. Managing livestock was suggested by all states except Texas, and livestock marketing was mentioned by seven states (CO, KS, OK, TX, UT, VA, and WI). Pasture management as a topic was offered by Colorado, Oklahoma, Texas, and Utah.

TABLE III

EDUCATIONAL TOPICS RECOMMENDED FOR YOUNG FARMER PROGRAMS BY NINE SELECTED STATES

| Educational Topics | CO | IN | KS | MI | OK | TX | UT | VA | WI |
|---|---|---|---|---|---|---|---|---|---|
| Livestock: | | | | | | | | | |
| 1. Feeding | v | | v | v | v | v | v | v | v |
| 2. Breeding and Selection | v | | v | v | v | v | v | v | v |
| 3. Health and Diseases | v | v | v | v | v | v | v | v | v |
| 4. Marketing | v | | v | | v | v | v | v | v |
| 5. Pasture Management | v | | | | v | v | v | | |
| 6. Management | v | v | v | v | v | | v | v | v |
| 7. Economics | | | v | v | | | | v | v |
| 8. Waste Disposal | | | v | | v | | | | v |
| 9. Swine Management | v | | v | v | v | | | v | |
| 10. Dairy Production | v | | v | v | v | | | | v |
| 11. Poultry Production | v | | | v | | | | v | |
| 12. Beef Cattle Production | v | | v | v | v | | | v | |
| 13. Sheep Management | v | | | | | | | | |
| Crop: | | | | | | | | | |
| 1. Planting and Cultivation | v | v | v | | v | v | | v | |
| 2. Storage | v | v | v | | | | | v | v |
| 3. Marketing | v | | v | | v | v | | | |
| 4. Fertilizer and Lime | v | v | v | v | v | v | v | v | v |
| 5. Insects and Diseases | v | | v | v | v | v | v | v | |
| 6. Chemicals and Weed Control | v | v | v | v | v | v | v | v | v |
| 7. Harvesting | v | | v | | | | v | | |

TABLE III (CONTINUED)

| Educational Topics | CO | IN | KS | MI | OK | TX | UT | VA | WI |
|---|---|---|---|---|---|---|---|---|---|
| 8. Irrigation and Contour | v | | v | v | | | v | | |
| 9. Selection | v | | | | v | v | | v | |
| 10. Management | | v | v | v | v | v | v | v | v |
| Business Management: | | | | | | | | | |
| 1. Record Keeping | v | | v | | v | | v | v | v |
| 2. Insurance | v | | v | | | | | | |
| 3. Financing | v | v | v | | v | v | v | v | |
| 4. Taxes | v | | v | | v | v | v | v | v |
| 5. Agricultural Marketing | | v | v | v | v | | v | | |
| 6. Labor | v | | v | | | | | | v |
| 7. Government Program | | v | | | v | | | | |
| 8. Management | v | v | v | v | v | v | v | v | |
| 9. Economics | | v | v | v | v | | | v | |
| 10. Agricultural Organizations | v | | v | | v | | v | | |
| 11. Farm Law | v | v | v | v | v | | v | v | |
| Farm Mechanics: | | | | | | | | | |
| 1. Farm Machinery | | | v | v | v | | v | v | |
| 2. Maintenance and Repair | v | v | v | | v | | | v | |
| 3. Financing | | | v | | v | | | | |
| 4. Farm Power | v | | v | v | | | v | | |
| 5. Farm Electrification | v | | v | v | | v | | v | |
| 6. Concrete Work | v | | v | | v | v | | | |
| 7. Paints | v | | v | | | | v | | |

TABLE III (CONTINUED)

| Educational Topics | CO | IN | KS | MI | OK | TX | UT | VA | WI |
|---|---|---|---|---|---|---|---|---|---|
| 8. Plumbing | v | | v | | | | | | |
| 9. Farm Fuels | | v | v | | v | | | v | |
| 10. Welding | v | | v | v | v | v | v | v | |
| 11. Farm Safety | | v | | | v | v | | v | |
| 12. Soil-Water Conservation | | | | | | | v | | |
| 13. Farm Building Construction | | | v | | v | | | | |
| 14. Wood and Metal Working | | v | | | | | | | |
| 15. Forge and Rope Work | | v | | | | | | | |
| 16. Fencing | v | | | | | | | | |
| 17. Establishing a Shop | v | | | | | | | | |
| Miscellaneous: | | | | | | | | | |
| 1. Family Living | v | | | | | | | v | v |
| 2. Bee Management | v | | | | | | | | |
| 3. Vegetable Production | | | | v | v | | | | |
| 4. Fruit Production | v | | | v | v | | | | |
| 5. Landscaping | v | | | | | | v | | |
| 6. Forest Management | | | | | v | | | v | |
| 7. Tours, Visitations, Fairs | | | v | | v | v | | v | |
| 8. Predator Control | | | v | | | | | | |
| 9. Making a Will | | v | v | | v | | | | |
| 10. Home Improvement | v | v | v | | v | | v | v | |
| 11. Computer Farming | | | v | | | | | | |
| 12. Leadership | | | | v | | | v | v | |

TABLE III (CONTINUED)

| | Educational Topics | CO | IN | KS | MI | OK | TX | UT | VA | WI |
|---|---|---|---|---|---|---|---|---|---|---|
| 13. | Wildlife Conservation | | | v | | v | v | | v | |
| 14. | Pollution Control | | | | | v | | | v | |
| 15. | Applied Mathematics | | | | v | | | | | |
| 16. | Young Farmer Banquet | | | v | | | | | v | |
| 17. | Rural Recreation | | | v | | | | | | |
| 18. | First Aid | | | v | | | | | v | |
| 19. | Catfish Farming | | | v | | | | | | |
| 20. | Planning Young Farmer Prog. | | | | | v | | | | |
| 21. | Water Safety | | | v | | | | | | |
| 22. | Outdoor Camping | | | v | | | | | | |
| 23. | Exchange of Ideas | | | | | v | | | | |

CO - Colorado, IN - Indiana, KS - Kansas, MI - Michigan, OK - Oklahoma, TX - Texas, UT - Utah, VA - Virginia, and WI - Wisconsin

Kansas, Oklahoma, and Wisconsin offered farm waste disposal. Other topics concerned with economics of livestock were suggested by Kansas, Michigan, Virginia, and Wisconsin.

Educational topics for young farmers concerned with fertilizer, chemical, and weed control for crop production were mentioned by nine states and crop management was offered by eight states. Topics concerned with planting and cultivating were suggested by six states, while insects and diseases of crops was recommended by seven states. Marketing,

irrigation, and selection for crop production were recommended by four states.

Educational topics dealing with farm business management for young adult farmers were suggested by several states and included a range of subjects. For example, farm management was offered by eight states, while insurance and government topics were recommended only by two states. Farm law, farm taxes, and farm financing topics were suggested by seven states each, and farm record keeping as a topic was mentioned by six states. Economics and marketing management were offered by five states.

Educational topics concerned with welding for young adult farmers were suggested by seven states compared to fencing, forage and rope work, wood and metal work, soil and water conservation, and establishing a farm shop which were offered only by one state each. Farm machinery, maintenance and repair, and farm electrification were offered by five states. Four states offered educational topics on farm power, concrete work, farm fuels, and farm safety for young farmers.

Educational topics for young adult farmers listed under the miscellaneous areas were mentioned only by one state. It seemed that these subjects were related to the agricultural situation in particular states. Six states suggested educational topics concerned with home improvement and two states offered topics for a young farmer program dealing with wildlife conservation, tours, fairs, and visitations.

## Analysis of Questionnaire and Discussion

A questionnaire was constructed by the investigator comprising 60 educational topics. These topics were identified as contributing to the establishment and maintenance of educational programs for young adult

farmers in the United States. The educational topics were selected by utilizing one or both of the following criteria:

1. Selected by several of the nine states.
2. The author's knowledge of the agricultural situation in Korea.

As an example, weed control, diseases and parasites of livestock were suggested topics by all nine of the states. However, bee management and landscaping of the farm home were suggested in the program for only one or two states. These were included based on the author's judgment of their importance to the Korean farmer.

Rice production and sericulture (silkworm raising) has not been included as topics in any of the programs suggested by the states. However, these are of extreme importance in Korean agriculture and were included in the questionnaire for this reason.

The questionnaire was sent to selected educators of the department of agricultural education of two universities in Korea for their evaluation. These educators were asked to consider and rate each topic on a one to five scale. A rating of one meant that the educator considered this of no value or importance and probably should not be included in an educational program for Korean young farmers. On the other hand, a rating of five indicated that the topic was of such great importance that it should be included in such a program. Any of the intermediate ratings were to indicate the educators' relative value of the topic.

Instructional topics for young adult farmers with appropriate numerical ratings were analyzed and tabulated as shown in Table IV. The table presented theoretical rating scores and the mean rating scores on the five point scale for each of the 60 educational topics in vocational agriculture for young adult farmers.

TABLE IV

RATINGS OF EDUCATIONAL TOPICS BY AGRICULTURAL EDUCATORS IN KOREA *

| Educational Topics | Numerical Rating by University | | | |
|---|---|---|---|---|
| | Seoul | KunKuk | Total | Average |
| Soil and Water Conservation | 5 | 5 | 10 | 5.0 |
| Farmer Cooperatives | 5 | 5 | 10 | 5.0 |
| Rice Production | 5 | 5 | 10 | 5.0 |
| Vegetable Production | 5 | 5 | 10 | 5.0 |
| Sericulture Management | 5 | 5 | 10 | 5.0 |
| Forest Management | 5 | 4 | 9 | 4.5 |
| Government Agricultural Program | 5 | 4 | 9 | 4.5 |
| Farm Management | 4 | 5 | 9 | 4.5 |
| Seed Varieties | 5 | 4 | 9 | 4.5 |
| Crop Insects and Diseases | 5 | 4 | 9 | 4.5 |
| Fertilizer | 4 | 5 | 9 | 4.5 |
| Swine Management | 4 | 5 | 9 | 4.5 |
| Livestock Feeding | 5 | 4 | 9 | 4.5 |
| Farm Electricity | 5 | 3 | 8 | 4.0 |
| Painting | 4 | 4 | 8 | 4.0 |
| Selecting of Livestock | 4 | 4 | 8 | 4.0 |
| Hog Production | 3 | 5 | 8 | 4.0 |
| Animal Nutrition | 4 | 4 | 8 | 4.0 |
| Diseases and Parasites of Livestock | 4 | 4 | 8 | 4.0 |
| Balancing Ration | 3 | 5 | 8 | 4.0 |
| Crop Production | 4 | 4 | 8 | 4.0 |

TABLE IV (CONTINUED)

| Educational Topics | Numerical Rating by University | | | |
|---|---|---|---|---|
| | Seoul | KunKuk | Total | Average |
| Grain Handling | 3 | 5 | 8 | 4.0 |
| Field Crop Production | 3 | 5 | 8 | 4.0 |
| Herbicides | 4 | 4 | 8 | 4.0 |
| Irrigation and Drainage | 4 | 4 | 8 | 4.0 |
| Making a Farm Plan | 4 | 4 | 8 | 4.0 |
| Agricultural Marketing | 4 | 4 | 8 | 4.0 |
| Artificial Breeding | 4 | 4 | 8 | 4.0 |
| Farm Family Living | 4 | 4 | 8 | 4.0 |
| Fruit Management | 3 | 5 | 8 | 4.0 |
| Bee Management | 4 | 4 | 8 | 4.0 |
| Financing and Federal Bank | 3 | 4 | 7 | 3.5 |
| Plant Structure | 3 | 4 | 7 | 3.5 |
| Soil Fertility | 3 | 4 | 7 | 3.5 |
| Weed Control | 3 | 4 | 7 | 3.5 |
| Grain Marketing | 3 | 4 | 7 | 3.5 |
| Castration and Dehorning | 3 | 4 | 7 | 3.5 |
| Digestive System of Livestock | 3 | 4 | 7 | 3.5 |
| Crossbreeding of Swine | 3 | 4 | 7 | 3.5 |
| Dairy Cattle Management | 3 | 4 | 7 | 3.5 |
| Selecting Farm Machinery | 4 | 3 | 7 | 3.5 |
| Rope Halter Making | 3 | 3 | 6 | 3.0 |
| Establishing a Farm Shop | 2 | 4 | 6 | 3.0 |
| Fencing | 3 | 3 | 6 | 3.0 |

TABLE IV (CONTINUED)

| Educational Topics | Numerical Rating by University | | | |
|---|---|---|---|---|
| | Seoul | KunKuk | Total | Average |
| Animal Breeding and Reproduction | 4 | 2 | 6 | 3.0 |
| Livestock Adaptation | 3 | 3 | 6 | 3.0 |
| Poultry Management | 2 | 4 | 6 | 3.0 |
| Livestock Show | 2 | 4 | 6 | 3.0 |
| Vaccination | 3 | 3 | 6 | 3.0 |
| Taking Soil Samples | 2 | 4 | 6 | 3.0 |
| Farm Cultivation | 2 | 4 | 6 | 3.0 |
| Farm Taxes | 3 | 3 | 6 | 3.0 |
| Landscaping of Farm Home | 3 | 2 | 5 | 2.5 |
| Slaughtering Cattle and Swine | 2 | 3 | 5 | 2.5 |
| Crossbreeding of Beef Cattle | 2 | 3 | 5 | 2.5 |
| Disposal and Animal Waste | 2 | 3 | 5 | 2.5 |
| Beef Cattle Management | 3 | 2 | 5 | 2.5 |
| Rafter Cutting | 1 | 4 | 5 | 2.5 |
| Plumbing | 2 | 2 | 4 | 2.0 |
| Cotton Marketing Problems | 1 | 3 | 4 | 2.0 |

* Score range and evaluation are:
Great--5, Much--4, Some--3, Little--2, None--1

Data inspection revealed that the agricultural educators in Korea, in general, rated the selected educational topics for young adult farmers rather high, indicating they would be valuable in assisting Korean young farmers.

Educational topics concerned with soil and water conservation, farmer cooperatives, rice production, vegetable production and sericulture management were rated extremely favorable for the young farmer program in Korea which was placed number five on the five point scale. Many topics such as forest management, farm management, government agricultural programs, seed varieties, fertilizer, swine management, and livestock feeding were rated as 4.5 on the five point scale.

Plumbing and cotton marketing problems as topics were rated lowest as two on the five point scale. It seemed that these topics might be too specific for young adult farmers and could be covered under the broad topics.

Topics concerned with rafter cutting, beef cattle management, disposal and animal waste, crossbreeding of beef cattle, landscaping of farm home, and slaughtering cattle and swine were rated as 2.5 on the five point scale as shown in Table IV. Generally speaking, most educational topics rated by agricultural educators in Korea were favorable for young adult farmers in Korea.

# CHAPTER V

# PROPOSED TOPICS FOR A PROGRAM IN VOCATIONAL AGRICULTURE FOR YOUNG ADULT FARMERS IN KOREA

Before proposing the educational topics for young adult farmers in Korea, the author felt that it was necessary to suggest how to plan, organize, and conduct a local young farmer association. The following information was gathered from a review of young farmer association manuals and other materials, including notes from classes completed and the author's experience and knowledge.

## Planning, Organizing, and Conducting a Local Young Farmer Association in Korea

There is no one definite procedure that must be followed in planning and organizing a local young farmer association. Much may depend on what has been done in providing an instructional program for young adults and the status of young farmers and other agricultural workers in the community.

Getting started is often the biggest job in the undertaking. In order to insure the greatest success, every effort should be made to get the organization started on a sound basis. The success of a young adult program will largely depend on the use of a well planned instructional program. The program should be based on the needs and interests of the

members enrolled in the program. The instructor of agriculture should take the lead in planning for the organization. While there is no definite sequence of steps that must be followed in planning and organizing a young farmer association, the initiator should consider the following items (12): (1) determine responsibilities for the program, determine objectives for the program, (3) obtain assistance and use the advisory council, (4) provide necessary funds for operating the program, (5) establish criteria for enrollment, (6) contact and develop interest of prospective members, and (7) develop a program of work.

All the above procedures are important elements of planning and conducting an effective young farmer program. However, the vocational agriculture teacher should play the role which is the key to an effective young farmer program and should take the initiative for establishing the program. The teacher should give careful thought to the kind of farm and agriculture related problems that are important locally. As a result the progress may provide the information or training that will really benefit the farmers. He also should think in terms of need and interest of the farmers. In addition, the availability of capable qualified persons to bring the various types of programs needed should be investigated. The teacher's responsibilities include the following (12):

1. Determine the need for a young farmer instructional program.
2. Inform school administrators of the needs and interests of young farmers.
3. Organize the class.
4. Assist in determining the instructional program.
5. Organize a young farmer assocation.
6. Assist with a public relation program.

7. Provide both group and individualized instruction.

8. Assist in obtaining resource people as needed.

9. Keep fully informed on the instructional needs and interests of the young farmer members.

10. Serve as adviser to the association.

At the Chapter beginning, the following steps should be taken to properly begin a chapter (31):

1. Discuss possibilities of organizing a chapter with the school administrators.

2. Get materials needed for organizing from the area supervisor.

3. Invite three or four key prospective members to meet with you. Explain the young farmer activities to them and ask their ideas on the possibilities of success in organizing a chapter.

4. Set a date for the organizational meeting.

5. Compile a list of eligible young farmers in the community.

6. Publicize the organizational meeting including the nature and purpose of a local chapter, date, time, and place of meeting.

7. Send out news letters to prospective members giving essential information on the meeting.

8. Invite the school principal to meet with the group and extend a welcome.

A large part of the work in any organization should be done by committees. Therefore, the success of the young farmer organization would depend to a large extent on the selection and function of committees. A committee should be responsible for arranging an interesting program for each meeting. The adviser should work closely with this committee. A program of work consists of an organized plan for conducting the

activities of the local chapter for the year. The activity should be adapted to the local community and meet the interests and needs of the members in the chapter. A carefully selected, well-developed program of work, selected and approved by the young farmer chapter is an important step toward developing a good organization (12).

It is desirable that the program of work be developed or revised and approved on a yearly basis. It should go into effect at the time new officers take over leadership of the organization. If it is preferred, the annual program could follow the pattern of the Korean physical year, beginning March 1 and ending the following February 28.

## Proposed Topics for a Program for Young Adult Farmers in Korea

To help men becoming established in farming or in agricultural related businesses and to provide systematic education in the field of agriculture for men already engaged in farming or other agricultural related occupations, the suggested topics for an educational program should provide educational information and practical training.

Using the information secured from the educational topics for young adult farmers from selected states and the questionnaire sent to agricultural educators in Korea, the topics for a program in vocational agriculture for young adult farmers in Korea were suggested. These topics are only suggestive in nature and should not be regarded as all inclusive and complete. Some topics may be too detailed for one situation and too broad for another. Many other instructional topics or units may be important and appropriate for use in continuing education, so that local plans should always be made in cooperation with the potential enrollees.

The following topics were rated 3.5 or higher on the five point scale by Korean agricultural educators and were recommended by several states in the United States as a part of their program. Also, each educational topic is presented by each month with an appropriate seasonal base or convenient time of the year.

With the foregoing procedures having been followed and with the young farmer association having been organized, the following could be an overall program for the first year.

March

Soil fertility

Plant structure

Vegetable production

Forestry management

April

Soil and water conservation

Seed varieties

Fertilizer

Castration and dehorning

May

Rice production

Irrigation and drainage

Weed control

The above educational topics are presented by each month because of the appropriate season during which they should be taught, because they

were recommended by several states, and because they are important for Korea. Such topics as soil fertility, plant structure, vegetable production, forestry management, fertilizer, rice production, and seed varieties are especially adapted to the spring of the year and probably should be taught during these months. The other topics presented could be taught during other months but are just as suitable for the spring.

June

Crop insects and diseases

Herbicides

Livestock feeding

July

Selling of livestock

Diseases and parasites of livestock

Digestive system of livestock

Swine management

August

Bee management

Farm electricity

Painting

Making a farm plan

Such topics as crop insects and diseases, herbicides, diseases and parasites of livestock are adapted to the summer of the year and probably should be taught during these months. The other topics presented could

be taught during other months but are just as suitable for the summer. Livestock feeding, crop insects and diseases, swine management, and farm electricity topics were recommended by most states. Herbicides and parasites of livestock, crop insects and diseases, swine management, and bee management topics are rated highly favorable for Korean young adult farmer programs by selected educators in Korea. These topics should be included in the list of topics of any program for young adult farmers in Korea.

September

Grain handling

Animal nutrition

Balancing ration

Grain marketing

October

Agricultural marketing

Sericulture management

Fruit management

November

Artificial breeding

Crossbreeding of swine

Crop rotation

Educational topics presented in September, October, and November are recommended because they were suggested by several states and are

rated highly favorable for Korean farmers. Topics such as grain handling, grain marketing, fruit management, sericulture management, and agricultural marketing are especially adapted to the fall of the year and probably should be taught during these months. The other topics presented could be taught during other months but are just as suitable for the fall.

December

Farm family living

Government agricultural program

January

Farmer cooperatives

Field crop production

Dairy cattle management

February

Farm management

Hog production

Financing and federal bank

Selecting farm machinery

The above educational topics are presented because they are suggested by several states and are rated from moderately favorable to extremely favorable for young adult farmers program in Korea. Such topics as selecting farm machinery and farm family should be adapted and taught during these months. The other topics presented could be taught during other months.

Since one of the objectives of this study was to develop a list of topics to be presented in the educational program for Korean young farmers, the following additional topics were selected based upon the author's knowledge of agriculture in Korea. Additional educational topics which might be for young adult farmers in Korea depending on the local situation are as follows:

Additional Topics

Poultry management

Sheep management

Beef cattle management

Broiler production

Egg production

Rabbit production

Protein supplement

Horse management and training

Wildlife conservation

Tour to agricultural experiment station

Welding

Farmstead planning

Concrete work

Farm machinery repair and maintenance

Farm record keeping

Farm income taxes

Farm law

Farm labor management

# CHAPTER VI

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present an abridgement of the problem, the design and the conduct of the investigation, and the major findings. Conclusions and recommendations presented are based upon analysis, evaluation, summarization of data compiled, and observations and impressions resulting from the design and conduct of the study.

### Purpose of the Study

The major purpose of this study was to identify, describe, and evaluate the various educational programs for young adult farmers in vocational agriculture in the United States in order to provide information for proposing topics for an educational program in vocational agriculture for young adult farmers in Korea.

### Specific Objectives of the Study

In order to accomplish the major purpose of this study, the following specific objectives were formulated and served as guidelines for the design and conduct of the investigation:

1. To determine the status of the young farmer programs in the United States.

2. To determine and compare topics for educational programs and suggested organizational and instructional methods for selected

outstanding state young farmer programs.

3. To develop a list of possible young farmer educational program topics for Korean young farmers and to secure an evaluation of these by selected agricultural educators in Korea.

4. To develop topics for a proposed educational program for young adult farmer education in Korea including suggestions for planning, organizing, and conducting a young farmer association.

## Design and Conduct of the Study

The population of this study was comprised of a number of the young farmer programs in the United States selected on the basis of information received about them. A letter requesting information about the educational programs for young adult farmers was sent out to state agricultural education supervisors in the United States. The data was obtained from replies to letters of request sent to each state supervisor of agricultural education which included reports and materials on young adult educational programs which were received from several states; responses received from selected agricultural educators in Korea; and the author's own personal experience and knowledge of agricultural education in Korea.

Based on the information gained and the author's judgment of their importance to the Korean farmers, a questionnaire was developed by the investigator to get opinions about possible topics for a program for young adult farmers from agricultural educators in Korea.

## Findings of the Study

Data inspection revealed that of the states responding eight states have no educational programs for young adult farmers. Twenty-seven

states reported that they provided educational instruction for young adult farmers. There were 18 of those states that indicated an active state young farmer association. Also, there were nine states that sent manuals for young farmer organizations that included suggestions for planning, organizing, and conducting young farmer chapters and suggested educational topics for the young farmer programs.

It was surprising to learn that many states do not provide education for young adult farmers in the United States and only 18 states have established state associations for young adult farmers since educating young adult farmers is vital as an integral part of agricultural education.

Educational topics concerned with livestock feeding, breeding, health, marketing, and management were suggested topics for young farmer programs by most of the states. Insects and diseases, chemicals and weed control, fertilizer, and management of crops were topics offered most frequently by several states. A conclusion drawn from this finding is the above topics of livestock and crop production which seemed to be most common and important topics for young adult farmers in any state. A reason for this could be that these topics are important for any agricultural production, no matter where it might be carried out.

Record keeping, farm taxes, farm financing, farm management, and farm law topics for a program were recommended by many states. Educational topics concerned with farm mechanics such as repair and maintenance, farm electrification, farm fuels, farm machinery, welding, and farm safety were also suggested by many states. The conclusions based on these findings are very much similar to the previous conclusions, expect fewer states suggested these topics than the livestock and crops

topics.

Miscellaneous topics for a young farmer program such as home improvement, wildlife conservation, family living, fruit production, and tours were reported frequently by several states. Several topics listed under the miscellaneous subject seemed to be related to the agricultural situation in a particular area or state.

From the analysis of the questionnaire, in general, most educational topics were rated as favorable for Korean farmers by selected agricultural educators in Korea. Water and soil conservation, farmer cooperatives, rice production, vegetable production, and sericulture management topics for a program were rated extremely favorable for young adult farmers in Korea. A reason for this could be that these topics are of extreme importance in Korean agriculture even if they had not been included as topics in any of the programs suggested by the states. Since most topics were rated generally as favorable, these topics could be used for Korean young adult farmer educational programs.

## Recommendations

Based on the topic ratings by the Korean agricultural educators, topics suggested by a number of the states, topics suggested by a number of the states, suggested planning, organizing, and conducting methods for young farmer associations, the following recommendations are made by the investigator for consideration by those who are responsible for young adult farmer education and supervision in Korea:

1. More teacher training institutions for vocational agriculture or agricultural workers should be established to help the shortage of agriculturally trained people.

2. The vocational agriculture teacher should play the role which is the key to organizing a local young adult farmer organization.

3. Local and provincial associations for young adult farmers should be organized to provide education for farmers.

4. Education for young adult farmers should be based on the needs and the interests of the members.

5. The educational committee of the young farmer organization and the vocational agriculture teacher should be responsible for assisting development of educational programs for young adult farmers.

6. Educational topics or activities should be set up on a seasonal basis.

7. Include educational activities as well as social, recreational, leadership, public relations, and community service activities for young adult farmer organizations.

8. Educational topics or programs should be dependent upon the local situation of the community.

9. A pilot program suitable for testing possible organizational methods program approaches for Korean young adult farmer organizations should be conducted.

10. Further studies for developing a more complete picture of young adult farmers programs in the United States should be conducted.

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# APPENDIX A

## DATA COLLECTION INSTRUMENT

120 Stout Hall
Oklahoma State University
Stillwater, OK 74074

Dear Sir:

I am a graduate student at Oklahoma State University from Korea and have initiated my doctor's research on the educational program for young and adult farmers in the United States.

From the information secured about the young farmers program in the United States, an educational program in the vocational agriculture area for young adult farmers in Korea will be proposed. The information gathered will also help the present vocational agriculture instructor in the United States to design an educational program for young adult farmers that will more effectively meet the objectives of modern vocational agriculture.

Your cooperation in sending me a young farmers manual of your state and/or information about your program will be greatly appreciated. I am depending on YOU to help to make this study a success.

Sincerely,

Woo Seung Ahn
Graduate Student

# QUESTIONNAIRE

The purpose of this study is to identify, describe, and evaluate the various educational programs for young adult farmers in vocational agriculture in the United States in order to assist in the development of a proposed educational program for young adult farmers in Korea. On this form are listed 60 concepts regarding characteristics which have been identified as contributing much to the establishment and maintenance of educational programs for young adult farmers in the United States.

Please make your judgment about the value of the following topics as part of a young adult educational program in Korea by rating each item according to the following numerical rating:

5 Great
4 Much
3 Some
2 Little
1 None

Circle the appropriate number.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | Soil and water conservation | 5 | 4 | 3 | 2 | 1 |
| 2. | Farm electricity | 5 | 4 | 3 | 2 | 1 |
| 3. | Painting | 5 | 4 | 3 | 2 | 1 |
| 4. | Selecting farm machinery | 5 | 4 | 3 | 2 | 1 |
| 5. | Establishing a farm shop | 5 | 4 | 3 | 2 | 1 |
| 6. | Rope halter making | 5 | 4 | 3 | 2 | 1 |
| 7. | Fencing | 5 | 4 | 3 | 2 | 1 |
| 8. | Rafter cutting | 5 | 4 | 3 | 2 | 1 |
| 9. | Plumbing | 5 | 4 | 3 | 2 | 1 |
| 10. | Livestock feeding | 5 | 4 | 3 | 2 | 1 |
| 11. | Swine management | 5 | 4 | 3 | 2 | 1 |
| 12. | Selling of livestock | 5 | 4 | 3 | 2 | 1 |
| 13. | Hog production | 5 | 4 | 3 | 2 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 14. | Animal nutrition | 5 | 4 | 3 | 2 | 1 |
| 15. | Diseases of livestock | 5 | 4 | 3 | 2 | 1 |
| 16. | Balancing ration | 5 | 4 | 3 | 2 | 1 |
| 17. | Dairy cattle management | 5 | 4 | 3 | 2 | 1 |
| 18. | Cross breeding of swine | 5 | 4 | 3 | 2 | 1 |
| 19. | Digestive system of livestock | 5 | 4 | 3 | 2 | 1 |
| 20. | Castration and dehorning | 5 | 4 | 3 | 2 | 1 |
| 21. | Animal breeding and production | 5 | 4 | 3 | 2 | 1 |
| 22. | Livestock adaptation | 5 | 4 | 3 | 2 | 1 |
| 23. | Sheep and poultry management | 5 | 4 | 3 | 2 | 1 |
| 24. | Livestock show | 5 | 4 | 3 | 2 | 1 |
| 25. | Vaccination | 5 | 4 | 3 | 2 | 1 |
| 26. | Beef cattle management | 5 | 4 | 3 | 2 | 1 |
| 27. | Disposal and animal waste | 5 | 4 | 3 | 2 | 1 |
| 28. | Cross breeding of beef cattle | 5 | 4 | 3 | 2 | 1 |
| 29. | Slaughtering cattle and swine | 5 | 4 | 3 | 2 | 1 |
| 30. | Fertilizer | 5 | 4 | 3 | 2 | 1 |
| 31. | Sericulture management | 5 | 4 | 3 | 2 | 1 |
| 32. | Crop insects and diseases | 5 | 4 | 3 | 2 | 1 |
| 33. | Seed varieties | 5 | 4 | 3 | 2 | 1 |
| 34. | Crop rotation | 5 | 4 | 3 | 2 | 1 |
| 35. | Grain handling | 5 | 4 | 3 | 2 | 1 |
| 36. | Field crop production | 5 | 4 | 3 | 2 | 1 |
| 37. | Herbicides | 5 | 4 | 3 | 2 | 1 |
| 38. | Irrigation and drainage | 5 | 4 | 3 | 2 | 1 |
| 39. | Grain marketing | 5 | 4 | 3 | 2 | 1 |
| 40. | Weed control | 5 | 4 | 3 | 2 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 41. | Soil fertility | 5 | 4 | 3 | 2 | 1 |
| 42. | Plant structure | 5 | 4 | 3 | 2 | 1 |
| 43. | Taking soil samples | 5 | 4 | 3 | 2 | 1 |
| 44. | Farm cultivation | 5 | 4 | 3 | 2 | 1 |
| 45. | Cotton marketing problems | 5 | 4 | 3 | 2 | 1 |
| 46. | Farmers cooperatives | 5 | 4 | 3 | 2 | 1 |
| 47. | Rice production | 5 | 4 | 3 | 2 | 1 |
| 48. | Government agricultural programs | 5 | 4 | 3 | 2 | 1 |
| 49. | Farm management | 5 | 4 | 3 | 2 | 1 |
| 50. | Making a farm plan | 5 | 4 | 3 | 2 | 1 |
| 51. | Agricultural marketing | 5 | 4 | 3 | 2 | 1 |
| 52. | Financing and federal bank | 5 | 4 | 3 | 2 | 1 |
| 53. | Farm taxes | 5 | 4 | 3 | 2 | 1 |
| 54. | Vegetable production | 5 | 4 | 3 | 2 | 1 |
| 55. | Forest management | 5 | 4 | 3 | 2 | 1 |
| 56. | Artificial breeding | 5 | 4 | 3 | 2 | 1 |
| 57. | Farm family living | 5 | 4 | 3 | 2 | 1 |
| 58. | Fruit management | 5 | 4 | 3 | 2 | 1 |
| 59. | Bee management | 5 | 4 | 3 | 2 | 1 |
| 60. | Landscaping of farm home | 5 | 4 | 3 | 2 | 1 |

# APPENDIX B

## LETTERS

# Young Farmers of Texas

201 East 11th Street
Austin, Texas 78701
Phone (512) 475-3168



November 1, 1973

Mr. Woo Seung Ahn
120 Stout Hall
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Mr. Ahn:

I received your note requesting information concerning young farmer and adult education in the State of Texas. I am mailing to you today under separate cover a copy of our manual, recent issues of our quarterly publication and other materials that might be of some use. All of this will help explain the Young Farmer Association in Texas but hope that you understand that this is only a minor part of our young farmer and adult education program. May I also suggest that you write to Mr. Bob Baska, Director, Specialist Program, Agricultural Education Department, Texas A&M University, College Station, Texas 77843 for information concerning our specialist program for adults and if I can be of any other assistance to you in answering specific questions on adult education in Texas, please let me know.

Best of luck with your research and if you are ever in the State of Texas, please let us know and we will do our best to make you feel at home.

Sincerely,

Dan A. Gattis
Executive Secretary

DAG:pb

cc: J. A. Marshall

State of Wisconsin - \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN
State Director
4802 Sheboygan Avenue
MADISON, WISCONSIN 53702

November 6, 1973

Mr. Woo Seung Ahn
Graduate Student
120 Stout Hall
Stillwater, Oklahoma

Dear Mr. Ahn:

Enclosed you will find guidelines for the conduct of our farm training program as conducted in Wisconsin. This program is designed to provide training on an organized basis for persons becoming established as farm operators. The principles of problem solving based on problems encountered by individual enrollees is the basis of the program.

The program is five years in length. The program is in two parts, classroom instruction of twenty to twenty five hours yearly and approximately 14 hours of on-farm instruction. In reality, a student will receive more on-farm instruction in the early years of the program and fewer hours in the latter years.

I have also enclosed a suggested course of study used in the classroom portion of the program. Please understand that each of our districts will have a curriculum designed to meet the needs of the enrollees.

A brochure explaining this program as conducted by one of our districts may be of some assistance to you too. If you are in need of more information, please let me know.

Sincerely,

Clete Fontaine
Vocational Education Consultant
Agricultural Education

CJF/lo

Enc.

VITA

Woo-Seung Ahn

Candidate for the Degree of

Doctor of Education

Thesis: PROPOSED TOPICS FOR A PROGRAM IN VOCATIONAL AGRICULTURE FOR YOUNG ADULT FARMERS IN KOREA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Yangee, Naesahmyun, Yonginkun, Kyungkeedo, Korea, March 2, 1944, son of Hyungsun Ahn and Joo Hee Lee.

Education: Graduated from Yangee Elementary School, Yonginkun, Kyungkeedo, Korea, in March, 1958; graduated from Yongdong Middle School, Yonginkun, Kyungkeedo, Korea, in 1962; graduated from Marpo High School, Seoul, Korea, in 1964; received Bachelor of Science degree from the University of Tennessee, in June, 1972, with a major in Agricultural Education; received Master of Science degree from the University of Tennessee, in June, 1973, with a major in Curriculum and Instruction. The requirements for the Doctor of Education degree in Agricultural Education from Oklahoma State University will be completed in December, 1975.

Professional Experience: Served Republic of Korea Army, 1965-1967; practice teaching, Big Sandy High School, Big Sandy, Tennessee, 1972; Dispatcher, Emerson Electric Company, Paris, Tennessee, 1973; Graduate Research Assistant, Agricultural Education Department, Oklahoma State University, 1974-1975.

Leadership Activity: Officer of the Agricultural Club, University of Tennessee at Martin; Treasurer and Vice-President, Korean Student Association, Oklahoma State University; Chairman of the Sports Committee and Vice-President, International Student Association, Oklahoma State University; President's Honor Roll, University of Tennessee at Martin; Membership in National Vocational Agriculture Teachers Association and Phi Delta Kappa, Honorary Professional Education Fraternity.