

This example shows that the regression equation can be used to predict an individual's accident experience. Student "number 001" did not have this type of accident, but the equation predicted him to have 1.24 injuries, while the mean of the total group was 6.3.

Before an instructor decides to use this semantic differential attitude scale alone or in combination with other variables, he must weigh its value as an accident prediction instrument. In this study the author at best was able to account for a little less than one-fourth of the variance.

Based on the results of this study, it appears that accident experience consisting of injuries to self or damage to property can be predicted for students in shop classes with 15 to 23 percent of the variance being accounted for. Using the testing procedure described in the study, shop instructors could identify those students who may be involved in accidents. Students, once identified as being accident repeaters, could be given additional safety instruction or other attention as considered necessary by the instructor.

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UTILIZING RESEARCH FOR ADULT FARMER PROGRAMS

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The salvation of mankind may eventually depend on adult education. Infinite waste of human resources in an ultra-modern complex society may result in chaos, but adult education can help citizens maximum their contribution to society or minimize their contribution to society or minimize their contribution to its eventual destruction.

Agricultural educators should be saluted throughout the United States for initiating innovations in education years ago that are currently being adopted or adapted by other disciplines and assigned a glorified terminology. Adult education is not new even though the terminology did not appear before the turn of this century. Agricultural educators, through the young and adult farmer programs, have enhanced the development and acceptance of non-credit educational programs in public educational institutions throughout the United States. The successful community school structure of the young and adult farmer programs of the past era may prove chaotic in an era of interplanetary travel where success is achieved through pre-calculated precision.

Understanding the reasons why adults participate in educational programs is essential in determining course offerings and arriving at course objectives which will coincide with participants' objectives. Therefore, why shouldn't adult educators be researchers?

Agricultural educators should devote considerable planning in initiating long-range research programs. Listed below are eight factors that may be helpful in developing local research which will enhance the local community.

1. Public institutions offering young and adult farmers programs should develop an enrollment form capable of collecting significant data on factors related to enrollment. These data could be analyzed and studied in determining the characteristics of farmers participating in various kinds of agricultural education programs.

This structured enrollment form would gather specific characteristics of farmers at the time of enrollment. These data will enable the agricultural teachers in determining the most likely characteristics of the potential enrollees in various agricultural programs.

2. Public institutions offering young and adult farmer programs should initiate and conduct a continuous investigation of farmers enrolling in agricultural programs. Knowledge derived from a continuous study would enable the agricultural teacher to improve existing adult education programs.
3. Public institutions offering young and adult farmer programs should utilize the scientifically collected and analyzed data of participants in agricultural programs and determine the characteristics of non-participants.

Knowledge of the non-participants' characteristics may enable agricultural teachers to develop agricultural education programs which would be encouraging to this group, thereby expanding educational programs to the total agrarian population.

4. Public institutions offering young and adult farmer programs should develop a variable recruiting program that will be directed toward specific clientele without neglecting the total agrarian population.

Numerous studies have revealed that various groups of adults are informed about adult courses through different media and by various groups of people. Therefore, different techniques and media should be considered that would be informative to a specific group when initiating an agricultural education program.

5. Public institutions offering young and adult farmer programs should make course content and teaching methods more meaningful to participants.

Current research has provided evidence that a large percentage of participants expressed an interest of continuing their adult education. Yet, a high percentage of drop-outs is occurring in adult educational programs across the nation. Utilization of the data collected and analyzed may decrease the drop-out problem and encourage additional participation.

6. Public institutions offering young and adult farmer programs should develop segmental course offerings that would provide for advancement in specific skills or competencies.
7. Public institutions offering young and adult farmer programs should arrange agricultural educational programs at a time convenient to potential participants.

The uniqueness of the variable high and low work periods in farm production on the large number of farmers supplementing their agricultural income with off-farm employment is a vital factor involved in scheduling educational programs.

8. Public institutions offering young and adult farmer programs should offer courses oriented toward women and older citizens.