

1980

## Characteristics of farms and farmers in children's literature

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## Characteristics of farms and farmers in children's literature

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#### Abstract

This study examines twenty-three children's fiction books written about farmers and farms. Two major questions were investigated: (1) What are the characteristics of farms and farming that are given in the text and illustrations of children's fiction books, grade K-6? and (2) What are the demographic and attitudinal characteristics of farmers that are given in the text and illustrations of children's fiction books, grade K-6?

The research method used for this paper was content analysis of books listed in the Subject Guide to Children's Books in Print, 1978-1979, under the subject heading of Agriculture--Fiction and Farm Life--Fiction. Each book was analyzed by using a book recording instrument which was divided into two divisions: (1) characteristics of farms and farming, (2) characteristics of farmers.

The findings of this study showed that children's fiction books do not represent the current statistical farmer or farming situation in at least fifty percent of the books analyzed. The books did not represent modernized farms in time with the mechanical and technological trends of the last twenty years.

CHARACTERISTICS OF FARMS AND FARMERS IN CHILDREN'S LITERATURE

A Research Paper

Presented to the

Faculty of the Library Science Department

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In partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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Mary Ann Emerick

March 31, 1980

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Read and approved by  
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Accepted by Department  
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Date 4-30-80

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## ABSTRACT

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## TABLE OF CONTENTS

	Page
LIST OF TABLES. . . . .	ii
 Chapter	
1. INTRODUCTION. . . . .	1
Problem Statement . . . . .	4
Hypotheses. . . . .	5
Assumptions . . . . .	6
Limitations . . . . .	6
Definition of Terms . . . . .	7
2. REVIEW OF RELATED LITERATURE. . . . .	9
Content Analysis. . . . .	9
Sociology of Rural America. . . . .	10
United States Farm Statistics . . . . .	15
3. METHODOLOGY . . . . .	17
4. ANALYSIS OF DATA. . . . .	23
5. CONCLUSIONS AND RECOMMENDATIONS . . . . .	37
BIBLIOGRAPHY. . . . .	41
 APPENDIXES	
A. RECORDING INSTRUMENTS . . . . .	43
B. ORIGINAL LIST OF BOOKS. . . . .	45

## TABLES

Table	Page
1. Numbers and Percent of Houses by Type of Facilities and Separation from Other Buildings . . . . .	24
2. Numbers and Percent of Buildings by Type. . . . .	25
3. Numbers and Percent of Crops by Type. . . . .	25
4. Numbers and Percent of Production Equipment by Type . . . . .	26
5. Numbers and Percent of Animals. . . . .	27
6. Numbers and Percent of Farms with Landscape Features. . . . .	28
7. Numbers and Percent of Farms by Type of Transportation . . . . .	28
8. Numbers and Percent of Multi-enterprise and Two-enterprise Farms by Time Period of Setting . . . . .	29
9. Numbers and Percent of Books with Descriptions of Farmers by Characteristics . . . . .	32

## CHAPTER 1

### INTRODUCTION

During the 1960's the nation became increasingly aware of the rights of minorities. What started as a black movement has now become the cry of other minorities: Chicano, Asian-Americans, the elderly, women and others. In recent years another minority has been trying to gain attention, the farmers. The farmer has moved from a large majority to a small minority. In the United States there has been a shift from a rural population, to an urban population. ✓

The tractorcades to Washington, D. C., and increasing food costs have brought the farmer to the public's attention. Through media coverage citizens are becoming aware that the farmer is no longer the bibbed overall, tobacco spitting, sod-busting hayseed, but a specialist, involved in a complex business which contributes to our nation's economy.

Farming was the dominant occupation a hundred years ago in this nation. It was a time when anyone who had the desire could put a claim in to the government, get his land, and become a farmer. Since farming was the main occupation it naturally was subsistent; what you produced you consumed, and the extra was bartered or sold for extra necessities.<sup>1</sup>

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<sup>1</sup>United States Department of Agriculture, The Yearbook of Agriculture, 1970: Contours of Change, House Document, No. 91-254. Washington: Government Printing Office, 1970, p. 2.

Not so in today's farming. In today's farming we find:

Smaller farms give the present occupants an opportunity to use labor and resources for subsistence or provide a base for substantial off-farm work. As farms, however, they make little contribution to total agricultural production, and many of them are likely to drop out of the farm inventory. . . .<sup>2</sup>

Secretary of Agriculture, Bob Bergland, reinforced the idea that the small farm is fading in a speech given in Kansas City, when he said, "Today, the 200,000 largest farms account for nearly two-thirds of all agricultural production".<sup>3</sup>

The subsistence farmer of the past is not the farmer of today. Today's farmer is a specialist; he concentrates his efforts on one or two-enterprises. The specialization is due in part to costs; the costs of equipment and custom labor.<sup>4</sup> Another reason farms have increased in size and specialization is due in part to the mechanical revolution. Late in the 1920's the general purpose tractor appeared and the horse-drawn equipment was quickly adapted to its use.<sup>5</sup> In 1930 the U. S. had over 19 million horses and mules on farms. Since tractors were doing the work of draft animals, the draft animal population started to decline, and in the 1959 Census of Agriculture they were no longer counted.<sup>6</sup> The fact that the U. S. Department of Agriculture stopped asking about work

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<sup>2</sup>United States Department of Agriculture, Yearbook of Agriculture 1963: A Place to Live, House Document, No. 29. Washington: Government Printing Office, 1963, p. 17.

<sup>3</sup>Bob Bergland, Sec. of Agriculture, "Bergland's Call for New Look at Family Farm and How to Save it" (Excerpt from a speech delivered to the National Farmer's Union, Kansas City, no date) p. 1, (Mimeographed).

<sup>4</sup>U. S. D. A., The Yearbook of Agriculture, 1970, op. cit., p. 9.

<sup>5</sup>Ibid., p. 2.

<sup>6</sup>Ibid., p. 2.



horses and now asks about horses as a speciality is only one indication of the changes in the agricultural scene.

When a way of life changes so rapidly, as has farming, we may have a tendency to be nostalgic and only recall those romantic ideas of the pioneer conquering the hardships of nature. Roy W. Meyer makes reference to the nostalgic idea in his book, The Middle Western Farm Novel of the Twentieth Century. Meyer states that the farm novel of the ". . .nineteenth-century was essentially romantic, whereas the twentieth-century approach is emphatically realistic."<sup>7</sup> A twentieth century phenomenon is "fiction which treats farm life seriously, realistically, and as the main subject. . . ."<sup>8</sup> For a farm book to be judged good (or bad) it must not only be artistically pleasing, but it must also be a realistic social document.<sup>9</sup> A farm novel is not any particular genre, but to qualify as a farm fiction book it must:

Deal with farm life. Its setting must be the farm, at least through a large part of the action, and most of its important characters must be farm people.<sup>10</sup>

The importance of the farm novel lies in the fact that children are influenced by what they read. In Judith Stevinson Hillman's study on the "Occupational Roles in Children's Literature" she states:

As children read, they can envision themselves dress-makers, singers, cabdrivers, or surgeons. Literature in

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<sup>7</sup>Roy W. Meyer, The Middle Western Farm Novel in the Twentieth Century (Nebraska: University of Nebraska, 1965), p. 80.

<sup>8</sup>Ibid., p. 13.

<sup>9</sup>Ibid., p. 5.

<sup>10</sup>John T. Frederick, "The Farm in Iowa Fiction", Palimpsest, 32:127, March, 1951.

general has the power to evoke an identification with characters, events and settings.<sup>11</sup>

Since children are influenced by what they read, it is then only logical to want children to formulate a true picture of what agriculture and agricultural life is like. At one time it was popular to tell jokes about ignorant farmers, the farmer's wife or the farmer's daughter. The jokes are bad enough, in themselves, at perpetuating a poor rural image, but it is possible those ideas are more readily accepted because of the impressions children learn through literature.

Unless a person has direct contact with a farm or farmer, those concepts will probably not change. It is necessary to measure the extent of characterizations of farms and farmers before any action can be taken to counteract the poor image. The results of the study may provide additional information to be of help to those who select books for children.

### Problem Statement

This study examined the contents of fiction books written about farmers and farms to determine how they are represented in children's literature. Two major questions were investigated: (1) What are the characteristics of farms and farming that are given in the text and illustrations of children's fiction books, grade K-6? (2) What are the demographic and attitudinal characteristics of farmers that are given in the text and illustrations of children's fiction books, grade K-6?

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<sup>11</sup>J. S. Hillman. "Occupation Roles in Children's Literature." Elementary School Journal, 77:1-4, September, 1976.

Each question has been subdivided with specific items to assist in making a more detailed analysis. Those divisions will be explained later in this paper in the methodology section. Through the use of the various divisions the following hypotheses were tested.

### Hypotheses

H<sub>1</sub> Fifty percent or more of the children's books will describe in text or illustrations the following characteristics of farms or farming:

- a. Houses will be separated from other buildings where farm work is done and animals are housed, and will include modern facilities such as electricity and plumbing. ✓
- b. Buildings will include a barn and will reflect the type of farming done.
- c. Crops will be grown on the appropriate land, with corn and soybeans and wheat as the most frequent crops.
- d. Production equipment will be appropriate for the type of farming done, and will be motorized. There will be a tractor on the farm.
- e. Animals will be present in at least two of the three categories: production, pleasure or work.
- f. Landscape will feature natural water.
- g. Transportation equipment will be motorized, either car or truck.
- h. Farms will be multi-enterprised in books with settings prior to 1950 and two-enterprised or less in books with settings after 1950.

H<sub>2</sub> Fifty percent or more of the children's books will describe in text or illustration the following characteristics of farmers:

- a. Sex of the farmer is male.
- b. The age is 45 years and above.
- c. The farmer will own his farm.
- d. The farmer will have a variety of clothing, both work clothes

and leisure clothing.

- e. Leisure time is present for the farmer and he will spend the time in activity other than farming.
- f. The occupation of the farmer is that of farming and he will not have a second job.
- g. The family is important to the operation of the farm and will contain at least three members: farmer, spouse, and child.
- h. All agrarian values will be present in the small multi-enterprised farm rather than in the one or two-enterprised farm.

### Assumptions

The basic assumption for this study is that children gain ideas and impressions of the world around them through the books they read. The books found in libraries in agricultural communities are also available in libraries located in non-agricultural communities and a reader living in a non-agricultural community would not realize obvious errors as would children from an agricultural community. Children from an agricultural community will accept or reject ideas presented in farm literature in accordance with their backgrounds.

### Limitations

The main selection of books to read were taken from the most recent Subject Guide to Children's Books in Print (1978-79). The list was compiled from the subject headings, Agriculture--Fiction, and Farm Life--Fiction. Other subject headings were considered, such as Country Life, Country Life--Fiction, and Outdoor Life, but because of the small number of titles and their more generalized nature they were disregarded. There were fifty-five books which met the criteria set.

Another limitation, besides the subject headings, was the grade level or reading level. The books were limited to those with a designation of 6th grade or below. Books which did not have a grade designation were not used for this study. Books which met the previous criteria, but were not set in the United States, were not used since the criteria for evaluation was taken from information gathered in the United States.

The basic farm vocabulary might have proved to be a limiting factor. Almost every occupation has a specialized vocabulary, whether it be carpenter, teacher or law enforcement. However, this author understood the basic farm vocabulary used in the books.

Another factor, which might have been both limiting and helpful, is the fact that this author is a third generation Iowa farmer. Except for the time spent away at schools, the author has lived and/or worked on a farm. The reason it is mentioned as a limitation is because the author might assume too much, i. e. familiarity of vocabulary, equipment and basic workings of a farm.

The use of the Subject Guide for selection of the books was limiting because it eliminated any personal bias for a particular title, or a librarian's preference or rejection of the subject heading Farm Life--Fiction.

#### Definition of Terms

This study concerned itself with children's literature. Children's literature as defined for this study were fiction books with a grade six reading level or lower.

This study concerned itself with the characterization of farms and farmers. Using a strict literary definition of the word "character-

ization", it can only apply to persons, but if we generalize, it can be applied to the entire book. The purpose of characterization in fiction is to create images "so credible that they exist for the reader as real. . . ."12

Frederick's definition of farm fiction was applied to the children's books read. Frederick's criteria for a farm novel requires "its setting must be the farm, at least through a large part of the action, and most of its important characters must be farm people."13

In order to distinguish between a farm and a rural setting the U.S.D.A.'s definition of a farm was used. In accordance with the 1974 Agricultural Census, a farm is a place, under the control of an individual management, where agricultural operations are conducted, with a minimum value of \$1,000 earned from the agricultural products.14

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<sup>12</sup>William F. Thrall, Addison Hibbard, and C. H. Holman, A Handbook to Literature (New York: Odyssey Press, 1960), p. 79.

<sup>13</sup>Frederick, op. cit., p. 127.

<sup>14</sup>Bureau of the Census, 1974 Census of Agriculture, Vol. II, part 1, "General Information: Procedure for Collection, Processing, and Classification" (Washington: U. S. Dept. of Commerce, Dec. 1977), p. 7.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

A lack of literature specifically relating to content analysis of children's books and farming was found. It is possible to find information concerning: (1) methods of content analysis, (2) sociology of rural America, (3) analysis of adult novels with farming as the major subject, and (4) statistics related to agriculture in the United States. Only information on the topics previously mentioned are covered in this review of related literature. Some additional literature which may be relevant was not available through this writer's sources.

#### Content Analysis

If some books affect attitudinal growth and change in children then it is valid, indeed, to ask what is contained in the books our children read. Content analysis is designed to research the question of content. In recent years content analysis has been used to determine stereotyping by race occupation, and sex.

T. K. Bekkedal discussed content analysis as a valid approach to research in children's literature. She grouped content analysis studies into three areas: (1) studies of human relationships, (2) studies on values and culture content, and (3) studies concerned with specific racial and ethnic groups. Bekkedal believes that content analysis is an objective, systematic and quantitative method of study for the

analysis of children's literature.<sup>15</sup>

B. Berelson organized a variety of uses for content analysis under three major headings: (1) characteristics, (2) causes, and (3) consequences.<sup>16</sup>

B. L. Roberts, in her paper, "Getting the Message Via Content Analysis", feels that content analysis is a justifiable and logical method of research in assessing books. Roberts has suggested a five-step process in content analysis. The first step is to become acquainted with the beginning of the story and meet the main character(s). Step two is to recognize and judge the setting. Step three deals with the plot. In step four it is necessary for the analyst to compare and contrast the main character's personality characteristics. Step five deals with the theme as an item of deeper meaning. Roberts feels when this type of analysis is used with students they will be able to see what kinds of changes they might face in their future.<sup>17</sup>

### Sociology of Rural America

Each year the United States Department of Agriculture prepares a book concerning the economic and social changes which take place in the American agricultural picture. Each year the book focuses on a specific aspect while still relating its work to agriculture. The yearbooks

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<sup>15</sup>Tekla K. Bekkedal, "Content Analysis of Children's Books," Library Trends, 22:109-26, October, 1973.

<sup>16</sup>Bernard Berelson, Content Analysis in Communication Research (New York: The Free Press of Glencoe, 1952), p. 18.

<sup>17</sup>Patricia L. Roberts, Getting the Message Via Content Analysis, U. S., Educational Resources Information Center, ERIC Document Ed 123 588, 1975.



provide general information concerning crops, equipment, lifestyles, and agrarian attitudes. The yearbooks also compare and contrast agriculture in the past, the present, and what the future could possibly hold. It is possible to draw a profile of a farm and farmer from these books.

Most farmers and farms of today are no longer isolated; they purchase "their food from the supermarket because it saves work in preparation, is handier and more sanitary."<sup>18</sup> Even as early as 1924, when Charles J. Galpin published his book Rural Social Problems, the farm was starting to modernize. Galpin stated the "modern farmhouse" is equipped with running water, modern sewage disposal, power and lights, a well-kept lawn and constructed so that it shuts off farm work, buildings and animals.<sup>19</sup> Galpin's book aided in outlining the problems rural America had over fifty years ago. His work supports the idea that farming is making changes, but that some problems never change--money, land management, weather, and disease.

In 1963 the Yearbook of Agriculture mentions a study made by Auburn University, Colorado State University and the University of Missouri, showing farm families "placed the purchase of items such as television sets, boats, appliances and automobiles ahead of housing improvement."<sup>20</sup> In the summer of 1969 an informal survey showed that:

Most commerical farmers and farm families now enjoy many of the amenities of city life--running water, elec-

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<sup>18</sup>U.S.D.A., Yearbook of Agriculture, 1970, op. cit., p. 5.

<sup>19</sup>Charles J. Galpin, Rural Social Problems (New York: The Century Comapny, 1924), p. 24.

<sup>20</sup>U.S.D.A., Yearbook of Agriculture, 1963, op. cit., p. 187.

tricity, telephones, television, radios and access to shopping and cultural centers. At the same time, farmer after farmer cited traditional agrarian values as their reason for staying in farming. . . .<sup>21</sup>

The 1970 U. S. agricultural yearbook stated that farmers cherish traditional rural values. Those rural values are:

Independence, the belief that agriculture is man's fundamental employment upon which other economic activities depend, and the conviction that farming is a natural life and therefore a good life--are held by many farm people, and, as a 1969 study shows, by many city dwellers as well.<sup>22</sup>

Farmers stress freedom of action; freedom from the crime, noise, and traffic of cities; a healthier environment, and the farm way of life as reasons why they want their children to stay in the country.<sup>22</sup>

If there is such a thing as a true success story, then farming in the United States is one of those stories. Not only does the U. S. farmer raise enough food to feed his own population, but he raises enough so that \$25 billion worth of farm products can be exported.<sup>23</sup> The farmer's market of today is different than it was a hundred years ago. The market is "bigger, richer, younger, more demanding and farther away."<sup>24</sup>

As a result of the demanding market, farming has gone beyond planting and harvesting of crops, or just the breeding or feeding of livestock. The demanding market has produced an occupation involved in production, manufacturing, servicing, utilization and marketing.<sup>25</sup>

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<sup>21</sup>U. S. D. A., The Yearbook of Agriculture, 1970, op. cit., p. 31.

<sup>22</sup>Ibid., pp. 25-6.

<sup>23</sup>James Risser, "Environmental Crisis Down on the Farm," Des Moines Register, September 10, 1978 (reprint).

<sup>24</sup>U. S. D. A., The Yearbook of Agriculture, 1970, op. cit., p. 62.

<sup>25</sup>Iowa Department of Agriculture, Iowa Development Commission I. D. A., 1979 Statistical Profile of Iowa, p. 28.

The business of farming is also important to other non-farm industries: "pharmaceuticals, chemicals, textiles, petroleum, and dozens of other "factory" products."<sup>26</sup>

In his textbook Social Change in Rural Society,<sup>27</sup> E. M. Rogers stated that social values are difficult to measure and are abstract. Rogers also stated that rural and urban value differences have decreased over the years, but there are still five areas which show differences.

In the area of education a national survey found fifty-four percent of the total sample felt college was necessary, while only forty-seven percent of the farm population felt college was important. The second difference was drinking. Rural people approved of abstinence. Only twenty-five percent of the adults in rural areas drank as compared to seventy-five percent of the adults in cities. The third area of difference is in family size; rural people place a higher value on larger families. In the fourth item Rogers deals with independence. Rural people place a high value on personal freedom and disdain federal or state intervention. When asked if they preferred to own a business to working for others, farmers responded yes at the eighty percent level, while the total sample responded at the sixty-eight percent level. The fifth and final area of difference cited by Rogers was rural life. Farm people felt rural life was superior to city dwelling. Seventy-three percent of the total nation-wide sample and eighty-three percent of the farm sample responded that the farm was better than the city.<sup>28</sup>

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<sup>26</sup>Ibid.

<sup>27</sup>Everett M. Rogers, Social Change in Rural Society, A Text-book in Rural Sociology (New York: Appleton-Century-Crofts, Inc., 1960), p. 50-1.

<sup>28</sup>Ibid.

William L. Flinn and Donald E. Johnson attempted to measure agrarianism among Wisconsin Farmers in 1971. The study proposed five areas in which agrarianism could be measured.

1. Farming is the basic occupation upon which all other occupations and economic pursuits depend. 2. Agricultural life is the natural life for man and is therefore good: city life is artificial and evil. 3. The complete economic independence of the farmer is desirable. 4. The farmer works hard to demonstrate his virtue in his occupation. 5. The family farm is the backbone of American democracy.<sup>29</sup>

After the survey was taken Flinn and Johnson found agrarian values to exist in Wisconsin. The strongest holders of agrarian values were among farm operators who were:

1) low income earners; 2) less educated; 3) older; 4) small farm operators; 5) owners; 6) long-time farmers; 7) debt free; 8) seldom in personal contact with extension agents or agricultural college specialists; and 9) negative toward collective bargaining.<sup>30</sup>

Flinn and Johnson also found the agrarian tenets to be very strong among "refugist" farmers, those farmers who wanted to escape the city or suburban life. These farmers were classed as small and unsuccessful. A report published one year later by Buttel and Flinn found that education was the biggest determiner for agrarianism. Buttel and Flinn explained that agrarianism is a historical, political thought of the 18th century. Since the early American farmers were poor European immigrants or descendants, they feared what taxation or too strong a government might do to them. This political fear eventually became

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<sup>29</sup>William L. Flinn & Donald E. Johnson, "Agrarianism Among Wisconsin Farmers," Rural Sociology, 39:196-7, Summer, 1974.

<sup>30</sup>Ibid., p. 187.

what is now often labeled as agrarianism.<sup>31</sup>

### Analysis of Adult Novels with Farming as the Major Subject

Roy W. Meyer's book, The Middle Western Farm Novel in the Twentieth Century, is a study of approximately one hundred and forty novels published between 1891 and 1962. Mr. Meyer stressed the idea that the farm novel must have several distinguishing features. The criteria for his evaluation were: (1) accurate handling of the physical details. (2) use of the vernacular and (3) reflection of certain attitudes, beliefs or habits often associated with farm people. Meyer gave no research background for his statements, but he mentioned that traditionally farmers have been represented as isolationists, have held attitudes that the farm was the best lifestyle, and have been anti-education.

### United States Farm Statistics

The statistics cited in this paper for the farm were gathered from the agricultural yearbooks and the 1974 Census of Agriculture. The 1974 census gave this writer a basis for definitions and categories of evaluation. It might prove helpful for the reader to see a statistical profile of the U. S. farmer and farm. This profile does not claim to typify all farmers, but is merely a numerical representation of the average or largest percentage group. All of the following statistical information is taken from the 1974 Census of Agriculture, U. S. Dept.

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<sup>31</sup>Frederick H. Buttel and William L. Flinn, "Sources and Consequences of Agrarian Values in American Society," Rural Sociology, 40; 135, Summer, 1975.

of Commerce, Bureau of the Census.

1. Traditionally almost all farmers are male, with a majority between the ages of 45-64, (50.3%).<sup>32</sup>

2. The statistical farmer is farming between 100-499 acres, (45.8%), and having sales of \$2,500 and over (71.9%).<sup>33</sup>

3. The farmer owns a car and a motortruck, including a pickup, (1.3 per farm), and a tractor, excluding garden tractors and motor tillers, (1.9 per farm).<sup>34</sup>

4. The most popular type of farming in the U. S. is cash grain farming, while livestock is second.<sup>35</sup>

5. A grain farmer might be raising one of the three most popular grains--corn, soybean or wheat.<sup>36</sup>

6. The three most popular livestock production farms are beef cattle farms (except feedlots), dairy farms and hog farms.<sup>37</sup>

7. The farmer's principal income is from farming, (74.3%),<sup>38</sup> and the farm is operated by individuals or families (89.5%), rather than a partnership or corporation.<sup>39</sup>

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<sup>32</sup>Bureau of the Census, 1974 Census of Agriculture, op. cit., p. IX.

<sup>33</sup>Ibid., p. IX-X.

<sup>34</sup>Ibid., p. VI

<sup>35</sup>Ibid., p. X.

<sup>36</sup>Ibid., p. 26.

<sup>37</sup>Ibid.

<sup>38</sup>Ibid., p. 24.

<sup>39</sup>Ibid., p. X.

## Chapter 3

### METHODOLOGY

The method used for this paper was a content analysis of children's fiction books, grades K-6. The list of books was obtained from the Subject Guide to Children's Books in Print. 1978-79.

The Subject Guide has several subject heading divisions which indicate a rural farm setting. In looking through the list of book titles under several subject headings all headings were eliminated except for Agriculture--Fiction and Farm Life--Fiction. Other subject headings, such as Ranch Life, Country Life, Outdoor Life and Rural Life were not included because of the variety of books and topics included. The eliminated headings did not confine themselves to the subject of farming. The list of possible books was compiled and again limited. Only books with a designated reading level that included grade 6 or lower were used. The setting for the story must have been in the United States. The final list of possible books was narrowed to fifty-five titles. This researcher found that some of these books still needed to be eliminated because of the setting or other criteria.

The books were obtained from the Bancroft Public Library, Algona Public Library, Mankato State University Library, Minnesota Valley Regional Library, and through the inter-library loan service in the states of Iowa and Minnesota. In case a book was not available through the above mentioned sources it was then necessary to substitute. A substitution was made by using books available in the Bancroft, Algona, or

Mason City libraries with a subject card listing of Agriculture--Fiction, or Farm Life--Fiction, as long as those books were listed in Books in Print, 1978-1979.<sup>40</sup>

Each book was analyzed by using a book recording instrument. (see Appendix A) The text and the illustrations were considered. A check mark (✓) was used in the text or illustration column on the recording instrument to indicate the items present in the book.

The book recording instrument was divided into two major sections. The first section listed the characteristics of farms and farming and the second section gave the characteristics of farmers. A full bibliographic citation was recorded for each book. If there were no references as to time, then an approximate date was established. The approximation relied on illustrations, as well as text, to establish dates. In some books the author or publisher wrote an introduction which established the date. Other books were so simple and had a universality which did not allow for the establishment of a time period. Those books were marked "U".

Geographic location refers to the setting of the books. If it was possible, the specific state was listed. If the state could not be listed, a large geographic area was assigned. The New England region included states such as Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Delaware, Maryland, and Pennsylvania. The Southern region included the states of Alabama, Mississippi, Tennessee, Kentucky, Arkansas, Louisiana, Texas, Oklahoma,

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<sup>40</sup>R. R. Bowker Company, Books in Print, 1978-1979 (New York: A Xerox Education Company, 1979)



New Mexico, Arizona, and Utah. The North Central states were Minnesota, Iowa, Wisconsin, Illinois, Michigan, Indiana, Ohio, and Missouri. The Great Plain states were North Dakota, South Dakota, Nebraska, Kansas, Montana, Whoming, and Colorado. The Western states were Idaho, Washington, Oregon, Nevada, and California. Alaska and Hawaii were listed separately since they are not contiguous to the forty-eight states. If the text and illustrations had a universal quality and could not be assigned a geographic location, a "U" was assigned to the book.

To analyze the characteristics of farms or farming it was necessary to establish small divisions or categories. There are nine specific divisions: (a) housing, (b) buildings, (c) crops, (d) equipment, (e) animals, (f) landscape, (g) transportation, (h) enterprises or type of farm.

Division (a) housing, referred to the place the farmer lived. Studies show the farm house to be a modern facility, away from the dust and odor of the farm work. Buildings, other than housing, (b) were the facilities used to house animals and/or equipment. The buildings might have been a barn, tool shed, A-house, confinement building or something else. The recording sheet had blank spaces so that the type of building could be written in the space.

Division (c) crops, referred to those items harvested from the land. Equipment (d) was divided into several large categories. The categories were: tractor, tilling, harvesting and hand. A blank space was provided for other types which were not covered in the general divisions. Animals (e) were subdivided into three groups: production, pleasure, and work. Production animals were those grown for a profit and/or food. Pleasure animals were pets, or animals kept for entertain-

ment. Work animals were used for doing the pulling and lugging which were too difficult for an individual. Since most people can visualize what they believe a farm should look like, a division of landscape (f) was included. This division was established for those items of nature, such as a pond, woods, rivers, and other natural features. Transportation (g) included any vehicle used to transport persons or farm items for the farm. In recent years surveys have shown a decline of cars on the farm while there has been a steady increase of pickups and motor trucks.

Studies have shown, in recent years, the tendency for farmers to specialize. The majority of farms are of one or two-enterprises rather than the multi-enterprised farms of the past.<sup>41</sup> Division (h) enterprises, allowed the researcher to check if the literature was following the natural trend of the last twenty years. The type of farm was listed to help to establish the number of enterprises (h), for example, a farmer may grow grain and raise livestock. Thus, he would have a two-enterprise farm. If the farmer had grain, milk cows, and hogs, it would have been a three-enterprise farm.

To analyze the characteristics of the farmer eight divisions were established: (a) sex, (b) age, (c) farm owner/operator, (d) clothing, (e) leisure time, (f) occupation, (g) family size, and (h) agrarian values. The characters analyzed were only farmers, those persons actively engaged in the management or work on a farm. If a story used the child of a farmer as the main character for example, then the char-

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<sup>41</sup>U.S.D.A., Yearbook of Agriculture, 1970, op. cit., p. 9.

acter was not analyzed because children do not manage the farm, but the characteristics of the farm and farming were analyzed. Division (a) records the sex of the farmer. In division (b) the age of the farmer was considered. It was assumed that in most cases there would not be an actual age given for the farmer. The age was an estimate on the researcher's part. If the farmer was illustrated as having grey hair, grandchildren or older children, in a supervising capacity rather than doing all the work, then the farmer was listed as over forty-five, otherwise the farmer was listed as under forty-five. Division (c) was farm owner/operator. The farmer could be an owner, a tenant, or hired hand.

In looking at cartoons one often sees the farmer represented in the "American Gothic" image. The image has prompted two other divisions: clothing and leisure time. The category of clothing was included to see if illustrators were perpetuating the "American Gothic" image. Rural people have the same opportunity to wear a variety of styles as do city dwellers, thus the style of clothing should not be different. The farmer should have working clothes and leisure clothes.

Leisure time (e) is time spent away from work. That time is spent according to one's background and/ or location. Due to that fact, space was only provided for in leisure time rather than listing particular hobbies or activities. It was the responsibility of the researcher to list how time was spent away from work.

Division (f) allowed for tabulating the number of full-time farmers or part-time farmers. The majority of farmers in the U. S. do make their major income from farming, but there are areas in which a farmer also has a second job. The family (g) information was used to

keep a statistical profile of who lives in the unit, the number and members, for example, three--father, mother and son.

The final division (h) dealt with agrarian values. Rural sociologists who have studied agrarian values have found them to be more of a historical nature rather than a fact of the twentieth century.<sup>42</sup> Some of the traditional ideas that many feel farmers have are: farming is the best way of life; independence and freedom can only be found in farming; there is a pride in the work which you do; the family unit is important to farming; a neighbor is important thus it is advantageous to be a good neighbor; it is good to isolate yourself from the evils of the world; and the farm is more important than education because education cannot help you farm.<sup>43</sup>

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<sup>42</sup>Buttel and Flinn, op. cit., p. 135.

<sup>43</sup>Flinn and Johnson, op. cit., pp. 196-7.

## CHAPTER 4

### ANALYSIS OF DATA

The original list of possible children's books, grades K-6, under the subject heading of Farm Life--Fiction or Agriculture--Fiction, was fifty-six titles. (See Appendix B for complete list) Of these fifty-six books fourteen were not available through this researcher's sources. Out of the forty-two remaining titles only twenty-three titles fit the definitions set for a farm novel. The nineteen books were eliminated because of one or more of the following reasons: (a) there was no indication of any type of farming being done, either in text or illustrations, (b) the setting was not in the United States, (c) the story was an animal story rather than a story about farming, (d) the farm dweller only lived on the farm and commuted to the city for a full-time job.

Each book was analyzed to find answers for two major questions: (1) What are the characteristics of farms and farming that are given in the text and illustrations of children's fiction books, grade K-6? and (2) What are the demographic and attitudinal characteristics of farmers that are given in the text and illustrations of children's fiction books, grade K-6? From the two general questions two hypotheses were developed.

H<sub>1</sub> states that "Fifty percent or more of the children's books will describe in text or illustrations the following characteristics of farms and farming." The following characteristics are represented by

eight sub-hypotheses,  $H_{1a}$  through  $H_{1h}$ .

Sub-hypothesis  $H_{1a}$  states that fifty percent or more of the children's books will describe in text or illustrations houses as being "separated from other buildings where farm work is done and animals are housed, and will include modern facilities such as electricity and plumbing." Research has shown that farm housing was becoming modern by the 1920's. Of the books evaluated twenty books were set in the 1920's or later. In eight books information concerning the housing was not available and no judgement could be made. Eight titles mentioned homes which had no indoor water, electricity, or telephone. Only seven books

Table 1. Number and Percent of Houses by Type of Facilities and Separation from Other Buildings.

Houses	No.	%
Modern Facilities	7	30
Not modern facilities	8	35
Separated from other buildings	15	65
Not depicted	8	35

showed homes with modern facilities. All houses were separated from the farming operation in the fifteen books which had houses. Statistically, the type of housing did not meet the sub-hypothesis that fifty percent or more of the titles would include modern facilities in the houses.

Sub-hypothesis  $H_{1b}$  states that "buildings will include a barn and will reflect the type of farming done." In compiling the statistical information on the farm's outbuildings it was found that more than one type of building was represented in a few books. The barn was represented in text or illustration in every book where farm buildings

Table 2. Number and percent of Buildings by Type.

Buildings	No. <sup>a</sup>	%
Barn	21	91
Grain Storage	4	17
Equipment, tool storage	5	22
Animal shelter	7	30
Other (all silos)	4	17
None	2	9

a. More than one type of building was represented in some of the books. ✓

were mentioned or illustrated. Of the twenty-one books which showed farm outbuildings there was a variety represented. It must be remembered that the barn served a multitude of purposes, grain storage, tool shed, and animal shelter. The other buildings recorded were those buildings designed for a specific purpose. Sub-hypothesis  $H_{1b}$  is accepted since the buildings reflected the type of farming done and a barn was present in 91% of the books.

Sub-hypothesis  $H_{1c}$  states that crops will be grown on the appropriate land, with corn and soybeans and wheat as the most frequent crops.

Table 3. Number and percent of Crops by Type.

Crops	No.	%
Grain	14	61
Corn	12	52
Wheat	6	26
Beans	1	4
Other (oats)	2	9
Fruits and Nuts	8	35
Vegetables	2	9
Other (5 garden, 1 tobacco)	6	26
None	6	26

In the United States the most popular type of farming is cash grain farming. Fourteen of the twenty-three books analyzed showed a grain farming operation. Of the fourteen grain farming operations the most popular grain grown was corn, followed by wheat. Contrary to U. S. statistics the books showed oats as grown more frequently than soybeans. Fruits and nuts were depicted in eight (35%) of all the farm books, while truck farms--the vegetables category--were present in only two instances. Five of the farms had gardens but they were for personal use, so they were listed in the 'Other' category rather than in the vegetables category. Only part of sub-hypothesis  $H_{1c}$  was statistically true, thus the sub-hypothesis must be rejected.

Sub-hypothesis  $H_{1d}$  states that fifty percent or more of the books will represent production equipment as being appropriate for the type of farming done, and will be motorized. There will be a tractor on the farm. Motorized equipment became popular in the late 1920's and 1930's. Of the twenty-three books, only fifteen showed any type of equipment at all,

Table 4. Number and percent of Production Equipment by Type.

Equipment	No.	%
Tractor	8	35
Tilling	6	26
Harvesting	5	22
Hand tools	11	48
None	8	35

motorized or hand. According to the books analyzed the most frequently used tool in farming is the hand tool. The statistics may be misleading in this particular analysis, because no allowance was made for the time setting of the books. Motorized equipment was present in five of



the nine books with a time setting of the 1930's to the present.  $H_{1d}$  must be rejected because fifty percent or more of the equipment was not motorized.

Sub-hypothesis  $H_{1e}$  states that animals will be present in at least two of the three categories: production, pleasure or work at least fifty percent of the time. Animals were represented in text or illustrations in every book except one. Of the twenty-two remaining books all except two, had animals represented in at least two of the three

Table 5. Number and percent of Animals

Animals	No.	%
Production	21	91
Cattle	20	87
Pigs	18	78
Poultry	18	78
Other	11	48
Pleasure	18	78
Dog	13	57
Cat	11	48
Other	11	48
Work	13	57
None	1	4

categories (82%). U. S. agricultural statistics show cash grain farming to be the most prevalent type of farming while livestock is second. These children's books showed livestock farming to be more popular than grain farming (91% vs 61%). Cattle was the most common animal represented in the books which was due, in part, to the fact that both beef cows and milk cows were counted in the cattle category.  $H_{1e}$  is accepted since there were animals present in at least two of the three categories 82% of the time.

Sub-hypothesis  $H_{1f}$  states that landscape will feature natural

water at least fifty percent of the time. The most common landscape feature was water (52%), which included things like the swimming hole, the creek, a pond for the ducks, or rivers. Woods and hills were also in abundance around the farms (26%). The woods and hills were recorded because they are a common landscape feature associated with natural water. Only two books described a woody or hilly area without describing water. Sub-hypothesis  $H_{1f}$  may be accepted since natural water was present 52% of the time.

Table 6. Number and percent of Farms with Landscape Features

Landscape features	No.	%
Water	12	52
Woods/Hills	6	26
None	8	35

Sub-hypothesis  $H_{1g}$  said that transportation equipment will be motorized, either car or truck, at least fifty percent of the time.

Table 7. Number and percent of Farms by Type of Transportation

Transportation	No.	%
Motorized	6	26
Animal	5	22
None	12	52

When one lives on a farm, transportation is important so that crops and supplies can be moved to and from market. Some kind of transportation was represented in only eleven of the twenty-three books analyzed (48%). Of the eleven books which presented transportation, six used motorized transportation while five used animals as a source of transportation. Horses which were pets or used for transportation by children were not

recorded in this category. Sub-hypothesis  $H_{1g}$  must be rejected since motorized transportation was only present in six books (26%).

Sub-hypothesis  $H_{1h}$  states that farms will be multi-enterprised in books with settings prior to 1950 and two-enterprised or less in books with settings after 1950. In the final area of investigation for the first hypothesis it was necessary to divide the books according to their time settings. Research information has indicated that farming is becoming specialized, especially in the last twenty years. Farming has been revolutionized since the 1950's. It has become a business due to technological and mechanical revolutions of previous years.<sup>44</sup> One of the major contributors to the change in farming was the tractor. The tractor allowed for a greater output per manpower hours, thus more land could be farmed and the farmer became market orientated rather than sub-sistent. According to the data gathered from the twenty-three books, the three and four enterprise farms were the most prevalent type of farms

Table 8. Number and Percent of Multi-enterprise and Two-enterprise Farms by Time Period of Setting.

Time-setting	No. of enterprises	No.	%
Pre-1950		10	43
	1-2	2	9
	3-4	5	22
	5-over	3	13
1950/after		5	22
	1-2	1	4
	3-4	3	13
	NA	1	4
Universal		8	35

<sup>44</sup>U.S.D.A., The Yearbook of Agriculture, 1970, op. cit., p. 10.

described in text and illustrations, both prior to 1950 and after 1950. Sub-hypothesis  $H_{1h}$  must be rejected since the two-enterprise farm was not the most prevalent in those books with a 1950 or after time setting.

To summarize  $H_1$ , fifty percent or more of the children's books will describe in text or illustration eight characteristics, it was found that only three of the eight sub-hypotheses could be accepted. The predicted characteristics which were present in fifty percent or more of the children's books were the description of a barn (91%), animals in at least two categories (87%), and the presence of natural water (52%).

The remaining five characteristics did not support the hypotheses in all aspects. The children's books showed the house as a separate unit from other farm buildings in every story, but there were only seven homes (30%) represented as having modern facilities. Crops were appropriate for the land described or illustrated in each of the books, but the hypothesis listed specific crops--corn, soybeans, and wheat--as being the most popular. Corn was the most popular crop (52%) but soybeans and wheat were seventh and third respectively. The type of equipment depicted in text or illustrations was appropriate to the farm work, but there was a definite lack of motorized equipment. Only eight books had any representation of tractors (35%). There were even fewer cars and trucks on the farms than tractors. Only six books (26%) had descriptions of motorized transportation on the farm. Authors and illustrators still depict farms as multi-enterprised. Of the fifteen books in which a time period for the setting could be established, only three presented a farm with two enterprises or less (13%), while eleven books (48%) presented multi-enterprised farms. The eight books having a universal time setting

all presented a multi-enterprised farm (35%). Since there were only three of the eight sub-hypotheses which could be accepted, it is necessary to reject  $H_1$ .

The second major area of investigation dealt with the demographic and attitudinal characteristics of farmers that are given in the text and illustrations of children's fiction books, grade K-6. The second hypotheses states "fifty percent or more of the children's books will describe in text or illustrations the following characteristics of farmers." The "following" characteristics were represented in eight sub-hypotheses  $H_{2a}$ - $H_{2h}$ . The major difficulty in this area of investigation was the fact that the farmers were not usually the major characters in the children's books. The major character was usually the child of a farmer and thus not enough information was available on the person who actually did the farming.

There were twenty-three titles available which fit the criteria set for a farm book. Some of the eight characteristics investigated were not covered in a book; therefore, when that happened the book was recorded as NA (information not available). The number of books which held information was divided by the number possible (23) which gave the total percent in each division. Table 9 includes all of the data that was recorded for the eight characteristics.

Sub-hypothesis  $H_{2a}$  states that the sex of the farmer is male. The majority of farmers were male, (74%), while there were only three women (13%) represented as being farmers. In three of the books there was no reference to the individual who managed or owned the farm. Sub-hypothesis  $H_{2a}$  may be accepted since the majority of farmers were male.

Table 9. Number and percent of books with descriptions of farmers by characteristics

Characteristics	Categories	No.	%
Sex	Male	17	74
	Female	3	13
	NA	3	13
Age	Under 45	10	43
	Over 45	7	30
	NA	6	26
Ownership of land	Yes	10	43
	Other	2	9
	NA	11	48
Clothes	Bibbed-overalls	11	48
	Shirt-pants	11	48
	Dresses	11	48
	Other	3	13
	NA	3	13
Leisure time	Music	4	17
	Other	4	17
	NA	17	74
Farmer only	Yes	14	61
	No	1	4
	NA	8	35
Family size	1-2	7	30
	3-4	8	35
	5-6	2	9
	7-up	3	13
	NA	3	13
Agrarian Values	Best way of life	1	4
	Independence/freedom	1	4
	Pride in work	1	4
	Family farm important	1	4
	Good neighbor	5	22
	Isolationism	0	0
	Farm before education	0	0
	NA	16	70

Sub-hypothesis  $H_{2b}$  states that the age of the farmer is 45 years and above fifty percent of the time in text or illustration. U. S. agricultural statistics show the largest age group of farmers to be over

forty-five. In the children's books six did not give clear enough descriptions for the researcher to make any judgement about age or the books did not mention any particular person as the head of the farming operation. Of the remaining seventeen books in which a farmer's age could be determined, ten farmers were considered to be under the age of forty-five, (43%), while seven farmers were considered to be over the age of 45 (41%). Since there was not a majority of farmers over the age of forty-five sub-hypothesis  $H_{2b}$  must be rejected.

Sub-hypothesis  $H_{2c}$  states that the farmer will own his farm. Farm statistics show that the farm will be operated by single management rather than a corporation or company. In investigating the children's books concerning farm ownership it was found that eleven of the twenty-three books did not describe ownership. Of the twelve remaining books, ten described the farmer as the owner (43%) while there was only one farm hand and one son of an owner who did the actual farming (9%). The sub-hypothesis  $H_{2c}$  must be rejected since ownership was present in only 43% of the books.

Sub-hypothesis  $H_{2d}$  states that the farmer will have a variety of clothing, both work clothes and leisure clothing. The clothing mentioned in the children's books was basically work clothing. There were three books which mentioned Sunday dress, but the clothes were not described nor were they illustrated. Of the twenty-three books evaluated three books could not be used. In the twenty books used, bibbed-overalls were mentioned or illustrated eleven times (48%), shirts and pants eleven times (48%), and dresses for women eleven times (48%). Women (i.e. mothers, grandmothers) were always portrayed in dresses, never in work

pants. Clothing other than work clothes was referred to but rarely were they actually worn. If it was not worn, the information was not recorded on the analysis sheet. Since there was so little variety in the clothing worn by the farm families it is necessary to reject sub-hypothesis  $H_{2d}$ . *revised*

Sub-hypothesis  $H_{2e}$  states that leisure time is present for the farmer and he will spend time in activity other than farming. One possible reason that only work clothes were needed was because there was so little leisure time described in the children's books. Of the twenty-three books analyzed, only six books made any mention of time spent away from work. Of those six books, four mentioned music as a way to spend leisure time in the evenings or on Sundays (17%). Four other leisure activities were mentioned--visiting neighbors, county fairs, swimming and quilting bees. Sub-hypothesis  $H_{2e}$  was present in only six books (26%) and must be rejected. *revised*

Sub-hypothesis  $H_{2f}$  deals with the occupation of the farmer as that of farming and he will not have a second job. Research shows that the majority of farmers have only one occupation, farming. The twenty-three books showed fifteen farmers. Of those fifteen only one (4%) had a second job for extra income, while the other fourteen (61%) relied only on their farming. Since farming as a single occupation was present <sup>in</sup> over fifty percent <sup>of the books</sup>  $H_{2f}$  may be accepted. *✓*

Sub-hypothesis  $H_{2g}$  states that the family is important to the operation of the farm and will contain at least three members; farmer, spouse and child. The family is necessary to farming if you want <sup>one</sup> to carry on the farming tradition and before the mechanical revolution it *✓*



was necessary for a labor force. Twenty books gave enough information so that family numbers could be counted. Parents, grandparents and children were all counted if they were described as one family. The most popular size of family was 3-4 members (40%), while 1-2 members was second (35%). Larger size families were also represented, 5-6 (10%) and 7 and over (15%). Sub-hypothesis  $H_{2g}$  is acceptable since 57% of the books described a family of three or more. ✓

Sub-hypothesis  $H_{2h}$  stated that all agrarian values will be present in the small multi-enterprised farm rather than in the one or two-enterprised farm. Agrarian values are principles, ideals or ideas said to be held by those persons living on a farm. Because the majority of major characters were children, this area of investigation had a small sampling of only seven books of the twenty-three (30%). Only one of the seven values for this characteristic made any kind of a showing, and that value was the good neighbor attitude. The good neighbor attitude was present in five books (22%) where agrarian attitudes could be measured. The books presented the following values once (4%): farming is the best way of life, farming offers independence and freedom, farmers have pride in their work, the family farm is important. None of the books presented the attitude of isolationism. The seventh value was the attitude that the farm came before education. Contrary to that statement it was found that in two books education was placed before the farm work. Sub-hypothesis  $H_{2h}$  must be rejected since there were so few agrarian values mentioned in the books.

The second hypothesis stated that "fifty percent or more of the children's books would describe" eight characteristics of farmers. Only

three sub-hypotheses were accepted: the majority of farmers were male (74%), the occupation of the farmer was solely farming (61%), and the family had three or more members (57%).

The other five sub-hypotheses were rejected because they did not meet the fifty percent prediction. The books represented more farmers to be under forty-five, rather than over forty-five, as was stated in the hypothesis. Ownership of the farm was more prevalent than renting, but failed to meet the fifty percent level. The majority of clothes described were work clothes and there was a lack of variety in clothing. Leisure time was not abundant for characters in the books because the majority of the stories only described work on the farms. So few agrarian values were mentioned that they were barely measurable. The statistical results indicate that the second hypothesis must be rejected.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

The findings of this study indicate that children's books only give a partial picture of farms, farming, and farmers. The most frequent characteristics of farms and farming were described through the buildings, animals and crops. According to the farm books analyzed the results showed that the farm will probably have a barn, cattle, and will grow corn. The farm will also have some other type of animal, work or pleasure, present. The U.S.D.A.'s information lists cash grain farming as the most prevalent type of farming, thus it may be concluded that children's story books have not kept up with the current trends in agriculture.

Other areas where the books did not represent the current farm picture were in the homes, equipment, transportation, and the number of enterprises. The children's books did not present farm homes as being modern, nor did they present modern working farms by the equipment being used. In equipment the majority (48%) was hand tools, while tractors ran a poor second (35%).

Writers and illustrators set a very pastoral scene in half of the books examined. The farm's natural landscape featured water in 52% of the children's book examined. The reason for the inclusion of water may go back to the time before pumps, when a rural family would carry water from a source to the farm house and their livestock; thus, they would want to be in proximity of their water source. ✓

Just as there was a lack of motorized equipment there was also a lack of motorized transportation. In the twenty-three books transportation was referred to in only eleven (48%), and of those eleven only six described motorized transportation. Considering the importance of transportation to farmers when going to market to buy and sell, it seems that 48% is a rather limited percent. The lack of transportation may be one of the reasons the farms were represented as multi-enterprised and more self-sufficient, rather than specialized and market oriented.

In the second hypothesis it was stated that at least half of the farmers would be male, over forty-five, own his farm, have a variety of clothing, have leisure time, only farm as an occupation, have a family of at least three members, and have agrarian values. The children's books' farmer was male, under forty-five, owned his land, had work clothes, had very little leisure time, only farmed, had a family of three or more persons, and displayed few agrarian values.

After completing this study, the writer feels it might have been more effective to use adolescent literature. There were problems in making evaluations at times, in the picture books especially. One difficulty was deciding if the book was a farm book or just a story with a rural setting. This researcher finally established a rule of thumb--if the farm was presented as an income-producing or family-sustaining farm it was kept for analysis. If the book's setting was a farm but showed no signs of possible income, then it was disregarded.

Since the books were lower level reading it was only natural to find the children of farmers as the main characters rather than the farmers themselves. What did surprise this researcher was the limited coverage the actual workings of the farm received. Again, this might

be explained by the fact that children are not usually involved in actual field labor, so authors and illustrators did not include those aspects of farming to a great degree. It is more traditional for children to be assigned chores around the farmstead.

This researcher was disappointed, but not necessarily surprised, at the results of the study. The disappointment was in the fact that so many of the books listed as farm fiction were not actually farm books. It might be possible for someone to investigate how some books are entered under certain subject headings in the Subject Guide.

The second section of this paper dealt with the characteristics of farmers as portrayed in children's literature. The stories gave what this researcher feels was a traditional picture of farmers. There was very little variety of clothing and even less leisure time activity. It is possible that these two areas were overlooked because of the lack of mechanization which would give farmers extra time. Thus, there was no need to describe leisure time or describe any clothes other than work clothes.

One possible reason agrarian values reacted so poorly may be due, in part, to the fact that children were usually the main characters. The literature reviewed for this research paper which revealed the agrarian values was based on literature and studies related to adults. Another possible explanation of the lack of agrarian values may be because people do not usually vocalize their values unless placed in the proper situation and the situations were not present in the stories.

One final suggestion this researcher would have, to anyone who had the talent, is to write a contemporary farm story. Children, espe-

cially those not associated with farming, need to see a factual representation of farm life. Of the twenty-three books analyzed there were very few which presented a working farm run as a business and a way of life. This researcher does not intend to imply that the farms were not a true representation of an actual farm, but that there is a need for children's books to present a more contemporary setting and character concerning the way of life called farming.

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APPENDIX A  
BOOK RECORDING INSTRUMENT

43

Author: \_\_\_\_\_ c. date \_\_\_\_\_  
 Title: \_\_\_\_\_ Publisher: \_\_\_\_\_  
 Illus. \_\_\_\_\_ Pages \_\_\_\_\_  
 Time Period \_\_\_\_\_ Geographic Location \_\_\_\_\_

Characteristics of farms and farming:

Text

Illus.

a. Housing--away from farm work \_\_\_\_\_  
       --Modern facilities \_\_\_\_\_

b. Buildings \_\_\_\_\_  
       \_\_\_\_\_

c. Crops--grain \_\_\_\_\_  
       --fruits \_\_\_\_\_  
       --vegetables \_\_\_\_\_

d. Equipment--tractor \_\_\_\_\_  
       --tilling \_\_\_\_\_  
       --harvesting \_\_\_\_\_  
       --hand \_\_\_\_\_  
       --other \_\_\_\_\_

e. Animals--production \_\_\_\_\_  
       \_\_\_\_\_

      --pleasure \_\_\_\_\_

      --work \_\_\_\_\_

f. Landscape features \_\_\_\_\_  
       \_\_\_\_\_

g. Transportation--car \_\_\_\_\_  
       --pickup \_\_\_\_\_  
       --other \_\_\_\_\_

h. Enterprises # \_\_\_\_\_

type of farm \_\_\_\_\_

APPENDIX A  
CHARACTER RECORDING INSTRUMENT

44

Title: \_\_\_\_\_

Name of Character: \_\_\_\_\_

Characteristics of farmers:	Text	Illus.
a. Sex--Male _____ --Female _____		
b. Age--below 45 _____ --over 45 _____		
c. Farm owner/operator _____ hired hand _____		
d. Clothing--bib-overalls _____ --shirt, pants _____ --women, dress/pants _____		
e. Leisure time _____ _____		
f. Occupation--full-time _____ --part-time _____		
g. Family members # _____ _____		
h. Agrarian values farming best way of life _____ independence and freedom _____ pride in work _____ family farm important _____ good neighbor attitude _____ isolation _____ farm before education _____		

## ORIGINAL LIST OF BOOKS

Fifty-six titles of possible books

E=evaluated NA=not available DA=did not apply

- NA Adams, Pam. Old Macdonald Had a Farm. New York: Grosset and Dunlap, 1976.
- DA Brook, Judy. Tim Mouse Visits the Farm. New York: Lothrop, 1977.
- E Brown, Margaret W. Big Red Barn. Reading: Addison-Wesley, 1956.
- DA Carlson, Natalie S. Jean-Claude's Island. Scranton: Harper and Row, c963.
- E Catlin, Wynelle. Old Wattles. Garden City: Doubleday, 1975.
- E Chandler, Edna W. Popcorn Patch. Chicago: A. Whitman, 1969.
- E Chittum, Ida. A Nutty Business. New York: Putnam and Sons, 1973.
- NA Consky, Susan B. Mischief on the Farm. Chicago: Moody Press, 1970.
- E Dalgliesh, Alice. Little Wooden Farmer. Riverside: Macmillan Pub. Co., 1971.
- E De Angeli, Marguerite. Yonie Wondernose. Garden City: Doubleday, 1944.
- E DeJong, Meindert. Along Came a Dog. Scranton: Harper and Row, 1958.
- E DeJong, Meindert. Big Goose and the Little White Duck. Scranton: Harper and Row, 1963.
- E DeLage, Ida. Farmer and the Witch. New York: Garrard, 1966.
- E Dolch, Edward W. and M. P. Dolch. On the Farm. New York: Garrard, 1958.
- DA Domanska, Janina. Little Red Hen. Riverside: Macmillan, 1973.
- E Enright, Elizabeth. Thimble Summer. New York: Holt, Rinehart, and Winston, 1938.
- NA Farrow, Rachi. Charlie's Dream. Westminster: Pantheon Books, 1978. ✓
- E Flory, Jane. Mist on the Mountain. New York: Houghton Mifflin, 1966.
- NA Frances, Marian. Mr. Mac-A-Doodle. Chicago: Troll Assoc., 1973.

- DA Gage, Wilson. Squash Pie. New York: Greenwillow, 1976.
- DA Haywood, Carolyn. Two and Two are Four. New York: Harcourt, Brace and Jovanovich, 1940.
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- E Holmes, Efner T. Amy's Goose. New York: T Y Crowell, 1977.
- E Ipcar, Dahlov. Hard Scrabble Harvest. Garden City: Doubleday, 1976.
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- E Jackson, Louise A. Grandpa Had a Windmill, Grandma Had a Churn. New York; Parents Magazine Press, 1977.
- NA Kennel, Martiz. Old Macdonald Had a Farm. Racine: Western Pub., 1976.
- DA Lapp, Eleanor. The Mice Came in Early This Year. Chicago: A Whitman, 1976.
- NA Lawrence, Mildred. Peachtree Island. New York: Harcourt, Brace Jovanovich, 1966.
- NA Le Tord, Bijou. A Perfect Place to Be. New York: Parents Magazine Press, 1976.
- DA Lindgren, Astrid. Emile in the Soup Tureen. Chicago: Follett, 1970.
- DA MacDonald, Betty. Hello, Mrs. Piggle-Wiggle. Philadelphia: Lippincott, 1957.
- DA Mrs. Piggle-Wiggle, rev. ed. Philadelphia: Lippincott, 1957.
- E Mrs. Piggle-Wiggle's Farm. Philadelphia: Lippincott, 1954.
- DA Mrs. Piggle-Wiggle's Magic. Philadelphia: Lippincott, 1957.
- DA MacGregor, Ellen and Dora Pantell. Miss Pickerell Takes the Bull by the Horns. New York: McGraw-Hill, 1976.
- E Mason, Miriam E. Miney and the Blessing. Riverside: Macmillan, 1961.
- E Merrill, Jean and Frances G. Scott. Here I Come, Ready or Not. Chicago: A Whitman, 1970.
- NA Montgomery, John. Foxy and the Badgers. New York: Schocken Books, 1969.
- NA Nakatani, Chiyoko. My Day on the Farm. New York: Crowell, 1977.

- E Nathan, Emily. I Know a Farmer. New York: Putnam and Sons, 1970.
- DA Petersham, Maud and Miska Petersham. The Box With Red Wheels.  
Riverside: Macmillan, 1973.
- DA Phipson, Joan. Six and Silver. New York: Harcourt Brace Jovanovich,  
1971.
- NA Reed, Betty J. A Horse of Course. Minneapolis: Denison and Co.,  
n.d.
- DA Reynolds, Marjorie. Sire Unknown. Riverside: Macmillan, 1968.
- DA Schoenherr, John. The Barn. Waltham: Little, Brown and Co., 1968.
- DA Scott, Sally. Brand New Kitten. New York: Harcourt, Brace, and  
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- DA Seredy, Kate. Good Master. New York: Viking Press, 1935.
- NA Steig, William. Farmer Palmer's Wagon Ride. New York: Farrar,  
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- E Stiles, Norman. Farmer Grover. Racine: Western Pub., 1977.
- E Stuart, Jesse. Old Ben. New York: McGraw-Hill, 1970.
- E Tresselt, Alvin R. Wake up Farm. New York: Lothrop, Lee and Shepard,  
1955.
- NA Vaughan-Jackson, Genevieve. Carramore. New York: Hastings, 1968.
- NA Walt Disney Studios. Old MacDonald Duck Had a Farm. New York:  
Dutton, 1976.
- NA Wannamaker, Bruce. We Visit the Farm. Chicago: Childs World, 1976.
- DA Wiggins, Kate D. Rebecca of Sunnybrook Farm. New York: Garland  
Pub., 1973.