

**A PLAN FOR ADULT EDUCATION
IN AGRICULTURE FOR OREGON**

by

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A PLAN FOR ADULT EDUCATION IN AGRICULTURE FOR OREGON

Chapter I

Introduction

The outstanding educators who first sponsored (and eventually saw passed) the Federal laws which gave so much emphasis to the development of vocational education in agriculture had a rather complete concept as to what vocational education in agriculture should include.

Aim and Scope

The aim of this thesis is to justify and present a program for adult education in agriculture in Oregon in order to further the development of the over-all agricultural education program in Oregon along the well-rounded lines set up by the Smith-Hughes and subsequent acts of the United States Congress. This thesis will be limited to adult education in agriculture for persons 16 years of age and up, and will involve recommending a program for adult education in agriculture in Oregon.

The U. S. Office of Education (1, p. 38) states that,

"Instruction is provided for four recognized groups: (1) Students who are enrolled in all-day classes and who are preparing for farming. (2) Students who are enrolled in day-unit classes and are preparing for farming. (3) Out-of-school young men who are enrolled in young farmer classes--part-time--to develop ability to establish themselves in farming; and (4) adult farmers who are enrolled in adult farmer classes--evenings--to improve themselves in specific farming occupations. These four groups should be recognized by States when developing plans, policies, and programs for vocational education in agriculture."

This thesis will be devoted largely toward developing and justifying a program for adult education in agriculture, and will be limited accordingly.

Definition of Terms

The above excerpt from the policies of the U. S. Office of Education refers to young farmer classes and adult farmer classes (Items 3 and 4). For simplification, the term "adult education" as used hereafter with reference to developing a plan in agricultural education will be used to include both the young farmer and adult farmer groups mentioned in Items 3 and 4 above.

Provisions and Intent of the Law

Because of the fact that education in vocational agriculture in Oregon is conducted almost entirely under the provisions of the Smith-Hughes law and subsequent acts of Congress (see Appendix), it is essential that those concerned be cognizant of these laws, their provisions, and the intent of these laws.

The fact that education in agriculture should be available to adult rural people is obviously implied in the Smith-Hughes Act. Section 10 of this act (1, p. 102) in describing the kind of vocational education in agriculture which shall be offered by any school in order that it may be permitted to receive the benefit of the appropriations made available for the work states the following:

"Such education shall be that which is under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designed to meet the needs of persons over 14 years

of age who have entered upon, or who are preparing to enter upon, the work of the farm or of the farm home."

Some of the discussion held by various congressmen in debating the Smith-Hughes bill before it became a law very aptly brings out the intent of the bill. For example, (2, p. 167):

"A very small percentage, not over three percent, of those graduating from high school ever enter the colleges or the universities. This is the more startling since most of the efforts in the grades is designed to induce the pupils to enter high school and most of the emphasis in high school is to induce the pupils to enter college."

Congressman Hughes (2, p. 11) states:

"The mission of vocational education is not only to provide definite training in a technique of various occupations but to relate that training closely to the sciences, mathematics, history, geography, and literature which are useful to the man or woman as a worker and a citizen."

Mr. Hughes also states (2, p. 11):

"The term agricultural education as used in this bill includes education for the farm home as well as for the farm itself. Hence, home economics, so far as it relates to the farm home, is included in the graph for instruction in agriculture."

Congressman Fess states (2, p. 168):

"The bill provides that instead of confining our educational activities to the present course, which is largely for college students, we should enlarge upon it for vocational reasons and this development will enter three fields. The first is agricultural development, the second is a development in the trades and industries and the third is home economics."

Congressman Fess also says (3, p. 171):

"Mr. Chairman, this bill is looking to the American population of 14 years of age or over who will have to work with their hands and it is looking to make them trained workers so that they will feel a dignity in what they are doing and not be ashamed of it and not be satisfied as citizens in a degree but will

meet the approval of their fellow citizens. In order to do this, we have got to have three kinds of schools. We will have the all-day school, the part-time school, and the evening school."

Congressman Fess also goes on to say (3, p. 173):

"Now, Mr. Chairman and members of the house, there has been a question whether this money would not be frittered away; whether the money might be wasted. We have safeguarded that in the bill in this way. That if a State wants some money, it has got to meet the minimum conditions. To make that very specific, the State makes an application to the Federal board and the Federal board will take up the plan to see whether or not they can approve the plan."

Congressman Stevens of Nebraska says (3, p. 175):

"I hope that the provisions in the bill that is referred to would operate in this way at least, to add to the teacher's pay in order that a higher grade of teachers might be employed."

Referring to the original Smith-Hughes bill, Congressman Hughes (2, p. 11,821) says:

"The schools to be aided in part by the national government must be (1) schools supported by the public; (2) the instruction given in them must be of less than college grade; (3) they should be designed to prepare boys and girls over 14 years of age for useful or profitable employment in agriculture——; (4) the schools should be three types in order to meet a variety of needs:

- a. All-day schools in which half the time should be given to actual practice for a vocation on a useful or productive basis.
- b. Part-time schools for young workers who are 14 years of age or over which should extend either their vocational knowledge or give preparation for entrance to a vocational education or extend the general civic or vocational intelligence of the pupil.
- c. Evening schools to extend the vocational knowledge for mature workers over 16 years of age."

Congressman Fess (3, p. 168) also says:

"The Federal Government is assuming that the education system must be left within the States. The Government will not interfere in any way with the State in a system of education but simply add a certain sum of money as a stimulus and then fix a minimum requirement upon which the State can receive the money. This bill is written upon this theory."

The U. S. Office of Education (1, p. IV and V of the Foreword)

brings out the fact that:

"The plan of cooperation for the development of vocational education is based upon two fundamental ideas. (1) That vocational education is a matter of national interest and is essential to the national welfare. (2) That Federal funds are necessary to stimulate and assist the State in making adequate provisions for such training."

The Federal office also brings out (1, p. V):

"The program of vocational education of less than college grade in the United States has been developed in conformity with the provision of Public Law 347, 64th Congress, approved February 23, 1917, usually referred to as the Smith-Highes Act."

Supplementary acts have been enacted from time to time (see pages 106 to 120). The latest of these is the Vocational Education Act of 1946 commonly known as the George-Harden Act. All have been enacted for the purpose of promoting and developing vocational education through a plan for cooperation between the Federal Government and the States.

The United States Office of Education (1, p. 40) says:

"Young farmer classes are designed to meet needs of young men who are establishing themselves in farming occupations. The instruction in these classes is so planned that it will serve youths who are legally out of school and who may or may not have had previous instruction in agriculture. It is essential that the program be flexible enough to meet the instructional needs of such individuals with varying educational attainments and farming experience. The following conditions are regarded as essential to the successful operation of such classes:

1. The instruction is designed to meet the needs of young men 16 years of age or older who are not yet definitely established in farming.
2. The instruction deals with problems of individuals in becoming established in farming.
3. Related instruction is provided for individuals when they need it to make progress in their training programs.
4. Systematic instruction is provided on a seasonal basis during each year and planned for a period of years."

In regard to adult farmer classes, the U. S. Office of Education

(1, p. 41) says:

"Adult farmer classes are planned to assist adult farmers by development of their abilities to solve specific farming problems. In order that the instruction may be systematic and effective, it should be planned so that the work done in one year will show definite relationship to that offered in previous years as well as that planned for succeeding years. Instruction in adult farmer classes should be:

1. Planned to assist the established farmers in solving their farming problems.
2. Flexible enough so that it may be adjusted to meet emergency farm problems.
3. So organized that the work of each meeting of the class will have definite relationship to the course as a whole.
4. Organized on a seasonal basis.

"There should not be less than 10 meetings totalling at least 20 hours over a period of not less than two weeks in any one year."

The United States Office of Education in clarifying policies under the law further states (1, p. 41):

"Classes of this type shall provide for supervised farm practice by each individual. There shall not be less than 15 meetings of such a class each year for at least two years or the program of instruction shall be

planned for, and conducted over the entire 12 months span of the year for a total of not less than 30 hours."

The U. S. Office of Education further brings out the fact (1, p.

41) that:

"All students enrolled in agricultural classes are required under the act to do at least 6 months directed or supervised practice in agriculture per year. No choice can be made or discretion exercised by the Office of Education or the State in dealing with this mandatory provision of Section 10 of the Organic Act. This mandatory provision is interpreted to mean that all-day and day-unit students will develop individual farming programs either on their own farms or other farms under the direction of local teachers of vocational agriculture to make a beginning in farming. Young farmers will develop farming activities that will lead to their establishment in farming. Adult farmers will be encouraged to adopt new or improved practices on their farms."

It is further brought out that (1, p. 41):

"It is recommended that in developing effective supervised farming programs instruction and assistance be provided for students on all of their important farming activities. This requires that provisions be made for the teachers of vocational agriculture to visit farms of students throughout the year."

Another implication of the law as brought out by the policy bulletin of the U. S. Office of Education (1, p. 42) says:

"The use of special instructors of farm machinery repair and technical agricultural subjects for out-of-school young farmer and adult farmer classes is receiving new emphasis. Special instructors for such classes should be employed under the following conditions:

1. Their experience should cover enough time beyond the learning period to demonstrate outstanding ability. This experience should be recent and continuous in nature and should have been in the specific activity of the particular unit course to be taught.
2. They should have had pre-employment professional training followed by in-service professional training. This

professional training should include instruction in the following points:

- a. Analysis of jobs and job breakdowns necessary to systematic instruction.
- b. The development of the unit course for young farmer or adult farmer classes.
- c. Method of instruction which include at least the minimum elements for vocational teaching.
- d. Pertinent school regulation.
- e. Preparing of necessary records and reports."

The U. S. Office of Education policy bulletin (1, p. 39) also brings out the following requirements for instruction under the law:

"The Federal Vocational Education Acts contain two mandatory provisions which are peculiar to instruction in vocational education in agriculture, they are:

1. The instruction must be designed to meet the needs of persons over 14 years of age who are preparing for farming or who are engaged in farming.
2. Provisions must be made for at least 6 months of supervised practice in agriculture each year.

"These two conditions apply to all-day, day-unit, young farmer and adult farmer classes for which federal reimbursement is allowed."

So far as our location of farms are concerned under the U. S. Office of Education (1, p. 87), the George-Barden Act does not make appropriations, but it authorizes annual appropriations as follows: Ten million dollars for vocational education in agriculture plus an additional amount sufficient to provide a minimum allotment of \$40,000 for each state or territory.

The Smith-Hughes Act makes three annual appropriations as follows: (1) Three million dollars for the salaries of teachers,

supervisors, and directors of agricultural subjects, plus an additional amount sufficient to provide a minimum allotment of \$10,000 for each State.

The George-Barden Act authorizes four annual appropriations (1, page 90). These with an explanation of the kinds of expenditures which can be made from them are:

1. For agricultural education

- a. Salaries of teacher of agricultural subjects in adult young farmer all-day and day-unit classes.
- b. Supervision by vocational agricultural teachers of the activities related to vocational education and agriculture of the Future Farmers of America and the New Farmers of America.
- c. Necessary travel expenses of teachers of agricultural subjects.
- d. Equipment and supplies for vocational instruction in agricultural subjects.
- e. Costs of state and local programs of supervision of agricultural education.
- f. Costs of state and local programs of training teachers of agricultural subjects.
- g. Pro rated portions of the costs of state and local programs of administration of vocational education.
- h. Pro rated portions of the costs of state and local programs of vocational guidance.

In summarizing the various implications, provisions, and intent of the law, it may be said that it is obvious that according to the law and the policies of the U. S. Office of Education, it is the responsibility of the teacher of vocational agriculture to conduct a program of adult education in their respective communities.

The Smith-Hughes Act approved February 23, 1917, (Public Law No. 347, 64th Congress) is the basic act since it contains many provisions which have been made to apply to later acts. This act is still in effect. For details on this and subsequent acts, the reader may refer to pages 106 to 120.

Procedure

In the beginning of this study numerous conferences were held with such persons as Professor H. H. Gibson, Head of the Agricultural Education Department at Oregon State College; Ralph L. Murga, State Supervisor in Oregon for Agricultural Education; and O. I. Paulson, State Director of Vocational Education in Oregon. Conferences were held also with key instructors and superintendents throughout the state of Oregon. On the state level, it was apparent that sentiment is overwhelmingly in favor of the adult program in agricultural education. On the local level, all sorts and types of opinions, and in some cases, no opinion at all was encountered. Almost everywhere there was noticeable lack of a definite concise plan of any uniformity for adult education in agriculture. On the local level in various centers throughout the state when one talked with farmers, instructors,

and superintendents, there was encountered a lack of definite information on adult education in agriculture. In addition, in many instances, it was obvious that there was no opinion--either pro or con--regarding adult education in agriculture, which seemed to be due to the fact that those concerned had no information on, and no experience with, organized adult education in agriculture so far as they realized.

In developing this study, a review was also made of current studies to date in agricultural education which involved a number of these written over a period of years in various parts of the United States. Other references in book form, in periodical form, and in other written forms, were studied in order to get an adequate picture so far as the over-all field of adult education in agriculture was concerned. From this study various guiding principles were brought to light and emphasized after being found in a variety of references.

Partially for the purpose of determining the thinking, philosophy, and sentiment prevailing among the superintendents and instructors, four meetings were held in various parts of the state of Oregon with from 10 to 20 high school superintendents in the area as well as all regular and veteran agricultural instructors in the area in attendance.

Chapter II

The Need and Argument for Adult Education in Agriculture in Oregon

General

A high school principal (who was rather new to the field and also inexperienced) in a group discussion raised the question, "Is there a real need for adult education in agriculture? Or are we just trying to talk the farmers into it to make more jobs?"

As the saying goes, "That was a good question", and likewise one which precedent answers definitely and emphatically to those who look and listen.

For a great many years, organized education was largely confined to a person's life before he reached the age of 18 or 20. H. M. Hamlin (9, p. 253) says:

"Most of our adult farmers did not receive in childhood and youth the basic education or the education in agriculture they require. Almost 80% of farm operators in Illinois in 1940, who were 25 years of age or more, had never attended a high school. Even those who were trained in the vocational agriculture available to them when they attended high school are not well fortified in agricultural training. For all practical purposes, we could say that almost every adult farmer is in need of training to make up for the lack of training he received as a youth."

Hamlin goes on to say (9, p. 253):

"The efficiency of American farmers could be materially increased through a program of adult education which would reach effectively the masses of farmers. We glory in the fact that American farmers are in many ways the most efficient farmers in the world. Often we assume that their lot could not be improved. Yet we know that 90% of the food which goes into commerce

is grown by 50 % of the farmers in the country. Many in the other 50% rather obviously need to become more efficient in farming or to transfer to other occupations. We should be wrong, too, in assuming that the 50% who produce 90% of the food are as efficient as they might be. In our largest producing states, farmers are still losing a third or more of their pigs. A large percentage of milk cows in the principle dairying states do not pay their way. Crop fields in the United States are far below the yield secured on the soil that has been farmed much longer in Denmark and Holland. Soil is wasted on a grand scale. Waste, diseases, and parasites take a tremendous toll of our agricultural production. The labor required to produce an acre of corn varies from 2 hours to 40 hours or more, even in the corn belt. Old and sound practices in every field of agricultural production are still unused by many farmers."

We have all heard of the backward and primitive methods used by the orientals in their agriculture. We are constantly hearing about the assistance which the army of occupation is giving to the people of Japan. Not all of us, however, realize that in some ways the Japanese are far ahead of us in their agricultural methods. And in some ways, when a comparison is made, we are the ones who are primitive and backward. A professor of economics from Tokyo University, M. Yoshitake, recently said on a visit to Oregon:

"I have come here to learn something about agricultural education, but I think you will not show us how to get more production per acre because our production is already much higher than yours on a per acre basis."

Mr. H. F. Engelking, Supervisor from Illinois says (19, p.133):

"If farmers who have never taken agriculture in high school do not need training in agriculture, how can we justify giving training in agriculture to the boys who are in high school now? Or if a farmer has taken a high school course in agriculture ten or twenty years ago, are we willing to admit that nothing new in agriculture has taken place in the last ten or twenty years? Farmers need training in agriculture because: (1) A large number of farmers who are now farming have never taken any vocational agriculture in high school.

(2) Agriculture has changed a great deal in the twenty years. As an example, power machinery has replaced horse-drawn machinery, new varieties of crops, new kinds of fertilizers, new diseases, and their control of plants and animals are just a few of the new things in agriculture in the past 20 years. (3) Education is a continuous process which extends from the cradle to the grave-----".

Louis M. Sazman (18, p. 37) says:

"There are undoubtedly in most states and communities as many non-veteran young farmers out-of-school as there are veterans eligible for veteran training. Will the on-the-farm training program be followed by a great expanded program of young and adult farmer classes? This question is raised at almost all gatherings of instructors, teacher-trainers, or state supervisors of vocational agriculture. The same type of question was asked when the O. S. Y. A. courses were being conducted and I am inclined to believe that time will give about the same answer as it did after that program was completed."

H. M. Hamlin (9, p. 255) says:

"Any education in agriculture, or in any other field that society urgently needs, is education which adults should receive. Just now, the most urgently needed education is education for survival----- . We may not know what education is required for survival but we must find the answer and soon. The chances are that its processes will be much like those which have been used in adult farmer education; teachers and students will together try to get the problems clearly states, suggest possible solutions, gather the evidence for and against each opposed solution, and choose the best possible solution. Farmers need to realize the part they may individually and collectively play in securing our survival since farmers hold the balance of power in Congress of the most powerful nation on earth and because of the system of representation in the senate, farmers are powerful out of proportion to their numbers in determining the foreign policies of the United States. There are many other urgent matters such as soil conservation, which cannot wait until we educate a new generation, even if we could be sure that the new generation would not be submerged by their uneducated elders."

One of the biggest problems which we, as vocational agricultural instructors, have had is to get high school boys enrolled in vocational agriculture to take advantage on their home farms of the improved practices which they have learned in their schooling. Many times, although we have apparently convinced the boy that a certain improved practice should be adopted, we later find that no action was actually taken on the home farm or on the boy's supervised projects because, for some reason, his dad did not think any change should be made. In other words, in order to change the boy and get results, we generally must also change the parent.

We are all familiar with the old saying "You cannot teach an old dog new tricks." However, in actual practice we know that adults can and do learn and change. The idea that adults cannot learn and change seems to be a carry-over from the days in which it was certain that children would live as their ancestors had lived, and all that was useful for primitive kind of living could be taught during the first few years of a child's life. In those days, adults did not need to learn. They did not discover that they could learn. During the last few generations, (9, p. 256) however, which have been fraught with constant and increasing change, adults have had to learn, and they have learned.

Buehler (5, p. 7) says:

"For many centuries people have assumed that the period for learning was childhood. It was thought that after one passed school age his ability to learn diminished so rapidly that after a very few years learning was considered a thing of the past, but in recent years this opinion has changed somewhat. Dr. E. L. Thorndike has made a very exactive study of the learning ability

of people of different ages. In an adult evening school in New York the task of learning was given to 4 different age groups. He exercised great care in selecting the group so as to have in them people of comparable mental ability. The accomplishments of each group are as follows: Group 1, 14 to 16 years of age made 57% gain; group 2, 17 to 19 years of age made 84% gain; group 3, 25 to 29 year of age made 86% gain; group 4, 30 or more years of age made 87% gain. Assuming that an average student finished his high school at 16 years of age, it may be safely said that most quit school before they reached the zenith of their learning power. The ability to learn is greater after high school graduation and throughout the adult life than during high school years. Dr. Thorndike found, however, that retardation in learning ability is gradual at age 45 and above. He concluded that up through the age 65 or 70 the ability to learn is not less than the age of later elementary school students."

G. A. Schmidt and Arthur W. Ross say:

"Most people learn more about their jobs after they begin their actual working line than they have learned in school."

The above statement is true of all kinds of workers, the housewives, the school teacher, the lawyer, the farmer, and others.

Calihan (5, p. 17) said:

"The fact that the masses of adults need to continue their education is clearly brought out in Jefferson's dictum, 'It is safer to have a whole people respectively enlightened than a few in the high state of knowledge and the many in ignorance.' "

William S. Russell, as quoted by John W. Studebaker, made a very true statement when he said:

"If Americans love their liberty, if they hope to make the democratic experiment succeed, if they wish to avoid servitude in the future, it is imperative that the knowledge of the people begin as soon as possible to approximate the knowledge of the leaders."

Hamlin (9, p. 253) says:

"Farmers respond in large numbers when even fairly good programs of adult education are offered them by the school.

We have long ago discarded the theory that farmers will not attend school. Failure of attendance in adult classes is usually occurred when farmers have not had opportunity to share in the planning and management of these classes. When democratic procedures have been used, attendance is no longer a problem. In many communities one-fourth to one-half of the farm operators have attended the adult classes in a single year. The attendance at adult classes has often been more regular than attendance at classes in elementary schools where compulsory attendance prevailed."

There is much evidence to indicate that adult farmers are more likely than their children to adopt new farm practices and when they put them into effect they are effectual on a large scale. An extensive study by Dr. M. R. Wilson of the United States Department of Agricultural reveals that the optimum age for the adoption of new farm practices by farmers is 40. At 40, most farmers have a large amount of control over their farming situation so that if ideas appeal to them they can use them. When a new idea is adopted and proved to be sound it can be used farm-wide by adults. Boys of high school age suffer in both these comparisons. They may grasp new ideas readily but often they do not have a chance to use them, or if they do use them they must often be on the scale of a small boy-owned project.

H. F. Engelking of Illinois (19, p.133) has stated:

"Major reasons why our public schools are not meeting the objective of education is that we have been spending billions of dollars for the education of children and pennies for the educations of our adults. J. Edgar Hoover, Director of the F. B. I., reports that most cases of juvenile delinquency are due to broken homes and parental delinquency. Educators have long realized that most problem children come from poor home environment. Educators have also realized for a long time that the home, in most cases, has more influence than the school on the child. Our schools have tried to change the child without changing the parent. This has been ineffective. Our public

schools must, more and more, come to the realization that they have an important job in the future of adult education if educational objectives are to be met and children and adults are to be trained for life adjustments."

Although J. Edgar Hoover, in making the above statement, was apparently making a general over-all reference, the point which he makes about the futility of trying to change the child without changing the parent is very much in focus with the problem of trying to change the farming practices by a boy on a farm without also trying to change that boy's father.

Hamlin (9, p. 257) says:

"It is unwise to squander the whole of an individual's educational endowment in the first few years of his life. If we were to assume that the public were to spend \$2,000.00 upon the education of an individual it would be sensible to retain a part of this amount for his education after high school."

Statistics compiled by Glen L. Weaver, State Supervisor of Occupational Information and Guidance in Oregon, give the following picture according to the records in the State Department of Education:

1. 19.6 percent of the 1945-46 class entered institutions of higher learning in 1946-47. (Reference is made to high school graduating classes.)
2. 17.9 percent of the 1946-47 class entered institutions of higher learning in 1947-48.
3. 23 percent of the 1947-48 class entered institutions of higher learning in 1948-49. This is an indication, so far as the over-all picture is concerned, that the great majority of people do not continue their formal education after high school graduation. It is generally understood that approximately 20 to 25 percent of high school graduates start college and of the number who start, 50 percent or more drop before completion."

As mentioned by Hamlin (9, p. 295) and as many vocational agricultural instructors have found adult farmers are among the easiest of the school's "customers" to please. They are gratified when the schools depart from their traditions and give them some attention. When classes are properly organized and operated, interest runs high. Since attendance is voluntary, those who do not like the class may stay at home. Teachers of agriculture seldom get into trouble because of their adult work. They often encounter trouble in their work with high school boys. Young teachers seem to fare about as well as older teachers in working with adults. In fact, it is the older teachers who seem most fearful of beginning the teaching of adults. Experience with operation of the institutional on-farm training program in Oregon, which is certainly adult education, has shown that some of the outstanding jobs of teaching are done by young teachers as well as by older instructors.

Hamlin (9, p. 295) brings out another important fact when he says:

"Schools that continue to teach agriculture to children alone are doing little more than playing at agricultural education. Any serious effort at improving the agriculture of the community and the lot of farm people must be directed at the people who control and direct the farming of the community more than at their children. Any very important immediate results of agricultural education will be secured with adults. The average farmer will continue to farm for nearly 20 years more; he is farming today without systematic education for farming or with training secured nearly 20 years ago. If there is entire safety in trusting the land, the operation of farms for the next 20 years to persons unprepared for farming, there may be no need for teaching agriculture to high school boys. At the present rate of turn-over of farm operators, it would take approximately 35 years to replace our present farmers with high school

graduates trained in vocational agriculture if all our present farmers were succeeded by persons thus trained and we know that fewer than half of them will be. Thus viewed, the teaching of vocational agriculture to high school boys alone becomes a nearly hopeless and futile task. It gains significance only when we combine the teaching of high school boys with the teaching of adult farmers."

Hamlin (9, p. 296) further says:

"It is not surprising that some Boards of Education hesitate to enter the field at all because they see the tremendous demands which may develop when the door is open to any adult group. We could, however, teach many more adults than we are now teaching, using the same teaching personnel, if we should free all teachers of agriculture from the teaching of other subjects. And, if we should reduce the enrollment in vocational agriculture in high schools to those who are likely to engage in agricultural occupations. It is poor management to use a teacher highly trained for teaching vocational agriculture in teaching subjects which others could teach better and in teaching pupils whom others could teach better while keeping him from developing the possibilities in the most important field, the teaching of adults."

The following is a summary of reasons regarding the need and argument for adult education in agriculture, in general:

1. Young and mature farmers have the experience that is necessary as a condition for learning which is ordinarily not found in high school boys.
2. Agricultural instructors have the essentials for putting across organized forms of adult education, such as are needed in conference leading and in conducting group discussions, by reason of their previous training.
3. Adult education is one way of equalizing educational opportunities for the great majority of those persons who dropped out or do not attend high school and do not go on to college.

4. It is illogical and absurd to confine all forms of organized education to childhood and high school age groups. Persons engaged in occupations need and are in the most optimum position to utilize practical education in their field.
5. Agricultural science and farming practices are changing and dynamic, hence, necessitate continuing forms of instruction in agriculture beyond the high school level.
6. Taking the country as a whole, the majority of farmers have not attended high school and a large percentage of those who have attended high school have not had the benefits of high school agriculture.
7. Due to migration of population, in general, and farmers, in particular, adult education in agriculture is necessary to adjust them to new and varied conditions.
8. Experience has shown that organized groups of instruction make it possible for farmers to exchange and contribute their experience for the benefit of all. The most progressive farmers, in this way, are able to raise the standards and performance of the less efficient.
9. The cost of agricultural education for adult farmers is comparatively much less than that for boys of high school age.
10. Farmers who are benefiting from adult education in agriculture, including those without children in school, will be more willing to support their local high school program in education.
11. Research has shown that adults and adult farmers, because of their occupational experience and the immediacy of their

interests and needs, are in a better position to make use of organized instruction in agriculture than are those of high school age.

A Concept of a "Community School"

One outstanding authority on agricultural education (9, p. 11) has said:

"All agricultural education in the public secondary schools is conducted in and for communities yet few if any of our schools in communities are community schools in the full sense of that term as it is now used."

The concept of a "community school" has been in a rather fluid stage of changing, developing, and crystalizing with a consequent lack of general agreement on an exact definition. The National Conference of Professors of Educational Administration (31, p. 12) put forth six characteristics of a community school.

A complete program of vocational agricultural education as recommended by the U. S. Office of Education is most compatible with this following philosophy of a community school:

1. The community school seeks to operate continuously as an important unit in the family of agencies serving the common purpose of improving community living.
2. The community school shares with citizens continuing responsibility for the identification of community needs and the development of subsequent action programs to meet the need.
3. The community school begins its responsibilities for better living with the immediate school environment.

4. The curriculum of the community school is sufficiently comprehensive and flexible to facilitate the realization of its purpose.
5. The community school program is dynamic, constantly changing to meet emerging community needs.
6. The community school makes full use of all community resources for learning experiences.
7. The community school develops and using distinctive types of teaching materials.
8. The community school shares with other agencies the responsibility for providing opportunity for appropriate learning experiences for all members of the community.
9. The community school recognizes improvement in social and community relations behavior as an indication of individual growth and development.
10. The community school develops continuous evaluation in terms of the quality of living for pupils, teachers, and administrators; for the total school program; and for the community.
11. The pupil personnel services of the community school are cooperatively developed in relation to community needs.
12. The community school secures staff personnel properly prepared to contribute to the distinctive objective of the school, facilitate effective work, and continuous professional growth by members of the staff and maintain only those personnel policies which are consistent with the school purposes.

13. The community school maintains democratic pupil-teacher-administration relationships.
14. The community school creates and operates in a situation where there is high expectancy of what good schools can do to improve community living.
15. The community school buildings, equipment, and grounds are so designed, constructed, and used as to make it possible to provide for children use and adult those experiences in community living which are not adequately provided by agencies other than the school.
16. The community school budget is the financial plan for translating into reality the educational program which the school board, staff members, students, and other citizens have agreed upon as desirable for their community.

Why Adult Education in Agriculture Should Be Provided

By The Rural Community High School

1. The community high school is the primary agency giving education on a community level.
2. The high school, as an educational agency for farmers, will serve as a device for making use of and reinforcing the work of other agencies such as the extension service, soil conservation, producing and marketing association, and others.
3. Agricultural education is a part of the over-all educational field, which should be and is a function of the public schools.

4. Since the high school is set up as an educational agency, it is one of the most economical ways of providing adult education in agriculture. It can make use of the present physical plan, personnel, and other resources.
5. Congress has been willing for many years to provide adult education for farmers. It would be unfortunate for the high school since it should serve the educational needs of the community to divorce itself from or resist adult education.
6. Insofar as it is feasible, the high school should be the center for all forms of education between elementary and college levels, or adult forms of education that cannot be taken care of in the community.
7. Farmers within a local community know each other's conditions and problems to a greater extent and degree than any other persons or agencies, which enhances the value of conducting adult education on a community level and along conference lines.
8. High school agricultural instructors need contact with adult farmers and experience in conducting adult forms of education as (1) a means of personal and professional growth; (2) a means of making high school instruction more effective and practical and (3) a means of keeping the agricultural instructor balanced in his philosophy, thinking, and judgement.
9. All persons in the community pay taxes and for that reason are entitled to share in the benefits of the high school educational program. This results in a new group of supporters for the high school.

10. Persons who pay taxes within the local community for college and higher forms of education at large expense to the public are entitled to have forms of education adapted to their needs within the local community.
11. Adult education for farmers and parents will do much to increase the effectiveness of high school instruction in agriculture because parents strongly influence and effect the thinking of such boys. Farming is largely a family undertaking in which every member of the family participates. All persons, young and old alike, should be aware of the common problems and objectives in farming in the local community.
12. Experience and statistics show that where adult forms of agricultural education are provided on a local community basis, the voluntary attendance and enrollment is large and frequently exceeds the enrollment in high school agriculture.
13. The success which has been experienced already by local community schools through their agricultural instructors conducting such programs as young farmer classes, adult farmer classes, rural war production training classes, institutional on-farm training programs has proven beyond a doubt that adult agricultural education on the community level through the community high school facilities can be of outstanding value and perform a service which will be very effective and utilized extensively by the adult farmer group.

Chapter III

Past History of Adult Education in Agriculture

The Over-All Picture in the United States

The total enrollment of adult education in agriculture has steadily increased since its beginning in 1917 with the exception of the years during World War II when a sharp drop was shown. In 1945 the growth of this type of vocational agricultural education again began to climb after the drop which began in 1941.

On page 104 is shown a graph and some statistics (22, p. 7). This illustrates the increase in enrollment from nothing in 1917 to more than 640,000 at the end of 1947. Of this over-all enrollment in agricultural classes slightly more than half was due to adult education enrollment.

So far as the over-all trend is concerned, the following paragraph (22, p. 11) is significant:

"Supervisors, teacher-trainers and teachers of vocational agriculture have become more conscious of the necessity for developing a complete program of instruction consisting of work with in-school farm boys, out-of-school young farmers and adult farmers who desire training in agriculture. There has been an outstanding demand on the part of state boards and local communities for more departments of vocational agriculture in new communities and additional assistance and special teachers in departments which have grown too large to be served by one teacher."

Regarding plans for development, the following paragraph is also significant: (22, p. 10)

"Greater emphasis has been placed upon the development of supervised farming programs that will

contribute much to establishment of young men in farming who have had four years of training in vocational agriculture. Also in this connection, young farmer classes have been organized for those in-school boys who expect to farm as soon as they leave school."

On page 104 and 105 is shown a chart (22, p. 60) illustrating the enrollment in federally aided agricultural classes during the ten year period ending in 1948. This shows the gradual development except for the war years of over-all enrollment from 460,876 in 1938 to the top of 640,791 in 1948. This chart further shows the enrollment by types of classes by states in 1948. Particular attention is called to the evening class enrollment in California (19,579), in Georgia (49,705), in Mississippi (27,340), South Carolina (45,258), and in Oregon (203).

The Rural War Production Training Program

This program was both new and old. It was new in that it was a concentrated war effort and of relatively short duration. It was old in that it was merely an expanded type of adult education in agricultural education, and was preceded and also followed by adult education in agriculture with which it was identical in many respects.

In the final report on this war time program the Office of Education (30, p. V) says:

"The rural war production training program was inaugurated at the beginning of the war primarily to provide training in elementary skills to farm youth not needed on farms sufficient to enable them to secure employment in defense industries. Very shortly, however, this picture changed and the production of food crops throughout the nation adequate to feed ourselves, our armed services, and our allies, became the major objective of this training program."

This report (30, p. V) continues:

"Perhaps no other appropriations made by the Congress to stimulate increased food production contributed more to that end than did the appropriations made to the U. S. Office of Education for the rural war production training program. This was true because attainment of the objectives of the rural war production training program became the major concern of the more than 8,000 local departments of vocational agriculture located throughout the United States. These local departments of vocational agriculture possessing the physical facilities and the trained leadership necessary for the development and operation of intensive short unit courses were in a strategic position to make a vital contributing factor through the production of increased food commodities during the war period.

"Local departments of vocational agriculture made a second major contribution to the war effort by making available to the rural war production training program their facilities for farm shop instruction. It was through the use of these facilities that the rural war production training program was enabled to conduct a nation-wide farm machinery repair program that enrolled thousands of adult farmers. This farm machinery repair program was especially popular because practically all manufacturers of harvesting and farm machinery and implements became engaged in the manufacture of implements of war. Although practically no new farm machinery was to be had, farmers were asked to produce more of the critical food and fibre commodities than ever before. In addition, there was a shortage of farm labor which in turn increased the demands for farm mechanization. This meant that farmers found it necessary to keep their old machinery functioning just as long as possible and the farm machinery repair training courses conducted in farm shops of local departments of vocational education in agriculture proved one of the best answers to the need of farmers for keeping this old equipment in operating condition.

"In addition to the farm machinery repair training program, production and conservation of food crops was greatly stimulated through specialized intensive short unit courses. These courses resulted in the planned production of food crops adequate to farm family needs in the development of school community canneries for the conservation and processing of such food crops. These school community canneries represented another type of facility which

local departments of vocational agriculture used to the maximum in the interest of the rural war production training program. As a result, thousands of farm families were able to supply most of their own food needs thereby releasing to the urban public, the armed forces, and our allies greater quantities of commercially packed food crops."

On page 101 is shown a diagram illustrating the stationary school community canneries in the United States in April, 1945.

The United States Office of Education (30, p. 45) states:

"A great percentage of these canneries are still in operation and will continue on a permanent basis. The popular acceptance of this program was evidenced by the fact that there were more than four million enrollments in the several courses."

On page 104 is shown a graph (30, p. 15) illustrating the total enrollment by types of courses and years. This is significant particularly because it shows what can be done when there is a need and the properly coordinated effort is made to fill that need.

War Production Training Program in Oregon

Oregon's rural war production training program was quite similar to the training program conducted on a nation-wide basis.

On page 99 is a chart showing enrollment in the Food Production War Training Program in Oregon.

In the fourteenth biannual report of the State Department of Vocational Education in Oregon (17, p. 26) Oregon's war production training program is explained as follows:

"More than 30,000 rural persons were enrolled in 1,361 out-of-school youth rural war production and food production war training classes in Oregon during the emergency and war period from January 1, 1941 to May 31, 1945. These classes went into 290 different neighborhood

communities in the state of Oregon. A member of the state advisory committee once remarked on a tour of classes, 'This is really getting education down to the grass roots.'

"During the program, 14 community canneries were established and farm families took advantage of these facilities to produce quantities of fruit, meat, and vegetable. In the two year period, 1943-45 and 1944-45, a total of 743,780 quarts of produce was preserved by the canneries.

"Another important program inaugurated at this time was the machinery repair program where repair shops were set up in schools, garages, and farms so that farmers might keep their machinery in shape during the war emergency. More than 13,000 pieces of equipment were thus repaired or constructed. Value of this program in keeping farm equipment going at a time when new equipment and parts were extremely scarce can hardly be over-estimated.

"Instruction to farmers in improved practices in feeding, dairy, poultry, and livestock; managing farm enterprises; proper fertilizing and cultural methods assisted Oregon farmers in meeting their production goals.

"One of the factors making for the success of the program was the wise counsel of state and local advisory committees.

"The state committee including representatives of farm organization, labor, and management met each month and advised on matters of state-wide policy. Local committees in each center help keep the program on an even keel in each community.

"One of the most important results of the emergency war training was to show how the community will respond to a comprehensive vocational agricultural program. In addition, special teachers trained in this period are of material assistance in the regular agricultural programs and in the institutional on-farm training program for veterans now in progress.

"The success of the war-time programs in agriculture was due to close cooperation of all agencies including school districts, farm organizations, industry (both management and labor), state and federal agencies, private companies, and civic organizations."

So far as the significant findings of the study (30, p. 39) are concerned, the following points have been listed:

1. The program has met many of the war-time food production and conservation needs of a cross section of the rural population of the United States, as shown by the age range of the enrollees which was from 17 to over 70, and by the educational level which had been attained by the enrollees. The average white enrollee had completed 10 grades of school; the average Negro enrollee 6.8 grades. Twenty-five percent of Negro enrollees had completed less than 5 grades; 13.4 percent of all enrollees had completed more than 12 grades.
2. The classes reached large numbers of farmers not hitherto reached by vocational agricultural education. Eighty-two percent of all enrollees had not previously been enrolled in vocational agriculture part-time or evening classes. This percentage for Course 5, Repair Operation and Construction of Farm Machinery and Equipment, was 76.5, an especially significant figure since those enrollments in this course were made up almost altogether of men.
3. One of the finest products of the Rural War Production Training is the reservoir of teaching talent in the form of special teachers now to be found in each community in which the program operated. It has been demonstrated that a person with no professional or formal technical training, if skilled in his line of work and possessed of proper personal qualification that enable him to impart knowledge and command respect of members of vocational agriculture, supplemented by a staff of special teachers, can expand and at the

same time intensify the teaching of agriculture, in his community.

4. Course 5 enrollees gave the following as the main advantages of taking the course: (1) They obtained needed repairs and adjustments of farm machinery (2) they obtained training in making farm machinery repair and adjustments, and (3) tools and equipment not available at home could be utilized.
5. Enrollees in Course 15, Production Conservation and Processing of Food for Family Use, gave the following as the main advantages of this course: (1) Time and labor consumed in food preservation is reduced (2) training in food preservation is obtained, and (3) equipment not found at home is made available. Eighty percent of the enrollees interviewed planned to use school community canning centers after the war.

The rural war production training program is particularly important because as a result of the experiences gained in the conduct of this program and with the increased availability of facilities for instruction, the states are in a better position than heretofore to extend and expand the opportunities for obtaining vocational training in agricultural education to more rural families.

The Institutional On-farm Training Program on a National Basis

The institutional on-farm training program in the United States began in 1946, under the law known as the Servicemen's Readjustment Act. Since this beginning in 1946, enrollment has steadily built-up

until recently when it apparently has begun to level off. (See graph on page , labeled 'Average Annual Enrollment in Training'. (23, p. 7)

The American Vocational Association has made a study (24, p. 1) which says:

"About 600,000 farm veterans have been enrolled in the institutional on-farm training program. As of September 1, 1949, 245,000 had terminated their enrollment. There were 345,000 enrolled on October 31, 1949. At least a million veterans will enroll in it before it expires in 1956. More than a billion dollars has been spent in providing institutional on-farm training; at least another billion dollars will probably be spent before the program expires. About 20% of the expenditure will have been for agricultural education and about 80% of it for subsistence, thus, more than \$400,000,000 will have been spent for teaching agriculture to veterans. The figure is likely to be nearer \$600,000,000. The total amount which has been spent from federal, state and local funds for federally aided vocational education in agriculture from 1917 through 1949 has been approximately \$275,000,000. Thus, we shall probably spend on the education of farm veterans an amount twice as great as the cost of the federally aided program of vocational education in agriculture to date. If we include subsistence payment, the expenditure will probably be about ten times the expenditure to date for our so-called regular program."

Nationally, only about one half of the job of training farm veterans has been completed. (24, p. 2)

On page 102 is shown a chart which gives an analysis of veterans in training by types of training. It will be noted that institutional on-farm training was slightly over 7 percent of the total of 2,800,000 veterans in training on November 30, 1947, and 12.4 percent of the total of 2,473,000 in training (all types of training) on November 30, 1949.

On page 103 is shown a graph titled 'Average Annual Enrollment in Training Under the Servicemen's Readjustment Act of 1946 to 1951'. This shows the increase in enrollment under the institutional on-farm training program in the United States in comparison with other types of training. Attention is called to the fact that although the enrollment in institutional on-farm training has not accelerated nearly so rapidly as the other types of training shown, it has held up and has not taken any sharp drop as has job training and college enrollment.

The number of institutional on-farm trainees in the United States was at its highest level to date on March 1, 1950. It is not clear whether the peak has been reached.

The message from the President of the United States (23, p. 1-2) brings out a rather clear picture of the present status of veteran training, including institutional on-farm training program. The message is as follows:

"To the Congress of the United States: In the budget message for 1951, I stated that there is some question whether some of the training being received by veterans under the Servicemen's Readjustment Act is conforming to the original sound objectives of the law. I also said that I had asked the Administrator of Veterans' Affairs and the Director of the Bureau of the Budget to study this situation thoroughly and to recommend to me any corrective measures, administrative or legislative, which should be taken to assure that our expenditures for this program yield a proper return both to the veteran and to the nation as a whole.

"The contribution which the Servicemen's Readjustment Act has made to the post-war development of the nation's most important resource--young men and women-- is very great. It is now approximately four years after general demobilization. During these four years, the overwhelming proportion of all veterans have completed their readjustment or

or moved far in that direction. For the great majority of those who have made use of the education and training provisions of the Servicemen's Readjustment Act, the law has been of real and lasting service. A great deal of fine education and training has been provided. The nation will be better prepared to face the difficult problems of the future because of the improved education in skills provided to millions of its worthy and capable young men and women.

"Because the law has contributed effectively to the successful transition of so many veterans, I am confident that veterans and non-veterans alike will wish to see that the record of the Servicemen's Readjustment Act shall not be blamished by the belated growth of certain kinds of trade and vocational training, which do not contribute materially to the prompt and constructive readjustment of veterans. It was this conviction that led me to ask for a careful study of the aspect of the veteran's training program.

"The Administrator of Veterans' Affairs and the Director of the Bureau of the Budget have now reported to me. This report makes it clear that the recent rapid increase in trade and vocational training had included some training of less than acceptable quality. In a number of cases, veterans have not received instruction which meets reasonable standards. In a good many instances, veterans have been trained for occupations for which they are not suited or for occupations in which they will be unable to find jobs when they have finished their training.

"It seems evident that each time a course of trade and vocational training does not contribute in a substantial way to the occupational readjustment of a veteran it constitutes a failure of that portion of the program. Such failure is costly to the veteran, to his family, and to the nation. While nothing that we may do can entirely eliminate such failure, I feel that steps can and should be taken to give greater assurance that every trade and vocational course under the Servicemen's Readjustment Act will provide good quality training and will in each instance help a veteran to complete his occupational readjustment and find satisfactory employment."

These quotations from the President's message are of concern because they show the sentiment of the people who have worked with this program of institutional on-farm training on a nation-wide basis.

The report (24, p. 1) of the American Vocational Association

says:

"Institutional on-farm training is not only significant because it has marked a striking departure from our conventional methods of agricultural education. At its best, it has probably been the best agricultural education ever provided. In it we have, for the first time, (1) Provided for young farmers, the age group most neglected in our previous programs, and the one probably most deserving of our time and attention. (2) Maintained a year-round program of instruction and a program extending over a period of several years for adult farmers. (3) Made available adequate time for working with class members in class and on their own farms and set high standards for teaching. (4) Cooperated with other agencies of agricultural education in providing a type of education impossible to provide unless resources are pooled. (5) Introduced many new procedures and devices including the use of farm and home plans as basis for instructional planning. (6) Developed a large staff of special teachers of adults."

Oregon's Status Before World War II

Enrollment in adult classes in agricultural education in Oregon had grown to the point where it reached a total of 1615 (39, p. 18) for the biennium of 1937-38. During the war years, this enrollment (excluding war emergency programs) decreased somewhat during the emergency period. If the emergency programs (Rural War Production and Institutional On-Farm Training) were counted, a very great increase would be shown.

It should be recognized that this has all been adult education in agriculture and the emergency programs were merely a temporarily expanded portion of adult education in agriculture.

Details in regard to the operation of institutional on-farm training programs in Oregon are contained in Chapter IV which follows.

Chapter IV

Oregon's Experience with Institutional On-Farm Training

Over-all Organization and Operation

Because of the fact that there was little precedent for the operation of such a program as the institutional on-farm training program in Oregon, many mistakes were made particularly during the beginning months and the first year or two of the operation. Because of the lack of precedent, many cases were encountered where those in charge of the program on various levels had to "feel their way along".

Because institutional on-farm training is adult education in agriculture, because more money has been spent on this specialized program (institutional on-farm training) of adult education in agriculture than on all others together, because a well-rounded program of agricultural education in a rural community high school must include adult education, and because there is a very definite and sizable place for adult education in the future of agricultural education in Oregon, it behooves us to analyze and take advantage of the experiences gained through operation of the institutional on-farm training program in Oregon.

The cause of agricultural education (particularly adult education in agriculture) will suffer much if those of us who are working in this field do not take note and profit from Oregon's experience with the institutional on-farm training program. If we are to forge ahead and give the service which is needed, we must study and utilize the

experience and the momentum which this program of adult education in agriculture has given us.

Most of the funds for operation of this program are received from the Veterans Administration under the terms of the year to year contract between the State Department of Vocational Education and the Veterans Administration. Training expenses for a small number of trainees are paid by the State Department of Veterans' Affairs. Any individual who so wishes may pay his own training expenses provided he can meet other requirements for training.

The demand for institutional on-farm training in Oregon and the consequent enrollment has gradually increased since the beginning of the program in July, 1946. The policy of the State Office has been not to promote enrollment but rather to attempt to provide training when a voluntary demand became evident. When a demand for training becomes known in a local area, the local school administration contacts the state office which then gives out information and ultimately completes a cooperative agreement with the local school board under the terms of which training is given.

The program is operated as a part of the local school under the immediate supervision of the local school administration in cooperation with the State Department of Vocational Education. Such things as financial transactions, entrance applications, and interruptions of training are initiated by the local school and submitted to the state office for processing and eventual submission to the Veterans Administration.

About 20 students constitute a full-time load for a full-time instructor. At the present time, qualifications which must be met when a local instructor of institutional on-farm training is added are the same as for regular high school agricultural instructors (B. S. Degree in agriculture including 18 hours in education of which 12 must be in agriculture education subjects including Supervised Teaching and a course in Methods and Materials).

On March 1, 1950, there were 95 full-time instructors and 25 part-time instructors. During the fiscal year of 1948-49, 119 special instructors (in addition to the full-time and part-time instructors) taught 119 short courses where the services of an expert in a particular field were required. A similar number of special instructors are used each year. From July 1, 1949, up to March 1, 1950, the total number of students enrolled was approximately 2,263. The following table shows distribution of centers and enrollment over the state as of March 1, 1950.

<u>Center</u>	<u>Enrollment</u>	<u>Number of Reg. Instructors</u>	<u>Number of Sp. Instructors</u>
Adrian	40	2	4
Albany	85	7	3
Arock	20	1	3
Astoria	20	1	--
Baker	40	3	--
Bandon	10	2	1
Banks	40	2	4
Burns	15	1	--

<u>Center</u>	<u>Enrollment</u>	<u>Number of Reg. Instructors</u>	<u>Number of Sp. Instructors</u>
Canby	40	2	1
Canyonville	20	1	1
Central Point	20	1	—
Clatskanie	15	1	—
Cloverdale	20	2	1
Corvallis	30	3	2
Dayton	40	2	4
Elgin	4	1	—
Enterprise	20	1	—
Estacada	20	1	—
Eugene	20	3	—
Forest Grove	40	2	—
Gervais	100	5	12
Grants Pass	40	3	9
Gresham	60	3	5
Halfway	20	1	1
Harper	20	1	3
Heppner	40	2	4
Hereford	20	1	—
Heraiston	30	2	4
Hillsboro	40	2	3
Hood River	40	2	3
Inbler	20	1	—
Independence	30	3	6

<u>Center</u>	<u>Enrollment</u>	<u>Number of Reg. Instructors</u>	<u>Number of Sp. Instructors</u>
Junction City	20	2	4
Lakeview	15	1	—
Madras	60	3	—
Medford	40	2	—
Milton	20	3	—
Molalla	30	2	1
Monument	15	1	—
Moro	20	1	—
Myrtle Point	15	1	—
Newberg	40	2	2
Nyssa	20	1	—
Ontario	60	3	3
Oregon City	20	2	3
Ore. Tech. Institute	50	3	7
Pendleton	10	1	1
Perrydale	20	2	—
Prineville	40	2	2
Rainier	20	1	1
Redmond	20	1	6
Richland	20	1	2
Roseburg	20	1	—
Salem	40	2	6
Scappoose	20	1	—
Sherwood	40	2	—

<u>Center</u>	<u>Enrollment</u>	<u>Number of Reg. Instructors</u>	<u>Number of Sp. Instructors</u>
Silverton	20	1	1
St. Helens	30	2	1
The Dalles	20	1	5
Tillamook	30	3	2
Union	20	1	1
Vale	60	3	3
Wallowa	15	1	2
Yamhill	<u>30</u>	<u>2</u>	<u>5</u>
	1919	120	132

What This Program Has Taught Us Regarding the
Use of Advisory Committees

The institutional on-farm training program in Oregon began with very little definite precedent to go by. For various reasons, the program began with using the already established (for other purposes) county agricultural committees of which the county extension agent was chairman. There was also a state advisory committee.

It soon became evident that these committees, as they functioned, were not doing the job. This was due to several reasons, including the fact that these committees were not organized for this specific purpose, the committees were not properly oriented and informed, did not know the local community conditions and people in all cases, and had other duties to perform, which in some instances caused conflicts.

For these reasons, the state eventually changed policy to provide for the organization, orientation and operation of local community (instead of county-wide) advisory committees. These committees are organized and operated according to certain definite policies now, and on this basis have proven very successful.

Local Advisory Committees--Their Organization
and Operation

The institutional on-farm training program in Oregon is now conducted with the aid and advice of local advisory committees because it is felt that the opinion of a committee composed of several qualified individuals familiar with the local community, its people, agriculture, and problems is indispensable to conducting a sound and practical program in vocational agricultural education.

Every center for institutional on-farm training now (May, 1950) operates with only the aid and advice of an advisory committee which has been properly organized and is functioning adequately.

Entrance applications, changes of status, interruptions, and other matters involving the training program and the trainees are discussed by the advisory committee and receive their approval before being submitted to the State Department of Vocational Education.

A copy of the complete minutes of every advisory committee meeting is forwarded to the State Department of Vocational Education immediately after each meeting.

When organizing an advisory committee, the agricultural instructor should confer with the high school principal or superintendent,

and officials of such agricultural agencies as the Pomona Grange for suggestions in selecting persons for the advisory committee. They should keep the following points in mind:

1. The committee should never function with less than four or five members in attendance.
2. All committee members will not be able to attend all meetings.
3. The committee should not be loaded with representatives of various government agencies.
4. The committee should be largely made up of men who are recognized as public-spirited, well-established, sensible, and successful farmers in the community who know the agriculture and the people in the community.
5. It is desirable to have a member of the school board on the committee.
6. Although other instructors and such persons as the high school superintendent should always be welcome to sit in on committee meetings, they should not be voting members of the committee.
7. The committee has no administrative functions.

After the membership for the committee has been agreed upon, the list should be referred to the school board for final approval.

The next step is to contact the various approved members (some of this may have been done in advance to a limited extent) and get their agreement to serve on the committee.

Other Facts We Have Learned From the Operation of the
Institutional On-Farm Training Program in Oregon

In line with the rest of the United States, Oregon's program of institutional on-farm training began about the middle of 1946.

This operates for the purpose of providing vocational training in agriculture. The major objectives of the program are to develop effective abilities to:

1. Make a beginning and advance in farming.
2. To produce farm commodities effectively.
3. Market farm produce advantageously.
4. Conserve soil and other material resources.
5. Manage a farm business.
6. Maintain a favorable environment on the farm.

The institutional on-farm training program in Oregon operated under the State Board of Education (State Board for Vocational Education), under statute (Chapter 421, Oregon Laws, 1941, Section 111-3223). The Veterans Administration is empowered to negotiate contracts for institutional on-farm training under the terms of Public Law 377. In Oregon, institutional on-farm training is operated under the terms of a contract between the United States Veterans Administration and the Oregon State Department of Vocational Education. The State Department of Vocational Education has separate agreements with various local school boards throughout the state whereby the actual training program is conducted in the local center as a part of the local school and under the supervision of the local school administration.

The American Vocational Association has had a special committee for the study of education of farm veterans. This committee was composed of W. Howard Martin, Louis M. Sasman, and with H. M. Hamlin as chairman. The committee did considerable work involving the study of education for farm veterans and used ideas which were presented at three national conferences in the summer and spring of 1949. Many of the ideas came from discussions of the subject at four regional conferences in the spring of 1949.

In developing the following data on Oregon's institutional on-farm training program, the writer has used as a guide to some extent the questions asked in this report (26, p. 1-12) which was developed under the guidance of H. M. Hamlin. The following answers and suggestions made in response to these questions are the result of the writer's experience with the institutional on-farm training program in Oregon including, in various instances, the experience and information gained from numerous conferences with local instructors, local school administrators, trainees themselves, Professor H. H. Gibson of Oregon State College, the State Supervisor of Agricultural Education in Oregon (Ralph L. Morgan) and the State Director of Vocational Education (Oscar I. Paulson).

1. Selection, guidance, induction, elimination, placement, and follow-up of farm veterans
 - a. How were trainees informed of the availability and the nature of the program?

The State Department of Vocational Education adopted a general policy of not actively promoting enrollment.

Prospective students did gain some information, by word of mouth, from the Veterans Administration, from newspaper articles, etc. Considerable information was given out by County Service Officers and by workers of the U. S. Veterans Administration. The policy of the State Department of Vocational Education has been to wait until a voluntary inquiry was made and then the local school and the local instructor of institutional on-farm training would give out full details regarding the availability and nature of the program.

b. How are self-employed veterans selected for the program?

When a prospective applicant became interested in the program, the instructor would make an actual visit to the farm upon which the applicant was working, prepare certain plans, budgets, etc., present these to the local advisory committee for their discussion and the applicant was eventually accepted or rejected.

c. What are the reasons why some farm veterans are not enrolled?

Sometimes the applicant was rejected because the subject material which he needed to attain his objective did not fit in with what the majority of the rest of the class needed, and it was not feasible for the school to provide a separate specialized course.

d. What procedures were used in determining the farming opportunities open to veterans who apply for enrollment?

The local advisory committees have followed a practice of recommending whether or not there was a farming opportunity either on a self-employed or on an employer-trainee basis for various applicants. Most of the time an actual farming opportunity was at hand.

- e. How were the students enrolled grouped for instructional purposes?

In most centers of institutional on-farm training, only one instructor was available. The fact that this instructor had a full-time load meant, ordinarily, that all students were grouped in one lot for instructional purposes so far as the group instruction was concerned. In addition, although a minimum of 200 hours of organized group instruction was given to all trainees, most instructors offered about 240 hours of organized group instruction per year. This meant that in occasional instances students who were not interested in a particular topic on a particular evening did not need to attend. Occasionally, an instructor would take a group of four or five veterans with a particular common interest and spend some instructional time with them in a group.

- f. In what ways have the students shared in planning their own training programs?

The students have played a considerable part in determining their own training programs. The individual

instruction portion of the training program (the follow-up portion) has been based on the student's problems on this farm and his objectives. The organized group instruction portion of the course has been built around the home farms, the needs, the desires, and the objectives of the trainees.

- g. How have the teachers worked with the parents, landlords, and employers of the students?

The instruction on the home farm has been found to be one of the very most important portions of the training program. It has been found that close cooperation between the instructor and the employer is essential in order to make the program a desirable one.

- h. Has any counseling service been available to the student and has it been used or found satisfactory?

Local advisory committees have served as counseling agencies. In some cases, these have been used to a great extent and in other cases, not at all. Where committees have been used, a high degree of success has invariably been found.

- i. Has any kind of systematic instruction been given the students regarding leasing and purchase of farms, and when was any such instruction given?

In cases where veterans were leasing farms, or contemplating moving from the one they were on to buy or lease another farm, considerable systematic instruction has

been given. One of the greatest difficulties encountered was the fact that in many cases a student would buy a farm which was a "lemon" and then apply for enrollment in the class.

2. Determining objectives of the training program

a. Who determines the objective?

The over-all objectives of the institutional on-farm training program in Oregon are ones familiar to agricultural education. They are: Make a beginning and advance in farming; produce farm commodities effectively; market farm products advantageously; conserve soil and other material resources; manage a farm business; maintain a favorable environment on the farm. More specific and detailed objectives are determined by the local school district and instructor and advisory committee working together and depending upon the agricultural objectives primarily of the individual trainee involved. Most of the objectives and most of the time spent on the training program involves agricultural factors; however, some emphasis is given to family living, home improvement, recreation, and leadership.

3. Planning and conducting training programs

a. Who planned the training programs?

The training programs are worked out by the individual student in cooperation with his instructor. Such programs are in some cases reviewed by the advisory committee and it seems advisable to do more along this line. The years

of experience represented by the advisory committee are so valuable that it should be utilized to a greater extent. The success gained in instances where this has been done is most encouraging.

- b. For how long a period are the programs planned?

This has varied from one to ten years in length.

- c. What use has been made of farm plans and farm records?

Considerable use has been made in this regard and the success gained indicates that too much emphasis can not be placed upon this. It seems highly advisable to use farm plans and farm records as a basis for future plans, programs, and instruction.

- d. What methods of teaching are employed in instruction?

Many and varied methods are used. The conference method of teaching has been found to be the most effective. Other methods used include: Use of various visual aids and the lecture method, both by the instructor and by special instructors.

- e. What provisions are there for group instruction on and off the farm?

The program is set up so that whenever the local instructor deemed it advisable he is free to make arrangements for group instruction on the farm, on experiment stations, or in other places than the classroom. A good deal of advantage has been taken of this opportunity with good results.

- f. What do instructors do when they visit their students on their farms?

Instructors do a wide variety of things, including giving instruction, merely observing, having social visits with the student, his wife, or other members of the family, hunting, fishing, etc., also working with the veteran, helping him do farm work, veterinary work, etc. It has not been found advisable for the instructor to spend very much time actually performing farm work on the student's farm. Some advantage is to be gained by doing a limited amount of farm work on the farm; some advantages also to be gained is by visiting with the farmer's wife, since she very often has a part in keeping the farm records. The main disadvantage of social visits lies in the fact that this, in itself, does not accomplish any training.

- g. What use has been made of grades and credits?

Very little, so far as institutional on-farm training in Oregon is concerned. Some instructors have run into difficulty when they endeavored to give periodic examinations and grade accordingly. On the other hand, other instructors have used periodic examinations and graded those examinations with good results. This seems to depend upon the individual instructor, his capabilities, and his approach to the question. When properly used, it certainly has been found to be an effective device for promoting interest and competition to advantage.

- h. Who has been responsible for the classroom teaching and for the on-farm teaching?

This has been almost entirely the responsibility of one individual, the local veteran agricultural instructor. In a few isolated instances, because of peculiar local situations, one person has been responsible for the class instruction and the other for the individual or follow-up portion of the program. This has not been found to be satisfactory. One individual or instructor should be responsible for both phases, keeping in mind that it is entirely permissible for special instructors to be used occasionally, but in such instances, it has been found advisable for the regular instructor to also sit in on the class.

- i. What is the relationship between the effectiveness of teachers, their training and experience?

Experience seems to indicate that effectiveness varies directly with training and experience. It must be realized that there are exceptions. Instances have been found where a man had very high qualifications so far as training and experience were concerned but yet was not a successful or satisfactory instructor. In other cases, instructors have done an outstanding job even though they had a definite deficiency so far as academic training was concerned. Experience has proven that some are natural born teachers and can get by with a minimum of training and experience. In other cases,

individuals have been encountered who were definitely not cut-out to be teachers and even though their experience in agriculture was good and they had all the desired academic qualifications, their work proved to be unsatisfactory. A good personality, "common horse sense", and teaching ability are of prime importance.

5. What provisions have been made for pre-service training of teachers of veterans?

Not a great deal has been done in this category, aside from that regularly done for prospective vocational agricultural instructors. It has been found desirable for veteran instructors to have some training in adult education. It has been found particularly desirable to orient an instructor as thoroughly as possible by personal conference before he goes on the job and by having the instructor spend a few days with another successful veteran agricultural instructor before going on the job.

6. What has been done so far as in-service training of teachers is concerned?

In Oregon, several things have been done. The outstanding and most successful phase seems to have been the dividing of the state into ten areas and holding periodic (monthly or bi-monthly) meetings under the supervision of a teacher-trainer from Oregon State College with members of the state staff also in attendance a portion of the time. It has been found that a number of advantages have been gained from the instruction

and discussions in these meetings. It would seem advisable to continue this as long as the program continues.

7. Administration and supervision

- a. What are the provisions, limitations, and advantages of contracts between the State Department of Vocational Education and local school districts?

An agreement or contract is necessary between the state office and the local school district in order to maintain certain minimum standards. The relationship should be one wherein the state office cooperates with the local school district to facilitate and improve the operation of the local school's program. Certainly, minimum standards should be maintained particularly if federal reimbursement monies are to be used. However, experience has shown that more can be gained by tactful cooperation rather than by dictatorial methods. Furthermore, when standards must be maintained there is a need for some sort of a definite agreement between the state office and the local school. In many cases, this is particularly true because of the fact that there may be a lack of knowledge, interest, or just plain laxity on the part of local administrative persons or instructors.

- b. What is the effect of salaries of instructors and travel allowances on the program?

It has been found that without adequate salaries suitable personnel cannot be attracted. This is highly

important because of the fact that no program is any better than the instructor, and the instructor will make or break a program. It has likewise been found that excessively high salaries do not necessarily indicate the most superior jobs being done. So far as adequate travel allowances are concerned this factor may be more important than salary. Experience indicates that follow-up or on-farm individual instruction will not be done unless there is an adequate travel allowance. Furthermore, a program cannot be of a desired quality or a minimum quality unless there is adequate follow-up or individual on-farm instruction. It has been found that adequate meeting space, heat, light, janitor service, clerical work, consumable supplies, and books are needed. Although a pretty good program can be operated if these items are deficient, a good program will not result, generally, without adequate salaries and travel allowance.

- c. What are the costs of instruction and is the cost reasonable on a long-time basis?

Over a period of time, the cost for instruction on a per student per month basis have varied between \$20.00 and \$30.00. This does not include the subsistence to individual veterans which runs as high as four times the cost of instruction. Certainly, the cost of \$20.00 or \$30.00 per student per month for adult education in agriculture is prohibitive for a long-time program so far as our present conception and standards

are concerned. However, a long-time program of adult education need not be, and should not be, as concentrated and as intensive as the institutional on-farm training program in Oregon (nor as expensive).

- d. What are the provisions with respect to size of class, student per instructor, etc.?

The veteran agricultural instructor classes have been about 20 per instructor. Experience has shown that when more than this number are in a class, the desired results so far as the student participation and conference discussion are concerned cannot be obtained since there is not sufficient time in class for full student participation in discussion. Likewise, experience has shown that when classes get down to less than five or six there is not sufficient number to get the maximum benefit from group discussion in the conference method of teaching. This is of particular importance when one takes into consideration the fact that the greatest training is accomplished with the conference method of discussion which brings out for the benefit of the entire group the experience which each individual member of the group has had.

8. Relationships involved

- a. What have been the relationships with agriculture and agricultural education agencies and organizations?

Various degrees of cooperation have been practiced in various local centers over the state. Practical experience indicates that close cooperation is to be desired both from the standpoint of the training which will result and from the standpoint of the general public. A practice which has been developed in a great many local centers and which has been found to be very desirable is for periodic (perhaps monthly or bi-monthly) meetings with the veteran agricultural instructors, the county extension agents, soil conservation representatives, and other agricultural agencies in attendance. The purpose of such meetings being to discuss problems, area long-time plans, agricultural trends to encourage or discourage, etc. It is imperative that the efforts of those working in vocational agricultural adult education in the community be coordinated with these other agencies. The institutional on-farm training program has been concentrated and expensive. On the long-time basis, in order to get the best training at a reasonable cost, we must take advantage of the information and services that are offered by the various other agricultural agencies. Our job, as an instructor in a local community center of education, is to coordinate and make use of the other services to the best advantage.

- b. What means have been used, if any, to enlist the interest and support of agricultural groups and the public?

No concentrated effort has been made so far as institutional on-farm training is concerned. So far as a long-time permanent program for adult education is concerned, it would be essential to enlist the interests and support of these various groups, if the adult education program were to survive. Their interest and support is paramount to the instigation and continued operation of adult education programs. The only reason the institutional on-farm training program could successfully continue without active support is the fact that finances are available independently. (The institutional on-farm training program operated in the local high school districts is one hundred per cent reimbursed with Veterans Administration funds).

- c. What have been some good arrangements for maintaining desirable relationships with the families and employers of students in the program?

It has been found desirable and successful to have some social functions, not too many but occasional in number, with families and employers in attendance along with class members. The good will and interest promoted in such meetings has been found to be of very high value. Better and more complete understanding and consequent cooperation are forthcoming as results of this type of social meetings, provided they are not used to excess.

It is also found desirable for the instructor to know the employer on the farm quite well in order that he may keep him informed of the employees progress and work with him to provide a suitable training program. Considerable benefit has been found from the practice of the instructor occasionally working with someone such as the home economics teacher to provide short courses for the wives of those students in class. Occasionally arrangements have been made for both the student and his wife to attend class meetings. At other times, considerable benefit has been derived from the practice of having the students meet in one room with the veteran agricultural instructor while the wives met in another room, the same evening at the same time, with someone such as a home demonstration agent. In such instances, arrangements have sometimes been made for a nursery to take care of the children while the parents are in class.

- d. What does the general public in the various communities think of the institutional on-farm training program?

To begin with, it may be said that one can encounter all sorts of opinions, good, bad, and indifferent. In the great majority of cases, investigations have shown that those who are most familiar with the program and its operation are those who will give it the most support and attention. Those who are closely connected with the program, whether they be instructors, students, or

administrators, or advisory committee members, have the best conception of what the program actually is. The general concensus of opinion among such persons is very favorable. In other words, they believe that an outstanding job of training is being done. Probably the best agricultural training in adult fields that has ever been given. Also, there have been enough instances where the program has been a waste of money and of inferior quality to make one realize that it is highly important that any program of adult education in agriculture must "deliver the goods" if it is to be respected and survive. Time and time again the fact has been brought home to those who are working with the institutional on-farm training program that in order to make it a success, we must have the advice, help, cooperation, and interest of persons in the local community.

Certainly, no one instructor can go into an area and operate a program of institutional on-farm training, or any other adult education in agriculture, by himself. He must have the active interest and assistance of local individuals. This is a most important reason, and when coupled with the fact that a long-time permanent program of adult education must be operated at a lesser cost points to one thing. For any long-time permanent program of adult education, we must enlist the leadership and assistance of

persons in the community. In matters of judgement, in actual teaching, in planning, and in other things, we must make use of local lay leadership and assistance. If such persons take part in a program, it will be more sound and their taking part in it will enlist their interest and support without which there can be no program of adult education on a satisfactory, permanent basis in the local community high school.

9. Miscellaneous situations

- a. In several school districts, an unfavorable and antagonistic feeling was built up on the part of the local school

This was found to be due to the fact that the local school board and superintendent were not sufficiently and properly informed regarding the purposes and underlying intent of the institutional on-farm training. This problem was further complicated, as later learned, by the fact that representatives of the State Department of Vocational Education were not entirely together on basic policies and the dissemination of such information to the local school district. It was also learned that the feeling built up in such local areas was partially due to the fact that unsound principles were given out by a member of the State Department. The local school board heard and realized that such principles were unsound and, hence, lost what respect they might have had for such a program. The solution to this problem was obvious and in every case the

situation was corrected with proper effort. This was done by thorough discussion of basic policies and principles in the state office and then proper transmittal of these policies and principles and purposes of the program to the local school officials by letter and by detailed personal conferences.

- b. Occasionally, an instructor gets into trouble when he first goes on the job.

This is usually due to the fact that the instructor is not properly oriented and educated before going on the job, or was not properly selected. Sometimes there is a lack of interest in the class. This may be due to a variety of factors, the most common ones being poor instructors, impractical methods of teaching, failure to follow the conference method of instruction, too many (more than 20) students in the class, subject material which is not applicable to the type of farming being done by the students, use of the lecture method by the instructor to excess, and use of special instructors who have not been properly selected and oriented in advance of the class meeting. Poor quality or faulty instruction is sometimes due to the fact that the instructor has not made himself sufficiently familiar with the community, the problems of the community, and its long-time trends.

- c. A situation has been encountered where the over-all program in most every aspect was poor.

This most generally seems to be due to a poor instructor on the local level. This has proven to be a good illustration of the fact that no program is better than the instructor. The instructor can certainly make or break the program. R. L. Welch (11, p. 1) says:

"Teachers are the most important element in any program-----."

This has certainly been found to be true.

- d. The majority of the cases wherein the instructor was found to be inadequate had one or two characteristics in common.

The worst situations encountered have been created by instructors who lacked the standard qualifications of training and experience. Sometimes this has been due to lack of academic training and other times it has been due to lack of proper background of farm experience. The solution to this is obvious--make sure that only instructors with proper qualifications from the practical side of training and also from the standpoint of technical training are hired, whenever this is possible.

10. Course outlines

- a. In an attempt to satisfy technical requirements of the Veterans Administration involving course outlines and also in the attempt to develop a practical outline when there was a lack of knowledge on the part of one or more of those persons concerned with operation of the program, a variety of procedures for developing course outlines in

a local center have been tried. Some have been successful and others unsuccessful. Oregon has a variety of agricultural areas. This has made it impossible, from the standpoint of the experience we have gained, to set-up any definite state-wide detailed course outline of instruction.

The solution which we have settled down to and found not only successful but also most successful is as follows:

After the students of the local group have been enrolled, the instructor should become familiar with the farms of the trainees. After he is familiar with the farms and type of enterprises thereon, and the objectives which each trainee or student is seeking to attain, he should take into consideration the physical facilities of the school. Then a group discussion along conference lines should be held with students to get their recommendation. On this basis, and this basis only, the course outline should be developed.

11. Use of advisory committees

- a. It has been found that it is not always possible to take an individual, send him through agricultural college, and then out to a local district and expect him to know all the answers and to be able to use the proper quality of mature judgement on various matters that arise in conducting programs of adult education in agriculture. Often times, the instructor is wrong in his decisions and judges

in the form of an advisory committee should be used on most situations which arise. The fact that he is a stranger, youthful, etc. sometimes results in a disagreement between the instructor and the person in the local community affected if the instructor alone has made the decision.

This problem has been overcome by using an advisory committee composed of respected, qualified, successful individuals in the local communities who know the farms, know the farmers, and what it takes to make a success of farming under the local conditions.

- b. A problem has been encountered wherein an advisory committee made recommendations which were not in line with the basic policies and principles of the program.

This situation has invariably been due to the fact that the advisory committee was either not properly informed or else was not properly selected. It has proven to be a relatively simple matter to correct this situation by making sure that persons of a desired type are on the committee, by making sure that the committee is properly and thoroughly oriented, by making sure that the committee realizes their responsibility and the need for their services. It is also vital that the instructor realize and consider these factors.

- c. Occasionally, a problem has been encountered wherein the local school administration was concerned or antagonistic

so far as the advisory committee was concerned.

This is invariably caused by the fact that the advisory committee had misunderstanding as to its functions and was functioning as an administrative unit rather than as in an advisory capacity. The situation can be avoided by proper orientation and instruction in the beginning and from time to time as procedures change and by emphasizing to all concerned that such committees are advisory and not administrative in nature.

- d. It has been found that over a period of time, in general, a properly organized and used advisory committee is well-nigh indispensable to the operation of a top-quality program in adult education. As the saying goes, "A top instructor may keep out of trouble and operate a sound and practical program most of the time, but sooner or later some difficulty arises which could have been avoided and more properly handled with the use of an advisory committee".
- e. In some cases, although the committee was properly organized and oriented, it gradually developed to the point where members did not attend all meetings and showed a lack of interest in other ways and general lack of participation.

This is most often due to the fact that the instructor is aggressive and takes the lead, thereby encouraging the committee to serve as a rubber stamp and feel that it

is not essential. The remedy is for the instructor to keep in mind at all times that an advisory committee-- in order to function properly--must have good attendance at meetings, must feel that it is essential, and must feel that its recommendations are required, and a great majority of time, accepted.

Chapter V

An Actual Plan for Developing Adult Education in Agriculture in Oregon

Clarifying Thinking and Policies

Because of the fact that vocational agricultural education in Oregon is operated under a state plan made by the State Department of Vocational Education (Vocational Agriculture) and because those engaged in the work on a local level over the state look to a considerable degree to the State office for guidance on policies, it is obvious that there needs to be a relatively stable long-range policy on the state level to facilitate the development of adult education in agriculture. Certainly, much has been done to establish and disseminate the details of such a long-range policy. Just as certainly, there remains much work still to do along this line. It is something which cannot be done in a week or a month or even a year. In addition, the long-time program of adult education in agriculture has been somewhat interrupted and upset during the war emergency by such programs as the War Production Training Program and, more recently, the Institutional On-Farm Training Program. This unsettled period is now over and the time for smoothing out and clarifying the long-range state policy on adult education as well as disseminating such information to the local school districts and for doing a certain amount of selling and promotional work is at hand.

Long-Range Policy on State Level

Because of the fact that the development of an adequate program in adult education in agriculture is a comparatively long and slow process on a state-wide basis, it is essential that there be a definite long-range policy on the state level with regard to such a program. Personnel of the State Department of Vocational Education have come and gone during the past years and undoubtedly will continue to come and go in future years; however, the program itself will continue and expand.

It would seem most logical that state policies on such basic matters should be a reflection, in most respects, of the national policy which is based on the various acts which are responsible in a large measure for such training. The U. S. Office of Education puts forth the policy (1, p. 38) that:

"The complete program consists of, (1) Classes for in-school youth (2) Classes for out-of-school young farmers, and (3) Classes for adult farmers. For this complete program, the element of time should be considered in terms of years as well as in terms of minutes and days per week or month. The in-school youth needs instruction in agriculture to lay a foundation for his farming career. As an out-of-school young farmer he needs systematic instruction dealing with the problems of becoming established in a farming occupation. Finally, as an adult farmer, he should have an educational service which will keep him informed on the latest developments and the most recent approved practices that affect the enterprises in his farming operation. Therefore, a school should provide an uninterrupted program of instruction in agriculture."

Ralph L. Morgan, State Supervisor of Agricultural Education at the present time, states that he subscribes one hundred percent to this policy. This would indicate that the situation is sound so far as an established, definite long-range policy on the state level is concerned.

The establishment of such a policy and the effective transmission of such policy to the various agencies concerned means a great deal to the timely development of a suitable program of adult education in agriculture.

Coordination of State Office Policy With That Reflected and Taught
by the Teacher-Training Department

The state office policy on adult education in agriculture must be followed through in the local schools over the state by the efforts of the local vocational instructor if results are to be obtained. This means that the thinking of local vocational agricultural instructors in the state must be pretty much in-line with this policy.

In recent weeks, three meetings have been held in as many areas of Oregon with superintendents and agricultural instructors in each of the three areas in attendance, to discuss the responsibility of local high schools so far as adult education in agriculture is concerned. As one result of these meetings on adult education in agriculture in the high school, it became obvious that there is a definite lack of unity among the instructors so far as their philosophy on this question is concerned.

Partly because not all vocational agricultural instructors in Oregon come from Oregon State College, definite provision needs to be made so that instructors who have not acquired an acceptable philosophy on a "complete program" and adult education in agriculture will do so.

In some instances precedent in the local school into which a new instructor goes will be such as to encourage the new instructor to

"fall in line". In most cases, some agency--or combination of agencies must actively do some educating if the instructor is to develop and follow an acceptable philosophy.

To promote continued progress in this regard the following recommendations are made:

1. Develop a more complete and adequate program of teacher training in adult education.
 - A. Provide trainee participating experiences in organizing and conducting young farmer and adult farmer training programs, either in the area adjacent to the college or in well-selected local schools over the state or both.
 - B. Only critic teachers should be used who have a satisfactory philosophy and who are operating well-rounded programs.
 - C. The course in adult education (Ag. Ed. 418 Adult) should aid in developing sound philosophy, attitudes, and teaching procedures, and course organization and, community planning.
 - D. Give intensive training in conference leading and teaching procedures; also develop approved methods of using related factual data (key farmers, specialists, experimental data) to supplement results of conference leading.
 - E. Provide summer courses and in-service courses (training) for new and inexperienced teachers.
 - F. The teacher-training institution should continue and increase the policy of using representatives of the State

Department of Vocational Education to bring their viewpoint to the student.

2. Present a challenge to a few well-selected communities to develop a well-rounded, expanded program in agricultural education as a demonstration and example to all high school communities of the state; provide adequate but economically sound financing. Evaluate and publicize results.
3. Provide state, district, or perhaps county supervisors and itinerant teacher trainers, as economically feasible.

Developing and Crystallizing the Thinking of Local
Administrators in Oregon's High Schools

The meetings held to discuss this question with instructors and administrators have indicated two definite facts. In the first place, there appears to be a sizable and growing opinion among the high school administrators in the state of Oregon that adult education in general is a coming thing and will be an increasingly important part of the secondary schools. In the second place, these and other conferences have indicated that although the local administrators seem to favor adult education in general, there is a lack of information and crystallization of thoughts in their own minds. So far as we who are working in vocational education in agriculture are concerned, it would seem to be our responsibility to provide information to help clarify the thinking of local high school administrators on the subject of the place for adult education in agriculture. Just as these conferences have helped to develop and crystallize the thinking of the

instructors, so have they done likewise so far as the high school administrators are concerned. In the brief amount of time that has been spent in these group conferences with instructors and administrators, it is obvious that much can be done and that the high school administrators are presently in a very receptive mood and are looking for ways and means of inaugurating, developing, and enlarging programs in adult education including such education in agriculture.

For this purpose, the following recommendations are made:

1. Develop a unified and coordinated program on a state level for consideration and later adoption by school administrators, state legislature, etc.
2. Periodically meet with high school administrators--at either area or state-wide meetings--for joint exchange of information.
3. Make maximum use of personal and individual conferences.
4. Provide summer school courses on philosophy of vocational education for administrators, and make use of outside authorities.

Financing a Program

To some persons on first appearance, the job of financing a program in adult education in agriculture seems to present a serious obstacle. Close study of practically every situation will show that if there is the need for such training, and if it is demonstrated that the need can be filled, public sentiment will provide a means of financing.

Hamlin brings out (9, p. 307) some interesting facts regarding costs of young farmer education. He says:

"Because young farmer education has not been clearly attached to any unit in the school system it has fared financially, as orphans do, except for rather liberal provisions of federal and state aid there would be little young farmer education in the country. Yet there is no form of education for the financing of which it is easier to make a case. The cost per student of good young farmer education is not high because it is only a part-time program and because much of the cost is contributed from state and federal sources. If a teacher of vocational agriculture were allowed one-fourth of his time for a young farmer class of twenty students and a generous allowance were made for instructor travel and equipment, the cost of the local district would probably not exceed \$25.00 a year per student, in most cases. This cost may well be compared with the expenditure of \$200.00 to \$600.00 per year per pupil in high school attendance. It may be compared even more effectively with the cost of collegiate education for those of the age of young farmers. A person who attends a state college or university may have \$5,000.00 to \$10,000.00 of public monies spent on his education. If he chooses instead to remain in his community, contribute to its welfare and pay taxes which help support other persons in college, his community ordinarily refuses to contribute a cent to his education or even to permit an arrangement for it in the school whereby he could pay for his share of the local costs through tuition."

Financing a program of adult education in agriculture may be done in a variety of ways or a combination of ways. Specific recommendations are:

1. Use a smaller proportion of federal and state funds for all-day program and more money for adult education.

Both the Smith-Hughes Acts and the George-Barden Acts provide (1, p. 90) that federal funds may be used for salaries of teachers of agriculture subjects in adult,

young farmer, all-day, and day-unit classes. This means that to some extent local school districts may be reimbursed for their cost in conducting adult classes in agricultural education.

2. Encourage local high school boards and administrators to submit budgets and use funds for financing, or matching federal and state funds.

Experience has shown that taxpayers are willing to approve levies to provide education for high school students because they are convinced that the education provided is both necessary and satisfactory for their needs. It has likewise been shown that in cases where the public is convinced of the value and need of adult classes they will also approve tax levies for such education. In actuality, a very small levy is necessary to carry the district's expense for such type of classes and, generally, very little difficulty is encountered if the value and demand for such training is established.

3. Use basic school support funds.
4. Consider possibility of state legislation and a bill to finance young farmer programs.
5. Consider possibility of tuition fees for financing local programs, or a portion of them.

It has been found quite feasible to charge a tuition fee for those who wish to enroll in such classes and

thereby pay all or a portion of the actual cost for adult classes in agricultural education.

Class members, when given the proper type of educational opportunity in such classes, have been found quite willing to pay all or a portion of the actual cost. It has also been found that making a tuition charge to cover at least a portion of the total expense even tends to enhance the value of such courses in the minds of the students.

When it is once established that adult education in agriculture is a necessary and valuable part of the education to be provided by the local community high school through its vocational agricultural instructor, the logical procedure is to hire sufficient instructors and to allot the time of this instructor or instructors in such a manner as to make the adult classes a portion of his regular duties. When this is done, the portion of salary costs which may be attributed to conducting adult classes is automatically taken care of along with the salary costs for providing education to the in-school groups, and is found to be relatively small proportion of the over-all salary cost.

Using Advisory Committees

It is recommended that an advisory committee be used in every local center.

An outstanding leader, H. M. Hamlin, suggests (9, p. 111-135) several reasons for using an advisory committee or council:

1. The advisory council is one way of saying to the community, "This is your school and your agricultural department. We want you to use it for the attainment of values which you think are important."
2. The members of the council can reach out into the community and learn the real opinions and reactions of the people regarding the school program.
3. The council is also an excellent public relations device.
4. The council aids in deciding what should be included in local programs.
5. The council aids in evaluations.
6. The council is only advisory.

It must be recognized that no one person—experienced or inexperienced—can go into a community and expect to know as much about that community and its needs, and make decisions involving the community which will be as prudent as those recommended by a group of local persons familiar with the community and its people and agriculture.

Making Use of Surveys

Before beginning the program in adult education in agriculture, a survey should have been made and properly evaluated—and the evaluation can best be made by the advisory council.

Although a teacher of vocational agriculture may not always be in a position to make an adequate survey of conditions, he does have

contacts with various community groups, service clubs, farmers' organizations, and other such agencies which can assist him and, in many cases, which also have some valuable data already assembled.

Although we may make excuses for not making a detailed survey ourselves as instructors, there is hardly any legitimate excuse for not making use of available information. Some common sources of available information are as follows:

1. Records of what has been done in the past in the school department of vocational agriculture and also the general records of the school.
2. The experience and records of the county agricultural agents.
3. The experiences and records of such agencies as the Soil Conservation Service, Production Marketing Association, Farmers' Home Administration, Farmers' Cooperative, and other farmer organizations.
4. The experience and records of such groups as Dairy Herd Improvement Association, Artificial Insemination Association, Livestock Breed Association, etc.
5. Census reports of the U. S. Census Bureau.
6. Newspapers, maps, soil surveys, and other such sources.

Surveys should be used to determine the need, nature, and scope of a program in the community. The job to do is so important that one cannot justify beginning a program without benefit of a survey.

In his book, Agricultural Education in Community Schools, H. M. Hamlin (9, p. 44-49) brings out some suggestions regarding the making

of surveys. In brief, these suggestions are as follows:

1. Nothing really effective can be done until there is enough interest in community study to support the studies which are to be attempted.
2. One should not gather a large amount of data indiscriminately in a community survey. One should keep in mind the fact that few surveys can be properly taken and each survey taken should be short, for best results.
3. The best time to take a survey seems to be when a new project in agricultural education is being undertaken and more information is needed for the successful planning and operation of the new project.
4. The most important information that can be gained through surveys has to do with the results farmers are getting.
5. Survey forms must be very carefully planned and worded so that they have the same meaning to all who fill them out.
6. Personal questions involving income, property holdings, and similar matters should be omitted. Survey forms used should require as little writing as possible by the farmer making it possible for the farmer to answer yes, no, or by checking an answer or by filling in a number.
7. Mailing is not a good way to distribute survey letters or cards. It is better to deliver them in person.
8. In making a survey, geographically represented persons may be located on the map of the community by selecting farms within various areas in question.

9. At least 10% of the farm operators of a community should be polled in a farm survey.
10. In some surveys, the problem is not to secure a geographical sample but a sample representative of a group within the community.
11. Data regarding individual farms should not be released to the community, but averages of various types may be released. If the data secured is used tactfully and well, one will find it of considerable value in solving the problem as well as making it easier to secure succeeding surveys.

Determining Where to Hold Class

Although the high school district may be the agency administering the program in adult education in agriculture, this does not necessarily mean that the class meetings should be held in the high school. Probably the agricultural advisory committee members can best determine where the class meetings should be held. This will vary depending upon whether the particular class in question is for the entire community served by the high school or whether it might be for one or more communities within the over-all communities served by the high school. Generally speaking, the meeting place should be the most accessible place available from the standpoint of those who will attend the class. It is preferable for one instructor to travel a considerable distance to meet a group, rather than for a group to travel to meet the instructor, other things being equal.

Time and Frequency for Holding Class Meetings

Adult classes have been held in every month of the year on every day of the week, usually excluding Sundays. In many instances, one meeting per week has been customary but there have been many variations from this. Sometimes a group can justify meeting several times a week for a limited period.

It is a mistake to arbitrarily limit adult education programs to a series of ten, twelve, or some other number of meetings within a limited period of time.

It is recommended that adult education classes be held more or less on a continuous basis with actual meetings depending upon the convenience, desire, and need of the students.

How to Secure Teaching Personnel for Adult

Classes in Agriculture

It is recommended that the regular agricultural instructor not try to teach all the classes himself, but rather serve as an administrator to some extent and make use of the available lay and other leadership to the fullest extent.

Today when the average instructor of vocational agriculture has all and more than he can already do (so he thinks) when the subject of an adult class is brought up, such an instructor understandably has a tendency to throw up his hands and give up. Nevertheless, it is quite easy to find vocational agricultural instructors who do find time to supervise and conduct adult classes in agriculture along with looking

after all of the other duties which follow to a vocational agricultural instructor.

Instructors who feel that they have more than they can already do without taking on the responsibilities of adult education in agriculture should stop and ask themselves two questions:

1. Have I properly evaluated the importance of the various jobs which I am doing and which I have to do?
2. Am I being too much of a doer rather than a supervisor?

It is very easy for an instructor to find himself doing things that, although worthwhile, should not be done by the vocational agricultural instructor personally—particularly if they will prevent him from doing some other things of greater importance to the program of agricultural education in the community high school.

In discussing the question of the instructor finding time to teach adult classes (37, p. 157), Arthur Kurts of Wisconsin says:

"Did a real fisherman ever fail to find time in which to do his fishing? Does a person who really likes to play golf find it impossible to do so because he has no time? In short, does an individual who really believes in something or really enjoys doing some particular thing fail to do so because of the lack of time? To be sure, some of his activities may be limited because of the demand of a larger number of varied obligations, but it is a rare person indeed who does not get the important things done if he really has a mind to do so."

How to Recruit and Get Attendance

Schmidt & Ross (34, p. 52-54) bring out some important facts in regard to organizing evening classes in vocational agriculture.

"Many things need to be done in inaugurating a successful program of evening classwork in vocational agriculture.

For no movement, and particularly no movement new in a community, inaugurates or runs itself. Always back of any such movement, big or little, which eventually amounts to anything, lies a well-formulated plan. Moreover, in back of the plan there is always a man or a group of men who put the program over. In other words, no movement ever amounts to much without a plan and no plan, however good, ever amounts to much without a driving force behind it. Things in this world don't just happen. They are the result of careful planning and hard work.

"The work which must be done in organizing, in a community, its first evening school in vocational agriculture is greater than that required in organizing its second or its third evening school. Nevertheless, a well-worked-out plan must be formulated and thoroughly executed each year if the best results are expected.

"In general, school administrators know little about the aims, the values, and the methods of evening classwork in vocational agriculture. This statement is not made in the spirit of unkind criticism. Evening classwork in vocational agriculture is a comparatively new movement-----. It follows, consequently, that the teacher of vocational agriculture must sell the proposition to his school administrators, for school administrators must approve and sanction evening classwork in vocational agriculture. It is the business of the teacher of vocational agriculture not only to inform these men generally about this work, but particularly, to instruct them as to how such work is financed and as to what the cost will be to the school district.

"School administrators should be shown how evening classwork links up with the entire educational system; how true democracy in education means giving all the people in the community the advantages of education.

"School administrators always appreciate any school work which reflects credit upon the school district. Herein lies some of the reward of evening classwork; whenever a teacher of vocational agriculture puts on a successful evening school, the school administrators will be proud of his efforts and accomplishments."

Schmidt & Ross (34, p. 67) brings out some more valuable suggestions in regard to recruiting, as follows:

"Perhaps one of the first things which should be done to secure a good attendance in the evening school is to make a list of good prospects--farmers who should be particularly interested in the subject to be made the basis of the work. If possible, this list should be made by the key farmers, by the secretary of the local Chamber of Commerce, or by some other cooperative agency which knows the farmers in the community."

Cook (36, p. 421) says:

"Before an instructor attempts to organize an evening school program he should consult his superintendent and school board. After explaining the plan of the work, its aims and values, he should ask for their advice. The teacher should receive their cooperation before organizing courses. After he has received their permission to undertake such a program and has made a community survey to determine the needs he should start his organization plans.

"One of the best ways of organizing an evening school is to meet with some farmers' organizations where a group of farmers and their wives have gathered. Such organizations as Farmers' Union or the Farm Bureau offer a splendid opportunity for the local agricultural instructor to explain the work and obtain the reaction of those present. If possible, it would be best for the instructor to talk to some of the leaders of the community previous to the meeting. Then, when the discussion arises at the meeting, they will be ready to discuss it. Many times it is difficult to interest a group of farmers and their wives in something that they know little about."

Some specific recommendations for recruiting and maintaining attendance are:

1. Personal solicitation should be used as far as possible.
2. Use all-day students to tell their parents and neighbors.
3. Telephone calls are valuable when personal solicitation is impossible.
4. The members of the evening class should encourage their neighbors to attend.

5. The secretary may call prospective people in the community before each meeting.
6. Posters advertising the work may be made by the student and placed in the store windows.
7. Newspaper articles may be written explaining the courses.
8. A short account may be put in the paper after each meeting.
9. Cards or circular letters may be sent to prospective members.
10. Outside speakers may be obtained, such as agricultural specialists.
11. Demonstration of some phase of the course may be given by students of the all-day department.
12. Former students may cooperate in explaining the work to others.
13. Farmers may be notified through schools.

It should be recognized that ordinarily not a single one of these methods suggested above is sufficient. A combination of several means should be used.

Unless someone actually interviews some of the farmers who should be most interested in the evening school and secures promises from them that they will attend, the size of the group at its first meeting may be a disappointment. The "key farmers" should do much of this work and the local teacher should also see personally some of the farmers with whom he is well acquainted.

On the day of the first meeting, the key farmers, the secretary of the Chamber of Commerce, or of some other cooperative agency should

make good use of the telephone and as a last reminder bring to the attention of the farmers, who should be most interested in a class, the fact that the first meeting is to be held on that day.

More and more, it is being realized that successful evening classwork with adult farmers depends upon securing the attendance of a selected group of farmers—men who need the work, who want it, and who can profit by it. Furthermore, it is also being more and more realized that in order to secure the attendance of such a selected group of farmers for an evening class, someone, preferably a key farmer or the teacher of vocational agriculture, must personally interview the right farmers, clearly explain the work to be taken up, and solicit their attendance. After the class is once under way, "the proof of the pudding is in the eating".

Probably the best way of securing and maintaining future enrollments is to conduct a really worthwhile group of evening class meetings and then let the word get around. After one such successful series, an instructor will find it very much easier to recruit and maintain attendance.

The Follow-Up Portion of Instruction

It is recommended that the individual visitation or on-farm instruction portion of the course be as large as the class instruction part. The adult education program should begin with this phase, and continually be coming back to it.

In making up the course outline for organized class instruction, both students and the instructor, if the instruction is to be

practical and pertinent, will continually keep in mind the home farm situation.

It must be further recognized that very rarely will the problems of all students in the class be identical, and consequently it is very rarely possible to make the group discussion and instruction fit perfectly the home situation of each student. This fact makes it essential for the instructor to return again and again to each student's home farm for individual discussion and instruction. Thus comes the name "follow-up" or as it is called in the institutional on-farm training program, "individual on-farm instruction".

Schmidt & Ross (34, p. 123) mentioned:

"The term 'systematic instruction in agriculture' characterizes vocational education in agriculture of less than college grade and distinguishes this work from that of agricultural extension. By systematic instruction is meant instruction in regular organized classes which meet at reasonably frequent intervals at given centers to pursue a consecutive series of instruction involving lectures, laboratory work, conference discussions on farm problems, occasional field trips, and at least six months of directed or supervised practice correlated with the instruction. Both from the standpoint of the law and from the standpoint of sound education in vocational agriculture the phase of follow-up or individual instruction must be given due emphasis at all times."

Schmidt & Ross (34, p. 124) go on to say:

"In any effective vocational training work the directed or supervised practice correlated with the instruction is just as important, if not more important, than any or all of the items mentioned. In fact, to leave out or to ignore the directed or supervised practice work takes the heart and soul, the vital core, out of any vocational training. Moreover, when this practice is lacking, the work is not vocational."

It is recognized that adult farmers do not go to school for grades, credits, diplomas, or amusement. They go to school with the assumption that the instruction to be offered will help them in their farming business. That it will help them to solve their problems and to do better the things that must be done in order that they will make more money and have a fuller life as a result of such training.

There has been criticism in many states, including Oregon, to the effect that the follow-up or supervised farm practice phase of agricultural education has and is being neglected. This has always been a point for concern. For example, Schmidt & Ross (34, p. 129) make the statement:

"There is every evidence that a great many teachers are not measuring up to their responsibility in connection with follow-up work with evening class students. The individual reports show that in many schools only a comparatively small number of visits are made and also many students enrolled are not reported in the final supervised practice report. There is great need for more emphasis to be placed upon supervised practice work with evening class students."

If each instructor and supervisor will keep in mind that a sound program in agricultural education must begin with the home farm and end with the home farm at all times, the instruction, the quality of training, the reception by those concerned, and the consequent support of the program will be greatly improved.

Actual Class Instructional Procedures

The conference procedure should prevail in adult evening school work.

It must be recognized that it is not often possible to take an individual, send him to agricultural college for training in agricultural education and, then, expect him to go out into a local school district or community and give the farmers, either young or old, all the answers. To a very great extent, an agricultural instructor must be an organizer, a coordinator, and a conference leader, as well as an instructor, in a strict sense of the word.

There are three recognized types of educational procedure (34, p. 31) which are as follows:

1. The informing procedure.
2. The instructing procedure.
3. The conference procedure.

An adult class program should involve all three procedures from time to time but probably the most valuable and usable method, and the one which should be emphasized is the conference method.

The conference procedure differs from the other two educational procedures in a number of ways. It does not attempt to put a group in possession of new information, and it does not attempt to develop in a group new skills or to improve skills already possessed by the group. That is, no subject matter is taught where the conference procedure is used to the exclusion of the other procedures. The conference leader is not regarded as an imparter of information, a lecturer, or a teacher specifically. This procedure (conference) does consist of getting the members of a conference group, having a common background of experience, systematically to analyze and think through

in a rather informal manner their problems, difficulties, and other perplexing questions. The purpose of a conference is to solve problems, to clear up questions, to change attitudes, to bring out all the important facts in a situation, and to develop clear and better thinking in regard to it. These purposes are invariably accomplished by members of a conference group through discussions in which their experiences, their ideas, and their opinions are brought out, discussed, evaluated, and made use of in reaching decisions. The most characteristic feature of the conference procedure is the mutual interchange of experiences, ideas, and opinions by members of a group, each of whom has had considerable experience with the problem or topic under discussion.

An Over-all Philosophy for Putting Instruction Across

The variety of jobs which a vocational agriculture instructor is called upon to perform are so many that it is impossible for him to be fully qualified in all of the fields involved. He cannot hope to have all of the answers himself, but he can locate a great many answers and provide a great deal of training in agriculture by properly utilizing the services which are available from other agencies but which are not otherwise coordinated and available on a community basis.

The vocational agriculture instructor in a community high school is the only agency which is set up on a community basis to provide the wide variety of agricultural education which almost any rural community demands.

The vocational agriculture instructor may serve the purpose for his being and justify his existence by coordinating the services provided by many other agricultural agencies (which cut across various phases of the community), by promoting the purposes of these various agricultural agencies on a community level. The local agricultural instructor and the local community high school will find that their own purposes will be accomplished only if the purposes of the various agricultural agencies are put across so far as the community is concerned. The net result will be agricultural education in a wide variety of fields actually being consummated on a community level to the advantage and sentiment of the community, its farms, and its people.

In carrying out such a philosophy, the local department of vocational agriculture (in adult evening classes) will make use of the information and services available through such agencies as the County Extension Agent, the Soil Conservation Service, the Farmers' Home Administration, the Forest Service, and many others by calling in the appropriate agency or person and using that person or agency to provide information, in his own particular field which applies to the problem currently being taken up, the adult evening class on a community level.

As a final recommendation, it is suggested that the vocational agricultural instructor should make it his responsibility to coordinate, on a community level, the services of the various agencies to avoid needless duplication of effort.

Chapter VI

Conclusions and Summary

If one will study the original Smith-Hughes Law and subsequent acts along with the congressional discussion and interpretations regarding these laws, it is apparent that a program of education in agriculture must include the adult phase if it is to be a complete program. An examination of past experience readily indicates that since 1917 a great deal has been accomplished in the field of adult education in agriculture. The extent of adult education programs in agriculture over the United States has varied to a very considerable degree.

Although some states have done comparatively little in adult education in agriculture, when one considers what other states have done, the experience, by and large, has proven both the need and feasibility of providing this type of agricultural education.

Although Oregon's program of vocational agricultural education has been very outstanding in some respects, it is also evident that Oregon, has to some extent lagged behind the development of other states and certainly, there is a need for further development of the adult program of agricultural education in Oregon.

The following recommendations are incorporated in the suggested plan for adult education in agriculture in Oregon:

1. Clarify thinking and policies.
2. Continue a Long-range policy on the state level.
3. Coordinate state office policy with that reflected and taught by the teacher-training department.

4. Develop and crystallize the thinking of local administrators in Oregon's high schools.
 - A. Develop a unified and coordinated program on a state level for consideration and adoption by school administrators and the state legislature.
 - B. Periodically meet with high school administrators for joint exchange of information.
 - C. Make maximum use of joint and individual conferences.
 - D. Provide summer school course on "Philosophy of Vocational Education" for administrators and make use of outside authorities.
5. In regard to financing:
 - A. Use a smaller proportion of federal and state funds for the all-day program and more for adult education.
 - B. Encourage local school boards and administrators to make provision in their budgets to obtain funds for financing, or matching federal and state funds.
 - C. Use basic school support funds.
 - D. Consider possibility of state legislation and a bill to finance adult education in agriculture.
 - E. Use tuition fees to finance at least part of the cost of local programs.
6. Make complete and proper use of local advisory committees.
7. Before beginning a local program of adult education in agriculture, a survey should be made, and then properly evaluated.

8. Location, time, and frequency of meetings should depend upon the convenience, need and desire of the students to a very great extent.
9. The regular agricultural instructor should not try to teach all such classes, but rather should serve as an administrator to some extent and make use of the available lay and other leadership and instructors to the fullest extent.

The challenge presented in planning, organizing, and successfully operating such a program is great. To be successful, the movement must be carefully planned, adequate personnel on all levels must be secured, and the support and cooperation of many persons and agencies is essential. This involves teacher-training departments, or institutions; local school boards and administrators; agricultural instructors; certainly the general public; and other agencies working in cooperation with vocational education.

Adult education has gone far enough so that the need for it is established and can be demonstrated to those who have not been convinced. Likewise, the feasibility of providing such education through the local community high school has also been demonstrated.

We are all familiar with the criticism occasionally encountered because of duplication of governmental agencies, bureaucracies, etc. Most persons consider the community high school to be the primary educational agency in the community. There is no other educational agency equipped and prepared, and with the objective of providing over-all education in agriculture on a community level.

It must be recognized that a vocational agricultural department in

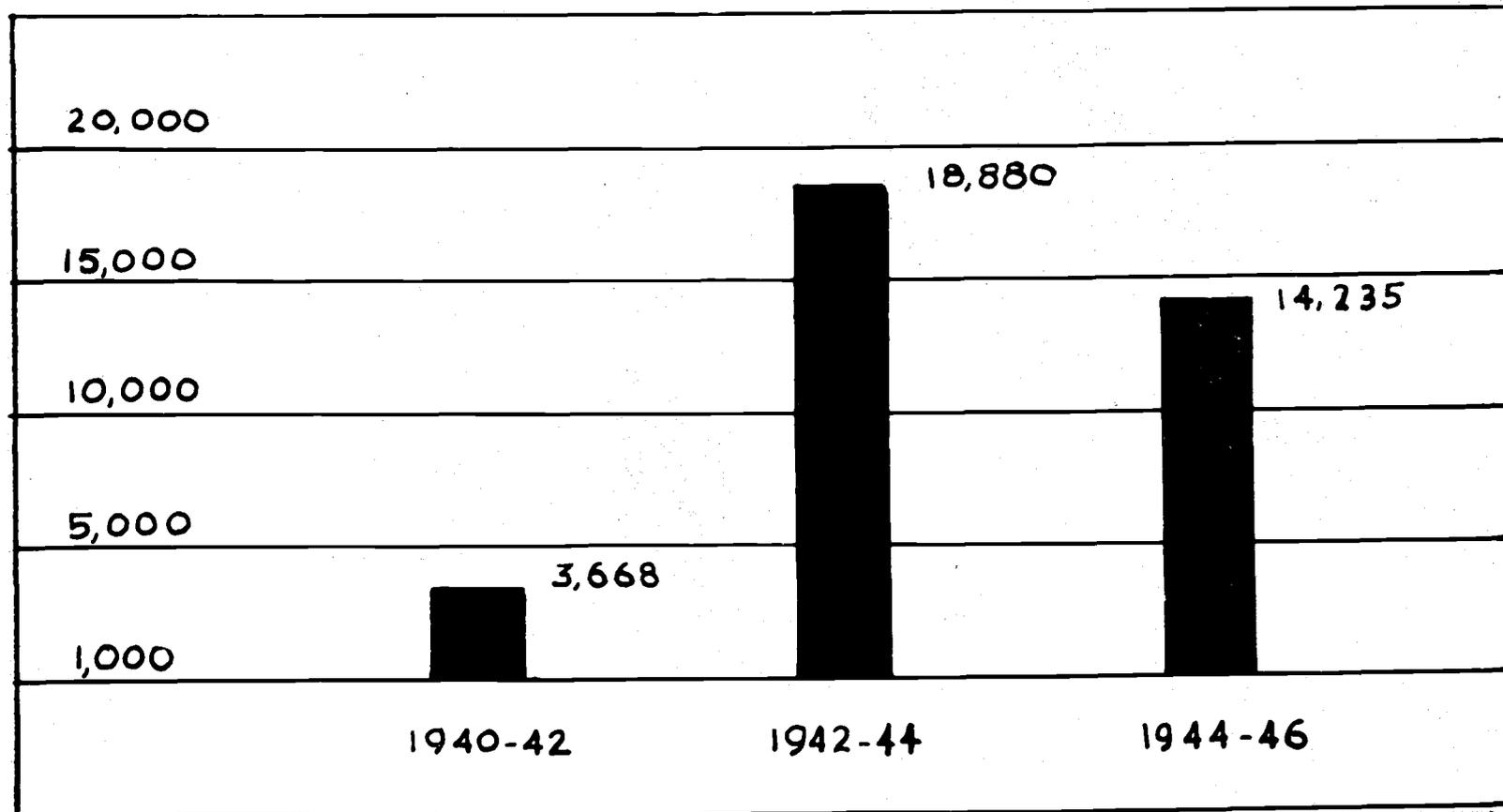
a local high school is not, in itself, adequately equipped to provide the necessary quality and quantity of education without tapping other sources. In other words, the vocational agriculture instructor must utilize, to the fullest extent, the information and services available from such other agencies as the County Extension Agents, the Soil Conservation Service, the Farm Home Administration, the Forest Service, and many others. All of these various agencies, to some extent, cut across the needs of the local community. To accomplish his purpose, the vocational agriculture instructor must work closely in harmony with representatives of these various agencies; must work in the same direction and must endeavor to help accomplish the objectives of these various agencies by promoting them on the community level. It is only by this procedure that the vocational agriculture instructor may accomplish his own purpose in providing needed agriculture education for his own community.

During recent years, there has been a great deal of criticism by the general public so far as education of all types on a national level is concerned. This is also true in a general way, so far as education in Oregon is concerned. Many agencies and educators are looking toward vocational education and toward adult education of many types for some of the answers to these problems, which are certainly of immense proportions and seriousness in many cases.

Many have come to realize that vocational education has at least a portion of the answers for various age groups. Educational school boards and administrators are generally in a receptive mood for an answer to these important problems.

All of this indicates a great need for vocational education, including that in agriculture for adults. It indicates that although such forms of education have come a long way, their possibilities have only begun to develop. It may be said that we are on the threshold of far greater things to come. This is the challenge and opportunity awaiting us. We can make strides forward by performing this service for the general good of the community in providing adult education in agriculture through the rural community high school.

ENROLLMENTS IN THE FOOD PRODUCTION WAR TRAINING PROGRAM



(17, p. 8)

CHART I - A PICTURE OF ENROLLMENT IN OREGON

Enrollments
1,600,000

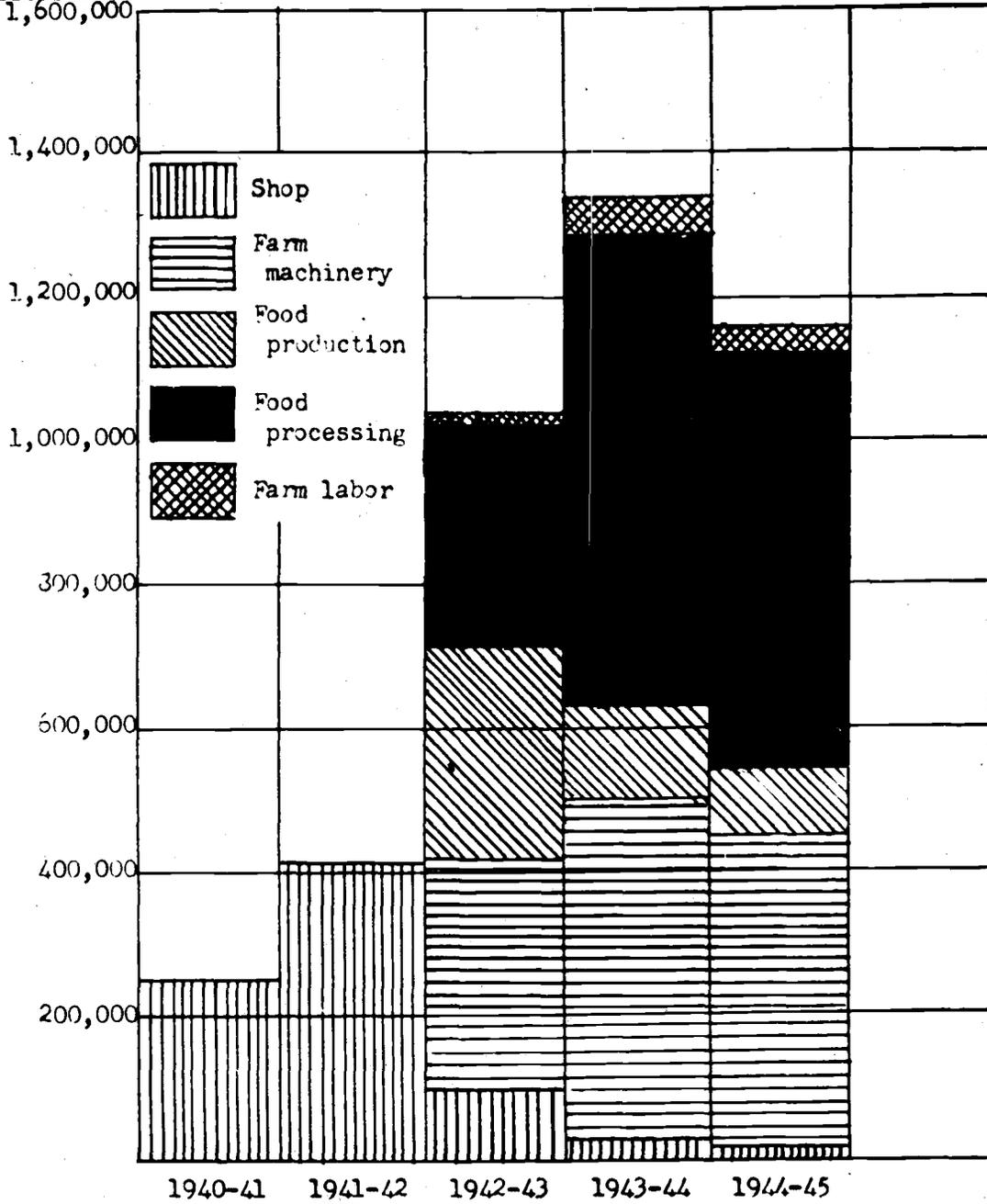


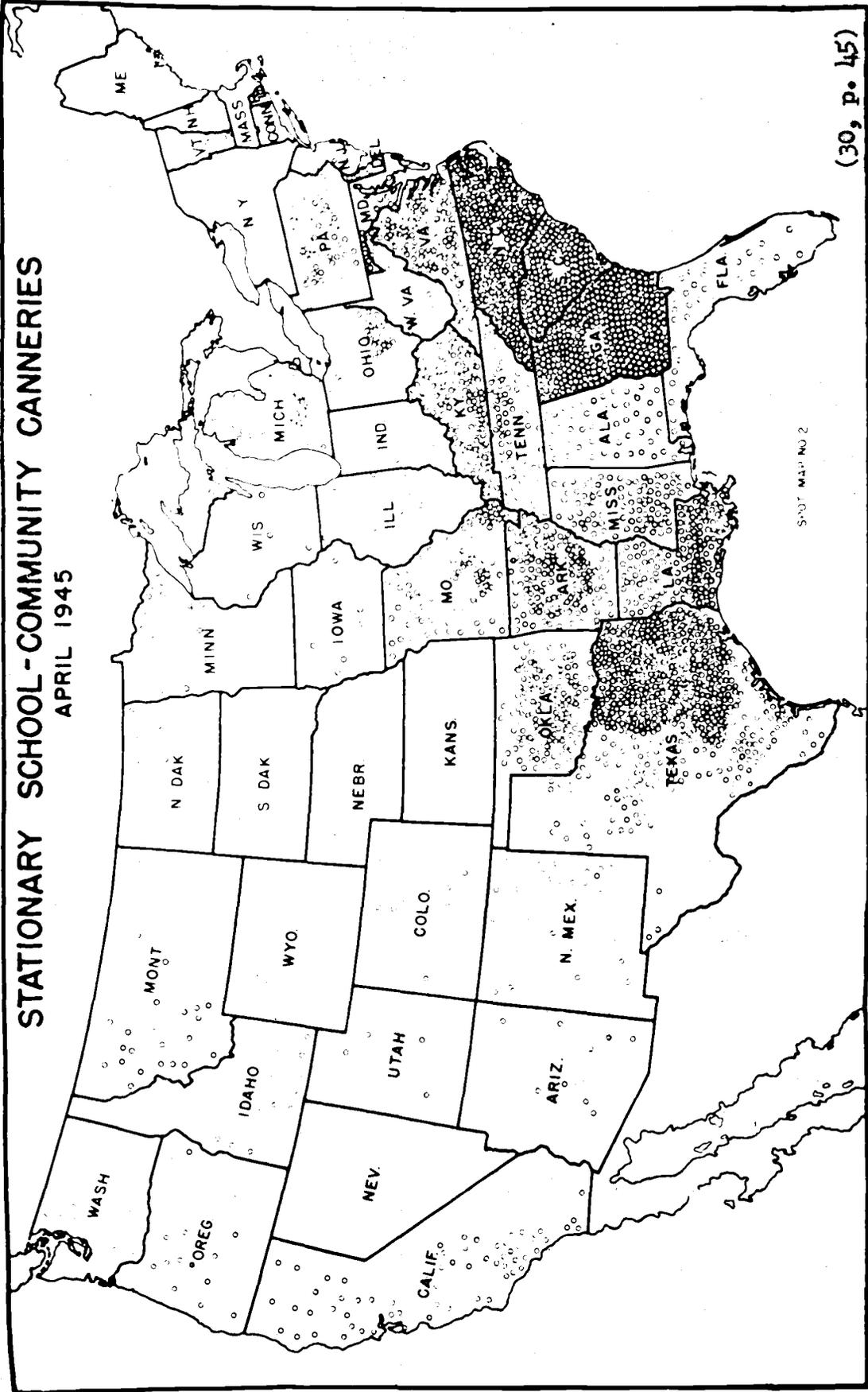
CHART II - UNITED STATES ENROLLMENT IN FOOD PRODUCTION WAR

TRAINING BY TYPES OF CLASSES

(30, p. 15)

STATIONARY SCHOOL-COMMUNITY CANNERIES

APRIL 1945

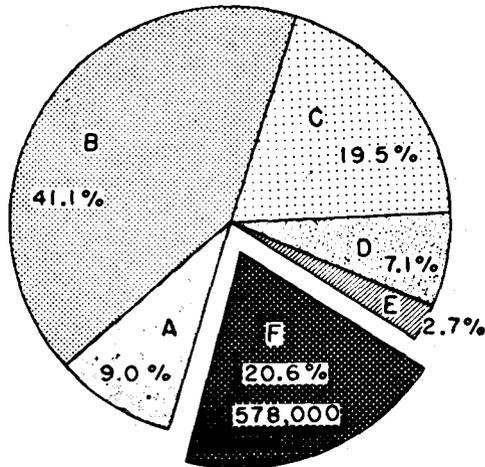


(30, p. 45)

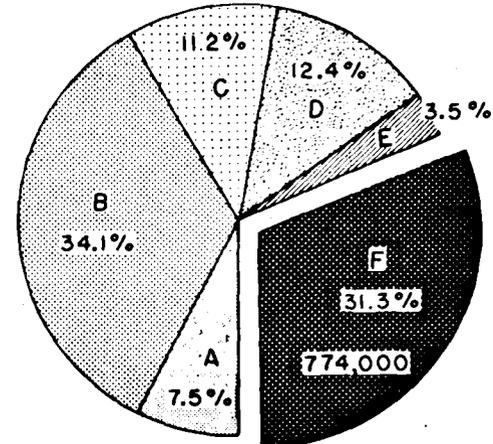
CHART III - SCHOOL COMMUNITY CANNERIES ESTABLISHED UNDER THE FOOD PRODUCTION WAR TRAINING PROGRAM

ANALYSIS OF VETERANS IN TRAINING BY TYPES OF TRAINING

On November 30, 1947



On November 30, 1949



Key

	On Nov. 30, 1947		On Nov. 30, 1949	
	Number	Percent	Number	Percent
Total number of veterans in all types of training.....	2,800,000	100%	2,473,000	100%
<u>Veterans receiving training under established standards</u>	<u>2,222,000</u>	<u>79.4</u>	<u>1,699,000</u>	<u>68.7</u>
A <u>Veterans (under P. L. 16, 78th Congress) in training under supervision of the Veterans Administration in accordance with a vocational objective established through counseling and testing.....</u>	253,000	9.0	185,000	7.5
B <u>In schools of higher learning with generally recognized and accepted standards 1/</u>	1,150,000	41.1	844,000	34.1
C <u>In on-the-job training for which standards were established by P. L. 679, 79th Congress 1/.....</u>	546,000	19.5	276,000	11.2
D <u>In institutional-on-farm training, for which standards were established by P. L. 377, 80th Congress 1/.....</u>	199,000	7.1	306,000	12.4
E <u>In elementary and secondary schools with generally recognized and accepted standards 1/.....</u>	74,000	2.7	88,000	3.5
F <u>Veterans receiving training which, in the main, is not subject to established or recognized standards. Covers vocational and trade schools, technical institutes, business schools, and special schools, including flight training schools 1/.....</u>	578,000	20.6	774,000	31.3

1/ All of this training is accomplished under P. L. 346, 78th Congress, the Servicemen's Readjustment Act.

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CHART IV

AVERAGE ANNUAL ENROLLMENT IN TRAINING

Under Servicemen's Readjustment Act, 1946 - 1951

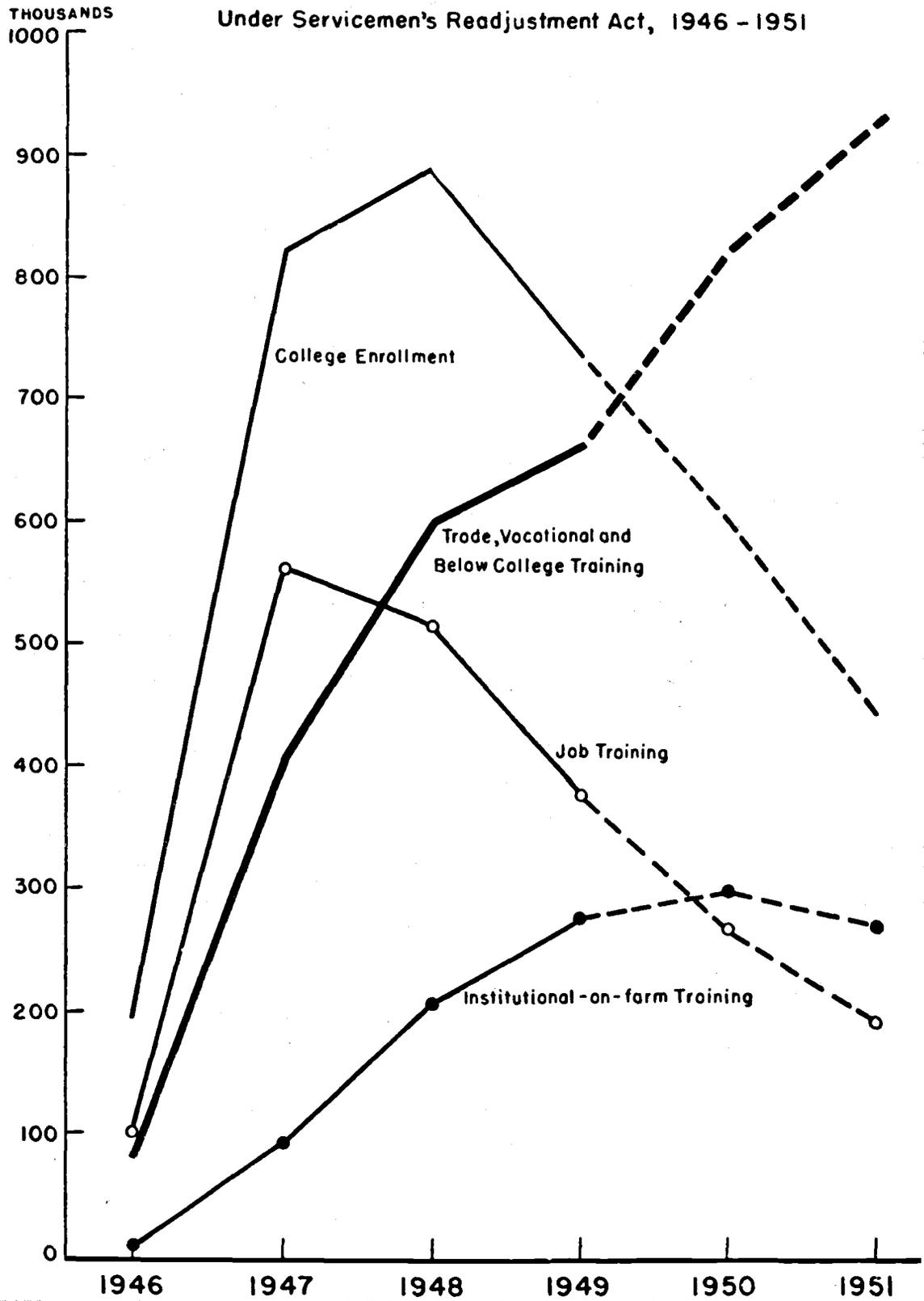


CHART V

(23, p. 7)

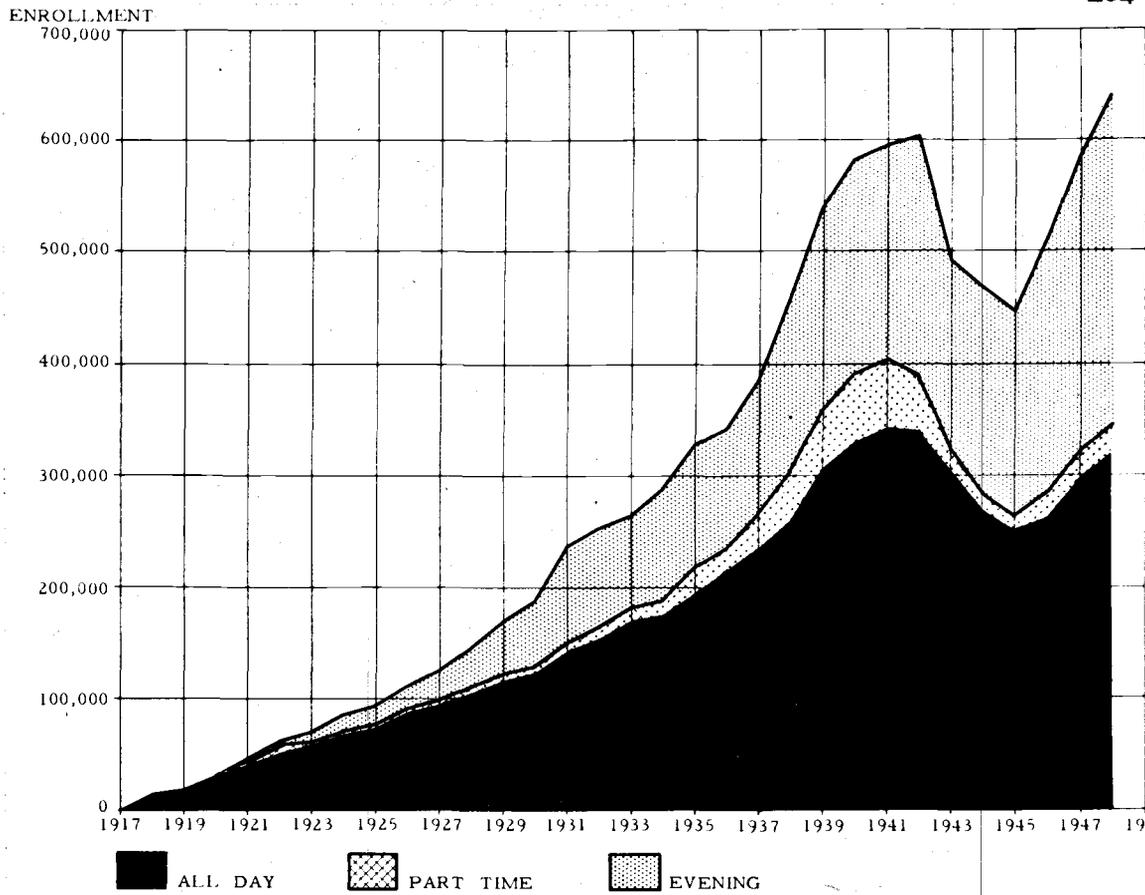


Table 6. - ENROLLMENT IN FEDERALLY AIDED VOCATIONAL AGRICULTURE CLASSES, BY TYPE OF CLASS, FISCAL YEARS 1947 AND 1948 ^{1/}

Type of class	Enrollment			Percent of increase
	1948 ^{1/}	1947	Increase	
(1)	(2)	(3)	(4)	(5)
All types	640,791	584,533	56,258	9.6
Evening	297,713	263,118	34,595	13.1
Part-time	24,293	23,714	579	2.4
All-day	314,263	293,684	20,579	7.0
Day-unit	4,522	4,017	505	12.6

CHART VI

ESSENTIAL PROVISIONS OF THE VOCATIONAL EDUCATION ACTS

Provisions for Funds for the States

Smith-Hughes Act

This act makes three annual appropriations as follows:

1. \$3,000,000 for the salaries of teachers, supervisors, and directors of agricultural subjects plus an additional amount sufficient to provide a minimum allotment of \$10,000 for each state.
2. \$3,000,000 for the salaries of teachers of trade, home economics, and industrial subjects, plus an additional amount sufficient to provide a minimum allotment of \$10,000 for each state. Not more than 20 percent of the allotment to a state may be spent for salaries of home-economics teachers.
3. \$1,000,000 for the preparation of teachers, supervisors, and directors of agricultural subjects, and teachers of trade and industrial and home-economic subjects, plus an additional amount sufficient to provide a minimum allotment of \$10,000 for each state. Not less than 20 per cent and not more than 60 percent of the allotment for a state shall be spent in each of the three vocational fields mentioned.

George-Barden Act

This act does not make appropriations, but it authorizes annual appropriations as follows:

1. \$10,000,000 for vocational education in agriculture, plus an additional amount sufficient to provide a minimum allotment

- of \$40,000 for each State or Territory.
2. \$8,000,000 for vocational education in home economics, plus an additional amount sufficient to provide a minimum allotment of \$40,000 for each State or Territory.
 3. \$8,000,000 for vocational education in trades and industry, plus an additional amount sufficient to provide a minimum allotment of \$40,000 for each State or Territory.
 4. \$2,500,000 for vocational education in distributive occupations, plus an additional amount sufficient to provide a minimum allotment of \$15,000 for each State or Territory.
- The conditions of this act allow the funds provided to be used for a number of purposes which are not allowable under the Smith-Hughes Act.

Supplementary Acts

1. In an act approved March 10, 1924, the benefits of the Smith-Hughes Act were extended to the Territory of Hawaii and an annual appropriation of \$30,000 was authorized. The funds shall be used under the same terms and conditions that apply to the States.
2. In an act approved March 3, 1931, the benefits of the Smith-Hughes Act and any acts amendatory or supplemental to it were extended to Puerto Rico upon the same terms and conditions applying to the States. Annual appropriations of \$30,000 for agriculture, \$30,000 for home economics, \$30,000 for trades and industry, and \$15,000 for teacher training were authorized.

Note: This act provides that Puerto Rico, Hawaii, Alaska, and the District of Columbia are to share in the apportionment of funds appropriated under the authorizations on the same basis as the States.

PROVISIONS FOR FUNDS FOR OFFICE OF EDUCATION

The Smith-Hughes Act appropriated \$200,000 annually for the administration of the Federal office, but in 1934 it was amended so as to change the permanent appropriation to an authorization. It is now necessary to secure a new appropriation each year. None of the money appropriated for apportionment to the States may be used by the Office of Education.

The George-Barden Act does not make an appropriation but authorizes \$350,000 annually for the Office of Education. It is necessary to secure a new appropriation each year. None of the money appropriated for apportionment to the States may be used by the Office of Education.

GENERAL CONDITIONS

The funds provided under the two acts are to be expended under the direction of the State Board for Vocational Education as provided in its State plan which shall include certain general conditions, the chief of which are:

1. The education provided shall be under public supervision or control.
2. The controlling purpose of such education shall be to fit for useful employment.

3. Such education shall be of less than college grade and designed to meet the needs of persons over 14 years of age.
4. The funds received by a State shall be paid out only as reimbursement for expenditures already incurred.
5. Each dollar of Federal money used shall be matched by a dollar of State or local money, or both, expended for the same purpose.
6. The cost of instruction supplementary to the vocational instruction necessary to build a well-rounded course of training shall be borne by the State and local communities and no part of the cost thereof shall be paid from Federal funds.

ADMINISTRATION OF VOCATIONAL EDUCATION

No funds provided by the Smith-Hughes Act may be used for any of the costs of administering either State or local programs of vocational education.

Funds appropriated under the four authorizations of the George-Barden Act for vocational education in agriculture, home economics, trades and industry, and distributive occupations may be used for the maintenance of adequate programs of administration of vocational education on two levels.

1. State level--Costs of maintenance of a program of administration on the State level may include:
 - a. Salary and travel expenses of the executive officer of the State Board.

- b. Salary and travel expenses of the State Director of Vocational Education.
 - c. Travel expenses of members of representative state advisory committees.
 - d. Travel expenses of members of the state board of vocational education.
 - e. Salaries and travel expenses of the other members of the administrative staff, professional and clerical.
 - f. Communication, supplies, printing, and, under certain conditions, rental of space, light, heat, and janitor service, necessary for the administration of the vocational program.
2. Local level--Costs of maintenance of a program of administration on the local level may include only:
- a. Salary and necessary travel expenses of a local director.
 - b. Funds may not be used as reimbursement for administrative equipment.

VOCATIONAL GUIDANCE

There is no provision in the Smith-Hughes Act for the use of any funds for vocational guidance.

The George-Barden Act does not authorize specific appropriations for vocational guidance, but section 3 (b) states that the four appropriations which are authorized for various essential features, including a program of vocational guidance and counseling.

Included in such a program are the following services:

1. The maintenance of a program of supervision in vocational guidance.
2. The maintenance of a program of training vocational counselors.
3. Salaries and necessary travel expenses of vocational counselors, and the purchase of equipment and supplies used in counseling.

The conditions applying to the use of George-Barden funds for these services are the same as those which apply to the use of funds for supervision, for training teachers, and for providing vocational instruction in the four vocational fields specifically mentioned in the act. Funds used in a State to reimburse for the costs of these services will be those provided in the four appropriations authorized, prorated on a basis to be determined by the State board.

EXPENDITURES FROM APPROPRIATIONS

The Smith-Hughes Act makes three annual appropriations. These, with an explanation of the kinds of expenditures which may be made from each, are:

1. For agricultural education
 - a. Salaries of teachers of agriculture subjects in adult, young-farmer, all-day, and day-unit classes.
 - b. Salaries of supervisors and directors of agricultural subjects.

Special Conditions.—Smith-Hughes Act

1. The education provided shall be designed for persons over 14 years of age who have entered upon, or are preparing to enter upon, the work of the farm or the farm home.
2. Provision shall be made for directed or supervised farm practice in agriculture for at least 6 months per year.

The George-Barden Act authorizes four annual appropriations. These, with an explanation of the kinds of expenditures which may be made from each, are:

1. For agricultural education
 - a. Salaries of teachers of agricultural subjects in adult, young-farmer, all-day, and day-unit classes.
 - b. Supervision by vocational agricultural teachers of the activities, related to vocational education in agriculture, of the Future Farmers of America and the New Farmers of America.
 - c. Necessary travel expenses of teachers of agricultural subjects.
 - d. Equipment and supplies for vocational instruction in agricultural subjects.
 - e. Costs of State and local programs of supervision of agricultural education.
 - f. Costs of State and local programs of training teachers of agricultural subjects.
 - g. Prorated portions of the cost of State and local programs of administration of vocational education.

- h. Prorated portions of the costs of State and local programs of vocational guidance.

Special Conditions of George-Barden Act

The special conditions applying to the use of Smith-Hughes agricultural funds are applicable to George-Barden agricultural funds.

SUPERVISION OF VOCATIONAL EDUCATION

The cost of supervision of vocational education may be reimbursed from the Smith-Hughes funds as follows:

1. From the funds appropriated by section 2 of the Smith-Hughes Act for the "salaries of teachers, supervisors, and directors of agricultural subjects" reimbursement may be made for the "salaries only of State or local supervisors of agricultural education. No funds appropriated by this section may be used for the travel of supervisors or for any supervisory costs other than salaries.
2. The teacher-training funds provided by section 4 of this act may be used to reimburse for the costs of maintenance of the teacher training phases of supervision in the three vocational fields, on State and local levels, as follows:
 - a. State level.--Costs of supervision of the State level may include:
 - (1) Salaries and necessary travel expenses of supervisory staff, professional and clerical.
 - (2) Communication, supplies, printing, and, under certain conditions, light, heat, rental of space,

and janitor service, necessary for the maintenance of State supervision.

- b. Local level.—Costs of supervision on the local level which may be reimbursed from Federal funds include only the salaries and necessary travel expense of local supervisors.

The George-Barden Act does not authorize appropriations specifically for supervision, but the amounts appropriated for the four vocational fields may be used for the supervision of instruction in those fields. The conditions for their use are the same as for Smith-Hughes teacher-training funds used for supervision. The George-Barden funds may also be used to reimburse for the costs of maintenance of supervision of State or local programs of vocational guidance under the conditions which apply to supervision in the other fields and pro rated among the several funds made available by this act.

TRAINING OF VOCATIONAL TEACHERS

Section 4 of the Smith-Hughes Act provides funds for use in preparing teachers, supervisors, and directors of agricultural subjects, and teachers of trade and industrial, and home economics subjects. These funds may be used as reimbursement for the costs of maintaining teacher-training programs conducted in each vocational field on the following levels:

1. State level.—Costs of teacher-training programs for which Smith-Hughes funds may be used include:

- a. Salaries of teacher trainers—resident and itinerant— and other members of teacher training staffs, professional and clerical.
- b. Travel expenses of: Teacher trainers—resident and itinerant—and other members of teacher-training staffs, professional and clerical; student teachers; consultants for work conferences; college teachers of technical subject matter, when visiting vocational schools and classes; teachers of short, intensive technical courses for employed teachers; and vocational teachers attending conferences called by the State Board.
- c. Communication, supplies, printing, and, under certain conditions, rental of space, light, heat, and janitor service necessary for the training of teachers.

All teacher-training work conducted by institutions approved by the State Board for vocational education is considered to be on the State level.

2. Local level.—Reimbursement for the costs of teacher training on the local level may include only salaries and necessary travel of local teacher trainers.

Teacher training funds may not be used for reimbursement for salaries paid for teaching "subject matter" courses but only for salaries paid for teaching courses dealing with the professional education phases of the work of the vocational teacher.

The George-Barden Act does not authorize any specific appropriation for the training of teachers, but the funds provided for vocational education in the four fields may be used as reimbursement for the costs of maintaining teacher-training programs for those fields. The conditions under which these funds may be expended are the same as those which apply to the use of Smith-Hughes funds for teacher training, except for the limitation of 20 percent minimum and 60 percent maximum expenditures. George-Barden funds may also be used to reimburse for the costs of maintaining State or local programs of training vocational counselors under the conditions which apply to the training of teachers, and prorated among the several funds made available by this act. These funds may also be used as reimbursement for equipment and supplies for reimbursable teacher and counselor training courses.

EQUIPMENT FOR VOCATIONAL EDUCATION

No funds appropriated by the Smith-Hughes Act may be used for the purchase or rental of equipment of any kind for any purpose.

The funds appropriated under the four authorizations of the George-Barden Act may be used as reimbursement of costs of the purchase or rental of equipment for vocational instruction in courses which meet approved standards. These funds, however, may not be used for the purchase or rental of office furniture or office equipment for the use of teacher, teacher-trainers, supervisors, or administrators. After June 30, 1951, not more than 10 percent of the allotment to a State may be used for the purchase of such equipment.

Equipment used for vocational counseling is considered as being used for vocational instruction. Reimbursement of the costs of instructional equipment for vocational guidance may be made from the several funds and prorated on a basis determined by the State board.

SUPPLIES FOR VOCATIONAL EDUCATION

The funds appropriated for the training of vocational teachers by section 4 of the Smith-Hughes Act may be used as reimbursement for the costs of supplies necessary for:

1. The maintenance of the teacher-training phases of supervision on the State level.
2. The maintenance of a program of teacher training on the State level.

The funds provided under the four authorizations of the George-Barden Act may be used for supplies as follows;

1. Those needed for programs of administration on the State level.
2. Those needed for programs of supervision on the State level.
3. Those needed for programs of teacher and counselor training on the State level.
4. Those needed for and used by vocational teachers and teacher trainers in instruction and by their students in learning, in an instructional situation in the classroom, laboratory, shop, or field.

PAYMENTS FOR TRAVEL EXPENSES

The only funds provided by the Smith-Hughes Act that may be used as reimbursement for travel expenses are those appropriated in section 4 for the preparation of teachers. Travel of certain personnel is considered essential, to the maintenance of programs of teacher training and the teacher-training phases of supervision. Such necessary travel expenses of persons employed in the fields of agriculture, home economics, and trade and industrial education may be reimbursed from Smith-Hughes teacher-training funds:

1. For State supervisors, teacher trainers, and other members of their staffs.
2. For local supervisors and teacher trainers.
3. For teachers attending conferences called by the State board.
4. For student teachers sent to points where transportation costs are incurred.
5. For consultants who are called in to assist with work conferences.
6. For college teachers of technical subject matter when visiting vocational schools and classes at the request of the State board.
7. For teachers of short intensive technical courses for employed vocational teachers.

The funds appropriated under the four authorizations of the George-Barden Act may be used as reimbursement for all of the forms

of travel which are allowable for the use of Smith-Hughes funds— items 1 to 7, inclusive, and also for the following items:

8. For executive officer of the State board.
9. For State directors of vocational education and other members of their staffs.
10. For members of the State board for vocational education.
11. For members of representative State advisory committees.
12. For local directors of vocational education.
13. For teachers of vocational courses. Reimbursement for necessary travel expenses of State and local supervisors of vocational guidance, of counselor trainers and member of counselor training staffs, and of vocational counselors may be made from the several appropriations, prorated on a basis to be determined by the State board.

RESEARCH IN VOCATIONAL EDUCATION

Research in education in the fields of agriculture, home economics, and trades and industry may be considered as a part of the State programs of teacher training, or of supervision in these fields, and reimbursed from the funds provided in Section 4 for the training of teachers, and the expense items allowable for reimbursement in research will include those which are included in other phases of teacher-training or supervisory programs.

Educational research in agriculture, distributive occupations, home economics, and trades and industry may be considered as parts of State programs of teacher training and of supervision in these fields,

and reimbursement provided from the four appropriations made in section 3.

Research may also be considered as parts of State programs of administration in vocational education, of State programs of counselor training and of supervision for vocational guidance, with reimbursement being prorated among the four appropriations.

The conditions applying to reimbursement from Smith-Hughes funds also for equipment.

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