

**PRINCIPLES OF ORGANIZING
ADULT CLASSES IN AGRICULTURE
IN OREGON**

by

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In seeking the solutions to problems that confront educators, they often attempt to complete the task alone. Whether because of need or because of desire, the opportunity to rely upon others can be created. When this is done it is pleasing and gratifying to note the widespread interest that is evident on the part of other members of this profession.

This interest extends from those with a particular interest in agricultural education to those whose interests lead down pathways into other areas. To all of these fellow professional workers the writer is indebted.

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CHAPTER I
INTRODUCTION

Vocational agriculture has long recognized the importance of post-high school education. In the basic federal act of 1917 and subsequent acts culminating in the George-Barden act of 1946, funds and direction were provided for present and prospective teachers in agricultural education.

As the complexity of farming continues to increase, the need of the farmer to improve his knowledge is making its demand. Vocational agriculture has the responsibility to best serve the community through present and prospective farmer education. The need for adult farmer education is evident. Table six in a U. S. Office of Education (30) statistical summary of agricultural teacher training reports shows student teachers in vocational agriculture that are provided with the opportunities for experience in the areas of young farmer and adult farmer education. The total figures indicate the importance placed on this type of educational needs in the community by the various teacher training departments of vocational agriculture throughout the U. S.

Present and prospective teachers of vocational agriculture recognize the need for principles and policy concerning the operation of their vocational agriculture classes and programs. This same need

exists in the adult education phase of the vocational agriculture programs. Regardless of this condition, guiding principles for the organization of adult classes in vocational agriculture have not been set down to date in any of the 12 western states. In response to a letter sent to State Supervisors of Agricultural Education in regard to the existence of guiding principles in each of the 12 western states, the statement of John W. Bunten, State Supervisor, Agricultural Education seemed typical. Bunten states, "Unfortunately we have been encouraging teachers to conduct adult farmer programs for a number of years yet we do not have specific guiding principles set up in written form."

When the principles of organization are better understood, it is assumed that the teachers of vocational agriculture will attack the problems of adult education with renewed vigor. It is important that this attitude be taken as it is also assumed that teaching adults is an essential part of the total program of vocational agriculture.

Statement of the Problem

Oregon has adopted and followed a series of successful practices in organizing adult vocational agriculture classes. These classes have been promoted successfully -- many times to the exclusion of good policy.

Although our way of life is dynamic and our principles change, it is necessary that principles be established to serve as a guide until such a time as new goals and principles are developed to take the place of those deemed outmoded by the passing of time.

In Oregon the development of guiding principles may have fallen

behind the development of good practices. Burton (4) states, "No one decries practicality, but practicality unlightened by systematic theory is genuinely dangerous in complex social organization." He further states, "Education cannot be conducted intelligently without aims and ends, without basic guiding principles."

A principle is a fundamental consideration or basic rule which serves as a means of evaluating present practices or as a guide to future action.

When established, principles constitute areas of general agreement among individuals qualified in the field with which the principles are concerned. Principles of adult education are derived from past experiences and judgments that have proved to be satisfactory and efficient. (The method employed in this paper considered this in determining principles.) Principles can also be derived from the logical thoughts, far sighted perception, and emotions of leaders of vocational education.

Many of the accepted principles of adult education grew out of the deliberations on federal acts for vocational education conducted prior to The Smith-Hughes Act. Some of these are now incorporated in basic vocational education laws.

Other principles have been derived from time to time as experience and empirical knowledge have demonstrated a need and established a pattern.

Principles of education are defined as guides for further action. They serve as a signpost by which those who follow can choose a course of action. They shine forth as a beacon lighting the way for educators who are seeking to make an advance in knowledge and in skill. They

serve as a bridge to cross the torrential streams of ignorance for those who set higher goals. They become a monument whereby men with different understandings can be in empathy. They are a retaining wall to keep the educational adventurer from rushing headlong into the precipice caused by misunderstanding. In the end they are the endowment of educators to those who follow.

The validity of guiding principles is not necessarily determined by whether it is based upon ex post facto evidence or created out of prior knowledge. Too often the creation of guiding principles follows what is generally accepted as being good practice -- good practice evolving out of the trial and error of precedents. The debris that is left in the wake of this eager on-rushing could be alleviated through careful use of earlier knowledge, precepts, and values. In its place would be principles. Principles which would align closely with those reached by the more costly method of trial and error.

The test follows as beginning principles are put to use. The practicality of theory is put to the hard test of reality and use. The strengths and the weaknesses will be pointed up by practice. Supporting evidence will be found to bear out some principles. Dammning evidence will be found to destroy others. New light will mirror the need for still others.

It is at this point that education can proceed intelligently. Principles of organizing adult classes in agriculture in Oregon can serve adult farmer educators to this end.

Assumptions of the Study

Basic assumptions that are made relative to the study are:

1. There is a growing need for adult farmer education in Oregon.
2. The establishment and defining of general principles of organization will assist in the further organization of adult classes in agriculture in Oregon.
3. The development of guiding principles in adult vocational agriculture classes will bring a greater understanding of this phase of the vocational agriculture program throughout Oregon by the profession.

Purpose of the Study

The purpose of this study is to establish principles that should be observed in the organization of adult classes in agriculture in Oregon. The writer hopes the complete work will serve as a guide to teachers of vocational agriculture and adult directors in the establishment and continuation of adult farmer programs in Oregon. This work may also be of value for organization of adult classes in areas other than those served by agriculture.

Limitations of the Study

This study is concerned with a review of literature on adult education including approaches found in books, magazines, and other printed materials. It also includes a review of the philosophies of adult education in its several facets. Key leaders and teachers of vocational

agriculture who have a primary concern for adult education programs as a part of the total vocational agriculture program will be used as resources for the gathering of up-to-date information.

The scope of this paper will be limited to the organizational phase of conducting adult classes in agriculture in Oregon. More particularly this study is based upon and limited to the adult classes in agriculture as offered through the local public school systems of various communities.

Further limitations that occur will be in the collecting of data through the use of a questionnaire. Although information will be sought from sources in the western area of the U. S., the use of the questionnaire which makes up a basic tool for the completed study will be limited to Oregon and more specifically to the Willamette Valley area of that state. A continued limitation is that programs of adult vocational agriculture included in this study are those that generally have had a specialist in charge or have been a part of a pilot program in adult vocational agriculture.

Definition of Terms

Many different terms are used in connection with adult education. It is deemed necessary that a clear understanding be given of those terms used in this study.

1. Adult education - a continuation of the educational process and generally considered to include those over sixteen years of age who are out of school.
2. Adult farmer - included in this classification are both

segments of the out-of-school group sometimes considered separately as young farmers and adult farmers who are becoming established in agriculture or who are established in farming.

3. Adult farmer classes - those classes that are held for adult farmers and their wives and that are sponsored through the local school system. These may include technical and skill subjects as well as those closely related to agriculture.
4. Principles - a principle is defined for purposes of this study as a fundamental or general truth which may guide thinking or action. Principles are one of the controls for the doing of things.

Summary

The importance of post high school education has been long recognized in agriculture. At present there is a growing need for this type of education. To encourage and provide guides for the organization of this type of educational program it is important that principles be established for this purpose. Guiding principles can be determined from present practices in selected vocational agriculture centers that are offering programs in adult agriculture education as well as from sound theory. These then can be defined in order that they can be available to aid in the continued establishment and improvement of adult education in agriculture in Oregon.

CHAPTER II

SURVEY OF THE RELATED LITERATURE

Concern for adult education is evidenced by the increase that is taking place in class enrollment and class numbers in adult education programs in many states of the U. S. Changes in our modern society, accelerated by science and technology, have made adult education a must. (5) The impact of these changes is evident in every phase of the adult's life -- as a worker, as a citizen, as a member of a family, and as a person seeking self-fulfillment.

National Concern for Adult Education

As adults become more and more aware of the dynamic changes taking place around them, it becomes evident that there is little hope to keep abreast of the situation without adult education. It is encouraging to note that there is widespread interest in adult education as shown by the review of adult school literature. In a report of a study by Orin B. Graff and Funson Edwards (11) "outstanding growth and expansion had developed in almost every area of adult education. A trend toward increased liberal adult education was revealed. Vocational courses still predominate in adult education although interest is currently much higher in other areas."

It is then perhaps because of rather than in spite of the sudden recognized need and increased demand for adult education that little has been done to develop principles for adult education. Malcolm S. Knowles (16), Executive Director, Adult Education Association of the U. S. A.,

sees tension points and gulfs in philosophical points of view that need solving. These differences are:

1. What ought to be taught
2. How adults should be taught
3. The proper aims in a democratic society

Other writers propose certain principles of action, not as a static rule of procedure, but rather as a basis for criticism of other educators. Gladys A. Wiggin (32) suggests that the purposes, interests, and needs of the individual adult student must provide the clue to content and organization of materials as well as procedures in adult education classes.

Still other researchers attempt to determine trends in public school adult education. In a questionnaire (11) sent to 108 adult school directors, a plurality verified that a trend was present as opposed to the opposite being a trend, or the trend being unclear or not known in the points listed below. This is only a partial listing of points included in the original questionnaire -- ones that were of interest to this researcher.

TABLE I
TRENDS IN ADULT EDUCATION

Trend	Per cent Affirming Trend
1. Establishing an adult education department	71.87
2. Designating an adult school director	70.31
3. Financed as a part of public school system	46.87
4. Charging only nominal class fees	43.75
5. Increased enrollments in adult education	59.37
6. Keeping public informed of adult school program	59.37
7. Emphasizing need for teacher-pupil conferences	35.94
8. Greater pupil freedom in course selection	50.00

According to some educators the most significant educational idea of this generation is that of lifelong learning ability. According to Homer Kempfer (15, p. 3), "No educational movement in the United States since the beginning of free public schools has offered more promise for the future than does adult education."

After World War II education of adults was the most rapidly expanding area of American education. It expanded faster than elementary schools, institutions of higher learning, kindergartens, or community colleges which all had stimulus from the war baby births or GI training benefits.

In 1944 the American Institute of Public Opinion reported that 34 per cent of a national sample of adults expressed a desire to enroll in adult education courses. In July of 1947, 31 months later, 41 per cent

of a similar group indicated the same desire. In March of 1950 after another sampling the institute reported: (15, p 4) "One phenomenon of life in the United States these days is the tremendous and growing interest in adult education courses. More than 45 million people are taking, have taken, or would take such courses..... This is approximately half of the total number of adults in the country."

Further evidence as to the importance of adult education in public schools is shown in a report on the statistics of adult education. In an article appearing in the official publication of the U. S. Department of Health, Education, and Welfare, Emery M. Foster (10) pointed out the tremendous increase in enrollment in adult education in the public elementary and secondary school system of 55 per cent between 1939-40 and 1955-56. This was an increase of 2.1 million to 3.2 million. Foster states: (10)

"The increase over the years reflects not only the increase in population but also the growing importance of adult education as a part of the total public school program. In 1939-40 the number of adults enrolled in educational programs equalled 8.1 per cent of the total enrollment (25.4 million) in public elementary and secondary schools; in 1955-56 it equalled 10.2 per cent of the much larger total enrollment (31.2 million)."

As the demands on workers continue to increase, as the world continues to change rapidly around us, as our leisure time continues to become greater, and as the life expectancy continues to grow longer, the need and desire for continuing education will reflect these changes.

Needs for Adult Education in Agriculture

At whatever point one reads, whether it be in literature concerning education or in more specifically edited materials dealing with

secondary and post high school education, a growing interest and expanding demand for adult education in its various aspects is presented.

Related more specifically to the problems confronting this researcher are materials that are directly related to the continued education of the farming populace. Particular reference is made to selected materials that are concerned with adult education in agriculture.

Today's farmer is placed in a position of needing to produce more with fewer numbers producing. Because of the increasing demands placed on them they seek more education. H. W. Sanders states: (26, p. 135)

Evening classes were first organized in 1921. Enrollment on the national level increased gradually for ten years with a slight decrease in 1932 and in 1933, and again in 1936. From 1937 to 1947 the enrollment increased from 120,000 to 263,118. There may be significance in the fact that the 1950 enrollment of 345,007 was approximately 55,000 more than the 1949 enrollment of 290,275, an increase far in excess of that of any previous year. Research studies seem to indicate that this is not a mushroom growth but is a logical development as a result of (1) the rapid development as a result of agricultural practices necessitating further study on the part of farmers, (2) the expansion of the program of vocational education in agriculture, (3) increased emphasis on the preparation of teachers for adult class instruction, and (4) the growing popularity of adult education in non-vocational as well as vocational fields. Moreover, it is the opinion of some that a strong evening class program is a logical sequence of a strong part-time or young-farmer program.

One can find many reasons for this explosive growth in adult farmer education. Eleven of such reasons are clearly summarized by Allen Lee:

(18, p. 20-22)

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.

Another interesting aspect of the problem is the fact that some believe that the vocational agriculture program is in danger of dying out. One of the proposed changes to give this program new life and carry it on to new achievements is the extension of adult farmer classes. Without question vocational agriculture will remain and prosper as a vital educational force if it offers expanded educational opportunities for adults. According to the writings of Bonard S. Wilson: (33)

"It is no longer a question of whether adults will receive educational help on their problems. The only question for us in vocational agriculture is, "Will we do our share

or will we leave the education of adults for others?" Our answers will have many consequences for us, for adults, for the public school, for the nation and for the world! Certain things will happen if we expand our program for adults and certain things will happen if we do not. You have your own answers and you foresee the consequences of those answers."

A selective area of the adult farmer program is sometimes presented as the young farmer program. This group has problems that are unique to it as a part of the total adult farmer group. No group of farmers is confronted with more complex problems than is the young farmer in the process of becoming established in farming. They are inexperienced as self-operators in many cases. They need guidance in analyzing and solving their problems. They also need help in problems related to production, finance, rental contracts, insurance, and long-time planning. C. E. Bundy has this to say on the problems of adult farmers: (3)

"Adult farmers are also in need of assistance. Farming is becoming increasingly complex. New problems arise each year. New solutions must be found. Teachers of vocational agriculture must develop evening class programs to supplement other sources of technical information and guidance."

Contributing to the expanding need of farmers for continued education are the rapid changes that are taking place in farming. Almost over-night farmers have transferred to a machine age in agriculture. It has been estimated that 95 per cent of the productive work done in America is done by machine. According to preliminary reports on the 1959 farm census the value of farms producing at least \$2,500 worth of products was \$33,242. To operate successfully a business of this size requires more training than just the so called three R's. In an editorial in the January, 1956 issue of The Agricultural Education

Magazine, T. G. Walters stated: (31)

"Vocational education must adjust its program to meet the challenge before us. We must give our farmers the kind of training they want. Agriculture has changed so rapidly in the last 15 or 20 years that it has been almost necessary to retrain all teachers in vocational agriculture."

As the complexity of farming has demanded changes in the technical education and teaching methods used by the teacher of agriculture a similar need has merited the attention of agricultural educators to its problems.

Related Developments in Adult Farmer Education

Although much writing has been done by various authors in recent years, a large portion of these published are materials devoted to the problems that are of interest to localized areas. Little concern has been shown for the solving of problems that are of importance to more extensive areas that are working in adult education. It is recognized that generalized solutions may be found in the answer to local and somewhat specific problems; however, it is the feeling of this writer that it is a more logical and safer plan to deal with more general problems and attempt to extract specific solutions that can be utilized on a more extensive scale than is permitted by the previously mentioned means.

One of the leaders in educational circles in the western portion of the United States has been a team of professional workers in agricultural education. Making up this team are members of the staff of the Agricultural Education Department at Oregon State University and the administrative staff of the State Department of Education, Division of

Vocational Agriculture. This team has applied sound procedures in attacking overall problems confronting adult education in agriculture.

A study of principles relating to adult farmer education in the Pacific region was made by the Department of Agricultural Education in 1955-56 (21). The stated major purpose of this study was to experiment with the practices used in training future teachers of Vocational Agriculture in Adult Education Methodology. It was also to survey opinions regarding trends in Adult Education for farmers. This program was implemented by conducting experimental classes in five Oregon high schools. Two of these classes were conducted solely by trainees in the agricultural education department with the other three being conducted by trainees assisting the regular instructors of Vocational Agriculture. In one of the selected centers a young farmer class (age 16 to 27) was taught; in another, separate young farmer and adult farmer classes were taught; in three departments combination classes for all age groups were taught. These were compared to similar classes in other centers.

From the experimental classes observations were made and formulated into an opinionnaire which was then sent to specialists in the field of Adult Education in the 11 western states to summarize the findings of the experiment. Opinionnaires were sent to 72 participants and leaders in the field of adult education for farmers. The cross section of those samples included vocational agriculture teachers, teacher trainers, state supervisors, farmers from the experimental classes, trainees in agricultural education, and administrators from schools where experimental classes were conducted.

As a result of this study and experimental program a list of 12

principles was formulated. These principles that were indicated by the opinionnaires and experiment as being important to adult education for farmers are: (21)

Principle 1. Teacher Training Programs should give trainees experience in conducting adult programs.

Principle 2. First Year Teachers should conduct adult programs.

Principle 3. Advisory Councils are essential to effective adult farmer education.

Principle 4. Teachers of Vocational agriculture receive professional value from teaching adults.

Principle 5. The Public School has a responsibility for adult education.

Principle 6. Adult Farmer classes should be taught by regular instructors of Vocational Agriculture.

Principle 7. A teacher of Vocational Agriculture carrying a full day-school load should receive extra reimbursements when teaching adult farmer classes.

Principle 8. Limitations on the number and type of enrollees permissible in an adult farmer class and the number and length of meetings should vary according to the type of class offered.

Principle 9. Some extra curricular group activities should be engaged in.

Principle 10. Adults should be taught by the discussion-demonstration method.

Principle 11. Adult farmer students should be visited by the instructor of Vocational Agriculture and conduct a supervised farming program.

Principle 12. Instruction in farm mechanics and farm management are needed most by adult farmers.

Principles for the organizing of adult farmer classes can be grouped for convenience under three headings - organization, administration and instruction. The principles given above cut across all three areas. It is pointed out here that the purpose of this paper is to deal alone with those principles dealing with the organization of these classes. Another point that is made at this juncture is that the author does not agree in toto with the conclusions reached by the reference cited above.

Much has been written about the use of advisory councils for adult

farmer programs both as to their effectiveness and desirability in carrying out adult farmer programs. Also easily recognized is the fact that there has to be some practical limit as to both the number of enrollees and the number of different classes that can be handled by any teacher or administrator of such classes and programs. What these numbers are has not been generally established. In fact it is difficult to get educators to officially commit themselves to such numbers in the experience of the writer. If the effectiveness of supervised farming programs is as great as claimed by teachers and supervisors of high school vocational agricultural programs, it then would appear to be another method for increasing the effectiveness of the adult farmer class too. Similar value can be placed on other of the selected principles stated in the study previously mentioned. More extensive study of these selected principles is indicated in arriving at a comprehensive list of principles for the organization of adult farmer classes.

In a guide (20) put out by the state department of education, division of vocational education, suggestions for organizing and conducting classes for adult farmers were made. This guide gives answers in brief form to many of the questions that are raised by those interested in the establishment of programs in adult farmer education. Although guiding principles are not stated, pertinent information on objectives, need for classes, types of courses permissible under federal programs, cost sharing, length and time of classes, and the responsibility of the local school district in providing adult farmer classes is presented. Most of the information presented in this state

department release is based on the premise that all centers offering adult farmer programs are going to be organized in such a manner as to obtain partial re-imbusement on those classes offered. However, it is such that it can be applied to most classes that are concerned with adult farmer education even though they may not be organized in such a manner as to gain approval for cost-sharing from federal and state funds. Too often it appears that classes are organized to meet reimbursement standards at the expense of good principles that apply to situations peculiar to the local community.

Sharing of interest in another phase of the adult farmer and vocational agriculture program is evidenced by separate studies and listing of principles to be used in conjunction with the advisory council as it relates to programs of vocational agriculture. The department of Agricultural Education at Oregon State University released a list of 15 Principles (22) based upon the results of a study made by that department during 1956 and 1957. Similarly a list of 18 principles was released by the State Department of Education in Oregon, Division of Vocational Education under the heading, Basic Principles to be Observed in Connection with Local Advisory Committees for Vocational Agriculture Programs. (19) Both lists of principles point out the main function of this type of group is the advising of the vocational agriculture teacher and the school administration in regard to the programs -- including the adult farmer phase -- of the vocational agriculture department. Additional study as to the frequency of use in current, successful adult farmer programs is warranted.

Program Planning

In the development of an effective adult educational program, program planning is an essential factor. The planning of educational programs at any level demands considerable time and effort on the part of the organizing group. As in all forms of action it is desirable to have guide posts or principles to follow. In 1958 at the University of Wisconsin, Patrick B. Boyle completed a Ph.D. Thesis entitled "An Analysis of Selected Program Planning Principles of The Adult Programs of Vocational Agriculture and Co-operative Extension." As a result of this work, Boyle was able to compile a list of 11 essentials of program planning. Boyle's (2) principles of planning are:

1. Over-all objectives of the agency should be considered.
2. Educational needs of the potential program participants should be considered.
3. Interests of the entire community should be considered.
4. A wide range of resources should be given consideration.
5. The planning group should include local citizens who are potential participants in the program.
6. Democratic processes should be used wherever possible in planning the program.
7. Various methods which might be used in reaching the objectives should be explored in the planning.
8. The program planning process should be continuous.
9. The program planning process should allow for flexibility.
10. Provisions should be made for appraisal and evaluation of the program.
11. The planning group should co-ordinate its planned activities with those of other adult education agencies.

These program planning principles, although intended for use within a joint effort of two agencies, apply to the general planning that must precede the establishment of adult farmer programs by the local school. Boyle (2) summarized this listing of principles by saying:

"These 11 program planning principles have been identified and suggested as guide-posts within which program planning groups.... might function. It seems that a planning group functioning within such a framework will have the necessary direction in order to carry on meaningful planning activities. Consequently, the adult programs should be more appealing and beneficial to the participants."

Another help to those working in this area is presented by Albion Ringo (25, p.22-23) who set down certain principles to be observed in planning educational programs for adults. These principles are:

1. Planning requires group thinking. The minds and energies of many people who know the needs, interests and resources of the community will certainly turn out a better product than one director could produce working alone.

2. Planning is a long term job. Programs should be well-planned. Too much enthusiasm at the beginning may cause people to start programs or courses too quickly which may "fold up" later. The discontinuation of any part of the program could injure the long range program.

3. Planning must adjust to changes. Any program that does not adjust to change soon becomes stereotyped. For this reason alone there must be continual evaluation and reappraisal of all parts of the program.

4. Planning requires attention to a multitude of complex details:

- a. Availability of qualified instructors.
- b. Proper instructional equipment.
- c. Friendly social setting.
- d. Adequate meeting places.
- e. Guidance opportunities.
- f. Personnel relations.
- g. Favorable attitudes of individuals, groups, and organizations.

5. Planning requires a leader. In practically all areas where adult education programs are operated, someone is looked upon as the leader who makes program decisions. This leader's title may be that of director, supervisor or administrator. In some cases the leader decides what courses to offer; in others he has the help of an advisory committee. Regardless of the assistance of others in determining policy, the program director is responsible for carrying out the decisions.

Organization of Adult Farmer Classes

Beyond the planning of adult classes, educators are faced with the task of effective organization so that resultant action will produce the desired results. Schmidt and Ross (28, p. 52-53) relate facts that are desirable to be observed in organizing adult classes in 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."

In a study done by Nat Etzel, (8) a list of principles that tie in closely with the organization of adult classes in agriculture were developed. Many of the principles listed relate directly to organization of these classes. Those principles listed by Etzel are:

(8, p.9-19)

Principle 1. Adults of 35 to 40 years of age are able to learn almost as rapidly as young people of 12 to 15 years of age, and should be encouraged to do so.

Principle 2. The public school has a responsibility to adults in the community of offering a program that will induce desirable change and growth.

Principle 3. Adult education in agriculture should be an integral part of the total education program of public schools.

Principle 4. The formation of an advisory council is the first step in establishing a successful adult-farmer program.

Principle 5. Community surveys, with the aid of the advisory council, are necessary to find specific needs of adult education.

Principle 6. Success of adult classes depends upon proper scheduling as to day of week, time of day, and season of year.

Principle 7. Careful selection of resource personnel to work with the local instructor is necessary to give effective instruction.

Principle 8. Centers for classes should be selected so as to be conveniently near all the students to be served.

Principle 9. Good publicity is needed to secure satisfactory enrollments.

Several of the principles pointed up by the above mentioned study, reflect areas of need for the proper organization of adult farmer classes in the local center. It is deemed advisable to utilize these areas as a part of the completed study.

Most writers agree that some sort of pattern, plan, approach, or an organization structure must be followed for the development of adult education programs. The goals of these various programs may vary from

total involvement of the farming population to simply contacting the individual farmer on his own farm with organized instruction. It is the thinking of C. C. Scarborough, Teacher Education, North Carolina State College, that there is a real need for developing some pattern for adult education in agriculture in any community. Scarborough (27) lists 13 assumptions or statements of principles to be examined:

1. Adult education in agriculture is ALL farm people in the school community who can profit by participating in the program.
2. The point of focus of all adult education must be the community.
3. Any effective program of adult education will be developed through the democratic participation of the people concerned.
4. Adult education is an essential phase of any Vo-Ag. program.
5. Adult education does not now have "top priority" in developing local Vo-Ag programs.
6. Policies and regulations governing the administration of vocational agriculture do not support the emphasis otherwise given to adult education.
7. Adult education will become a more important phase of all Vo-Ag programs.
8. The teacher of vocational agriculture will be the local director of the program of adult education in agriculture.
9. Adult education will be only a part of the work-load of the teacher of Vo-Ag.
10. Adult education is not limited (in fact, cannot be effectively done) to the meetings as a class at school.
11. Adult education, even in formally organized classes, is not limited to regular classes at school.
12. An adult education program developed in vocational agriculture will be a part of the local school program.
13. An adult education program in vocational agriculture can be defined, observed, evaluated, and "written up".

Much support for the writers points of view are found in the above listed principles of assumptions as put by Scarborough. It is felt that through research these principles can be supported, modified and added to. The end result making up a substantial guide for the proper organization of adult farmer classes.

Summary

In making a survey of the literature that is related to education of adults and more specifically to adult education for farmers, several points become evident. (1) We are in a period of change that is seeing more and more emphasis put on the post high school phase of education and most particularly below the college level. Many factors are responsible for this development. (2) This same interest and urgent need is found in the area of agriculture. It is now being readily accepted that education of the adult farmer is a part of the total community program in vocational agriculture. Reason for the demand in agriculture is based upon the rapidly changing technology and developments that are presently taking place. (3) The sudden increase for adult farmer classes and programs has faced vocational educators with many problems. To date answers to many of these problems have not been found. Rather there have been many suggestions made as to their solution but little concrete research has been done to establish more valid answers.

As educators wholeheartedly meet the challenge of the adult farmer program by devoting time and energy to the planning and organization of these programs, vocational agriculture will find itself carried to new pinnacles in the community, state and nation. Guidance is to be found in many places if the educator but seeks out these sources for better understanding.

CHAPTER III

INVESTIGATIVE PROCEDURES

Conclusions and decisions included in this report have been based largely upon three sources of evidence - authority, logic, and empirical evidence. Authorities ranged from those having materials published in various publications ranging from national distribution down to smaller regions of our country. Persons of authority in this area were utilized in interviews to collect additional data. Because of the extensive knowledge held collectively by these persons heavy reliance was placed upon this source of information.

To have overlooked logic as a basis for decisions in this work would have spelled an early doom for the solving of the basic issue facing the researcher.

Research evidence and personal experience of the writer complete the basic triangle of information. Information inside and outside of the lines drawn between these three points is included.

Early in the initial work, letters were sent to teacher trainers and state supervisors of vocational agriculture in the other 11 western states. Fourteen replies were received from the 11 states in response to 21 letters mailed out to Arizona, California, Colorado, Idaho, Hawaii, Montana, Nevada, New Mexico, Utah, Washington and Wyoming. Copies of selected, typical letters from these sources are included in the appendix of this work.

In each case the letter stated that materials of the type sought were not published but certain helps - policy bulletins, copies of

state plans submitted to the federal office and mimeographed materials were sent for the use of the author. Some selected items in this material do help support those principles that have been set down as a result of this study. This material appears under the principle to which it applies.

Following the preliminary readings in related literature, conferences were held with representatives of the department of Agricultural Education at Oregon State University and of the administrative staff of the Agricultural Education department of the State Department of Education.

The result of these conferences was the establishment of the area of this researcher's work. A preliminary outline of the problem area was turned in to Dr. Jack Hall of the College of Education at Oregon State University in August of 1959 as a part of course work in that college. At a later date it was deemed advisable to use the pilot programs in the Willamette Valley under the direction of the State Department of Education as a primary source of investigative information.

The scope and nature of related readings has been reported in Chapter II of this thesis.

A questionnaire developed during the summer of 1959 for use by enrollees in adult farmer classes in selected centers was given to Dr. Hall's class, Ed 512, Research Procedures in Education, for the criticism and evaluation of that class. After making suggested changes it was administered to an adult farmer class under the supervision of the author to gain additional information to use in further refinement.

The final draft was reviewed by Dr. Henry TenPas and Dr. Philip B. Davis, Head Teacher Trainer and Assistant Teacher Trainer respectively at Oregon State University.

The questionnaire is a check list developed by the writer. It includes those areas that are of primary concern in determining the effect the organization procedures followed had upon the final enrollment and success of the classes offered. Those classes selected at the co-operating departments were asked to fill out the questionnaire at their last class meeting. A copy of the questionnaire is included in the appendix of this study.

Also developed concurrently with the questionnaire was an interview check list which was to be used in completing interviews with personnel of the Agriculture Teacher Training Departments at Oregon State University, the staff of the State Department of Vocational Agriculture for Oregon, and other selected leaders in adult farmer work in Oregon. Criteria for the selection of leaders to be interviewed was determined by the researcher. The basic criteria included:

1. Were they considered leaders in this area by their fellow workers and/or supervisors?
2. Were they operating a successful program of adult farmer education and/or were they operating a pilot program?
3. Were they teachers or supervisors with at least three years experience?

This interview form, consisting basically of a check list with a few open ended questions (see appendix), included those areas that were considered important in the organization of adult evening classes in

vocational agriculture. Interviews were scheduled during the actual operation of adult farmer classes at the selected centers. Only classes held at centers where these selected persons were responsible for organization and supervision were used in the research project. In all cases interviews were conducted before the questionnaire was administered to the participating class. Also, the questionnaire was administered by the co-operating class supervisor. This same person also was present to answer questions that might arise as a result of the questionnaire.

A total of 82 questionnaires were filled out in 7 centers during a two-year period. In this same time 10 interviews were conducted. Information from these sources was compiled for further use in solving the problem of this thesis. A pooling of resources available to and collected by the author form a basis for the beginning of a list of principles for the organization of adult classes in vocational agriculture.

Principles of action served as a guide throughout the entire study. Other procedures that were followed included:

1. Determination of present practices being used in the organization of adult farmer classes.
2. Evaluating those practices as now being used.
3. Establishment of principles based on those practices determined to be of general value.
4. Elaborate on those principles established to give a clear understanding of their application in adult farmer classes.

Summary

In completing the research, a survey of related literature was made. This was supported by contacts with teacher trainers and state supervisors of vocational agriculture to determine principles used in their respective states. Key leaders and teachers were interviewed to determine present practices in use by their individual centers offering adult farmer classes. A survey of class members in selected centers followed to get the adult members point of view on effective organization and its relation to the general value of the completed class. It was from these sources that data was gathered to be analyzed and evaluated. It was after these steps that principles were derived.

CHAPTER IV

FINDINGS RELATED TO PRINCIPLES FOR ORGANIZATION
OF ADULT CLASSES IN AGRICULTURE IN
OREGON

In trying to solve the problem that was confronting the researcher, it was felt that much help would be found in the manuals and publications in use in the western region of the United States. Actually there was no basis for this feeling and with a better analysis of the situation in Oregon one probably would have not been so sure of this source of assistance. If Oregon, which is ranked nationally as one of the leaders in education, did not have set principles for organization, it was illogical to assume that other states in the west might have such materials. If more cautious thinking had been involved at the beginning then the returns from these states would not have been so disappointing.

The greatest disappointment was in the realization that adult farmer programs were being carried on without set guides of action. It is somewhat unthinkable that progressive educators would permit themselves to be found in a situation of offering educational programs without having some forms of guiding principles. The very creativeness of man has been largely based upon the solution of problems. Principles or guides based upon knowledge have been used to culminate in this higher performance.

Disappointment turned into desire and the writer was spurred on to seek further information that could be utilized by fellow educators to bring about more effective programs of adult farmer education.

Principles might be grouped for convenience under three headings - organization, administration, and instruction. It is difficult to draw clear cut lines between each of these areas. For this study such lines have been drawn to bring about a listing of those principles which have primary application to the process of organization of adult farmer classes.

The final decisions as to which principles were to be listed as being a part of the organizational process in adult farmer classes were based upon commonly accepted sources. The decisions that man makes are in the final analysis based on: (1) Authority (2) Emotion (3) Empirical evidence (4) Logic (5) Physical conditions. In some instances it was difficult to discern the degree to which each of these is involved in the final decisions as to guiding principles. Each of the guiding principles that follow is supported by more than one of these bases of decision.

Principle 1. Adult farmer programs should be offered as a part of the total school program in the community.

In response to the question as to whether the vocational agriculture teacher or some other agency or person should see that adult farmer classes are offered in the local high school, 100 per cent said this was a responsibility of some employee of the local district. It is also interesting to note at this point that all but 3 of the respondents indicated a desire to enroll in future classes if they were offered.

In general the opinion of the superintendent will prevail in matters such as adult farmer programs being offered as a part of the total school program. Encouragement is given that superintendents are becoming more

favorable to this line of thinking. In connection with a nationwide survey of public-school activities in adult education (29), the U. S. Office of Education received 2,479 replies from superintendents on this question: "In general, how far do you think the public school should go in providing education for adults and out-of-school youth?" Of those answering this question 468 were not offering programs of adult education at that time. A breakdown of the response showed 81 per cent believed that the local district has some obligation in this matter. This group included those that believed this was only to supply heat, lights and custodial service, 19 per cent, to those who felt that all costs should be paid by the local district, 28.5 per cent. The other ranged in between these two points of view. Only 10.8 per cent felt that adult education was not a responsibility of the public school with 8.2 per cent failing to express an opinion on their questionnaire.

This position was substantiated by all of those personally interviewed in connection with this study. Each expressed the opinion that it was a definite responsibility of the school to see that opportunities for this type of program were available.

In a policy bulletin issued by the State Board for Vocational Education in Idaho, (14, p. 13) provisions are made for the organizing and conducting of young farmer and/or adult farmer classes by the teacher of vocational agriculture as a part of his regular duties.

In the state plan for Hawaii section 2.5 sub section 2.51 puts the issue in more definite terms. This section reads: (13)

"The Young Farmer program is an integral and definite part of the program of a department of vocational agriculture and a definite part of the program of the local high school. Classes in agriculture for young farmer groups will be

conducted as an integral part of the vocational agriculture program in the State. The programs will be organized and operated at the time most convenient for the enrollees and where facilities are adequate for effective instruction. The groups will be taught by teachers of vocational agriculture, and in some cases, by special teachers. The chief purpose of the instruction will be to help young farmers become established in farming."

Principle 2. A long range series of adult farmer classes should be planned for the community's farmers.

If anyone was to suggest to an educator that there is no need to worry about planning the educational offerings for any child beyond a grade at a time, he would meet with an explosive reaction or be regarded as insane. Yet this is the type of plan that is being followed in many schools by these same educators in adult farmer programs.

Of those centers that were used in this study only one had a set plan for an extended period, five years. State department personnel and teacher training representative as well as directors in the local programs all expressed the need for such planning. Of the 89 per cent who responded to the question about the need for a long range series of adult farmer classes to be offered in their community, 90 per cent said yes, with 70 per cent of this group indicating that they would be willing to help plan such a series of classes.

The needs of adult farmers can best be met by planning a long range series of adult farmer classes. Quite often classes are made up of a miscellaneous composite of new or "catch" topics, frequently with little, if any, continuity or relationship. Even though they doubtlessly do much over-all good, the point is raised as to whether they might not be more effective if they were more closely related and aimed at specific and carefully determined needs. In a recent article in the Agricultural

Education Magazine Lloyd B. Fidler, State supervisor in Ohio, makes a strong case for long range planning. Fidler states: (9, p.45-46)

"Adult farmer and young farmer courses, to be effective, must meet the present-day individual needs of farmers.

There is evidence that many programs, as now organized are of a miscellaneous short-time technical nature, with little emphasis on personal managerial problems. Such courses probably meet a need of adult farmers who have already become established in farming.

Young farmers just becoming established have urgent and critical needs requiring a program of instruction designed to help solve their individual year-round problems..... Young farmers with their wives could well be enrolled in a year-round and even year-to-year program, designed to meet their personal problems and help them attain their long-time goals."

With the expressed need for long range course planning and the interest that is evident on the part of adult farmers, it is hoped that adult farmer program directors will take the opportunity to strengthen their programs by doing this type of organization planning.

Principle 3. Advisory councils should be used in organizational planning. In each of the adult farmer programs surveyed advisory councils were functioning. The role of the advisory council varied in actuality but in theory its purpose was to advise the director of the adult farmer program. Personnel at the state level were unanimous in their expressions as to the importance of this group as a part of the overall organizational planning. Some of those in charge of local programs went as far as to say that they would not attempt to operate an adult program without an advisory council.

The advisory council can fulfill another important role in the carrying out of a community program in agriculture. Advisory councils that are organized with rotating membership of three to five year

term will provide continuity to the adult farmer program. When changes do occur in the heading up of the adult farmer program the advisory council will be able to bring a steadying influence in the further operation of these programs.

In the recommendations made in the conclusion of a Master's thesis on the using of an advisory council to develop a course of study, Leach made these recommendations: (17, p.100)

"That the board of education and the local agriculture instructor recommend the appointment of members to the advisory council. The membership to be composed of successful farmers and businessmen with a practical farming background and who have the respect and confidence of the patrons of the community.

That since the scope and methods of education must always change to fit the needs of a changing world, a course of study cannot be considered a final matter. Rather, it is a study of conditions as they now exist and one of an immediate nature. The advisory council, therefore, should continue to evaluate the program at regular intervals."

Without much question these same goals apply to the advisory council as it is used in conjunction with the adult farmer program. In practice the council will serve as a single group advising the entire agriculture program of the local school and will therefore carry out obligations to both areas in a similar manner. Included in the appendices of the study by Leach was a copy of the By-Laws used by the Monmouth - Independence, Oregon, Central High School Vocational Agriculture Advisory Council. In these by-laws are the purposes for which the advisory council was organized. These same purposes could well serve as a guide to other advisory councils to agriculture in Oregon. These purposes are: (17, p.106-107)

To provide for a continued program of vocational agriculture when teachers change.

To provide a community voice in the planning and development of the vocational agriculture program.

To assist in keeping the vocational agriculture program and department up to date.

To assist in adjusting the vocational agriculture program to emergencies and gradual changes.

To help correlate the work of the department with other local, county, state, and national agencies.

To assist the vocational agriculture teacher, school administrator, and board of education in helping formulate policy for the vocational agriculture department.

To serve as an avenue of communication between the local vocational agriculture department and the community.

To serve as a nucleus for sponsoring young farmer and adult farmer classes.

To assist the vocational agriculture teacher in setting up his work load.

To help establish the objectives of the vocational agriculture department.

To estimate or measure annually the progress made toward accepted objectives.

Principle 4. Course planning should be aimed at the interests and needs of farmers.

Quite often in our educational programs we have let offerings and subject matter be bound by tradition. It is recognized that there is a trend developing which is attempting to set educators free in this regard. The methods used in arriving at subject matter and course content should be in keeping with the essential characteristics of democracy. There is no place in an adult education program for strict authoritarianism. One of the benefits derived from working with adult groups is the opportunity to develop competency in the process of democratic action. This should not be inferred to mean that subject matter is valueless; rather its value lies in its application by those who seek higher goals. H. T. Pruett feels that: (24)

"When an adult seeks knowledge for its own sake we have one approach to content, but when he seeks knowledge to answer an urgent and pertinent need, the content we provide

in his educational experience must answer that need directly, not by implication or by inference.

Adult education offers the opportunity to synthesize and integrate knowledge because it is free and ever ready for expansion. It enables the adult to relate his knowledge from his disciplines to the problems he faces in his world. In designing the content of adult education we tend to destroy its integrative function by perpetuating the subject centered approach to learning. We must assure participation in educational experiences that invoke democratic action so as to instill a willingness to participate born of competence in the processes of our society."

The experience of vocational agriculture teachers also points up the importance placed on basing course offerings on the needs of the community. Often times the first attempts at adult evening classes are dismal failures without the organizer ever really understanding why. Typical is the experience of one vocational agriculture instructor in Louisiana, Jared Y. Terry who reported that after failing in his first attempts at evening class he tried to figure out what went wrong. It was but chance that he found interest in an area other than the one offered. In talking with other farmers he found that they too had an interest in welding. Relating his experience Terry says: (28-A)

"As I visited each farmer, I asked his opinion about the possibilities of a class in welding at the school shop. Interest was apparent and quickly followed by an invitation to attend the first meeting. The results were gratifying. The ten whom I invited showed up at the first class and mentioned several more who had asked about the possibility of attending.

This marked the beginning of the most successful series of meetings I have had. We ran for thirty consecutive periods of three hours each. When one man felt that he had accomplished what he wanted, another was ready to take his place."

In the centers surveyed advisory councils played an important role in course planning and gave approval to all of the courses that were to be offered. This could be the reason for the success of these

classes in these centers as rated by the class members. The largest group, 64 per cent, of those enrolled rated the general value of the course to the entire class as being very worthwhile. Eighteen per cent said it was outstanding with the same per cent ranking the class in the good grouping. None indicated that the overall class value as falling into the little value or no value classification. The ranking given to individual value was approximately the same with the following breakdown. Outstanding 26 per cent; very worthwhile 58 per cent; good 13 per cent; little value 3 per cent; and no value 0 per cent.

When course offerings are aimed at the interests and needs of farmers one of the big hurdles for successful classes has been cleared.

Principle 5. A designated adult farmer program director should be responsible for the organization of such programs.

One of the major problems confronting those who are most concerned with the organization of adult farmer programs is the allotting of time for this purpose. It can be said that what one wants to do, one will find the time to do. This statement does not always hold up. Through the process of evaluation of activities engaged in, less important parts of one's schedule can be eliminated to make room for those functions deemed more worthy.

It is the judgement of directors of successful adult farmer programs that it would not be feasible to attempt to operate these programs without having a block of time provided for this purpose in their daily schedule. This point of view is also held by staff members of the state department and teacher training departments in Oregon. In a summary of what recent studies show in regard to adult farmer education

B. C. Bass, in charge of teacher education at Virginia Polytechnic Institute, reported the findings of James E. Rutrough in a Master's Thesis completed in 1956. This report states: (1, p.105-106)

"Ninety-six per cent of the teachers, administrators, and area supervisors indicated that additional teacher-time would have to be provided if stronger, more adequate programs were to be realized. The major problems encountered in conducting young and adult-farmer programs dealt primarily with teacher load and personnel, administrative policies and procedures, financing, supervision, and integration within the total school program. The data studied revealed conclusively an urgent need for well-planned, effective administrative policies and procedures on a school division level for conducting young- and adult-farmer classes. Most school divisions were not using a well-developed set of administrative policies and procedures for conducting such classes."

School administrators believing in the adult farmer program as being a part of the total school program must recognize what is considered as a full load for the would-be adult farmer director. Quite often this responsibility falls on the vocational agriculture teacher. For some reason it is difficult to find agreement on what constitutes a full-time load in this area. The numbers required to make up a full-time load will vary by regions of the country. Based on the experience of the writer through contacts with teachers of vocational agriculture mid-western vocational agriculture teachers feel that 30 students constitute a maximum number for one teacher. The Pacific region generally goes along with a higher figure.

In the experience of this writer, 40 to 50 students who are carrying on active supervised farming programs will give good instructors more than enough responsibility to keep them working 40 to 60 hours per week. More specifically in time studies done by the writer during the summers of 1954 and 1955 for the State Department of Vocational

Education, weekly averages for the entire summers were 58 hours on the job. This was with fewer than 40 students and no adult farmer program in operation.

Additional help is given to Idaho teachers of vocational agriculture in their policy bulletin (14, p.11). As stated here the general guide indicates that a full-time high school program includes from 40 to 65 students per teacher.

It was found that in those centers operating adult farmer programs that the designated head of these programs was given at least 1/6 of each day for this purpose and ranged on upward to 1/2 of the day on a 12 months basis for completing the work necessary in operating said programs.

Adult farmer programs need to be the responsibility of an appointive head in order that effective planning and organization can be facilitated without unnecessary confusion.

Principle 6. Follow-up instruction should be provided in the course plan for adult farmer classes.

There seems little question that the technique of on-the-farm visits has been one of the more effective teaching tools in the day school vocational agriculture program. There is little reason then why this same effective tool can not be utilized in the teaching of adults. One of the problems in utilizing on the farm instruction is that farmers usually do not understand that it is a part of the program. Therefore, they do not take the initiative in arranging for such instruction unless they understand the purpose and value of this type of instruction.

Lloyd J. Phipps states: (23, p. 233)

"On-Farm instruction for groups and individuals is considered of sufficient importance to allot class time for planning it. At the end and sometimes during a class period, time is taken for planning on-farm instruction. When an approved practice is agreed upon by a class, the members are asked whether they will need individual help in using the practice. If a farmer wants help, a tentative and approximate date for the individual help is determined immediately."

Certain policy and time limits must be set at the beginning of the class. Farmers generally have been found to like on the farm instruction after they have found out about it. There is some danger of its becoming overly time consuming.

In a survey of farmers in Edwards County, Illinois as reported by Phipps (23, p. 235) 134 farmers were interviewed regarding their desire for farm visits by the teacher of adult classes. The arithmetical average number of visits desired by the 106 farmers, excluding those who did not state a given number or stated "upon request", was 4.18.

This was also the response of adult farm classes enrollees. In answer to the question as to whether they felt that it was important to have individual on the farm instruction by the class teacher, or an instructor, or other qualified person after an adult farmer class is completed, 39.7 per cent said "No" with the other 60.3 per cent saying "Yes". Differing at this point were the directors and state personnel concerned with adult farmer programs. Again they were unanimous in their feelings that such instruction should be provided. Again, largely because of inexperience in this area one could expect farmers to take a negative point of view. Follow-up instruction will surely become a regular part of many adult farmer courses. When this is done

it seems reasonable to assume that it will be welcomed by farmers and thought of as a desirable feature of adult farmer programs.

When adult farmer programs are provided in the community, individual on the farm instruction should be considered in the organizational plan.

Principle 7. Limitations on the number of classes that can be properly supervised by one supervisor or part-time supervisor should be adhered to.

There is a practical limit as to the number of classes that one person can be expected to organize and supervise with any degree of effectiveness. Unfortunately those who have been most concerned with the over-all adult farmer programs in Oregon have been hesitant to state specific numbers in past years.

In interviews with directors of local programs each was willing to make an estimate based on their past experiences as to the numbers of classes that could effectively be organized and operated. Their estimates took into consideration limits as to total number of classes possible in their own community. Also, consideration was given to the fact that probably they would be in charge of classes other than agricultural ones. The total number of classes recommended for one supervisor working 1/3 time ranged from 6 to 18.

The average recommendation was for 9 to 10 classes with this time allotment. The maximum number to be expected, if no time was provided, ranged from zero to four with the average being in two or three. For a worker provided with full time for adult education work with farmers the maximum figure was 40 with several being agreed at this point.

Several failed to express an opinion based on lack of experience in full-time programs and lack of need for this type of offerings in their community. In a study completed in June of 1960, Albion Ringo made the following statement: (25, p.93)

"Based on experience, it is further recommended that a man working one-half time on an adult education program in a rural school should not attempt to run more than twenty courses per year in order to maintain a continuous quality program. This recommendation is with the assumption that one-third of the courses will be in agriculture, as it has been found that agriculture courses take more time to administer.

It is believed that to handle these 20 courses, the adult director should be on a one-half time basis the year around. The summer months should be devoted to the following:

1. Planning the years schedule of courses.
2. Visiting adult education students to evaluate and determine course content, particularly in agriculture.
3. Organizing promotional material for the coming year.
4. Procuring adult instructors needed for the next year."

These estimates as made by Ringo are as valid an estimate as has been determined to date. These estimates can be of great value to the adult farm director in the organization of adult farmer programs.

Principle 8. Course outlines should be developed before classes first meet. However, flexibility should be permitted to allow students individual interests to be included at the planning session.

In order that adults participating in adult farmer classes may have a say in the final content of the courses, provisions should be made for considering their wishes as they best fit into the overall course outline. Educators often give too little credit to the ability of laymen in doing this type of planning. H. M. Hamlin states:

(12, p. 101)

"Class members may be given increasing responsibility for the conduct of these classes. They may help to determine objectives, to plan courses, and to evaluate outcomes. They may serve as discussion leaders and as members of panels and symposia. They may take most of the responsibility for extra curricular activities."

These remarks were made in reference to young farmer classes and apply equally well to their older counter-parts enrolled in adult farmer courses.

Expression of interest in course planning was evident in the returns shown by the questionnaire. Of those answering the question about their desire to help plan the content of the course 67.6 per cent answered in the affirmative with 32.4 per cent saying no. Adult farmer class directors are urged to give farmers a chance to include areas of individual and group interests in the course offerings. If such specialized interests can not be met within the classroom situation, then definite provisions should be provided for individual on-the-farm instruction.

Principle 9. Classes for adult farmers should be offered for which cost-sharing is not approved under the present federal-state plans.

Many opportunities are presented for the furthering of adult farmer classes in a part of the total vocational agriculture program in the community. In many cases classes that could be of value to certain groups of farmers are not made available because they do not meet with the approval of state and federal agencies which grant cost-sharing monies. In some instances the classes are offered but are of mixed occupational groups and, therefore, do not meet the requirements for

cost-sharing. Generally this results in high fees being charged and means that fewer people will be able to pay the tuition costs.

One approach to solving this problem has been through the co-operation of industry with the adult farmer class director. Such a program is reported by V. R. Cardozier in Tennessee where local cotton ginning operators helped sponsor adult farmer classes in this specialized field.

Benefits from this type of co-operation are reported by Cardozier:

(6, p.129-140)

"When business people in the community who have an interest in agriculture become active participants and partners in the adult education program in vocational agriculture, there are great possibilities for real success in the kind of community education program we feel is good.

Another aspect of this is time saving. In order to spread their time as widely as possible, teachers should get as much help as possible from others in the community. As we know, involving many people in such undertakings helps considerably to increase interest and attendance."

Interests in non-supported classes was evidenced by the fact that one-half of the departments interviewed had offered this type of class. Most expressed the opinion that if there was an interest in a given class, that it should be offered regardless of cost-sharing approval.

If cost-sharing is not approved at the state level an opportunity is provided for the local community to provide more realistically for the needs of its members by offering these classes at the same costs as other classes.

Of those taking part in the questionnaire, four indicated knowledge of those who would not take an adult farmer class if a fee of \$5.00 to \$7.00 was to be charged and only three knew of farmers who did not take a specific course because of the \$7.50 fee that was charged for the course.

Along this same line it was noted that a ratio of 2:1 answered no to the question as to whether the local school should offer adult farmers an opportunity to take free classes in agriculture with these classes to be supported by state funds and local taxes. With current legislative developments in Oregon it appears that it will be only a short time until more and more classes will be offered on a low tuition costs basis.

Principle 10. Adult farmer classes should be open to any full or part time farmer.

The basic enabling acts and subsequent acts providing for the vocational programs in agriculture state that these programs are for present and prospective farmers. This alone supports the statement that adult farmer classes should be open to any full or part-time farmer.

Success of these classes is tied closely to open enrollment in most areas, particularly in the Willamette Valley of Oregon. In response to a question concerning the amount of income that is derived from farming slightly over 50 per cent indicated full time farming status. About one-third showed less than 50 per cent of their income as being from farming.

The 1959 U. S. farm census shows that 20,827,000 or about 12 per cent of the population is engaged in part time farming. This is 5 per cent greater than the number classified as full time farmers.

Another factor to consider is the increasingly large number of people that are being employed in agriculturally related businesses and professions. It is realistic to think in positive terms regarding these people. They have a need to gain breadth and depth in

agricultural knowledge. The greatest single opportunity they might have to do this can be provided through extended programs in adult farmer education.

Principle 11. The adult farmer supervisor should plan on providing teacher training for teachers of adult farmer classes.

Based upon the acceptance of earlier presented principles in the organization of adult farmer classes it becomes realistic to believe that there is going to be a shortage of adequately trained people to teach adult farmer classes. There are many qualified experts in specific areas of interest to agriculture in each community; however, few of these are qualified as teachers and if used, they will need guidance in teaching methods and procedures.

Here then is one of the areas that the trained teacher who is heading up the adult farmer program can effectively utilize his time. In each case interviewed, it was pointed out that there is a need to help these lay teachers in classroom techniques. The usual procedure as indicated in the interviews was to meet with the prospective teacher before the beginning of the class and to outline suggestions as how to present the various aspects of the course. Follow-up visits were scheduled during class meetings to gain information for further improvement. Checking with class members also was suggested as a proper way to find out points that needed attention. Through the use of good teacher training methods before the class is scheduled to begin, the class will operate effectively and efficiently in most cases without the presence of a professionally trained teacher.

Experience of the writer in conducting adult farmer classes has

supported this principle. Skilled laymen who lack teaching experience have been utilized for successful adult farmer classes. These laymen have had teaching methods presented to them by the experienced teacher for use in the adult farmer class.

Principle 12. Adequate publicity is essential to obtaining sufficient enrollment for adult farmer classes.

If one wants to gather a crowd the use of a noise maker such as a siren proves an effective means. The same can be said for gathering together enrollment for adult farmer classes. There has to be some means of spreading the word. Homer Kempfer puts it this way: (15, p.339)

"Adequate publicity and promotion are vitally important in building a successful program of adult education. Most influences which ensure participation of children and youth in educational activities do not operate with adults. Compulsory attendance laws, attendance officers, and custom ensure the enrollment of practically all children of school age. Requirements for entrance to specific types of work and other socio-economic pressures carry most youth through high school and a smaller number through college."

Based upon results of the questionnaire used in this study the most singularly important method was by word of mouth. About 90 per cent found out about classes being offered from the vocational agriculture teacher, from a member of the advisory council, or from a friend.

In a survey made by Thomas F. Damon (7), Principal, Cubberley Adult School, Palo Alto, California, 2,591 adult students in 28 adult schools in various parts of California provided survey data. These data indicated that thirty-six per cent of the adult students had received information by word-of-mouth. In half of the cases, the person from whom the information was received was another adult school student. Others who were word-of-mouth sources included teachers, employers, and

friends. Another major source of information was the adult school schedule or other leaflets which provided 25 per cent of the enrollees with information. It was interesting to note that radio, television and posters each provided less than one per cent of the informational sources. Damon states: (7)

"From this survey one may conclude that the adult education administrator should continue to publicize his program through well written news releases, attractive schedule announcements, and other locally effective media. Many students who are looking for a class will call the school for information. However, a satisfied student or a friend of the school program who will recommend adult education appears to be the best single means of reaching new students."

In a study of more local interest, in Oregon the role of publicity was further substantiated as being important. Albion Ringo found: (25, p. 58)

"A consistent publicity program is a "must" for any adult education program. All methods of publicity are useful, but the most beneficial is that of personal contact, as shown.....by 55 per cent of the respondents. Advisory council members, neighbors, and the adult director were most often mentioned when people were asked who had contacted them personally."

Principle 13. Course offerings should be planned to coincide as closely as possible with the lightest work schedule of the enrollees.

Planning courses to occur during periods of light work schedules plays an important role in the total enrollment and eventual success of classes for adult farmers. Various studies completed during recent years have shown that adult farmers are interested and able to take courses only during seven months of the year. Generally this period ranges from October through April. In response to a question concerning the month for starting adult farmer classes 45.3 per cent indicated

that January was the preferred month with the next largest number 16.7 per cent stating November was the best. October was given by 15.4 per cent as their preference.

Length of class ties in closely with the starting date. Most of those taking part in the questionnaire, 74.4 per cent, thought that classes should be 30 hours in length. Only 2.4 per cent thought they should be shorter than this with 3.6 per cent indicating longer classes were desired.

Also of interest was the fact that 10.8 per cent of those who answered the questionnaire knew of one or more who were not able to take the course because the class was offered at the wrong time of year.

Consideration should also be given to the possibility of scheduling classes during the afternoon of winter months if adequate facilities are available. About 20 per cent of the farmers surveyed indicated that they would be able to enroll in adult farmer classes offered during the afternoons in December, January and February.

With careful analysis of time demands by the various enterprises found in the local community, conflicts in timing can be kept to a minimum. When this is done the value of community programs in agriculture will be extended.

Principle 14. Limits on enrollment should be set for adult farmer classes.

Sound education methods and procedures set limits as to the number of students that can be effectively handled in one class. This ratio varies from 59 teachers per 1000 students in the junior high school to

52 teachers per 1000 students at the high school level.¹

Whether we agree with the above figure for the secondary high school being a standard for the adult education class, it is recognized that certain limits have to be adhered to. Utilization of the group discussion method in teaching adult farmer classes is widely used. This fact alone dictates small class sizes to make effective utilization of this method. The actual number will vary with the type of class being offered. Common agreement among those interviewed indicated that 10 to 15 was maximum for shop and laboratory type classes. This limitation is imposed because of the size of shops, pieces of equipment, and, more important, the individual instruction required in this type of class. For classroom academic type classes, the range was from 20 to 35. It would seem that if follow up instruction is to be included as a part of the organizational plan, numbers greater than 25 would extend the time requirement of the teacher greatly.

Further analysis of adult class records which have had individual on the farm instruction will serve as a guide to determine more specifically the numbers that should be permitted to enroll.

1. In a talk given by Dr. James B. Conant at the Western sectional meeting of the National Association of School Administrators in San Francisco. March, 1961.

Summary

The writer is aware that the foregoing list of guiding principles for the organization of adult farmer classes does not constitute a static work that is to be unchanged by time. Neither is the writer presumptuous enough to believe that this same list does not need review, revision, and consolidation with the findings of later researchers. These concepts that are stated are intended to serve man rather than have man serve them. As man continues to be more enlightened in adult farmer education, so will his views of this problem change. Through the use of new knowledge and empirical evidence it is hoped that guiding principles will be dynamically evaluated and changed as necessary to lead educators to new goals in adult farmer education.

CHAPTER V

SUMMARY AND CONCLUSIONS

Recognition of the importance of adult education has come into focus in recent years. Developments in science and technology in existent fields of study as well as the creation of entire new areas of interest because of these same developments have been a major factor in the increased importance of adult education. Agriculture is but one of the many areas that have been so affected.

Changes and developments in all areas of farming have been responsible for the increased demand for adult farmer classes. Awareness of this interest and demand by vocational agriculture leaders has brought about the concept of expanding responsibility to the community. This new concept has expanded to include complete programs in adult farmer education as well as the high school age vocational agricultural offerings.

With the acceptance of this newly found responsibility, schools offering programs of vocational agriculture have extended their offerings to include adult farmer classes. In some instances these programs have developed so rapidly that sound planning and evaluation has not taken place.

In the interests of education it is necessary that the task of establishing guiding principles in this particular phase of the communities educational program be accomplished. When guiding principles are set down for the consideration and guidance of those who follow, the educational offerings will be of increasing value. With the establishment

of principles of organization, the solving of problems in this area can continue more rapidly. As these problems are solved, the conclusions based on this knowledge will facilitate the continued improvement of adult farmer programs.

It has been the purpose of this study to review present practices that are used in successful adult farmer programs. As a result of the study of practices being followed in these selected programs, principles for the organization of adult classes in agriculture have been developed.

In planning the approaches to use in completing this study a questionnaire for use by adults enrolled in agriculture classes was developed. Concurrently an interview check sheet was developed for use by the researcher in conducting interviews with key leaders in the adult farmer program in Oregon. Schools offering a program of adult farmer education that were selected for study were suggested by members of both the State Department of Vocational Agriculture and the teacher training department at Oregon State University. Interviews were held with members of the previously mentioned departments at the state level. Other interviews were completed with adult directors in those centers selected for study.

The 12 western states were a part of a survey to determine and to secure principles used in the operation of adult farmer programs in the respective states. Although the response to letters seeking this information was good, little material of value for the determination of principles was obtained. The most noteworthy information secured was the fact that none of these 12 western states have set principles of operation for adult farmer classes. Some of these states indicated that they

did little to encourage such classes. Others said that they have been attempting to build such programs but have not developed guiding principles for use in these programs at this date.

As a result of several phases of effort carried out in the interests of solving the problem of this study, a list of 14 principles have been set down for use and evaluation by adult educators in agriculture. This list of principles is based on information secured from related readings, surveys, interviews and questionnaires. Principles to be followed in the organization of adult classes in agriculture are:

1. Adult farmer programs should be offered as a part of the total school program in the community.
2. A long range series of adult farmer classes should be planned for the community's farmers.
3. Advisory councils should be used in organizational planning.
4. Course planning should be aimed at the interests and needs of farmers.
5. A designated adult farmer program director should be responsible for the organization of such programs.
6. Follow-up instruction should be provided in the course plan for adult farmer classes.
7. Limitations on the number of classes that can be properly supervised by one supervisor or part-time supervisor should be adhered to.
8. Course outlines should be set before classes first meet. However, flexibility should be permitted to allow students individual interests to be included at the planning session.

9. Classes for adult farmers should be offered for which cost-sharing is not approved under the present federal-state plans.
10. Adult farmer classes should be open to any full or part time farmer.
11. The adult farmer supervisor should plan on providing teacher training for teachers of adult farmer classes.
12. Adequate publicity is essential to obtaining sufficient enrollment for adult farmer classes.
13. Course offerings should be planned to coincide as closely as possible with the lightest work schedule of the enrollees.
14. Limits on enrollment should be set for adult farmer classes.

Conclusions

Based on the research and study that has been completed by the writer, certain conclusions are justified at this point.

1. The development of guiding principles for use in adult farmer classes in the western region of the U. S. has lagged behind the development of adult farmer programs.
2. The work of this researcher does not constitute a complete list of guiding principles for adult farmer classes. The areas of administration and instruction merit guiding principles too.
3. Adult farmer classes - all of adult education - have developed rapidly in recent years. This trend seems to be continuing.

Recommendations for Further Study

Because our educational systems are dynamic and in a state of change it is recommended that further study be made of principles of organization for adult education in agriculture to sustain the above findings and to add to, revise, or otherwise modify those principles set down in this study.

Because of the lack of guiding principles for adult farmer programs in the 12 western states continued study is recommended to arrive at such principles for each phase of this important program.

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APPENDIX

NEVADA STATE BOARD FOR
VOCATIONAL EDUCATION

John W. Buntin
State Director

CARSON CITY

July 13, 1959

Mr. Melvin D. Miller
Vocational Agriculture Instructor
Route 2, Box 270D
Dallas, Oregon

Dear Mr. Miller:

I wish to acknowledge receipt of your letter in which you inquire as to any guiding principles for adult education classes in agriculture set up in Nevada.

Nevada is planning to devote a good share of its summer conference-workshop to the area of adult farmer education. The matter of setting up principles together with suggested short course outlines will be our major areas of concentration. Unfortunately we have been encouraging teachers to conduct adult farmer programs for a number of years yet we do not have specific guiding principles set up in written form. I trust this will be taken care of in the near future.

Sincerely yours,

(SIGNED) JOHN W. BUNTIN

John W. Buntin i.c.
State Supervisor
Agricultural Education

JWB:ic

THE STATE OF WYOMING
Department of Education
Cheyenne

Vocational Division

August 3, 1959

Mr. Melvin D. Miller, Instructor
Vocational Agriculture
Route 2, Box 270 D
Dallas, Oregon

Dear Mr. Miller:

We received your letter suggested by Henry TenPas relative to information on guiding principles used in our state in the operation of adult classes in agriculture. We do not have any material on guiding principles as such. We discuss adult classes during our meetings two or three times a year. The State office sends to each department the rules governing adult classes which we feel is satisfactory for our program.

Our State is a little short in this category, however, we are improving slightly each year.

Sincerely yours,

(Signed) PERCY KIRK

Percy Kirk
State Consultant
Agricultural Education

PK:da

STATE OF IDAHO
State Board for Vocational Education
610 Main Street
Boise

August 17, 1959

Mr. Melvin D. Miller
Rt. #2, Box 270 D
Dallas, Oregon

Dear Mr. Miller:

The guiding principles used in operation of adult education classes in agriculture in Idaho are very sketchy and incomplete. We certainly need some help from someone who knows more about how to set up some of these classes than we do.

We follow pretty much the material printed in Federal Bulletin No. 1 as to time schedule and class enrollment. I am sending you a set of blanks we use when the school requests participation in an adult Ag program, and material we require for them to send into this office before reimbursement can be paid.

I am also enclosing an Idaho Policy Bulletin which may be of some help to you. I would appreciate a copy of the results gained from your study and if we can be of further assistance, please let us know.

Sincerely yours,

RALPH W. EDWARDS (Signed)

Ralph W. Edwards
State Supervisor
Vocational Agriculture

RWE:lw

Enclosures

STATE OF WASHINGTON
State Board for Vocational Education
P. O. Box 250
Olympia, Wash.

September 10, 1959

Mr. Melvin D. Miller
Vocational Agriculture Instructor
Route 2, Box 270 D
Dallas, Oregon

Dear Mr. Miller:

My apologies are in order for delaying so long in answering your letter.

We have no publications listing our guiding principles with regard to the operation of adult classes in agriculture, but we do have some guiding principles. Our State Plan stipulates that no class may enroll less than five individuals and that there must be ten meetings for a total of twenty hours. We are able to certify special teachers to teach these classes on the basis of their proficiency in the field to be taught. We encourage adult classes through our reimbursement system. We reimburse at one half of the salary paid from the federal funds and the school also collects attendance money which amounts to approximately twenty cents per student.

I hope that this information will be helpful.

Yours truly,

(Signed) M. C. KNOX

M. C. Knox
Supervisor
Agricultural Education

MCK/dl

Interview Check List

Name of person interviewed _____ Title _____

Address _____

Date _____ Time _____ Interviewer _____

1. Who is responsible for the organization of adult farmer classes in the local school?

Vo ag teacher _____
 Adult ed. director _____
 Principal or Superintendent _____
 Other _____

2. Is an advisory council used in conjunction with the adult farmer program?

Yes _____
 No _____ If no, skip item 3.

3. What is the main capacity of the advisory council in the organizational process?

Advise _____ Organize _____ Other _____

4. Who determines the courses to be offered in the adult farmer program?

Advisory council _____ Community survey _____ Agricultural
 leaders _____ Others _____

5. Who sets the time of year, location and time of class meetings?

Advisory council _____ Community survey _____ Agricultural
 leaders _____ Others _____

6. Who selects the instructor for the courses offered?

Advisory council _____ Community survey _____ Agricultural
 leaders _____ Others _____

7. Does the vo ag instructor teach any of the adult farmer classes?

No _____ Why not _____
 Yes _____ Which ones _____

8. Are plans and provisions made for follow-up supervision after the course is completed?

Yes _____ No _____

9. If follow-up supervision is to be a part of the plan for the course who is to be responsible for this supervision?
 Vo ag teacher _____ Class teacher _____ Advisory council members _____ Others _____
10. Is there a fee charged for the adult farmer classes?
 Yes _____
 No _____
11. What is the most effective method used in your community to secure enrollment for the adult farmer classes?
 Personal contact _____ Newspaper _____ Radio or TV _____
 Letters or cards _____ Friends _____ Other _____
12. Is actual class content decided by one of the organizing groups of the class members at the first meeting or at a prior time?
 Organizing group _____ Class members _____ Others _____
13. What person or agencies give final approval to the adult farmer classes offered. Check all those that apply.
 Supt. _____ Principal _____ Advisory council _____
 Vo Ag Instructor _____ Other _____
14. Are adult farmer sessions offered more than once each year?
 Yes _____
 No _____
15. What is the month or general starting time of each session offered?
 1st session _____ 2nd session _____
 3rd sessions _____
16. Is there a limit set as to the total enrollment for different types of classes?
 Yes _____
 No _____
17. What is the length of the courses offered in hours of instruction?
 10 hours _____ 20 hours _____ 30 hours _____
18. If the vocational ag teacher or director of adult education is responsible for the organization of adult farmer classes, is he given school time for this responsibility?
 Yes _____
 No _____

19. Should there be a limit set as to the number of classes that a vo ag teacher should be expected to organize in a year?

Yes _____

No _____

20. What is your recommended limit in number of classes to organize for the following time allotments?

No released time _____ One person _____ 1/3 time _____

1/2 time _____

21. Are adult farmer classes offered for which reimbursement is not sought or given?

Yes _____ What type of classes? _____

No _____

You have been asked to cooperate in a study of adult education by filling out the questionnaire. When you have completed the form, please fold it in half and put it in the envelope provided for the class. After all of the questionnaires are placed in the envelope it will be sealed and returned to Mel Miller, Vocational Agriculture Instructor at Dallas High School by your instructor. Your honest and frank use of the questionnaire will be very helpful in attempting to improve future adult farmer classes throughout Oregon.

To complete the questionnaire, check the blank that closest applies in answer to the question asked.

Name of course _____ School _____

1. From what source did you find out about the class that was offered?
 Local paper _____ Advisory council member _____
 Radio or TV _____ Friend _____
 Vo Ag Teacher _____ Other _____ Please specify _____
2. Was the content of the course planned when you had enrolled or was it planned by class?
 Content already planned at time of enrollment _____
 Content was planned by the entire class _____
3. Will you enroll in future classes if they are offered?
 No _____
 Yes _____
4. If you plan to enroll in future classes would you like to be able to help plan the content of the course?
 Yes _____
 No _____
5. In your opinion what was the general value of the course to the entire class? No value _____ Little value _____
 Good _____ Very worthwhile _____ Outstanding _____
6. What was the value of the course to you as an individual?
 Outstanding _____ Very worthwhile _____ Good _____
 Little value _____ No value _____
7. What fee do you believe should be charged for adult farmer classes?
 No fee _____ \$2.50 _____ \$5.00 _____ \$7.50 _____ \$10.00 _____ Other _____
8. If a fee was charged, do you know of others who did not enroll because of the size of the fee?
 Yes _____ If yes, how many? _____
 No _____
9. If a fee of \$5-\$7.50 were to be charged, do you feel that many farmers would not enroll in adult classes.
 No _____ Yes _____

10. Did the time of year the course was offered suit your work schedule? Yes _____ No _____
11. Do you know of those who didn't enroll because the class was offered at the wrong period of time? Yes _____ No _____
12. What month of the year would best suit your work schedule when considering when the adult farmer class should be started?
 October _____ November _____ December _____ January _____
 February _____ Other _____ Please give month _____
13. In your opinion how was the length of the class in terms of total class hours?
 Too short _____ Satisfactory _____ Too long _____
14. How many hours of instruction do you feel should be included in an adult farmer class?
 30 hours _____ 20 hours _____ 10 hours _____ Other _____
 Please specify _____
15. Do you feel that the local school should offer adult farmers an opportunity to take free classes in agriculture? These classes to be supported by state fund and local taxes as a part of the total school program.
 Yes _____ No _____
16. Do you feel that the local vo ag teachers should see that adult farmer classes are offered in the local high school?
 Yes _____ No _____
17. If your answer above was no, what person or agency should be responsible?
 Director of adult vocational education _____
 Advisory council members _____
 Other _____ Please specify _____
18. Do you feel that it is important to have individual on the farm instruction by the class teacher, vo ag instructor, or other qualified person after an adult farmer class is completed?
 Yes _____ No _____
19. Were the objective or goals of the course made clear to you and the class by the end of the first class meeting?
 Yes _____ No _____
20. Do you feel that it would be desirable to have a plan for a long range series of adult farmer classes to be offered in your community?
 Yes _____ No _____

21. Would you be willing to help plan a long range series of adult farmer classes for your community?

Yes _____ No _____

22. Would you be able to enroll in adult farmer classes during the afternoon during December, January and February?

Yes _____ No _____

23. What percentage of your income comes from farming?

25% _____ 50% _____ 75% _____ 100% _____

24. What is your age group?

18-35 _____ 35-50 _____ Over 50 _____

25. Male _____ Female _____