AN ABSTRACT OF THE THESIS OF

LEONARD KUNZMAN for the M, Ed. in Agricultural Education
(Name) (Degree) (Major)

Date thesis is presented May 12

Title TEACHER PREPARATION OF SPECIAL INSTRUCTORS
OF ADULT VOCATIONAL AGRICULTURE CLASSES

Abstract approved Redacted for Privacy (Major/Professor)

The demand on the part of the public for adult education stems from four basic causes: The steady rise of the educational level, the increasing demands of changing culture, the effects and influences of war, and the need for human association. As a result, public demand for adult education in the United States has grown by leaps and bounds.

The purpose of the study is to develop a training program of pre-service and in-service education for teachers of adult classes in agriculture. These teachers have been designated as special instructors in the area of adult education.

The summary of studies and related work reveals the need for the study, but little specific work in the area of preparation of special teachers is being done. A pilot program in Oregon was described. The purpose of the pilot program was to promote and develop adult
classes in vocational agriculture. In order to do this, a procedure evolved for training special instructors. This procedure was drawn on for purposes of the study. Other studies supported such procedure. Correspondence with other states reveals the procedures found successful in other areas.

A plan for training specialized teachers of adult vocational agriculture classes is included. Such specialized teacher training program falls into two categories. One area is designated as methods and teaching aids, the other as human relations. The proposed course outline for training part-time teachers is included.

There is a need for a teacher preparation plan and program for specialized training in adult agricultural education. Effective teaching and learning in adult classes requires training in teaching methods in order to effectively utilize the experience of the teacher. Knowledge and understanding of human relations needs to be a part of this program.
TEACHER PREPARATION OF SPECIAL INSTRUCTORS
OF ADULT VOCATIONAL AGRICULTURE CLASSES

by

LEONARD KUNZMAN

A THESIS

submitted to

OREGON STATE UNIVERSITY

in partial fulfillment of
the requirements for the
degree of

MASTER OF EDUCATION

June 1964
APP R O V E D

Redacted for Privacy

Professor of Agricultural Education
Head of Department and In Charge of Major

Dean of Graduate School

Date thesis is presented May 6, 1954

Typed by Mary Zeek and Esther Trout
# TABLE OF CONTENTS

I  Introduction and Background .......................... 1  
     The Problem, and Need for This Study .......... 3  
     Analysis and Assumptions ......................... 5  
     Scope and Limitations .................................. 6  
     Definition of Terms and Words ......................... 7  

II  Studies and Related Work ................................ 9  
     Pilot Program in Oregon ......................... 11  
     Correspondence with Other States ................... 12  
     Summary of Answers to Questionnaire .............. 13  

III Plan for Training Specialized Teachers .................. 15  
     Course Outline ...................................... 17  
     School Organization and Administrative Policies 18  
     Classroom Procedures .................................. 20  
     Methods of Instruction ................................ 21  
     Visual Aids ........................................... 22  
     History and Development of Vocational Education 23  

IV  Summary and Conclusions ................................ 25  
     Bibliography .......................................... 27  
     Appendix I ............................................ 29  
     Appendix II ........................................... 30
Public demand has caused adult education in the United States to grow by leaps and bounds. In 1965, Congress passed Public Law 88-210 "... to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

Public demand for adult education opportunities comes from a hunger for learning which arises from four basic causes (6, p. 8-10):
Rise of Educational Level

The general level of education in the United States has been steadily rising for generations and today it is difficult to secure any kind of employment without at least a high school diploma. Many adults who dropped out of school, and many who completed high school, are returning to the classroom through adult education classes. In most instances, those individuals who begin to improve their educational background and learning skills become increasingly aware of the value of further study for self-improvement and for achieving higher occupational goals.

The need for continuing education for those who farm or work in allied areas is as great as it is for those in almost any other field. The world of agriculture is no longer a family operation where hand-me-down methods and "old school" knowledge will suffice. It is a world which is fast becoming highly technical and mechanized. The successful farmer today must know how to gain the maximum yield from his produce, whether he has a truck farm, dairy farm, beef ranch, wheat ranch, onion farm, or Christmas-tree farm. He must be aware of the most recent scientific knowledge and methods in order to maintain high efficiency.

Demands of a Changing Culture

As our educational level rises and scientific and technological advancements influence our lives, our culture is also
affected. The world is moving at a rapid pace and no one wants to be left behind. Unrest and social insecurity are nurtured in a changing society which is characterized by increased mobilization, decreased family size, and fragmentation of family life. The reservoirs of knowledge and experience built up in youth will not suffice for meeting the demands of today's world and many are turning to local adult education programs for help.

The Influence of War

During World War II, as our country's economy was disrupted and great shifts in occupational opportunities occurred, systematic and intensive education programs were launched to prepare workers for new and vital jobs. As men were rapidly drawn into military service, women had to be trained to take over their work.

As people were thrown into new jobs and hurriedly trained, they found that, even as adults, they could learn easily, and adapt. They gained a new confidence in themselves and their ability to explore and conquer new worlds, both occupationally and intellectually. Again, they turned to adult education programs.

World War I gave great impetus to adult education, partly because of concern over results of intelligence and subject-matter tests administered by the armed services. Educational leaders and the lay public began to wonder if something could be done to upgrade the performance of adults who no longer attended public schools.
The Smith-Hughes Act (and subsequent acts) greatly undergirded development of adult education with its provisions for educational assistance to adults in the areas of agriculture, home economics, and trade and industry education. (3, p. 38-39)

The Need for Human Association

Farm families are among those most obviously affected by trends toward urbanization and mechanization. The farmer and his family are no longer isolated. Transportation and mushrooming population centers are bringing rural people into closer contact with the world around them and the adults are beginning to seek broader social and cultural outlets as rural and urban populations begin to intermingle. People are finding personal satisfaction in the mere association with others through adult education classes.

The President's Panel of Consultants on Vocational Education, in its agenda for action, has stated that in a changing world of work, vocational education must (12, p. 16):

1. Offer training opportunities to the 21 million non-college workers who will enter the labor market in the 1960's.

2. Provide training or retraining for the millions of workers whose skills and technical knowledge must be updated, as well as those whose jobs will disappear due to automation or economic change.
3. Meet the critical need for highly skilled craftsmen and technicians through education and training beyond the high school.

4. Expand vocational and technical training programs consistent with employment possibilities and national economic needs.

5. Make education and training opportunities equally available to all, regardless of race, sex, or place of residence.

The Vocational Education Act of 1953, which grew out of the recommendations of the President’s Panel, will no doubt have a strong effect upon vocational education and training in Oregon. Programs in agriculture education can be effectively broadened to meet the needs of more individuals, and the State Department of Education, local school administrators, and professional groups must work cooperatively in developing sound and lasting programs.

Statement of the Problem and Need for the Study

The purpose of this paper is to develop a training program of both pre-service and in-service education for teachers of adult classes in agriculture.

The demand for adult farmer courses is greater than can be handled by local vocational agriculture teachers. Past practice in Oregon has been to hire specialists who may be lay or professional people, not specifically trained as teachers, but proficient with the subject matter they are to teach.
There is no organized teacher training program for part-time special instructors of adult classes in vocational agriculture in Oregon. These persons teach a course of twenty to thirty hours of organized and systematic instruction. This is spread over a ten-week period.

Special teachers, few of whom have had prior training in the fundamentals of effective teaching, are placed in a classroom of adults for the first time to teach vocational agriculture subjects. Trial and error or, at best, impressions from former teachers, will most likely decide the teaching methods used by these individuals. Even with supervision by professional educators, teaching skills acquired in this fashion may come in a confusing and frustrating manner, and at best the results will be accidental and painfully slow. The process might be compared to a person trying to teach himself to drive an automobile in the midst of traffic and now and then consulting a policeman for advice! In either case, positive results are not impossible, but they are highly improbable.

In order to help lay personnel become effective adult teachers, we must equip them with the necessary tools and knowledge of successful teaching methods (9, p. 57). They must be made aware of at least the basic principles of the learning process and initial behavioral patterns in order to be able to influence their students.

Analysis and Assumptions

The author considers the following assumptions basic to the problem:

First it is assumed that the financial side of any problem must be
examined because finances influence the nature, size, scope, and adaptability of any program. Fiscal limitations also influence the caliber of teachers secured.

Another aspect of this assumption is that where funds are most readily available the most capable teachers can be attracted because of salary scales, materials, and equipment available to them. The potential special teachers can become more adept in the use of effective teaching methods because districts can afford more extensive in-service training.

On the other hand, those programs with limited funds tend to rely more on lay teachers because the opportunities offered experienced teachers are not particularly attractive. When funds are limited, even the most promising special teachers may not have financial opportunity to upgrade their teaching methods.

Therefore, in order to be successful, a program designed to attract promising special teachers, train them, and develop successful adult education must be anchored with adequate financial backing and a teacher training program in basic teaching methods.

Still another basic assumption is that the training of lay teachers should be the responsibility of designated leaders on the state and national level working with local communities. Specifically, it is the responsibility of the State Department of Education and Oregon State University, working cooperatively to improve teacher education in Oregon. Oregon State University is the most likely institution to
carry out such a program because the most extensive agriculture programs (both in teacher training and technical subject material) are located there.

Intensive short courses for special teachers are most desirable and should be conducted at the local level, with representatives from the State Department of Education and Oregon State University serving as consultants and program developers. The demands of the prospective special teachers' major work prohibits them traveling great distances to become qualified for a secondary undertaking. The basic and primary occupational interest of special teachers is often not in teaching adult classes. Their primary problem in teaching is to gain enough knowledge about teaching methods to successfully communicate information to fellow workers in agriculture.

Scope and Limitations of This Paper

This paper includes statements which generalize adult education and teaching methods and practices. In order to deal with the specific problem of training of teachers for adult education classes, the writer has stayed within the following limitations:

1. The paper is geographically limited to the State of Oregon.
2. The plan considers only those teachers of adult vocational agriculture who have had little or no preparation in the methods of teaching students.
3. The paper is restricted to those adult education programs under the auspices of the local public schools, but which could be utilized in community college programs.

4. The paper is limited to the writer's experience and library research.

**Definition of Terms and Words**

Most of the terms listed below are familiar to those in the field of education. However, since individuals other than professional educators may read this paper, an effort will be made to avoid educational pedagogy as much as possible. As in most professions, however, technical terminology is developed and is sometimes unavoidable. Therefore, those technical terms and words which are used frequently in this paper are defined.

**Adult education courses** are those offered to people who are either graduated from high school or who are older than 18 years of age. The classes are held under the jurisdiction of the local public schools. They are of a post-high school nature, but do not provide college credits. Students usually pay a nominal fee to participate in adult education classes, but at most, the fees are less than those paid to take courses for which college credit is granted.

**Special teachers** have had little or no formal teacher education. They are professionally trained in other fields and teaching is not a full-time job for them. Of the 90,000 teachers of adults, 20 percent
Have had no professional preparation for teaching, and only 12 percent have had special training as teachers of adults.

Local supervisors or directors of vocational education develop adult education programs, coordinate the classes, recruit instructors and are the liaison for potential adult education pupils. In essence, the supervisor is the administrator of the adult education program.

Effective teaching methods are the ways in which teachers go about: (1) gaining the attention of the class; (2) imparting knowledge in an appealing, interesting manner; and (3) presenting the material to be learned in such a way as to cause the students to want to further pursue information being presented. The instructional procedures most effective in contributing to the learning process involved include: (1) group discussion; (2) laboratory work; (3) demonstrations; (4) field trips; (5) forums; (6) symposiums; (7) panel discussions; and (8) use of visual aids.
Provisions for vocational education programs have been in existence for forty-seven years and the development of the adult farmer program (or agriculture education) has had a rather varied growth pattern.

In some states the adult education program is very strong and serves a large number of farmers. In some states it is practically non-existent (7, p.1). Successful farmer classes sponsored by the high schools date back to the early 1900's, but only since the late 30's and 40's has a sizeable contribution been made to the program.

In the fall of 1956, an experimental adult vocational education program was inaugurated in Oregon under the leadership of the Oregon State Board of Education. This pilot program was developed by the Vocational Education Division of the State Department of Education in cooperation with the Gervais Union High School District.

The purpose of this program was to promote and develop adult classes in vocational agriculture. It was intended that the pilot program demonstrate what could be done in adult vocational agriculture classes in local school districts and reveal local needs, both immediate and future, for these programs. It was recognized that
circumstances might be such that other types of vocational classes could be promoted and developed.

State representatives of the Division of Vocational Education worked closely with the local administration and vocational agriculture employees of the school district in planning and executing the program. The program consisted of the promotion and organization of adult vocational classes, training of necessary teachers, and supervision of classes after they were in operation. A local supervisor was employed by the Gervais Union High School District for the purpose of administering the program.

In the first year of the program 115 persons enrolled in adult vocational homemaking classes and 110 persons enrolled in adult vocational agriculture classes. In all instances, certified special instructors were employed to teach these classes.

During the 1962-63 school year many high school and community college districts in Oregon held adult agriculture education classes similar to those conducted during the pilot program.

The thesis study of the adult farmer program in Eagle Point High School District emphasized that, "A lack of training in teacher methods among the special lay instructors has been a drawback in the formation of further adult farmer classes at Eagle Point" (3, p. 49).

The study pointed out that, "As a rule we have been most fortunate in obtaining excellent adult teachers, but more training
in actual teaching methods would be of benefit to all" (3, p. 65).

"A uniform course outline of basic teacher training for adult instructors should be developed. Such basic training should include a special course in methods of teaching which would be available throughout the state for adult class instructors" (3, p. 77-78).

The State Department of Education reports that 44 high school and seven community college districts in the state are operating adult vocational agriculture programs. Last year approximately 1,400 farmers were enrolled in organized classes. The vocational homemaking service reported over 8,000 adult homemakers in classes last year. This represents an increase of more than 300 percent in 20 years. As the program continues to expand, the need for more organized preparation for instructors grows ever more apparent.

Recent correspondence from an Oregon community college indicates that the agriculture program on this level is increasing in interest and enrollment and that many additional part-time special teachers will be needed. Professional teachers who are specialists in agriculture education are not available to teach these courses. The following excerpt from a letter sent to the Agriculture Education Section of the State Department of Education in Salem, dated August 20, 1963, from Treasure Valley Community College in Ontario, Oregon, is a good example of what is to come and why there is a need for special teachers to be trained to teach these classes:
"Enclosed you will find an unofficial copy of our agricultural-mechanical... curricula. This will give you some idea of what we are planning in the coming year.

I am planning to use mostly part-time instructors in the specialized areas... These people will need to be picked from a work-related situation and given work in education (pre-service teacher training). While classes are operating I may find it necessary to give further help to improve the instruction level."

The above excerpts are from a letter written by Carl G. Devin, Vocational-Technical Director of the Treasure Valley Community College.

At this point, the question of the importance of training teachers may arise, as well as the question of who is responsible for this training.

According to Policy Bulletin No. 1, "Administration of Vocational Education," published by the U. S. Department of Health, Education, and Welfare, this is the responsibility of the state. "Federal funds may be used for maintaining adequate programs of teacher training in each of the federally aided fields of vocational education" (102.31). Agriculture education is one of these fields. Under "General Plan Provisions for Teacher training" (102.23), it reads:

The State Plan is to include the State Board's proposals for teacher training in the various fields of vocational education... the duties and qualifications of
teacher trainers and other members of the teacher training staff on the professional level, and standards for teacher training institutions. The plan is also to indicate the State Board's responsibility for supervising the work in teacher training institutions and in developing and maintaining programs of such character and efficiency as are needed to provide an adequate supply of vocational teachers.

In Oregon, and specifically in the area of providing teachers for agriculture classes, the agriculture vocational education guide (9, p. 39) suggests:

The local regularly employed teacher of vocational agriculture or a qualified person designated by the local administration and approved by the State Supervisor of Agricultural Education will be in charge of the adult evening school and young farmer classes.

The state supervisory staff in cooperation with the teacher training staff will be jointly responsible for the training of special teachers. Such teacher training courses will include instruction in methods appropriate to the type of adult farmer and young farmer courses and will include development of course content, analysis of jobs and job breakdown, and preparation of necessary records and reports. Teacher trainer courses may be provided for individually or in groups as the occasion demands.

The state supervisor will be responsible for approving the qualifications of special teachers for adult and young farmer classes and will make recommendations for certification.
Correspondence with Other States

Several methods were used to determine whether previous studies had been conducted which would bear directly on the development of a course of training such as has been discussed. Contact was made with the Program Specialist for Agriculture Education in the U. S. Office of Education, Department of Health, Education, and Welfare, Washington D. C., requesting the names and addresses of State Supervisors of Agriculture Education in states where work had been done relative to training lay adult teachers. A list of five men representing different states was obtained and each man was sent a letter explaining the problem and the purpose of the study. Each replied in detail and stated that, although they had used various individual and group methods of training lay instructors, no written plan had been developed in their state.

In several cases the replies indicated that states had resorted to requiring summer courses in methods of teaching at accredited teacher training institutions. This had the obvious drawback of precluding those most active in their particular fields because of time conflict. However, material has been developed for training part-time special instructors teaching adult classes in the vocational trades and industrial program. This material has been consulted and utilized in the evolution of the teacher training plan offered in Chapter III.
Most helpful in determining the needs was a survey made of
teachers at the local school level. Twenty vocational agriculture
teachers who had conducted adult farmer classes in Oregon were con-
tacted. Questionnaires were sent containing questions relating to
the size of their programs in 1960-61, the amount of contact they
have had with special teachers prior to class sessions in the past,
and of primary importance, what their recommendations would be con-
cerning future training for special teachers. A copy of this ques-
tionnaire is appended. (Appendix I)

Of the 20 vocational agriculture teachers queried, 15 replied.
One indicated that there had been no classes in vocational agriculture
education in his area in the 1960-61 year. The following statistics
then, are based upon the direct answers to the questions, and comments
appended, by 14 vocational agriculture teachers in Oregon. Summaries
of answers received represent observations based on personal analysis
of the answers. (Appendix II)

In all instances in which vocational agriculture teachers were
questioned, there were indications that some instruction was provided
to special teachers. The amount of time spent and the amount of
coverage given to effective teaching methods were not clearly indicated.
All instruction of special teachers was done individually. Only one
source revealed the use of group instruction. Nonetheless, the teachers
polled unanimously agreed that group instruction would be beneficial
and necessary for an effective program.
A summarization of answers to the questions which involved numerical tabulations, or a "yes" or "no" answer, follows.

**SUMMARY OF ANSWERS TO QUESTIONNAIRE INVOLVING THE 1960-61 SCHOOL YEAR**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>1</th>
<th>2</th>
<th>3a</th>
<th>3b</th>
<th>4</th>
<th>5a</th>
<th>5b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>15</td>
<td>2</td>
<td></td>
<td></td>
<td>Yes</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>4</td>
<td>5-10</td>
<td></td>
<td></td>
<td>Yes</td>
<td>4-8</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td>Yes</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>6</td>
<td>3-4</td>
<td></td>
<td></td>
<td>Yes</td>
<td>3-6</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td>Yes</td>
<td>2-4</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>23</td>
<td>11</td>
<td>2</td>
<td></td>
<td></td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>Yes</td>
<td>2-3</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>9</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td>Yes</td>
<td>4-5</td>
</tr>
</tbody>
</table>

The instrument used in collecting the information which this table summarizes, together with a summary of the answers, is in the appendix. (Appendix 1 and II)
In conclusion, related literature indicates that as vocational agriculture programs grow, more and more specialized teachers will be needed and used.

The greatest training need seems to be in the area of mechanical skills in conducting a class. This need could be quickly met in a basic teaching methods class. The second greatest need -- skill in preparing lesson plans -- could be equally easy to fill in a methods class. These are techniques which usually cannot be picked up by accident, yet are not so complex that a command of the basic structure could be achieved in a very short time.
CHAPTER III

PLAN FOR TRAINING SPECIALIZED TEACHERS OF ADULT VOCATIONAL AGRICULTURE CLASSES

The training of specialized teachers and the training of professional teachers is basically the same, except for the length of time involved (2, p. 249). The training of specialized teachers will be more limited in scope and more specifically related to the job at hand than the training of the professional teacher.

Experience illustrates that specialized teacher training needs tend to fall into two categories. This is supported by the study of public school adult education programs by the National Association of Public School Adult Educators which resulted in the identification of two areas which are called "methods and teaching aids" and "human relations".

Educators in general agree that any teacher must know the subject he is presenting and how to present it effectively to the learner. This writer contends that a knowledge of basic methods is necessary.

Effective learning requires a degree of willingness on the part of the learner as well as proficiency of the instructor. More often than not the continued willingness and interest of the pupil depend upon the teacher's presentation of the material, and this presentation can be strongly influenced by a few primary principles.

The plan for special teachers of vocational agriculture who have had no teaching preparation should include:
1. Instruction in the preparation of course outlines and lesson plans
2. Techniques of group discussion
3. Self-evaluation methods for adult students
4. Instruction in the types of audio-visual aids available
5. Other techniques of teaching.

In addition to the fact that classes should be conducted on the local level, they should be short, practical in nature, illustrative in manner, and should deal primarily with methods and use of instructional aids. They have insufficient time to become involved with psychology, philosophy of education, and so forth. Professional teachers need this type of training — special teachers do not have the time.

Teachers of adults should have a basic understanding of human relations (8, p. 71):

1. How to understand the personal drive of individual members of the class
2. Methods of identifying objectives of class members
3. Evaluation of learning progress
4. Analysis of student needs and interests
5. Providing necessary motivation
6. How to reduce dropouts
7. Other items relating to student involvement.
The plan presented herewith emphasizes methods first, classroom procedures second, and a basic understanding of the adult vocational education program last. If an extensive teacher education program is undertaken, all three areas should be considered and included. However, if a limited program is undertaken, methods should be taught first. If a teacher has a command of basic teaching methods he will be able to keep the attention of his class, impart information, and provide incentive for his students to study and continue to pursue additional education.

If a teacher knows basic teaching methods he may know little of classroom procedures or of the total adult education program and still maintain class interest. However, if he is thoroughly versed in the latter but has little knowledge of teaching methods he will lose the interest of his class and the course will be of little or no value.

The outline presented later in this chapter is not meant to be either conclusive or inflexible, but is suggested as a guide for molding a concise and compact treatment of the essential areas.

Training special teachers should be the joint responsibility of the Vocational Agriculture Section of the State Department of Education and the staff of the Teacher Training Department at Oregon State University. A final course outline could be worked out co-operatively and actual instruction could be given by members of either department, depending upon availability of personnel and time schedules of cooperating personnel.
If more teachers are needed than can be supplied by these two departments, and this may soon be the case, there are two other possible sources for instructors. School districts can employ full- or part-time directors who have sufficient training and experience to handle special teacher training, or the community college program in Oregon may also provide qualified teacher trainers.

Once established, such a course would become a prerequisite to teaching adult courses and it is recommended that special teachers be given proportionate additional recompense for time spent receiving instruction. The improved quality of adult classes would more than compensate for the minimal increase of funds required. Additional funds required for this purpose could be obtained through matching, in the same manner as basic pay for teaching adult courses — 50 percent being furnished by the state and 50 percent by the school district.

Following is a proposed course outline for training part-time teachers.
OUTLINE OF BASIC TEACHER TRAINING
FOR PART-TIME ADULT TEACHERS
(Planned for six hours of instruction)

I. School organization and administration
   A. Relationships of the teacher
      1. School district
         a. Director of Vocational Education
         b. Principal
         c. Superintendent
      2. State Department of Education
      3. State Department of Vocational Education
   B. School district administrative policies
      1. Responsibilities of the teacher
         a. Housekeeping
            (1) Care of tools and equipment
            (2) Physical conditions
         b. Shop safety
            (1) General shop conditions
            (2) Specific instructions
      2. Records
         a. Certification
            (1) State requirements
            (2) School district requirements
         b. Attendance of students—need for records (9, p.1-2)
II. Course outline

A. Objective--course outline

B. Presentation

1. Purpose of course outline
   a. Relation of course to total program
   b. Tentative time schedule for course
   c. Use of State Department of Vocational Education course outlines

2. Sources of information
   a. Published materials
      (1) Textbooks
      (2) Agriculture magazines
      (3) Newspapers
      (4) Agriculture bulletins
      (5) U. S. Printing Office
   b. Unpublished materials in State Department, Vocational Education Section
   c. Personal experiences
   d. Interviews (1, p.30-34) (9, p.3)

III. Classroom procedures

A. Objectives
   1. To teach techniques of classroom procedure
   2. To permit practice of these techniques

B. Presentation--practical techniques
   1. Voice
   2. Talking to the class
C. Questioning students
1. Pausing between questions and directing questions to individual
2. Directing questions to various members of class
3. Giving recognition for good answers
4. Encouraging less able or shy students to answer

D. Answering student questions
1. Referring students to source material
2. Providing direct answers
3. Obtaining answer through class discussion
4. Promising to report answers
5. Obtaining volunteers to report answers

E. Class attitude
1. Relaxing class with a joke
2. Moving around to break tension
3. Creating enthusiasm
4. Holding informal class sessions

F. Demonstrations
1. Assuring timeliness and clarity
2. Using students
3. Using charts, diagrams and other visual aids (1, p.125-129) (14, p.226-233)

IV. Methods of Instruction

A. Objectives
1. To show different methods of presenting information
2. To point out weaknesses and strengths of each method
3. To increase teachers' efficiency and effectiveness
B. Presentation

1. The four steps in instruction

a. Preparing the learner to receive instruction

   (1) Putting him at ease by informality but not
       familiarity
   (2) Implying respect for his knowledge and ability
   (3) Asking questions which encourage participation
   (4) Making clear a desire to be helpful

b. Presenting the lesson

   (1) Lecture
       (a) An overworked system
       (b) Assuming all students progress at same rate
       (c) Enriching by visual materials
       (d) Dependence on ability of teacher
       (e) Effectiveness for some topics
       (f) Effectiveness for large groups
   (2) Demonstration
       (a) Insuring visibility
       (b) Explanation
       (c) Repetition
       (d) Questions during operation
       (e) Stressing safety
   (3) Illustration
       (a) Visual usually effective
       (b) Blackboard
       (c) Listing suggestions made by students
       (d) Giving color and interest to lesson
(4) **Question and answer (recitation)**
   (a) To stimulate thinking and reasoning
   (b) To provide spot check of class
   (c) Use of direct questions
   (d) Returning questions to the group for answering
   (e) Avoiding use of questions as punishment

(5) **Conference or discussion**
   (a) Requires some knowledge of the subject
   (b) Useful as starter for class or group activity
   (c) Useful for summary
   (d) Total group participation needed
   (e) Avoiding domination of discussion
   (f) Desirable for small groups
   (g) Desirable for participants with same level of learning

6. **Application or performance**
   (1) Supervised practical experience
   (2) Correcting when necessary without usurping job
   (3) Repetition by learner of points of emphasis
   (4) Avoidance of trial and error methods
   (5) Reteaching and rechecking to meet performance standards
d. Testing or follow-up
   (1) Permitting learner to perform
   (2) Making objective evaluation
   (3) Building up speed and skill
   (4) Providing encouragement (1, p.69-72) (9, p.6-7)
       (4, p.72-168)

V. Visual Aids
   A. Using to assist, not to replace teacher
   B. Variety unlimited
   C. Effectiveness depends upon use
      1. Providing vivid impressions
      2. Insuring complete familiarity with techniques of use
      3. Raising questions about material presented
      4. Relating material to lesson
      5. Insuring visibility
      6. Insuring timeliness
      7. Sharing materials with students

VI. History and development of vocational education
   A. Objectives
      1. To provide knowledge of development of program in
         which teacher instructs
      2. To show relationships among agencies involved
      3. To acquaint teachers with services available
B. Presentation

1. Early vocational education
   a. Father-son, mother-daughter relationship
      (1) Relationship to family subsistence and parental care
      (2) Relationship to moral, religious, and civic training
      (3) Relationship to general training, including reading, writing and ciphering
      (4) Complete training for vocation
   b. Guild system
      (1) Forerunner of craft unions
      (2) Apprenticeship
   c. Trade training in school--1648 in France
      (1) Manual training in United States in 1886, later called "industrial arts"
      (2) Transition to "practical arts"

2. Legislative acts
   a. Federal
   b. State (9, p.15-16)
CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

1. There is a need for a teacher preparation plan and program for specialized training in adult agriculture education.
2. Effective teaching and learning in adult classes requires training in teaching methods to effectively use the experience of the teacher.
3. Knowledge and understanding of human relations needs to be a part of this program.
4. The plan includes knowledge about teaching methods, classroom procedure, and the mechanics of organizing classes.

Conclusions

It is evident that the adult vocational agriculture program will be increasing each year in Oregon and it is necessary to use the knowledge, skill and experience of experts in the field in order to keep the program vital and meaningful.

Classes for special teachers should be offered in a way which will result in the least inconvenience for these teachers.

Training should attempt to cover only the basic rudiments of effective teaching techniques. Training courses should be uniform throughout the nation, and especially in the State of Oregon.
BIBLIOGRAPHY


APPENDICES
APPENDIX I

QUESTIONNAIRE SENT TO VOCATIONAL AGRICULTURE TEACHERS

I am working on a plan for giving basic teacher training to lay teachers teaching adult vocational agriculture classes. Your opinions in answering the questions will be very helpful. Please complete and return in the envelope enclosed.

1. How many adult vocational agriculture classes did you have this school year?________

2. How many lay teachers taught vocational agriculture classes this school year in your school district?________

3. Did you give any basic teacher training to the lay teachers that taught adult vocational agriculture classes this school year?
   a. Individual instruction________average hours each
   b. Group instruction________hours

4. Do you believe it would be beneficial to have the adult lay instructors attend group teacher training sessions?________

5. If you answered "yes" to question 4, how many hours of group teacher training would you recommend?________

6. Please list what you believe should be covered in a teacher training session for the lay adult instructors.
   a. __________________________
   b. __________________________
   c. __________________________
   d. __________________________
   e. __________________________
   f. __________________________

Comments:
1. How many adult vocational agriculture classes did you have this school year?

The number of classes in the areas involved ranged from 1 to 23. In all, 85 classes were conducted.

2. How many lay teachers taught vocational agriculture classes this year in your school district?

Fifty-four lay teachers were employed to handle the 85 classes mentioned above.

3. Did you give any basic teacher training to the lay teachers who taught adult vocational agriculture classes this school year? (Give average number of hours)

a. In every case, except for those areas where the regular teacher also assumed responsibility for the adult classes, some individual instruction was given to the lay instructors. This basic teacher training ranged from 1 to 4 hours in most cases, with one area reporting a range of 5 to 10 hours.

b. None of the teachers contacted reported that there had been any group instruction for lay teachers whatsoever.

4. Do you believe it would be beneficial to have the adult lay instructors attend group teacher training sessions?

Although no group instruction had been given in the past, the teachers were unanimous in their opinion that some group training sessions would be beneficial.
5. If you answered "yes" to question 4, how many hours of group

teacher training would you recommend?

a. The opinions expressed as to the number of hours of group
instruction which would be most helpful were surprisingly
consistent. Lowest recommended was 2 hours — the highest
was 8. Generally, at least 3 to 4 hours seemed to be the
optimum time recommended.

b. Consistently, too, the teachers felt that this group
instruction should be handled in one or two sessions.

6. Please list what you believe should be covered in a teacher

training session for the lay adult instructors.

Twelve replies indicated that there is a clear need
to train lay instructors in the mechanical aspects of
conducting a ten-week class. They must be introduced
to adult program procedures such as enrollment, fee
collection, roll books, and records and policies of the
schools in which their classes will be conducted.
Implicit in several of the suggestions was the idea
that they should be made cognizant of the aims and
purposes of the vocational agriculture adult program.

Another vital area concerns the preparation of lesson plans

and course outlines. One reply suggested a state-produced course
guide should be used, but five others felt that some direction given
in the formulation of a course outline by the teachers themselves
would be sufficient.

There is also a need for individual plans within the ten-week
course outline. Competent as they may be in their individual fields,
lay instructors are usually not too familiar with lesson preparation.
The replies specifically indicated a need for discussion of lesson
outlines and breaking down the subjects into units for presentation.
Varied answers revealed that a very strong need is felt for acquainting lay teachers with the use of visual aids and apprising them of the materials which are available to them. Specific aids mentioned ranged from simple use of the blackboard and charts, to films and plant and animal materials which would provide graphic illustrations.

Only one reply mentioned instruction in the psychology of learning as it relates to adults, perhaps because most teachers realized that the subject is much too complex for the kind of cursory treatment which could be afforded it in two or three sessions, along with other material to be covered.

Certain techniques were stressed again and again as so necessary that some attention should be given them. How to "motivate students" and "stimulate interest" were mentioned frequently. Four replies stressed group discussion techniques as particularly important tools for the adult instructors. Many others felt that there should be discussion with potential teachers concerning lecture techniques and demonstrations.