

APPLICATION OF ADULT EDUCATION PRINCIPLES
TO THE EAGLE POINT ADULT-FARMER PROGRAM

by

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APPLICATION OF ADULT EDUCATION PRINCIPLES TO THE EAGLE POINT ADULT-FARMER PROGRAM

CHAPTER I

INTRODUCTION

Comprehensive programs of education in local communities should include instruction for day-school students, young farmers, and adult farmers. Much effort has been expended in promoting the in-school portion of education in agriculture since its inception in the early years of the Twentieth Century. Today more attention is being given to the out-of-school portion of the total program of agricultural education. The over-all success of adult programs in some of our rural communities is indicated by the fact that annually there are more individuals attending weekly evening classes than there are day-school students enrolled in the secondary system. At Eagle Point the success of the adult-farmer classes has been the result of adhering closely to the nine basic principles which are found in the following chapter.

Statement of the problem

Prior to July, 1955, the vocational agriculture program at Eagle Point, Oregon, was not in existence. If adult education was desired, it was necessary for the

individuals in the community to attend the regular day courses in the local high school or to attend the evening adult classes at the neighboring high schools.

The writer feels that any successful adult program must be established upon accepted basic principles. With our nine basic principles as guides or aids, numerous adult-farmer classes were offered to the farmers of the community. Consequently, with these clear-cut principles as a basis for adult education, the Eagle Point Adult-Farmer Program has been successfully established and carried on.

Importance of the study

To further the program for adult education, both in Eagle Point where this paper is centered, and in other communities, it is valuable to study the successes and errors of the past and to determine their causes.

A more effective analysis of the present program is possible by relating and evaluating past experiences, and by comparing the present status with the goals known to be desirable in adult education. This study should help in furthering the local adult-farmer education through increased understanding and improved operation.

Definitions of terms

Vocational education in agriculture. Vocational education in agriculture began in the United States in the early 1900's for the purpose of training present and prospective farmers in proficient farming. The program of vocational agriculture provided that systematic instruction in agriculture below college level be conducted in public schools for persons fourteen years of age and over who had entered or were preparing to enter into work on the farm or in the farm home.

The Smith-Hughes Act of 1917, and later the George Barden Act of 1946, both passed by the United States Congress, made available to the school districts federal financial aid for their programs of vocational education in agriculture. Most schools cooperated with the State Department of Vocational Education in receiving aid. Federal aid provides funds for supervisory staff, personnel at the state level, and teacher training in colleges and universities. Federal funds also provide assistance to local school districts by reimbursing them for a portion of the ~~salary~~ of the teacher of vocational agriculture.

Vocational Agriculture Advisory Council. The Vocational Agriculture Advisory Council evolved from the agriculture program as a group of local citizens appointed

to assist in planning and evaluating the over-all activities of the vocational program of agricultural education for a given community. Its functions have usually been limited to giving advice regarding the in-school program, the adult evening classes, or the work of the Future Farmers of America Chapter.

Vocational agriculture adult-farmer education. This type of education is for farmers of all ages who no longer attend full-time school and who are usually engaged in farming or related agricultural activities. These short courses and evening classes have been conducted almost as long as day school classes.

Board of Education. This is a group of citizens in charge of the public schools and elected by the adults of the school district. It is organized under the authority of the State and has jurisdiction over all educational matters connected with the local public school.

A community school. The major purpose of the school is to bring the people of the community, i.e., its students, increasingly to identify their personal welfare with the welfare of the community and with that of the state, the nation, and the world. The whole community is served impartially by the school without

discrimination because of age, sex, race, economic, or social conditions, political or organizational affiliations, or any other considerations. School is only concerned with education. It is a "community educational center"--not a community center.

Background

The Eagle Point High School is located approximately 11 miles north of Medford on Oregon State Highway 62. The district covers an area of about 450 square miles, with the school on the southern end of an approximate 20-by 25-mile rectangle. The high school is located in the town of Eagle Point, which has a population estimated at 620 people. Many of the town residents are employed directly or indirectly in the lumber industry or in agriculture. The high school has an average enrollment of 290 students, and out of these about 40 boys are annually enrolled in the vocational agriculture program.

A rapidly growing community on the southern edge of the district has been the White City area, where beginning in 1946, after the abandonment of Camp White, a large lumber and plywood industry mushroomed.

The district also includes another small town, Shady Cove, which has about the same population as Eagle Point, and the small rural areas of Brownsboro,

Lake Creek, and Trail. The lumber industry is the dominant source of income, followed by agriculture, which is based largely on livestock and general farming. Beef production leads, followed by dairy farming and forage production. There are approximately 250 farms in the district, ranging from a few to several thousand acres. Many of the farms have a unit of irrigated land, often adjoining a large area of marginal grazing land. There are many part-time farmers in the community, commuting to work in either the lumber industry or other economic activities in the Eagle Point and Medford vicinity.

Limitations

This paper is primarily limited to the adult-farmer classes at Eagle Point, which have been in operation for the past three years (1956-59).

These classes have included instruction in the agricultural sciences and farm shop and have been attended by approximately 100 individuals representing a large part of the area's farmer population.

The author has established nine basic principles which he feels are necessary to the successful establishment and operation of adult-farmer classes. The reader must keep in mind that only those principles considered

most important have been utilized. To employ every principle pertaining to adult-farmer classes would not be feasible at this time.

This paper is limited to a descriptive report of how the writer has applied these nine basic principles in establishing the Eagle Point Adult-Farmer Program.

CHAPTER II

PRINCIPLES OF ADULT EDUCATION

During the establishment of adult education classes by the vocational agriculture department of Eagle Point High School and during the first three years of operation, the need for certain principles in the field of education became apparent.

In the seven classes planned and carried out in those years, approximately 100 farmers took part. The following principles, which contributed to the success of those classes, appear to be sound bases for the future program.

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.

Thorndyke, (14, p. 12), writing on adult interests, verifies the writer's opinion . . . "that older students can absorb class material and put it to use as easily and profitably as they could have done at their peak learning ability age in the early twenties."

Age, alone, is unimportant when compared with a student's interest, energy, ability, and time to learn. This is especially true when adult education aims at

satisfying the more obvious needs, rather than theoretical goals. Farmers who of necessity must know how to produce better crops or raise lower-cost cattle will find age no deterrent to learning.

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

In considering the possibility of adult classes at Eagle Point it became apparent that the educational needs of many of the area's farmers could best be met by the public school.

According to Hamlin, (5, p. 17):

In a community school, all the people of a community are the school's clientele, so that such a school has the opportunity and responsibility of helping everyone to see more clearly his place in the life of the community and the place of the community in the life of the state, the nation, and the world.

This would certainly include the estimated 250 farmers in the Eagle Point School District who carry a substantial share of the local property tax burden.

The educational level of rural adults 25 years and over in 1950 is significant. As Table I reveals, the educational achievement for adults 35 to 50 years of age in the rural communities of the United States is less than the tenth grade level. With this low level of

education in our rural areas, we must keep our training basic in content, so as to encourage those students having little formal education.

TABLE I

Years of School completed by Persons 25 years old and over by Age, and Sex for the Rural Areas of the United States - 1950 (16, p. 243)

<u>25 Years and Older</u>	<u>Median School Years Completed</u>	
	<u>White Males</u>	<u>White Females</u>
25-29	9.5	10.8
30-34	8.9	10.0
35-39	8.7	9.3
40-44	8.5	8.9
45-49	8.3	8.6
50-54	8.3	8.5
55-59	8.2	8.4
60-64	8.0	8.3
65-69	7.8	8.1
70-74	7.6	8.1
75 and over	7.2	7.8

Even to start thinking about community schools, one must eliminate the common belief that public schools exist primarily to help students to fulfill their selfish ambitions. A true public school cannot make distinctions

of this sort. It must proceed on the assumption that every individual in the community is a person of worth and is entitled to any educational help the school may foster. These public schools are supported, established, and controlled by local supervision for the whole community's welfare. This is certainly the implied democratic and Christian ideal exemplified in our Nation's Bill of Rights.

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

If "the purpose of the school in its regular 12 years is to stimulate learning", as was stated by Dr. Brock Chisholm¹, then the responsibility of the public school does not end with graduation from high school. Certainly this would be true where there is in the high school only elementary education in the agricultural field where new ideas and techniques are announced daily.

Where there are already arrangements for adult education in a community school, agricultural education for adults could be developed along with the general program of adult education. When the supervisor of adult

¹Opinion expressed by Dr. Brock Chisholm, President of the World Federation for Mental Health, at a speech given at Medford, fall of 1956.

education is as interested in agricultural education as in any other phase of his program, adult education in agriculture will receive its proper emphasis.

Many schools are slowly realizing that classes for adults are needed just as badly as some of the same subjects covered with the in-school youth. Every community needs basic courses for adults in agriculture, home economics, and commercial subjects. Some schools have also found a great deal of response and interest in courses such as group sports, artistic development, and leadership training.

Most educators are aware that promotion of adult education is necessary, but have so much difficulty in keeping costs within present budgets, that they are quite reluctant to enlarge the scope of the existing educational program. There certainly is no doubt in the writer's mind that adult courses properly conducted could be the best public relations program that any school district could attempt.

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

Only through an understanding of the community and a knowledge of its needs can a plan be made for adult classes. The advisory council, composed of farmers from

throughout the area, can be the best source of information about the community. From the council, the instructor of agriculture can also become acquainted with the resources of the community as well as with its needs and desires.

In a democratic community school, all who are affected by school policies should have an opportunity to assist in determining these policies. This means that teachers, the school administrators, parents, advisory council members, and others would share responsibility with the Board of Education in making policies. This method of wide representation assists the school boards in many communities because the members of these advisory groups are usually closer to the actual problems than are the members of the board. If policies are not made by people who know the effects of their operation, serious mistakes are likely to occur.

Recommendations made by the council should be submitted to the school board and school administrator, but the greatest use of the advisory council should be made by the local agricultural instructor as he receives their advice and counsel about community needs.

Besides giving advice on adult education, the survey by the Department of Agricultural Education, Oregon State College, (4, p. 11-12), outlines the following activities for the council:

1. Assist in developing a long-time program for the department.
2. Assist in developing the current year's program.
3. Assist in finding opportunities in supervised farming programs for students.
4. Assist in evaluating the day-school curriculum.
5. Assist with FFA activities.

More detailed information on actual activities of the council will be found in Chapter III.

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

The major reason for having schools is to effect change and growth outside of the school. Unless teachers realize their instruction is affecting out-of-school life, they have no basis for determining whether their educational efforts are accomplishing results. The adults of the community are in an excellent position to evaluate the results of education. If advisory council members are to share in evaluation of community needs, they must then have the opportunity to determine various factors in a community which would be affected by improved adult education. Some of these factors are economy, type of farming, number of full-time and part-time farmers, and community resources.

Outstanding rural communities do not just happen. A plan for a community has to be made just as carefully as a plan for an individual farm. A community consisting of well-planned individual farm and business enterprises still leaves much to be desired unless the same forethought has gone into the planning of the community affairs.

A school board which does not have adequate personnel for planning will have to take over functions which they are ill prepared to perform. If the community relies too much on the school administrators and vocational agriculture instructor to plan community programs, these may be either greatly neglected or improperly carried out. These school officials are very busy men and rarely have the time, by themselves, to adequately plan for the community.

According to Hamlin, (6, p. 43) "Members of an agricultural advisory council can estimate a community situation quickly and with a good deal of accuracy." With adequate preparation, "tailor-made" education for persons connected with agriculture can be developed.

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

Any adult-farmer class must be properly scheduled

so that the greatest number of individuals can conveniently attend. A functioning advisory council, thoroughly representative of the school district, will be able to assist in selecting evenings which are free from conflicting community meetings. To select an evening which will be entirely free from conflicts in any community is impossible, but every effort should be made to reduce conflicts to a minimum.

Research indicates that farmers greatly prefer evening classes because they provide greater freedom from their busy day-time activities. If day-time adult classes were held, conflicts with day-school activities would be quite difficult to eliminate.

There are benefits from year-round scheduling of adult classes for the vocational agriculture instructor, but most farmers prefer fall and winter classes.

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

Adult-farmer students demand very commendable teaching. In many situations the local vocational agriculture instructor with his full load of day-school students does not have sufficient time to adequately prepare and teach all of the adult work needed in today's modern agriculture program. Agricultural education

leaders feel that the vocational agriculture instructor can better utilize his time in planning and supervising adult classes than in actually teaching the classes himself. In general, the supervision of five classes would be better for the community than teaching just one or two. By using qualified resource personnel, a community can have satisfactory adult-farmer classes.

Because they are well-acquainted with the abilities of the residents of the area, the advisory council is in an excellent position to recommend several qualified local instructors for the courses that are to be taught. The vocational agriculture instructor should assist the adult class instructor in planning the contents of the course and the methods of instruction to be used. One must be careful to select persons who can qualify for a vocational teaching certificate, so that state reimbursement can be received.

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

Generally speaking, larger numbers of farmers will attend when the distance to school is short, although experience at Eagle Point has shown that an especially valuable class will draw students from greater distances. Other factors would qualify this

principle also, such as population patterns and convenience of available centers. Davis'² survey of Michigan classes, however, showed that attendance was better where farmers traveled farther than the recommended maximum of five miles.

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

To keep attendance and enrollments adequate, the program must be publicized. The writer realizes the best method for enrolling farmers is by the teacher's personally contacting each prospective enrollee, but this is not always possible.

There is a great deal of material to be found on the different methods of publicizing the adult-farmer classes, but in all the material available the two-way communication system seems to function best. This means that the adult instructor, vocational agriculture instructor, members of the advisory board, or other qualified persons must actually inform the students of the class. At Eagle Point, contact by advisory council members has helped to relieve the adult-class instructor

²Statement of Philip B. Davis in a personal interview, March 1959.

and vocational agriculture instructor of the responsibility for much of personal contact with adult students.

Along with personal contact there are many other methods that may be used with the expectation of fine results. These may include the following:

1. Letters sent from the school.
2. Newspaper publicity in farm section.
3. Announcements made in public meetings.
4. Attractive posters in appropriate areas.
5. Radio and television demonstrations by day-school students.

CHAPTER III

ESTABLISHING AN ADULT PROGRAM

According to observing citizens in the Eagle Point area, successful adult-farmer classes at a neighboring vocational agricultural center greatly fostered the initiation of a similar program at Eagle Point. Because of this, regular attendance by Eagle Point farmers to neighboring classes, citizens of the community began to form local committees to study the feasibility of promoting a vocational agriculture program of their own. Several farm organizations circulated petitions supporting establishment of the local center, and after the passage of the school bond issue in the spring of 1955 the program approached maturity.

In July of 1955 the writer was hired as the first vocational agriculture instructor. The beginning day-school vocational agriculture classes were conducted in the regular high school while awaiting completion of the new vocational agriculture building. The new building was ready for the second year of the vocational agriculture classes in September, 1956.

Partly because of the important role adult classes played in stimulating establishment of the vocational agriculture program at Eagle Point, the newly

formed advisory council, at its first meeting in the fall of 1956, formulated the adult-farmer classes for 1956-57. Thus on the basis of principles 1, 2, 3, and 4, adult classes for farmers were established in the Eagle Point Vocational Agriculture Department.

Advisory Councils

The establishment of a functioning advisory council should be the first step in the organization and operation of an out-of-school education program in agriculture. Through the activities of the council, the vocational agriculture instructor, school administrators, and the school board are able to provide a program of education for adult-farmers. One of the council's most valuable contributions has been its ability to provide the necessary link between school and community, through which all activities become coordinated.

Rufus W. Stimson, outstanding vocational agriculture instructor from Massachusetts, who is believed to have originated the first advisory council in agricultural education in 1911, said he obtained the idea from trade and industrial education (18, p. 83).

Past records indicate that advisory councils in agricultural education preceded the passage of the original Smith-Hughes Act of 1917. At one time, in the

state of Massachusetts, it was mandatory that every department of agriculture at the secondary level have an advisory council (17, p. 15).

After the Smith-Hughes Act for vocational education was passed, the steady growth in numbers of the departments of vocational agriculture at the secondary level was noteworthy. As time passed, many instructors of vocational agriculture realized the weakness of a program such as theirs, limited as it was within the four walls of a classroom, with the obvious need for instruction and guidance of the out-of-school young and adult-farmers. To carry out a complete and successful vocational agriculture program, instructors found that they had to utilize the aids a community could offer. The advisory councils were organized to fully determine community needs and to enlarge the scope of community agricultural programs. The best functioning advisory councils have always kept in view the establishment of a vocational agriculture department which would be of specific benefit to the community and meet local needs in agriculture.

Lay advisory groups working with school boards were strongly promoted following World War I, languished from 1925 to 1935, but have been rapidly increasing since 1935 (8, p. 2).

It was with this background in mind that, soon after

the Vocational Agriculture Department was established in Eagle Point in July, 1955, a nucleus advisory group of five was formed. It was later expanded, bringing the board to its present total of nine members. The formation of the advisory council was the beginning of the Adult Education Program of the Eagle Point Vocational Agriculture Department, and this paper will attempt to show the value of the council in developing such a program.

Preliminary considerations. Before requesting that an advisory council be organized, the instructor should be certain he is willing to accept the council's assistance and suggestions for his program. After the final decision to form an advisory council, a visit from the State Supervisor of Agricultural Education proved to be most helpful in organizing that council at Eagle Point. Other aids include a thorough study of information on advisory councils, a discussion with local authorities, and the observation of an advisory council that was functioning successfully at a nearby school.

Obtaining approval for an advisory council from the school administrator and school board was found to be essential. When presenting this matter to the school administrator and school board for approval, the instructor

included some of the following items for consideration:

1. Number of members.
2. Methods to be used in the selection of council members.
3. Length of term of office for council members.
4. Relationship of the council to the teacher, department of vocational agriculture, and school administration, including the board of education.
5. Procedure to be used by the council in presenting recommendations to the school authorities.
6. Methods of organization, duties of officers, and committees.
7. Proposed activities of the council.

Actually, all the previously mentioned considerations should be related to the community itself, inasmuch as the physical and economic conditions affect all phases of education.

Selection of membership. In selecting the members for an advisory council, the vocational agriculture instructor, the principal, and the superintendent of schools nominated the council members for selection by the school board. An attempt was made to nominate only those who would be sufficiently public-spirited, interested in the welfare of all the people in the community, and willing to devote adequate time to the work.

The selection of outstanding farmers of

representative phases of agriculture who were interested in developing a well-rounded program in agricultural education was considered to be a sound policy. Consideration was given to the large and small farm operations, including part-time farmers, share-farmers, landlords, and tenants. Through further research it was found that in some areas, farm workers, professional men and businessmen serving the area, and who have indicated interest in the farm program, as well as members of farmer and farm women organizations, could be of value and should be considered as candidates for membership on the council. The practice of inviting public officials such as the county commissioner, county school superintendent, and county agent as guest advisers was reserved for times when their presence was deemed necessary.

The original advisory council was composed of farmers representing different types of agriculture, community interests, and geographic locations. The representation came from the dairy, beef, and general farming enterprises, including a member of the school board. They resided in the Lake Creek, Elk-Trail, Shady Cove, and White City areas, as well as in Eagle Point proper.

According to E. J. Johnson's (8, p. 1) work, other factors pertaining to selection of the above

mentioned groups are as follows:

1. Age variance that limits having too many very old or very young persons.
2. Persons on different economic levels (not necessarily those who show a lack of farming ability).
3. Representatives of different religious affiliations.
4. Rural and urban persons, including veterans.
5. Parents of students in the vocational agriculture department.
6. A farmer member of the school board.
7. Persons of different nationalities.

There is always a school board member on the advisory council to relay recommendations to the school board relating to vocational education, in-school youth, and adult-farmers. Some would criticize this point, as such a member would be in a position of advising himself; others maintain that inviting school board members to attend provides sufficient contact with that board.

The State Department of Vocational Education recommends that nine or more council members be selected by the school board from a list of at least fifteen prospective members suggested by the vocational agriculture instructor, principal, and superintendent. At Eagle Point, five were originally selected. Later, realizing this group was too small, the school board increased the number

to the present standing membership of nine. A letter of appointment was sent by the superintendent of schools to the selected members with a request for acceptance or rejection.

H. M. Hamlin, (7, p. 85) head teacher trainer in Agricultural Education at the University of Illinois, in his superior work with advisory councils, felt that with less than nine members there were not enough individual personalities present to make worthy decisions. A smaller number also is not representative enough, although it is better than just one instructor.

When the council has reached twelve or more in number, Hamlin (7, p. 85) felt that a single member's attendance was not noticeably missed.

Management of members. After the organizational meeting the vocational agriculture instructor and the chairman should plan the agenda to be presented at the ensuing meetings. Actual determination of whether or not a meeting be scheduled, the time, place, and other details are determined by the chairman. Setting dates for meetings that all members find convenient to attend is a major difficulty. Irregular attendance severely handicaps the work of the council.

Effective advisory council meetings should not

exceed two hours, should be followed by refreshments and a social period. They should be arranged as often as necessary, with a minimum of three meetings per year. A definite time of opening and closing was found to be most desirable.

Council members are often busy citizens, thus interest may be maintained by planning and organizing pertinent material for more efficient meetings. Members are notified by letter or by telephone call of the scheduled meeting, and the local administrator is contacted personally and invited to attend. Any meeting is to be canceled if less than five members are able to attend.

Pressure groups are not allowed to attend advisory council meetings. The council is a group of persons whose viewpoint is needed, and there is no particular object in trying to change their recommendations. All people concerned want their unbiased advice.

Organization of councils. Special attention was given to the organizational meeting and the manner in which the advisory council was guided and assisted thereafter by the agriculture instructor and administration. A suggested outline of the duties and responsibilities of members and officers, along with the objectives, goals, and possible

activities of the council, were presented to the new members, by Allen Lee, Assistant State Supervisor of Agricultural Education. This method greatly facilitated the guidance and orientation of the council members' position (which is that of advisers and not administrators) and their purposes.

The advisory council initiated the policy of officers which includes the offices of chairman, vice-chairman, and secretary. The vocational agriculture instructor has been functioning effectively as the secretary because of his available facilities and position.

The original members were selected by lot for terms of 1, 2, and 3 years. All members are elected for a full 3-year term at the completion of the initial year so that only one-third of the membership is replaced each year.

Some of the problems which the Eagle Point Advisory Council has encountered have been getting members to assume responsibility and develop leadership and initiative, failing to make annual plans, and the lack of discussion on items other than the adult evening classes. All three of these may have been partly due to the lack of experience in the new program.

Rejection of its recommendations to the school board has not been a problem with the Eagle Point Advisory Council, as all recommendations have been received with

congeniality and cooperation by the local administration. This is largely due to the sound judgment of the advisory council concerning the program, coupled with the presence of a school board member and the superintendent of schools at the council meetings.

Activities of Advisory Councils

According to Hamlin, (6, p,111), the real value of the advisory council is the active use of the organization by the administration, the school board, and the instructor. By taking advantage of services performed by a council, the vocational agriculture program in a community may reap great benefits. To let a potential aid such as the council slip by through lack of use would not only be a disillusionment to the council members, but also a just cause for criticism of the school and administration.

Locally, this has given the members a feeling that it is their school, and those taking part have used it for the attainment of some of the values they have felt are important in the school program.

Duties of members. Public relations, policy advice, and close cooperation with the instructor are the chief duties of the members. The responsibilities are set down in the advisory council constitution and

by-laws. (Refer to Appendix)

Public relations responsibilities of the council fall into five categories:

1. To acquaint people in the community with the needs of the area in relation to the work of the program of vocational agriculture.
2. To inform the public of the progress of the program, relaying comments both critical and favorable back to the department of vocational agriculture.
3. To acquaint the instructor with individuals and groups he needs to know.
4. To clarify the relationship of the vocational agriculture program with other agricultural organizations as well as with business and commercial organizations.
5. To sponsor adult classes and organize subsidiary committees to the council for such classes.

The advisory duties of council activities also fall into four sections:

1. To inform the administration and the school board of the objectives of the vocational agriculture program.
2. To acquaint them with agricultural affairs of the farm district.
3. To aid in the selection of the instructor when requested by the school board.
4. To continue the program when either the teacher or school administrators change.

Although relationships between the instructor and the council members often are at variance, specific duties

could be set down in the following categories:

1. Assisting the instructor in planning well-rounded programs insuring a balance between farm mechanics, agricultural science, and organized field trips.
2. Advising on the high school course of study in relation to farm enterprises in the area.
3. Stimulating supervised farming programs of the day-students as to size, quality, and suitability.
4. Advising on and approving the annual long-term program of work for the vocational agriculture department.

Results of duties. With principle 4 in mind, successful adult classes can be the outstanding achievement of any functioning advisory council that is interested in extending the services of the agriculture department to more people in the community. Hamlin's (6, p. 119) study of Illinois communities reveals only 5 to 15 per cent of the people in a community who might use such a department are actually taking advantage of its services. From the writer's survey in Eagle Point School District this number is more nearly 20 per cent. By teaching adults, one is able to greatly extend the educational aspects of the vocational agriculture department.

In the survey compiled by the Department of Agricultural Education at Oregon State College where Vocational Agriculture Educators were surveyed in the

Pacific region, 80 per cent felt that the advisory councils are essential in organizing and maintaining adult classes. This survey also revealed that the councils should have a leading role in determining the final objectives (4, p. 2). Councils have played an enormous role in Oregon, where the number of adult classes has grown from 33 with 605 students in 1952-53 to 107 with 1,441 students in 1957-58. Almost all of the 345 classes held between 1952 and 1958 have been established with the planning of a local advisory council.³

As principle 6 states, members of the advisory council are in a good position to determine the economic problems of the local area, and will be the logical people to select the courses of instruction that will encompass and illuminate the main farming problems of their particular area. The vocational agriculture instructor then supplements this datum with his information learned from visiting farmers in the area.

Along with promoting adult classes the council helped with many other practical functions of the adult educational program:

³ Statement by William A. Morris, Assistant State Supervisor, Agricultural Education, Salem, Oregon, from a personal interview, March, 1959.

1. Selecting subjects of courses.
2. Recommending specific instructors.
3. Assisting in enrolling class members.
4. Fixing time and place of classes.
5. Recommending "break period" time for coffee or other refreshments.
6. Planning educational tours.
7. Advising instructor and administration about local traditions and attitudes which may affect enrollments and attendance.
8. Assisting in dealing with undesirable situations which can develop, such as antagonistic attitudes or individuals monopolizing class discussion.
9. Deciding tuition collection policies.

Through the efficacy of an active advisory council, the vocational agriculture department will be better able to satisfy the major adult educational needs of the rural groups of the community.

With the council's completion of Principle 5, the selection of practical adult class topics has proved a special aid in the Eagle Point Adult-Farmer Classes. Examples are Livestock Sanitation and Disease Control, Farm Accounting and Income Tax, Arc and Gas Welding, Tractor and Machinery Maintenance, and Livestock Feeding, from which the council members selected for each class 10 weekly units of value to the local farmers.

Thriving public relations can be an important

achievement of any functioning advisory council, especially at times when adverse public criticism might be aimed at the vocational agriculture program. This buffer between the instructor and the community can often carry the program through stormy periods.

According to Hamlin (6, p. 118) good public relations would guide a young and inexperienced instructor toward enterprises adaptable to the area, or encourage an older dictatorial instructor to bend himself toward community support.

Concerning administration of council activities, the writer has felt that advisory councils help encourage good teaching, and stabilize the entire vocational agriculture program. The work of nine or more men, respected in the community and chosen by the school board, will add substantially to the program. In contrast, a community where there is no advisory council and where there has been a continuous change of instructors, would certainly feel the results of repeated abandonment of the programs.

An important result of a close relationship between the instructor and advisory council is an increased interest by the advisory council in the course of study of the high school day classes in vocational agriculture. An evaluation of the study course at Eagle Point is made

annually by the council. This is especially helpful when scientific changes in agriculture occur so frequently.

Evaluation of the facilities of the vocational agriculture plant should also be made by the council to keep buildings, equipment and facilities adequate within the department. In larger departments, such study might include a new agricultural unit, farm mechanics needs, farm land, observation plots, slat houses, green houses, feed yards, and cooperative buying and marketing organizations. Farm shop tools, laboratory equipment, and reference material also needs periodic appraisal.

Inspection and evaluation of the Eagle Point facilities have been possible during advisory council meetings which are held in the agriculture class room adjacent to the shop area. Any specific need is presented to the council by the instructor, but with the new agricultural building, and a liberal budget, few additions have been necessary.

Evaluation of the intangibles of a vocational agriculture program, such as overall benefits to a community or to any phase of agriculture, might prove difficult for the council.

Council members, in pursuing their vocations, are accustomed to having tangible goals and they know when they have reached them. A farmer is usually very uncomfortable when he cannot see that he is accomplishing something definite. If this attitude can be carried over to his activities as a council member, we can expect that he will demand of the agricultural department definite goals and definite proof of their attainment. 11 (6, p. 119)

At Eagle Point the advisory board members have been very attentive to their duties and have greatly fostered the building of a successful vocational agriculture program. The large percentage of farmers who have taken part in the three years of adult-farmer classes at Eagle Point is a good indication of the favorable response this adult program has received.

CHAPTER IV

ORGANIZATION AND OPERATION OF ADULT-FARMER CLASSES

All nine principles of adult education apply to the successful organization and operation of adult classes. These again depend upon many other factors. Among the most important considerations is the cooperation of the school board, administration, advisory council, and the instructor in planning and supporting the project. Principles 1, 2, and 9 apply indirectly while 4 through 8 are integral parts of class organization. The procedures described on the following pages refer to those used in the Eagle Point Adult Program unless otherwise indicated.

History

Successful adult-farmer classes sponsored by the high school dates back to the early 1900's, but only since the late 30's and early 40's has a sizable contribution really been made.

The First World War gave birth to adult education, as educational leaders were amazed at the poor results from the service tests of intelligence and standard subject matter. People began to wonder if something could not be done to assist those who no longer attended the

public schools. Definite provisions for a program of adult vocational education were contained in the Smith-Hughes Act of 1917; and this act greatly assisted people in vocational education to develop further the adult educational programs.

The Eagle Point Adult-Farmer Program had its commencement in January, 1957, when the first course offered was Livestock Sanitation and Disease Control taught by a local veterinarian. This was in the second year after the establishment of a Vocational Agriculture Program at Eagle Point.

The following is a summary of student attendance of all the courses that have been offered at the adult-farmer classes at the Eagle Point Vocational Agriculture Building:

TABLE II

Date, Course, and Attendance at
Eagle Point Adult-Farmer Classes

January 1957	Livestock Sanitation and Disease Control	45
November 1957	Farm Accounting and Income Tax	35
January 1958	Arc and Gas Welding	15
March 1958	Arc and Gas Welding	15
October 1958	Tractor Maintenance	9
October 1958	Arc and Gas Welding	16
January 1959	Livestock Feeding	<u>32</u>
Total Attendance - - - - -		167

Many adults who attended classes had not finished high school, nor had the real advantage of vocational agriculture. Experience in Eagle Point shows that farmers respond in large numbers when programs pertinent to their particular interest in agricultural education is offered, and attendance seems even better when they have the opportunity to plan their own adult programs.

Objectives

The ideal adult-farmer program would include development of year-round adult educational programs for the full-time farmers, with some attention directed toward suitable programs for part-time farmers and people

in related industries. These related agricultural enterprises would include such individuals as elevator and hatchery managers, farm equipment salesmen, dairy manufacturing personnel, and others who suffer from a lack of general adult training. Those in related occupations are in a position to put the information to immediate use.

According to the philosophical concept, education is a continuous process and schools must provide evidence that it is such. Adult education can be an essential part of the public educational system, but the rapid growth occurring in adult education makes adequate planning a necessity.

In accordance with Principle 5, the writer believed adult-farmer classes were a means of improving the agricultural program of the community; therefore, an inventory of the farming situation was made. Classes were concentrated on agricultural subject matter where information and skills were needed in the local area.

Both the growth and change in the rural population should be studied so the program can aim at satisfying personal as well as farming needs. With the wide dissemination of sound agricultural practices these days, farm failures are sometimes traceable to the personality disorders of the farmers, and not merely to lack of knowledge or skill in agricultural practices.

An education program, to induce growth and improvement, must do two things (6, p. 270):

1. Facilitate effective contact with new methods.
2. Provide reasons for adopting new methods which make sense in terms of basic value, motivations, beliefs, and desires of the people.

An example of this is in the Eagle Point livestock industry where more success is evident in teaching the farmers methods of controlling cattle grubs than in getting them to use these known methods.

The objectives in adult-farmer education are basically the same as in other educational endeavors in that they both involve development of new interests, appreciations, ideals, understandings, and abilities (6, p. 272). All of these characteristics can become an enduring part of the student and function habitually in his daily living because the combined values are built into his total personality.

Of course, there are additional objectives which Hamlin presents (6, p. 272-73):

1. Increased interest in life, in farming, in the community, nation, and the world.
2. Increased ability to work with others in the family and community groups.
3. Increased adaptability in anticipating change and making adjustments to the changes.

4. Increased understanding of the values of a democratic way of life and increased ability to apply the principles of democracy in all relationships.
5. Increased ability to use the agencies which have been provided by the county, state, and nation for the use of farmers.
6. Improved ability to think individually and as a member of a group.

It is Hamlin's belief that any farmer who follows the above objectives will have considerable skill and success in farming. Often farmers want only knowledge and skill, but later realize the many social values received from attending these classes (6, p. 273).

Policies

Certain policies must always be developed in operating the adult program. These policies are easily arranged when it is understood by the board of education, the administrator, and the vocational agriculture instructor that adult-farmer classes should be an integral part of the education program of public schools to maintain departments of vocational agriculture. Unfortunately, acceptance of Principle 3, as previously stated, has been quite slow and as a result policies often must evolve through the impetus of the vocational agriculture instructor.

Phipps' (11, p. 289) suggestions for needed policy

decisions have been similar to those adopted at Eagle Point. They are:

1. Types of young and adult farmer classes to be given.
2. Groups other than farmers for whom adult education in agriculture is to be provided.
3. Provision of classes for part-time as well as full-time farmers.
4. Nature of the overall program.
5. Planning of the individual course and the total program.
6. Amount and type of individual on-farm instruction.
7. Publicizing the program.
8. Procedures for enrollment.
9. Arrangements for financing the program.
10. Use of teacher time in adult work.
11. Hiring and using special teachers.
12. Sponsoring organizations of adult students in agriculture.
13. Special facilities which are to be provided.
14. Use of school buildings by members of adult courses.

Rutrough (12, p. 10) in his survey of administrative policies and procedures of conducting adult-farmer courses, revealed that the majority of teachers, school administrators, and area supervisors in eight school divisions felt that their programs of adult-farmer

education were unsatisfactory. In their programs only 10 to 15 per cent of the adult farmers were enrolled in systematic instruction, indicating that the programs of education were not meeting the needs of the vast majority. It was estimated that teachers of vocational agriculture should devote a minimum of 20 per cent of their time to the adult-farmer program. Ninety-six per cent of the teachers, administrators, and area supervisors indicated that additional teacher-time would be needed if stronger, more adequate programs were to be realized (12, p. 15).

Responsibilities of vocational agricultural instructors toward adult education were stressed by Campell (2, p. 10) in a detailed survey in Louisiana. His conclusions are similar to Principles 1-5 and 9 in that such an instructor should.

1. Make the adult-farmer class an essential part of the total school program.
2. Be active in supporting all school activities.
3. Be familiar with his community.
4. Play the role of a "stimulator" of new or underdeveloped interests.
5. Learn to be patient and not to expect miracles.
6. Offer the adult farmers a complete program of adult education.
7. Sell his program to his school and his community.

8. Utilize every possible technique in providing a functional adult-farmer program.
9. Develop a constant plan.
10. Develop concise goals.

Organization

In the previous chapter on advisory councils, great emphasis was placed on their use in organizing adult-farmer classes. With their active enrollment and support of the adult program, council members encourage others in the area to attend. The natural tendency is for an advisory council to become so eager to start adult-farmer education in their community that classes are often started without first thoroughly studying the agricultural educational needs of agriculture in the community and without designing a future program of adult courses. If a single course is offered annually without any long-range planning, a non-systematic pattern of courses often results. Because advisory council members have varied interests they might see that their interests are given special emphasis in the course. Phipps (11, p. 304) states that the eventual result of such courses such as this will be only a series of unrelated meetings and a failure of adult education.

Early in the Eagle Point program for Vocational

Agriculture there were indications pointing toward a weakened program until long-range plans were initiated.

Scheduling. As stated in Principle 6, the success of any adult-farmer class depends on proper scheduling for all farmers concerned. Every community has some evenings that afford less conflict in meetings. The advisory council at Eagle Point realized that Parent-Teacher Associations, farm organizations, athletic events, churches, and civic groups are part of the people's way of life, and not even a successful adult program ought to interfere with them. With careful planning by the advisory council and the instructor of vocational agriculture, several evenings with a minimum of conflicts were found.

These classes have been successfully held on Tuesday and Thursday evenings with the classes in agricultural sciences starting at 7:30 P.M. and classes in farm mechanics commencing at 7:00 P.M. The advisory council's early recommendation was to have all class instruction terminate promptly at 10:00 o'clock. Classes have been successfully started in October, November, January, and February, but classes started in October and January will coincide better with the day-school schedules.

In a recent study made in Maryland, 170 teachers

reported that 90 per cent of the adult-farmer classes were held in the local high school, with classes throughout the year though greatly concentrated in the winter months. In the same survey 97 per cent of the classes were conducted during the evening hours with the two-hour class most popular. These two-hour classes are usually held for a minimum of 10 to 12 weeks (10, p. 11).

At Eagle Point the practice has been to hold $2\frac{1}{2}$ or 3 hour sessions one night per week for a period of 10 weeks. Year-round scheduling greatly alleviates overlapping of classes, provides opportunity for seasonal teaching and adequate time scheduling by the instructor, and enables the department to offer adult work at its maximum. At Eagle Point, such a desired schedule is difficult to accomplish because adult-farmers usually prefer classes during the fall and winter months. Late spring and summer classes in this community would prove difficult because of the busy season for farm people.

Selecting instructors. (Principle 6) One of the most difficult problems facing the adult program is the selection of competent instructors. The Eagle Point Advisory Council made an early recommendation that the instructor for the day-school vocational agriculture did not have time to teach the adult-farmer classes, and that his time in the adult program could be better spent

supervising and assisting the other instructors. Time, not inadequate training, is the major problem of the vocational agriculture instructor. A lack of training in educational methods among the special resource personnel has been a drawback in the Adult-Farmer Classes at Eagle Point. This has required some very close supervision with some instructors.

The authority to select and hire instructors for adult classes at Eagle Point was delegated to the local teachers of vocational agriculture by the school superintendent. When the local advisory council decided that a certain course would be held, those teachers would discuss with the council members the local persons who would be most qualified to instruct a course on the selected subject. The individuals suggested by the council were then contacted and oriented in the adult program. In securing qualified instructors, the employing agent endeavored to select a person who he thought would be conscientious in his teaching and adequately prepared to cover the subject. The actual outline of the course to be taught was made in conjunction with the advisory council, the hired instructor, and the instructor of vocational agriculture.

A feature that has worked successfully for Eagle Point has been the selection of next year's

subjects shortly after the completion of the present year's classes. Usually this is done during April before the members of the advisory council become too occupied in farming activities. This also gives the local agriculture instructor time during the summer to obtain additional and individual thoughts on the program from other past and future students of the developing adult-farmer classes. This method of counseling fosters the feeling that the community has a part in developing its own classes. The writer feels this method of individual promotion has helped a great deal to create interest in the Eagle Point Adult Program.

Before the first class, another meeting with the adult-class instructor is held to review the many topics in the order they are to be presented to the class. After the adult-class instructor had completed his teaching outline, the advisory council again reviews his teaching plan and adds or deletes any major material they feel is irrelevant.

In selecting instructors the writer has been careful to select persons who could qualify for a vocational teaching certificate in their field in order to receive state aid, since every instructor must have a vocational teaching certificate. No difficulty has ever been encountered in obtaining the certificate,

because qualified individuals have always been used. These teaching certificates are always filed with the Jackson County School Superintendent where they can be referred to at any time.

Leonard Kunzman (9, p. 11), who supervised the Pilot Adult Program in vocational agriculture at several Willamette Valley schools, has a more complete procedure for hiring and recording a teacher's salary. After an instructor agrees to teach such a course, he completes an employment record form, the usual vocational teaching certificate application, and an income tax exemption certificate. The hired instructor agrees on salary and mileage pay, date and time of course, and signs a teaching contract. When these are gathered and correctly signed, the supervisor of the pilot program registers the health and teaching certificates and contract with the county school superintendent. Additional copies are filed in the local superintendent's office. This exacting procedure is most thorough and certainly merits consideration at Eagle Point.

Enrolling members. The actual securing of class members will be considered in a later section on maintaining enrollment and attendance. The advantages of enrolling members before commencement of the class will be considered here. Definite enrollments, secured

ahead, enable the teacher of vocational agriculture to visit the farms before school starts, orient prospective class members, and make it possible to obtain needed teaching supplies so that they will be available in adequate amounts when the class opens. Pre-enrollment also enables the supervisor of adult education to determine if there is enough interest shown to offer a given course or whether to substitute a more popular one.

The payment of their tuition fees is required of the enrolling members at the first class meeting and the students are given a receipt for their own records. Before the next class meeting the names are posted on a bulletin board. Each member is requested to check his name on the attendance roll, providing an excellent method of keeping a permanent roll. Periodically the list should be checked against an occasional member who overlooks the name check, as the State Department of Vocational Education in Oregon requires the local school to keep accurate attendance records. In addition, these records are sent to the State Department of Vocational Education for the adult-class attendance certificates which are given at the last meeting or a short time thereafter.

Hamlin (6, p. 284) has recommended that most adult-farmer classes ordinarily not receive new members

after the third meeting. At Eagle Point there is no such rule, although it may be beneficial to encourage better turnouts at the earlier sessions.

Locating centers. The natural location for adult-farmer classes is the Vocational Agriculture Building, but sometimes it is not as conveniently located as might be desired. Centers for adult-farmer classes should be selected so as to be conveniently near all the farmers who should be served. From Tabb's (13, p. 2) work in Kentucky, he felt the greatest distance for farmers to travel in attending these classes was not over five miles.

Some important requirements follow for locating adult-class centers close to the farmers themselves.

1. Older farmers have impaired hearing and eyesight for long car trips at night.
2. The cost to attend a meeting is less.
3. Farmers are usually physically tired and short trips are easier.
4. Members are enrolled with their neighbors and so feel more at ease in class.
5. It is easier to obtain good class discussion where groups are small and members know each other.
6. Usually rural schools are located adequately and it is easier to attend a regular meeting place.

In the Eagle Point School District the Vocational Agriculture Building is located on the southern end of

the school district, making travel distances of 20 to 30 miles per round trip for some adult-class members. This is a decided disadvantage as only the most eager individuals are attending classes. In the near future the advisory council for vocational agriculture at Eagle Point is to be asked about the possibilities of expanding the adult-farmer classes into the Shady Cove and Elk-Trail Grade School districts and the Lake Creek area. Although these areas are somewhat more marginal in land classes they do have many part-time farmers and people of the lumber industry for whom the shorter travel distance would be beneficial.

Managing. In some schools the adult program becomes the largest and the most influential unit in a community. The time has arrived when adult education in agriculture should no longer be a "one-horse" isolated enterprise in a school, but should fit in with any other adult program. Following are some of the minimum essentials for good management of class meetings:

1. A classroom, so grouping can be performed to facilitate good discussion.
2. Auditorium so various adult classes may be brought together for a large assembly.
3. Necessary visual aid equipment.
4. Rooms available during the day which can be used by adult classes and committees.

5. Tables and chairs that are comfortable and built for adults.
6. Special and adequate budget for adult work separate from the budgets for other expenses.

The number to be enrolled is often an important factor for consideration in management of adult-farmer classes. It depends upon the subject taught, facilities, homogeneity of the group, amount of individual attention, ability of the teacher to handle large groups, and the cooperation of those in attendance. Instructors can usually do their work in lecture type classes in groups of 15 to 25. The State Department of Agriculture Education has recommended a maximum of only 20 students for all classes. In shop classes such as welding or motor maintenance, the group should be limited to less than 20 students. At Eagle Point, because of the individual nature of the instruction, the enrollment is restricted to 15 members. If additional students wish to enroll, the course is repeated.

An early courteous gesture by the instructor in introducing class members makes the students feel at ease.

Another feature intended to make members comfortable at class meetings has been to start with a good visual aid, so that latecomers do not disrupt the group. Classes should start exactly on time and terminate

on time, as punctuality is necessary in creating a business-like atmosphere.

Eagle Point's Adult-Farmer Program has been most fortunate in adequately filling all classes. If a scheduled class lacks the necessary enrollment, the advisory council or the other class members may assist in recruiting additional class students.

Financing. To add an incentive to adult education, in most states 50 per cent or more of the cost is borne by state and federal funds. In fact, some states go as high as 100 per cent, although this is frowned on by some vocational educators, who feel that a part of the salary and travel costs should be paid locally. With absolutely no cost to the community, area residents will hardly feel the program belongs to them. Most communities are willing to furnish building, equipment, heat, and teaching aids, and most schools charge a local tuition.

The instructor for vocational agriculture at Eagle Point has been responsible for setting the fee at five dollars for lecture classes. This rate has been constant except for the welding classes, where the amount of \$12.50 per student was collected to cover the extra cost of welding rod, oxygen, acetylene, flux, and

metal. The tuition fee was collected during the earlier class meetings and turned over to the school clerk the following day to be credited to the Vocational Agriculture Adult-Class fund.

It is wise to register each student, recording the name, address, and phone number to facilitate notification of any schedule change. Such records also help later in gathering students' evaluation of classes.

Sometimes in a large enrollment an advisory council member can be asked to help with registering and collecting of fees. The council members enjoy assisting in their sponsored classes.

Near the conclusion of the Eagle Point courses the vocational agriculture instructor tabulates the mileage and the salaries to be paid to the adult-class teacher. These reports are made to the superintendent, who in turn asks the district clerk to issue checks to the supervisor so they may be given to the adult-class instructors at the last meeting of the class.

CHAPTER V

EVALUATION

The previously mentioned principles must be thoroughly compared with the present Eagle Point Program in the attempt to measure the success of our vocational agriculture adult classes.

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

Although it has not been possible to definitely establish this principle in the short time classes have been a part of the Eagle Point program, the indication is that this is true.

At Eagle Point the age group highest in attendance consisted of farmers between 35 and 55 years, with very few above the age of 65. The main reason for the low enrollment below the age of 35 lies in the fact that there are only limited number of the younger men in full-time farming. Those above 55 are more concerned about reducing their productive activities and their physical limitations diminish their desire for any additional schooling.

As Thorndyke (15, p. 179) so aptly says, "Age, in itself, is a minor factor in either success or failure.

Capacity, interest, energy, and time are the essentials."

The low educational level in most rural communities, and the extent of forgotten basic subject matter in elementary and high school curriculums, certainly dictates a real need for adult education.

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

Eagle Point School system has only begun to offer an adult program to the community. It should help its community to find and develop its natural and human resources; assist in making agriculture, lumbering, and their related industries more efficient and profitable; locate the health problems which call for education; and get at the sources of misdemeanors and delinquency. The Eagle Point Public School system should have the three functions of a well-balanced university: research, teaching, and extension. The research should cover the community problems of health, education, and welfare. Great improvement could be made along this line by using principles already proved satisfactory in other areas. The teaching and extension functions would aim at meeting any discovered community need, so far as it can be met by education.

As the 26th yearbook of the American Association of School Administrators states:

The next half century will emphasize adult education. The Nation's educational development prior to 1900 was characterized largely by the growth and expansion of elementary education. In the first half of this century the outstanding development has been in secondary education. It may well be that the last half of the twentieth century will witness a major expansion in post-secondary education. (1, p. 79).

The local school must proceed on the assumption that every individual in the community is a person of worth and is entitled to any educational help the school can give him. At Eagle Point the community has not asked for a fully-developed adult program, but farmers turn out in abundant numbers when courses in agriculture are offered.

Continued promotion of adult-classes by the teachers of vocational agriculture and the advisory council should bring about the desired changes of attitude in the community. The value of adult classes to the community should be realized by all concerned.

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

At Eagle Point High School an improved arrangement for adult education is needed. At present the only adult

education available to the people of the community has been the adult-farmer classes, which are short, intensive agricultural courses made available to the out-of-school persons engaged in full-time or part-time farming. The offerings of adult-farmer classes should be expanded to some of the areas of the district which are too distant to commute to the Eagle Point center. This education for adults should be fitted into the whole picture of education to give a more balanced program between elementary, secondary, and out-of-school adult education.

The local administration and board of education may realize the need for creating a better adult education program, but at present the struggle to keep educational costs within the budget has been of major concern. The superintendent of schools has freely commented that adult education is certainly good public relations for the school district and some time and facilities have been made available to the local instructor in agriculture so that he may organize and develop part of the adult-farmer classes which are needed.

Eagle Point needs hired personnel to give direction to the total adult program--not just to adult-farmer classes. With this ideal arrangement, adult education could develop to a greater extent within the district.

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

At Eagle Point the Vocational Agriculture Advisory Council was formed about 10 months before the first adult-farmer class was offered to the farmers of the area. With the organization of this advisory group, it was possible to develop an adult program in agriculture that was based upon careful analysis of the particular agricultural needs of the farmers of the community. This nucleus of outstanding rural citizens from their respective enterprises and areas in the community was the first step in establishing adult education at Eagle Point High School.

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

The Eagle Point Advisory Council has assisted the local instructor in vocational agriculture in completing a survey of the full-time and part-time farmers who reside in the high school district. The survey consisted of obtaining the name, address, and major enterprise of each farmer. From the results of this survey, a schedule of the adult-farmer classes is mailed to areas' farmers every fall.

This beginning survey will serve as the basis both for future classes and for other more comprehensive

studies to find specific needs of local agriculture which can be met through adult classes.

An example of its early value was the class in Livestock Feeding which was planned after the survey indicated that the majority of the farmers in the Eagle Point area were livestock producers. Information such as this has been found very necessary.

Evaluation of adult-farmer classes in Eagle Point is conducted by the advisory council at the completion of the year's program. This is quite effective as farmers in the community will usually tell their likes and dislikes to their farmer friends. These conditions are voiced freely at the spring meeting of the advisory council when planning for the following year. At Eagle Point two evaluation forms are given to each person to complete at the last class as a means of improving the future program. Form 1 (refer to Appendix) was used to find out if the person was satisfied with the course content and the instructor. On this form they were asked not to sign their names. The other form, Form 2 (refer to Appendix), was used to discover what other courses they would like to enroll in next year. Almost always the people indicated that they had benefited more than they had anticipated at enrollment. This method not only gives the adults the opportunity to evaluate

their own program, but also encourages the feeling that the program is their own.

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

To be able to secure satisfactory enrollments and attendance, a selection of the time which is convenient for everyone is a necessary task for the advisory council. With frequent absences, good instruction is impossible. Conflicting dates should always be kept to the minimum. Farmers in the Eagle Point community desire to have adult classes scheduled annually on the same night of the week each year, so they can adequately plan their other meetings. Because of the busy day-time activities of adult-class members, evening classes have been scheduled to obtain satisfactory enrollments and attendance.

All the classes at Eagle Point have held the customary 10 weekly meetings, but these have varied from two and one-half to three hours. Ordinarily the farm mechanics classes are three hours long, while lecture classes are limited to two and a half. The Eagle Point Advisory Council has made a recommendation that all class instruction terminate at 10:00 P.M., and those seeking additional information can remain for further

discussion with the instructor on an individual basis.

The farmers in the Eagle Point Area have shown a considerable preference for the classes commencing in early October so that 10 weekly meetings can be completed just before the high school takes the Christmas vacation. Winter term classes beginning at the end of the school's Christmas vacation can be completed before the high school's Spring vacation. This system of scheduling has proved most convenient for the local instructor of vocational agriculture in the supervision of all adult-farmer classes.

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

At Eagle Point Adult-Farmer classes, the local veterinarian, local shop foreman, agricultural bank representative, feed salesmen, county agent, and local ranchers have been used to instruct previous classes. Occasionally, one of the hired instructors will bring in some qualified resource person to assist in making his instruction more effective. As a rule we have been most fortunate in obtaining excellent instructors, but more training on actual teaching methods would be of benefit to all. The selection of qualified instructors has been largely due to the recommendations of certain

individuals by the local advisory council. The advisory council actually plans the 10 weekly selected meetings. These plans are presented to the adult-farmer class instructor for his comments and improvement. The local school superintendent has given the local instructor of vocational agriculture the authority to hire teachers for the adult classes. At the time of hiring it is necessary to select the time of year the course is desired and the rate of pay per hour that the instructor will receive.

It is always a good practice to be most businesslike in hiring adult instructors. At present everything is verbally agreed upon which could some day lead to misunderstanding. The procedure that is used at several Willamette Valley schools where the pilot program has been in operation is much more businesslike and will be later adopted at Eagle Point.

Certain advantages have become apparent with the selection of next year's adult-farmer classes at the spring meeting of the advisory council, which is held shortly after the completion of the present year's classes. This gives the local instructor of vocational agriculture the advantage of having the entire summer to select the instructor, order teaching supplies, and receive the counseling of local farmers. The longer the actual planning period can be, the more farmers can

be contacted for a discussion of the proposed fall and winter classes. This certainly creates interest in the classes, and gives the students an opportunity to plan their own classes.

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

All the adult-farmer classes have been taught in the Eagle Point Vocational Agriculture Building, which is located on the school grounds in the southern end of the school district. This is a certain disadvantage for some farmers have to travel distances of 20 to 30 miles. With distances such as this, the writer is certain that only the more interested farmers are attending classes. There are three basic areas here where distance is a problem. The Elk-Trail, Shady Cove, and Lake Creek areas should be future centers for adult-farmer classes. These areas have some full-time farmers and people of the lumber trade, who would be greatly benefited by the shorter distance to travel.

While under the present arrangement, enrollments have been satisfactory, attendance would be improved with a broader program that would induce desirable change and growth in the agriculture of the community.

Courses to be taught in the respective areas should

be largely determined by a community survey conducted by an advisory council.

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

In an attempt to discover the most effective means of advertising adult-farmer courses, the author took a survey at the last meeting of each class (see Appendix, Form 1). Five influencing factors were listed on the survey, the most important ones being personal contact by a friend or neighbor, and good newspaper coverage. Contact by members of the advisory council or adult class instructors, as well as publicity letters sent out by the school proved less effective than had been anticipated. There are many other means that could be used with the expectation of some results.

There was one technique that created a large amount of interest in Eagle Point's Winter Livestock Feeding Class of 1959. In this case the special teacher and the instructor of vocational agriculture canvassed the Eagle Point area and selected hay and silage samples to be analyzed for crude protein, moisture, fiber, and carotene. By collecting samples to be sent away to a large corporation's analysis laboratory ahead of the class, a great deal of community interest was stimulated in the course. Samples were also collected and saved to

be presented later at the class meetings along with the actual laboratory analysis. The final result was that the actual samples were on display along with the laboratory analysis. Techniques such as this will also aid in a better community knowledge of the local adult-farmer classes being offered.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Vocational agriculture consists of instructional activities and supervised farming programs which prepare day-school students, young farmers and adult farmers for agricultural occupations.

Adult-farmer education under the vocational agriculture program consists mainly of short courses and evening classes and have been available to the out-of-school farmers almost as long as day-school classes. The successful organization and operation of such adult classes depend directly or indirectly on nine basic principles of adult education, two of which deal with the general adult-educational picture and the remainder of which are rules for successful operation of classes.

Chief among the principles is the fact that adult learning ability decreases very slowly, so that an adult in his forties can learn almost as rapidly as young people in their late teens. Another important concept is that the adult program, offered as it should be in the public school, is an integral part of the total educational program. This means that the Eagle Point High School is a community school which should attempt to meet the

needs of all the people in the community.

These two principles and seven other pertaining to the development of adult education classes are prerequisites to the program.

In establishing a successful program of day-school and adult-farmer education, the formation and utilization of an advisory council by the vocational agriculture instructor is the first step.

Members of the council, carefully selected for nomination by the instructor, the principal and the superintendent of schools, are formally chosen by the school board. They should be representative of the community. A suggested outline of duties and responsibilities of members and officers facilitates the program when presented at the first organizational meeting.

After this meeting the newly-elected executive committee would be able to determine council meeting dates, time, place and other necessary policies.

The real value of the advisory council is in the active use of the organization by the administration, the school board and the instructor. Some of the chief duties of its members should be improving public relations, advising on policy, and cooperating very closely with the vocational agriculture instructor. In addition successful adult classes can be outstanding achievements

of any functioning advisory council, through the council's study of adult education needs of the rural groups of the community.

Locating centers, scheduling classes, selecting instructors, and publicizing classes must be accomplished with maximum efficiency to insure successful adult-farmer classes.

Experience at Eagle Point indicated most of the farmers were brought to the classes through personal contact by a friend or neighbor, by an advisory council member or the vocational agriculture instructor, or by good newspaper publicity.

Another indication from Eagle Point experience was that farmers respond in large numbers when programs are pertinent to their particular interest in agricultural education.

Objectives in adult-farmer education are basically the same as in other educational endeavors in that they all involve development of new interests, appreciations, ideals, understandings and abilities.

However, in operating an adult program, certain policies must always be developed. These may be easily accomplished when the general belief of the board of education, administrator, and the vocational agriculture instructor is that classes for adults should be an

integral part of the total education program of their schools.

Such a belief would lead to the provision of minimum facility requirements for good management of classes and a special and adequate budget for adult work separate from budgets for other expenses.

Some of the minimum facility requirements are:

1. Classrooms for evening classes.
2. Equipment for visual aids.
3. Auditorium for group assemblies.
4. Furniture for adults.
5. Shop for skills classes.
6. Equipment for shop classes.

Another policy sometimes necessary for successful operation of classes is the restriction of enrollment to provide for individual instruction. At Eagle Point enrollment is limited to 15 students in shop skills classes. The State Department of Vocational Education recommends that all classes be limited to 20 students.

An incentive for offering adult educational classes in Oregon is the 50 per cent cost-sharing of the instructor's salary and travel expenses by the State Department of Vocational Education. Such aid has given welcome assistance to adult education throughout the state, making it possible to keep tuition rates to a

minimum. The state help indicates the faith the profession has in the adult program and the direction vocational education is taking.

Conclusions

Farmers realize their farming methods need improving and are most concerned with improving efficiency of production and appreciate the benefits of adult instruction in a vocational agriculture department. They have been easy to please and appear gratified when their school departs from the usual tradition and gives them some much needed attention.

Because of the interest and appreciation shown by adult-farmer students, the Eagle Point school district owes the community the best possible in adult education in vocational agriculture. This comprehensive study of the present program of vocational agriculture education for adults in Eagle Point has made obvious the following conclusions:

1. The success of the Adult-Farmer Classes in Eagle Point has been largely due to the adherence to the nine established principles, which should serve as guideposts for more and better adult classes offered to the farmers of the community.
2. Eagle Point High School lacks systematic instruction to the adults of the community to help improve their attitudes, ideals, skills, interests and social values.

3. A tremendous amount of satisfaction is to be gained from sponsoring adult classes, due largely because of the adults' ability to learn.
4. The school board and administration should give prior approval whenever the teacher of vocational agriculture is ready to form an advisory council.
5. The formation of an advisory council is the first step in establishing a successful program of adult-farmer education.
6. Advisory councils are most successful when members are representative of the community and are carefully selected by the instructor and school board.
7. Active use of the advisory council by the instructor, administrator, and school board should follow careful and thorough council organization.
8. Establishment of policies relative to operating the adult program will facilitate smooth execution of classes that will follow.
9. To give the individual instruction needed in shop classes, maximum enrollment should be set at 15 students. In lecture-type classes, 25 to 30 students can be accommodated.
10. Financial assistance from the state is an important incentive for continued adult classes and encourages further development of community resources.

Recommendations

Close adherence to the nine basic principles should be followed to insure the successful establishment and operation of adult-farmer classes. All nine concepts

provide important and fundamental foundation stones for achieving good adult education and will help any instructor in this field to carry out his aims.

Adult education should be gradually expanded in the Eagle Point School District, with attention given to the various occupations, recreation and leadership, as well as in agriculture. Such a program would induce desired growth and change, which is education's aim for every community.

Every instructor in vocational agriculture should sponsor one or more adult-farmer classes each year. Only when such adult education is offered in vocational agriculture, is the department's full purpose achieved.

The principle that adults can learn almost as rapidly as young people should always be kept in mind by educators who hope to provide their community with the best possible complete educational program.

In planning adult classes in vocational agriculture, fundamental steps to insure their success should be considered by all vocational agriculture instructors. These steps include gaining approval of the school board and administration for the formation of an advisory council, followed by careful selection of the council and establishment of procedures and policies for operation of the program.

More leadership in the state should be given in the adult educational field from the State Department of Education, teacher training centers, and professional teacher organizations. These bodies should become more united on the purposes of adult education. Professional educators need to realize that classes for adults should be an integral part of the total education program for the schools.

Relative to this, some progress can be made by encouraging and putting into action more pilot programs of adult education similar to the ones that the State Department of Vocational Education has been using in agriculture. As funds are made available, more pilot programs might be commenced with the anticipation that school districts will sponsor adult centers as local needs are fully determined.

The State Department of Education should appoint a supervisor of adult education to coordinate adult education throughout the state. This leadership would provide better organization of a statewide adult program. Its advantages would include the setting of teacher loads for adult supervisors, uniform course outlines, and basic teacher training for adult instructors. Such basic training should include a special course in methods of teaching which would be available throughout

the state for adult class instructors. With this program, those instructors might be required to attend classes to improve their training before they could be certified by the State Department of Vocational Education. These courses would be brief and practical and given in an area convenient for all who wish to attend.

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APPENDIX

APPENDIX

FORM 1

EVALUATION QUESTIONNAIRE FOR USE
IN ADULT FARMER COURSES

Eagle Point High School

Your comments will be appreciated in planning future courses.

1. Did you enjoy the course? _____
2. Did the course give you what you anticipated when you enrolled? _____
3. How could this course be improved? _____

4. Would you enroll in future courses, if courses are offered in which you are interested? _____
5. What influenced you to attend this adult course?
Check the proper blank.

Contacted by an advisory council member _____
Contacted by a friend or neighbor _____
Contacted by adult class instructor _____
Received letter about the course from school _____
Read in newspaper publicity about course _____
Other _____
6. If you had to miss any of the meetings, what was the cause? _____
7. Would you rate the instruction? Poor _____ Good _____
Excellent _____

FORM 2

COURSE SURVEY QUESTIONNAIRE FOR ADULT-FARMER CLASSES

Eagle Point High School

Adult Education

Name _____ Address _____

Phone _____ Location _____

If offered I would be interested in the following courses:
(Check proper ones)

1. Rural and Farm Law _____
2. Soils and Fertilizers _____
3. Livestock and Disease and Sanitation _____
4. Sprays and Weed Control _____
5. Farm Accounting and Income Tax _____
6. Beef Management _____
7. Dairy Management _____
8. Livestock Feeding _____
9. Typing _____
10. Mathematics _____
11. Irrigation and Drainage _____
12. Public Speaking _____

Shop classes (restricted to 15 students)

13. Beginning Welding _____
14. Advanced Welding _____
15. Electricity _____
16. Tractor and Machinery Maintenance _____
17. Carpentry (Farm Buildings) _____
18. Plumbing _____
19. Other _____

Advisory Council For Vocational Agriculture Department
Eagle Point High School, Eagle Point, Oregon

PREAMBLE

We, a group of citizens of Eagle Point, have come together as a group in order to help plan, conduct and evaluate a community program of vocational agriculture.

SECTION A - NAME

The name of this organization shall be: The Eagle Point High School Advisory Council for Vocational Agriculture.

SECTION B - PURPOSE

Article 1. The Advisory Council shall exist only during such time as it may be authorized by the Principal of the high school, Superintendent of Schools, and the Board of Education.

Article 2. The Advisory Council may direct its advice toward the teacher of agriculture, the Principal, the Superintendent, or the Board of Education. It shall limit its activities to matters which directly concern the department of vocational agriculture.

Article 3. It shall be the duty of the Advisory Council to:

- (a) Study the needs of the community which may be related to the work of the department of vocational agriculture.
- (b) Suggest and advise regarding the objectives of the school's program of agricultural education.
- (c) Aid and guide the department of vocational agriculture in those activities which will lead to progress toward these activities.
 - 1. Advise regarding courses to be offered to high school and adult classes.

2. Aid in enrolling class members when council assistance is needed.
 3. Offer constructive criticism of the instruction and the instructional facilities available.
 4. Assist in evaluating the courses offered in the light of the objectives set up.
- (d) Study the programs of agricultural education in other communities with the idea of encouraging the use in this community of those objectives and practices which may be applicable.
- (e) Revise the objectives of agricultural education as study and experience may warrant.
- (f) Serve as an avenue of communication between the department of vocational agriculture and the community.
- (g) Evaluate annually the progress made toward accepted objectives.
- (h) Provide special committees to work with various groups participating in the program of agricultural education such as adults, young farmers, high school pupils, and FFA members.

SECTION C. - MEMBERSHIP

Article 1. There shall be nine members of the Advisory Council.

Article 2. Members shall be selected in such a way that they represent a cross section of the community served by the department of vocational agriculture.

Article 3. Members shall be nominated by the Superintendent of District 9C after consultation with the Advisory Council and the instructor of vocational agriculture. The Board of Education will appoint the members of the Advisory Council from the list of nominees.

Article 4. The members shall be notified of their appointments by the Superintendent.

Article 5. Each member appointed shall serve for a three year term.

Article 6. Three new members shall be appointed each year.

Article 7. The term of a new council member shall begin on September 1st.

Article 8. A council member is not eligible for re-election until he has been off the council for one year.

Article 9. An individual will automatically lose membership if he fails to attend three successive meetings without presenting in advance a valid excuse for his absence to the council chairman, or vocational agriculture instructor. (Advisory council and school board shall decide on validity of excuse).

Article 10. The Board of Education shall be represented on the council with a membership, or appoint one of its members to be present at all council meetings.

Article 11. The Principal of the high school and the Superintendent of Schools should be encouraged to attend all meetings.

Article 12. Salaried professional workers in the field of agriculture, professional people, and workers in education in the community shall not be members of the council, but shall be invited to attend meetings when their cooperation is needed.

Article 13. In case of vacancies, new members shall be elected to fill these vacancies as set down in Article 3 of this section, but shall serve for only the time remaining of the vacancy filled.

Article 14. Original members shall "draw" lots to see who shall serve one, two, or three years.

SECTION D. - MEETINGS

Article 1. The council shall have no regular meeting dates, but only when called by the chairman of the Advisory Council.

Article 2. Either written notices or prior phone calls will be used to notify members of meetings.

Article 3. The meetings shall not continue for more than two hours unless so voted by the council members present.

SECTION E. - OFFICERS AND THEIR DUTIES

Article 1. The officers shall be: a chairman, a vice-chairman, and a secretary. These three officers shall be considered members of the executive committee.

Article 2. The officers shall be elected annually by a majority vote of the council members at the first fall meeting.

Article 3. The chairman shall be elected from the group of members who have served on the existing council for at least one year. His duties shall be:

- (a) To preside at the meetings of the advisory council.
- (b) To serve as chairman of the executive committee.
- (c) To appoint special committees which may include persons other than council members.

Article 4. The vice-chairman shall perform the duties of the chairman when he is unable to perform them.

Article 5. The secretary shall:

- (a) Keep records of the attendance of members at meetings.
- (b) Keep a record of discussion and recommendations.
- (c) Maintain a permanent record file of council activities.
- (d) Assist chairman in notification of meetings.

Article 6. The executive committee shall consist of the chairman, vice-chairman, and the secretary. It shall:

- (a) Act on urgent matters between council meetings.
- (b) Prepare agenda for council meetings if requested to do so by the advisory council.
- (c) Call special meetings of the advisory council as they are needed.

SECTION F. - AMENDMENTS

Article 1. This constitution may be amended by a two-thirds vote of the advisory council provided notices of the proposed changes are sent out 10 days in advance.

Article 2. A quorum shall be present at a meeting to pass an amendment.

Article 3. A quorum shall be at least 6 members.

Article 4. All amendments must be ratified by the Board of Education.

SECTION G. - RATIFICATION

This constitution must be ratified by the Advisory Council and the Board of Education.