

ADULT EDUCATION PROGRAMS IN NEGRO DEPARTMENTS
OF VOCATIONAL AGRICULTURE IN OKLAHOMA

By

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TABLE OF CONTENTS

| CHAPTER | PAGE |
|--|------|
| I. INTRODUCTION | 1 |
| Statement of the Problem | 1 |
| Purposes for the Study | 2 |
| Value of the Study | 2 |
| Basic Assumptions Underlying the Study | 3 |
| Scope and Limitations of the Study | 4 |
| The Need of Adult Education in Agriculture | 4 |
| Definition of Terms | 6 |
| Organization of the Study | 9 |
| II. DEVELOPMENT OF EDUCATION IN AGRICULTURE | 10 |
| Education in Agriculture in the Old World | 10 |
| Education in Agriculture in America | 10 |
| Beginning of the U. S. Department of Agriculture | 12 |
| Agriculture in the Common Schools | 13 |
| Establishment of Langston University | 14 |
| Agricultural Education in Separate Schools of Okla. | 15 |
| Review of Similar Studies | 16 |
| III. THE SURVEY | 19 |
| Method of Procedure | 19 |
| Distribution of the Questionnaire | 20 |
| Location of Negro Departments of Vocational Agriculture in Oklahoma | 21 |
| Location of Adult Education Classes by Counties | 23 |
| IV. PRESENTATION AND ANALYSES OF DATA | 41 |
| General Information | 42 |
| Kinds of Adult Education Work Conducted | 42 |
| Organization of Adult Classes | 57 |
| Group Instruction | 73 |
| Individual Instruction | 91 |
| Recreational and Social Activities | 103 |
| V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS | 111 |
| Summary of Findings | 111 |
| Conclusions | 117 |
| Recommendations | 117 |
| BIBLIOGRAPHY | 122 |
| APPENDIX | 123 |
| Adult Education Questionnaire | 124 |
| Adult Education Check List | 131 |

LIST OF TABLES

| Number | Page |
|---|------|
| I. Number of Negro Vocational Agriculture Departments by Years Since 1917 | 24 |
| II. General Information Concerning the Departments . . | 42 |
| III. General Information about Adult Education Courses Included in this Study | 46 |
| IV. Adult Education Enrollment by Department, Year and Sex | 49 |
| V. Miles Traveled by Instructors to Conduct the Group Instruction Phase of the Adult Education Program During 1949-50 and 1950-51 | 51 |
| VI. Month in Which Adult Education Courses Began . . . | 52 |
| VII. Time Duration of Ninety-six Adult Education Courses Conducted | 53 |
| VIII. Time Duration of Courses Preferred by Twenty-six Instructors | 53 |
| IX. Frequency of Adult Education Group Meetings . . . | 55 |
| X. Instructors Reporting the Number of Meetings Conducted per Course | 56 |
| XI. Instructors Reporting Methods Used to get Farmers Interested in Attending Adult Education Courses . . | 57 |
| XII. Problems Indicated by Instructors in Getting a Course of Adult Education Started | 59 |
| XIII. Methods used by Instructors to Notify Members of the First Meeting | 61 |
| XIV. Methods used by Instructors to Notify Members of Subsequent Meetings | 61 |
| XV. Methods Reported used by Instructors as Being used to Determine the Frequency of Class Meetings . . . | 63 |
| XVI. Methods used to Determine the Units of Instruction . | 64 |
| XVII. Adult and Young Farmer Courses Reported Functioning as an Organization | 65 |

LIST OF TABLES

| Number | | Page |
|---------|--|------|
| XVIII. | Teachers' Opinion as to Whether Forming Adult and Young Farmer Courses as Organizations are Desirable | 65 |
| XIX. | Officers Selected for Adult Farmer Courses as Reported by Twenty-two Instructors | 67 |
| XX. | Officers Selected for Young Farmer Courses as Reported by Six Instructors | 67 |
| XXI. | Instructors Reporting the use of Key Groups or Advisory Committees in Connection with Adult Education Courses | 69 |
| XXII. | Methods of Selecting Advisory Committees for Adult Farmer Courses as Reported by Twelve Instructors . | 70 |
| XXIII. | Methods of Selecting Key Groups for Young Farmer Courses as Reported by Seven Instructors | 70 |
| XXIV. | Name used by Farmers in Referring to Adult Education Courses as Reported by Twenty-six Instructors . . | 72 |
| XXV. | Methods of Instruction Used in Adult and Young Farmer Courses as Reported by Twenty-six Instructors . . | 73 |
| XXVI. | Areas of Instruction Covered in Adult and Young Farmer Courses | 75 |
| XXVII. | Special Activities Planned for Women Attending Instruction Given to Adult and Young Farmer Groups as Reported by Sixteen Instructors | 77 |
| XXVIII. | Items Reported by Teachers as Contributing to Maintaining Attendance and Interest | 78 |
| XXIX. | Types of Resource Personnel Reported as Having Been Used to Assist with Class Meetings | 79 |
| XXX. | Miscellaneous Information Concerning Adult and Young Farmer Classes | 82 |
| XXXI. | Problems Encountered by Twenty-two Instructors in Group Instruction with Adult and Young Farmers . . | 84 |
| XXXII. | Disposition of Adult Education Classes During Periods of Critical Work on Farms of the Community . . . | 86 |

LIST OF TABLES

| Number | | Page |
|----------|--|------|
| XXXIII. | Attendance Pattern of Adult Classes by Season as Reported by Twenty-five Instructors | 87 |
| XXXIV. | Instructors Reporting the Source of Reference Used Most Frequently by Adult and Young Farmers in Their Class Work | 88 |
| XXXV. | Instructors Opinions as to Which Source of Reference is Most Effective | 88 |
| XXXVI. | Other Agricultural Education Group Meeting That Farmers Attend as Reported by Twenty-six Teachers | 90 |
| XXXVII. | Factors That Determine When Supervisory Farm Visits are Made by Instructors | 91 |
| XXXVIII. | Twenty-six Instructors Reporting the Average Number of Farm Visits made to a Class Member During the Conduct of a Course | 92 |
| XXXIX. | Difficulties Instructors Reported with Regard to Relating Group Instruction to Farm Practice . . | 93 |
| XXXX. | Opinions of Instructors as to the Areas of Instruction Most Effective From the Standpoint of the Number of Approved Practices Adopted by Members . . . | 95 |
| XXXI. | Kinds of Assistance Reported Given Farmers During Supervisory Farm Visits by the Instructor . . . | 96 |
| XXXII. | Instructors Reporting the Classification of Supervisory Farm Visits Made to Members | 98 |
| XXXIII. | The Number, Type, and Percent of Field Trips, Farm Tours and Demonstrations Conducted on Members' Farms as Reported by Instructors | 100 |
| XXXIV. | Number and Percent of Instructors reporting the Use of Small Groups of Farmers in Giving Individual Instruction | 101 |
| XXXV. | Difficulties Encountered by Instructors in Giving Individual Instruction to Adult and Young Farmers | 102 |

LIST OF TABLES

| Number | | Page |
|-----------|--|------|
| XXXXVI. | Number and Percent of Instructors Reporting Social and Recreational Activities as Part of the Adult Education Programs | 103 |
| XXXXVII. | Reasons Why Social and Recreational Activities Were Not Included in Five Schools | 103 |
| XXXXVIII. | Time of Recreational and Social Activities as Reported by Twenty-one Instructors | 104 |
| XXXXIX. | Kinds of Social and Recreational Activities Reported as Held at Regular Class Meetings | 106 |
| L. | Kinds of Social and Recreational Activities Reported as Held on Special Occasions | 106 |
| LI. | Number of Social and Recreational Activities Reported as Held on Special Occasions by Sixteen Instructors | 108 |
| LII. | Opinions of Twenty-one Instructors as to Why Social and Recreational Activities are Desirable | 109 |
| LIII. | Problems Indicated by Fourteen Instructors in Providing Social and Recreational Activities | 110 |

LIST OF MAPS

| Title | Page |
|---|------|
| Location of Negro Schools Maintaining Departments of Vocational Agriculture in Oklahoma | 22 |
| Location of Adult Classes Conducted by the Geary and Watonga Voc. Agri. Departments During 1949-50 and 1950-51 | 23 |
| Location of Adult Education Classes Conducted by the Hugo Voc. Agri. Department During 1949-50 and 1950-51 | 24 |
| Location of Adult Education Classes Conducted by the Sapulpa Voc. Agri. Department During 1949-50 and 1950-51 | 25 |
| Location of Adult Education Classes Conducted by the Holdenville Voc. Agri. Department During 1949-50 and 1950-51 | 26 |
| Location of Adult Education Classes Conducted by the Hennessey Voc. Agri. Department During 1949-50 and 1950-51 | 27 |
| Location of Adult Education Classes Conducted by the Chandler Voc. Agri. Department During 1949-50 and 1950-51 | 28 |
| Location of Adult Education Classes Conducted by the Langston Voc. Agri. Department During 1949-50 and 1950-51 | 29 |
| Location of Adult Education Classes Conducted by the Broken Bow and Idabel Voc. Agri. Departments During 1949-50 and 1950-51 | 30 |
| Location of Adult Education Classes Conducted by the Eufaula Voc. Agri. Departments During 1949-50 and 1950-51 | 31 |
| Location of Adult Education Classes Conducted by the Muskogee, Haskell and Muskogee Voc. Agri. Departments during 1949-50 and 1950-51 | 32 |
| Location of Adult Education Classes Conducted by the Boley and Clearview Voc. Agri. Departments During 1949-50 and 1950-51 | 33 |

LIST OF MAPS

| Title | Page |
|--|------|
| Location of Adult Education Classes Conducted by the Choctaw and Luther Voc. Agri. Departments During 1949-50 and 1950-51 | 34 |
| Location of Adult Education Classes Conducted by the Beggs, Henryetta and Okmulgee Voc. Agri. Depart- ments During 1949-50 and 1950-51 | 35 |
| Location of Adult Education Classes Conducted by the McAlester Voc. Agri. Department During 1949-50 and 1950-51 | 36 |
| Location of Adult Education Classes Conducted by the Ada Voc. Agri. Department During 1949-50 and 1950-51 . . . | 37 |
| Location of Adult Education Classes Conducted by the Shawnee Voc. Agri. Department During 1949-50 and 1950-51 | 38 |
| Location of Adult Education Classes Conducted by the Wewoka Voc. Agri. Department During 1949-50 and 1950-51 | 39 |
| Location of Adult Education Classes Conducted by the Sand Springs Voc. Agri. Department During 1949-50 and 1950-51 | 40 |

ILLUSTRATIONS

| Figure | Page |
|---|------|
| 1. The Relationship Between the All-Day Enrollment and Adult Enrollment in the Departments of Voca- tional Agriculture Included in This Study | 43 |

ADULT EDUCATION IN THE NEGRO DEPARTMENTS OF
VOCATIONAL AGRICULTURE IN OKLAHOMA

CHAPTER I

INTRODUCTION

Since the enactment of the Smith-Hughes Act in 1917, there has been a continuous growing number of Vocational Agriculture departments in Oklahoma. At the beginning of the school year of 1951 there were established a total of 349 departments distributed in each of the 77 counties of the state. Of this number 28 departments are located in separate high schools in 19 counties.

The Smith-Hughes Act charges each department of Vocational Agriculture with the responsibility of organizing and conducting adult education programs in agriculture as well as providing instruction to boys enrolled in high school. The law¹ states in part that:

Such education shall be of less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home.

"The primary aim of Vocational Education in agriculture is to train present and prospective farmers for proficiency in farming"². It is not proposed that efficiency in farming can be achieved only through the training of boys in school. This goal can only be obtained through training of

¹Elmer Davis, Laws relating to Vocational Education and Agriculture Extension Work, p. 9.

²Glen Charles Cook, Handbook On Teaching Vocational Agriculture, p. 6.

those preparing for farming and of those already engaged in it.

Statement of the Problem. This study is concerned primarily with ascertaining the status of Adult Education programs in Negro departments of Vocational Agriculture in Oklahoma and discovering the difficulties and problems that these teachers of Vocational Agriculture have in their adult educational programs.

Purposes for the Study. The main purpose of the study is to ascertain the status of adult education programs in Negro departments of Vocational Agriculture in Oklahoma. In addition, the investigation proposes to accomplish the following secondary purposes:

1. To determine the nature and scope of adult education programs in Negro Departments of Vocational Agriculture in Oklahoma.
2. To discover the methods and practices used in organizing the adult education programs.
3. To discover the methods and practices used in conducting these programs.
4. To ascertain the problems and difficulties encountered by the teachers of vocational agriculture in organizing and conducting the adult education programs.
5. To make suggestions that may be helpful in improving the adult education programs in these departments.

Value of the Study. This study should prove valuable in the following ways:

1. The value and experience that it gives the writer in collecting, organizing and presenting data.
2. The opportunity that the study offered the writer to learn "first hand" from those in the work, the difficulties and problems they

face and how these problems are being met.

3. The experience, knowledge and methods used by one person usually prove helpful to others interested in the same line of work.

Thus, it is hoped that the findings of this report will be beneficial to teachers and supervisors of vocational agriculture in making the programs of adult education more effective.

Basic Assumptions Underlying the Study. This study assumes that an adult education program in agriculture, designed to promote and improve the effectiveness of farming, should begin with an investigation of the experiences and judgments of teachers of vocational agriculture who are conducting such programs. The opinions of these teachers, growing out of many years of experience, should be of considerable value.

Further assumptions are:

1. The improvement of adult education programs in agriculture will lead to better farming methods being used by the farmers.
2. An effective program of adult education in agriculture will help stabilize a larger percentage of the farm population.
3. Adult education programs in agriculture, if they are to be effective, must be based upon the needs demanded by the local situation.
4. The demands made of the teachers time and effort in conducting successful programs of adult education necessitates the development of the most effective methods and techniques possible.
5. Vocational agriculture cannot be a vital force in the community or contribute its full share to community life without concerning itself with the total program of vocational agriculture of which adult education is a very essential part.

Scope and Limitations of the Study. The local teacher of vocational

agriculture is the key person in the organization and conducting programs of adult education under the Smith-Hughes act. With this in mind the study was primarily concerned with the part that the teacher plays in organizing and conducting such programs. No attempt was made to evaluate the effectiveness of the programs, but rather to report the practices used and the problems found as they exist.

As the title implies, the study was concerned only with adult education work as conducted in the Negro departments of vocational agriculture in Oklahoma.

This study is concerned with the programs of adult education as conducted in Oklahoma during the school years 1949-50 and 1950-51. Twenty-six of the twenty-eight Negro departments in the State are included. In the case of one of these departments, a one year study was made, this was necessary because the department had only been established for one year.

Two departments were not included in the study. One of these could not be contacted. The other department had a recent change of instructors and the present instructor had not yet had the opportunity of completing his adult education program at the time the survey was made.

The Need of Adult Education In Agriculture. Farmers in every community have problems confronting them. They realize their needs and take advantage of every opportunity of getting together in an organized way to discuss these problems. This was clearly demonstrated when, during the last war, 4,500,000 persons enrolled in special courses for rural adults. These were in addition to 936,018 that were enrolled in the regular adult education classes in departments of vocational agriculture.³

³Ibid, p. 654.

Education is a continuous life long process. It is stated that a true system of education registers men at the cradle and graduates him at the grave. This is perhaps more true in the business of farming than in any other vocation.

The needs of the farmer are increasing with each passing year. Competition in farming, -- competition for the available land, labor and capital forces the present day farmer into the necessity of having readily available scientific information, the use of modern farming devices and putting into operation many approved practices on his farm.

Farming is highly mechanized and as a result farmers need more training in the operation and preventative maintenance of farm machinery. Farm labor can scarcely be secured at any reasonable wage, thus, assistance is needed in the construction of many labor saving devices as well as in the reorganization of the farming program so as to cut labor requirements to a minimum.

Many problems in crop, livestock production and marketing confronts the farmer. Economical production must of necessity receive greater emphasis than simply increased production. This alone will require the development of many skills and the knowledge of many efficiency factors. In addition to these problems, the farmer has to continually adjust his farming program to meet ever changing world conditions.

In many communities, courses in the planning, production and processing of food for the farm family are urgently needed.

The teacher of vocational agriculture faces the tremendous challenge of meeting in a practical way the needs of those who have entered upon and are entering upon the work of the farm. It is of much concern of all who are interested in the welfare of rural people to devise a program of adult

education that will serve the needs of the farmer so he can favorably cope with the many forces that are brought to bear on all who till the soil.

Others, too, are becoming interested in the program. Nichols⁴ states:

Another factor which is causing increased interest in the program is the trend among school administrators and other educators toward supporting the community-centered school. The philosophy underlying this type of school has had the support of vocational agriculture leaders for many years. The fact that it is now receiving support from leaders in the field of general education is wholesome. This should add momentum to the growth of the young farmer and adult farmer programs.

Adult education in agriculture is much broader in scope and much more significant than is generally realized. It should not only concern itself with the economic aspect of farming but should consider the individual and how well he is fitted for complete living in his community.

Dunkelberger⁵ in this light states that:

All education has as its aim the development of the individual in such a manner as to better enable him to solve the problems, social and economic, which he may meet in life; and thereby, prepare him for a complete living and useful citizenship in our democratic society. It should bring about changes within the individual through the development of desirable attitudes, appreciations, understandings, abilities, ideals, habits and character formation in order to attain this aim.

Definition of Terms. Adult education in agriculture is composed of two distinct but closely related parts; namely, Adult Farmer courses and Young Farmer courses. It is therefore necessary in the outset to distinguish between them.

⁴Mark Nichols, The Young Farmer Program, pp. 11-12.

⁵Paul C. Dunkelberger, "Values of Adult Farmer Classes", The Agricultural Education Magazine, Vol. 23, pp. 150, January 1951.

Cook⁶ defines adult farmer courses as:

Classes in vocational agriculture made up of farmers enrolled in an intensive course of systematic instruction on practical farm problems and activities conducted by departments of vocational agriculture. These courses are organized for persons who have entered upon the work of the farm, and in which the enrollees carry on farming activities involving the use of approved practices related to the course of instruction and under the supervision of the teacher of vocational agriculture.

Hammonds⁷ states:

An adult farmer course in vocational agriculture consists of classwork and supervision on the farm of practices and improvements discussed with farmers in class.

In the Oklahoma State Plans for Vocational Education⁸, the following quotation is found:

Adult farmer classes are established and maintained under public control for the purpose of giving to adult persons interested in, or engaged in, agricultural pursuits, information and assistance pertaining to the occupation of farming. The classes are designed to meet the needs of (a) individual in analyzing and solving economic problems arising outside the farm, (b) to give farmers assistance in solving technical problems pertaining to different farm enterprises, and (c) to promote and develop a long-time agricultural improvement program including soil conservation, improved marketing methods, community building enterprises, etc.....

It further states that:

These classes may meet at any time convenient to the members and the teacher for periods of not less than 90 minutes and not less than 15-clock hours during the year.

Young Farmer Classes constitute a connecting link between boys in school and the adult farmer. Many of these young men are too old to want to go to high school and are not mature enough to associate themselves

⁶Cook, op. cit., p. 651.

⁷Carsie Hammonds, Teaching Agriculture, p. 269.

⁸Oklahoma State Plans For Vocational Education, 1947-1952, pp. 48-49.

with the adult farmer group. For the most part young farmers interest those between the ages of 16 and 25 years of age and are interested in farming as a vocation. Cook⁹ states that:

Young farmer classes are made up of out-of-school young farmers usually 16-25 years of age enrolled in an intensive course of instruction in agriculture conducted by departments of vocational agriculture. These courses are organized for interested young farmers who conduct a farming program related to the course of instruction under the supervision of the teacher.

Hammonds¹⁰ describes young farmer programs in the following manner:

The young farmer program provides instruction on a part-time basis for young men approximately 16-25 years old who are establishing themselves in farming occupations, after they graduate from high school or drop out of school.

The Oklahoma State Plans for Vocational Education¹¹ in referring to young farmer classes states:

Young farmer classes may be organized in the public secondary schools in Oklahoma. Such schools or classes shall be for boys over 14 years of age who are interested in getting established in farming and are not regularly enrolled in the all-day schools. These classes meet at any time convenient to both students and teacher for periods of not less than 90 consecutive minutes, 15 or more times per year.

In Oklahoma, it is the general practice not to limit the enrollment in Young Farmer Classes to young men only but include young women of the same age group as well. Often such enrollment is largely made up of young married couples.

In the past Young Farmer classes have been referred to as instruction for "Out-Of-School Youth" and/or "Part-Time Classes."

⁹Cook, op. cit., p. 613.

¹⁰Hammonds, op. cit., p. 242.

¹¹Oklahoma State Plans For Vocational Education, op. cit., pp. 46-47.

Approved practices are those "farm practices which have been tested by agricultural experiment stations and/or farmers and are accepted as being of superior merit".¹²

Organized instruction shall be used to refer to systematic instruction designed to meet the needs of the farmer. It shall include a combination of group instruction and individual on-farm instruction.

Organization of the Study. In Chapter I the problem has been stated, the purposes and value of the study set forth, basic assumptions were made, the scope and limitations were cited, the need of Adult Education in agriculture was discussed and definitions given. Chapter II tells of the development of education in agriculture and presents a summary of research in this field. Chapter III presents the questionnaire, shows the location of the departments of agriculture and the centers of adult education included in the study. Chapter IV offers an analysis of the data as reported by the teachers of vocational agriculture. Chapter V concerns the recommendations and the summary of the report.

¹²Cook, op. cit., p. 357.

CHAPTER II

DEVELOPMENT OF EDUCATION IN AGRICULTURE

Education in Agriculture in the Old World. Farmers down through the ages have sought the label of being a good farmer. The farmers of ancient Rome realized this and good farming was regarded as 'the highest of accomplishments'.¹

Formal education in agriculture is not new. Sporodically throughout history it has been used. Roman authors compiled literature on farming in order that the farmers of that time might profit from wider experiences. Cato, Varro and Pliny drew upon the experience of farmers and put them into writing. These authors consistently urged that farmers experiment further and that practices be adopted to individual needs.

The Greeks and Carthagians, too, gave attention to its farmers. The Monastic Orders of the Middle Ages preserved the teachings of the Romans and developed new technic, particularly in agriculture engineering. Farmers in the Renaissance and Elizabethan Periods often received formal instruction. The English developed and formally extended knowledge of the art and technology of production from the soil during the seventeenth, eighteenth and nineteenth centuries.²

Education in Agriculture in America. The first farmers in America encountered obstacles and many risks. They had to conquer the wilderness, sustain attacks from the Indians and wild beasts upon themselves and their

¹H. H. Bennett, Soil Conservation, p. 32.

²Theodore H. Eaton, Vocational Education in Farming, p. 21.

livestock. They had great difficulty in obtaining seeds, livestock and implements. These early farmers were forced to use the crudest methods of farming. Often scratching the surface with crude homemade plows, their corn and tobacco sometimes cultivated with improvised wooden hoes. Their crops were often of necessity harvested in a careless manner and were used wastefully. Fields were cultivated until worn out, then additional land cleared and often the same wasteful practices continued. As long as land was plentiful little attention was paid to the conservation of the soil. This natural resource, the soil, was so abundant in this New Country that more than a century elapsed before farmers began to realize that there was a limit to its productiveness.

It was quite natural that under these conditions progress in agriculture was very slow during the first 100 years of settlement. It was not until near the close of the eighteenth century that men tilling the soil began to consider the discoveries of science and applications which would result in benefits to agriculture. George Washington was perhaps the best technically trained man of his day and was especially interested in everything pertaining to the improvement and advancement of agriculture.

The first society for the promotion of agriculture in the United States was organized at Philadelphia on March 1, 1785. On July 1 of the same year George Washington and Benjamin Franklin were elected members. South Carolina also founded a society in 1785 and proposed among other things the establishment of an experimental farm. A society for the promotion of agriculture in New York was founded in 1792 and in 1797 started its publication of bulletins. Later in 1809, the Columbian Agricultural Society which was organized by citizens of Maryland, Virginia and the District of Columbia, spent many years actively engaged in the work of educating farmers through

the work of the societies and through county fairs.³

From this early beginning agricultural societies have been developed throughout the nation and have been very helpful in disseminating valuable information to farmers with regard to new crops, implements, stock and the improvement of agriculture in general.

Beginning of the United State Department of Agriculture. In 1817, the Berkshire Agricultural Society of Massachusetts presented to congress a memorial asking for the establishment of a National Board of Agriculture as had been originally suggested by President Washington. This was the first organized movement for the establishment of an agricultural agency as a part of the Federal Government.

The United States Department of Agriculture grew out of the recommendation of President Washington but more immediately out of seed distribution through the Department of State during the Presidency of John Quincy Adams. The Patent Office, who distributed the seeds, was first in the hands of the Department of State. Later in 1836 the Patent office was made a separate department. One of the many duties of this office was to distribute seeds to farmers.⁴

The Act of May 15, 1862 did not establish an independent department of agriculture, but it did indicate a chief office as the Commissioner of Agriculture. It was not until 1889 that the Department of Agriculture became an independent department and rated as a member of the President's Cabinet. The duties of the Department of Agriculture were:

³U. S. Office of Education, History of Agricultural Education of Less than College Grade in the United States, pp. 2-3.

⁴Ibid, p. 4.

"To acquire and diffuse among the people of the United States useful information on subjects connected with agriculture, in the most general and comprehensive sense of the word, and to procure and propagate among the people, new and valuable seeds and plants."⁵

The First Agricultural Colleges. As the country developed, the demand for scientific and technical education grew. Justin S. Morrill, often termed, 'the father of Agricultural Colleges', was largely responsible for the establishment of colleges of agriculture. He fought for the development of his idea for a period of more than thirty years. His first bill was introduced to Congress in 1857. Two successive bills were introduced by him before such legislation was passed by Congress and approved by President Lincoln in 1862. This bill authorized the establishment of Agricultural Colleges in all States. Separate institutions for Negro students were established in accordance with the Act of 1890 in eight Southern States.⁶

Agriculture in the Common Schools. The years between 1890 and 1917 saw a steady increase in demand for all types of agricultural education.⁷

At a meeting of the Association of Agriculture Land-Grant Colleges in 1909, the chairman of the committee on instruction in agriculture reviewed the status of agricultural education in secondary schools and suggested ways in which such education could be developed within the existing educational system. He concluded in part that:

"The standard agricultural courses, whether in high schools or special schools should not be narrow vocationally, but should aim to fit the pupils for life as progressive, broad minded and intelligent men and women, citizens and homemakers, as well as farmers and horticulturists."⁸

⁵Ibid, pp. 4-5.

⁶Loc. cit.

⁷Loc. cit.

⁸Ibid, p. 6.

The general views expressed in this review were adopted by a formal vote of the convention.

Later in 1916 this committee made a study of the relations of the agricultural colleges to the high schools in which agriculture was taught. A report was made on the basis of information from 2,200 high schools. Ninety-seven percent of these schools were teaching agriculture. It was found that agricultural colleges were allowing entrance credit from one-half to four units in this subject.⁹

By this time agricultural education was forming a permanent part of the public schools and on February 23, 1917, the Smith-Hughes Act became law. This Act provided federal funds to be supplemented by state funds for salaries of supervisors, directors and teachers of vocational education in the public secondary schools throughout the Nation.

Establishment of Langston University. The first school of higher education in Oklahoma for Negro youths was Langston University. It was founded in 1897 by an Act of the Territorial Legislature and under the provision of the Federal Act of 1890. It was named The Colored Agricultural & Normal University which was later changed to the name of Langston University. The courses in agriculture were not designated as of college level. Emphasis was placed on practical application and all students were required to take some agriculture. The 1902 catalog stated that all students taking agriculture were required to average nine hours per week.¹¹

⁹Ibid, p. 7.

¹⁰Loc. cit.

¹¹Ibid, p. 375.

Agricultural Education in Separate Schools of Oklahoma. The teaching of agriculture in the Separate high schools of the State began about 1917. The High School at Boley is said to have been the first Negro school to have organized and taught a course in agriculture. The course was developed by and was under the direction of F. P. L. Kennerson, Teacher, and S. L. Hargrove, Superintendent. Other courses were soon organized and taught at Muskogee and Guthrie.¹²

The development of programs of vocational agriculture in the separate schools of Oklahoma began in 1919. All of the Negro departments which were founded in the early years of the program with the exceptions of Boley and Luther have had to be abandoned. This abandonment was generally due to a small and often declining Negro farm population in many of these early established centers. The Negro departments are now principally located in the central, eastern and southeastern portions of the state, twenty-four of the twenty-eight departments being located in these sections.

TABLE NO. I. THE NUMBER OF NEGRO VOCATIONAL AGRICULTURE DEPARTMENTS BY YEARS SINCE 1917

| Year | : Number of : Departments | : | Year | : Number of : Departments |
|---------|------------------------------|---|---------|------------------------------|
| 1917-18 | 0 | | 1935-36 | 23 |
| 1918-19 | 0 | | 1936-37 | 25 |
| 1919-20 | 2 | | 1937-38 | 27 |
| 1920-21 | 2 | | 1938-39 | 27 |
| 1921-22 | 5 | | 1939-40 | 25 |
| 1922-23 | 10 | | 1940-41 | 25 |
| 1923-24 | 10 | | 1941-42 | 25 |
| 1924-25 | 10 | | 1942-43 | 22 |
| 1925-26 | 12 | | 1943-44 | 24 |
| 1926-27 | 11 | | 1944-45 | 23 |
| 1927-28 | 16 | | 1945-46 | 22 |
| 1928-29 | 17 | | 1946-47 | 23 |
| 1929-30 | 17 | | 1947-48 | 24 |
| 1930-31 | 18 | | 1948-49 | 25 |
| 1931-32 | 22 | | 1949-50 | 28 |
| 1932-33 | 18 | | 1950-51 | 28 |
| 1933-34 | 15 | | 1951-52 | 28 |
| 1934-35 | 21 | | | |

¹²Loc. cit.

Review of Similar Studies. The writer was able to find but one study in the field of adult education relating to Negro departments of vocational agriculture in Oklahoma. This is a study made by Hicks¹³ in 1940. In this study Hicks attempted to determine the major agricultural enterprises in Muskogee county and to recommend a number of approved practices for each enterprise. He concluded that the adoption of these practices should result in increased farm income for the Negro farmers in that area.

While several studies have been made in the white vocational agriculture departments, only three are of similar nature to this study. A review of each of these follow.

Stokes¹⁴ in 1937 prepared a thesis on organizing and conducting an evening class with adult farmers interested in soil and moisture conservation. He determined by a survey the essential problems to be considered by the class. A course of study was prepared on the basis of findings from a survey and a class of some twenty farmers was organized and taught for two years. The following observations were made.

1. Personal contact by the instructor is invaluable in the organizing of a class of adult farmers.
2. The conference procedure of instruction stimulates interest and encourages participation in discussion.
3. Conclusions on all lessons should be reached and members should be requested to list those practices each will carry out on his home farm.
4. The instructor should be available for information and farm visitation.

¹³Matt B. Hicks, "Approved Practices for Negro Farmers in Muskogee County", Special Report, M.S., 1940, Colorado State College of Agriculture and Mechanics Arts.

¹⁴George W. Stokes, "Organizing and Conducting an Evening Class with Adults, Interested in Soil and Moisture Conservation, and Soil Improvement", Thesis, M.S., 1937, Oklahoma Agricultural and Mechanical College.

In 1938, Brady¹⁵ made a study in which he determined the needs of and taught a course in Part-Time education for young men out of school. The following points were brought out by his study.

1. A teacher can best locate the out-of-school youth by personal visits. Survey blanks designed for the purpose of securing and organizing information about out-of-school youths should be used.
2. F.F.A. members, rural school teachers, farmers and leading citizens can be of great help in locating the young farmers.
3. F.F.A. members, local farm organizations, civic clubs, Parent-Teacher Associations can all be useful in getting the out-of-school youths together for the first meeting.
4. The best way to maintain attendance is to present material to the class that the members are interested in. Other factors in maintaining interest include, short entertaining programs, inviting parents and young women to class, organized athletics and planned social and parties.
5. Each lesson should be well prepared by the teacher. Use good illustrative material often.
6. Visit the boy's home as often as possible and time the visits with the boy's need for supervision.
7. Measure results after the completion of supervised practice activities. This study should include factors such as total investment, total returns, profits, yields, costs per unit and labor income.
8. Use the studied results as the basis for setting up plans for the next year.

A proposed plan for adult evening class instruction was made by Elgin¹⁶ in 1946. He determined the jobs related to problems common to farmers in a dairy-poultry type of farming area, set up a long-time evening class program with lesson plans, references, illustrative material and improved practices for the first year.

These studies, while helpful to the writer in the preparation of this study, were dissimilar to the extent that they were concerned with the problems and practices that could be used with a specific group and in a desig-

¹⁵Bryan Virgil Brady, "Part-Time Education in Agriculture for Young Men Who are Out of School and Living Within the Service Area of Heavener High School", Thesis, M.S. 1938, Oklahoma Agricultural and Mechanical College.

¹⁶Francis Lee Elgin, "Proposed Plan for Adult Evening Class Instruction in the Wyandotte Community", Report, M.S., 1946, Oklahoma Agricultural and Mechanical College.

nated community. This study, however, is more concerned with reporting the practices and methods being used over a much wider area and with groups of varied interests.

CHAPTER III

THE SURVEY

Method of Procedure. The information needed in making this study was not available in any organized form. After a study of the various methods of securing data was made, the writer decided that the use of the questionnaire would be the best method of securing the information desired.

A preliminary study of the Adult Farmer and Young Farmer reports of the Negro departments of vocational agriculture for the school years 1949-50 and 1950-51 was made. These reports were made available through the State Department of Vocational Agriculture, Stillwater, Oklahoma. This preliminary study furnished a portion of the information needed and in addition provided the writer with an opportunity to become acquainted with the scope, nature and extent of the adult education work as conducted in the various departments.

To secure the additional information needed, the writer made visits to each department included in the study and completed the questionnaire through personal interview with the teacher of vocational agriculture.

Testing the Questionnaire. A preliminary questionnaire and check list was formulated with and presented to the Major and Minor Advisors in charge of the study. Criticisms and suggestions for revision were obtained after a review of the questionnaire by Professor C. L. Angerer, Head of the Department of Agricultural Education, Don M. Orr, Associate Professor of the Department of Agricultural Education, of Oklahoma A. & M. College, and D. C. Jones, Teacher-Trainer, Agricultural Education, Langston University. After all sug-

gestions and criticisms were taken into account, the completed questionnaire and check-list were taken in the field and a "trial-run" was made on the vocational agriculture department at Sapulpa. This proved the questionnaire and check-list to be satisfactory. They were then mimeographed and assembled for use. Copies of the questionnaire and check-list are found in the appendix of this report.

Distribution of the Questionnaire. Twenty-six of the twenty-eight teachers of vocational agriculture were personally interviewed. All of the teachers contacted had taught and completed some phase of adult education in agriculture during the two years covered by this report. The twenty-six completed questionnaires were used as the basis for this study. A list of the departments are found on the following page.

Every attempt was made to make a study of all of the departments in the state, however, two were not included. Reasons for these not being included in the study are found on page 4.

The twenty-six schools included in this study represent the following nineteen counties: Blaine, Choctaw, Creek, Hughes, Kingfisher, Lincoln, Logan, McCurtain, McIntosh, Muskogee, Oklahoma, Okfuskee, Okmulgee, Pittsburg, Pontotoc, Pottawatomie, Seminole and Tulsa. The location of these schools can be found on pages 21 and 22. County maps showing the centers of adult education classes are found on pages 23 to 40 inclusive.

LOCATION OF NEGRO DEPARTMENTS OF VOCATIONAL
AGRICULTURE IN OKLAHOMA

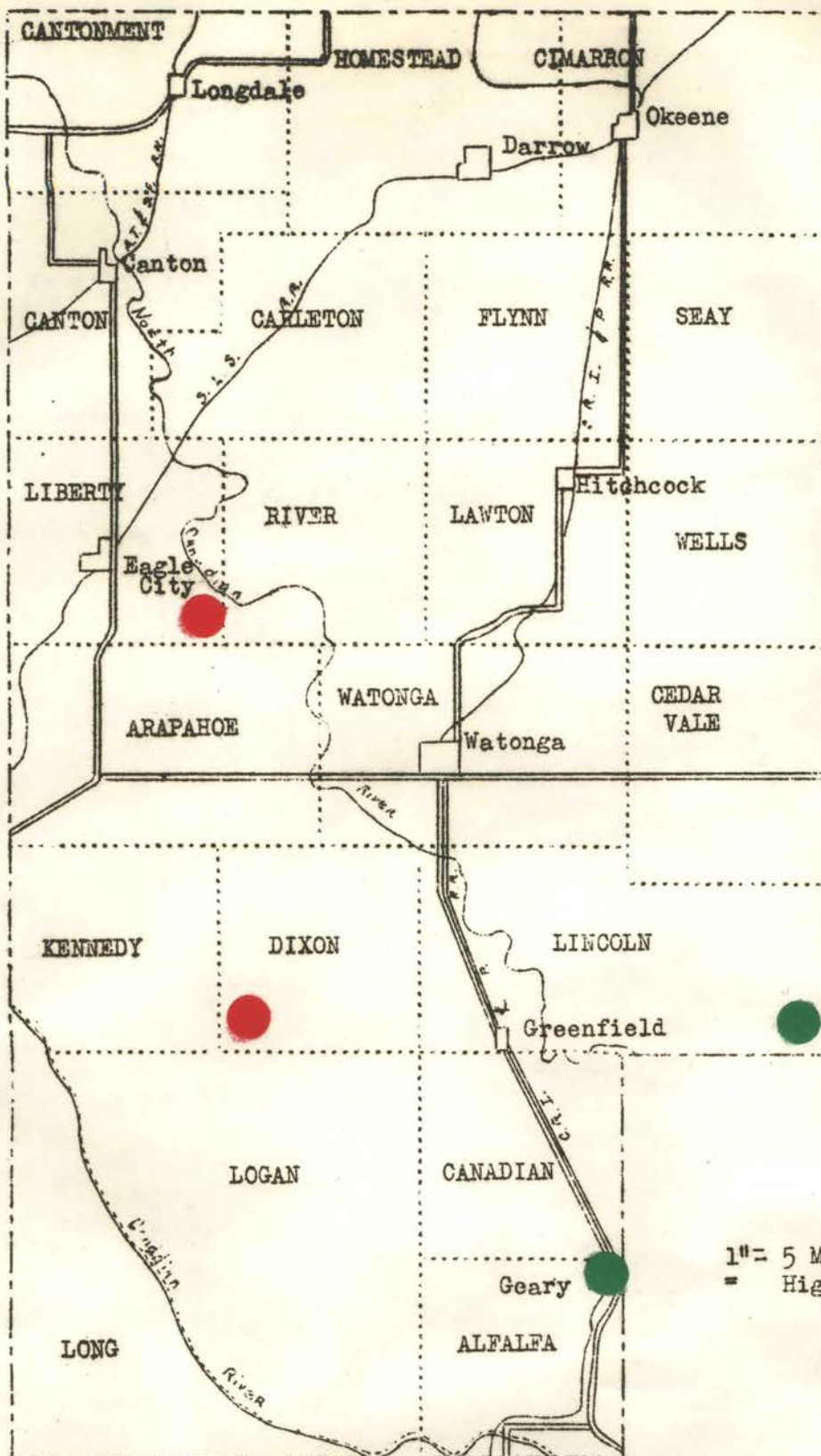
| Town | Teacher | County |
|--------------|--------------------|--------------|
| Ada | Thomas E. English | Pontotoc |
| Beggs | M. L. Smith | Okmulgee |
| Boley | L. G. Ashley | Okfuskee |
| Boynton | Matt B. Hicks | Muskogee |
| Broken Bow | Garfield Johnson | McCurtain |
| Chandler | Louis E. Burton | Lincoln |
| Choctaw | W. B. Parker | Oklahoma |
| *Clearview | Tom Withers, Jr. | Okfuskee |
| #Colbert | L. E. Moore | Byran |
| #Dover | Thomas Marshall | Kingfisher |
| Eufaula | Burley Whited | McIntosh |
| Geary | James R. Clegg | Blaine |
| Haskell | James R. Johnson | Muskogee |
| Hennessey | Marshall E. Gamble | Kingfisher |
| Henryetta | W. L. Teal | Okmulgee |
| Holdenville | C. C. Collins | Hughes |
| Hugo | William Marshall | Choctaw |
| Idabel | Albert L. Scott | McCurtain |
| Langston | Albert B. Pruitt | Logan |
| Luther | C. C. Cooper | Oklahoma |
| McAlester | T. H. Moore | Pittsburg |
| Muskogee | W. G. Parker | Muskogee |
| Okmulgee | A. W. Hampton | Okmulgee |
| Sand Springs | E. D. Brown | Tulsa |
| Sapulpa | T. R. Lewis | Creek |
| Shawnee | Benjamin Monroe | Pottawatomie |
| Katonga | Fred D. Factory | Blaine |
| Newoka | Cecil G. Holt | Seminole |

*Department with only one year report included.

#Departments not included in the study.

LOCATION OF NEGRO SCHOOLS MAINTAINING DEPARTMENTS OF VOCATIONAL AGRICULTURE IN OKLAHOMA





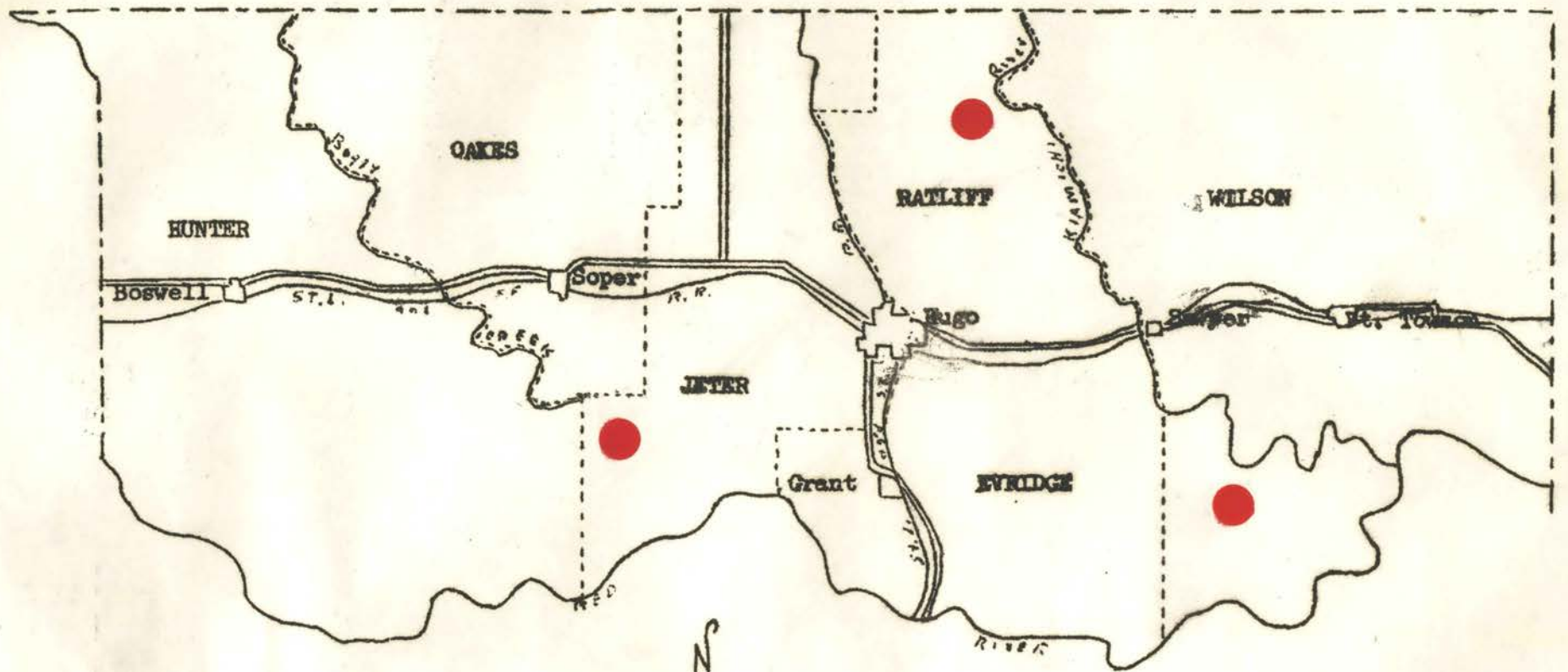
LOCATION OF ADULT
CLASSES CONDUCTED
IN BLAINE COUNTY
BY THE GEARY AND
WATONGA VOC. AGRI.
DEPARTMENTS DURING
1949-50 AND 1950-51.

● Classes conducted
by Geary.

● Classes conducted
by Watonga.

1" = 5 Miles
= Highways

BLAINE
COUNTY

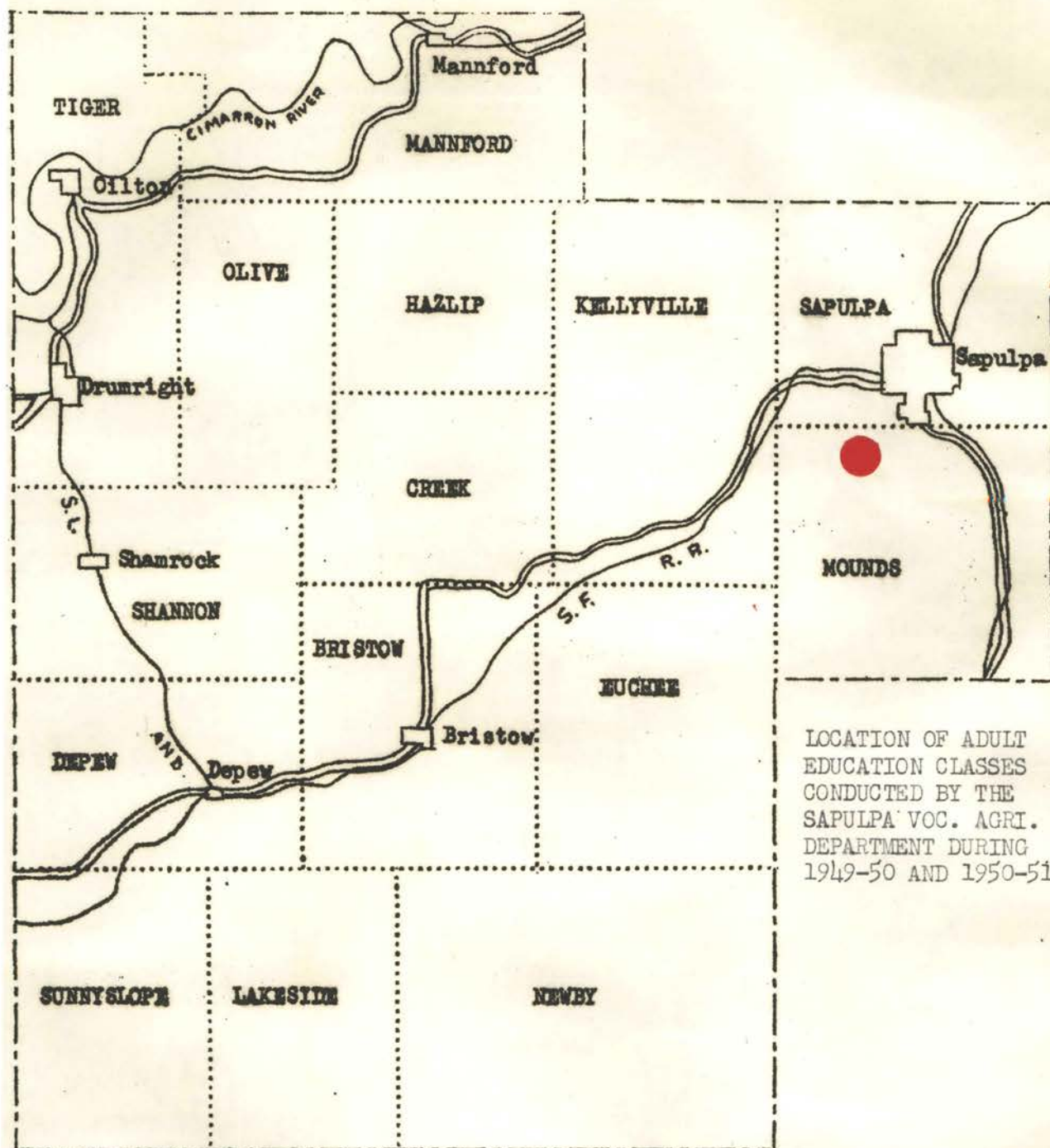


CHOCTAW COUNTY

— = 5 M
- - - = Highways

LOCATION OF ADULT EDUCATION CLASSES CONDUCTED
BY THE HUGO VOCATIONAL AGRICULTURE DEPARTMENT
DURING 1949-50 AND 1950-51

4/50



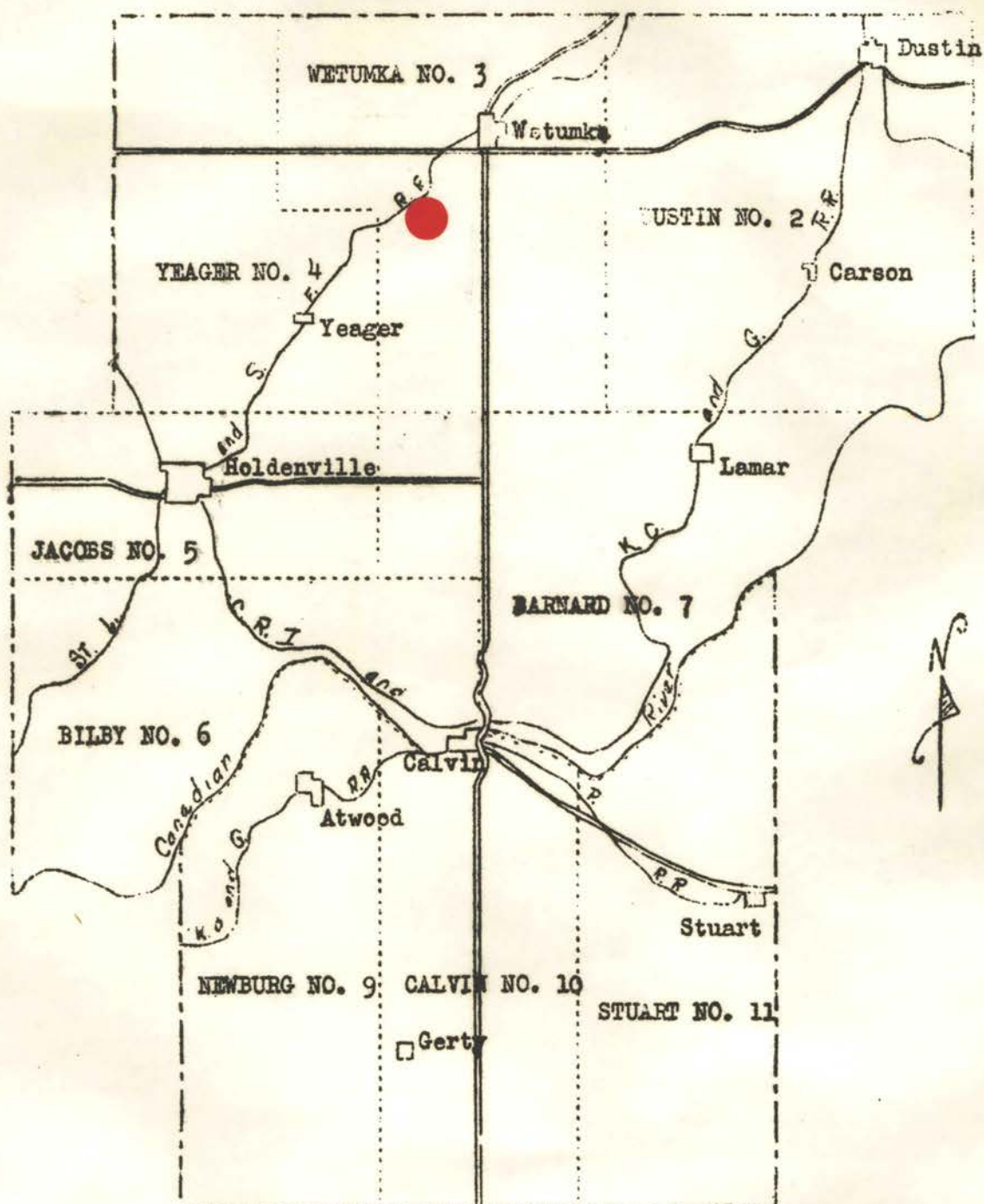
LOCATION OF ADULT
EDUCATION CLASSES
CONDUCTED BY THE
SAPULPA VOC. AGRI.
DEPARTMENT DURING
1949-50 AND 1950-51

CREEK COUNTY

1" = 5 Miles
= Highway



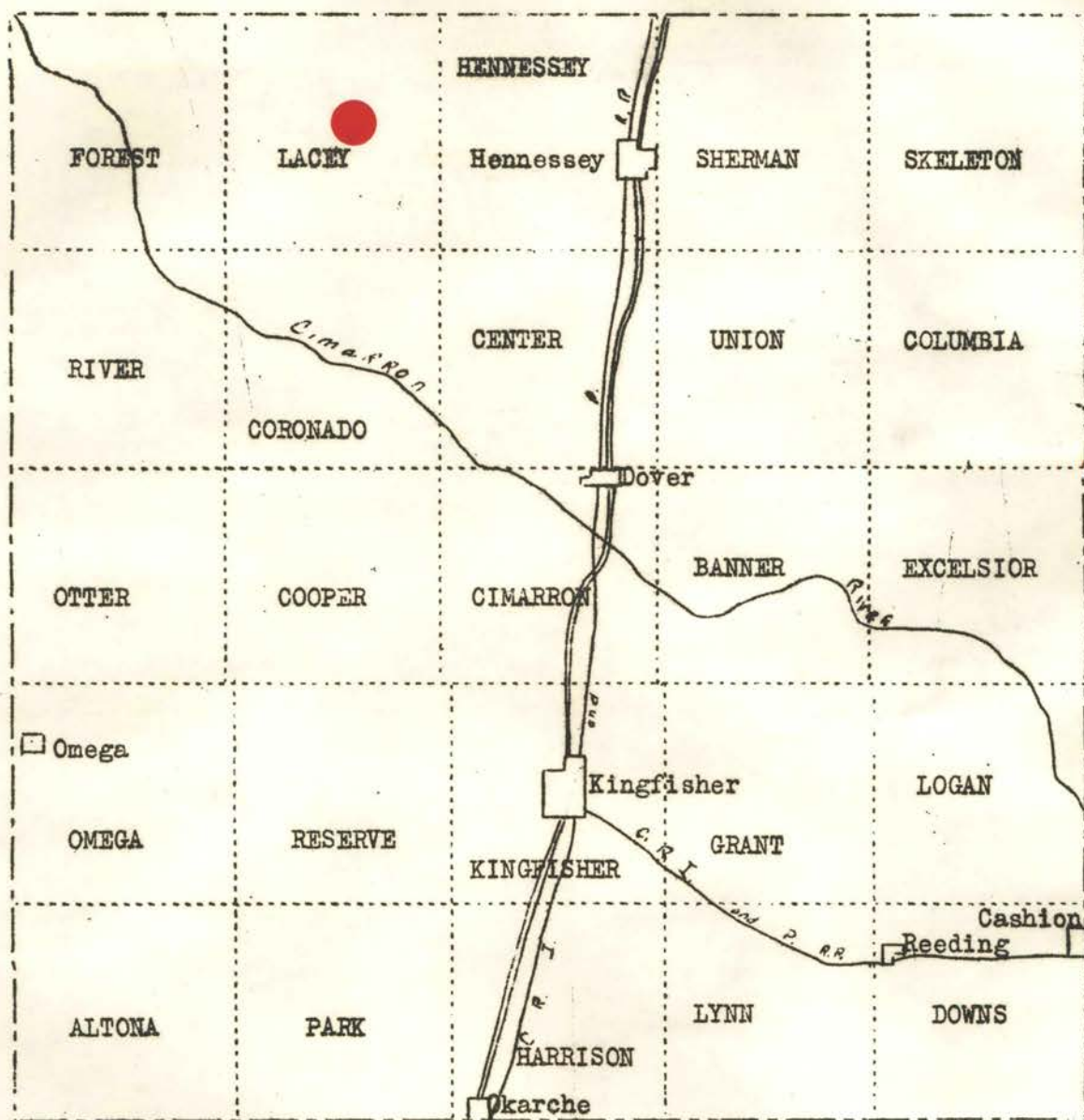
LOCATION OF ADULT CLASSES CONDUCTED BY THE HOLDENVILLE VOC.
AGRI. DEPARTMENT DURING 1949-50 AND 1950-51



HUGHES COUNTY

1" = 5 Miles
= . Highways

LOCATION OF ADULT CLASSES CONDUCTED BY THE HENNESSEY VOC. AGRI.
DEPARTMENT DURING 1949-50 AND 1950-51

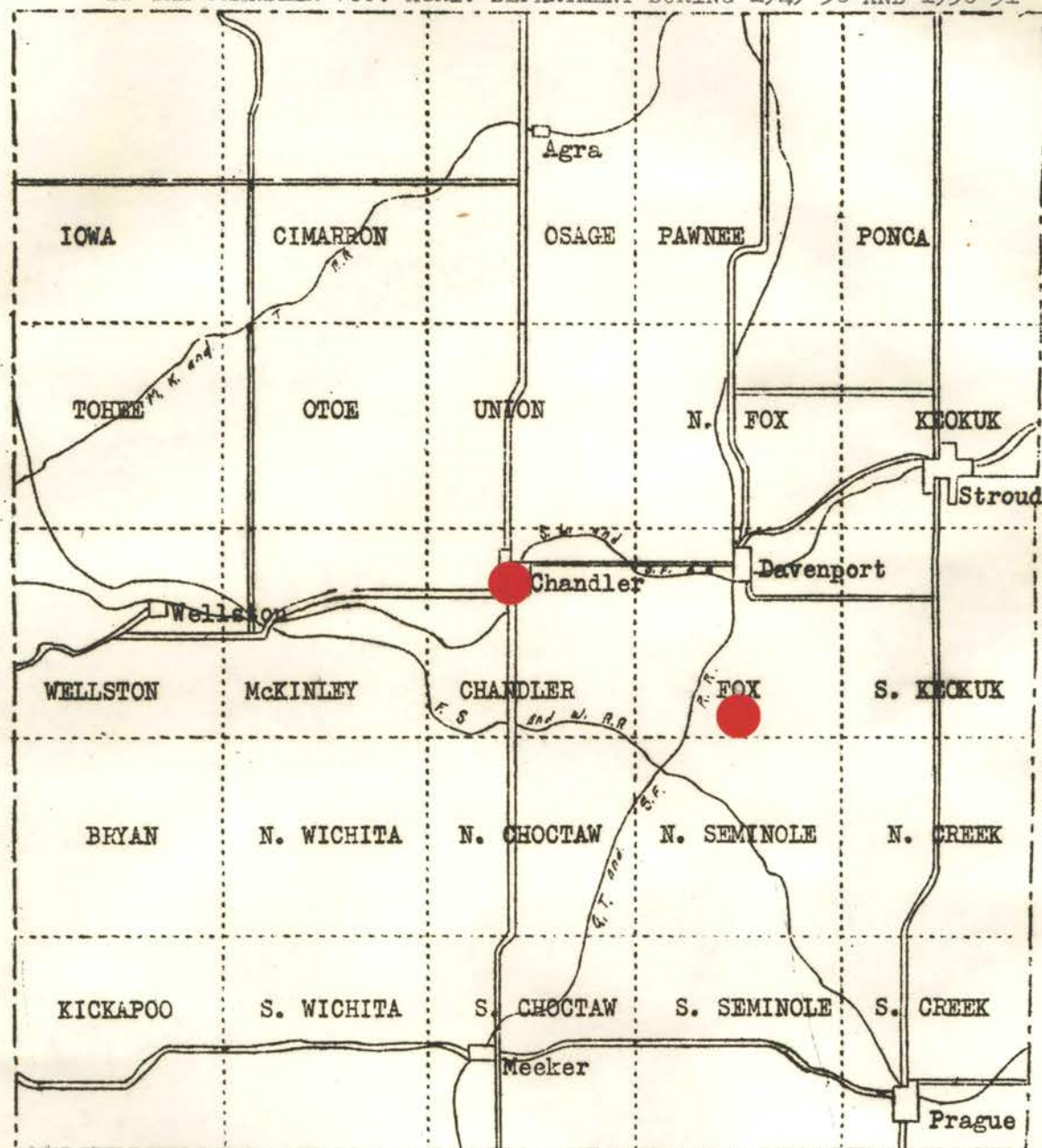


KINGFISHER COUNTY

1" = 5 M.
= Highways

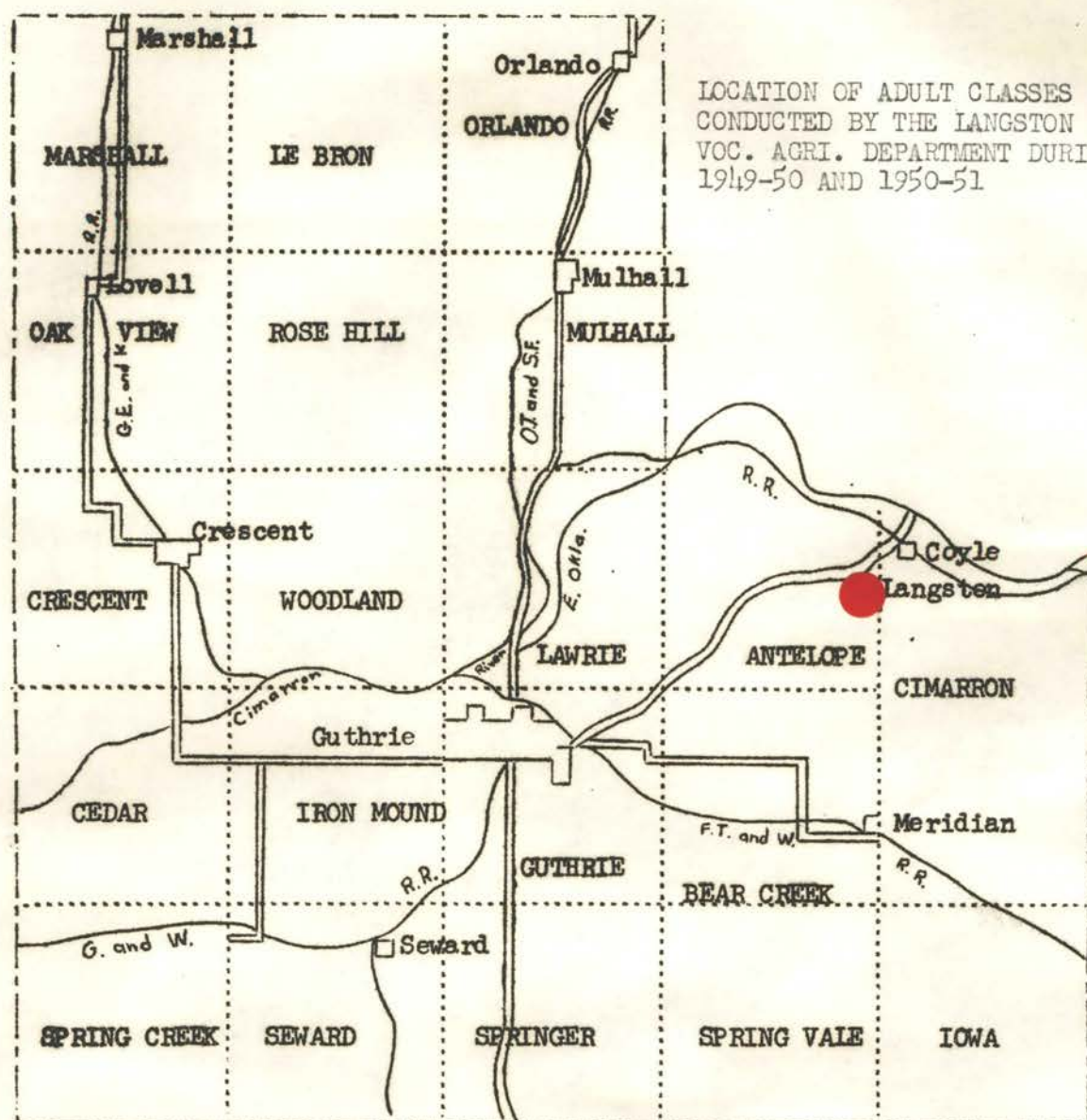


LOCATION OF ADULT EDUCATION CLASSES CONDUCTED
BY THE CHANDLER VOC. AGRI. DEPARTMENT DURING 1949-50 AND 1950-51



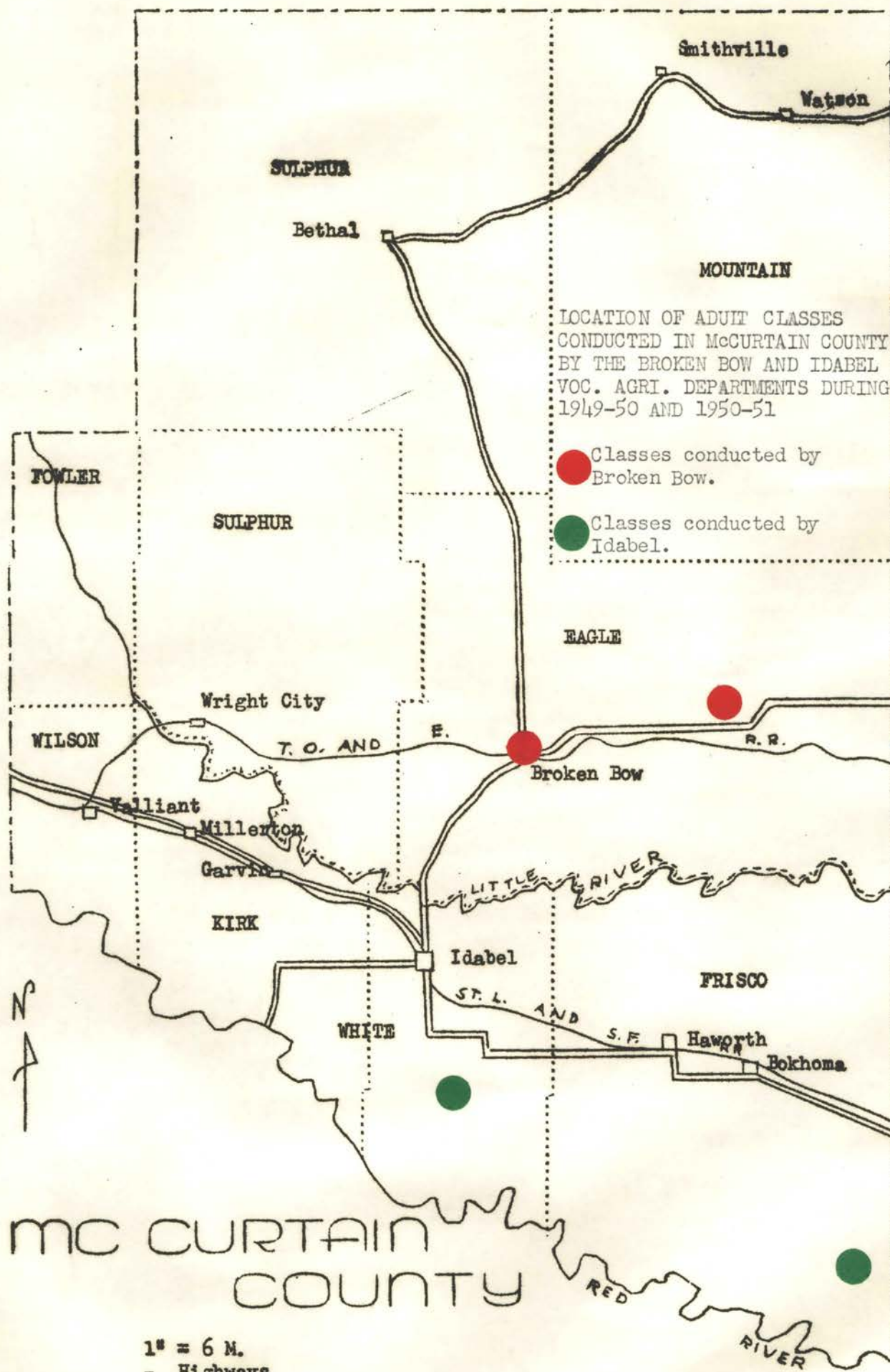
LINCOLN
COUNTY

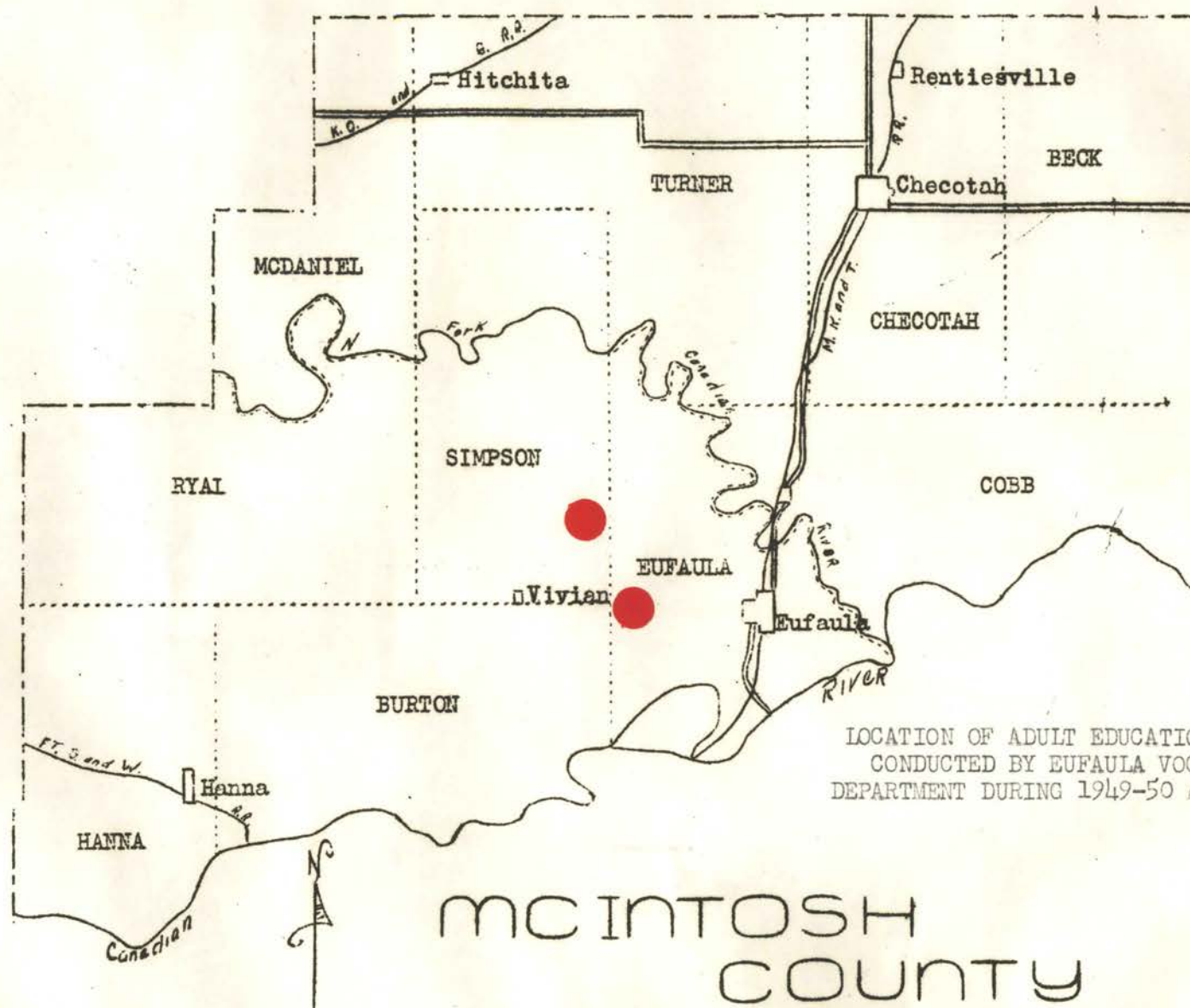
1" = 5 Miles
= Highways



LOGAN COUNTY

1" = 5 Miles
= Highway

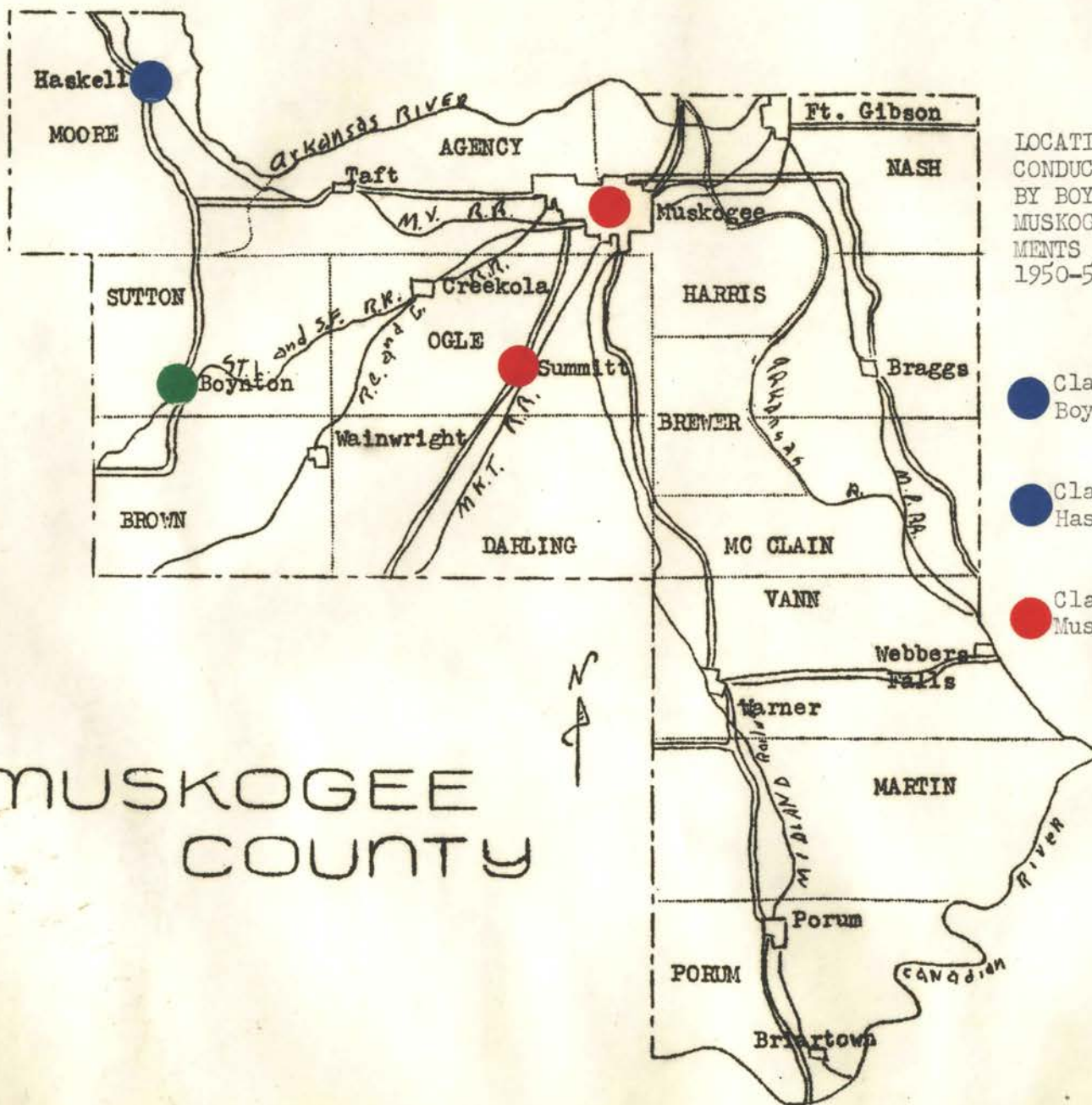




LOCATION OF ADULT EDUCATION CLASSES
CONDUCTED BY EUFAULA VOC. AGRI.
DEPARTMENT DURING 1949-50 AND 1950-51

MCINTOSH
COUNTY

1" = 5 M.
= Highways



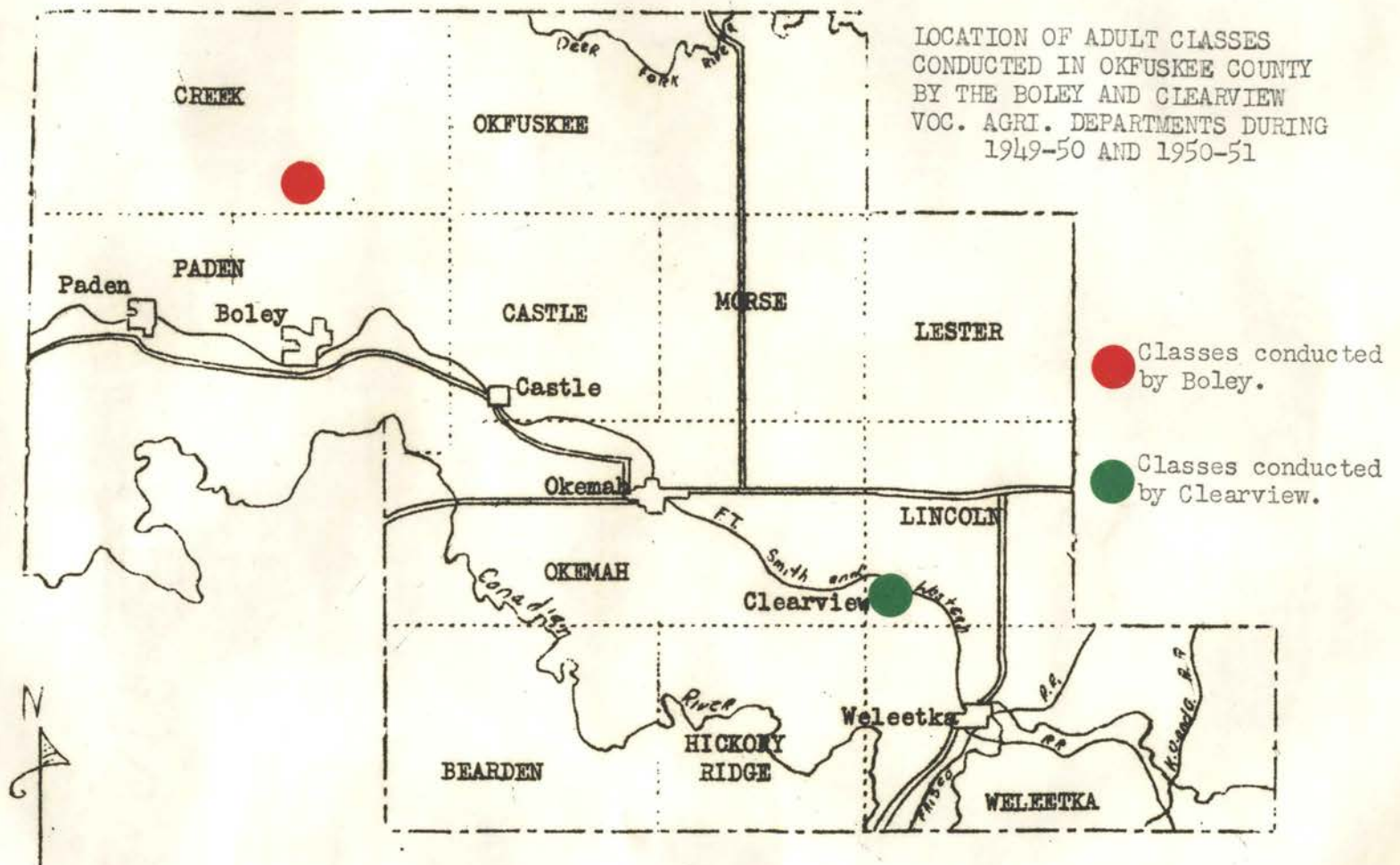
LOCATION OF ADULT CLASSES
CONDUCTED IN MUSKOGEE COUNTY
BY BOYNTON, HASKELL AND
MUSKOGEE VOC. AGRIC. DEPART-
MENTS DURING 1949-50 AND
1950-51

● Classes conducted by
Boynton.

● Classes conducted by
Haskell.

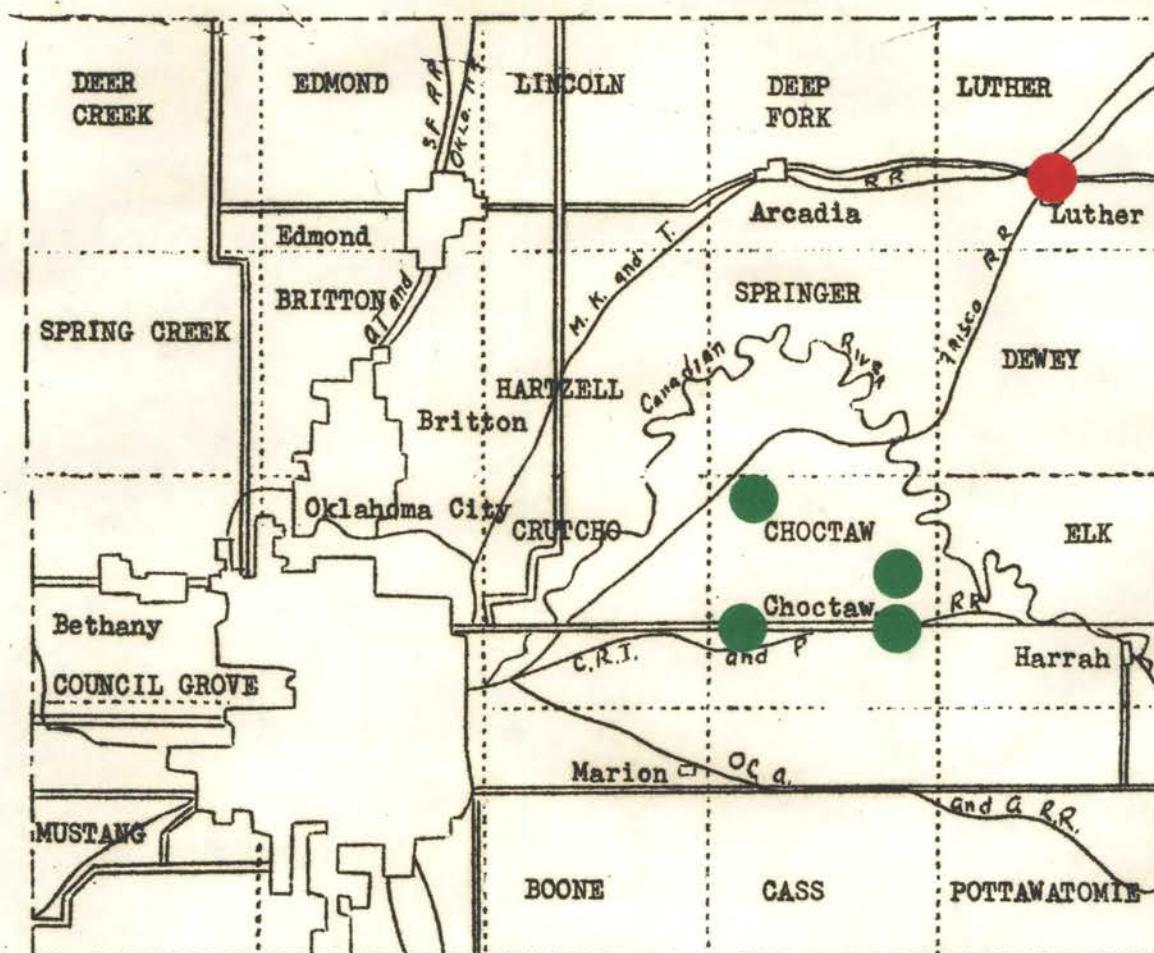
● Classes conducted by
Muskogee.

MUSKOGEE
COUNTY



OKFUSKEE COUNTY

1" = 5 M.
= Highways



OKLAHOMA COUNTY

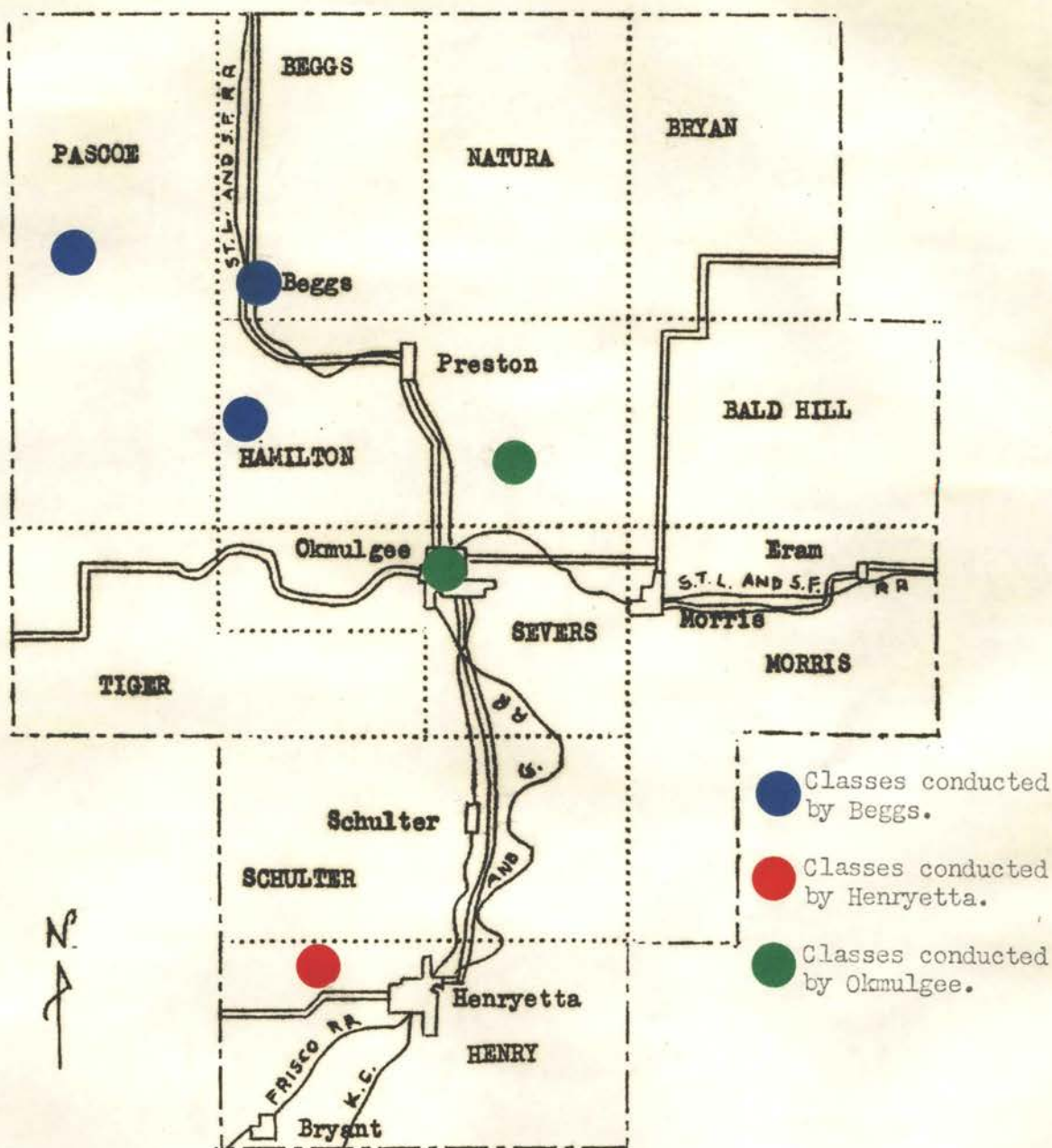
1" = 5M.
= Highways

LOCATION OF ADULT CLASSES CONDUCTED IN OKLAHOMA COUNTY
BY THE CHOCTAW AND LUTHER VOC. AGRI. DEPARTMENTS DURING

1949-50 AND 1950-51

7/39

- Classes conducted by Choctaw
- Classes conducted by Luther

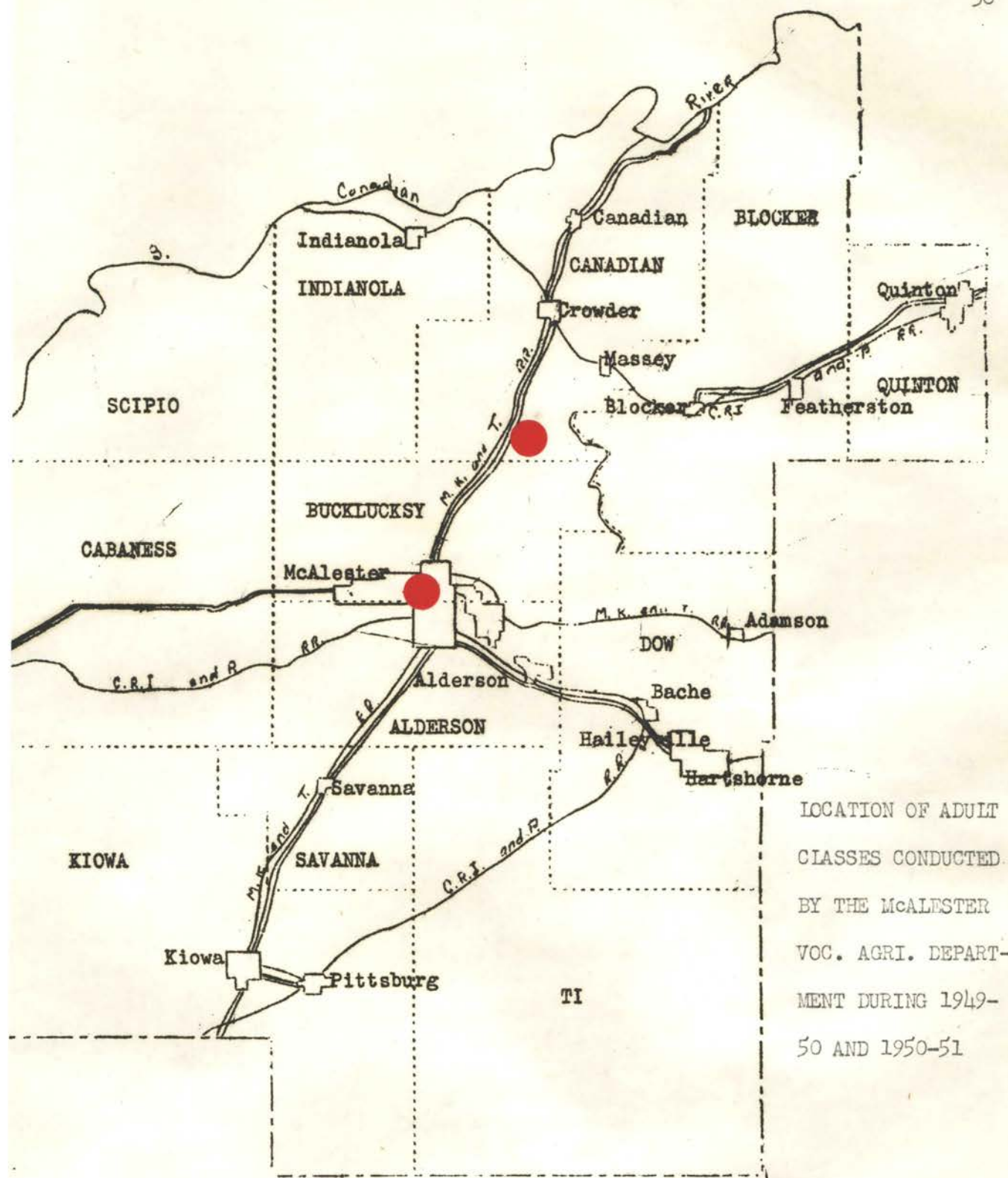


OKMULGEE COUNTY

1" = 5 M.
= Highways

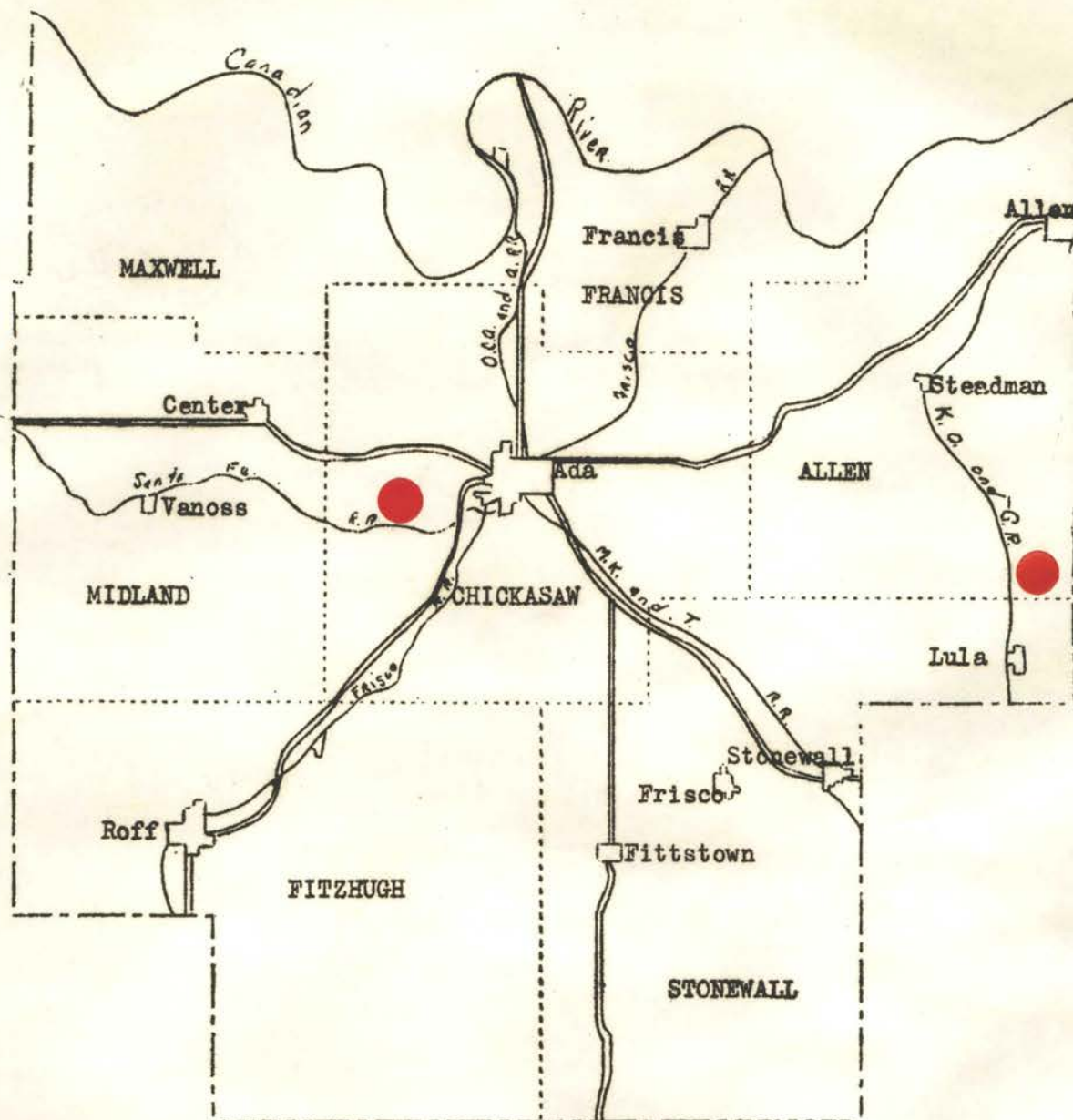
LOCATION OF ADULT CLASSES CONDUCTED IN OKMULGEE COUNTY BY
THE BEGGS, HENRYETTA AND OKMULGEE VOC. ACRI. DEPARTMENTS

DURING 1949-50 AND 1950-51



PITTSBURG COUNTY

1" = 6 M.
- Highways

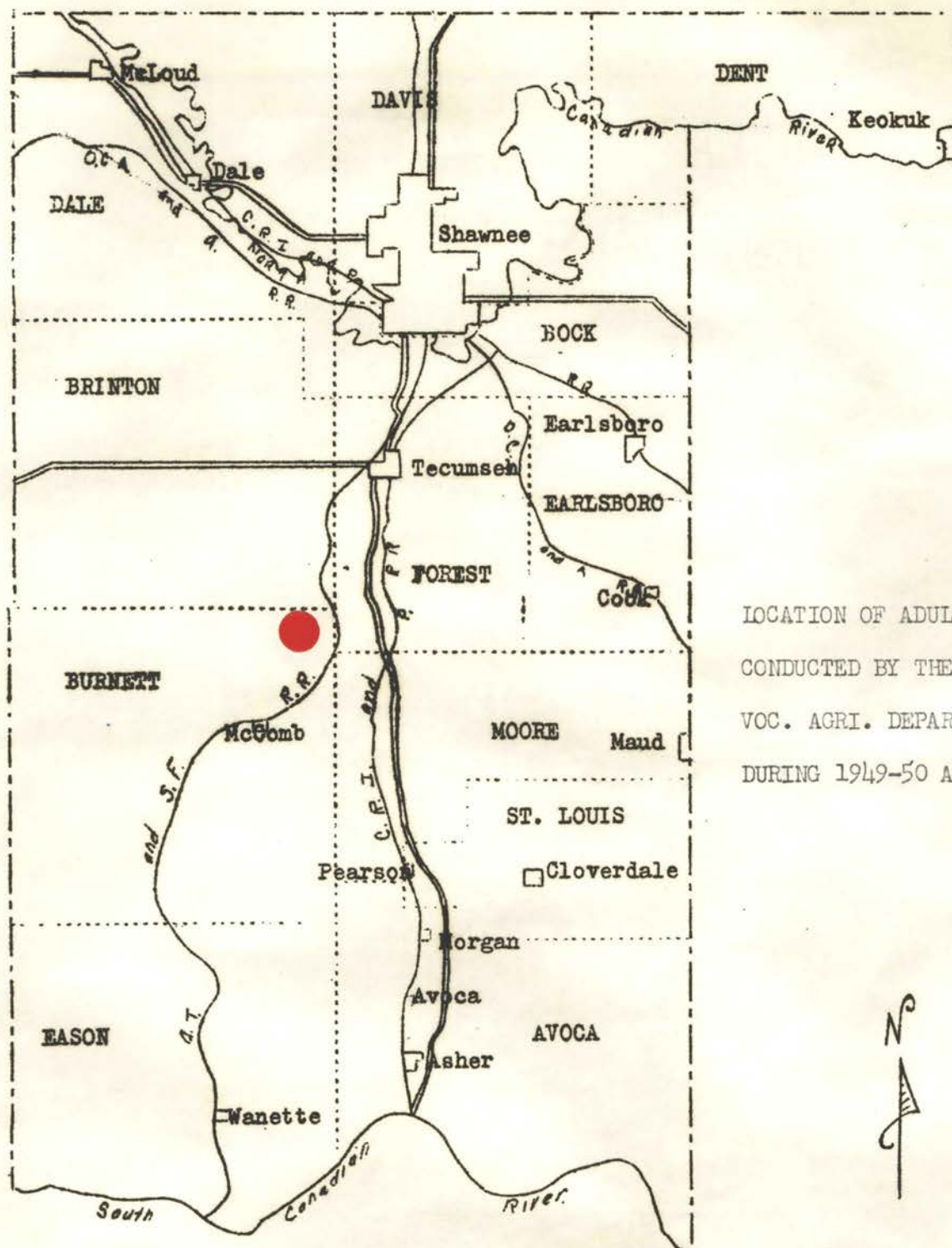


PONTOTOC COUNTY

1" = 5 M.
= Highways

LOCATION OF ADULT CLASSES CONDUCTED BY THE ADA VOC. AGRI.

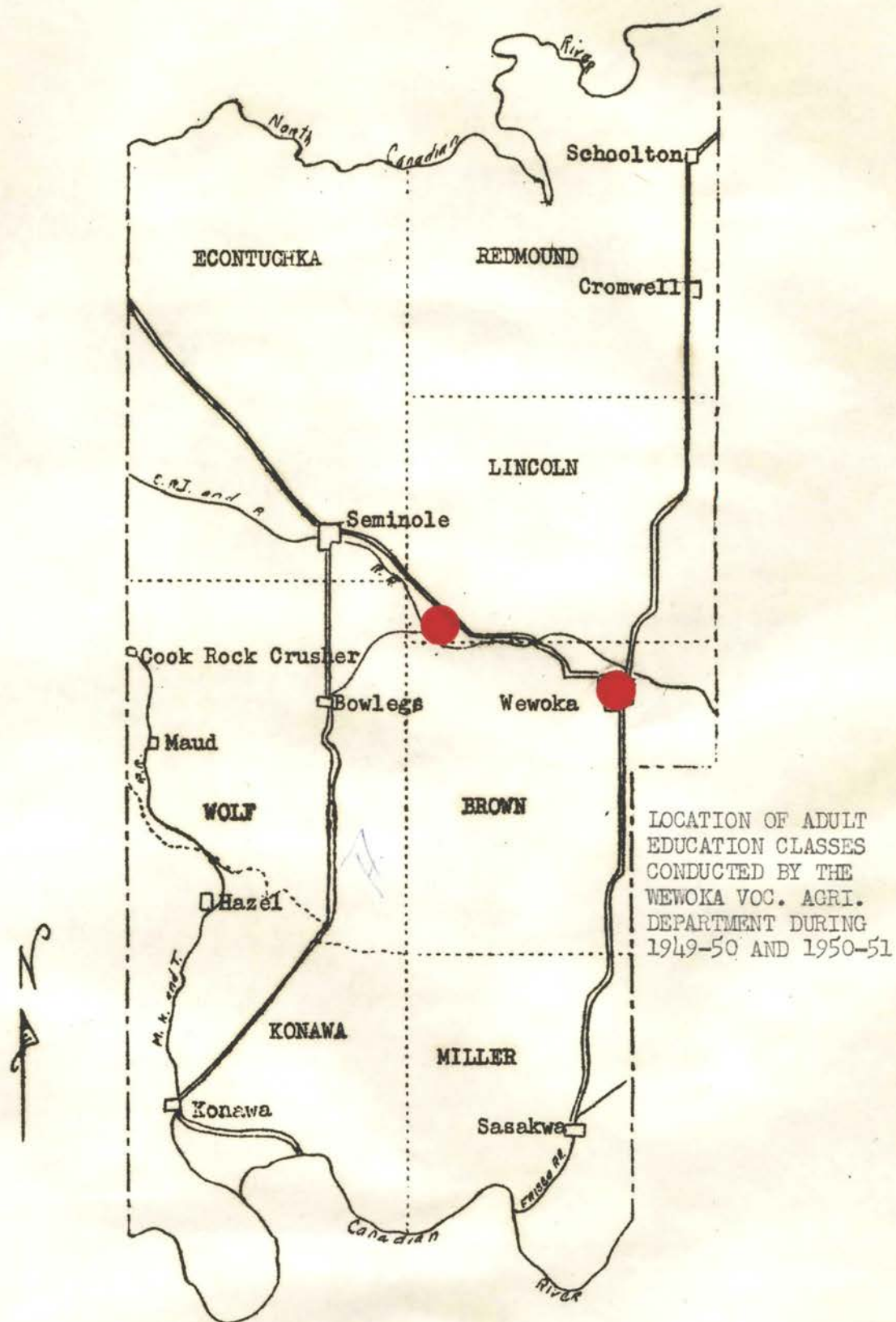
DEPARTMENT DURING 1949-50 AND 1950-51



LOCATION OF ADULT CLASSES
 CONDUCTED BY THE SHAWNEE
 VOC. AGRI. DEPARTMENT
 DURING 1949-50 AND 1950-51



POTTAWATOMIE COUNTY

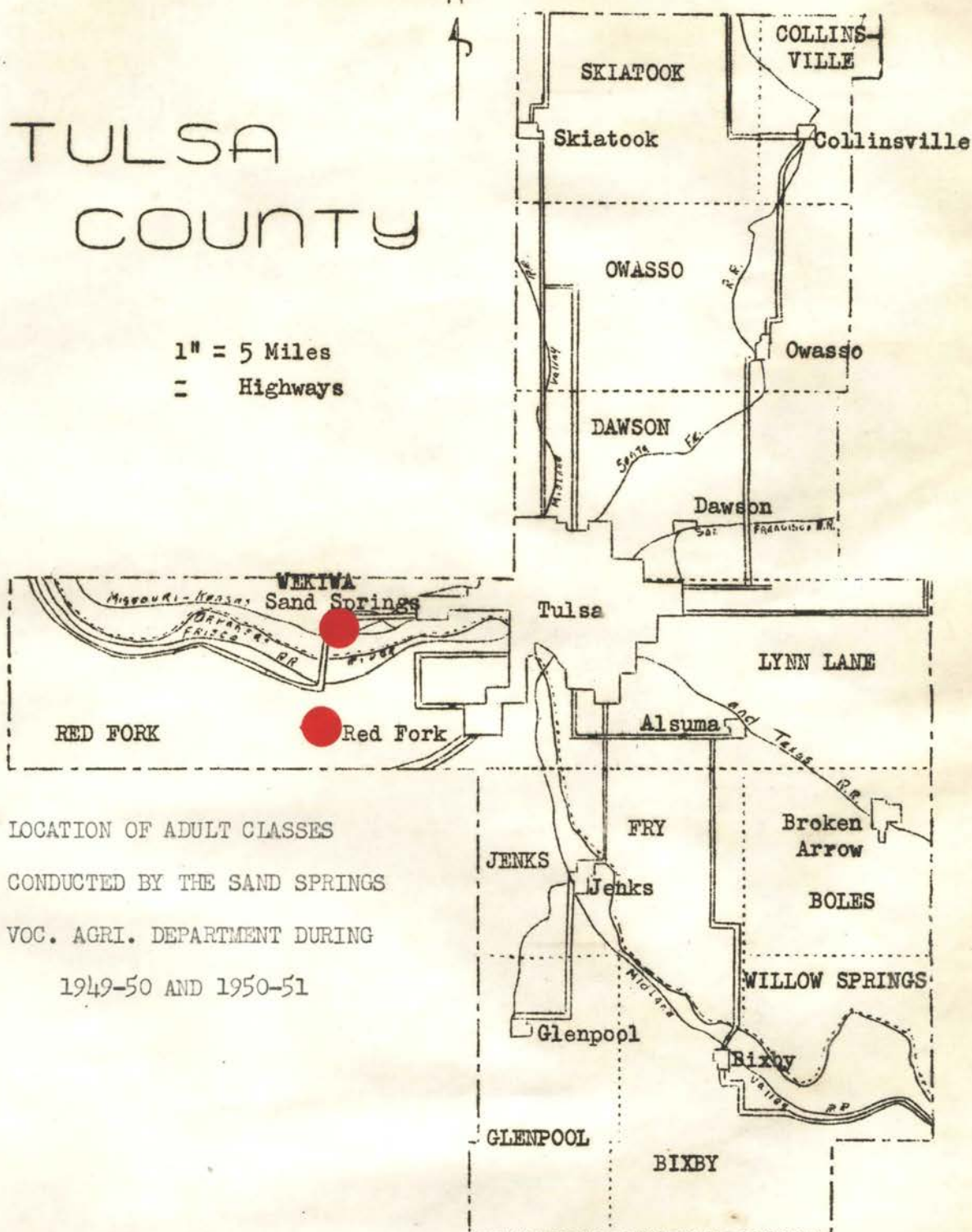


SEMINOLE COUNTY

1" = 5 M.
= Highways

TULSA COUNTY

1" = 5 Miles
= Highways



LOCATION OF ADULT CLASSES
CONDUCTED BY THE SAND SPRINGS
VOC. AGRI. DEPARTMENT DURING
1949-50 AND 1950-51

CHAPTER IV

PRESENTATION AND ANALYSES OF DATA

Returns were made of questionnaires submitted to twenty-six departments and as included in this study represent 92.86 percent of the Negro departments of vocational agriculture in Oklahoma.

After the completed questionnaires were received, tabulations were made, percentages calculated and items of similar nature were combined in tabular forms. Presentation by this method was used to facilitate more ready comparison of various items. Presentation of tables with brief explanation following each is included.

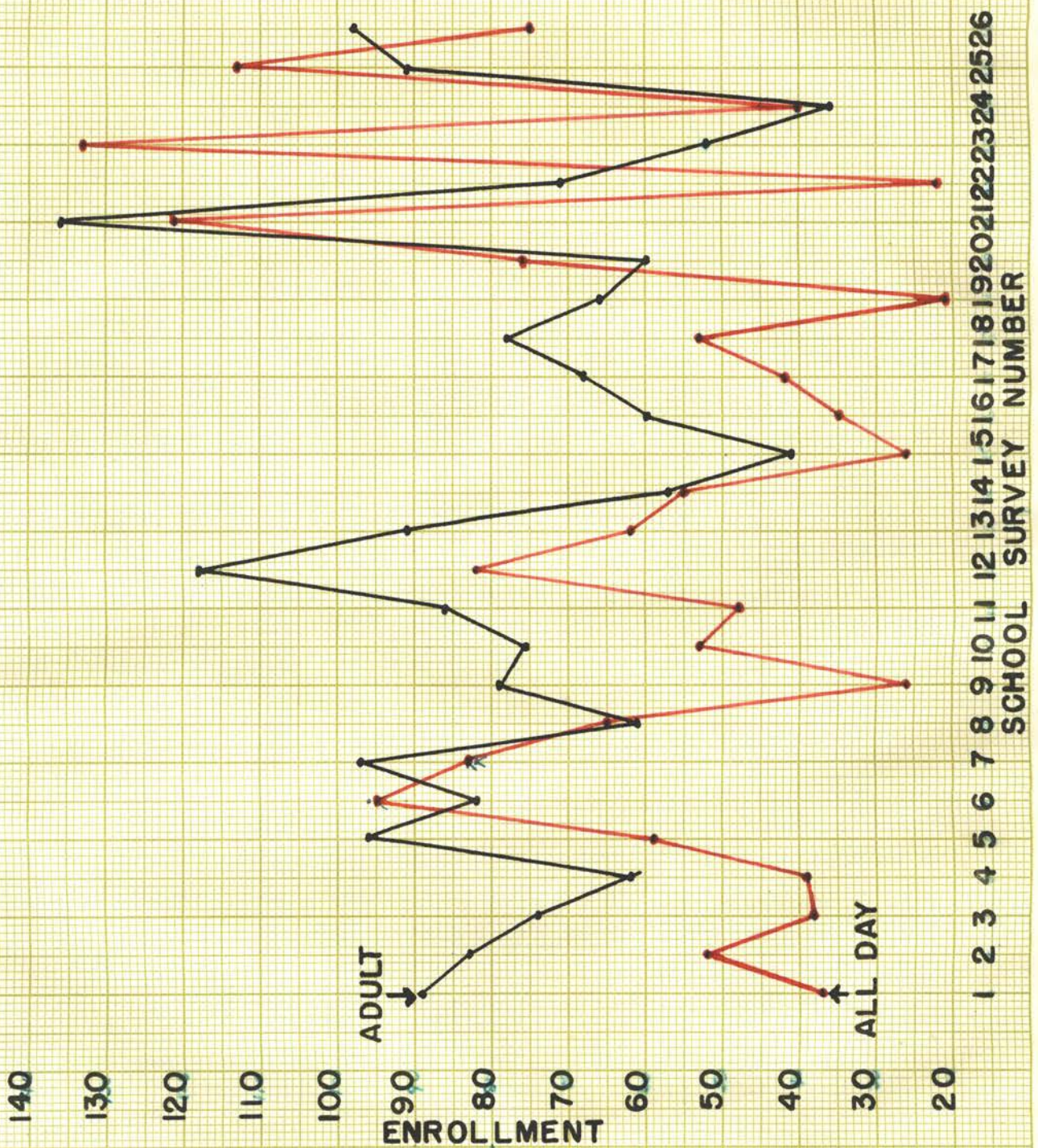
TABLE II. GENERAL INFORMATION CONCERNING THE DEPARTMENTS INCLUDED IN THIS STUDY

| School survey number | Instructor | | Age of dept. | Number of classes taught daily | Class length in minutes | All-day enrollment | | Size of service area in sq. mi. |
|----------------------|---------------------|---------------------|--------------|--------------------------------|-------------------------|--------------------|-----------|---------------------------------|
| | Years of experience | Years in this dept. | | | | 1949 1950 | 1950 1951 | |
| 1 | 18 | 18 | 18 | 2 | 120 | 43 | 46 | 181 |
| 2* | 3 | 3 | 18 | 3 | 120* | 41 | 42 | 144 |
| 3 | 17 | 7 | 20 | 4 | 90 | 41 | 39 | 104 |
| 4@ | 4 | 4 | 4 | 4 | 90 | 34 | 28 | 300 |
| 5 | 14 | 6 | 17 | 5 | 60 | 54 | 52 | 100 |
| 6 | 28 | 10 | 30 | 3 | 60 | 43 | 39 | 35 |
| 7 | 20 | 17 | 29 | 5 | 60 | 48 | 59 | 86 |
| 8 | 9 | 9 | 9 | 3 | 60 | 31 | 30 | 120 |
| 9 | 19 | 9 | 17 | 4 | 60 | 35 | 44 | 900 |
| 10 | 3 | 3 | 6 | 5 | 60 | 35 | 41 | 30 |
| 11 | 18 | 18 | 28 | 4 | 60 | 43 | 43 | 54 |
| 12 | 7 | 7 | 7 | 4 | 60 | 68 | 50 | 50 |
| 13# | 9 | 7 | 15 | 4 | 60# | 46 | 45 | 256 |
| 14 | 2 | 2 | 2 | 4 | 60 | 29 | 29 | 150 |
| 15@ | 1 | 1 | 1 | 4 | 90 | 0 | 40 | 54 |
| 16 | 15 | 14 | 17 | 3 | 60 | 27 | 33 | 150 |
| 17 | 23 | 8 | 10 | 3 | 90 | 32 | 36 | 250 |
| 18 | 14 | 14 | 14 | 4 | 90 | 45 | 33 | 110 |
| 19 | 2 | 2 | 2 | 3 | 90 | 34 | 32 | 100 |
| 20 | 15 | 15 | 15 | 3 | 60 | 27 | 33 | 40 |
| 21 | 20 | 19 | 19 | 3 | 60 | 58 | 78 | 1000 |
| 22 | 4 | 4 | 4 | 3 | 90 | 34 | 37 | 90 |
| 23 | 14 | 8 | 9 | 3 | 60 | 25 | 27 | 50 |
| 24 | 15 | 6 | 23 | 3 | 90 | 18 | 18 | 120 |
| 25 | 17 | 17 | 27 | 4 | 60 | 37 | 49 | 705 |
| 26 | 4 | 3 | 3 | 3 | 60 | 49 | 49 | 224 |
| Average | 12.1 | 8.8 | 14.0 | | | 39.3 | 41.5 | 207.8 |

* This department in addition has one class period 60 minutes long and one 90 minutes in length.

@ Departments recently reinstated.

This department in addition has one 90 minute class period.



THE RELATIONSHIP BETWEEN THE ALL DAY ENROLLMENT AND ADULT ENROLLMENT OF DEPARTMENTS INCLUDED IN THIS STUDY

GENERAL INFORMATION

Table II shows that the years of instructor experience range from one to twenty-eight years, with average of 12.11 years. This would seem to indicate that a majority of instructors have reached a stage of maturity wherein maximum efficiency in terms of service should result.

Comparison of "age of the department" and "years the instructor has been in present department" reveal some shifting of instructors. More changes were made during the earlier years of vocational agriculture in the State and was largely the result of declining Negro farm population in certain areas. In recent years the tendency has been for the instructors and departments to be more stable. It is interesting to note that thirteen instructors, representing fifty percent, received all of their experience in the department where they are currently employed.

The age of departments ranged from one to twenty-eight years. The average was fourteen years. This would seem to indicate that in general departments are well established and located in the more suitable communities. It is interesting to note that the average age of departments is but slightly older than the average years of instructor experience.

Two departments have only recently been reinstated. Their previous years of operation were not considered in this study.

The average all-day teaching load indicates that the teachers have very little time during week days to devote to adult education work. Instructors report this phase of the agricultural program has to be carried on almost wholly after school, at night or during the week-end.

The number of all-day students enrolled in the various departments during the two years ranged from thirty-six to 136. This shows a consider-

able difference in the pupil teaching load. It has been generally accepted that instructors with large all-day enrollment do not have sufficient time to devote to an expanded adult program and as a result smaller adult enrollment in such departments would result. The accompanying graph, figure 1, however seem to indicate that the reverse is true. In almost every case departments with large all-day enrollment also have the larger adult enrollment. Determining a reason for this was beyond the scope of this study, but observations seem to indicate that either some departments are located in areas of greater concentration of Negro farmers or that some instructors place more emphasis on adult education than do others. It could well be a combination of both factors.

The size of the area serviced by the various departments show vast differences. Some instructors are located in communities small in area and easily accessible; others are located in communities that are spread over large areas. While little can be done to offset such disadvantage, recognition of the difficulties some instructors have in carrying adult programs can be readily made.

TABLE III. GENERAL INFORMATION ABOUT ADULT EDUCATION COURSES INCLUDED IN THIS STUDY

| School survey number | Number of adult far- mer cours- es held | | Number of young far- mer cours- es held | | Number of month in which cour- ses met*** | | Number of courses held in home school | Number of courses held in outlying areas |
|----------------------------|--|------|--|------|--|------|---|--|
| | 1949 | 1950 | 1949 | 1950 | 1949 | 1950 | | |
| | '50 | '51 | '50 | '51 | '50 | '51 | | |
| 1* | 1 | 1 | 0 | 0 | 6 | 3 | 0 | 2 |
| 2* | 2 | 2 | 0 | 0 | 5 | 4 | 0 | 4 |
| 3 | 1 | 1 | 0 | 0 | 12 | 12 | 2 | 0 |
| 4 | 1 | 1 | 0 | 0 | 3 | 3 | 2 | 0 |
| 5** | 3 | 1 | 0 | 1 | 8 | 8 | 2 | 3 |
| 6** | 3 | 2 | 0 | 0 | 1 | 5 | 1 | 5 |
| 7* | 2 | 2 | 0 | 0 | 8 | 9 | 3 | 2 |
| 8** | 2 | 2 | 0 | 1 | 10 | 9 | 0 | 5 |
| 9 | 1 | 0 | 0 | 1 | 8 | 8 | 1 | 1 |
| 10 | 2 | 1 | 0 | 1 | 10 | 11 | 2 | 2 |
| 11** | 1 | 1 | 0 | 1 | 4 | 7 | 3 | 0 |
| 12 | 3 | 2 | 0 | 1 | 6 | 6 | 3 | 3 |
| 13* | 2 | 2 | 0 | 0 | 12 | 12 | 0 | 4 |
| 14* | 3 | 2 | 0 | 0 | 12 | 12 | 2 | 3 |
| 15*** | 0 | 1 | 0 | 0 | 0 | 12 | 1 | 0 |
| 16 | 1 | 1 | 0 | 0 | 11 | 11 | 0 | 2 |
| 17 | 1 | 2 | 0 | 0 | 6 | 6 | 0 | 3 |
| 18 | 1 | 2 | 0 | 0 | 9 | 9 | 0 | 3 |
| 19 | 1 | 1 | 0 | 0 | 9 | 9 | 2 | 0 |
| 20 | 2 | 2 | 0 | 0 | 11 | 11 | 0 | 4 |
| 21* | 4 | 3 | 0 | 0 | 10 | 10 | 0 | 7 |
| 22 | 1 | 1 | 0 | 0 | 3 | 3 | 2 | 0 |
| 23 | 2 | 2 | 0 | 0 | 11 | 11 | 2 | 2 |
| 24* | 1 | 1 | 0 | 0 | 8 | 8 | 2 | 0 |
| 25* | 2 | 4 | 0 | 0 | 12 | 12 | 2 | 4 |
| 26 | 3 | 2 | 0 | 0 | 4 | 4 | 0 | 5 |
| Totals | 46 | 43 | 0 | 7 | | | 32 | 64 |
| Av. | 8.17 8.27 | | | | | | | |

*Young farmer courses included with adult farmer during 1949-50 and 1950-51.

**Young farmer courses included with adult farmer during 1949-50 only.

***New Department, reinstated in 1950.

****One or more courses included.

Kinds of Adult Education Work Conducted

Data presented in table III sets the average number of adult courses conducted in the twenty-six departments at 3.69 per year. However, for the twenty-five departments in operation both years, the number of courses ranged from two to seven. This indicates that certain departments with increased scope put greater emphasis on adult education. The overall average does show that considerable effort was being made by a majority of the instructors to provide instruction to adult farmers in their areas.

The number of young farmer courses conducted during the two years was small. This was due in a large measure to the fact that since the Veterans Agriculture Training Program came into existence in 1946, education for a large percent of the young farmers in this age group has been provided by that program. At the present time, however, there are fewer of these young men enrolled in such training. Any additional training for these young farmers may be considered to a large extent a responsibility of departments of vocational agriculture. The instructors stated that they felt a real need existed for service in this area of education in agriculture. An indication of how well this need may be met was given by the instructors interviewed. All instructors indicated that this year, (1951-52), they planned to conduct separate young farmer courses. It is of interest to note that fifty percent of the instructors reported young farmers were included in the adult farmer classes.

The portion of the year during which organized instruction was provided varied from three to twelve months. While no attempt was made to evaluate the effectiveness of the use of various time patterns, indication was given of wide differences of opinion as to how long classes should be conducted.

Table III also directs attention to the fact that two-thirds of courses held were in outlying communities. While such a plan may make it more convenient for the farmer to attend classes, it offered more difficulty to the instructor. Three of the nineteen schools conducting courses in outlying areas held them in three separate communities, four schools held them in two communities and twelve held them in only one outlying community. It is of interest to note that ten of the twenty-six schools did not have any of their courses in their home school. This might give indication that these instructors experience more difficulty in establishing adult and young farmer classes in home communities than in out-lying communities.

As the trend toward consolidation of schools continues, it is evident that there will be a greater number of areas where farmers will live a longer distance from the school.

TABLE IV. ADULT EDUCATION ENROLLMENT BY DEPARTMENT, YEAR AND SEX

| School survey number | Adult farmer courses | | | | Young farmer courses | | | | Total adult enrollment |
|--------------------------------|----------------------|-------|---------|-------|----------------------|-------|---------|-------|------------------------------|
| | 1949-50 | | 1950-51 | | 1949-50 | | 1950-51 | | |
| | Men | Women | Men | Women | Men | Women | Men | Women | |
| 1 | 16 | 2 | 16 | 3 | | | | | 37 |
| 2 | 26 | 0 | 26 | 0 | | | | | 52 |
| 3 | 12 | 8 | 16 | 2 | | | | | 38 |
| 4 | 18 | 4 | 14 | 3 | | | | | 39 |
| 5 | 21 | 18 | 8 | 0 | | | 9 | 3 | 59 |
| 6 | 49 | 8 | 34 | 5 | | | 6 | 3 | 105 |
| 7 | 15 | 15 | 15 | 38 | | | 0 | 0 | 83 |
| 8 | 24 | 4 | 18 | 5 | | | 7 | 7 | 65 |
| 9 | 17 | 0 | 0 | 0 | | | 9 | 0 | 26 |
| 10 | 24 | 0 | 0 | 15 | | | 14 | 0 | 53 |
| 11 | 14 | 0 | 12 | 0 | | | 18 | 4 | 48 |
| 12 | 40 | 0 | 28 | 0 | | | 14 | 0 | 82 |
| 13 | 29 | 0 | 33 | 0 | | | | | 62 |
| 14 | 0 | 32 | 22 | 1 | | | | | 55 |
| 15# | 0 | 0 | 26 | 0 | | | | | 26 |
| 16 | 11 | 7 | 12 | 5 | | | | | 35 |
| 17 | 12 | 6 | 14 | 11 | | | | | 43 |
| 18 | 14 | 1 | 36 | 2 | | | | | 53 |
| 19 | 10 | 0 | 11 | 0 | | | | | 21 |
| 20 | 39 | 0 | 36 | 1 | | | | | 76 |
| 21 | 47 | 25 | 49 | 0 | | | | | 121 |
| 22 | 10 | 1 | 11 | 0 | | | | | 22 |
| 23 | 36 | 18 | 40 | 39 | | | | | 133 |
| 24 | 18 | 0 | 22 | 0 | | | | | 40 |
| 25 | 24 | 16 | 56 | 17 | | | | | 113 |
| 26 | 43 | 4 | 24 | 4 | | | | | 75 |
| Totals | 569 | 169 | 579 | 151 | | | 77 | 17 | 1562 |
| Av. | 29.5 | | 28.1 | | | | 3.8 | | 30.04 |
| Av. including young farmers | | | 34.0 | | | | | | |

New department 1950-51.

Enrollment. Table IV shows the enrollment of the adult courses for the two years totaled 1562 or an average of 781.5 each year. While this study did not attempt to determine the number of individual persons attending more than one course in any one year, the figures do indicate that a commendable number of farm people were reached through adult education programs in the departments studied.

The enrollment of adult farmers per school for the two years ranged from a low of twenty-one in one department to a high of 133 in another, indicating considerable difference in the number of farmers served through adult classes in the various schools.

It is of particular interest to note that 337 or 21.55 percent of the total enrollment were women.

TABLE V
MILES TRAVELED BY INSTRUCTORS TO CONDUCT THE GROUP
INSTRUCTION PHASE OF THE ADULT EDUCATION PROGRAM
DURING 1949-50 AND 1950-51*

| School survey number | Miles traveled each meeting | Number of meetings | Number of courses conducted | Miles traveled per course | Total miles traveled |
|----------------------------|--------------------------------------|-----------------------|-----------------------------------|------------------------------------|----------------------------|
| 1 | 8 | 29 | 2 | 80 | 160 |
| 2 | 24 | 48 | 4 | 288 | 1152 |
| 5 | 14 | 45 | 3 | 210 | 630 |
| 6 | 6 | 74 | 5 | 89 | 445 |
| 7 | 20 | 20 | 2 | 200 | 400 |
| 8 | 22 | 46 | 5 | 202 | 1010 |
| 9 | 12 | 15 | 1 | 180 | 190 |
| 10 | 12 | 32 | 2 | 192 | 384 |
| 12 | 6 | 36 | 3 | 72 | 216 |
| 13 | 29 | 50 | 4 | 362 | 1450 |
| 14 | 11 | 37 | 3 | 135 | 405 |
| 16 | 22 | 29 | 2 | 319 | 638 |
| 17 | 26 | 33 | 3 | 286 | 858 |
| 18 | 18 | 38 | 3 | 222 | 684 |
| 20 | 7 | 54 | 4 | 94 | 376 |
| 21 | 24 | 105 | 7 | 360 | 2520 |
| 23 | 16 | 30 | 2 | 240 | 480 |
| 25 | 40 | 42 | 4 | 420 | 1680 |
| 26 | 13 | 60 | 5 | 156 | 780 |
| Totals | 330 | 814 | 64 | 4113 | 14,448 |
| Av. | 17.7 | 12.7 | 3.3 | 227 | 760 |

*Considering only departments that held courses in outlying areas.

Travel by instructors. Table V shows that nineteen of the twenty-six departments held classes in outlying communities. The figures shown indicate the travel of the instructor in meeting classes only and does not consider the travel connected with supervisory on-farm instruction.

In conducting adult classes the miles traveled ranged from 215 to 2520, indicating again a wide range in scope of adult programs conducted.

TABLE VI
MONTH IN WHICH ADULT EDUCATION COURSES BEGAN

| Month courses began | Number of courses beginning during month indicated | | Total number of courses beginning for the period | Percent of courses be- ginning for the period |
|------------------------|--|---------|---|--|
| | 1949-50 | 1950-51 | | |
| January | 2 | 6 | 8 | 8.33 |
| February | 3 | 4 | 7 | 7.36 |
| March | 4 | 4 | 8 | 8.33 |
| April | 0 | 1 | 1 | 1.03 |
| May | 1 | 1 | 2 | 2.06 |
| June | 1 | 0 | 1 | 1.03 |
| July | 9 | 6 | 15 | 15.62 |
| August | 5 | 3 | 8 | 8.33 |
| September | 10 | 10 | 20 | 20.87 |
| October | 3 | 11 | 14 | 14.58 |
| November | 2 | 1 | 3 | 3.09 |
| December | 6 | 3 | 9 | 9.27 |
| Totals | 46 | 50 | 96 | 100.00 |

Month courses began. September was the month when the greatest number of courses began with July and October next in frequency. Only one course began in each of the months of April and June.

Instructors reported that courses beginning in the fall and winter usually ran for longer periods than those beginning at other times of the year. Courses beginning in the fall and winter were reported as including such units of instruction as farm management, soil and water conservation, livestock improvement, feeding farm animals and pasture improvement.

Courses beginning in the spring and summer were reported of shorter duration and included instruction in gardening, poultry production, farm machinery repair and food preservation.

TABLE VII
TIME DURATION OF NINETY-SIX ADULT EDUCATION
COURSES CONDUCTED

| Time duration of courses | Number of courses reporting the time | Percent of courses reporting the time |
|--------------------------|---|--|
| 2 to 4 weeks | 4 | 4.16 |
| 7 to 16 weeks | 27 | 28.14 |
| 5 to 8 months | 29 | 30.20 |
| 9 to 12 months | 36 | 37.50 |

TABLE VIII
TIME DURATION OF COURSE PREFERRED BY TWENTY-SIX
INSTRUCTORS

| Length of course preferred | Number of instructors preferring the time | Percent of instructors preferring the time |
|-------------------------------|--|---|
| 2 to 4 weeks | 0 | 0 |
| 7 to 16 weeks | 2 | 7.69 |
| 5 to 8 months | 6 | 23.08 |
| 9 to 12 months | 18 | 69.23 |

Time duration of courses. Table VII lists a larger percentage of the courses as conducted for periods extending from five to twelve months. A total of sixty-nine of the courses were within this time duration. Thirty and two tenths percent of the courses were conducted for periods of from

two to sixteen weeks.

Instructors reported that courses of longer duration gave them better opportunity to assist farmers with a greater variety of farm problems than did those of shorter periods. These instructors also stated that there was more time between meetings in courses of longer duration, thus giving them an opportunity to make more supervisory farm visits between meetings. It was also stated by these instructors that in spite of these advantages, uniformity of instruction and maintenance of interest could easily be lost unless the lessons were carefully planned.

The instructors reporting the shorter periods stated interest and uniformity of instruction more easily maintained, but pointed out that the meetings of such courses were so closely spaced that it was difficult to make sufficient number of farm visits during the conduct of the course.

Table VIII gives an indication of the length of the courses preferred by instructors included in this study. In comparing tables VII and VIII some difference is observed in the length of courses conducted and the length of time preferred by instructors. The trend however, is the same in both instances with a greater number listed in favor of the longer periods. It is interesting to note that seven courses were conducted for periods of two to four weeks, but none of the instructors reported preferring courses of such time duration.

TABLE IX
FREQUENCY OF ADULT EDUCATION GROUP MEETINGS

| Frequency of meetings | Number of courses | | Percent of courses | |
|-----------------------|-------------------|---------|--------------------|---------|
| | 1949-50 | 1950-51 | 1949-50 | 1950-51 |
| Weekly | 10 | 11 | 21.75 | 22.00 |
| Bi-weekly | 12 | 13 | 26.09 | 26.00 |
| Tri-weekly | 2 | 1 | 4.36 | 2.00 |
| Monthly | 11 | 13 | 23.90 | 26.00 |
| Bi-monthly | 11 | 12 | 23.90 | 24.00 |
| Totals | 46 | 50 | 100.00 | 100.00 |

Frequency of meetings. Twenty-six instructors reported 1141 meetings held in ninety-six courses. The frequency of meetings was shown to be rather evenly distributed between one meeting per week, two meetings per week, one meeting per month and two meetings a month. This seems to indicate that the courses were designed to meet the immediate seasonal needs commonly occurring in the individual communities. This even distribution of meetings also suggests that a variety of courses requiring different number of meetings as well as different frequencies were offered.

It is interesting to note that there is very little variation in the frequency of meetings for the two years included in the study. This seems to indicate that the frequency of meetings was used by the same school each year.

TABLE X
INSTRUCTORS REPORTING THE NUMBER OF MEETINGS
CONDUCTED PER COURSE

| Number of meetings | Number of courses | | Two year totals | Percent of courses (two year period) |
|--------------------|-------------------|---------|-----------------|--------------------------------------|
| | 1949-50 | 1950-51 | | |
| Less than 10 | 2 | 1 | 3 | 3.12 |
| 10 to 12 | 25 | 24 | 49 | 51.03 |
| 13 to 15 | 16 | 19 | 35 | 36.44 |
| 16 to 18 | 2 | 4 | 6 | 6.32 |
| 19 to 21 | 0 | 1 | 1 | 1.03 |
| 22 to 24 | 1 | 0 | 1 | 1.03 |
| 25 to 27 | 0 | 1 | 1 | 1.03 |
| Totals | 46 | 50 | 96 | 100.00 |

Number of meetings. Eleven hundred and forty one meetings were reported held in ninety-six courses. Ten to twelve meetings were reported held in 51.03 percent of the courses. Thirty six and forty-four hundredth percent held from thirteen to fifteen meetings. This made a total of 87.47 percent of the courses with ten to fifteen meetings.

Each of the three departments which listed nineteen or more meetings reported them as farm machinery courses. This suggests that courses of such nature require a greater number of meetings. A majority of the courses listed as having sixteen to eighteen meetings were either reported as current farm problems or as farm management courses.

There were three courses reported as held during the two year period in which less than ten meetings were reported. Two departments reported courses of nine meetings each. One was listed as a young farmer course with only four meetings reported.

ORGANIZATION OF ADULT CLASSES

TABLE XI

INSTRUCTORS REPORTING METHODS USED TO GET FARMERS
INTERESTED IN ATTENDING ADULT EDUCATION COURSES

| Methods used by instructors | Number of instructors reporting the method | Percent of instructors reporting the method |
|--------------------------------|---|--|
| Personal visitation | 20 | 76.5 |
| Sending cards and letters | 9 | 34.5 |
| Use of key groups | 6 | 23.1 |
| Announcements in school | 3 | 11.5 |
| Announcements in newspapers | 2 | 7.7 |
| Announcements over radio | 1 | 3.8 |
| Use of N. F. A. members | 1 | 3.8 |
| Announcements in church | 1 | 3.8 |

Getting farmers interested in attending courses. The methods used to get farmers interested in attending adult education courses as shown by table XI were varied. All instructors listed the use of a combination of two or more methods. The method used most frequently was personal visitation by the instructor. Most of the instructors said "if you don't make visits to prospective class members before a course starts, you just as well not start."

In all of the younger departments and especially with the newer instructors there seemed to be a concensus of opinion that personal visits were nec-

essary in order to obtain satisfactory results. These instructors stated that the personal visits were not only desirable from the standpoint of effect it had in getting farmers interested, but that it gave them an opportunity to personally observe the farmers' needs. Additional comment was made to the effect that such observation served as a valuable index as to what should be included in the course of study.

TABLE XII
PROBLEMS INDICATED BY INSTRUCTORS IN GETTING A COURSE
OF ADULT EDUCATION STARTED*

| Problems indicated | Instructors reporting the problem | |
|---|-----------------------------------|---------|
| | Number | Percent |
| Getting farmers to realize the value of attending | 10 | 41.7 |
| Farmers being employed part-time off the farm | 6 | 25.0 |
| Selecting a time convenient for all farmers | 5 | 20.8 |
| Instructor not having time to make sufficient number of farm visits | 4 | 16.6 |
| Long distance that farmers have to travel to attend classes | 2 | 8.3 |
| Inadequate transportation facility of the farmer | 1 | 4.2 |

*Determined on the basis of twenty-four instructors. Two instructors did not report problems in getting a class started.

Problems in getting a course started. The problems encountered by instructors in getting a course started are roughly divided into four main categories. Listed as of major importance was that of getting farmers to realize the value of attending. It was felt in such cases that proof of the worth of the class work may rest finally with demonstrations of improved farm practices successfully carried out by members that do attend. Most teachers interviewed were agreed that carefully planned lessons and conscientious follow-up instruction by the teacher is necessary for an effective adult education program.

The preponderance of part-time employment off the farm was the second

most common problem. This off-farm employment seemed to be more prevalent in areas adjacent to larger cities. It also seemed to coincide with areas of small and marginal farms.

Selecting a time for the class meeting convenient to all farms, while a problem, was not one of major portion. Most of the instructors agreed that letting the farmers mutually agree on the time to meet was a satisfactory way to handle this problem.

Sixteen and six tenths percent of the instructors reported that they did not have sufficient time to make as many farm visits as they thought necessary. Some of the instructors stated that careful planning of travel routes in making these introductory visits helped to eliminate excessive travel and saved time. Other instructors reported visits to prospective adult class members were often made at the same time as farm visits were made to all-day students.

Only one instructor reported inadequate transportation of the farmers as being a problem. This would indicate that a large portion of the members enrolled have automobiles.

TABLE XIII
METHODS USED BY INSTRUCTORS TO NOTIFY MEMBERS
OF THE FIRST MEETING

| Methods used | Teachers reporting use of method | |
|---------------------------------------|----------------------------------|---------|
| | Number | Percent |
| Sending cards or letters | 19 | 73.1 |
| Personal contact by instructor | 14 | 53.8 |
| Announcements in school | 7 | 26.9 |
| Announcements in church by instructor | 6 | 23.0 |
| Announcements in newspaper | 4 | 15.4 |
| Use of key groups | 3 | 11.6 |
| Announcements over radio | 1 | 3.8 |

TABLE XIV
METHODS USED BY INSTRUCTORS TO NOTIFY MEMBERS
OF SUBSEQUENT MEETINGS

| Methods used | Teachers reporting use of method | |
|---------------------------------------|----------------------------------|---------|
| | Number | Percent |
| Sending cards or letters | 9 | 34.5 |
| Members not notified | 8 | 30.8 |
| Announcements in school | 8 | 30.8 |
| Announcements in church by instructor | 3 | 11.6 |
| Personal contact by instructor | 3 | 11.6 |
| Use of key groups | 3 | 11.6 |
| Announcements in newspaper | 1 | 3.8 |

Notifying members of meetings. The methods used to notify members of the first meeting were varied. Sending cards and letters were the methods used most frequently. Each instructor checked the use of two or more of the methods listed. The instructors who reported making announcements in church said it was an effective method but it did not supersede personal contact and the use of follow-up cards and letters.

Table XIV shows that the practice of sending cards and letters and making announcements in school were the methods more commonly used to notify members of subsequent meetings. Here again all teachers indicated the use of more than one of the methods listed. When announcements were made in school, students were asked to remind their parents or other members of the class meeting.

It is interesting to note that 30.8 percent of the instructors reported that members were not notified after the first meeting. In every case, however, this was practiced in communities in which adult courses had been conducted over a period of many years. In such cases, it was reported, farmers looked forward to the classes and it was not necessary to notify them after the first meeting.

It is significant to note that use of key groups and announcements in newspapers and over the radio were not reported as being used often. This seems to indicate that such methods are not too effective.

TABLE XV
METHODS REPORTED USED BY INSTRUCTORS AS BEING USED
TO DETERMINE THE FREQUENCY OF CLASS MEETINGS

| Methods used | Teachers reporting use of method | |
|---|----------------------------------|---------|
| | Number | Percent |
| Determined by the members | 22 | 84.7 |
| Influenced by the instructor | 2 | 7.7 |
| Rules and regulations in the constitution of the organization | 1 | 3.8 |
| Influenced by key-group | 1 | 3.8 |

Determination of frequency of meetings. A majority of the instructors reported that the frequency and time of meeting were determined by the members. This seems to indicate that the convenience of the members was taken into consideration in a large percent of the cases.

The two instructors who reported their influence in determining the frequency of meetings, stated that because of their many duties and responsibilities it was necessary to let the class members know the time most convenient to them.

Regulations in the constitution determined the frequency of meetings in one case. The instructor reporting such practice stated that the members decided on the frequency and time to meet at the beginning of each course, but that it tended to follow the same pattern each year.

In cases when the key-group or advisory council determined the frequency of meetings, it was reported that a meeting of such group was held and a decision reached and relayed to the members at the first class period.

TABLE XVI
METHODS USED TO DETERMINE THE UNITS OF INSTRUCTION

| Methods used | Instructors reporting use of method | |
|--|-------------------------------------|---------|
| | Number | Percent |
| Determined by class members | 14 | 53.8 |
| Determined by instructor | 9 | 34.6 |
| Determined by advisory council or key group | 3 | 11.6 |

Determining units of instruction. A majority of the instructors reported the use of the preference of class members' to determine the units of instruction. It was reported in such cases that the instructor would give a brief explanation of the agricultural situation in the community as shown by his most recent survey. Group discussions followed after which the class members decided on the unit of instruction as well as the major topics within the unit.

Thirty four and six tenths percent of the instructors stated that they decided on the units of instruction and presented it to the class at the first meeting. These instructors reported that the members seemed to mutually agree for him to shoulder the responsibility of determining the units of instruction.

Three instructors representing 11.6 percent reported the use of advisory councils to determine the units of instruction. In such cases the instructors reported that they met with the council before the beginning of the course and an agreement reached on the units to be covered.

TABLE XVII
ADULT AND YOUNG FARMER COURSES REPORTED FUNCTIONING
AS AN ORGANIZATION

| Information requested | Number indicating | | Percent indicating | |
|---|-------------------|----|--------------------|------|
| | Yes | No | Yes | No |
| Is an organization formed of the adult farmer courses? | 22 | 4 | 84.7 | 15.3 |
| Is an organization formed of the young farmer courses?* | 6 | 1 | 85.9 | 14.1 |

*Determined on the basis of the seven schools reporting young farmer courses during the period studied.

TABLE XVIII
TEACHERS' OPINION AS TO WHETHER FORMING ADULT AND YOUNG
FARMER COURSES AS ORGANIZATIONS ARE DESIRABLE

| Information requested | Number indicating | | Percent indicating | |
|---|-------------------|----|--------------------|------|
| | Yes | No | Yes | No |
| Do you favor adult farmer courses functioning as an organization? | 23 | 3 | 88.5 | 11.5 |
| Do you favor young farmer courses functioning as an organization? | 7 | 0 | 100.0 | 0 |

Courses functioning as organizations. Instructors report a substantial majority of the adult and young farmer courses are functioning as organizations. Table XVIII shows the opinions of the instructors as to whether forming courses into organization are desirable. Here again a majority of the instructors favor the practice. Twenty-one of the twenty-three who favor forming the courses into organizations report that this practice takes a large portion of the responsibility of the class off the instructor. In addition, thirteen stated that forming the course into an organization creates more interest and allows members to feel as if they have a vital part in the success of the class.

Four instructors report that their courses were not formed as organizations. These instructors indicated that they did not consider the practice advisable and that often it contributed to jealousy among class members.

The similarity between tables XVII and XVIII seem to indicate that the courses formed as organizations are functioning satisfactorily and that the instructors are in favor of continuing such practice.

It is interesting to note that all instructors that held young farmer courses were in favor of the courses functioning as an organization.

TABLE XIX

OFFICERS SELECTED FOR ADULT FARMER COURSES
AS REPORTED BY TWENTY-TWO INSTRUCTORS*

| Officers selected | Instructors reporting | |
|--|-----------------------|---------|
| | Number | Percent |
| Chairman and secretary only | 6 | 27.4 |
| Chairman, secretary and treasurer | 7 | 31.7 |
| President, vice-president, secretary and treasurer | 9 | 40.9 |

*Four instructors reported courses not functioning as organizations.

TABLE XX

OFFICERS SELECTED FOR YOUNG FARMER COURSES
AS REPORTED BY SIX INSTRUCTORS

| Officers selected | Instructors reporting | |
|--|-----------------------|---------|
| | Number | Percent |
| President, vice-president, treasurer, secretary and reporter | 4 | 66.66 |
| President, secretary and treasurer | 2 | 33.34 |

Officers selected. Table XIX shows that the officers for adult courses were fairly evenly distributed between the three groups of offices listed. The traditional officers of president, vice-president, secretary and treasurer however, seemed to be favored.

Sixty-six and sixty-six hundredths percent of the instructors that reported young farmer organizations stated the officers for such courses included president, vice-president, secretary, treasurer and reporter. These instructors were in agreement that it seemed to be a desirable practice to have as many members as possible to share the responsibility of the organization.

Instructors that reported officers of chairman and secretary stated these two officers seemed to be sufficient and were able to take care of the necessary duties.

TABLE XXI

INSTRUCTORS REPORTING THE USE OF KEY GROUPS OR ADVISORY
COMMITTEES IN CONNECTION WITH ADULT EDUCATION COURSES

| Information requested | Number indicating | | Percent indicating | |
|--|-------------------|----|--------------------|------|
| | Yes | No | Yes | No |
| Do you make use of an advisory committee in connection with adult farmer courses? | 12 | 14 | 46.1 | 53.9 |
| Do you make use of an advisory committee or a key group in connection with young farmer courses* | 5 | 2 | 71.4 | 28.6 |

*Determined on the basis of the seven departments that offered young farmer courses during the period studied.

Use of advisory committees and key groups. A slight majority of the teachers report that advisory committees are not used in their adult classes. In young farmer classes the reverse is true.

Most of the instructors that made use of advisory committees in connection with adult farmer courses indicated that they felt use of an advisory committee was of considerable value in conducting courses. A few reported instances of experiencing some difficulty, though, due to the action of such committees. Jealousy of committee members by other class members and dominance of class activities by committee members were given as chief reasons for such difficulties.

TABLE XXII

METHODS OF SELECTING ADVISORY COMMITTEES FOR ADULT
FARMER COURSES AS REPORTED BY TWELVE INSTRUCTORS*

| Methods used | Instructors reporting use of method | |
|---------------------------------------|-------------------------------------|---------|
| | Number | Percent |
| Voted by members | 7 | 58.3 |
| Selected by instructor | 3 | 25.0 |
| Appointed by president or chairman | 2 | 16.7 |

*Only twelve instructors reported use of advisory committees in connection with adult farmer courses.

TABLE XXIII

METHODS OF SELECTING KEY GROUPS FOR YOUNG FARMER
COURSES AS REPORTED BY SEVEN INSTRUCTORS*

| Methods used | Instructors reporting use of method | |
|------------------------|-------------------------------------|---------|
| | Number | Percent |
| Selected by instructor | 7 | 100 |

*Only seven instructors reported young farmer courses.

Selecting advisory committees and key groups. Advisory committees were reported used with adult farmer courses in twelve departments. Of these twelve, 58.3 percent of the instructors reported that the members of the advisory committee were voted in office by the other members of the course. Some of the instructors who reported such practice also stated that the committee members were selected each year but members were eligible to succeed themselves. Other instructors who reported use of the practice mentioned that a rotation system was used in which one or two committeemen were selected each year.

Advisory committees were reported as selected by the instructor in twenty-five percent of the cases. These instructors stated an attempt was made to select members to the committee who were regarded as community leaders.

In regard to young farmer courses, 100 percent of the instructors reported the practice of selecting the key group themselves. This seems to indicate that the instructor assumed a little more control of the young farmer courses than of the adult farmer courses.

TABLE XXIV

NAME USED BY FARMERS IN REFERRING TO ADULT EDUCATION
COURSES AS REPORTED BY TWENTY-SIX INSTRUCTORS

| Name used | Instructors reporting use of name | |
|--------------------------------|-----------------------------------|---------|
| | Number | Percent |
| Night school | 7 | 26.9 |
| Farm meeting | 4 | 15.4 |
| Adult class | 4 | 15.4 |
| Farm club | 3 | 11.5 |
| Progressive farmers | 2 | 7.8 |
| Agricultural class | 2 | 7.8 |
| Farm mens' school | 1 | 3.8 |
| Agriculture improvement ass'n. | 1 | 3.8 |
| Farmers' union | 1 | 3.8 |
| Community club | 1 | 3.8 |

Name used by adult and young farmers. The name used by adult and young farmers to refer to adult education courses are varied and interesting. The names farm club, progressive farmers and agricultural class are identified with young farmer courses. The other names are used with reference to adult farmer groups. It is interesting to note that night school was preferred by a larger percent of the adult farmers. Farm clubs seemed to have been preferred by the young farmers indicating that they favor working as an organized group.

The name farmers union, as given here, was reported as used locally and should not be associated with the national organization of the same name.

Group Instruction

TABLE XXV

METHODS OF INSTRUCTION USED IN ADULT AND YOUNG FARMER
COURSES AS REPORTED BY TWENTY SIX-INSTRUCTORS

| Methods | Number of times method was used | Percent of time method was used |
|----------------------|------------------------------------|------------------------------------|
| Conference procedure | 659 | 43.5 |
| Demonstrations | 392 | 25.9 |
| Visual aids | 168 | 11.2 |
| Informal discussions | 126 | 8.3 |
| Field trips | 58 | 3.3 |
| Lecture | 43 | 2.9 |
| Laboratory | 34 | 2.3 |
| Farm tours | 23 | 1.6 |
| Field days | 6 | 0.5 |
| Panel discussions | 4 | 0.4 |

Methods of instruction. The conference procedure was clearly indicated as the more common method of instruction used. Demonstrations were used 25.9 percent of the time. Informal discussions, as used here, was defined by the instructors as discussions centered around new developments in agriculture or current farm problems without directed activity or results expected.

Instructors reported that field days included trips by the class to experiment stations, fairs and livestock shows. The lecture method was indicated as used 2.3 percent of the time. Teachers interviewed credited most of this time as used by resource personnel who assisted with class

meetings. Resource personnel also used visual aids to a great extent. Teachers reported that a large portion of visual aids referred to were uses made of film strips, movie and slide projectors. Additional illustrative material such as charts, graphs and pictures were also listed as used by teachers.

The study revealed that a majority of the instructors used approved teaching methods in the conduct of the adult classes. The conference procedure, demonstrations, visual aids, field trips and the laboratory was used by 100 percent of the teachers.

Twenty-five of the twenty-six teachers reported the use of lesson plans and courses of study. Discussions with teachers, however, presented evidence that there is a need for much more careful planning of the adult education courses. Several teachers emphasized the value of allocating sufficient time at the beginning of each course to develop the units of instruction with members of the class.

TABLE XXVI
AREAS OF INSTRUCTION COVERED IN ADULT AND YOUNG
FARMER COURSES

| Areas of instruction | Number of courses reported | Percent of courses reported |
|----------------------------------|----------------------------|-----------------------------|
| Farm management | 26 | 27.1 |
| Livestock and poultry | 18 | 18.8 |
| Current farm problems | 16 | 16.6 |
| Live at home programs | 11 | 11.5 |
| Agriculture engineering and shop | 10 | 10.4 |
| Soil and water conservation | 9 | 9.4 |
| Crop production | 3 | 3.1 |
| Pasture improvement | 3 | 3.1 |

Areas of instruction. Table XXVI can be considered as the points where emphasis has been placed in courses offered to adult and young farmers during the past two years.

Courses in farm management constituted 27.1 percent of the courses conducted. On closer observation of the lessons actually taught with this unit, it was found that the topics were not confined to farm management, but covered a wide range of subject matter. The area of current farm problems was of the same nature. Together these constituted 43.7 percent of all the courses taught.

Eighteen and eight tenths percent of the courses conducted were reported as livestock and poultry production. This indicates an interest in these courses by the farmers enrolled.

Live at home programs constituted 11.5 percent of the courses taught. These courses included instruction in gardening, food preservation and fruit production.

Only ten of the ninety-six courses were listed as taught in the fields of agricultural engineering and shop. Eight of these courses were reported as farm machinery repair. Two were of a general shop nature and included instruction in making repairs around the farm home and simple household electricity. The ten courses in agricultural engineering and shop were conducted in only seven departments, possibly due to the fact that these departments may be better equipped to offer training in such courses.

It is of particular interest to note that pasture improvement constituted only three percent of the courses offered, but in the opinion of instructors, (table XXXX) it rated very near the top in the number of approved practices carried out by class members. This seems to suggest the possibility that the interest farmers have for pasture improvement was not being fully met in the group instruction phase of the program.

Only nine courses were reported held in the areas of soil and water conservation and only three in crop production. It is apparent that little emphasis has been placed on courses of this nature.

TABLE XXVII

SPECIAL ACTIVITIES PLANNED FOR WOMEN ATTENDING
INSTRUCTION GIVEN TO ADULT AND YOUNG FARMER
GROUPS AS REPORTED BY SIXTEEN INSTRUCTORS*

| Activities | Instructors reporting activity | |
|-----------------------------------|--------------------------------|---------|
| | Number | Percent |
| Food preservation | 12 | 75.0 |
| Poultry production | 7 | 43.7 |
| Gardening | 5 | 31.2 |
| Home beautification | 2 | 12.5 |
| Record keeping and home budgeting | 2 | 12.5 |
| Handicraft | 2 | 12.5 |

*Four of the twenty-one schools that encouraged women to attend did not plan special activities for them.

The women at one school attended special classes with the Home Economics instructor at the same time the adult farmers met.

Five schools did not encourage women to attend.

Activities for women. Instructors reported that some of the activities planned for women were included within the regular planned units of instruction and constituted only one or two class periods and were usually planned to meet seasonal requirements. All of the courses in food preservation and some of those in poultry production and gardening were reported as a unit of instruction covering a series of meetings. The courses listed indicate efforts were made to satisfy the interest of the women attending.

TABLE XXVIII

ITEMS REPORTED BY TEACHERS AS CONTRIBUTING TO
MAINTAINING ATTENDANCE AND INTEREST

| Items | Teachers reporting use of item | |
|---|--------------------------------|---------|
| | Number | Percent |
| Planning lessons to meet the needs of the group | 24 | 92.3 |
| Farm visits by instructor | 23 | 88.4 |
| Use of informal discussion | 18 | 69.1 |
| Starting and stopping on time | 15 | 57.7 |
| Serving refreshments | 13 | 50.0 |
| Use of resource personnel | 12 | 46.1 |
| Talks by successful farmers | 11 | 42.2 |
| Encouraging wives to attend | 9 | 34.6 |
| Cooperative activities | 9 | 34.6 |
| Field days | 8 | 30.8 |
| Tours of successful farms | 7 | 26.9 |
| Brief entertaining programs | 5 | 19.1 |
| Playing organized games | 4 | 15.4 |

TABLE XXIX

TYPES OF RESOURCE PERSONNEL REPORTED AS HAVING BEEN USED
TO ASSIST WITH CLASS MEETINGS
(25 schools reporting)*

| Resource personnel used | Number of schools reporting use | Percent of schools reporting use |
|--------------------------------------|------------------------------------|-------------------------------------|
| County Agent | 20 | 80.0 |
| Successful farmers | 16 | 64.0 |
| Vocational Home Economics Teacher | 12 | 48.0 |
| Soil Conservation Service | 16 | 64.0 |
| Productive Marketing Ass'n. | 14 | 56.0 |
| Feed, seed, implement dealers | 14 | 56.0 |
| Farm Security | 12 | 48.0 |
| Home Demonstration Agent | 9 | 36.0 |
| Other Voc. Agri. Instructors | 3 | 12.0 |
| Bankers | 2 | 8.0 |
| Veterinarians | 2 | 8.0 |
| Milk Inspectors | 1 | 4.0 |
| Rural Electrification | 1 | 4.0 |
| Production Credit Ass'n. | 2 | 8.0 |
| Co-op. Representative | 1 | 4.0 |

*One school did not make use of resource personnel during the period studied.

Maintaining attendance and interest. The list of items as checked by teachers as contributing toward maintaining attendance and interest indicated such variation as should insure fitting the more prevalent needs of most individual communities. The two most common items mentioned were 'planning lessons to meet the needs of the group' and 'farm visits by the instructor'. These two items are closely related and in the opinion of the instructors must be accomplished in order to maintain an effective adult educational program. Teachers were in unanimous agreement that developing lessons that will satisfy the needs of the farmers cannot be accomplished unless farm visits and observations are made of conditions as they exist on members farms.

The term 'informal discussion' was explained by the instructors as discussions of some current or new development in agriculture. It was further stated that these discussions were usually held for periods of ten or fifteen minutes before or after the regular educational phase of the meetings.

It is significant that the playing of organized games and use of brief entertaining programs rated low on the list. This indicates that to some degree it may be becoming less important for departments to sponsor social and recreational activities in many communities. In certain areas, however, these two items were indicated as important factors.

Cooperative activities were reported by 34.6 percent of the instructors and included cooperative buying and selling, bull and boar rings, cooperative machinery and spray rigs.

Field days were reported by 30.8 percent of the instructors and included such items as trips to fairs, livestock shows and experiment stations.

Table XXIX shows the resource personnel used by teachers to aid with

adult classes during the two years covered in this study. The use of resource personnel was listed by twenty-five of the twenty-six of the instructors. While indicating the practice was generally used, several teachers cautioned that it was unwise to use such personnel too often. Most teachers qualified this by stating that it was usually best for the instructor to assume the teaching responsibility of the class and use resource personnel to supplement his own teaching, not to replace it.

TABLE XXX
MISCELLANEOUS INFORMATION CONCERNING ADULT AND YOUNG FARMER CLASSES

| Information requested | Number of schools replying | Number and percent indicating | | | | | | | |
|--|----------------------------|-------------------------------|------|-------|------|-----------|------|-------------|------|
| | | Occasionally | | Often | | Each time | | No. or none | |
| | | No. | % | No. | % | No. | % | No. | % |
| How often do you have opportunity to discuss the subject with resource personnel before they are presented to the class? | 25* | 1 | 4.0 | 6 | 24.0 | 18 | 72.0 | 0 | 0 |
| Farmers take notes in class | 26 | 13 | 50.0 | 0 | 0 | 0 | 0 | 13 | 50.0 |
| Instructor prepares and passes out subject matter summaries | 26 | 14 | 53.8 | 4 | 15.4 | 0 | 0 | 8 | 30.8 |
| Farmers voluntarily use the agricultural library | 26 | 25 | 96.1 | 1 | 3.9 | 0 | 0 | 0 | 0 |
| Dates of adult and young farmer classes placed on school calendar | 26 | 0 | 0 | 0 | 0 | 13 | 50.0 | 13 | 50.0 |

*One school did not use resource personnel during the period studied.

Miscellaneous information. Table XXX shows that seventy-two percent of the instructors who have used resource personnel to help them with class work report they discussed the subject matter with such persons each time before presenting them to the class. There was only one instructor who indicated that he did not follow such practice. This would seem to indicate that in general teachers have experienced the value of pre-planning for class meetings in which resource personnel is used.

Table XXX also shows that there is only a slight tendency on the part of farmers to regularly keep notes in class. Fifty percent of the instructors reported that farmers did not keep class notes, the other fifty percent indicated that notes were taken only occasionally by the farmers. Several teachers indicated they felt it advisable, therefore, to prepare and pass out subject matter summaries themselves whenever a unit of instruction was completed. This, however, was not a particularly common practice. Only 15.4 percent reported passing out summaries often, 53.8 percent did so occasionally, while 30.8 percent did not use the practice at all.

Only limited use was made of vocational agriculture libraries. Ninety-six and one tenths percent of the instructors reported only occasional use. Only 3.9 percent reported libraries were used often by class members. All of the instructors indicated that when farmers did use the libraries, requests were usually made for material in bulletin form.

TABLE XXXI

PROBLEMS ENCOUNTERED BY TWENTY-TWO INSTRUCTORS IN GROUP
INSTRUCTION WITH ADULT AND YOUNG FARMERS*

| Problems encountered | Instructors reporting problems | |
|--|--------------------------------|---------|
| | Number | Percent |
| Part-time employment off the farm | 8 | 36.3 |
| Difficulty in getting farmers to participate freely in discussions | 7 | 31.3 |
| Lack of adequate equipment and facilities | 6 | 27.2 |
| Limited transportation facility of the members | 5 | 22.7 |
| Class dominated by a few members | 3 | 13.6 |
| Adequately meeting the desires and needs of all members | 2 | 9.0 |
| Disturbance of class by children | 1 | 4.5 |
| Friction between members | 1 | 4.5 |

*Four instructors reported experiencing no problems.

Problems encountered in group instruction. Industrial employment of farmers was a dominant problem in many cases in providing for group instruction. Some teachers felt that it was a major reason farmers will not attend adult classes during periods of high employment in certain community industries.

The difficulty of getting farmers to participate freely in class discussion was a problem of common concern listed by a number of teachers. Some methods indicated as used by several teachers were: (1) Visitation of farmers who were reluctant to take part in group discussion and attempt to find some phase of farming which he had accomplished exceptionally well.

He would then be requested to relate his experiences in adopting such practices to the group at a later meeting. The time selected for such report was planned if possible to coincide with a lesson about the particular job or enterprise; (2) Determine the particular interests of a farmer and privately confer with him regarding a report to the class. Some teachers indicated help was given the farmer in assembling the information needed to make a good report. The instructors who used these practices reported that that shyness of the farmer was often overcome after such experience. It was also reported that dominance of the class by a few members was also discouraged by such practices.

Six instructors reported the lack of adequate equipment as a problem in giving group instruction. These instructors stated a need of slide and movie projectors as the major items. Part of the difficulty in obtaining sufficient equipment may be traced to the fact that fifty percent of the instructors reported that the adult education meetings were not placed on the school calendar. In instances of this nature, the school authorities may not be too familiar with the adult programs being conducted and may not realize the need for such equipment.

In regard to lack of adequate transportation, instructors reported the pooling of rides by members was practiced to help alleviate the shortage of transportation.

Several teachers interviewed stated that it was extremely difficult to meet the individual needs of all farmers in group instruction. Some instructors reported the practice of reserving fifteen or twenty minutes of each class period to take up problems of less common interest, but were of particular interest to a few members. Instructors further stated that the other members did not seem to object to this practice and entered quite freely into such discussions.

TABLE XXXII

DISPOSITION OF ADULT EDUCATION CLASSES DURING PERIODS
OF CRITICAL WORK ON FARMS OF THE COMMUNITY

| Disposition of class | Instructors reporting | |
|---|-----------------------|---------|
| | Number | Percent |
| Temporarily dismiss | 13 | 50.0 |
| Continue to meet | 6 | 23.1 |
| Time of critical work avoided when course is organized | | |

Disposition of class. Seventy-six and nine tenths percent of the instructors reported that classes were not held during periods of critical work on farms. The reason given was that attendance and interest was low during such periods.

Twenty-three and one tenths percent reported classes continued to meet during periods of critical work on farms. Five of these six instructors stated that while attendance did fall off some, interest would remain good if the instruction was centered around the activity in which members were engaged. It was also pointed out that instruction given at this time usually saved time and less 'trouble shooting' by the teacher was necessary.

One instructor reported that attendance was best during periods of critical work on farms. This gives indication that the needs of the members were being met in this class.

TABLE XXXIII

ATTENDANCE PATTERN OF ADULT CLASSES BY SEASON AS
REPORTED BY TWENTY-FIVE INSTRUCTORS*

| | Winter | | Spring | | Summer | | Fall | |
|----------------------------|--------|------|--------|------|--------|-----|------|------|
| | No. | % | No. | % | No. | % | No. | % |
| Seasons of high attendance | 19 | 76.0 | 2 | 8.0 | 1 | 4.0 | 3 | 12.0 |
| Seasons of low attendance | 6 | 24.0 | 9 | 36.0 | 2 | 8.0 | 8 | 32.0 |

*One instructor did not report any attendance change during the year.

Attendance pattern. A majority of the instructors indicated that winter was the season of highest attendance. The reason given was that their class members were less busy during this season. Six of the nineteen instructors in addition stated that during the winter farmers were making farm plans for the coming farming year and were in a receptive mood for instruction.

Spring and Fall were the seasons of lowest attendance as reported by sixty-eight percent of the instructors. These instructors reported increased farming activities, inclement weather and numerous other community activities during these periods contributed to low attendance.

It might be interesting to note that one instructor did not report any attendance change during the year.

TABLE XXXIV

INSTRUCTORS REPORTING THE SOURCE OF REFERENCE USED MOST
FREQUENTLY BY ADULT AND YOUNG FARMERS IN THEIR CLASS WORK

| Source of reference | Instructors reporting source | |
|---------------------|------------------------------|---------|
| | Number | Percent |
| Bulletins | 20 | 76.5 |
| Farm magazines | 20 | 76.5 |
| Newspapers | 12 | 46.1 |
| Text-books | 0 | 0 |

TABLE XXXV

INSTRUCTORS' OPINIONS AS TO WHICH SOURCE OF REFERENCE
IS MOST EFFECTIVE

| Reference | Instructors reporting | |
|----------------|-----------------------|---------|
| | Number | Percent |
| Bulletins | 18 | 69.1 |
| Farm magazines | 18 | 69.1 |
| Newspapers | 4 | 15.4 |

Source of reference. The instructors reported equal use of bulletins and farm magazines by adult and young farmers in their class work. Seventy-six and five tenths percent recorded the use of each.

Newspapers were reported by 46.1 percent of the instructors as used as a source of reference by young farmers and adults, and were further indicated as used primarily by farmers in keeping up with farm market reports.

Text-books, evidently, did not find favor with the farmers to any extent. Instructors suggested that might be partially explained by a carry-over from unpleasant associations experienced with text-books from school days.

In table XXXV, instructors indicated that young farmers and adults found bulletins and farm magazines equally effective as a source of information. They reported that farmers more readily understood these references and used them much more frequently in individual planning as well as with class activities.

TABLE XXXVI

OTHER AGRICULTURAL EDUCATIONAL GROUP MEETINGS THAT
FARMERS ATTEND AS REPORTED BY TWENTY-SIX TEACHERS

| Other educational group meetings | Teachers reporting other meetings | |
|-------------------------------------|-----------------------------------|---------|
| | Number | Percent |
| Extension work | 15 | 57.8 |
| Farm bureau | 2 | 7.7 |
| None | 9 | 34.5 |

Other group meetings. Fifty seven and eight tenths percent of the teachers reported that farmers enrolled in adult courses in their departments also attended group meetings sponsored by the Extension Service. Twelve of the eighteen counties represented in this study do not have Negro county and home demonstration agents. The 34.5 percent of the instructors that reported their members as not taking part in other educational group meetings are located in counties that do not have Negro extension service work.

Adult education members in two schools were reported as taking active part in Farm Bureau activities. These two schools are located in the western portion of the State.

Individual Instruction

TABLE XXXVII

FACTORS THAT DETERMINE WHEN SUPERVISORY FARM VISITS
ARE MADE BY INSTRUCTORS

| Factors | <u>Instructors reporting factors</u> | |
|--|--------------------------------------|---------|
| | Number | Percent |
| Request by the farmer | 20 | 76.5 |
| When instructor thinks he is needed | 19 | 73.1 |
| Routine visits | 8 | 30.8 |
| When instructor has time | 2 | 7.7 |
| Supervision is given to adult farmer at the same time when visit is made to the boy who is enrolled in voc. agri. | 1 | 3.8 |

Supervisory visits. Supervisory visits to class members were reported as more commonly made when specific requests were received from individual farmers. Instructors reported as of the opinion that at such times more effective instruction could usually be given.

Nineteen instructors representing 73.1 percent indicated that they made visits at such time when they they thought assistance was needed. It was reported that determination of when assistance was needed was often made at class meetings and was ascertained through conversation with the various members.

Routine visits were reported by 30.8 percent of the instructors. Instructors reporting this practice stated that visits of the nature were usually determined by the discretion of the instructor or when he had time to make such visits.

TABLE XXXVIII

TWENTY-SIX INSTRUCTORS REPORTING THE AVERAGE NUMBER OF FARM VISITS MADE TO CLASS MEMBERS DURING THE CONDUCT OF A COURSE

| Number of visits reported | Instructors reporting visits | |
|---------------------------|------------------------------|---------|
| | Number | Percent |
| 1 | 1 | 3.8 |
| 2 | 8 | 30.7 |
| 3 | 5 | 18.7 |
| 4 | 6 | 23.0 |
| 5 | 3 | 11.6 |
| 6 | 2 | 7.8 |
| 7 | 0 | 0 |
| 8 | 0 | 0 |
| 9 | 0 | 0 |
| 10 | 1 | 3.8 |

Number of farm visits. The average number of supervisory farm visits made to class members during the conduct of a course varied from one visit reported by one instructor, to ten visits reported by another. A majority of the instructors however, reported from two to five visits, with eighty-four of the instructors reporting visits within this range.

The wide range of the number of visits by individual instructors suggests that some instructors spend considerable more time making supervisory visits than do others.

TABLE XXXIX

DIFFICULTIES INSTRUCTORS REPORTED WITH REGARD TO RELATING
GROUP INSTRUCTION TO FARM PRACTICE*

| Difficulties reported | Instructors reporting each difficulty | |
|---|---------------------------------------|---------|
| | Number | Percent |
| Farmers not having sufficient finance to carry out approved practices | 7 | 43.8 |
| Small scope of the farming operations of many members | 6 | 37.5 |
| Instructor not having time to make careful individual farm studies | 5 | 31.2 |
| A large percent of the members rent their farms | 5 | 31.2 |
| Varied interest of the farmers | 4 | 25.0 |
| Lack of understanding by the farmer | 3 | 18.7 |

*Determined on the basis of sixteen instructors. Eight instructors failed to report any difficulty.

Relating group instruction to farm practice. Forty-three and eight tenths percent of the instructors reported lack of finance by the farmers as being a major problem in relating group instruction to farm practice. This seems to point out a need of assisting farmers in securing adequate finance. Table XXXXI shows that only one instructor reported help given farmers in securing financial aid.

The small scope of the farming program of members was given by 37.5 percent of the teachers as a reason for difficulty in relating group instruction to farm practice. In this respect, instructors reported success to some degree when approved practices were recommended in connection with

food for the farm family. Instructors also stated that when one practice was successfully carried out, it was generally easy to encourage the adoption of others.

Five instructors representing 31.2 percent reported they felt they did not have sufficient time to make careful and detailed farm studies necessary to effectively relate group instruction to farm practice.

Twenty-five percent of the instructors reported varied interests of the farmers as a difficulty in relating group instruction to farm practice. In instances when individual needs were not satisfied, instructors reported that it was necessary to give as much individual instruction as possible to such members.

Three instructors representing 18.7 percent of total reporting on this item listed lack of understanding by the farmer as being a difficulty. In cases of this nature, instructors indicated they felt that much individual instruction was necessary.

TABLE XXXX

OPINIONS OF INSTRUCTORS AS TO THE AREAS OF INSTRUCTION
MOST EFFECTIVE FROM THE STANDPOINT OF THE NUMBER OF
APPROVED PRACTICES ADOPTED BY MEMBERS

| Areas of instruction | Number reporting | Percent reporting |
|-------------------------------------|------------------|-------------------|
| Animal disease and parasite control | 21 | 80.8 |
| Pasture improvement | 19 | 73.1 |
| Feeding farm animals | 16 | 61.5 |
| Soil and water conservation | 15 | 57.7 |
| Food preservation | 10 | 38.4 |
| Farm shop | 10 | 38.4 |
| Livestock improvement | 10 | 38.4 |
| Home beautification and improvement | 10 | 38.4 |
| Crop improvement | 9 | 34.5 |
| Marketing | 9 | 34.5 |
| Farm management | 4 | 15.4 |
| Orchard improvement | 2 | 7.7 |
| Family health | 1 | 3.8 |

Approved practices adopted. The list here may be regarded as an index to the centers of interest of the adult and young farmers enrolled in the courses. It can be observed that there seems to be a general and much greater interest in livestock and livestock production.

The variety and range of the areas listed suggests that approved practices covering many phases of farming are being adopted by class members as a result of instruction given.

TABLE XXXXI

KINDS OF ASSISTANCE REPORTED GIVEN FARMERS DURING
SUPERVISORY FARM VISITS BY THE INSTRUCTOR

| Assistance given | Instructors reporting | |
|----------------------------------|-----------------------|---------|
| | Number | Percent |
| Vaccinating, castrating, culling | 18 | 69.1 |
| Farm shop and equipment building | 13 | 50.0 |
| Soil testing and crop production | 10 | 38.4 |
| Purchasing equipment | 7 | 26.9 |
| Soil and water conservation | 7 | 26.9 |
| Feeding farm animals | 5 | 19.1 |
| Selecting breeding animals | 3 | 11.5 |
| Keeping farm records | 2 | 7.7 |
| Securing farms | 2 | 7.7 |
| Securing financial aid | 1 | 3.8 |
| Food production and preservation | 1 | 3.8 |

Assistance given farmers. The nature of the kinds of assistance given farmers by teachers during supervisory farm visits would tend to indicate a realization of various needs and a range of interests among the farmers.

This study did not attempt to determine the relative amount of time the instructor spent on the jobs listed or the effectiveness of such visits. The items listed in this table does indicate however, that considerable time was spent on farm jobs such as vaccinating, castrating and culling.

It is interesting to note that little assistance is reported for food preservation, but in table XXXX this item was reported by 38.4 percent of the instructors. This seems to suggest that families of members of the adult education courses may have tended to have reached a stage of proficiency in preserving food where little outside help is needed.

Assistance in keeping farm records and securing farms and finance was reported by only a total of five instructors. The determination of the needs of the farmers enrolled in adult and young farmer courses was beyond the scope of this study, but data presented does seem to indicate that members are in need of assistance in these areas of farm management.

Assistance in pasture improvement was reported by 26.9 percent of the instructors, but only constituted 3.1 percent of the courses conducted. (Table XXVI). This indicated that a large percent of the pasture improvement work is conducted on an individual basis.

TABLE XXXXIII
INSTRUCTORS REPORTING THE CLASSIFICATION OF SUPERVISORY
FARM VISITS MADE TO MEMBERS

| Percent of visits reported by range | Classification of supervisory visits | | | | | |
|--|--------------------------------------|---------|------------------------------------|---------|--------------------------|---------|
| | Personal service | | Developing manage- rial ability | | Developing job skills | |
| | No. | Percent | No. | Percent | No. | Percent |
| 0 - 10 | 2 | 7.6 | 1 | 3.8 | 3 | 11.4 |
| 11 - 20 | 4 | 15.4 | 5 | 19.2 | 4 | 15.4 |
| 21 - 30 | 3 | 11.4 | 10 | 38.5 | 12 | 46.1 |
| 31 - 40 | 3 | 11.4 | 4 | 15.4 | 4 | 15.4 |
| 41 - 50 | 12 | 46.1 | 3 | 11.4 | 2 | 7.6 |
| 51 - 60 | 0 | 0 | 1 | 3.9 | 0 | 0 |
| 61 - 70 | 0 | 0 | 1 | 3.9 | 1 | 3.9 |
| 71 - 80 | 2 | 7.8 | 0 | 0 | 0 | 0 |
| 81 - 90 | 0 | 0 | 1 | 3.9 | 0 | 0 |
| 91 - 100 | 0 | 0 | 0 | 0 | 0 | 0 |

Classification of supervisory visits. Twenty-two (84.7%) instructors reported personal service was given on eleven to fifty percent of their visits. Twelve of these reported from forty-one to fifty percent of their visits were of this nature. Two instructors indicated personal service given on seventy-one to eighty percent of the visits made.

Twenty-two (84.7%) instructors reported the development of managerial ability accounted for eleven to fifty percent of farm visits made to members in their classes. One instructor reported eighty-one to ninety percent of his time spent on members' farm could be classified as developing

managerial ability. Another instructor reported only little assistance given in this category.

Twenty-two instructors again indicated that visits made by them could be classified as development of job skills. Only one instructor reported such visits made up more than fifty percent of his time, while three reported that visits in this category accounted for ten percent or less of his time.

The similarity of range reported would tend to indicate that time spent on members' farms was fairly evenly distributed between the three types of supervisory visits listed.

TABLE XXXIII

THE NUMBER, TYPE, AND PERCENT OF FIELD TRIPS, FARM TOURS AND
DEMONSTRATIONS CONDUCTED ON MEMBERS' FARMS AS
REPORTED BY INSTRUCTORS

| Percent of activities reported by range | Activities Number and percent reported | | | | | |
|--|---|---------|------------|---------|----------------|---------|
| | Field trips | | Farm tours | | Demonstrations | |
| | No. | Percent | No. | Percent | No. | Percent |
| 0 - 10 | 7 | 26.9 | 13 | 50.0 | 6 | 23.1 |
| 11 - 20 | 1 | 3.9 | 2 | 7.8 | 1 | 3.9 |
| 21 - 30 | 2 | 7.8 | 1 | 3.9 | 0 | 0 |
| 31 - 40 | 0 | 0 | 0 | 0 | 0 | 0 |
| 41 - 50 | 5 | 19.1 | 3 | 11.4 | 3 | 11.4 |
| 51 - 60 | 2 | 7.8 | 0 | 0 | 2 | 7.8 |
| 61 - 70 | 2 | 7.8 | 1 | 3.9 | 0 | 0 |
| 71 - 80 | 2 | 7.8 | 3 | 11.4 | 2 | 7.8 |
| 81 - 90 | 1 | 3.9 | 0 | 0 | 3 | 11.4 |
| 91 - 100 | 4 | 15.4 | 3 | 11.4 | 9 | 34.6 |

Field trips, farm tours and demonstrations. A larger number of demonstrations were reported as conducted on members' farms, while a successively larger number of farm tours and field trips were reported conducted off members' farms. This might suggest that demonstrations were considered more closely related to farm conditions of the members.

Field trips and farm tours were reported as held to acquaint members with new practices not yet adopted by class members.

TABLE XXXIV

NUMBER AND PERCENT OF INSTRUCTORS REPORTING THE USE OF
SMALL GROUPS OF FARMERS IN GIVING INDIVIDUAL INSTRUCTION

| Frequency of use | Instructors reporting use of method | |
|------------------|-------------------------------------|---------|
| | Number | Percent |
| Often | 16 | 61.5 |
| Occasionally | 8 | 30.8 |
| Not used | 2 | 7.7 |

Individual instruction to small groups of farmers. Small groups of farmers who had common interests were at times called together at the home of one of the members and given some phase of individual instruction. This practice was reported as used often by 61.6 percent of the instructors. Thirty and eight tenths percent reported occasional use of the method.

The instructors who made use of this practice made mention that such practice saved time, reduced travel and prevented the use of class time to discuss problems of little concern to a majority of the members, but were of particular interest to some.

The two instructors who did not make use of the practice at all stated that farmers in their classes were so dispersed that it was difficult to get them together for such instruction.

TABLE XXXXV

DIFFICULTIES ENCOUNTERED BY INSTRUCTORS IN GIVING
INDIVIDUAL INSTRUCTION TO ADULT AND YOUNG FARMERS*

| Difficulties reported | Instructors reporting the difficulty | |
|--|--------------------------------------|---------|
| | Number | Percent |
| Instructor not having sufficient time | 17 | 73.7 |
| Distance instructors have to travel to farms | 10 | 43.4 |
| Farmers employed part-time | 6 | 26.1 |
| A large percent of the members are tenant farming | 5 | 21.7 |

*Determined on the basis of twenty-three instructors. Three instructors reported no difficulty.

Difficulties encountered. The main difficulties reported by instructors in giving individual instruction were (1) not having sufficient time to make an adequate number of farm visits, and (2) distance of travel to members' farms. Some instructors reported an attempt to ease the strain of these difficulties by routing their visits so as to cut travel and time to a minimum. Other instructors reported the practice of giving individual instruction. (table XXXXIV) Instructors who had members dispersed over a large area stated that they found it necessary to schedule as many visits as possible in a certain community whenever a trip to that community was necessary.

Off-farm employment accounted for six instructors experiencing difficulty in individual instruction. Tenant farming was reported as a difficulty by five instructors.

Social and Recreational Activities

TABLE XXXXVI

NUMBER AND PERCENT OF INSTRUCTORS REPORTING SOCIAL
AND RECREATIONAL ACTIVITIES AS PART OF THE ADULT
EDUCATION PROGRAMS

| | Number reporting | Percent reporting |
|---|---------------------|----------------------|
| Schools reporting use of social and recreational activities | 21 | 80.8 |
| Schools not reporting use of social and recreational activities | 5 | 19.2 |

TABLE XXXXVII

REASONS WHY SOCIAL AND RECREATIONAL ACTIVITIES
WERE NOT INCLUDED IN FIVE SCHOOLS

| Reasons | Instructors reporting | |
|--|-----------------------|---------|
| | Number | Percent |
| Social and recreational activities are otherwise provided | 3 | 60.0 |
| No attempt has been made to include these activities | 2 | 40.0 |

Social and Recreational activities. Twenty-one (80.8%) instructors of the instructors reported the use of social and recreational activities in connection with their adult courses. This indicates that the need for such activity is being met in those communities.

Reasons why five schools did not include social and recreational activities are found in table XXXXVII

TABLE XXXXVIII
TIME OF RECREATIONAL AND SOCIAL ACTIVITIES AS
REPORTED BY TWENTY-ONE INSTRUCTORS

| Time reported | Instructors reporting the time | |
|--|--------------------------------|---------|
| | Number | Percent |
| After educational phase | 12 | 57.3 |
| At special meetings only | 7 | 33.3 |
| Before and/or after educational phase | 1 | 4.7 |
| Before educational | 1 | 4.7 |

Time of social and recreational activities. A larger percent of the instructors reported recreational and social activities are held after the educational phase of the meeting. These instructors indicated that this time was more desirable because those who did not wish to participate were at liberty to leave after the educational phase of the meeting.

Thirty-three and three tenths percent of the instructors reported that such activity was held at special meeting only. It was pointed out that when these activities were held in connection with their regular meetings, there seemed to be a tendency for the effectiveness of the educational phase to be lessened.

It is interesting to note that two instructors reported that these activities were held before the educational phase. These instructors stated that social and recreational activity was planned at this time for those arriving early for the meeting. They further remarked that those desiring activities of this nature were usually early in arriving to class.

The length of the recreational and social activity periods also varied

in the various departments. Three instructors reported periods of thirty minutes, five reported forty-five minute periods and four one hour periods. One instructor reported recreational periods of over one hour. This tends to indicate that the need of such activity is different in the various communities.

TABLE XXXIX

KINDS OF SOCIAL AND RECREATIONAL ACTIVITIES REPORTED
AS HELD AT REGULAR CLASS MEETINGS*

| Kind of activity | Instructors Reporting | |
|-------------------------|-----------------------|---------|
| | Number | Percent |
| Refreshments | 10 | 71.4 |
| Brief programs | 5 | 35.7 |
| Playing organized games | 5 | 35.7 |
| Entertaining movies | 4 | 28.6 |
| Box and pie suppers | 2 | 14.3 |

*Determined on the basis of fourteen schools. Twelve schools did not report these activities with class meetings.

TABLE L

KINDS OF SOCIAL AND RECREATIONAL ACTIVITIES REPORTED
AS HELD ON SPECIAL OCCASIONS*

| Kinds of activity | Instructors reporting | |
|---------------------|-----------------------|---------|
| | Number | Percent |
| Picnics | 7 | 43.7 |
| Tours | 5 | 31.2 |
| Box and pie suppers | 5 | 31.2 |
| Carnivals | 2 | 12.5 |
| Athletic events | 2 | 12.5 |
| Banquet | 2 | 12.5 |

*Determined on the basis of sixteen schools. Ten schools did not report activities on special occasions.

Kinds of social and recreational activities. Light refreshments served to members after the educational phase was reported by 71.4 percent of the instructors and constituted the most common kind of social and recreational activity.

Brief programs were reported by five instructors. Four of these stated that such programs were performed by members of the class. One instructor reported that programs of this nature were performed by the local N. F. A. members.

Games were reported by 37.5 percent of the instructors. Games including dominoes, checkers and pinochle were reported as preferred by members.

Movies for entertainment were reported by four teachers and box and pie suppers were reported by two.

Discussions with teachers interviewed indicated that social and recreational were not generally held at every meeting, but were spaced according to wishes of the members.

Table I gives indication of the kinds of social and recreational activities held on special occasions.

Picnics were reported by 43.7 percent of the instructors. Instructors reported that picnics seemed to be preferred by members when social and recreational activities were held on special occasions. Box suppers and tours to interesting places also seemed to be preferred. Each of these items were listed by 31.2 percent of the teachers.

Carnivals and athletic events were reported as being identified with young farmers. This gives indication that social and recreational activities of different nature may need to be provided for young farmers and adult farmers.

TABLE LI

NUMBER OF SOCIAL AND RECREATIONAL ACTIVITIES REPORTED
AS HELD ON SPECIAL OCCASION BY SIXTEEN INSTRUCTORS

| Number held | Instructors reporting | |
|-------------|-----------------------|---------|
| | Number | Percent |
| 1 | 3 | 18.7 |
| 2 | 5 | 31.2 |
| 3 | 0 | 0 |
| 4 | 3 | 18.7 |
| 5 | 1 | 6.3 |
| 6 | 1 | 6.3 |
| 7 | 1 | 6.3 |
| 8 | 1 | 6.3 |
| 9 | 0 | 0 |
| 10 | 0 | 0 |
| 11 | 0 | 0 |
| 12 | 1 | 6.3 |

Number of special social and recreational activities. Sixteen instructors reported a total of sixty-three social and recreational activities during the two years covered by this study.

The number of such activities held by the various departments ranged from one, reported by three instructors; to twelve, reported by one instructor. This indicates that either the need of social and recreational activity is greater in certain communities or some instructors put greater emphasis on activities of this nature.

TABLE LII
 OPINIONS OF TWENTY ONE INSTRUCTORS AS TO WHY SOCIAL
 AND RECREATIONAL ACTIVITIES ARE DESIRABLE

| Opinions | Teachers reporting | |
|--|--------------------|---------|
| | Number | Percent |
| Adds interest | 13 | 61.9 |
| Help to maintain attendance | 8 | 38.1 |
| Helps to develop group participation | 8 | 38.1 |
| Serves a real need in that such activity is not otherwise provided | 8 | 38.1 |

Desirable features of social and recreational activities. Sixty-one and nine tenths percent of the instructors thought that social and recreational activities added interest to the course. Thirty-one percent reported that attendance was maintained by such activities. There was a consensus of opinion from the instructors interviewed that activities of this nature were not of sufficient importance to held interest and attendance if the needs of the group were not met during the instructional phase of the meeting.

Thirty eight and one tenth percent of the instructors reported that social and recreational activities were helpful in assisting individuals to work better with groups.

It is of particular interest that eight instructors reported that social and recreational activities were not otherwise provided. Instructors in such areas stated that they felt these activities comprised an important function in their adult programs.

TABLE LIII

PROBLEMS INDICATED BY FOURTEEN INSTRUCTORS IN PROVIDING
SOCIAL AND RECREATIONAL ACTIVITIES

| Problems indicated | Instructors reporting | |
|---|-----------------------|---------|
| | Number | Percent |
| Conflicts with religion | 4 | 28.5 |
| Lack of finance | 4 | 28.5 |
| Limited time of the instructor | 2 | 21.4 |
| Lack of adequate facilities in school | 2 | 14.3 |
| Keeping recreational and social activities from becoming the main feature | 1 | 7.1 |

Problems in providing social and recreational activity. There were a number of reasons why problems existed in providing social and recreational activities to adult and young farmers. None of the problems however, were listed by many of the instructors interviewed. This seems to indicate that only minor difficulty was experienced in providing these activities.

The more common problems listed were "conflicts with religion" and "lack of finance".

Instructors not having sufficient time was reported as a difficulty in 21.4 percent of the cases. Lack of electricity in schools in which classes were conducted contributed to difficulty in 14.3 percent of the schools.

It is significant that only one school reported difficulty in keeping the social and recreational activities from dominating the educational phase.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purposes of this study were to:

- (1) Determine the nature and scope of adult education programs in Negro departments of vocational agriculture in Oklahoma.
- (2) Discover the methods and practices used in organizing the adult education programs.
- (3) Discover the methods and practices used in conducting these programs.
- (4) Ascertain the problems and difficulties encountered by the teachers of vocational agriculture in organizing and conducting the adult education programs.
- (5) To make suggestions that may be helpful in improving the adult education programs in these departments.

A study of this nature had not been made of Negro vocational agriculture departments in the State of Oklahoma. The writer wished to make this study because it was believed that the ideas presented by the vocational agriculture teachers engaged in the work might prove helpful to the teachers, supervisors and future teachers in the conduct of a program of adult education in agriculture.

The teachers of vocational agriculture who reported in this study had an average of 12.1 years teaching experience and tenure in their present department averaged 8.88 years. These facts should tend to strengthen the

value of opinions given by these teachers.

A total of ninety-six courses were reported as conducted during the period covered by this study, with the number of courses per department ranging from one to seven for an average of 3.69.

Miles reported as traveled by each instructor to conduct the group meetings during the two years ranged from 160 to 2520, with an average of 760 miles per instructor.

The total adult enrollment as reported per department showed a variation of from twenty-one to 133 with an average of 30.04 for each department each year.

The number of young farmers courses reported as held separate from adult courses were small, only seven courses being reported with a total enrollment in all schools of only ninety-four.

The methods teachers reported as having used to get farmers interested in attending class were varied, but the method more frequently reported was that of personal visitation, 76.5 percent reporting the use of this method, while 34.5 percent reported sending cards and letters and 23.1 percent indicated the use of key groups for the purpose of arousing interest.

Sending cards and letters to notify members of the first meeting was reported by 73.1 percent of the teachers, while 53.8 percent indicated they handled the matter mainly through personal visitation.

Sending cards and letters to notify members of subsequent meetings was reported by 34.5 percent of the teachers, but 30.8 percent indicated that members were not always notified of subsequent meetings after the first meeting.

The main difficulty in starting a course was reported by 41.7 percent of the teachers as being that of getting the farmers to realize the value

of attendance. Part-time employment of members was reported as a difficulty in maintaining attendance by twenty-five percent of the instructors and 20.8 percent indicated the difficulty in selecting a time suitable to all members.

Members were reported by 84.6 percent of the instructors as determining the frequency and time of meeting. Only 7.7 percent of the instructors reported that they exerted influence in making such group decisions.

The units of instruction were reported determined wholly by members in 53.8 percent of the departments, by the instructor in 34.6 percent of the departments and by the advisory committee in only 11.6 percent of the departments.

Over eighty-four percent of the instructors reported that the adult farmer courses were functioning as an organization, and 88.5 percent of instructors surveyed favored courses organized and functioning as a unit.

While 88.5 percent of the instructors holding young farmer courses reported them as functioning as a definite organization; 100 percent were in favor of such courses functioning as a unit.

Advisory committees in connection with adult farmer courses were reported as used by 46.1 percent of the instructors, while 71.4 percent reported the use of such groups with young farmer courses.

In adult farmer courses 58.3 percent of the advisory committees were reported as selected by the members. In young farmer courses, such committees were reported as selected by the instructor in 100 percent of the cases.

The conference procedure as the dominant teaching method was reported 659 times or in 43.5 percent of the classes. Demonstrations were reported used with frequency of 392 times or in 25.9 percent of the classes. Visual

aids were reported of frequent use 168 times, representing 11.2 percent of the total classes reporting this item. Other methods reported as used less frequently in conducting adult education classes were informal discussions, field trips, lectures, laboratory, tours, field days and panel discussions.

Farm management was reported as the major area of instruction covered, making up 21.1 percent of the courses taught. Of the total courses taught, 18.8 percent were reported as livestock and poultry production while 16.6 percent were named 'current farm problems'. Other areas of instruction as listed included, 'live at home programs', agricultural engineering and shop, soil and water conservation, crop production and improvement and pasture improvement.

Listed as the major difficulty in the group instruction phase was that of part-time employment off the farm, with 36.5 percent of the instructors reporting this difficulty. A difficulty in getting farmers to participate freely in class activities was reported by 31.5 percent of the instructors.

A lack of adequate equipment and facilities was reported as a difficulty by 27.2 percent of the instructors. Contributing to this difficulty may have been the fact that only fifty percent of the instructors reported that the adult education classes were listed on the school calendar. In such cases the school administrators may not have been familiar with the courses to realize the contribution adult education classes can make toward furthering the total school programs in a community.

Winter was reported as a season of higher attendance by seventy-six percent of the instructors. Spring and fall were reported as seasons of low attendance. This might tend to indicate that courses beginning in the late fall and winter reach a larger percent of the members.

Bulletins and farm magazines were reported by 76.6 percent of the instructors as the most effective source of reference for adult and young farmers in their class work. Newspapers were reported used in 46.1 percent of the departments. None of the instructors reported textbooks were used frequently or preferred by farmers.

More than thirty-four percent of the instructors reported that farmers in their classes did not take part in any other meetings of an agricultural nature. This would seem to indicate that there is a real need of adult education courses in such areas.

In regard to supervisory farm visits, 76.5 percent of the instructors reported that such visits were primarily made at the request of the farmer. Visits made when the instructor thought the farmer needed assistance was reported by 73.1 percent of the teachers.

Eighty-three percent of the instructors reported making from two to five visits to each individually enrolled class member. As many as ten visits were reported by 3.8 percent of the instructors, while 3.8 percent also reported only one visit or less.

Sixteen instructors reported that over fifty percent of demonstrations were conducted on the farms of class members. Fifteen reported less than fifty percent of field trips were to class members farms, while sixteen instructors indicated thirty percent or less of the farm tours were on the farms of class members.

Over eighty-four percent of the instructors indicated that personal service, developing managerial ability and developing job skills each made up from ten to fifty percent of the time spent on the farms of class members. There were indications however, that personal service dominated the reported supervisory visits in that 46.1 percent of the same instructors reported

that personal service made up from forty-one to fifty percent of the time spent on members farms.

The major difficulty encountered in giving individual-on-farm instruction was reported by 73.7 percent of the instructors as being the lack of time to devote in making as many supervisory visits as they thought necessary. Excessive travel necessary to reach members was also reported as a difficulty by 43.4 percent of the instructors.

The main difficulties in relating group instruction to farm practice were listed by instructors as the lack of adequate finance by the members, prevalence of small scope of farming operations, teachers not having sufficient time to make individual farm studies and the lack of farm ownership by members enrolled in the courses.

The use of social and recreational activities were reported by 80.8 percent of the instructors. Of these 66.34 percent reported that activities of this nature were held in connection with class meetings and 33.33 percent reported such activity on special occasions only.

A majority of the instructors indicated that social and recreational activities were not generally held at every meeting, but were determined by the wishes of the group.

Over sixty-one percent of the instructors reported that social and recreational activities added interest to the class and 38.1 percent thought attendance was helped through such activity. It was generally agreed however, by the instructors interviewed, that activities of this nature would not keep the group interested if the needs of the members were not met during the educational phase of the meeting.

Difficulties reported in providing social and recreational activities were few, but those reported included conflicts with religious groups, lack of finance and limited time of the instructor.

Conclusions

This study shows that the Negro teachers of vocational agriculture in Oklahoma are, in general, taking an active interest in their programs of adult education in agriculture. However, it also indicates that there are certain phases of the program where improvements could be made.

Recommendations

It is suggested that teachers of agriculture make every possible effort to make individual visits to farms of potential members before a class is started. This not only has the tendency to get the farmer interested in attending the courses, but it gives the instructor personal contact that will prove valuable in developing a course of study designed to fit the needs of individuals making up the class. If it is not possible to make such visits immediately prior to the beginning of a course, summer is suggested as offering an excellent opportunity for making farm visits and detailed farm studies facilitating development of courses of study.

A special meeting, to provide opportunity for members to plan a course of study, should be held before a course 'officially' begins. This practice will allow the teacher time to make necessary preparation and will give the farmers a 'preview' of what is to follow. When such special meetings are not possible, the first meeting should be devoted to a discussion of the units of instruction desired by the group. It can be generally recognized that farmers know what they want and need and they should be given for the most part every opportunity to make suggestions in regard to the course.

Suggestions relative to the course given by the teacher should be based

on observations and surveys made when introductory visits were made. In general, the units of instruction selected should be of major concern to most of the members. In some cases it may be necessary for the instructor to develop within the members interest for information for which they themselves do not presently realize the need.

A series of closely related topics that will provide for integration of instruction should be developed for each course offered. In addition, to be more adequately meet the needs of all of the members, ten or fifteen minutes could be reserved before or after the main part of the meeting for discussion of topics which are of concern to only a few members. Small groups of farmers can also be called together to give such instruction in which they are of need, but is of such nature to not be of particular interest to a majority of the members.

It is further suggested that a large percent of the courses should begin in the fall of the year and be so planned that instruction will continue during a major portion of the year. Courses so planned will give the teacher an opportunity to assist farmers with a greater number of farm problems. Courses of shorter duration, to take care of seasonal needs, may also be suggested. Short intensive courses in farm machinery repair, and food preservation are mentioned as examples.

Efforts should be made to notify members of each meeting. Sending cards and letters has proved one of the most effective methods. If the course is functioning as an organization, such notification should be the duty of the secretary, if not, the teacher should assume the responsibility.

Attendance is usually better if members have the opportunity to suggest the time and frequency of the meetings. While time and frequency may sometimes be directed by the nature of the course, it is recommended that every

effort be made to fit the meetings to the wishes of the group.

The use of advisory committees and key groups with adult and young farmer groups are generally recommended. Selection of members to serve on such committees should be given very careful consideration. It is usually a good policy for the school board to shoulder part of the responsibility in the selection for advisory committees. In this respect Chaffins¹ gives the following suggestion and management of advisory committees.

An advisory committee should be chosen by the teacher and board of education. As to the individual to choose for an advisory committeeman, consideration should be given to his standing as a citizen in the community. The people in the community should have confidence in him and there should be a general feeling that he is a good neighbor. It would be wise to have more than one religion and more than one political party represented on the committee. Early in the organization of an advisory committee some system of tenure should be devised. In most cases the entire committee, by the end of the fourth year, should be composed of new members; unless re-elected by popular vote of the committeemen and the board of education. The committee should be rather uniformly dispersed over the area from which the schools draws its members.

In communities where there are sufficient numbers of young farmers, separate courses should be organized for them. It is also suggested that more interest will be maintained if young farmer groups be planned to function as an organization.

The effectiveness of the courses rests to a large degree on the methods of instruction used. For best results methods of instruction should be varied and selected so as to best fit the information and results desired. The conference procedure should be the basis of a majority of the 'in classroom' meetings. To supplement the conference procedure, charts, graphs, slide films and other visual aids should be used. Use of the laboratory,

¹Roy Chaffins, "Advisory Committee for Adult Education", Agricultural Education Magazine, Volume 22, Number 5, November 1949, p. 106.

field trips, tours and demonstrations should also be used at frequent intervals and as the situation demands. Adults, like children, learn by doing and when a reasonable amount of activity is connected with the course, farmers will usually learn as well as enjoy the course more.

A summary of each problem or job should be mimeographed and passed out to each member of the class. A bound set of such summaries should also be given members at the end of each course. Additional copies should be kept by the teacher and filed for future reference.

Supervisory visits should be carefully planned and be timed, if possible, so that the instructor can be on hand on anticipated crucial times. This practice may allow for more effective teaching and should tend to actually reduce visits to the same members; thus saving time and travel. Additional saving of time and travel may also be experienced by exercising careful planning of routes in which more than one supervisory visit may be made on the same trip.

In regard to a lack of equipment, teachers will perhaps find it advantageous to counsel more with their superintendents and principals in regard to the adult programs being carried out as a definite part of the total school program. To the extent that school administrators become familiar with the value of the adult programs and the needs necessary to properly develop and foster these programs, reasonable requests for equipment may be provided.

Conscientious efforts should be made by the teachers in helping farmers to: (1) secure adequate finance, (2) secure better and larger farms, and (3) establish better relationships between the landlords and tenants, in their communities.

Adult education in agriculture, essential as it is, should receive

utmost consideration and untiring efforts of all persons interested in
and responsible for the welfare of the farmer.

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APPENDIX

STRATHMORE PARCHMENT

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ADULT EDUCATION SURVEY

Prepared by Samuel E. Fuhr

A. GENERAL INFORMATION:

1. School _____
2. Mailing Address _____
3. Instructor _____
4. Years of Experience _____
5. Years in this Dept. _____
6. Age of Dept. _____
7. Number of Teachers who have taught in this dept. _____
8. Average tenure of teacher _____
9. No. all-day students _____
10. No. classes taught per day _____
11. Class length _____
12. Approximate number of sq. miles in school service area _____

B. KINDS OF ADULT EDUCATION WORK CONDUCTED:

1. How many separate adult farmer classes were held in 1949-50?
_____ ; 1950-51? _____.
2. How many separate young farmer classes were held in 1949-50?
_____ : 1950-51? _____.
3. Give the titles of the courses, number of meetings held and the enrollment by sex for each course offered.

| Title of Courses | No. Meetings | Enrollment | |
|------------------|--------------|------------|-------|
| | | Men | Women |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

4. How many of the courses were held in the 'home' school? _____
5. How many were held in outlying communities? _____
6. How frequently did the classes meet in 1949-50? _____
7. How frequently did the classes meet in 1950-51? _____

8. How many months of the year was organized instruction provided?

1949-'50, 1950-'51

9. What month during the year was each class begun? 1949-'50, 1949-'50

1949-'50, 1950-'51, 1950-'51, 1950-'51

10. Are women encouraged to attend meetings? _____

11. What special activities are planned for women? _____

12. Are the dates of Adult Education classes included in the school calendar?

13. List other Adult Educational activities that farmers participate in. (Sponsored by other agencies).

C. ORGANIZATION OF ADULT CLASSES:

1. How did you get farmers interested in attending the class in the beginning?

2. What do you consider the most difficult problems in getting a class started?

3. How are members notified of the first class meeting?

4. How are they notified of subsequent meeting?

5. How is the frequency of meeting and time of day to meet determined? _____
6. Is an organization of the class formed? Evening School _____
Young-Farmer _____
7. Does the organization have a name? _____. Give Name _____
8. What officers are selected for evening school? _____
9. What officers are selected for Young-Farmer classes? _____

10. Are advisory Committees used in connection with adult education classes? _____
11. How is the Advisory Committee selected? _____
12. In your opinion, is forming the class into an organization desirable? _____
13. Give reasons for your answer. _____
14. What months during the year is attendance lowest? _____
15. What do you contribute this low attendance to? _____
16. What months during the year is attendance highest? _____
17. What do you contribute this good attendance pattern? _____
18. Which of the following seem to contribute most in maintaining attendance and keeping interest? (Check those most effective.)
 - a. Starting and stopping on time _____
 - b. Use of informal discussions _____
 - c. Having refreshments _____
 - d. Use of brief entertaining program _____
 - e. Class tours of class members _____
 - f. Talks by successful farmers _____
 - g. Talks by resource people _____

- h. Class tours of successful farms. _____
- i. Encouraging wives to attend. _____
- j. Playing organized games. _____
- k. Planning lessons to meet needs of the members. _____
- l. Cooperative activities. _____
- m. Farm visits by instructor. _____

D. GROUP INSTRUCTION:

1. How are units of instruction determined?
2. Do you use lesson plans in connection with adult and young farmer classes? Yes _____. No _____.
3. Do you use a course of study in connection with adult and young farmer classes? Yes _____. No _____.
4. Check the resource personnel that have been used to assist with the group instruction phase of adult and young farmer classes.
 - a. County Agent _____ b. SCS _____ c. Farm Security _____
 - d. Voc. H.E. Teacher _____ e. PMA _____ f. Home Dem. Agt. _____
 - g. Successful Farmers _____ h. Feed, seed dealers, etc. _____
 - i. _____ j. _____ k. _____
5. Indicate how often you have had the opportunity to discuss the subject with the resource people before they were presented to the class.

| | | |
|--------------|-------------|-----------------|
| Seldom _____ | Often _____ | Each time _____ |
|--------------|-------------|-----------------|
6. Do class members keep notes?

| | | |
|-------|--------|-------|
| _____ | _____ | _____ |
| no | seldom | often |
7. Do you pass out summaries?

| | | |
|-------|--------|-------|
| _____ | _____ | _____ |
| no | seldom | often |
8. Indicate references used most frequently by class members.

| | | | |
|-----------------|-----------------|------------------|----------------------|
| Bulletins _____ | Textbooks _____ | Newspapers _____ | Farm Magazines _____ |
|-----------------|-----------------|------------------|----------------------|
9. In your opinion which source of information is most effective and more easily understood by class members?

10. Do farmers voluntarily use the Agri. Library? seldom frequently
11. Of the courses held during the last two years, indicate how many were conducted for a period of 2-4 weeks _____, 7-16 weeks _____, 5-8 months _____, 9-12 months _____.
12. Which length of course do you prefer? _____.
13. Give reasons for your answer.
14. In case when the instruction program is carried on during the major portion of the year, what disposition is made of the class periods of critical work on the farm?
15. What problems have you encountered in carrying out the group instruction phase of the adult education program?

E. INDIVIDUAL INSTRUCTION:

1. How soon after the start of the class do you visit members? _____
2. How often during the conduct of a class do you visit each member?
Average. _____
3. What factors determine when and how often you visit members?
4. Are members visited at other times during the year? _____
5. Indicate the kind of help usually given members on farm visits.
6. Is individual instruction closely associated with the group instruction? _____
Give examples. _____

7. What difficulties do you have in relating individual farm instruction with group instruction?
8. What per cent of the field trips conducted were on class members farms? _____ per cent.
9. What per cent of farm tours conducted were on members farms?
_____ per cent.
10. What per cent of the demonstrations conducted were on members farms? _____ per cent.
11. What per cent of the farm visits made to class members include the following kinds of instruction?
 - a. Personal service _____ b. Developing managerial ability _____
 - _____, c. Developing job skills _____
12. Do you make use of small groups of class members to get across some phase of individual instruction? _____ seldom _____ frequently
13. What advantages or disadvantages do you find with the above practices?
14. What difficulties have you encountered in giving individualized instruction to class members?
15. Of the instruction given, what areas do you feel, have been the most effective from the standpoint of approved practices carried out by class members?

| | |
|---|--------------------|
| a. Soil conservation _____ | h. Farm shop _____ |
| b. Feeding farm animals _____ | i. Marketing _____ |
| c. Crop improvement _____ | j. _____ |
| d. Pasture improvement _____ | k. _____ |
| e. Home improvement _____ | l. _____ |
| f. Livestock disease and parasite control _____ | m. _____ |
| g. Food preservation _____ | n. _____ |

F. RECREATIONAL AND SOCIAL ACTIVITIES:

1. Are recreational activities held at the same meeting as the educational phase? _____
2. Are recreational activities held before or after educational phase? _____
3. What is the usual length of the recreational activities? _____
4. List the recreational and social activities that have been held.

5. Do you have any meetings wholly devoted to social and recreational activities? _____
6. How many such meetings have been held during the last 2 years? _____
7. How are the kinds of recreational activities determined? _____

8. In your opinion is the including of recreational and social activities desirable? _____
9. Give reasons for your answer.

10. What problems have you had in providing recreational and social activities?

REMARKS

CHECK LIST

Methods of Instruction (Supplement to Adult Education Survey, Part D,
'Group Instruction').

Note: Fill out a separate sheet for each course taught.

Give the title of course, list the jobs taught within the course
and indicate the method or methods used to teach each job.

Title of Course: _____ Year Taught _____

| | <u>Jobs</u> | <u>Methods of instruction used</u> |
|-----|-------------|------------------------------------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |
| 11. | _____ | _____ |
| 12. | _____ | _____ |
| 13. | _____ | _____ |
| 14. | _____ | _____ |
| 15. | _____ | _____ |
| 16. | _____ | _____ |
| 17. | _____ | _____ |
| 18. | _____ | _____ |
| 19. | _____ | _____ |
| 20. | _____ | _____ |

VITA

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