A STUDY OF THE PROBLEMS AND PROCEDURES USED IN PLANNING, ORGANIZING AND CARRYING OUT AN ADULT EDUCATIONAL PROGRAM IN TWENTY-ONE VOCATIONAL AGRICULTURE DEPARTMENTS IN SOUTHEASTERN OKLAHOMA

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INTRODUCTION

ADULT EDUCATION ON THE FARM IN THE UNITED STATES

In 1944 approximately 207,200 persons were enrolled in part-time or evening classes receiving training in agricultural education through the public schools of the nation. Most of these classes were conducted by the teachers of vocational agriculture in public schools maintaining departments of vocational agriculture.[1]

The total farm population today of the United States is less than twenty percent of the nation's population. As the population increases by the millions, we have fewer and fewer farmers that must meet the food, clothing, and shelter needs of the vast population. It is only through improved farming practices--an intelligent farm population--that this need can be met in the future.[2]

TEACHING PLANS FOR VOCATIONAL AGRICULTURE TEACHERS IN OKLAHOMA

Vocational agriculture teachers in Oklahoma teach under one of five State and Federally approved plans of teaching vocational agriculture in the public high schools of Oklahoma. These five plans are:

Plan A - Two consecutive 60-minute periods of instruction, 5 days per week, for 1 year; and one 60-minute period of instruction, 5 days per week, for the other years.

Plan B - Two consecutive 60-minute periods of instruction, 2 days per week, and one 60-minute period, 3 days per week, for each class, each year.

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[1] Statistical Abstract of the United States, 1947 Publication, p. 140.

[2] Robert Cooke Ross, An Introduction to American Economics, 1951 Edition.

Plan C - Two consecutive 45-minute periods of instruction per day, 5 days per week, for each class, each year.

Plan D - Sixty minutes of instruction per day, 5 days per week, for each class, each year, provided, that there is in operation a program of systematic group instruction for out-of-school young farmers and for adult farmers for not less than a total of 72 clock-hours during the year.

Plan E - Thirty clock-hours of scheduled class instruction in agriculture during each school month for each class.

Should a teacher of vocational agriculture be teaching under plan "D", which means that each class meets for one hour, the regulations require that the teacher conduct a total minimum of 72 hours of outside organized instruction including one adult class of at least 20 hours and one young farmer class of a minimum of 30 hours. The additional 22 hours may be extra young farmer hours or adult hours of instruction.

If the teaching schedule is type A, B, C, or E, the teacher is required to complete only one class of outside instruction. The class may be an adult class of 20 hours duration or a young farmer class of 30 hours.

Most teachers in Oklahoma are teaching under type "D" schedule. In this study twenty Vocational Agriculture Instructors teach under plan "D", and one teacher teaches under plan "A".

PUBLIC EDUCATION IN THE UNITED STATES

The President's Commission, appointed by Congress in 1913, investigated America's public schools and reported on the desirability and feasibility of national aid for the promotion for vocational training.

After a careful investigation this Commission reported, in June, 1914, and submitted a plan for gradually increasing national aid to the States to assist them in developing and maintaining what did virtually become a national system of agriculture, trade, and vocational education.

THE COMMISSION'S FINDINGS

A. In 1910 there were 12,500,000 persons engaged in agriculture in the United States.

   1. Of this great number, only about one percent had had adequate preparation for farming.

B. There were 14,250,000 persons engaged in manufacturing and mechanical pursuits.

   1. Less than one percent of this number had had any adequate training in their field of work.

C. In the whole United States there were fewer trade schools of all kinds, than existed in the little German kingdom of Bavaria, a state about the size of South Carolina.[3]

If we assume that a system of vocational education, pursued through the past, would have increased the wage-earning capacity of each of these persons to the extent of only ten cents each day, this would have made an increase of wages for the group of $2,500,000 a day or $750,000,000 annually. Such an increase in earning power would contribute greatly to the wealth and life of the nation.

What if the vocationally trained had received twenty-five cents

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[3]Elwood P. Cubberley, Public Education in the United States, pp. 642-646.

more per day? It would have meant an increase wage-earning power of $6,250,000 every day or $1,875,000,000 yearly. With our tremendous increase in population since 1910, think what vast earning power our vocationally trained public has over what it would have if still untrained.

This President's Commission realized the importance of a vocationally trained public and regarded the establishment of an adequate system of national vocational education of so much importance that it declared that our national prosperity was at stake.

From this Commission's findings and recommendations came the passage of the Smith-Hughes Bill.[4]

THE SMITH-HUGHES ACT

February 23, 1917

The Smith-Hughes Act provided for the creation of a Federal Board for Vocational Education; acceptance of the law by the States; national aid to the States for the salaries of teachers in the schools created, which aid the States must duplicate, dollar for dollar; federal supervision of work and expenditure; and national studies and investigations regarding needs in agriculture, home economics, industry, trade, commerce, and courses of instruction.

These courses must be given in public schools; must be for those over fourteen years of age, and be of less than college grade; and must be primarily intended for those who are preparing to enter or have entered a trade or useful industrial pursuit. Both full-time and

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[4]Ibid., pp. 642-646.

part-time classes were provided for.[5]

The national aid was divided into four funds:

1. For the purpose of co-operating with the States in paying the salaries of teachers, supervisors, and directors of agricultural subjects, to be allotted to the States in the proportion which their rural population bears to the total rural population of the United States.
2. For the purpose of co-operating with the States in paying the salaries of teachers of trade, home economics, and industrial subjects, to be allotted to the States in the proportion which the urban population bears to the total urban population of the United States.
3. For the purpose of co-operating with the States in preparing teachers, supervisors, and directors of agricultural subjects and teachers of trade and industrial and home economics subjects, to be allotted to the States in the proportion which their population bears to the total population of the United States.
4. For making or co-operating in studies, investigation, and reports as to needs and courses in agriculture, home economics, trades, industries, and commerce.

PURPOSE OF THE STUDY

1. To recognize the problems that confront vocational agriculture teachers in organizing adult education classes.

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[5]Ibid., pp. 646-649.
[6]Ibid., pp. 646-649.

2. To observe what steps can best be taken to overcome problems encountered.
3. To observe the different ways in which vocational agriculture teachers planned and organized adult educational programs.
4. To observe how different teachers organized adult groups into classes for organized instruction.
5. To determine how these adult education programs were carried out as organized instruction and the amount of follow-up work that was done by the vocational agriculture teacher at the home of his adult students.

METHODS OF PROCEDURE

The initial step in the preparation of this study was the securing of the names and mailing address of vocational agriculture teachers teaching in departments in Leflore, Latimer, Choctaw, Atoka, Pushmataha, and Pittsburg counties from the office of the State Director of Vocational Agriculture for Oklahoma, located at Stillwater, Oklahoma.

The questionnaire used in this study was formulated and used in an agricultural education seminar class being taught by Mr. Don Orr, Associate Professor of Agricultural Education, Oklahoma A. and M. College, in the summer school session of 1951. The questionnaire was revised with the recommendations of Mr. Orr and other members of the seminar group.

A copy of the questionnaire was submitted to Professor C. L. Angerer, Head of the Agricultural Education Department, Professor Robert Price and Don Orr, also of the Department of Agricultural Education, for their approval. The questionnaire was then submitted to the vocational

agriculture teachers in the above named counties. Personal interviews with the instructors were made when possible, and copies of the questionnaire accompanied by an explanatory letter were mailed to the other instructors.

Questionnaire used in the study:

Name of Department _____ Address _____

1. How many years has there been a vocational agriculture department in your school?

2. How many years have you taught vocational agriculture in this school system?

3. How many years have you taught vocational agriculture?

4. How many classes of All-Day students do you teach each day?

5. Do you share in the extra-curricular activities of the school the same as other teachers of the school?

6. List the extra-curricular activities that you share in.

7. Did you survey your community as to both human and agricultural resources to help you to determine if a need existed for adult classes in agricultural education?

8. Did you encounter any administrative problems or difficulties when you first attempted to organize an adult educational program?

9. Was the school administration favorable to such a program?

10. What help or assistance was furnished by the administration in furthering the adult education program?

11. Do you have an official advisory council?

12. If so, is this advisory council organized to serve in an advisory capacity when advice is needed?

13. Does your department carry on an adult educational program which is not organized but holds regular group meetings?

14. Did you use your advisory council for advice when planning and organizing your adult educational program?

15. How did you select your advisory committee? How many are on the committee?

16. Did you use a "Key Group" to help you in securing membership and organizing a young farmer class?

17. How did you select this key group?

18. Did you meet with this key group to formulate temporary policies to last until the young farmer class became organized and permanent rules and policies were adopted?

19. Did you use any forms of publicity such as the radio, newspaper, and magazines, to help advance the movement for organizing your adult classes?

20. Do you feel that publicity had any part in the effectiveness of your adult program.

21. Did you or your key group set an age limit to determine whether a person would be in the young farmer or adult farmer class?

22. Did you interview prospective class members when possible?

23. Did you use personal correspondence to reach farmers not interviewed before the first meeting of the group was called?

24. Which form of correspondence did you find to be the more effective: postal card or letter?

25. Have you enrolled persons in class who have occupations other than farming?

26. How many former vocational agriculture students, FFA boys, do you have in your adult and young farmer classes?

    Number in adult class _____.

    Number in young farmer class _____.

27. Do you have both young and adult farmer classes that meet:

    (a) Separately _____.

    (b) Together but reported separately _____.

28. Is there a charge for membership dues in your adult or young farmer classes?

29. What time of year do you hold most of your adult educational meetings?

30. Did you or the group chairman organize the class into committees to study and determine the type of instruction or did you make the decision?

31. Were the teaching problems approached through the farming problems of the community and the group?

32. What type of courses were taught?

33. What enterprises were most of the class periods used on?

34. Was the instruction well organized and extended over a period of time?

35. Where do you hold your adult education meetings?

36. If you do not hold regularly organized adult classes, do you spend additional time on the farms within your community with the individual farmer to help him carry out a well supervised farming program?

37. How many farmers do you reach this way?

38. What length class period to you find to be the most satisfactory: 90 minutes, 120 minutes, or 180 minutes?

39. Which one of the State Plans for vocational agriculture do you operate on: A, B, C, D, or E?

40. What is the average membership attendance to your adult and young farmer classes?

41. What method of teaching do you use and the approximate number of times for each:

    1. Conference basis
    2. Demonstration
    3. Outside or resource speakers
    4. Visual education in the forms of: films, slides and filmstrips.
    5. Lecture
    6. Tours
    7. Field trips

42. Do you hold one or more meetings for recreation for your classes?

43. What type of recreation do young farmers prefer?
    (a) Adult farmers?

44. Does your school provide instruction for the wives of your young farmer and adult classes while they are in class?

45. Do you call upon experienced farmers to voice themselves pro and con in your classes?

46. Do you and your adult education classes work out an approved practice calendar to be followed during the year?

47. Do you check the progress made by your adult education classes by using a written job sheet as a checking list?

48. Do you make personal visits to the homes of your adult education members for personal conferences and to lend assistance or further instruction during the instruction period and afterwards in order that the farmer might make full use of the information that he obtained in class?

GENERAL INFORMATION CONCERNING THE TWENTY-ONE SCHOOLS USED IN THIS STUDY

SIZE OF SCHOOL DISTRICT INCLUDING TRANSPORTATION AREA

The smallest school district used in this study covers thirty-seven square miles of territory. The largest school district covers 297 square miles. The average size of the school districts reporting was 139 square miles.

POPULATION, RURAL AND TOWN, OF THESE TWENTY-ONE SCHOOLS

Two of the twenty-one schools reported no town population. The smallest town population reported was 150 persons. The largest reported town population was 3,000. The average town population for the schools reporting was 1,350 inhabitants.

The smallest rural school district population reported was 300 persons. The largest rural population was 938 for the school used in this study. Forty-one percent of the total population reported was rural population.

PROPORTION OF LAND OWNERS TO RENTERS IN THE SERVICE AREAS OF THE TWENTY-ONE SCHOOLS

One school reported that only twenty percent of the farmers within the school district owned their farms. Two schools reported ninety percent of the farmers were land owners. The average land ownership of the farmers reporting was 62.3 percent.

Two schools reported only ten percent of the farms within their school districts were rented farms. One school reported eighty percent

of the farms within its boundaries as rented farms. Thirty percent of all farms reported were rented farms.

1953 HIGH SCHOOL ENROLLMENT OF THE TWENTY-ONE SCHOOLS USED

The smallest enrollment of high school pupils reported by any one school was thirty-nine students. The largest enrollment was 375 students. The average number enrolled in the schools of this study was 169 students.[7]

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[7]Oklahoma Educational Directory, 1952-1953 Publication, Bulletin No. 109-B.

Specially engraved and indexed for use with the Rand McNally Commercial Atlas and Marketing Guide.

This Map is also available in size 17 X 22

RAND McNALLY

CITY-COUNTY STATE MAP
SIZE 8½ X 11

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OKLAHOMA

CL 35

TABLE I

NUMBER OF YEARS THE TWENTY-ONE SCHOOLS USED IN THIS STUDY HAVE HAD VOCATIONAL AGRICULTURE

Number of Schools	Number of Years Vocational Agriculture Has Been Offered	Percent of Schools Reporting
1	2	4.76
2	3	9.53
7	4	33.44
3	5	14.28
2	8	9.53
1	15	4.76
1	17	4.76
1	18	4.76
1	20	4.76
1	24	4.76
1	28	4.76
21		100.00

Approximately 71.43 percent of the schools offering vocational agriculture, or fifteen schools of the twenty-one reporting, have had vocational agriculture as a part of their high school program for eight years or less. Approximately 29.57 percent, or six of the twenty-one schools reporting, have offered vocational agriculture as a part of their high school program for fifteen to twenty-eight years.

There has been a definite trend in high schools of these five named counties, Atoka, Latimer, Leflore, Pittsburg, and Pushmataha, to include vocational agriculture in the total school program since World War II. There are a total of forty-one high schools in these counties and sixty-one percent, or twenty-five schools, offer vocational agriculture training. Much of this increase has been since World War II, as is indicated by the large number of new schools; fifteen of twenty-one used in the study have had a vocational agriculture department for eight years or less.

TABLE II

PERCENTAGE OF SCHOOLS IN THESE FIVE COUNTIES OFFERING VOCATIONAL AGRICULTURE TRAINING

Name of County	Total Number of High Schools in County	Number Offering Vocational Agriculture	Number Not Offering Vocational Agriculture	Percent Offering
Atoka	5	4	1	80.00
Latimer	4	4	0	100.00
Leflore	16	9	7	56.25
Pittsburg	9	4	5	44.44
Pushmataha	7	4	3	57.14
Total	41	25	16	

Latimer county is the only county offering vocational agriculture training in 100 percent of its high schools. Of these four schools, Panola has had vocational agriculture for four years; Buffalo Valley, five years; Red Oak, eight years; and Wilburton, twenty years.

Within every county there is one school that has offered vocational agriculture for a period of fifteen years or longer. One county has two of these schools.

TABLE III

SCHOOLS USED IN THIS STUDY THAT HAVE OFFERED VOCATIONAL AGRICULTURE AS A PART OF THEIR PROGRAM FOR FIFTEEN OR MORE YEARS

Name of County	Name of School	Years Offering Vocational Agriculture
Atoka	Atoka High School	17
Pittsburg	Quinton High School	24
Latimer	Wilburton High School	20
Leflore	Heavener High School	28
Leflore	Spiro High School	18
Pushmataha	Antlers High School	15

These schools have taken a leading part in furthering the opening of new departments of vocational agriculture within the county itself and also the neighboring counties. They have vocational agriculture teachers who are very active in agricultural education within their own school district and also surrounding areas as well.

TABLE IV

SCHOOLS THAT HAVE KEPT THE SAME VOCATIONAL AGRICULTURE TEACHER FOR A NUMBER OF YEARS

School	Teacher Tenure Without A Change
Atoka	9 years
Wilburton	7 years
Heavener	15 years
Spiro	8 years
Quinton	19 years
Antlers	13 years

The teachers of these six schools are recognized locally as agricultural leaders of their communities. They are recognized state-wide and a few of them are known nationally for their outstanding programs of

vocational agriculture and Future Farmers of America work. The gaining of public confidence and also personal recognition as an agriculture teacher and leader seems to come to those teachers who stay in the same school for a period of years and have a chance to build an agriculture program that is outstanding.

It requires some time for a new teacher to learn his community, its needs, possibilities, and ways in which to bring the needs and possibilities into harmony. If the teacher is given the opportunity to remain within the community for a number of years, he seems to have a better chance of introducing new practices to the rural population and having the practices accepted and put to use.

TABLE V

TOTAL NUMBER OF YEARS THAT TEACHERS COOPERATING IN THIS STUDY HAVE TAUGHT IN THEIR PRESENT SCHOOL SYSTEM

Number of Schools	Number of Years That Teachers Have Taught In Their Present Location
2	1
1	2
3	3
7	4
2	5
1	7
1	8
1	9
1	13
1	15
1	19

The schools that have offered vocational agriculture for several years have had good teacher tenure. The average tenure, four years, as shown by the table, is relatively low. This is due to the fact that

some schools have offered vocational agriculture for only a short period of time. Three schools have recently changed teachers, and this accounts for the one and two years of teaching tenure shown in this study. In ten schools, or 47.6 percent of the schools studied, the present teacher has taught since the opening of the department.

TABLE VI

NUMBER OF YEARS THAT THE TEACHERS OF THE TWENTY-ONE SCHOOLS HAVE TAUGHT VOCATIONAL AGRICULTURE

Number of Teachers	Number of Years Teaching Experience
1	1
2	2
1	3
7	4
4	5
1	7
1	9
1	11
1	13
2	19
Total 21	74

Fifteen of these twenty-one schools have teachers who are veterans of World War II. These teachers finished their teachers training after the war and, therefore, have not had time to become long experienced as teachers. The average age of this group is approximately thirty years. The average length of teaching experience is 3.7 years.

TABLE VII

NUMBER OF CLASSES OF ALL-DAY STUDENTS THAT ARE TAUGHT PER DAY BY THE VOCATIONAL AGRICULTURE TEACHERS

Number of Teachers	Number of All-Day Classes Taught
16	3
5	4

All-Day Classes refer to those boys enrolled in vocational agriculture who are regularly enrolled in high school.

Sixteen vocational agriculture teachers teach three classes of all-day students a day. These three classes are as follows: (1) Agriculture I---consisting of freshman students; (2) Agriculture II---made up of sophomores; and (3) Agriculture III and IV in alternating years---for juniors and seniors.

SHARING IN EXTRA-CURRICULAR ACTIVITIES OF THE SCHOOL

Twenty, or approximately 95.24 percent, of the vocational agriculture teachers in these five counties share in the extra-curricular activities of the school. Only one, or 4.76 percent, has no school duties other than his teaching schedule.

TABLE VIII

EXTRACURRICULAR ACTIVITIES IN WHICH TEACHERS SHARE

Number of Teachers	Extracurricular Activity
15	Class sponsor
18	Keep door at ball games
6	School ground supervision
7	Active in faculty meetings
12	Hall duty before school or during the noon hour
1	P. T. A. programs
2	Boy Scout Master
5	Sponsor assembly program
4	Share school-lunch program duties
21	Civic clubs
21	Fairs, shows, and contests

Practically every extra activity of the high schools in this area is shared by the vocational agriculture instructor. In some schools, he participates in a very limited number of activities, while in others, he is very active.

Three extra activities were the least number listed by any one teacher who shared extra duties, and fifteen was the greatest number reported by any one instructor.

SURVEY OF COMMUNITY AS TO HUMAN AND AGRICULTURAL RESOURCES TO HELP DETERMINE IF A NEED EXISTED FOR ADULT AND YOUNG FARMER CLASSES IN AGRICULTURAL EDUCATION

Seventeen schools of this study surveyed their community before attempting to organize adult classes. Four teachers did not survey their community before starting classes. The surveys were in the form of a written questionnaire and mailed to the farmers. Information concerning the size and type of farming operations was obtained; breeds and numbers of livestock; markets available; information about the soil, its fertility and present conservation practices being applied; personal data on the farmer, age, number in his family, and his further interest in becoming a better farmer by improving present farming conditions and farm income.

DISTINGUISHING BETWEEN YOUNG FARMER AND ADULT FARMER CLASSES

Young farmers' class, as reported by the teachers of this study, consist of farmers not regularly enrolled in high school and under thirty-five years of age. However, the age limit of thirty-five years was not always established as the oldest age acceptable in enrolling young farmers. The age limit of thirty-five years or less was listed as most desirable. Adult classes in agriculture consist of farmers established in farming, preferably, and past thirty-five years of age. However, 76.2 percent of the schools reporting, did not classify a farmer as an adult farmer as to age alone. If an elderly farmer attended class with the young farmer class, his name was reported on the young farmer class roll to the State Office of Vocational Education. There is no required rule of reporting adult classes to the State Office

in regards to the age of the farmers being reported. Whether a farmer is reported as a young farmer or as an adult farmer depends entirely upon the vocational agriculture teacher making the report.

The State of Oklahoma has five established teaching plans that have been approved for Federal reimbursement. These plans are listed in the introduction of this study. Plan "D" calls for at least twenty hours of adult instruction and thirty hours of young farmer instruction and an additional twenty-two hours that may be either young farmer or adult farmer classes, making a total of seventy-two hours of instruction required. The plan does not specify an age limit for either type of instruction. If the teacher teaches by using plan A, B, C, or E, he is required to teach twenty hours of adult classes or a young farmer class of thirty hours duration. Here again no mention is made as to the required age for either type of instruction.

It is the opinion of the author, having taught vocational agriculture for three years using plan "D", that the young farmer will take a more active part in class work, especially class discussions, if he is in a class of farmers of about the same age and having similar number of years of farming experience. I found it hard to get a young farmer to openly express himself in class if the majority of the class membership were older more experienced farmers.

ADMINISTRATIVE DIFFICULTIES ENCOUNTERED IN ESTABLISHMENT OF ADULT EDUCATION CLASSES

Nineteen teachers reported having no difficulties with the school administrative officers in organizing and conducting adult agricultural classes. Two teachers cooperating in the study did report having had

such difficulties. Ninety percent of the teachers reported that their school superintendent, high school principal, and school board were highly in favor of adult education. This fact was established by their interest and cooperation in making the program a success. More than nine percent of the teachers reported that the school administrators were not interested and showed no cooperation whatsoever.

These two schools were among the four in which the teacher had not surveyed his community as to the need for adult classes. It is possible that a lack of understanding existed between the school administrative officer and the agriculture teacher as to the desired purposes and goals of sponsoring such an educational program.

One teacher reported that the administrative staff failed to attend his adult classes when invited to attend. This was listed as a major problem in the success of his adult program. He felt that the school officials showed a lack of interest in his work and consequently the farmers of the community failed to attend classes regularly.

It could have been a lack of understanding as to the cost of an adult educational program to the total school budget, or in the teacher's failure to cooperate with a plan that the administration favored. There was a definite majority approval of the agriculture teachers used in this study of some form of adult agricultural education. The present seventy-two hours required when teaching under plan "D" was considered too much class room teaching for the beginning teacher and also the same was expressed by some of the older, more successful agriculture teachers. Many expressed the thought that they could do a better job teaching and reach more farmers if personal visits and instruction on the home farm would be counted towards meeting a

substantial part of the number of adult class hours required by the State Department of Vocational Education.

TABLE IX

HELP OR ASSISTANCE FURNISHED BY THE SCHOOL ADMINISTRATION

Ways in Which Help Was Rendered	Number of Schools Affected
Advice and counseling offered	12
Set aside space in school paper for news, bulletins, and other information regarding adult education	12
Attended adult agriculture class as a regular member of the class	2
Furnished visual aid equipment	10
Use of school equipment and facilities (school busses in particular for use when tours or field trips were taken by the class)	16
Helped make agriculture survey	1
Gave program publicity	12

From the results of this survey it was found that superintendents were in general favorably inclined toward the development of an educational program. This was probably due to their close contact with the school patrons and the vocational agriculture teacher. A program that dealt with the local farmers of the school community had a direct bearing upon the school itself.

Several superintendents were contacted personally and everyone of them were highly pleased with an educational program that tied the school and community together. They may have been thinking more in

terms of school-community relations than actual adult classes, but it takes both for a healthy, wholesome educational situation to be established.

MEETINGS OF ADULT FARMER GROUPS WHICH DO NOT HAVE FORMAL ORGANIZATION

An example of an official notice to call the attention of an adult class member of an unorganized class to the next regular meeting given here by the permission of: Mr. Claude Williams, Vocational Agriculture Instructor, Panola, Oklahoma. Message on postal card mailed out by Mr. Williams:

Dear Friend:

Our next regular meeting date of the Panola Community Improvement Group will be October 5, 1953---7 p.m. in the vocational agriculture building.

Topic for discussion will be: Livestock feeding-securing protein supplement and supplying fall and winter pasture.

Your friend,

Claude Williams

These meetings are scheduled monthly. Postal cards are mailed to every farmer, rancher, businessman of the school district as well as to many persons of the two adjoining school districts. The class meets regularly, but at the time is not formally organized as a distinct group with officers. Plans are being made at the time to complete such a formal organization with the idea that present interest and attendance can be maintained. Such an unorganized group can be very readily organized into a more formal group, complete with officers. This is what generally happens after the first few meetings of a strongly attended unorganized group.

Sixteen schools of this study hold regular meetings of unorganized classes. Five schools reported unorganized classes and that no definite time was set for meetings with this group.

TEACHERS REPORTING THE USE OF A "KEY GROUP" IN SECURING MEMBERSHIP FOR YOUNG FARMER CLASSES

The term "Key Group" as used in this study refers to members of a community, preferably farmers or ranchers, selected by the vocational agriculture teachers, who will work to help secure class membership, organize the new class, frame the constitution, determine if membership dues are to be assessed, age limit imposed, and share in other duties that tend to make a successful young farmer class.

Only thirteen of the schools cooperating reported the use of a key group. The schools reporting the use of key groups were the schools reporting the greatest attendance of young farmers in class.

TABLE X

METHODS USED IN SELECTING KEY GROUP MEMBERSHIP

Ways in Which Key Groups Were Selected By Thirteen Teachers	Number of Schools Reporting
Young farmers selected by the agriculture teacher and conference with the school superintendent	5
Former Future Farmers of America members that are now farming in community	1
Selected by type of farming operations now engaged in	5
Members recommended by advisory board	1
Selection of members who it was felt could best help secure class membership	1

Five separate and distinct methods were used in selecting the key group. Thirty-eight percent of the teachers had their superintendent to confirm the selection. Thirty-eight percent of the selections were made on the basis of type of farming. The teacher reporting the selection of former future farmers members is teaching in a school where vocational agriculture has been taught for a number of years, and he now has several former F.F.A. members engaged in farming in the community. The teacher reporting the selection of members who could help in securing class membership is in one of the newer schools offering vocational agriculture. By personal interviews, this teacher selects key group members who promise to help organize the class and indicate that they will see that other young farmers living within their community are well informed concerning advantages to be gained through participation in the young farmer class organization.

SELECTION OF ADVISORY BOARDS

Nine teachers selected their own advisory board without any help or suggestions from the school administration. Three teachers reported conferring with the school superintendent in making council appointments. The superintendents consulted in making the selections had been in the school system for many years and were recognized as agricultural as well as academic leaders. These agriculture teachers took advantage of this opportunity of bringing together the school administration, agricultural leaders, and several of the outstanding farmers and ranchers of the community as one unit to serve as an official advisory board.

Most of the schools that have not selected an advisory board at the present time are schools with new vocational agriculture departments. The school districts are large, as the figures indicate at the beginning of this study. New teachers feel that a number of years is required in a given community before one can select the most qualified members to serve on an advisory board. Since 71.43 percent of the schools reporting have had vocational agriculture from one to eight years, this undoubtedly accounts for the lack of advisory boards. Each of the older departments reported the use of an advisory board; some were officially organized, others unorganized, but all functioning.

An official advisory board, in reference to the vocational agriculture program, refers to appointed, elected, or selected persons who will serve as an advisory group to the vocational agriculture teacher. The function of the board is to offer advice or suggestions when he requests it. In this manner he is better able to utilize the community and its resources in making his educational program more effective, both

for the all-day classes and the adult farmers of the school community. As the term indicates, it serves in advisory capacity only. The agriculture teacher is still the teacher and the success or failure of the total agricultural educational program is still his, not the advisory board's.

A key group, in reference to the vocational agriculture program, refers to appointed, elected or selected individual young or adult farmers within the school community who will help the agriculture teacher secure membership for a young farmer class, help determine what phases of agriculture that are to be taken up in class work, assist in developing a constitution if one is to be formulated, set an age limit on class membership, serve as chairman of the various appointed work and recreational committees, and attend classes. The key group may be active only until the young farmer class has become organized and then be dissolved, or it may continue in its work carrying out the above listed duties. Key groups often do more than merely serve in an initiatory advisory capacity, for example they may continue to function as a more or less permanent advisory board. An active key group can contribute greatly to the success of a young farmer class.

ADVISORY BOARDS USED IN SETTING UP THE AGRICULTURE PROGRAM IN SCHOOLS OF THIS STUDY

Five teachers reported the use of official advisory boards. Seven teachers use advisory boards that are not organized or official, and nine teachers do not have or use an advisory board in any capacity -- organized or unorganized.

Sometimes a teacher of vocational agriculture will have three or more persons within his school district that he frequently calls upon for advice or counseling, but does not ask to come together and pool their advice or suggestions. This group is commonly referred to by the teacher as his "advisory board on paper" since he often times lists their names on reports or plans as Advisory Board members. This type of advisory board was classified as unorganized or not official by the author. An official advisory board is one that is duly appointed, elected or selected, and is organized with officers to serve for a definite period of time; then each member is re-elected, selected, or appointed for a second term, or else his place must be filled by another board member.

Few persons, if any, other than the agriculture teacher know the membership that constitutes the unorganized advisory board. Seven schools, or 33 1/3 percent of the cooperating schools, reported this type of advisory board.

TABLE XI

NUMBER OF MEMBERS SERVING ON ADVISORY BOARDS

Number of Members Making Up Board	Number of Schools Reporting
2	1
3	1
4	1
5	2
6	1
7	4
9	1
not reported	1
Total	12

There was no established pattern for the number of members to be used. The teachers with a very limited number reported that by using this number there would never be a chance for the board to gain "control" of the educational program, should an error have been made in selection of membership. The instructors with the larger number reported that the advice of several was more sound than advice from a few. This, of course, would depend upon the quality of membership.

One teacher, or 4.67 percent of teachers reporting, used only two members on his advisory board. These two members were the school superintendent and high school principal. This was in direct contrast to an instructor who preferred a nine member board. Two-thirds of the teachers reporting the use of advisory boards used five, six, seven, or nine member boards. Twenty-five percent of the teachers reporting advisory boards used two, three, or four members. One teacher did not report the number of members used on his board.

USE OF PUBLICITY IN ORGANIZING YOUNG FARMER CLASSES

Forty-eight percent of the teachers reported that they used publicity in organizing their young farmer classes. Newspapers, newsletters, and radio were the three agencies used most to publicize their program.

Fifty-two percent of the teachers reported that they did not use any form of publicity. The ten teachers using publicity believed that it strengthened their program. One teacher not using publicity extensively believed that it would have improved his classes had he made greater use of it. Forty-eight percent of the teachers, representing ten schools, did not believe that any form of publicity would have made their program any more effective. These teachers, however, stressed personal contacts and home visits to strengthen their young farmer and adult programs.

FORMULATION OF TEMPORARY POLICIES

Eight, or sixty-two percent, of teachers making use of a key group had this group to formulate, temporarily, the policies that were later to be brought before the class for adoption or rejection. Five teachers, thirty-eight percent, used the key group for securing membership, and also as a sound "core" upon which the class could be established. Organization took place the first or second meeting, and policies were formally adaopted.

AGE LIMIT ON YOUNG FARMERS CLASSES

Only four schools, nineteen percent of the teachers reporting, set an age limit which would in itself automatically classify a class

member as a "young" or "adult" farmer. These four schools set thirty-five years of age as the uppermost age limit for a person to enroll in their young farmer class.

Seventeen teachers did not set an age limit for class membership, but counted everyone as a young farmer who wished to attend the young farmer class. Several schools had attendance large enough, that even though the class was not separated as to age, the teacher separated them when he made his report to the State Department of Vocational Education, unknown to the class members themselves.

METHODS OF CONTACTING PROSPECTIVE CLASS MEMBERS

Twenty teachers, 95.24 percent, interviewed prospective class members before they were asked to join the young farmer class. Only one school did not interview young farmers before they were extended an invitation to meet with the class.

Every school reported using personal correspondence. Whether or not the farmer was visited, a personal letter or postal card was always mailed. The correspondence served as a reminder to those personally contacted and was a personal written invitation to those not contacted.

TABLE XII

FORM OF CORRESPONDENCE FOUND MOST DESIRABLE

Type of Correspondence Most Used	Number of Teachers
Letter	9
Postal card	9
Telephone	1
Letter and card of equal value	2

There was little difference found as to the effectiveness of the kind of personal correspondence used. Personal letters and the two-cent postal card were rated as of equal value. One school has a good system of rural telephones, and this method was listed as excellent. Two teachers rated letters and postal cards of about equal importance.

Several teachers reported that they mailed personal letters a week or more in advance and then mailed postal cards as reminders just a day or two before the class date.

ADULTS IN AGRICULTURAL CLASSES WHO HAVE OCCUPATIONS OTHER THAN FARMING

Nineteen teachers, or 90.48 percent of the teachers reporting, enrolled adults in adult farmer classes regardless of occupation. Full-time farmers, subsistence farmers and persons with occupations completely foreign to agriculture were even occasionally listed as enrolled in classes.

Two teachers, only 9.52 percent, reported that they enrolled only full-time farmers or subsistence farmers in their adult farmer classes. Some reported that persons with occupations other than farming were welcomed to the sessions, but were not officially reported as members. The Oklahoma State Plans for Vocational Education now in effect do not specifically refer to the occupational requirement of class membership or to sex other than to say that class members must engage in at least six months of supervised farm training. Women attending class are generally counted in the regular enrollment attendance the same as are men.

TABLE XIII

FORMER FUTURE FARMERS OF AMERICA MEMBERS NOW ENROLLED IN YOUNG FARMER CLASSES

Number of Former F.F.A. Members Now on Class Roll	Number of Schools Reporting
0	4
1	2
2	1
5	1
6	3
7	1
8	2
10	2
12	4
18	1
Total 69	21

TABLE XIV

FORMER FUTURE FARMERS OF AMERICA MEMBERS NOW ATTENDING ADULT FARMER CLASSES

Number of Former F.F.A. Members Now on Class Roll	Number of Schools Reporting
0	16
6	1
7	1
8	1
16	1
19	1
Total 56	21

Fourteen teachers have five or more former F. F. A. members now enrolled in young farmer classes. The older vocational agriculture departments reported the greatest number of former F. F. A. boys now

attending adult classes.

Ten new vocational agriculture departments, those having been established four years or less, have slightly more than an average of one former F. F. A. member per school now enrolled in young farmer classes.

The total number of former F. F. A. members enrolled in young farmer and adult farmer classes was 125.

TABLE XV

REPORTING YOUNG FARMER AND ADULT FARMER CLASSES, SEPARATELY OR TOGETHER

Young Farmer and Adult Farmer Classes	Number of Teachers Reporting
Meet together, but reported separately	13
Meet at separate times, exclusively	4
Meet together or separately, according to class activity	4

Eight teachers reported that it was desirable to keep young farmer classes separated from adult classes. However, four of these teachers combine the two classes when it is most desirable to do so. Example given: If they had the opportunity to take both classes to a field day sponsored by an outside agency, the classes were combined, but reported separately.

Thirteen teachers, or 61.9 percent of the schools reporting, have their young farmer and adult classes meet together, but report them separately. This practice seems to be the most commonly used in the adult education program. In the State Plans for teaching vocational agriculture there is no specific regulations either commending or

condeming such practices. However, I have been told along with several other vocational agriculture teachers that if we followed this practice to use our own sound judgment and be honest in our reporting. In our course work at the college most of us have had a course in Young Farmer Education and I do not recall the practice of holding young farmer and adult farmer classes together as being taught in the course. Obviously it weakens both programs; the young farmer and adult farmer program. It is observed that teachers having a strong young farmer and separate adult farmer class program are progressive and well recognized as agricultural leaders within their communities.

MEMBERSHIP DUES FOR YOUNG FARMER CLASSES

Nineteen schools do not charge a fee for membership. Two schools charge a small fee. Several schools reported that it would be necessary to charge a small fee in the very near future. The program can be expensive to the vocational agriculture teacher or to the school budget. Several small items of expense that occur quite frequently, such as stationery, postage, film rental, and a few larger ones must be taken into consideration at the time the class is organized, or very soon thereafter.

SOME OF THE USES WHICH TEACHERS REPORTED THEY MADE OF MEMBERSHIP FEES

1. Payment of film rentals -- return postage and insurance.
2. Postage -- (this item is quite expensive).
3. Equipment -- F. F. A. equipment is usually used, but the excess wear soon makes new equipment a necessity. (F. F. A. equipment referred to here would be chapter or school owned such as: dehorners, syringes, hand tools and power shop tools.

4. Publicity -- paper, stencils, ink.

5. Transportation -- field trips and tours.

6. Refreshments, if served.

The following table is an example of the expense that is often incurred for a single instructional period. Figures were taken from the actual cost of a class taught in the Red Oak Public School.

TABLE XVI

EXPENSE STATEMENT OF A YOUNG FARMER CLASS IN WHICH A FILM WAS USED AS A PART OF THE INSTRUCTIONAL MATERIALS

Item	Cost
50 envelopes	$ .20
50 sheets of paper	.15
50 three-cent stamps	1.50
50 two-cent postal cards, as reminders	1.00
Film rental charge	3.50
Return postage and insurance on film	.55
Total Cost	$6.90

The very best and latest equipment and instructional materials are the most desirable when teaching either young farmer or adult farmer classes. The teacher cannot bear the entire expense. The school administrators in most instances, 95.25 percent as reported in this study are very cooperative in making the school facilities such as building, equipment, heat, light and supplies available to the vocational agriculture teacher and his adult education classes. Sometimes the expense of film, transportation and even postage will be borne by the school. This is a matter to take to the superintendent for his approval. If it cannot be paid by the school, membership fees or some

other means must be adopted. The agriculture teacher cannot bear all of it over a period of years.

TABLE XVII

SEASONS OF YEAR WHEN MOST ADULT CLASSES ARE TAUGHT

Season of Year	Number Utilizing Each Period
Early spring	3
Fall	7
Winter	14
Entire year	4

One teacher holds his adult class on the last Thursday of each month throughout the year. The winter season is the slack time of year for the farmers in the area covered by this study. Class attendance is much improved if meetings are held when farmers have more free time.

The fall season was the second most used season. The seven teachers utilizing the fall season organized their classes and then carried on into the winter months.

A very limited amount of adult class work was reported during the spring season. Early spring was listed by three teachers, while four were carrying out a twelve month program. Holding classes during the slack season of the year is recommended because of greater attendance.

DETERMINING TOPICS FOR STUDY AND DISCUSSION

Twelve teachers decided for themselves what phases of instruction were most needed. Eight teachers let their group chairman and the class

decide what work they wished to cover during the period of instruction. One teacher let his advisory board select the field of work to be studied in class.

There was no set pattern of selecting the material to be studied in the adult classes. Each teacher selected fields of work that he thought to be the most valuable to his community. Enterprises predominant in the community were given the greatest amount of study. Two teachers reported that they devoted the entire instructional program to beef production and pasture improvement. Personal visits were made to the homes where help could be rendered in other farming enterprises. Regardless of the problem selected for class work, emphasis was placed on the phases of the problem pertinent to the farmer on his farm. This was the only point of the study in which 100 percent of the teachers contacted reported the same answer.

The practice of the teacher deciding by himself what problems or jobs will be taught without consulting with his class, advisory board or key group is rather unusual. I would hesitate to think that the same results could be obtained this way as would have been gotten had he used the advice and planning of others within his community.

TABLE XIX

PROBLEMS USED FOR STUDY IN ADULT EDUCATION CLASSES

Listed below are the problems or units used for instruction by the twenty-one vocational agriculture teachers for the school year of 1952.

Unit of Instruction	Number of Teachers Who Reported Teaching Unit
Current agricultural problems	8
Livestock management	21
Crop and livestock production	16
Dairy management	3
Livestock diseases--nutritionally caused	5
Soil conservation and management	17
Farm management	5
Poultry production	3
Pasture improvement	15
Community development	3
Marketing agricultural products	2

In some schools, the agriculture teachers combined some of these units into one phase of instruction. Where this happened, only one unit was checked since there was no way of telling which unit received the greatest amount of time.

Livestock production and management received the greatest amount of instructional time. In many instances the above two units were taught together, and not as two separate units. Very little time was reported spent on the study of markets, community development, and poultry production.

The above listed units of instruction are not arranged in order of importance or as to organized instruction. The table merely lists all units of instruction covered by the twenty-one schools used in the study and also the number of teachers that included each given unit in his adult educational program. How well these units of instruction were organized and carried out by the teacher can be found further on in this study.

TABLE XX

HOW CLASS TIME WAS DISTRIBUTED BY NUMBER OF PERIODS DEVOTED TO INDIVIDUAL ENTERPRISES

Enterprise	Average Number of Instructional Periods Devoted Enterprises
Beef and pasture	14
Livestock management	6
Livestock diseases	6
Soil conservation	5
Swine management	4
Dairying	3
Crop and production	3
Poultry production	2
Farm management	2
Truck farming	1
Community improvement	1
Markets	1
Current agricultural problems	no definite number of periods listed

This study shows the average number of instructional periods devoted by twenty-one vocational agriculture teachers to the units of instruction listed in their adult educational program. The problems as listed above are not new. However, the alert, up-to-date agriculture teacher can perhaps bring in new and challenging problems under each item listed above. As an example taking livestock diseases as a problem

for discussion: included might be information concerning new diseases, serums, feeds and anti-biotics could easily be the basis for profitable discussion during the class period. In this field particularly material that was used ten years ago has been replaced with newer findings by the more successful livestock growers.

ORGANIZING INSTRUCTION

Fifteen teachers reported that their adult programs of instruction were organized as a comprehensive teaching units. Six teachers reported only a slight degree of relationship between various lessons taught on different nights. Of the fifteen teachers reporting organized instruction, not one reported complete satisfaction the way his program was organized. Lack of over-all correlation between instructional materials was stressed as a difficulty by the older teachers. Careful planning of an entire year's meetings would perhaps avoid teaching one lesson on diseases, the next one on soil conservation and then another on crop production with little or no relationship between material in one session to that covered in subsequent meetings. The term, organized instruction, as used here, refers to unity of related teaching problems. This avoids teaching at random or going over the same lesson material a number of times.

TABLE XXI

CENTERS WHERE ADULT CLASSES WERE HELD

Place of Meeting	Teachers Reporting
Vocational Agriculture building	18
Rural school buildings in school district	6
Home of farmers	1
Community buildings	1
In the field	21

Community buildings referred to in this report were formerly rural school buildings. After consolidation, many of these buildings became property of the community and are used in common by the school patrons as churches, classrooms, recreation centers, and many other community activities. They are excellent centers for use as meeting places for adult classes. Attendance was reported good when the class was held in a "community center" farming neighborhood. Two schools used in this study make extensive use of these buildings. This is accomplished by having the class center or meeting place selected within the area where the class membership is secured. The vocational agriculture teacher drives from his home out to these rural centers, taking along a portable projector and screen if films, filmstrips, or slides are to be used in teaching the given lesson. Atoka's agriculture teacher has a well organized teaching program where rural school buildings serve as class meeting centers for both his young and adult farmer classes.

PERSONAL VISITS MADE BY VOCATIONAL AGRICULTURE TEACHER ON INDIVIDUAL FARMS WHEN NO ORGANIZED ADULT CLASSES WERE CARRIED OUT

Ten teachers reported extra time spent on individual farms when a well organized adult class program was not carried out. If as many as three or more farmers were visited within a single day, they were sometimes reported as attending a young or adult farmer class. Ten teachers felt their classes were organized but that personal supervision was still needed. Only one teacher reported that no extra time was used in personal supervision.

The most common reason given by teachers for the need of extra time for personal supervision was that the school district was too large for many farmers to attend class meetings, and instruction was not well enough organized to reach those who failed to come in to the meetings.

TABLE XXII

NUMBER OF FARMERS VISITED ON THEIR HOME FARMS BY THE VOCATIONAL AGRICULTURE TEACHER FOR PERSONAL SUPERVISION

Number of Farmers Reached	Number of Teachers Reporting
8	1
16	1
20	1
30	1
40	2
50	2
70	1
75	1
94	1
100	2
150	1
200	1
300	1
Total 1,153	16

A total of 1,153 farmers were reported visited on their home farms by sixteen teachers or an average of approximately 72 farmers per teacher. This accounts for a lot of the time spent outside of the all-day classes of the vocational agriculture teachers. Many of these farms are located far from school, and the time required driving to and from them is more than the actual time required on the farm itself. The large number of farmers reported visited were in schools where the vocational agriculture department is comparatively new--two to four years. The older departments of agriculture and more experienced teachers reported fewer farm visitations but more organized adult classwork.

Vocational agriculture teachers will have to plan and organize their work and instruction to the point where much of the present day personal service is eliminated. Much of the present work is not supervision or technical assistance, but merely work, veterinary work especially, that the farmer of today should be able to do for himself.

If it is possible to locate a class center fairly convenient for most farmers, and to teach most of the needed information in three or more class meetings, then the teacher's time and expense on single personal calls can be cut to a minimum. Community buildings, farmers' homes or other buildings right in the community would fit the requirements best, and farmers in distant districts would then be given a better chance to attend class.

One agriculture department used in this study has a demonstration farm, and a second school has recently acquired ten acres of land to be used as a farm demonstration plot. One school owns a 10,000 capacity broiler house which it operates, in a new broiler producing area of the State, on an educational demonstration basis. Improved practices

carried out on demonstrational farms, new crops and animals grown, management practices, and disease control programs inaugurated, will undoubtedly lessen the number of times the teacher of vocational agriculture is asked to visit the farmer's home for such advice.

TABLE XXIII

LENGTH OF ADULT CLASS PERIODS

Length of Class Found Most Satisfactory	Number of Teachers Reporting
90 minutes (1½ hours)	2
120 minutes (2 hours)	17
180 minutes (3 hours)	2

There was little disagreement as to the most desirable length of time required for teaching an adult class. Seventeen teachers, 81 percent, found the two-hour class most desirable for the following reasons:

1. Adults are slower in settling down to class than the all-day boys.
2. If conference or discussions type instruction is practiced, it requires two hours for an average class to voice opinions and then arrive at a conclusion.

Two teachers thought that ninety minutes was plenty of time if the instruction was well organized. Still, two others reported that they preferred a three-hour instructional period.

TABLE XXIV

AVERAGE MEMBERSHIP ATTENDANCE FOR YOUNG FARMER AND ADULT FARMER CLASSES

Number of Teachers Reporting	Average Number of Periods in Young Farmer Class
1	5
1	6
1	7
3	9
5	10
1	11
1	12
1	13
4	15
Total 18	78

Number of Teachers Reporting	Average Number of Persons in Adult Farmer Class
1	5
1	6
1	8
2	9
5	10
1	13
1	14
2	15
1	20
2	25
Total 18	136

Of the twenty-one teachers contacted, three did not report an average number of class attendance for either the young farmer or adult farmer class. Five persons in class attendance was the smallest number reported in the adult and young farmer classes. Fifteen was the largest average young farmer class and twenty-five was the largest adult farmer class attendance.

Thirteen schools reported an average adult class attendance of ten or more. Only twelve schools reported young farmer classes with an average attendance of ten or more members.

The average class attendance of the seventeen teachers reporting young farmer classes was 10.5 students. The average class attendance for the adult class reported was 12.5 students.

In this study the age limit set by the vocational agriculture teacher determined whether a person would be classified as a young farmer or an adult farmer. In most instances the maximum age accepted for a young farmer was thirty-five years of age. The comparison of actual class attendance to the number of farmers visited on the home farm is: approximately seven times more farmers were visited at home by the agriculture teacher than he had enrolled in his young or adult farmer classes. This would mean that only about one farmer in ten is officially enrolled in a young or adult farmer class.

TABLE XXV

USE OF CONFERENCE METHOD IN ADULT CLASSES

Teaching Method	Times Used	Number of Teachers Reporting
Conference method	1	2
	2	1
	4	1
	5	2
	6	2
	7	2
	10	5
	15	1
	20	1
Total	70	17

The conference method in teaching as used in this study means exchanging of views or ideas by the whole class and the teacher through informal discussion until a reasonable or definite answer to a question has been established.

Seventeen teachers reported using the conference method in teaching. The frequency of using this method in teaching varied from one single conference to twenty class periods used by another teacher in which the conference method in teaching was utilized.

TABLE XXVI

USE OF THE DEMONSTRATION METHOD IN ADULT CLASSES

Teaching Method	Times Used	Number of Teachers Reporting
Demonstration Method	1	2
	2	5
	3	1
	5	2
	6	2
	20	1
Total	37	13

The demonstration method in teaching as used in this study would include activity on the part of the teacher or other persons who would explain or show how to perform by actually going through the actions with the class observing the actions and the finished work.

Only thirteen teachers reported using demonstrations as a method in teaching. This method was used from one to twenty times. The demonstration method is applicable to use inside the classroom or out in the field. Its use varies greatly and is not confined to any particular job or problem.

TABLE XXVII

USE OF RESOURCE SPEAKERS IN ADULT CLASSES

Teaching Method	Times Used	Number of Teachers Reporting
Outside or resource speakers	1	2
	2	2
	3	2
	4	3
	5	1
	8	1
	10	1
	20	1
Total	53	13

This method in teaching is probably the most overworked of the teaching methods mentioned. No doubt it is one of the "easiest" on the vocational agriculture teacher. Little class preparation is made on the part of the teacher. One major objection to use of this method to excess in either a young farmer or adult class would be that the vocational agriculture teacher might tend to "lose identity" with the class so far as teacher-class relation as the agricultural leader is concerned.

TABLE XXVIII

USE OF VISUAL AIDS IN ADULT CLASSES

Teaching Method	Times Used	Teachers Reporting
Visual education (films, slides, and filmstrips)	1	3
	4	1
	5	7
	10	3
Total	20	14

Fourteen teachers used films, filmstrips and slides. The most frequent case in which this method was used was ten.

With the great assortment of good films, filmstrips and slides that are available today, here is one method in teaching that is practically untouched by the teachers used in this study.

It is observed in this study that the schools using visual education the most as a method in teaching, and holding the adult classes in the community where the members lived rather than at school, had the greatest attendance in every instance.

TABLE XXIX

USE OF LECTURE METHOD IN ADULT CLASSES

Teaching Method	Times Used	Number of Teachers Reporting
Lecture	1	5
	2	1
	3	3
	10	1
Total	16	10

The lecture method in teaching was the least used of the methods reported. Only one teacher used it as a teaching method on one-half of his classes. This is probably the least desirable method to use in young farmer or adult farmer classes.

TABLE XXX

USE OF TOURS IN ADULT CLASSES

Teaching Method	Times Used	Number of Teachers Reporting
Tours	1	1
	2	6
	3	5
	7	1
	10	1
Total	23	14

Tours up to two and three days in length were reported. However, a forty-eight hour tour cannot be accepted as meeting forty-eight hours of the required seventy-two hours in young farmer and adult farmer classes. Time spent in travel is not accepted as educational. Shorter field trips were listed as much more desirable. Attendance was greater and expense, especially transportation, was much less. The two and three day length field trips were used when the teacher took three to five farmers to distant agricultural meetings or on livestock and pasture tours.

TABLE XXXI

USE OF FIELD TRIPS IN ADULT CLASSES

Teaching Method	Times Reported	Teachers Reporting
Field Trips	1	3
	2	3
	3	2
	4	2
	5	2
	6	1
	10	1
Total	31	14

Several teachers reported that it was impossible to definitely state the method in teaching used. Oftentimes two, three, or even four methods would be employed during a single lesson period. (These teachers are therefore not included in this set of tables.) From thirteen to seventeen teachers definitely used one of the methods listed as the primary method in teaching a particular problem.

On the whole, instructors participating in this study used a variety of methods in teaching. Two methods were probably overworked--lecturing, and using outside speakers--and these, according to educators, are the weakest ones of all.

PROVIDING RECREATION FOR YOUNG AND ADULT FARMER CLASSES

Approximately 57.1 percent of the schools reporting young farmer and adult farmer classes do not use a class period for recreational purposes. However, 42.9 percent did use one or more class periods for recreation.

Regreational activities enjoyed most by young farmers as reported by teachers using one or more class periods for recreation:
(Listed in order of popularity as reported by these teachers)

1. Picnics
2. Basketball
3. Movies
4. Story telling -- jokes
5. Ice cream suppers

Recreational activities enjoyed most by adult farmer classes as reported by nine teachers devoting one or more class periods to recreation:

1. Outing -- picnic
2. Dominoes, cards and checker games
3. Fishing trips
4. Barbecues
5. Ice cream suppers
6. Family night -- mixer -- story telling and sitting games

From this study more interest was noted on the part of the adult farmers and their desire for recreation than was observed from the young farmers. Adult farmers enjoy a quiter form of recreation, activities requiring less physical strain, and more group participation.

PROVIDING EDUCATIONAL INSTRUCTION FOR THE WIVES OF YOUNG AND ADULT FARMERS

Only two schools reported that instruction was offered for the wives of young and adult farmers at the time the men were in class. Nineteen teachers, 90.5 percent of the twenty-one schools reporting, do

not offer any type of educational activities for the wives of agriculture class member.

Several schools reported that their home economics instructor was doing a fine job with adult education, but the work of the vocational agriculture teacher and vocational home economics teacher was not co-ordinated.

Of the several schools that reported this condition, plans were being developed to bring both the farmer and his wife into class the same evening. Lack of time, funds, equipment, and facilities were listed as the problems to be solved before the adult education program could expand to meet both the needs of the farmer and his wife.

USE OF EXPERIENCED FARMERS IN THE CLASSROOM

Every teacher reported the use of experienced farmers in the classroom to help put over a point covered by the lesson. The use of experienced, successful farmers in putting a new farming practice into use was practiced by every teacher. The use of these farmers in carrying out a good class discussion period was rated as one of the farmer's more valuable contributions to the class and the agriculture teacher.

WRITTEN JOB SHEET TO CHECK PROGRESS OF ADULT CLASS MEMBERS

Two teachers use a written job sheet to check up on the advancement of their adult program. This sheet lists the jobs of the farm that should be done and the approximate time that they should be completed. Either the agriculture teacher or the farmer can check off the item of work as it is finished.

Nineteen teachers reported that they did not use a written job sheet, but several had an oral understanding with the farmers and kept reminding them of the job and time until the job was completed, or the season for doing the work passed.

PERSONAL VISITS MADE TO THE HOME OF THE ADULT CLASS MEMBER AFTER THE PERIOD OF INSTRUCTION HAD CEASED

Every instructor reported making personal visits to the home farm of the adults, but several of these trips were not planned and were unorganized. It would be hard to evaluate how much teaching could be accomplished by this visitation program when the farmer probably did not know that he was to be visited. It is acknowledged that field trips, tours, or demonstrations that are to be carried out on a farmer's farm must be well planned, organized, and the farmer contacted for permission before a class is to be taken to the farm. If this amount of organization is necessary before a class is to be taken to a farm, it would be logical to assume that better results could be accomplished with the farmer if he knew when the teacher was to visit his farm.

CALENDAR OF WORK OF ONE VOCATIONAL AGRICULTURE TEACHER
USED IN THIS STUDY

BEEF PRODUCTION

Month		
January	1.	Check on wintering ration
	2.	Check on minerals and salt
	3.	Treat for grubs if needed
	4.	Spread barnyard manure weekly
February	1.	Treat for grubs if needed
	2.	Dehorn calves -- castrate and vaccinate
	3.	Check on wintering ration
	4.	Breed cows for early fall calves
March	1.	Dehorn, vaccinate and castrate calves
	2.	Sow lespedeza seed over pastures
	3.	Tattoo and register purebred calves
April	1.	Spray for horn flies and ticks
	2.	Turn livestock on native pastures
	3.	Provide mineral supplement
	4.	Thoroughly clean all feed lots and stables
May	1.	Control horn flies and ticks
	2.	Pasture tours
	3.	Vaccinate all new calves
June	1.	Spray for flies and ticks
	2.	Cull cow herd on basis of calf crop
	3.	Put up winter hay supply

Month		
July	1.	Spray for flies and ticks
	2.	Supply minerals
	3.	Check water supply
	4.	Check for pink eye and screw worms
	5.	Mow pastures for weed control
August	1.	Control flies and ticks
	2.	Check for pink eye and screw worms
	3.	Check water and mineral supply
	4.	Plan for winter pasture
	5.	Repair lot fences and feed troughs
September	1.	Order winter protein supplement
	2.	Control flies and ticks
	3.	Seed winter pastures
	4.	Wean calves
October	1.	Vaccinate all calves kept over
	2.	Prepare purebreds for sale
	3.	Cull herd and separate cows from heifers
November	1.	Control of grubs and lice
	2.	Provide mineral mixture
	3.	Start winter feeding program
	4.	Remove bulls from herd
December	1.	Treat for lice and grubs
	2.	Dehorn, castrate, and tattoo calves
	3.	Control diseases and study feeds

CALENDAR OF WORK

Eight teachers reported using a calendar of work to be followed throughout the year. Thirteen schools reported that they did not follow a calendar of work in their adult educational program.

The sample calendar of work may not be complete, but it does provide for a follow through on practices and an appropriate time for carrying out each practice. It is much better than no work program. If the teacher has a calendar of work approved or formulated by the members of his adult classes, he is more likely to achieve better results in his teaching program than he would if no definite job or time was suggested. If the class helps to formulate the calendar of work, and approves it after it has been set up, then individual members are more likely to follow these recommendations on their home farms.

COPY OF AN ADULT CLASS PROGRAM USED BY A SCHOOL OF THIS STUDY

ADULT WORK -- outline by months for evening classes as conducted during the school year of 1951-52

Month	Enterprise	Problems	Method of Instruction
January	A) soil conservation	use of cultivated land	conference and field trips
	B) soil conservation	use of fertilizers (starter and sidedressing)	conference and purchase of fertilizers as a group
	C) livestock	grub and lice control	home visits with the state spray truck operated by local F. F. A. Chapter
February	A) crops	A) selection of adapted Hybrid corn varieties	conference and group purchase of seed corn
		B) cotton selection of varieties	conference
	B) livestock	A) control of grubs and lice	field trip to homes
	C) poultry	A) securing baby chicks	conference and individual help
March	A) pastures	A) establishing bermuda	conference and secure county bermuda planter and sod grass
		B) overseeding with lespedeza	conference
April	A) livestock	A) animal sanitation (treatment for Milk Fever and Bloat)	conference and field trip to homes having trouble
May	A) livestock	A) control of ticks and flies	conference on spray materials

Month	Enterprise	Problems	Method of Instruction
	B) pastures	A) establishing better pastures	pasture tours of outstanding farmers and ranchers in county. Coalgate pasture tour
June	A) livestock	A) fly and tick control	home visits and spray
July	A) livestock	A) fly and tick control	home visits and spray stock
August	A) livestock	A) fly and tick control	home visits and spray stock
September	A) pastures	A) seeding fall and winter legumes and grasses	conference
	B) poultry	A) culling the laying flock	discussion, demonstration
	C) swine	A) farrowing fall pigs	conference
	D) crops	A) selection and storage of planting seeds for next year	conference
October	A) livestock	A) controlling cattle lice	conference and trip to home to spray cattle
	B) home improvement	A) home and yard beautification	conference
November	A) livestock	A) control of lice and grubs	conference and spraying stock
		B) feeding minerals	conference and mix mineral in farm shop for stock. Conference and home visits
		C) wintering the breeding herd	
December	A) home improvement	A) electricity and running water	have public service give free demonstration and display new equipment

The adult class program listed in this study shows how one teacher conducted his class for a year. The enterprises taken up for study, jobs or problems singled out of that enterprise - by his advisory board and the class itself - for study, and then the method of instruction as to how each problem was to be presented to the class was listed. It is observed that he used nine different methods in teaching these problems.

By using a class program, the class members will know what enterprise, problem, and the time or month that this particular problem will be presented to the class.

SUMMARY AND CONCLUSIONS

Some of the greatest problems confronting the vocational agriculture teachers in planning, organizing and carrying out young and adult farmer classes were found to be: (1) many teachers are not well enough acquainted personally with the farmers within their school service area because of the recent establishment of the agriculture department, or the teacher's recent employment in the school; (2) extra-curricular activities of the school require much of the teacher's time; (3) the All-Day class program and the Future Farmers of America chapter activities require many hours beyond the allotted classroom time; (4) the supervised farming program of the All-Day boys calls for many hours of personal supervision; (5) central places are not established throughout large school districts for holding adult classes; (6) class instruction is not organized into teaching units; (7) community service, or personal services required on home farms within the community, use much of the teacher's time and is not counted toward meeting part of the seventy-two hours of adult class work required if he is teaching on

Plan D.

The older teachers reported better class organization, and also greater use of key groups and advisory boards in bringing about the condition. They were able to spend fewer hours on community service work and devoted more time to group instruction.

From results found in this study, it would appear feasible to take into consideration the informal as well as the formal teaching load of the vocational agriculture teacher in setting up the number of required hours of young and adult farmer classes.

In organizing and carrying out a young or adult farmer class the following steps were recognized as important ones by the twenty-one teachers of this study: (1) select a "key group" or "advisory Board" of prominent, alert, industrious young farmers to help with the planning, organization, and conducting of the classes; (2) agriculture teacher contact every prospective young farmer class member, also have key group members contact prospective class members; (3) remind class members by postal card or letter a day or so before class time of the meeting date; (4) at the first or second meeting of the class, organize class with officers, work committees and discuss such matters as a constitution, membership dues, and age limitation on membership; (5) with key group or class as a whole, select units of work that are to be used for class instruction; (6) set regular class meeting dates and the unit of instruction that is to be covered; (7) use a variety of methods in teaching - conference method, demonstration, visual education (films, slides, charts, etc.), tours and field trips, and use of resource personnel which will enable the teacher to do the best job of teaching; and (8) use a job check sheet, personal visits, or whatever other assistance

is needed to get the young farmer class members to put into practice on their home farm the practices approved in the classroom.

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Thesis: PROBLEMS AND PROCEDURES USED IN PLANNING, ORGANIZING AND CARRYING OUT AN ADULT EDUCATIONAL PROGRAM IN TWENTY-ONE VOCATIONAL AGRICULTURE DEPARTMENTS IN SOUTHEASTERN OKLAHOMA

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