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## Evaluation of adult education in vocational agriculture during 1952-53

Louis C. Taylor

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To the Graduate Council:

I am submitting herewith a thesis written by Louis C. Taylor entitled "Evaluation of adult education in vocational agriculture during 1952-53." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural and Extension Education.

Bonard S. Wilson, Major Professor

We have read this thesis and recommend its acceptance:

A. J. Paulus

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)



July 21, 1954

To the Graduate Council:

I am submitting herewith a thesis written by Louis C. Taylor entitled "Evaluation of Adult Education in Vocational Agriculture During 1952-53." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Education.

Bonard Wilson  
Major Professor

We have read this thesis  
and recommend its acceptance:

Dr. Finck

A. J. Paulus

Accepted for the Council:

E. H. White  
Dean of the Graduate School



EVALUATION OF ADULT EDUCATION IN VOCATIONAL AGRICULTURE  
DURING 1952-53

222  
333

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A THESIS

Submitted to  
The Graduate Council  
of  
The University of Tennessee  
in  
Partial fulfillment of the Requirements  
for the degree of  
Master of Science

---

by

Louis C. Taylor

August 1954





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## CHAPTER I

### INTRODUCTION

#### General Introduction

The Smith-Hughes Act that originally introduced vocational agriculture in 1917 contains the statement "that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designated 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." This provides the basis for acceptance by many teachers of vocational agriculture that teaching adults is part of their jobs.

In Tennessee, interest has increased greatly in recent years but no study has been made to determine either the practices used in carrying out this part of the program or in establishing practices to be used.

#### Statement of the Problem

It was the purpose of this study to determine what practices are followed by Tennessee teachers of vocational agriculture in planning, conducting and evaluating educational programs for adult farmers in Tennessee and to evaluate those practices in light of criteria selected by the investigator from writings on the subject, discussion with people intimately acquainted with the work and his own judgement.



### Importance of the Study

Since the study determined the practices teachers of vocational agriculture are presently using in their adult programs, it will emphasize the situation to supervisors of agricultural education. It also provides supervisors with a tool for improving adult education in vocational agriculture in Tennessee. Teacher educators will find material assistance in organizing courses in adult education both on the graduate and undergraduate levels for those who are preparing to teach vocational agriculture. Present teachers of vocational agriculture will be provided with a basis for setting up new adult programs or improving existing ones. Teachers in other fields will be able to use some of the same practices for organizing programs of adult education in their own field. Finally, the study has value to the investigator in establishing a pattern for organizing future programs of adult education in vocational agriculture.

### Definition of Terms

Construct is defined as the product formed by putting the constituent parts in their proper place and order. It was an attempt to include all facets of adult farmer education.

The term adult class was interpreted to mean a class meeting the minimum standards set up in the Tennessee program of work. It was reported to the State Supervisor of Agricultural Education and he gave credit for a completed adult class.

The adult education program includes all the adult classes taught and is used synonymously with adult farmer classes or simply adult



classes. It was used in referring both to the State program and the program of a single community.

Course of study is defined as the jobs the class will study during the year listed as to the class meeting when they will be studied.

Supervisors of vocational agriculture refer to all the people in Tennessee whose duties include supervising teachers of vocational agriculture. This includes the State supervisor, assistant State supervisors and district supervisors.

Resource person is defined as one regarded as an expert in his field who is invited to a class meeting but utilized in solving problems of the members of the class rather than being permitted to make a general talk.

#### Terms Used Synonymously

Agricultural education--vocational agriculture

Adult education program--adult farmer classes

Course--class

#### Scope of the Study

In developing the situation, an attempt was made to obtain information from all the teachers of vocational agriculture in Tennessee who conducted adult farmer classes during the 1952-53 school year. Only those adult classes reported to the State Supervisor of Agricultural Education were considered in this study.



Analysis of the Study

The study may be analyzed into the following questions:

1. What are the characteristics of the adult education programs in vocational agriculture in Tennessee relative to:
  - a. The teacher?
  - b. Organizing the class?
  - c. Planning the course content?
  - d. Conducting the program?
  - e. Evaluating the program?
2. What should an adult education program be relative to the areas mentioned in one above?
3. What changes are needed to bring about an improvement in the present program?

Review of Related Literature

Phipps<sup>1</sup> encourages working through school administrators and making maximum use of farmers either on an advisory council or committee set up for the class being organized. These farmers were to participate by enrolling the members, determining policies and course content. He gives specific suggestions as to procedure, size of class, and methods of teaching.

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<sup>1</sup>Lloyd C. Phipps and Glenn C. Cook, A Handbook for Teaching Vocational Agriculture (Danville, Illinois: The Interstate Printers and Publishers, 1952), pp. 501-40; 582-618; 667-73.



Ekstrom<sup>2</sup> urges teaching a limited number of men directly concerned with the course of study in each adult class, use of an advisory group composed of farmers, maximum use of community teaching facilities and on-farm supervision.

Hamlin<sup>3</sup> stresses maximum use of advisory councils and/or committees and sets forth step by step procedure for organizing, conducting and evaluating the program of adult education. He encourages helping with all problems confronting rural adults even if not strictly agricultural.

Hammonds<sup>4</sup> develops the case for adult education and advances the use of advisory groups but stresses the important role of the teacher. His conception of a supervised farming program is based on that used with high school students. He urges that planning be detailed and projected a number of years in advance.

Murray and Biser<sup>5</sup> surveyed one hundred twenty-seven teachers who were regarded by their respective state supervisors as having successful adult and/or young farmer classes. These teachers were

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<sup>2</sup>George F. Ekstrom and John B. McClland, Adult Education in Vocational Agriculture (Danville, Illinois: The Interstate Printers and Publishers, 1952), pp. 39-147.

<sup>3</sup>Herbert M. Hamlin, Adult Education in the Community School (Danville, Illinois: The Interstate Printers and Publishers, 1950), pp. 252-98.

<sup>4</sup>Carsie Hammonds, Teaching Agriculture (New York: McGraw-Hill Book Company, Inc., 1950), pp. 242-86.

<sup>5</sup>Ray A. Murray and Lloyd C. Biser, Successful Young and Adult Farmer Classes, Mimeograph, University of Maryland, College Park, Maryland, 1953.



scattered throughout the United States. The survey collected information as to how these teachers handled their adult classes and also their opinions as to how some of the activities should be carried out. In the latter part of the study, Murray and Biser include complete descriptions of several of the classes.

Fleenor<sup>6</sup> included teachers from twenty states grouped around Missouri with Missouri being located as the center of the group. He studied characteristics of teachers who were teaching adults, how classes were organized and members enrolled, methods of teaching and supervision and general results of the classes.

McDougal<sup>7</sup> stresses importance of individual contact by the teacher of vocational agriculture but suggests maximum use of farmers in organizing and teaching the adult classes. He believes in definite organization and regular meetings year round but more frequent meetings during the slack season. He feels social needs should be considered and suggests refreshments after each meeting.

Kitts<sup>8</sup> lists some requirements for a successful adult class. These are publicizing the adult program adequately, democratic planning and organization, use of conference or discussion method of teaching with a minimum of outside assistance, follow-up with On-farm

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<sup>6</sup>B. H. Fleenor, Adult Education in Vocational Agriculture (Topeka: Kansas State Printing Plant, 1932).

<sup>7</sup>Henry L. McDougal, "Barnyard Philosophies," Agricultural Education Magazine, 25:105, November 1952.

<sup>8</sup>Harry W. Kitts, "Working With Farmers," Agricultural Education Magazine, 24:66-8, September 1951.



instruction and adoption of improved practices by farmers.

#### Method of Procedure and Sources of Data

The procedure followed was to make a review of recent literature devoted to the subject of adult education in vocational agriculture. From these readings and discussions with teachers and teacher educators, the investigator set up a Construct showing his opinion of the characteristics necessary for a good program of adult education in vocational agriculture. Included in this Construct were many evaluative criteria that became the basis for developing a survey form used in collecting data from teachers of vocational agriculture.

A list of the teachers of vocational agriculture in Tennessee who reported adult classes during the 1952-53 school year was obtained from the office of the State Supervisor of Agricultural Education. The decision was made to survey all who had completed adult classes during the specified period of time.

The survey form was used in interviewing eleven teachers and was mailed to the remaining one hundred fifty-one teachers who taught adults. Completed survey forms were returned by ninety-nine teachers. These added to the eleven interviewed gave a total of one hundred ten to include in the study. No follow-up cards were sent due to the high percentage of initial return.

A further breakdown by district shows good cross sectional coverage. Forty-two survey forms were sent to East Tennessee with thirty-one returned. In Middle Tennessee the numbers were seventy-nine sent and forty-eight returned completed. Forty-one were sent to West



Tennessee teachers and thirty-one were returned completed.

Several counties either had no teacher reporting adult classes or the teacher(s) did not respond to the survey form. East Tennessee counties not represented in the study are Bledsoe, Blount, Campbell, Cocke, Hamblen, Johnson, McMinn, Marion, Meigs, Polk, Roane, Sequatchie, Unicoi, and Union. Middle Tennessee counties not represented are Bedford, Cannon, Cumberland, Franklin, Giles, Grundy, Hickman, Houston, Humphreys, Lewis, Montgomery, Moore, Perry, Pickett, Smith, and Van Buren. West Tennessee counties not represented are Benton, Chester, Decatur, Fayette, Hardeman, Haywood, Lake, and Shelby.

#### Assumptions Made

1. Adult education in vocational agriculture in Tennessee needs to be improved.
2. Certain practices are known that if followed will increase the effectiveness of an adult education program.
3. The practices selected by the investigator form a valid unit of comparison.
4. Evidence collected from teachers is an accurate portrayal of their activities relative to adult education.

#### Organization of the Study

Chapter I introduces the study and sets forth the procedure followed in making it.

Chapter II presents the Construct developed by the investigator.

Chapter III presents the situation that exists in adult education in Tennessee as determined through tabulating and summarizing the data



collected from teachers of vocational agriculture.

Chapter IV compares the situation with the construct of what should be to bring about a more effective program of adult education.

Chapter V summarizes the study, draws conclusions and makes recommendations for improving our present program and poses questions for further study.



## CHAPTER II

### CONSTRUCT

#### Explanation of Construct

In this Construct, the investigator attempted to set forth the best known practices in organizing, conducting and evaluating programs of vocational agricultural education for adult farmers. The ideas were gleaned from many sources and adopted by the investigator. Some of these sources were literature reviewed in Chapter I, other articles from The Agricultural Education Magazine, and discussions with teachers of vocational agriculture and teacher educators. The ideas presented have been tried under varying circumstances and are assumed to be adapted to most conditions. The Construct will be used as a unit of comparison in evaluating the adult education program in Tennessee and from the resulting differences, recommendations for improvement will be made.

#### The Case for Adult Farmer Education

In most rural school service areas, adult farmers greatly outnumber the high school students who plan to farm. These farmers are important for many reasons. Two of the more important of these are: first, farmers help formulate community policies which influence the degree of success attained by the teacher of vocational agriculture; secondly, they are in a position to improve farming in the community by putting the improved practices into immediate use. Past experience has shown that farmers will attend good courses and will use the practical



knowledge gained from the classes.

If we agree that education should be for those who need it, want it, and can profit by it, we must include this large group of farmers.

The teacher of vocational agriculture also profits from working with the adult group. Adult classes are good public relations that inform the people of what the teacher is doing. He develops into a more professionally competent and adaptable person through working with this group. Accomplishments with high school students are greater when they are sure the teacher can deal with real problems and the attitude of parents becomes more favorably inclined toward the program of vocational agriculture.

### Planning the Adult Program

#### Who Should Plan?

The adult farmer program should be planned by the teacher of vocational agriculture and an advisory council or committee with the teacher taking the leading role. Obtaining help in planning from such a community group will increase interest in the program and insure developing one to fit the community. The experiences of the group will largely determine how much of the burden will rest with the teacher.

School administrators should be invited to the planning sessions. If they do not attend, they should still be consulted to gain their approval and any usable suggestions they may have.

Individual classes should be planned by the teacher and a committee from the proposed class prior to the first meeting of the class. A disorganized first meeting where prospective members receive nothing of



educational value may result in their failure to attend later meetings.

### What Should be Planned?

The adult farmer program should be planned as a part of the total vocational agriculture program and should cover a period of years. During this period of time, plans should be made to reach all of the farmers in the community who are interested in attending adult classes.

Systematic classwork and supervision must be planned if desirable changes are to be brought about in farming practices.

The number of classes to plan for is based on several factors. Some of these are community farming needs, facilities and finances available, interest of farmers and available time of teacher(s). Farmers may have unrecognized needs and in this case it is the responsibility of the teacher to lead them to recognize these needs.

Time and place of meetings must be planned for the convenience of the farmers who will attend the class. If the service area is large, better attendance will be obtained by meeting in small community centers.

Plans for collecting, tabulating and interpreting information concerning the adult program should be set up before classes start. This will include developing a set of standards to fit the community. These standards are based on data available about the community and on the judgements of the advisory group.

### Organizing

#### Gain Approval of School Administrators

Thoroughly discussing the adult education program with the school



administrators will usually be all that is necessary to gain their approval. If discussion does not gain the administrators' approval, take them to visit a community with a successful adult education program. Here they will have the opportunity to observe a class in action and talk with some of the farmers to get their viewpoint. If the administrators are still skeptical that farmers in your community will respond similarly to instruction, ask for the opportunity to proceed on a trial basis.

After plans for the adult class have been worked out, they should be submitted to both the superintendent and the principal for approval.

#### Use the Advisory Council

If you have an advisory council or are planning to organize one it should be used for the following:

1. Determining the agricultural needs of the school community.
2. Setting up realistic goals or objectives.
3. Planning how many classes to offer and selecting tentative sites for them.
4. Evaluating the effectiveness of the adult program.

An advisory council will be helpful but is not necessary for successful adult classes.

#### Use an Advisory Committee

The advisory committee should be made up of three to five farmers in the neighborhood where the class will be offered. This number is large enough to insure adequate community representation while small



enough to work together easily.

If an advisory council member lives in the community where the class is to be taught, he should be included as a member of the advisory committee. He has some experience in working in a group of this type and utilizing him helps bind the total vocational agriculture program together.

Other committee members should be selected from interested and capable farmers. Asking people in the community for nominations for the committee is a safe method especially when the teacher is new in the community. Consult superintendent, businessmen, principal of the elementary school, P. M. A. committeemen, county agent, and as many farmers as time permits.

Duties of the advisory committee in organizing the class will be setting up specific objectives for the class, selecting the course of study, contacting and enrolling members, setting time and place of meetings, advising the teacher on methods of instruction and content of lesson and assisting in providing adequate facilities.

To be successful, an adult class must grow out of the needs of farmers. Working with a committee of farmers will aid in meeting these needs.

#### How Should the Class be Organized?

The advisory committee should decide tentatively what will be offered. Members of the committee should then contact other farmers and get a definite commitment to attend. Membership cards will insure enrollment and encourage attendance. From these commitments, the teacher



of vocational agriculture can make plans for the handling of the class.

Additional interested members may be located through F. F. A. members, personal contact by the teacher of vocational agriculture, posters, letters and cards, telephone calls, announcements at elementary schools and news articles released through press and radio.

After the farmers have been enrolled, the teacher of vocational agriculture should visit each class member to determine his needs relative to the jobs the class will study. A well planned survey form will insure collection of information in a readily usable form. At a committee meeting prior to the first class meeting, committee members and the teacher of vocational agriculture should arrive at a tentative course outline based on the needs of class members as revealed by the surveys.

The course outline should provide for continuity by being organized on an enterprise basis or a cross-sectional unit of related jobs. An exception to this would be farm mechanics classes. Courses organized on either of the above bases will provide thorough learning in one area and prevent monotonous repetition of the same seasonal jobs year after year.

At the first class meeting a chairman and secretary should be elected by the group. Two members of the advisory committee are good possibilities for the jobs. The teacher should present a summary of his findings on the enterprise to be studied and tentative decisions the committee has made. Class members may then discuss and accept these plans or make new plans to better meet their farming needs. These administrative matters should be disposed of as quickly as possible to



allow time for a lesson at the first meeting.

#### When Should the Class be Organized?

Late fall or early winter afford the best opportunity for a successful class. At this season farmers in Tennessee usually have a slack period and the weather is usually pleasant so they are more willing to come to class. Habits of regular attendance can be established during the period of least competition from farm work.

#### Where Should the Class Meet?

The meeting place should be located conveniently for those enrolled and as near the center of the group as possible. Adult farmers should not be expected to travel more than five miles to attend class meetings. The high school vocational agriculture department is best equipped to handle the group but if distances to the department are great, take the school to the farmers. Elementary schools or community buildings may be used as a meeting place for the adult class.

#### How Many Farmers Should be Enrolled Per Class?

No definite number to enroll has been determined. Adult classes that were regarded as successful by the teacher who taught them have varied from less than ten to fifty or sixty. The number to enroll depends upon the subject, facilities available and amount of individual attention to be given.

Small classes of ten to twenty are usually more effective. In this size class farmers with similar problems can be grouped together insuring more regular attendance because each meeting deals with problems



of every member. If the group falls much below ten it is difficult to keep discussion going and not enough farmer experiences are considered. In a class of thirty or more many individuals will not enter into the discussion. By limiting active participation of some their interest will be lost. The investigator feels that a minimum of ten and a maximum of thirty enrolled is the desirable range in size for most effective classes.

### Conducting the Adult Program

#### Who Should Teach?

The teacher of vocational agriculture should teach the classes if possible. He is trained for skill in teaching in addition to his knowledge of technical agriculture so he should be the most capable person in the community for the job. If time does not permit, he may use special instructors under his direct supervision. These instructors should be:

1. Experienced in the area they are to teach.
2. Respected in the community.
3. Able to get along with people.
4. Able to learn.
5. Appreciative of the importance of agricultural education.

Scheduling a series of guest speakers and turning the period over to them fails to make use of the capabilities of the teacher of vocational agriculture. Since he did not do the teaching it is unlikely that he will supervise effectively resulting in a low rate of adoption of improved practices. Use of specialists should therefore be minimized. When used,



they should be utilized in helping solve actual problems of the farmers who are enrolled in the class rather than permitting them to make a general talk.

Farmers themselves may teach classes. Usually they will be used in short talks, as a member of a panel or in a demonstration.

#### When Should Meetings be Held?

Evening is the usual time for holding meetings of adult classes. Considerations that make this the most practical time are the teacher is busy with high school students during the school day and farmers are busy working on their farms.

Food processing and special events as field trips and tours are of necessity held during the day. The afternoon is also a suitable time for class meetings if the teacher and farmers have time available for them. In most cases afternoons cannot be used due to time requirements of other activities.

#### What Methods of Instruction Should be Used?

The method of classroom instruction that has proven most practical is group discussion with the teacher serving as discussion and presenting factual data to be considered in arriving at conclusions. For success in teaching adults, the teacher must follow democratic procedures with a minimum of reading, frequent demonstrations and a wide usage of visual aids.

Farm visits allow for a greater amount of individual instruction and connect the school and the home farm. The number of improved practices adopted is directly affected by the number of instructional



on-farm visits made by the teacher. On-farm visits also make possible the determining of other immediate problems and help in solving them.

In the classroom, whole group and small group instruction are the most practical with adult farmers while in shop and on the farm visits small group or individual instruction can best be used.

#### Length of the Course

In Tennessee, the minimum number of meetings for a reportable adult class is twelve. It is the opinion of the investigator that an adult class should meet for a greater number of times. To maintain contact with the farmers, the class should meet year round. Once a month will provide the minimum number of meetings mentioned previously. Farmers have a slack season in late fall and early winter during which they have already demonstrated they will attend and profit from more frequent meetings. The investigator is submitting that meeting once a week for two or three months during the fall and early winter and monthly during the remainder of the year is the most desirable course organization for adult farmer classes. This system will provide eighteen to twenty-one meetings during the year.

#### Length of Class Meetings

Classes should have a definite starting and closing time so farmers can plan accordingly.

For classroom instruction the best length of meeting is one and one-half to two hours. On some jobs interest may be maintained for longer period, but it is best to interrupt before all interest is gone to improve attendance at the next meeting. Where interest is high some may remain



after the class meeting is officially ended to discuss the problem but those who want to are free to go. If the job is completed before the set closing time nothing can be gained by dragging it out so the meeting should be adjourned.

Field trips and tours will require more time if anything is to be accomplished. They will usually be taken during the day and will require a half-day or possibly a whole day. The group should decide the amount of time to spend in this manner.

Farm mechanics classes should be longer than classroom meetings. Time is required in getting started on a job and in cleaning up and putting the tools away at the end of the class period. Also members are moving about rather than sitting in one position and, consequently, will maintain interest for a longer period. Two to three hours seems to be the best length for farm mechanics class meetings.

#### Supervised Farming Programs

The Smith-Hughes Act included the requirement that each student have a supervised farming program for at least six months during the year. The reasons for this requirement are to offer vocational agriculture only to those who are farming, deal with real problems by closely relating class work to farming programs and to inform the teacher what students are doing and the results they are getting so he is in a position to help them analyze and solve their problems.

Farmers are not expected to have a supervised farming program of the type carried out by high school students but if the teacher is to help he must know what they are doing, what results they are getting and what



improved practices they plan to adopt. This adoption of improved practices learned in class with supervision by the teacher when needed becomes the supervised farming program of adult farmers enrolled in classes. The teacher must assume responsibility for following up class-work with on-farm supervision to get improved practices adopted.

Some characteristics of the supervision rendered by the teacher are as follows: A minimum of three visits per enrolled farmer made as the need arises. Individual instruction should be given on each visit. Time and length of visit should be adapted to suit the farmer and critically busy times should be avoided unless the teacher has a real contribution to make that cannot be taken care of at a later date. The teacher should avoid spreading diseases from farm to farm. Finally, the teacher should make a record of all visits including enough detail to make the records useful later. The record should include a minimum of date, name of farmer, purpose, and accomplishments.

#### Group Activities and Organizations

In several cases cooperative organizations have been the outgrowth of an adult class. Some points for consideration before starting a cooperative are that a definite need exists and it should cooperate with rather than compete with existing organizations. This will foster good community relations and prevent blame for splitting the community from being placed on the teacher of vocational agriculture.

Some advantages of a needed cooperative growing out of an adult class are economic benefits that accrue to farmers, training in co-operation that can be applied to other enterprises and the development



of group solidarity.

### Awarding Certificates

Certificates should be awarded those farmers who attend a high percentage of all class meetings. Ideally this should reflect the benefit derived from the class but since the investigator has no suggestion for accomplishing this he settles for attendance.

Reasons for awarding certificates are that farmers appreciate recognition as shown by food production awards hung in conspicuous places; it provides a convenient closing point for the year especially for classes that are to be continued; the presentation meeting provides a logical time for reviewing accomplishments of the course; and attention is focused on the adult program giving it some needed publicity.

### Recreation and Refreshments

Recreation and refreshments have value especially in areas where activities of this nature are limited. Care must be exercised to prevent interference with the more important phases of the adult program.

Some values of these activities are that they help in social adjustment, bring out leadership, create favorable attitude toward the whole program and educate participants in the use of leisure.

The last meeting is a good time for a social and recreational meeting. Activities should be suited to the age group enrolled in the class and should be well planned.

### Relating to Other Programs

By interrelating the total vocational agricultural program the teacher



will be able to accomplish more in the time he spends, and stimulate interest between groups which will result in better success in reaching overall community objectives.

Meeting at the same time and place as the class for women taught by the home economics teacher facilitates transportation by making travel to the center by husbands and wives possible. Also, joint meetings can be easily arranged for common problems and socials.

Problems that cross community lines such as pest and disease control can only be solved by a coordinated effort with classes in adjoining communities.

#### Evaluating the Adult Program

In evaluating the adult program evaluators are interested in measuring changes in the individual class members that result in improved farming. Since changes in people are difficult to measure, the investigator advocates measuring the changes in farming practices until more accurate evaluative criteria are developed. To measure changes in practices, it is essential to know what practices farmers were following at the start of the class and changes or plans for changing practices at the end of the class. If the class is organized on the enterprise basis an enterprise survey will provide information on practices used by farmers. Classes organized on other bases will require a series of job surveys or in the case of farm mechanics a check of the skills possessed by each member of the class. These surveys will also be helpful in determining what to teach. If anyone objects to data on his farming program



being revealed it may be averaged in with data collected from other members of the class and his privacy will be protected yet increase the accuracy of appraisal of the effectiveness of the class.

The teacher of the class or the class secretary should keep a record of intentions of each class member relative to each job studied. On supervisory visits the teacher will be able to assist the farmer with practices he intends to adopt and determine what improved practices he is using as a result of the instruction he has received. Time at the last class meeting for the year can be wisely spent in summarizing accomplishments for the year with the class. Maximum attention should be given to encouraging farmer contributions during the session.

If the teacher and committee are specific in setting up what the class is to accomplish and a record is kept of improved practices adopted by each farmer, then evaluation should be an orderly and rapid yet thorough process.



## CHAPTER III

### SITUATION

#### General

In obtaining the status of adult education in vocational agriculture in Tennessee eleven teachers or ten per cent were interviewed, and the survey form mailed to the remaining one hundred fifty-one who taught adult classes during the 1952-53 school year.

Tabulation of the results as shown on the survey form show a majority of teachers following one of the practices listed for each question in only a few cases. On most of the questions the answers were widely divided among the possible choices.

#### Discussion of Findings

The investigator wanted to know what factors influence the number of adult classes taught. Some of those included were personal characteristics as age, experience, and educational status. Others pertain to high school workload both in number of periods and number of students taught.

According to data collected, relationships do exist, but the investigator is not qualified to state if they are statistically significant. These relationships are brought out in the several succeeding tables. It should be kept in mind that these tables make reference to only those adult classes that were reported to the State Supervisor of Agricultural Education. No attempt was made to obtain information about those teachers who reported no adult classes for the school year 1952-53.



In Table I it is seen that teachers of vocational agriculture require some time in becoming established in teaching adult farmers. It further shows that the largest number of classes was taught by those teachers between the ages of thirty-one and forty and that the decrease in the average number of classes taught per year is marked after age forty. It is also interesting to note that only one teacher above fifty reported three adult classes completed during the 1952-53 school year.

Table II compares years of experience with the number of adult classes taught. Again it is interesting to note the increase in number of adult classes taught with years of experience in the range six to fifteen years over those of five years experience or less. Also there is a subsequent decrease in the average number of adult classes taught with greater amounts of experience.

Years in the community has a direct influence on the average number of adult classes taught as shown in Table III. The average number of classes taught by those teachers with sixteen to twenty-five years in the community was still greater than those with five years or less. Only one teacher who had been in the community three years or less taught more than one adult class. After twenty-five years in the community, the average number of classes dropped off sharply.

It is shown in Table IV that teachers with their Master's degree teach a larger average number of adult classes than do those holding a Bachelor's degree. This average is approximately 13 per cent greater than for teachers with a Bachelor's degree.



TABLE I

## AGE OF TEACHER RELATED TO NUMBER OF ADULT CLASSES TAUGHT

Age in Years	Number of Teachers	Number Who Teach			Total Classes	Average Per Teacher
		1	2	3		
30 or Less	17	12	4	1	23	1.35
31 - 40	49	25	20	4	77	1.57
41 - 50	28	17	7	4	43	1.53
51 or More	15	13	1	1	18	1.39
Total	109*	67	32	10	161	1.47

\*One teacher did not state age.



TABLE II

## YEARS OF EXPERIENCE RELATED TO NUMBER OF ADULT CLASSES

Years of Experience	Number of Teachers	Number Who Teach			Total Classes	Average Number Per Teacher
		1	2	3		
5 or Less	28	19	7	2	39	1.39
6 - 15	34	17	16	3	58	1.70
16 - 25	32	22	7	3	45	1.41
26 or More	14	10	2	2	20	1.43



TABLE III

## YEARS IN COMMUNITY RELATED TO NUMBER ADULT CLASSES

Years in Community	Number of Teachers	Number Who Teach			Total Classes	Average Number Per Teacher
		1	2	3		
5 or Less	38	25	10 <sup>a</sup>	3 <sup>b</sup>	54	1.42
6 - 15	44	23	18	3	68	1.54
16 - 25	22	16	3	3	31	1.48
26 or More	6	4	1	1	9	1.50

<sup>a</sup>Only one teacher with two adult classes had been in the community less than three years.

<sup>b</sup>No teacher with three adult classes had been in the community less than three years.



TABLE IV

EDUCATIONAL STATUS OF TEACHER RELATED TO  
NUMBER ADULT CLASSES TAUGHT

Degree Held	Number of Teachers	Number Who Teach			Total Classes	Average Number Per Teacher
		1	2	3		
Bachelor's	79	52	21	6	112	1.42
Master's	31	16	11	4	50	1.61



Tables V, VI, and VII relate the teaching load in high school to the number of adult classes taught. These tables indicate that teachers who had heavier high school teaching loads taught lesser number of adult classes.

In Table V, there was a drop in the average number of adult classes with the increase in number of periods per day taught in high school. This decrease is marked and progressive except for those teachers who taught seven periods per day and here the number was small enough that distortion was possible. Teachers who taught only three periods per day averaged 1.75 times as many classes as those who taught six periods.

Table VI at first glance seems to discredit any relationship but it considers only the number of vocational agriculture students a teacher has. Many teachers with small vocational agricultural enrollment teach other high school classes. Table VII gives a more accurate portrayal of the high school load by combining the number of students in other classes with the vocational agricultural enrollment. Teachers with the lighter high school load average teaching more adult classes than do those with heavier loads. Those teachers with forty students or less exceeded all other teachers in number of adult classes taught by 27.8 per cent.

Those teachers who taught vocational agriculture only averaged teaching a greater number of adult classes than did those who taught high school subjects in addition to teaching vocational agriculture. This is brought out by Table VIII. Although the range in number of adult classes per teacher was the same, a higher percentage of those who taught vocational agriculture only taught more than one adult class.



TABLE V

PERIODS PER DAY\*TAUGHT IN HIGH SCHOOL RELATED  
TO NUMBER ADULT CLASSES TAUGHT

Periods Taught	Number of Teachers	Number Who Teach			Total Classes	Average Number Per Teacher
		1	2	3		
3	7	2	3	2	14	2.00
4	36	20	10	6	57	1.67
5	48	30	16	2	68	1.41
6	17	15	2	0	19	1.12
7	2	1	1	0	3	1.50

\*Includes vocational agricultural classes, other subjects taught and study halls kept by the vocational agricultural teacher.



TABLE VI

NUMBER VOCATIONAL AGRICULTURAL STUDENTS RELATED  
TO NUMBER ADULT CLASSES

Number of Vo-Ag Students	Number of Teachers	Number Who Teach			Total Classes	Average No. Per Teacher
		1	2	3		
		Classes				
40 or Less	22	16	5	1	29	1.32
41 - 60	35	22	10	3	51	1.45
61 - 80	35	18	13	4	56	1.60
81 or More	14	10	2	2	20	1.43

Note: Two teachers did not respond to this question.



TABLE VII

## TOTAL NUMBER STUDENTS RELATED TO NUMBER ADULT CLASSES

Number of Students	Number of Teachers	Number Who Teach			Total Classes	Average Number Per Teacher
		1	2	3		
40 or Less	6	2	3	1	11	1.83
41 - 60	19	14	2	3	27	1.42
61 - 80	41	25	12	4	61	1.48
81 - 100	23	15	6	2	33	1.43
101 or More	16	9	7	0	23	1.43

Note: Five teachers did not respond to this question.



TABLE VIII

EFFECT OF TEACHING OTHER HIGH SCHOOL SUBJECTS  
UPON NUMBER OF ADULT CLASSES TAUGHT

Subjects Taught	Number of Teachers	Total Classes	Number Adult Classes	
			Average	Range
Vo-Ag only	64	99	1.54	1-3
Vo-Ag and other				
H. S. subjects	43	58	1.35	1-3



This resulted in their averaging  $1\frac{1}{4}$  per cent more classes than the teachers who taught additional high school classes.

Teachers who taught multiple classes met them more times than did those teaching one adult class. This is shown in Table IX. Those teachers who taught three adult classes had no class meeting less than twelve times and 60 per cent of them met more than twelve times per class. Only one class was reported as meeting less than twelve times among those teachers who taught two adult classes and 50 per cent of this group had classes meeting more than twelve times. Of those teachers who taught one adult class, six reported meeting less than twelve times and only 30 per cent reported more than twelve meetings per class.

Table X shows the practices followed by a majority of the teachers surveyed in organizing adult classes. A large majority of these teachers enroll the members of the class themselves, but obtain help from members of the class, either a committee or the whole class, in determining what is to be taught. By far, the most popular practice in enrolling members was to call a meeting and tentatively enroll all who attended. Those who attended 30 per cent or more of the meetings were included on the final roll. In 68.1 per cent of the cases men only were enrolled. Of the remaining classes some enrolled women in addition to men, and some enrolled boys that were still in school. All who wanted to attend were enrolled in 90 per cent of the classes with no attempt to limit enrollment to those directly concerned with the jobs to be studied except in the remaining 10 per cent of the classes. The classes were organized and met during the slack season only a slight majority of the time. This



TABLE IX

## NUMBER MEETINGS PER CLASS RELATED TO NUMBER ADULT CLASSES

Meetings Per Class	Number of Teachers	Number Who Teach		
		1	2	3
Less than 12	7	6	1	0
12	57	39	14	4
More than 12	40	19	15	6

Note: Six teachers did not reply to the question.



TABLE X

**PRACTICES FOLLOWED BY A MAJORITY OF TEACHERS  
IN ORGANIZING ADULT CLASSES**

Practice in Organizing	Follow Practice	Other Practices
<u>Vo-Ag teacher enrolls the members</u>	77	33
<u>Members help develop plans for course</u>	91	19
<u>Enroll men only</u>	75	35
<u>Enroll all who wanted to attend</u>	99	11
<u>Class met only during off-season</u>	61	49
<u>Vo-Ag teacher does not obtain administrative approval of plans</u>	82	28
<u>No extra money spent on adult classes</u>	78	32



majority was 55.4 per cent with the remaining classes meeting throughout the year. Table X shows that only 23.6 per cent of the vocational agricultural teachers in Tennessee get administrative approval of plans for their adult classes. If the teacher obtained approval of either the county superintendent or the principal, he was included among the group who obtained administrative approval. Finally, Table X shows that a few teachers spend any money directly on their adult program. Of the 35.4 per cent who did spend additional funds on adult work only one-third of them or 12.7 per cent of all teachers indicated that any money was appropriated by the school board to be applied to such a program. Several teachers stated that the money spent on the adult program was in almost negligible amounts.

Teachers who taught more than one adult class received help in organizing classes from members of the community a higher percentage of the time as shown by Table XI. Only 37 per cent of the teachers with one adult class obtained help from community members during organization of the class. This increased to 53 per cent of the teachers who taught two adult classes and 50 per cent of those who taught three classes obtaining help from community members in organizing classes.

Limiting enrollment to those directly concerned with the jobs to be studied increased regularity of attendance. Table XII shows there was a slight increase from limiting enrollment in those communities where there was one class and more marked increase in percentage of attendance in communities where there were two or three classes. The most impressive results were obtained in communities where there were three adult classes. In these communities, classes whose enrollment was limited to farmers



TABLE XI

NUMBER ADULT CLASSES TAUGHT RELATED TO WHO  
WAS RESPONSIBLE FOR ORGANIZING

Number Classes Per Teacher	Total Number of Teachers	Class Organized By			
		Teacher	Council	Teacher and Council	Req. By Farmers
1	68	43	1	5	19
2	32	15	0	4	13
3	10	5	0	3	2



TABLE XII

EFFECT OF LIMITING ENROLLMENT ON REGULARITY OF ATTENDANCE

Method of Enrolling Members	Number Classes Per Teacher		
	1	2	3
	Percentage Attendance		
All who wanted to attend	67	58	60
Only those directly concerned	70	75	85



directly concerned had an average percentage of attendance of 85 compared to 60 for classes where all who wanted to attend did so.

Regularity of attendance increases as the size of the class decreases as shown in Table XIII. Classes with an enrollment of thirty or less averaged 72 per cent attendance while those with more than thirty averaged 30 per cent attendance.

Table XIV shows teachers who taught two adult classes used more means for promoting and publicizing their adult programs. Those who taught one class used an intermediate number and the teachers who taught three adult classes used the lowest number of means for promoting and publicizing adult work. The means for promoting and publicizing were listed under two headings. One heading was mediums which included newspaper, radio, telephone, letters or postcards, and printed announcements. The other was listed as measures and included advisory council members contacting people, personal contacts by the vocational agricultural teacher, and F.F.A. members telling their parents and neighbors. This is a quantitative measurement only and does not attempt to determine quality. The more comprehensive programs either sell themselves or teachers who taught three adult classes concentrated on quality of promotion rather than using a large number of promotional means.

A higher percentage of teachers who taught two or three classes developed a unit of jobs to be studied prior to the first meeting of the class than did those teachers who taught one class. The numbers of teachers who followed the different methods of developing the course of study presented in Table XV. Twenty per cent of the teachers who taught three adult classes developed a unit of jobs to be studied prior to the



TABLE XIII

## REGULARITY OF ATTENDANCE COMPARED TO SIZE OF CLASS

Size of Class	Number of Cases	Percentage of Attendance
30 or Less	78	72
31 or More	27	30



TABLE XIV

## MEANS USED IN PROMOTING AND PUBLICIZING ADULT CLASSES

Number Means	Number of Classes Per Teacher		
	1	2	3
	Number Who Used		
1	2	-	1
2	7	2	2
3	19	6	3
4	14	8	1
5	15	9	3
6	9	5	-
7	1	1	-
8	-	1	-
Ave.	3.9	4.5	3.3

NOTE: One teacher did not indicate that he had used any means for promoting and publicizing his adult work.



TABLE XV

METHOD OF DEVELOPING COURSE OF STUDY COMPARED TO  
NUMBER OF CLASSES TAUGHT

Procedure Followed	Number of Classes Per Teacher			Total
	1 Number Following	2 Practice	3	
Unit developed prior to first class meeting	3	6	2	11
Unit developed by the class	29	9	6	44
Topic selected one month in advance	6	7	2	15
Topic selected one meeting in advance	23	7	1	31
Other	7	2	-	9



first class meeting; 18.4 per cent of those who taught two classes followed the practice but only 4.5 per cent of those who taught one class developed a unit prior to the first meeting. From the opposite viewpoint of selecting a topic for study one meeting or one month in advance 30 per cent of the teachers with three adult classes followed this practice. The percentages were 43.3 and 43.7 for those who taught two and one classes respectively. The table also shows the total numbers of teachers following each practice. It shows the most popular practice to be a unit of jobs developed by the whole class. This was usually done at the first meeting. The second largest group selected their topic one meeting in advance which allows the teacher only a week in many cases to obtain any needed reference material. Overall 50 per cent of the classes developed a unit of jobs as differentiated from selecting a topic one meeting, one month or a few meetings in advance.

Acceptance of responsibility for developing the course of study by members of the class increased directly with the number of adult classes taught in the community as shown in Table XVI. The vocational agricultural teacher was solely responsible in 10 per cent of the cases of teachers who taught three adult classes. He was responsible in 18.7 per cent of the cases where the teacher taught two classes and 26.8 per cent of the cases where the teacher taught one adult class. Participation by the advisory council in developing the course of study also increased directly with the number of adult classes in the community. Members of the class, either a committee or the whole class, participated in developing the course of study in 80 per cent of the cases where the teacher taught three adult classes, 72.9 per cent of those who taught two



TABLE XVI

RESPONSIBILITY FOR DEVELOPING COURSE OF STUDY  
 COMPARED TO NUMBER OF CLASSES TAUGHT

	Number of Classes Per Teacher		
	1	2	3
	Number Following Practice		
Vo-Ag teacher only	18	6	1
Teacher and Advisory Council	3	2	1
Teacher and committee from class	16	11	4
Teacher and Whole Class	26	12	4
Other	4	1	-



and 62.6 per cent of those who taught one adult class. Among all classes considered in this study, 71.8 per cent received help from members of the community in developing the course of study. The remaining ones were developed solely by the teacher of vocational agriculture.

More teachers teach unrelated seasonal jobs than any other course organization as shown by Table XVII. This practice was followed by 33.6 per cent of the teachers. The second most popular course organization was cross sectional unit of related jobs which was followed by 23.6 per cent of the teachers. The enterprise unit was followed by 24.5 per cent of the teachers. Farm mechanics and miscellaneous accounted for the remaining 15.4 per cent. No appreciable differences existed among the teachers who taught different numbers of adult classes.

Table XVIII summarizes the practices relative to teaching the class followed by a majority of the teachers surveyed. Of the practices listed in Table XVIII, only one which was place of meeting showed any marked variation with number of classes taught so this feature was not incorporated into the table. The table establishes that 49.1 per cent of the teachers taught all the classes themselves. The classroom procedure used most was class discussion with the teacher presenting factual data. This practice was followed by 74.5 per cent of the teachers. This percentage is greater than the number who taught all the classes but can still be an accurate appraisal because those who occasionally used specialists may have followed the procedure the remainder of the time. A large majority, 71.0 per cent, devoted all class meetings to classwork with no emphasis on social or recreational activities. Evening was the most popular time for class meetings and was followed in 73.6 per cent of the



1942, 1943, and 1944. In 1945, 1946, and 1947, 100 per cent of the classes enrolled in this study, 22.7 per cent received the first number of the series with the development of a course of study. The second class was more developed in ability for the teaching of vocational mathematics. The third class was more developed in ability for the teaching of vocational mathematics. The fourth class was more developed in ability for the teaching of vocational mathematics.

TABLE XVII

## BASIS FOR DEVELOPING COURSE OF STUDY

Practice	Teachers Following Practice	
	Number	Per Cent
Enterprise Unit	27	24.5
Cross Sectional Unit of Related Jobs	29	26.3
Unrelated Seasonal Jobs	37	33.6
Nonseasonal Series Related Jobs	5	4.5
Other	12	10.9



TABLE XVIII

PRACTICES FOLLOWED BY A MAJORITY OF TEACHERS  
IN TEACHING ADULT CLASSES

Practice in Teaching	Number Follow Practice	Number Other Practices
Vo-Ag teacher taught the course	54	56
Class utilized group discussion with Vo-Ag teacher presenting data	82	28
Classwork only at meetings	78	32
Meetings in evenings exclusively	81	29
Making job plans was not part of the classroom procedure	57	53
Class met in Vo-Ag department	56	54
Certificates were not awarded	104	6



cases. Most of the teachers who checked meeting at other times listed field trips and tours as their daytime activities. A few teachers held class meetings in the afternoon during the slack season. Making job plans was not part of the classroom procedure in 51.8 per cent of the cases studied. Only a slight majority checked that they met their classes in the high school vocational agricultural department. Teachers reporting two or more classes completed, met in the vocational agricultural department in 33.3 per cent of the cases with the others listing small community centers as the place of meeting. Teachers of adult classes were almost unanimous in not awarding certificates at the end of the course. Only 5.5 per cent of the teachers awarded certificates.

Teachers who taught more than one adult class used a greater variety of audio-visual training aids. Teachers with three adult classes averaged using 4.3 different types of aids compared with 3.7 for teachers with two classes and 3.2 for teachers with one adult class. Teachers with three classes averaged using 34.3 per cent more types of aids than teachers with one class and 15.4 per cent more types of aids than teachers with two classes. Training aids listed were chalkboard, charts, educational films, film strips, recordings, models and specimens. Among all teachers who used only one training aid, 50 per cent checked educational films as the aid used.

Table IX shows the average length of class period for adult classes in this study was two hours for jobs taught in the classroom and two and one-half hours for farm mechanics classes. Classes taught by teachers who taught multiple classes actually averaged meeting for a slightly longer period of time than those taught by teachers with single classes.



TABLE XIX

NUMBER ADULT CLASSES RELATED TO AUDIO-VISUAL AIDS USED

Number Classes Per Teacher	Number Cases	Number Aids	Average
1	68	222	3.2
2	32	119	3.7
3	10	43	4.3



TABLE XX

LENGTH OF CLASS PERIODS COMPARED TO NUMBER  
OF CLASSES TAUGHT

Type Class	Number Classes Per teacher		
	1	2	3
Average Length Class - Hours			
Classroom	1.9	1.9	2.1
Farm Mechanics	2.3	2.4	2.5



As shown earlier in Table XVIII, 51.8 per cent of the teachers who taught adult classes reported that job plans were not made. In addition, Table XXI shows the distribution as to frequency of making job plans of the remaining 48.2 per cent of the teachers. The largest group, 21.8 per cent of all teachers, made job plans occasionally. 13.6 per cent made plans frequently and only 12.7 per cent reported plans were made at the conclusion of study of all jobs.

From Table XXII it is seen that a higher percentage of teachers who taught three classes supervised farmers in adopting improved practices they had agreed to adopt. Teachers who taught three adult classes averaged 50 per cent following the practice compared to 28.1 per cent for teachers teaching two classes and 23.5 per cent of those with one class. Also only 20 per cent of the teachers who taught three adult classes reported their students did not carry out any supervised farming program. This compares with 37.8 per cent for teachers with two adult classes and 33.8 per cent for teachers with one adult class.

Teachers who taught three adult classes averaged a slightly lower number of supervisory visits per class member but were more consistent in number of visits than those who taught one or two classes. None of the teachers with three classes averaged less than one supervisory visit and some averaged up to four visits per farmer. Table XXIII reveals this and also shows the number of supervisory visits made by teachers with two adult classes ranged from none for some teachers to an average of eight for others and those with one class had a range from no visits to an average of ten visits per farmer enrolled in the class. This table also shows the average number of supervisory visits per farmer enrolled



TABLE XXI

## JOB PLANS MADE BY FARMERS

Procedure	Teachers Following Practice	
	Number Cases	Per Cent
No Job Plans Made	57	51.8
Job Plans Made Occasionally	24	21.8
Job Plans Made Frequently	15	13.6
Job Plans Made Following All Jobs	14	12.7



TABLE XXII

**METHOD OF CARRYING OUT SUPERVISED FARMING PROGRAM  
COMPARED TO NUMBER OF CLASSES TAUGHT**

Procedure	Number Classes Per Teacher		
	1	2	3
	Number Following Practice		
No Supervised Farming Program	23	12	2
Farmers agreed to carry out improved practices	25	10	3
Farmers agreed and teacher supervised adopting practices	16	9	5
Other	4	1	-



TABLE XXIII

NUMBER CLASSES PER TEACHER COMPARED TO NUMBER  
SUPERVISORY VISITS PER FARMER YEARLY

Number Classes	Number Cases	Number Visits	Range	Average
1	68	141	0-10	2.0
2	32	79	0-8	2.4
3	10	19	1-4	1.9



in an adult class in Tennessee during 1952-53 to be above two.

Table XXIV illustrates the fact that members of the community participate in evaluating the adult classes in a higher percentage of the cases as the number of classes in the community is increased. In communities where three adult classes were taught either the council or members of the class participated in the evaluation in 50 per cent of the cases. In communities where two adult classes were taught the percentage was 37.5. In communities where there was one class, members participated in 29.4 per cent of the cases. No evaluation was made in 29.4 per cent of the communities where one adult class was taught, 9.4 per cent where two were taught, and 20 per cent where three were taught. Teachers in communities where two adult classes were taught reported an evaluation of the class made in a higher percentage of cases than those with three.

In responding to the question on criteria for evaluating adult classes, teachers were asked to check all choices that were applicable. As shown in Table XXV, six improved practices adopted by farmers was the one used most often. 87.7 per cent of the teachers who taught adult classes checked this answer. The second most widely used criteria was satisfaction with the class which was checked by 70.6 per cent of the teachers. Attendance was also checked by a majority, 61.7 per cent, of the teachers.

Table XXVI lists the records kept by a majority of the teachers surveyed. Name of class, number and length of meetings number of farmers enrolled, class attendance and meeting place were kept on record



TABLE XXIV

RESPONSIBILITY FOR MAKING EVALUATION COMPARED TO  
NUMBER OF CLASSES PER TEACHER

Making Evaluation	Number Classes Per Teacher		
	1	2	3
	Number Following Procedure		
Vo-Ag Teacher	27	17	3
Teacher and Advisory Council	2	1	1
Teacher and Class	18	11	4
Other	1	-	-
No Evaluation Made	20	3	2



TABLE XXV

**CRITERIA USED IN EVALUATING BY TEACHERS WHO  
TAUGHT ADULT CLASSES**

Evaluative Criteria	Following Practice	
	Number	Per Cent
Attendance	42	49.4
Satisfaction with class	48	55.3
Increased production	25	29.4
Improved practices adopted	59	69.4
Skills and Techniques	20	23.5
Other	5	5.8



TABLE XXVI

## RECORDS KEPT BY MAJORITY OF TEACHERS WHO TAUGHT ADULTS

Record	Teachers Who Kept Record	
	Number Cases	Per Cent
Name of Class	104	94.5
Number and Length of Meetings	107	97.2
Number Farmers Enrolled	110	100.
Class Attendance	108	98.1
Meeting Place	106	96.3
Course Calendar	61	55.4
Farm Visits	71	64.5
Miles Travelled by Teacher in Adult Education	73	66.3
Improved Practices adopted by Farmers	69	62.7



by nearly all the teachers who taught adults. All of the above records were kept by more than 90 per cent of the teachers. Records showing farm visits, miles travelled by the teacher in adult education and improved practices adopted by farmers were kept by over 60 per cent of the teachers. In Table XXV it was shown that 87.7 per cent of the teachers used improved practices adopted by farmers as evaluative criteria, yet in Table XXVI only 62.7 per cent had indicated they kept a record of these practices.



## CHAPTER IV

### Importance of Adult Education

Many teachers of vocational agriculture in Tennessee have not yet accepted teaching adult farmers as part of their job. Neither have they accepted this part of the program as a vital activity or it would have been incorporated as a special program by a greater number of teachers. During the 1952-53 school year only slightly over half of the teachers of vocational agriculture reported having taught adult classes. This figure increased during the 1953-54 school year but is still too low.

The importance of adult farmer education as carried out by vocational agricultural teachers was presented in Chapter II. Means must be found to implement the present adult education program.

New teachers of vocational agriculture and those who move to new communities are slow in getting started into adult work. The beginning teacher requires more time for planning and carrying out his high school program but should still find time for educating adult farmers. The longer he waits the more difficult it becomes to work with adults. The first year one class is sufficient in many cases with the adult program being expanded in succeeding years. Teachers who move are having to acquaint themselves with a new community but should devote some time to adults of the community. If there has been an adult program previously and he fails to have one, he will get unfavorable publicity. If there has been no adult work in the community, he has an opportunity to gain



prestige by starting one.

Tables V, VI, VII, and VIII indicate that teaching load in high school influences the amount of adult work. Number of periods taught, number of students taught, and teaching other high school subjects in addition to vocational agriculture all had an inverse relationship to number of classes taught.

### Planning and Organizing

The most used method of organization, which was calling a meeting and enrolling all who attended, indicates that little prior planning for the adult class was done. Prior planning is as essential here as in any other phase of the vocational agricultural teachers work. Prior planning applies both as to who should plan and what should be planned.

Many statements have been made, and in some cases justly, that the teacher of vocational agriculture and his program are divorced from the remainder of the school. One factor that leads to these expressions is failure to keep the administrators abreast of the program. Tennessee teachers of vocational agriculture were especially guilty of failing to work with administrators in their adult education program as shown in Table XVIII. Failing to obtain support of administrators fosters this feeling of disunity, and limits one factor leading to a successful program.

Most teachers of vocational agriculture in Tennessee organize their adult classes themselves as shown in Table I while the investigator visualizes this being done by farmers on an advisory committee with super-



vision and assistance from the teacher. This concept is borne out to some extent by the fact that teachers who taught more than one adult class reported help from farmers a higher percentage of the time than did those teaching only one class. This was shown in Table XII.

Those teachers who have advisory councils seem to be utilizing them in helping plan, organize and evaluate adult classes. The number of advisory councils is still quite low in Tennessee.

Use of organized advisory committees in helping with the adult classes has been largely overlooked by Tennessee teachers of vocational agriculture. Reasons for having one are outlined in Chapter II. These reasons support assigning equal or greater importance to an advisory committee than to an advisory council for the success of the individual adult class.

As shown previously, the most popular method of enrolling members was to call a meeting and enroll all who attended. This indicates that little or no effort was made in these cases to obtain definite enrollment or commitment to attend from prospective members. Since members were not enrolled prior to the first meeting their needs could not have been determined at the time. As shown in Table XV, only 10 per cent of the teachers reported that the course of study was developed prior to the first meeting. Another 40 per cent of the teachers surveyed did indicate, however, that the course of study was developed as a unit by the class. Table XVI shows the vocational agricultural teacher was solely responsible for developing the course of study in only 10 per cent of the cases.

Thirty-six of the teachers surveyed reported their classes elected



officers and these officers functioned. Six others reported officers were elected but failed to perform their duties. This accounts for almost 40 per cent of the teachers reporting election of officers by their classes and shows that some have recognized the need for participation by farmers and relieving the teacher to some extent by delegating responsibility for administrative details of the class.

Place of meeting varied with the number of adult classes in the community. They were usually located conveniently to the farmers as they should be.

The average enrollment for adult classes in Tennessee in 1952-53 was slightly above the desirable size of class set forth by the investigator. Classes with enrollments of thirty or less had a higher rate of attendance than those with enrollments of thirty-one or more as shown in Table XIII. This reinforces the size advocated in the Construct. Just for interest, the investigator determined the rate of attendance for classes with enrollments of twenty or less and found it to be greater than the rate for enrollments of thirty or less. Enrolling only those directly concerned with the jobs to be studied is a good method of limiting enrollment and increases regularity of attendance as shown in Table XIII.

#### Conducting the Program

In Tennessee during the 1952-53 school year fifty-four teachers taught all classes themselves. Many more taught most of their classes. This insures that the teacher becomes an integral part of the class and



utilizes his previous training. Teachers are pointed in the right direction on teaching classes.

Adult classes met in the evening in a large majority of the cases. Some teachers indicated they took field trips and tours during the day. These agree with the pattern in the Construct.

Tennessee teachers conducted their adult classes along democratic lines. Most of the teachers who were surveyed used class discussion with the vocational agricultural teacher acting as discussion leader and presenting factual data. This is a democratic procedure yet utilizes the training and abilities of the teacher. Most of the teachers used audio-visual aids in their instruction with the average number used increasing as the number of classes taught increased.

Class periods averaged two hours for jobs taught in the classroom and two and one-half hours for shop classes. The classroom periods approached the maximum desirable length of time, but more time could have been spent profitably in farm mechanics classes than the average for this group of teachers.

In Table IX it was shown that the majority of the teachers in Tennessee met their classes for exactly twelve meetings, the number set as the minimum in the State Program of Work. Seven teachers reported less than twelve meetings. This falls short of what should be done in adult education. Twelve meetings may be enough for those classes where the same group of farmers have been enrolled for many years but should not be established as a goal for all classes.

Too many farmers who were enrolled in adult classes failed to profit from the instruction in-so-far as the teacher knows. Approximately



one-third of the teachers who taught adult classes stated that no supervised farming program was carried out by the farmers who were enrolled in their classes. Less than one-third of the teachers indicated that they supervised farmers in adopting the new practices. These facts are shown in Table XXII. The average number of supervisory visits per farmer were too low as shown in Table XXIII. Some of the teachers reported large numbers of supervisory visits with one teacher reporting an average of ten but several teachers made no visits which pulled the average number down to two. This average is less than the minimum number set up in the Construct. In a majority of the cases no job plans were made. Considering the facts listed above, it seems that determining just what is being accomplished through the adult program would be extremely difficult in many cases.

Tennessee teachers of vocational agriculture have not recognized the value of awarding certificates which are awarded on the basis of criteria announced in advance. The reasons why they have value were presented in Chapter II. The value derived from awarding them far exceeds the cost or time involved. The presentation can readily be combined with a social meeting at the end of the course.

Adult classes in Tennessee have been steered away from becoming social gatherings by eliminating any social activities from the schedule and devoting the entire time to organized classwork in most cases. These measures are good but have been carried to the extreme and should be relaxed slightly to allow for at least one meeting of this nature during the year. At the end of the series of lessons for the year seems to be



the best time for such a meeting. This social meeting should not be one of the minimum of twelve meetings.

As shown in Table XXIV, all but twenty-five teachers who taught adult classes in Tennessee reported that an evaluation had been made. The teacher alone was responsible for the evaluation in more cases than any other choice of answer. This could be improved by letting community members participate in the evaluation. The teacher and the advisory council or the class as a whole did evaluate in thirty-eight cases. Teachers indicated that they keep a record of improved practices in 69.4 per cent of the cases as shown in Table XXVI. They are following correct procedure, but there are those who failed to evaluate and the remaining 30.6 per cent of those who did evaluate that should accept this evaluative criteria.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary of Construct

Adult farmer classes in vocational agriculture are important for the following reasons:

1. Farmers outnumber high school students enrolled in vocational agriculture in most communities.
2. They are in a position to put improved practices into immediate use.
3. The teacher profits from working with adults.
4. Adult classes are good public relations.

Planning the adult education program should be accomplished in the following manner:

1. Community members organized into an advisory council or committee should assist the vocational agricultural teacher in planning.
2. School administrators should participate in planning or at least approve the plans that are made.
3. Numbers of classes planned should be based on farming needs, interest of farmers, available of time of teacher, and facilities available.
4. Classes should be planned for the convenience of the farmers.
5. Plans for evaluating the class should be set up in advance.



In organizing adult classes--

1. If there is an advisory council, use it to determine needs, set up realistic goals and determine the number and location of classes.
2. Use an advisory committee to set up specific objectives for the class, select the course of study, contact and enroll members, set time and place of meetings, advise on methods of instruction and assist in providing facilities.
3. After farmers are enrolled, the vocational agricultural teacher should visit each one to determine his needs relative to the jobs to be studied.
4. The course of study should be planned as a series of related jobs.
5. Class officers should assist with the administrative details.
6. Classes should be organized in late fall or early winter.
7. Class enrollment should be limited to thirty or preferably less. The enterprise unit of course organization will limit the number who will have a direct interest in the class.

Adult classes should be conducted along the following lines:

1. The teacher of vocational agriculture should teach most of the time.
2. If others are scheduled to teach, they should be utilized in providing answers to problems of the class members.
3. Meetings should be held in the evening in most cases.
4. Methods of instruction must be democratic. Class discussion



with the teacher in charge fits this requirement.

5. Each class member should receive several supervisory visits.
6. The class should meet throughout the year. Intensive meetings during fall and/or winter and monthly the remainder of the year will allow eighteen to twenty meetings per year.
7. Length of class periods should be one and one-half hours for classroom study and two to three hours for farm mechanics.
8. Farmers should have a supervised farming program wherein they agree to adopt improved practices under the supervision of the teacher.
9. The teacher should make a minimum of three supervisory visits per farmer per year and keep a usable record of each visit.
10. Certificates should be given to recognize conscientious students.
11. A limited amount of social activities should be included.
12. The adult class should be an integral part of the overall vocational agriculture program.

The following procedure will result in an effective evaluation being made:

1. Farming practices must be determined at the start of the course.
2. The teacher and members of the class should set up clear objectives that are specific.
3. The teacher must make supervisory visits to give needed



assistance and determine which improved practices are being used.

4. A record of practices adopted by farmers should be kept.
5. The teacher and class members should compare what class members have done to objectives set up at the start of the class.

### Summary of the Situation

#### The Teacher

In this study it was found that only slightly over half of the teachers of vocational agriculture in Tennessee in 1952-53 taught adult classes. Teachers who taught the larger number of classes had generally the following characteristics:

1. Between thirty-one and fifty years of age.
2. Had six to fifteen years of teaching experience.
3. Had been in the community more than five years.
4. Had a Master's degree.
5. Taught a lighter load in high school both in number of periods and students than other vocational agricultural teacher.
6. Taught only vocational agriculture classes in high school.

#### Organizing Adult Classes

1. Adult classes were organized and taught only during the slack season in a majority of the cases.
2. The teacher of vocational agriculture was usually responsible for enrolling the members.



3. In most cases he enrolled all the men who wanted to attend.
4. Women and boys were enrolled in some cases and enrollment was limited to those directly concerned with the jobs to be studied in others, but these were not the generally used practices.
5. The teacher seldom obtained help or even approval from either the principal or the county superintendent.
6. No money was spent on adult work in most cases except mileage for the teacher.
7. Limiting enrollment to only those directly concerned increased regularity of attendance.
8. Teachers used varied means of promoting and publicizing their adult programs but teachers in communities where there were three adult classes used the lowest number of promotional measures.

#### Developing the Course of Study

1. The teacher of an adult class usually obtained help from members of the community in determining what to teach. This became more pronounced with teachers who taught three adult classes.
2. Teachers with three classes also relied more on developing a unit of study to cover the proposed number of class meetings either prior to the first meeting or by the whole class than did teachers with either one or two classes.
3. Teachers with the lower number of classes relied more on



selecting topics one meeting or one month in advance than did those with three.

4. Unrelated seasonal jobs was the course organization followed by a larger number of classes than any other but was not followed by a majority of teachers. The second largest group followed the cross-sectional unit of related jobs course organization and the third largest group the enterprise unit. The remaining few teachers were divided between farm mechanics and miscellaneous.

#### Conducting the Adult Program

1. In approximately half of the cases the teacher of vocational agriculture taught every class.
2. Both these teachers who taught all classes and teachers who taught the class most of the time heavily favored the democratic method of conducting the class meetings by serving as discussion leader and presenting factual data but allowing the class members to reach decisions through class discussion.
3. Teachers reported that study of a lesson took up all the time allotted for the class in most cases.
4. Meetings were held in the evening almost exclusively.
5. In approximately half of the cases they met in the high school vocational agricultural department.
6. Teachers used a variety of audio-visual aids with teachers who taught three adult classes using a greater variety of teaching aids than those with less classes.



7. A majority of the teachers reported that the class members did not make job plans after studying the job.
8. Teachers who taught three adult classes reported meeting a greater number of times and for slightly longer periods than teachers with one or two classes.
9. All but seven teachers reported meeting twelve or more times and the average length class period was two hours for jobs studied in the classroom and two hours twenty-four minutes for farm mechanics jobs.
10. Few teachers awarded certificates to members of their classes.
11. Approximately one-third of the teachers in this study stated that no supervised farming program was carried out by the farmers in their classes. Another one-third reported that farmers agreed to carry out improved practices. Thirty-one, or less than one-third, reported they supervised farmers in carrying out practices the farmers had agreed to adopt.
12. Teachers averaged slightly over two supervisory visits for each farmer enrolled in an adult class with teachers who taught three adult classes averaging less visits per farmer than the other teachers.

#### Evaluating the Adult Program

1. Twenty-five teachers or almost one-fourth of the teachers involved made no evaluation.
2. Over half of the teachers who made an evaluation reported that the teacher was solely responsible for the evaluation.



3. Approximately one-third of all teachers evaluated their classes in conjunction with the council or the class members.
4. A majority of the teachers who taught adult classes kept the following records which are considered some of the more important. These records are name of class, number and length of meetings, number of farmers enrolled, class attendance, place of meeting, course calendar, farm visits, miles travelled by teacher in adult education, and improved practices adopted by farmers.
5. More teachers indicated they evaluated on the basis of improved practices adopted by farmers than any other criteria. Many teachers also considered satisfaction with the class and attendance, in order of number who listed them, in making the evaluation.

#### Summary of Comparison of Situation to Construct

As a group the teachers of vocational agriculture in Tennessee who taught adult farmer classes during 1952-53 did a good job in the following activities:

1. Using the advisory council by those who had them in planning the adult program.
2. Obtaining help from members of the community in planning the course of study.
3. Teachers with lighter high school loads teaching more adult classes.



4. Class meeting at a convenient time and location for the farmers enrolled in the class.
5. Using democratic teaching methods.
6. Meeting classes for a desirable length of time.
7. Preventing adult classes from becoming social gatherings.
8. Making an evaluation in a majority of the cases.

The following practices followed by vocational agricultural teachers during 1952-53 need to be improved:

1. Number of teachers teaching adults.
2. Time required for new teachers and those who move to new communities to begin teaching adults.
3. Planning course of study and other features of the class prior to the first meeting.
4. Obtaining administrative help and approval.
5. Utilizing an advisory committee in organizing the class.
6. Electing officers or using officers of the advisory committee as the class officers.
7. Enrolling too many members.
8. Enrolling any farmer who wanted to attend regardless of whether he had a direct interest in the course.
9. Meeting the class only the required number of times.
10. Farmers having no supervised farming program.
11. Too few supervisory visits.
12. Certificates not being awarded.
13. No social activities.
14. Evaluation by the teacher only or no evaluation at all in



in many cases.

### Conclusions and Recommendations for Improving the Adult Program

It was shown that new teachers and those who have moved to a new community do less adult work than other teachers. For this reason, members of this group need more help and encouragement than the settled teachers. They should receive more supervisory visits from the district supervisor and an early visit is especially important. After the teacher decides to teach an adult class, he needs time to prepare for it and still organize in the fall or early winter. Early organization will increase chances for success of the class.

Older teachers should not be expected to do the same amount of adult work as younger teachers. It was shown that of teachers who taught adults during 1952-53, teachers above fifty taught a lower average number of classes than other established teachers.

Teaching situations are so different in Tennessee that it is difficult to generalize; however, some statements can be made about teaching load. A set number of adult classes for all teachers of vocational agriculture is not a fair standard. It was shown that during 1952-53 teachers with lighter high school teaching loads averaged teaching a larger number of adult classes than those with the heavier loads. The job of the teacher of vocational agriculture needs to be defined showing generally the numbers of high school classes and adult classes that make up a teacher load. Teachers with lighter high school loads should then be responsible for an expanded adult program. The possibility



of limiting enrollment of high school students or adding a second teacher to those departments with heavy high school load and a large adult program should be considered fully. This would set up a quantitative measurement and the district supervisors would have to determine the quality of work performed by the teacher.

The best method of organizing, conducting, and evaluating adult classes should be sent out to teachers with those who have no adult classes receiving first priority.

County superintendents and high school principals should be educated to the job of the teacher of vocational agriculture to the point where they will allow a teacher to proceed if he is doing a good job and give him a push if he is not. This could be done by supervisors discussing the problem with administrators and perhaps a letter defining the duties of the vocational agricultural teacher.

Teachers who taught only vocational agriculture in high school had all their interest focused on this field. This unity of interest may have been responsible for their larger average number of adult classes.

Agricultural Education classes at the University of Tennessee should continue to emphasize the importance of adult education or even increase the emphasis presently placed on adult education.

The encouragement of teachers to continue their studies should be continued. In further study they may develop a better understanding of the need for adult education and how it fits into their own program.

Finally, teachers who refuse to attempt an adult program should be eliminated from the field of vocational agriculture.



### Recommendations for Further Study

A study in which the practices outlined in the Construct of this thesis are followed in organizing adult classes and these classes compared to classes organized under current practices.

A study to validate or repudiate the characteristics of teachers who teach a greater number of adult classes as determined in this study. It should include all teachers of vocational agriculture in Tennessee as this study considered only those who taught adults.

A study on evaluative criteria for an adult class and the adult program for the State.

A study to keep this study current.



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**APPENDICES**

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## APPENDIX A

The University of Tennessee  
Knoxville  
College of Education

January 14, 1954

Louis Taylor is doing his thesis on the adult education program in Tennessee. For you who do not know Louis, he is a native of Clay County and studied vocational agriculture at Hermitage Springs. He graduated from the University of Tennessee in 1950 and taught vocational agriculture in Indiana before returning last summer to work toward his Master's degree.

As a part of this study he wants to learn the practices you follow in your adult work. He has prepared a survey form to make answering as easy as possible for you. Most of the questions can be answered by checking your choice of the answers.

You do not need to sign your name. The number in the upper right corner identifies it as yours but the information you give will be kept confidential.

Mr. Carney gave him your name as one who reported an adult class in operation last year.

The results should be valuable to all of us so a summary of the study will be published in the newsletter.

Louis and I will appreciate an early reply so he can tabulate them and complete his study this quarter.

Sincerely,

BONARD S. WILSON  
Bonard S. Wilson  
Professor and  
Head of Department



## APPENDIX B

## SURVEY FORM ON ADULT EDUCATION

## I. Characteristics of the Teacher and the Job.

Instructions: Fill in brief answer to all except questions 6 and 7. In these, check the appropriate blank.

1. Age at last birthday \_\_\_\_\_ years.
  2. Years of teaching experience \_\_\_\_\_.
  3. Years as a teacher in present community \_\_\_\_\_.
  4. Years of experience teaching adults including this year \_\_\_\_\_.
  5. Educational status: Degree held \_\_\_\_\_. Additional hours of graduate credit \_\_\_\_\_.
  6. Teaching load at school:
    - a. Periods per day: (1) number teach Vo-Ag \_\_\_\_\_ (2) Number teach classes in other subjects \_\_\_\_\_ (3) Study halls kept \_\_\_\_\_ (4) Home rooms \_\_\_\_\_.
    - b. Number of students in classes: (1) Vo-Ag \_\_\_\_\_ (2) Other subjects \_\_\_\_\_ (3) study halls \_\_\_\_\_ (4) Home rooms \_\_\_\_\_.
  7. Time of day high school classes in Vo-Ag are taught (1) Morning \_\_\_\_\_ (2) Afternoon \_\_\_\_\_ (3) Morning and afternoon \_\_\_\_\_.
  8. How many adult classes did you teach last year \_\_\_\_\_ Average attendance per class \_\_\_\_\_ Average number of meetings per class \_\_\_\_\_.
  9. Per cent of working day spent in teaching and supervising adults enrolled in classes \_\_\_\_\_.
  10. How many adult classes do you have in progress this year? \_\_\_\_\_.
- 

## II. Planning and Organizing the Course

Instructions: Select your best class of last year and answer the following questions entirely from that class. Check the one best answer or if none of the choices fit, fill in space other with your own answer. Exceptions to the above are questions 15, 16 & 17 which require a brief answer written in and 17 & 18 in which you should check all applicable answers.

11. Who was instrumental in getting the class started? (1) Vo-Ag teacher \_\_\_\_\_ (2) Advisory Council \_\_\_\_\_ (3) Vo-Ag teacher and Advisory Council \_\_\_\_\_ (4) Requested by farmers \_\_\_\_\_ (5) Other \_\_\_\_\_.
12. Who enrolled the members? (1) Vo-Ag teacher \_\_\_\_\_ (2) Advisory Council \_\_\_\_\_ (3) Committee from class \_\_\_\_\_ (4) Vo-Ag teacher and Advisory Council \_\_\_\_\_ (5) Vo-Ag teacher and committee from class \_\_\_\_\_ (6) Called meeting and enrolled all who attended \_\_\_\_\_ (7) Other \_\_\_\_\_.
13. Who was enrolled? (1) Men only \_\_\_\_\_ (2) Men and women \_\_\_\_\_ (3) Men, high school and/or grade school students \_\_\_\_\_ (4) Other \_\_\_\_\_.
14. How was enrollment limited? (1) All who wanted to attend \_\_\_\_\_ (2) Only those directly concerned \_\_\_\_\_ (3) Other \_\_\_\_\_.



15. How many were enrolled? \_\_\_\_\_.
16. What was the average attendance per meeting? \_\_\_\_\_.
17. What medium(s) were used to publicize the course before and/or during operation? (1) Newspaper \_\_\_\_\_ (2) Radio \_\_\_\_\_ (3) Telephone \_\_\_\_\_ (4) Letters or postcards \_\_\_\_\_ (5) Printed announcements \_\_\_\_\_ (6) Other \_\_\_\_\_.
18. What other promotional measures were used? (1) Advisory Council members \_\_\_\_\_ (2) Personal contact by Vo-Ag teacher \_\_\_\_\_ (3) FFA members tell parents and interested neighbors \_\_\_\_\_ (4) Other \_\_\_\_\_.
19. When was the course conducted? (1) Short intensive course during off season \_\_\_\_\_ (2) Short intensive course during off season with less frequent meetings remainder of year \_\_\_\_\_ (3) Meetings twice monthly during winter, monthly remainder of year \_\_\_\_\_ (4) Monthly meetings year round \_\_\_\_\_ (5) Other \_\_\_\_\_.
20. Who developed the plans for the course? (1) Vo-Ag teacher only \_\_\_\_\_ Vo-Ag teacher and (2) Advisory Council \_\_\_\_\_ (3) Committee from class \_\_\_\_\_ (4) Whole class \_\_\_\_\_ (5) Other \_\_\_\_\_.
21. Who approved plans for the course? (1) Vo-Ag teacher only \_\_\_\_\_ Vo-Ag teacher and (2) Principal \_\_\_\_\_ (3) Superintendent \_\_\_\_\_ (4) Principal and superintendent \_\_\_\_\_ (5) Other \_\_\_\_\_.
22. How was the course financed? (1) No extra money spent \_\_\_\_\_ (2) By Superintendent and Board of Education \_\_\_\_\_ (3) Class fees \_\_\_\_\_ (4) Free will offering \_\_\_\_\_ (5) Other \_\_\_\_\_.
23. How was the course developed? (1) Unit planned prior to first meeting \_\_\_\_\_ (2) Unit developed by the class \_\_\_\_\_ (3) Topics planned month in advance \_\_\_\_\_ (4) Topics planned one meeting in advance \_\_\_\_\_ (5) Other \_\_\_\_\_.
24. Who developed the course of study? (1) Vo-Ag teacher only \_\_\_\_\_ Vo-Ag teacher and (2) Advisory Council \_\_\_\_\_ (3) Committee from class \_\_\_\_\_ (4) Whole class \_\_\_\_\_ (5) Other \_\_\_\_\_.
25. Upon what basis was the course developed? (1) Enterprise unit \_\_\_\_\_ (2) Cross-sectional unit of related jobs \_\_\_\_\_ (3) Unrelated seasonal jobs \_\_\_\_\_ (4) Nonseasonal series of related jobs \_\_\_\_\_ (5) Other \_\_\_\_\_.
26. Did the class elect officers? \_\_\_\_\_ Did they function? \_\_\_\_\_
- 

### III. Teaching the Course

Instructions: Continuing with the same class, check the answer that best fits your situation. Exceptions are question 30 where you may check all applicable choices and questions 35, 36, 40, 41 and 43 which require brief written answers.

27. Who taught the course? (1) Vo-Ag teacher \_\_\_\_\_ (2) Specialists \_\_\_\_\_ (3) Vo-Ag teacher with occasional use of specialists \_\_\_\_\_ (4) Special teacher with supervision by teacher of Vo-Ag \_\_\_\_\_ (5) Other \_\_\_\_\_.
28. The classroom teaching procedure used generally was (1) Group discussion \_\_\_\_\_ (2) Group discussion with Vo-Ag teacher presenting data \_\_\_\_\_ (3) Supervised study \_\_\_\_\_ (4) Lecture and present information \_\_\_\_\_ (5) \_\_\_\_\_.



29. The teaching procedure used generally in farm mechanics was (1) Demonstration \_\_\_\_\_ (2) Demonstration followed by supervised work \_\_\_\_\_ (3) Individual work on own job with supervision by teacher \_\_\_\_\_ (4) Shop open for individual work at specified times \_\_\_\_\_ Other \_\_\_\_\_.
30. Audio-Visual aids used were (1) Chalkboard \_\_\_\_\_ (2) Charts \_\_\_\_\_ (3) Educational films \_\_\_\_\_ (4) Film strips \_\_\_\_\_ (5) Recordings \_\_\_\_\_ (6) Models \_\_\_\_\_ (7) Specimens \_\_\_\_\_ (8) Other \_\_\_\_\_.
31. Activities at class meetings were (1) Class work only \_\_\_\_\_ (2) Class work followed by refreshments \_\_\_\_\_ (3) Class work followed by recreational activities \_\_\_\_\_ (4) Class work at most meetings with special social and recreational meetings \_\_\_\_\_.
32. Members participated through (1) Class discussion \_\_\_\_\_ (2) Member of a panel \_\_\_\_\_ (3) Giving short talk \_\_\_\_\_ (4) Put on Demonstration for class \_\_\_\_\_ (5) Engage in shop and laboratory exercises \_\_\_\_\_ (6) Other \_\_\_\_\_.
33. Time of day meetings were held (1) Evenings exclusively \_\_\_\_\_ (2) Evenings with field trip during day \_\_\_\_\_ (3) Evenings during busy season, afternoons during slack season \_\_\_\_\_ (4) Other \_\_\_\_\_.
34. Where were meetings held? (1) Vo-Ag Department \_\_\_\_\_ (2) Community Center \_\_\_\_\_.
35. Length of classroom meetings in hours \_\_\_\_\_ (average).
36. Length of farm mechanics meetings in hours \_\_\_\_\_ (average).
37. Was making job plans part of the classroom procedure? (1) Procedure not followed \_\_\_\_\_ (2) Occasionally done \_\_\_\_\_ (3) Frequently done \_\_\_\_\_ (4) Following study of all jobs \_\_\_\_\_.
38. Certificates were awarded on the basis of (1) No certificate given \_\_\_\_\_ (2) All who enrolled \_\_\_\_\_ (3) High percentage \_\_\_\_\_ (4) Other \_\_\_\_\_.
39. How was the supervised farming program for farmers handled? (1) No S.F.P. required \_\_\_\_\_ (2) Farmers agreed to carry out improved practices \_\_\_\_\_ (3) Farmers agreed to adopt and Vo-Ag teacher supervised adoption of improved practices \_\_\_\_\_ (4) Other \_\_\_\_\_.
40. Average number of supervisory visits per farmer per year \_\_\_\_\_.
41. Average length of supervisory visits \_\_\_\_\_.
42. When were the supervisory visits made? (1) None made \_\_\_\_\_ (2) Stop when in vicinity for other reasons \_\_\_\_\_ (3) Requested by farmers \_\_\_\_\_ (4) Following study of the job in class \_\_\_\_\_ (5) Other \_\_\_\_\_.
43. Did school administrator or other teachers attend meetings or go with you on supervisory visits? \_\_\_\_\_ How many? \_\_\_\_\_.
- 

#### IV. Evaluating the Work

Instructions: Check all choices that are applicable in the following questions.

44. Who made the evaluation? (1) No evaluation made \_\_\_\_\_ (2) Vo-Ag teacher \_\_\_\_\_ (3) Advisory Council \_\_\_\_\_ (4) Class members \_\_\_\_\_ (5) Other \_\_\_\_\_.



45. What was the basis for evaluation? (1) Attendance \_\_\_\_\_  
 (2) General satisfaction with the class \_\_\_\_\_ (3) Increased pro-  
 duction \_\_\_\_\_ (4) Improved practices adopted \_\_\_\_\_ (5) Skills  
 and techniques developed \_\_\_\_\_ (6) Other \_\_\_\_\_.
46. Which of the following records were kept?  
 (1) Name of class \_\_\_\_\_.  
 (2) Number and length of meetings of the class \_\_\_\_\_.  
 (3) Number of farmers enrolled in the class \_\_\_\_\_.  
 (4) Class attendance \_\_\_\_\_.  
 (5) Place where class met \_\_\_\_\_.  
 (6) Location of farmers enrolled in the course \_\_\_\_\_.  
 (7) Age of class members \_\_\_\_\_.  
 (8) Type of farming done by class members \_\_\_\_\_.  
 (9) Course calendar \_\_\_\_\_.  
 (10) Farm visits \_\_\_\_\_.  
 (11) Miles travelled by teacher in adult education \_\_\_\_\_.  
 (12) Approved practices adopted by farmers \_\_\_\_\_.  
 (13) Job plans made by farmers \_\_\_\_\_.  
 (14) Outside specialists used \_\_\_\_\_.  
 (15) Teacher time required by class \_\_\_\_\_.  
 (16) Budget \_\_\_\_\_.  
 (17) Other \_\_\_\_\_.
47. Reports were made to:  
 (1) Advisory Council \_\_\_\_\_  
 (2) Principal \_\_\_\_\_  
 (3) Superintendent \_\_\_\_\_  
 (4) District Office \_\_\_\_\_
48. Inform people in the community through (1) News-  
 paper \_\_\_\_\_ (2) Radio \_\_\_\_\_ (3) School paper \_\_\_\_\_  
 (4) Television \_\_\_\_\_ (5) Other \_\_\_\_\_ (5) State Office \_\_\_\_\_  
 (6) Other \_\_\_\_\_
49. Did any cooperative buying, selling or herd im-  
 provement association or project grow out of this class? \_\_\_\_\_ What?
50. List other interesting features of your adult class not covered in the  
 survey form and any changes you feel should be made.

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