

A STUDY OF THE PRACTICES USED AND
VALUED BY TEACHERS OF THE
MORE EFFECTIVE AND LESS
EFFECTIVE ADULT-FARMER PROGRAMS IN
MICHIGAN

A Study for the Degree of M. A.
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Joseph Der Hovanesian
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**A STUDY OF THE PRACTICES USED AND VALUED BY
TEACHERS OF THE MORE EFFECTIVE AND LESS
EFFECTIVE ADULT-FARMER PROGRAMS IN MICHIGAN**

**A Problem
Presented to
the Faculty of the School of Education
Michigan State College**

**In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS**

**by
Joseph Der Hovanesian
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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITION OF TERMS USED . .	1
The problem	1
Statement of the problem	1
Importance of the study	2
Definition of terms used	3
Adult-farmers	3
Adult-farmer class	3
More effective program	3
Less effective program	3
Adult-farmer program	4
Practices	4
Limitations of study	4
Assumptions	5
II. REVIEW OF OTHER STUDIES AND RELATED LITERATURE	6
Organization	6
Planning	8
Conducting	9
Evaluation	11
Summary of other studies	12
Organization	12
Planning	12

CHAPTER	1v PAGE
Conducting	13
Evaluating	13
III. METHODOLOGY	14
Securing the data	16
IV. ANALYSIS OF DATA	18
Comparison of practices used and valued in the unsuccessful and successful programs.	18
Classification of practices	19
Practices proven best	22
Administration and policy	23
Public relations	23
Planning a program	24
Planning the instruction	24
Conducting the classes	24
Conducting on-farm instruction	25
Providing teachers and teacher time . . .	25
Supervising special teachers	25
Financing	25
Evaluating	25
Social activities and special features. .	26
Practices proven good	26
Administration and policy	27
Public relations	27

CHAPTER

PAGE

Organizing class groups	27
Planning a program	27
Planning the instruction	27
Scheduling and locating courses	28
Conducting the classes	28
Conducting on-farm instruction	29
Providing teachers and teacher time	29
Supervising special teachers	29
Evaluating	30
Social activities and special features	30
Possibly good practices	30
Public relations	31
Planning the instruction	31
Scheduling and locating courses	31
Conducting the classes	31
Conducting on-farm instruction	32
Evaluating	32
Social activities and special features	32
Unproven practices that show promise	32
Administration and policy	33
Public relations	33
Planning a program	33
Organizing class groups	33
Planning the instruction	33

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• • • • •

CHAPTER

PAGE

Scheduling and locating courses	34
Conducting classes	34
Conducting on-farm instruction	34
Financing	34
Providing teachers and teacher time . .	35
Supervising special teachers	35
Evaluating	35
Social activities and special features .	35
Unproven practices	35
Administration and policy	36
Public relations	36
Planning a program	36
Organizing class groups	36
Scheduling and locating courses	36
Conducting classes	37
Financing	37
Providing teachers and teacher time . .	37
Social activities and special features .	37
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS. .	38
Summary	38
Conclusions	39
Recommendations	40

BIBLIOGRAPHY	42
APPENDICES	44
A. Schroeder's ten criteria	45
B. Moeckel's original questionnaire	49
C. Practices used and valued	57

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

For many years, programs of adult-farmer classes have been conducted. The combination of practices that have been used are as numerous as teachers that have conducted adult-farmer classes. It was known that some programs are more effective than others, but what makes these programs more effective was not completely understood. There has not been any real conclusive evidence that shows some practices used in organizing, planning, conducting and evaluating of adult programs as being more effective than others. The writer realizes that it is not only the use of certain practices that makes a program succeed, but there are also other factors that contributes to their success or failure. Such things as community differences, the way in which practices are put into operation, etc. all influence the effectiveness of an adult-farmer program.

In this study, the author was concerned with the influence of certain practices with more effective and less effective programs.

I. The Problem

Statement of the problem. It was the purpose of the study (1) To determine practices used and valued by teachers

in the more effective adult-farmer programs in Michigan; (2) To determine practices used and valued by teachers of the less effective adult-farmer programs in Michigan; and (3) To determine if there are any significant differences in practices used and valued by the above two groups. If there are, these differences in usage of practices may have influenced the difference in effectiveness of the educational programs for adult-farmers.

Importance of the study. In 1951-52, there were 157 adult-farmer programs in Michigan with each characterized by the use of certain practices. These practices were probably adopted because vocational agriculture teachers believed they were the best for their programs. However, it was the opinion of the writer that despite the usage of certain practices and values placed on them by teachers of adult farmers, many can be replaced by more effective practices which will yield more successful adult-farmer programs. All teachers of vocational agriculture are concerned with the improvement of their respective programs, thus the findings in this study will be of utmost importance to them. The finding of approved practices through objective and scientific evidence can aid Michigan teachers of adult-farmer classes in selecting and using better practices. These practices can and may result in more effective programs for farmers.

II. Definition of Terms Used.

Adult-Farmers. This term includes farmers that are established in farming, usually 25 years old or older. They are primarily tenants and owner-operators, but they may also include farm employees and small acreage or part-time farmers.

Adult-farmer class. This term refers to adult farmers enrolled in systematic instruction over areas of their interests and needs. The class is under the direction and supervision of a certified vocational agricultural teacher or someone appointed by the board of education.

More effective program. A program of adult-farmers that make more than average progress as a result of systematic instruction. The relative progress or success that determines the relative effectiveness of the program is measured by Schroeder's¹ ten criteria.

Less effective program. This term is used to designate programs that do not measure up to average progress resulting from systematic instruction. They may be called "unsuccessful," "least effective" or "ineffective" programs. The same criteria

¹Walter P. Schroeder, "An Analysis of Practices Used In Evaluating Local Programs of Adult Education In Vocational Agriculture," (unpublished Doctor's Thesis, Library, Michigan State College, E. Lansing, Michigan), 272 pp.

as used for determining success of the most effective programs were used in determining relative success of the less effective programs.

Adult-farmer program. This term designates one or more adult-farmer classes conducted by one or more teachers from a given school service area.

Practices. This word is used to describe techniques that are employed by vocational agricultural teachers for organizing, planning, conducting and evaluating vocational agriculture classes. The word includes techniques used for: (1) handling administration and policy; (2) informing other people about the program, (public relations); (3) planning a program; (4) organizing class groups; (5) scheduling and locating classes; (6) planning the instruction; (7) conducting classes; (8) conducting on-farm instruction; (9) financing; (10) providing teachers and teacher time; (11) supervising special teachers; (12) evaluating; and (13) conducting social activities and special features.

Limitations of Study

1. Because of its length, the original questionnaire used by Moeckel was split into two parts, schedule A and Schedule B, thus making it impossible to get a complete list of the practices used by each teacher.

2. If the criteria used in evaluating programs of adult farmers are not of equal value, the methods used in scoring the programs are incomplete and may not have properly ranked all of the programs.

3. The sample of teachers may not have been large enough since each teacher only responded to half of the questionnaire of practices.

4. Practices that are successful in one community may be unsuccessful in another community due to community differences.

5. Certain practices may work successfully with one teacher and unsuccessfully with another due to differences in the teachers.

Assumptions.

This study is based on the following assumptions.

1. Practices of high value will be used and valued by teachers from the more effective programs of adult-farmers.

2. The teachers with the less effective programs will use and value both more effective and less effective practices.

CHAPTER II

REVIEW OF OTHER STUDIES AND RELATED LITERATURE

As has been previously mentioned, there have been no studies conducted that provide objective evidence to validate certain practices as being superior or inferior. Most of the related studies and literature reviewed below deal with the selection of practices on the basis of usage or on the basis of personal selection which involves judgment and bias.

For convenience, findings and interpretations of other studies are divided under four categories. The first is organization, the second is planning, the third is conducting, and the fourth is evaluating.

Organization

Moeckel¹ with his work in Michigan found the popularity of different practices and the value which vocational agriculture teachers placed on them. Moeckel states, "some adult-farmer classes are very large and might be separated into two or more class groups."²

¹Rolf. E. Moeckel, "A Study of Practices Used by Teachers of Adult Farmer Classes in Michigan," (unpublished Master's Thesis, Dept. of Agriculture Education, Michigan State College, East Lansing, Michigan, 1953), p. 104

²Ibid., p. 82

Shockley³ in his review of other studies found that it may be advantageous to divide adult groups according to age. This review of studies indicated there are three important leaders that can help in establishing a class. They are: (1) the teacher, (2) the minister, and (3) the progressive farmers.⁴ "The use of a large and active advisory council often aids in getting the classes started on time."⁵ Shockley found that another good technique is to secure names of interested farmers through all-day pupils,⁶ along with "personal visits, mailed notices and telephone calls . . ."⁷

Brown, with his work in California found the "enrollment may be best secured through personal contact with the farmers in the community though visits may be supplemented by form letters and newspaper announcements."⁸

³Alonzo H. Shockley, Jr., "A Digest of What Studies Show to be Best Practices in Conducting Adult Classes in Agriculture," (unpublished Master's problem, Michigan State College, East Lansing, Michigan), p. 5.

⁴Ibid., p. 12.

⁵Ibid., p. 14.

⁶Ibid., p. 17.

⁷Ibid.

⁸Ralph N. Brown, "The Development of Agriculture Evening Classes in California. (Thesis, M. S., 1926., University of California), Summaries Of Studies In Agricultural Education, Vocational Division Bulletin No. 180, Supplement No. 1, (Danville, Illinois: The Interstate Printers and Publisher, 1943), p. 34-35.

Planning

Shockley found that the best time of year for adult classes depends largely upon what is to be taught.⁹ "For some states, January or February was found to be the best time to begin the adult class."¹⁰ The high school or a rural school, depending upon the convenience of the group, was found to be the best place for adult class meetings.¹¹ This is true because at a school better use of blackboards, charts, and other illustrative material may be made. Shockley also found that special teachers who will teach adults should be thoroughly trained.¹²

Contrary to Shockley's findings, Moeckel recommended that "consideration may be given to the possibility of holding more adult-farmer classes in locations other than the high school."¹³ In agreement with Moeckel's recommendation, Schroeder¹⁴ used special teachers to conduct classes.

⁹Shockley, Op. Cit., p. 14.

¹⁰Ibid.

¹¹Ibid., p. 15.

¹²Ibid., p. 19.

¹³Moeckel, Op. Cit., p. 83.

¹⁴Walter P. Schroeder, "A Case Study of the Development of a Program of Agriculture Improvement with Adults in the Olivet, Michigan, Community" (unpublished Master's thesis, Division of Education, Michigan State College, East Lansing, Michigan, 1947), p. 83.

Clark,¹⁷ with his study in Ohio, found that the use of a planning committee was somewhat time-consuming, but resulted in greater interest on the part of the students. Brown¹⁸ found it advantageous to have the teacher outline the course with the help of farmers who attend the classes. He felt that the needs should be determined by observation made possible by means of personal contacts with the class members.

Conducting

Retention appeared to increase when motion picture film was used according to Shockley.¹⁹ He also found that a teaching plan helped to motivate discussion. Shockley summarized, that in order to further develop interest, "use the supervised farm practices as a means of making the instruction function in the lives of the members of the group."²⁰ He also believed that personal visits to the members of the class along with awarding of certificates at the end of the year to be valuable practices that can be used to increase interest.

¹⁷Loy R. Clark, "Developing a Procedure for Organizing an Adult Farmer Program At Frederickton High School," (nonthesis study, 1952; The Ohio State University), 41 pp. Summaries Of Studies In Agricultural Education, Vocational Division Bulletin No. 180, Supplement No. 6, (Danville, Illinois: The Interstate Printers and Publishers, 1953), p. 15.

¹⁸Brown, Op. Cit., p. 34-35.

¹⁹Shockley, Op. Cit., p. 18.

²⁰Ibid., p. 21.

Moeckel²¹ recommended more participation by school administrators in adult-farmer classes. He also thought that more special features such as recreational activities and award banquets might be used by teachers of adult work.

Parent²² agreeing with Moeckel also believes that provision should be made for recreation during evening school (as it was called then) instruction. He listed this practice as one influencing the success of evening school instruction.

Brown states that, "instructors should be selected who are familar with the local farming conditions and are qualified to give instruction, the local teacher of agriculture being the most logical excepting very specialized courses for which the local teacher is not well qualified."²³ He also recommended the conference method of teaching rather than the lecture method.

²¹Moeckel, Op. Cit., p. 82-83.

²²Weber J. Parent, "Certain Factors Influencing the Success of Evening School Work in Vocational Agriculture, (thesis, M. S., 1941, Louisiana State University and Agriculture and Mechanics College, 61 pp., Library, Louisiana State University, University Station, Baton Rouge, Louisiana), Summaries Of Studies In Agricultural Education, Vocational Division Bulletin No. 180, Supplement No. 2, (Danville, Illinois: The Interstate Printers and Publishers, 1941), p. 80.

²³Brown, Op. Cit., p. 34-35.

Evaluation

Shockley summarized that teachers of adult-farmer classes should "check all practices followed by the adult-farmers."²⁴

According to Phipps and Cook,²⁵ an advisory council should annually evaluate the total program of vocational education in agriculture for adults. "Evaluation should be based on the objectives of the total adult-farmer program and on specific objectives of each course."²⁶

Kiltz²⁸ recommends the use of surveys through a period of years to determine the progressive introduction and improvement of practices used by adult farmers as a result of instruction.

²⁴Shockley, Op. Cit., p. 26.

²⁵Lloyd J. Phipps, Glen C. Cook, A Handbook on Teaching Vocational Agriculture, (Danville, Illinois: Interstate Printing Company, 1952), p. 673.

²⁶Ibid., p. 667.

²⁷Ibid., p. 669.

²⁸K. W. Kiltz, "Adult Evening Classes in Vocational Agriculture," 1941, (Vocational Education Bulletin No. 6, Division of Education and Applied Psychology, Purdue University, Lafayette, Indiana), p. 53.

Summary of Other Studies

For the convenience of the reader, significant findings from other studies are summarized here under organization, planning, conducting and evaluating.

Organization

1. Large groups should be separated into two or more class groups.
2. Divide class according to age.
3. Advisory councils can aid classes getting started.
4. All-day pupils can aid in recruiting members.
5. The progressive farmer, teacher and minister are leaders that can help establish the class.

Planning

1. There is disagreement as to the place adult classes should be held.
2. Time of year for class depends on what is to be taught.
3. A planning committee may be helpful in planning the course of instruction.
4. Class members should aid in planning.
5. Needs can be determined by surveys made possible through personal contact with class members.

Conducting

1. Motion pictures seem to increase retention.
2. Use supervised farm practices as a means of making instruction function in the lives of the members of the group.
3. Award certificates at the end of the year.
4. School administrators should be encouraged to participate in adult-farmer classes.
5. Recreational activities and award banquets are believed to be helpful in stimulating interest.
6. The conference method is preferred to the lecture method.
7. Base instructional topics on local problems.
8. Only use qualified teachers.

Evaluating

1. Check practices followed by the adult-farmers.
2. Have advisory council evaluate the program.
3. Base evaluation on course objectives.
4. Use survey over a period of years to note change in farming that can be attributed to adult-farmer instruction.

CHAPTER III

METHODOLOGY

This study was essentially a continuation of Moeckel's¹ thesis study that dealt with practices Michigan teachers used in organizing, conducting and evaluating adult-farmer classes. Moeckel secured data from essentially all Michigan adult-farmer programs and summarized practices used and valued by them. This study differs from Moeckel's in that the practices used and valued were summarized from two select groups of adult-farmer programs in Michigan. These two groups were selected from Moeckel's original group of 76 programs.

The two select groups differed from one another in terms of relative effectiveness. The more effective or successful groups will be referred to as the "more effective programs," and the less successful or less effective groups will be referred to as the "less effective group." Effectiveness was measured by the use of Schroeder's² ten criteria for evaluation of adult-farmer classes. A list of these ten criteria can be found in the appendix. A raw numerical range of scores of 292 was possible under one criterion and relatively narrow ranges were possible under some of the other criteria. Due to

¹Moeckel, Op. Cit., 104 pp.

²Schroeder, Op. Cit., 272 pp.

the variation of these ranges, it was thought feasible to change each raw score to a "z" score. The following formula was used to convert raw scores to "z" scores.

$$S. D. = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}}$$

$$\text{"z" score} = \frac{X - M}{S.D.}$$

S. D. = Standard deviation

$\sum X$ = Sum of raw scores in group

N = Number in group

M = Mean of raw scores

X = Any given raw score

After the scores had been standardized, a total for the "z" scores for each criterion was determined for each program. This total represented a numerical expression of effectiveness of a particular program. These sums of scores were then ranked from the highest to the lowest. The highest score of +13.67 represented the most effective program and

the lowest score of -16.73 represented the least effective program in the entire group. Two groups were then tentatively selected. All those that had attained scores from 0 or higher were placed in the "top group;" all those that had scores from 0 or less were tentatively placed in the "bottom group."

Next, it was found advisable to eliminate all programs taught by teachers with less than 3 years experience in the department. This was done because it would not be correct to associate practices used by new teachers with the status of a program attained by the former teacher with possible use of some different practices. Then the final selection of the two groups was made. The top ranking 15 were used to represent the group of "more effective programs," and the bottom 14 were used to represent the "less effective programs."

Of the less effective group, six programs had provided data on schedule A of the original questionnaire. Eight had furnished data on schedule B. Of the more effective group, ten had used schedule A, and five had provided data on schedule B on the original questionnaire.

Securing the data. The data for this study had been previously collected. The main concern was to analyze data for the two select groups from which data had been gathered. Moeckel's original questionnaire may be found in appendix A. It was used to secure data on programs under consideration

in this study. Moeckel's study was a part of a regional study on adult-farmer classes in several states under the sponsorship of the North Central Regional Committee for Research. The survey was originally developed by a Regional research committee from results of a preliminary open-end type survey sent to a sample of teachers in the region.

Data for the ten criteria used for evaluation of each program were also previously collected and available for this study. Schroeder had already collected scores for each criterion during the same year that Moeckel collected data for his study. Schroeder had data available for each of the programs that Moeckel used in his study.

CHAPTER IV

ANALYSIS OF DATA

A duplicated copy of the original questionnaires from which the data were secured can be found in appendix B. Data from each of the two groups of programs have been summarized on schedule A and schedule B.

Comparison of Practices Used and Valued in the Unsuccessful and Successful Programs

It was found that 89 practices were used and rated of "much" value by half or more of the teachers from more effective programs.

The usage of practices from the various areas as categorized in the original questionnaire was quite consistently distributed throughout the thirteen headings for both groups. However, teachers from the more effective programs on the average used 101.2 practices while teachers with the less effective programs on the average used only 75.2 practices. Of the 101.2 practices used by teachers from the more effective programs, 67.8 were rated of "much" value. Of the 75.2 practices used by teachers from the less effective programs, 46.2 were rated of "much" value.

TABLE I

THE AVERAGE NUMBER OF PRACTICES USED AND VALUED
BY TEACHERS IN THE MORE EFFECTIVE PROGRAMS
AND BY THOSE IN THE LESS EFFECTIVE PROGRAMS

	Teachers from More Effective Programs	Teachers from Less Effective Programs	Difference
Average number of practices used	102.2	75.2	27
Of practices used, average number rated of "much" value	67.8	46.2	21.6
Average number of practices used and not rated of "much" value	34.4	29	—

A total of 167 practices were listed on the original questionnaire.

Classification of Practices

An attempt was made to discover practices used by a majority of the more effective group. Of these practices used by the majority, those were selected that were rated by half or more of the more effective group as possessing "much" value. This list of practices obtained from the more effective programs are ones that are used most often and valued most

highly by teachers with the more effective group of programs. Because these practices were used most often and valued most highly, they indicate that teachers of the more effective group considered the practices to be most effective in their adult-farmer program. Because these are select practices that were used and valued by the teachers and were associated with successful programs of adult-farmer classes, it is assumed that the practices may be effective.

The data from the less effective programs were summarized in exactly the same manner. The isolation of practices on the basis of usage and value by less effective programs does not, however, mean that these practices are effective or ineffective. They have been identified as being associated with the less effective programs so they can be compared with practices used and valued by the more effective adult-farmer programs.

Practices from the original questionnaire have been divided into the following categories: Practices Proven Best; Practices Proven Good; Possibly Good Practices; Unproven Practices that Show Promise; and Unproven Practices.

The "Practices Proven Best," were ones valued highly and used frequently by the more effective adult-farmer programs. These practices were called "Proven Best" by the author because they were used by 75 percent or more of the more effective programs and rated as possessing "much" value.

Because of the association of this group of practices with the more effective programs, the writer labeled these practices "Proven Best."

The "Practices Proven Good" were ones used by half or more of the more effective programs and rated as possessing "much" value by the majority of this same group. The author labeled this group of practices as "Proven Good" because of the association with the more effective programs. These practices differ from those "Proven Best" because slightly less of the teachers in more effective programs used the practices. The reader will note this difference by the presence of only one asterisk denoting "Practices Proven Best" in appendix C.

The "Possibly Good Practices" are ones that were valued more highly and used more frequently in the less effective programs than in the more effective programs. Less than half of the teachers of the more effective programs used this group of practices and/or less than half of them gave the practices a value of "much." Because of the high value given by teachers in the less effective programs and the significant association of these practices was with the less effective programs of adult-farmer programs, the author questioned the merit of the practices and categorized them as "Possibly Good."

The "Unproven Practices That Show Promise" were those that were not used by half of either group, but were given a value of "much" by half or more of those using the practices. These practices were categorized as "Unproven" because of the limited usage. The writer believes the practices have possibility because of the value placed on them by programs that used the practices.

The "Unproven Practices" are those that were used and given a value of "much" by less than half of both groups. The merit of these practices were not manifested through usage or value placed on them, thus they are called "Unproven."

Practices Proven Best

The following list of practices are ones often used and highly valued by the more effective group of adult-farmer programs. These practices are considered as effective because of the association with effective programs. Some of these practices are also associated with the less effective programs, however this does not render the practices ineffective and useless. Because a program is not the most successful it does not mean that all the practices used in that particular program are poor ones. Even the most unsuccessful programs are known to use some excellent practices. Despite the

association of some of the following practices with poor programs, the author categorized this group of practices as "Proven Best."

1. Practices "Proven Best" are shown by the numeral "1" at the right of the stated practice because 75 per cent or more of the teachers in effective programs were using the practices and rated them of "much" value.

1a. If the "1" is followed by "a" a similar proportion of teachers with less effective programs used and valued the practices.

1b. If the "1" is followed by "b" from 50 per cent to 75 per cent of teachers with the less effective programs used and thought the practices of "much" value.

1c. If the "1" is followed by "c" less than half of the teachers with less effective programs used and/or thought the practices of "much" value.

Administration and Policy

Avoid conflict whenever possible with all-day activities. 1a

Keep superintendent and/or principal informed at all times. 1a

Secure administrative approval for an adult program. 1b

Public Relations

Use local paper to carry announcement of the program. 1b

Planning a Program

Offer "unit" courses, not a series of unrelated topics. 1a

Plan a long-time program with a sequence of courses over a period of years, e.g., three to six years. 1c

Planning the Instruction

Interview class members or their farms regarding the content of the course. 1a

Survey class members' interests to determine the content of the course. 1a

Confer with business establishments regarding availability of specialists, teaching aids, etc. 1b

Schedule slide films, movies, etc., in advance of the course. 1c

Use consultants in planning the instruction. 1c

Conducting the Classes

Discuss proposed plans at the first meeting. 1a

Use members in determining class objectives. 1a

Conduct group discussion type meetings. 1a

Base discussions on the problems of the members. 1a

Use demonstrations. 1a

Introduce class members at the first class meeting. 1a

Use local data in class discussions. 1a

Ask the members to come to the meetings with questions in mind. 1a

Call class members by their first names. 1a

Provide a seating arrangement so that all persons can see the faces of the others. 1a

25

Have all-day pupils give demonstrations. 1b

Use films, film strips, or some type of visual aid frequently. 1b

Conducting On-Farm Instruction

Use field trips, tours, or field days. 1b

Provide on-farm instruction while course is in progress. 1b

Take helpful materials along on all field trips. 1c

Provide bus transportation on field trips. 1c

Providing Teachers and Teacher Time

Secure relief of school responsibilities for periods during the day. 1c

Supervising Special Teachers

Observe their teaching. 1c

Hold conferences with special teachers. 1c

Financing

Ask members for donations for refreshments. 1b

Evaluating

Use farm visits by the instructor. 1b

Use check list of approved practices planned and adopted. 1b

Conduct tours of farms of class members to observe practices. 1c

Use time at the last meeting of the course for evaluation of the course. 1c

Social Activities and Special Features

Provide refreshments. 1a

Use class committee to conduct activities and special features. 1c

Practices Proven Good

The following group of practices categorized as "Proven Good" were slightly less used and/or slightly less valued than those "Proven Best" by the teachers in the effective programs. The practices "Proven Good" are considered by the writer as effective practices that have much possibility.

2. Practices "Proven Good" are shown by the numeral "2" at the right of the stated practice because between 75 to 50 percent of teachers with good programs were using the practices and rated them of "much" value.

2a. If the "2" is followed by "a" 75 percent or more of teachers with poor programs used the practices and rated them of "much" value.

2b. If the "2" is followed by "b" between 50 and 75 percent of teachers with poor programs used and valued the practices.

2c. If the "2" is followed by "c" less than half of the teachers with poor programs used and/or rated the practices of "much" value.

Administration and Policy

Have superintendent and/or principal on the program at the last meeting, at recognition night, or at graduation exercises. 2c

Have policy statement regarding adult education from the board of education. 2c

Offer courses for any group requesting a course, e.g., adult-farmers, land-owners, farm women, businessmen, persons interested in farming. 2c

Coordinate meetings and courses with education programs of other agricultural education agencies. 2c

Public Relations

Notify public of administrative approval. 2c

Organizing Class Groups

Use leading farmer in recruiting members. 2a

Use an advisory committee to recruit membership in a class. 2b

Have high school student aid in recruiting members. 2b

Invite the whole community to special meetings of the course. 2c

Planning a Program

Offer courses for various groups on basis of needs, e.g., pork producers, grain producers, beef producers, corn producers, etc. 2b

Determine with the help of others the objectives of the adult-farmer program. 2b

Use an advisory committee or council. 2c

Planning the Instruction

Organize content on a seasonal basis. 2b

	28
Use other agricultural education agencies as consultants in planning the content of courses.	2b
Integrate course content of high school and adult-farmer classes.	2c
Confer with advisory committee.	2c

Scheduling and Locating Courses

Conduct a course of ten to fifteen meetings a year.	2c
Hold meetings in the high school only.	2c
Conduct a course of ten meetings a year.	2c

Conducting the Classes

Use technical experts as resource persons.	2a
Ask direct questions of individuals.	2a
Take time to summarize frequently.	2a
Ask members of the class before meeting if they can present certain information to the class.	2a
Provide table space for all members of the group.	2a
Start and stop meetings on time.	2a
Use class members to present demonstrations.	2b
Give some information about each class member introduced.	2b
Keep the opinion of the teacher out of the discussion until the ideas of all the group have been expressed.	2b
Use local situations as examples.	2b
Ask the group to weigh the possibilities of each idea introduced.	2b
Have group analyze their discussions to see if it is accomplishing anything.	2c

29

Start discussions with procedural question. 2c

Ask provocative or controversial questions. 2c

Give away educational materials at meetings like gestation charts, bulletins, etc. 2c

Use farm records of class members as a basis for the content of courses. 2c

Conducting On-Farm Instruction

Visit farmer enrollees before first meeting of the course. 2a

Provide a definite system of on-farm instruction visits during the summer. 2b

Help locate breeding stock and seed. 2b

Promote demonstrations on the farm of class members. 2c

Use class time to study the purposes of on-farm instruction. 2c

Take key individuals in the community along on farm visits. 2c

Providing Teachers and Teacher Time

Use class members for teaching whenever possible. 2a

Secure the last periods of the school day for organization of an adult program and the visitation of class members. 2b

Use special teachers. (persons not fully qualified as vo-ag teachers) 2b

Supervising Special Teachers

Assist special teachers plan their instruction 2c

Evaluating

- Measure growth or decline in attendance. 2b
- Use on-farm meetings during the summer for evaluation. 2c
- Use advisory committee to evaluate the program. 2c
- Use other agricultural education agencies to evaluate program. 2c
- Use production records of class members. 2c

Social Activities and Special Features

- Provide recreational activities. 2c

Possibly Good Practices

The following practices are used more often and valued more highly by teachers in the less effective programs than by teachers in the more effective programs. This may mean that these practices are not significantly influencing program success. These practices may be actually hindering adult-farmer success because their association is closest to the less effective programs. However, it is the writer's judgment that these practices have some merit, but that they should be considered as "Possibly Good Practices."

3. "Possibly Good Practices" are shown by the numeral "3" at the right of the stated practice because less than 50 percent of teachers with the more effective programs used and/or rated the practices as having "much" value. But, teachers in the less effective programs were using the practices and felt that they had "much" value.

3a. If the "3" is followed by "a" 75 percent or more of teachers with the less effective programs used and rated these practices with a value of "much."

3b. If the "3" is followed by "b" 50 percent or more of teachers with less effective programs used and rated the practices as having a value of "much."

Public Relations

Use circular letters or box holder postcards. 3a

Planning the Instruction

Allow class members to select the course content from a prepared list of problems. 3b

Scheduling and Locating Courses

Hold meetings in a rural school, church or other neighborhood location. 3b

Never postpone or cancel a meeting. 3b

Conducting the Classes

Use panel discussions. 3b

Use forums. 3b

Conduct "work shop" type meetings. 3b

Pass out a discussion outline to help farmers stay on the subject. 3b

Use questions, usually, that call for opinions not facts. 3b

Assist in formulating plans of action. 3b

Have farmers indicate approved practices they will adopt.

3a

Conducting On-Farm Instruction

Give priority to the farmers needing the most help.

3b

Evaluating

Study (systematically) changes in attitude of class members and the community.

3b

Study regularity of attendance of members.

3b

Study enrollment to determine whom the program serves.

3b

Social Activities and Special Features

Award attendance diplomas.

3b

Unproven Practices That Show Promise

The following practices are categorized "Unproven," but show some promise of becoming popular and proven practices. Although less than half of both groups used these practices, the teachers that did use the practices placed a high value on them. It is the writer's opinion that effective practices may be unpopular in terms of usage, but they are likely to be valued by those using the practices.

4. "Unproven Practices That Show Promise" are shown by the numeral "4" at the right of the stated practice. Although these practices were used by less than 50 percent of both groups, 50 percent or more of those using the practices rated them with a value of "much."

Administration and Policy

Set maximum limits on class size. 4

Public Relations

Use local radio stations to inform public regarding program. 4

Use the school paper. 4

Planning a Program

Extend an important course such as soils or dairing over more than one year with the same group of farmers. 4

Organizing Class Groups

Provide membership or enrollment cards to those who enroll. 4

Have already organized group such as a community club sponsor a course or courses. 4

Hold meetings for wives concurrently. 4

Have members organize themselves and elect officers such as a president and a secretary. 4

Have roll call and check-up on absentees by a class committee or a class secretary. 4

Conduct courses in connection with some business establishment, examples; Welding by welding shop, butchering by food locker service. 4

Planning the Instruction

Use a "suggestion box." 4

Have members elect a class committee to plan the content of the course. 4

Postpone certain content in high school and young farmer classes until adult-farmer level. 4

Scheduling and Locating Courses

- Hold organized course meetings throughout a year. 4
- Conduct two or more courses simultaneously (same meeting nights using special teachers). 4
- Hold meetings only during the day. 4
- Conduct a course of 15 to 20 meetings a year. 4
- Limit discussion meetings to 90 minutes. 4
- Limit shop meetings to 120 minutes. 4

Conducting Classes

- Use speakers. 4
- Use "buzz sessions." 4
- Elect a discussion leader from the class. 4
- Have farmers, who are non-class members, serve as discussion leaders. 4
- Have class members, as many as possible, on some committee during a course. 4
- Maintain suspense regarding the solution of the problem. 4
- Provide members with written summaries of meetings. 4
- Allow class members to smoke during class. 4

Conducting On-Farm Instruction

- Provide on-farm instruction to class members only when requested. 4
- Have class, as a group, visit each member's farming program. 4

Financing

- Charge an enrollment fee. 4

Have class members purchase their own consumable supplies (e.g. farm plan book) 4

Allow farmers to "treat" each other as a means of providing refreshments. 4

Providing Teachers and Teacher Time

Hold meetings during the periods of the year when all-day classes are not in session (Thanksgiving, Christmas, spring and summer vacations) 4

Have a director of adult education in the school. 4

Supervising Special Teachers

Observe on-farm instruction of special teachers. 4

Evaluating

Use business men to evaluate the program. 4

Compare (systematically) results of class members with non-class members. 4

Compare (systematically) results of class members with standards, averages, etc. 4

Social Activities and Special Features

Have an achievement night. 4

Give special recognition to outstanding members. 4

Conduct a summer picnic. 4

Unproven Practices

The following practices are categorized as "Unproven" because they were used and valued "much" by less than half of either group of teachers. According to findings in this study,

these practices proved to be the least valued and the least used, thus they might be called the less effective or less successful practices. However, if used by more teachers or if the methods of using the practices were improved, the practice might have a higher rating.

5. The "Unproven" practices are shown by the numeral "5" at the right of the stated practices. These practices were used and valued "much" by less than 50 percent of the programs from both groups.

Administration and Policy

Have superintendent and/or principal welcome class members at first meeting. 5

Inform other faculty members of the adult-farmer program. 5

Public Relations

Use posters or handbills. 5

Planning a Program

Use formal surveys. 5

Organizing Class Groups

Recruit members by announcements at athletic events, church activities, service clubs, etc. 5

Scheduling and Locating Courses

Hold meeting in homes of class members. 5

Hold some classes during the daytime. 5

Conduct a courses of over 20 meetings a year. 5

Conducting Classes

Have a member or committee or members act as receptionists during the first two or three class meetings. 5

Use president or secretary of class to open meetings, and make announcements. 5

Use role playing. 5

Use an examination, not graded, near beginning of the course. 5

Use tape recordings of speeches made elsewhere. 5

Provide a class "evaluator" or "observer." 5

Use supervised study. 5

Record discussions on a tape recorder and play back. 5

Financing

Obtain donations from organizations and businesses for refreshments. 5

Have advisory committee members pay for refreshments. 5

Providing Teachers and Teacher Time

Use only special teachers who have teaching experience. 5

Use only special teachers with a college degree in agriculture. 5

Social Activities and Special Features

Use recreational movies. 5

Promote class organizations, such as cooperatives, work rings, etc. 5

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a brief summary of findings, some conclusions and recommendations.

Summary

Of the 167 total practices listed on the original questionnaire, 37 were "Proven Best," 51 were "Proven Good," 16 were "Possibly Good Practices," 41 were "Unproven but Showed Promise," and 22 were "Unproven." The practices used by both groups were quite uniformly distributed throughout the 13 categories listed on the original questionnaire. The total practices used by teachers from the more effective programs were significantly more numerous than the total practices used by teachers with the less effective programs.

167 Total Practices

	Average number of practices used	Average number of practices used and rated of "much" value.
By More Effective Group	102.2	67.8
By Less Effective Group	75.2	46.2

The practices categorized "Proven Best" and "Proven Good" are those used and valued "much" by half or more of the more effective adult-farmer programs. The "Possibly Good Practices" are those that were used more often and/or valued more highly by teachers in the least effective programs than by teachers in the more effective programs. The "Unproven Practices That Showed Promise," are those that were used by less than half of either group, but were given a value of "much" by half or more of those using the practices. The "Unproven Practices" are those given a value of "much," by less than half of both the less effective or the more effective teachers of adult-farmers. They may have been used by more or less than half of the teachers in both groups.

Conclusions

1. Some practices were used more often and valued more highly by teachers from the more effective programs than by teachers in the less effective ones.
2. There were practices that were used and valued more highly by the teachers in the less effective programs than by teachers in the more effective programs.
3. There are apparently a number of practices of "much value" which have not been generally used by teachers of adult-farmer classes.

4. There are a number of practices used generally by teachers of adult-farmer classes which have limited value.

5. The more effective programs used and valued considerably more practices than the teachers with the less effective programs.

6. Although the more effective programs used more total practices, the proportion of practices used from the various areas was quite consistent throughout the thirteen categories in the original questionnaire.

7. A few teachers use some practices that are not valued highly by those using them.

Recommendations

1. The author recommends that adult-farmer teachers consider the findings of this study and explore the possibility of selecting "Proven Practices" for use with their respective programs.

2. Practices that are rated of "much value" but used by a small percentage of teachers show promise and should be tried more generally.

3. The "Unproven Practices That Showed Promise" should be further investigated after a larger group of the teachers in the successful adult-farmer programs have had an opportunity to use them.

4. Adult-farmer teachers should explore the possibility of replacing unproven and questionable practices that they may be currently using with "Proven" practices and practices that show promise.

5. A list of the "Proven Practices" should be devised in a form of a checklist for evaluation of practices used by adult-farmer teachers.

6. Some teachers should consider the possibility of using more practices.

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APPENDICES

A Study of Evaluation in Adult Education in Vocational Agriculture

EXPLANATION—The purpose of this study is to determine criteria for a good program in vocational education in agriculture for adults and to determine useful evaluation practices used in such programs.

Please examine carefully the instructions that are given at the beginning of each section and supply the answers needed with the best available information from your 1951-1952 program.

Please return your reply at the earliest possible date in the enclosed envelope.

Name of school system.....

Name of respondent.....

Position held.....

Address City State

PART ONE

MEASURES FOR CRITERIA IN ADULT EDUCATION IN VOCATIONAL AGRICULTURE

Respond to each criterion measure as indicated. Base your responses on the 1951-1952 program.

I. RELATIVE SIZE OF PROGRAM

Indicate in the space at the left the appropriate number for each of the following questions:

- 1. What was the total clock hours attendance for adult farmer activities conducted as a part of systematic instruction? Example—One man attending all two hour sessions of a 10 session course would have 20 clock hours attendance.
- 2. How many farmers are there in your community?

II. RURAL CLIENTELE SERVED

Place an X before each segment served.

- | | |
|---|--|
| 1. Young adult farmers (age 25-35) | 9. City or village businessmen in related agricultural occupations |
| 2. Middle-aged adult farmers (age 35-55) | 10. Farm owners not farming |
| 3. Farmers nearing retirement (age 55 up to retirement) | 11. Farm women |
| 4. Retired farmers | 12. Foreign-born farm laborers |
| 5. Tenant farmers | 13. Native farm laborers |
| 6. Part-time farmers | 14. Workers in related agricultural occupations |
| 7. Non-farming rural population | 15. Illiterates engaged in farming |
| 8. Farm leaders | 16. Illiterates engaged in related agricultural occupations |

III. FLEXIBILITY

Place an X before the one item in each section that describes the total program in your community.

A. Class activities were conducted during:

- | | |
|-------------------------------|---|
| 1. Morning hours only | 4. Morning and afternoon |
| 2. Afternoon hours only | 5. Afternoon and evening |
| 3. Evening hours only | 6. Morning, afternoon and evening |

B. Activities were conducted:

- | | |
|--------------------------|-----------------------------------|
| 7. 1 day per week | 9. 3 or 4 days per week |
| 8. 2 days per week | 10. 5 or more days per week |

C. Activities were conducted in:

- | | |
|-----------------------|-------------------------------|
| 11. 1 location | 13. 3 to 5 locations |
| 12. 2 locations | 14. 6 or more locations |

D. Activities were scheduled during:

- | | |
|----------------------------------|----------------------------------|
| 15. 1 quarter of the year | 17. 3 quarters of the year |
| 16. 2 quarters of the year | 18. 4 quarters of the year |

E. Continuous activities were scheduled for:

- | | |
|---|----------------------------------|
| 19. 1 quarter of the year or less | 21. 3 quarters of the year |
| 20. 2 quarters of the year | 22. 4 quarters of the year |

VI. COORDINATION

What methods were used to coordinate the programs of adult education in vocational agriculture?

Rate each item by using:

- 0 if seldom or never used
1 if occasionally or sometimes used
2 if ordinarily or usually used

- 1. Advisory council for whole agriculture program
- 2. Informal group meetings with leaders
- 3. Informal meetings with individuals
- 4. A director (or coordinator) engaged by the public school
- 5. Examination of published literature of other agencies
- 6. Agreements defining the field of educational activity between the school and other agricultural agencies
- 7. A school policy defining the fields of educational activity of adult, young farmers and day school vocational agriculture and institutional on-farm training
- 8. Integration with total school adult education program
- 9. Other (specify)

VII. COOPERATION

What types of cooperation are practiced by your school with reference to other adult education agencies in your community and with reference to personnel in the school?

Rate each by using:

- 0 if seldom or never done
1 if occasionally or sometimes done
2 if frequently done

- 1. Cooperate with other agricultural agencies (other than public school) in planning and carrying out community wide education projects in agriculture such as grass day, farm face lifting, hay making demonstrations and soil conservation.
- 2. Cooperate with educational and community groups in the support of other worthwhile community projects, such as park improvement and clean-up campaigns.
- 3. Cooperate with other adult education agencies in the publication of an adult education directory with a listing and/or description of educational activities of each agency.
- 4. Interchange with non-school personnel as resource persons.
- 5. Make available the agricultural library in the school to rural community groups.
- 6. Inter-loan with non-school groups, such specialized equipment as cement mixers, movie and slide projectors and other similar items.
- 7. Cooperate with the institutional on-farm-training teacher in the school in planning and carrying out agricultural education programs.
- 8. Cooperate with the teacher of the young farmer group in the school in planning and carrying out programs of adult education.
- 9. Co-operate with the shop teacher(s) in use of shop facilities.
- 10. Co-operate with all persons responsible for or involved in the total program of adult education in the public school in planning and carrying out educational activities in the school.
- 11. Cooperate with all persons responsible for or involved in the total school program in developing educational activities within the school and community.

VIII. ACTIVITIES MATERIALIZING

Indicate in the space at the left the appropriate number for each of the following questions:

- 1. How many courses were planned?
- 2. How many field trips and other activities were planned? (refer to section V)
- 3. Of the courses and activities listed in questions 1 and 2 above, how many actually started?

IX. MAINTENANCE OF ACTIVITY

Indicate in the space at the left the appropriate number for each of the following questions:

- 1. Of the number of courses and activities listed in question 3 of section VIII, how many were carried to completion?
- 2. Of the number of courses and activities listed in question 3 of section VIII, how many were combined because of declining attendance?
- 3. Of the number of courses and activities listed in question 3 of section VIII, how many held meetings in addition to those planned?

X. PERCENTAGE OF ATTENDANCE

- Indicate in the space at the left the percentage of attendance. Compute the percentage of attendance by totaling the average session attendance for all groups and classes and divide the sum by the total enrollment in the program.

F. Activities were scheduled for a series of:

- | | |
|-------------------------------------|--|
| 23. 10 meetings per year | 25. 21 - 30 meetings per year |
| 24. 11 - 20 meetings per year | 26. 31 or more meetings per year |

IV. RESULTS

Respond to each measure below by placing your answer in the space before each measure.

- A. Give the average number of approved practices put into use per farmer in the program in:
- | | |
|--------------------------------------|--------------------------------------|
| 1. Farm management | 5. Crop farming |
| 2. Marketing | 6. Improved living on the farm |
| 3. Soil and water conservation | 7. Farm mechanics |
| 4. Livestock farming | |
- B. Give the number of cooperative buying and selling activities organized as a result of instruction in adult education in vocational agriculture.
- C. Give the number of cooperative organizations formed as a result of instruction in adult education in vocational agriculture.
- D. Give the number of farm organizations formed as a result of instruction in adult education in vocational agriculture.
- E. Give the number of farmers used as special teachers of adult classes.
- F. Give the number of farmers who helped to plan the instructional program in adult education in vocational agriculture.
- G. Give the number of other leadership activities assumed by class members.
- H. Give the number of community betterment projects which have been completed.
- I. Place an X before each item below where, as an outgrowth of instruction, improvement was noted in one or more persons.
- | | |
|-------------------------------------|--|
| 1. Dependability | 8. Literacy |
| 2. Scientific attitudes | 9. Home and family living |
| 3. Fair play | 10. Housing |
| 4. Broadmindedness | 11. Recreation |
| 5. Public problems | 12. Sense of group unity |
| 6. Interest in farming | 13. Activities in the community |
| 7. Ability in self expression | 14. Understanding of basic principles of farming |

V. METHODS

What were the general methods used in your program?

Rate each item by using:

- 0 if seldom or never used
 1 if occasionally or sometimes used
 2 if ordinarily or usually used

- 1. Courses were offered as a part of a series on one general subject.
- 2. Courses were offered as separate units.
- 3. Field trips were conducted.
- 4. Radio broadcasts were given in content fields by the agricultural instructor.
- 5. Radio-listening discussion groups were held.
- 6. Television-viewing discussion groups were held.
- 7. Workshops, short institutes or conferences were used.
- 8. Courses were offered in cooperation with industrial, business and civic organizations.
- 9. School-sponsored clubs were organized for adults.
- 10. Guidance services were provided for adults.
- 11. Certificates or diplomas were given for certain levels of accomplishment.
- 12. Classes were taught by:
- | | |
|--|---|
| a. Agricultural instructor | c. Farmer |
| b. Worker from allied agricultural occupations | d. Extension specialist under supervision of agricultural teacher |
- 13. As a part of systematic instruction the following methods were used:
- | | |
|-------------------------|---------------------------|
| a. Forum | d. Symposium |
| b. Lecture series | e. Panel |
| c. Debate | f. Group discussion |
| | g. Demonstration |
| | h. Reports |

PART TWO

PRACTICES USED IN EVALUATING ADULT EDUCATION IN VOCATIONAL AGRICULTURE

Rate each evaluation practice listed below according to the following rating scale:

- 0 if seldom or never used
- 1 if occasionally or sometimes used
- 2 if ordinarily or usually used

Base your responses on your 1951-52 program.

- 1. Clearly stated objectives are used to form the basis for evaluation.
- 2. A list is made of the kind of evidence needed to indicate that objectives are being met.
- 3. A list is made of the methods and devices to use in collecting evidence which will reveal that objectives are being met.
- 4. Evaluation occurs at specific intervals throughout the year.
- 5. Instruction is evaluated by analyzing check lists of approved practices planned and used.
- 6. A check of approved practices carried out is maintained on a chart.
- 7. Production records of class members are used to indicate effectiveness of instruction.
- 8. Part of the last meeting of the course is used for evaluation.
- 9. Enrollment records are analyzed to determine the extent to which the program serves all who want, need or can use adult education.
- 10. Attendance records are analyzed to determine regularity of attendance and the type of farmers who are attending.
- 11. Change in attitude of class members is noted.
- 12. Leadership development is noted.
- 13. Co-operative activities developed are noted.
- 14. Co-operative organizations formed are noted.
- 15. Results of instruction with class members are compared with standards, averages, individual or other goals.
- 16. Results of instruction with class members are compared with the economic and social achievement of non-class members.
- 17. Progress is compared with progress of other years and progress in other communities.
- 18. Systematic study of the community is made to discover changes in farming due to instruction.
- 19. Practices used are observed on tours to farms of class members.
- 20. Part of a special field day is devoted to evaluation.
- 21. Part of an on-farm-meeting during the summer is used for evaluation.
- 22. Pictures of "before" and "after" situations are used.
- 23. Farmers and the teacher agree on the value of an approved practice.
- 24. The instructor evaluates results of instruction as he visits the farms of the class members.
- 25. Advisory committees assist in the evaluation of the program.
- 26. Class members assist in the evaluation of the results of instruction.
- 27. Business men assist in the evaluation of the program.
- 28. Other teachers in the school, administrators, school board members, state supervisory staff and college or university education staff help evaluate the program.
- 29. Other agricultural education agencies assist in the evaluation of the program.
- 30. Plans and action are based on the analysis and interpretation of the results of evaluation.

Please return this completed form to:

Walter P. Schroeder
Instructor in Vocational Education
206 Morrill Hall
Michigan State College
East Lansing, Michigan

Schedule A

UNITED STATES

SCHOOL

STATE

NAME OF YOUR PRESENTLY RUNNING AGRICULTURAL CLASSES (Non-vet.)

NUMBER OF ORGANIZED ADULT GROUPS IN WHICH YOU HAVE INSTRUCTED OR SUPERVISED DURING THE PAST YEAR

PRACTICES	I have never used this practice	I have discontinued its use	I have used this practice for the first time this year and found it of			for some time and found it of		
			Very little value	Some value	No value	Very certain	Much value	Some value
Administration and Policy								
are administrative responsibilities for an adult farmer program				1			9	4 2
a policy statement regarding adult education from the board of education	4 ^a	6 ^b					3	1
superintendent and/or principal who are class members at the first meeting	5	4		1			1	22 1
superintendent and/or principal of the program at the first meeting, at noon, or at other times	3	4					5	12 1
superintendent and/or principal who are class members		1		1			8	4 1
principal meeting with the principal of the program at the first meeting, at noon, or at other times	1	2					5	24 2
principal meeting with the principal of the program at the first meeting, at noon, or at other times				1	1		3	24 3 1
principal meeting with the principal of the program at the first meeting, at noon, or at other times				2			8	6
principal meeting with the principal of the program at the first meeting, at noon, or at other times	5	3					4	1 1 1 1
principal meeting with the principal of the program at the first meeting, at noon, or at other times	9	5					1	1
Public Relations								
notify public of adult education program	4	2		1			1	2 2 1 1 1
inform papers of progress of program				1			7	3 2 3
spread public relation information regarding program	4	6					3	1 1
write stories in local papers	3	6					3	4
write letters to local papers	4	1					2	3 2 1
write letters to local papers							1	1

^aTotalled responses from teachers with more effective programs.^bTotalled responses from teachers with less effective programs.

B (Continued)
Schedule A

51

Name _____ School _____ State _____

Number of Years Experience _____ All of Classes Taught _____

Number of On- and Off-School Activities, Conferences, Institutes, or Superintendents During the Past Year _____

PRACTICES	I have used this practice											
	I have used this practice for the first time this year and found it of						I have used this practice for some time and found it of					
	For no reason at all	Because it is new and not work	Much value	Some value	No value	Uncertain	Much value	Some value	No value	Uncertain		
Planning the Instruction												
Order with advisory committee	2	3					5	1	3	1		
Order with business, estate, scientific, or other community of specialists, teaching new ideas	1	2	1	1			7	2	1			
Order with business, estate, scientific, or other community of specialists, teaching new ideas			1				9	2	3			
Order with business, estate, scientific, or other community of specialists, teaching new ideas	2	1					6	2	3			
Order with business, estate, scientific, or other community of specialists, teaching new ideas	7	5					2	1	1			
Order with business, estate, scientific, or other community of specialists, teaching new ideas	8	4					1	11				
Order with business, estate, scientific, or other community of specialists, teaching new ideas		1	1				7	1	1			
Order with business, estate, scientific, or other community of specialists, teaching new ideas		1	1				7	3	1			
Order with business, estate, scientific, or other community of specialists, teaching new ideas	2	1	1	1			1	2	3	2	1	
Order with business, estate, scientific, or other community of specialists, teaching new ideas	3	1					4	2	1			
Order with business, estate, scientific, or other community of specialists, teaching new ideas	1	2	1	1			4	2	3	1		
Order with business, estate, scientific, or other community of specialists, teaching new ideas	3	5					4	2				
Order with business, estate, scientific, or other community of specialists, teaching new ideas	5	3	1				2	1	1			
Scheduling and Location of Classes												
Scheduling and location of classes	5	2	2	1	1							
Scheduling and location of classes	9	5	1				3					
Scheduling and location of classes		1		1			5	1	3	1		
Scheduling and location of classes	7	4		1	1		1		1			
Scheduling and location of classes	8	5					1					
Scheduling and location of classes	5	5		1			1	3				
Scheduling and location of classes	7	4										
Scheduling and location of classes	7	1		1	1		2				1	
Scheduling and location of classes	1	2	1				5	2	1		1	
Scheduling and location of classes	3	2		2			3	1	2			
Scheduling and location of classes	7	2					1	1	1	1	1	
Scheduling and location of classes	7	4			1							
Scheduling and location of classes	4	3				1	3	2	1		1	
Scheduling and location of classes	7	4					1					

Schedule A

Name _____ School _____ State _____

Number of Years Experience Teaching Adult Classes (non-vets) _____

Number of Organized Adult Groups or Adult Courses Instructed or Supervised during the Past Year

[illegible]

Schedule A

Name _____ School _____ State _____

Number of Year Extension Learning Adult Classes (non-vets) _____

Number of Organized Adult Groups or Clubs _____

Number of Instructors or Supervisors during the last year _____

PRACTICES	I have never used this practice	I have discontinued its use	I have used this practice							
			For the first time this year	For the first time this year	For the first time this year	For the first time this year	For the first time this year	For the first time this year	For the first time this year	For the first time this year
Administration and Policy										
are administrative approval for annual farmer program					1				9	4 2
a policy statement regarding adult education from the board of directors	4 ^a	6 ^b							3	1
a superintendent and/or principal welcome class members at the first meeting	5	4			1				1	22 1
a definite statement of direction of the program at the first meeting, at recreation night, or at demonstration exercises	3	4							5	12 1
a superintendent and/or principal welcome class members at the first meeting		1			1				8	4 1
a definite meeting schedule for the educational programs of the school district or community	1	2							5	24 2
a definite meeting schedule for the adult program					1	1			3	24 3 1
a definite meeting schedule for the adult program					2				8	6
a definite meeting schedule for the adult program	5	3							4	1 1 1 1
a definite meeting schedule for the adult program	9	5							1	1
Public Relations										
notify public of adult program approval	4	2			1				1	2 2 1 1
hear reports from group members of program					1				7	3 2 3
open a public relation to the community program	4	6							3	1 1
use the school radio	3	6							3	4
use the school radio	4	1							2	3 2 1
									1	1

^aTotalled responses from teachers with more effective programs.

^bTotalled responses from teachers with less effective programs.

B (Continued) Schedule A

51

Name _____ School _____ State _____

Number of Years Experienced in Adult Classes (most recent) _____

Number of Organized Adult Classes or Adult Classes Instructed or Supervised during the Past Year _____

PRACTICES	I have used this practice	I have used this practice										I have used this practice
		for no particular reason	because it had not worked	Much value	Some value	No value	Uncertain	Much value	Some value	No value		
PLANNING												
Planning the Instruction												
Confer with advisory committee	2	3						5	1	3	1	
Confer with business, estate, accountants, insurance agents, real estate specialists, teachers, etc.	1	2			1	1		7	2	1		
Use the slide films, movies, etc., in the course of the course					1			9	2	3		
Use the slide films, movies, etc., in the course of the course	2	1						6	2	3		
Use the slide films, movies, etc., in the course of the course	7	5						2	1	1		
Use the slide films, movies, etc., in the course of the course	8	4						1	11			
Survey course members' interest in the course		1			1			7	4	1		
Survey course members' interest in the course		1	1		1			7	3	1		
Survey course members' interest in the course	2	1	1	1	1			1	2	3	2	
Survey course members' interest in the course	3	1		1				4	2	1		
Survey course members' interest in the course	1	2	1		1			4	2	3	1	
Survey course members' interest in the course	3	5						4	2			
Survey course members' interest in the course	5	3	1					2	1	1		
INSTRUCTION												
Scheduling and Enrolling Courses												
Enroll students in a course	5	2	2	1	1				3			
Enroll students in a course	9	5	1									
Enroll students in a course		1		1	1			5	1	3	1	
Enroll students in a course	7	4			1	1		1		1		
Enroll students in a course	8	5						1				
Enroll students in a course	5	5			1			1	3			
Enroll students in a course	7	4										
Enroll students in a course	7	1		1	1	1		2			1	
Enroll students in a course	1	2	1					5	2	1	1	
Enroll students in a course	3	2			2			3	1	2		
Enroll students in a course	7	2						1	1	1	1	
Enroll students in a course	7	4			1							
Enroll students in a course	4	5				1		3	2	1	1	
Enroll students in a course	7	4						1				

[illegible]

Schedule B

Name _____ School _____ State _____

Number of Years Experience Teaching Adult Classes (non-vets) _____

Number of Organized Adult Groups or Adult Courses Instructed or Supervised during the Past Year _____

PRACTICES	I have never used this practice	I have used this practice									
		but have discontinued its use		for the first time this year and found it of				for some time and found it of			
		For no particular reason	Because it did not work	Much value	Some value	No value	Uncertain	Much value	Some value	No value	Uncertain
Conducting Classes											
Use local data in class discussions				2				5	4	2	
Use farm records of class members as a basis for the content of courses	5		1	1				1	2	2	
Pass out a discussion outline to help farmers stay on the subject	1	3		1	1				3	2	1
Use an examination, not graded, near beginning of the course	4	6			1	1					
Use tape recordings of speeches made elsewhere	5	6									
Start discussions with a procedural question				1	2			2	2	2	1
Ask the members to come to the meetings with questions in mind		2			2			4	3	1	1
Ask direct questions of individuals				1	3			2	3	2	2
Ask provocative or controversial questions to draw problems from the group						1		3	3	2	2
Ask the group to weigh the possibilities of each idea introduced	1					2		1	4	2	2
Keep the opinions of the teacher out of the discussion until the ideas of all the group have been expressed				2		1		2	3	2	1
Maintain suspense regarding the solution of the problem	1	3				2		2	2	1	1
Take time to summarize frequently			1	2				3	3	2	1
Assist in formulating plans of action		1		1	1			2	2	3	2
Use questions, usually, that call for opinions not facts		2			2	1		2	3	2	1
Ask members of the class before meeting if they can present certain information to the class		2		2				3	3	2	1
Have group analyze their discussion to see if it is accomplishing anything	2	2		1	1	1		2	1	1	1
Have farmers indicate approved practices they will adopt	1	2			2			1	4	2	
Use local situations as examples				2	1			3	3	2	2
Provide members with written summaries of meetings	2	4		1	1			1	1	1	1
Provide a class "evaluator" or "observer"	3	7						1	1		
Use films, film strips, or some type of visual aid frequently	1			2	1			3	2	1	3
Use supervised study	3	6	1						2		
Record discussions on a tape recorder and play-back	3	7							1		
Call class members by their first names				3				4	4	1	1
Give away educational materials at meetings like gestation charts, bulletins, etc.			1	1	1			3	1	2	4
Start and stop meetings on time		1			2			3	4		1
Allow class members to smoke during class	2	2			2		1	1	2		
Provide a seating arrangement so that all persons can see the faces of the others			1	3				4	4	1	
Provide table space for all members of the group		1		3				3	4	2	
Others:								1			

Schedule B

Name _____ School _____ State _____

Number of Years Experience Teaching Adult Classes (non-vets) _____

Number of Organized Adult Groups or Adult Courses Instructed or Supervised during the Past Year

[illegible]

Schedule B

Name _____ School _____ State _____

Number of Years Experience Teaching Adult Classes (non-vets) _____

Number of Organized Adult Groups or Adult Courses Instructed or Supervised during the Past Year _____

PRACTICES	I have never used this practice		but have discontinued its use		I have used this practice for the first time this year and found it of				for some time and found it of		
					Far too particular persons	Because it did not work	Much value	Some value	No value	Uncertain	Very valuable
Providing Teachers and Teacher Time											
Use special teachers (Persons not fully qualified as Vo-Ag teachers)	3		1		1	1				3	2 1 1
Use only special teachers who have teaching experience	2	7		1	1						1
Use only special teachers with a college degree in agriculture	4	6		1	1						
Use class members for teaching whenever possible	2	1				2	1			2	3 1
Secure the last periods of the school day for the organization of an adult program and the evaluation of class members	1	1	1	1		1	1			2	3 1 1
Secure relief of school responsibilities for teachers during the day	1	4		1		1	1			2	2 1
Hold meetings during the periods of the year when all-day classes are not in session (during Christmas, Spring and Summer vacations)	2	6		1			1			1	1
Have a director of adult education in the school	4	7								1	
Others:											
Supervising Special Teachers											
Observe their teaching	1	4								4	1
Hold conferences with special teachers	1	4								3	1 1
Assist special teachers plan their instruction	2	4		1						3	1
Observe on-farm instruction of special teachers	4	6								1	
Others:											
Evaluating											
Use advisory committees to evaluate the program	2	5				1				2	1 1
Use business men to evaluate the program	2	4				3				1	1
Use other agricultural education agencies to evaluate the program	1	6				1				2	2
Use check list of approved practices planned and adopted	1	3				2				3	3
Use production records of class members	1	3				1	1			2	2 1

Name _____ School _____ State _____

Number of Organized Adult Groups or Adult Courses Instructed or Supervised during the Past Year

[illegible]

C

Administration and Policy

	More Effective Group	Less Effective Group
Avoid conflicts whenever possible with all-day activities.	**	xx
Keep superintendent and/or principal informed at all times.	**	xx
Secure administrative approval for an adult program.	**	x
Have superintendent and/or principal on the program at the last meeting, at recognition night, or at graduation exercises.	*	
Have a policy statement regarding adult education from the board of education.	*	
Offer courses for any group requesting a course, e.g., adult-farmers, land-owners, farm women, businessmen, persons interested in farming.	*	
Coordinate meetings and courses with educational programs of other agricultural education agencies.	*	

* or x denote practices used by half or more of group with half or more of programs giving a value of much.

** or xx denote practices used by 75% or more of group with 75% or more giving practices a value of much.

C (Continued)

Public Relations

	More Effective Group	Less Effective Group
Use local papers to carry announcements of program	**	x
Notify public of administrative approval.	*	
Use circular letters or box holder post-cards.		xx

Planning a Program

Offer "unit" courses, not a series of unrelated topics.	**	xx
Plan a long-time program with a sequence of courses over a period of years, e.g., three to six years.	**	
Offer courses for various groups on basis of needs, e.g., pork producers, grain producers, beef producers, corn producers, etc.	*	x
Use an advisory committee or council.	*	
Determine with the help of others the objectives of the adult-farmer program.	*	x

Organizing Class Groups

Use an advisory committee to recruit membership in a class.	*	x
Have high school students aid in recruiting members.	*	x

C (Continued)

	More Effective Group	Less Effective Group
Use leading farmers in recruiting members.	*	xx
Invite the whole community to special meetings of the courses.	*	

Planning the Instruction

Schedule slide films, movies, etc., in advance of the course.	**	
Confer with business establishments regarding availability of specialists, teaching aids, etc.	**	x
Interview class members on their farms regarding the content of the course.	**	xx
Survey class members' interests to determine the content of the course.	**	xx
Organize content on a seasonal basis.	*	x
Use consultants in planning the instruction.	**	
Integrate course content of high school and adult-farmer classes.	*	
Use other agricultural education agencies as consultants in planning the content of the courses.	*	x
Confer with advisory committee.	*	
Allow class members to select the course content from a prepared list of problems.		x

C (Continued)

Scheduling and Locating Courses

	More Effective Group	Less Effective Group
Conduct a course of ten to fifteen meetings a year.	*	
Hold meetings in the high school only.	*	
Hold meetings in a rural school, church or other neighborhood location.		x
Conduct a course of ten meetings a year.	*	
Never postpone or cancel a meeting.		x

Conducting the Classes

Discuss proposed plans at the first meeting.	**	xx
Use members in determining class objectives.	**	xx
Conduct group discussion type meetings.	**	xx
Base discussions on the problems of the members.	**	xx
Have all-day pupils give demonstrations.	**	xx
Use demonstrations.	**	xx
Introduce class members at the first class meeting.	**	xx

C (Continued)

	More Effective Group	Less Effective Group
Use class members to present demonstrations.	*	x
Use technical experts as resource persons.	*	xx
Give some information about each class member introduced.	*	x
Use local data in class discussions.	**	xx
Ask the members to come to the meetings with questions in mind.	**	xx
Call class members by their first names.	**	xx
Provide a seating arrangement so that all persons can see the faces of the others.	**	xx
Use films, film strips, or some type of visual aid frequently.	**	x
Have group analyze their discussions to see if it is accomplishing anything.	*	
Start discussions with a procedural question.	*	
Ask direct questions of individuals.	*	xx
Ask provocative or controversial questions.	*	
Keep the opinions of the teacher out of the discussion until the ideas of all the group have been expressed.	*	x
Take time to summarize frequently.	*	xx

C (Continued)

	More Effective Group	Less Effective Group
Ask members of the class before meeting if they can present certain information to the class.	*	xx
Use local situations as examples.	*	x
Give away educational materials at meetings like gestation charts, bulletins, etc.	*	
Provide table space for all members of the group.	*	xx
Start and stop meetings on time.	*	xx
Ask the group to weigh the possibilities of each idea introduced.	*	x
Use farm records of class members as a basis for the content of courses.	*	
Use forums.		x
Use panel discussions		x
Conduct "work shop" type of meetings.		x
Have farmers indicate approved practices they will adopt.		xx
Pass out a discussion outline to help farmers stay on the subject.		x
Use questions, usually, that call for opinions not facts.		x
Assist in formulating plans of action.		x

C (Continued)

Conducting On-Farm Instruction

	More Effective Group	Less Effective Group
Use field trips, tours, or field days.	**	x
Take helpful materials along on all farm visits.	**	
Provide a definite system of on-farm instruction visits during the summer.	*	x
Provide on-farm instruction while course is in progress.	**	x
Provide a bus for transportation on field trips.	**	
Promote demonstrations on the farm of class members.	*	
Visit farmer enrollees before first meeting of the course.	*	xx
Help locate breeding stock and seed.	*	x
Use class time to study the purposes of on-farm instruction.	*	
Take key individuals in the community along on farm visits.	*	
Give priority to the farmers needing the most help.		x

Financing

Ask class members for donations for refreshments.	**	x
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C (Continued)

Providing Teachers and Teacher Time

	More Effective Group	Less Effective Group
Secure relief of school responsibilities for periods during the day.	**	
Secure the last periods of the school day for the organization of an adult program and the visitation of class members.	*	x
Use class members for teaching whenever possible.	*	xx
Use special teachers (persons not fully qualified as vocational agricultural teachers).	*	x

Supervising Special Teachers

Observe their teaching. (Special teachers)	**	
Assist special teachers plan their instruction.	*	
Hold conferences with special teachers.	**	

Evaluating

Conduct ^t our of farms of class members to observe practices.	**	
Use farm visits by the instructor.	**	x

C (Continued)

	More Effective Group	Less Effective Group
Use time at the last meeting of the course for evaluation of the course.	**	
Use check list of approved practices planned and adopted.	**	x
Measure growth or decline in attendance.	*	x
Use on-farm meetings during the summer for evaluation.	*	
Use advisory committees to evaluate the program.	*	
Use other agricultural education agencies to evaluate program.	*	
Use production records of class members.	*	
Study (systematically) change in attitude of class members and the community.		x
Study regularity of attendance of members.		x
Study enrollment to determine whom the program serves.		x

Social Activities and Special Features

Use class committees to conduct social activities and special features.	**	
Provide refreshments.	**	xx

C (Continued)

	More Effective Group	Less Effective Group
Provide recreational activities.	*	
Award attendance diplomas.		x

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