

A STUDY OF PRACTICES USED BY
TEACHERS OF ADULT-FARMER CLASSES
IN MICHIGAN

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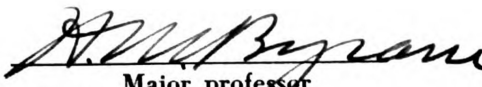
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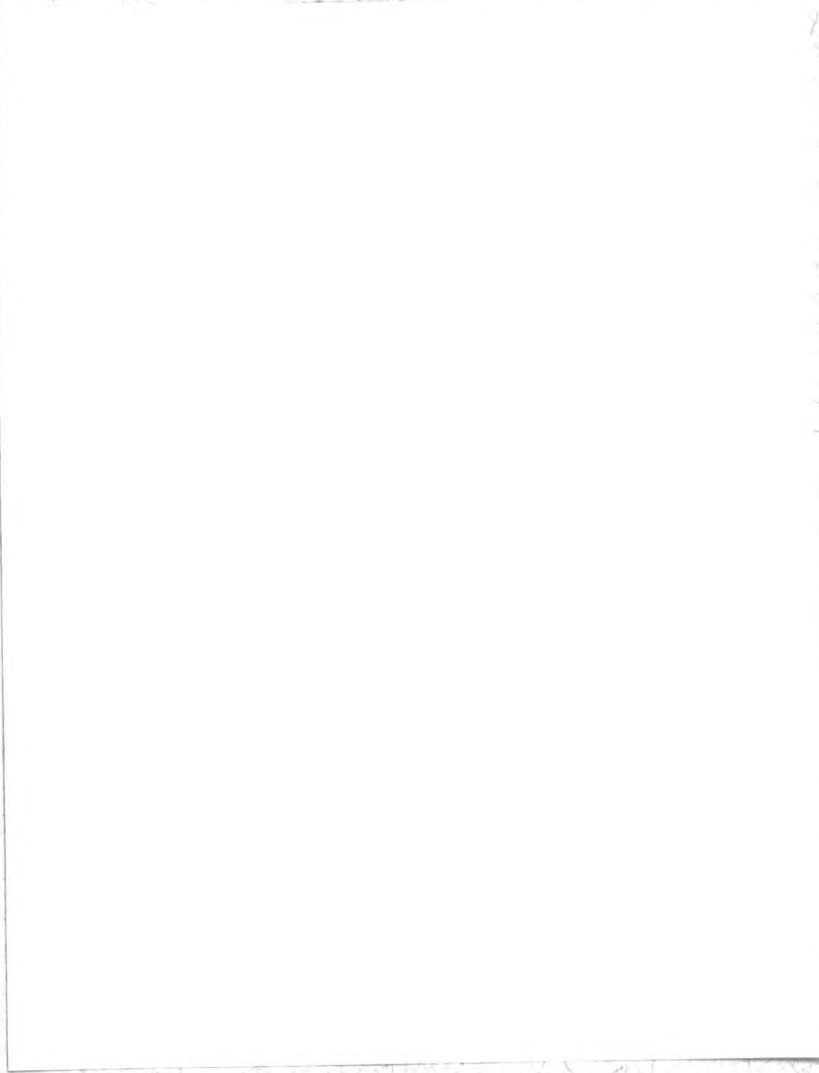
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A STUDY OF PRACTICES USED
BY TEACHERS OF ADULT-FARMER
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by
ROLF EDWARD MOECKEL

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED. .	1
The problem.	1
Statement of the problem	1
Specific purposes of the study	1
Importance of the problem.	2
Definitions of terms used.	4
II. REVIEW OF PREVIOUS STUDIES	7
Studies on organizing an adult-farmer	
program.	7
Studies on conducting an adult-farmer	
program.	12
Studies on evaluating an adult-farmer	
program.	17
Summary of the review of previous studies.	21
III. PROCEDURE OF THE STUDY	24
Status and trends of adult-farmer classes.	24
Practices used by Michigan teachers of	
adult-farmer classes	25
Limitations of the study	29
IV. STATUS AND TRENDS OF ADULT-FARMER CLASSES. .	31
History of adult-farmer classes.	31

CHAPTER

PAGE

Where are the adult-farmer programs located?	31
Are adult-farmer classes increasing in number and enrollment?	32
What is the trend in food preservation programs?	32
What are the trends in subjects being offered?	32
What is the salary status of teachers of adult classes?	36
What is the average-sized adult class? . . .	38
How many meetings are held by the average adult class?	38
How many total clock hours of class time were spent per course?	40
V. ANALYSIS OF SURVEY DATA	41
Administration and policy	45
Public relations.	45
Planning a program.	46
Organizing class groups	50
Planning the instruction.	50
Scheduling and locating courses	54
Conducting classes.	54

CHAPTER	PAGE
Conducting on-farm instruction	62
Financing.	63
Providing teachers and teacher time. . . .	66
Supervising special teachers	67
Evaluating	68
Social activities and special features . .	71
New practices used for the first time. . .	72
Practices used by a minority of teachers .	72
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. .	76
Summary of findings.	76
Conclusions.	79
Recommendations.	81
BIBLIOGRAPHY	84
APPENDICES	90
A. Survey schedule A and schedule B	91
B. Schools returning surveys.	99
C. Number and per cent of practices used by teachers of adult classes in the thirteen categories of the survey.	104

LIST OF TABLES

TABLE	PAGE
I. Enrollment in adult-farmer classes in Michigan from 1947-48 to 1952-53 .	34
II. Courses taught by teachers of adult-farmer classes from 1947-48 to 1952-53	35
III. Scope of adult-farmer classes taught in Michigan in 1951-52.	39
IV. Experience of teachers with adult-farmer classes.	42
V. Number of organized adult groups or courses instructed or supervised during 1951-52.	44
VI. Practices which a majority of the teachers had "never used" in the category of administration and policy.	46
VII. Reported values of practices "used" by a majority of the teachers in the category of administration and policy.	47
VIII. Practices which a majority of the teachers had "never used" in the	

TABLE

PAGE

	category of public relations.	48
IX.	Reported values of practices "used" by a majority of the teachers in the category of public relations. . .	48
X.	Reported values of practices "used" by a majority of the teachers in the category of planning a program. .	49
XI.	Practices which a majority of the teachers had "never used" in the category of organizing class groups .	51
XII.	Reported values of practices "used" by a majority of the teachers in the category of organizing class groups.	52
XIII.	Practices which a majority of the teachers had "never used" in the category of planning the instruction.	52
XIV.	Reported values of practices "used" by a majority of the teachers in the category of planning the instruction	53
XV.	Practices which a majority of the teachers had "never used" in the	

TABLE

PAGE

	category of scheduling and locating courses.	55
XVI.	Reported values of practices "used" by a majority of the teachers in the category of scheduling and locating courses.	56
XVII.	Practices which a majority of the teachers had "never used" in the category of conducting classes. . . .	56
XVIII.	Reported values of practices "used" by a majority of the teachers in the category of conducting classes. .	58
XIX.	Practices which a majority of the teachers had "never used" in the category of conducting on-farm instruction	63
XX.	Reported values of practices "used" by a majority of the teachers in the category of conducting on-farm instruction	64
XXI.	Practices which a majority of the teachers had "never used" in the category of financing	65

TABLE

PAGE

XXII.	Practices which a majority of the teachers had "never used" in the category of providing teachers and teacher time.	66
XXIII.	Reported values of practices "used" by a majority of the teachers in the category of providing teachers and teacher time.	67
XXIV.	Practices which a majority of the teachers had "never used" in the category of supervising special teachers.	68
XXV.	Practices which a majority of the teachers had "never used" in the category of evaluating.	69
XXVI.	Reported values of practices "used" by a majority of the teachers in the category of evaluating.	70
XXVII.	Practices which a majority of the teachers had "never used" in the category of social activities and special features.	71
XXVIII.	New practices "used for the first	

TABLE

PAGE

time" by 30 per cent or more of the teachers.	73
XXIX. Practices used by a "minority" of teachers but receiving a high value rating.	74

LIST OF FIGURES

FIGURE

PAGE

1. Location of adult-farmer classes 1951-52 . .	33
2. Courses taught by teachers of adult- farmer classes	37

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The Problem

Statement of the problem. What are the practices that Michigan vocational agricultural teachers are using, are not using, or have discontinued using in the teaching of adult-farmer classes? What value do the teachers put on the practices they have used? What is the status and trend of adult-farmer classes in Michigan?

Specific purposes of the study. The specific purposes of this study were (1) to determine the status of adult-farmer classes in Michigan; (2) to show the trends of adult-farmer classes in Michigan in recent years; (3) to determine what practices the teachers of adult-farmer classes have used and which of these practices they consider to be more valuable; (4) to determine practices that teachers of adult-farmer classes have not used; (5) to determine what practices the teachers of adult-farmer classes have used for the first time and which of these practices they consider to be more promising; and (6) to determine what practices the teachers of adult-farmer classes have discontinued using.

Importance of the problem. A study to determine what practices are promising, valuable, or being discontinued, is in reality, an attempt to find practices that will aid teachers of adult-farmer classes to have more successful adult-farmer programs by adopting better methods. The importance of improving adult-farmer programs must not be underestimated. According to Hamlin¹ in 1949, the numbers of adults taught by teachers of vocational agriculture, or adult farmers under their supervision, including war-training and veterans classes, had consistently exceeded the numbers of high school boys under the supervision of teachers of vocational agriculture since 1940-41 in the United States. As more and more farm people demand this training, teachers of vocational agriculture must be prepared to encourage them. This can only be done by using proven practices of organizing, conducting and evaluating an adult-farmer program.

Further emphasis of the importance of studying present practices with adult-farmer programs in the hope

¹Herbert M. Hamlin, Agricultural Education in Community Schools (Danville, Illinois: The Interstate, 1949), p. 252.

of making the training of farmers more effective is very well pointed out by Hamlin,²

The efficiency of American farmers could be materially increased through a program of adult education which would reach effectively the masses of farmers. . . . Often we assume that their efficiency could not be improved, yet we know that 90 per cent of the food which goes into commerce is grown by 50 per cent of the farmers of the country.²

Leaders of the North Central Region have recognized the importance of more information on the practices being used by teachers of adult-farmer programs. In the 1949 North Central Regional Conference on Research, a regional research committee was authorized to make a study of 12 states in the region to determine the status of practices that were being used by teachers in conducting adult-farmer programs.

In Michigan, this same study was considered of enough importance that Dr. Harold Byram, head of the Department of Agricultural Education at Michigan State College, suggested that a more complete survey be taken of all Michigan teachers who conducted adult-farmer programs in 1951-52.

The need for more research in Michigan to determine how the adult-farmer programs should be organized, con-

²Ibid., p. 254.

conducted and evaluated is evident by the extent of programs being offered in the state. Approximately half of the schools having qualified teachers of vocational agriculture in recent years have not sponsored adult-farmer classes. Several teachers have discontinued adult-farmer classes. A study of practices being used by teachers of present adult-farmer classes may be of some assistance to those teachers who are not now conducting classes of adult farmers.

This study is not an attempt to select the best or poorest practices. However, it is hoped that through this survey of Michigan teachers of adult-farmer classes all teachers may discover practices that will assist them in serving the farmers more effectively in their own communities.

Definitions of Terms Used

Adult farmers. The term as used in this report refers to established full-time or part-time farmers, usually 25 years old or older.

Adult-farmer classes. Adult-farmer classes are made up of farmers enrolled in an intensive course of systematic instruction on practical farm problems and

activities conducted by departments of vocational agriculture. Formerly these classes were called "evening school classes" but this was changed because many classes are offered in the daytime.³

Advisory committee. As used in this paper, the term refers to a committee of adult farmers appointed or selected from an adult farmer class or group interested in a class.

Advisory council. An advisory council is a permanent group of people representing the entire community and appointed or selected for a specific term of office to meet regularly and consider problems of the entire department of vocational agriculture.

Conference procedure. This involves a procedure of informal, but systematic, group discussion carried out under the direction of a leader. It consists of advancing ideas, raising questions, and attempting to answer these questions.⁴

³G. C. Cook, Handbook on Teaching Vocational Agriculture (Danville, Illinois: The Interstate, 1947), p. 651.

⁴George F. Ekstrom and John B. McClelland, Adult Education in Vocational Agriculture (Danville, Illinois: The Interstate, 1952), p. 42.

Approved practices. ". . . are defined as procedures which are recommended in the performance of farming activities and supported by experimental evidence or successful experience."⁵

Separate stipend. This refers to a lump sum payment to the teacher by the school for teaching an adult class. It is separate from the teacher's regular annual salary.

⁵Ibid., p. 100.

CHAPTER II

REVIEW OF PREVIOUS STUDIES

In this review of related studies, the practices mentioned will be classified into the three divisions of organizing, conducting and evaluating an adult-farmer program. Several articles by individual teachers were reviewed in which the writers explained the use of specific practices that had proven successful in their local programs. A selection of these articles are listed in the bibliography.

The main content of this review will be taken from a small list of studies, both of a thesis and non-thesis nature and from authoritative presentations. Most of these studies were conducted by gathering data from teachers in the field through the questionnaire or interview device.

Studies on Organizing an Adult-Farmer Program

This part of the review of studies concerns itself with the practices up to the first meeting of the adult class.

It was recommended by Wilson¹ from a survey of practices of teachers from forty-seven average, or above average vocational agricultural departments and adult programs conducted in Ohio that, teachers should develop year-around programs for adult and young farmers, that more time should be allowed teachers for conducting an adult program and that teachers make use of advisory committees.

In a survey by Fleenor² of 513 teachers in twenty-one selected states, in about 65 per cent of the cases both the teacher and the class cooperated in deciding upon the subject of the course. His study placed farm visits as the most valuable means of organizing the class.

A summary of the practices used in organizing adult-farmer classes as reported by Sanders³ indicated that advisory committees have been very helpful in assist-

¹Richard Heilbron Wilson, "The Program for Adult Farmers in Vocational Agriculture in Ohio," (unpublished Master's thesis, Dept. of Agricultural Education, The Ohio State University, Columbus, Ohio, 1951), p. 20.

²B. H. Fleenor, Adult Education in Agriculture, (Topeka, Kansas: State Board for Vocational Education, 1932), p. 39.

³H. W. Sanders, "Adult Farmer Education," Agricultural Education Magazine, 24: 134-5, December, 1951.

ing teachers to organize adult-farmer classes. Farmers are more likely to maintain good attendance when they have a part in the planning. The personality and aggressiveness of the teacher appeared to be an important factor according to this writer.

Current farm problems courses attracted larger enrollments, greater average attendance, and more persistency of attendance than one-unit or two-unit courses, according to a study by Strong⁴ at Iowa. However, more farmers adopted new improved practices and a larger number of improved practices per member in the two-unit course as compared with the one-unit and the current farm problem courses.

Hamlin⁵ gives some suggestions for securing enrollments for the class. He states that, "By far the most successful method has been enrollment by advisory committees." The procedure was to have committee members

⁴Wayne D. Strong, "Types of Courses and Use of Speakers in Agricultural Evening Schools," (unpublished Master's thesis, Library, Iowa State College, Ames, Iowa, 1946,) cited from United States Office of Education, Federal Security Agency, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 237, Agricultural Series No. 57, (Washington, D.C: United States Government Printing Office, 1948), p. 97.

⁵Hamlin, op. cit., p. 284.

enroll the farmers by having them sign an enrollment card and then this was returned to the teacher so that he knew who and how many to expect and could also visit the farmers before the first meeting.

Desirable organizational practices in a study by Parent⁶ of questionnaires from 30 teachers were; that teachers were mostly farm reared, had been established on the job in July, were relieved of school duties between 1:00 to 3:00 P.M., had used homes and churches as places for instruction, had evening schools throughout the year or during a combination of the winter and spring periods, and had personally offered all evening school instruction.

Schroeder's⁷ experience at Olivet with neighborhood adult-farmer groups showed that the farmers like to meet with neighbors in small groups,--an activity that has

⁶Weber Joseph Parent, "Certain Factors Influencing the Success of Evening School Work in Vocational Agriculture," (unpublished Master's thesis, Library, Louisiana, 1941), cited from United States Office of Education, Federal Security Agency, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 237, Agricultural Series No. 57, (Washington, D.C.: United States Government Printing Office, 1948), p. 80.

⁷Walter Phelps Schroeder, "A Case Study of the Development of a Program of Agricultural Improvement with Adults in the Olivet, Michigan, Community" (unpublished Master's thesis, Division of Education, Michigan State College, East Lansing, Michigan, 1947), pp. 106-120.

partly disappeared because of the reorganization of rural school districts--, and that farmers preferred to stay in neighborhood groups rather than go to the school to meet with school officials or teachers. Schroeder also emphasized the value of using an advisory council with representatives from all sections of the area to determine needs and set up objectives of an adult program.

Ekstrom and McClelland⁸ suggest that any teacher should be able to devote from one-fourth to one-half of his time to working with young and adult farmers. The authors of this text also give advisory council members credit not only for direct assistance in planning an adult-farmer class but also says that, ". . . there is a psychological advantage in working through such committees in that the class is then 'our' adult class and the program which 'we' are helping to promote is 'our' program."

In a study of Iowa adult-farmer classes by Hamlin⁹ in 1939, he found that parallel classes for other adults

⁸Ekstrom and McClelland, op. cit., pp. 42-48.

⁹Herbert McNee Hamlin, "Attendance at Iowa's Agricultural Evening Schools," Agricultural Education Magazine, 12:34-5, August, 1939.

were conducive to successful adult-farmer programs. Advisory committees helped to enroll members, helped with roll call, and helped with arranging recreation, refreshments and trips for the class.

Studies on Conducting an Adult-Farmer Program

This section of the review is mainly concerned with a review of the studies of practices used while the classes are being conducted.

Wilson¹⁰ reports in his study that in conducting adult classes the classroom instruction was the most popular type of instruction among 47 teachers of successful adult-farmer classes. Individual on-farm instruction was also favored but small group on-farm instruction was given a low rating. The most used plan for frequency of meetings was to have weekly meetings during the slack season and monthly meetings the remainder of the year. The most valuable reference material for the classes was state college bulletins and circulars.

Sanders¹¹ found in his study of research on

¹⁰Wilson, op. cit., pp. 15-16.

¹¹Sanders, op. cit., pp. 134-5.

practices in this area that, "Too great a dependence on outside help has not seemed to be desirable." The conference procedure seems well adapted to farmers with good academic background, while the telling and discussion procedure seems more adapted to farmers with less schooling.

Schroeder¹², in supervising as many as eight neighborhood adult-farmer classes at one time, used special teachers. These teachers were selected from successful farmers, many of whom had had previous experience as discussion leaders. These special teachers taught the entire course for each neighborhood group. They were given instruction each week by the vocational agricultural teacher. This instruction was conducted essentially as the neighborhood meeting was to be conducted. A mimeographed sheet was used to instruct the special teachers on a specific lesson. Enough copies were taken by the special teacher to use in his neighborhood meeting. As director of these neighborhood groups, Schroeder states that it was necessary to make many personal contacts to keep some

¹²Schroeder, op. cit., p. 83.

of these classes in operation.

In regard to attendance problems, Hamlin¹³ states that when farmers are included in the planning and management of their classes, and when democratic procedures are used in class, attendance is no longer a problem.

Fleenor¹⁴ found in his study that 47 per cent of the teachers taught all of the lessons in their school and that 97 per cent of the teachers said that class discussions centered about local problems. Best results were secured in classes having an average attendance of 30 or less because the instructor did not have sufficient time to supervise a larger number of students on farm visits.

According to Ekstrom and McClelland¹⁵ the use of a small registration fee for those enrolled in adult classes not only takes care of many incidental expenses but it impresses the farmers that they have an investment in the classes and are therefore obligated to attend class

¹³Herbert M. Hamlin, Agricultural Education In Community Schools, (Danville, Illinois: The Interstate, 1949), p. 254.

¹⁴Fleenor, op. cit., pp. 63, 90.

¹⁵Ekstrom and McClelland, op. cit., pp. 50, 59, 63, 80, 83, 93-4, 134.

meetings. These writers say that cross section or integrated courses for adult farmers are impractical because of the limited number of meetings per year and the change of personnel from one year to the next.

The listing of discussion topics in a question form may be a way to challenge farmers. The conference procedure is recommended in the classroom. Outside speakers may occasionally be used when technical information is being considered, but the instructor should direct the discussion that follows the visitor's presentation. This is desirable because the instructor usually is much more familiar with the members' problems and home situations. This source suggests that the specialists be asked to sit with the members and contribute to the discussion from time to time. The practices were suggested by Ekstrom and McClelland to use only motion pictures that illustrate specific points pertaining to the lesson and to point out features to be observed before the presentation and discuss the motion picture after the showing. Data or duplicated material may be distributed, concerning the lesson, before or after the discussion so that the farmer may have a convenient reference. Serving light lunches after the meetings gives

members an opportunity to hold small discussions while they are eating.

In his survey of Iowa teachers, Hamlin¹⁶ found that the conference procedure was used in most of the adult classes. He also suggests that other practices in conducting classes which were well attended are unified courses of study, social and recreational activities supplementing good class work and teaching of most of the lessons by the teacher with very limited use of outside specialists.

On the contrary, Strong¹⁷ claims that, "The enrollment, average attendance, and persistency of attendance increased as the number of meetings with outside speakers increased." He did find that the practices adopted per member decreased. About one-half of the teachers in this study favored two to three meetings with outside speakers. More experienced instructors used fewer speakers.

¹⁶Herbert M. Hamlin, "Attendance at Iowa's Agricultural Evening Schools," Agricultural Education Magazine, 12: 34-5, August, 1939.

¹⁷Strong, op. cit...

Miller¹⁸ concluded from a study in Iowa in 1937-38 that, "An agricultural education program on the county level tends to prevent democratic farmer-participation, and tends to become 'administered'."

Dickerson¹⁹ states that if the teacher is familiar with the home farm, acquainted with members prior to the opening of the meeting, and calls farmers by their first name, he will obtain a more satisfactory discussion with young and adult farmers.

Studies on Evaluating an Adult-Farmer Program

This part of the review of previous studies covers the period after the classes have been completed or those activities of a follow-up nature on the farms of adult farmers.

¹⁸Glenn William Miller, "The Organization of Farmers in Evening School Programs." (unpublished Master's thesis, Library, Iowa State College, Ames, Iowa, 1939), p. 50.

¹⁹Russell Burton Dickerson, "The Development of Vocational Education in Agriculture for Young and Adult Farmers in Pennsylvania for the 10-year period 1931 to 1941," (unpublished Doctor of Philosophy thesis, Library, The Pennsylvania State College, Pennsylvania, 1943), cited from United States Office of Education, Federal Security Agency, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 237, Agricultural Series No. 57, (Washington, D.C.: United States Government Printing Office, 1948), p. 26.

The point of main emphasis that most previous studies have placed on evaluative practices has been in the area of approved practices. Wilson²⁰ recommends that teachers make more on-farm visits with adult farmers. In his study, teachers indicated that one to three visits per month were favored, while many teachers believed farmers wanted monthly visits by the teacher. This belief was essentially supported by the response farmers gave to this same question.

The necessity of supervising adult students through approved practices is emphasized by Hamlin²¹, who states that,

If teachers are to be effective in teaching adults they must have a chance to know the farmer as he is and as he changes with education. No teacher of typing would accept a student who would not allow her to observe his typing and the materials typed. No athletic coach would expect to improve the basket-shooting ability of a boy who insisted on doing all of his practicing privately.

In summarizing his study of neighborhood adult class groups, Schroeder²² evaluates the use of special

²⁰Wilson, op. cit., pp. 17-8.

²¹Herbert M. Hamlin, Agricultural Education in Community Schools, (Danville, Illinois: The Interstate, 1949), p. 275.

²²Schroeder, op. cit., pp. 119-20.

teachers as a method of spreading adult classes over a larger group of people and developing local leadership and initiative.

Fleenor²³ suggests that the teacher should try to secure student agreement to carry out certain improved practices taught during the course.

Ekstrom and McClelland²⁴ state that there is a psychological advantage in capitalizing on experiences of the farmers when agreeing upon practices to be recommended.

In Hamlin's²⁵ study, 72 per cent of the teachers indicated that they secured statements before the close of the winter meetings as to the new practices to be performed by students on the farm.

Strong²⁶ found that larger classes were attracted by using outside speakers but that fewer practices were adopted per member.

²³Fleenor, op. cit., p. 89.

²⁴Ekstrom and McClelland, op. cit., p. 101.

²⁵Hamlin, "Attendance at Iowa's Agricultural Evening Schools," Agricultural Education Magazine, 12: 34-5, August, 1939.

²⁶Strong, op. cit..

Kerrey²⁷ states that the use of special teachers for neighborhood classes tends to place much of the follow-up on the vocational agricultural teacher because the special teachers are working at their own occupation full time. This situation makes on-farm-instruction superficial and ineffective.

In a study to determine the influence of adult classes upon the farm practices of students, Diggins²⁸ found that more changes in farm practices were adopted by farmers who had less formal education than by those who had one or more years of college training. Farm owners made more changes in soil and crop production practices than did tenants. No correlation was found between the age of the farmers attending and their use of instruction to improve practices.

²⁷Thomas H. Kerrey, "Providing Special Teachers for Adults," Agricultural Education Magazine, 22:128, December, 1949.

²⁸Ronald Diggins, "The Influence of Adult Evening Schools Upon the Farm Practices of Those Attending," (unpublished Master of Science thesis, Library, Iowa State College, Iowa, 1940), cited from Research Committee of the Agricultural Education Section, American Vocational Association, Summaries Of Studies In Agricultural Education, Vocational Division Bulletin No. 180, Supplement No. 1, (Danville, Illinois: The Interstate Printers and Publishers, 1943), p. 52.

The summary of data on veterans training in Michigan, by Sweany,²⁹ was also reviewed but has not been incorporated into this chapter because the nature of the survey was not considered to be closely enough related to the typical adult-farmer class.

Summary of the Review of Previous Studies

To facilitate the reader's review of this chapter a few of the more frequently mentioned practices of organizing, conducting, and evaluating an adult-farmer program will be listed here.

A. Organizing

1. Teachers should attempt to organize year-round adult-farmer programs.
2. Advisory councils or committees are very helpful in organizing adult-farmer programs.
3. Have the advisory committee enroll class members before the course starts.

²⁹H. P. Sweany, The Institutional-On-Farm Training Program in Michigan With Implications For Adult Education. Research bulletin No. 4. (East Lansing, Michigan: Department of Vocational Education, Michigan State College, and Lansing, Michigan: State Board of Control for Vocational Education, 1953). 29 pp.

4. Organize classes where the farmers want them either as neighborhoods or as a community.

B. Conducting

1. Attendance can be maintained by using the farmers in the planning and management of their course.

2. The conference procedure seems to be very desirable in classroom instruction.

3. A small registration fee may have a desirable psychological effect on attendance.

4. The instructor might do well to lead all discussions of the course even with an outside consultant in attendance.

5. Light lunches following part or all of the classes has met with general favor of the farmers.

C. Evaluating

1. More on-farm instruction should be provided by the teacher.

2. Approved practices should be selected in class and a definite choice should be made by the student of those practices he wants to attempt.

3. Approved practices are an important means

through which the teacher can measure the growth of his students.

In the present study, the attempt was made to ascertain the status of many of the same practices referred to in this review.

CHAPTER III

PROCEDURE OF THE STUDY

There were two parts to the procedure used in this study. They were concerned with a) the status and trends of adult-farmer classes in Michigan, and b) practices being used by Michigan teachers of adult-farmer classes.

Status and Trends of Adult-Farmer Classes

Securing the Data. The information was compiled from annual reports from individual schools to the Office of Vocational Education, Michigan Department of Public Instruction. Some of the data on trends were available from 1933 to 1952. However, the main part of this portion of the study was concentrated on trends from 1947-48 through 1952-53.

These data were taken from State Form No. 260 and were arranged alphabetically.

Analyzing the Data. Some trends that were analyzed over the full six-year period were types of courses offered and the total number of adult-farmer courses. Other factors to show trends were analyzed for the 1951-52

year only. This was because it was the teachers who held adult-farmer classes during the 1951-52 year who were surveyed.

Practices Used by Michigan Teachers
of Adult-Farmer Classes

Securing the Data. The procedure used in collecting the data for the second part of this study was to make a survey of practices used by the teachers of adult-farmer classes in Michigan.

This 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. Other states included in this regional study were Illinois, Indiana, Iowa, Kentucky, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

The survey form was developed by the Regional Committee from results of a preliminary open-end type survey sent to a sample of teachers of adults in the region. After the survey was used in a pilot study, it was found to require considerable time to fill out; therefore, it was revised by the Regional Committee

before the complete study of the region was attempted. The revision consisted of separating the survey into two parts, namely, "Schedule A" and "Schedule B". Copies of these two forms will be found in Appendix A. Each teacher received only one part of the survey. The questions on the two schedules were different.

The regional committee secured a 50 per cent sample by picking every other school having adult-farmer classes in 1951-52 from an alphabetical list. From this group alternate schools received Schedule A and the others received Schedule B. The other 50 per cent of the group not used for the regional study were sent Schedule A or B on the same alphabetical alternating basis as was the regional sample, thus including virtually all the teachers of adult-farmer classes in Michigan.

Forms were sent to 86 vocational agricultural teachers who conducted adult-farmer classes in 1951-52, in Michigan. This number included all teachers of adult-farmer classes whose locations were known in the fall of 1952 when the schedules were sent out. A total of 76 schedules were returned. This represented an 88.4 per cent return of the forms sent out. The returns consisted of 40 Schedule A and 36 Schedule B forms. A list

of the schools in each group who returned the forms for this study will be found in Appendix B. It may be noted in Appendix B that, in some cases, schools returning the surveys do not alternate with Schedule A and B as described above. This is due to the fact that some schools did not return the survey forms and are absent from this list.

A brief comparison of the two groups from the state reports of adult courses showed that the group of teachers receiving Schedule A had an average of 22 students enrolled per course, while the teachers receiving Schedule B had an average of 17 students enrolled per course.

There were 22 Schedule A surveys and 20 Schedule B surveys sent into the regional study center after the data had been tabulated from them for this Michigan study.

Similar summaries and studies of these surveys have been or will be made by other workers within the different states of the region. A regional analysis will also be made to determine the status of practices used by teachers of adult-farmer classes.

Analyzing the Data. The data from each individual survey were tabulated on master sheets and were then

totaled. Copies of these totals will be found in Appendix A.

Each category was then analyzed separately to determine which practices had never been used by a majority of the teachers and which practices had been used by a majority of the teachers responding to the practices listed in the survey. An evaluation of the effectiveness of the practices used was also made and will be found under each category. This evaluation was accomplished by giving a numerical value to the practices that had been used. The numerical values were; practices used and found of "Much value" = 2, practices used and found of "Some value" = 1, practices used and found of "No value" = 0, and practices used and found of "Uncertain value" = 0. By this method it is hoped that the practices considered more valuable, by the teachers answering the survey, will be more clearly presented. The tabulation of practices receiving "No value" or "Uncertain" was not presented in Chapter V under the individual categories because of too few responses. These data can be secured by referring to Appendix A.

Since a very small percentage of the teachers

indicated the "Discontinuance of practices formerly used", no data will be presented except for remarks in some of the categories.

There were 16 teachers who had taught their first adult-farmer course in 1951-52. This complicated the evaluation of "Practices used for the first time". Therefore these data will be analyzed later in a section of Chapter V. The practices used for the first time were combined with the practices used for some time in the analysis of each category.

A limited analysis was also made of practices used by a minority of the teachers but that received a relatively high value rating.

Limitations of the Study

Some of the limitations to the way this study was conducted and analyzed are:

1. There may have been variations in methods that teachers used to figure the number of students enrolled and other items on the state reports that were analyzed for the status and trends of adult-farmer classes.
2. Some of the more frequently used practices

of Michigan teachers of adult-farmer classes may not have been listed on the questionnaire used in this survey.

3. The questionnaire had to be split into two parts, Schedule A and Schedule B, because of its length, thus making it impossible to get a complete list of practices being used by each teacher.

4. Some terms used in the questionnaire by the regional committee may have been misunderstood or unfamiliar to Michigan teachers.

5. It should not be assumed that a particular practice is effective or ineffective just because a majority of the teachers have or have never used it. This was not a study to determine what practices the teachers should use but a study of the practices that they are using and how valuable the teachers thought the practices were.

CHAPTER IV

STATUS AND TRENDS OF ADULT-FARMER CLASSES

The purpose of this chapter is to show the present status of adult-farmer classes in Michigan and also the trends of those classes over the six years--1947-53.

History of Adult-Farmer Classes

A review of the history of adult-farmer classes in Michigan shows that in 1933 there were 13 adult programs operated, which included a total enrollment of 668 people. The number varied somewhat in the next few years but did not increase until 1939 when, through the influence of reimbursement under the State Plan for Vocational Education, the number of programs increased to 34 in Michigan. Since that time there has been a general trend upward. This trend has been interrupted at times by the Food Production Training courses, Food Preservation program, Institutional On-Farm-Training program, and by the shortage of qualified Vocational Agricultural teachers during World War II and the Korean Action.

Where Are the Adult-Farmer Programs Located?

The adult-farmer programs in 1951-52 may be located by

studying Figure 1. The classes are concentrated in schools located in the lower half of Southern Michigan.

Are Adult-Farmer Classes Increasing in Number and Enrollment? It was found that in 1947-48 there were 62 adult-farmer classes completed, with 1303 students enrolled. The number of classes has gradually increased until in 1952-53 there were 147 classes completed, with 2926 students enrolled. The year by year breakdown is shown in Table I.

What is the Trend in Food Preservation Programs? The food preservation classes are considered an integral part of many local programs of Vocational Education for farm people. In 1947-48 there were 29 community canneries in operation which conducted 92 classes. In 1952-53 there were 15 canneries in operation which conducted 116 classes. The obvious trend in Michigan food preservation programs is toward fewer canneries but more classes being conducted per cannery as shown in Table I.

What Are the Trends in Subjects Being Offered? The number of courses being offered in Michigan during the last six years has a tendency to increase for all subject areas, as shown in Table II. Percentages in

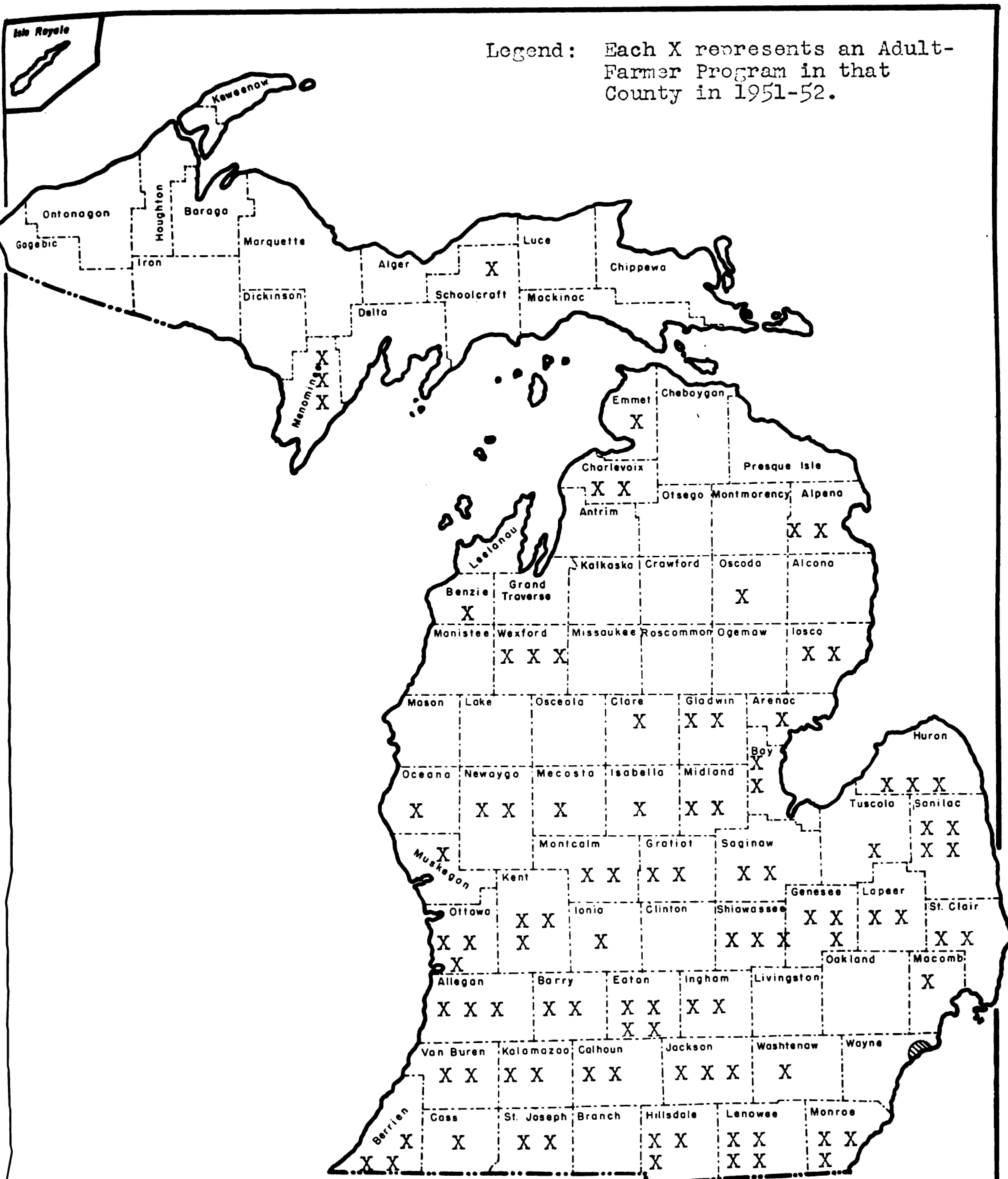


FIGURE 1

LOCATION OF ADULT-FARMER CLASSES 1951-52

TABLE I
ENROLLMENT IN ADULT-FARMER CLASSES IN MICHIGAN FROM 1947-48 TO 1952-53

Year	Adult Farmer	Food Preservation		Total				
	Classes Enrollment	Centers Classes Enrollment	Programs Classes Enrollment					
1947-48	62	1303	29	92	6057	63	154	8157
1948-49	72	1462	24	70	3853	62	142	5315
1949-50	99	1867	21	64	3111	83	163	4978
1950-51	113	2114	21	117	4557	94	230	6671
1951-52	129	2542	18	103	6542	102	232	9084
1952-53	147	2926	15	116	3993	125	263	7189

TABLE II

COURSES TAUGHT BY TEACHERS OF ADULT-FARMER CLASSES FROM 1947-48 TO 1952-53

Subject	1947-48		1948-49		1949-50		1950-51		1951-52		1952-53	
	Courses	Per Cent	Courses	Per Cent	Courses	Per Cent	Courses	Per Cent	Courses	Per Cent	Courses	Per Cent
Farm Management and General	11	18	23	32	22	22	25	22	37.5	29	41.5	28
Farm Mechanics	17	27	13	18	16.5	17	21	19	33	26	31	21
Dairy	9.5*	15	10	14	24.5	25	8	7	15.5	12	24.5	17
Livestock and Poultry	3	5	7	10	9.5	10	16	14	17	13	10	7
Crops	6.5	10	6.5	9	7.5	7	19	17	16	12	16	11
Soils	15	25	12.5	17	19	19	24	21	10	8	24	16
Total Adult-Farmer Courses Taught (Excluding Food Preservation)	62	100	72	100	99	100	113	100	129	100	147	100

*The fractional figures were determined because the adult teachers reported two subjects as the topic of the course. An arbitrary 50 per cent was given for each subject.

this table show a more accurate picture of subjects being offered, although there is still no definite decrease or increase of subjects being offered in any one area.

The details of the subjects offered to adult-farmer classes might be more graphically illustrated by Figure 2. This graph does not include the food preservation classes. These trends might be slightly altered by the fact that a few of the schools have several adult-farmer classes each year on the same subject.

What is the Salary Status of Teachers of Adult Classes? This section is divided into two parts--method of payment and amount of payment per class.

There were 22 per cent of the teachers of adult-farmer classes paid by a separate stipend arrangement in 1951-52. The other 78 per cent were paid for their adult-farmer work as an integral part of their regular salary and listed on a fractional basis.

The average separate stipend payment per class was \$107.. The range in separate stipend payments was \$50. to \$320.

The median in case of payment as a fraction of the

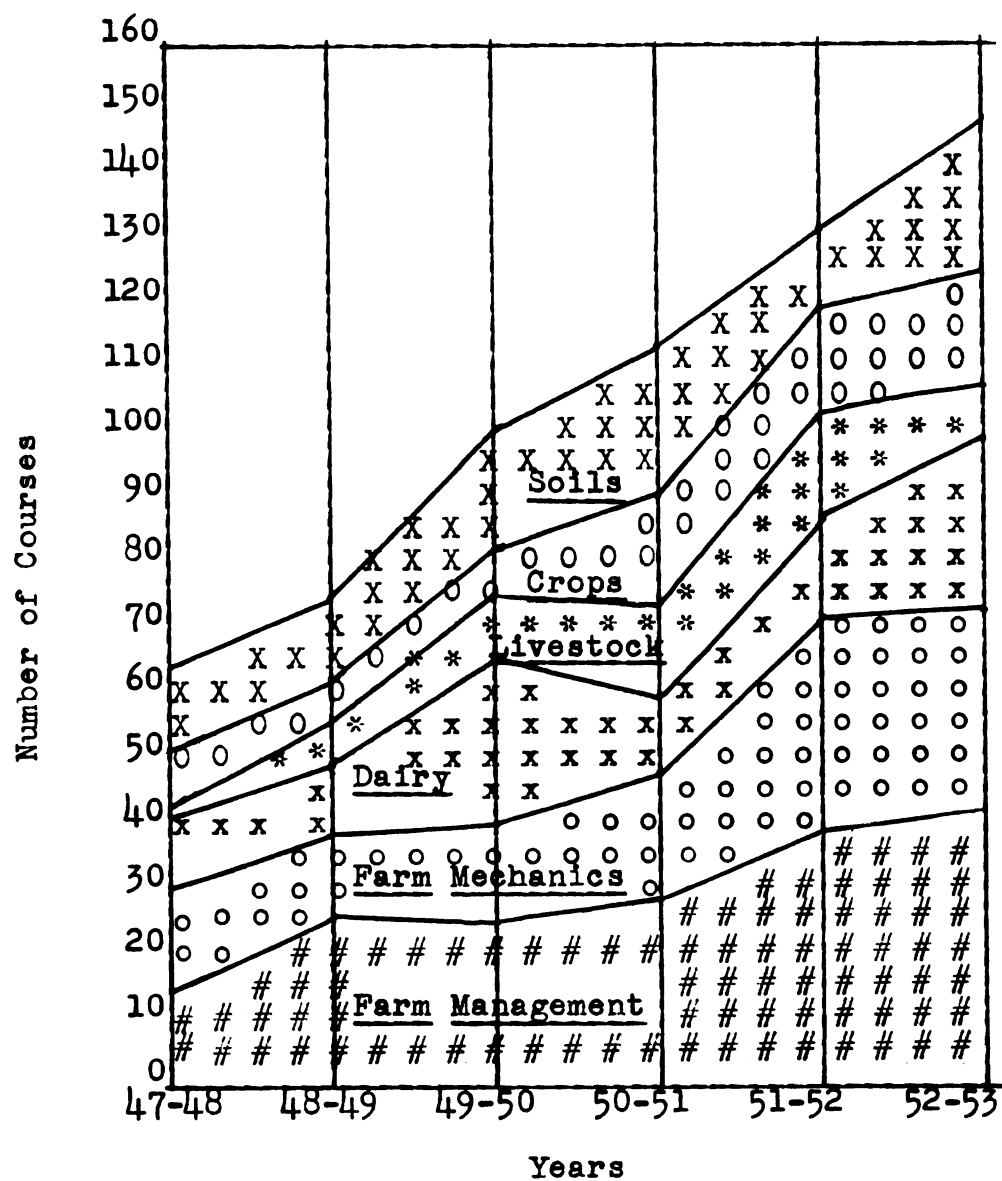


FIGURE 2

COURSES TAUGHT BY TEACHERS OF ADULT-FARMER CLASSES

annual salary in 1951-52 was $1/12$. The range in the fraction of the annual salary allowed for adult classes was $1/3$ to $1/29$.

There appears to be a great deal of discrepancy in salaries between the separate stipend group and the fractional group. If an average annual salary of \$4300. were taken for 1951-52 Vocational Agricultural Teachers, $1/12$ of this would be \$358. As mentioned above, the separate stipend average was only \$107. If this \$107. was put on a fractional basis with \$4300. as the average annual salary, the fraction would be $1/40$. By using this system of comparing the two methods of payment for adult-farmer classes, the discrepancy in salary is \$251. in favor of being paid through a fraction of the annual salary.

What is the Average-Sized Adult Class? The average enrollment per class in agricultural production subjects in 1951-52 was 21. The range was five to seventy-five. The average enrollment per farm-mechanics class was 16. The range was eight to fifty-four students, as can be seen by referring to Table III.

How Many Meetings Are Held by the Average Adult Class? The average number of meetings per class studying

TABLE III

SCOPE OF ADULT-FARMER CLASSES TAUGHT IN MICHIGAN
IN 1951-52

Item	Number of courses	Average number per course	Range in number per course
Enrollment per class in Production Courses*	96	21	5-75
Enrollment per class in Farm Mechanics	33	16	3-54
Number of meetings held per class in Production Courses	96	11	3-21
Number of meetings held per class in Farm Mechanics	33	12	10-32
Total clock hours per class in Production Courses	96	24	15-63
Total clock hours per class in Farm Mechanics	33	40	20-123

*All Agricultural courses other than Farm Mechanics.

production subjects was 11. The range was from eight to twenty-one classes per course. The average number of meetings per farm mechanics class was 12. The range was from 10 to 32. These statistics are shown in Table III.

How Many Total Clock Hours of Class Time Were Spent Per Course? The average total clock hours per course on production courses was 24. The range was from 15 to 63. The average total clock hours per course on farm mechanics subjects was 40. The range was from 20 to 128 as shown in Table III.

A summary of this chapter is presented in Chapter VI.

CHAPTER V

ANALYSIS OF SURVEY DATA

The data gathered from teachers of adult-farmer classes in Michigan are presented and analyzed in this chapter. The survey form has been divided into its 13 categories. An analysis has been made of the practices used by a majority of the teachers and practices which a majority of the teachers had never used in each category.

Each teacher of adult-farmer classes was asked to report his teaching experience with adult or veterans classes. It was determined that the median for years of experience in these classes fell in the three-year group. The years of experience ranged from one year for 16 teachers to 17 years for one teacher. The experiences of the teachers in the survey are more clearly presented in Table IV.

These 76 teachers instructed or supervised a total of 144 organized adult groups or courses during 1951-52. This amount of 144 groups may represent other adult work in addition to farmer classes, such as food preservation. This was about 1.9 groups per teacher.

TABLE IV
EXPERIENCE OF TEACHERS WITH ADULT FARMER CLASSES

Years of Experience	Number of Teachers
1	16
2	19
3	11
4	3
5	3
6	1
7	1
8	6
9	2
10	2
11	1
12	4
13	0
14	3
15	2
16	0
17	1
Not Reported	1
Total	76

The median number of classes per teacher was one. There were 43 teachers having one adult group, 32 having more than one group, and one teacher did not report the number of adult classes under his instruction or supervision. Table V shows the grouping of numbers of teachers according to the groups they supervised or instructed.

The findings of the survey of the practices of 76 teachers of adult-farmer classes in Michigan are presented in such a way that the reader may select the category of the adult program in which he is most interested. He may determine the more commonly used practices of Michigan teachers of adult classes, as well as the status of many other practices in any specific category of the survey.

The practices are grouped in the following categories: Administration and Policy; Public Relations; Planning a Program; Organizing Class Groups; Planning the Instruction; Scheduling and Locating Courses; Conducting Classes; Conducting On-Farm Instruction; Financing; Providing Teachers and Teacher Time; Supervising Special Teachers; Evaluating; and Social Activities and Special Features.

TABLE V
NUMBER OF ORGANIZED ADULT GROUPS OR COURSES INSTRUCTED
OR SUPERVISED DURING 1951-52

Number of groups or courses per teacher	Number of teachers
1	43
2	18
3	9
4	1
5	1
6	0
7	0
8	1
9	0
10	1
11	1
Not reported	<u>1</u>
Total	76

A brief summary of the practices that have never been used, that are being used, or that had been used but have been discontinued are presented in Appendix C under the 13 above mentioned categories. Appendix A shows a

complete summary of how the teachers in the survey responded to each practice.

The following analysis of the 13 categories will consist of two types, a) practices that have never been used and b) practices that have been used for some time plus practices that have been used for the first time, with the teachers' estimation of the value of each practice.

Administration and Policy

There were 10 practices listed under this area. A majority of the teachers had never used the four practices listed in Table VI.

There were six practices that had been used by a majority of the teachers, as shown in Table VII.

Public Relations

Two practices had never been used by a majority of the teachers as shown in Table VIII. The possibility that local radio stations are not located in the school area may have been one reason why some teachers haven't used the practice of informing the public regarding the adult program by radio.

TABLE VI

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER USED" IN THE CATEGORY OF ADMINISTRATION AND POLICY

Practices	Number of teachers that had never used practice	Total responses
Set maximum limits on class size	32	39
Have superintendent and/or principal welcome class members at the first meeting	24	40
Have superintendent and/or principal on the program at the last meeting, at recognition night, or at graduation exercises	22	38
Have a policy statement regarding adult education from the board of education	21	38

The remaining four practices in this category had been used by a majority of the teachers. The value given these practices can be seen in Table IX.

Planning a Program

There were seven practices under this category.

TABLE VII

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE
TEACHERS IN THE CATEGORY OF ADMINISTRATION AND POLICY

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Avoid conflicts when- ever possible with all-school activities	35	5	75
Secure administrative approval for an adult farmer program	33	6	72
Keep superintendent and/or principal in- formed at all times	31	7	69
Coordinate meetings and courses with the educational programs of other agricul- tural education agencies	22	9	53
Inform other faculty members of the adult farmer program	13	20	46
Offer courses for any group requesting a course	15	2	32

A majority of the teachers had never used the practice of extending an important course over more than one year for the same group of farmers. Twenty-six teachers out of

TABLE VIII

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER USED" IN THE CATEGORY OF PUBLIC RELATIONS

Practices	Number of teachers that had never used practice	Total responses
Use local radio station to inform public regarding program	24	39
Use posters or handbills	27	36

TABLE IX

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE TEACHERS IN THE CATEGORY OF PUBLIC RELATIONS

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Use local papers to carry announcements of program	31	7	69
Use circular letters or boxholder post-cards	22	9	53
Notify public of administrative approval	15	5	35
Use the school paper	11	9	31

the 40 responding had never used this practice.

Table X shows that six of the seven practices under this category of the schedule were being used by a majority of the teachers responding.

TABLE X
REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF
THE TEACHERS IN THE CATEGORY OF PLANNING A PROGRAM

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Determine with the help of others the objectives of the adult farmer program	21	14	56
Offer "unit" courses, not a series of unrelated topics	25	6	56
Offer courses for various groups on basis of need, e.g., pork producers, grain producers, etc.	19	7	45
Use an advisory committee	15	5	35
Plan a long-time program with a sequence of courses over a period of years, e.g., three to six years	13	5	31
Use formal surveys	6	14	26

Organizing Class Groups

There were eleven practices listed under this category of the survey. By referring to Table XI, it can be seen that a majority of the teachers had never used seven of these practices.

Only four of these practices had been used by a majority of the teachers as reported in Table XII. Four teachers indicated that they had held meetings for wives concurrently with farmer classes and had discontinued the practice.

Planning the Instruction

This category included thirteen practices on planning the instruction. All of these practices but three had been used by a majority of the teachers as shown in Table XIII. It may be noted that the teachers have used the practices under this category much more than under the previous category of "Organizing Class Groups".

The practices presented in Table XIV had been used by a majority of the teachers in encountering the problems of planning the instruction. Two practices, those of integrating course content of high-school and adult-farmer classes, and organizing content on a

TABLE XI

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER USED" IN THE CATEGORY OF ORGANIZING CLASS GROUPS

Practices	Number of teachers that had never used practice	Total responses
Have already organized group such as a community club sponsor a course or courses	34	38
Have roll call and check-up on absentees by a class committee or a class secretary	31	40
Conduct courses in connection with some business establishment, examples: welding by welding shop, butchering by food locker service	27	39
Have members organize themselves and elect officers such as a president and secretary	27	40
Provide membership or enrollment cards to those who enroll	26	39
Hold meetings for wives concurrently	23	33
Recruit members by announcements at athletic events, church activities, service clubs, etc.	21	40

TABLE XII

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE
TEACHERS IN THE CATEGORY OF ORGANIZING CLASS GROUPS

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Use leading farmers in recruiting members	26	13	65
Have high school students aid in re- cruiting members	16	13	50
Use an advisory com- mittee to recruit membership in a class	14	12	40
Invite the whole community to special meetings of the courses	12	10	34

TABLE XIII

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER
USED" IN THE CATEGORY OF PLANNING THE INSTRUCTION

Practices	Number of teachers that had never used practice	Total responses
Use a "suggestion box"	29	40
Have members elect a class committee to plan the content of the course	23	39
Postpone certain content in high school and young farmer classes until the adult farmer level	20	33

TABLE XIV

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE
TEACHERS IN THE CATEGORY OF PLANNING THE INSTRUCTION

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Interview class members on their farms regarding the content of the course	30	8	63
Schedule slide films, movies, etc., in advance of the course	30	8	63
Survey class members' interests to determine the content of the course	29	7	65
Confer with business establishments regarding availability of specialists, teaching aids, etc.	23	8	54
Use consultants in planning the instruction	21	11	53
Use other agricultural education agencies as consultants in planning the content of courses	17	11	45
Confer with advisory committee	17	7	41
Allow class members to select the content from a prepared list of problems	11	9	31

seasonal basis, had been used by 15 and 20 teachers, respectively.

Scheduling and Locating Courses

Practices under this section of the survey, as a group, had not been widely used by Michigan teachers. Eleven out of the 14 practices had not been used by a majority of the teachers as shown in Table XV.

The practice of holding meetings in a rural school, church or other neighborhood location had been discontinued by four teachers.

The three practices that had been used by a majority of the teachers will be seen by referring to Table XVI.

Conducting Classes

There were 51 practices concerned with the conducting of classes. By referring to Table XVII it can be seen that a majority of the teachers had not used 15 of these practices.

Three teachers had used the practice of electing a discussion leader and then discontinued using the practice. The practice of using forums showed that 18 teachers had used it, one teacher discontinued using it, and 19 had never used the practice.

TABLE XV

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER
USED" IN THE CATEGORY OF SCHEDULING
AND LOCATING COURSES

Practices	Number of teachers that had never used practice	Total responses
Hold meetings in homes of class members	36	40
Conduct two or more courses simultaneously (same nights using special teachers)	35	38
Hold class meetings only during the day	35	37
Conduct a course of over 20 meetings a year	34	36
Hold organized course meet- ings throughout a year	32	40
Hold meetings in a rural school, church or other neighborhood location	29	40
Limit shop meetings to 120 minutes	27	33
Conduct a course of 15 to 20 meetings a year	26	37
Hold some class meetings during the daytime	24	40
Limit discussion meetings to 90 minutes	21	40
Never postpone or cancel a meeting	20	37

TABLE XVI

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE
TEACHERS IN THE CATEGORY OF SCHEDULING
AND LOCATING COURSES

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Hold meetings in the high school only	19	13	51
Conduct a course of ten meetings a year	15	8	38
Conduct a course of 10 to 15 meetings a year	15	7	37

TABLE XVII

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER
USED" IN THE CATEGORY OF CONDUCTING CLASSES

Practices	Number of teachers that had never used practice	Total responses
Have a member or committee of members act as re- ceptionists during the first two or three class meetings	37	39
Use president or secretary of class to open meetings, review previous meetings, and make announcements	36	40
Use role playing	36	38

TABLE XVII (Continued)

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER
USED" IN THE CATEGORY OF CONDUCTING CLASSES

Practices	Number of teachers that had never used practice	Total responses
Record discussion on a tape recorder and play back	34	36
Use tape recordings of speeches made elsewhere	33	34
Provide a class "evaluator" or "observer"	32	36
Elect a discussion leader from the class	31	39
Have farmers, who are non- class members, serve as discussion leaders	31	39
Use supervised study	29	36
Use an examination, not graded, near beginning of the course	28	35
Have class members, as many as possible, on some com- mittee during a course	24	40
Use "buzz" sessions	22	37
Provide members with written summaries of meetings	21	36
Conduct "work shop" type of meetings	20	39
Use farm records of class members as a basis for the content of courses	18	35

There were 35 practices that have been used by a majority of the teachers as reported in Table XVIII.

TABLE XVIII

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE TEACHERS IN THE CATEGORY OF CONDUCTING CLASSES

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Discuss proposed plans at the first meeting	33	1	77
Base discussions on the problems of the members	34	3	71
Use demonstrations	32	6	70
Conduct group discussion type meetings	32	5	69
Provide a seating arrangement so that all persons can see the faces of the others	29	3	61
Use local data in class discussions	27	7	61
Use technical experts as resource persons	26	8	60
Provide table space for all members of the group	26	7	59

TABLE XVIII (Continued)

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE
TEACHERS IN THE CATEGORY OF CONDUCTING CLASSES

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Use films, film strips, or some type of visual aid frequently	23	12	53
Introduce class members at the first class meeting	26	5	57
Use members in determining class objectives	24	9	57
Use speakers	20	16	56
Start and stop meeting on time	25	4	54
Use local situations as examples	20	14	54
Call class members by their first names	22	8	52
Keep the opinions of the teacher out of the discussion until the ideas of all the group have been expressed	19	13	51
Take time to summarize frequently	20	10	50

TABLE XVIII (Continued)

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE
TEACHERS IN THE CATEGORY OF CONDUCTING CLASSES

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Ask provocative or controversial questions to draw problems from the group	17	14	43
Give away educational material at meetings like gestation charts, bulletins, etc.	13	12	43
Ask direct questions of individuals	17	13	47
Ask the members to come to the meetings with questions in mind	17	13	47
Use class members to present demonstra- tions	13	8	44
Ask the group to weigh the possi- bilities of each idea introduced	13	17	43
Have all-day pupils give demonstrations	13	6	42
Allow class members to smoke during class	13	5	41

TABLE XVIII (Continued)

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE
TEACHERS IN THE CATEGORY OF CONDUCTING CLASSES

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Assist in formulating plans of action	12	17	41
Start discussion with a procedural question	10	21	41
Give some information about each class member introduced	17	6	40
Have farmers indicate approved practices they will adopt	11	13	35
Ask members of the class before meeting if they can present certain information to the class	11	12	34
Use questions, usually, that call for opinions not facts	9	16	34
Use panel discussions	10	13	33

TABLE XVIII (Continued)

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE
TEACHERS IN THE CATEGORY OF CONDUCTING CLASSES

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Pass out a discussion outline to help farmers stay on the subject	11	10	32
Have group analyze their discussion to see if it is accomplishing anything	9	8	26
Maintain suspense regarding the solution of the problem	7	12	26

Conducting On-Farm Instruction

There were 13 practices in this category. A majority of the teachers had never used five of these practices as will be seen in Table XIX.

The practice of providing a definite system of on-farm instruction visits during the summer received no majority for or against its use. It had never been used by 16 teachers, one teacher had used it and discontinued its use, while 17 had used it.

TABLE XIX

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER
USED" IN THE CATEGORY OF CONDUCTING
ON-FARM INSTRUCTION

Practices	Number of teachers that had never used practice	Total responses
Have class, as a group, visit members' farming program	30	35
Take key individuals in the community along on farm visits	23	35
Provide a bus for trans- portation on field trips	22	36
Provide on-farm instruction to class members only when requested	19	32
Use class time to study the purposes of on-farm instruction	19	34

The remaining seven practices on conducting on-farm instruction that had been used by a majority of the teachers are listed in Table XX.

Financing

A majority of the teachers had never used five out

TABLE XX

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE
TEACHERS IN THE CATEGORY OF CONDUCTING
ON-FARM INSTRUCTION

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Visit farmer enrollees before the first meeting of the course	25	7	57
Provide on-farm instruction while course is in progress	22	4	48
Take helpful materials along on all farm visits	17	11	45
Use field trips, tours or field days	22	3	45
Help locate breeding stock and seed	13	10	36
Promote demonstrations on the farms of class members	13	7	33
Give priority to farmers needing the most help	12	7	31

of the six practices listed in this category. The only practice that had been used by a majority of the teachers

was to ask class members for donations for refreshments. There were 21 teachers who indicated that this practice had been used, making a composite score of 36. Fourteen teachers had never used this practice. Table XXI shows the practices on financing that a majority of the teachers had never used.

TABLE XXI

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER USED" IN THE CATEGORY OF FINANCING

Practices	Number of teachers that had never used practice	Total responses
Have advisory committee members pay for the refreshments	36	36
Obtain donations from organizations and businesses for refreshments	36	36
Charge an enrollment fee	28	35
Allow farmers to "treat" each other as a means of providing refreshments	25	36
Have class members purchase their own consumable supplies (e.g. farm plan book)	21	36

Providing Teachers and Teacher Time

The practices in this category of the survey had not been widely used. A majority of the teachers had never used five of the practices as is shown in Table XXII.

TABLE XXII

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER
USED" IN THE CATEGORY OF PROVIDING
TEACHERS AND TEACHER TIME

Practices	Number of teachers that had never used practice	Total responses
Have a director of adult education in the school	32	34
Use only special teachers who have teaching experience	31	35
Use only special teachers with a college degree in agriculture	29	35
Hold meetings during the periods of the year when all-day classes are not in session (Thanksgiving, Christmas, Spring and Summer vacations)	28	35
Use special teachers (per- sons not fully qualified as Vo-Ag teachers)	20	36

The practices in providing teachers and teacher time that had been used by a majority are reported in Table XXIII.

TABLE XXIII

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE
TEACHERS IN THE CATEGORY OF PROVIDING
TEACHERS AND TEACHER TIME

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Secure the last periods of the school day for the organization of an adult program and the visitation of class members	21	5	47
Use class members for teaching whenever possible	15	6	36
Secure relief of school responsibilities for periods during the day	14	3	31

Supervising Special Teachers

Several teachers did not respond to this section of the survey. This may have been caused by misunderstanding the questions or a feeling that the questions

did not apply to the teacher.

None of these practices had been used by a majority of the teachers as is shown in Table XXIV.

TABLE XXIV

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER USED" IN THE CATEGORY OF SUPERVISING SPECIAL TEACHERS

Practices	Number of teachers that had never used practice	Total responses
Observe on-farm instruction of special teachers	27	30
Assist special teachers in planning their instruction	22	30
Hold conferences with special teachers	21	29
Observe their teaching	20	29

Evaluating

There were 15 practices on the survey concerned with evaluation. The seven practices that a majority of the teachers had never used may be seen by referring to Table XXV.

TABLE XXV

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER USED" IN THE CATEGORY OF EVALUATING

Practices	Number of teachers that had never used practice	Total responses
Compare (systematically) results of class members with non-class members	30	36
Compare (systematically) results of class members with standards, averages, etc.	25	36
Use business men to evaluate the program	25	33
Conduct tour of farms of class members to observe practices	24	36
Use other agricultural education agencies to evaluate the program	23	35
Use advisory committees to evaluate the program	21	34
Use on-farm meetings during the summer for evaluation	21	35

The practices on evaluation that a majority of the teachers had used totaled eight, which are listed in Table XXVI according to their composite score by a majority of the teachers.

TABLE XXVI

REPORTED VALUES OF PRACTICES "USED" BY A MAJORITY OF THE
TEACHERS IN THE CATEGORY OF EVALUATING

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Use farm visits by the instructor	26	6	53
Study regularity of attendance of members	17	14	43
Study enrollment to determine whom the program serves	15	15	45
Use time at the last meeting of the course for evalu- ation of the course	14	15	43
Measure growth or decline in attendance	16	10	42
Use check list of approved practices planned and adopted	14	9	37
Use production records of class members	12	12	36
Study (system- atically) change in attitudes of class members and the community	12	6	30

Social Activities and Special Features

A majority of the teachers had never used eight out of nine of the practices in this category. No other practices were written in by the teachers. The number of teachers that had never used those practices are shown in Table XXVII.

TABLE XXVII

PRACTICES WHICH A MAJORITY OF THE TEACHERS HAD "NEVER
USED" IN THE CATEGORY OF SOCIAL ACTIVITIES
AND SPECIAL FEATURES

Practices	Number of teachers that had never used practice	Total responses
Conduct summer picnic	34	36
Have an achievement night	29	36
Promote class organizations such as cooperatives, work rings, etc.	27	35
Use recreational movies	25	36
Award attendance diplomas	24	36
Give special recognition to outstanding members	22	36
Use class committees to conduct social activities and special features	20	36
Provide recreational activities	19	33

The only practice that a majority of the teachers had used was providing refreshments. This practice was given a value by the teachers using it as follows; much value = 25 and some value = 4, for a composite score of 54.

New Practices Used for the First Time

Considering the fact that there were 16 of the 76 teachers in the survey conducting classes for the first time, there is no clear statement that can be made about this part of the survey.

All practices that have been used for the first time by 30 per cent or more of the teachers will be found in Table XXVIII. This would mean 12 or more teachers reporting that they used the practice for the first time on Schedule A and 11 or more on Schedule B.

Practices Used By a Minority of Teachers

Due to the fact that some practices may have been used by fewer than a majority of the teachers who evaluated the practices at a high value, it was thought advisable to set those practices apart in Table XXIX. All of those practices that received a "much value" rating from 75 per cent or more of the teachers using the practice, and making a composite score of 15 points or more, were listed.

TABLE XXVIII

NEW PRACTICES "USED FOR THE FIRST TIME" BY
30 PER CENT OR MORE OF THE TEACHERS

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Provide a seating arrangement so that all persons can see the faces of others	10	1	21
Use local data in class discussions	8	2	18
Take time in the classes to summarize frequently	7	4	13
Use farm visits by the instructor in evaluating	6	4	16
Study regularity of attendance of members for evaluation of the adult class	5	5	15
Use time at the last meeting of the course for the evaluation of the course	4	7	15

TABLE XXIX

PRACTICES USED BY A "MINORITY" OF TEACHERS
BUT RECEIVING A HIGH VALUE RATING

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Conduct work shop type of meetings	14	4	32
Limit discussion meetings to 90 minutes	15	2	32
Extend an important course such as soils or dairying over more than one year with the same group of farmers	13	1	27
Use special teachers (Persons not fully qualified as Vo-Ag teachers)	12	2	26
Have superintendent and/or principal on the program at the last meeting, at recognition night or at graduation exercises	11	3	25
Use class committees to conduct social activities and special features	11	3	25
Provide a bus for transportation on field trips	10	3	23

TABLE XXIX (Continued)

PRACTICES USED BY A "MINORITY" OF TEACHERS
BUT RECEIVING A HIGH VALUE RATING

Practices	Number of teachers rating		Composite score
	Much Value	Some Value	
Use local radio station to inform public regarding program	10	3	23
Allow farmers to "treat" each other as a means of providing refreshments	9	2	20
Provide recreational activities	8	4	20
Conduct a tour of farms of class members to observe practices	7	2	16
Observe the teaching of special teachers under supervision	7	2	16
Hold conferences with special teachers	7	1	15

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was made for the primary purposes of determining the status of adult-farmer classes in Michigan and finding how those classes were organized, conducted, and evaluated.

Summary of Findings

The data presented in Chapters IV and V concerning the status of adult-farmer classes in Michigan and the practices being used by Michigan teachers of adult-farmer classes may be summarized by the following statements.

1. Adult-farmer classes have increased in Michigan from 13 classes in 1932-33 to 147 classes in 1952-53.

2. Approximately 75-80 per cent of the courses that have been offered during the period of 1947-53 have been production courses. Approximately 20-25 per cent of the courses have been on the subject of farm mechanics.

3. Seventy-eight per cent of the teachers in 1951-52 received remittance for adult-farmer work through a fraction of their salary which was about $1/12$, or if based on the average annual salary of \$4300. for 1951-52, would be about \$358..

4. Twenty-two per cent of the teachers received payment by the separate stipend method which was about \$107. per course, or about 1/40 of an average annual salary in 1951-52.

5. The average sized class was about 21 students if in a production course or about 16 students if in farm mechanics.

6. There was an average of 11 meetings totaling 24 clock hours for each production course and an average of 12 meetings totaling 40 clock hours for each farm mechanics course.

7. The teachers in this study reported an average of about three years of experience in teaching adult-farmer or institutional-on-farm courses.

8. There was an average of two adult groups taught or supervised per teacher according to the study.

9. The school administration was usually not invited to appear before the adult-farmer classes according to this survey.

10. Most teachers cooperated with other teachers and groups when planning their adult-farmer classes.

11. The newspaper and circular letters were the most common forms of publicity reported by the teachers in this study.

12. Farmer committees and advisory groups were reported to have been used by a majority of the teachers in planning their courses.

13. The "unit" course was offered more often than a series of unrelated topics for the course.

14. Formal enrollment, officers, or business meetings were not used by most of the teachers of adult classes.

15. Leading farmers, high-school students and advisory committees assisted most teachers in recruiting class members.

16. Assistance in planning and conducting the courses was received by many teachers from local businesses and other agricultural education agencies.

17. In most cases the meetings were held at the high school, in the evenings, and meetings were not scheduled throughout a year.

18. In conducting the classes, most of the teachers discussed proposed plans of the course at the first meeting, based the discussions on local problems, used a discussion type of meeting, used resource persons, and made use of films or other visual aids.

19. While conducting the classes, the teachers reported that they usually had some speakers, started

and stopped on time, called on members by their first names, asked controversial questions and passed out educational materials.

20. Usually the teacher visited enrollees before the first meeting and gave on-farm instruction while the course was in progress.

21. An enrollment fee was usually not charged but sometimes the farmers made donations for refreshments.

22. Evaluation of the courses was usually done during farm visits, by production records or by a check list of approved practices, according to the study.

23. Only occasionally was it reported that teachers used such special features as awarding diplomas, using recreational movies, and providing recreational activities.

Conclusions

This study was an attempt to find out just what the status and trends are in teaching adult-farmer classes in Michigan. The following conclusions may be made from the data presented.

1. The number of adult-farmer classes have been steadily increasing in the years since World War II.

2. Most classes meet 10-12 times during the winter months.

3. The teachers of adult-farmer classes were relatively inexperienced in holding adult classes. About 61 per cent of the teachers had held adult classes only three years or less.

4. Production courses are taught to adult farmers more frequently than farm mechanics courses.

5. Most of the teachers receive payment for adult-farmer work in the form of a fraction of their annual salary.

6. Some adult-farmer classes are very large compared with the average size of 21 students per production course and 16 per farm mechanics course.

7. The school administrators are not encouraged to participate very much in adult-farmer programs.

8. Local radio stations are not being used extensively for publicizing the adult-farmer program.

9. Most teachers consider the advice of farmers when planning the adult-farmer program.

10. "Unit" courses are more frequently taught than a series of unrelated topics for a course.

11. The adult-farmer classes are organized on a very informal basis.

12. The teacher receives assistance from farmers

and high-school students in recruiting members for adult-farmer classes.

13. Most adult-farmer classes are held in the evening, at the school.

14. An informal discussion type class is most frequently the type of method used in teaching adult-farmer classes in Michigan.

15. Teachers are able to offer some on-farm instruction while the course is in progress.

16. Evaluation of the adult-farmer course is done by farm visits, production records or check lists of approved practices.

17. Most teachers of adult-farmer classes in Michigan do not use such special feature practices as recreational activities, recreational movies, or awarding diplomas.

18. Very few practices used by teachers of adult-farmer classes have been discontinued.

19. New practices are not being adopted by the adult teachers at a very fast rate.

Recommendations

Some recommendations that may be justified by the data presented in the study are listed below.

1. Regular teachers of vocational agriculture should try to have adult-farmer work included as a part of their annual salary because it is a year-around responsibility.

2. Further studies should be conducted to determine, if possible, the more effective practices in the categories of this survey.

3. Conferences and in-service opportunities should be offered on the organization, conduction, and evaluation of adult-farmer programs to assist teachers to learn of new practices they may adopt.

4. Continued opportunities should be offered to teachers to exchange ideas on adult-farmer work.

5. The separate stipend method of payment for teaching adult-farmer classes may be more adapted to special teachers who usually accept no responsibility for follow-up instruction on the farm on a year-around basis.

6. Some adult-farmer classes are very large and might be separated into two or more class groups.

7. Some of the less frequently used practices, as indicated in this study, should be given further consideration before being discarded.

8. School administrators should be encouraged to participate more in the adult-farmer classes.

9. Consideration may be given to the possibility of holding more adult-farmer classes in locations other than the high school.

10. More special features such as recreational activities and award banquets might be used by teachers of adult-farmer classes.

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BIBLIOGRAPHY

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APPENDICES

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]

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]

Name _____ School _____ State _____

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

[illegible]

94

94

94

94

94

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	No reply	I have never used this practice	I have used this practice											
			but have discon- tinued 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		1			8	2		1	19	5				
Use farm records of class members as a basis for the content of courses	1	13		1	1	2			5	7			1	
Pass out a discussion outline to help farmers stay on the subject		13		1	6	4			5	6			1	
Use an examination, not graded, near beginning of the course	1	28				2	1		1	2			1	
Use tape recordings of speeches made elsewhere	2	33			1									
Start discussions with a procedural question	1	2			4	7			6	14			2	
Ask the members to come to the meetings with questions in mind		4		1	7	2	1		10	11				
Ask direct questions of individuals		4			5	2		1	12	11			1	
Ask provocative or controversial questions to draw problems from the group		3			6	3	1	1	11	11				
Ask the group to weigh the possibilities of each idea introduced		4			3	7			10	10			2	
Keep the opinions of the teacher out of the discussion until the ideas of all the group have been expressed	2	1			5	5			14	8			1	
Maintain suspense regarding the solution of the problem	1	11			2	4		1	5	8	1		3	
Take time to summarize frequently		3	1	1	7	4			13	6			1	
Assist in formulating plans of action	1	3			4	6			8	11			3	
Use questions, usually, that call for opinions not facts		4			1	7	2		8	9	1		4	
Ask members of the class before meeting if they can present certain information to the class		12			3	4			8	8	1			
Have group analyze their discussion to see if it is accomplishing anything	1	14		1	3	3			6	5			3	
Have farmers indicate approved practices they will adopt	1	11			3	5			8	8				
Use local situations as examples	2				8	1			12	13				
Provide members with written summaries of meetings		21	1	1	3	1			3	5			1	
Provide a class "evaluator" or "observer"		32		1						2			1	
Use films, film strips, or some type of visual aid frequently		1			8	2			15	10				
Use supervised study		29	1		1				1	4				
Record discussions on a tape recorder and play-back		34				1				1				
Call class members by their first names	1	4			7	2			15	6			1	
Give away educational materials at meetings like gestation charts, bulletins, etc.	1	2		1	6	3			12	9			2	
Start and stop meetings on time	2	1		1	8	1			17	3	1		2	
Allow class members to smoke during class		8			5			2	13	5	1		2	
Provide a seating arrangement so that all persons can see the faces of the others		2		1	10		1		19	3				
Provide table space for all members of the group	1	2			10				16	7				

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	No reply	I have never used this practice	I have used this practice											
			but have discon- tinued 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		
Providing Teachers and Teacher Time														
Use special teachers (Persons not fully qualified as Vo-Ag teachers)		20	1		2					10	2			1
Use only special teachers who have teaching experi- ence	1	31		1						2	1			
Use only special teachers with a college degree in agriculture	1	29		1	1					2	2			
Use class members for teaching whenever possible	2	13			6	3				9	3			
Secure the last periods of the school day for the or- ganization of an adult program and the visitation of class members		8	2		5	1				16	4			
Secure relief of school responsibilities for periods during the day	2	15	1		5	2				9	1	1		
Hold meetings during the periods of the year when all-day classes are not in session (Thanksgiving, Christmas, Spring and Summer vacations)	1	28		2		1				2	1			1
Have a director of adult education in the school	2	32		1						1				
Others:														
Supervising Special Teachers														
Observe their teaching	7	20			2					5	2			
Hold conferences with special teachers	7	21			1					6	1			
Assist special teachers plan their instruction	6	22	1		1					6				
Observe on-farm instruction of special teachers	6	27				1				1	1			
Others:														
Evaluating														
Use advisory committees to evaluate the program	2	21			3					5	5			
Use business men to evaluate the program	3	25			2	1				2	3			
Use other agricultural education agencies to evaluate the program	1	23				1	1			6	4			
Use check list of approved practices planned and adop- ted	1	10			6	2		1		8	7			1
Use production records of class members	2	10			4	4				8	8			

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 2

[illegible]

B

SCHOOLS RETURNING SURVEYS

School	Survey Schedule
Addison	A
Alpena	A
Athens	B
Barryton	A
Bay City	B
Benzonia	A
Boyne City	A
Breckenridge	B
Brown City	B
Buchanan	A
Buckley	A
Byron	B
Capac	B
Carleton	A
Carson City	A
Cassopolis	B
Cedar Springs	B
Charlotte	A

B (Continued)

SCHOOLS RETURNING SURVEYS

School	Survey Schedule
Chesaning	B
Coleman	B
Colon	A
Croswell	B
Durand	B
East Jordan	A
Farwell	A
Galesburg	A
Grant	A
Hale	B
Hanover	A
Hillman	A
Homer	B
Hudsonville	A
Ida	B
Inlay City	A
Lowell	A
Mattawan	A

B (Continued)

SCHOOLS RETURNING SURVEYS

School	Survey Schedule
Mayville	B
Mesick	A
Middleton	B
Midland	A
Montague	B
Mt. Pleasant	A
Napoleon	B
North Adams	A
Olivet	B
Onsted	A
Oscoda	B
Owosso	A
Petersburg	B
Petoskey	A
Pigeon	B
Pinconning	A
Pittsford	B
Plainwell	A

B (Continued)

SCHOOLS RETURNING SURVEYS

School	Survey Schedule
Powers	B
Rockford	A
Romeo	B
Saginaw	A
Saline	B
Sandusky	B
Saranac	A
Schoolcraft	B
Sebewaing	A
Shelby	B
Springport	A
Stephenson	A
Stockbridge	B
Swartz Creek	B
Three Oaks	A
Twining	A
Udly	B
Vicksburg	B

B (Continued)

SCHOOLS RETURNING SURVEYS

School	Survey Schedule
Wayland	A
Williamston	A
Woodland	B
Yale	B

APPENDIX C

NUMBER AND PER CENT OF PRACTICES BEING USED BY TEACHERS OF ADULT CLASSES IN THE THIRTEEN CATEGORIES OF THE SURVEY

Category	Number of practices	Responses of teachers				Total number of responses		
		Never Used		Discont'd Using				
		No.	%	No.	%			
Administraction and Policy	10	130	33	4	1	258	66	392
Public Relations	6	87	35	3	1	139	64	235
Planning a Program	7	97	35	7	3	172	62	276
Organizing Class Groups	11	220	51	10	2	201	47	431
Planning the Instruction	13	176	34	10	2	327	64	513
Scheduling and Locating Classes	14	347	65	9	2	177	33	533
Conducting Classes	51	640	34	28	1	1221	65	1889
Conducting On-Farm Instruction	13	191	42	5	1	255	57	451
Financing	6	160	74	1	1	54	25	215
Providing Teachers and Teacher Time	8	176	63	9	3	94	34	279
Supervising Special Teachers	4	90	76	1	1	27	23	118
Evaluating	15	223	42	4	1	300	57	527
Social Activities and Special Features	9	204	64	6	2	109	34	319

Mr 4 '54

MR 15 '54

MR 15 '54

AP 16 '54

Jul 22 '57

Nov 15 '58

9 Jul '59

1958 APR 25

MAY 11 1963

JUL 8

MAR 11 1968

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