



# Joe Scatterscrew and Adult Education

By Gary E. Moore

Joe Scatterscrew stormed out of the principal's office madder than a wet hen. He was muttering under his breath, "The gall of that new principal saying I should start an adult education program. What does he know about teachin' vo-ag? I've taught for nine or ten years and ain't never had no dad-blame adult program. There's too much for a good ag teacher to do without addin' new-fangled ideas to his job."

The more Joe thought about what the new principal said, the madder he got. The new principal had come from Brightdale where they had an adult education program. He said it was a part of the total agricultural education program and was good publicity for the school.

By the time Joe reached the ag shop he had cooled down somewhat. He dropped into his creaky swivel chair and propped his feet up on the desk and started to think. After pondering the problem over for several minutes, he decided he'd just show that dang principal. He'd just have an adult meeting.

"Now, all I need to do is figure out where that pamphlet on *How To Start an Adult Agricultural Education Program* is," mused Joe.

The filing cabinet appeared to be the logical place to find the pamphlet, but it wasn't there. Joe did find two dozen eggs that he used last year to teach egg grading. A thorough examination of the desk in the classroom turned up a lost feeler gauge and some greenhand pins, but the pamphlet was not there. "Now where in heck is that dumb pamphlet." Joe muttered as he took his search to the shop.

All of a sudden it hit him. He knew where the pamphlet was. He should have thought of it sooner. Last spring when the boys were working out in the shop, they got to sharpening the ends of welding rods on the grinder and throwing them like darts. It was amazing how well they could be thrown. A couple of window panes had been hit by the makeshift darts and Joe had taped some cardboard and pamphlets over the broken glass. Joe remembered the strong lecture he had given on how dangerous it was to work around broken glass and how he showed the boys how to tape up the windows. "Yep, safety is something I really stress," Joe proudly exclaimed.

The pamphlet was taped to the glass just as Joe thought it would be. He ripped it off the glass and returned to the familiar litter of his office. Propping his feet up on the desk, Joe began to read from the pamphlet, "The steps in starting an adult program are:

1. Establish an advisory committee to help plan and conduct the meetings.
2. Base your program on the needs of the community.
3. Check with other groups to see if similar programs are being conducted and work with other agricultural groups.
4. Publicize the meeting.
5. Have the meeting.

Joe pondered the steps for a couple of minutes, then concluded, "This is going to be easier than I thought. I can eliminate Step 1. I don't need no dad-blame advisory committee telling me how to run my show."

Step 2 presented more of a problem to Joe. "I guess I could have a program on ag chemicals, but they change so much an ag teacher can't be expected to keep up with all them changes. There are several new breeds of cattle, but there's so many articles in farm magazines about them that farmers wouldn't be interested in coming to a meeting." Joe thought some more about the problem of deciding on a meeting topic and then it hit him: A meeting on selecting coon dogs. He had lots of friends in the Forked Creek Coon Hunters' Club that would come to such a meeting. The state coon hunters meeting was coming up in a few weeks. As Joe thought about it a little longer, he decided a better topic might be hunting first aid. At the state meeting some of the hunters had a tendency to get hurt. "That's it, a meeting on coon hunting safety and first aid would be perfect," Joe exclaimed.

Joe turned to Step 3 next. Cooperate with other groups. "This will be easy," Joe thought. "I'll just run up the hall to the home ec class and talk with the teacher. She holds a young homemakers' meeting every so often. I'll schedule my meeting at the same time as hers. That way we can probably get some refreshments and some of the husbands might come with their wives."

Joe wasn't very excited about Step 4, publicize the meeting. He didn't like the local newspaper. Last spring Joe had taken a group of boys to the State Poultry Judging Contest

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1. A. The Smith-Lever Act created the Cooperative Extension Service that operates the largest adult education program in existence.

2. B. In describing whom vocational agriculture is for, the Smith-Hughes Act uses the words, "...who have entered upon or who are preparing to enter upon the work of the farm...". People who have already entered upon farming (adults farmers) are listed first.

3. A. The Memorandum of Understanding indicated agriculture teachers could work with adult farmers but working with adults was primarily the job of the extension service. The Federal Board for

Vocational Education and the Federal Cooperative Extension Service signed the document.

4. B. As a result of the George-Reed Act, several specialists were added to the agricultural education staff of the Federal Board for Vocational Education.

5. D. Andragogy was first used in the 1920s to describe the teaching of adults but was made popular by Malcom Knowles in the 1970s.

6. C. Many agriculture teachers taught adult education classes for veterans as a result of the G.I. Bill.

7. B = Adult Education in Vocational Agriculture  
F = Teaching Evening and Part time Classes in Vocational Agriculture

A = Effective Adult Learning  
D = Adult Education in Agriculture  
C = Methods in Adult Education  
E = Methods in Farmer Training

8. A. The County Agent and Vo-Ag Teacher later became the Agri-FieldMan and then evolved into a publication called Farm Technology.

9. A. The Farm Bureau has their own young farmer and rancher program. It is not associated with the school-based NYFEA.

10. D. Several states in the North Central United States have full time adult teachers operating out of public school agricultural education programs and community colleges.

Answers:



- A. South Carolina
- B. Maine
- C. California
- D. Minnesota

10. "Farm Business Management" is the title of a school-based adult education program employing full time teachers in:

- A. It is jointly sponsored by the Farm Bureau
- B. It was incorporated in 1982
- C. The current national headquarters is in Birmingham, Alabama
- D. There are about 15,000 individuals involved in NYFEA activities.

9. One of the members of the agricultural education family is the National Young Farmers Education Association (NYFEA). Which of the following statements is *not true about the NYFEA*

- A. County Agent and Vo-Ag Teacher
- B. The Agricultural Advisor
- C. The Fieldman
- D. The Journal of Adult Education in Agricultural Education

8. A publication often read by adult educators in agriculture from 1947 to 1963 was titled:

at State College. On the way back home, he had one of the boys scribble out the story on the back of an envelope. This way when they got back in town he could drop the story by the newspaper office. That way the news would be real current. Can't figure out why those monkeys never did publish that story," muttered Joe. "I'll just publicize this meeting by word of mouth." Joe rocked back in his chair happily. "Once a smart ag teacher like me puts his mind to work, it ain't hard to work up a good adult meeting."

Joe Scatterscrew...  
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