

Department of Agricultural Education  
Virginia Polytechnic Institute  
Blacksburg, Virginia

VIRGINIA POLYTECHNIC INSTITUTE

A STUDY OF SHORT COURSES IN VOCATIONAL AGRICULTURE

A THESIS

Submitted for the degree of

Master of Science in Agricultural Education

By

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Department of Agricultural Education.

## A Study of Short Courses in Vocational Agriculture.

### Introduction.

The aim of this paper is to collect data on what is being done in the rural sections of the United States by the agricultural teachers working under the Smith-Hughes Act; 1st, as to the number that are giving or expect to give short courses in vocational agriculture, 2nd, by what person or persons the instruction has been given, 3rd, the nature of the subject matter taken up in these courses, 4th, the method by which the subject matter was determined, 5th, person or persons who took the initiative in organizing this work, 6th, the number of persons who attended these courses, 7th, the number of students who had previously dropped out of school, returning to take vocational agriculture, and 8th, the concensus of opinion among agricultural teachers as to whether or not it is asking too much of them to conduct short courses in agriculture.

This material was obtained by sending a questionnaire to all of the teachers of vocational agriculture in the United States. In this way it was possible to come to some conclusion as to what is being done in the United States at present along these lines.

We are making an effort to learn the extent of vocational agriculture which is being given in part time and evening courses. You will do us a great favor and one that will be appreciated if you will fill out the following questionnaire.

- I. Have you offered, or do you propose to offer, short courses or evening classes in vocational agriculture?.....
  - a. How many weeks devoted to these courses?.....
  - b. At what period of the day have classes been held?.....
  - c. How much time each day has been devoted to such classes?.....  
.....Length of period?.....
  - d. At what season of the year have these courses been offered?  
.....
  
- II. By what person or persons has the instruction been given?  
.....
  - a. Agricultural instructor alone?.....
  - b. " " & Co. agent?.....
  - c. Successful farmers of community on special subjects?.....
  - d. Agr. college faculty members.....
  - e. Other speakers.....
  
- III. What has been the nature of the subject matter taken up in these courses? (Please give detailed information in regard to nature of each course offered).....  
.....  
.....
  
- IV. How was the nature of this subject matter determined?.....
  - a. By a survey of community needs?.....
  - b. By consultation with a few farmers?.....
  - c. Arbitrarily by the agricultural instructor?.....
  
- V. What person or persons took the initiative in organizing this work?.....
  - a. Agr. Instructor?.....
  - b. The county agent?.....
  - c. The farmers of the community?.....
  - d. The State Supervisor?.....
  
- VI. What was the attendance on these courses?.....
  - a. Adult farmers?.....
  - b. Boys out of school?.....
  - c. Boys in school but not regularly enrolled in vocational agriculture?.....
  - d. Women or girls?.....
  
- VII. Have you students in your regular classes in vocational agriculture who had previously dropped out of school and have returned to take agriculture only?.....
  - a. Number of these.....
  - b. " who had previously reached high school?.....
  - c. " " " not previously reached high school?.....
  
- VIII. Do you believe that it is asking too much of the regular teacher of vocational agriculture to plan and conduct part time or evening classes?.....

We shall greatly appreciate any further information that you may be able to give us along this line. Write us frankly what you think about part time or evening classes in high schools organized under the Smith-Hughes act.

Alabama.

The State of Alabama has as yet done no work along the line of Short Courses in connection with the Smith-Hughes schools.

Arizona.

The state of Arizona has thirteen Smith-Hughes schools, five of which are offering Short Courses in agriculture:

Of these five schools offering short courses, four answered the questionnaire that was sent to them. The results being tabulated below, as set forth in the questionnaire.

<u>1st. School.</u>	<u>2nd. School.</u>	<u>3rd. School.</u>	<u>4th. School.</u>
I. a.- 12 weeks. b. - ? c.- 1 hr. d.- Dec. Jan. Feb.	a.- 36 weeks. b.- 7:30-9:30. c.- 2 hr. Once a wk. d.- All seasons.	a. - 6 weeks. b.- 7:30-8:30. c.- 1 hr. d.- Jan. & Feb.	a.- 4 weeks. b.- 1-4:00 P.M. c. 4 40 mi. pr. d. All Year.
II. Prin. Agr. Inst. College Faculty.	Agr. Inst. Co. Age. College Faculty.	Agr. Inst. Co. Agent.	Agr. Inst. Suc. Farmers.
III. Local condit: Dry farming.	Other Speakers Discussion of alfalfa, cotton, dairy, hogs, poul- try, home improvmts.	Suc. farmers. Plant culture. Farm Mgt. soil mgt. dairy cattle mgt. poultry mgt.	
IV. a -	a. - b. -	a. - b. -	a. - b. -
V. a.- d.-	a. - b. -	a. -	a. - d. -
VI. 4 - 40 a.- yes. b.- yes. c.- yes. d.- yes.	17 - 33. a.- most of them b.- very few. c.- very seldom. d.- very few.	20 a.- 8 b.- 6 c.- 3 d.- 3	c.- 7
VII. Yes. a.- one. c.- one.	Yes. a.- one. b.- 8. c.- none.	Yes. a.- one b.- one	Yes. a.- 2 b.- 2
VIII. No.	No.	No.	Part of his duty.

Arkansas.

The State of Arkansas has at present 28 schools under the Smith-Hughes Act. Questionnaires were sent out to all of these schools, and replies were received from 4. Two were giving short courses in agriculture, the other two having made no effort along this line of work. It is, therefore, concluded that those not replying have made no progress in this work.

Tabulated Outline of the Courses.

First School.

Second School.

- |       |   |  |
|-------|---|--|
| I.    | a.- 2 weeks.<br>b.- afternoon.<br>c.- 2 hr.<br>d.- winter.  | a. - 4 weeks.<br>b. - 7 to 8:30 P.M. (45 min. pr.)<br>c. - 1 hr. & 30 min.<br>d. - winter. |
| II.   | Two farmers, three agr. faculty members,                    | Prin. agr. inst.   |
| III.  | Dairy, rations for dairy cows. Spraying & pruning orchards. | Study of the soil, farm labor, seed selection.   |
| IV.   | a.<br>b.<br>c.  | a.<br>b.<br>c.   |
| V.    | a.<br>c.  | a. and prin. of the school.  |
| VI.   | 6 - 20<br>a.- 50%<br>b.- 50%                                | Fair.  |
| VII.  | Yes - 3.  | None.  |
| VIII. | Yes.  | Yes.   |

5.

California.

No work has been done in California in short courses under the Smith-Hughes Act. This is due to the fact that a pretty thorough provision had already been made for short courses. However, a few of the vocational teachers under the Smith-Hughes Act, have offered short courses in poultry, citriculture, dairying and tractor work. Practically all of these courses being two weeks in length.

These courses were held from three to five, four to six and seven to nine. In all cases they were under the supervision of the Smith-Hughes teacher, but he received assistance from the county agent, members of the Extension Division of the University, local farmers and others.

In most cases the nature of the subject matter was determined by the community needs and consultation with a few farmers. In practically all cases the instructor took the initiative.

The attendance was made up about as follows: -

Adult farmers and their wives. . . . .	75%
Boys out of school. . . . .	20%
Boys in school. . . . .	5%

Connecticut.

The State of Connecticut has three vocational agricultural schools, one of which is conducting a short course in agriculture.

Questionnaires were sent to these three schools and one reply was received. This school had done no work of the nature mentioned above.

6.

Delaware.

The state of Delaware has as yet done no work along the line of short courses nor started any part-time classes in vocational agriculture. However, the state supervisor is very enthusiastic about this type of work and filled out the questionnaire as he would outline a course.

- I. a. - 12 to 14 weeks.  
b. - nights.  
c. - 2 hrs. (two periods of one hour each.)
  
- II. a.  
b.  
c.
  
- III. Fertilizers, pruning, peaches, apples, truck and special crops.
  
- IV. a.  
b.
  
- V. a.  
c.  
d.
  
- VI. a. - very largely. 10 - 20.  
b. - some.  
d. - at times, but not common.
  
- VII. Yes.  
a. - 5 - 10%  
b. - nearly all.
  
- VIII. No.

Florida.

Florida has 12 white schools under the Smith-Hughes Act, and 4 colored.

No work is being done there this year along the line of short-course work, but preparations are being made to start several next term.

The state of Georgia has 51 vocational agricultural schools, 5 of which are giving short courses in agriculture.

Questionnaires were sent out to these 5 schools and 4 replies were received. Only 3 of these were doing work along this line.

Courses as outlined by the questionnaire are given below.

<u>1st School.</u>	<u>2nd. School.</u>	<u>3rd. School</u>
I. a. 12 weeks. b. 7:30 to 9:00 P.M. c. 1 hr. & 30 Min. (twice weekly) d. Jan. Feb. & March.	a. - 6 weeks. b. - evenings. c. - 1 hr. d. - fall & spring.	a. - 12 weeks. b. - 4 to 6 P.M. c. - 2 hrs. d. - winter and early spring.
II. a. -	b. -	a. - b. - c. -
III. Study of soil fertility, commercial & natural manure, green manure & soil improvement	Forage crops, Fertilizers, live-stock, feed & feeding.	Farm crops, the relation of seed; preparation of soil, time for planting, how to plant, Pigs, how to feed pigs. A balanced ration etc.
IV. b.	a. - b. - c. -	a. - b. -
V. a. - c. - d. -	b. -	a. - d. -
VI. 33. a. -29 b. - 1 c. - 3	30 a. - 15 b. - 10 c. - 5 d. - some few women.	14 a. - 8 b. - 6
VII. ?	Yes.	No. b. - 4 c. - 10
VIII. No.	Not if we had one and he was paid enough.	No.

(Note: - This second school is being conducted entirely by the Co. agent and therefore does not come under the Smith-Hughes Act.)



Idaho.

Nothing has been done in the state of Idaho in the way of establishing short courses in agriculture. Some short courses may be undertaken the coming year.

Illinois.

The state of Illinois has 77 schools under the Smith-Hughes Act, 4 of which are giving short courses in agriculture. Questionnaires were sent to these 4 schools, and replies were received from 3. The results being tabulated below.

Courses as they were answered on the Questionnaire.

<u>1st. School.</u>	<u>2nd. School.</u>	<u>3rd. School.</u>
I. a. - 9 weeks. b. - afternoon, c. - 3 hrs. (45-90-45 prd) d. - winter.	a. - 6 weeks. b. - afternoon, c. - 2hr.15 min (3-45 min.prd.) d. - winter.	a. - 4 weeks. b. -12 to 1:45P.M. c. -1hr.30 min (2 -45) d. - February.
II. a.- c. - e. -	a. - Science teacher Business teacher.	a. -
III. Animal Husbandry. Business English. Farm arithmetic.	Animal Husbandry. Farm arithmetic. Practical english.	Dairy bfeeds, feeding testing, swine breed, meet needs of boys.
IV. Anyone should know. a. -	a. - b. - c. -	a. - b. -
V. a. - ã. -	a. - d. -	a. -
VI. a - 1 b.- 9	a. - 4 b. - 4	b. - 6
VII. Yes, a. - 1 b. - 7 c. - 6	No.	b. - 3 c. - 3
VIII. Hard work, but can stand it.	No.	No.

Iowa has established a system of short term schools or dull season classes, that are in many respects entirely different from work of this class in other states.

There are 19 of these short term schools centered in the state, all of which are under the Smith-Hughes system, but are entirely separate from the regular all the year agricultural school. There is only one short course in agriculture in the state, that is directly connected with the regular all the year Smith-Hughes school. This making a total of 20 centers.

The nature of these courses, and the subject matter is given in the outline below.

- I.
  - a. - 10 weeks.
  - b. - all day - 9:00 A.M. to 3:00 P.M.
  - c. - 5 to 6 hrs. (periods 45 to 90 min. in length)
  - d. - Jan. 5 to March 12.
- II. Persons selected by the State Board for Vocational Education.
  - a. - selected teachers.
  - b. - cooperates but does not teach.
  - c. - not a great deal.
  - e. - a few.
- III. Farm crops, animal husbandry, special farm aid studies, farm records, farm shop-laboratory or farm trips.
- IV.
  - a. -
  - b. -
 Partly by the State supervisor.
- V.
  - a. -
  - b. - as a cooperator.
  - c. - not a great deal.
  - d. -
- VI.
  - a. - a few.
  - b. - nearly entire class.
  - c. - a few.
  - d. - a few in poultry handling.
- VII.
  - a. - cannot tell.
  - b. - some.
  - c. - some.
- VIII. Yes if his day is already taken up. He might do some evening work.

10.

Kentucky.

The State of Kentucky has 34 vocational agricultural schools. Of these 34 schools, 4 are offering short courses in vocational agriculture.

Questionnaires were sent to these 4 schools and one reply was received.

Course as outlined in the questionnaire, is given below.

	<u>School.</u>	<u>2nd. School.</u>	<u>4th. School.</u>	<u>5th. School.</u>
I. a.	- 2 weeks.			
b.	- evenings.			
c.	- 1 hr. & 30 min. (30 min. periods.)			
d.	- October.			

II. a.	-			
b.	-			
c.	-			
d.	-			

III. Soil building; poultry, orchards, stock feeding, dairying, home conveniences, roads, farm bureaus, school cooperation types.

IV. b.	-			
V. a.	-			
b.	-			
c.	-			

VI. 500

a. - 350

b. - 50

c. - 30

d. - 80

VII. No.

VIII. Yes, where regular enrollment exceeds 50 boys.

11.

Maine.

The state of Maine has 20 vocational agricultural schools. Questionnaires were sent to all of these schools and six replies were received. Of these six replies, five were conducting part time courses. As the others did not reply it is concluded that none are doing work along these lines.

Courses as outlined by the questionnaire are given below.

	<u>1st. School.</u>	<u>2nd. School.</u>	<u>3rd. School.</u>	<u>4th. School.</u>	<u>5th School</u>
I.	a.-12 wks.	a.-6 wks.	a. -20 wks.	a. Undecided.	a. School term. (Meeting every 2 weeks.)
	b.-7:30-10P.M.	b. Night.	b. evening.	b. ?	b. evening
	c. 2hr. & 30 min.	c. 90 mi. (45 pr.)	c. 1 hr.	c. ?	c. 2 hr.
	d. winter.	d. winter.	d. winter.	d. ?	d. mostly winter.
II.	a.-	a.-	a.-	b.-	a.-
	b.-	b.-	e.-		b.-
	e.-	c.-			c.-
III.	Dairying, Poultry, farm crops, market gard. fert. & manure, orcharding, farm manag.	Dairy cattle. breeding. apple grow- ing.	Animal hubb. types & breeds, Manag. marketing & accounts.	Milk test- ing.	Farm Manage- ment in rela- tion to our local type of farming.
IV.	a. -	a. -	a. -	c. -	a. - b. -
V.	a. -	a. - b. - c. -	a. -	a. -	a. - c. -
VI.	a- 20 to 24. b- 4 to 6 c- 2 d- 3 to 6	a.- 12 b.- 6	a.-15 b.-4 d.-15	a.-15 b.-15 c.-5	a.-10 c.-3
VII.	Yes. b.- 1	No.	No.	a.- 15	No.
VIII.	No that is part of his job.	No.	No- with extra pay.	No. if it does not in- terfer with his other class work.	Positively no.

12.

Massachusetts.

The state of Massachusetts has not reorganized their short courses in agriculture since the war, therefore, no definite information could be obtained at the present writing. However, according to plans they intend to have about 16 of these centers next year.

Maryland.

The state of Maryland has done no work along the lines of short courses in agriculture.

Michigan.

The state of Michigan has 59 vocational agricultural schools. Nothing has been done along the line of short courses in agriculture under the Smith-Hughes Act. However, the Smith-Lever people are conducting some short courses for farmers during the dull seasons in winter.

There has not been any great demand for the vocational school, as the extension division and the University takes care of this type of instruction.

Mississippi.

The state of Mississippi has done no work with short courses in agriculture.

13.

## Minnesota,

The state of Minnesota has at present 41 high schools that have applied for federal aid under the Smith-Hughes Act. These schools, judging from the questionnaires sent out, give only a 6 mo. course in agriculture.

Questionnaires were sent to all of these schools and 14 replies were received. Of these only 4 were giving short courses in agriculture.

The courses of these 4 schools are given below according to the questionnaire:

First School	Second School	Third School	Fourth School
I. a-5 weeks b-evening c-1hr.30 min. (Once a week) d-Nov.& Dec-Jan&Feb.	a-1 week b-evening c-half day d-winter	a-6 weeks b-evening c-? d-winter	a-12 weeks b-evening c-2hr. d-winter
II. a-	a- b- c-	a-	a-
III. Hog raising Dairying, emphasizing development of these in comm.	Corn & potatoes Machinery, Tractors Farm Law.	Study of hogs Illustrated lect. Feeding.	Poultry, hogs Dairying.
IV. c-	c-	a- b- c-	a- b-
V. c-	a-	a- b-	a-
VI. 17 a-17	10-15 a-5-10 b-5-10	15 a-yes  d-yes	24 a-14 b-10
VII. No.	a-11 b-4 c-7	No. b-12 c-2	Yes. a-2
VIII. No.	Yes.	?	Yes.

14.

Missouri.

The State of Missouri has 44 vocational agricultural high schools. Questionnaires were sent to all of these schools and 25 replies were received. Of these 25 replying, only one had done work along the line of the short course in agriculture. The replies to the question as to whether or not they thought it asking too much of the teacher to conduct these classes are as follows; 9 replied that it was not asking too much of the teacher; 10 that it was. 2 thought it was all right if they received extra pay and 5 did not reply.

Course as outlined by the questionnaire is given below.

- I. a. - 6 weeks.  
b. - 7 to 8 P.M.  
c. - 1 hr.  
d. - fall and winter.

- II. a.-  
c.-  
e.-

III. Feed and feeding, pork production, vet. medicine, fertilizers, soil physics.

IV. a.-

V. a.-

VI. 12.

a.-

VII. Yes.

a. - 3.

VIII. No.

Nebraska.

The state of Nebraska has 29 vocational agricultural schools, none of which are giving short courses in agriculture.

15.

New Jersey.

more

The state of New Jersey is probably doing work in short courses in agriculture than any other state. There are 19 vocational agricultural schools in the state, 12 of these are giving short courses in agriculture. Questionnaires were sent to all of these schools and 11 replies were received.

An Atlantic county, N.J., has four vocational agricultural schools. These schools have been conducting short courses for the last five years. Due to their success in this work portions of the Smith-Hughes Law were modeled from the work done in this county.

The data of these courses of the various schools are given below as outlined in the questionnaire:

1st. School.	2nd. School.	3rd. School	4th. School.
I.a-6 weeks b-2:45 to 3:30 PM c-1hr. 15 min. d-winter	a-13 weeks b-any time conv. c-1hr. 30min to 2h. d-winter	a-15 weeks b-evenings c-2 to 3 hr. d-winter.	a-4 to 20 wks. b-? c-2 to 6 d-fall, winter & spring dull prd.
II.a-	a- c- d- e-	a-	a- c-
III. Soils, commercial (?) fertilizers, stable manure.		Poultry and fruit growing	fertilizers soils livestock mgt.
IV.a- b- c-	a- b-	b-	a- b- c-
V.a-	a- c- d-	a-	a-
VI. 10 a- b- c-	? a- b- c-	4 to 20 a-75% b-15% c-10%	3 to 40 a-4 grps. (8-30 min. ea.)
VII. No,	?	Yes	No.
VIII. No if he has less than 15 pupils in his regular work.	? a- b- c-	No.	No. a-fall, winter & spring dull prd.
	a- c- d-	a-	



15a.

New Jersey (Continued)

5th School.	6th. School	7th. School	8th. School.
-------------	-------------	-------------	--------------

I.a-4 to 6 weeks b-evenings c-1 to 2 hrs. d-winter	a-18 to 30 weeks b-day and evening c-2 to 6 hrs. d-fall, winter & early spring.	a-12 to 14 weeks b-evening c-2 hrs. d-winter.	a-8 weeks. b-8 to 10PM c-? d-Dec. Jan. & Feb.
---	---	--	---

II.b- c- d-	a- c- e-	a-	a- b- c- d-
-------------------	----------------	----	----------------------

III. Farm manag <sup>nt</sup> union culture poultry raising soil improvement orchard manag <sup>nt</sup> .	Various phases of of agriculture.	Dairying, selection manag <sup>nt</sup> & care of stock, milk testing common ailments calf raising, animal feeding.	Some sub, selected by the farm- ers previous meeting.
--	--------------------------------------	--	---

IV. b- c-	a- b- c-	a- b-	a- b-
-----------------	----------------	----------	----------

V.a- co. school supt.	a- c-	a-	a- c- d-
--------------------------	----------	----	----------------

VI.100 a-20 to 100 b-60 to 65 c-30	When? we have been operating 5 years in four schools.	18 a-12 b-5 c-1	15 a-10 b-5
---	--	--------------------------	-------------------

VII. Yes a-12 c-15	Have no regular high school courses.	Yes a-2	Yes. a-1
--------------------------	--	------------	-------------

VIII. Not to conduct, may get outside speakers.	He cannot get in contact with act. ual farm conditions or secure backing unless he can help them.	No	No.
---	--	----	-----

15b.

New Jersey (concluded)

9th.School.

10th.School.

11th.School.

I.a-8 to 10 weeks.  
b-afternoons.  
c-2 to 2hr. & 30 min.  
d-winter.

a-12 weeks  
b-evenings.  
c-2hr. & 30 min.  
d-Dec. to March.

a-20 weeks.  
b-evenings.  
c-4 hrs.  
d-winter.

II.a-  
c-  
d-  
e-

a-  
b-

a-

III.Problems of the com-  
munity: this year it  
was fertilizers and  
truck crops.

Feeds and feeding,  
starting with the  
analysis on the bag  
and working up to the  
solution of the question;  
What feeds shall I purchase  
to supplement my home grown  
feeds.

Poultry, swine,  
dairying and farm  
crops.

IV.a-  
b-

a-  
b-  
by questionaires sent  
out to all farmers of the  
community.

a-  
c-

V.a-  
d-

a-

a-

VI.  
a-young farmers  
b-boys out of school  
a few years..

41  
a-23  
b-8  
c-4  
d-6

20  
a-10  
b-10

VII.No.

No.

No.

VIII.No, because it is a  
great factor in im-  
proving his regular  
class work.

No1

Yes, if he has  
day work.

The state of New York has 69 vocational agricultural schools under the Smith-Hughes Act. Of these 69 schools, 6 are giving short courses in connection with their regular work. Questionnaires were sent out to these 6 schools, and 4 replies were received.

The substance of these courses are given below as in the questionnaire:-

<u>1st School.</u>	<u>2nd. School.</u>	<u>3rd. School.</u>	<u>4th. School</u>
I. a.-12 weeks. b.-1:30 to 3:30 P.M. c.-2 hrs. d.-Dec. Jan. & Feb.	a.-2 weeks. b.- all day c.-6 hrs. (3hr prds.) d.- Jan.	a.- 1 week b.- all day. c.-6hrs. (3hr prds) d.- winter.	a.-10 weeks b.-evenings. d.- ? d.- Winter.
II. a.-	a.- c.- d.-	a.-	a.- d.-
III. Feeds & feeding; milk sanitation; testing of milk, improvement of the land. Fruit growing.	Insect pests, Soil & their managt. Pruning grafting, shop work, saw filing, tool grinding.	Soils, fertilizers, and lime. Grafting of trees & making of grafting wax, Making sprays, test- ing milk for butter fat, insect & fungus diseases, rope work.	Poultry, Whole scope of poultry industry.
IV. a.- b.-	a.- b.- c.-	a.- b.- c.-	a.-
V. a.- Supt. of schools.	a.- d.-	a.-	a.-
VI. a.- 5 b.- 1 c.- 4	7 a.- ? b.- ?	13 a.- 12 d.- 1	15. a.-15
VII. Yes. a.-1 b.-1	No.	No.	?
VIII. No	Under certain con- ditions- No.	No	It depends upon many factors.

New Mexico.

The state of New Mexico has at present 7 vocational agricultural schools. Questionnaires were sent to all of these schools and 3 replies were received. Two were giving short courses. The one was not giving this type of work, and as the others did not reply, it is concluded that they are not doing work along the lines of short courses in agriculture.

An outline of this course is given below as outlined in the questionnaire.

1st. School.

- I. a.- optional  
 b.- A.M.  
 c.- 2 hrs.  
 d.- winter.

II. a. -

III. Study of the principles of agriculture, plant growth and soil study.  
 Same as regular course.

IV. c. -

V. a.-

VI. One.  
 b. -

VII. No.

VIII. Depends on amount of other work in regular classes, if two divisions of 15 or more each, yes.

2nd. School.

I. a. - Not decided.

b. - ?

c. - ?

d. - ?

?

Dairying & crop production.

a. -

b. -

a. -

c. -

?

Yes.

a. - 2

b. - yes.

Not too much for me.

North Carolina.

The state of North Carolina has only one vocational agricultural school that is giving short course work in agriculture. This is a colored school. A questionnaire was sent to this school but no reply was received.

18. North Dakota.

The state of North Dakota has 10 vocational agricultural schools, all of which are offering short course work.

Questionnaires were sent to all of these schools, and 2 replies were received, one was offering a short course.

The course as given in the questionnaire is outlined below.

- I. a. - 8 weeks  
b. - afternoon  
c. - 2 hrs.  
d. - winter.

- II. a. -  
b. -  
c. -  
d. -  
e. -

III. Various topics taken up by specialists.

- IV. a. -  
b. -

- V. a. -  
b. -  
c. -  
d. -

- VI. a. - Yes.  
b. - Yes.

VII. Will have.

VIII. No.

Oklahoma.

The vocational agricultural schools of Oklahoma have not given short courses in agriculture as yet in their schools.

19. Oregon.  
The state of Oregon has 8 vocational agricultural schools. Of these 8 schools, 3 are giving short courses in vocational agriculture. Questionnaires were sent to these 3 schools and 2 replies were received.

Courses as outlined by the Questionnaire are given below.

1st.School.

2nd.School.

I.a-12 weeks  
b-7 to 9:00 PM  
c-2 hrs.  
d-Dec., Jan. & Feb.

a-as long as desired.  
b-7:30 to 9:30 PM.  
c-1 hr. & 30 min.  
d-late winter and summer.

II.a-  
c-  
d-  
e-

a-  
b-  
c-  
d-  
e-

III.Courses covering a broad field of agr. subjects.

Breeding, feeding & testing, crop rotation.

IV.a-  
b-

a-  
b-

V.a-

aa-  
b-

VI? 68  
a-58  
b-6  
d-4

27  
a-20  
b-4  
d-3

VII.No.

Yes.  
a-4  
b-2  
c-2

VIII.No, provided he has not more than 2 regular classes.

No, a vocational instructor will have to put in about 15 hrs. a day in order to make a success.

Ohio.

The state of Ohio has 62 vocational agricultural schools. Of these 62 schools, 14 are giving short courses in agriculture.

Questionnaires were sent to these 14 schools and 2 replies were received.

Courses as outlined in the questionnaire are given below:-

<u>1st. School</u>	<u>2nd. School.</u>	<u>3rd. School.</u>	<u>4th School</u>
I. a.- 4 weeks. b. -? c.- 2 hrs. d.- Jan.12 to Feb.5th.	a.- 12 weeks. b.- ? c.- 6 hrs. d.- Nov.15 to Feb.15th.	a. -4 weeks. b. - afternoon. c. - 3 hrs. d. - Feb.	a.- 18 weeks b.- morning. c.- optional d.- winter.
II. a. - d. -	a. - c. -	a. -	c. - d. - e. -
III. Farm crops, corn, wheat & clover, animal husb. feeding hogs & dairy cattle.	Dry land agr. stock raising, Shop work in wood, civics & english.	Soils - First principles. Feeding live- stock. Farm arithmetic.	Live-stock disea- ses. Plant.growth & diseases. Crop production. Dairy- ing, poultry, car- pentry, blacksmith- ing, auto repair- ing.
IV. c.	a. -	a. -	a. - b. -
V. a. -	a. -	a. -	a. - c. -
VI. b. -9	12 b.-9 d.-3	11. a. - 8 b. - 3	a.-300 one wk. b.- 25 c.-250 one wk. 40 regul ar.
VII. No.	Yes. a. -2 b.- 2	Yes. a. - 1	Yes. a - 20 b.- 20
VIII. No.	No.	Yes.	Yes.

The state of Pennsylvania has 41 vocational agricultural schools. Of these 41 schools, 6 are giving short courses in agriculture class work.

Questionnaires were sent to these 6 schools and 2 replies were received. Only one, of these, was giving this type of work.

Course as outlined by the questionnaire is given below.

- I. a-4 weeks.  
b-7:30 PM.  
c-1 hr.  
d-winter.

- II. a-  
b-  
c-

- III. Farm crops,  
farm animals,  
dairying.

- IV. b-

- V. a-  
b-  
c-

- VI. 6  
a-6

- VII. No.

- VIII. No, if for once a week.



22.

Rhode Island.

The state of Rhode Island is distinctly industrial, hence there is little interest in agriculture. However, one high school is offering a short course in agriculture.

Course as outlined in the questionnaire is given below:

- I. a-8 weeks.  
b-evenings.  
c-1 to 2 hrs.  
d-late winter and early spring.
- II. a-  
b-
- III. Babcock test for milk, mixing fertilizer & sprays, corn silage, illustrated lectures with charts & pictures, animal husbandry, plant husbandry, local problems and general discussion.
- IV. a-  
b-
- V. a-  
d-
- VI. 10  
a-yes  
b-occasionally  
d-about one fourth of the class.
- VII.No.
- VIII. Yes, depending upon the routine, if large day classes it is too much.

South Carolina.

The state of South Carolina has 28 vocational agricultural schools, 8 of which are giving short courses in agriculture.

Questionnaires were sent to these 8 schools and 6 replies were received. Of the 8 schools 4 were doing work of this nature.

Courses as outlined by the questionnaire are given below.

<u>1st School.</u>	<u>2nd School.</u>	<u>3rd School.</u>	<u>4th School.</u>
I. a - 12 weeks. b - 6 to 8 P.M. c - 2 hrs. d - winter.	a - 6 weeks. b - 7:30 P.M. c - 1 hr. & 30 min. d - Dec. & Jan.	a - 5 weeks. b - 8:00 P.M. c - 1 hr. & 30 min. d - Jan.	a - 3 to 6 wks. b - nights. c - ? d - ?
II. a.- c.- d.- e.-	a.- c.-	a.- d	a.- b.- d.-
III. Crops & soils, boll weevil situation, community & its needs.	Cost account- ing. Farm mgt. Boll weevil, prob. Live- stock.	Field & special crops. Round table discussion.	Peanuts, boll weevil, Hog growing.
IV. a.- c. -	a.- b.-	b.-	a.- b.- c.-
V. a.- c.- d.-	a. - d. -	a. -	a. -
VI. 31 a.-10 b.- yes. c.- yes. d.- yes.	?	8 a.- 8	Various. a.- largely. b.- some. c.- very few. d.- several.
VII. Yes. a.- 6 c.- 6	No.	No	A few.
VIII. No, with better pay.	Yes.	Depends entirely upon his regular work.	No we make it a part of the work.

South Dakota.

Very little information could be had on South Dakota, and it is not known whether or not they have done work along the line of short courses in agriculture.

Tennessee.

The state of Tennessee has 18 vocational agricultural schools, none of which are giving short courses as far as we can ascertain.

Four schools were picked at random and questionnaires were sent to them, and two replies received. Neither of these were doing any work of this type. It is therefore concluded that no work is being done.

Texas.

Very little information could be had from the state of Texas. It is therefore not known for sure whether or not short courses in agriculture are being conducted in this state.

Texas.

Very little information could be had from the state of Texas. It is therefore not known for sure whether or not short courses in

Virginia.

The state of Virginia has 42 vocational agricultural schools. Questionnaires were sent to all of these schools and 25 replies were received. Of these 25 schools, 5 were giving short courses. One other had offered a course, but it was not accepted by the farmers and one intended to give a course later in the season.

Of the 25 schools answering the questionnaire, 6 thought it was asking too much of the teacher to conduct short courses and 19 that it was not.

Courses as outlined by the questionnaires are given below:-

<u>1st. School.</u>	<u>2nd. School.</u>	<u>3rd. School</u>	<u>4th School</u>
I. a. 4 weeks. b. 7 to 8:30 PM. c. 1 hr. 30 min. d. Jan.	a. - 2 days. b. - ? c. - ? d. - March.	a. - 3 days. b. - all day. c. - 5 hrs. & 30 min. d. - March.	a. - 6 weeks. b. - 7:30 P.M. c. - 2hrs. (90 min prds.) d. - Feb. & March
II. a.- c.- d.-	Voc. Ed, Super. Ext. Division.	a.- b.- d.- e.-	a. -
III. Fertilizers, soils & fruit growing.	Pigs, poultry, rotation, canning, dairy cattle club wrk.	Lectures & deman. on poultry, hogs, orchards & tobacco.	Commercial fertilizer, stable manure, corn culture, tobacco cult. grasses & legumes.
IV. b.	?.-	a.- b.-	a.- b.-
V. a.-	a.- b.-	a.- b.-	a.- d.-
VI. 15. a.-15	63 a.- 34 b.- 4 c.- 20 d.- 35	12. a.-10 b.-2	?
VII. No.	No.	Yes. a.-2	Yes. a. - 2 b. - 1 c. - 1
VIII. Yes.	No, if he has time.	No.	Certainly not.

Virginia - (Con.)5th. School.

- I. a. - 4 to 6 weeks.  
 b. - ?  
 c. - ?  
 d. - spring.

- II. b. -  
 c. -  
 d. -  
 e. -

## III. Fruit Growing.

- IV. a. -  
 b. -

- V. a. -  
 c. -

- VI. 8 to 10  
 b. - probably.

VII. No.

VIII. No.

Washington.

The state of Washington is not doing work along the line of short courses in agriculture. However, they are planning to do some of this work next year during the winter dull season.

27.

West Virginia.

The state of West Virginia has 32 vocational high schools under the Smith-Hughes Act. Of these only one is giving short courses in agriculture. This school is giving a short course of four weeks in length.

Course as outlined in the questionnaire is given below:-

- I. a. - 4 weeks.  
c. - 3 hr.  
d. - mid- winter.
- II. a. -  
b. -  
d. -  
e. -
- III. Poultry and live-stock diseases, horticulture, farm crops, and farm accounts, dairying, beef cattle and hogs.
- IV. a.-  
b. -
- V. a. -  
d. -
- VI. a. - 8 to 10
- VII. No.
- VIII. No.

Wisconsin.

The state of Wisconsin has 21 vocational agricultural schools. No data was obtained from this state, due to the fact that the list of teachers arrived too late, and it was impossible to send questionnaires in time to fill out and return.

Wyoming.

The state of Wyoming has 5 vocational agricultural schools. No work is being done along the lines of short courses in agriculture.

Tables.

The following tables have been worked out from the data received from those schools in the United States offering short courses in agriculture. There are eight of these tables, one corresponding to each of the blocks of questions in the questionnaire.

Table I.

Number of short courses as reported by the supervisors.	.78
" " " " " on " teachers offering them	59
Percent of short courses heard from . . . . .	76%
Average length of time devoted to these courses. . . . .	8.7 weeks
The time of day most of these courses were held. . . . .	7:00 to 9:30 P.M.
The average amt. of time devoted daily to these courses. . . . .	2 hrs. & 10 min.
The time of year most of these courses were given-	Winter, Dec. Jan. Feb. and March.

Table II.

Persons by whom the instruction in these courses has been given.	-
Schools in which short courses were given by the Agr. Inst. alone.	15
" " " " " " " " " " and	
" " " " " " " " " " County Agent.	1
" " " " " " " " " " Agr. Inst. and	
" " " " " " " " " " Successful farmers.	5
" " " " " " " " " " Agr. Inst. and	
" " " " " " " " " " college members.	4
" " " " " " " " " " & Agr. Inst. and other	
" " " " " " " " " " speakers.	2.
" " " " " " " " " " & 2 other Inst.	14
" " " " " " " " " " "3 " "	8
" " " " " " " " " " "4 " "	2
Schools in which courses were conducted by others without the aid	-
of the agricultural instructor. . . . .	6

Table III.

This table shows the subjects that were taught in these short courses, arranged according to those most frequently taught.

- |                              |                                  |
|------------------------------|----------------------------------|
| Dairying.                    | Poultry.                         |
| Agronomy.                    | Fertilizers- commercial and      |
| Soils and their improvement. | stable manure.                   |
| Fruit growing.               | Farm Management.                 |
| Hog raising.                 | Local conditions in agriculture. |
| Feeds and feeding.           | Plant culture.                   |
| Live-stock.                  |                                  |

Table IV.

The methods by which subject matter was determined from these courses.

By a survey of community needs. . . . .	8	Schools.
By consultation with a few farmers. . . . .	6	"
Arbitrarily by the agricultural instructor. . . . .	6	"
By a survey of the community & by consulting farmers-	24	"
By the first three methods combined.. . . .	11	"
By a survey of the community needs & by the Agr. Inst.	2	"
By consultation with a few farmers & by the Agr. Inst.	1	"
Schools not stating how the subject matter was de- termined . . . . .	1	"

Table V.

Persons or person who took the initiative in organizing these courses.

Schools in which the agricultural inst. took the initiative alone.	26
" " " " " " and Co. Agent. . . . .	6
" " " " " " and farmers of the county . . . . .	6
" " " " " " and state supervisors. . . . .	11
" " " " " " and three above named helped . . . . .	1
" " " " " " farmers and state supervisor. . . . .	4
" " " " " " Co. Agt. and farmers of community . . . . .	3
" " " " " Co. Agt. alone took the initiative. . . . .	1
" " " " " farmers of the community took the initiative. . . . .	1

Table VI.

The average attendance of these courses. . . . .	19.59
" " " " adult farmers. . . . .	12.37
" " " " boys out of school. . . . .	4.6
" " " " " in school not enrolled in agr. . . . .	1.69
" " " " women and girls. . . . .	.93

Table VII.

Students who had previously dropped out of school and have returned to take agriculture only.

Percent of the schools having students who returned to take agr. only. . . . .	47%
Average number of these to each school. . . . .	4

Table VIII.

Of the 59 schools heard from in regard to whether or not it was asking too much of the instructor to conduct short courses, the following information was obtained.

Instructors who thought it was not asking too much to conduct these courses . . . . .	39
Instructors who " " was " " " " " " " " . . . . .	11
Those who were indifferent or who did not answer this question.	9



### Conclusion.

There are several states that do not have the regular 9 months agricultural course in their schools. Instead of the full 9 months school they have short courses varying from 6 weeks to 6 months in length. The most popular type are those running from 6 to 12 weeks. These short courses are under the Smith-Hughes Law and are conducted by Smith-Hughes Teachers, helped usually by the Extension Division of the state and by college faculty members. However, in a few states both the full time school and the short course are run, not together, but in separate units.

Of 26 states reporting 795 vocational agricultural schools, 78 short courses were reported by the state supervisors, and less than one school in ten were making any effort to help the farmers or the boys out of school.

In the answers received from all teachers filling out the questionnaire approximately 50% thought that it was not asking too much of the agricultural instructor to conduct short courses in connection with their regular agricultural course. Therefore, if only 10% of the vocational schools are offering short courses and 50% of the teachers of vocational agriculture think that it is not asking too much of them to conduct these courses, why is it that the remaining 40% of the teachers do not make a move to conduct these short courses?

The reasons collected from the questionnaires and letters received from vocational agricultural teachers of 40 states may help one to come to some conclusion as to why no more work is being done than is at present.

- a. The teacher is new in the community.
- b. The teacher is new at his work.
- c. His class and project work take all of his spare time.
- d. The teacher does not feel familiar enough with his subject to undertake the responsibility of instructing the veteran farmers.
- e. Lack of experience in conducting these courses i.e. he does not know just how to undertake the work.
- f. The teacher is not familiar enough with the community and its people.
- g. No apparent demand for the work.

The above reasons will cover the majority of cases in which the instructor does not conduct short courses.

In ending this paper there are a few suggestions which may be found helpful to those teachers who intend to conduct short courses in connection with their regular 9 month course. These suggestions were collected from teachers giving these courses in schools scattered over the United States.

Conclusion - (con.)\*

30 a.

1. "You can not organize or give too many, or give them too much time."
2. "With these classes I feel from my experience that the fundamental policy in presentation of material should be nothing but "Brass Tacks", which is definite and more or less conclusive agricultural information given out."
3. "I do not think that any agricultural teacher should attempt to teach a short course until he is widely known by the farmers of the community. He should start off his course with something that is of general interest to the farmers of the community."
4. "If a vocational teacher is equal to his mission he will use every agency at his command to meet every educational need of his community. A test of a teachers success is his ability to solve the community problems. There is no better way for a vocational teacher to get in close touch with the needs of the farmers than to conduct classes with adults."
5. "I think that the short courses are a good thing for the young men but of no use for older men, except those who are very progressive!"
6. "A good short course patronized by practical farmers will bring any agricultural instructor back to earth and some of us need just this thing to bring us back to rock bottom and cold facts."
7. a. "The instructor should become well acquainted with the community before making any attempt to organize classes."  
b. "The instructor should visit each prospective member personally on his farm and put the proposition to him."  
c. "The instructor should be able to mix well and be one of the men. White collars do not always attract the men."  
d. "The men should have perfect freedom while attending these classes."  
e. "The class should be as informal as possible."
8. "A vocational instructor will put in 16 hours per day to succeed."
9. "These courses can be made worth while or a failure, depending largely upon the instructor."
10. "The part-time or evening class can be made a very important factor of this work."