

A SURVEY OF THE COURSES OF STUDY IN VOCATIONAL AGRICULTURE
IN TWENTY-FIVE HIGH SCHOOLS IN NORTHEAST ARKANSAS

By

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"

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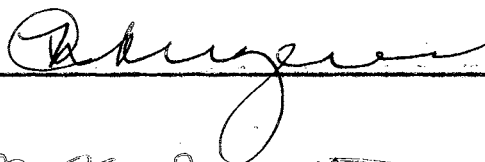
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THESIS APPROVED:



Thesis Adviser





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INTRODUCTION

In order to keep pace with the changes in farming, teachers of vocational agriculture find it necessary to continuously make adjustments in their courses of study. If adjustments are not made, the vocational agriculture department may find much of its teaching out of line with farming practices.

The course content for vocational agriculture should be most carefully selected so as to develop student abilities which are essential to proficiency in farming in that particular service area. It must be planned to provide for the proper relationship to the student's supervised farming program, farm family living, course objectives and desirable integration of the instruction from week to week and from year to year.¹

All teachers of vocational agriculture are ever confronted with the problem of what enterprises to teach, and how much time to allot to the teaching of each enterprise. Enterprises and farming procedures pertinent to the service area should certainly receive prime consideration from the teacher of vocational agriculture in deciding upon a course of study. In deciding what to teach, the instructor should consider relative importance and essentialness of the learnings he expects to secure. Therefore, the course of study should embody the teaching objectives, approximate time assignments, and the selected content which may include even the means and methods to be used in the teaching.²

¹Glen Charles Cook, Handbook on Teaching Vocational Agriculture, Interstate Publishing Co., Danville, Illinois, 1947, Chapter XIII, p. 138.

²Carsie Hammonds, Teaching Agriculture, McGraw-Hill Book Co., New York, Chapter IV, p. 63.

A course of study should be measured by three simple yardsticks; (1) Kind of content, (2) amount of content, and (3) organization of content. The kind of content should be based on the type or types of farming in the service area. The amount of content will be based on the relative importance of the various enterprises found in the service area. The organization of the content is the systematic and orderly plan for teaching the content selected, within the limitations of the time assignment. The purpose to be accomplished in a course of study, therefore, is to build an outline of the organization of content which may be drawn upon for the specific lessons or units of teaching.³

We recognize the responsibility of each teacher of vocational agriculture to prepare or revise and to place on record as an official document of the school, a course of study for each year of instruction in vocational agriculture for pupils regularly enrolled in the high school. To prepare this course of study, each teacher of vocational agriculture must determine the purpose, select the enterprises for instruction and plan the activities for pupils within a given period.⁴

It is with an understanding and appreciation of these problems that a survey of the course of study in a representative group of high schools is undertaken. It is hoped by the writer that the findings here will prove of benefit in preparing courses of study in the future.

³Bulletin, Teaching Vocational Agriculture in Secondary Schools, University of the State of New York Press, p. 9.

⁴Ibid.

PURPOSE OF THE STUDY

The purposes of this thesis are as follows:

1. To determine what enterprises are taught and how they are organized into a course of study in various selected schools in northeast Arkansas during the period 1946 to 1951.
2. To determine if the teachers are working on and teaching problems pertinent to the types of farming in their service areas.
3. To determine what changes were made in vocational agriculture courses taught during the period from 1946 to 1951.
4. To determine if more emphasis was being placed on shop in 1946 than in 1951.
5. To determine what changes have been made in type of shop work taught in 1946 from that taught in 1951.

METHODS OF PROCEDURE

The data used in this study were obtained from twenty-five schools located in the nineteen counties that comprise what is known as the Northeast District, Vocational Agriculture. Surveys of schools selected were made for the years 1946 and 1951. The schools selected were chosen by Mr. George F. Sullards, District Supervisor of Vocational Agriculture for northeast Arkansas.

The choice of schools was influenced by two factors. First; departments that had retained the same instructor over the period of years 1946-1947 through 1951-52, and second; departments whose instructors remained for four years of this five year period.

The study was made by personal survey and interview, survey forms distributed by mail, and by research in the files of the District Supervisor, whose offices are located in the Administration Building, Arkansas State College, Jonesboro, Arkansas.

The survey forms were developed as a guide in personal interviewing and to record the data obtained during these interviews. The surveys were also used to obtain data from those instructors who were not reached through personal interview.

The survey form was formulated and a trial was made using the department at Parkin, Arkansas, for testing purposes. After further work on the survey form with Mr. George F. Sullards, District Supervisor, it was submitted to the Department of Agricultural Education, Oklahoma A. and M. College for approval. A copy of the survey and the letter that accompanied it are presented in the following pages.

LETTER OF TRANSMITTAL

Future Farmers of America

Vocational
AgricultureInstitutional
on-the-farm
trainingMarked Tree High School
Marked Tree, Arkansas

February 19, 1952

Dear Teacher of Vocational Agriculture:

As a part of my research work in preparation for a Master's Degree, I am making a survey of the Courses of Study in Vocational Agriculture. Our district supervisor and myself feel that a study of this type will be of great benefit to all of us in this district.

As a part of this study, I am enclosing a survey form that I respectfully submit for your attention and action.

I would like for you to use your 1946 and 1951 yearly teaching plans to complete this survey for your department.

Your early attention to this form and prompt return will be very greatly appreciated.

Sincerely yours,

Oscar B. Holt

A SURVEY OF COURSES OF STUDY IN VOCATIONAL AGRICULTURE
 AS TAUGHT IN CERTAIN COMMUNITIES OF
 NORTHEAST ARKANSAS

1. Name of School _____
2. Instructor _____
3. Enterprises as listed below: _____

PRINCIPAL CROP ENTERPRISE I.

COTTON

JOBS TAUGHT	1946 No. Days Taught				1951 No. Days Taught			
	Ag.I	Ag.II	Ag.III	Ag.IV	Ag.I	Ag.II	Ag.III	Ag.IV
Variety Selection								
Seedbed Preparation								
Fertilization								
Planting								
Cultivation								
Insect Control								
Disease Control								
Harvesting								
Marketing								

DEFINITIONS

The term "enterprise", as used in this study, means a single farming project, such as "Cotton" or "Corn", that requires production practices, managerial practices, marketing practices, and other practices and skills for its logical and successful completion.

"Job" as used here means a practice or natural unit of farm work distinct from other practices or units with respect to nature, procedure, purpose, knowledge, and abilities required. It may also mean any farm job within an enterprise that results in intelligent decisions on the part of an individual to do something a certain way, or a farm job that requires physical work with tools or implements but which also involves sound thinking and judgment.⁵

LIST OF SCHOOLS BY FARMING AREAS INCLUDED IN THIS STUDY

Area 1 Ozark Area		Area 3 Terrace Area	
<u>School</u>	<u>County</u>	<u>School</u>	<u>County</u>
Batesville	Independence	Beebe	White
Cave City	Independence	Corning	Clay
Evening Shade	Sharp	Hoxie-Clover Bend	Lawrence
Heber Springs	Cleburne	McCrary	Woodruff
Mountain View	Stone	Newark	Independence
Quitman	Cleburne	Newport	Jackson
Salem	Fulton	Walnut Ridge	Lawrence
Area 2 Rice Area		Area 4 Crowley's Ridge	
<u>School</u>	<u>County</u>	<u>School</u>	<u>County</u>
Weiner	Poinsett	Marmaduke	Greene

⁵U. S. Office of Education, Federal Security Agency, Vocational Division Bulletin, No. 225, Directing Vocational Agriculture Day-School Students in Developing Their Farming Programs, 1944.

Area 5 Delta Area

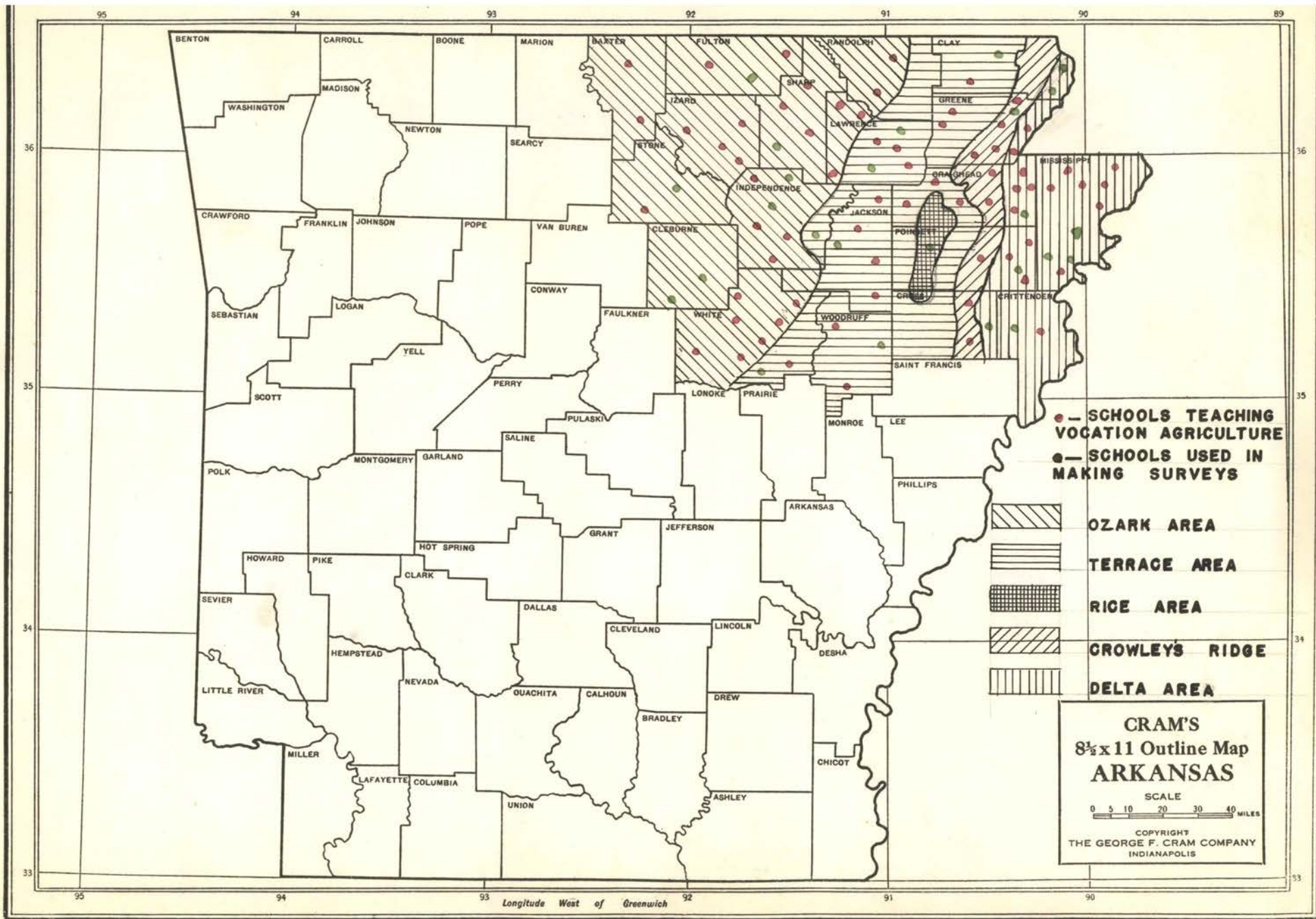
<u>School</u>	<u>County</u>
Caraway	Craighead
Dyess	Mississippi
Earle	Crittenden
Keiser	Mississippi
Marked Tree	Poinsett
Parkin	Cross
Piggott	Clay
Rector	Clay
Wilson	Mississippi

TABLE I

SCHOOLS INCLUDED IN THIS STUDY

	Ozark Area	Crowley's Ridge	Rice Area	Terrace Area	Delta Area
Number of Schools in each area	35	10	1	21	26
Number of Schools Included in survey	7	1	1	7	9
Percent of the Schools from each area in- cluded in this survey	20.0	10.0	100.0	33.3	34.6

Surveys were made in twenty-five schools. The writer made surveys in twenty of the schools. Five surveys were made by the teachers of vocational agriculture in their own departments. Some assistance and aid in writing this thesis was received from the district supervisor of vocational agriculture for northeast Arkansas.



MAP SHOWING LOCATION OF SCHOOLS AND TYPES-OF-FARMING AREAS IN NORTHEAST ARKANSAS

SOME CHARACTERISTICS OF THE TYPE-OF-FARMING
AREAS INCLUDED IN THIS STUDY

A. Characteristics pertaining to agriculture.

Studies indicate that there are nine reasonably well defined types-of-farming areas in Arkansas. Only five of these areas are included in this study.⁶

OZARK AREA. This area covers almost one-half of the Northeast District. The topography of this area varies from undulating to rough, broken land. The rolling hills are broken frequently by rivers and creeks running southeastward. Soil erosion is a serious problem on practically all open land of this area. Less than one-half of the land in this area is in farms. The most common sizes of farms range from 40 to 120 acres. The narrow strips of bottom land along the streams are usually classed as having good productivity. The upland soils are sandy loams and silt loams of low to moderate productivity.

Principal crops are corn, feed crops and pastures, with some cotton, strawberries, and potatoes being produced. Beef cattle, dairy cattle, sheep, swine, and poultry are produced throughout the area.

TERRACE AREA. This area lies between the Ozark area on the west and Crowley's Ridge on the east. The soils of the terrace area are often referred to as the second bottom soils of the Mississippi delta area. The soils of the terrace area have a moderate to high productivity. The topography is level to very gently rolling. Over half of the total land is cultivated, and farms range from 40 acres to rather large plantations.

⁶Ross Mauney, Types of Farming in Arkansas, Arkansas Extension Service, Miscellaneous Publication No. 10.

Corn, soybeans, and feed crops with some cotton are generally grown. Beef cattle on the larger farms and swine, dairy, and poultry for home consumption is the general rule.

RICE AREA. This area is located immediately west of Crowley's Ridge in Craighead, Poinsett, and Cross counties. The soils of this area are silts and clays with an impervious subsoil. The topography of the area is level or nearly so. Most of the land of this area is in farms. The most common size of farms range from 280 to 400 acres.

Rice is the major crop produced. A large acreage, however, is devoted to lespedeza, oats, and soybeans. Beef cattle production is the major livestock enterprise.

CROWLEY'S RIDGE. Crowley's Ridge comprises a narrow ridge extending from the Missouri line in northeast Arkansas, to the Arkansas River. The topography of the ridge varies from undulating to extremely rolling. Extensive erosion damage is apparent in most of the area. There are some small areas of bottom land in the area that produce well. The soils are best adapted to feed crops, pastures, and livestock production, although some cotton and peaches are grown in the area.

DELTA AREA. This area lies between Crowley's Ridge on the west and the Mississippi River on the east. The soils are of silt formation and have a high to exceptionally high productivity. Most of the land is in cultivation and farms range in size from 40 acres to plantations having several thousand acres.

Cotton is the major crop produced with some corn, soybeans, and alfalfa being produced. With the exception of a few sizable herds of beef cattle, all other livestock, dairy, and poultry production is primarily for home consumption.⁷

⁷Slusher, M. W., and Harold Scoggins, Cotton Production Practices in Arkansas, University of Arkansas, Experiment Station Bulletin 507, April, 1951.

B. Other Agricultural Characteristics.

Studies showing some other tendencies pertinent to agriculture in north-east Arkansas are presented in the following tables. For some of the comparisons drawn in this study only those counties lying almost wholly within the three largest type-of-farming area are used. The areas used are as follows:

(1) Ozark Area, (2) Terrace Area, and (3) Delta Area.

The counties used by types-of-farming areas are listed below.

OZARK AREA

Cleburne
Fulton
Sharpe
Stone

DELTA AREA

Crittenden
Craighead
Mississippi
Poinsett

TERRACE AREA

Clay
Jackson
Lawrence
Woodruff

TABLE II
NUMBER OF FARMS BY COUNTIES IN 1945 AND 1950

County	Baxter	Clay	Cleburne	Craighead	Crittenden	Gross	Fulton	Greene	Independence
No. Farms 1945	1080	3217	2092	5175	6659	3504	1747	3535	2734
No. Farms 1950	1216	3106	1786	4426	5900	3189	1757	3446	2636

TABLE II CONTINUED
NUMBER OF FARMS BY COUNTIES IN 1945 AND 1950

County	Izard	Jackson	Lawrence	Mississippi	Poinsett	Randolph	Sharpe	Stone	White	Woodruff
No. Farms 1945	1698	2738	2678	9629	4599	2327	1695	1282	4026	2421
No. Farms 1950	1801	2222	2376	7140	4523	2089	1583	1260	4524	2258

There was an increase in the number of farms in Baxter, Fulton and White counties from 1945 to 1950. A decrease was noted in all of the other counties included in this study.

TABLE III
AVERAGE SIZE OF FARMS BY COUNTIES IN 1945 AND 1950

County	Baxter	Clay	Cleburne	Craighead	Crittenden	Cross	Fulton	Greene	Independence
Average Size Acres 1945	129.5	93.9	101.5	68.8	46.9	73.5	151.2	78.0	114.4
Average Size Acres 1950	135.1	102.8	137.4	84.0	55.2	97.0	164.3	91.7	123.6

TABLE III CONTINUED
AVERAGE SIZE OF FARMS BY COUNTIES IN 1945 AND 1950

County	Izard	Jackson	Lawrence	Mississippi	Poinsett	Randolph	Sharpe	Stone	White	Woodruff
Average Size Acres 1945	142.6	105.2	102.4	51.2	67.3	127.1	140.1	119.4	100.9	95.2
Average Size Acres 1950	157.3	148.7	126.2	69.9	86.3	143.6	164.1	134.8	111.0	120.5

There was an increase in the size of farms in all counties included in this survey. The increases ranged from 5.6 acres in Baxter County to 43.5 acres in Woodruff County.

TABLE IV

COTTON ACREAGES BY COUNTIES IN THREE TYPES OF FARMING ACRES

Cotton Acreage

County	1944	1950	% Increase	% Decrease
Ozark Area				
Cleburne	10,069	6,840		32.1
Fulton	3,333	2,470		25.9
Sharpe	8,175	6,560		19.8
Stone	920	550		51.1
Terrace Area				
Clay	42,257	42,170		0.2
Jackson	62,189	57,970		6.7
Lawrence	31,577	29,750		5.8
Woodruff	43,048	43,090	0.2	
Delta Area				
Crittenden	116,433	108,170		7.1
Craighead	78,905	77,310		2.0
Mississippi	194,076	218,300	12.5	
Poinsett	68,951	91,650	24.8	

Table IV shows decreases in cotton acreages in the counties of the Ozark Area ranging from 19.8 percent to 51.1 percent. Three counties of the Terrace Area show decreases ranging from 0.2 percent to 6.7 percent with one county showing an increase of 0.2 percent. The only increases of any significance occurred in the Delta Area. These increases ranged from 12.5 percent to 24.8 percent.

TABLE V

SOYBEAN ACREAGES BY COUNTIES IN THREE TYPES-OF-FARMING AREAS

Cotton Acreage

County	1944	1950	% Increase	% Decrease
Ozark Area				
Cleburne	782	500		36.1
Fulton	138	200	44.9	
Sharpe	81	80		1.2
Stone	276	450	63.0	
Terrace Area				
Clay	13,217	30,000	127.1	
Jackson	11,297	18,000	59.3	
Lawrence	7,734	11,000	42.2	
Woodruff	7,844	13,300	69.6	
Delta Area				
Crittenden	26,578	30,000	12.9	
Craighead	5,954	25,200	323.3	
Mississippi	54,950	120,000	118.4	
Poinsett	12,909	46,300	258.7	

Table V shows that only two counties had decreases in soybean acreages from 1945 to 1950. Both counties showing a decrease were in the Ozark area. All other counties showed increases with the greatest increases noted in the Delta Area counties. These increases ranged up to 323.3 percent.

TABLE VI

CORN ACREAGES BY COUNTIES IN THREE TYPES-OF-FARMING AREAS

Corn Acreage				
County	1944	1949	% Increase	% Decrease
Ozark Area				
Cleburne	15,450	14,673		5.0
Fulton	6,527	6,153		5.7
Sharpe	9,887	9,593		3.0
Stone	6,669	7,193	7.9	
Terrace Area				
Clay	55,268	41,613		24.7
Jackson	37,512	17,529		53.5
Lawrence	41,366	33,862		18.1
Woodruff	32,099	17,552		45.3
Delta Area				
Crittenden	51,618	29,494		42.8
Craighead	85,872	55,354		35.5
Mississippi	104,377	44,426		57.4
Poinsett	57,730	30,820		46.6

Only one county included in this study showed an increase in corn acreage from 1944 to 1949. This county, Stone, was located in the Ozark area. All other counties showed decreases ranging from 3.0 percent to 57.4 percent with the greatest decreases occurring among the counties of the Delta area.

TABLE VII

PASTURE ACREAGE BY COUNTIES IN THREE TYPES-OF-FARMING AREAS

Pasture Acreage

County	1945	1950	% Increase	% Decrease
Ozark Area				
Cleburne	82,358	110,231	33.8	
Fulton	160,624	182,335	11.9	
Sharpe	89,225	138,067	54.5	
Stone	37,155	53,318	43.5	
Terrace Area				
Clay	96,811	86,044		11.1
Jackson	69,410	80,477	15.9	
Lawrence	82,069	119,584	45.9	
Woodruff	63,405	51,479		18.9
Delta Area				
Crittenden	17,977	15,158		15.6
Craighead	64,316	64,621	0.47	
Mississippi	28,860	22,598		21.7
Poinsett	47,594	41,937		11.9

Table VII shows that all counties of the Ozark area included in this survey had rather large increases in pasture acreage. Two counties of the Terrace areas and one of the Delta area also show increases in pasture acreages. All other counties showed decreases in pasture acreages.

TABLE VIII

NUMBER OF HORSES AND MULES BY COUNTIES IN THREE TYPES-OF-FARMING AREAS

No. Horses and Mules

County	1945	1950	% Decrease
Ozark Area			
Cleburne	3,997	3,240	18.9
Fulton	3,768	3,179	15.6
Sharpe	3,642	3,025	16.9
Stone	2,432	2,031	16.5
Terrace Area			
Clay	7,724	4,908	36.4
Jackson	5,478	2,863	47.7
Lawrence	6,737	4,131	38.6
Woodruff	4,893	3,054	37.6
Delta Area			
Crittenden	10,091	7,464	26.0
Craighead	11,570	5,822	49.7
Mississippi	14,211	5,681	60.0
Poinsett	8,499	4,682	44.9

All counties included in this study showed decreases in the number of horses and mules from 1945 to 1950. These decreases ranged from 16.5 percent to 60 percent.

STRATHMORE PARCHMENT

100% RAS U.S.A.

TABLE IX

NUMBER OF ALL CATTLE BY COUNTIES IN THREE TYPES-OF-FARMING AREAS

All Cattle

County	1945	1950	% Increase	% Decrease
Ozark Area				
Cleburne	12,396	11,526		7.0
Fulton	14,482	17,296	19.3	
Sharpe	12,342	13,473	9.1	
Stone	8,288	8,679	4.7	
Terrace Area				
Clay	21,142	16,439		22.2
Jackson	17,117	11,190		34.6
Lawrence	19,662	16,226		17.4
Woodruff	13,089	8,494		35.1
Delta Area				
Crittenden	9,016	6,620		26.6
Craighead	18,818	12,853		31.7
Mississippi	17,085	8,748		48.8
Poinsett	12,444	8,327		33.1

Only three counties showed an increase from 1945 to 1950 in the total number of cattle on farms. All other counties showed decreases with the greatest decrease in the Delta area. The three counties that showed increases were all in the Ozark area.

TABLE X
 NUMBER OF COWS AND HEIFERS MILKED BY
 COUNTIES IN THREE TYPES-OF-FARMING AREAS

Cows and Heifers Milked

County	1945	1950	% Increase	% Decrease
Ozark Area				
Cleburne	4,513	4,934	9.3	
Fulton	5,674	6,785	19.6	
Sharpe	3,965	4,897	23.5	
Stone	2,327	3,157	35.6	
Terrace Area				
Clay	6,205	6,166		0.6
Jackson	3,830	2,828		26.2
Lawrence	5,161	4,868		5.6
Woodruff	3,120	1,954		37.4
Delta Area				
Crittenden	3,625	2,238		38.3
Craighead	6,987	5,324		23.8
Mississippi	6,751	2,753		59.2
Poinsett	4,485	2,981		33.5

All counties of the Ozark area showed increases in the number of cows and heifers milked. All counties of the Terrace and Delta area showed decreases that ranged from 0.6 percent to 59.2 percent.

TABLE XI

NUMBER OF SWINE BY COUNTIES IN THREE TYPES-OF-FARMING AREAS

Swine

County	1945	1950	% Increase	% Decrease
Ozark Area				
Cleburne	4,166	5,442	30.6	
Fulton	10,933	16,310	49.1	
Sharpe	9,165	11,913	29.9	
Stone	8,465	10,104	19.3	
Terrace Area				
Clay	24,495	26,605	8.6	
Jackson	11,172	11,536	4.2	
Lawrence	23,998	25,723	7.2	
Woodruff	11,502	9,121		20.7
Delta Area				
Crittenden	19,575	17,053		12.9
Craighead	32,941	26,364		19.9
Mississippi	33,627	23,462		30.2
Poinsett	19,056	15,573		18.3

All counties of the Ozark area and all counties except Woodruff of the Terrace area showed increases from 1945 to 1950 in the number of swine on farms of the counties. Woodruff County of the Terrace area and all counties of the Delta area showed decreases.

TABLE XII

NUMBER OF POULTRY BY COUNTIES IN THREE TYPES-OF-FARMING AREAS

Poultry

County	1945	1950	% Decrease
Ozark Area			
Cleburne	96,227	73,010	24.1
Fulton	91,575	63,801	30.3
Sharpe	74,675	56,327	24.6
Stone	45,842	35,412	22.8
Terrace Area			
Clay	169,859	129,560	23.7
Jackson	103,015	62,550	39.8
Lawrence	141,360	103,847	26.5
Woodruff	77,230	49,612	35.8
Delta Area			
Crittenden	138,424	88,928	35.8
Craighead	220,200	143,172	35.0
Mississippi	227,382	131,093	42.3
Poinsett	184,500	113,006	38.8

Table XII shows rather large decreases from 1945 to 1950 in the number of poultry on farms of all counties surveyed.

TABLE XIII
 NUMBER OF FARMS WITH ELECTRICITY BY
 COUNTIES IN THREE TYPES-OF-FARMING AREAS

No. Farms With Electricity

County	1945	1950	% Increase
Ozark Area			
Cleburne	454	1,115	145.6
Fulton	343	1,069	211.6
Sharpe	356	1,067	199.7
Stone	86	686	695.3
Terrace Area			
Clay	1,036	2,503	141.6
Jackson	692	1,794	159.2
Lawrence	707	1,932	173.2
Woodruff	640	1,433	123.9
Delta Area			
Crittenden	395	2,277	478.9
Craighead	1,815	3,849	317.5
Mississippi	2,587	4,483	81.0
Poinsett	1,059	3,220	204.1

Increases from 1945 to 1950 in the number of farms with electricity ranged from 81.0 percent to as high as 695.3 percent. All counties surveyed showed increases.

TABLE XIV
 NUMBER OF FARMS WITH TRACTORS
 BY COUNTIES IN THREE TYPES-OF-FARMING AREAS

No. Farms With Tractors

County	1945	1950	% Increase
Ozark Area			
Cleburne	105	284	170.4
Fulton	56	203	262.5
Sharpe	52	285	448.1
Stone	22	200	809.1
Terrace Area			
Clay	871	1,924	120.9
Jackson	950	1,636	72.2
Lawrence	602	1,187	97.1
Woodruff	750	1,321	77.6
Delta Area			
Crittenden	919	2,076	126.9
Craighead	1,222	2,966	142.7
Mississippi	2,256	4,862	115.4
Poinsett	1,254	2,811	124.1

Table XIV shows that all counties surveyed had increases from 1945 to 1950 in the number of tractors on farms.

With the exception of four counties, all counties included in this survey had a decrease in the number of farms per county. During the same period, 1945 to 1950, all counties showed an increase in the average size of farms.

The Ozark area had rather large percentage decreases in cotton acreages from 1945 to 1950. Minor percentage decreases were noted in all other counties of the Terrace and Delta areas with the exception of Mississippi and Poinsett counties of the Delta area. These counties had rather substantial increases in cotton acreages from 1945 to 1950.

Soybean acreages were increased in all counties in all three of the types-of-farming areas except for Cleburne and Sharpe counties of the Ozark areas. The largest increases in both percentages and actual acreages were in the Delta area.

Corn acreages decreased from 1945 to 1950 in all counties surveyed with the exception of Stone County. The large decreases were shown in the Delta counties. Over this same period of time, hay and pasture acreages increased rather sharply in the Ozark area. Only three other counties showed increases with the largest decreases being shown in the Delta area.

Horses and mules on farms decreased rather materially from 1945 to 1950 with the greatest decreases noted in the Delta area.

There was an increase in the total number of cattle on farms in only three counties. These counties were all in the Ozark area. Coinciding closely with this tendency was the fact that an increase in the number of dairy cows was noted in the Ozark area counties.

Increases in the number of swine on farms was noted for all Ozark area farms. Increases were also noted for three of the Terrace area farms. All counties of the Delta area and one county of the Terrace area showed decreases in the numbers of swine on farms of the areas surveyed.

The numbers of poultry on farms decreased from 1945 to 1950 in all counties in all types-of-farming areas.

Outstanding increases in all counties surveyed were noted in the number of farms having electricity and the number of farms having tractors.

PRESENTATION AND ANALYSIS OF DATA

Twenty-five schools are included in this study. Thirty schools were originally selected for study. The writer was able to make only twenty personal interviews and of the remaining ten schools contacted by letter, only five returned surveys complete enough to use. The presentation and analysis of data will be discussed under the following main divisions:

1. Number of enterprises taught and jobs taught under selected enterprises.
2. Periods used in teaching selected enterprises and farm problems by types-of-farming areas.
3. Shop courses and jobs taught under farm shop.

PART I

This part of the study was made to show the number of enterprises taught and jobs taught under certain selected enterprises in twenty-five high schools in northeast Arkansas.

TABLE XV
 NUMBER OF ENTERPRISES TAUGHT EACH
 YEAR IN TWENTY-FIVE HIGH SCHOOLS IN NORTHEAST ARKANSAS

The Number of Enterprises Taught Each Year	1946-1947								1951-1952							
	Ag. I		Ag. II		Ag. III		Ag. IV		Ag. I		Ag. II		Ag. III		Ag. IV	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1-2 Enterprises	0		0	0	10	40	18	72	0	0	0	0	9	36	15	60
3-4 Enterprises	0		0	0	11	44	7	28	0	0	3	12	9	36	10	40
5-6 Enterprises	8	32	9	36	4	16	0	0	12	48	12	48	3	12	0	0
7-8 Enterprises	14	56	13	52	0	0	0	0	11	44	8	32	3	12	0	0
9-10 Enterprises	2	8	2	8	0	0	0	0	1	4	2	8	1	4	0	0
11-12 Enterprises	0		0	0	0	0	0	0	1	4	0	0	0	0	0	0
Over 12 Enterprises	1	4	1	4	0	0	0	0	0	0	0	0	0	0	0	0

Table XV shows the number of enterprises taught during the school year 1946-1947. None of the schools surveyed taught as few as four enterprises to either the agriculture I or agriculture II classes. On the other hand, none of the schools taught as many as seven or eight enterprises to agriculture III or agriculture IV classes during the year 1946-1947. Fifty-six percent of the schools taught seven or eight enterprises to agriculture I classes, 52 percent taught seven or eight enterprises to agriculture II classes, 44 percent taught three or four enterprises to agriculture III classes, and 72 percent taught one or two enterprises to agriculture IV classes during 1946-1947.

Table XV indicates a tendency from 1946-1947 to 1951-1952 for fewer enterprises to be taught to agriculture I and agriculture II classes and for more enterprises to be taught to agriculture III and agriculture IV classes. This tendency is borne out by the fact that 48 percent of the schools taught only five or six enterprises to agriculture I and agriculture II classes during 1951-1952 as compared with 32 percent of the schools teaching five or six enterprises to agriculture I classes and 36 percent to agriculture II classes during 1946-1947.

It may also be noted from Table XV that only 36 percent of the schools in 1951-1952 taught three or four enterprises to agriculture III classes as compared to 44 percent of the schools teaching the same number of enterprises to agriculture III classes in 1946-1947. It may be further noted from this table that only 60 percent of the schools taught one or two enterprises to agriculture IV classes during 1951-1952 as compared with 72 percent of the schools that taught one or two enterprises to agriculture IV classes during 1946-1947.

TABLE XVI

JOBS TAUGHT UNDER THE ENTERPRISE COTTON
IN TWENTY-ONE SCHOOLS TEACHING COTTON IN 1946-1947 AND 1951-1952

Jobs Taught	Schools Teaching The Jobs			
	1946-47		1951-52	
	Number	Percent	Number	Percent
Estimating Cost and Income	15	71.3	18	85.7
Variety Selection	20	95.2	18	85.7
Seedbed Preparation	18	85.7	15	71.3
Fertilization	19	90.5	20	95.2
Planting	19	90.5	18	85.7
Cultivation	20	95.2	20	95.2
Insect Control	14	66.6	18	85.7
Disease Control	11	52.4	15	71.3
Harvesting	20	95.2	19	90.5
Marketing	20	95.2	21	100.0
Defoliation	1	4.8	3	14.3

Table XVI shows that in 1946-1947, 95.2 percent of the schools teaching the enterprise "Cotton" were teaching the jobs, variety selection, cultivation, harvesting, and marketing. Ninety and five tenths percent of the schools were teaching the jobs, fertilization and planting. It was noted however, that in 1951-1952, 100 percent of the twenty-one schools teaching the enterprise cotton, were teaching the job marketing, and 95.2 percent were teaching fertilization and cultivation.

An increase from 1946-1947 to 1951-1952 was also noted in the number of schools teaching the following jobs: Estimating Cost and Income, Fertilization, Insect Control, Disease Control, Marketing, and Defoliation. A decrease was also noted in the number of schools teaching the following jobs: Variety selection, Seedbed preparation, Planting, and Harvesting.

Since boll weevils were not a problem in northeast Arkansas until 1948, and since defoliation is just recently being recognized as a problem in connection with mechanical harvesting of cotton, some of these changes may be attributed to these more recent problems of cotton production. It also seems apparent that vocational agriculture instructors are not devoting more time to teaching cotton but are omitting certain jobs from the course of study on cotton and devoting time to jobs they consider of more need for the student.

TABLE XVII

JOB TAUGHT UNDER THE ENTERPRISE CORN IN TWENTY-FOUR HIGH SCHOOLS IN 1946-1947 AND TWENTY-FIVE HIGH SCHOOLS IN 1951-1952

Jobs Taught	Schools teaching the jobs			
	1946-47		1951-52	
	Number	Percent	Number	Percent
Estimating Cost and Income	20	83.3	22	88.0
Variety Selection	21	87.5	24	96.0
Seedbed Preparation	23	95.8	23	92.0
Fertilization	20	83.3	23	92.0
Planting	21	87.5	24	96.0
Cultivation	23	95.8	23	92.0
Disease and Pest Control	15	62.5	19	76.0
Harvesting and Marketing	23	95.8	24	96.0

There is a great deal of similarity between Table XVI and Table XVII. It may be noted there was a decrease in the number of schools that taught seedbed preparation in both the cotton and corn enterprises. An increase, however, from 1946-1947 to 1951-1952, for all schools for all other jobs with the exceptions of cultivation was noted for the enterprise corn. The greatest change was in the number of schools teaching disease and pest control of corn. The number increased from 15 in 1946-1947 to 19 in 1951-1952.

TABLE XVIII

NUMBER OF JOBS TAUGHT UNDER THE ENTERPRISE SWINE IN TWENTY-FIVE HIGH SCHOOLS IN 1946-1947 and TWENTY-FOUR HIGH SCHOOLS IN 1951-1952

Jobs Taught	Schools Teaching The Jobs			
	1946-47		1951-52	
	Number	Percent	Number	Percent
Estimating Cost and Income	22	88.0	19	79.2
Selecting Breeding Stock	24	96.0	24	100.0
Providing Housing and Equipment	21	84.0	21	87.5
Controlling Diseases and Pests	19	76.0	21	87.5
Care of Sow at Farrowing	18	72.0	16	66.7
Feeding Breeding Stock	23	92.0	21	87.5
Feeding for Market	18	72.0	14	58.5
Marketing	24	96.0	21	87.5
Butchering and Curing	17	68.0	16	66.7
Breeding Practices	18	72.0	15	62.5
Fitting and Showing	7	28.0	8	33.3

This table shows rather small percentages of increases in the number of schools teaching the jobs selecting breeding stock, providing housing and equipment and controlling diseases and pests under the enterprise swine from 1946-1947 to 1951-1952. All other jobs under the enterprise swine shows a decrease from 1946-1947 to 1951-1952 in the number of schools teaching these jobs.

TABLE XIX

NUMBER OF JOBS TAUGHT UNDER THE ENTERPRISE DAIRYING IN
 TWENTY-FIVE HIGH SCHOOLS IN 1946-1947 AND TWENTY-HIGH SCHOOLS IN 1951-1952

Jobs Taught	Schools Teaching The Jobs			
	1946-47		1951-52	
	Number	Percent	Number	Percent
Estimating Cost and Income	18	81.8	14	70.0
Selecting Breeding Stock	22	100.0	20	100.0
Feeding Dairy Calves	7	31.8	8	40.0
Controlling Diseases and Pests	17	77.3	12	60.0
Feeding for Milk Production	21	95.5	17	85.0
Providing Pasture	5	22.7	2	10.0
Sanitation in Handling Milk	12	54.5	8	40.0
Marketing	17	77.3	14	70.0
Breeding Practices	19	86.4	18	90.0
Providing Housing	18	81.8	13	65.0
Herd Management	6	27.3	8	40.0

Table XIX shows small increases from 1946-1947 to 1951-1952 in the number of schools that taught the jobs feeding dairy calves, and herd management. Decreases are noted in the number of schools teaching all other jobs with the exception of the jobs selecting breeding stock and breeding practices.

A GENERAL SUMMARY OF THE NUMBER OF ENTERPRISES
TAUGHT AND JOBS TAUGHT UNDER SELECTED ENTERPRISES

A study of Tables XVI through XIX shows that only three jobs under the selected enterprises were taught in all of the schools that offered the enterprises as a designated part of the course of study.

A wide variation in the number of schools that taught certain jobs under these selected enterprises was noted. This variation ranged from 4.8 percent in the number of schools teaching cotton defoliation to 100 percent in the number of schools teaching marketing of cotton, selecting breeding stock of swine, and selecting breeding stock of dairy cattle.

Variations shown in these tables suggest that further studies on the part of teachers be made to determine if jobs taught meet a real need or if certain jobs omitted do not tend to weaken the course of study.

PART II

PERIODS USED IN TEACHING SELECTED ENTERPRISES
AND FARM PROBLEMS BY TYPES-OF-FARMING AREAS

Variations in the number of periods used to teach selected enterprises in twenty-five high schools in northeast Arkansas should normally be expected. This part of the study was made to show the range of these changes, from 1946-1947 to 1951-1952, in the number of periods used to teach these selected enterprises within the schools surveyed.

TABLE XX

PERIODS USED IN TEACHING COTTON PRODUCTION IN
FIVE TYPES-OF-FARMING AREAS, 1946-1947 AND 1951-1952

Type of Farming Area Name of School	Number of Periods Cotton Production was Taught		Change in Number of Periods Taught	
	1946-1947	1951-1952	Increase	Decrease
OZARK AREA				
Batesville	30	5		25
Cave City	0	18	18	
Evening Shode	20	20		
Heber Springs	19	0		19
Mountain View	0	0		
Quitman	18	0		18
Salem	0	0		
GROWLEY'S RIDGE				
Marmaduke	10	9		1
RICE AREA				
Weiner	20	19		1
TERRACE AREA				
Beebe	0	21	21	
Corning	30	21		9
Hoxie-Clover Bend	31	23		8
McCrary	13	26	13	
Newark	36	26		10
Newport	41	28		13
Walnut Ridge	16	18	2	
DELTA AREA				
Caraway	24	20		4
Dyess	48	27		21
Earle	25	32	7	
Keiser	56	72	16	
Marked Tree	18	40	22	
Parkin	31	36	5	
Piggatt	25	26	1	
Rector	27	29	2	
Wilson	22	26	4	

CHAPTER II

Table XX shows that only one school in the Ozark Area had an increase from 1946-1947 to 1951-1952 in the number of periods used to teach cotton production. One school in the area used the same number of periods to teach cotton in both of the years covered by this survey. One school did not teach cotton in either of the years covered by this survey. Three of the schools in the Ozark Area showed rather sharp decreases in the number of periods used to teach cotton during the time covered by this survey.

The Crowley's Ridge Area and the Rice Area reported minor decreases in the number of periods used in teaching cotton production.

In the Terrace Area three schools reported increases and four schools reported decreases in the number of periods used in teaching cotton production. During this same period of time, 1946-1947 to 1951-1952, two schools in the Delta Area showed decreases in the number of periods devoted to teaching cotton production. It may be noted that all other schools in the Delta Area reported increases in the number of periods used to teach cotton production.

It may also be noted from Table IV that cotton acreages decreased from 1945 to 1950 in all areas surveyed, with the exception of the Delta Area where increases were noted. In counties where cotton acreages decreased, schools tended to decrease the number of periods used to teach cotton production. In the Delta Area, where cotton acreages increased from 1945 to 1950, schools tended to increase the number of days used to teach cotton production.

TABLE XXI

PERIODS USED IN TEACHING CORN PRODUCTION IN
FIVE TYPES-OF-FARMING AREAS, 1946-1947 AND 1951-1952

Type of Farming Area Name of School	Number of Periods Corn Production was Taught		Change in Number of Periods Taught	
	1946-1947	1951-1952	Increase	Decrease
OZARK AREA				
Batesville	22	7		15
Cave City	45	17		28
Evening Shode	20	19		1
Heber Springs	20	23	3	
Mountain View	41	19		22
Quitman	16	23	7	
Salem	21	15		6
CROWLEY'S RIDGE				
Marmaduke	27	20		7
RICE AREA				
Weiner	16	17	1	
TERRACE AREA				
Beebe	0	24	24	
Corning	19	14		5
Hoxie-Clover Bend	61	24		37
McCrary	7	28	21	
Newark	28	21		7
Newport	38	25		13
Walnut Ridge	17	12		5
DELTA AREA				
Caraway	15	15		
Dyess	20	26	6	
Earle	17	20	3	
Keiser	16	20	4	
Marked Tree	14	10		4
Parkin	18	18		
Piggatt	34	17		17
Rector	26	19		7
Wilson	16	16		

Table XXI shows that 14 schools had a decrease from 1946-1947 to 1951-1952 in the number of periods used in teaching corn production. While only eight schools had increases during this same period, three schools reported no change in the number of periods used to teach corn production.

The general tendency among most schools to make reductions in the number of periods used to teach corn production tends to coincide with the findings in Table VI where it was shown that there was a reduction of corn acreages in all areas surveyed.

TABLE XXII

PERIODS USED IN TEACHING HAY AND PASTURE PRODUCTION IN
FIVE TYPES-OF-FARMING AREAS, 1946-1947 AND 1951-1952

Type of Farming Area Name of School	Number of Periods Hay and Pasture Production was Taught		Change in Number of Periods Taught	
	1946-1947	1951-1952	Increase	Decrease
OZARK AREA				
Batesville	19	122	103	
Cave City	0	14	14	
Evening Shode	0	16	16	
Heber Springs	17	20	3	
Mountain View	0	19	19	
Quitman	0	36	36	
Salem	21	25	4	
CROWLEY'S RIDGE				
Marmaduke	0	0		
RICE AREA				
Weiner	0	10	10	
TERRACE AREA				
Beebe	18	23	5	
Corning	17	19	2	
Hoxie-Clover Bend	0	18	18	
McCrory	0	29	29	
Newark	0	0		
Newport	0	27	27	
Walnut Ridge	32	59	27	
DELTA AREA				
Caraway	8	15	7	
Dyess	0	0		
Earle	12	26	14	
Keiser	0	0		
Marked Tree	25	20		5
Parkin	12	9		3
Piggatt	0	18	18	
Rector	0	0		
Wilson	7	17	10	

It may be noted in Table XXII that all schools surveyed in the Ozark Area had increases, from 1946-1947 to 1951-1952, in the number of periods used in teaching hay and pasture production. Increases were also noted, with one exception, for all schools in the Terrace Area. Only four schools showed in-

creases in the Delta Area. Two schools in the Delta Area showed decreases while three schools did not teach hay and pasture production in either 1946-1947 or 1951-1952.

A study of Table VII and a comparison with Table XXII indicates a tendency among schools to make changes in the number of periods used to teach hay and pasture production comparable to the changes shown in Table VII. In general, those schools located in areas that had increases in pasture acreages also showed increases in the number of periods used to teach hay and pasture production.

TABLE XXIII

PERIODS USED IN TEACHING SOYBEAN PRODUCTION IN
FIVE TYPES-OF-FARMING AREAS, 1946-1947 AND 1951-1952

Type of Farming Area Name of School	Number of Periods Soybean Production was Taught		Change in Number of Periods Taught	
	1946-1947	1951-1952	Increase	Decrease
OZARK AREA				
Batesville	12	0		12
Cave City	15	0		15
Evening Shode	20	30	10	
Heber Springs	15	37	22	
Mountain View	0	0		
Quitman	0	21	21	
Salem	0	12	12	
CROWLEY'S RIDGE				
Marmaduke	20	12		8
RICE AREA				
Weiner	0	14	14	
TERRACE AREA				
Beebe	0	25	25	
Corning	12	24	12	
Hoxie-Clover Bend	16	16		
McCrary	13	57	44	
Newark	25	20		5
Newport	30	0		30
Walnut Ridge	13	0		13
DELTA AREA				
Caraway	8	10	2	
Dyess	21	29	8	
Earle	13	0		13
Keiser	30	32	2	
Marked Tree	0	10	10	
Parkin	8	9	1	
Piggott	0	16	16	
Rector	17	0		17
Wilson	0	10	10	

Table XXIII shows that 15 schools had an increase from 1946-1947 to 1951-1952, in the number of periods used to teach soybean production. Eight schools reported decreases and two schools reported no changes in the number of periods used to teach soybean production.

Table V showed increases in soybean acreages in most counties in all areas surveyed. This tendency, it may be noted, seems to be borne out in Table XXIII, in that most schools tended to increase the number of days used to teach soybean production.

TABLE XXIV

PERIODS USED IN TEACHING SWINE PRODUCTION IN
FIVE TYPES-OF-FARMING AREAS, 1946-1947 AND 1951-1952

Type of Farming Area Name of School	Number of Periods Swine Production was Taught		Change in Number of Periods Taught	
	1946-1947	1951-1952	Increase	Decrease
OZARK AREA				
Batesville	27	8		19
Cave City	41	18		23
Evening Shade	22	24	2	
Heber Springs	22	19		3
Mountain View	32	35	3	
Quitman	34	30		4
Salem	37	24		13
CROWLEY'S RIDGE				
Marmaduke	47	28		19
RICE AREA				
Weiner	28	21		7
TERRACE AREA				
Beebe	18	24	6	
Corning	47	32		15
Hoxie-Clover Bend	41	35		6
McCrary	20	34	14	
Newark	51	40		11
Newport	68	33		35
Walnut Ridge	25	38	13	
DELTA AREA				
Caraway	20	32	12	
Dyess	24	0		24
Earle	27	44	17	
Keiser	56	60	4	
Marked Tree	20	38	18	
Parkin	42	45	3	
Piggott	54	40		14
Rector	26	22		4
Wilson	41	27		14

Table XXIV shows there was a definite tendency to make adjustments in the number of periods used to teach swine production. Fifteen schools increased the number of periods and ten schools decreased the number of periods.

A study of Table XI showed increases in the number of swine on farms in the Ozark Area and the Terrace Area and a decrease in the Delta Area. A further study of both tables failed to indicate any tendencies comparable to both tables.

TABLE XXV

PERIODS USED IN TEACHING POULTRY PRODUCTION IN
FIVE TYPES-OF-FARMING AREAS, 1946-1947 AND 1951-1952

Type of Farming Area Name of School	Number of Periods Poultry Production was Taught		Change in Number of Periods Taught	
	1946-1947	1951-1952	Increase	Decrease
IZARK AREA				
Batesville	22	0		22
Cave City	37	17		20
Evening Shode	20	21	1	
Heber Springs	22	24	2	
Mountain View	36	15		21
Quitman	35	25		20
Salem	24	20		4
ROWLEY'S RIDGE				
Marmaduke	25	30	5	
LICE AREA				
Weiner	43	24		19
TERRACE AREA				
Beebe	26	24		2
Corning	37	21		16
Hoxie-Clover Bend	47	15		32
McGrary	19	55	36	
Newark	42	44	2	
Newport	36	24		12
Walnut Ridge	17	27	10	
DELTA AREA				
Caraway	15	20	5	
Dyess	0	24	24	
Earle	29	12		17
Keiser	39	46	7	
Marked Tree	31	9		22
Parkin	23	33	10	
Piggott	48	20		28
Rector	20	15		5
Wilson	48	19		29

Table XXV shows that 15 schools indicated decreases from 1946-1947 to 1951-1952 in the number of periods used to teach poultry production. Ten schools indicated increases in the number of periods used to teach poultry production.

A study of Table XII and Table XXV would seem to indicate a tendency for

schools to decrease the number of periods used to teach poultry production and that this tendency seemed to coincide with the decrease in the numbers of poultry on farms in the areas surveyed.

TABLE XXVI

PERIODS USED IN TEACHING DAIRY PRODUCTION IN
FIVE TYPES-OF-FARMING AREAS, 1946-1947 AND 1951-1952

Type of Farming Area Name of School	Number of Periods Dairy Production was Taught		Change in Number of Periods Taught	
	1946-1947	1951-1952	Increase	Decrease
OZARK AREA				
Batesville	25	13		12
Cave City	45	44		1
Evening Shode	21	32	11	
Heber Springs	24	24		
Mountain View	0	32	32	
Quitman	22	36	14	
Salem	22	32	10	
GROWLEY'S RIDGE				
Marmaduke	29	0		29
RICE AREA				
Weiner	0	0		
TERRACE AREA				
Beebe	62	37		25
Corning	15	0		15
Hoxie-Clover Bend	0	26	26	
McCrary	25	0		25
Newark	20	20		
Newport	35	26		9
Walnut Ridge	24	34	10	
DELTA AREA				
Caraway	33	13		20
Dyess	35	0		35
Earle	22	10		12
Keiser	53	52		1
Marked Tree	32	10		22
Parkin	14	21	7	
Piggott	25	39	14	
Rector	27	17		10
Wilson	17	22	5	

Table XXVI shows that for the years covered by this survey, 13 schools indicated decreases, nine schools indicated increases, and three schools showed no changes in the number of periods used to teach dairy production. Four of the

schools showing increases were in the Ozark Area and a study of Table X indicates that the Ozark Area was the only area surveyed that had an increase in the number of dairy cattle on farms.

TABLE XXVII

PERIODS USED IN TEACHING BEEF CATTLE PRODUCTION IN
FIVE TYPES-OF-FARMING AREAS, 1946-1947 AND 1951-1952

Type of Farming Area Name of School	Number of Periods Beef Cattle Production was Taught		Change in Number of Periods Taught	
	1946-1947	1951-1952	Increase	Decrease
OZARK AREA				
Batesville	25	16		9
Cave City	21	22	1	
Evening Shode	20	27	7	
Heber Springs	24	24		
Mountain View	29	39	10	
Quitman	22	24	2	
Salem	18	15		3
CROWLEY'S RIDGE				
Marmaduke	15	20	5	
RICE AREA				
Weiner	51	17		34
TERRACE AREA				
Beebe	0	31	31	
Corning	23	31	8	
Hoxie-Clover Bend	0	36	36	
McCrary	27	32	5	
Newark	23	19		4
Newport	51	42		9
Walnut Ridge	14	24	10	
DELTA AREA				
Caraway	18	20	2	
Dyess	26	0		26
Earle	26	22		4
Keiser	42	36		6
Marked Tree	22	10		12
Parkin	18	15		3
Piggott	21	43	22	
Rector	16	16		
Wilson	24	16		8

Table XXVII shows that from 1946-1947 to 1951-1952, eleven schools showed decreases, twelve schools showed increases, and two schools showed no changes in the number of periods used to teach beef production in twenty-five high schools.

Since Table IX showed that only in the Ozark Area was there an increase in the numbers of all cattle on farms, it is rather noteworthy that five Terrace Area schools showed the greatest increases in the number of days used in teaching beef production.

TABLE XXVIII

PERIODS USED IN TEACHING SOIL MANAGEMENT IN FIVE TYPES-
OF-FARMING AREAS, 1946-1947 AND 1951-1952

Type of Farming Area Name of School	Number of Periods Soil Management was Taught		Change in Number of Periods Taught	
	1946-1947	1951-1952	Increase	Decrease
OZARK AREA				
Batesville	27	8		19
Cave City	0	15	15	
Evening Shode	0	0		
Heber Springs	20	13		7
Mountain View	84	84		
Quitman	33	38	4	
Salem	3	50	47	
CROWLEY'S RIDGE				
Marmaduke	32	17		15
RICE AREA				
Weiner	2	0	2	
TERRACE AREA				
Beebe	23	33	10	
Corning	0	0		
Hoxie-Clover Bend	0	0		
McCrary	8	0		8
Newark	6	20	14	
Newport	0	0		
Walnut Ridge	23	0		23
DELTA AREA				
Caraway	0	0		
Dyess	0	0		
Earle	3	24	21	
Keiser	0	0		
Marked Tree	0	55	55	
Parkin	11	9		2
Piggott	11	33	22	
Rector	28	22		6
Wilson	0	0		

Table XXVIII shows that in 1946-1947 only 15 schools were teaching soils management. In 1951-1952 only 14 schools were teaching soils management. From 1946-1947 to 1951-1952, nine schools showed an increase in the number of periods

used to teach soils management, seven schools showed a decrease, six schools did not teach soils management at all, and one school used 84 periods to teach soils management in 1946-1947 and 1951-1952.

From a study of Table XXVIII, it is indicated that more periods were being used in 1951-1952 than in 1946-1947 for the teaching of soils management. These indicated increases, it will be noted from Table XXVIII, were confined to nine schools.

TABLE XXIX
PERIODS USED IN TEACHING FARM MANAGEMENT IN
THREE TYPE-OF-FARMING AREAS, 1946-1947 AND 1951-1952

Type of Farming Area Name of School	Number of Periods Farm Management was Taught		Change in Number of Periods Taught	
	1946-1947	1951-1952	Increase	Decrease
OZARK AREA				
Batesville	49	42		7
Cave City	23	29	6	
Evening Shade	75	66		9
Heber Springs	0	50	50	
Mountain View	30	31	1	
Quitman	46	58	8	
Salem	48	60	12	
CROWLEY'S RIDGE				
Marmaduke	0	20	20	
RICE AREA				
Weiner	23	38	15	
TERRACE AREA				
Beebe	55	55		
Corning	45	3		42
Hoxie-Clover Bend	0	23	23	
McCrary	31	35	4	
Newark	0	0		
Newport	163	110		53
Walnut Ridge	0	74	74	
DELTA AREA				
Caraway	34	0		34
Dyess	42	40		2
Earle	0	38	38	
Keiser	0	0		
Marked Tree	0	45	45	
Parkin	57	62	5	
Piggott	0	40	40	
Rector	21	33	12	
Wilson	60	91	31	

Table XXIX shows that farm management was taught in 16 schools in 1946-1947. Farm management was taught, however, in 22 schools in 1951-1952. This was an increase of six schools. Sixteen schools reported an increase in the

number of periods used to teach farm management and six schools reported a decrease. Farm management was not taught in two schools either year and it was taught 55 periods in one school both years.

Table XXIX indicated a tendency among the schools surveyed to use more periods to teach farm management in 1951-1952 than in 1946-1947.

GENERAL SUMMARY ON PERIODS USED IN TEACHING SELECTED
ENTERPRISES AND FARM PROBLEMS BY FIVE TYPES-OF-FARMING AREAS

Evidence presented in Tables II through XIV and XX through XXIX indicates that schools do tend to make certain adjustments consistent with trends. This shifting, however, did not always follow information which was available from an examination of farm census data. These adjustments indicate some lack of clear cut concepts concerning the organizing of the course of study.

For the purpose of this study, an increase or decrease of five or more periods allotted to teach certain selected farm enterprises or farm problems would indicate a significant change. Changes of less than five periods would tend to reflect normal adjustments in organizing a course of study. Any significant changes made should follow trends and meet service area needs.

The extreme variations shown in the shifting of periods allotted to teaching various enterprises and farm problems indicates a need for further study on the part of teachers.

PART III

This part of the study was made to show the number of schools offering shop and the number of periods used to teach shop in twenty-five high schools. The shop jobs taught in these schools is also shown.

TABLE XXX

SCHOOLS OFFERING SHOP AS A DESIGNATED PART
OF THE COURSE OF STUDY, 1946-1947 AND 1951 AND 1952

Schools offering Shopwork 1946-1947								Schools offering Shopwork 1951-1952							
Ag. I		Ag. II		Ag. III		Ag. IV		Ag. I		Ag. II		Ag. III		Ag. IV	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
25	100	25	100	24	96	25	100	24	96	23	92	25	100	24	96

Table XXX shows that all schools in 1946-1947 taught shop to each agriculture class with the exception of one school that did not offer shop to the Agriculture III class. In 1951-1952, one school did not offer shop to the Agriculture I class; two schools did not offer shop to the Agriculture II classes; one school did not offer shop to the Agriculture IV class; but all schools offered shop to the Agriculture III classes.

TABLE XXXI

NUMBER OF PERIODS SHOP IS TAUGHT IN TWENTY-FIVE HIGH SCHOOLS
BY CLASS TAUGHT IN 1946-1947 AND 1951-1952

Periods Taught	1946-1947								1951-1952							
	Ag. I		Ag. II		Ag. III		Ag. IV		Ag. I		Ag. II		Ag. III		Ag. IV	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0 Periods	0	0.0	0	0.0	1	4.0	0	0.0	1	4.0	2	8.0	0	0.0	1	4.0
1-15 Periods	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
16-30 Periods	4	16.0	4	16.0	1	4.0	0	0.0	5	20.0	0	0.0	0	0.0	0	0.0
31-45 Periods	12	48.0	7	28.0	1	4.0	1	4.0	7	28.0	6	24.0	3	12.0	0	0.0
46-60 Periods	5	20.0	6	24.0	2	8.0	7	28.0	10	40.0	10	40.0	3	12.0	8	32.0
61-75 Periods	2	8.0	7	28.0	7	28.0	12	48.0	1	4.0	5	20.0	6	24.0	9	6.0
76-90 Periods	0	0.0	0	0.0	3	12.0	3	12.0	0	0.0	1	4.0	3	12.0	3	12.0
91-105 Periods	2	8.0	0	0.0	5	20.0	0	0.0	1	4.0	1	4.0	1	4.0	3	12.0
106-120 Periods	0	0.0	1	4.0	1	4.0	0	0.0	0	0.0	0	0.0	2	8.0	0	0.0
Over 120 Periods	0	0.0	0	0.0	4	16.0	2	8.0	0	0.0	0	0.0	7	28.0	1	4.0

Table XXXI shows that 48.0 percent of the schools taught thirty-one to forty-five days of shop to Agriculture I classes in 1946-1947. Twenty-eight percent of the schools taught thirty-one to forty-five days of shop to Agriculture II classes in 1946-1947. Twenty-eight percent of the Agriculture III classes and 48.0 percent of the Agriculture IV classes were taught from sixty-one to seventy-five days of shop in 1946-1947. Four schools offered over one hundred twenty days of shop to Agriculture III classes and two schools offered over one hundred twenty days of shop to Agriculture IV classes in 1946-1947.

It may be noted that in 1951-1952, 28 percent of the schools taught from thirty-one to forty-five days of shop to Agriculture I classes; however, 40 percent of the schools taught shop from forty-one to sixty days to Agriculture II classes. Twenty-four percent of the schools taught shop from sixty-one to seventy-five days to Agriculture III classes in 1951-1952. Thirty-six percent of the schools offered shop from sixty-one to ninety days to Agriculture IV classes in 1951-1952.

In 1946-1947, the average school taught from 31 to 45 periods of shop to Agriculture I classes, 31 to 45 periods of shop to Agriculture II classes, and 61 to 75 periods of shop to Agriculture III and Agriculture IV classes. In 1951-1952, the average school taught 31 to 45 periods of shop to Agriculture I classes, 41 to 60 periods of shop to Agriculture II classes, and 61 to 75 periods of shop to Agriculture III and Agriculture IV classes. The only significant change noted during the five year period covered by this survey, was in the increase in the number of periods used to teach shop to Agriculture II classes.

TABLE XXXII
 SHOP JOBS TAUGHT IN TWENTY-FIVE
 HIGH SCHOOLS DURING 1946-1947 AND 1951-1952

Jobs Taught	Number of Schools Teaching The Job			
	1946-1947	Percent	1951-1952	Percent
Care and Use of Tools	9	36	8	32
Welding	6	24	12	48
Woodwork	25	100	25	100
Sheet Metal and Soldering	6	24	4	16
Concrete Work	12	48	14	56
Painting and Finishing Woodwork	7	28	9	36
Blueprints	13	52	11	44
Farm Machinery	13	52	14	56
Plumbing	8	32	10	40
Forge Work	11	44	3	12
Electricity and Wiring	9	36	11	44
Rope and Leather Work	10	40	2	8

Table XXXII shows the shop jobs taught in twenty-five high schools during 1946-1947 and 1951-1952. Increases from 1946-1947 to 1951-1952 are noted in the number of schools that taught welding, concrete work, painting and finishing woodwork, farm machinery, plumbing, and electricity and farm wiring as a part of the shop course. Decreases for this same period are noted in the number of schools that taught care and use of tools, sheet metal and soldering, blueprints, forge work, and rope work. There was no change from 1946-1947 to 1951-1952 in the number of schools that taught woodwork as a part of the shop

course in vocational agriculture. The only shop job taught by all the schools included in this survey in 1946-1947 and 1951-1952 was woodwork.

The decrease in the number of schools that taught rope and leather work seems to have some basis when the evidence presented in table VIII is taken into consideration.

The increases, shown in Table XXXII, in the number of schools teaching welding, farm machinery, and electricity and wiring, tend to coincide with the findings shown in Tables XIII and XIV.

GENERAL SUMMARY ON FARM SHOP COURSES AND JOBS TAUGHT UNDER FARM SHOP

All Schools designated certain periods for the teaching of shop, however, all schools did not offer shop to every class each year. A wide variation in the number of periods used to teach shop is noted.

Further study on the part of the teachers is indicated in the planning of courses of study for farm shop. It is further indicated that trends in the use of electricity, tractors, and farm machinery are not being followed in formulating courses of study for farm shop.

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SUMMARY

Surveys of the courses of study for vocational agriculture were made in twenty-five high schools in Northeast Arkansas. Twenty of these surveys were made by the writer and five were made by the teachers of vocational agriculture in their own departments. Studies were made of farm census information to determine the trends that had taken place from 1945 to 1950 in selected crops, livestock, farm tractors, and rural electrification.

Findings and Conclusions:

1. All teachers, in the schools surveyed, had on file courses of study for vocational agriculture.
2. The evidence secured indicated that teachers are teaching enterprises on a yearly basis and not on a year to year cross-section or continuing basis.
3. Findings in this study indicated that only three of the jobs taught under various selected enterprises were common to all of the schools that taught the enterprises.
4. The study showed that teachers had made changes in their courses of study. These changes, however, indicated a lack of a clear cut concept of the requirements for a course of study.
5. An average of thirteen schools made changes of seven periods or more in the number of periods allotted to the teaching of ten selected enterprises and problems.
6. The variation in changes ranged from a low of one period to a high of 103 periods. The writer found no evidence in this study to indicate a reason for this extreme variation.

7. The adjustments in the number of periods allotted to teach certain selected enterprises and problems did not always follow the trend or trends indicated in farm census data.
8. No findings in this study indicated any reason for schools omitting dairy production, poultry production, soils management, and farm management from the course of study. On the other hand, the census data and types-of-farming studies prepared by the University of Arkansas indicate that these enterprises or problems have some place in the teaching program for vocational agriculture.
9. Evidence secured showed that all schools surveyed offered farm shop courses. Further evidence, however, indicated that few schools had a well planned and integrated shop program.
10. In all of the schools surveyed, wood work was offered as a part of the shop course but other shop jobs were offered in 14 or less of the schools surveyed.

RECOMMENDATIONS:

On the basis of findings in this study, the following suggestions are made regarding the formulation of courses of study for vocational agriculture in Northeast Arkansas.

1. That teachers use available farm census data in formulating courses of study in vocational agriculture for use in their local service areas.
2. That teachers make and use local farm surveys in planning and revising courses of study for the local school.
3. That a farm shop survey be made in the local school service area to determine the shop jobs that need to be taught in the local school.

4. That teachers realize that poultry and dairy production contribute to the family food supply and that consideration should be given these enterprises in planning and formulating a course of study for the local school.
5. That the need for soils management and farm management be carefully considered in planning and formulating a course of study for the local school.
6. That all enterprises pertinent to the service area be classified as major, contributory, and minor and that periods for the teaching of these enterprises be allotted on the basis of local needs.
7. That problems for professional improvement meetings be carefully chosen to give the greatest help to teachers in planning and revising courses of study.
8. That supervisors give regular and careful supervision to teachers in planning and revising of courses of study.

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