The place and use of goals in learning

A GOAL is the end or object aimed at. Without a goal to reach or secure the result, the aim is impossible. Goals are determined by action, by achievement. Not only is a goal a determinant of the actions or activities to engage in to reach the goal, it is a determinant of what will be satisfying and what will be annoying.

The concept of right and wrong during performance exists only in relation to a goal. If a goal is not set, he can set goals with respect to it. Not can one make progress in reaching a goal he does not have. Success and error have no significance for one except as they relate to his goal.

Without knowledge of success and error in attempting to attain one's goals, progress is futile in improving performance. This fact has been proved many times in experimental work. One experiment, students left goals in their abilities to draw 3-inch lines by drawing a thousand lines without knowing how well they were doing. A control group with the knowledge after each line drawn improved rapidly.

Awareness alone of success and error does not bring about improvement during performance subsequent to awareness, in which successes are practiced and errors are avoided. It is still evident that there should be knowledge of success and error as early in the performance as possible, so that improvement may begin to take place. It is necessary that success may be practiced and errors avoided. At the end of extended practice or performance, the knowledge of success and error to influence that performance. The good teacher does not wait till the end.

To the extent that the goal is an important place in teaching and learning of agriculture. A progress chart may, for example, enable us to know the weight of which they are set, or the number of ages laid per lot in October. The weights or numbers may be compared with a standard to give them significance. Practice being followed can be known and evaluated very early. However, it is achievement itself that challenges most. If success means, in particular, stress achievement (other than learning) as a measure of achievement, achievement suddenly occurs only at the end of an undertaking. Instead, it occurs, or fails to occur, all during the undertaking.

To the extent that the desire to attain a goal is strong, knowledge of success or progress made tends to be satisfying and the errors one is aware of tend to be annoying. Learners should be aware of these things. One of the important purposes of education is to help learners have worthwhile goals—help provide a context of worthwhile learning. Goals and ideals do not mean the same thing. Ideal imparts perfection. An ideal is something around which to strive. A goal, on the other hand, is an intended and expected attainment, which of course, may be far short of the ideal.

Carrie Hammons, Teacher Education
University of Kentucky

First facility

The effective department of agricultural education requires a variety of facilities. Some of the most valuable cost. Buildings, for instance, should be located near farms, fields, and other fields of the community. The buildings should preferably be located near farms, fields, and other fields of the community. The buildings should preferably be located near farms, fields, and other fields of the community.
Housing the department
Planning with F.F.A. alumni gets results

David R. McClay, Graduat Student, Cornell University
C. C. DavipDorp, Teacher, Abbott Hall, New Jersey

The Alumni Committee and teachers agreed on a few fundamental "musts." These included:
1. As much space as possible with no walls.
2. A building at least 40 feet by 120 feet.
3. A regulation-size classroom on the side of the building away from the high school, for more adequate classroom space. An office to situate so that the activities of the class room and adjacent rooms could be included on column instead of all around.
4. The fact that the shop walls are practically always five feet from the light standard but never very little room for lumber racks and tool cabinets.
5. If the ceilings in the two rooms had been normal height we could have used the space above the roof for storage. As it is they extend to the ceiling.
6. Some of the Alumni Committee think that our division of machinery and woodworking areas should be different, although we have room for machinery area with a concrete floor and less woodworking area.
7. The boiler and perhaps the two rooms might require additions to the shop building, requiring no other walls but only additional roof. This would enable us to enlarge the shop area considerably.
8. The wall between the classroom and shop would be improved if installed in some manner to keep out noise of shop use.
9. We have steam heat which is often either too hot or too cold. Even though it seems to be no way of avoiding a steam system, we think we have plenty of heat.
10. Our electrical wiring in a shop area could be improved. We are not sure just how this could be bettered but we are fairly certain that the machinery and lighting could be improved and such work would be beneficial to us in the rest of the building.

In fact, we are very happy to have what we do possess now. Some time in the future we plan to look into some type of storage space for storing machinery here in New Jersey, but we are not sure if it is finished it might be desirable. This could be desired to be done in a way that the cost is at a minimum.

Our only advice to those who plan to build such a building is to be careful in choosing the location and size of the building, as this would be the most important thing.

The building committee thought that they were not too much interested in any proposed or desired changes.

Our cover
Department of vocational agriculture, Weare, N. H.
E. H. LITTLE, Supervision, New Hampshire

Enthusiastic, cooperative, and full of pride on the part of local citizens, school board members, the high school superintendent, the teacher of agriculture and students enrolled in vocational agriculture, the relatively small amount of capital invested, is often the difference between an adequate and inadequate space to house a department of vocational agriculture.

The cover picture shows the renovated department of vocational agriculture at Weare High School, Weare, New Hampshire. The high school building in Weare houses 48 pupils in grades 9-12, and 84 in grades 7-8. The principal of the school is also the teacher of agriculture, having administrative duties and teaching shop in grades 7 and 8. Ferris with an increased enrollment in the elementary grades, the local school board found it necessary to provide more classroom space as a minimum cost. The agriculture department occupied a standard classroom in the high school building with a separate building having an area of 4750 square feet, at a cost of approximately $1300.

The added farm mechanics shop of 16x30 feet and the classroom and shop provide from 45-50 square feet of classroom space per pupil for agricultural and from 100-120 square feet of floor space per pupil for agricultural class for farm mechanics.

Mr. Lewis F. Fosse, Greenwood, N.H., is the superintendent of schools and Mr. E. H. Little, teacher of agriculture at Weare High School.
Classroom facilities for vocational agriculture

C. OSCAR LOOMIS, Teacher, Education and Assistant Supervisor, State College of Wash.

Providing good classroom facilities will not guarantee a good program of vocational agricultural education in a school. The kind of program carried on depends very largely on the instruction given. Good teachers, given good facilities with which to work, can render more effective and efficient educational service to the community and will probably be happier while doing it than if the school neglects to provide good facilities.

Appearance and Organization

Let us try to visualize the kind of classroom facilities with which we would like to work and which would help create in our students the kind of attitudes and habits most conducive to learning. Imagine that we are entering a newly completed classroom for vocational agriculture.

We are impressed by the spaciousness of the room, and the light, cheerful appearance it makes. The walls and woodwork are varying shades of soft green, and the ceiling, of acoustical material, is eggshell white. The floor is tile white in color, looks durable, and has some resilience. It looks like it would be easily cleaned and maintained.

The room gives the appearance of neatness and order which shows that the furnishings and their placement have been well planned. We notice that the classroom is simply furnished. Each of the student tables is of sufficient size to seat four comfortably. The tops are light in color and are electrified; there is a small sink and a water tap.

The light fixtures are of the concentric ring type which use the broadest type of bulb. These lights are comparatively inexpensive to install, are easily cleaned, and produce a good quality light for a classroom.

One wall is devoted almost entirely to window space. Under the windows and 28 inches from the floor is a long shelf or counter 16 inches wide and running nearly the length of the room. The space under this shelf which is not occupied by the silent, self-automating type heating unit could be used for cabinets should additional storage be needed.

Storage is Important

The front of the room has a 12-foot, green chalkboard placed in the center of the wall. Maps and charts can easily be displayed by using the little sliding clamps installed just above the chalkboard. We also notice a 12-inch strip of coat hanger just above the chalkboard and running its full length.

The filing of charts has been provided for in an unique and satisfactory way. There are four shallow but wide drawers in the front of the room. These drawers extend into the shop storeroom which is located back at the front wall of the classroom. We are sure the instructor will appreciate having a place for maps and charts that is conveniently located and angle in size.

Along the wall opposite the windows we see a magazine display and filing cabinet, painted the same color as the wall behind it. Hung on this wall is also a display board 3 feet wide and 10 feet long.

Across the back of the room we see floor cabinets, the tops of which can serve as a work table. The top is covered with stainless steel and contains two wide-vinyl sheets. A glass case at the base shows that one room has been pro-

Planned storage facilities good housekeeping

ROBERT O. SINGER, Teacher, David City, Nebraska.

Every school which has a department of vocational agriculture has a problem of storage for its books, bulletin, charts, microscopes, and so on. The instructor usually likes to keep a few of the books closer on hand of some of his magazines and newspapers.

Several instructors of Vocational Agriculture in Nebraska have built cabinets and storage facilities which the pictures illustrate. The size of the cabinets vary with the width, depth, and height of the room. The average depth of the cabinets is usually about 10" to 12". In most cases these cabinets are built in the rear of the classroom. This facilitates the use of them for special conference study periods and as space for judging purposes without interfering with the regular class work. One wall of the classroom is devoted to a bulletin board, one wall for windows, and the front of the room contains the blackboards.

The pictures indicate doors on the top and sides on the bottom. These can be optional, however, it is suggested to have doors to the storage space below which will tend to keep the dirt and dust from the stored material. By having the magazines on display, one can readily see and select the one he wants. A modification of the plan can provide for storage shelves for student notebooks, books, chairs, maps, and other materials of irregular shapes and sizes. By having the space enclosed with a magazine shelf, a space is provided for filing back issues and they can easily be kept clean and out of the way.

One plan also encloses the side which shows the books by using a glass door if so desired. Usually a cabinet which is connected with the farm mechanics shop will have dust and dirt accumulating and settling on the books, etc.; therefore, a completely enclosed cabinet may be the solution to the problem of cleanliness.

With so many new visual aids coming to our attention and use, we find that this problem of storage is becoming more and more important. The vocational program in our vocational agricultural schools tends to create a problem of storage. With good storage facilities a department can keep all the material for the vocational agriculture classes and the veterans-on-the-farm classes clean, neat, and in proper place for use.

Good housekeeping in our vocational agriculture classrooms and shops will be much more easily attained with good storage facilities.
Observations on use of School farms in Michigan

RAYMOND M. CLARK, Teacher Education, Michigan State College

The recent publication of an Educational Improvement in Michigan has prompted a number of departmental visits to various school farms to study the various types of school farm operation. In each case, the visit was conducted in an educational and professional manner, with the purpose of understanding the various types of school farm operation.

The F.F.A. chapter has accepted the lease of the farm and has been operating it for about a year. All of the problems of planning the farm organization in the beginning of the crop program have been followed; the livestock to be cared for requires maintenance and repairs of farm buildings and machinery; credit and operation problems of farm operation and management have been met. The chapter members who need additional farm experience can do the work on the farm. They receive regular wages for their labor. Most of the individuals are selected and assigned based on the basis of their past experience and their understanding of this type of experience. In cases where it is necessary to use experienced help, F.F.A. members who can be spared from work at home are employed for these operations.

A High School Farm

C. A. CAZALY, Teacher, Delano, California

In discussing high schools today, it is always rather interesting to know and understand these steps which provide the purchase of a farm or may I say the incentive which creates the desire to purchase a farm. In the case of the Delano Union High School Agricultural Department, this incentive was rather interesting because it had definite patterns which I believe might be true in many other cases.

Feed Production Effect

During World War II and immediately after, our department was engaged in the production of food not only for the community but for the entire population. In trying to carry out this program our department rented 10 acres of land and the boys rented the machinery and did all of the work in producing vegetables such as carrots, corn, squash, melons, and so forth, and these were marketed in the regular commercial channels. During this period our worksite was expanded and the boys made outstanding managers and, too, also developed leadership in handling the underclassmen in labor projects. We found that this was the best way to develop skills in these enterprises because the boys actually did the work and earned their own pay. Under such circumstances, the desire was created, not only in the department but in the community, for a school farm as a part of the school to be used in training the prospective leaders in the schools and to give them a real learning situation for prospective farmers.

Use Privately Owned Farm

The third farm represents a different type of situation. In fact, it might not be considered a farm that we own or control. The boys who are given the responsibility for the farm are the property of the school, but the ownership of the farm is divided among the students and the school. The farm is owned and operated by an independent group of students, and the primary goal of the group is to provide an opportunity for the students to earn money. The group is responsible for the operation of the farm, and the profits are used to support the group's activities.

Small Training

During the recent war in those few years we hired extra help to perform the work because our students were out of work or were working at home. It is most important at this time, and in the future, that we plan our programs so that the students will be able to use their skills when they left high school and will have a place in the community. We feel that our students have a place in the community and that they will be able to use their skills when they leave high school and will have a place in the community.

Success in agriculture is achievement entirely nourished by enthusiasm and endeavors.
Build to meet needs

JOHN HOYOS, Teacher, Muskegon, New Jersey

P at the dawn or so years that vocational agriculture has been in the curriculum at Muskegon, New Jersey, which is a rural area close to the state's resort area, a good deal of interest has been developed in scoring facilities with which to whet and improve the instructional programs. I believe that the reason for this series of developments is that our classes always include some who have only a semi-rural background. It has been with the idea of giving some of them a closer contact with the technicians, skills, and operational jobs of agriculture that certain facilities were considered desirable. After all, if our program continues to draw these boys who are not bringing on operated farms, the least we can try to do is to help them find food if they have any natural inclinations or liking for the work.

It is unnecessary to go into a long description of each or any of the facilities which we use. For vocational agriculture people, nearly a list will proba-
ably suffice; especially since we do not have a "house" or a school farm. Nothing that we have is really unusual in itself. All are simply adequate types of construction and layout of various items of equipment arranged to be used.

Veiled Units To Meet Local Needs

A high school building is located a short distance away. The building has an auditorium, conference rooms, and a gymnasium with a swimming pool. The entrance to this auditorium is in a large classroom with very desirable con-

crete block building containing a broader room, a classroom, a laboratory, and a poultry room equipped with a small electric supply, mechanical filter, etc., all of which are housed under one roof so as to not present a scattered, haphazard appearance.

It should not be necessary to take too much time to get into the details in which these facilities fit in for demonstration and practical work and activity of various sorts. More to the point would be a few ideas, perhaps, on planning for such additions for the benefit of others in the field.

I think that a practical, logical approach to the problem includes an evaluation as to the need for the learning opportu-
nities for the boys. Then determine how well do the facilities lend them-
self to attaining the substantive skills and operations incident to some of the courses for which the enterprises found in the community. Don't acquire such a school lay-
out, it is going to create more prob-

lems than it solves.

Where is it established in the literature that the roof, greenhouse, home projects on a desirable scale, school facilities of the sort described are probably not needed. Especially if the more extensive enter-
prises—field crops, beef, etc., impor-
tant, and flowers, vegetables, eggs required to be sold—will not adequately meet the needs to be consumer are not. Then if facilities are contemplated, be careful to plan them to the size and power to present the various operations being finished before they are done. Built, not to call for that they acquire more than a reasonable time to be used. It is not possible to complete the total plan. Think also of the need for maintenance, since they will be more or less in the care of the boys.

The need for having boys available to continue operations through some of the vacation periods must not be overlooked.

Another way we enjoy working with our layout. Most of the construction (ex-
cepting the classroom, laboratory, and scoring equipment) has been the work of the various classes over the years (see photos). I think that much of a structure has been learned by the boys, and much will be learned in the more.

Classroom Facilities

(Continued from Page 264)

We have a lighting system for electricity above the work table in the back of the room. There is also an em-
lational facility in the workroom, and one at thefruit of the room.

The boys have been equipped with dur-
ible shades to help control the sun-
light, and a shield of metal which will darken the room sufficiently that pictures may be projected satisfac-
torily.

A look into the storeroom reveals shelves along one side and the far end. Ample space has been provided for our tools and conveniently for all necessary teaching materials. The stand for the movie projector is also kept here.

There is a small office on the right of the entrance. For practical purposes with the window we use the usual office fix-

ures: desk, file cabinet, typewriter and table and type-

write.

Upon questioning the custodians, we learn that the classroom can be heated in cold weather. However, the heating system is not designed to last for the night meetings can be held comfortably.

As we turn to leave this classroom, we are surprised to learn that the students have found a use for this room. The need for maintenance, since they will be more or less in the care of the boys.

School Farms in Michigan

(Continued from Page 264)

of fields to control erosion and make the best use of the land been suggested and the cropping program adapted to the climate of land has been suggested to the owner.

People have been encouraged to study their problems on farms to their home farms. In many cases they and their children have adapted suitable practices to maintain the soil at an outgrowth of the studies made on the demonstra-
tion farms.

The following statements may be made regarding the school farms for instructional purposes: (1) School farms should be planned for purposes to meet the peculiar needs of a community. (2) School farms should be planned with specific educational objectives in mind. (3) School farms should be adapted to the climate of the region. (4) School farms should be adapted to the requirements of the Board of Education. Respon-
sibility will be over-eager and the Board of Education must indi-
cate a willingness to accept whatever is in the teaching and operation of the farm.

Community canning centers gain flexibility with addition of equipment making canning in glass practical

T. G. WALTERS, State Supervisor Agricultural Education, Georgia

ONCE AGAIN, Georgia is promoting school community canning projects by adapting the use of glass for food preservation.

This year's newly acquired food processing equipment will enable many of our rural community canning centers to use canning facilities. The food preservation projects have never before been able to afford this equipment because of the high cost of purchasing and maintaining the necessary machinery. Now they perform the work which is usually reserved for the "often idle" glass jars.

T. G. Walters

G. WALTERS, teacher at Augusta, Georgia, chief of the Augusta rural canning project, is much interested in the work of the high cost of purchasing and maintaining the necessary machinery. Now they perform the work which is usually reserved for the "often idle" glass jars.

This interest in canning projects and glass development and processing food. Many teachers at first found problems unsolved usually and reluctant about canning in glass, they report that since families have seen it used successfully in the canning projects, there has been a growing tendency toward use of larger amounts of jars. Some teachers planning for the canning season this year say that the interest in canning will be even greater this year.

However, Walter R. Nix, teacher at Augusta, Georgia, who has been able to get the expensive glass equipment, has been interested in the work of the high cost of purchasing and maintaining the necessary machinery. Now they perform the work which is usually reserved for the "often idle" glass jars.

The initial cost of canning in an indi-

vidual unit in glass including charge for jar and processing equipment about 25c more than tin. However, the sec-

ond year the cost for using these same jars is about 15c less than tin. During the past year, the cost for using these same jars is about 15c less than tin.
Counseling during the emergency

Specific suggestions of value in working through the emergency

ALFRED H. KERRIS, Teacher Education, University of Illinois

The other day, as I was reading some current literature on community counseling, I ran across a brief statement with which I was somewhat familiar. This is from the recently prepared counseling program on the high school pupils and community education in the community. It is called to the attention of all counselors.

The authors of this statement agree that teachers and counselors of the high school pupils and young farmers as a group would have a greater understanding of the problem. The problem itself is complex in nature and has been described as a social one. There is a great need for psychological testing of these children before they return to school.

The problems described above are those which are usually encountered in the counseling of the high school pupils and young farmers. In addition, there are certain specific counseling problems that are peculiar to certain vocational programs.

The young man is more often in the social scene. In a social setting, a young man who is enrolled in a vocational program is more likely to be found in social settings. He is more likely to be found in social settings.

The F.F.A. might want to sponsor the sending of F.F.A. newsletters or the local paper to the community where the students are enrolled. This will help keep the young men up to date on local happenings and current events. If they have a copy of the paper, they will be more likely to read it. They are more likely to read it.

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In some cases, the F.F.A. might want to sponsor the sending of newsletters to individual students in the local paper. This will help keep the students up to date on local happenings and current events. If they have a copy of the paper, they will be more likely to read it. They are more likely to read it.

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Learning through magnetic recordings

GEORGE W. WIGGERS, JR., Teacher Educations, University of Tennessee, Knoxville

Have you heard anyone say, "I wish others hear you?" If you have, you thought you would marvel at them. But they have recognized my voice if I didn’t understand that, it’s frequently the way others express those things that I’ve heard in their voices for the first time.

We often ask others to comment on us so we can benefit from listening in on our own of our classes. With the help of the teacher, we can make it easier to be able.

The use of the recorder over the last two years has led to a belief in the following applications.

Student Teaching
The Agricultural Education Department has used tape recordings to help student teachers improve on these activities which require speaking. These recordings permit the student teachers gainers to hear their voices as their students hear them. Student teachers may then understand whether their students act the way they do after listening to what was said and how the students are being classified. It has been observed that the student teachers are analyzing their teaching procedure as an important self-improvement effort to themselves.

Student teachers have determined on incorporating recordings into their work. They are able to make self-evaluation of the following activities.

1. Apparent effectiveness of teaching
2. Clarity of explanations, direction and intentions selected
3. Degree to which material is placed on important factors.
4. Effectiveness of their teaching, including rate of speaking
5. Amount of teacher and student participation
6. Continuity of thought as expressed in speech
7. Emphasis on syllables in pronunciation words
8. Presence or absence of a speech mannerism such as a twang, lisp, slurred speech
9. Pattern of phrases, patterns of speech and sentence
10. Severity of grammatical errors, slang expressions, over-worked expressions and extremes of foolishness or silliness.
11. The effectiveness of the student’s thought patterns

It does not necessarily follow that after a teacher identifies a weakness or difficulty in your teaching, you will solve the problem. The student teacher should not only be aware of his weakness, but be determined to determine his weaknesses and work on them. The student participating in discussion or giving reports seem to want to get “in the act” after they become accustomed to the act of speaking. They are usually very enthusiastic about hearing themselves and their classmates on a tape. At the beginning by student reactions and improvements, it would appear that they are benefiting from hearing their own voices.

F.F.A.
Magnetic recordings have been used effectively by teachers in helping F.F.A. students develop a good deal of historical experiences and to make to see their successes or improvements in speech. One student teacher dropped the “uh” which he used after every other statement during an hour of teaching. Another overworked the word “still” until it was barely noticeable. A third spoke in such a low voice that it was often impossible to tell what he said. After hearing recordings of his voice, the student teacher began speaking louder and more distinctly.

Radio Programs
Students preparing to present a radio program have had the opportunity to present the type of program which they want. They can practice more interesting listening to a wide variety of other programs according to their own needs and wishes. They can practice performing a program or two before a live microphone or to their own satisfaction. Also, at the broadcasting station the student teacher is not alone having to have a program of which he is not proud. Students have the opportunity to develop a program to make the best of the situation. Students can prepare in advance in the school or in the area on a large broadcast. These recordings can be sent over the air directly from the recording laboratory.

Some broadcasts which are of particular interest to the student and co-workers, (2) Readership in the radio station, (3) "Readability," (4) "Applicability," (5) Compositions of ideas, (6) Making of commercials, (7) Analysis of selected characters, (8) Attractiveness of radio programs, (9) Effectiveness of magnetic recordings, (10) "Usefulness," and (12) "Utilitarian." It is always true that the student teaches the background of the author and his co-workers. Questions which might be asked of the student teaching are--"Does he have a good personality?" Is he a good model to follow? Does he have a good personality? You can develop this technique in the radio station by listening to the background of the author and his students will have? (3) Are they merely listening from the experiences of others.

Teaching is a very important activity for the teacher. It is important for the student to take the initiative and make it while it is still possible. In the future, we will have to develop a technique for teaching which is not possible.

Selecting books

Ben Bottel

Some of these books are used in the school and by the student teacher only. These other titles will be of little use to me the local department. Too often the teacher may find himself ordering books which will do little but occupy valuable space in the book room.

It becomes necessary for the teacher to select books which will justify the expenditure of money earned in their purchase. Boards of education are justly leary to buy expensive books which can only be good to the advantage of the students and their teacher.

Exam Books Before Purchasing
It is a good practice to examine each book considered for purchase, rather than ordering the books until you get a chance to study the books by the selected banks of books which they are in the local community. All suitable books will complete a satisfactory sample collection. Use these books to guide your selection of books which have little or no application to local conditions. Use the books in a different section of the country than the one in which you are working. You can also examine books which are used in a district school, and books which you and your students are familiar with if the book has been written for high school students.

Compliance of ideas refers to the thoroughness with which the ideas have been treated. This is the subject he wrote about. Does he have a good grasp of the entire situation as to how his ideas are received? Does he have a lot of questions on the subject under study? Does he have a great deal more of the same material? He may be more easily for the reader who has little experience of others.

Reference lists in the book will give you an idea as to which book the book was prepared. Questions which might be asked of the prospective purchaser are: (1) How much use is made of this list? How many of these pictures of men, their articles and contents, are used, and what are the appreciations and understandings by and by any of the three, the association consumer was used? (2) How much of the pictures were examples of the references used? (Continued on Page 288)
Improving instruction through equipment and facilities

FOR THE PAST three years the staff of the Agricultural Education Department of the Agricultural Experiment Station at the Virginia Polytechnic Institute has been engaged in a study of the methods of teaching agricultural education in the Commonwealth of Virginia. The study was conducted by the experiment station as a part of its educational research program. The primary objective of the study was to determine the extent to which the current equipment and procedures were being used in the teaching of agricultural education in Virginia. The results of the study were reported in a series of papers in the Journal of Agricultural Education, published by the Experiment Station.

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Studies in progress in agricultural education


Black, J. A. — A study of the work of the Department of Marketing and Sales, Missouri Agricultural College, Columbia.

Bonner, Harry W. — A study of the impact of agricultural education on the South Carolina high schools.

Campbell, O. A. — A study of the types of courses offered in agricultural education in the United States.

Dial, W. — An analysis of the accomplishments of veterans enrolled in the Armed Forces at North Carolina State College.


Johnston, C. T. — Use of field trips in the teaching of vocational agriculture in North Carolina.

Kudler, D. M. — Study of the North Carolina State College.

Luecke, W. J. — Extending opportunities for establishment in farming in the North Carolina State College.


Maguire, E. — A study of the difficulties involved in the teaching of agricultural education in the South Carolina high schools.


Prom, J. M. — An analysis of the teaching of vocational agriculture in the North Carolina State College.

Ray, V. — A study of certain selected factors and their relationship to the success among farm families in the teaching of vocational agriculture in the North Carolina State College.

Scheckel, D. J. — An examination of the relation of the farm extension workers to the teaching of vocational agriculture in the North Carolina State College.

Stevens, R. J. — An analysis of the effectiveness of farm extension workers in the teaching of vocational agriculture in the North Carolina State College.


Wright, J. — A study of the effectiveness of farm extension workers in the teaching of vocational agriculture in the North Carolina State College.

Young, J. — A study of the effectiveness of farm extension workers in the teaching of vocational agriculture in the North Carolina State College.

Zimmerman, J. — An analysis of the teaching of vocational agriculture in the North Carolina State College.

JONES, RICHARD N. — Resource Review.

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JOHNSON, J. — An Analysis of the Effects of the Weather on Crop Production.

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