

A SURVEY OF SHORT COURSE PROGRAMS
IN THE UNITED STATES AND CANADA

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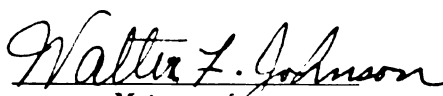
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UNITED STATES AND CANADA

By
Vernon Carl Larson

A THESIS

Submitted to the School of Graduate Studies of Michigan
State College of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of

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Department of Administrative and Educational Services

1955

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AN ABSTRACT

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Year 1955

Approved by Walter Johnson

The purpose of this study was to survey the land-grant institutions of the United States and the agricultural schools and colleges of Canada to seek answers to the following questions: (1) What is the extent of the short course program in the land-grant institutions throughout the United States? (2) What is the extent of the training in Canada which is comparable to the short course programs at the land-grant institutions in the United States? (3) How are such programs organized and administered? (4) How is this type of educational program integrated with the total pattern of agricultural education in the various institutions? (5) What are the characteristics of existing short course programs?

The questionnaire was selected as the survey instrument and in order to delimit the study, a "short course" was defined as "a non-degree program in agriculture or home economics of four weeks or longer in duration". Thirty land-grant and thirteen Canadian institutions indicated that they had programs which could be classified under this definition.

Entrance requirements varied concerning education, age, and experience. Over eighty percent of the institutions made provision for having short course classes separate from degree classes. Much mention was made concerning instructional techniques. The short course student is more occupied with class activities than is the degree student in most institutions. Less than ten percent of the students transfer to the degree

program in over three-fourths of the land-grant colleges and universities.

Several methods and techniques were suggested for orientating the new students. Counseling services for the short course students need to be particularly effective and efficient since the time interval during which the college can assist them is limited. Most institutions preferred small dormitories with two students per room.

A total of eight hundred and nineteen scholarships were available at the land-grant institutions to short course students with a value of over eighty-five thousand dollars. Canadian scholarships totaled one hundred and ninety-three with a value of over twenty thousand dollars. Over thirty types of leadership activities were mentioned as being used to train short course students.

Placement and follow-up activities were provided by twenty-eight percent of the institutions, while placement only was provided by sixty-one percent. The three most helpful groups in assisting with the promotion of the short course program were the extension personnel, instructors of vocational agriculture, and short course alumni. Some of the problems which confronted the short course administrator were: maintaining of sufficient enrollment, channelling of proper publicity to prospects, having a staff that understands the objectives of the course, desirable housing, sufficient scholarships, adequate budget, and a full time director.

The land-grant institutions that offered no short courses of four weeks or longer in duration listed a limited budget and inadequate housing and instructional facilities most frequently as being the reasons for not having a short course program. Fourteen of the thirty-three institutions that were not offering short courses indicated that they were desirous of establishing a short course program.

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CHAPTER I

INTRODUCTION

Short courses in the land-grant institutions have been a vital educational force among people engaged in agriculture and homemaking. Since their inception in the last part of the nineteenth century thousands of men and women have taken advantage of this non-degree terminal type of training. Short courses have been established to make the facilities of the land-grant institutions available to more people. Typically, programs and curricula have been offered during those seasons of the year in which the greatest number of persons could avail themselves of this educational opportunity.

Statement of the Problem

The purpose of this study was to survey the land-grant institutions of the United States and the agricultural schools and colleges of Canada to seek answers to the following questions:

1. What is the extent of the short course program in the land-grant institutions throughout the United States?

2. What is the extent of the training in Canada which is comparable to the short course programs at the land-grant institutions in the United States?
3. How are such programs organized and administered?
4. How is this type of educational program integrated with the total pattern of agricultural education in the various institutions?
5. What are the characteristics of existing short course programs?

Significance of the Study

Short course programs are to be found throughout the land-grant institutions of the United States functioning with varying degrees of success. At some institutions the programs have been in continuous operation since the last part of the nineteenth century; while at others they are but a few years old. Still other states are planning to begin such non-degree training in the near future.

The Short Course committee, a sub-section of the Resident Teaching section of the Land-Grant Association, has met for several years with the purpose of strengthening this short course activity. The schools with the larger and more active programs have assumed leadership in this group and have continued to advocate the adoption of this type of educational program at other institutions.

In 1947 the Association of Land-Grant Colleges and Universities approved the following resolutions: (6:91-92)

RESOLUTION I:

Whereas, Land-Grant Colleges have the moral and legal obligation to serve in every reasonable way the educational needs of citizens engaged in agriculture and its related arts and sciences; and

Whereas, a need exists in every state for agricultural training in non-degree courses; and

Whereas, Land-Grant Colleges have the type of instructional staff and are equipped with the teaching facilities and demonstrational materials requisite to effectiveness in such training; and

Whereas, it has been clearly demonstrated in several states that such training at Land-Grant Colleges can contribute significantly to the economic, social, and professional improvement of citizens; be it therefore

RESOLVED, that this Resident Teaching Section of the Land-Grant College Association shall aggressively encourage the establishment and development of agricultural instruction in non-degree courses in each of the Land-Grant Colleges.

RESOLUTION II:

Whereas, the problems of organization and administration of short course instruction require special attention; and

Whereas, the current period of high enrollment in Land-Grant Colleges is also a period of pressing need for non-degree agricultural instruction; and

Whereas, the experience of Land-Grant Colleges with the large number of short courses currently offered demonstrates the need for an administrative unit responsible for short course work, be it therefore

RESOLVED, that this Resident Teaching Section of the Land Grant College Association recommend the early establishment at each member institution of an administrative unit responsible for the development of short course work.

RESOLUTION III:

Whereas, it has been demonstrated that housing is more difficult to obtain for short course students than for students contracting housing for longer periods; and

Whereas, economic and comfortable housing together with wholesome student contacts and carefully planned living experiences contribute significantly to the total values of short course training, be it therefore

RESOLVED, that this Resident Teaching Section of the Land-Grant College Association recommend the early development at each member institution of adequate housing and food service units with opportunity for experience in group living for short course students.

In June of 1950, a national workshop on short courses was held at Michigan State College with thirty-seven institutions represented. Since that time several regional workshops have been conducted. In April of 1952, thirteen southern institutions held a short course planning conference at Louisiana State University. A similar conference was held at Oregon State College in April of 1953 with twelve states represented. The eastern states had their workshop during July of 1954 at the University of Connecticut. To quote from the report of the national workshop, the objectives of these various workshops were as follows: (13:10)

1. To learn from the experience of others who are working with short course programs.
2. To improve short course programs now in existence at various Land-Grant Colleges.
3. To stimulate the development of programs at those Land-Grant institutions where none now exists.

4. To develop, in so far as it is possible, a "National Pattern" for short course training, at least to arrive at some agreement on the basis of program planning, short course curriculum, and if possible, uniform nomenclature to be used in short courses.

The W. K. Kellogg Foundation of Battle Creek, Michigan has invested thousands of dollars in encouraging short course development throughout the nation, and throughout the world. Recently the American Bankers' Association has encouraged their many state associations to assist young people through the help of scholarships to attend short courses. Other organizations have assumed similar roles in many individual states.

Because of this broad scope of short course work throughout the land-grant institutions and in Canada, and because of its possibility of far greater service with proper evaluation, an investigation of the type undertaken in the present study seemed timely.

Definition of Terms

Short Course. Several meanings are attached to this term, varying from a one or two day conference to a program of two or three years. Throughout this study the meaning has been restricted to any non-degree terminal course in agriculture or home economics of four weeks or more in length.

Land-Grant Institution. Those institutions of higher learning in the different states that are given federal aid

under the Morrill Acts of 1862 and 1890 are designated as land-grant institutions. Under the original law each state was granted public lands for the support of at least one college devoted to the teaching of agriculture and the mechanic arts.

Methodology of the Study

Selection of the Survey Instrument. An investigation was made of the various methods of research to determine which method would most effectively accomplish the objectives of the study. It was decided that the normative-survey method would be desirable and that the questionnaire would be the most feasible technique of obtaining the desired information. Personal visits were made to some of the institutions, but it would have been extremely difficult to contact each school personally since the study included all of the states, most of the provinces of Canada, as well as Alaska, Hawaii, and Puerto Rico.

Scope of the Study. To accomplish the purposes of this study, which were stated earlier in this chapter, it was decided that all of the land-grant institutions in the United States should be included. In addition to the institutions which were members of the Association of Land-Grant Colleges and Universities it was felt that it would also be of value to include the seventeen Negro land-grant institutions since

some of them did offer short course training. From the 1952 edition of American Universities and Colleges (2:75-76) published by the American Council on Education, a list of the land-grant institutions was prepared.

Several of the short course directors expressed their interest in having the agricultural schools and colleges of Canada included in the study. Some of the directors had visited the Canadian schools and a few of the administrators of such programs in Canada had visited short course programs in the United States. There had been much exchange of ideas and it seemed to be of general agreement that the two programs were quite comparable. The Ontario Branch of the Agricultural Institute of Canada (1:14) made a survey of the two-year courses in agriculture in 1952. Obtained from that report was a list of the names and addresses of the Canadian institutions used in this study.

The study was further delimited by the restricted definition given to a short course. By defining it as a program of at least four weeks in length, the large area of conferences and meetings varying from one day up to four weeks was automatically eliminated. Most of the institutions included in this study are devoting much effort to such programs and many even used the term "short course" to define such activity. Since the longer type of educational programs have characteristics quite different from those of only a few

days, it seemed desirable to make a distinction and concentrate on the more formal and organized type of class activity.

Construction of the Questionnaire. Prior to the construction of the questionnaire, letters were written to the Deans of Agriculture or Short Course Directors at fourteen land-grant institutions and one Canadian college asking their opinion of the study and for specific suggestions regarding the study. The replies from these letters were most encouraging and did much to shape the early draft of the questionnaire.

This rough form was taken to the members of the Guidance Committee who provided valuable suggestions regarding question content and construction. After considerable revision, the questionnaire was examined by a member of the Sociology and Anthropology department of Michigan State College who is an expert on survey analysis. He was helpful in furnishing suggestions for the rewording of some questions so as to assure maximum accuracy and clarity of interpretation. Students in the doctoral seminar for guidance majors gave additional criticism.

A later revision was taken personally to the Short Course staffs at Michigan State College, the University of Minnesota, and the University of Wisconsin. Further suggestions regarding both form and content were received. From all of the criticisms and suggestions received, the questionnaire was revised and

carefully prepared so that the participating institutions could easily and accurately record the information concerning their short course programs.¹

The Dean of Agriculture at Michigan State College was most encouraging throughout the investigation and was particularly helpful in providing a cover letter for the questionnaire.²

Procedure for the Analysis of the Data. Questionnaires were sent to eighty three institutions.³ As shown in Table 1, completed questionnaires were received from one hundred percent of the institutions which were members of the Association of Land-Grant Colleges and Universities, seventy-one percent of the Negro land-grant institutions, and eighty-seven percent of the Canadian institutions.

The data were presented in tabular form by frequency count and percentage and are discussed in relation to these tabulations. Since a portion of the questionnaire was to be completed only by those institutions not offering a short course program, those questionnaires were tabulated and analyzed separately from the institutions with a program.

¹ See Appendix A for a copy of the questionnaire.

² See Appendix B for a copy of this letter.

³ See Appendix C for a list of the institutions participating in this study.

TABLE 1
SUMMARY OF QUESTIONNAIRE RETURN

Type of Institution	Questionnaires		
	Number Sent	Number Returned	Percent Returned
Land-Grant Institutions (white)	51	51	100.0
Negro Land-Grant Institutions	17	12	70.6
Canadian Schools and Colleges	15	13	86.7
Total	83	76	91.6

Limitations of the Study

Because the study was of more than national scope it was necessary to establish certain limits. In the United States it was limited to include only those institutions that were classified as land-grant colleges and universities. This makes it impossible to generalize from the information gathered in this investigation in regard to non-degree terminal training programs throughout the nation since most of the smaller schools were not included. Since only the programs of agriculture and home economics were analyzed, the possibility of using the results in other areas is somewhat limited.

This investigation has the limits of any questionnaire study. It is subject to errors resulting from the differences in interpretation on the part of the respondents. It is

probable that some of the responses represent the experience and thinking of only one individual rather than of the institution. There is also the possibility of biased or inaccurate responses.

Plan of Organization

The dissertation is divided into seven chapters. Chapter I consists of a statement of the problem, the significance of the study, definition of terms, methodology of the study, and the limitations of the study.

Chapter II is devoted to a review of the related literature and consists of three sections which include the history of agricultural education, the history of the short course movement, and pertinent reports from the proceedings of the Association of Land-Grant Colleges and Universities.

The organization and administration of short course programs is considered in Chapter III. The three major divisions include a discussion of the establishment and discontinuance of short course programs, administration of the short course programs, and the short course program enrollments from 1920 to 1954.

Chapter IV presents a discussion of the extent of integrating short courses with degree courses. It considers those items of the questionnaire which were concerned with a comparison of the two courses.

The characteristics of short course programs are presented in Chapter V. Four major sections in this chapter include a discussion of student life, factors related to certain academic phases of the program, promoting and publicizing the program, and major problems encountered by the short course directors in administering the program.

An analysis of the responses given by those institutions which offered no short courses of four weeks or longer in duration is presented in Chapter VI.

The final chapter includes the summary, conclusions, and implications for further research.

CHAPTER II

A REVIEW OF RELATED LITERATURE

Specific research studies on short courses are virtually non-existent. The present study seems to be the first comprehensive investigation of the short course programs in agriculture and homemaking. For this reason, it would have been possible to eliminate the present chapter; however, it seemed desirable to present a brief review of the literature pertaining to the development of the short course program. The chapter has been divided into three sections: (1) the history of agricultural education; (2) the history of the short course movement; and, (3) pertinent reports from the proceedings of the Association of Land-Grant Colleges and Universities.

History of Agricultural Education

The early history of agricultural education in the United States traces back to the many societies organized for promoting agriculture. The American Philosophical Society, founded in 1744 under the leadership of Benjamin Franklin, published numerous articles pertaining to agricultural subjects and is considered to be the forerunner

for such organizations. From this organization the Philadelphia Society for the Promotion and Improvement of Agriculture was founded in 1785 with its aim to increase the productivity of the soil. Other societies such as the South Carolina Society for Promoting and Improving Agriculture, the Berkshire Agricultural Society, and the Virginia State Agricultural Society are but examples of other groups that organized with similar purposes. Activities of these organizations consisted of publishing reports on agricultural topics, raising of seeds and plants, exhibiting livestock and crops at fairs, establishing libraries, and conducting experiments pertaining to improved methods of farming. (15:7-17).

By 1852 it was estimated that there were three hundred active agricultural societies, and the same year the United States Agricultural Society was organized. (15:24) This group became increasingly active and exerted influence throughout the nation concerning the need for agricultural colleges, research and experiment stations, journals devoted to agriculture, and state departments of agriculture.

The year in which probably more was done to assist the development of agriculture, and even the prosperity of the nation, was 1862 when the Morrill Act proposing the land-grant colleges and an act to establish the United States Department of Agriculture were enacted by congress. Prior to that date

agricultural colleges were to be found only in Maryland, Michigan, and Pennsylvania. (15:116) Many special schools had been established to aid the farmer, but they were generally short lived.

The act, named after Justin Smith Morrill of Vermont, provided grants of land to each state in the amount of thirty thousand acres for each senator and representative in congress to which the states were respectively entitled. The proceeds of the sale of this land were to be used to establish colleges offering instruction in agriculture and mechanic arts. (12:42-43)

Eighteen states added the fund to the endowment of their state universities. Three states gave the grants to private institutions already established in the state and all of the remaining states founded separate land-grant institutions. (12:44) That the Morrill Act, signed by Abraham Lincoln on July 2, 1862, inaugurated "the greatest educational project the world has ever known" was the statement of an agricultural official from Australia who made a rather comprehensive study of the agricultural development in America. (14:14)

A quotation from the original act indicates that its main purpose shall be:

. . . the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related

to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life. (18:2)

For an interpretation of this act it is natural to quote from its author. In a speech at the Massachusetts Agricultural College in 1887, at which time the twenty-fifth anniversary of the passage of the land-grant act was observed, Mr. Morrill spoke as follows:

The land-grant colleges were founded on the idea that a higher and broader education should be placed in every State within reach of those whose destiny assigned them to, or may have the courage to choose industrial vocations where the wealth of nations is produced; where advanced civilization unfolds its comforts and where a much larger number of its people need wider educational advantages and impatiently await their possession.

The design was to open the door to a liberal education for this large class at a cheaper cost from being close at hand and to tempt them by offering not only sound literary instruction but something more applicable to the productive employments of life. It would be a mistake to suppose it was intended that every student should become either a farmer or a mechanic, when the design comprehended not only instruction for those who hold the plow or follow a trade, but such instruction as any person might need - with "the world all before them where to choose" - and without the exclusion of those who might prefer to adhere to the classics. . . . (15:108)

A year later in Vermont, the congressman had this to say:

Only the interest from the land-grant fund can be expended, and that must be expended, first without excluding other scientific and classical studies, for teaching such branches of learning as are related to agriculture and the mechanic arts - the latter as absolutely as the former.

Obviously not manual, but intellectual instruction was the paramount object. It was not provided that agricultural labor in the field should be practically taught, any more than that the mechanical trade of a carpenter or blacksmith should be taught. Secondly, it was a liberal education that was proposed. The act of 1862 proposed a system of broad education by colleges, not limited to a superficial and dwarfed training, such as might be had at an industrial school, nor a mere manual training, such as might be supplied by a foreman of a workshop, or by a foreman of an experimental farm. . . (15:109)

Thus we have the provision for the establishment of the most comprehensive system of scientific, technical and practical higher education ever known.

History of the Short Course Movement

In determining the origin of short courses, or non-degree training at the land-grant institutions, it is evident that there were two sources of development. (17:15) In some states schools of agriculture were formed within the colleges while other institutions adopted short courses of varying lengths and purposes. Many of the schools of agriculture as well as short courses led to the establishment of the colleges of agriculture. (15:75, 323-329) The Storrs Agricultural School, established in 1881, was given the land-grant fund and became Connecticut's agricultural college in 1893. (20:418) An aim of these schools was to provide training that would enable the students to increase their proficiency in the business of agriculture.

One of the few schools of agriculture which started prior to the turn of the century and has continued to function to the present day is the School of Agriculture at the University of Minnesota. (11:13-90) This school, started in 1888, was founded as a result of dissatisfaction on the part of agricultural leaders of that state in that the university was not providing adequate agricultural education. Although the land-grant funds had been accepted by the university, and some effort had been made to fulfill the necessary obligations of that act, there was considerable criticism from newspapers and agricultural organizations. The courses offered in agriculture had not appealed to the people and there developed considerable sentiment in favor of a separate college of agriculture apart from the university. Finally after much study by special committees, a practical course in agriculture was established a few miles from the university on the site of the agricultural experiment station. Forty-seven students enrolled the first year, and finally, the school which took so long in coming had appealed to the farmers and was headed toward success. Agricultural organizations voiced their support of the school and by 1900 the enrollment was over four hundred.

State agricultural schools were started in some areas having essentially the same purpose in providing a source of practical training for farmers.

The short course movement had some of its early development in Wisconsin. (15:75, 126, 212) Even though the college of agriculture within the university was not established until 1893, short courses began in 1885 with an enrollment of nineteen students. (20:472) Professor Henry, who was so instrumental in starting this short course, urged other institutions to consider similar types of training programs. He emphasized the practical aspects of the course and stressed that it should be organized so as to attract agricultural students and meet the actual needs of the farm youth. As yet, there was still a relatively small demand for advanced agricultural instruction as offered through the degree programs. A strong, steady growth followed in Wisconsin until 1910-1911 when enrollment reached the all-time peak of four hundred seventy-five.¹

In Michigan, the germinal idea of short courses began as early as 1867 when the State Agricultural Society recommended that the college establish a winter course of lectures on agricultural and kindred subjects. Such a course was first given in 1894 with seventeen students enrolled. (10:60, 67, 100, 146)

The developmental process of this non-degree training in agriculture was similar in many states. It spread throughout

¹ Unpublished newsletters obtained from the Short Course Director at the University of Wisconsin.

the nation because agricultural leaders demanded timely and practical training from their land-grant institutions. By 1917 schools of agriculture varying from one to four years in length were found in forty-one colleges. Thirty-eight colleges offered short courses ranging from a few weeks to several months. (16:67-69)

In a survey of the land-grant institutions which was published in 1930, (19:729) it was indicated that thirteen institutions offered eight-week short courses and nine institutions offered twelve-week short courses. Ten institutions offered a one-year program, and a two-year program was available at eighteen institutions. Most of the short course programs were administered by a short course director or by the dean or director of resident instruction.

Reports from the Proceedings of the Association of Land-Grant Colleges and Universities

One of the more important early reports concerning the place of short courses in the land-grant institutions was presented in 1910 at the annual meeting of the Association of American Agricultural Colleges and Experiment Stations. (3: 137-143) Much discussion had preceded this presentation as to the merits and costs of non-degree training and some advocated the combining of as many courses as possible with the degree courses. The report stated that it is indefensible, except as a temporary measure, to have both short course and

four-year course students in the same class. Their purposes for being in class are different and it is unfair to both groups. The primary objective of the short course must be to give students the best possible training in practical agriculture and send them back to the farm rather than placing primary importance upon preparing them for college.

The report also advocated that each student leaving school in the spring should select some problem on his home farm which he plans to work with during the next few months. This problem was to be selected prior to leaving school and discussed in detail with his instructors. The following fall, a report of the solution or findings concerning the problem were to be presented.

In 1924 a study (4:75-107) was undertaken by the instructional committee of the Association of Land-Grant Colleges to "study the aims, character, duration and present status, proposed development, and changes of the short courses offered at the land-grant institutions." (4:75) This was probably the most comprehensive effort to evaluate the whole area of short courses up to that time. Through questionnaires and a review of catalogs it was found that forty-six institutions did offer short courses in agriculture, twenty in home economics, and twenty-four in mechanic arts varying in length from one day to four years. The report indicated that twenty-five of these short courses were more than one year in length. It also stated that:

. . . the aims of the short course are variously defined in the college catalogs and in the replies to the committee's questionnaire, but essentially they seem to be comprised in one or more of the following statements: (1) to prepare persons not in school to engage in agricultural pursuits, home-making or industrial occupations, (2) to increase the knowledge and improve the practices of people now engaged in agriculture, home-making or mechanic arts, (3) to inform those who attend short courses at the land-grant colleges as to the personnel, equipment, and other facilities of the institutions for aiding them when they return to their homes and engage in their various occupations. (4:78)

Most of the colleges at that time felt that short course work had a definite place in the total educational efforts of their institutions. In some states where the program had been primarily of secondary school nature, it was stated that vocational agriculture in the high school was decreasing the demand for colleges to continue with such activity. Other colleges indicated that they merely changed the emphasis to a post-high school course, yet keeping it on a practical level.

Nomenclature was a problem then as it is today since the term "short course" included conferences of one and two days as well as courses of two or three years. Two of the recommendations of this committee were that:

(1) a short course is a course of systematic instruction in a given subject or a group of subjects of shorter duration than a four-year college course and not leading to a degree. Obviously a course of systematic instruction can not be given in a few unrelated lectures within a period of a few days. (2) extension meetings, farmers' weeks, and similar meetings for a few days, having a miscellaneous program and no really systematic instruction, should not be called short courses but conferences or institutes. (4:81)

Some land-grant institutions felt that considerable inconvenience was placed upon regular college teachers who had to assume duties connected with short courses. Another reporter was dubious that the extra time and effort was justifiable. One college thought that the expense per capita of short course work was too high. The report indicated that some institutions had a special director of short course work and was of the opinion that such a plan was to be desired. They stated that short courses needed to be well planned and so thoroughly organized in every detail that the students' time would be profitably spent. Another point of emphasis was that short course students possess interests separate and distinct from the regular student, and activities need to be planned accordingly.

The committee believed that the demand for short courses will continue to increase and that the outlook in education favors the use of such courses. It was their opinion that if the facilities of the land-grant institutions can be efficiently and properly used for short courses of resident instruction, a valuable educational service will be rendered.

The next reference made to short courses was in the proceedings of the 1928 annual meeting. (5:141-145) The Short Course Director at Massachusetts presented a paper on "The Special Field of Non-Degree Course in our Agricultural Colleges". He indicated that the reason for initiating short courses at

his institution was because the farm people wanted more service from their agricultural college and were in a position to demand it. The Massachusetts legislature requested the trustees of the college to provide courses of less than college grade.

The major reasons why the short courses at Massachusetts has been so successful were summarized as follows:

(1) Low relative cost to the student, limited time involved, and easy entrance. (2) Continued trend of city-raised boys to agriculture. (3) Difficulties farm-reared boys from small high schools find in meeting four-year college entrance requirements. (4) Placement service to determine a student's capacity. (5) Good openings provided in a wide range of agricultural businesses. (6) Provides practically an equivalent of the college courses in agricultural subjects for many young people whose formal training opportunities would otherwise be at an end. (7) Appeals to a more mature group of students. (8) Broad scientific and cultural background apparently not absolutely necessary for success in these vocations. (5:145)

Freeman of Indiana presented a report in 1948 (7:168-169) stressing the fact that the Report of the President's Commission on Higher Education made no direct mention of short courses although it did emphasize the importance of providing educational opportunity at all levels. The writer actively defends the short course program and advocates that such activity be increased throughout the United States. He indicates how proponents of the community college movement could very easily absorb short course work but would be unable to do the job as effectively, especially in the field of agriculture. The land-grant institution is a natural location for short

courses because of the research activity and the technical and specialized faculties already present.

The same year Kivlin (7:167-168) made mention of a survey that was conducted during the summer of 1948 of former students of the Farm Short Course in Wisconsin. An attempt was made to rate the alumni in nine counties as to whether they were above average, average, or below average farmers. The appraisal was done by agricultural leaders who had a long period of service in a given county and who were interested in the study. The former students that were classified were rated as follows: seventy-four percent above average, twenty-three percent average, and three percent below average.

The findings of a survey of former short course students which attended Michigan State College were presented by Tenny. (7:165-166) The study attempted to measure the degree of farm ownership and amount of participation in community organization. In the tabulations the alumni were divided into ten year groupings according to age. An effort was made to measure the findings with a control group and in all of the age groupings the former short course student participated in more leadership activities as well as became established in farming more rapidly. Over eighty-five percent of the former students were directly engaged in agriculture.

In 1949 Vifquain (8:152) reported concerning a recent questionnaire survey to the land-grant institutions. He

stated that twenty-eight of the thirty-four institutions returning questionnaires indicated increasing demands for short courses.

A second report in 1949 (8:152-154) told how the W. K. Kellogg Foundation of Battle Creek, Michigan sponsored a short course scholarship plan at Michigan State College. In 1938 the Kellogg Foundation made a study of the agricultural situation in the State of Michigan. The report continued to say that the Foundation was particularly interested in the migration of the best farm youth to the city and in the course of investigating the problem, worked in close cooperation with Michigan State College. The conclusion was reached that if some encouragement could be given to highly selective farm youth, a goodly number of them might remain on the farm and continue the development of the agricultural industry on a high level.

The Foundation started its program by offering a number of scholarships for eight week short courses in agriculture and home economics at Michigan State College. The courses were specially designed to offer a concentrated, yet flexible program for both boys and girls. Leadership training, community recreation, and family relations courses were given special emphasis along with the practical subjects of agriculture and home making. The Foundation had intended carrying on this experiment for a period of three years but due

to the war and other causes, continued the program through a ten year period during which time sixteen hundred and seventy-five rural youth attended a short course. The college officials and the Foundation were so impressed with the success of their venture that they were anxious to have it continue even though the Foundation had a policy to withdraw from an experiment of this kind after it had been proven. The Michigan Bankers' Association soon realized the value of such a program and adopted the plan. A total of two hundred and three banks in Michigan were participating in providing scholarships at the end of the first year.

A further presentation regarding the bankers' interest in short courses was made a year later. (9:170) A summary of the report indicated that the American Bankers' Association had adopted the scholarship plan as operating in Michigan and had publicized the program widely. It continued to mention that the Agricultural Commission of the American Bankers' Association was desirous to be of assistance in working out details for scholarship plans throughout the nation.

From a review of the literature it is apparent that there are very few specific research studies pertaining to short courses. It seems timely that a comprehensive investigation be made of the short course programs in agriculture and homemaking as offered throughout the land-grant institutions of the United States and in the schools and colleges in Canada that have similar programs.

CHAPTER III

ORGANIZATION AND ADMINISTRATION OF SHORT COURSE PROGRAMS

This chapter is divided into three major areas. The first part presents a discussion of the establishment and discontinuance of short course programs. Included in this area are (1) years when the first short course programs were established, (2) names of the first short courses, and (3) short course programs discontinued since 1940.

The second division considers the administration of short course programs. Under this heading are presented (1) titles of the persons responsible for short course programs, (2) amount of the administrators' time devoted to directing the short course program, (3) related responsibilities of the short course director, (4) titles of the person to whom the short course director is responsible, and (5) administrative assistants of the short course director.

The last portion of this chapter is devoted to a discussion of the short course program enrollments from 1920 to 1954.

Establishment and Discontinuance of Short Course Programs

Dates of First Short Course Programs. It seemed desirable to divide the span of years from the establishment of the

first short course program until the present date into four groupings. The divisions were made at the years 1900, 1920, and 1940. This grouping not only made the intervals of somewhat equal length, but also divided the groups near the time of the two World Wars.

In Chapter II reference was made concerning the development of short courses prior to 1900. Table 2 indicates that of the thirty land-grant institutions that were offering short courses, 33.3 percent began their first short course before 1900. In addition, several other states that were not offering short courses also provided for this non-degree training prior to the turn of the century. From 1900 until the beginning of World War I eight institutions started short courses.

TABLE 2
INCIDENCE OF ESTABLISHMENT OF SHORT COURSE PROGRAMS
FROM 1900 THROUGH 1954

Dates *	Land-Grant Institutions		Canadian Institutions	
	Number	Percent	Number	Percent
Prior to 1900	10	33.3	2	15.4
1900 to 1919	8	26.6	5	38.5
1920 to 1939	0	0.0	4	30.8
1940 to 1954	12	40.0	2	15.4
Total	30	100.0	13	100.0

*Dates of establishment of short course programs in the various institutions are given in Appendix D.

The lack of development of new programs from 1920 to 1939 is partially explained by the establishment of vocational agriculture throughout the high schools, and the increased emphasis of agricultural extension work. Since 1940 twelve states have initiated short courses. Most of this growth has resulted since the end of World War II. In addition, several new curricula have been made available in other states where short courses have been functioning for a number of years. It seems evident that land-grant institutions have a revived interest in attempting to serve rural youth who are not being reached by the degree courses.

The Canadian schools, as Table 2 depicts, have developed throughout the years in a somewhat similar pattern. A major difference is that the Canadian schools continued to increase during the 1920's when the short course program in the United States had no increase whatever. It was just prior to this time that federal legislation had been enacted in the United States which had encouraged local high schools to adopt programs of vocational agriculture. This reduced the apparent need for short course development at the college level.

Names of First Short Courses. There is still considerable discussion among institutions and short course personnel today as to what is an appropriate title for short course programs. It was felt that a survey of the titles given to early short courses might shed some light on the discussion and out of it

might come some idea as to names that might be acceptable. At some institutions the name was primarily one of a "short course" or a "school". Other institutions used the name of the agricultural subject around which the course centered. Still other programs were designated by their length.

The rather large number of different course titles group themselves conveniently into four groupings.¹ Table 3 presents a summary of the findings concerning the name of the first course in both Canada and the United States. Some term which identified the course as providing training in an agricultural or a home making subject was used in thirty, or 69.8 percent, of the institutions. The term "short course" was used twelve times, or 27.9 percent, of the total, and

TABLE 3
SUMMARY OF NAMES GIVEN TO THE FIRST SHORT COURSES
AT LAND-GRANT AND CANADIAN INSTITUTIONS

Type of Name*	Number	Percent
Term which identified courses as agriculture or homemaking	30	69.8
Use of the term "short course"	12	27.9
Use of the term "school"	7	16.3
Term which indicated the length or the season of the year	7	16.3

*Some institutions are included in more than one category

¹ See Appendix E for a complete list of titles.

the term "school" was used seven times, or 16.3 percent, of the total. Reference was made to either the season of the year or the length of the course in the names given to seven, or 16.3 percent, of the institutions.

Short Courses That Have Been Discontinued. Nine land-grant institutions have discontinued one or more short courses since 1940. From Table 4 it is evident that from the fourteen courses discontinued, seven were cancelled because of insufficient student enrollment. A shortage of students may be caused by many factors. Most institutions would probably state that the need for that particular course no longer existed. There is always a possibility that the course may not have received sufficient promotion. It may also be deficient in good organization. The questionnaire, however, did not furnish answers to these questions.

It is noteworthy that both of the courses that were discontinued because of unsatisfactory employment contacts were associated with wildlife and conservation. In at least one of the states where this course was cancelled, it was indicated that a college degree is necessary for desirable employment opportunities. In other instances courses were changed to or replaced by courses of different duration. Still additional reasons were given for the discontinuance of other courses.

TABLE 4

SHORT COURSES DISCONTINUED SINCE 1940

State	Name of Course	Length of Course in Weeks	Years Offered	Reason for Discontinuance
Idaho	Practical Commercial Dairying	20	45	Lack of enrollment
Iowa	Herdsmen	12	37	Changed to collegiate level course
Massachusetts	Wildlife Management	56	6	Lack of employment contacts
Michigan	Practical Floriculture	8	14	Two-year course met need
	Hospital Housekeepers	8	3	Transferred to con- tinuing education department
	Forestry and Wildlife Conservation	8	14	Lack of enrollment and employment opportunities
Minnesota	Intermediate Course	66		Students are now high school graduates
Montana	Winter Short Course	12	18	World War II
New York	Twelve Weeks Winter Course	12	50	Lack of students
North Carolina	General Livestock	4	6	Lack of students
	Dairy	4	6	Lack of students
	Beef Cattle	4	6	Lack of students
	Crop Production	4	6	Lack of students
Pennsylvania	Fruit Growing	4	3	Changed to a one-week course

With a course or a group of courses geared to train people for vocational employment, it appears that changes are essential in order to keep abreast of the demands. Change without purpose is valueless, but change so as to do a better job of training rural youth is necessary. The alumni may serve as a real asset in helping the short course administrator detect needs for revisions, cancellations, and additions to the entire curricula.

Administration of Short Course Programs

Titles of Persons Responsible for Short Course Programs.

The question which was devoted to determining the title of the person directly responsible for the short course program gives an indication as to the importance of this position. Whether the institution had been offering short courses for a number of years or for a relatively short period, the administrative position was usually placed at a level corresponding to either an assistant dean or a department head.

As shown in Table 5, fourteen titles were given to the short course administrator in the land-grant institutions. Since both the terms "short course" and "school" were used to denote similar programs, a larger list of titles resulted than if there was uniformity as to the name of the program.

Table 6 indicates that six titles were given to the short course administrators in Canada. Institutions that

TABLE 5

TITLE GIVEN TO PERSON DIRECTLY RESPONSIBLE FOR SHORT COURSE
PROGRAMS IN LAND-GRANT INSTITUTIONS

Title	Number	Percent
Director of Short Courses	9	30.0
Dean or Director of Agriculture	4	13.3
Assistant Dean or Director of Agriculture	4	13.3
Associate Dean of Agriculture	3	10.0
Director of Resident Instruction	2	6.7
Director, Ratcliffe Hicks School of Agriculture	1	3.3
Director, School of Vocational Agriculture	1	3.3
Head, Dairy Department	1	3.3
Head, Thompson School of Agriculture	1	3.3
Short Course Supervisor	1	3.3
Superintendent, School of Agriculture	1	3.3
Supervisor of the Two-Year Curricula in Agriculture	1	3.3
Supervisor of Winter Courses	1	3.3

TABLE 6
TITLE GIVEN TO PERSON DIRECTLY RESPONSIBLE FOR SHORT COURSE
PROGRAMS IN CANADIAN INSTITUTIONS

Title	Number	Percent
Principal	5	38.5
Director of Diploma Course	3	23.1
Director, School of Agriculture	2	15.4
Director of Studies	1	7.7
Professor of Dairying	1	7.7
Short Course Director	1	7.7
Total	13	100.0

provided for only non-degree courses were generally called "schools", and the principal was usually the chief administrator. Short course programs located at degree-granting institutions frequently were designated as "diploma courses".

Time Devoted to Directing the Short Course Program. From the questionnaires it was evident that only about one-third of the land-grant institutions had a full-time director of their short course activities. In most of the other institutions, the duties of directing the short course program were assigned to the assistant or associate dean of agriculture in charge of resident instruction.

Because of the seasonal nature of short course work, some respondents indicated that an economy measure had been a cause in combining the two jobs. Three institutions which had part-time directors stated that full-time directors would be desirable because other administrative duties had made it impossible to devote sufficient time for planning and promotional activities connected with short course work.

In the Canadian institutions about three-fifths of the positions of directorship were full-time. This greater proportion may be attributed to the fact that five of the institutions provided training for only non-degree students so the possibility of a shared position did not exist.

Related Responsibilities of the Short Course Director.

As Table 5 has indicated, many of the institutions considered the task of directing a short course program of sufficient importance to attach it to the office of the dean of agriculture or one of his assistants, but yet combine the position with other duties. An analysis of those colleges and universities where there was not a full-time director revealed that the other duties demanding the administrator's time were most often those of administering the resident instruction phase of the agricultural program. Table 7 provides a complete analysis indicating that at three schools, or 14.3 percent, the directors were involved in other duties of a dean's office. Fourteen, or 66.7 percent, were connected to the associate

TABLE 7
RELATED RESPONSIBILITIES OF PART-TIME SHORT COURSE DIRECTORS

Duties	Number	Percent
Dean of Agriculture	3	14.3
Associate or Assistant Dean of Agriculture	14	66.7
Head, Dairy Department	1	4.8
Professor of Horticulture	1	4.8
State 4-H Club Leader	1	4.8
Teacher Trainer	1	4.8
Total	21	100.0

or assistant dean's office. Four schools had various other duties including: state 4-H club leader, head of dairy department, professor of horticulture, and teacher trainer.

The part-time directors of the Canadian schools had other duties including: professor of dairying, director of studies, experiment station director, and professor of animal husbandry.

Title of Person to Whom the Short Course Director is Responsible. It is clear from the preceding discussion in this chapter that the short course work is a responsibility of the school or college of agriculture in the land-grant institutions. In all instances the program was either under

the supervision of the dean of agriculture, one of his assistants, or a short course director who was responsible to him.

In the Canadian colleges and universities the president or the dean was responsible for the short course program. The "schools" were under the supervision of the departments of agriculture within the provinces.

Administrative Assistants. The purpose of asking a question regarding administrative assistants was to determine the number of staff persons assigned to work primarily with the short course students. It was not the intent of the question to include those many staff members who teach short courses but are assigned to the various subject matter departments.

In the land-grant colleges and universities only five short course directors had administrative assistants. For the five institutions there was a total of sixteen full-time and seventeen half-time assistants. From personal observation and correspondence it was determined that some of these assistants devoted all of their effort to teaching, but instead of being assigned to a subject matter department they were responsible to the short course director. The questionnaire did not provide an opportunity for the respondents to indicate the need for administrative assistants. It is quite possible that this point should have been included.

The information from the Canadian institutions regarding this question was difficult to tabulate. Some of the schools

included their entire teaching faculty as administrative assistants while other schools included none of them.

Short Course Program Enrollments

Table 8 presents a summary of short course enrollments for eight selected years since 1920.¹ Although enrollment figures for every school year would have been valuable, it was felt that the task of supplying such information would have been too time-consuming for each respondent. It seemed desirable, though, to request enrollment data of the four most recent years and a few additional years at five and ten year intervals. A brief discussion concerning each year that was chosen seems desirable. The figure for 1920-21 included six hundred disabled soldiers that were receiving special training at one school. Another reason for the comparatively high enrollment during this period was that a large number of high school age rural youth attended short course programs. Many institutions still geared their programs to a secondary school level as few high schools had courses in vocational agriculture.

The depression years were undoubtedly a factor in causing 1930-31 to be the lowest years in enrollment. Farm prices had begun to turn downward and finances for education became less available. The highest enrollment for the years indicated was during 1940-41. The United States was not yet

¹ Short Course enrollments at the various institutions for these years are given in Appendix F.

TABLE 8
SUMMARY OF SHORT COURSE PROGRAM ENROLLMENTS

	1920- 1921	1930- 1931	1940- 1941	1945- 1946	1950- 1951	1951- 1952	1952- 1953	1953- 1954
United States	3042	2278	3231	2414	2948	2952	2986	2982
Canada	292	423	406	668	688	683	697	871

actively engaged in World War II and farm prices were at a relatively favorable level for the farmer. The figures for 1945-46 indicate the effect of World War II. Some colleges cancelled their programs for that year, while others offered but the first year of a two year program.

Since 1950 the Korean War has caused a decrease in the number of students attending short courses at most institutions. Although it is evident that enrollment in some of the courses has not yet reached the pre-World War II level, the addition of new courses has caused the total enrollment throughout the country to remain rather constant. Several of the short course administrators expressed a belief that enrollment can be expected to reach new heights within the next few years.

Canadian administrators also expected continued increases in their enrollments. Table 8 indicates that from

1920-21 to 1953-54 the enrollment has increased from two hundred ninety-two to eight hundred seventy-one.

CHAPTER IV

EXTENT OF INTEGRATING SHORT COURSES WITH DEGREE COURSES

The purpose of this chapter is to present a discussion of those questions which were concerned with a comparison of the short courses and the degree courses. The first part of the chapter is devoted to a discussion of the (1) entrance requirements, (2) weekly schedule of the short course students, (3) short course students that transfer to the degree program, and (4) fees paid by short course students.

A second division gives consideration to faculty utilization. Included under this heading are the (1) type of instructional faculty used for short courses, (2) qualifications of instructors of short courses, and (3) load and time adjustment for short course teaching.

Course integration factors have been discussed in the final section of this chapter. This area includes (1) separating or combining of short course and degree classes, (2) methods of instruction for short course students, and (3) credit received for short course work.

Entrance, Schedule, Transfer, and Fee Considerations

Entrance Requirements. In Chapter II reference was made to the early development of short courses at the land-grant

institutions. Some programs were established so that farm boys who could not qualify for entrance into the colleges and universities, could enroll in a short course and thus benefit from the land-grant institutions. Throughout the years this policy of limited entrance requirements had continued in some schools while in other places the requirements were identical to those for admittance to the degree program.

The questionnaire was constructed so that each respondent could state the requirements of his institution pertaining to age, formal education and experience. Table 9 indicates the various requirements of both the land-grant and the Canadian schools. Since many schools listed more than one requirement for entrance, the total number of requirements does not correspond to the number of institutions answering this question. For the same reason, the sum of the percentage column does not equal one hundred percent.

Thirteen, or 43.3 percent, of the thirty land-grant institutions required their applicants to be high school graduates. Three additional schools indicated that completion of high school was to be preferred. One school had an educational requirement of tenth grade completion while three other schools required that all students be at least graduates of the eighth grade. All four schools having educational requirements of less than high school completion, had additional requirements concerning age.

TABLE 9
ENTRANCE REQUIREMENTS FOR SHORT COURSE PROGRAMS

Minimum Requirements	Land-Grant Institutions		Canadian Institutions	
	Number	Percent	Number	Percent
None	1	3.3	0	0.0
Age - 16 years	3	10.0	11	84.6
17 years	6	20.0	1	7.7
18 years	7	23.3	1	7.7
Education - 8 years	3	10.0	5	38.5
10 years	1	3.3	2	15.4
12 years	13	43.3	0	0.0
Experience	7	23.3	6	46.2

Sixteen schools listed age as a requirement. Three, or 10.0 percent, had a minimum of sixteen years; six, or 20.0 percent, had a minimum of seventeen years; and seven, or 23.3 percent, desired the students to be at least eighteen years of age.

Experience was given as an entrance requirement by seven, or 23.3 percent, of the land-grant institutions. In some instances experience was substituted for the education requirement, particularly with the older student. The one institution which stated that there were no entrance requirements indicated that high school graduates were preferred.

All of the Canadian institutions listed age as a requirement even though eleven, or 84.6 percent, had the minimum age limit set as low as sixteen years. None of the Canadian schools required high school graduation. Five, or 38.5 percent, required completion of the eighth grade and two, or 15.7 percent, required a minimum of ten grades. Almost one-half of the schools required a minimum of one year of farm experience for entrance into the agricultural courses. One school with a minimum requirement of eighth grade suggested increasing it to the tenth grade. Another school with an age limit of sixteen indicated their interest in soon changing it to eighteen years of age.

Weekly Schedule of Students. Table 10 presents a comparison between the weekly schedule of a degree student and that of a short course student. The short course students spent more time each week in laboratory work than did the degree students in twenty-two, or 73.3 percent, of the land-grant institutions. Eight, or 26.7 percent, of the institutions indicated that there was less time spent in laboratory work for the short course student. In regard to the time spent in lectures, about one-third of the institutions felt that their short course students spent more time. Another third of the colleges and universities stated that short course students had less hours devoted to lectures, and the other third of the

TABLE 10
COMPARISON OF WEEKLY SCHEDULE OF SHORT COURSE STUDENTS WITH
THAT OF DEGREE STUDENTS AT LAND-GRANT INSTITUTIONS

Amount of Time	Laboratory		Lecture		Total Activity	
	Nos.	%	Nos.	%	Nos.	%
More Hours Than Degree Students	22	73.3	10	33.3	19	63.3
Less Hours Than Degree Students	0	0.0	11	36.7	1	3.3
Equal Hours With Degree Students	8	26.7	9	30.0	10	33.3
Total	30	100.0	30	100.0	30	100.0

TABLE 11
COMPARISON OF WEEKLY SCHEDULE OF SHORT COURSE STUDENTS WITH
THAT OF DEGREE STUDENTS AT CANADIAN INSTITUTIONS

Amount of Time	Laboratory		Lecture		Total Activity	
	Nos.	%	Nos.	%	Nos.	%
More Hours Than Degree Students	6	46.2	5	38.5	6	46.2
Less Hours Than Degree Students	0	0.0	1	7.7	0	0.0
Equal Hours With Degree Students	0	0.0	0	0.0	0	0.0
No Reply	7	53.8	7	53.8	7	53.8
Total	13	100.0	13	100.0	13	100.0

institutions indicated that the time spent in lectures about equaled that of the degree students. In total organized class activity, the short course student spent more time according to nineteen, or 63.3 percent, of the land-grant institutions. Ten institutions indicated that the total amount of class activity was about equal, and one school was of the opinion that short course students spent less time.

Over one-half of the Canadian schools did not answer this question because they had only non-degree students at their institutions. The remaining schools all agreed that the laboratory work and total amount of class activity exceeded that of the degree students. Only one school thought that the lecture time was less for short course students. All of the others were of the opinion that the short course student devoted more hours to lecture activity as well. Comments concerning the short course students' weekly schedule indicated that more time was devoted to supervised group activity and less time for out of class work. One institution suggested that class activity should be from thirty-three to forty-one hours, and study time should be from ten to fifteen hours. Others stressed that students should be kept busy most of the time since they did not use free time as efficiently as did the degree students.

Short Course Students Transfer to Degree Program. The answers given to this item on the questionnaire are another

indication of the basic philosophy of the institutions concerning short courses. Is the short course program considered to be primarily a preparatory school for college, or is it a course designed to train young people for rural living? Although this question was not answered directly by this questionnaire, it was possible to form some conclusions from the responses. Table 12 presents a summary of the percent of short course students that transfer to the various degree programs.

TABLE 12
SHORT COURSE STUDENTS WHO TRANSFER TO DEGREE PROGRAMS

Amount	Land-Grant Institutions		Canadian Institutions	
	Number	Percent	Number	Percent
None	6	20.0	3	23.1
1 - 2 Percent	8	26.7	7	53.8
3 - 5 Percent	6	20.0	2	15.4
6 - 9 Percent	3	10.0	0	0.0
10 - 25 Percent	2	6.7	0	0.0
26 - 50 Percent	3	10.0	0	0.0
No Reply	2	6.7	1	7.7
Total	30	100.0	13	100.0

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Over three-fourths of the land-grant institutions indicated that less than ten percent of their short course students transferred to the degree programs. Included in this large number were six schools, or 20.0 percent, that indicated that there were no transfers. Eight schools, or 26.7 percent, had only one or two percent that transferred. Those institutions where more than ten percent transferred represented 16.7 percent, or five, of the land-grant colleges and universities.

The Canadian institutions which answered this question all indicated that less than five percent of their students transferred to the degree program. The fact that almost one-half of their schools were not located with a degree-granting institution was evidently a factor in causing relatively few students to transfer.

Land-grant institutions were founded so that more people could take advantage of the opportunities of higher education. Both the four year curricula and the short course programs seem to be essential in order to accomplish this purpose. Short course programs should be designed for those who for various reasons do not choose to take advantage of the longer program, but yet can be benefitted by the facilities of the institution. It behooves short course personnel to carefully screen applicants so as to ascertain that they are enrolled in the proper program. It seems understandable that as students become familiar with an institution while attending a short course, a

certain number of them will change their plans and should be encouraged to transfer to a degree program. Although the questionnaire did not include an opportunity to indicate the number of degree students who transfer to short courses, it was mentioned by several short course administrators that such an example was rather frequent.

Fees Paid by Short Course Students. Table 13 indicates that only two land-grant institutions required no fees or tuition from their short course students. Twenty, or 66.7 percent, charged fees that were equal to those of degree students. Eight, or 26.7 percent, of the schools had fees less than those for degree students.

In the Canadian schools, five, or 38.5 percent, had no fees and the other eight, or 61.5 percent, had fees less than those for the degree students.

TABLE 13
TUITION PAID BY SHORT COURSE STUDENTS

Type of Tuition	Land-Grant Institutions		Canadian Institutions	
	Number	Percent	Number	Percent
None	2	6.7	5	38.5
Equal to That of Degree Students	20	66.7	0	0.0
Less Than That of Degree Students	8	26.7	8	61.5
Total	30	100.0	13	100.0

Faculty Utilization

Instructional Faculty Used for Short Courses. One of the questionnaire items was planned to determine the status of the teaching faculty used to instruct the short course students. As Table 14 indicates, twenty-four, or 80.0 percent, of the institutions employed the regular faculty for this teaching assignment. Two institutions, or 6.7 percent, used a separate faculty. At one of these institutions the staff consisted of former vocational agricultural teachers who were specially trained in one subject matter area, while the other school was on a separate campus from the degree program. At four land-grant colleges and universities a combination of regular faculty and part-time faculty was used to instruct short course students.

TABLE 14

TYPE OF FACULTY USED TO INSTRUCT SHORT COURSES

Status of Faculty	<u>Land-Grant Institutions</u>		<u>Canadian Institutions</u>	
	Number	Percent	Number	Percent
Regular Faculty	24	80.0	7	53.8
Part-Time Faculty	2	6.7	6	46.2
Part-Time and Regular Faculty	4	13.3	0	0.0
Total	30	100.0	13	100.0

The Canadian schools were almost evenly divided between those using the regular faculty and those employing a special faculty. In the 46.2 percent that employed a special faculty, there were no degree programs at those institutions. The other 53.8 percent all employed the regular college faculty.

The questionnaire also provided an opportunity to indicate whether graduate students were used as instructors. No school in either the United States or Canada made a practice of using only graduate students to teach short course classes.

In a recent address, Dean Froker of Wisconsin, stated that short course programs must be considered as a very important function of the land-grant institution.¹ He also stressed the point that short course classes should be taught by the most capable instructors of the institution.

Qualifications of Instructors. The purpose of this item on the questionnaire was to determine whether the short course administrator believed that instructors of short course students should possess qualities different from those of degree students. Table 15 indicates that seventeen, or 56.7 percent, of the land-grant institutions, and seven, or 53.8 percent, of the Canadian institutions desired short course instructors

¹ Froker, R. K., "Reaching More Farm Boys and Girls With Higher Education". An address at the Annual Convention of the Association of Land-Grant Colleges and Universities, Washington, D. C., November 15, 1954.

TABLE 15
 REPLIES TO THE QUESTION, "SHOULD INSTRUCTORS OF
 SHORT COURSES POSSESS DIFFERENT QUALITIES
 FROM INSTRUCTORS OF DEGREE STUDENTS?"

Responses	Land-Grant Institutions		Canadian Institutions	
	Number	Percent	Number	Percent
Yes	17	56.7	7	53.8
No	13	43.3	1	7.7
No Reply	0	0.0	5	38.5
Total	30	100.0	13	100.0

to have special qualities. It seems desirable to list those qualities suggested as they tend to portray the philosophy of short course teaching at many institutions.

Many of the colleges and universities which indicated that differences were not necessary, qualified their position by stating that they selected good teachers and had confidence that they could instruct both types of students. Following is a list of the qualifications as given by the respondents:

- Should have practical experience (suggested four times)
- Ability to explain on practical level (suggested three times)
- Know the state (suggested twice)
- One who can also serve as counselor (suggested twice)
- Farm Background
- Vo-ag trained with some specialization
- Ability to explain technical in lay terms
- Know objectives of the diploma course
- Less advanced degrees
- Extension experience valuable
- Outlook a bit less academic
- More patient and tolerant
- Must realize that students will soon be on the job.

Load and Time Adjustment for Short Course Students. It was the purpose of this question to determine what load and time adjustment was made for those faculty members assigned to short course teaching. According to Table 16, almost 77 percent of both the land-grant and the Canadian institutions indicated that teachers were given the same adjustment in

TABLE 16

LOAD AND TIME ADJUSTMENT FOR SHORT COURSE TEACHING

Type of Credit Given	<u>Land-Grant Institutions</u>		<u>Canadian Institutions</u>	
	Number	Percent	Number	Percent
Same Provision As For Teaching Degree Students	23	76.7	10	76.9
Extra Credit, But No Remuneration Given	7	23.3	3	23.1
Total	30	100.0	13	100.0

their schedule for teaching short courses. To over 23 percent of the instructors, short course teaching was an added assignment for which no extra remuneration was received. Five of the ten institutions in this latter category stated that it was their desire that those teaching short course classes should be given the same time and load adjustment as those teaching degree students or that special teachers should be employed.

Course Integration Factors

Extent of Combination with Degree Classes. Table 17 indicates that 80.0 percent of the land-grant institutions and 92.3 percent of the Canadian institutions made provisions for having the short course classes separate from the degree

TABLE 17
COMBINATION OR SEPARATION OF SHORT COURSE
AND DEGREE STUDENTS IN CLASS ACTIVITY

Method Used	<u>Land-Grant Institutions</u>		<u>Canadian Institutions</u>	
	Number	Percent	Number	Percent
Combined Classes	5	16.7	0	0.0
Separated Classes	24	80.0	12	92.3
Combined and Separated Classes	1	3.3	1	7.7
Total	30	100.0	13	100.0

classes. One school from Canada and one from the United States had some of the classes separate from the degree classes and some of the classes combined with them. Five land-grant colleges and no Canadian schools combined all short course classes with the degree classes. Of these five schools, two indicated a preference for separated classes and were hopeful of such a change in the near future. Two of the other three

programs had been in operation for a short time and had too few students to provide separate classes.

Some of the comments included in the questionnaires stated that if the institutions felt justified to offer short course training, they also should justify special classes for this group of non-degree students. The differences in purpose of the two groups of students seems to warrant different classes.

Methods of Instruction for Short Course Students. Table 18 shows that twenty-five, or 83.3 percent, of the land-grant institutions were of the opinion that different methods of instruction should be employed with short course students than with degree students. Seven, or 53.8 percent, of the Canadian

TABLE 18

REPLIES TO THE QUESTION, "SHOULD DIFFERENT
METHODS OF INSTRUCTION BE USED FOR SHORT
COURSE STUDENTS THAN FOR DEGREE STUDENTS?"

Response	<u>Land-Grant Institutions</u>		<u>Canadian Institutions</u>	
	Number	Percent	Number	Percent
Yes	25	83.3	7	53.8
No	5	16.7	2	15.4
No Reply	0	0.0	4	30.8
Total	30	100.0	13	100.0

schools had similar opinions. Most of the schools which indicated that different methods of instruction should be used, also stated what some of the differences should be. Since several short course administrators stressed the importance of this topic, a list of the differences is given here:

- Emphasis on practical application (suggested eleven times)
- More laboratory work than for degree students (suggested six times)
- Demonstration type (suggested three times)
- Geared to the needs of the students (suggested twice)
- More on the "how" (suggested twice)
- Related to home farm problem and farm situation (suggested twice)
- More vocational (suggested twice)
- More visual aids (suggested twice)
- Emphasis on leadership and community responsibility
- More attention to applied phases
- More non-technical
- Tie in auxiliary courses with core subjects
- Less basic sciences
- Stress "way" more than why
- Less on theory
- Prepare for jobs versus degrees
- More discussion
- Practical laboratory assignments
- Simple presentation
- Limited note taking

Transfer of Short Course Credits to Degree Program. The amount of credit which a short course student received when he transferred to a degree program varied considerably from school to school. As shown in Table 19, twelve, or 40.0 percent, of the land-grant institutions indicated that no credit was given for short course work. Two of them did state that a proficiency examination was given to transferring students

TABLE 19
CREDIT GIVEN TO SHORT COURSE STUDENTS WHO
TRANSFER TO DEGREE COURSES

Amount	Land-Grant Institutions		Canadian Institutions	
	Number	Percent	Number	Percent
None	12	40.0	5	38.5
Full Credit	5	16.7	1	7.7
Varying Credit	11	36.7	3	23.1
No Response	2	6.7	4	30.8
Total	30	100.0	13	100.0

and that some degree courses could be waived. Only two of these twelve schools had programs which were over one year in length.

All five of the institutions which gave full credit for short course work made a practice of combining short course and degree students in the same classes. They were also the same five institutions, referred to earlier in this chapter, which had the greatest percentage of students transferring to the degree courses.

Eleven, or 36.7 percent, of the colleges and universities gave varying credit for short course work. Several of these institutions indicated that credit was given by examination

only. Some stated that credit was possible in only those courses in which the student's grade was B or above.

The Canadian schools also had a variation in their practices. Five, or 38.5 percent, gave no credit. Three, or 23.1 percent, gave varying credit and one institution allowed full credit for the short course work.

CHAPTER V

CHARACTERISTICS OF SHORT COURSE PROGRAMS

Four major divisions are included in this chapter. The first area will be devoted to student life, and includes a discussion of the (1) orientation programs, (2) counseling provisions, (3) housing available for short course students, (4) housing preferred for short course students, (5) leadership activities, and (6) placement and follow-up activities.

The second division is concerned with factors related to certain academic phases of the program. Discussion includes the (1) policy of giving additional credit for vocational agriculture, (2) requirements concerning class attendance, (3) receiving of grades, and (4) presenting of certificates upon completing a short course.

Promoting and publicizing the short course program is considered in the third section. Under this heading is a presentation of the (1) groups assisting with promotional activities, (2) methods used in promoting short courses, (3) scholarships available for short course students, and (4) short course alumni organizations.

The final part of this chapter is concerned with the major problems which the short course directors encountered concerning the task of administering the short course program.

Student Life

Orientation Programs. The importance of adequate orientation for the new student is indicated by the number of institutions that made provision for this service through many different methods and techniques. Only four of the institutions indicated that no provision was made to orientate the incoming student.

Convocations and assemblies during the first day of short course was the most frequent method of orientation used for the new student. In those schools where the short course calendar corresponded with the degree program, the regular freshman week schedule for orientation was also used for the short course students. Another technique frequently employed was a special course in orientation offered during the first term or semester.

Mimeographed material was listed by other schools as a method for orientation. Tests were a part of the activities at two other colleges. Some of the other techniques suggested by the cooperating institutions included a kick-off banquet on the first evening, a chicken barbeque some night during the first week, a social during the first evening, and weekly evening meetings.

Counseling Provisions. All except one institution signified that they made provision for vocational, personal,

and educational counseling. The extent of this counseling was not determined other than each school was asked to denote to whom the students would go to seek this assistance. The director of the short course program was suggested by 41.9 percent of the institutions throughout the United States and Canada. The same number of institutions also listed the faculty as a source of this counseling. This answer is so general that it is of limited value other than to indicate that counseling is considered to be needed by the students and that faculty are to be available for this assistance. Nineteen percent stated that faculty advisors were assigned to each student. Institutions that mentioned the dean as a source of counseling included 20.9 percent of the colleges and universities. Two schools, or 4.7 percent, indicated that the counseling service of the entire university was being used by the short course students. Other persons listed as counselors included the chaplain, house fellows, and dormitory counselors.

Ten percent of the land-grant institutions mentioned that an improved counseling service was one of their most urgent needs. Some schools specified that more help was necessary. Others indicated that the organization of the counseling service had to be improved, and one questionnaire stated that the counseling needed to be better.

From the data obtained there is evidence that the area of student counseling for short course students needs improvement at many institutions. Since these students are on the campus for a relatively short time, the counseling services must be efficiently organized so that students can take full advantage of them. For the short course students, the opportunity which the college has to assist them is limited to only a few weeks.

Housing Available for Short Course Students. The question devoted to determining the housing facilities for short course students provided an opportunity for each respondent to indicate the various types of housing used at his institution. Because most of the institutions listed more than one type of housing, the question was difficult to tabulate in detail.

The four types of housing listed included the regular college dormitories, separate short course dormitories, temporary housing, and private homes or boarding houses. Each institution was placed into one of the four housing categories if over one-half of its short course students resided in that type of housing. This eliminated the possibility of an institution being included in more than one type of housing. Twenty percent of the institutions housed over one-half of their students in separate short course dormitories. Forty-three percent lived in the same residence halls as the degree students. Some of these institutions indicated though, that

a section of the housing unit was reserved for short course students. Temporary housing was still used at 23.3 percent of the land-grant institutions and 13.3 percent were housed in private homes. Two of the institutions using temporary housing indicated that improved housing facilities was their greatest need.

In the Canadian schools, 38.5 percent had separate short course dormitories and 38.5 percent used the regular college dormitories. One school used an army hut and the other two provided boarding houses for their students.

Housing Preferred for Short Course Students. All of the institutions indicated that dormitory accommodations were preferred to other types of housing. Thirteen, or 43.3 percent, of the land-grant institutions made an additional comment stating that they desired a separate short course dormitory. Two, or 6.7 percent, stated that they preferred the short course students to live in the same housing unit as the degree students. The other schools gave no additional comment as to the type of dormitory.

Thirteen institutions stated a preference as to the size of the dormitory. Eight of these schools suggested that the dormitory should accommodate between one hundred and one hundred and twenty-five students. Five institutions preferred that the dormitory should house between one hundred and fifty and two hundred and fifty students.

The number of students per room was suggested by twenty-eight schools. One preferred three per room, another four, and all the others desired that only two students should be assigned to each room. Large living units were not suggested. It is evident from other items on the questionnaire that short course administrators have preferred to be able to work with the students in a more personal way, such as a smaller dormitory usually permits.

Leadership Activities. Over thirty types of leadership activities were mentioned on the questionnaire as being used to train short course students throughout the schools of Canada and the United States. Some schools listed eight or ten techniques; others listed only a few, and six stated that they provided no leadership activities for their short course students. From other items on the questionnaire, it was determined that of those institutions not providing any special leadership activities, four of them made a policy of combining short course and degree students in all activities. It can be assumed that the respondents of those four questionnaires did not see the necessity of listing all of the extra curricular activities in which leadership can be experienced.

The short course council, or some other name which indicated the student government activities, was listed by twenty, or 46.5 percent, of the institutions. Nineteen, or 44.2 percent,

indicated that judging teams were a part of their activities. An after-dinner program was included by fifteen, or 34.9 percent, of the schools. The various agricultural clubs were next in frequency with twelve, or 27.9 percent, of the institutions mentioning them. Nine, or 20.9 percent, included athletics, and five, or 11.6 percent, included the musical groups. Activities which were mentioned less frequently were: forums and discussions, short course papers and year-books, dramatics, debates, public speaking teams, literary societies, and religious groups. Other activities included: international clubs, dormitory councils, toasters' clubs, parliamentary procedure teams, and college royals. Some institutions listed various special events such as: fairs, banquets, livestock shows, and homecoming activities.

An opportunity was afforded each respondent to indicate other leadership activities which their institution was desirous of initiating. From the land-grant institutions the following activities were suggested: short course council, athletic teams, group discussions, public speaking contests, song leading groups, hobby clubs, and agricultural clubs separate from degree students.

The Canadian schools suggested a course in leadership techniques, more livestock judging teams, music groups, activities like those at home, and hobby shop clubs. Some of these suggestions may not generally be considered as leadership

activities, but leadership development may be incorporated into them very effectively if they are properly planned and conducted.

Placement and Follow-Up Activities. One item on the questionnaire was devoted to determining the extent of placement and follow-up activities that were provided for short course students. Twelve, or 27.9 percent, of the land-grant and Canadian institutions made both the placement and the follow-up services available. Students were assisted with placement after completing short courses and in those institutions having a two-year program, placement was also made available between the two school years. In addition, each student was contacted at his place of employment for the express purpose of providing additional instruction and assistance. This last service was usually made available to only those students who were located within the state or province of the institution.

Twenty-six, or 60.5 percent, of the institutions made provision for placement only, but made no provision for follow-up. Some of these institutions indicated that as soon as budgets were available, they were planning to add sufficient staff so as to contact students at their places of employment.

Five, or 11.6 percent, of the institutions indicated that no provision was made for either placement or follow-up of short course students. The four land-grant institutions



in this last category had programs that were all less than four years old. One short course program had just completed its first year, and the comment on the questionnaire indicated that placement was not needed with their first group of students. Another institution gave essentially the same reason for not providing placement although it had been in operation for two years.

Factors Related to Certain Academic Phases of the Program

Credit for Vocational Agriculture. One-sixth of the land-grant institutions which provided short courses gave additional credit to the incoming student who had taken high school courses in vocational agriculture. Some of the schools giving credit for this work indicated that it permitted the student to complete the short course program earlier. One institution waived certain required courses depending upon the number of years in which the student was enrolled in vocational agriculture. Another school gave more advanced work to those students who had taken agriculture in high school. In one state the student with no background of vocational agriculture was required to devote an additional year (twenty-two weeks) to the short course program.

In only one Canadian school was extra credit given to the student having a background in vocational agriculture. In this institution the students were enrolled directly into the second year of a two year program.

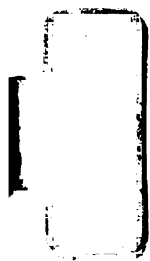
Required Class Attendance. All of the Canadian institutions and all except three of the land-grant institutions required short course students to attend classes. In one of these three institutions, the decision to require class attendance was the prerogative of each instructor.

Certificates for Short Course Students. At all but one institution certificates were given to students at the completion of short course. Notations were made on some questionnaires stating that the presentation of certificates was believed to be a worthwhile procedure.

Grades. Grades are much like certificates of accomplishment, and most institutions followed a policy of giving grades to short course students. Grades were given by twenty-six, or 86.7 percent, of the land-grant institutions and ten, or 76.9 percent, of the Canadian institutions.

Promoting and Publicizing the Short Course Program

Groups Assisting with Promotional Activities. Each cooperating institution was asked to indicate those groups of people within their state that were of assistance in promoting the short course program. Several groups were listed on the questionnaire and each respondent was asked to rate them as being either very helpful, of some help, or of no help. In



addition, space was provided on the questionnaire for each respondent to write in additional names of groups that he felt should be added to the list.

Table 20 shows that eighteen groups were listed by the land-grant institutions. The groups most frequently mentioned as being very helpful were the extension personnel and the instructors of vocational agriculture. Over 50 percent of the institutions rated these two groups as being very helpful and an additional one-third rated them of some help. The short course alumni were also indicated to be very helpful by 46.7 percent of the colleges. The group which probably should be rated fourth would be the bankers. Although their name was not printed on the questionnaire, it was added by 20 percent of the respondents and they all indicated this group to be very helpful. In addition to providing scholarships, the bankers were also helpful in directing prospective students to the various short course programs.

Excluding the agricultural instructors, the other school personnel listed on the questionnaire included the superintendent, principal, counselor, and home economics teacher. They were all placed most frequently in the "some help" column. There were some institutions which indicated that they were very helpful, but there was a substantial percentage which indicated that they were of no help. This seems to be indicative that a large segment of the school personnel are not

TABLE 20
GROUPS ASSISTING WITH PROMOTIONAL ACTIVITIES
IN LAND-GRANT INSTITUTIONS

Groups	Very Helpful		Some Help		No Help	
	No.	%	No.	%	No.	%
Extension Personnel	17	56.7	10	33.3	0	0.0
Vocational Agriculture	16	53.3	11	36.7	0	0.0
Short Course Alumni	14	46.7	8	26.7	1	3.3
Home Economics Teachers	2	6.7	5	16.7	6	20.0
High School Principals	4	13.3	13	43.3	4	13.3
High School Counselors	3	10.0	14	46.7	5	16.7
High School Superintendents	2	6.7	10	33.3	8	26.7
Farm Bureau	2	6.7	11	36.7	7	23.3
Grange	1	3.3	11	36.7	8	26.7
Farmers' Union	0	0.0	3	10.0	12	40.0
Bankers	6	20.0	0	0.0	0	0.0
Chamber of Commerce	0	0.0	1	3.3	0	0.0
Dairy Herd Improvement Association	0	0.0	1	3.3	0	0.0
Womens' Garden Club	1	3.3	0	0.0	0	0.0
4-H Groups	1	3.3	0	0.0	0	0.0
Civic Organizations	1	3.3	0	0.0	0	0.0
Dairy Clubs	0	0.0	1	3.3	0	0.0
Poultry Association	0	0.0	1	3.3	0	0.0

familiar with the short course program and would certainly indicate a weakness in programs where this exists.

The farm organizations included the Farm Bureau, Grange, and Farmers' Union. Here too, the promotional assistance was not rated as high as might have been expected. With short courses geared to reach rural young people, it would appear that farm organizations should be among the most ardent promoters. Other groups which were mentioned by only a few schools are also included in Table 20.

Table 21 presents the Canadian groups as they were rated by the thirteen schools and colleges of Canada. The extension workers and the alumni groups were indicated to be the most helpful with promotional activities. Because only a small portion of the Canadian high schools offer vocational agriculture, the teachers of agriculture were not listed as frequently as they were by the land-grant institutions.

Methods Used in Promoting Short Courses. Another question which was planned to determine promotional techniques, listed several methods of promotion and asked each institution to rate them as to their value.¹ Here again, each respondent could add other methods to the list already suggested on the questionnaire. Bulletins and newsletters were indicated to be of most worth as they were rated to be of excellent value by 36.7 percent and 33.3 percent of the institutions respectively. Almost one-third of the institutions rated high school visits

¹ See Appendix A, Item 34.

TABLE 21
GROUPS ASSISTING WITH PROMOTIONAL ACTIVITIES
IN CANADIAN INSTITUTIONS

Groups	Very Helpful		Some Help		No Help	
	No.	%	No.	%	No.	%
Short Course Alumni	9	69.2	1	7.7	0	0.0
Extension Personnel	10	76.9	2	15.3	0	0.0
Vocational Agriculture	1	7.7	4	30.8	0.	0.0
Home Economics Teacher	0	0.0	3	23.1	0	0.0
High School Principal	2	15.3	4	30.8	1	7.7
High School Counselor	1	7.7	4	30.8	1	7.7
High School Superintendent	0	0.0	1	7.7	2	15.3
Farm Bureau	1	7.7	2	15.3	0	0.0
Grange	0	0.0	1	7.7	0	0.0
Farmers' Union	2	15.3	3	23.1	1	7.7
Current Students	1	7.7	0	0.0	0	0.0
Dairy Industry	1	7.7	0	0.0	0	0.0

and visits to the homes of prospective students as also being of much value. Table 22 gives a complete rating of all of the promotional methods listed by the land-grant institutions.

It is evident from the Canadian schools that the visits to the homes of the prospective students were their most valuable promotional technique. Radio and high school visits were also rated to be of much value. Table 23 presents a complete rating on all of the various promotional methods as listed by the Canadian institutions.

Scholarships Available for Short Course Students. Scholarships were available for short course students at two-thirds of the land-grant institutions. These institutions provided a total of eight hundred and nineteen scholarships annually with a total value of \$85,885. Scholarships ranged from ten dollars to three hundred dollars with an average of one hundred and five dollars. Four institutions were not included in the preceding figures because they had no scholarships that were exclusive for short course students even though students could make application for the general university scholarships.

The Canadian schools offered one hundred and ninety-three scholarships with a value of \$20,880. These scholarships ranged from twenty-five dollars to three hundred dollars with an average of one hundred and eight dollars.

TABLE 22
METHODS USED IN PROMOTING SHORT COURSES
AT THE LAND-GRANT INSTITUTIONS

Methods	Excellent		Some Value		Doubtful Value	
	No.	%	No.	%	No.	%
Radio	6	20.0	16	53.3	1	3.3
Television	2	6.7	3	10.0	1	3.3
Bulletins	11	36.7	12	40.0	1	3.3
Newspapers	10	33.3	12	40.0	0	0.0
Newsletters	5	16.7	12	40.0	1	3.3
Magazines	3	10.0	9	30.0	2	6.7
High School Visits	9	30.0	8	26.7	0	0.0
Visits to Prospects	9	30.0	0	0.0	0	0.0
Special Letters	3	10.0	0	0.0	0	0.0
Reunions	1	3.3	0	0.0	0	0.0
Station Days	1	3.3	0	0.0	0	0.0
Short Course Slides	1	3.3	0	0.0	0	0.0
Yearbook	1	3.3	0	0.0	0	0.0
Visitation Day	1	3.3	0	0.0	0	0.0

TABLE 23
METHODS USED IN PROMOTING SHORT COURSES
AT CANADIAN INSTITUTIONS

Methods	Excellent		Some Value		Doubtful Value	
	No.	%	No.	%	No.	%
Radio	4	30.8	5	38.5	1	7.7
Television	1	7.7	3	23.1	0	0.0
Bulletins	1	7.7	9	69.2	0	0.0
Newspapers	1	7.7	10	76.9	1	7.7
Newsletters	0	0.0	7	53.8	2	15.3
Magazines	1	7.7	5	38.5	0	0.0
High School Visits	2	15.3	8	61.5	0	0.0
Visits to Prospects	7	53.8	3	23.1	0	0.0

Although the questionnaire did not request that the donors be identified, several institutions furnished that information voluntarily. Over one-half of the scholarships for which donors were identified were sponsored by bankers. As indicated in Chapter II, the first banker's scholarship was offered in Michigan in 1947. Since that time the bankers' associations in many states have become keenly interested in short courses and are providing excellent scholarships for rural youth. Other scholarship sponsors included: farm organizations, business groups, funds from the governing board of the institutions, chain stores, professional groups, foundations, and individuals.

Short Course Alumni Organizations. In the United States, 26.7 percent of the land-grant institutions had a separate short course alumni organization. Many of the other schools made a special comment indicating that short course alumni were considered a part of the general university alumni organization.

The major activities of those groups having a separate alumni group included: reunions or homecomings, alumni bulletin, promotional activities, booth at state fair, legal aid, and service organizations. Still others listed: picnics, assistance with short course enrollment, committee on short course curriculum, special alumni awards, and support for appropriations through the legislature.

Over one-half of the Canadian schools had short course alumni groups. Some of their activities included: promotional activities, alumni news letter, reunions, and assistance in purchasing some equipment for the schools. One institution indicated plans to reorganize their short course alumni program which was discontinued during World War II. Another school indicated the need for such an organization and is working towards that objective.

Major Problems Concerning The Administration Of a Short Course Program

One of the last items on the questionnaire requested each respondent to indicate the major problems that were encountered in regard to administering the short course program. The recruitment of students and the maintaining of sufficient enrollment was mentioned most frequently. The channeling of proper publicity to prospects was another problem of major concern. In some institutions the major problem was that of having a staff that understood the objectives of the program. Some administrators had a persistent problem of counteracting the idea that the university should provide training for only those students working for academic degrees.

Additional problems included goals of: an adequate budget, a full time short course director, desirable housing,

sufficient scholarships, and more course offerings. Other schools indicated that enrollment was greatly affected by the present draft laws. Some states had a problem of selecting dates for the short course program that would most easily fit into the least busy season of the farming year. Keeping courses up to date and making the short course student feel a part of the university were other problems that were included.

The Canadian administrators listed some of the same general problem areas but included a few additional ones. One administrator was concerned about having instructors that could be effective in teaching such a heterogeneous group. A problem peculiar to the Canadian schools that were not located with a degree granting institution was that of providing employment for the staff from May to October.

CHAPTER VI

ANALYSIS OF RESPONSES FROM INSTITUTIONS WITH NO SHORT COURSE PROGRAMS

The last portion of the questionnaire was directed to the land-grant institutions where there were no short courses of four weeks or longer in duration. In this group there were thirty-three institutions in the United States and no Canadian schools.

Included in this chapter is a discussion concerning (1) the reasons why these institutions did not offer short courses, (2) the names given to courses of less than four weeks in length, and (3) the future plans concerning the development of a short course program at these institutions.

Reasons for Not Having a Short Course Program

Table 24 indicates that there were eight reasons given by the institutions as to why they were not offering short courses. Some respondents gave two or three reasons, others gave only one, and a few did not reply to this particular question. Thirteen, or 39.4 percent, of the colleges indicated that their budget was too limited for a short course program. The second most frequently mentioned reason for not

TABLE 24
REASONS FOR NOT HAVING A SHORT COURSE PROGRAM

Reason	Number	Percent
Budget is Too Limited	13	39.4
No Facilities for Housing	10	30.3
No Facilities for Instruction	9	27.3
No Need for Such a Program	5	15.2
Would be Competing with Other Institutions	3	9.1
Too Few Students to Justify a Program	2	6.1
Program Does Not Belong at Institution	2	6.1
Proposed Program Not Yet Financially Supported	1	3.0

having a program was that of inadequate housing facilities for these non-degree students. Ten, or 30.3 percent, of the institutions included this factor.

A shortage of instructional facilities was listed by nine, or 27.3 percent, of the institutions and a lack of need was indicated by five, or 15.2 percent. A few stated that they would be competing with other institutions in the state. In one of the states a post high school vocational training program was being offered by the state board of education and not affiliated with the land-grant institution. Two schools felt that short course students were too few to justify a

program and one institution stated that its proposed short course program had not yet been financially supported by the legislature.

Programs of Less Than Four Weeks in Length

All of the land-grant institutions not offering short courses indicated that they provided educational programs varying from one day to less than four weeks in length. A question was devoted to determining whether there was uniformity as to the nomenclature of these shorter educational programs. Twenty-four institutions replied to this question and described these programs by nine different terms. Some schools used only one term while others used as many as four different names. The two most commonly used terms were "conference" and "short course". The term "conference" was used by sixteen of these institutions and the term "short course" was used by fourteen.

Field days and workshops were included by four colleges. Two schools had institutes and special days, and three others offered schools, classes, or clinics. It is evident that a lack of uniformity does exist as to nomenclature of the shorter types of program which vary from one day to less than four weeks in length.

Future Plans for Short Course Development

Fourteen, or 42.4 percent, of the institutions that were not offering short courses indicated that they were contemplating the development of such a program. When asked to give details as to their plans, six schools indicated their desire to have a course in general agricultural subjects for the young person planning to follow the pursuits of farming. Six other schools desired to establish courses in specific agricultural subjects, also for the persons desiring to engage in various types of farming.

Twelve schools expressed their preference concerning the length of the program. Eight institutions indicated that a satisfactory program should be between four and nine weeks in length. The other four land-grant institutions planned to develop a one or two year program on a non-degree basis.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

The Problem

The purpose of this study was to survey the land-grant institutions of the United States and the agricultural schools and colleges of Canada to seek answers to the following questions:

1. What is the extent of the short course program in the land-grant institutions throughout the United States?
2. What is the extent of the training in Canada which is comparable to the short course programs at the land-grant institutions in the United States?
3. How are such programs organized and administered?
4. How is this type of educational program integrated with the total pattern of agricultural education in the various institutions?
5. What are the characteristics of existing short course programs?

With these objectives in mind and realizing that personal visits to each institution would be improbable, the questionnaire

was selected as the survey instrument. Questionnaires were sent to all land-grant institutions, including the seventeen negro schools. The fifteen Canadian institutions where short courses were offered were also mailed the questionnaire.

The response was very encouraging. One hundred percent of the member institutions of the Association of Land-Grant Colleges and Universities replied to the questionnaire. Over seventy percent of the negro land-grant institutions and 86.7 percent of the Canadian schools did likewise.

In order to delimit the study, a definition was needed for the term "short course". The definition which was used was "a non-degree program in agriculture or home economics of four weeks or longer in duration". There is nothing sacred about this definition, but it was felt necessary to separate the longer, more formal and highly organized type of short course program from the conference type of program which lasts but a few days.

Summary

The general findings without too much reference to the specific percentages follow.

1. There were thirty land-grant institutions and thirteen Canadian schools which indicated that they had educational programs that could be classified under the definition given to a "short course". During 1954-54 there were almost three

thousand short course students in the land-grant institutions and about nine hundred in the Canadian schools.

2. Ten land-grant institutions that were offering short courses began their first short course before 1900. Eight programs started between 1900 and 1919, none from 1920 to 1939, and twelve from 1940 to 1954. Short course development at the thirteen Canadian institutions has followed a somewhat similar pattern. A major difference is that the Canadian schools continued to increase during the 1920's when the short course program in the United States had no increase whatever.

3. Since 1940, nine land-grant institutions had discontinued one or more short courses. A total of fourteen courses were discontinued and seven were cancelled because of insufficient student enrollment.

4. At the land-grant institutions the short course program was either under the supervision of the dean of agriculture, one of his assistants, or a short course director who was responsible to him. In the Canadian colleges and universities the president or the dean was responsible for the short course program. The "schools" were under the supervision of the departments of agriculture within the provinces.

5. Administrative assistants were assigned to short course directors in five of the land-grant institutions. For the five institutions there was a total of sixteen full time and seventeen half time assistants.

6. The entrance requirements varied concerning formal education, experience, and minimum age. Over one-half of the land-grant institutions listed some educational requirement. Over one-half of the institutions gave a minimum age level, and about one-fourth of these schools indicated that experience was required. High school graduation was required by forty-three percent of the schools. The Canadian schools were more lenient of their educational requirements, but stipulated the minimum age level more frequently. Experience was required in forty-six percent of the Canadian schools.

7. The weekly schedule of the short course student was more occupied with class activities than was that of the degree student in sixty-three percent of the land-grant institutions. Laboratory activity required more hours per week in almost three-fourths of the schools. All of the Canadian schools indicated that short course students spent more time in laboratory as well as total class activities. The short course students' weekly schedule indicated that more time was devoted to supervised group activities and less time for out-of-class work. One institution suggested that class activity should be from thirty-three to forty-one hours and study time should be from ten to fifteen hours. Others stressed that students should be kept busy most of the time since they did not use free time as efficiently as did the degree students.

8. Over three-fourths of the land-grant institutions indicated that less than ten percent of their short course students transferred to the degree programs. In the Canadian institutions there was less than five percent of the students that transferred.

9. No fees or tuition were charged short course students in two of the land-grant institutions. Twenty charged fees that were equal to those of degree students and eight of the schools had fees that were less than those of degree students. In the Canadian schools, five had no fees and the other eight had fees less than those for the degree students.

10. The instructional staff used for short courses at land-grant institutions was primarily the regular teaching faculty. At only two schools was a separate staff employed, and at four additional schools a supplemental staff was added to the regular faculty to assist with the short course teaching.

11. The following particular qualifications were suggested for the short course instructor: ability to explain on a practical level; should have practical experience; vocational agriculture training with some specialization; outlook a bit less academic; extension experience valuable; and must realize that students will soon be on the job.

12. Eighty percent of the land-grant institutions and ninety-two percent of the Canadian schools made provisions for having the short course classes separate from the degree classes.

13. The methods of instruction suggested by the respondents included: emphasis on practical application (suggested eleven times); more laboratory work than for degree students (suggested six times); more on the "how"; more vocational; demonstration type; related to home farm problem and farm situation; stress "how" more than "why"; less on theory, more discussion; tie in auxiliary courses with core subjects; and, geared to the needs of the students.

14. The amount of credit which a short course student received when he transferred to a degree program varied considerably from school to school.

15. Convocations and assemblies were the most frequent method of orientation used for the new students. In those institutions where the short course calendar corresponded with that of the degree program, the regular Freshman Week schedule for orientation was used. Another technique frequently employed was a special course in orientation offered during the first term or semester.

16. All except one institution signified that they made provision for vocational, personal, and educational counseling.

17. All of the institutions indicated that dormitory accommodations were preferred to other types of housing. Forty-three percent made an additional comment stating that they desired a separate dormitory for short course students.

It was revealed that temporary housing was still used for more than one-half of the short course students at 23 percent of the institutions. In regard to the size of the dormitory preferred, eight schools suggested between one hundred and one hundred and twenty-five students per living unit, and five suggested between one hundred and fifty and two hundred and fifty students. Almost all schools that gave any preference concerning the number of students per room indicated that two students were to be desired.

18. Over thirty types of leadership activities were mentioned as being used to train short course students in Canada and the United States. Some schools listed eight or ten techniques. Others listed only a few, and six stated that they provided no leadership activities for their short course students.

19. Both placement and follow-up activities were provided for short course students in twenty-eight percent of the land-grant and Canadian institutions. Students were assisted with placement after completing short courses, and in those institutions having a two-year program, placement was made available between the two school years. In addition, each student was contacted at his place of employment for the express purpose of providing additional instruction and assistance. Sixty-one percent of the institutions made provision for placement, but not for follow-up.

20. At five institutions students were given additional credit if they had taken high school courses in vocational agriculture. Some of the institutions giving credit for this agricultural work indicated that they permitted the students to complete the short course program earlier. One institution waived certain required courses depending upon the number of years the students were enrolled in vocational agriculture. Another school gave more advanced work to those students who had taken agriculture in high school. In one state a student with no background in vocational agriculture was required to devote an additional year (twenty-two weeks) to the short course program.

21. At all but one institution certificates were given to students at the completion of short courses. Grades are much like certificates of accomplishment and most institutions followed a policy of giving grades to short course students.

22. In the promotion of short course activities, the groups most frequently suggested as being very helpful were the extension personnel, the instructors of vocational agriculture, and the short course alumni. Additional groups which were of real value included the bankers, various farm organizations, and school personnel. Several institutions indicated that the farm organizations were of no help. Others received no help from some of the school personnel.

23. The promotional techniques listed as most helpful were: bulletins and newsletters; high school visits; visits to the homes of prospective students; and radio programs.

24. Over eight hundred scholarships were available for short course students at the land-grant institutions and almost two hundred at the Canadian institutions. One-half of the scholarships for whom donors were identified were sponsored by bankers. Other scholarship sponsors included: farm organizations; business groups; funds from the governing boards of the institutions; chain stores; professional groups; foundations; and individuals.

25. Separate short course alumni organizations were functioning at over one-fourth of the land-grant institutions and at over one-half of the Canadian schools.

26. A major problem encountered concerning the administration of a short course program was the recruitment of prospective students and the maintaining of sufficient enrollment. The channeling of proper publicity to prospects was another problem of concern. Having a staff in sympathy with the program so that it does not receive "tag-end" attention was also troublesome in some schools. Other short course administrators faced the problem of counteracting the idea that the university should provide training for only those students working for degrees. Some of the other comments included goals of: adequate budget; desirable housing; sufficient

scholarships; full time director; cooperation from more agencies; and, keeping the faculty aware of the value of the short course program.

27. The land-grant institutions that offered no short courses of four weeks or longer in duration listed a limited budget and inadequate housing and instructional facilities most frequently as being the reasons for not having a short course program.

28. All of the institutions that were not offering short courses were providing educational programs varying from one day to less than four weeks in length. Although there was a lack of uniformity as to nomenclature, the terms "conference" and "short course" were most commonly used to denote these shorter educational programs.

29. Fourteen of the thirty-three institutions that were not offering courses indicated that they were desirous of establishing a short course program.

Conclusions

After considering the data and the findings the following conclusions have been drawn.

1. Since World War II several new short course curricula have been added to the existing programs at many of the institutions and these programs are just gaining momentum. The Korean conflict has limited enrollment during the past few

years, and it is now likely that new heights in enrollment will be achieved very shortly. It seems evident that land-grant institutions have a revived interest in attempting to serve rural youth who are not being reached by the degree courses.

2. A full time director of the short course activities seems to be desirable for providing a satisfactory program.

3. The director of the short course program should be responsible to the dean of agriculture or one of his assistants.

4. Although it is assumed that most short course students are now high school graduates, there is no evidence that high school graduation should be a prerequisite for the short course program.

5. The short course program should be for those who for various reasons do not choose to take advantage of the longer program, but yet desire to be benefited by the facilities of the institution. The short course program should not be considered to be primarily a preparatory school for college. Provisions should be made to assist the student desiring to transfer from the short course program to the degree program or vice versa. Every effort should be made to screen the applicants to be certain that they are enrolled in the program which best suits their needs and long range objectives. This makes some individual counseling with the applicant necessary.

6. Because the selection of an appropriate program also has implication for vocation and further educational choices, counseling services should be provided which are more than cursory advisement. Ample opportunity for the short course student to take advantage of such services should be given during their limited stay on campus.

7. The regular teaching faculty of the institution rather than a separate staff should be employed for instructing short courses. Staff members should be selected who can explain on the practical level.

8. Staff members should be given comparable load and time adjustment for either teaching short course classes or degree classes.

9. Short course classes should be separate from degree classes because of the differences in purpose of the two groups of students.

10. Because what is being learned will be applied almost directly to the working situation, instruction must be on a practical level with more laboratory work than for degree students.

11. It should be possible to apply credit for short courses as a part of the degree program providing the academic work has been of acceptable quality.

12. It would seem desirable to develop some type of orientation program which would begin before the student reaches the campus and continue during his entire short course.

13. Dormitory accommodations with two men per room are desirable. Total capacity per living unit should approximate one hundred to one hundred and fifty students.

14. Separate leadership activities should be provided for the short course students.

15. Placement and follow-up activities should be provided if students are to be given assistance in securing employment and in advancing in their vocational pursuits.

16. Since most of the short course students are graduates of vocational agricultural programs, the normal program should be built on this assumption. When there is no background of vocational agriculture the students should be required to spend the necessary additional time to make up for the lack of background.

17. All too frequently high school administration and faculty members are unfamiliar with the short course program. A better method of informing these people who are in a position to contact students who can profit by short courses seems desirable. Also, farm organizations should be properly informed of short course activities and encouraged to assist with promotional efforts. This means that a more adequate promotional program including high school visits, bulletins, radio, television, and such other media as will reach prospective students should be developed.

18. Consideration should be given to developing more effective scholarship programs.

19. Serious consideration should be given to developing a separate alumni organization. Such an organization would provide a more effective means of group identification and continual growth on the part of the various members. From the standpoint of the college, such an organization would provide promotional value and would provide a basis for continuously evaluating the program.

Implications for Further Research

On the basis of the findings and the conclusions, the following suggestions for further research are made. These suggestions do not constitute a complete list by any means, but at least are indicative of further research and study which should be carried out.

1. Since some short course programs have been in continuous operation for over sixty years, it would appear desirable to have a comprehensive and intensive follow-up study made of former short course students in one or more of the institutions with such programs.

2. The value of short courses could be determined further by a study that would measure the new farm practices adopted by former students as well as the evidence of community leadership.

3. The opportunity made possible for after dinner programs when group dining facilities are available has not been

appreciated in many institutions. Further study as to the most effective after dinner programs could be of much value. Such a study could include the types of leadership experiences needed by a student so that he may become an effective leader in his community.

4. A study is needed concerning the type of dormitory accommodations that are best suited to the non-degree students.

5. A study concerning the ways to evaluate the relative effectiveness of segregated versus combined classes of short course and degree students is needed.

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The term "Short Course" has many meanings. In this survey, we are defining it as any non-degree program in Agriculture or Home Economics of four weeks or longer in duration.

1. What is the title of the person directly responsible for your Short Course Program? _____
2. Is this (Short Course director) a full time or a part time position?
_____ Full time position.
_____ Part time. If a part time position, what other title or duties does he have?

3. To whom is this (Short Course director) directly responsible? (Please check appropriate answer)
_____ Dean of Agriculture
_____ Committee of deans
_____ Assistant Dean of Agriculture
_____ President
_____ Other (Please specify) _____
4. How many administrative assistants (non-secretarial and clerical) does the Short Course director have?
_____ Full time assistants
_____ Half time assistants
_____ Other (Please specify) _____
Are they reimbursed by vocational funds?
5. List those Short Courses which you now offer that are 4 weeks or longer, and kindly give the number of students enrolled in the years indicated.

[illegible]

6. List those Short Courses of 4 weeks or longer which have been discontinued since 1940.

Name of Short Course	Length (In Weeks)	No. of Yrs. Offered	Reason for Discontinuance

7. When was the first Short Course offered at your institution? _____
8. What was this first Short Course called? _____

IF YOUR INSTITUTION OFFERS NO SHORT COURSES OF FOUR WEEKS OR LONGER IN DURATION, YOU MAY OMIT QUESTIONS 9 THROUGH 37, BUT PLEASE COMPLETE THE LAST PAGE OF THE QUESTIONNAIRE.

9. What are your present entrance requirements for Short Course students? (Check as many as apply)
- _____ None
- _____ At least _____ years of formal education.
- _____ At least _____ years of age.
- _____ At least _____ years of satisfactory work experience in field of study.
- _____ Other. (Please specify) _____
10. Who teaches Short Course classes? (Please check appropriate answer)
- _____ Regular faculty.
- _____ Graduate assistants.
- _____ Part-time staff for Short Courses only.
- _____ Other. (Please specify) _____
- Note--If you checked more than one answer, kindly place a second (x) in front of the type of instructor most frequently used.
11. How are the classes taught? (Check appropriate answer)
- _____ Combined with the four year degree students.
- _____ Separated from the four year degree students.
- _____ Other. (Please specify) _____
12. What load and time adjustment, if any, is made for teaching Short Course students? (Check appropriate answer)
- _____ Given the same provision as for teaching class of degree students.
- _____ Carried as an extra load, but extra remuneration given.
- _____ Carried as an extra load: no extra remuneration made.
- _____ Other. (Please specify) _____
13. In reference to your answers to questions 9, 10, 11, and 12, what changes, if any, would you propose for the improvement of your program? _____
- _____
- _____

14. Should different methods of instruction be used for Short Course students than for degree students? Yes____. No____. If yes, what are the differences?

15. Should instructors possess particular qualifications and characteristics different from those who teach degree students? Yes____. No____. If yes, please specify._____

16. Compare the Short Course students' weekly schedule with the schedule of the degree student enrolled in a comparable group of subjects. In the spaces provided, insert the words more, fewer, or equal.

Short Course students have_____ hours of laboratory work.
 Short Course students have_____ hours of lecture and recitation.
 Short Course students have_____ hours of total organized class activity.

Comments:_____

17. Is class attendance required for Short Course students? Yes____. No____.

18. Do students receive grades? Yes____. No____.

19. Are certificates or diplomas awarded to Short Course students? Yes____. No____.

20. Do students receive extra credit of some kind if they were enrolled in Vocational Agriculture in high school? Yes____. No____. Please explain._____

21. About what percentage of the Short Course students transfer to the degree program at some later time?_____.

22. If Short Course students transfer to the degree program in agriculture, on what basis are they given credit for their Short Course work? (Check appropriate answer)
- ☐ Full credit in major or minor.
- ☐ Elective credit.
- ☐ No credit.
- ☐ Varying amount of credit. (Please explain) _____
- _____
- _____
- _____

23. What tuition or fee do Short Course students pay? (Check appropriate answer)
- ☐ None.
- ☐ Equal to degree students.
- ☐ Less than degree students.
- ☐ Other. (Please specify) _____

Please give any comments regarding fees. _____

24. List the approximate percentage of Short Course students that live in the following types of housing.

☐ Private homes.

☐ Regular college residence halls or dormitories.

☐ Separate Short Course dormitories.

☐ Boarding houses.

☐ Temporary housing.

☐ Other. (Please specify) _____

25. What type of housing would you prefer for Short Course students? If your preference is a dormitory, please indicate the total capacity preferred, the number per room, and other more detailed suggestions. _____
- _____
- _____
- _____

26. What provision is made for orienting Short Course students to the program when they first arrive at your institution? _____
- _____
- _____
- _____

27. Do you make provision for the Short Course student to talk over his problems?
- Vocational? Yes _____. No _____.
 Educational? Yes _____. No _____.
 Personal? Yes _____. No _____.

28. To whom does the student go for this counseling as referred to in question 27?

29. What changes, if any, would you like to make regarding items 26 and 28?

30. What leadership activities are provided for your students? Check those which apply and please add other techniques which you use.

- ☐ None.
☐ Short Course council.
☐ After-dinner programs.
☐ Judging teams.
☐ _____
☐ _____
☐ _____
☐ _____

What other activities would you like to develop for your students?

31. Indicate the extent of your placement and follow-up activities that are provided for your Short Course students. (Check as many answers as may be appropriate.)

- ☐ Students are assisted with placement after completing short course.
☐ Students are assisted with placement between Short Courses.
☐ Students are contacted at their place of employment for the purpose of providing additional instruction and assistance.
☐ Other. (Please specify) _____
☐ _____
☐ _____

32. Please give number of scholarships available for the Short Course students and the amount of each scholarship.

33. Rate the following groups of people in your state as to their assistance in the promotion of your Short Course program. Please include other groups which may be helpful in your state. Indicate most helpful group.

	Very helpful	Some help	No help
Short Course Alumni			
Extension Workers			
Vo-Ag. Instructors			
Vo-Home Ec. Instructors			
High School Principals			
High School Counselors			
High School Superintendents			
Farm Bureau			
Grange			
Farmers' Union			

34. Rate the following as to their effectiveness in assisting to promote your Short Course program. Please add other methods which you have used. Indicate most effective method.

	Excellent	Some Value	Doubtful Value	Never have used
Radio				
Television				
Bulletins				
Newspapers				
Newsletters				
Magazines				
High School Visits				
Home Visits to Prospective Students				

35. Excluding staff salaries, what budget is available for your Short Course program?

\$ _____ Secretarial and clerical assistance.
 \$ _____ Operational budget (Supplies, printing, equipment, etc.)
 \$ _____ Travel budget for contacting students at their employment.

36. Do you have a Short Course alumni organization? Yes _____. No _____. If yes, what are its major activities? _____

37. In order that we may benefit from experiences shared by others in comparable positions, what do you feel are the major problems encountered concerning the administration of a Short Course program? If you have found effective ways to solve some of these problems, your suggestions would also be appreciated.

QUESTIONS 38 THROUGH 42 SHOULD BE ANSWERED ONLY BY THOSE INSTITUTIONS WHICH PRESENTLY HAVE NO SHORT COURSES THAT ARE FOUR WEEKS OR LONGER IN DURATION.

38. What are the major reasons why your institution does not offer any Short Courses of four weeks or longer? (Check as many answers as apply)
- ☐ We seem to have no need for such a Short Course program.
 - ☐ We have no facilities for instructing such a group.
 - ☐ We have no facilities for housing such a group.
 - ☐ We would be competing with other institutions in the state.
 - ☐ We feel that such a program does not rightly belong at our institution.
 - ☐ Our budget is too limited.
 - ☐ Other (Please specify) _____
-
39. Does your institution presently offer special courses or conferences in Agriculture or Home Economics of one day to four weeks in length? Yes _____. No _____
40. What term do you use to describe these courses of less than four weeks? _____
-
41. Are you contemplating the development of a Short Course program as defined at the beginning of this questionnaire? Yes _____. No _____.
42. If your answer to question 41 was yes, what type of courses would you like to develop? _____
-
-
-

Will you kindly send me a copy of your Short Course catalog and other Short Course bulletins? A copy of any evaluation instruments which you may use at the completion of each year's work would also be appreciated.

Please mail to: Vernon C. Larson
Department of Short Courses
Michigan State College
East Lansing, Michigan

Please give: Your name _____
Position _____
Institution _____

•

**MICHIGAN STATE COLLEGE
EAST LANSING**

SCHOOL OF AGRICULTURE
OFFICE OF THE DEAN

April 1, 1954

Dean _____
School of Agriculture
_____ University
_____, _____

Dear Dean _____:

Mr. Vernon Larson of our Department of Short Courses is making a study of non-degree terminal programs in agriculture and home economics. We would like to solicit your help in making this study and would appreciate it greatly if you would designate a member of your staff to complete the attached questionnaire. The questionnaire is being sent to the agricultural colleges in Canada and the land-grant institutions in the United States

Throughout the questionnaire we have used the term "Short Course" to refer to any non-degree terminal program of more than four weeks in length.

We believe that this study when completed will be of interest to most if not all of the agricultural colleges. In no instance will the name of the institution be identified with any item of the questionnaire in the published report. Copies of the report will be made available to each of you.

We will appreciate your giving this matter your personal attention.

Sincerely,

Clifford M. Hardin, Dean

CMH/ml
Enclosure

APPENDIX C

Institutions in the United States to Which Questionnaires Were Sent:

- *Alabama Agricultural and Mechanical Institute
- *Alabama Polytechnic Institute
- *University of Alaska
- *University of Arizona
- *Arkansas Agricultural, Mechanical and Normal College
- *University of Arkansas
- *University of California
- *Colorado Agricultural and Mechanical College
- *University of Connecticut
- *Delaware State College
- *University of Delaware
- Florida Agricultural and Mechanical College for Negroes
- *University of Florida
- *Fort Valley State College (Georgia)
- *University of Georgia
- *University of Hawaii
- *University of Idaho
- *University of Illinois
- *Purdue University (Indiana)
- *Iowa State College of Agriculture and Mechanic Arts
- *Kansas State College of Agriculture and Applied Science
- *Kentucky State College

- *University of Kentucky
- *Louisiana State University and Agricultural and Mechanical College
- *Southern University and Agricultural and Mechanical College (Louisiana)
- *University of Maine
- *Maryland State College at Princess Anne
- *University of Maryland
- *University of Massachusetts
- *Michigan State College
- *University of Minnesota
 - Alcorn Agricultural and Mechanical College (Mississippi)
- *Mississippi State College
- *Lincoln University (Missouri)
- *University of Missouri
- *Montana State College
- *University of Nebraska
- *University of Nevada
- *University of New Hampshire
- *Rutgers University (New Jersey)
- *New Mexico College of Agriculture and Mechanic Arts
- *New York State College of Agriculture, Cornell University
- *University of North Carolina
 - *Agricultural and Technical College of North Carolina
- *North Dakota Agricultural College

*Ohio State University
Langston University (Oklahoma)
*Oklahoma Agricultural and Mechanical College
*Oregon State College
*Pennsylvania State University
*University of Puerto Rico
*University of Rhode Island
*Clemson Agricultural College (South Carolina)
*State Colored Normal, Industrial, Agricultural and
Mechanical College of South Carolina
*South Dakota State College of Agriculture and Mechanic
Arts
Tennessee Agricultural and Industrial State College
*University of Tennessee
*Agricultural and Mechanical College of Texas
Prairie View Agricultural and Mechanical College (Texas)
*Utah State Agricultural College
*University of Vermont
*Virginia Polytechnic Institute
*Virginia State College
*State College of Washington
*University of West Virginia
*West Virginia State College
*University of Wisconsin
*University of Wyoming

Institutions in Canada to Which Questionnaires Were Sent:

- **Fairview School of Agriculture, Alberta
- *Olds School of Agriculture, Alberta
- *University of Alberta
- *Vermilion School of Agriculture, Alberta
- **University of British Columbia
- *Brandon Agricultural and Homemaking School, Manitoba
- *University of Manitoba
- *Nova Scotia Agricultural College
- *Kemptville Agricultural School, Ontario
- *OntarionAgricultural College
- *Western Ontario Agricultural School
- *College of Agriculture, Ste. Anne de Pocatiere, Quebec
- *Macdonald College, Quebec
- *Oka Institute of Agriculture, Quebec
- *University of Saskatchewan

* Indicates those institutions which replied to the questionnaire.

** Indicates those institutions which replied to the questionnaire, but the reply was received too late to be included in the study.

APPENDIX D

Dates When Short Courses Were Established

Land-Grant Institutions

1869 - Illinois
1885 - Wisconsin
1887 - Indiana
1888 - Minnesota
1892 - New York
1892 - Pennsylvania
1894 - Michigan
1895 - New Hampshire
1896 - Montana
1897 - Massachusetts
1901 - Connecticut
1903 - Maine
1907 - New Jersey
1908 - South Dakota
1908 - California
1909 - Idaho
1918 - Iowa
1940 - West Virginia (Negro)
1940 - North Carolina (Negro)
1945 - North Carolina
1948 - Louisiana

- 1949 - Delaware
- 1951 - Arkansas (Negro)
- 1951 - Virginia (Negro)
- 1952 - North Dakota
- 1952 - Rhode Island
- 1953 - Mississippi
- 1953 - Nevada
- 1953 - Tennessee
- West Virginia - No answer

Canadian Institutions

- 1885 - Nova Scotia
- 1893 - Oka, Quebec
- 1906 - University of Manitoba
- 1912 - University of Saskatchewan
- 1913 - Vermilion, Alberta
- 1913 - Olds, Alberta
- 1917 - Kemptville, Ontario
- 1920 - Ontario Agricultural College
- 1921 - University of Alberta
- 1921 - Macdonald College, Quebec
- 1928 - Ste Anne de Pocatiere, Quebec
- 1948 - Brandon, Manitoba
- 1951 - Ridgetown, Ontario

APPENDIX E

Names Given to First Short Courses

Land-Grant Institutions

Agricultural Short Course (2)
Commercial Beef Cattle Production
Commercial Practical Dairying
Dairy Herdsmen
Farm Dairying
Farm Short Course
Farmers' Course
General Agriculture
Livestock Care and Management
Livestock Production Short Course
Program for Herdsmen
School of Agriculture (2)
Short Course for Farmers
Short Course in Agriculture
Short Course in Dairying
Short or School Course
Twelve Week Short Course
Twelve Weeks Winter Course
Two-Year Course
Two-Year Course in Agriculture
University Farm School Course of Study

Vocational Agriculture (2)
Winter Course in Agriculture
Winter Short Course
Workshop in Farm Mechanics

Canadian Institutions

Agricultural School
Agriculture Course
Agriculture and Home Economics
Associate Course in Agriculture
Cream Graders' Course
Diploma Course
Diploma Course in Agriculture
Practical Course
School of Agriculture
School of Agriculture and Home Economics
Short Course
Short Course in Agriculture
Winter Course in Agriculture and Home Economics

APPENDIX F

SHORT COURSE PROGRAM ENROLLMENTS AT LAND-GRANT INSTITUTIONS

State	Name of Course	Length of Course		No. of Years Course Has Been Offered	Number of Students Enrolled									
		Weeks Per Year	Number of Years		Years									
					20-	30-	40-	45-	50-	51-	52-	53-	54-	
					21	31	41	46	51	52	53	54		
California	One and Two Year Curricula in Agriculture	32	2	45	606	391	799	569	577	331	306	256		
Connecticut	Ratliffe Hicks School of Agriculture	36	1 or 2	13	-	-	-	43	96	101	106	93		
Delaware	Agricultural Short Course	5	1	4	-	-	-	-	47	37	35	32		
Idaho	Practical Commercial Dairying	20	1	45	10	12	10	5	5	6	-	3		
Illinois	Winter Short Course in Agriculture	6	1	3	-	-	-	-	-	78	98	108		
Indiana	Eight Weeks Winter Course Country Elevator Business Course	8	1	67	90	75	166	182	119	90	118	144		
	Four Weeks Short Course at Fort Wayne	8	1	8	-	-	-	47	13	-	-	-		
		4	1	6	-	-	-	-	10	23	18	24		
Iowa	Farm Operation* Herdsmen	36	2	9	-	-	-	116	481	438	488	487		
	Dairy Plant Operation	12	1	37	82	83	106	37	50	26	27	25		
		24	2	54	23	36	64	45	33	28	16	16		
Louisiana	School of Vocational Agriculture	52	2	6	-	-	-	-	27	27	27	27		
Maine	Two Year Program in Agriculture	24	2	6	62	62	63	63	56	54	53	54		

* Enrollment figures include some degree students

APPENDIX F (Cont.)

State	Name of Course	Length of Course		No. of Years Course Has Been Offered	Number of Students Enrolled									
		Weeks Per Year	Number of Years		Years									
					20-	30-	40-	45-	50-	51-	52-	53-	54-	
Massachusetts	Animal Husbandry	28	2	36	334	240	60	106	99	93	84			
	Dairy Husbandry	28	2	36			41	43	28	18	15			
	Poultry Husbandry	28	2	36			33	65	39	30	26			
	Vegetable Growing	28	2	36			8	17	12	11	8			
	Floriculture	28	2	36			47	50	32	36	25			
	Fruit Growing	28	2	36		178	13	16	3	-	-			
	Ornamental Horticulture	28	2	36			47	48	30	24	32			
	Turf Maintenance	28	2	12			-	26	19	17	9			
	Arboriculture	28	2	8			-	21	13	23	16			
	Food Management	32	2	15			19	21	8	13	22			
	Forestry	32	2	9			-	25	23	25	24			
Michigan	General Agriculture	16	2	48	257	79	257	241	207	177	184			
	Home Economics	8	1	40	-	2	65	16	18	16	27			
	Agricultural Engineering	8	1	32		14	20	8	6	10	13			
	Commercial Fruit Production	8	1	56	18	-	-	4	7	4	5			
	Dairy Manufacturing	8	1	32	-	25	43	11	8	5	11			
	Dairy Production	8	1	60	18	34	33	7	3	16	11			
	Poultry	8	1	45	15	20	10	6	7	11	7			
	Horseshoeing	12	1	7	-	-	-	12	8	12	12			
	Elevator and Farm Supply	48	1½	7	-	-	-	21	19	18	23			
	Commercial Floriculture	48	2	7	-	-	-	36	30	20	19			
	Nursery and Landscape Management	48	2	7	-	-	-	-	23	16	19			
	Forest Practice	48	1	7	-	-	-	18	11	5	-			
	Farm Equipment Service and Sales	48	1½	7	-	-	-	28	29	30	19			
	Lumber Merchandising	4	1	6	-	-	-	-	-	28	29			
	Muck Farming	4	1	17	-	-	-	-	-	-	7			

APPENDIX F (Cont.)

State	Name of Course	Length of Course		No. of Years Course Has Been Offered	Number of Students Enrolled									
		Weeks Per Year	Number of Years		Years									
					20- 21	30- 31	40- 41	45- 46	50- 51	51- 52	52- 53	53- 54		
Minnesota	General Farming	22	2	30	250	39	60	77	65	68	34			
	Farm Mechanics	22	2	30	61	101	70	51	41	44	40			
	Crop Production	22	2	30	-	1	-	3	2	3	2			
	Livestock Production	22	2	30	34	41	23	19	16	21	18			
	Home Economics	22	2	30	111	108	79	10	15	15	12			
	Horticulture	22	2	30	15	13	7	5	3	1	-			
	Practical Nursing and Home Management	33	2	5	-	-	-	20	24	25	19			
	Office Training and Home Management	22	2	1	-	-	-	-	-	-	4			
	Food Technician	22	1½	1	-	-	-	-	-	-	1			
	Adult Specials	-	-	-	43	15	48	29	25	24	30			
Mississippi	Commercial Beef Cattle Production*	2	1	2	-	-	-	-	-	23	25			
Montana	Ag Terminal	36	1 or 2	5	-	-	-	-	7	7	14			
Nevada	Short Course in Agriculture	6	1	1	-	-	-	-	-	-	8			
New Hampshire	Thompson School of Agriculture	36	2	59	46	29	49	46	119	99	78	73		
New Jersey	Dairy Husbandry	10	1	47	-	12	41	42	35	17	20	16		
	Fruit Growing	10	1	47	-	19	7	15	10	-	7	7		
	Vegetable Production	10	1	47	-	9	11	13	9	11	15	12		
	Animal Husbandry	10	1	13	-	-	-	16	23	10	15	3		
	Poultry	10	1	43	-	36	35	57	28	20	12	29		
	Turf Management	10	1	9	-	-	-	7	7	-	2	8		
New York	Landscape Maintenance	10	1	5	-	-	-	-	1½	13	16	20		
	Two-Year Course	32	2	25	-	43	212	133	199	192	176	169		
North Dakota	Agricultural Short Course	8	1	3	-	-	-	-	-	100	124	105		

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* Enrollment figures not included in tabulation since course is less than 4 weeks in length.

APPENDIX F (Cont.)

State	Name of Course	Length of Course		No. of Years Course Has Been Offered	Number of Students Enrolled									
		Weeks Per Year	Number of Years		Years									
					20- 21	30- 31	40- 41	45- 46	50- 51	51- 52	52- 53	53- 54		
North Carolina	Short Courses	4	1	8	-	-	-	-	-	-	-	-	-	-
Pennsylvania	Dairy Farming	4	1	14	1	1	59	42	17	20	15	16		
	General Farming	4	1	14	1	1	16	25	18	19	13	11		
	Livestock Farming	4	1	14	1	1	3	12	7	14	-	9		
Rhode Island	Vocational Agriculture	36	1	2	-	-	-	-	-	-	10	15		
South Dakota	School of Agriculture	20	2	46	102	250	150	-	100	99	96	92		
Tennessee	Winter Course in Agriculture	6	1	1	-	-	-	-	-	-	-	25		
West Virginia	Two-Year Course in Agriculture	36	2	35	3	3	3	3	3	3	3	3		
	Two-Year Course in Home Economics	36	2	77	-	-	-	-	2	2	2	2		
Wisconsin	Farm Short Course	15	2	68	360	120	314	198	188	152	146	163		
	Winter Dairy Course	12	1	64	95	37	42	31	26	19	33	24		
<u>Negro Schools</u>														
Arkansas (A.M. and N.)	Short Courses	4	1	3	-	-	-	-	-	5	5	5		
North Carolina (A. and T.)	Dairy Short Course	12	1	13	-	-	8	6	8	10	11	10		
	Poultry Short Course	12	1	4	-	-	-	-	5	7	7	4		
	Dressmaking	12	1	4	-	-	-	-	17	21	22	18		
Virginia (State College)	Two-Year Terminal	36	2	2	-	-	-	-	-	-	-	-		
West Virginia (State College)	Two-Year Courses	36	2	13	-	-	5	-	14	12	2	8		
	Community College	4	1	2	-	-	-	-	-	-	63	88		
TOTAL					3042	2278	3231	2114	2948	2952	2936	2982		

APPENDIX F (Cont.)

SHORT COURSE PROGRAM ENROLLMENTS AT CANADIAN INSTITUTIONS

Name of Institution	Name of Course	Length of Course Weeks Per Year	Number of Course Years Has Been Offered	Number of Students Enrolled									
				Years									
				20-	30-	40-	45-	50-	51-	52-	53-	54-	
				21	31	41	46	51	52	53	54		
Brandon School of Agriculture	Winter Course	16½	1	5	-	-	-	-	47	34	49	51	
College of Agriculture, Que.	Home Economics	15	2	4	-	-	-	-	49	59	55	59	
Kemptville School of Agriculture	Agriculture	24	2	36	-	-	-	-	-	-	-	75	
	Home Economics	24	1 or 2	-	-	-	-	-	-	-	-	24	
Macdonald College	Diploma Course	20	2	-	-	34	23	59	56	45	44	48	
	Advanced Diploma Course	24	1	-	-	-	-	4	1	2	1	-	
Nova Scotia Agricultural College	Farm Course	-	-	-	-	21	18	65	27	28	27	20	
	General Agriculture Course	-	-	-	-	-	-	-	-	-	-	10	
Oka Agricultural Institute	Medium Course	24	2	61	40	60	35	39	20	21	13	8	
Olds School of Agriculture	Two-Year Course	23	2	41	-	-	-	-	-	-	-	-	
Ontario Agricultural College	Diploma Course	26	2	34	71	118	90	73	137	134	98	137	
University of Alberta	Diploma and Certificate Course in Dairying	23	1	9	-	-	-	16	-	12	-	15	

APPENDIX F (Cont.)

Name of Institution	Name of Course	Length of Course Weeks Per Year	Number of Years	Number of Years Course Has Been Offered	Number of Students Enrolled									
					Years									
					20- 21	30- 31	40- 41	45- 46	50- 51	51- 52	52- 53	53- 54		
University of Manitoba	Diploma Course in Agriculture	18	2	48	9	9	8	11	26	31	25	30		
	Dairy School	12	1	36	9	14	12	26	6	7	11	11		
University of Saskatchewan	School of Agriculture	20	2	42	108	47	110	230	142	100	127	133		
Vermilion School of Agriculture	Vocational Agriculture Two-Year Course	20	2	32	35	60	45	100	100	100	95	94		
	Vocational Agriculture Two-in-One Course	20	1	22	-	10	12	35	27	24	26	24		
	Vocational Homemaking Two-Year Course	20	2	32	20	40	45	50	38	35	32	32		
	Vocational Homemaking Two-in-One Course	20	1	22	-	10	8	10	12	11	9	8		
Western Ontario Agricultural School	Western Ontario Agricultural School	20	2	3	-	-	-	-	-	42	85	92		
TOTAL					292	423	406	668	688	683	697	871		

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