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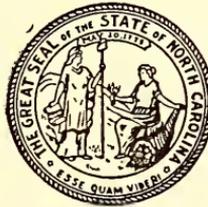
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ABSTRACTS OF GRADUATE THESES
1958-1959

THE AGRICULTURAL AND TECHNICAL COLLEGE
OF
NORTH CAROLINA
GREENSBORO, NORTH CAROLINA

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PREFACE

Graduate School programs are incessantly moving in the direction of "quality par excellence." This is especially true in the area of scientific research, where opportunities for graduate students have availed themselves and are more than ever being emphasized in this area. Academicians and students may harness and direct their activities toward the satisfactory realization and fulfillment of their ambitions, aspirations, hopes, and desires.

Great significance may be imposed upon the fact that the results of this scientific process has helped to lift the veils of ignorance and permitted the propagation of the seeds of intelligence through social enlightenment.

These "gems" of disciplined searching are presented as mileposts on the highway of scientific thought. We sincerely trust that their worth will contribute toward the broadening, deepening, and uplifting of the intellectual perspective of mankind in his quest of fact and truth.

PROMOTIONAL DEVICES EMPLOYED BY TEACHERS OF VOCATIONAL AGRICULTURE IN THE PIEDMONT SECTION OF NORTH CAROLINA (THE DUDLEY AND COTTEN-MERRICK GROUPS)

By OTHA NELSON ARCHIBALD, JR.
(W. A. BLOUNT, *Adviser*)

Statement of the Problem. What promotional devices are being used by Negro teachers of Vocational Agriculture in the high schools of the Dudley and Cotten-Merrick Groups of North Carolina to keep the patrons informed about the program of vocational agriculture?

Purposes of the Study were to determine:

1. What promotional devices are available?
2. What devices are being used by these departments?
3. How frequently are these devices being used?
4. Which devices have proved to be most effective?
5. What recommendations for improvement can be made?

Methods. The devices in this study were selected by interviews and by use of a questionnaire.

Findings and Interpretations. According to importance, the three groups of promotional devices were (1) oral devices, (2) other devices, and (3) printed devices. In order of importance, oral devices were (a) radio programs, (b) personal interviews, (c) telephone conversations, and (d) demonstration teams. Other devices were (a) N. F. A. banquets, (b) father-son and mother-daughter banquets, and (c) community cannery. Printed devices were (a) articles in daily newspapers, (b) postal cards describing the programs, and (c) feature articles describing the program.

The promotional devices considered to be the least helpful were printed devices, such as (a) articles in professional magazines, (b) articles in farmers' magazines, and (c) articles in weekly newspapers. Other devices were (a) television programs, (b) plays and skits by N. F. A. members, and (c) talks by members of the advisory council. Oral devices were (a) sponsoring farmers' exchange curb markets, (b) community fairs, and (c) exhibits at county fairs.

On the basis of the data collected, the following conclusions were drawn.

1. The promotional devices had a direct influence on the development of a sound public-relations program and on the progress of vocational agriculture as a whole.

2. The frequency of use and importance of the devices depended to a large extent on the time and expense involved in the preparation of the various devices.

3. Oral devices as a group were rated first in importance, but the other two groups of devices were not neglected nor were they considered of no importance in the promotional work of the vocational agriculture program.

4. There was a desire on the part of the teachers to place less emphasis on those devices that required a great deal of time and expense.

5. Teachers were inclined to use those devices that were most effective on the local level.

6. There was a desire to use television if it were made available, as a major device.

7. The motives of the teachers in using promotional devices were (1) to interest the public in the vocational agricultural program, (2) to develop a well-rounded public-relations program, (3) to improve relations among teachers of agriculture and other teachers, the supervisory officials, and the Board of Education, (4) to encourage student enrollment, (5) to interest students in the improvement of their supervised farming projects and (6) to win the support of parents.

8. Teachers did not have sufficient time to devote the attention necessary to prepare the promotional devices for promotional work.

A suggested annual calendar of promotional devices for teachers of vocational agriculture was presented.

A PROPOSED CITIZENSHIP PROGRAM FOR THE ELEMENTARY DIVISION OF THE BELHAVEN HIGH SCHOOL, BELHAVEN, NORTH CAROLINA

By DELILAH SUTTON CLARK
(O. A. DUPREE, *Adviser*)

This thesis was to determine the best methods and procedures for teaching citizenship in the elementary grades.

Statement of the Problem. Citizenship training in the elementary school is usually the teaching of information, skills, abilities and attitudes of subject matter. Citizenship, however, is not a subject, but a way of life, and its learning demands appropriate practices in the living of it. Thus the problem of this study was concerned with a citizenship program for the Elementary Division of the Belhaven High School, Belhaven, North Carolina. The study proposed to answer the following question:

What would constitute an effective citizenship program for the Elementary Division of the Belhaven High School, Belhaven, North Carolina?

Scope of the Study. This study was intended to propose a citizenship program that might be adapted for any rural elementary school. This study was also designed to meet the needs of the Elementary Division of the Belhaven High School.

Purpose of the Study. The purpose of the study was to develop a citizenship program that would inform pupils on the elementary level how to live as good citizens.

Methodology. The methods used in this study were check lists, visitations and a general normative survey.

Conclusions:

1. At the Belhaven High School, no weekly assembly programs were held.
2. There was a need for more interest in planning assembly programs for children on all levels.

3. There was a lack of preplanning on the part of the teacher.
4. Many students were not motivated or stimulated to accept leadership.
5. Not enough clubs leading to citizenship training and civic pride existed in the school.
6. There was a need for stimulation in the use of the library.
7. There was a lack of interest in home improvement and community beautification.
8. Children were nonchalant in accepting responsibilities.
9. Few children took part in Sunday School and other church activities.

Recommendations:

1. That more consideration be given to weekly assemblies, in order that students be given the opportunity to participate.
2. That more guidance be given to teachers and a wholesome program be set up to train in club activities.
3. That students be encouraged to take leadership or hold office in the various organizations.
4. That teachers assume their responsibility in preparing pupils for their roles as citizens of tomorrow, by organizing clubs that lead to citizenship training.
5. That opportunities be provided to stimulate interest in better literature.
6. That committees and clubs be organized for school and home improvement.
7. That the student government encourage children to help make decisions and to accept responsibilities.
8. That children be encouraged to take active parts in religious activities.

A STUDY OF THE EFFECTIVENESS OF THE TWO-YEAR GENERAL EDUCATION CURRICULUM OF THE AGRICULTURAL AND TECHNICAL COLLEGE OF NORTH CAROLINA AS MEASURED BY STUDENTS' SCORES ON THE GENERAL CULTURE TEST

By CATHERINE PATTERSON COLLETT

(C. H. STEVENSON, *Adviser*)

Statement of the Problem. The purpose of this study was to determine the extent to which the two-year program of general education enabled the students of the Agricultural and Technical College of North Carolina to acquire characteristics of literate, informed, and socially sensitive citizens as measured by the General Culture Test.

Purpose of the Study. The purpose of this study was to determine the ability of the students to proceed in specialized training after two years of general education as well as to measure the results of the two-year general education program.

Scope of the Study. This study was limited to 78 sophomores and 70 juniors enrolled in the School of Education and General Studies at the Agri-

cultural and Technical College of North Carolina who took the General Culture Test. The test was first administered to these groups in January, 1957 and readministered in February, 1958.

Procedures and Approaches. In this study, the following procedures were used:

1. All available literature pertaining to testing with respect to general education was reviewed to provide necessary background for completing the study.
2. Results of the 1957 and the 1958 administrations of the General Culture Test were obtained from the Guidance Center of the Agricultural and Technical College of North Carolina.
3. The means of the total test and each of the five subtests were determined to describe the group with respect to knowledge, skills, and appreciations in general education.
4. The means were converted to percentile ranks which were compared with the percentile ranks of the subjects on whom the test was standardized.
5. The significance of observed differences between the means of the groups studied was determined by the students' "t" technique.
 - a. Thus, the subtests and total test means of the seventy-eight 1957 sophomores were compared with their subtests and total test means as 1958 juniors to determine the effects of one year of specialization on general education.
 - b. The subtests and total test means of the seventy 1957 juniors were compared with their subtests and total test means as 1958 seniors to determine the effects of two years of specialization on general education.

Conclusions. On the basis of the findings, the writer concluded that:

1. The majority of the students who took the General Culture Test were at a level lower than should have been expected of students such as these.
2. The students ranked below the national norms on both administrations of the test.
3. The obtained mean scores were of such that 90 per cent of the subjects on whom the test was standardized exceeded the 148 Agricultural and Technical College subjects.
4. The two-year general education curriculum did not show the effects that it should have shown on the Agricultural and Technical College subjects.

Recommendations. The following recommendations were offered on the basis of the findings and results of this study:

1. The results of the General Culture Test should be used to improve the general education program at the institution.
2. The General Culture Test should be administered each year to check the progress of the students.
3. More emphasis should be placed on the general education program of the Agricultural and Technical College of North Carolina.
4. Further research should be done in the area of general education at the Agricultural and Technical College of North Carolina.

A STUDY OF SOME OF THE INFLUENCES OF CHRISTIAN RELIGION ON EDUCATION IN AMERICA 1607-1900

By WALTER COLLETT
(W. A. BLOUNT, *Adviser*)

Statement of the Problem. The author believes that in the field of education one cannot have complete freedom of thought because of certain forces of society which tend to influence it. This study has shown some of the influences of the Christian religion on education and what reasons account for the influences.

Objectives:

1. To present a brief interpretation of the history of education.
2. To present a brief interpretation of the history of religion.
3. To discover some reasons for religion.
4. To discover some reasons for education.
5. To discover some of the influences of the Christian religion on education.

Methodology. The investigator used the application of opinions, conferences, historical records, and research material. The historical method was used.

Summary. The development of the field of American Church history, during the past few years has been a cooperative enterprise of an increasing number of scholars, and it is gratifying to those who have shared in its cultivation that it has now become a recognized field of research and teachings in many of our leading institutions. In chapters I and II, the reader was introduced to "A Brief History of Religion and Education in America 1607-1900," which showed "Some Influences of the Christian Religion on Education." Much of the information was a residue of notions based on experience.

Conclusions. This study revealed certain underlying factors in the field of religion and education. It further furnished a treasure-chest of some of the world's thought about education that have been in existence for several thousand years. The study showed that a relationship exists between religion and education which, when studied simultaneously, one can show how Christian religion influenced education.

Recommendations. The writer recommended that:

1. Future research be done in the fields of religion and education together rather than separately.
2. A stronger religious program be used in institutions of higher learning.
3. Religion and education be advocated so strongly that the intellectual impulses communicated by it will be in force and will continue so long as men desire to have freedom of conscience.
4. The essence and aim of education lead the young toward a degree of piety and understanding of the social and religious obligations.
5. Christian religion have a tremendous effect on both the quantity and quality of education offered the American child.

SOURCES OF PRINTED AGRICULTURAL INFORMATION USED BY YOUNG FARMERS IN ALEXANDER COUNTY, NORTH CAROLINA

By CHARLIE HENRY DANIELS

(G. F. RANKIN, *Adviser*)

Statement of Problem. The general purpose of the study was to investigate the availability and use of printed agricultural information by young farmers in Alexander County, North Carolina.

Purposes of the Study. The specific purposes of the study were as follows:

1. To determine the sources of printed agricultural information in Alexander County.
2. To investigate the kind of printed agricultural information being read by young farmers.
3. To discover the kind of printed information rated most helpful by young farmers in making plans and decisions.
4. To discover the kind of printed information rated least helpful by young farmers in making plans and decisions.
5. To discover the problems encountered by young farmers in reading printed materials.

Scope of the Study. The study was confined to Alexander County, North Carolina. It was also limited to 75 young farmers between the ages of 19 and 39 years. It was further limited to an investigation of the types of agricultural information available to and used by young farmers in Alexander County, North Carolina. The study dealt specifically with the kind of printed information available and used during the 1957 crop production year. The respondents included white and non-white young farmers in the Taylorsville, Stony Point, and Hiddenite communities.

Methodology. The nomative survey method was employed in conducting this study.

Procedure. The following steps were involved in collecting data for the study:

1. The investigator reviewed all available literature related to the problem.
2. In interview guide was developed to secure the opinions of the young farmers concerning the availability and use of printed agricultural information.
3. The interview guide was reviewed by the members of the County Agricultural Workers Council. All usable suggestions made by the council were incorporated in the instrument. A pilot study was conducted with five young farmers enrolled at Happy Plains High School to discover weaknesses in the interview guide.
4. The four teachers of vocational agriculture in Alexander County were asked to interview all farmers enrolled in classes for young farmers during the 1957-1958 school year.

5. The data gathered by means of these interviews were summarized and analyzed.
6. The findings were presented in a written report.

Findings.

1. The sources of printed agricultural information available to young farmers in Alexander County included newspapers, farm magazines, and other agricultural publications.
2. A majority of the young farmers were receiving one or more types of printed agricultural information.
3. One-hundred per cent of the tenants subscribed to a farm magazine.
4. Seventy-three per cent of young farmers reported the *Progressive Farmer* as the farm magazine received most frequently.
5. Ninety-seven per cent of the renters received a newspaper.
6. Seventy-six per cent of young farmers subscribed to the *Taylorsville Times*.
7. Eighty-one per cent of young farmers reported use of bulletins from commercial companies.
8. Eighty-seven per cent of the owners received a newspaper and seventy-nine per cent reported that they read a newspaper.
9. Articles on new developments in livestock and crop production were rated most helpful by the young farmers.
10. Articles dealing with farm family living and home improvements were rated least helpful by the young farmers.
11. Problems encountered by young farmers in reading printed agricultural information were as follows: the material was too technical, articles were not adapted to local conditions, and articles did not explain the topics or problems thoroughly.

Recommendations. As a result of the study, several recommendations were made. It was recommended:

1. That teachers of vocational agriculture place more emphasis on reading and interpreting printed materials in their instructional programs.
2. That editors of newspapers, magazines, and other printed materials include more articles on agriculture and homemaking that are adapted to local conditions.
3. That teachers of vocational agriculture encourage young farmers to make more extensive use of printed materials as a basis for solving problems and making decisions.
4. That a similar study be conducted in other sections of the state and regions to gather additional information concerning the reading problems of the young farmer.

A SUGGESTED PUPIL ADJUSTMENT PROGRAM FROM THE FIRST THROUGH THE SIXTH GRADES IN THE CAPITAL HIGHWAY ELEMENTARY SCHOOL OF HAMLET, NORTH CAROLINA

By DOLLIE HILL DAVIS

(RALPH L. WOODEN, *Adviser*)

Statement of the Problem. Some effort should be made by interested persons to ascertain what information and materials are available and accessible which could lead to a suggested adjustment program in the Capital Highway Elementary School of Hamlet, North Carolina.

Purpose of the Study. To find possible methods of organizing a good program of adjustment at the Capital Highway Elementary School.

Scope of the Study. This study was designed to meet the needs of some 400 children, grades 1-6 (12 grades) at the Capital Highway Elementary School.

This study included cumulative records, anecdotal records, case studies, homeroom groups, counseling interviews, and the follow-up program.

Procedure. The study was conducted primarily through home visits and personal interviews with 150 key parents of the school community.

Significance of the Study. The study should assist elementary teachers in understanding and solving problems as they relate to records and social adjustment. In addition, it should help teachers to be more interested in an adjustment program. Teachers should be able to apply the principles of adjustment to their classroom procedures and help other teachers in similar situations. It also should help students who wish to do a similar research of this nature.

Conclusions: This study led to the following conclusions:

1. That the need for a good adjustment program was in evidence at the Capital Highway Elementary School.
2. A better understanding should exist between teacher and pupil.
3. The community would greatly benefit from a program of adjustment.
4. There should be competent personnel.
5. Many students had problems to be solved which were affecting the caliber of their school work.
6. There was a need for a more complete record system.

Recommendations:

1. That the administration, along with other interested persons, recognize the need and set up such a program immediately.
2. That a professional study group consider using the year's theme, "Social Adjustment."
3. That the teacher-adjustment personnel be appointed by the principal.

AN EVALUATION OF INDUSTRIAL ARTS GENERAL SHOP FACILITIES WITHIN THE CITY SCHOOL SYSTEM OF BRIDGEPORT, CONNECTICUT

By LEWIS DUNLAP, JR.

(C. W. PINCKNEY, *Adviser*)

Statement of the Problem. The problem of this study was to determine whether the industrial arts shops of the Bridgeport city school system are adequate to carry out an educational program appropriate to meet the needs of an industrial city.

Purpose of the Study. The purpose of this study was to acquire pertinent information relative to the adequacy and inadequacy of the industrial arts general shop facilities in the Bridgeport public school system; therefore, an effective appraisal was made of such facilities.

Scope of the Study. This study was confined to the present industrial arts general shop facilities of the public school system of Bridgeport, Connecticut—grades seven through nine. The study was conducted during the 1958-59 school term.

Methods and Procedures. For this study, the nominative survey method was used. The information was secured through visitation, observation, and conferences with authorities. The following procedures were used:

1. A review of related studies and writings was made.
2. Questionnaire forms and interview schedules were drafted and tested.
3. List of respondents was prepared, and questionnaires were distributed to respondents.
4. Interview schedules were administered.
5. Data were analyzed, tabulated, interpreted, and analyzed.

Conclusions. The following conclusions were drawn:

1. More emphasis must be placed on equipping the shop with adequate power tools in order to conform to the needs of industry.
2. More natural lighting must be obtained in order to comply with recommendations.
3. Emphasis on shop layout efficiency should be stressed in that it has proved to be of great importance in promoting the success of the industrial arts shop, regardless of its location.

Recommendations. The following recommendations were offered:

1. That the industrial arts co-ordinator from the state of Connecticut, with the city supervisor of industrial arts, make a detailed survey of all the industrial arts shops in the city and determine along with the shop teacher what can be done to improve shop facilities.
2. That the Bridgeport Industrial Arts Association appoint a committee of its most informed members to present its proposals to the board of education.
3. That the result of this study be made available through the state co-ordinator's office to school superintendents, advisory boards, boards of education, principals, and industrial arts shop instructors.

4. That a study similar to this one be made on level two (grades ten and eleven) and possibly level three (grade twelve) industrial arts shops in Bridgeport, Connecticut.
5. That a study similar to this one be made on a state wide level with each industrial arts instructor playing the part of an ambassador of industrial arts with an overall state improvement in mind.

AN ANALYSIS OF PARENT-TEACHER ORGANIZATIONS IN AN EFFORT TO DETERMINE PRACTICES LEADING TO EFFECTIVE HOME, SCHOOL, AND COMMUNITY RELATIONS

By ANNIE EVANS FRANCIS

(W. A. BLOUNT, *Adviser*)

Statement of the Problem. This study investigated the policies of the P.T.A. in establishing effective relationships among the home, the school, and the community.

This problems had three aspects:

1. What are the guiding principles of an effective Parent-Teacher Organization?
2. How may an effective Parent-Teacher Organization be administered?
3. What should be the scope, nature, and extent of the P.T.A. activities in the community?

Scope of the Study. This study was limited to Negro principals and schools with a faculty ranging from 20 to 25 teachers.

It included a summary of responses of principals, teachers and parents throughout North Carolina regarding the effective administration and the scope of the P.T.A. organization in a community for a period of one year, beginning September, 1956 and ending June, 1957.

Importance of the Study. The study was an important one in that the P.T.A. consisted of parents, who occupied the critical position of sharing one-half of the training responsibility, and teachers, who were entrusted with the task of teaching children. The interaction of these two groups in an effective organization should be invaluable in promoting the educational program of the school.

Methodology. The Normative Survey Method was employed in this study. Through this method, the writer attempted to analyze, interpret, and report the present status of the field of inquiry.

Purpose of the Study. The purpose of this study was three-fold:

1. To ascertain the guiding principles of an effective P.T.A. organization.
2. To discover how an effective P.T.A. should be administered.
3. To determine the nature and extent of the P.T.A. in the community.

Procedures. The following procedures were used:

1. The investigator familiarized herself with available official publications, pamphlets, and material in the field of inquiry.

2. Questionnaires were used as the chief source of data.
3. Tables were used to present the study's findings.

Conclusions. After a careful study of the data collected, the writer reached these conclusions:

1. The P.T.A. organization is the school's greatest ally. The school cannot stand alone; therefore, the parent-teacher association furnishes the channel through which the cooperation of the school, the home, and the community may be secured.
2. The most outstanding characteristic of such an organization is that it has both superior professional and lay leadership skillfully organized in terms of worthy objectives.
3. More emphasis should be placed on P.T.A. publications, and each unit may include a study of the laws of North Carolina pertaining to schools in its program.
4. The writer finally concluded that the effectiveness of a P.T.A.'s programs, activities, and projects will be determined by the results that are accomplished for the welfare of the child.

Recommendations. With the hope of determining practical policies in leading to effective home-school, and community relations, the writer offered the following recommendations:

1. That the Parent-Teacher Associations organizations continue to serve in the excellent capacity in which they are serving.
2. That more stress, by qualified persons, be placed on inservice education classes and study groups.
3. That more publications on the P.T.A. work be placed in the hands of the members. These publications are either free or very inexpensive.
4. That educational staff in each school organize parent groups and more efforts be made for adequate parent participation at each meeting.
5. That a follow-up study be made of objectives of Parent-Teacher Associations to determine whether or not these standards are met and maintained throughout the P.T.A.'s tenure.
6. That teachers understand the problems of the home; and the parents, the problems of the school in order to promote effective home, school, and community relationship.
7. That parents discover exactly what is expected of them in order that they may be able to cooperate as parents should.
8. That local P.T.A. units have a limited time for all officers to serve.
9. That each P.T.A. meeting be well planned with a prepared program organized for the interest of the members.
10. That the administrator, along with his faculty, work out desirable ways by which the proper information can reach the public and P.T.A. members.

ANALYSIS OF THE LEADERSHIP TRAINING PROGRAMS FOUND IN FORTY-ONE DEPARTMENTS OF AGRICULTURE IN NORTH CAROLINA AND SUGGESTED PRACTICES THROUGH WHICH THESE DEPARTMENTS MIGHT BE IMPROVED

By JESSE FRANCIS
(C. E. DEAN, *Adviser*)

Statement of the Problem. This study was concerned primarily with analyzing the leadership training programs found in forty-one departments of agriculture in non-white schools in North Carolina and suggesting practices by which these programs might be improved. The analysis was made, specifically, of the methods, procedures, and underlying concepts of the teachers of these leadership training programs, and the extent to which these programs have contributed to the personal and social adjustment of the students.

Purposes of the Study. The purposes of the study were the following:

1. To determine the extent to which organized leadership training programs have been planned and used in the agricultural departments in North Carolina.
2. To determine some of the procedures and techniques used in carrying out these leadership training programs.
3. To discover some of the prevailing concepts underlying these local leadership training programs.
4. To suggest some practices under which these programs might be improved.

Scope of the Study. This study was confined to forty-one departments of non-white teachers of agriculture and their communities in North Carolina during 1958. The study also included teacher samplings from all geographical areas of economic and social significance. Special emphasis was given to existing community leadership as motivated by programs of leadership training.

Methods and Procedures. Since the writer was concerned with the present status of the leadership training program, the descriptive-survey method was used and supplemented by the research method in that phase of the study dealing with approved practices as means of improvement.

The following procedures were used:

1. The writer acquainted himself with all available material in the field of inquiry.
2. All teachers of agriculture in the state were invited to take part in the study. Those accepting the invitation by replying in the affirmative constituted the pool from which the samples were drawn. These names were categorized on the basis of the twelve groups and turned over to a jury that took random samples.
3. The jury, consisting of three former N.F.A. officers who were engaged in teaching vocational agriculture, drew samples of five teachers, chosen from each of the twelve non-white teacher groups in North Carolina.

4. Questionnaires were sent to each of the sixty teachers selected. The data were checked, categorized, analyzed, and interpreted. The results were tabulated and presented in a written report.

Conclusions. As a result of this study, the writer drew the following conclusions:

1. Ninety-four per cent of the teachers of agriculture had been carrying on a leadership training program in their schools, but a small percentage of them had not organized a program sufficiently to be put in written form.
2. Most of the teachers organized their programs either during the summer or near the beginning of the school year. They selected students through a student committee.
3. The concepts and objectives of the teachers concerning their programs showed a heterogeneous pattern. A surprisingly large number seemed to be steering their leadership training programs in opposition to the generally accepted direction of democratic thinking. A large majority failed to recognize "group welfare" as being a significant part of an acceptable leadership training objective.
4. A significant number of the others were enrolling members from other classes, organizations, and groups. Almost half of the teachers were carrying on leadership training activities among adults.
5. The teachers in the survey felt that in choosing a good leader several specific personal traits and social qualities should be considered.
6. The program was carried on through the activities of a variety of organizations engaged in many phases of wholesome physical, educational, and spiritual development.
7. The study revealed that the bulk of the leadership outside of the professions received its motivations from these and similar leadership training programs being carried out in the local communities.

Recommendations. As a result of this study, the following recommendations were offered:

1. That a workshop for in-service teachers be held in order to acquaint them with the latest concepts and objectives of democratic leadership training in the secondary schools.
2. That teachers adopt the practice of organizing their programs during the summer months, having them evaluated and supplemented by the students, and file a copy with the principal, the district supervisor, and the executive secretary of the New Farmers of America by the 15th of September of each year.
3. That the following outline be considered by the teachers in planning their leadership training programs: *Objectives, Work Areas, Ways and Means, and Evaluation.*
4. That the teacher should continue to assign planning responsibilities to individual students and student committees, but he should remain cognizant of the teacher's task of directing the students in their choices of values and approved practices.
5. That greater emphasis on interpreting the "personal and social adjust-

- ment" and "group welfare" concept to the students be made by the teachers.
6. That the teacher be more resourceful in providing leadership training experiences for every student who recognizes a need for these experiences.
 7. That a joint training program be considered and planned with other organizations and groups within the school whenever a joint effort serves the needs of the department, the school, and the community.
 8. That the department continue to use a variety of activities in its leadership development program.
 9. That the practice of periodic rotation of officers and committee chairman within the student organization be considered as a means of increasing the leadership opportunities among a larger number of students.
 10. That a greater co-operation among the local training program and off-campus organizations and groups of adults and young people be encouraged by the teacher in those instances where such co-operation is permitted and approved.
 11. That an evaluation of the local program in terms of its contribution to the community welfare and better human relations should be made and publicized upon every possible opportunity.

A STUDY OF PRE-SCHOOL CHILDREN IN RELATION TO EDUCATION IN THE BELHAVEN HIGH SCHOOL, BELHAVEN, NORTH CAROLINA

By HELEN SUTTON FREEMAN
(O. A. DUPREE, *Adviser*)

Statement of the Problem. This study concerned the influencing factors upon and information about the pre-school children of Belhaven, North Carolina. It further concerned the usefulness of this information in planning first grader education as a part of the total education program of the Belhaven High School.

Purpose of the Study. The purpose of this study was to secure available information about the pre-school children of the Belhaven School District and to show the relationship of previous educational experiences to the adjustments necessary for the beginning school program. This study further proposed to suggest a program of pre-school education based upon data gathered.

Scope of the Study. This study was limited to the educational experiences and facts concerning children entering the first grade of the Belhaven High School, Belhaven, North Carolina during the school year 1958-1959.

Methodology. The historical, observation and survey methods were used in preparing this study.

Conclusions. The conclusions reached were as follows:

1. The majority of pupils registered were born in the same county.
2. Parents were co-operative in having the children immunized against communicable diseases.

3. Children, coming from average size families, could be taught new ideas about family life and economy.
4. Many teaching situations could be developed around their interests and hobbies.
5. Children needed to improve present health habits and be taught others.
6. The limitations of parents in education and other areas necessitated exploratory teaching through trips, projects and demonstrations.
7. Children showed need for finer arts and culture.

Recommendations. In the light of the conclusions drawn, the following recommendations were made:

1. That the school utilize community organizations in educating parents to understand the needs of the immunization program.
2. That parents be encouraged to bring their children to the pre-school clinic.
3. That parents be urged to correct any physical defects found before school opened.
4. That more parents help children prevent the spreading of diseases.
5. That parents teach children their ages, dates of birth, names, names of parents, addresses, and names of older brothers and sisters, if any.
6. That parents encourage their children to play with their neighbors in order that they will feel wanted and willing to share.
7. That parents teach children good health habits.
8. That parents buy children books that are listed in the Bulletin *Getting Ready for School*.
9. That parents be encouraged to take children on educational trips.

AN ANALYSIS OF THE LEARNING DIFFICULTIES IN ARITHMETIC OF 50 EIGHTH GRADE PUPILS AT WASHINGTON HIGH SCHOOL, WACO, NORTH CAROLINA

By ALEXANDER GRAVES, JR.
(NAN PHELPS MANUAL, *Adviser*)

Statement of the Problem. The problem of this study was to discover the learning difficulties in arithmetic of the eighth grade pupils of Washington High School, Waco, North Carolina.

Methodology. The statistical method, based on the results of the California Achievement Test, was used.

Objectives of the Study. The objectives of the study were the following:

1. To discover some of the learning difficulties in arithmetic experienced by these students.
2. To guide the development of a remedial program in arithmetic.

Conclusions. This study revealed that the students were weakest in arithmetic reasoning. It also showed definite need for a remedial program in arithmetic.

Recommendations. The investigator recommended that this study be used by teachers of arithmetic in grades seven and eight. He also recommended that more emphasis be placed on arithmetic reasoning.

A STUDY OF INSTRUCTION IN FARM RECORD KEEPING CONDUCTED BY TEACHERS OF VOCATIONAL AGRICULTURE IN NINE EASTERN NORTH CAROLINA COUNTIES

By BENJAMIN FED HALL, JR.
(GLENN F. RANKIN, *Adviser*)

Statement of the Problem. The general purpose of this investigation was to study the instructional program in farm record keeping conducted by teachers of vocational agriculture in nine eastern North Carolina counties.

The specific purposes of this study were as follows:

1. To discover the nature of the instructional program in record keeping.
2. To determine the teaching procedures and aids employed in conducting instruction.
3. To discover the opinion of students concerning the effectiveness of the instruction.

Scope of the Study. The study was limited to Negro teachers of vocational agriculture and to all-day students enrolled in vocational agriculture in nine counties of Eastern North Carolina. It was further limited to instruction in farm record keeping conducted by the teachers during the 1957-58 school year.

Sixteen teachers of vocational agriculture and one-hundred and sixteen all-day boys of junior and senior classifications were included in this study.

Methodology. The methods used in conducting this investigation were descriptive and analytical.

Procedures. The investigation was conducted in the following manner:

1. Available literature pertaining to the problem was reviewed.
2. A letter was prepared and sent to sixteen teachers of vocational agriculture to get their co-operation in making the study.
3. Interview guides were prepared to secure information from the teachers of vocational agriculture concerning the instruction.
4. Interview guides were prepared to secure the opinions of the students as to the effectiveness of the instruction.
5. A visit was made to each department, a personal interview was held with each teacher, and a group interview with the junior and senior students enrolled in vocational agriculture was supervised by the investigator.
6. The information was summarized and analyzed.

Conclusions. As a result of this study, the following conclusions were drawn:

1. The teachers of vocational agriculture included in this study were conducting organized instruction related to record keeping.
2. The majority of the teachers had failed to emphasize in their instructional programs several important problems related to record keeping.
3. The majority of the teachers appeared to be aware of the need to motivate interest in record keeping.
4. The teachers of vocational agriculture were aware of the value of some teaching aids and devices in conducting organized instruction on record keeping. On the other hand, the majority of this group had failed to use many of the teaching aids that were available.
5. Although evaluation is an important part of good teaching, the instructors in this study showed weaknesses in evaluating the instruction on record keeping.
6. The activities to motivate interest in record keeping were fairly effective.
7. Students were aware of organized instructional activities related to record keeping. However, they were divided in their opinions concerning the effectiveness of the activities.

Recommendations. As a result of this investigation, several recommendations were made:

1. That teachers of agriculture include more hours of organized instruction on record keeping in the course calendar during the junior and senior years.
2. That the teachers provide more opportunities for pupil-teacher planning in teaching record keeping.
3. That the teacher of agriculture make more effective use of all teaching aids in his department in conducting instruction in record keeping. Furthermore, that the teacher be encouraged to develop and make use of additional aids.
4. That the teacher of agriculture do more evaluating of the instruction in record keeping.
5. That the student be encouraged to evaluate the instruction in record keeping.
6. That teachers of agriculture devote more time to the following problems:
 - Making a map of the home farm
 - Studying some efficiency factors of crop production
 - Studying some production practices of crop enterprises
 - Studying some efficiency factors of livestock enterprises
 - Studying some production practices of livestock enterprises
7. That additional study be given to the problem of instruction in farm record keeping in other sections of the state.

AN APPRAISAL OF THE GUIDANCE FACILITIES AND ACTIVITIES OF THE ELEMENTARY DIVISION OF THE BELHAVEN HIGH SCHOOL, BELHAVEN, NORTH CAROLINA

By CAROLINE REDDICK HOOTEN

(O. A. DUPREE, *Adviser*)

Statement of the Problem. The statement of this problem was to determine the activities and facilities needed for a guidance program in and to appraise the available guidance activities and facilities for the Elementary Division of the Belhaven High School, Belhaven, North Carolina.

Purpose of the Study. The purpose of the study was three-fold:

1. To appraise the guidance activities and facilities in the Elementary Division of the Belhaven High School, Belhaven, North Carolina.
2. To propose a guidance program that would be adaptable to the Belhaven Elementary School.
3. To determine or suggest methods of carrying out such a guidance program in the Belhaven Elementary School.

Scope of the Study. This study was limited to an appraisal of the guidance activities and facilities in the Belhaven Elementary School.

Probable Use, Significance, or Value of the Study. The writer felt that this study would be of value to the Belhaven Elementary School in that it would help to determine the needs and interests of the students. This would prove highly significant in that it would be a possible means of providing better teaching situations. It was further hoped that this study would be of use in helping to identify students' problems more readily, and to suggest techniques for handling these problems.

Methodology. The survey method was used in this study.

Procedures:

1. A criterion for guidance activities and facilities for an elementary school was set up.
2. A survey was made of the present guidance activities and facilities for the purpose of appraising the same.
3. An analysis was made of various guidance programs.

Conclusions:

1. Adequate facilities are necessary for the promotion of a good guidance program.
2. Individual records should be kept up-to-date and on file.
3. The testing program was too limited.
4. Not enough information on guidance was available for teachers and students.
5. More guidance activities should be included in the elementary program.
6. A counselor is needed in the elementary division.

Recommendations:

1. That the conference room available for student guidance be adequately equipped for individual counseling.
2. That individual records be extended to include cumulative records with all areas properly filled out and kept up-to-date and on file for every pupil.
3. That provisions be made for obtaining information about pupils through:
 - A. Questionnaires
 - B. Autobiographies
 - C. Sociometric records
 - D. Case studies
4. That adequate guidance material be made available, which would include:
 - A. Current information concerning occupations, scholarships, and individuals who are able to provide special help to students.
 - B. Books with general and specific guidance information.
 - C. Current information regarding schools and training opportunities.
 - D. Visual aids (charts, exhibits, films)
5. That the testing program be extended to include:
 - A. Personality tests
 - B. Attitude tests
 - C. Social emotional tests
6. That guidance activities be extended to include more student organizations and the development of better study habits.
7. That a qualified person, appointed by the administrator, be designated as counselor.
8. That counseling time be allotted by the administrator so as not to interfere with the regular schedule.

THE FAIRY TALE IN A REALISTIC WORLD

By LOUISE SPELLER JENNETTE

(C. H. KELLEY, *Adviser*)

Statement of the Problem. Beginning with the home training, the child should be exposed to literature that will direct and inspire his future intellectual life.

The first steps in the cultivation of the child's emotions, habits and manners are taken through stories told to him during his infancy and childhood. Future efforts depend upon the foundation he lays in the upper elementary grades in the appreciation of good literature.

Purpose of the Study. The purpose of this study was threefold: 1. To arrange a program which will prepare the parents adequately for the role they must play in developing the child. 2. To determine, through a survey of various authors' reactions, what positive results are derived from teaching such tales. 3. To find methods to be employed in the teaching of fairy tales.

The Scope of the Study. This study was limited to parents of 32 sixth-graders in the Belhaven High School, Belhaven, North Carolina for the school year 1958-1959. The study was further limited to authors' reactions as to positive values received from fairy tales and the methods to be employed in teaching them.

Methodology. The historical and normative survey methods were used in this study. Procedures employed were the following:

1. Tests administered to the parents.
2. Work groups set up with parents to explain
 - a. What fairy tales are.
 - b. What values are to be derived.
 - c. Who fairy tale characters are.
3. The same test administered after group work with parents.
4. Comparison of the results of the two check lists by using the Chi Square test.
5. Review of literature to find:
 - a. Authors' reactions as to positive results to be derived from the tales.
 - b. Methods to be employed in teaching the tales.

Findings. After a thorough study of the data gathered, the writer reached the following conclusions:

1. That fairy tales stimulate the child's imagination and extend the range of his understanding, sympathy and interest.
2. That the children of the parents who had the highest scores on the check list were the better students, scholastically.
3. That fairy tales can best be taught through story-telling.
4. That very little was gained from discussion of those tales which did not appeal to the parents.

Recommendations. On the basis of the findings, the writer recommended:

1. That a program should be set up with the parents which would enable them to do a better job in the literary training of the child in the home.
2. That those towns where there are no public libraries, the schools keep open library hours the year round so that the recreational reading needs of children might be satisfied.
3. That parents purchase volumes of children's classics, subscribe to *Humpty Dumpty*, *Children's Digest*, *Jack and Jill* or enroll their children in a Book-of-the-Month Club.
4. That teachers, parents and others concerned realize that children are as much predisposed to idealism as to realism and that both are indispensable to their full development.
5. That teachers of older children practice the art of telling stories to their children.
6. That storytelling hours be observed more frequently in the libraries.
7. That more fairy tale books from different countries be placed in the library at the Belhaven High School.

A STUDY OF INDIVIDUAL NEEDS OF MEMBERS OF FORTY NEGRO GARDEN CLUBS IN NORTH CAROLINA

By MANSEL PHILIP McCLEAVE

(W. A. BLOUNT, *Adviser*)

Statement of the Problem. This problem was concerned with the individual members of some garden clubs in question, in an effort to determine their present knowledge of flowers and plants, to learn something of the experiences they have had in the field, and to determine their needs.

Scope of the Study. This study was confined to fifty-two Negro clubs in North Carolina.

Purpose of the Study. The purpose of the study was to compile information that will be helpful in planning a program to fit the needs of members of garden clubs in the state of North Carolina.

Method of Research Used. The normative survey was used to gather source material for this study. The following tools were utilized in collecting data:

1. The questionnaire
2. Personal interviews
3. Numerous telephone calls

Procedures. A questionnaire was sent to fifty-two garden clubs, accompanied by a letter to each President with a request that the members, extension workers, teachers of vocational agriculture, and other selected persons. In addition many contacts were made by telephone with persons connected in any way with garden club work.

Conclusions. As a result of this study, the writer drew the following conclusions:

1. People, as a whole, are aware of their needs. Efforts will be made to fulfill these needs through club sponsored workshops and short courses.
2. There is a need to get rid of organizational differences.
3. Proposed educational courses might meet with some degree of success, since a large number of persons included in the study were at least high school graduates.
4. The needs cannot be met in a short period of time, therefore, several workshops, or short courses may be needed, over a period of time.
5. More interest exists among home owners in garden club work than among non-home owners.

Recommendations. The writer made the following recommendations as a result of this study:

1. Since garden club members depend upon activities such as workshops and short courses to supply most of their needs, more such projects should be undertaken. These workshops and short courses can be sponsored by clubs or undertaken by state schools or other agencies.

2. The garden club organization would be stronger and much more effective if all the clubs in the state were members of Garden Club Councils and the

State Federation of Garden Clubs. These bodies serve to co-ordinate and improve the relationship between clubs.

The council is made up of representatives of several garden clubs. Each member of the council carries back to his club the findings of the council.

3. Some methods of self-evaluation should be employed. These should serve to measure the growth and development of the individual member, as well as the garden club itself.

4. Members should construct, where possible, plant growing structures such as small greenhouses, cold frames, and hot beds. These units would aid in growing and caring for plants. This could be a club project and all members could use the same unit.

5. Future studies in this area should be directed more toward the individual club member rather than approached through the organization.

SOME SUGGESTED METHODS AND TECHNIQUES FOR THE TEACHING OF ART IN THE FOURTH GRADE THAT MAY CONTRIBUTE TOWARD THE DEVELOPMENT OF CREATIVENESS IN THE STUDENTS

By JULIA HOLT PETTWAY
(RALPH L. WOODEN, *Adviser*)

Statement of the Problem. Today, the aspiring art teacher has become a much more integral part of the entire educational program than was his lot a few years ago. It is his responsibility to help ignite that spark of creativeness existing in all of us, but so often left unkindled to become a charred memory of lost potentialities. How this can best be accomplished presents the challenge and henceforth, one of the most perplexing problems in the educational field today.

Purpose of the Study. The purpose of this study was to find ways to make art education more meaningful to the fourth grade and to try to uncover or discover those tendencies toward creativeness that exist.

Scope of the Study. This study concerned itself with the following:

1. Some methods or techniques for encouraging creativeness in the 27 fourth grade students—nine girls and 18 boys—of Mebane Graded School, Mebane, North Carolina.
2. This study was conducted during the school year 1958-1959, a period covering nine months or a period of 180 school days.

Restatement of the Problem. What are some of the recommended methods or techniques that may be used to teach art to the fourth grade students of Mebane Graded School of Mebane, North Carolina, that will help encourage any creativeness that may be possessed by them?

Methodology. The writer used bibliographical, experimental and descriptive methods.

Procedures or Approaches. (1) The writer did some background reading which enabled her to find, and become familiar with sources of information

that were related to this study. (2) The writer selected, analyzed and classified the data that were pertinent to the study. (3) The suggested and recommended methods and techniques evolved from the background reading on a priority rating. This helped the writer to observe the possible effectiveness of it being able to stimulate or encourage creativeness in the students. (4) A descriptive summary of the findings of the observations, and conclusions were presented.

Conclusions. From this study, the following conclusions were reached:

1. Apparently it is better for the art period to be flexible rather than stereotyped.
2. Seemingly the supply of art materials made by the schools is inadequate and lacks variety.
3. The readings in this study seemed to indicate that all normal children have artistic tendencies.
4. Apparently the regular classroom teacher should guide and inspire the students to create more readily than a visiting teacher.
5. Through the art program students get the opportunity for self-expression.
6. From this study, the findings seem to indicate that annual exhibits of the artistic work of the students will stimulate them and help them to appraise their own work.

Recommendations. From the above conclusions, the writer offered the following recommendations which may help to foster more desirable practices in the teaching of art:

1. That the art period be flexible enough to allow time for needed instruction.
2. That the amount of art material available should meet the recommendations of the state.
3. Broad art experiences should be provided for boys and girls. The materials used should be those that encourage thinking and creativeness on the part of the child. They should be of the kind that will not cause muscular strain or eyestrain or invite other health hazards.
4. Pupils should be given guidance which will enable him to work at his own rate of speed. Apparently in art classes there are as many individual differences as there are in any other field of education. The instruction should be adopted to fit these differences. In large classes, children having the same interest may be grouped according to their interest, but treated as individuals within the group.
5. The teacher should allow the children to experiment with various art media and give them an opportunity for self-expression through art. This may be done by reading stories or poems to the class and letting the children draw pictures to represent the mental images that they get from the readings.
6. That an annual exhibit of children's artistic work be held to inspire them and to acquaint the public with the type of art work being done in the fourth grade. Through these exhibitions, children may become aware of some of the many possibilities for self-expressions.

7. That pictures made by children or those obtained in other ways should not become permanent fixtures, but should be replaced as the interest of the class changes.
8. Less expensive materials may be used when available, for example, natural clay.
9. Teachers should read many bibliographies in the field of art to familiarize themselves with this field.
10. More studies in this area should be encouraged for the purpose of refining the methods and techniques of the art program at the fourth grade level as well as the upper grades of the elementary school.

AN APPRAISAL OF THE YOUNG FARMER PROGRAM IN THE PHILLIPS HIGH SCHOOL AREA OF EDGECOMBE COUNTY, NORTRH CAROLINA

By ISAAC CEPHUS ROGERS, SR.
(GLENN F. RANKIN, *Adviser*)

Purpose of the Study. The general purpose of this study was to appraise the Young Farmer Instructional Program of Vocational Agriculture in Phillips High School Area of Edgecombe County, North Carolina.

The specific objectives of this study were:

1. To review the development of the young farmers program in the Phillips High School area.
2. To discover what progress, if any, the young farmers made during a three year period of enrollment in the program.
3. To secure an appraisal of the instructional program by the young farmers.
4. To make recommendations for improving the young farmer program in the Phillips High School area.

Scope of the Study. This study was limited to the department of vocational agriculture in the Phillips High School area of Edgecombe County, North Carolina. It was further limited to an appraisal of the young farmer program of Phillips High School from 1954-1956, and included thirty-five non-white young farmers.

Methodology. The descriptive and historical methods of research were employed in this investigation. The writer obtained a description of the progress made by the young farmers and an appraisal of the instructional program by means of an interview guide and a check list. Departmental records and reports were reviewed to determine the historical development of the program also.

Conclusions. As a result of the study, several conclusions were drawn. It was concluded:

1. That young farmers need and want systematic instruction.
2. That young farmers are in a position to use the knowledge and skills developed through organized instruction.

3. That teachers of vocational agriculture have the responsibility of helping young farmers to become progressively established in farming.
4. That teachers of vocational agriculture need to be concerned about young farmers who have not studied vocational agriculture, since many of them go into farming.
5. That there is a trend toward larger farms and fewer opportunities for young men to become established in farming.
6. That the existence and prosperity of our growing population depend greatly upon the competence of present and prospective farmers.
7. That young farmers were venturing into livestock and poultry farming.
8. That mechanized farming presented areal problems to the young farmers.
9. That a functional young farmer can reduce the technological lag in farming.

Recommendations. The writer recommended the following:

1. That the young farmer programs be initiated in all secondary public schools with departments of vocational education in agriculture.
2. That the young farmer program be coordinated with all other educational programs in the school and community.
3. That a similar study be made in this department within the next five years.
4. That the school administration provide more time for young farmer instruction by allowing other teachers to handle some of the assignments that are frequently given to agricultural teachers.
5. That certificates and public recognition be given to young farmers for outstanding accomplishment.

A STUDY OF THE SOCIAL AND ECONOMIC STATUS OF THE SMALL AND PART-TIME FARMERS IN THE PRICE GROUP COMMUNITY IN PIEDMONT, NORTH CAROLINA

By RICHARD KEARNEY WRIGHT

(C. E. DEAN, *Adviser*)

Statement of the Problem. This study dealt with the social and economic status of the small and part-time farmers in the Price Group Community in Piedmont, North Carolina.

Purpose of the Study. The purpose of this study was to determine the status of Negro farm families in the Price Group in Piedmont, North Carolina.

Scope and Delimitation. The department of vocational agriculture in the secondary public schools serving Negroes in North Carolina was divided into twelve groups. The group to which this study was confined is known as the Price Group with eight counties and ten departments of vocational agriculture. The study was limited to a study of 140 farm families in the Price Group and to twenty families in each school community.

Summary. This study was made to determine the social and economic status of the small and part-time farmers in the Price Group. The Price Group comprised eight midwestern counties in which courses in vocational agriculture were taught. An effort was made to identify the characteristics of this type of farmer. The data accumulated in this study were by random sampling, survey sheets, and related studies.

Conclusions.

1. The farms were too small with the average farmer cultivating less than 28 acres.
2. There was no indication of specialized farming done by Negroes.

Recommendations. The investigator made the following recommendations:

1. That conferences be held by agricultural education leaders to consider the local needs of small and part-time farmers for farm and non-farm occupations.
2. That more emphasis be placed on practices of leading agencies including repayment terms and the amount of credit needed to upgrade small and part-time farmers' earnings.
3. That farmers produce and conserve more food for the farm families and more feed for the farm animals.
4. That all farmers and members of their families put into effect better health practices, such as frequent visits to dentists and medical doctors.
5. That more interest be placed on recreation.
6. That farmers improve their economic status by adding more pastures and including more dairy cows and swine to their general farm program.
7. That more farmers raise poultry for commercial egg and broiler production.

Part II. INVESTIGATIVE PAPERS (*Honors)

This is a listing of research papers done in partial fulfillment for the Master's degree in the non-thesis program.

Candidate

Allison, Eleanor Gray	Some Methods and Techniques of Motivating French Students at the High Level, Lenoir County, North Carolina
Asbury, Maude Parks	A Proposed Public School Music Program for the Third Grade of the Kingville School of Albemarle, North Carolina
Bailey, Clarence	The Role of the School in Influencing Community Life
Bailey, Simpson	Developing a Guidance Program in the Elementary School
Bethea, Annie Jackson	An Analysis of Education as a Profession
Blassengame, Hester	Some Methods of Teaching Arithmetic in the Grammar Grades

- Boone, Philip Daniel A Study of the Academic Classification of Students who Enter the Industrial Arts Department at the Agricultural and Technical College, Greensboro, North Carolina
- Bradley, Jessie Gilliam A Study of the Socio-Economic Background of Students Enrolled in the Tenth Grade of the Geer-Gantt High School, Belton, South Carolina
- Breeden, Julia Jackson Factors Producing a Change in a Culture
- Briggs, Ben Meeks A Study of the Evolutionary Development of the Horse
- Brinkley, Cherry Bell A Study of Guidance with a View Toward Enriching the Counseling Service at the Falkland-Bruce Elementary School, Pitt County, North Carolina
- Brown, Hattie Scales Viewpoints of One Hundred Primary Teachers Concerning Homework Activities for Boys and Girls in the Primary Grades
- Bynum, Olivette Hall How Annexations from 1948 to 1958 Affected the Economic and Cultural Growth of Winston-Salem, North Carolina
- Cameron, Joseph Lanier The Need for a Vocational Guidance Program for Lewis Chapel Elementary School, Cumberland County, North Carolina
- Chambers, Cromwell The School's Role in Preventing Juvenile Delinquency, Ages 10-18
- Clark, Shelton Lee Roy An Analysis of Education as a Profession
- Cousins, Ruth Elizabeth An Analysis of Education as a Profession
- Davis, Montana Wheeler Principles of Developing a Curriculum
- Davis, Troy Lee A Suggestive Physical Education Program for Sixth, Seventh, and Eighth Grades, Logan School, Concord, North Carolina
- Dodds, Sarah Gore Safety Through Elementary Science
- Evans, Robert Taylor Three Basic Methods of Stimulating Student Interest in the Industrial Arts Program
- Fairfax, Augustine Ersell The Meria-Demerit System as Administered in the Air Force ROTC Detachment NR, 605 Agricultural and Technical College of North Carolina, Greensboro, North Carolina
- Fleming, Cora Methods Used in Helping Boys and Girls Make Initial Adjustments in the Barbara Lawrence Kindergarten School of Cheraw, South Carolina
- Flynn, Alma Mae An Analysis of Education as a Profession

- Forbes, Doris Baker The Effective Judging of Social Studies in the Primary Grades
- Fuller, Deborah Woods An Analysis of Education as a Profession
- Furcron, Dorothy Harris The Vocational Choices of 1058 Senior High School Students in Schools of North Carolina, 1959
- Gibbs, Marie An Investigation of Opinions of 63 Science Teachers Relative to Science in Elementary Schools
- Godley, Waldo An Analsis of Education as a Profession
- Graham, Mary Beebe A Proposed Guidance Program for the Central Elementary School in Whiteville, North Carolina
- Green, George A Suggested Physical Education Program for Boys in the Sixth and Seventh Grades at Dunbar School, Newport News, Virginia
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