

11-1-1974

## Letter from A. P. Bell to Charlie H. Curtis, Regional Representative of the AVA Research Committee

A. P. Bell

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November 1, 1974

Dr. Charlie M. Curtis  
Regional Representative  
AVA Research Committee  
Louisiana State University  
Baton Rouge, Louisiana 70803

Dear Dr. Curtis:

Enclosed is a copy of Research Studies in Progress in our  
Department of Agricultural Education for the year 1974-75.

Sincerely yours,

A. P. Bell, Head  
Department of Agricultural Education

A  
P  
B  
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g

Enclosure

DEPARTMENT OF AGRICULTURAL EDUCATION  
North Carolina A & T State University  
Greensboro

Studies In Progress, 1974-75

ROGERS, ISAAC C. Project Director, A Historical Review of the Growth and Development of The New Farmers of America as a Part of Vocational Agriculture In North Carolina and its Contributions to Educational Developments. North Carolina Agricultural and Technical State University, Greensboro, North Carolina 27411, Staff Study.

BAGGETT, CONNIE D. Effect of Less Than Full-Time Employment on the Morale of Teachers of Agriculture In North Carolina. North Carolina Agricultural and Technical State University, Greensboro, North Carolina 27411, M. S. Thesis.

WILLIAMS, JOHN O. Production Agriculture's Influences on Economic Developments In The United Republic of Tanzania. North Carolina Agricultural and Technical State University, Greensboro, North Carolina 27411. M. S. Thesis.

LOUISIANA STATE UNIVERSITY  
AND AGRICULTURAL AND MECHANICAL COLLEGE  
BATON ROUGE . LOUISIANA . 70803

College of Agriculture

SCHOOL OF VOCATIONAL EDUCATION  
204 FIELD HOUSE • PH. 388-2003

AGRICULTURAL EDUCATION  
HOME ECONOMICS EDUCATION  
INDUSTRIAL EDUCATION

September 20, 1974

Dr. Arthur P. Bell  
Agricultural Education Department  
North Carolina A & T State University  
Greensboro, NC 27411

Dear Dr. Bell:

It is again time for the Southern Regional Research Committee in Agricultural Education to publish its annual abstract of research studies completed during 1974. During the past years it has been the custom to ask you to collect and submit abstracts of research completed. I would appreciate it if this could be completed and the abstracts forwarded to me by October 21, 1974. Please notify me if no abstracts are to be submitted.

Attached is a copy of criteria adopted by AVA Research Committee for selecting studies. Also attached is a copy of the format approved for reporting studies.

In addition to Abstracts of Studies completed in your department in 1973-74, we also need a list of:

1. Studies in progress, 1974-75
2. Person or persons conducting the study
3. Title
4. Institution at which study is being conducted
5. Type of study--M.S. thesis, Staff Study, etc.

Thanks very much for your cooperation.

Sincerely,

*Charlie M. Curtis*

Charlie M. Curtis  
Regional Representative  
AVA Research Committee

CMC:ada  
attachment

SECOND NOTICE

S.O.S.! Haven't received your Summaries of Studies. If the southern region is to have a research report, we will need your summaries. Please reply immediately.

SUMMARIES OF STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION

CRITERIA FOR SELECTION

1. The study should contribute significantly to the solution of problems in vocational and technical education.
2. The study should have an adequate design, use appropriate procedures, involve sufficient data effectively summarized, and result in justifiable conclusions.
3. The study should be published in a professional journal, or be available on loan from a university, State department, library, or on microfilm.
4. The summary should report an organized staff research project or a thesis submitted for a graduate degree.
5. In addition to statements of title, purpose, and method in recommended form, the summaries should report only the organized findings of an investigation, and the findings should be stated in terms consistent with the purposes of the study.
6. Only summaries covering very significant studies, usually staff studies or doctoral dissertations should exceed 300 words in length, and in no case should a summary exceed 500 words.

INSTRUCTIONS FOR REPORTING SUMMARIES OF STUDIES  
IN AGRICULTURAL EDUCATION

A. Pattern

1. Conform to form used in Vocational Division, Bulletin No. 180, Agricultural Series No. 80, Supplement No. 16.<sup>1</sup>
2. Length--approximately 300 words. Only very significant studies can exceed 300 words and in no case over 500 words.
3. Because of danger of injustice to the person who wrote the thesis or report, the chairman will not drastically edit or cut any report. Summaries which are too long, improperly reported, poorly prepared, or which fail to meet the criteria, will be returned to the institution making the report. The delay may make it necessary for such summaries to be included in the next bulletin published.
4. Example of title (Please observe and follow punctuation, double spacing, and indentation as shown below. Indent seven spaces to allow for numbering the studies.)

MOORE, TROY. A Study of the Need for Establishing Vocational  
Agriculture Departments in New Locations in Virginia. Thesis M. S.,  
1956, Virginia Polytechnic Institute. 138 p. Library, Virginia  
Polytechnic Institute, Blacksburg.

5. Purpose.--(Present a clear statement of the purposes or objectives of the study. Statements of basic assumption should be included only if they are important to the study.)
6. Method.--(Method of securing data, types of data collected, statistical treatment of data, and scope of study should be given.)
7. Findings.--(Significant findings clearly presented in terms consistent with the stated purposes or objectives of the study.)

B. Typing

1. Three copies (original on white bond).
2. Double-spaced throughout (Including title paragraph).
3. Each study summary started on a separate page -- 6 lines from top.

<sup>1</sup>Original statement revised 9/1/65 to refer to latest supplement.

4. At the end of the title of the summary--when the source of the original study does not contain the name of the state, please include the name of the state (e.g., Library, Clemson College, Clemson, South Carolina).
  5. Designations as to types of studies should correspond with the nomenclature used by institutions (i.e., Thesis, Problem, Report, etc.).
  6. If more than one page is necessary break page between (NOT IN BODY OF) paragraphs.
  7. Punctuation (See example attached or supplement No. 16.)\*
  8. The three designated headings (Purpose, Method, Findings) should be indented and have broken underlining to denote italics.
  9. Additional paragraphs indented the same number of spaces as the three headings.
  10. Government rule for capitalizing "State" in adjective form (i.e., in the State departments of education.).
- C. Include studies completed during the last half of 1968 and the first half of 1969, as well as those completed earlier but not included previously. If rejected for not meeting the criteria, do not return them unless they have been revised and improved.
- D. Follow examples attached.

\*Corrected as of 9/1/65

SAMPLE OF FORM FOR REPORTING STUDIES

SANDERS, HARRY W. A Follow-Up Study of Students of Vocational Agriculture in Virginia 1918 - 1955. Non-Thesis Study, 1959. Virginia Polytechnic Institute. 15 p. Department of Vocational Education, Virginia Polytechnic Institute, Blacksburg.

Purpose.-- The primary purpose was to determine the number and percentage of former students engaged in farming and allied occupations. Nine questions were listed as secondary purposes.

Method.-- All youth who had studied Vocational Agriculture in the public schools of Virginia for one or more years were included in the study. The total number was 76,534. Data for the study were obtained from follow-up records kept by teachers of vocational agriculture.

Findings.-- Approximately one-third (32.00 per cent) of the ex-students gainfully employed (not including those in the Armed Forces) were in farming or related occupations and two-thirds (63.46 per cent) were in non-agricultural occupations. The ratio of those farming to those engaged in related occupations was approximately 3 to 1.

Ex-students tend to farm in the communities in which they were educated.

Of the former students engaged in farming, nearly two-thirds were becoming established as owner or had definite partnership arrangements with their dads.

Almost three per cent of all ex-students, who were not classed as farmers, were deriving some direct benefits from their training in agriculture.

There seemed to be a direct relationship between the number of years a student had been enrolled in agriculture and the chances of his engaging in farming. An increase in the number of years in vocational agriculture resulted in an increase in the percentage engaged in farming.

Younger ex-students of vocational agriculture did not seem to engage in farming and related occupations in as large numbers as those who had been out of school for a longer period of time.