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Edited by

Donna M. Davis
University of Missouri–Kansas City



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Editorial Policy

The *American Educational History Journal* is devoted to the examination of educational topics using perspectives from a variety of disciplines. With *AEHJ*, the Organization of Educational Historians (OEH) encourages communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds.

Authors come from disciplines ranging from political science to curriculum to philosophy to adult education. Although the main criterion of acceptance for publication in *AEHJ* requires that the author present a well-articulated argument concerning an educational issue, the editors ask that all papers offer a historical analysis.

AEHJ accepts papers of two types. The first consists of papers that are presented each year at our annual meeting. The second type consists of general submission papers received throughout the year.

General submission papers may be submitted at any time. They will not, however, undergo the review process until January when papers presented at the annual conference are also due for review and potential publication.

Articles published in the *Journal* do not necessarily represent the views of the editors, the members of the Society, or those of the universities with which the authors are affiliated. Authors are solely responsible for the accuracy and truthfulness of their work, for ensuring that their writing does not infringe on copyrights, for respecting individuals' rights of privacy, and for adhering to all other expectations required of scholarly publications.

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INTRODUCTION TO VOLUME 44, NUMBER 1

Editor's Introduction

Welcome to Volume 44 of the *American Educational History Journal*. This volume would not have been possible without the assistance of several very wonderful and talented individuals, including the associate editor (Shirley Marie McCarther), book review editor (Susan Studer), the managing editor (Mindy Spearman), and my energetic and highly competent editorial assistants, Nicole Dorsey, Jordan Fash, and Vam Nu. I also appreciate the hard work of the Editorial Board and the reviewers for their willingness to offer critical feedback to enhance the overall quality of this volume. The contributors too, submitted scholarship that is dynamic, interesting, and cutting-edge.

ISSUE NUMBER 1

The theme for the 2016 annual conference of the Organization of Educational Historians (OEH) focused on the position of place in the history of education and with this idea in mind, Volume 1 includes a wonderful collection of histories and each piece, in its own way, contributes significantly to national and international discussions about how we may think about the notion of place as it relates to the history of education.

Also included in this volume are three important book reviews by Theodore G. Zervas, Robert K. Poch, and Elizabeth Cobbins. It was a pleasure to review all of this work and it was an honor to explore critical themes with the scholars in this volume.

ARTICLE OF THE YEAR AWARD FOR VOLUME 43 OF *AEHJ*

The Article of the Year Award for Volume 43 goes to Jennifer Paul Anderson and Thomas V. O'Brien for their piece, "Pork Choppers, Presidents, and Perverts: The Response of Two University Presidents to Attacks on the Privacy and Academic Freedom of Professors by the Florida Legislative Investigation Committee, 1956 to 1965." This important study provides a cautionary lens with which to view the professoriate—particularly in terms of reconciling the individual's private and public life. It would seem that in this era of great scrutiny—when a tweet can ruin a career—Anderson and O'Brien's message and research cannot be more timely.

Compliments of George Johnson and Information Age Publishing, Jennifer and Thomas will receive a \$250 check and a special award at our 2017 annual conference.

Previous Winners: *AEHJ* Article of the Year Award

<i>Volume</i>	<i>Name</i>	<i>Institution</i>	<i>Title</i>
43	Jennifer Paul Anderson and Thomas V. O'Brien	<i>University of Southern Mississippi</i>	Pork Choppers, Presidents, and Perverts: The Response of Two University Presidents to Attacks on the Privacy and Academic Freedom of Professors by the Florida Legislative Investigation Committee, 1956 to 1965
42	Melandie McGee and R. Eric Platt	<i>University of Southern Mississippi</i>	The Forgotten Slayings: Memory, History, and Institutional Response to the Jackson State University Shootings of 1970
41	Carl Kalani Beyer	<i>Ashford University</i>	Comparing Native Hawaiian Education with Native American and African American Education during the Nineteenth Century
40	Joseph Watras	<i>University of Dayton</i>	The Influence of the Cold War on the Racial Desegregation of American Schools

(Previous Winners continues on next page)

Previous Winners (Continued)

<i>Volume</i>	<i>Name</i>	<i>Institution</i>	<i>Title</i>
39	John Wakefield	<i>University of North Alabama</i>	"Whosoever Will, Let Him Come": Evangelical Millennialism and the Development of American Public Education
38	Kelly A. Kish	<i>Indiana University</i>	American Scholars Abroad: Reflections on Soviet Academic Freedom
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36	Lynn M. Burlbaw	<i>Texas A&M University</i>	An Early Start: WPA Emergency Nursery Schools in Texas, 1934–1943
35	Joshua Garrison	<i>University of Wisconsin–Oshkosh</i>	A Problematic Alliance: Colonial Anthropology, Recapitulation Theory, and G. Stanley Hall's Program for the Liberation of America's Youth
34	Jared R. Stallones	<i>California State Polytechnic University</i>	Struggle for the Soul: William Heard Kilpatrick

The primary purpose of the Article of the Year award is to honor quality scholarship in each volume of *AEHJ*. Another winner will be selected for volume 44.

ARTICLE 1

EDUCATION FOR AGRICULTURAL IMPROVEMENT

Teacher Certification at the Agricultural and Mechanical College of Texas

Lynn M. Burlbaw, Lauren Williams, and Larry J. Kelly
Texas A&M University

Texas A&M University has long been known for its engineering and agricultural programs. Only in the last 50 years has its reputation included the preparation of teachers for general education in the public schools of Texas. However, agricultural education has been an integral part of the institution's mandate since early in the 20th century. In 1912, the College offered Correspondence Course in Agriculture, Short Summer Courses for Farmers, Educational Demonstration Trains, a Local Short Course around the state and cooperated with public school teachers (AMC 1913). However, there was not a degree or certification plan to prepare teachers for the public school. By the late 1920's this had changed however. The *1928-30 Bulletin of the State Superintendent of Public Instruction* (Marrs 1931) reports that during the 1929-30 academic year, 78 teachers received teaching certificates as a result of their study at the A&M College of Texas. While only two certificates were for elementary grades, 22 of them were permanent secondary certificates (91). The 1934 Commencement Bulletin from the Agricultural and Mechanical College lists eleven graduates receiving

Bachelor of Science degrees in the School of Vocational Training; seven in agricultural education, three in Industrial Education and one in Rural Education (Dugan 1982, 173f).

However, the School of Vocational Teaching no longer exists—“The nation-wide financial crisis that occurred in 1929 and the depression years that followed lead to the demine [sic] of the School of Vocational Teaching ... In 1935 the School of Vocational Teaching was dismantled as an administrative unit. The school had granted 364 degrees over a ten-year period” (Boone 2015, np). This article traces the origins of agricultural education in Texas and at the Agricultural and Mechanical College of Texas, from its beginning in the Department of Agricultural Extension to its eventual home in the School of Vocational Teaching and finally in the College of Agriculture and Life Sciences.

The Agricultural and Mechanical College of Texas opened its doors in 1876. A land grant institution authorized under the Morrill Land Grant Act of 1862, the school had an inauspicious beginning with one building; faculty and students living in, as well as, attending and delivering instruction in that same building. However, the school survived the first years and by 1900, was a fixture in the state’s education system (Dethloff 1975).

Agriculture was a mainstay of the Texas economy in the late 1800s and early 1900s and many recognized the need for instruction in agricultural techniques in the public schools as a way of improving farm output and the economy. Reports related to the teaching of agriculture appeared in the *Texas School Journal*. At the State Teachers Association meeting held in December 1902, M. L. Moody of Beaumont (TX) and L. B. Reid of Tyler (TX) presented a paper entitled, “Should Elementary Branches in Agriculture and Horticulture be Taught in the Public Schools?” (Texas State Department of Education 1902, 215–216). Earlier in that same issue, David F. Houston, President of the Agricultural and Mechanical College of Texas, wrote about agricultural education at the College, “The instruction actually given in the college covers a complete four-year course in agriculture, including horticulture, industrial chemistry, and special work in dairying and in veterinary science, ...” (1902, 35.). He ended his piece with a call for greater support from the state to expand the programs offered by the College.

The following year, E. J. Kyle, a professor of Horticulture at the Agricultural and Mechanical College of Texas, read a paper at the State Teachers’ Association meeting in Marlin (TX) on December 31, 1903. He started his paper by explaining the value of agriculture to Texas as an explanation of why agriculture should be taught in the public schools. His argument is that there are not enough students enrolled in college to have an effect on improving agriculture. “The only school in our State in which a young man may gain a knowledge of scientific agriculture is the Agricultural and

Mechanical College.... There are now about 100 boys taking the agricultural course (Kyle 1904, 933). He goes on to show the very low percentage of students who were trained in modern agricultural techniques citing various figures about Texas and the relationship between the 100 boys in college and the population. "This would give 7,000 persons now following agricultural pursuits to one that is properly preparing himself to follow the agricultural profession in the future" [he estimated that there were 700,000 people engaging in agriculture in Texas in 1900]. He later states, "if we consider that there is a family upon each of the 352,190 farms in the State, then only one farmer in every 3,521 is trying to give his son an agricultural education" (933).

However, he doesn't fault farmers for not sending their sons to college, "You may well ask why there are not more boys at our agricultural College? ... I do not believe the farmer is to blame, for a very small percent of the farmers in the State can afford to send their boys through a four-year College course. The fact is the Agricultural and Mechanical College will never be able to reach the great mass of students in the State. If agriculture is to be taught to them at all, it must be given in an elementary form in the secondary schools" (Kyle 1904, 934). Kyle stops short of recommending certified teachers for agriculture or that the College would have a role in preparing teachers.

In response to legislative actions, districts and counties were required to teach agriculture in schools in a formal way, with some success. In 1907, under the section, "Worth While" the editor of the *Texas School Journal* printed a report from the County Superintendent in Falls County (TX), Eddins.

Last year the study of agriculture was introduced into fourteen of our schools. There were enrolled in these schools - 91 boys and 98 girls. Each teacher who tried the experiment reported a successful class, and that the pupils were delighted with the study.

The principal of one of the best schools in the county reports that he was able to get splendid work out of some pupils in this subject that he has been unable to get to do anything much in their other studies. The girls have shown as much interested as the boys and all the teachers report that the work in agriculture tends to improve the pupils in penmanship, English and general habits of study.

The last legislature required the teaching of this subject by law and it is the duty of parent to aid in every possible way to get the subject well started in schools. New books on the subject will be necessary, and the moral support of the parents must be given to the teacher. (Editor 1907, 31).

Eddins ends his report by stating that “With sufficient materials and opportunity for proper teaching there is no doubt that this subject presents a wide field for useful and profitable study (31). While not a direct reference to the need for teachers, Eddins recognized the role prepared teachers would play in offering agricultural education in the public schools.

By the time the State Legislature met in 1911, the need for teachers to instruct students in agricultural subjects was apparent to everyone and the Texas State Legislature passed House Bill 138. In Chapter 26, the law provided directions on teaching agricultural skills in the State’s public schools. Section 2 restates the earlier legislation to require the teaching of agriculture.

Section 2. That there may be taught in each high school, the establishment of which is herein authorized, all subjects prescribed by law to be taught in the public schools, including primary, intermediate and high school subjects, and *such of the additional subjects of agriculture, domestic economy and manual training* as may be provided for according to the conditions hereinafter prescribed (author’s emphasis).

The conditions referred to in the above quote were linked to the size of school and level of funding available from state and local revenues.

Section 3 of the law continued, giving the financial backing required of districts for the different types of high schools in the state and included the following, specifically referring to agriculture offerings:

The board of trustees of the high school applying for State aid for establishing, equipping and maintaining a department of agriculture, domestic economy or manual training, shall provide ample room and laboratories for the teaching of each subject or subjects, and in connection with the department of agriculture in the high school, shall provided a tract of land conveniently located, which shall be sufficiently large and well adapted to the production of farm and garden plants, and *shall employ a teacher who has received special training for giving efficient instruction in the subject* (author’s emphasis).

In the following year, 1912, Texas A&M College offered its first course, Elementary Agriculture for Teachers, designed to help agriculture teachers, as a correspondence course. The College, likely at the encouragement or urging of Professor E. J. Kyle, became a participant in solving the problem Kyle had recognized five years earlier in his speech to the teachers. The course fulfilled one of the Department of Agricultural Extension’s activities listed as

5. Co-operation with Secondary Schools

The law requires that agriculture be taught in the public schools; and

this department will co-operate with the authorities of any school requiring aid to methods of carrying out this requirement (AMC, July 1913, 65).

The course was housed in the Department of Agronomy but no description is given of the course.

By the time College opened in 1913, the Department of Agricultural Extension had been renamed the Department of Agricultural Education; a full listing of courses had been prepared along with course descriptions and degree plan options of Agronomy, Agricultural Chemistry, Agricultural Botany and Agricultural Education. The need for the department was justified in the Bulletin with the following narrative:

The great demand for skilled teachers of agriculture in high schools, normal schools and colleges, should appeal to those who are interested in the teaching profession. The primary purpose of the courses offered in this department is to help the student anticipate and solve the problems of teaching.

Under the laws of Texas, graduates of this College who have completed four "full courses" (equivalent to twenty-four credit hours) in Education will be granted a Permanent State Certificate. Those who have completed one "full course" (equivalent to six credit hours) in Education will be given a First Grade Certificate (AMC April 1914, 46).

The Permanent State Certificate was a life-time certificate allowing the holder to teach in any school in Texas. The First Grade Certificate was valid for teaching in all schools in Texas but only for a maximum of six years. The expectation was that, no later than the beginning of the fourth year of teaching, the teacher would begin taking the state exams which would convert the First Grade Certificate into a Permanent State Certificate (Doughty 1915).

The preparation of teachers, an elective program, began in the student's third year in college. Listed as courses in the Agricultural Education option for the Junior year were

Agricultural Education 1: Educational Psychology. Junior. First Term, 3 hours a week.

This is a beginning course in Psychology with especial (sic) emphasis on its applications to the problems of teaching. Stress will be placed upon instincts, habit formation, memory, attention, and the psychological principles of industrial subjects in the curriculum (AMC April 1914, 46).

along with

Agricultural Education 2: Vocational Education. Junior. Second term, 3 hours a week.

This course is a brief study of vocational education in general and of agricultural education in particular. The progress in the movement for industrial, trade, and continuation schools will be traced briefly. The history of agricultural education, its present status, and typical agricultural schools and departments will be studied at greater length (AMC April 1914, 46).

The topics of the Psychology course clearly reflect the prevailing theories of learning of the time and vocational education, while “briefly” addressing the other trades focused on agricultural education and its current state.

In the Senior year, students were offered, in the first term, “Agricultural Education 3: School Administration” and “Agricultural Education 4: Methods of Teaching”.

Agricultural Education 3: School Administration. Senior. First term, 3 hours a week.

This course deals with the organization and management of State, county, and city school systems; the qualifications, duties and relations of school boards, superintendent, principals and teachers; school finances; school architecture and equipment; school curricula; formation, enlargement and consolidation of school districts, certification of teachers; and the interpretation and application of the Texas School Law.

Agricultural Education 4: Methods of Teaching. Senior. First term, 3 hours a week.

The fundamental principles of the aims and methods of recitation are considered with their application to the conditions of the high school (AMC April 1914, 47).

In the spring semester of the senior year, the student had two courses, “High School Problems” and “High School Agriculture”, each meeting for 3 hours a week.

Agricultural Education 5: High School Problems. Senior. Second term, 3 hours a week.

This course is a study of the relation of high school to elementary school, college and community; reorganization of curriculum with special attention to vocational subjects; equipment; discipline; daily schedules; records, and high school activities.

Agricultural Education 6. High School Agriculture. Senior. Second term, 3 hours a week.

This course is a study of the specific problems that confront the teacher of Agriculture in the high school. Among the topics discussed are: the selection of subject matter suited to local conditions; the organization of courses of study; equipment; management of field plots; student agricultural organizations; extension work; and community interest. Prerequisite, *Agricultural Education 5* (AMC April 1914, 47).

While Agricultural Education 5 is listed as a prerequisite for the High School Agriculture course, it appears to have been a co-enrollment requirement rather than prerequisite. Nowhere in the descriptions of the courses is there any indication that there was practical application of principles or activities associated with teaching, the pedagogy of instruction. As the Permanent State Certificate allowed a teacher to teach at any grade level in a Texas public school, clearly the College saw its mission to prepare teachers for high schools and not elementary schools—no mention of elementary students or education appears in the course descriptions.

While student teaching was not required of the students that first year, student teaching was not new to the field. Earlier, at its 1899 meeting, the Committee on the Normal School of the National Education Association, recommended that “the minimum amount of instruction given by a student teacher should not be less than one recitation period per day for a period of one year” (Snyder 1899, 849). As early as 1907, student teaching was seen as an integral part of teacher preparation. The state of New Jersey required graduates of their Normal Schools to student teach for a month under the guidance of an experienced teacher (New Jersey 1908). Indiana University established the Critic School in 1907 to provide a venue for student teaching (Pittenger 1908). In 1913, the Minnesota State Legislature pass an act the required all teachers being certified in that state after August 1, 1915, complete a course, practice teaching, of professional training, not to exceed thirty-six weeks (President’s Report 1915, 121).

Student or practice teaching was not offered to all students. For a few, the 6 courses were supplemented by seventh Agricultural Education course, “Practice Teaching” which was described as

Agricultural Education 7: Practice Teaching. Senior. Time and credits to be arranged.

Opportunity is offered to a limited number to get experience in teaching under the direction of a critic teacher. Lesson plans are submitted for approval in advance of the recitation. A conference is held after each recitation for discussion and criticism of methods of teaching. Experience is given for

short periods in several different subjects and classes. Prerequisite. *Agricultural Education* 5 (AMC April 1914, 47).

No records exist to show how many students were enrolled in any of the courses.

Over the next years, the Department of Agricultural Education, under the direction of Professor Hayes, continued to define its mission and the refine the courses offered. Hayes recognized the College's obligation under the Smith-Lever Act passed May 8, 1914. The introduction to the Act reads

Chap. 79.—AN ACT To provide for cooperative agricultural extension work between the agricultural colleges in the several States receiving the benefits of an Act of Congress approved July second, eighteen hundred and sixty-two, and of Acts supplementary thereto, and the United States Department of Agriculture.

Section 2 reads

Sec. 2. That cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities, and imparting to such persons information on said subjects through field demonstrations, publications, and otherwise; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges receiving the benefits of this Act.

(Smith-Lever Act of 1914—Primary Source)

The Act clearly makes reference to both the First and the Second Morrill Land Grant Acts, 1862 and 1890 respectively.

In writing about the College's responsibility and the need for agricultural teacher education, Department Head Hayes wrote this in the introduction to the Department of Agricultural Education.

Agricultural extension work has had a phenomenal growth in recent years. Not only have universities, colleges, experiment stations and various Federal, State and county institutions engaged in the work of disseminating agricultural information, but railroads and commercial organizations of various kinds are employing experts for extension and demonstration work. The already great demand for capable extension and demonstration workers will increase greatly under the provisions of the Smith-Lever Act [1914]. Work is offered in this department that will aid student in the preparation for such positions.

This department is co-operating with numerous high schools, county superintendents, and teachers of agriculture throughout the State, assisting them in the organization of courses of study, the planning of laboratory and field work, and the undertaking of extension work in the community. An effort will be made to visit at least once during the year each high school in the State teaching agriculture. The services of the department are offered to the superintendents, teachers and schools of the State and school officers are invited to confer with the department in securing teachers of agriculture for high schools. (AMC 1914, 46).

In that first year of the program, the department formally organized the course work. The Agricultural Education courses were now "legitimate" courses with regular university numbers. The department also expanded the course offerings beyond those initial 6 to include some additional preparatory work. By the beginning of the second year, a new course was added to the recommended courses, Adolescence, still an elective for the Agricultural Education degree but recommended for those seeking a teaching certificate.

302. Adolescence. Elective. Junior. Second term, 3 hours a week.

This course is a study of the psychology of adolescence, the physical and mental changes appearing adolescence, and the relation of these to the methods, curriculum, discipline, athletics and organization of the high school. As an introduction to this course, a short time will be devoted to the study of the instincts of children and the characteristics of pre-adolescence. The course is designed to enable one to understand the nature of high school boys and girls and to deal intelligently with them. The work consists of textbooks, lectures and assigned readings. *Prerequisite*, Agricultural Education 301. (AMC 1915, 76)

The prerequisite, Agricultural Education 301, was the old Agricultural Education 1 course, Educational Psychology. Interestingly, the course on adolescence was only offered the one year; again the focus was on high school. In the 1917 catalog, the course is again listed as Educational Psychology (AMC 1917, 99). Additional course were added as electives for the students. Two of the electives were

403. Rural Problems. Elective. Senior. First term, 3 hours a week.

This course is a study of the rural community with the school and church as centers of community interest. Among the things discussed are: present rural conditions and their evolution; the demands upon school and church in the country; the reconstruction of rural school in administration, buildings, equipment, curriculum, maintenance, and teaching; and the cooperation

of school, church and community for the uplift of rural life. This course is intended to help prepare for leadership in rural communities and for extension and demonstration work. The work consists of recitations, lectures and assigned problems. (AMC 1915, 77)

This course does not appear in the 1917 catalog although a course, "Economics 404: Rural Economics" is offered in the senior year (AMC 1917, 99).

404 Agricultural Extension and Demonstration. Elective. Senior. Second term, 3 hours a week.

This course gives a brief history of the development of extension and demonstration in agricultural work, an account of the types of organization in the various agricultural colleges for extension work, the organization in the U.S. Department of Agriculture for demonstration and extension, the organization under the Smith-Lever Act of other agencies doing extension and demonstration work, the numerous lines activity in extension and demonstration and the most effective methods to be employed in the work. Lectures, assigned readings, problems and practice in presenting subject-matter to varied audiences constitutes the work of the course. Agricultural Education 301, 305 and 407 are important to give preparation for this course, but they are not prerequisites. The purpose of this course is to give preparation to do extension work in the employ of agricultural colleges, railroads and other private agencies, to do the work of a county demonstration agent, and to do efficient community work as a teacher of agriculture in the high school. (AMC 1915, 77)

The order of course offerings changed during the first years of the programs the College faculty worked to determine the most appropriate sequence of offerings. Vocational Education, a junior course in first year was moved to the senior year; School Administration was moved from the senior year to the junior year. By the 3rd year of the program, 1915-16, the College had begun to differentiate course offerings according to the type of certificate a student was pursuing; either a Permanent Certificate or a First Grade Certificate (see above for the distinction). Table 1: Course offerings and Certification Type shows the changes in the first three years.

By the time school started in 1917, the Department of Agricultural Education listed two types of certification plans for those seeking to become teachers. One a minor and the other a major. Figure 1: Course in Agricultural Education, shows the courses offered and the sequence for those majoring in agricultural education, including the requirement for student teaching. Over the next years, the program continued to evolve as old courses were dropped and new courses were added.

Table 1. Course Offerings and Certification Type

<i>Course</i>	<i>1913–14 School Year</i>	<i>1914–15 School Year</i>	<i>1915–16 School Year—Permanent Certificate</i>	<i>1915–16 School Year—First Class Certificate</i>
Education	First Semester	First Semester	First Semester	First Semester
Psychology	Junior Year	Junior Year	Junior Year	Junior Year
Vocational Education	Second Semester Junior Year	First Semester Senior Year	First Semester Senior Year	
Methods of Teaching	First Semester Senior Year	First Semester Senior Year	Second Semester Junior Year	First Semester Senior Year
School Administration	First Semester Senior Year	First Semester Junior Year	First Semester Junior Year	
High School Problems	Second Semester Senior Year	Second Semester Junior Year	Second Semester Junior Year	Second Semester Junior Year
High School Agriculture	Second Semester Senior Year	Second Semester Senior Year	Second Semester Senior Year	Second Semester Senior Year
Adolescence		Second Semester Junior Year		
Rural Problems		First Semester Senior Year		
Rural Education			First Semester Senior Year	
Agriculture Extension		Second Semester Senior Year	Second Semester Senior Year	

Note: Shaded cells show where sequence of courses was changed.

Much can be learned by examining courses of study and course descriptions. Other information about the content of a program's courses can be gleaned by looking at course syllabi (unfortunately, no syllabi are available for course from these early years) and textbooks used in courses. Beginning in 1915 and continuing until the 1920 school year, texts used in the various courses were listed as part of the course description in the catalog. These are shown—course, author, book title and publication date and years of use—in Table 2: Table 2: Courses and Textbooks Used And Years Of Use. This listing includes many of the most notable textbook authors of the early 20th century—Cubberley, Monroe, Parker, and Snedden—all known well by curriculum and education historians. Cubberley's book on

Course in Agriculture Education					
*Freshman Year					
First Term	Hours per week		Second Term	Hours per week	
	Th.	Pr.		Th.	Pr.
Agronomy 101 Elementary Crop Production	2	2	Animal Husbandry 102 Market Types	0	4
Animal Husbandry 101 Market Types	0	4	Biology 102 Botany	3	2
Biology 101 Botany	3	2	Chemistry 102 Inorganic	3	2
Chemistry 101 Inorganic	3	2	Dairy Animal Husbandry 102 Elementary Dairying	2	2
English 103 Rhetoric and Composition	3	0	English 104 Rhetoric and Composition	3	0
Military Science 101 Elective	1 $\frac{3}{15}$		Military Science 102 Elective	1 $\frac{3}{15}$	
		10			10
* Students not presenting entrance credits in Physics will be required to take an elementary course in Physics as an extra study during the Freshman year.					
Sophomore Year					
First Term	Hours per week		Second Term	Hours per week	
	Th.	Pr.		Th.	Pr.
Animal Husbandry 201 Farm Poultry	2	2	Animal Husbandry 202 Breed Types	2	2
Biology 201 Zoology	2	2	Biology 202 Zoology	2	2
Chemistry 209 Geology	2	2	Chemistry 206 Organic	3	2
English 201 Literature	3	0	English 202 Literature	3	
Horticulture 201 Plant Propagation and Orch.	3	2	Horticulture 202 Vegetable Gardening	2	2
Military Science 201 Elective	1 $\frac{3}{16}$		Military Science 202 Elective	1 $\frac{3}{16}$	
		8			8
Junior Year					
First Term	Hours per week		Second Term	Hours per week	
	Th.	Pr.		Th.	Pr.
Agricultural Education 301 Ed. Psychology	3	0	Agricultural Education 302 Methods of Teaching	3	0
Agronomy 301 Soils	4	2	Agronomy 302 Farm Crops	4	2
Chemistry 309 Analytical	1	4	Chemistry 304 Agricultural	2	2
English 301 Argumentation	1	0	English 302 Argumentation	1	
Elective	$\frac{6}{15}$		Elective	$\frac{6}{16}$	
		6			4

Source: (AMC 1917, 99)

Figure 1. Course in Agricultural Education. (Figure 1 continues on next page.)

First Term	Hours per week		Senior Year		Hours per week
	Th.	Pr.	Second Term	Th.	
Agricultural Education 405	3	0	Agricultural Education 402	2	0
Vocational Education Agricultural Engineering 415	1	6	Admin. Of H. S. Agriculture	3	4
Farm Shop Economics 403	3	0	Astronomy 402 Farm Management	3	0
Fundamental Principles English 401	1	0	Rural Economics English 402	1	
Public Speaking Textile Engineering 417	0	2	Public Speaking	6	
Cotton Classing Elective	6		Elective		
	14	8		15	4

*Three term-hours credit in teaching secondary agriculture is required for graduation. (AMC 1917, 99)

Source: (AMC 1917, 99)

Figure 1. Course in Agricultural Education. (Continued)

rural education was a mainstay well into the 1940s. An examination of the content of each of the books is beyond the scope of this article. However, in the appendix, the initial page of the table of contents from three of the books used in the courses are shown; Allen's *The Instructor, The Man, and The Job* (1919), Cubberley's *Rural Life and Education* (1914); and the Hummel's *Materials and Methods in High School Agriculture* (1913).

Table 2. Courses and Textbooks Used And Years of Use

Course(s)	Author	Book	Years Used
Educational Psychology	Betts, George H.	The Mind and Its Education (1906, rev. 1916)	1916–17; 1917–18; 1918–19, 1919–20
Methods of Teaching	Parker, Samuel C.	Methods of Teaching High School (1915)	1915–16; 1916–17; 1917–18; 1918–19; 1919–20
School Administration	Samuel T. Dutton and Snedden, David.	Administration of Public Education in the United States (1908)	1915–16; 1916–17; 1917–18; 1918–19; 1919–20
High School Problems	Monroe, Paul	Principles of Secondary Education (1914)	1915–16; 1916–17; 1917–18; 1918–19; 1919–20; 1920–21

(Table continues on next page)

Table 2. (Continued)

<i>Course(s)</i>	<i>Author</i>	<i>Book</i>	<i>Years Used</i>
Administration of High School Agriculture	Hummel, William G., and Bertha R. Hummel	Materials and Methods in High School Agriculture (1913)	1915–16; 1916–17; 1917–18; 1918–19; 1919–20
Rural Education	Cubberley, Elwood P.	Rural Life and Education (1914)	1915–16; 1916–17; 1917–18; 1918–19; 1919–20; 1920–21
Methods of Teaching Industrial Education	Allen, Charles R	The Instructor, The Man, and The Job (1919)	1918–19; 1919–20; 1920–21

Once the course of study had been defined, the program began to grow. However, the certification of teachers struggled to find a permanent home. From 1913 to the 1918–19 school year, the Agricultural Education program courses were housed in the Department of Agricultural Education. Beginning in 1920, the program of Agricultural Education was moved into the School of Agriculture which also offered courses in Department of Vocational Teaching. This arrangement continued until the 1923 school year when the School of Vocational Teaching assumed control of the courses in Agricultural Education and the newly developed Department of Industrial Education. The next year, 1924–25, the School of Vocational Teaching still offered the Agricultural Education courses, as well as housing a Department of Industrial Education, and another department, the Department of Rural Education. This arrangement continued until 1928 when the Department of Physical Education was added to the School of Vocational Teaching. Brought on by the financial stresses of the depression, in 1934, the School of Vocational Teaching was closed and the School of Agriculture was established, continuing with the 4 departments that had existed under Vocational Teaching. Today, in 2016, agricultural education is housed in the Department of Agricultural Education in the College of Agriculture and Life Sciences and continues to certify teachers but under the current licensure categories, the Permanent State and First and Second Grade certificates being replaced over the years.

This article has presented information showing how the necessity for an agricultural education program in the public schools increased in importance during the early part of the 20th century finally resulting in a state law requiring agricultural education and the preparation of teachers for the public school. The article also documents the development of a teacher education program of teachers to teach agriculture in the secondary schools of Texas at an institution not normally thought of as a teacher

institution. The Agricultural and Mechanical College of Texas was not the only institution preparing teachers as the Normal Institutes also had certification programs (Cashion 2004).

Final Note: Not until the 1950s would TAMC see a department of teacher education, focusing on the preparation of teachers for elementary and secondary school subjects other than agriculture. Initially a part of Psychology in the College of Liberal Arts, College of Education became its own entity in 1968.

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Source: Allen, Charles R. *The Instructor, The Man, and The Job*. Philadelphia, PA: J. B. Lippincott Co., (1919). (*Appendix continues on next page*)

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Source: Cubberley, Elwood. P. *Rural Life and Education. A Study of the Rural-School Problem as a Phase of the Rural Life Problem.* New York: Houghton Mifflin Company, 1914. (*Appendix continues on next page*)

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