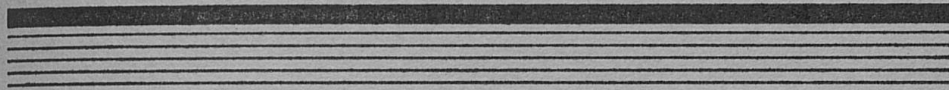


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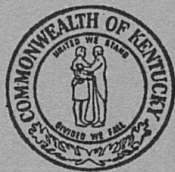
Commonwealth of Kentucky

EDUCATIONAL BULLETIN



THE PROGRAM OF VOCATIONAL AGRICULTURE IN KENTUCKY

(For Institutional Planning and State Approval)



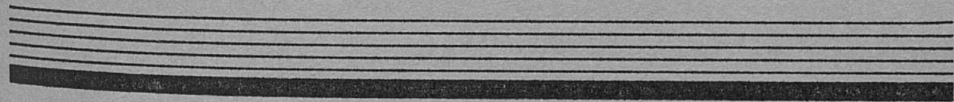
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DEPARTMENT OF EDUCATION

WENDELL P. BUTLER

Superintendent of Public Instruction

Frankfort, Kentucky



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FOREWORD

We are aware of the importance of agriculture in Kentucky and of its relationship to the economy of its citizens. This bulletin deals with the program of vocational agriculture in the secondary schools of Kentucky. It was prepared by the Agricultural Education Division of the State Department of Education and the teacher training staff in agricultural education at the University of Kentucky. It is hoped that this bulletin will serve as a guide to school administrators and teachers in establishing and operating effective programs of vocational education in agriculture. It includes the objectives of vocational education in agriculture and a description of the program in Kentucky. I heartily commend it for your careful consideration and use.

Wendell P. Butler
Superintendent of Public Instruction

**THE PROGRAM OF VOCATIONAL AGRICULTURE
IN KENTUCKY**

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INTRODUCTION

Vocational agriculture is an integral part of the secondary school program. Three groups of people are reached through vocational agriculture—(1) high school boys who study vocational agriculture, (2) out-of-school young men on farms who are becoming established in farming, and (3) adult farmers.

This bulletin deals with the general information on the different phases of the program—high school vocational agriculture including the Future Farmers of America, New Farmers of America, young-farmer programs, adult-farmer programs, and professional aspects of the program.

The publication is designed to help school administrators become acquainted with the purposes and features of the total program. It should also help all people engaged in vocational agriculture because it includes a description of the program as it operates.

For the most part, the bulletin represents the work of teachers of vocational agriculture, members of the agricultural education staffs of the State Department of Education and the College of Education at the University of Kentucky.

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THE IMPORTANCE OF AGRICULTURE IN KENTUCKY

Agriculture is Kentucky's basic industry. Some people have the erroneous belief that agriculture is declining in importance. Volume of agricultural production in Kentucky is about thirty per cent above the level of two decades ago. The total output in the United States is fifty per cent larger than then. The total cash receipts from the sale of farm marketings is approximately 550 million dollars a year. A very important effect of agriculture upon the economy of Kentucky is that of processing, storing, distributing, and transporting farm products after they leave the farm. The volume of this business for Kentucky farm products is about one billion dollars per year. The economy of Kentucky depends upon farmers having a cash income to buy farm supplies such as feed, seed, machinery, and the like. For these supplies, Kentucky farmers spend about 365 million dollars a year.

In 1959, there were 59,493 commercial farms in Kentucky with sales of \$2,500 or more during the year. There were 91,824 farms with a smaller income from farming, mostly part-time or part-retirement farms. In all there were 150,904 farm operators.

OBJECTIVES OF VOCATIONAL AGRICULTURE

The aim of vocational education in agriculture is to train for proficiency in farming those people who can profit by such training. At a period in the history of our country when we have fewer farmers and a rapidly increasing population, proficiency in farming is more important than ever before.

Vocational education in agriculture provides classroom instruction and on-farm supervision for three groups: (1) farm boys enrolled in high school classes, (2) out-of-school young men enrolled in young-farmer classes, and (3) adult farmers enrolled in adult-farmer classes.

In line with the aim of vocational agriculture, instruction is designed to meet the needs of those who are farming or who are preparing to farm or engage in related occupations.

FEDERAL, STATE, AND LOCAL RELATIONSHIPS

The program of vocational agriculture is a joint effort of local, state, and federal agencies in promoting programs in agricultural education. Since 1917, the federal government has provided grants to the states on a matching basis to promote the program. Programs, designed to meet the needs of local communities, are carried out by local school districts. These programs operate within the framework of state plans. States operate under a plan approved by the U. S. Office of Education.

All programs are initiated on the local level. State and federal aid is given to stimulate and expand the programs. Supervision, designed to improve the work, is given local programs by district and state supervisors in agricultural education.

APPROVAL OF PROGRAMS OF VOCATIONAL AGRICULTURE

Needs for Vocational Education in Agriculture

Approval shall be made for operating a department of vocational agriculture in a public high school only when evidence is available showing that there is a definite need for training in farming in the patronage area of the high school. In determining this need, due consideration should be given to the value of high school vocational agriculture for young men who will enter occupations related to agriculture. The need for vocational agriculture in the program of a high school is shown in term of:

1. The number of farms in the patronage area
 - a. Full-time farms
 - b. Part-time farms
2. The number of boys enrolled in school from farms who have facilities to carry on supervised farming programs.
3. The number of out-of-school young men on farms who have an opportunity to enter a vocation of farming.

Approval of Units in Vocational Agriculture

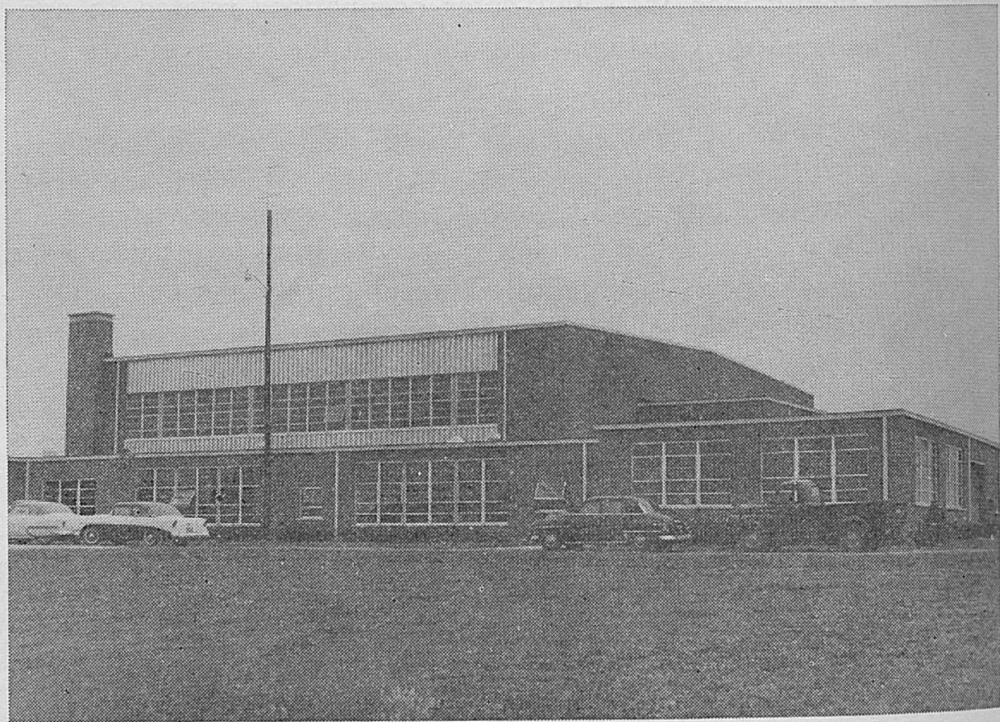
Units are approved by the Division of Agricultural Education in the State Department of Education on the basis of the need for the program in the school district, the employment of approved teachers, and the necessary facilities and equipment for conducting a complete program including instruction in farm mechanics. Each biennium the Department of Education requests of the legislature approval of the number of units in vocational agriculture that it feels will be needed. The final determination of the number of units available for distribution in any year is determined by the legislature in its educational budget.

Physical Facilities

Approved departments of vocational agriculture must have physical facilities adequate for effective instruction. These facilities include:

1. *Location.* Generally the most desirable location for the department of vocational agriculture is at the end of one of the wings of the school building. This makes the appearance of

the school plant more attractive and is generally a more economical method of construction. It also adds to the accessibility of the facilities. Provision should be made for a parking area near the department and an outside door opening into the corridor near the classroom or shop. With this arrangement it is not necessary to open the main school plant when adult-farmer classes, young-farmer classes, or other meetings are held at night. As a general rule, facilities for vocational agriculture that are in a separate building are not as satisfactory as those that are located in the main school building. When new school plants are being planned, facilities for the department should be included in the plans if vocational agriculture is to be a part of the curriculum of the school.



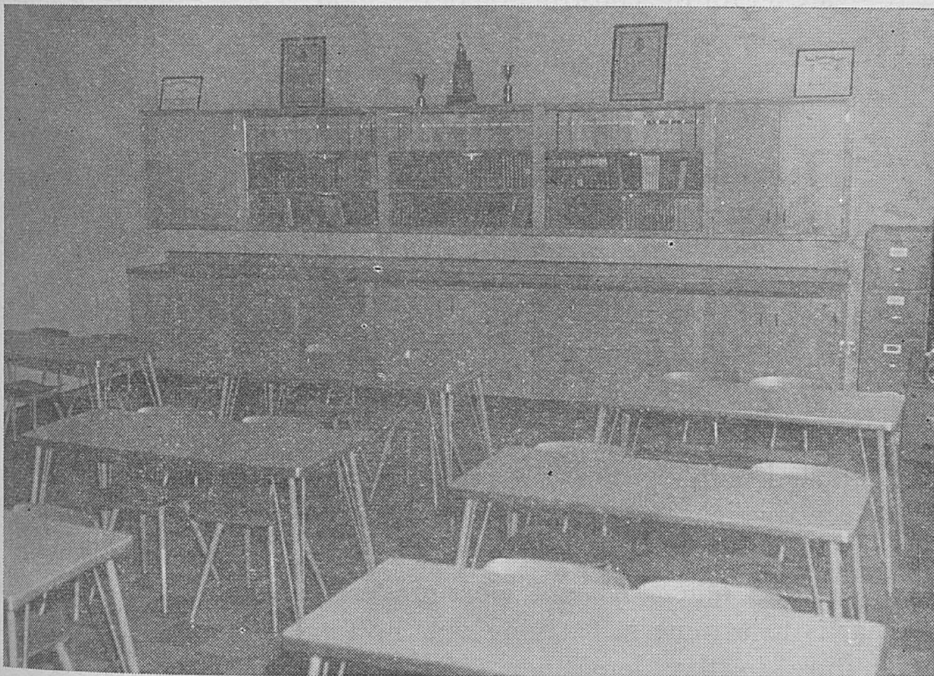
Well-planned vocational agriculture facilities are located in a wing of the high school building. This photo shows the location of two classrooms on the first floor, with the farm mechanics shop to the right of the classrooms.

2. *Classroom.* A standard size classroom equipped with chalkboard, library and equipment case, up-to-date agricultural library, standard tables and chairs for students, teacher's desk and chair, and file cabinets are required in all departments.

In multiple-teacher departments the number of classrooms needed will be determined by the number of teachers,

the school organization, and the amount of auxiliary space available. Two teachers can generally operate satisfactorily with one classroom if office space is provided for use of one of the teachers in handling small groups or committee meetings, counseling with students and farmers, and making preparation for teaching while the other teacher is using the classroom. If both agriculture teachers have classes scheduled at the same periods during the day, another room should be available for use by one of the teachers during these periods.

In departments with three or more teachers, two classrooms and office space should be provided.



A photo of a well equipped vocational agriculture classroom.

3. *Farm Mechanics Shop.* If vocational agriculture is to meet the training needs of the farm people, it must include instruction in the farm mechanics aspects of the farming operation. This need has long been recognized by leaders in agricultural education, and provision for instruction in farm mechanics is included in all approved programs of vocational agriculture. Schools offering approved programs must provide facilities for farm mechanics instruction. Single-teacher departments must provide a minimum of 1,600 square feet of shop space and multiple-teacher departments shall provide a minimum of

2,400 square feet. The shop shall have additional space for storage, toolroom, and washroom. Each shop must be equipped with adequate tools and machinery to teach farm mechanics.

The shop should be located so that it can be easily reached from the classroom. A paved work area near the large shop door adds greatly to the efficiency of the shop. A good road should be provided leading to the shop so that farm machinery, tractors, and farm trucks may be brought into the shop area. Provisions for wall workbenches, power outlets, arc-welder outlets, ceiling beam for chain hoist, exhaust fans, and other such items should be included in the architect's plans before bids are let for the construction of the shop. These essential features can be more economically provided when included in the building bid than if added later.

Multiple-teacher Departments

The trend in Kentucky is toward fewer and larger high schools. This trend can be expected to accelerate rather rapidly in the next few years, resulting in an increase in the number of multiple-teacher departments of vocational agriculture. In very few Kentucky departments is one teacher of agriculture able to provide the type of instructional program that should be offered for high school boys, young farmers, and adult farmers in the community. Most single-teacher departments should consider adding a second teacher as teachers and units become available. If multiple-teacher departments are to render their best service, a coordinated program is necessary. It is most important that the teachers of agriculture, school administrators, students, and others have a clear understanding of the part each teacher is to assume in carrying out the total program of vocational agriculture in the department. Some guiding principles for the operation of a multiple-teacher department follow:

1. Developing a program of work and placing responsibilities for the different areas of work.
 - a. Teachers, school administrators, and representatives of the people affected should determine the kind of program of vocational agriculture the community or county should have.
 - b. The teachers should then study the program, develop the major objectives, and determine the possibilities of carrying out the program.
 - c. The detailed program of work in vocational agriculture, as prepared by the teachers, should then be presented to the

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superintendent, principal, and other local administrative and supervisory personnel. With their help and counsel, the responsibilities of teachers in the total program and the areas of work in which each teacher would assume the major responsibility could be worked out. If the program is out of balance with the teaching personnel, adjustments should be made in program and staff.

2. All teachers of agriculture in a department should meet weekly to discuss, plan, and evaluate the operation of the local program. Progress reports, continuous planning, and keeping informed on the total program should be an important feature of these meetings.
3. In the division of responsibilities and work load, special abilities, aptitudes, and interests of each teacher should be taken into consideration.
4. When a new teacher is employed in a department, insofar as possible he should be selected to round out the abilities of the teacher or teachers already in the department.
5. A teacher or teachers already working in a department should be asked to help select a person who will round out the team and produce a good balance to the program. Such a procedure should contribute to better teamwork of the staff.
6. As a general rule, a teacher should not keep the same group of boys for four years. The boys should have the opportunity to benefit from any unique qualities or abilities possessed by all members of the staff.
7. Teachers should not be known as "freshman teacher," "sophomore teacher," "farm management teacher," "dairy teacher," or similar categories. They should be recognized as a member of a team doing the job they are best fitted to do.
8. One teacher should assume responsibility for general coordination of an area of work, such as the FFA. The other teachers should help in the area of work and maintain an active interest in it.
Thus individual teachers may be expected to take the lead in certain phases of the program, with the other teachers making their contributions.
9. In order to promote efficiency and reduce teacher work load, in most instances only one teacher from a department should be expected to do such things as:

- a. Attend FFA Convention
 - b. Accompany FFA members to the Kentucky FFA Leadership Training Center
 - c. Accompany judging teams
 - d. Take boys with exhibits to the State Fair
 - e. Represent the department at meetings called by other agencies and organizations
 - f. Have a class in shop in a given block of time
10. As a general rule, summer school attendance, vacations, and other extended leaves should be arranged so that at least one teacher is in the community on the job at all times.
 11. During the school year and the summer following, a teacher should supervise the farming programs of the boys he has in classes.

Time Requirements

The minimum length of time required for all high school vocational agriculture classes is sixty minutes gross per day, five days per week, or the equivalent net time on a rotating schedule.

TEACHER TRAINING

Training teachers of vocational agriculture is done both before men begin their employment as teachers and after they become teachers. These two types of training are referred to as pre-service training and in-service training.

Pre-service Training

The professional courses in the pre-service training are taken at the University of Kentucky and are necessary for a high school certificate to teach vocational agriculture. They are offered as a full semester of work (18 semester hours) which includes method and student teaching, and as a three-week course in June in which the man works out his course of study in vocational agriculture for use in the high school in which he will teach. These professional courses are usually taken only by men who already have their bachelor's degree in agriculture. In this way students fulfill the master's degree requirement of a full semester of residence.

In-service Training

Teaching vocational agriculture is a complex and ever-changing profession. The teacher's training must continue after he becomes a teacher; thus, the necessity for the in-service training. Nearly all teachers work toward a master's degree with a major in agricultural education, and several do graduate work beyond the master's degree.

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Perhaps no man should become a teacher of vocational agriculture who does not intend to earn a master's degree, and that within eight years after he begins teaching. This a teacher can do by taking one three-week course each summer if he has taken his pre-service professional training as a graduate student.

In-service training is by no means limited to graduate courses. Each teacher, through a close working relationship between agricultural education supervisors at Frankfort and teacher trainers at the University of Kentucky, is provided the following opportunities for in-service training:

1. Follow-up during his first year of teaching by his residence teacher trainer
2. Supervision by agricultural education staff members
3. District conferences
4. State conference
5. Workshops held in different parts of the state

Teaching materials and printed publications also contribute to in-service teacher training.

TEACHER EMPLOYMENT

Qualifications of Teachers

Teachers of vocational agriculture shall be graduates in agriculture from institutions of higher learning approved by the State Board of Education to train such teachers. They shall have had at least sixty hours of technical agriculture and a minimum of eighteen hours in agricultural education. Teachers of vocational agriculture shall have been farm reared or shall have had at least three years of farm experience after the age of fourteen. Teachers trained in institutions outside of the state shall meet the qualifications for teachers of vocational agriculture in Kentucky.

Length of Employment

All teachers of vocational agriculture shall be employed on a twelve-month basis, except in the case of new departments. Teachers for new departments shall be hired on an eleven-month basis or one month prior to the opening of school.

Annual Leave

Teachers of vocational agriculture may be permitted to have two weeks summer vacation. They may attend summer school for improvement in teaching vocational agriculture and take a summer vacation, provided the total time spent in summer school and vacation does not exceed four weeks in any calendar year.

Official Travel

Local boards of education shall make provision for travel of teachers of vocational agriculture in carrying out their official duties. This travel will include visits to their students and attendance at district and state meetings called by the state director or members of his staff. Out-of-state travel must have prior approval by the state director of agricultural education.

HIGH SCHOOL VOCATIONAL AGRICULTURE

High school vocational agriculture is for farm boys enrolled in school. Its primary aim is training in farming. The training may be used by those who go into other vocations in which training in farming is a distinct asset.

Vocational agriculture is an integral part of the high school program, and the teacher of agriculture is a member of the high school faculty just as is any other teacher.

If high schools that serve rural people are to make their largest contribution to the economic life of the state, they must provide vocational agriculture for those who should take it.

Who Should Take Vocational Agriculture?

Most farm boys in high school with facilities for carrying out a farming program should consider taking vocational agriculture. Ordinarily boys enroll in the course each year in high school. Vocational agriculture should not be a required subject at any grade level.

Boys taking vocational agriculture should desire training in farming. Some boys may take vocational agriculture who do not expect to become farmers. There are other vocations in which training in farming is either necessary or very helpful. People in these vocations usually serve farm people in some way. These occupations have come to be known as "occupations related to farming." They include agricultural business of many kinds, in which as many people now work as are engaged in farming.

Some non-farm boys may be permitted to take vocational agriculture if they can profit from the course. They should have opportunity to carry on a satisfactory supervised farming program as a part of their work in agriculture.

Vocational agriculture in high school is not the end of the training. Beyond high school there is opportunity for young-farmer and adult-farmer work for those who are farming. There is training for many non-professional occupations related to farming. Many boys who

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graduate from high school with training in vocational agriculture will reset their goals and enter a profession such as teaching vocational agriculture, agricultural extension work, college teaching, or research.



A successful vocational agriculture program depends upon these people—a principal, vocational agriculture supervisor, teacher, and students.

Number of Students

The quality of instruction provided by a teacher of vocational agriculture depends in part upon the number of students enrolled in his classes. Under normal conditions a teacher should be able to do effective work with a minimum of ten and a maximum of twenty-four boys in each class. A teacher should be able to provide classroom instruction and effective on-farm supervision for forty to sixty students. This number includes high school boys, young farmers, and adult farmers.

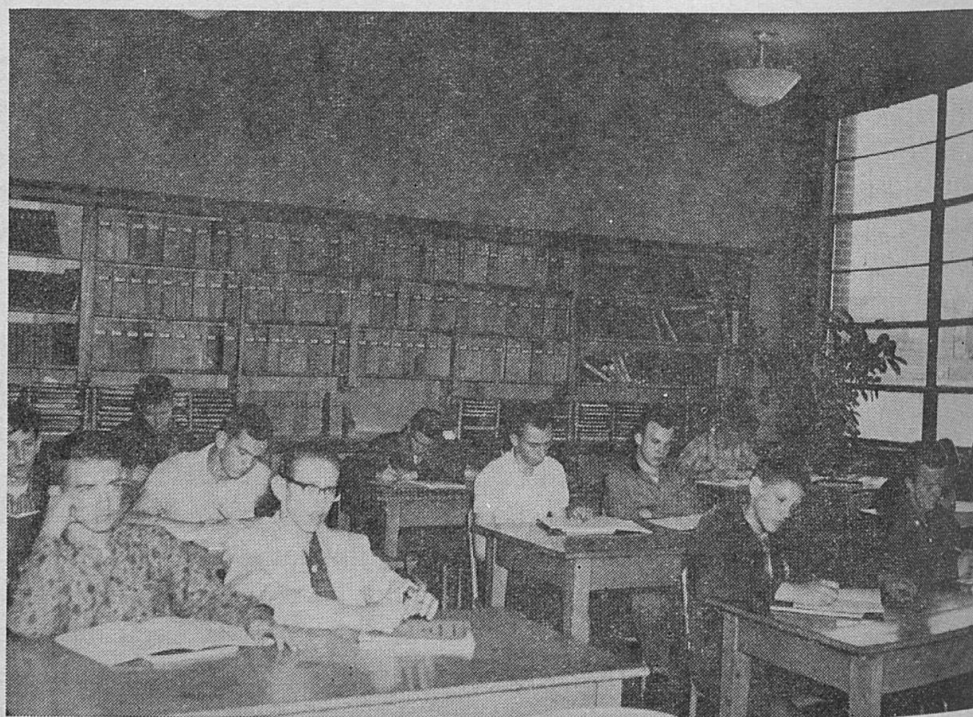
Method in Teaching

Teaching is directing the learning process—the process by which one, from his own activity, becomes changed in behavior. Thus, teaching is directing or guiding the activities of students so as to result in their learning. One learns what he does and improves his performance in accordance with the standards he accepts. The merits of any teaching procedure are determined by its effectiveness in securing the desired learnings. The value of a procedure or technique can be judged by the kind, amount, and quality of the student activity it secures.

Through the years there have evolved among teachers of agriculture in Kentucky certain procedures and techniques of teaching that are effective. The predominant group-teaching procedures used in teaching agriculture are that of problem solving and demonstrations.

Problem-solving Procedure. Thinking and problem solving are intimately related. The typical steps, aspects, or phases in problem solving are very similar to those in reflective thinking. Reflective thinking aims at a conclusion, a solution. Problem solving should be used in group work when an understanding or a decision is to be reached or when arriving at a procedure. Good group problem-solving procedure involves:

1. Getting the problem before the group in a clear, simple question form so that the boys understand what the problem is, see its significance, and want to find the best solution.
2. Analyzing the problem with the group so that the boys will understand how to solve it.
3. Determining what information is needed to solve the problem and the references or other sources of information that may be helpful.



A class of freshmen vocational agriculture students.

4. Having each boy, in directed study, solve the problem for himself.
5. By group discussion, arriving at the best-possible conclusion to the problem.
6. Getting the group to make application of the conclusion—to use the conclusion in carrying out their farming programs.

Demonstration Procedure. Demonstrations should be used in teaching manipulative skills such as welding, using a table saw, cleaning and adjusting spark plugs, dehorning calves, castrating pigs, and pruning fruit trees and shrubs. This procedure usually involves the following steps:

1. Prepare for the demonstration
2. Make preliminary explanation
3. Give the demonstration
4. Supervise the practice
5. Have boys use practice in subsequent work

Field Trips. Field trips are fundamental to good teaching of agriculture. A field trip should be an educational experience needed to help reach an important, planned, teaching objective. Many of the things students need to observe and do cannot be brought to the classroom. A field trip can be justified only in terms of the learnings to be secured.

The teacher is responsible for directing the learning activities of the students and has the primary responsibility for planning the trip. In his planning he should: (1) decide what he intends to accomplish by taking the trip, decide on the teaching techniques he will use, make plans for the instruction to be given, (2) decide on and arrange for the things needed on the trip, (3) select and visit the farm (or other facility) and arrange with the farmer the details necessary for the successful conduct on the trip, (4) arrange with the principal and other teachers for the class to be away from the school, and (5) arrange for transportation.

The teacher, in planning with the class for the field trip, will need to make clear: (1) the nature and purpose of the trip, (2) the things the students are expected to do before and on the field trip, (3) how the class will conduct itself on the trip, and (4) how the class will move to and return from the farm.

Usually the field trip should have a follow-up. The things which are considered are determined by the purpose of the trip.

Much of the follow-up should be done at the next class meeting after the trip, and some later on supervisory visits.

COURSE OF STUDY

Each department of vocational agriculture should have an up-to-date course of study. The teacher of agriculture is responsible for developing and keeping the course up to date. In order to have an effective course of study, the following things should be done:

1. Each beginning teacher must take the course Agricultural Education 672 at the University of Kentucky, Determining Content in Vocational Agriculture, to develop the course of study for the school and community in which he is to teach.
2. Each teacher should examine and revise the course of study every year.
3. Enterprises in the course of study should be those most important in the community and on the home farms of boys in the classes. These enterprises should be emphasized in the supervised farming programs of the boys.
4. Courses of study should include the teaching objectives to be attained. Teaching units are available to help teachers plan to attain their teaching objectives.
5. Teachers should organize their course of study for high school boys as follows:
 - a. Agriculture I
 - Farm crops
 - Soil in relation to crops, principles of plant growth
 - The most important crops in the community and in the farming programs of the boys
 - Farming programs
 - Farm mechanics
 - FFA
 - Individual problems
 - b. Agriculture II
 - Farm animals
 - Kind and number, breeding, feeding, keeping livestock healthy
 - The most important animal enterprises in the community and in the farming programs of the boys
 - Farming programs
 - Farm mechanics
 - FFA
 - Individual problems



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The high school course of study for second-year students includes farm animals. Many courses deal with sheep production.

c. Agriculture III

Soils

Advanced work in farm animals and crops

FFA

Farm mechanics

Farming programs

Individual problems

d. Agriculture IV

Farm management

Home beautification and improvement

FFA

Farm mechanics

Farming programs

Individual problems

Agriculture III and IV should be taught in separate classes where the enrollment is large enough to justify the two classes. When the enrollment is too small for separate classes, Agriculture III and IV should be taught in alternate years.

FARM MECHANICS

Farm mechanics is a necessary part of the high school program in vocational agriculture. From 25 to 40 per cent of the instruction should be in this area. Farm mechanics provides training in agricultural engineering technology needed by farmers in operating modern farms. Rapid mechanization in agriculture has increased the importance of training in this field. A very large part of the investment in farming today is in machinery, equipment, buildings, and other facilities necessary to conduct the business. The ability to select, use, and service these items is highly important.

Instruction Areas

Farm mechanics, as now interpreted, includes instruction in five technical engineering areas in farm operation.

1. *Farm power and machinery.* This area involves much of the recent mechanization in agriculture and requires a keenly alert farmer to keep pace with the change and make wise adjustments in farming. Within this area, basic engineering principles necessary to the understanding and adoption of new techniques are extremely significant. The ability to make a wise choice in the selection of power equipment and machines is highly important. Ability to operate, service, and maintain the equipment is also necessary. It is also in this area that the matter of instruction in safety on the farm needs much attention.
2. *Farm buildings and conveniences.* Under this heading, instruction deals with such things as (1) laying out a farmstead plan and integrating the farm improvement program, (2) planning buildings and equipment to meet the operating needs of the farmer, (3) recognizing and meeting requirements for handling livestock and livestock products, (4) selecting suitable building materials, (5) recognizing good construction methods, and (6) doing such construction and maintenance as can be done economically by the farmer.
3. *Soil and water management.* Instruction in this area deals with such matters as land surveys and measurement, terracing and drainage, provision for a farm water supply, and the relation of equipment and tillage practices to soil-erosion control.
4. *Rural electrification.* This area of instruction has to do with selecting equipment and making effective use of electricity on the farm. Planning for safe and efficient wiring and consider-

ation for expanded use of electricity is handled. Service and maintenance jobs that can be done safely by the farmer are taught. Things that should be done by special, trained personnel are recognized as such.

5. *Agricultural construction and maintenance.* This area, commonly referred to as farm shop work, deals with the development of skills in the use of the various shop tools and equipment needed by farmers in carrying out the agricultural engineering practices discussed in the first four areas. These skills are important to the farmer to the extent that they contribute to effectiveness in operating the farm. Shop skills that do not contribute to farm operation cannot be justified in farm mechanics. Farm welding, carpentry, tool sharpening, metalwork, plumbing, concrete work, and painting as they apply to farm operation are some of the skills taught in agricultural construction and maintenance. In addition, much effort is devoted to promoting the establishment of home farm shops or service centers. Safety in the use of tools and equipment is emphasized in all farm mechanics instruction.



Farm mechanics work provides training in maintenance and operation of farm machinery and equipment.

Facilities Required in Teaching Farm Mechanics

Special facilities are needed in teaching farm mechanics. (See Physical Facilities, page 619.) These facilities include both indoor space and arrangement for instruction and practice outside in such activities as farm machinery adjustment and operation, the construction of farm equipment, concrete work, and soil and water management practices. The indoor space should be well lighted, heated and ventilated, and provide a suitable environment for good instruction. In addition to instruction in farm shop skills, the indoor space should provide a place for the study of design and operation of farm equipment. Consequently the shop equipment should be arranged around the wall of the shop, leaving an open area for farm equipment to be brought in for study and demonstration purposes. Particularly, the facilities must not be regarded as a repair center or storage space. Such usage will seriously jeopardize good instruction.

Farm Mechanics and Science

Farm mechanics can enrich and supplement training in science if properly taught. There is opportunity to teach much basic science in farm mechanics and an opportunity to apply science learned in other courses. There are extensive opportunities for the application of physics in teaching farm mechanics. Chemistry and mathematics are also involved. Good farm mechanics instruction will not be limited to farm shop work alone. Farm shop skills are taught only as they contribute to the implementation of instruction in the other four areas of farm mechanics. When so taught, farm mechanics instruction becomes much more than "skill training."

Farm Mechanics Units

Some of the farm mechanics units taught in the high school program are:

Ninth Grade

1. Beginning Shop Instruction (small farm equipment made mostly of wood)
2. Sharpening and Fitting Hand Tools
3. Operating and Servicing Farm Tractors

Tenth Grade

4. Using Woodworking Machinery
5. Developing a Shop for Farm and Home
6. Farm Water Supply and Simple Plumbing
7. Farm Concrete and Concrete Masonry

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8. Constructing Small Farm Buildings
9. Painting Farm Buildings and Equipment
10. Operating and Servicing Farm Machinery

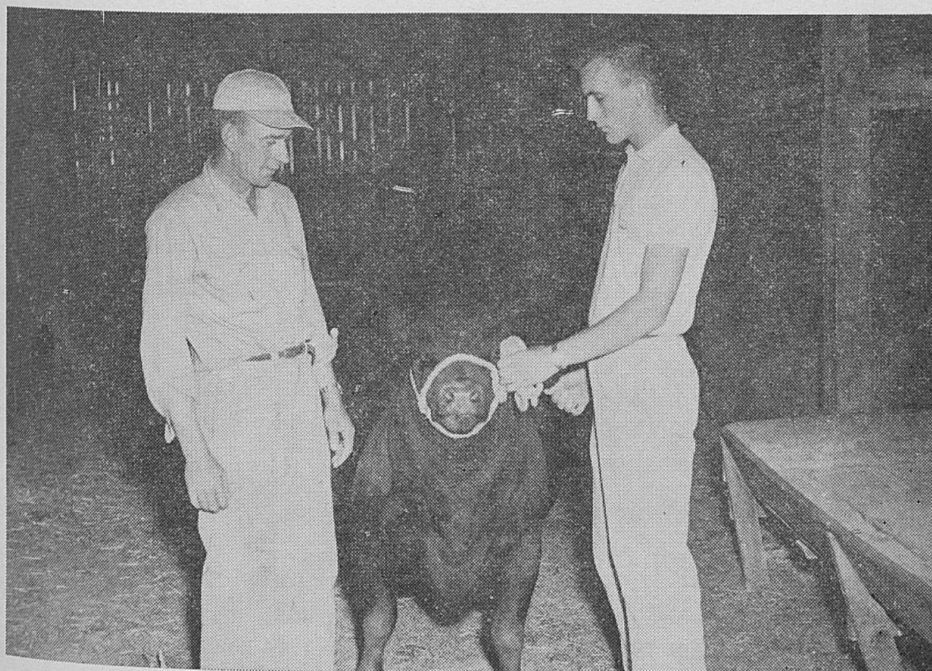
Eleventh and Twelfth Grades

11. Metalworking on the Farm
- 11a. Simple Forge Work (Supplement to Unit 11)
12. Farm Welding
13. Repairing and Maintaining Farm Machinery
14. Servicing and Maintaining Farm Tractors
15. Making Use of Electricity on the Farm

SUPERVISED FARMING PROGRAMS

Supervised farming programs for vocational agriculture students are just as essential as classroom instruction. A good program of vocational agriculture will include both.

Farming programs are essential in acquiring proficiency in farming. They provide the chief participating experience that is necessary to the learning. They also provide students with a motivating force to learn better farming practices, to earn money, and to get a start in farming. Good farming programs are necessary for advancement in the FFA.



This high school boy and his father are proud of their Aberdeen-Angus herd sire.

Good Supervised Farming Programs

The teacher plays a major role in getting his students to develop good supervised farming programs. Students will not have good programs unless their teacher wants them to develop good programs. The teacher cannot provide sound guidance unless he is familiar with his students' home farm situations and has the confidence of the students and their parents. With this background information, the teacher is in position to assist freshman boys in planning supervised farming programs or help other students expand their programs. The programs should be approved by the students' parents.



This student has a fine herd of meat-type Hampshire hogs.

A boy should work to develop the best supervised farming program possible. This involves long-range planning and, in some cases, changing enterprises should the need arise.

Good farming programs will include:

- a. A cash crop of good scope
- b. One or more livestock projects
- c. Feed-crop projects
- d. One or more improvement project
- e. Supplementary farm practices

Farming Program Records

Each boy should keep neat, accurate, and up-to-date records on his supervised farming program. A good set of records will enable him to determine if he made money on his program and why he came out as he did.

Time should be provided once each week for boys to post their records in their record books. Monday is usually a good day to do this. Keep the record books at school during the school year and at home during the vacation months.

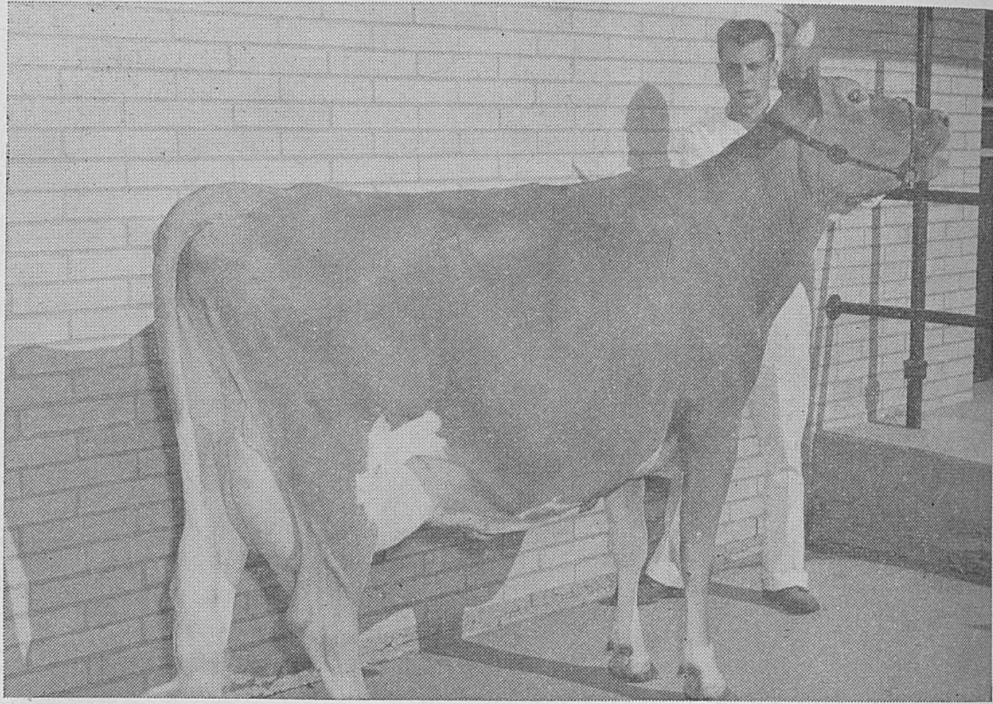


Strong healthy plants resulted in a good tobacco crop for this young man.

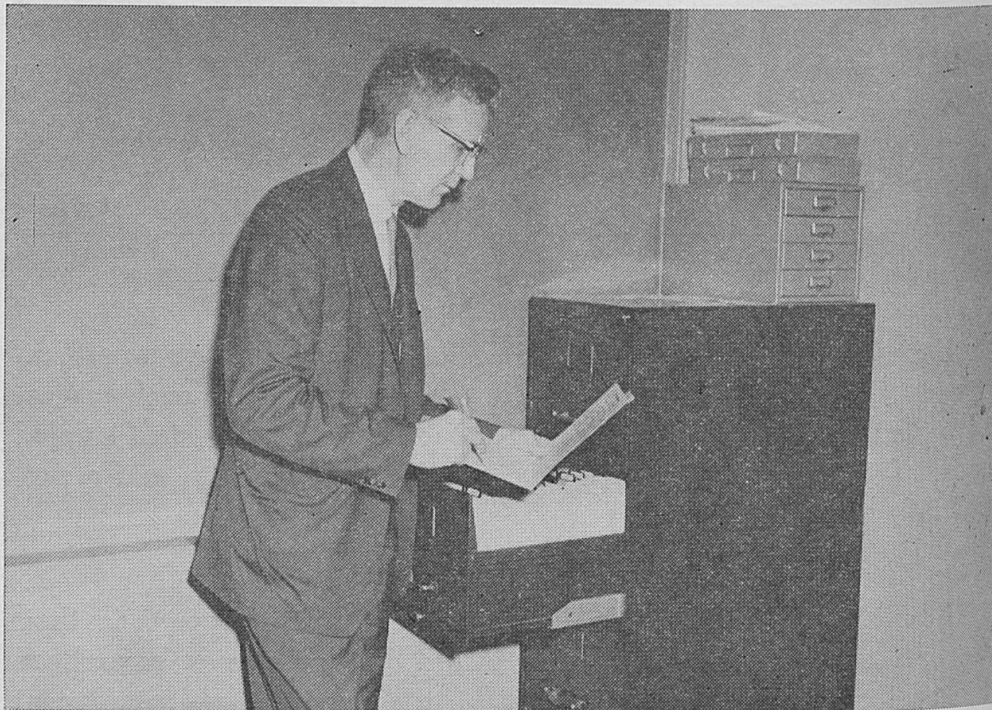
Each boy enrolled in vocational agriculture should have a permanent record folder. This folder should contain a plan for each project in his current program, a summary for each completed project stapled together by years, an FFA activity card, home-farm facts, and a personal information sheet.

Summarizing Projects

Boys should be taught to summarize enterprise projects in their programs as they are completed. After the summaries have been checked for accuracy, copies should be filed in the boys' permanent record folders. The records should be used to improve future operations.



A nice Guernsey cow. She has won many grand championships for her proud owner.



Good records are important. This teacher is checking the permanent record folder of one of his students.

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Teachers should make a special effort to have graduating seniors summarize their supervised farming programs. This also applies to other boys who have dropped out of class or school. The teacher should record these summaries in the boys' record folders as soon as he secures them.

ON-FARM INSTRUCTION

On-farm instruction of students is a major responsibility of teachers of vocational agriculture. The success of a program is largely dependent upon the amount and quality of on-farm instruction provided by teachers. Follow-up of classroom instruction with on-farm instruction makes a program vocational.

Good on-farm instruction does not just happen. It is a planned visit made by the teacher to his student's farm with a definite objective in mind. On-farm instruction and social visits are entirely different. Most on-farm instruction visits will involve both the student and his father or landlord. It is the on-farm instruction provided by the teacher of vocational agriculture that helps students put into operation the improved practices studied in the classroom.



Vocational agriculture teachers give on-farm supervision to their students.

On-farm instruction not only helps the student but the teacher as well. By providing on-farm instruction, the teacher acquires a better understanding of the student's home-farm operations and becomes better acquainted with the student and his parents. Good on-farm instruction enables the student and his parents to develop confidence in the teacher. Without the understanding of parents, the teacher should not expect their cooperation.



An important combination—a student, his parents, and his vocational agriculture teacher.

FUTURE FARMERS OF AMERICA AND NEW FARMERS OF AMERICA

The two youth organizations of farm boys studying vocational agriculture in rural high schools are the Future Farmers of America and the New Farmers of America.

The New Farmers of America is the national organization for Negro boys enrolled in vocational agriculture in segregated high schools. In integrated schools, Negro boys studying vocational agriculture belong to the Future Farmers of America organization. It is understood that for the sake of clarity the explanation of the program of the Future Farmers of America as outlined in this bulletin also applies to the New Farmers of America.



Three state champion FFA speakers.

Future Farmers of America or FFA is the national organization of farm boys and young men regularly enrolled in vocational agriculture in the public high schools. The FFA is an integral part of the program of vocational education in agriculture. It serves to motivate, vitalize, and supplement systematic instruction in agriculture.

Each department of vocational agriculture shall have an FFA chapter which provides for active leadership training, including instruction and practice through a program of activities. This program of activities should provide:

- a. At least one regularly scheduled meeting per month
- b. Training of officers and committee members
- c. Committee work experience for all members
- d. Setting up and carrying out a program of activities
- e. Participation in fairs, FFA Days, and other agricultural and FFA events.
- f. Participation in state and national FFA programs

The Future Farmers of America organization should be truly democratic, with each member having a voice in selecting, planning, carrying out, and evaluating the chapter program of activities. All



Kentucky observes National FFA Week every year.

FFA activities should be supervised by the teacher of vocational agriculture. Each member of the chapter should feel a definite responsibility for the success of his chapter.

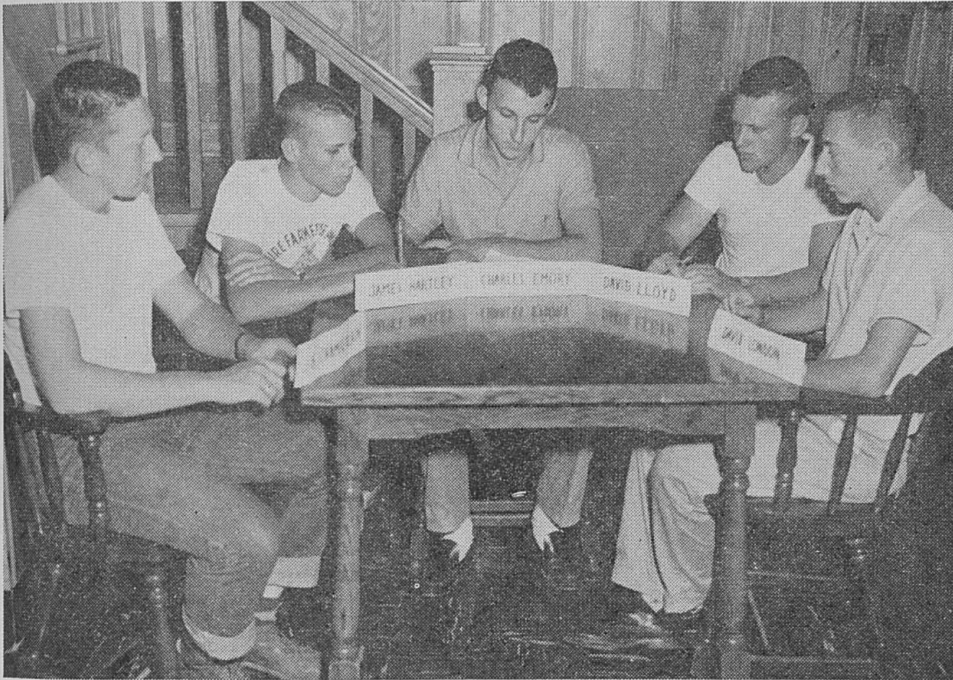
The teacher of agriculture is the advisor to the FFA. In multiple-teacher departments, one teacher should be designated as the advisor.

The FFA Should Contribute to the Teaching of Vocational Agriculture

The FFA should make a significant contribution to the teaching of vocational agriculture — to attaining the aim and objective of vocational agriculture, that of “training for proficiency in farming.” The chapter program of activities should result in improved supervised farming programs.

Motivation is one of the most necessary general conditions of good learning. It is essential to effective teaching. Appropriate activities carefully selected, planned, and carried out can do much to motivate the students in a department of vocational agriculture. If FFA activities are to motivate, they must provide recognition for members participating in them.

Recognition should stimulate the development of abilities, the securing of knowledge, and the acquiring of attitudes. Recognition should be provided to motivate the development of good supervised



Future Farmers are taught to work on committees.



Eleven American Farmers display their degree certificates.



A grand champion group of five beef steers.

farming programs for students in vocational agriculture. FFA awards, contests, fairs, shows, and sales included in a chapter program of activities should be planned to make possible the giving of recognition to a number of students. All students who excel should be recognized in one way or another.

A good program of activities will provide recognition of quality performance in productive agriculture, leadership, citizenship, and cooperation. A good program of activities will make a significant contribution to the teaching of vocational agriculture.

FFA Activity Program

The local chapter is responsible for setting up and carrying out its own program of activities. Each chapter has a voice in setting up and carrying out district, state, and national programs. A teacher of agriculture serving as the chapter advisor has the responsibility of guiding boys to set up good activities on the local level. This is where the teacher will get the most interest and the most activity to motivate the development of good supervised farming programs. Teachers should not be wholly dependent upon district and state events to motivate improvement in supervised farming. However, district and state activities may contribute to setting up a good local program of activities. Chapter programs of activities should include plans for


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local contest winners to represent their chapter in district contests, and, if the occasion arises, state and national contests. A good program of activities will change from year to year. It will provide leadership training for all members, keep the public informed of all accomplishments, and provide opportunities for participation in shows, sales, and contests that will result in good over-all training for its members. After a program of activities has been approved by the chapter, it should be approved by the local high school principal and become a part of the total school program.

The primary purpose of district FFA federations, state associations, and the national organization is to direct, sponsor, and supervise activities in which local chapters may participate. Chapters should not attempt to take part in all district, state, and national events but should choose those activities that will make the greatest contribution to the development of its members. Chapters should strive to secure quality participation in all of their activities.

KENTUCKY FFA LEADERSHIP TRAINING CENTER

The Kentucky FFA Leadership Training Center, at Hardinsburg, Kentucky, is under the general control and supervision of the director of agricultural education, and is a part of the total program of vocational education in agriculture. The director of the Center is a supervisor on the staff in agricultural education in the Department of Education.

Leadership Training Center Policy Committee

A Policy Committee, appointed by the director of agricultural education, assists the director of agricultural education and the director of the Kentucky FFA Leadership Training Center in the development of policies relative to the operation of the Center. This committee is composed of a representative from the division of agricultural education, a representative from the teacher training staff in agriculture education at the University of Kentucky, two teachers of vocational agriculture, and the president of the Kentucky Association of FFA. The executive secretary of the Kentucky Association of Future Farmers of America is chairman of the Policy Committee, and the director of the Kentucky FFA Leadership Training Center serves as its secretary. Neither the chairman nor the director has a vote.

Leadership Training Center Facilities

Facilities at the Kentucky FFA Leadership Training Center provide for housing and feeding of approximately 300 people. Fifteen two-room cottages can house 14 people each, and five one-room cottages can accommodate 14-20 people each. In addition to housing, the facilities include a large central dining room where meals are served cafeteria style, three centrally located bath houses, a large swimming pool, recreation hall, athletic field, seven classrooms, auditorium, administration building, canteen, and a large lake.

Program of the Center

The program of the Kentucky FFA Leadership Training Center is designed to provide training in leadership for Future Farmers and to offer opportunities for leadership training under supervision. Panel discussions, small discussion groups, and classes for chapter officers give Future Farmers opportunity to learn their responsibilities as officers and members of the local FFA chapter.

The program at the Kentucky FFA Leadership Training Center is operated in accordance with these basic principles:

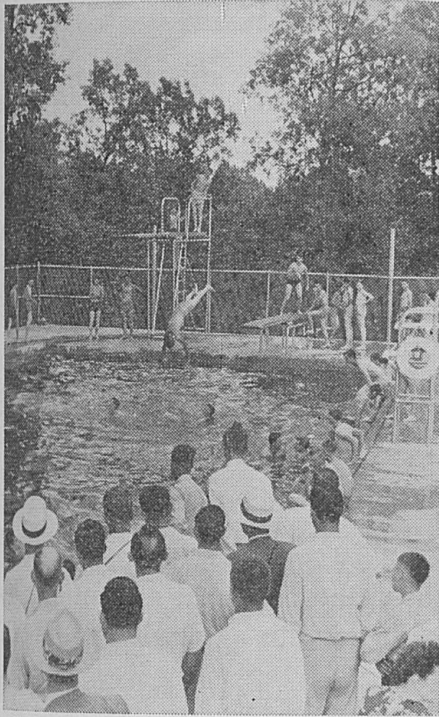
1. The Center is used primarily for leadership training. It is believed that this training results in improved FFA chapter programs.
2. FFA chapters are urged to have their chapter officers and committee chairmen attend the leadership training program at least every other year.
3. The conduct of the FFA leadership training program is a cooperative effort among staff, agriculture teachers, and Future Farmers.
4. The program at the Kentucky FFA Leadership Training Center provides for boy participation in all activities.
5. The program at the Kentucky FFA Leadership Training Center is not only directed toward developing leadership in Future Farmers, but also toward training teachers of vocational agriculture so that they may be better able to develop qualities of leadership in their local chapter members.
6. The program is projected toward getting boys started in developing leadership along desirable lines so that they may continue to develop the rest of their lives.
7. Future Farmers and teachers, through representatives, have a voice in the conduct of the program at the Kentucky FFA Leadership Training Center.



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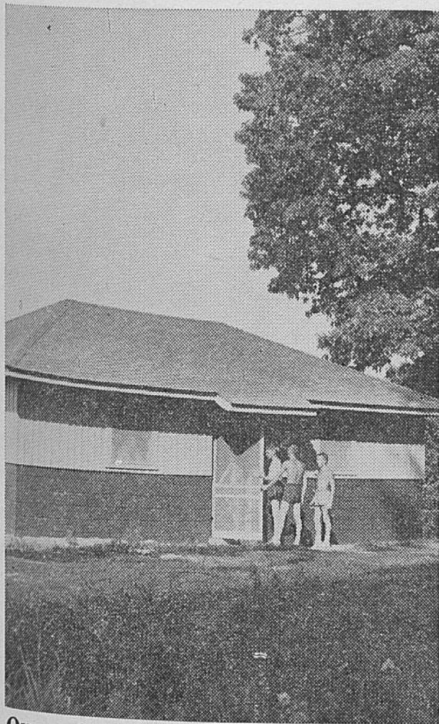
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The swimming pool at the Kentucky FFA Leadership Training Center at Hardinsburg.



Mealtime at the Kentucky FFA Leadership Training Center.



One of twenty cottages at the Center.



Learning the duties and responsibilities of FFA vice presidents.

YOUNG-FARMER PROGRAM

The school should prepare people for the vocations they are to follow. In recent years, school people are recognizing their obligation to continue the training of people through the period of establishment in a vocation and to provide such further training and retraining as are needed thereafter. Young men entering farming have an extremely great need for continuation of training. While in high school, their training in farming centered around skills, practices, and management decisions pertaining largely to individual enterprises and subjects. As young farmers, they face the major problem of becoming established in farming and, finally, the operation and management of a farm business. This is the most crucial period in their vocational life. During this period, systematic instruction will probably be more fruitful than at any other time.

A young farmer, as the term is used in vocational agriculture, is an out-of-school young man in the approximate age range of 18-30, who is becoming established in farming.



A Young-Farmer class.

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Course of Study

Young-farmer work is a part of the program of vocational agriculture in the local school district. It is the connecting link between the high school boy program and adult-farmer work. Consequently, the course of study should be designed to deal with the needs of young men at this level.

Experience has shown that the young-farmer program should provide for course work on a year-round basis, with a large block of the intensive instruction handled in the fall and early winter months. Such a pattern simplifies recruitment, meets the convenience of both teacher and students, and provides for on-farm supervision in the farming year to follow.

The young-farmer course should consist of instruction in farm enterprises and related units in the fields of farm management and farm engineering. The instructional program should be planned with the young farmers on a long time basis, probably covering at least four or five years, and should place emphasis on solving problems pertaining to the needs of the young-farmer group—primarily related to establishment in farming. When organized on a year-round basis, 15 to 25 meetings will be needed to handle a good course well. If the group is to have less than 15 meetings, then only a single-unit course should be attempted.

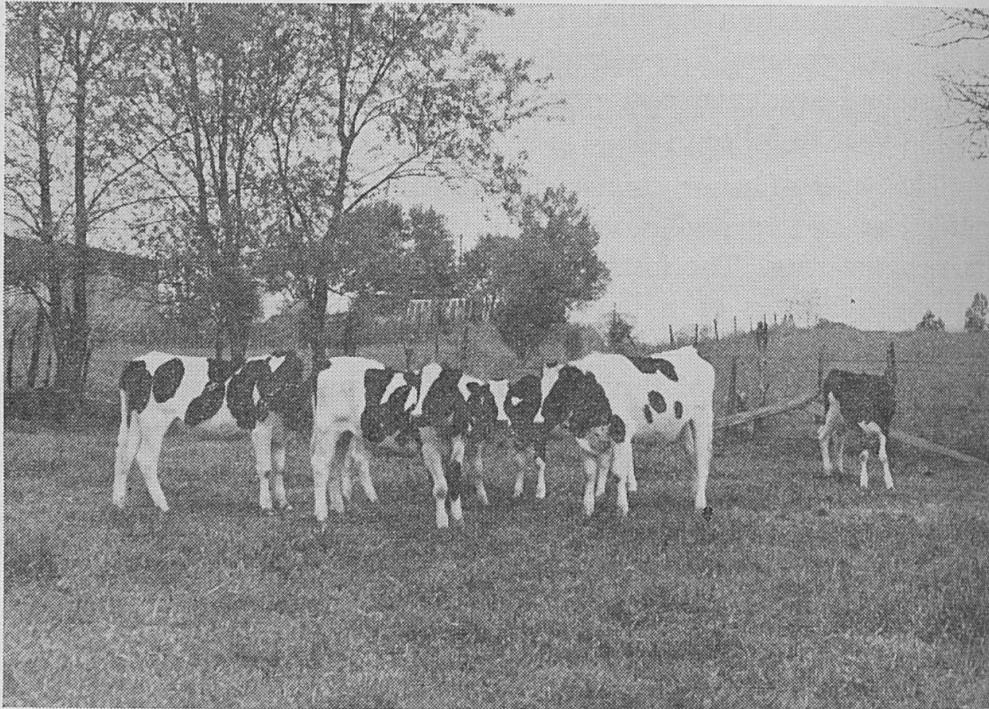
On-farm Instruction

Individual on-farm instruction is a vital part of the young-farmer program. Adequate time must be provided for the agriculture teacher to give the necessary on-farm instruction to his students. Since 6-12 on-farm visits are needed per student each year, the total enrollment in the young-farmer program will of necessity be limited.

Supervisory visits are made primarily to follow-up instruction given in class. However, the teacher also gives supervision to the young man's entire farming program. This is necessary to realize the major objective with young farmers established in farming. Some of the things handled in on-farm instruction are:

1. The application of class instruction to the farming program of the individual.
2. Individual assistance to the young man in planning and arranging for a farming program.
3. Assisting the young man in carrying out his farming program through:
 - a. Securing financial assistance

- b. Securing breeding animals, farm machinery, etc.
 - c. Making trade agreements
 - d. Locating desirable farming situations
 - e. Keeping and using farm records
 - f. Carrying out critical production and marketing practices
4. Assisting the young man in evaluating the results of his instruction and his progress toward establishment in farming.



Replacement heifers for a young farmer's dairy herd.

Enrollment

Enrollment in young-farmer classes should be made up of young men who are making a definite attempt to become established in farming. There is opportunity in Kentucky for 1,000 to 1,200 young men to enter farming annually in situations that are considered favorable. The young men filling these places need three to five years training in agriculture while becoming established. On this basis there is a need for an enrollment of 3,000 to 4,000 young men in young-farmer classes in Kentucky each year.

Fifteen to twenty young men make a desirable size class. However, it may be necessary to start with eight to ten until the program gets under way.

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munity, locating young men who want to farm and the farming opportunities that are becoming available. Enrollment of the young men who are moving into these situations is highly desirable.

KENTUCKY YOUNG-FARMER ASSOCIATION

The Kentucky Young-Farmer Association, or Kentucky YFA, is the state organization of young farmers enrolled in young-farmer classes in public high schools. The young-farmer state association and local chapter groups contribute to improving and enriching the class-work and on-farm supervision of young men participating.



State Young-Farmer Association officers.

The Kentucky YFA will assist local young-farmer groups in promoting and improving the program of instruction through activities of the state association. At the present time, the major activities are: Kentucky YFA Convention, Kentucky Young-Farmer Delegate Assembly, District Young-Farmer Banquets, and selecting the top three Kentucky young farmers of the year. County or school YFA chapters may plan their activities to promote and improve the program of instruction.

The primary purpose of the Kentucky Young-Farmer Association is to assist in promoting and improving the program of instruction for young farmers. In attaining the primary purpose, the YFA helps provide guidance and leadership to young farmers in their efforts to:

1. Interest and aid out-of-school young farmers in a systematic and organized educational program in farming.
2. Provide an organization for young farmers which will bridge the gap between high school and the time when they normally become active in adult-farmer organizations.
3. Assist the teachers of vocational agriculture in planning and carrying out a program of classroom and on-farm instruction designed to meet the needs of young farmers.
4. Cooperate with agencies and organizations in activities that contribute to the improvement of farm life.
5. Provide opportunity for young farmers to develop their ability to participate effectively in group activities.
6. Participate in worth-while community activities.
7. Provide wholesome social and recreational activities for young farmers and their families.
8. Develop an understanding of how to secure and utilize services available to farmers in improving their social and economic status.
9. Make the young-farmer program an integral part of the program of the school.

Local young-farmer chapters are organized along a pattern that is in agreement with the Kentucky Young-Farmer Association. Chapter constitutions, bylaws, and programs of operation are in agreement with the state organization's constitution and bylaws. The Kentucky Young-Farmer Association assists local chapters in selecting activities that will contribute to attaining the objectives of the young-farmer program.

THE ADULT-FARMER PROGRAM

Education for all people should be the goal of our public secondary schools. The departments of vocational agriculture in schools serving farm people have as their aim "training for proficiency in farming persons who can make use of such proficiency." This aim includes adult farmers.

Vocational Agriculture for Adult Farmers

The aim of vocational agriculture for adult farmers should be attained through the development of effective abilities to:

1. Increase the farming efficiency of adult farmers in the community through systematic instruction in vocational agriculture

2. Improve the status of farm people
3. Improve the home farm and family living
4. Solve farm and community problems by thinking and working together
5. Preserve and extend democratic attitudes and ideas

Instruction for Adult Farmers

Changing conditions and needs in agriculture make necessary a sound and continuing program of systematic instruction for adult farmers if they are to keep abreast of the developments in the years ahead. Farmers today need more managerial ability, more capital, more purchased production units, and more knowledge of research findings than ever before. Successful farmers will be able to apply science and technology in the operation of their farm. The future success in farming and the well-being of farm people depend to no small extent upon an adequate program of instruction for adult farmers.

Participation of adult farmers enrolled in this program has definitely shown their concern regarding continued vocational education in agriculture. However, total enrollment in the program has been meager compared to the total number of farmers who need such education.

Teachers of vocational agriculture realize the need for a satisfactory program of instruction for adult farmers. Departments of vocational agriculture should provide such instruction each year. In multiple-teacher departments, at least one teacher should have special ability for working with adult farmers.

Work With Other Agencies

In developing and carrying out a sound adult-farmer program, teachers cannot and should not attempt to do the job alone. It is only by working with the other agencies which cut across the community and by taking advantage of the services and information which they have to offer that the teacher of agriculture can accomplish his own objectives.

Providing Adult-farmer Instruction

Since farmers themselves change and farming methods and new and better farming practices are continually coming into use, adult farmers need systematic instruction. Assuming an effective instructional program in vocational agriculture has been provided the high

school farm boys and out-of-school young farmers, then its stands to reason that it should be extended to adult farmers to round out a complete program for farmers from youth through adulthood. The adult-farmer program should not be thought of as something extra but rather as an integral part of the total program of vocational agriculture.

Adult-farmer classes may be held at the high school or at other centers in the school patronage area. The time for holding the class meetings should be decided by the class members. Classes should meet at least once a week, with a minimum of ten meetings. Individual instruction and follow-up instruction on the farm should continue throughout the year.

Individual on-farm instruction pertaining to the course taught is just as essential as the class instruction. The teacher of agriculture is obligated to provide adequate on-farm instruction for all regularly enrolled class members. He should have time in his schedule to provide the on-farm instruction for enrollees necessary in getting improved practices carried out. Such techniques as whole group meetings, small group meetings, newsletters, and use of the telephone may make more effective the teacher's time in providing follow-up instruction.

Adult-farmer Courses

The subject for the course taught each year should be an important enterprise, part of an enterprise, or an area of the farm business of concern to many farmers in the community. What to include in the course should receive careful consideration by the teacher and his advisors. The content of each course should be based upon the needs of the farmers in the class.

A knowledge of the kind of agriculture being carried out in the community and which farmers are successful is of great value to a teacher in developing a sound adult-farmer program. Such information is also helpful in determining who should be enrolled in adult-farmer courses.

Adult-farmer instruction should result in the improvement of the farming programs and farm practices and, usually, increased incomes. Careful preparation for each class meeting is essential. Adult farmers want information that will contribute to solving their problems. Fortunately, their abundant experience enables them to solve many of their problems through discussions, led by a skillful teacher.

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Class Organization

The teacher must plan carefully as he lays the groundwork for his adult-farmer program so that the instruction one year will lead to the next. He should cause members of the class to assume much of the responsibility for making the program a success. It should be their program rather than the teacher's program. The teacher should cause the class to see the importance of organization and cooperation in planning and conducting the program. The class should elect officers and have committees to take care of various parts of the program. Advisory councils for adult-farming programs and working committees for specific classes have been helpful in such areas as community study, program planning, recruiting class members, maintaining attendance, informing the public, and evaluating the program. Social and recreational activities planned as a part of the program may provide stimulation.



Adult farmers attending a barbecue.

VOCATIONAL AGRICULTURE REPORTS AND RECORDS

The job of the teacher of vocational agriculture includes keeping records and making a number of reports during the year. The most important ones are:

1. Teacher's Class Schedules
2. Supervised farming programs of students — Preliminary and Annual
3. Agriculture Teacher's Monthly Reports
4. Young-farmer Reports
5. Adult-farmer Reports
6. FFA Annual Reports

Occasionally, if the need arises, additional reports are required to show a particular part of the department's program.

THE JOB OF THE TEACHER OF VOCATIONAL AGRICULTURE

The job of the teacher of vocational agriculture is to provide systematic instruction for high school boys, young farmers, and adult farmers. In addition, he is charged with the responsibility of providing opportunities for high school boys to develop qualities of leadership and citizenship. Training for leadership and citizenship is made possible by a good FFA program of activities.

Vocational instruction reaches beyond the classroom. It is the teacher's responsibility to provide on-farm instruction that will enable his students to develop good farming programs and to secure the training needed to help them become successful farmers.

A teacher is not apt to be successful unless he has goals for all persons with whom he works—high school boys, young farmers, and adult farmers. A good agriculture teacher will cause his students to set personal goals. Once teacher goals and student goals have been established, the teacher, through a program of instruction and supervision, can assist his students in reaching these goals.

Although the teacher will have a course of study based on the needs of the community, this in itself is not enough to insure success. He must have the respect of farm people and the cooperation of agricultural agencies, school people, civic clubs, and other organizations in carrying out his program.

The job of the agriculture teacher includes being a good citizen in his community. He must be willing to assist other organizations and agencies with their programs if he is to expect their help with his own.

A successful teacher is always a good public relations man. He must work continuously to keep the public informed, using all means available.

PUBLIC RELATIONS

The major objective of public relations for a department of vocational agriculture is to create and maintain in the public an understanding of and a willingness to support the program.

This understanding does not just happen; it is the result of a carefully planned and executed program. Just as a teacher revises his course of study in order to do an effective job of instruction and supervision, he must constantly revise his public relations program keeping in mind that people never really understand a program unless they are actually involved in planning and carrying it out.

The following suggestions should be helpful to a teacher in developing and carrying out a public relations program:

1. Personal contacts by the teacher of vocational agriculture and school officials
2. Regular newspaper releases dealing with phases of the program of vocational agriculture
3. Radio and TV programs
4. Exhibits and entries in fairs and shows
5. Planned tours of students' supervised farming programs
6. Well-planned parent and son banquets
7. Window displays
8. National FFA Week activities
9. School programs and civic club meetings
10. Cooperating with agricultural agencies
11. Proper use of the FFA jacket

There are many ways to develop and maintain a good public relations program; however, a good program of vocational agriculture always makes the job easier.

VOCATIONAL AGRICULTURE TEACHERS' CODE OF ETHICS

To better fulfill their obligations and responsibilities as teachers of vocational agriculture in the public secondary schools of the state and to promote and advance the welfare of the profession, the teachers of vocational agriculture, through the Kentucky Vocational Agriculture Teachers Association, have adopted the following code of ethics and pledge faithful observance of these principles and standards of professional conduct:

1. The code of ethics of the Kentucky Education Association shall apply to teachers of vocational agriculture in the same manner and effect as to all members of the KEA.

2. In addition to the code of ethics of the KEA, teachers pledge compliance with the following principles and standards of professional conduct as they apply specifically to their work. It shall be the duty and obligation of each teacher of vocational agriculture to:
 - a. Initiate and carry out a sound program of systematic instruction in vocational agriculture for present and prospective farmers so that they may become more proficient in their farming vocations and live richer and fuller lives.
 - b. Actively support the program of vocational agriculture in the state, and cooperate with other teachers and staff members in further improving and developing the program in vocational education in agriculture by being present and taking an active part in such things as district teachers meetings, in-service training, and other meetings where the agriculture teacher's presence is desired.
 - c. Work in harmony and helpful cooperation with school authorities and other teachers in carrying on and improving the total program of public education, and expect from school people their active support of the program of vocational agriculture.
 - d. Have a genuine interest in farm people and their problems, and work devotedly for the betterment of farming and farm life.
 - e. Advance continuously in professional competency through study, exploration, and interchange of ideas in both the fields of agriculture and professional education.
 - f. Refrain from engaging in business, farming, or other personal undertakings which require time and effort that properly belong to the faithful performance of the job of teaching vocational agriculture.
 - g. Exemplify high standards of fair play and sportsmanship in all student contests and hold that engaging in contests by students of vocational agriculture shall be for the purpose of promoting desirable learnings.
 - h. Be personally responsible for the honesty, accuracy, and integrity of such professional acts as the making of reports, records, entries, certificates of eligibility, agreements, and business transactions.
 - i. Not become an applicant for a job held by a fellow teacher nor underbid another applicant in seeking a job.

RESEARCH AND EVALUATION

An effective program of vocational education in agriculture, local or state, must be oriented to the needs of the people it is intended to serve. The program must be available to the people who can benefit from it if it is to be justified. Such a program requires proper stimulation through detailed planning and skillful execution.

A positive plan of research and evaluation on an aggressive and continuing basis is a fundamental and pressing need if the program is to meet the challenging demands in the years ahead. These activities can be effective only when they are based on a sound philosophy of vocational education in agriculture. We must know where we are going, and we must become more proficient in our efforts and more effective in our outcomes. Research and evaluative activities must be woven into the very fiber of all that we do in program development and improvement.

Research

Research is a method of reflective thinking in scientific investigation, and requires an alert open-minded point of view. It evolves from a genuine desire to know rather from a desire to prove something. It is generally recognized as including a range of activities from "pure" or fundamental research to "applied" or practical research.

In agricultural education the function of research should be to find objective answers to practical problems or devise better ways of conducting educational programs. Dependable answers to many of our problems will come only through sound research. The research process generally includes these steps: (1) defining the problem, (2) determining sources of data, (3) gathering data, (4) summarizing and analyzing data, and (5) making recommendations based on the findings.

There is a universal need for a reflective attitude on the part of all persons responsible for programs of vocational agriculture. Research should be a part of their professional growth. It is needed to give direction to programs and procedures and to facilitate the rapid development and use of more-effective ways of conducting programs.

All responsible people have important duties to perform if programs of vocational agriculture are to benefit from research. It is essential that everyone involved have a wholesome attitude toward research. There must be a unified effort toward stimulating, aiding, and coordinating essential research activities. Attention should be focused on such aspects as: assessing research needs, selecting problems for investigation, developing sound designs, developing and administering data-gathering instruments, interpreting and disseminating

the findings, keeping up to date on current research, making effective use of findings in developing and improving programs, and sharing findings with other interested people.

Evaluation

Evaluation is the process of determining how well an educational program and individuals participating in the program are progressing toward the attainment of clearly defined objectives. It may be done formally or informally. It should be done systematically and as a continuing process.

Evaluative criteria or standards and procedures must be clearly rooted in the objectives of vocational education in agriculture; that is, in the purposes of the instruction program for persons who need such training. Neither the persons responsible for the program nor the students enrolled have clear ideas as to the meaning of objectives until they think of the evidences which they expect to appear as the objectives are being attained. Growth and change are the products of education. These things should be evaluated. The starting point for the individual should be determined, as well as the varying conditions under which growth and change occur.

The minimum essentials of a program of evaluation:

1. Evaluate in terms of progress toward well-chosen objectives; ways and means should be considered only as they contribute to the attainment of these objectives.
2. The people of the community who are to benefit from the program and are largely responsible for it should do the evaluating.
3. Students in classes in vocational agriculture would be expected to acquire as rapidly as possible the ability to evaluate their own progress.
4. Professional workers, within and without the community, would assist the lay people involved in the program, making available to them the benefits of every device the profession has developed.
5. Each community would know something of the accomplishments of other communities, but would evaluate its own progress in terms of its own situation and the felt needs recognized in it.

The State Plan for Vocational Education in Kentucky includes the following provisions for research and evaluation in agricultural education:

1. Research studies, investigations, and experiments may be carried on which deal with problems in vocational education and which contribute to the improvement and development of the different phases of the program. Studies for which vocational funds are used shall be carefully planned and executed by persons adequately qualified.
2. Professional evaluation of vocational programs shall be made periodically by individuals or teams consisting of such people as students, parents, other lay people, teachers, principals, superintendents, and supervisors to point up strength and weaknesses in terms of the objectives of the program.

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