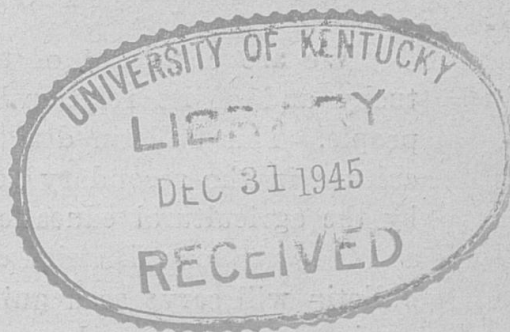


Commonwealth of Kentucky

EDUCATIONAL BULLETIN

THE PROGRAM OF VOCATIONAL AGRICULTURE IN KENTUCKY



Miss Elizabeth Hanson
Periodical Librarian
University of Kentucky
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JOHN FRED WILLIAMS
Superintendent of Public Instruction

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FOREWORD

We are cognizant of the importance of agriculture in Kentucky and of its relationship to the total well-being of all the people. This bulletin deals with the program of vocational agriculture in the secondary schools of Kentucky. It was prepared by the agricultural education staff of the University of Kentucky and the Vocational Division of this Department. 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 a statement of philosophy of vocational education in agriculture, the purposes, scope, and description of the program in Kentucky. I heartily commend it for your careful consideration and study.

JOHN FRED WILLIAMS
Superintendent of Public Instruction.

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THE PROGRAM OF VOCATIONAL AGRICULTURE IN KENTUCKY

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CONTENTS

	Page
Introduction	449
High-School Vocational Agriculture	500
Who Should Take Vocational Agriculture?, 500	
Enrollment in Agriculture Classes, 501	
Classes in Vocational Agriculture, 502	
Course of Study, 503	
Method of Teaching, 504	
Supervised Farming, 507	
Physical Facilities, 511	
Department Records and Files, 514	
Future Farmers and Their Work	516
Future Farmer Activities, 517	
Chapter Programs, 517	
Kentucky Association Program, 520	
National Organization Program, 523	
Chapter Ratings, 523	
Fairs, Shows, and Sales, 524	
Teachers Responsibility in F.F.A. Activities, 525	
Young-Farmer and Adult-Farmer Programs	528
Young-Farmer Course of Study, 530	
Returning Veterans and Young Men from Industry, 532	
The Adult-Farmer Program, 532	
Community Service	534
School-Community Canneries, 535	
Slaughter Houses or Rooms, 537	
Veterinary Work, 537	
School Farm Shops, 537	
Cooperative Organizations, 538	
Professional Aspects of the Program	539
Recruitment of Teachers, 539	
Teacher Training, 540	
Establishment and Reestablishment of Departments, 540	
Recertification of Teachers, 540	
Professional Organizations, 540	
Vacation, 541	
Engaging in Private Business, 541	
Agriculture Teachers Conferences, 541	
Relation of Agriculture Teacher to Local School Authorities, 541	
Non-Vocational Agricultural Activities, 542	
Relationship with Agricultural Agencies and Organizations, 543	
Professional Ethics, 544	
Tenure, 544	
Job of the Teacher of Agriculture Defined, 545	

INTRODUCTION

Vocational agriculture in Kentucky, as elsewhere in the United States, is an integral part of the program of the secondary schools. Three groups of people are reached directly through instruction in vocational agriculture: (1) boys enrolled in high school who take vocational agriculture as a high-school subject; (2) young men on farms who are not regularly enrolled in school, regardless of the amount of school work they have done; (3) adult farmers.

This bulletin consists of five sections: High-School Vocational Agriculture, Future Farmers and Their Work, Young-Farmer and Adult-Farmer Programs, Community Service, and Professional Aspects of the Program.

The bulletin should be of help to school administrators—both those who have vocational agriculture in their schools, and those who may not have—in acquainting them with the purposes and features of the total program. It should be of help to those who are engaged in the work of vocational agriculture, because it is an attempt to put the program “on paper” where everyone may see what it is.

Much more than a description of the program is in the bulletin. An attempt has been made to include considerable underlying philosophy. The content of the bulletin is not an “arm-chair” product. For the most part it represents the work of five committees of teachers of vocational agriculture in the state, each committee working on one of the five sections of the bulletin. In the summer of 1944 each committee met for a two-day session. The reports were submitted and discussed at fall district conferences of the agriculture teachers. Recently the committees met again and, in the light of suggestions and reactions at the fall conferences, made more-final and more-inclusive reports. These reports together with long-established and agreed-upon procedures, characteristics, and points of view make up this bulletin. It is expected that the program in vocational agriculture will continue to evolve. There are standing committees on each of the sections to recommend changes and improvements in the program.

HIGH-SCHOOL VOCATIONAL AGRICULTURE

High-school vocational agriculture is for farm boys enrolled in school. Its primary aim is "to train prospective farmers for proficiency in farming." A secondary aim is "to give boys training that will prepare them for occupations related to farming."

The high-school program consists of a four-year course in agriculture classes, including the individual farming programs of the boys and the Future Farmer activities to motivate the work and round out the training. Vocational agriculture is an integral part of the high-school program of studies, and the teacher of agriculture is a regular member of the high-school faculty. One high-school unit is given for each year's work in vocational agriculture. Four units in agriculture may be presented in meeting college-entrance requirements.

Agriculture is Kentucky's basic industry. Approximately 45 percent of the people in the state are directly dependent on farming for a livelihood. An additional 25 percent live in rural communities and are largely dependent on farmer trade for their living. Each year Kentucky must have approximately 5,000 persons enter farming as farm operators. If rural high schools are to make their largest contribution to the economic life of the state, they must provide vocational agriculture for these new farm operators. To reach this goal, every farm boy in the state should have opportunity to attend high school and take vocational agriculture. This would require an enrollment of approximately 30,000 boys in vocational agriculture, in some 325 public high schools, to provide the number of new farm operators needed and the number of people who will enter occupations related to farming.

Who Should Take Vocational Agriculture?

1. Practically all farm boys enrolled in high school should take vocational agriculture for four years. The following are some of the reasons:
 - a. A large part of the boys will go into farming upon leaving high school. Vocational agriculture should contribute greatly to the well-being of these young men.
 - b. Many farm boys will go into occupations related to farming, and their work in vocational agriculture should be of direct assistance to them.
 - c. Many farm-reared men do part-time farming even though they

are working in mining, manufacturing, trade, or other occupation. In the year 1940 there were over 45,000 workers in Kentucky living on farms who worked off the farm 100 days or more. The 1940 census listed 60,000 farms of less than 20 acres in the state. On these small farms are men who work at other jobs but who want a place to live in the country and who want to produce much of their food.

- d. Farm boys work at farming while they are in high school. Vocational agriculture should aid these boys and their families in being better farmers and provide the boys with challenging work and a means of earning. High-school boys need opportunity to learn to work, to earn, to get ahead, and to achieve a degree of economic independence while in school.
2. Some non-farm boys should be permitted to take vocational agriculture if they can profit from the work. The following are some of the conditions these boys should meet:
 - a. They should be interested in the work to become full-time farmers or part-time farmers or to go into work related to farming.
 - b. They should have opportunity to carry on satisfactory supervised farming programs or have acceptable practice in work related to farming.

Enrollment in Agriculture Classes

The following concepts should guide teachers of agriculture and school principals in enrolling boys in classes in vocational agriculture.

1. Each high-school farm boy and his parents should understand the program of vocational agriculture in the high school.
2. All freshmen boys should be properly counseled before entering high-school classes. This counseling should be done by both the teacher of agriculture and the high-school principal.
3. Vocational agriculture should not be a required subject at any grade level. The high school should offer desirable subjects that may be elected in place of vocational agriculture. The vocational agriculture program is substantially weakened when agriculture is a required subject.
4. Enrollment in vocational agriculture classes should be limited to boys who have the opportunity to carry on a satisfactory supervised farming program or have acceptable projects in work related to farming, and who enroll on their own volition.

The teacher of vocational agriculture should have a sound and effective program of recruiting students for his classes, to the end that all boys who should take the work may be enrolled. This program should include such things as:

1. Personal visits to the homes of farm boys who are eligible to

enter high school, to explain to the boys and their parents the values of going to high school and the program of vocational agriculture.

2. Teach prevocational agriculture to eighth-grade pupils where conditions permit. Prevocational agriculture can usually be offered in schools that enroll most of the eighth-grade boys in the high-school area, and where only two high-school agriculture classes are taught.
3. Counsel with all farm boys before they register for high-school classes.
4. Encourage farm boys who have dropped out of high school to return.
5. A department should have at least 20 farm boys enrolled.

Classes in Vocational Agriculture

1. Length of Class Periods

To qualify for reimbursement, each class in vocational agriculture must be in session at least 420 minutes a week. A long period is necessary if effective work in vocational agriculture is to be done. A considerable part of the agriculture class work is "laboratory" work in the classroom, shop, canner, and field trips. Either of the two following conditions will give the necessary amount of time:

- a. Two consecutive periods daily where schools operate on 45-minute periods.
- b. Three one-hour periods and two consecutive two-hour periods a week where school operate on 60-minute periods.

2. Size of Classes

Class work in vocational agriculture requires much individual instruction on farming programs, in "laboratory" practices, and shop work. For this reason a teacher cannot well care for as many pupils as may be handled in some other classes. The following are guides to the number of boys that should be in classes in vocational agriculture:

- a. The most desirable size of class is 15 to 20 boys.
- b. The maximum number that should be in a class is 30.
- c. Classes should not be operated with less than 5 to 8 boys.

3. Number of Classes and Teachers

A teacher of agriculture may teach two or three classes in vocational agriculture. The number of classes a school should have is dependent on the number of high-school boys taking the work. The following should be guides to the number of classes:

- a. Departments enrolling up to 35 boys may operate more effectively on a two-class program: one class for freshmen-

sophomores, and one for juniors-seniors. Such a program gives the teacher opportunity to teach prevocational agriculture.

- b. Departments enrolling 35 to 50 or more boys should operate on a three-class basis: separate classes for freshmen and for sophomores, and a combined class for juniors-seniors.
- c. Departments enrolling more than 50 to 60 boys should have more than one teacher of agriculture if other parts of the vocational agriculture program are to be carried out successfully.

Assuming a well-rounded program of high-school classes with an active F.F.A. chapter, young-farmer classes, adult-farmer classes, and community services, the following number of teachers is usually desirable:

- One teacher—up to 50 pupils
- Two teachers—50 to 100 pupils
- Three teachers—100 to 160 pupils

If there are special young-farmer classes for veterans, one additional teacher will be needed for each 20 to 25 veterans receiving full-time instruction.

Course of Study

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

1. Each new teacher must take Agricultural Education 179 (Determining Content) before starting school.
2. Each teacher should examine and revise the parts of his course to be taught that year, before school begins in the fall.
3. Enterprises included in the course of study should be those most important in the community and on the home farms of the boys, and in which the boys can be expected to have supervised farming work.
4. Courses of study should be set up on the basis of teaching objectives to be reached.
5. Departments should arrange their course of study to include the following:
 - a. Agriculture I (Freshmen or Freshmen and Sophomores)
 - Farming Occupations
 - Field Crop Enterprises
 - General
 - Soils in relation to crops

The two or three most important crops in the community and in the farming programs of the boys
Farming Programs, and Individual problems
Farm Shop
F.F.A. Work

- b. Agriculture II (Sophomores or Sophomores and Freshmen)

Farm Animals

General

Feeding farm animals

The two or three most important animal enterprises in the community and in the farming programs of the boys

Farming Programs, and Individual problems

Farm Shop

F.F.A. Work

- c. Agriculture III and IV, Alternate Years (Juniors and Seniors)

In each of the two years:

Farming Programs, and Individual Problems

Farm Shop

F.F.A. Work

The following usually should be distributed between the two years:

Soils

Farm Management

Home Beautification and Improvement

Hay, and Pasture

Any important crop or animal enterprises or parts of them not sufficiently dealt with in the first two years.

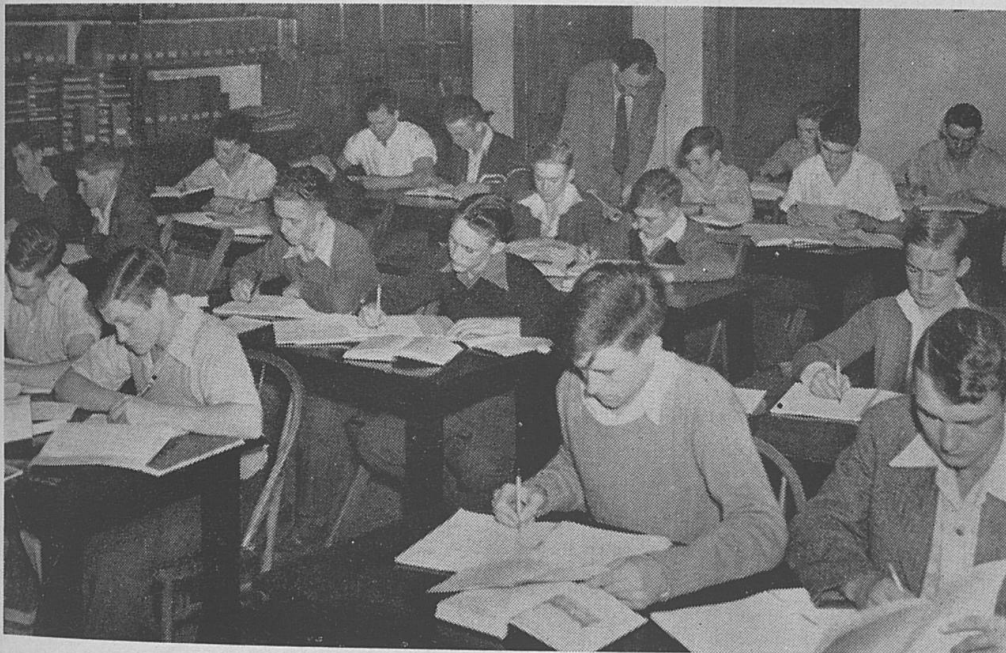
Method of Teaching

Teaching is directing the learning process, and learning is a self-active process. One learns what he **does**, and improves his performance in accordance with the standards he accepts. The merit of any method of instruction is determined by its effectiveness in securing the desired learnings. The effectiveness of a teaching procedure or technique can be judged by the kind, amount, and quality of student activity it secures.

The study of agriculture by farm boys should be intensely interesting. Farm boys are continually surrounded with farming and farm life. They work and live with farming, and they have farming programs of their own. Through their class work and supervised farming programs, boys should learn to solve many of their farming problems intelligently, use improved practices in

farming, understand the sciences basic to agriculture, and become more proficient in rural living.

Down through the years there has evolved among teachers of agriculture in Kentucky certain procedures and techniques of teaching that are effective in securing desirable learnings. The following is a brief analysis of some of the procedures generally accepted as good:



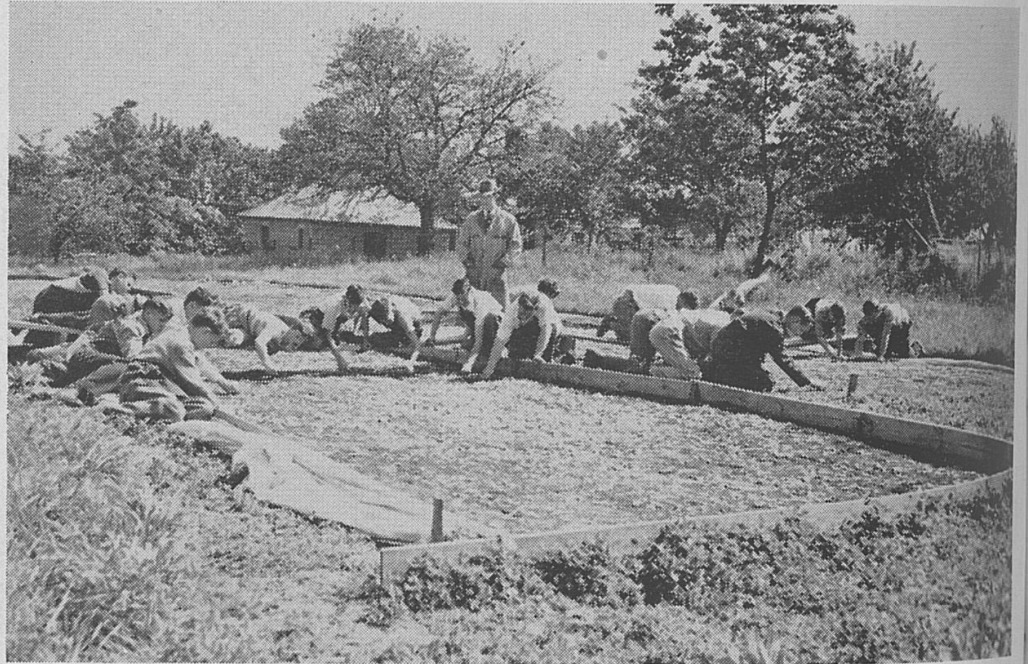
In an agriculture classroom. Each boy is solving the problem for himself.

1. The problem-solving procedure should be used in group work when a decision or understanding is to be reached. A good problem-solving procedure usually involves:
 - a. 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 possible solution.
 - b. Analyzing the problem by the group so that the boys will understand how to solve it.
 - c. Suggesting such references or other sources of information as may be helpful in solving the problem.
 - d. Each boy solving the problem for himself (so-called directed study).
 - e. By group discussion, arriving at the best possible solution or conclusion to the problem.
 - f. Getting the group to make good use of such decisions reached as apply to their own situations.
2. The demonstration procedure should be used in teaching manipulative skills such as castrating pigs, culling hens,

sharpening an ax, or using a hand saw. The demonstration teaching procedure usually involves the following steps:

a. Prepare for the demonstration

Have clearly in mind the abilities that are to be developed, including standards of workmanship the boys should come to have. See that the materials, tools, and teaching aids are at hand so that the demonstration can go off with dispatch. All the boys should be able to see and hear what is going on.



A class of boys at Versailles, weeding a tobacco bed.

b. Make preliminary explanations

Explain the purposes of the demonstration and why the skill or ability is needed. Ask for questions to clear up the explanation.

c. Give the demonstration

Show and explain how to perform each operation and technique, step by step. Often some of the "why do it this way" will need to be brought in. Proceed slowly. Encourage questions to clear up anything not well understood. Sight references which the pupils may use as they practice.

d. Have boys "try their hands"

Have each boy try his hand in performing the fundamental operations. Show and explain again those things not well understood.

e. Have a practice exercise

If the boys should need to develop a fair degree of skill before using the operation on a larger or more valuable piece of work, have a good practice exercise

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that will involve the operations, techniques, and standards of workmanship. Check with each boy during the exercise to correct weaknesses, and emphasize proper techniques and standards.

- f. Have boys use the practices in all their work
 See that the boys use the correct practices in all their subsequent work.
- 3. The farming programs of the boys provide them the opportunity to secure practice in the use of "improved practices." Class instruction should come before the boys need to use the practice in their farming programs. Every effort should be made to get the members of the group to use the procedures dealt with in class, at every opportunity to use them. Practices that most of the group may not be expected to use in their farming programs should usually not be worked on by the group in class work.
- 4. Good notebooks should be very valuable to the students in recording decisions, data, and other material worked on in class, for future use. Notebooks poorly kept cannot be justified.

Supervised Farming

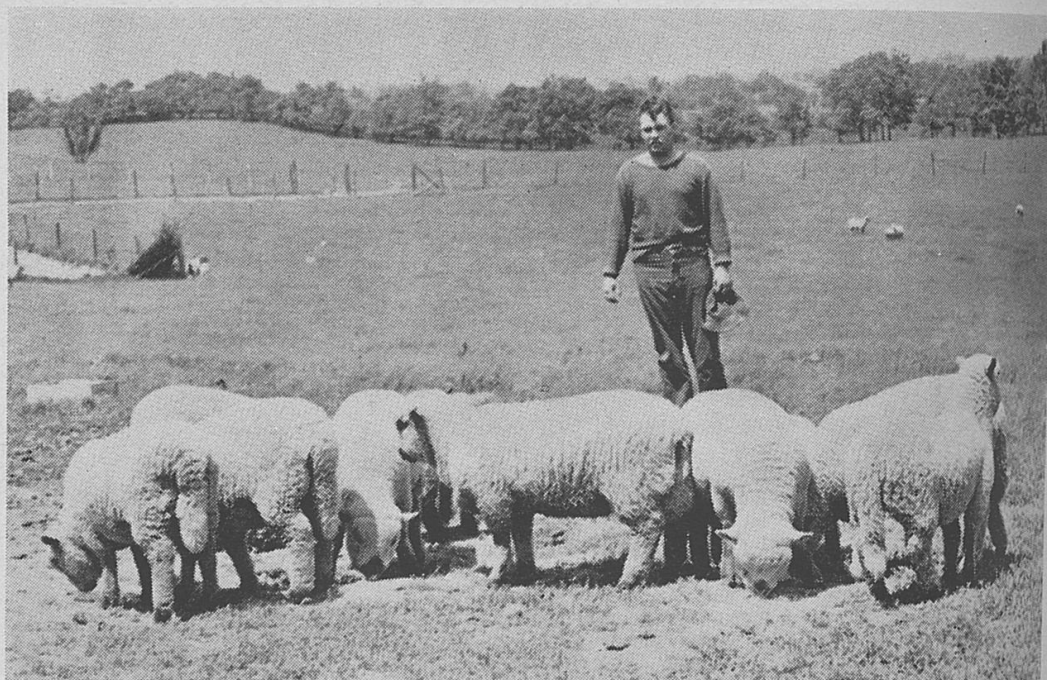
Systematic instruction in vocational agriculture consists of class instruction followed by the use of the practices decided on in class, in the individual farming programs of the boys. The supervised farming work of the boys is as essential to vocational agriculture as the class work. There must be both, not one without the other.

Supervised farming is not only essential to learning farming but it has many other values for the boy. The boy's farming program provides his primary motivating force in wanting to learn better farming practices. It gives him a chance to earn, to achieve a degree of economic independence, to become less of a burden to his family, and to gain a start in farming on his own.

If the boys are to have good farming programs and use them as educational experiences, these programs must be supervised by the teacher of agriculture. Supervision of the boys' practice on their home farms is as necessary to good teaching of vocational agriculture as is the classroom work. Teachers of agriculture must have opportunity to work with their boys at home after school hours, on Saturdays, and when school is not in session.

Farming Programs

Every boy enrolled in vocational agriculture should have the



Supervised farming is not only essential to learning agriculture, but it has many other values to the boy. This boy also has other projects and does supplementary practice.

best farming program he can have. A large part of the boys should have farming programs something like the following:

1. Freshmen

- a. A cash-crop project of good scope.
 - b. Feed-crop projects to produce the home-grown feeds that ought to be produced.
 - c. One or more livestock projects, started about as follows:
 - Poultry—in spring of freshman year
 - Dairy—during freshman year
 - Beef cattle—by the fall of the sophomore year
 - Sheep—in the summer between the freshman and sophomore years
 - Hogs—gilt bred in fall of sophomore year
 - d. One improvement project (include farm shop in the freshman or sophomore year if possible)
 - e. Supplementary practice—50 hours or more
- At least three of the most important improved practices should be used in each project.

2. Sophomores

- a. Cash crop—continue and enlarge scope if possible
- b. Feed crops—same as freshman year
- c. Livestock—those started or decided on in freshman year, enlarging their scope if feasible
- d. Improvement projects—at least one
- e. Supplementary practice—50 hours or more

At least five of the most important improved practices should be used in each project.

3. Juniors-Seniors
 - a. Cash crop—same as sophomore year
 - b. Feed crops—same as freshman year
 - c. Livestock—continue and increase scope of the livestock already started. Add other enterprises if desirable
 - d. Improvement projects—at least one each year. Include pasture improvement, home beautification and improvement, and family food supply, if possible.
 - e. Supplementary practice—50 hours or more each year.Use all of the most significant improved practices in all projects.

Farming Program Records

Each boy should keep neat, accurate, and up-to-date records on his farming program. These records should enable the boy to determine "how he came out" and "why he came out as he did" on each of his projects. In order to accomplish these things, the following should be done:

1. Have boys make up their new record books early in the school year.
2. Keep the record books at school during the school year and at home during the summer months.
3. Provide class time each Monday during school for the boys to bring their records up to date, and check with them the following:
 - a. The recording of all expenses, sales, and labor in each project, also supplementary practice labor.
 - b. Plans for jobs coming up in the projects—jobs coming up that have been planned and need to be carried out, and jobs coming up that plans have not been made for.
 - c. Projects completed.
 - d. Supplementary practice that should be done soon.
4. See that all boys write their plans through Point 14 early in the school year. If a project is decided on later in the year, plans through Point 14 should then be written immediately.
5. See that all boys write their plans for carrying out the practices (Point 15) before time for the practice to be carried out.

Project Summaries

Boys should be taught to summarize a project record when the first large group of projects are completed. In many departments this will be the corn projects in the fall of the sophomore year. The following statements apply to summarizing projects:

1. When a project is completed, it should be summarized.
2. The usual time to summarize groups of projects is—
Corn—when the crop is gathered

Hay—after the last cutting
Tobacco—when the crop is marketed
Other cash crops—when the crop is sold
Beef cattle—feeders when marketed; breeding herds as of January 1
Dairy—as of January 1 or at the same time each year for an individual project
Hogs—when litter or litters are sold
Poultry—broilers when sold; layers when sold in the summer, or as of October 1.
Sheep—when the lambs and wool are sold, or not later than September 1.
Improvements projects—in enterprises, same as production projects; others, when completed.

3. After a boy has summarized a project and it has been checked for accuracy, it should be recorded on his permanent record card as a completed project and the summary filed. The permanent record cards should be kept up to date by—
 - Recording each proposed project when the plans are written through Point 14
 - Recording each project as completed when it is summarized
 - Recording supplementary practice near the end of school
4. End reports should be made on each group of projects when the projects are completed.

Farming Program Standards

Each department should set up the following farming program standards early in the school year:

1. General Standards
 - a. Number and kind of projects, and hours of supplementary practice per boy
 - b. Labor earnings per boy
 - c. Productive man work hours per boy
2. Production Standards—for each of the important enterprises in the boys' programs
3. Each boy should set up a production standard for himself in each of his productive enterprise projects.

Teachers' Responsibility With Boys' Farming Programs

The teacher of agriculture is responsible for getting each boy to have the best farming program he can have and to use his farming program to the best advantage in learning to farm. Carrying out these responsibilities will involve the following on the part of the teacher:

1. Understand the home-farm situation of each boy.
2. Help the parents and the boy see the need for the boy's having a good farming program.

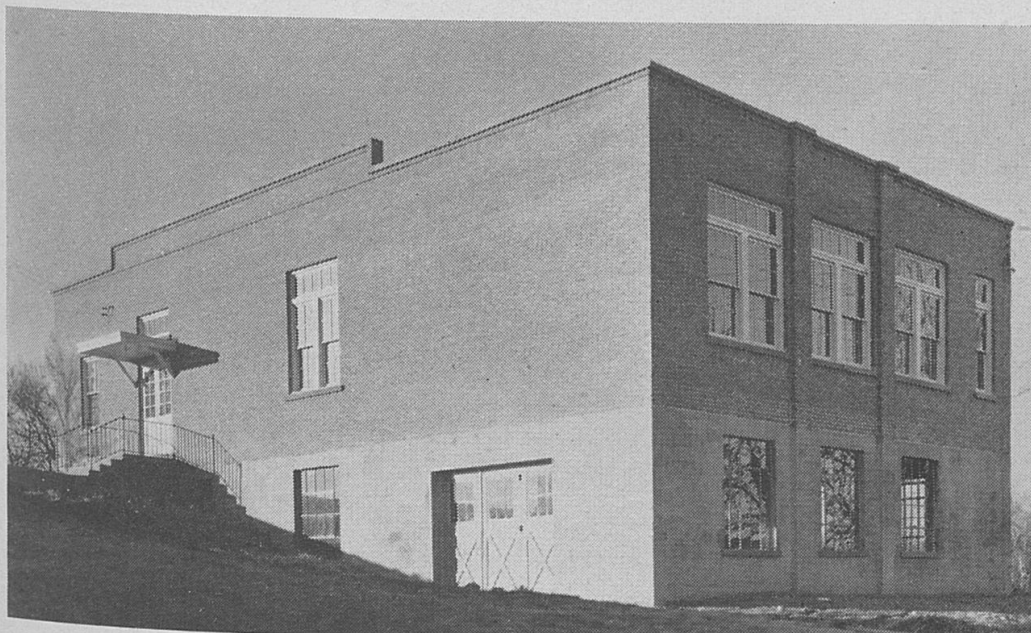
3. Guide and assist boys in
 - a. Deciding what farming program to have
 - b. Making arrangements for the program
 - c. Securing finances and other things needed to carry on the program
 - d. Deciding on and carrying out improved practices
 - e. Marketing
4. Give encouragement to the boy and his parents
5. Give adequate home-farm supervision of the boy's program.

Physical Facilities

A department of vocational agriculture should have physical facilities adequate for effective instruction. Every department should have a good classroom and a farm shop well equipped. Almost every department should have a school-community cannery.

Approximately 200 high schools in Kentucky have fair-to-good farm shop buildings or rooms. About 150 high schools have school-community canning plants. A number of canneries have added slaughter rooms or built small slaughter houses for community use. Most of the shops and canneries are well equipped.

It is the obligation of the local community to provide the teaching facilities, and the responsibility of the teacher of agriculture to see that the facilities are kept orderly and in good con-



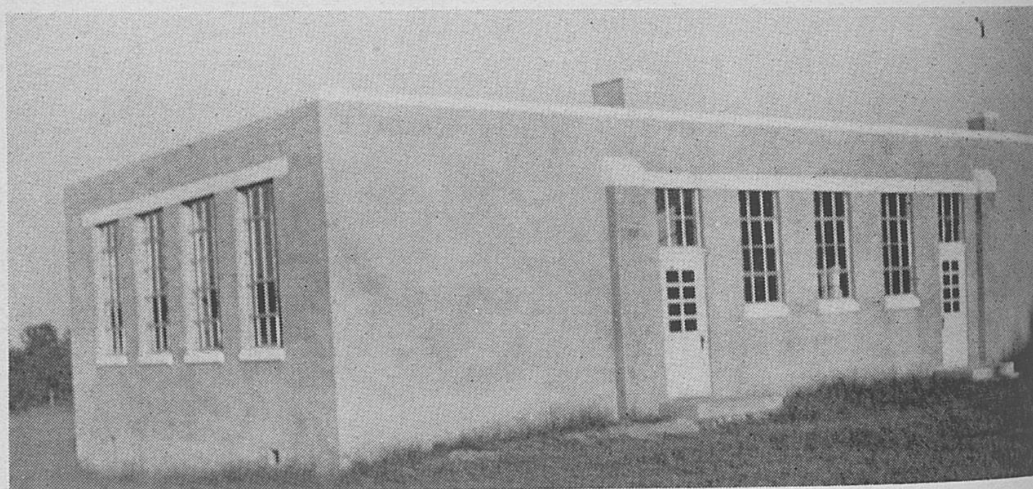
The agriculture building at Benton High School. There are two agriculture classrooms, two offices, a conference room, and a storage room; also a school farm shop 45 feet x 75 feet.

dition. Facilities may be used for out-of-school groups as well as for the high-school groups. Standard facilities are as follows:

Classroom

Each teacher of agriculture should have a good classroom. The following are desirable standards:

1. Size of room—approximately 22 feet x 32 feet.
2. Natural lighting—glass area equal to 1/5 of floor area, on pupil's left, and walls and ceiling painted a light color.
3. Artificial light—four or six light fixtures near the ceiling, equipped with 150 to 200-watt bulbs.
Comfortable temperature.



The agriculture classroom and school farm shop at Jamestown.

Classroom Furnishings

1. Tables—enough two-pupil tables for the largest class. These should be 54 to 60 inches long, and 2 feet wide.
2. Chairs—one, of standard design, for each boy in the largest class.
3. Teacher's desk—approximately 30-inch by 48-inch top.
4. Filing cabinet—four-drawer steel letter file with universal lock.
5. Library and equipment case—20 to 24 feet long, on right side or across rear of room, designed according to standard plan.
6. Bulletin boxes—approximately 100, of standard design.
7. Blackboard—approximately 3½ by 20 feet, placed in center of front wall, approximately 3 feet from the floor.
8. Bulletin board—approximately 3½ by 3 feet, located near entrance door.

Library

Each classroom should be equipped with a modern agriculture library (books and bulletins published less than 10 years ago) including the following:

1. Enterprise reference books—one set for each enterprise in the course of study. A set of books is one book for each two boys in the largest class using the book, or one book for each boy if no other publications are used on that subject.
2. Other reference books—one set on each of the following subjects: Feeds and Feeding, Soils, Farm Management, Farm Shop, and Supervised Farming.
3. General reference books—one or more copies for general reference, as:

Diseases of farm animals
 Animal breeding
 Feeds and Feeding (unabridged)
 Judging Farm Animals
 Advanced Field Crops
 Various sciences contributing to agriculture

4. Every department should have much of the following equipment:

Soil-testing kits
 Milk-testing outfit
 Farm level or contour levels
 Pruning tools
 Tripod magnifiers
 Dose syringes
 Emasculator
 Electric Shearmaster
 Egg-grading scales and candler
 Kitchen scales (24 pounds), dairy scales (30 pounds),
 bathroom scales (250 pounds)

Farm Shop

Every department of vocational agriculture should have a good farm shop, well equipped, to permit the teaching of farm shop. A good farm shop should have the following features:

1. Floor area—1,500 square feet or more
2. Large door—to permit moving farm machines and equipment through it.
3. Natural light—window area equal to 1/5 the floor area and on as many sides of the room as possible.
4. Ceiling height—10 feet or more.
5. Artificial light—adequate to provide proper lighting on dark days or at night: about 125 watts per 100 square feet of floor space.
6. Heat—adequate for comfort on cold days.
7. Hand tools—of kind and number to permit the groups to do the farm shop work farmers need to do.
8. Larger equipment should include most of the following
 - Forge
 - Post drill
 - Power drill

Power grinder (heavy duty)
Welder (electric or acetylene)
Bench saw with 10-inch or larger blade
Jointer—6 to 8 inches
Planer—12 to 16 inches.



One end of the agriculture school farm shop at Bardstown.

Department Records and Files

Every department of vocational agriculture should maintain accurate records of the work done by the department, and keep important information and materials on file. Each department should have a four-drawer steel filing cabinet with a universal lock. It is the responsibility of the teacher of agriculture to keep the records up to date, though much of the work should be done by the students, under guidance.

General Department Records

A section of the file should be provided for the following, in separate folders:

1. Annual reports
2. Program of work of the department
3. Inventories of books, equipment, and tools
4. Business records of the department such as invoices of things bought, bills paid, etc.

5. Fifty-farm community survey, county census data, and the like.

High-School Boys (Present)

A section of the file should contain a separate folder for each boy now enrolled in vocational agriculture. The folder should contain:

1. Permanent record card with all proposed projects entered when boy has written his plans through Point 14, and each completed project recorded when it has been summarized.
2. Summary sheet for each project completed (unless summary sheets otherwise filed).
3. Plans through Point 15 for each project in operation. These plans may be discarded when the project is summarized.
4. Record of supplementary practice (Form Z) for each year, filed near the close of school.
5. Survey of home farm (Form 1).
6. F.F.A. activity participation record.

Former High-School Boys

A separate section of the file should contain the folders of boys who have graduated or left school. These folders should be kept for several years; then only the permanent record cards kept.

Young-Farmer Classes

The following folders should be in the young-farmer section of the file:

1. A folder for each young man enrolled in young-farmer work, containing such things as:
 - a. Home-farm survey
 - b. Personal data
 - c. Farming programs
 - d. Records of completed farming programs
 - e. Record of young-farmer courses taken
2. Folder for each young-farmer course taught, containing the course outline, records of meetings, enrollment, etc. Much of this record keeping can be done by the secretary of the young-farmer group.
3. Records of farming opportunities in the community.
4. Survey of young farmers in the community.

Adult-Farmer Classes

Records of adult-farmer work should be kept in a section of the file provided for that purpose and containing the following:

1. A folder for each adult-farmer class taught, including
 - a. Enrollment and attendance record
 - b. Course outline used

- c. Decisions of the group
 - d. Records of improved practices resulting from the course.
2. Surveys made in connection with courses
 3. Mailing lists of farmers, by enterprises or subjects, who should be interested in adult-farmer classes.

Supervised Farming

Folders in the file for such things as:

1. Department standards
2. Improved practices
3. End reports of projects
4. Progress reports
5. Lists of purebred breeders
6. Future Farmer Co-op materials

Future Farmers

Folders in the file for the following:

1. Chapter activity programs
2. Chapter Secretary's and Treasurer's books
3. Chapter reports
4. Newsletters published by the chapter
5. Current rules, etc. on state activities
6. Kentucky and American Farmer degree applications
7. Newspaper clipping of articles prepared by the chapter
8. Snapshots of chapter activities
9. Other material

FUTURE FARMERS AND THEIR WORK

Future Farmer work is an integral part of the vocational agriculture program for high-school boys. Future Farmers of America (F.F.A.) is a national organization of farm boys studying vocational agriculture. The boys are members of their local high-school chapter, and the chapters make up the Kentucky Association of Future Farmers.

Each department of vocational agriculture should have a strong active F.F.A. chapter. Future Farmer work provides the boys with opportunity to develop leadership abilities, contribute to the well-being of the school and community, and learn the essence of cooperative endeavor.

Boys like to belong to an organization that is their own. They like to decide and do things themselves. The F.F.A. provides such an organization that is local, state, and national in scope. The teacher of agriculture is the adviser of the local chapter.

An active F.F.A. chapter can make a good contribution in forwarding the work of the agriculture department. It can be

a prime motivating force to cause boys to like vocational agriculture, by providing interesting activities and giving recognition to boys who achieve. It can do much to stimulate interest of others in agriculture. It can assist in improving the facilities of the department. Boys who like their work in vocational agriculture and have an organization through which they can work will want to improve the work of the department in every way they can.

Future Farmer Activities

Future Farmers set up their own program of activities, under the guidance of their adviser. Because the organization is local, state, and national, various activities are carried on at each of these levels. The following presentation amplifies these statements.

Chapter Programs

The local chapter is responsible for setting up and carrying out its own program of activities and has a voice in setting up and carrying out the state and national programs. The local chapter operates under its own constitution and by-laws. The following procedures and elements of local chapter programs are generally considered good:

1. Encourage all boys taking vocational agriculture to become members of the F.F.A. Although membership in the chapter is voluntary, practically all boys should be members as long as they are in high school and many should retain their membership through the three years in which they are eligible after leaving school or graduating.
2. Elect chapter officers for the new year before school is out in the spring or soon after school starts in the fall.
3. Give the officers training that will permit them to carry on the work of the chapter effectively. This training and experience is the backbone of the leadership training the organization provides.
4. Set up the chapter program of activities early in the school year. The value of F.F.A. work is largely determined by the kind of activity program the chapter has. Most Kentucky chapters use the "Committee Organization Plan" in setting up and carrying out their programs. This plan consists of having a committee for each division of the program. Each committee proposes to the entire chapter the things it thinks the chapter should do in that division during the year. When the proposals are adopted by the chapter, they become the chapter's program of activities and the committee is responsible for working out ways and means of getting its part of the program carried out. The usual divisions of the program are: Membership, Conduct of Meetings, Supervised Farming,

Cooperation, Leadership, Community Service, Earnings and Savings, Scholarship, Recreation, and Information.

5. Have a chapter meeting at least once a month. If the chapter has a good program of activities, there will always be important business to transact. Usually the meeting should have a program that will be of general interest to the group.
6. Provide boys with opportunity and encouragement to advance in the degrees of F.F.A. work.
 - a. Each freshman boy should receive the Green Hand degree early in his first semester.
 - b. A large part of the sophomores should qualify for the Chapter Farmer Degree upon completion of their first projects. This is the second degree. Many chapters hold their Chapter Farmer initiations in January or February.
 - c. At least 2 percent of the boys in the chapter should qualify for the Kentucky Farmer Degree each year. This is the third degree and is conferred by the State Associa-



Walter Coleman, Jr., American Farmer, Lafayette Chapter. This degree is one of the highest honors that can come to a farm boy in America.

- tion. All boys who can qualify for this degree should be encouraged to apply for it.
- d. Every chapter should have a young man qualify for the

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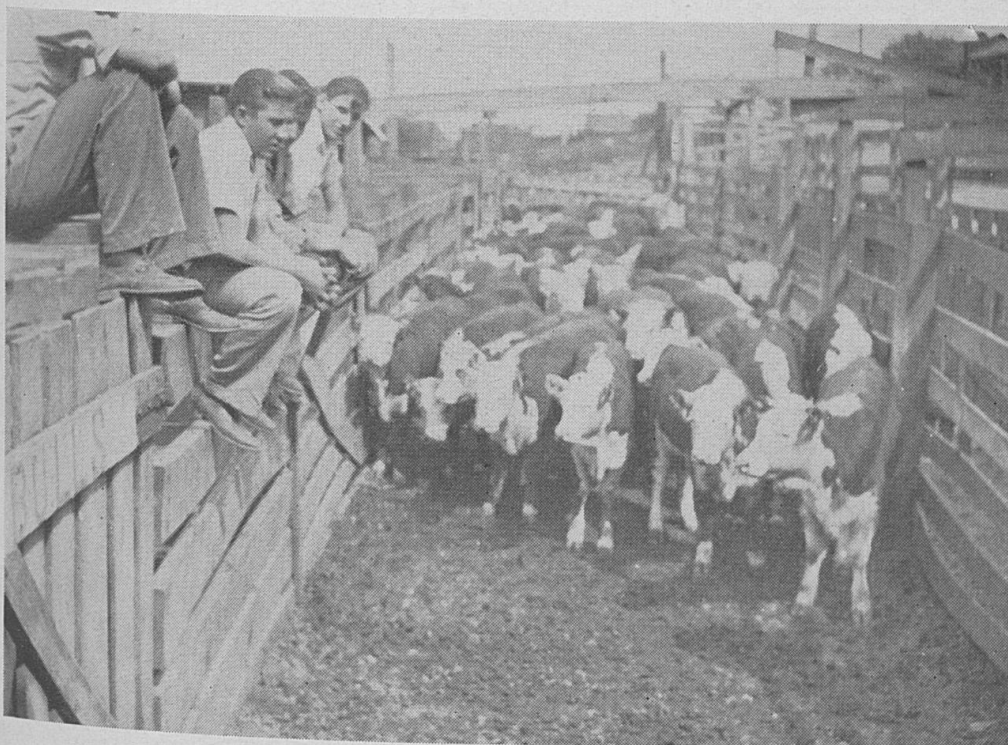
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American Farmer Degree every few years. This degree is conferred by the National Organization. As only one boy in each 1,000 can receive this degree, it is one of the highest honors that can come to a farm boy in America.

7. Have a good business organization in the chapter. This involves:
 - a. Orderly and democratic procedure in conducting business.
 - b. Ability to use good parliamentary procedure on the part of every member.
 - c. Accurate and complete records of the chapter, including roll of members and officers, attendance at meetings, committee members, committee reports, minutes of the meetings, and the program of activities.
 - d. A good system of receiving and disbursing the chapter's funds. These funds should be budgeted, deposited in the chapter's bank account, and paid out by check. (Some chapters may need to deposit their funds in the central school account.) Each chapter should have a numbered check book for disbursing its funds.

The Future Farmers are getting their basic training for participation in adult organizations while they are members of the F.F.A. All organizations should use good business methods. Future Farmers are entitled to receive good training and experience through their organization.



Cooperative buying is a common F.F.A. activity. These beef calves were bought through the Kentucky Future Farmers Cooperative.

8. Include in the program such activities as:
 - a. Father-and-son or parent-and-son banquet
 - b. Project visiting tours
 - c. Fund-raising activities
 - d. Group recreation
 - e. Pest-eradication, wild-life conservation, and home-improvement campaigns
 - f. Election of persons to the Honorary Chapter Farmer Degree
 - g. Cooperative buying of breeding stock, seed, and other things needed in production
 - h. Chapter membership and participation in the county Farm Bureau
 - i. Participation in community or county fair or shows
9. Have a good public information program through the local newspapers and chapter newsletters, to acquaint the community with the work of the chapter and give recognition to members who have achieved. The chapter reporter will play an important part in this work.
10. Keep a record of each member's participation in F.F.A. work.

Kentucky Association Program

The primary function of the state association is to set up, sponsor, and encourage a program of activities in which local chapters may participate. The Kentucky Association has an outstanding program of activities. Every chapter should take advantage of these state activities. Few chapters can participate in all of the state-sponsored activities, but every chapter should choose those activities that will make the greatest contribution to the work of its members and secure high-quality participation in the activities chosen.

The following are suggested as guides for a chapter's participation in the state activities:

1. Have its district winners and Kentucky Farmer Degree candidates at the state meeting, and be represented by voting delegates at least two years out of three.
2. Provide opportunity for each member to attend the state F.F.A. Camp while he is a Future Farmer.
3. Have some entries in the District F.F.A. Day each year. The following would provide good balance in the district contests.
 - a. Enter at least one of the leadership training activities—chapter meeting, public speaking, and impromptu speaking contests.
 - b. Enter at least four of the ten farming achievement contests—Beef Cattle, Dairy, Hogs, Poultry, Sheep, Corn, Hay Crops, Tobacco, Farm Shop, and Livestock Cooperative.

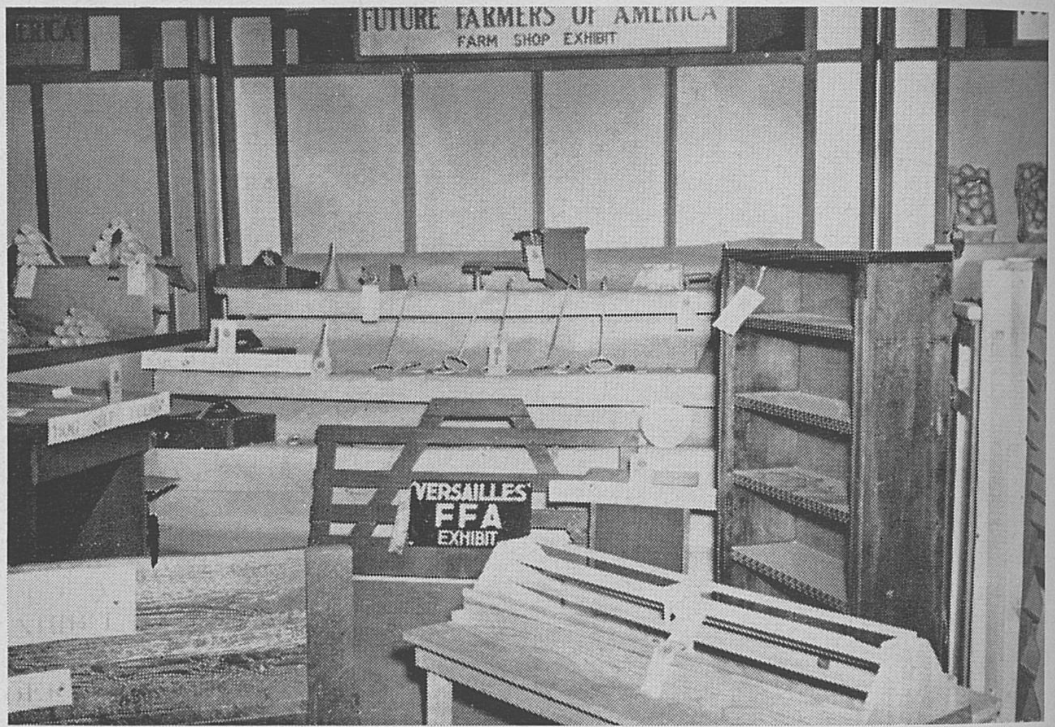


Swimming at the Future Farmer State Camp at Hardinsburg. Each summer many Future Farmers attend the camp for a week.

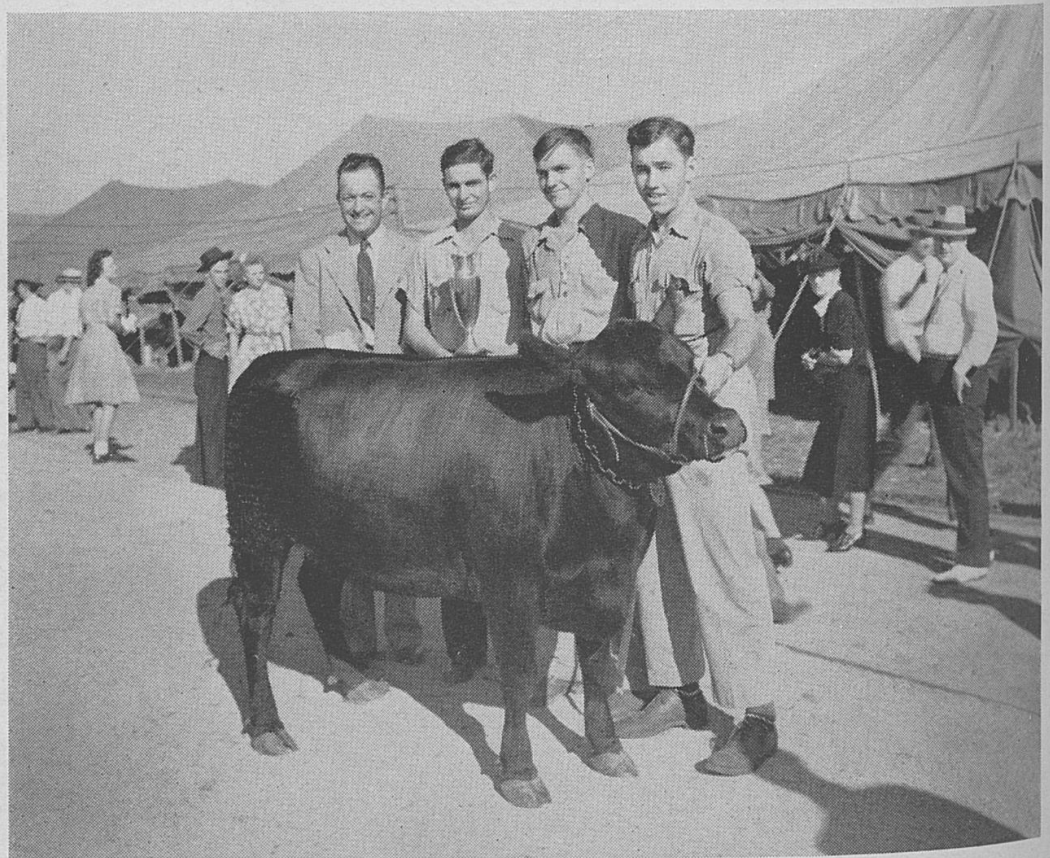
- c. Enter at least one of the five chapter contests—scrapbook, secretary's book, treasurer's book, newsletter, and community dairy improvement.
- d. Enter at least one of the five music contests—chapter music, piano, vocal, novelty instrument, and orchestral instrument.



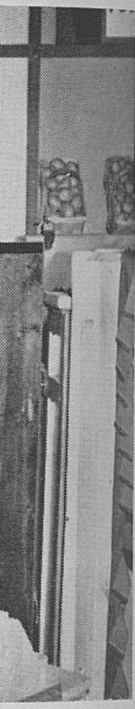
Three of the six boys shearing sheep at one time in a sheep-shearing contest.



Versailles Chapter exhibit in farm shop, Kentucky State Fair, 1945.



Oxford High School fat-stock judging team and teacher of agriculture, first-place winner at Kentucky State Fair, 1944.



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4. Enter at least one of the activities designed to encourage supervised farming work—Fat Cattle Show and Sale, Lamb Shows and Sales, Sheep-Shearing Contest, Department Z of the Kentucky State Fair, and the State Fair Judging Contests.
5. Be a member of, and participate in, the work of the Kentucky Future Farmers Cooperative. Participation in the activities of the Cooperative provides opportunity for Future Farmers to learn cooperative endeavor as well as to do things for themselves cooperatively.

Every chapter should be interested in the affairs of the State Association. Its program is set up by representatives of the chapters, for the benefit of the chapters. The state association is as strong and active as the Future Farmers make it.

National Organization Program

The national organization of Future Farmers of America is made up of the state associations. It holds a convention each year in Kansas City, at the time of the American Royal Livestock Show. Kentucky is represented at the National Convention by two voting delegates, the American Farmer Degree Candidates, and other Future Farmers and advisers. Local chapters may send delegations.

The program of the National Organization includes such things as—

1. Public Speaking Contest among state winners.
2. Livestock judging contests among teams representing the states
3. A national F.F.A. Camp near Washington, D. C., open to Future Farmer groups upon application.
4. Nationally adopted F.F.A. jewelry, uniforms, Manuals, secretary's and treasurer's books, trophies, chapter supplies, and the like.
5. Assistance to state associations and chapters in promoting their programs.
6. The Future Farmers of America Foundation, to assist financially in carrying on worth while activities.
7. Advancing outstanding Future Farmers to the American Farmer Degree.
8. A national chapter contest among outstanding chapters in the states.

Chapter Ratings

It is often necessary to rate F.F.A. chapters on the basis of their activity programs and achievement. The national organization asks the state to identify its **outstanding** chapters, in the state's annual report. The state and district chapter contests require a ranking of chapter achievements. Measuring the size

and quality of the program of a chapter necessitates the ranking of chapters into three categories—**outstanding**, **standard**, and **minimum**. The following is an attempt to define the basis for rating F.F.A. chapters:

1. A Standard Chapter—

A standard chapter will have a program of activities and quality of participation equivalent to those things listed under Chapter Programs and Kentucky Association Program in this section on Future Farmers and their work.

2. An Outstanding Chapter

An outstanding chapter will have a program of activities and quality of participation that can be recognized as appreciably superior to those of a standard chapter.

3. A Minimum Chapter

A minimum chapter would need to pay its annual dues, have officers, have fairly regular meetings, have a fair program of chapter activities, with some participation in the state program of activities.

Fairs, Shows, and Sales

Participation in fairs, shows, and sales is not an end in itself but may be a good means of attaining certain desirable objectives. In order to take advantage of the experiences that participation in such activities provides, the teacher of agriculture and the boys should have clearly in mind the values that should result from the participation. Some of these values are:

1. A better understanding of ideals and standards such as—what good type is, what a well-conditioned animal looks like, and what good workmanship is.
2. Acquaintance with other Future Farmers, outstanding breeders, and producers, and association with others to learn of their practices.
3. Evaluation of one's own products and practices. One may learn that his stock is good or not so good or that he should change some of his practices.
4. Inspiration. By coming in close contact with good animals or other products and outstanding producers, many young men have become inspired to be good producers.
5. Motivation in the use of good production practices. Fairs, shows, and sales should stimulate the use of good production practices and require the use of good practices to compete successfully. For example, a fat lamb show and sale should be held at the time of year that will encourage marketing at the best time and the use of good production practices to participate successfully.
6. Learning to be a good winner or a good loser. Shows provide experience in winning and losing, and through such experi-



Roy D. Rice, of the Minerva Chapter, outstanding Future Farmer Duroc exhibitor and one of the outstanding open-class exhibitors at the Kentucky State Fair, 1945.

ence one should learn good sportsmanship. Teachers should be aware that boys may learn poor sportsmanship, to take unfair advantage, to circumvent the rules, and other such undesirable behavior. One learns what he practices.

If properly used, fairs, shows, and sales can make desirable contributions to systematic instruction in vocational agriculture. There is no place in vocational agriculture for a boy to have animals or produce products just in order to have entries in a fair or show. To do that is to make the showing an end in itself rather than an educational means to other desirable ends.

Teacher's Responsibility In F. F. A. Activities

As adviser of the F.F.A. chapter, faculty representative of the high school, and representative of vocational education in agriculture, the agriculture teacher has certain definite responsibilities in respect to Future Farmer activities. Some of these are to:

1. Be responsible for seeing that boys have opportunity to par-



Roy Lausman, Jeffersontown Chapter, holding his potatoes which won first place in Future Farmer potato exhibit at the Kentucky State Fair, 1945.

ticipate in activities. This presupposes that there be a good activity program.

2. Be responsible for the kind of participation in an activity. The teacher should not permit participation by members of the chapter which would reflect discredit to the chapter, the high school, or the F.F.A. program. Poor workmanship, inferior products, or inadequate preparation that is not a credit to F.F.A. work or the work of the department, should not be exhibited publicly.
3. Be responsible for the eligibility of all members of his chapter who participate in contests or other activities where there are rules of eligibility. When a member of the chapter is entered in an activity, it is taken for granted that the adviser certifies that the participant is eligible and that his entry is a valid and legitimate entry.
4. Be responsible for the conduct of all members of his group when they are under his charge. Before taking them on a trip, the teacher should make it clear to his boys how they are expected to conduct themselves. Boys who do not wish to conduct themselves properly should be left at home. When the teacher has a group away from home, he should not leave them "on their own." He is responsible to the school, the boy's parents, the public, and those in charge of the activities for the conduct and safety of his group.



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Melbourne Mills, Lafayette Chapter, with his
White Rocks, winner in both Future Farmer
and open classes at Kentucky State Fair, 1945.

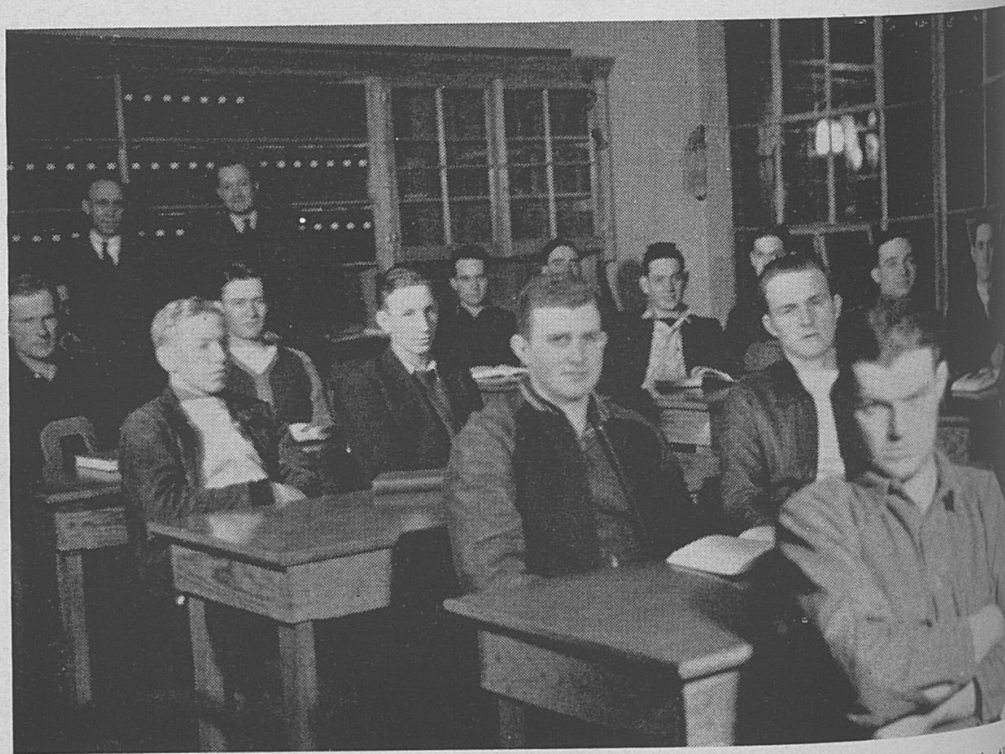
5. Be responsible for getting entries, reports, membership dues, and the like, in on time.
6. Be responsible for all business transactions of the chapter. Most Future Farmers are minors and are therefore not legally responsible. The teacher as the adviser and adult representative of the group should assume responsibility for all business transactions of the chapter. He must see that the group and the boys in the group live up to their commitments.
7. Guide all activities of the chapter so that they will result in desirable learning experiences.

YOUNG-FARMER AND ADULT-FARMER PROGRAMS

Education for all people should be the goal of the secondary-school program. Departments of vocational agriculture are established to provide needed instruction for those who have entered upon and those who are preparing to enter farming. Systematic vocational instruction is essential in maintaining economic and social efficiency and well-being on the farm. The future of farming and farm life depends, to no small extent, upon an adequate program of instruction for adult farmers and young farmers. Results from adult-farmer and young-farmer education have effectively shown its place in our public-school system.

Teachers of vocational agriculture accept the responsibility of providing a satisfactory program of instruction for young farmers and for adult farmers. Each teacher of agriculture should teach at least one young-farmer class and at least one adult-farmer class each year.

Regardless of how effective and successful the instruction for high-school boys may be, even those with four years of vocational agriculture need additional instruction and supervision before they are ready to take over and succeed in the managerial operation of a farm. The young-farmer program provides systematic



A young-farmer class, with the agriculture teacher and high-school principal in the rear of the room.

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instruction on a part-time basis for out-of-school young men, approximately 16 to 24 years old, during the years immediately after they graduate from high school or drop out of school. Because of the importance of this critical period in the preparation of young men for the business of farming, this program is, in many ways, the most important part of the total program of vocational agriculture.

Young farmers are continually faced with new problems as they become established in farming. During the period just before they begin farming on their own and during the first two or three years after they are established on a somewhat permanent basis, many problems confront them which have a definite influence on their future. During this period, systematic instruction and supervision will probably be more fruitful than at any other period in their lives.

Since farmers themselves change and since farming methods are continually changing and new and better practices are continually being discovered, adult farmers will also profit by receiving systematic instruction. Young-farmer work and adult-farmer work, along with the high-school classes, round out a complete program of instruction for farmers from youth through adulthood.

Guidance must precede and accompany the young-farmer instruction. Some young men need help in deciding on the scope of farming to undertake. Also, the opportunity often presents itself for the teacher to assist young men in finding or working out satisfactory situations for farming or in buying farms. Some young men need to be guided **out of** farming. Often, young men who are planning to leave the farm, but who should farm, need council and encouragement to keep them from making a mistake which may cause them to waste many years of their lives and, in some cases, permanently impair their future success.

Some young men who have had training in agriculture enter occupations related to farming. These young men need instruction and guidance to help them succeed.

Objectives of Young-Farmer Work

Some objectives of the young-farmer program are as follows:

1. To guide and assist the young men in becoming established in farming.
2. To develop proficiency in farming.
3. To develop an understanding of related occupations, for the benefit of those seeking to enter these fields.
4. To guide young men seeking employment in non-related occupations.

5. To develop an appreciation of a satisfactory social and civic environment.
6. To cause the young men to realize their own worth and to develop their personality.
7. To develop ability and attitude in cooperative effort.

Young-Farmer Course of Study

Most teachers of agriculture develop a young-farmer course of study for at least a four-year period. There follow two examples of a young-farmer course, of one year each. They are from a four-year course worked out by a teacher. They are what the teacher proposed to teach his young-farmer group during the first and third years.

First Year (1945-46)

I.	Main Body of Instruction		
a.	Farming Opportunities	3-5	sessions
1.	Farming as an occupation	1-2	sessions
2.	Chance for establishment in farming	1-2	sessions
3.	Kind of farming program to have	1-2	sessions
b.	Tobacco	10-15	sessions
1.	Necessity for good production	1-2	sessions
2.	Preparation of ground	1-2	sessions
3.	Producing plants	1-2	sessions
4.	Fertilizing tobacco	1-2	sessions
5.	Setting	1-2	sessions
6.	Cultivation	1-2	sessions
7.	Priming	1-2	sessions
8.	Housing and curing	1-2	sessions
9.	Stripping and grading	1-2	sessions
10.	Marketing the crop	1-2	sessions
c.	Supplementary and Related Material	2-5	sessions
II.	Monthly Meetings	6-8	sessions
	Seasonal discussion of farming programs	4-8	sessions
	Total Number of Sessions	20-30	

Third Year (1947-48)

I.	Main Body of Instruction		
a.	Farming Opportunities	2-5	sessions
b.	Farm Animals	10-15	sessions
1.	Amount and kind of livestock to keep	3-5	sessions
2.	Feeding livestock efficiently	3-5	sessions
3.	Proteins in the feeding program	2-3	sessions
4.	Minerals to feed	1-2	sessions
5.	Roughages to feed	1-3	sessions
6.	Pasture as a feed crop	1-3	sessions
c.	Supplementary and Related Material	3-6	sessions

II. Monthly Meetings	6-8 sessions
Seasonal subjects from main body of instruction and on other subjects common to the young men's farming programs	6-8 sessions
Total Number of Sessions.....	20-30

Teachers of agriculture find it well to have a few sessions each year on farming opportunities, the present farming situation, and the type of farming program which members of the group should have or the changes that should be made in the farming programs they already have. Four or five sessions, usually at the beginning of the course, are devoted to such discussions. Each year there is also a main body of instruction. In the main body, ten to fifteen sessions are usually devoted to an enterprise important in the community. This enterprise is one in which most of the class members are interested and which they are carrying on their home farms. In addition to these discussions, monthly meetings of the young-farmer group are usually held. At these meetings seasonal subjects and other problems common to the young men's farming programs are discussed. Other meetings devoted entirely to recreation are held during the year. These round out an interesting program, both educational and recreational, which not only holds the young men's interest but gives them needed help as they become increasingly well established in farming. Usually the young-farmer program should include some social and recreational activities to maintain interest in the program and to give these young people the advantage of getting together for recreational purposes, a privilege which they might not have unless it is provided by the school.

Instruction should be continuous throughout the year. The main body of instruction should be provided during the winter months when farm work is not so heavy. Monthly meetings throughout the year, seasonal meetings for special instruction, and the meetings for recreation keep the program going all through the year and avoid having to make a new start and recruit new members each year.

Just as an organization of high-school boys and of adult farmers is desirable, so is an organization of young farmers essential to the long-time effective program of instruction. An organization with annually elected officers and a program of activities adopted by the members will facilitate the instruction, maintain interest, and keep the program alive and growing. An attendance and membership committee will relieve the teacher of many responsi-

bilities and should continuously recruit new members. Standing and special committees will give the young men responsibility and keep them interested in the program. Leadership training and other helpful experiences can thus be made a part of the entire program.

Returning Veterans and Young Men from Industry

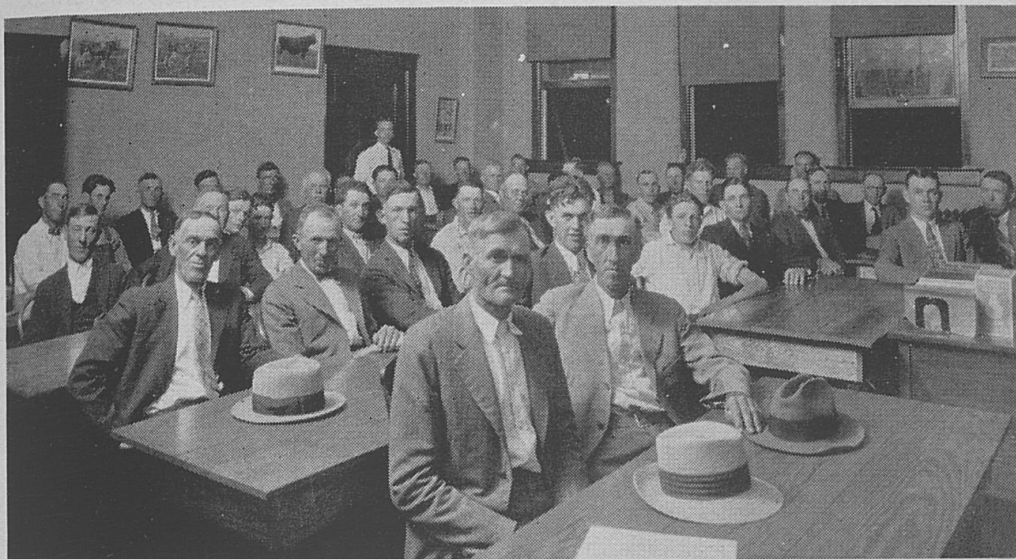
Many young men are now (1945) returning from the armed forces and from industrial employment. A large number of these young men want to farm. They are much in need of systematic instruction, supervision, and guidance. The teacher of vocational agriculture has a great opportunity to serve these young men during the years immediately ahead. Some of these veterans and war workers may become members of the regular young-farmer classes. In some cases a combination of special instruction and supervision and the regular young-farmer classes may appeal to these veterans. If the number is large enough, special classes should be set up for the returning veterans, and the necessary supervision of their farming programs should be provided.

The Adult-Farmer Program

The adult-farmer program should be planned to cover several years of systematic instruction and should result in improvement of farm practices and farm life. Teachers of agriculture should have as their goal the encouragement of each adult farmer in the community to attend an adult-farmer class at least every other year. Attendance two years out of three would be even more desirable.

Classes may be held at the high school or at other centers in the school patronage area. Frequently teachers rotate classes from center to center. The time of holding the class meetings should be decided upon by the class members. A minimum of ten meetings should be held, preferably meeting twice each week but at least once each week. The instruction should be as seasonable as possible. Individual instruction and follow-up should continue throughout the year.

Each year the subject for the course should be one of the important enterprises in the community or some other subject of much interest to the farmers. What to include in the course for the adult farmers should receive careful consideration by the teacher, perhaps with the help of his advisory committee.



Part of an adult-farmer class. Classes may be held at the high school or at other centers.

Teachers of agriculture should be familiar with the farming programs of the farmers in their community. Many teachers find it helpful to have a list of their farmers by name and address and the major enterprise or enterprises on the farms. For example, if he had a list of dairymen, sheep producers, beef-cattle feeders, beef-cattle breeders, commercial poultrymen, seed producers, farmers with two or more brood sows, part-time farmers, truck and fruit growers, and the like, he would be prepared at any time to contact these men and decide which group or groups were most interested in receiving systematic instruction during any year. By thus being familiar with their farming situation and problems, the teacher would be in a position to talk with the farmers about the proposed adult-farmer program and could get the program under way with the least loss of time and energy.

Adult-farmer instruction should result in the improvement of farm practices. A survey or appraisal of the farming situation of each member of the class is often quite helpful. Careful preparation for each meeting is essential. Adult farmers want to know what, why, when, and how. Careful follow up is a necessity. Fortunately, their abundant experience enables farmers to solve many of their problems by a skillfully led discussion, the teacher leading the discussion and making such contributions as are needed.

The adult-farmer program should be a long-time, continuing program. The teacher must think carefully as he lays the groundwork for the adult program so that one year's instruction will lead

to the next. He will want to place upon the members of the class the burden of keeping the program going. It should be **their** program with him serving as teacher, rather than **his** program with the members of the group coming merely to "help out." The teacher should lead members of the class to see the importance of laying out and conducting their own program. They should elect officers annually and have standing and special committees to take care of various parts of the program. An advisory committee or local advisory council is usually helpful. A membership committee is very important and should continually recruit new members. Certain projects or undertakings may be initiated by the group, which will keep up interest as well as render a service. Examples are the development of a grading and marketing service, the cooperative buying of seed or fertilizer or possibly the cooperative buying of animals. Social and recreational meetings at intervals are stimulating.

COMMUNITY SERVICE

Teachers of vocational agriculture have always carried on community service activities as a part of their program. The nature and extent of community services desirable for teachers to perform have not always been well defined, however.

In general, it should be said again, the primary function of the teacher of agriculture is to teach. Teaching, in vocational agriculture, is made up of class instruction and supervising the practice done by the students as follow-up work. In order for a community service to be justified in an agricultural program, it must contribute to functional teaching.

Community services performed by the agriculture department should be economically sound. They should be self supporting or clearly justify the expenditure of educational funds including the use of the teacher's time. Duplication of services should be avoided. Every effort should be made to use existing services for teaching purposes rather than set up or carry on duplicating services. Services requiring a considerable amount of time necessitate the employing of trained personnel to work under the supervision of the agriculture teacher rather than the teacher using his time to do such work.

The following interpretations of community-service activities are generally accepted by workers in agricultural education and by school authorities.

School-Community Canneries

Food produced and consumed at home by farm families amounts to over 25 percent of the total value of all agricultural production in Kentucky, according to the 1940 census. In the state as a whole, its value ranks second only to tobacco; it was (in 1940) the major source of farm income on 55 percent of the farms; and in 27 counties it was of greater value than all other agricultural production combined. Even with this high value, a large percentage of farm families do not produce and conserve an adequate home food supply.

Calculations from the 1940 census show that the value of farm products used by farm households in Kentucky ranges from \$107 to \$245 per farm family. In 1939, 12 percent of the farms in the state had no poultry, 19 percent did not have a dairy cow, and 35 percent did not produce their own meat hogs. It is well known that relatively few farmers produce and slaughter a beef for home use.



People like to can in the cannery. A school-community cannery provides them with good facilities for preserving high-quality products.

In order for farm families to produce and preserve an adequate home food supply, they must have facilities for canning—or otherwise preserving—vegetables, fruits, and meats, for use when not in season. A school community cannery provides the

people in the community with good facilities for preserving high-quality products economically and efficiently.

The following principles should guide teachers of agriculture and local school authorities in their work with school-community canneries:

1. Almost every school with a department of vocational agriculture should have a good cannery for school and community use.
2. The cannery room should be of suitable size and design to permit the patrons to work comfortably and efficiently in preserving high-quality products under sanitary conditions.
3. The cannery should be self supporting, including the upkeep and replacement of equipment, the cost of water, lights, fuel, etc., and the employment of trained personnel to insure good use of the facilities.
4. The teacher of agriculture should assume the following responsibilities with the cannery:
 - a. Have an educational program in "the production and preservation of an adequate home food supply."
 - b. Assist in making plans for and promoting the establishment of the cannery.
 - c. Assist in promoting and encouraging the use of the cannery by the community.



School-community cannery, Clark County High School, at Winchester. Almost every school with a department of vocational agriculture should have a cannery.

- d. Assist in supervising the personnel employed in the cannery.
 - e. Assist in administering the business of the cannery such as buying new equipment, maintaining equipment, securing supplies, and employing help.
 - f. Assist in deciding on policies concerning the use and administration of the cannery.
5. The cannery should not take an unfair amount of the agriculture teacher's time. Supervision of the cannery is only a small part of his total job.
 6. The cannery should be used to provide instruction in food preservation with the high-school groups.

Slaughter Houses or Rooms

Many communities need to provide adequate facilities for slaughtering animals for home use. These facilities may be housed in a room adjacent to the cannery or in a separate building. Many of the same principles should apply to slaughter rooms as apply to canneries. That is, slaughter rooms should be established to meet a definite educational need, be self supporting, provide good working and sanitary conditions, and not require a large amount of the teacher's time. Under most conditions slaughtering should make a direct contribution to the canning program. The slaughtering facilities may also be used to provide instruction for the high-school groups.

Veterinary Work

The teacher of agriculture is not a veterinarian and should not spend his time attempting to do veterinary work. Treating sick animals seldom provides a teaching situation that will permit the farmer to proceed on his own. Also, individual instruction aside from organized class instruction and follow-up is usually outside the realm of vocational agriculture. Veterinary work should be done by licensed veterinarians.

School Farm Shops

During the war many school farm shops were used in repairing farm machinery by farmers in the community, in addition to providing facilities for instruction in farm mechanics. The primary justification for having a shop at the school is to provide facilities for systematic instruction in farm mechanics in the high-school classes, young-farmer classes, and adult-farmer classes.

The following conditions should be met if the shop is made available as a community service:

1. There is a definite need in the community for this service; that is, there are not available adequate private shops and mechanics to do the work at prices farmers can afford to pay.
2. Trained and responsible personnel must be available to supervise the use of the shop
3. Use of the shop should probably be limited to those who have had systematic instruction in organized classes in farm mechanics.
4. Charges for the use of the shop should be adequate to pay for the special instructor, light and power, upkeep and maintenance of equipment, consumable supplies, and such other things as are a direct expense in making the shop available for community use.
5. Community use of the shop should not seriously interfere with its use in teaching high-school, young-farmer, or adult-farmer groups.
6. Making the shop available for community use should be under the supervision of the teacher of agriculture, and this supervision should not consume a large part of his time.

Cooperative Organizations

A large number of communities have local marketing and purchasing cooperative organizations. Many other communities will find it desirable to organize cooperative associations to meet local needs in marketing, purchasing, and providing other services. The cooperative marketing laws of the state make ample provision for farmers to meet some of their needs by setting up legal corporations on a cooperative basis.

Vocational agriculture is committed to the belief that farmers may solve some of their problems more effectively through cooperative endeavor. The teacher of agriculture should lend his aid to groups of farmers in determining the needs to be met, deciding whether to set up a cooperative association, working out ways and means of getting the cooperative under way, helping in guiding the association in its work, and teaching good practices in cooperation.

A cooperative association should be economically sound and should pay its own way. If it is economically sound, it should be able to hire capable management on a full or part-time basis. The position of the teacher of agriculture should be that of teacher and trained leader employed by the school.

PROFESSIONAL ASPECTS OF THE PROGRAM

Teachers of vocational agriculture are members of the teaching profession. To be a teacher gives one a rank of distinction and high esteem, which should challenge the best that is in him. Although teaching vocational agriculture is relatively new, there has developed among the teachers certain professional concepts, ideals, standards, loyalties, ways of working, and ethics, that are somewhat unique to the group. These professional concepts have their origin in the basic philosophy of vocational education in agriculture. The following statements bear on this philosophy:

1. Vocational proficiency is essential to the general well-being of people.
2. Public education is the only public agency whose sole responsibility is education.
3. Opportunity for farm people to improve their vocational proficiency should be provided through the public secondary schools.
4. Training in vocational agriculture makes a direct and valuable contribution to the proficiency of farmers.
5. Vocational agriculture requires capable and well-trained teachers who are interested in the welfare of rural people.
6. The true measures of service rendered by a teacher are the learnings acquired by his students through his teaching.
7. Vocational agriculture is an integral part of the public secondary school system.
8. Members of a profession should have a sense of loyalty to their profession, and should make healthy growth in their profession.
9. Workers in public education are entitled to as much remuneration and security as other workers with similar qualifications and rendering similar services.

In keeping with the foregoing philosophy, the following program of action is advocated.

Recruitment of Teachers

In order to have and maintain an adequate supply of capable teachers of agriculture, the following things should be done:

1. Teachers of agriculture and supervisors should contact promising young men graduating from high school as prospects to enter training to become teachers of agriculture.
2. These young men should be provided with information and council that will aid them in seeing the opportunities in agricultural education

3. Former teachers of agriculture now in the armed services (1945) should be supplied information about the program and encouraged to return to teaching.

Teacher Training

1. A teacher of vocational agriculture should average at least two intensive professional or technical courses every three years for the first six years of his teaching, and at least one such course every two years thereafter.
2. Teachers holding emergency certificates (issued during the war) should meet full requirements for teaching vocational agriculture within five years after starting to teach vocational agriculture.
3. The training of men preparing to become teachers of agriculture should be continually studied and changed as needed so that only capable and well-qualified teachers may be certificated.

Establishment and Reestablishment of Departments

1. No department of vocational agriculture should be established or reestablished in a school that does not offer at least one suitable subject each year which students may elect instead of agriculture.
2. No department should be established or reestablished that does not meet the minimum requirements for beginning departments as outlined in the Kentucky State Plan for Vocational Education. This statement in the Plan is as follows:

“A beginning department of vocational agriculture shall have tables for two in sufficient number to accommodate the boys in the class, together with a sufficient number of satisfactory chairs; a library-and-supply-case to care for the book and bulletin library and supplies; a sufficient number of bulletin boxes to file the necessary bulletins; a cabinet for filing farm practice and other necessary records; fifty dollars worth of well-selected equipment other than shop equipment; and one-hundred dollars worth of wisely selected books. Both new and old departments are expected to have a farm shop, adequately equipped.”

Recertification of Teachers

During the life of his first certificate to teach vocational agriculture, the teacher should earn at least 8 quarter hours of professional or technical work and there should be evidence of his success as a teacher of agriculture.

Professional Organizations

1. All teachers of agriculture should belong to the K.E.A. and their district K.E.A.
2. All teachers of agriculture should belong to the American Vocational Association (A.V.A.), through the Kentucky Vocational Association (K.V.A.).

3. All teachers of agriculture should be members of and actively participate in the affairs of the Kentucky Association of Agriculture Teachers, including their district meetings.
4. Teachers of agriculture have authorized the Kentucky Association of Agriculture Teachers to collect from each teacher by November 1 annual dues as follows:

A.V.A. and K.V.A. dues	\$2.50
Agriculture Teachers Association dues	1.00
Agricultural Education Magazine	1.00
Total	\$4.50

Vacation

Teachers of agriculture should be allowed two full weeks of vacation during the year, exclusive of holidays or time spent in summer school.

Engaging in Private Business

Teachers of agriculture are employed on a 12-month basis, and teaching vocational agriculture is full-time employment. Teachers should not engage in a private business (including farming) that makes their work in vocational agriculture less effective.

This does not imply that a teacher may not own a farm, or produce some of his food. A person should be able to do some subsistence farming on his own time and not take time from the job he is employed to do.

Agriculture Teachers' Conferences

The use of teachers' conferences as a means of professional growth and program improvement are long established customs in agricultural education in Kentucky. A state conference is usually held about the first of June, and district conferences in the early fall. It is sometimes necessary to have a special conference on some matter of pressing importance. Conferences are called by the state supervisor of agricultural education, and should be attended by all teachers.

Relation of Agriculture Teacher to Local School Authorities

Teachers of agriculture are employed by local boards of education. The local board of education has an agreement with the state Division of Vocational Education by which the board is reimbursed for part of the agriculture teacher's salary. The Division of Vocational Education desires to assist the teacher of agriculture as much as it can, to insure the success of the program.

The teacher of agriculture is directly responsible to his superintendent, high-school principal, and board of education, just as

any other teacher is. He should endeavor at all times to maintain good working relations with those with whom he works. The following are some specific things the teacher should do:

1. Be familiar with the terms of the contract which the local board has with the Division of Vocational Education. This will enable him to assist the board in meeting the terms of the contract.
2. Familiarize the superintendent, principal, and board with the vocational agriculture program he proposes to carry out, and make sure it meets with their approval. It is the teacher's responsibility to see that his own program meets the approval of the local school authorities.
3. Work with the high-school principal on his daily teaching schedule so that it will be to the best advantage of the department and the school as a whole.
4. Be responsible for carrying out his teaching schedule and other necessary school duties.
5. Secure approval of the principal on activities that are unusual or infrequent such as field trips off the school grounds, being away from class for any reason, making trips with groups of boys when school is in session, having programs in the school building, or other such activities that should be of concern to the principal.
6. Secure approval of the superintendent on vacation time, summer-school attendance, conference attendance, and other things that may require the teacher to be out of the community on days when he would otherwise be there on duty.
7. Keep the superintendent and principal informed as to activities in the department such as the time and place of young-farmer and adult-farmer classes, participation in district or state F.F.A. activities, securing livestock in unusual numbers for the boys, school-community cannery schedules, and such other things as should be of concern to them.
8. Secure the advice and counsel of the superintendent and principal before undertaking important new activities.
9. Keep the superintendent and board informed of the work being done in the summer months. The agriculture teacher is one of the few teachers employed 12 months.
10. Keep accurate accounts of any school or activity funds that may be in his custody. Such funds should be deposited in accounts separate from his private account and drawn upon by check so that the transactions may be easily understood.

It is the responsibility of the superintendent, principal, and board of education to make conditions favorable to having an effective program of vocational agriculture.

Non-Vocational Agricultural Activities

If the school is to have a well-rounded and effective program in vocational agriculture, the teacher of agriculture must have

time to carry out the program. Therefore, it is imperative that the teacher not be overloaded with non-vocational activities such as teaching non-vocational classes, keeping study hall, supervising play grounds, loading busses, or other such activities. Agriculture teachers should be willing to assume their fair share of the activities necessary in a good high-school program. If the school has a school-community cannery, offers classes for out-of-school young farmers and adult farmers, and provides supervision for the students' farming programs, these things should be considered a part of the school's program.

Coaching athletics in the high school consumes much time and energy. To coach and handle a basketball team through an ordinary high-school basketball season requires at least 35 to 40 eight-hour work days for the coach. Teachers of agriculture can hardly coach athletics and have an effective program of vocational agriculture.

Wherever possible, the teacher of agriculture should be on a full-time basis for teaching vocational agriculture.

Relationships With Agricultural Agencies and Organizations

Many federal and state agencies have programs for improving farming conditions. Prominent among these agencies and organizations are the Extension Service, the Soil Conservation Service, the Farm Security Administration, the Agricultural Adjustment Administration, the Farm Bureau, and the Production Credit Association. There should be cordial and cooperative working relations among the workers in agriculture.

Each agency should understand the work being done by other agencies. Cooperation means both giving and taking, assisting and receiving assistance, upholding the work of others and having those in turn uphold your work. It is a two-way affair. The teacher of agriculture should not expect other agriculture leaders to carry on his program, nor should he be expected to carry on their program.

There will always be more which needs to be done in agriculture than can be done. Conflicts between agricultural workers are ordinarily caused by "who is to get credit" for work done or who is to do a certain piece of work. There is plenty of work to be done, and enough credit to go round.

As the Kentucky Farm Bureau is the only farmers' organization in most Kentucky counties, teachers of agriculture should be active members of their county Farm Bureaus, and help promote

its program. The F.F.A. chapter should also be a member of the County Farm Bureau.

Professional Ethics

The following principles of professional conduct are generally accepted among workers in agricultural education:

1. Not become an applicant for a job held by a fellow teacher.
2. Not underbid another applicant in seeking a job.
3. Not cast reflection on the work of a fellow teacher.
4. Display good sportsmanship in contests; be a good winner or a good loser, do not take unfair advantage, etc.
5. Never alibi for work not done or poorly done.
6. Believe that problems can be solved if worked on properly.
7. Be willing to share all "trade" secrets with his fellow workers.
8. Consider an employment contract binding on himself, even though it is an oral contract. When one has accepted a position, he is morally obligated to fulfill the contract.
9. Conform to all regulations of the school in which he is employed; he is a teacher in that school.
10. The teacher's relation to the community is different from that of the barber. He should conduct himself accordingly.

Tenure

A teacher of agriculture cannot do his best work until he is thoroughly acquainted with the needs of the community and has established sound working relations with the people of the community. That is, he needs to know the agriculture of the community, the people of the community, and good ways of working with these people. In turn, the people of the community must know the teacher and come to have confidence in his work with them. This requires time. It is difficult to say how much time, but usually a teacher cannot do his best work until he has been in a community several years.

A good teacher does not "play out" in a community. On the contrary, his program grows and becomes better accepted with the years. It is only through long tenure of capable teachers that local programs of vocational agriculture will have great strength and durability. Farmers are not trained for proficiency by strangers who pass through their front gates, but rather by those they know and respect who work with them for years.

It should not be necessary for teachers to have to change jobs in order to receive adequate wages. Rather, they should be able to receive pay on the basis of the kind, amount, and quality of work done, regardless of where they are employed.

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The Job of the Teacher of Agriculture Defined

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The primary job of the teacher of vocational agriculture is to give effective systematic instruction to high-school farm boys, young farmers, and adult farmers. Instruction is not effective that ends in the schoolroom; it must carry over into improvement of practices and better living, and must be concerned with providing the facilities that make this improvement possible. Learning is the process by which one, through his own activity, becomes changed in behavior; it follows that the desirable activities through which the teacher is to secure the learning must not be limited to those in the classroom. The amount of systematic instruction needed in agriculture is so large, and the time required so great, that high-school instruction is a necessity if farmers are to be educated in agriculture. The work to be done in vocational agriculture in a high-school community is ordinarily much too vast for one man to do. Therefore, the man who heads up the work in a community must be able to organize and direct others in accomplishing the task; he must command the respect of all kinds of farmers—big farmers and small farmers—and must be able to cooperate with all agricultural agencies as well as all school people in carrying on his program. He must be able to have the public look upon vocational agriculture in a desirable light. The teacher must be fully aware of the fact that vocational agriculture is a part of the work of the school.

