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University of Kentucky
Lexington, Kentucky

Kentucky

EDUCATIONAL BULLETIN

Vocational Education in Kentucky



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FOREWORD

This bulletin is a pictorial publication, showing the development and present status and illustrating the work now being done in each of the different phases of vocational education in the State.

The first vocational education below college level in Kentucky, under any of the Federal acts, was in 1917, the Smith-Hughes Act having been passed in February of that year. Thus the first annual reports were for the school year of 1917-18. It is with pride that we behold the status of vocational education in Kentucky at the end of twenty-two years.

This bulletin has been prepared by the staff of the Division of Vocational Education, who are as follows:

R. H. Woods, Director, and Supervisor of Agricultural Education.

Mary Lois Williamson, Supervisor of Home Economics Education.

Mary Bell Vaughan, Assistant Supervisor of Home Economics Education.

Harold G. Wilson, Supervisor of Trade and Industrial Education.

H. W. PETERS,
Superintendent of Public Instruction.

VOCATIONAL EDUCATION

Vocational education in Kentucky is an integral part of the public school system. The vocational aim is by no means the only aim of education. We in vocational education realize there are other outstanding aims of education that relate to the fundamental activities of our present-day life, without the aid of which vocational education could not accomplish its purposes. All the aims are crossed and re-crossed in the realization of the vocational purposes. Thus there is interdependence in education, as elsewhere in complex society.

Naturally, vocational education has to do with the attainment of the vocational aim—the fitting for useful employment. The average man spends approximately one-third of his productive life in economic or vocational activities. Through or from the returns of his vocational activities he must provide, for himself and those dependent on him, the necessities, comforts, and conveniences of life. If through his vocational activities he provides adequately for himself and those dependent on him, his vocation serves him well. If, at the same time, he finds satisfaction in his vocation, it serves him more fully. Vocational efficiency determines in no small way the efficiency and satisfaction in the other activities of life. Without economic and vocational efficiency one is handicapped in his participation in health, civic, social, intellectual, recreational, esthetic, and religious activities. It seems apparent that success in one's vocational activities influences markedly the happiness of each individual and the well-being of society in general.

Vocational education is not of one kind or of one procedure. Though training for a specific vocation or group of vocations, it has for youth all the essential qualities of progressive guidance. It assists young men and women in progressively adjusting themselves to vocations. It would be impossible to carry on vocational education without incorporating in it a large measure of vocational guidance. Vocational education does not cease when youth leave the day school, but offers a continuing education through its part-time and evening courses, for young men and women and for adults, respectively.

Each of the four divisions of vocational education in Kentucky—agricultural education, trade and industrial education, home economics education, and distributive occupations education—is presented in this bulletin.

THE DIRECTOR

VOCATIONAL EDUCATION IN AGRICULTURE

The primary aim of vocational education in agriculture is "to train present and prospective farmers for proficiency in farming." Farming is a mode of life as well as a method of making a living. Persons in charge of vocational education in agriculture in Kentucky accept the point of view that *it is possible* to bring about a more satisfying life on the farm. Farm efficiency is still low. Standards of living, in too many instances, still have not reached an acceptable level. The farm homes and their surroundings too often are not as attractive as they might be.

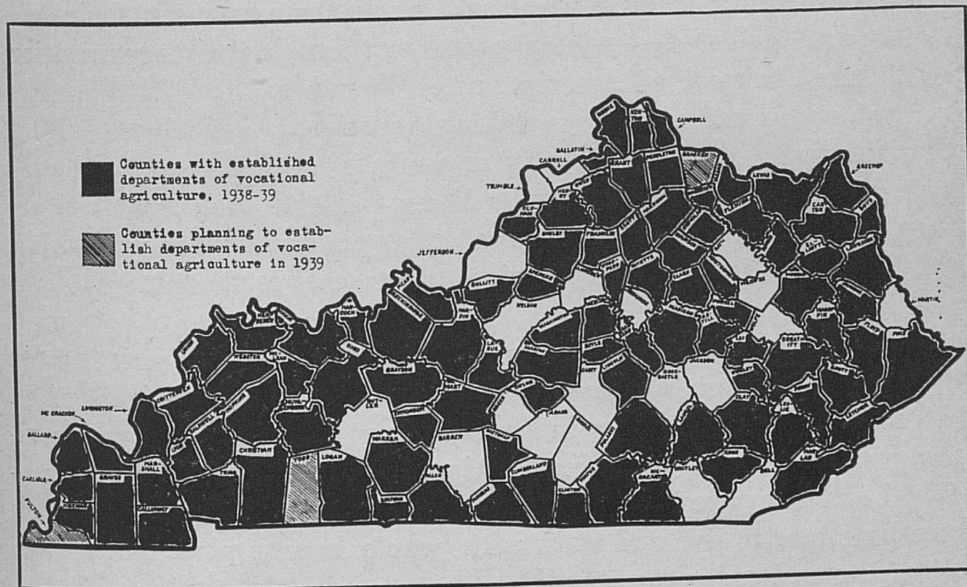
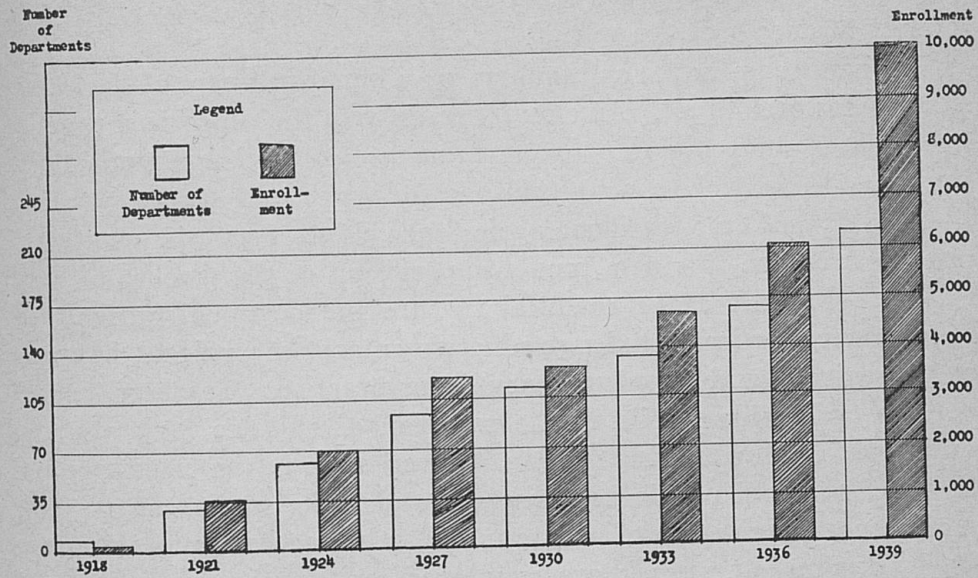
The major objectives of vocational education in agriculture are to develop effective abilities in individuals so that they may:

1. Become established in farming
2. Produce farm products
3. Manage a farm business
4. Market agricultural products
5. Maintain farm equipment
6. Finance a farm business
7. Conserve soil and other natural resources
8. Cooperate for the common good
9. Maintain a farm home
10. Appreciate farm life
11. Adjust to national and international trends affecting agriculture
12. Exercise leadership and recognize and follow leadership.

Vocational education in agriculture includes planned instruction for all-day pupils in high school classes, for young men on the farm 16 to 24 years old in part-time classes, and for adult farmers in evening classes. In its broader scope it includes instruction in classroom, farm shop, and on the farm. It includes training for leadership through the activities of the Future Farmers of America and through other extra-curricular activities. In short, it attempts to provide a comprehensive program of instruction for present and prospective farmers, designed to enable them to increase their economic efficiency, raise their standard of living, and to make it possible for them and their families to take their rightful place in society and receive the satisfaction from life and its experiences enjoyed by persons of comparable status in other fields of endeavor.

All-day Classes. The all-day classes are for high school pupils. The purpose of all-day instruction in vocational agriculture is to train prospective farmers for efficiency and satisfaction in farming. Departments are established in accredited public high schools having fifteen or more farm boys who desire, and who can qualify to take,

GROWTH OF VOCATIONAL AGRICULTURE IN KENTUCKY



vocational agriculture. Courses of study are developed so as to fill the needs of pupils.

These classes meet five days a week for 90-minute periods or for at least 420 minutes of classroom instruction during the week. A problem-solving procedure is employed in teaching. Such use is made of field trips, surveys, laboratory, and shop work as is necessary to meet the needs of the work.

Supervised practice on the farm is an important part of the course of study for each pupil. An effort is made to fit the supervised practice program of the pupil into the farming program on his home farm, thus providing true-to-life situations for work and study.

Pupils taking vocational agriculture do at least six months of practice work on the farm, under supervision of the teacher of agriculture. Practice is an essential feature in vocational agriculture. Supervised practice includes productive enterprise projects, improvement projects, and supplementary farm practice. Teachers consult parents and guide pupils in the selection of suitable farm practice programs. Individual instruction is given, both in the classroom and on the farm, and pupils keep records and make summaries of their supervised practice work. Contests and other activities to encourage good farm practice work are sponsored, and numerous prizes and awards, both local and State, are made available to pupils doing outstanding work.

All-day pupils taking vocational agriculture sponsor their own activity and leadership-training program through their organization, the Future Farmers of America, often known as F.F.A. This is a national organization of boys taking vocational agriculture. Each school having a department may organize a local chapter, and each State has its State Association. Many contests and activities are sponsored by the F.F.A., thus providing opportunity for worthwhile training for leadership. The agriculture teacher is the adviser of the local chapter.

Through the activity program of the F.F.A. teachers seek to train boys for competent, aggressive, rural, and agricultural leadership. Training in public speaking, in leading group discussion, in parliamentary procedure, and other leadership activities is provided. Recreational activities are included, thus affording an opportunity to teach farm boys how to live and work with people, how to play, and how to appreciate and enjoy country life.

Part-time Classes. Part-time instruction for out-of-school young men is designed to prepare them to farm, to assist them in becoming established in farming, and to improve their civic and social abilities and attitudes. Such instruction is designed for persons 16 to 25 years

old who are farming or preparing to establish themselves in farming. Part-time courses are organized, planned, and taught by the teacher of vocational agriculture. The present status and needs of the young men are considered in planning and teaching the course. Classes may meet in the local high school or in any suitable place in outlying centers. In addition to agriculture, the curriculum may include such subjects as English, arithmetic, citizenship, and rural life problems.

A problem-solving procedure is followed in teaching part-time courses. Group discussions are encouraged, and considerable time is devoted to individual instruction. Part-time classes devote at least fifteen meetings to a single subject or enterprise. Usually twenty or more meetings are held. In addition to the regular classwork, social and recreational programs are planned. The young men usually form their own organization and take the lead in carrying out extra-curricular activities.

Young men in part-time classes carry on farm practice work under supervision of the teacher of agriculture. Supervised practice is made central in part-time instruction. It is planned so as to help the young men become progressively established in farming. Adequate supervision of the farm practice of part-time pupils is insisted on.

Evening Classes. Evening courses in agriculture are for adults engaged in farming and are designed chiefly to improve economic efficiency. The teacher of agriculture is responsible for planning, organizing, and teaching the evening course. Farmers help in the selection of a subject and in making plans for the meetings. Problems are discussed in the course with a view to improving practices on farms in the community.

The length of the evening course and the time of year offered are determined by the needs and demands of farmers of the community. Ordinarily, the course consists of problems of a single enterprise, such as tobacco, dairying, hogs, or soils. At least ten meetings are devoted to the problems within the subject or enterprise. Individual participation and group discussion are encouraged in the meetings.

Supervised practice work carried out by adult farmers is usually related to the enterprise or subject discussed in the evening class meetings. Such practice involves the carrying out of farm practice in an approved way. Adequate supervision of this farm practice is an integral part of the evening school program and affords opportunity for the teacher of agriculture to render needed assistance to farmers of the community.

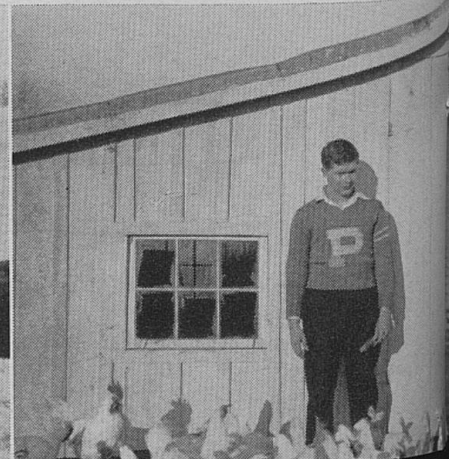


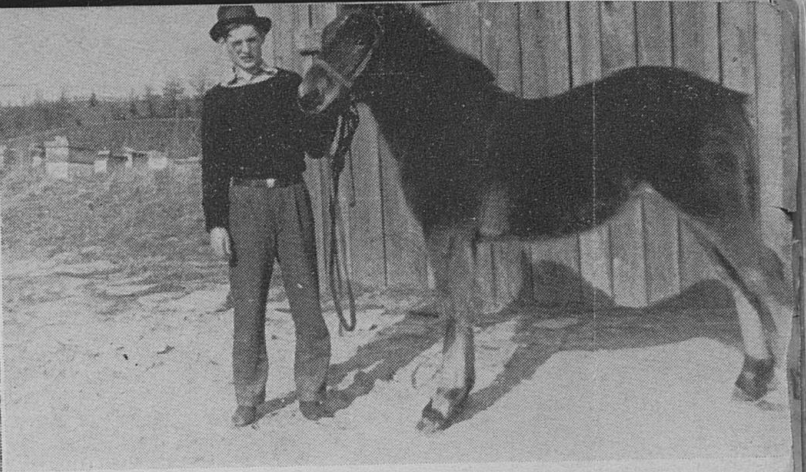
Boys in vocational agriculture bought approximately 4,000 cross-bred western breeding ewes in 1938. Purebred hogs constitute a part of the farm practice program of many boys. The high-bred registered Jersey bull in the center picture is owned by a Future Farmer chapter and



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bottom left is learn
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out six high-quality
steers. The young
man at the bottom
right is getting
good start with
White Leghorns.



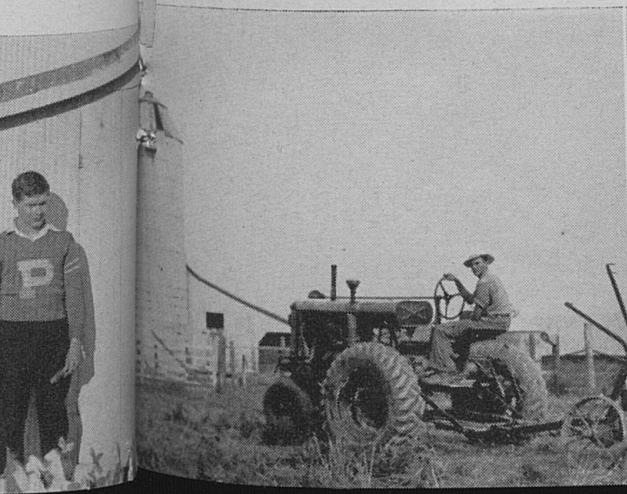


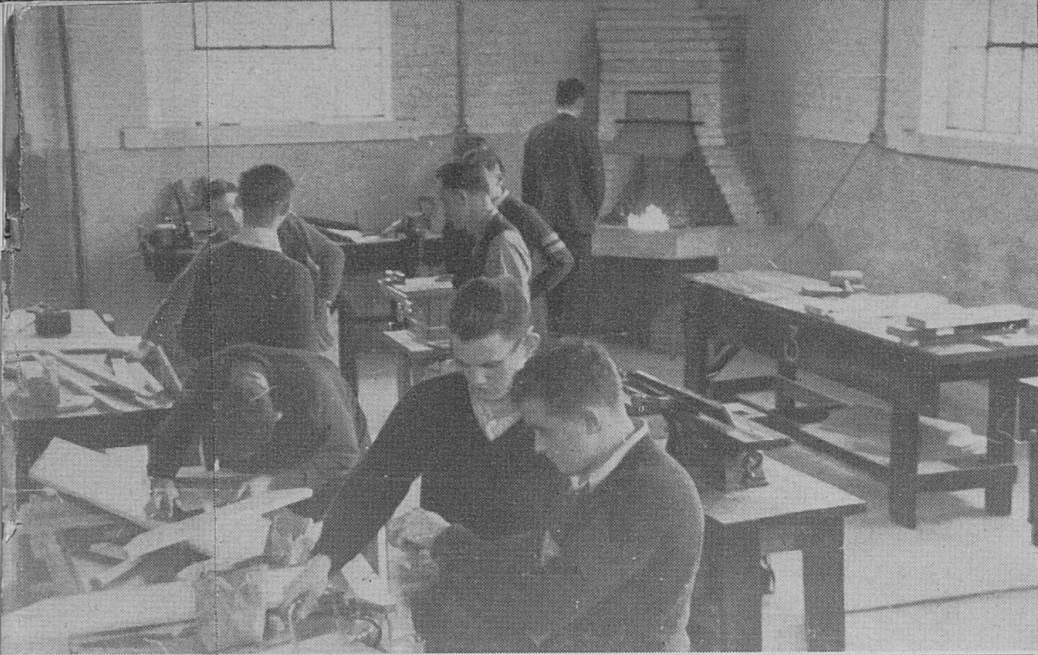
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Leghorns.

The sheep-feeding rack was built by a boy for his sheep project. Young men in vocational agriculture become established in farming by investing part of their earnings in livestock. The young man at the top right has purchased a colt that will some day make a good work animal. In the center picture the teacher

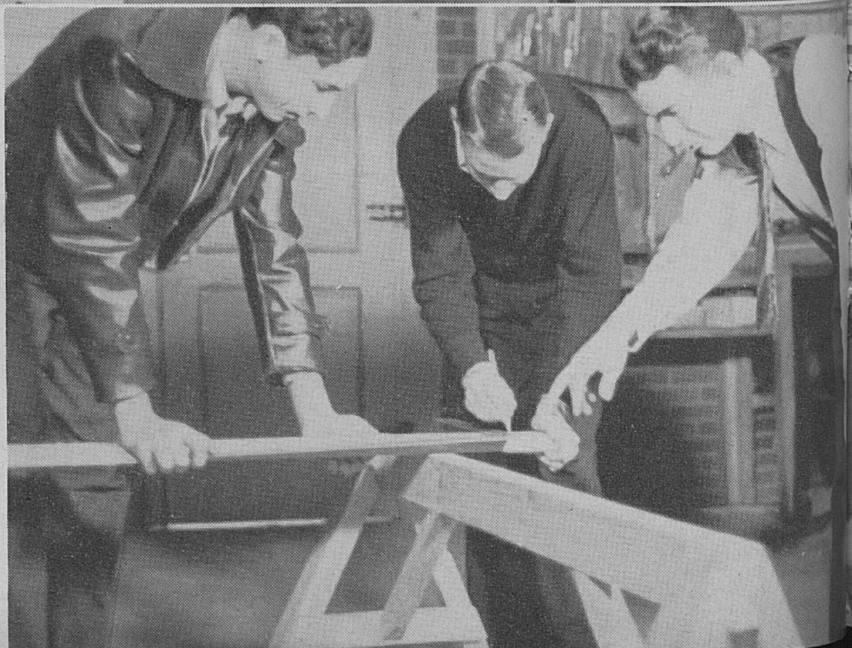


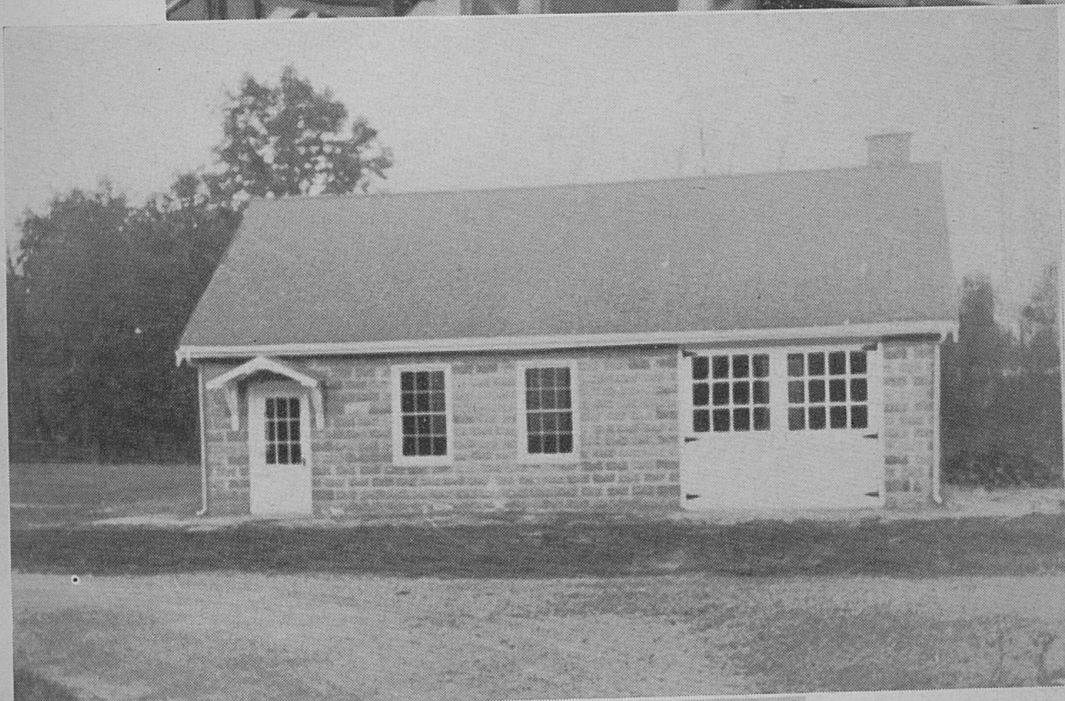
and the boy are more than knee-deep in clover. Modern farming requires up-to-date farm equipment. Students learn good farm practices while yet in school. The young man on the tractor is ready to go. Students in vocational agriculture realized \$152,-195 labor earnings from their tobacco projects in 1938.



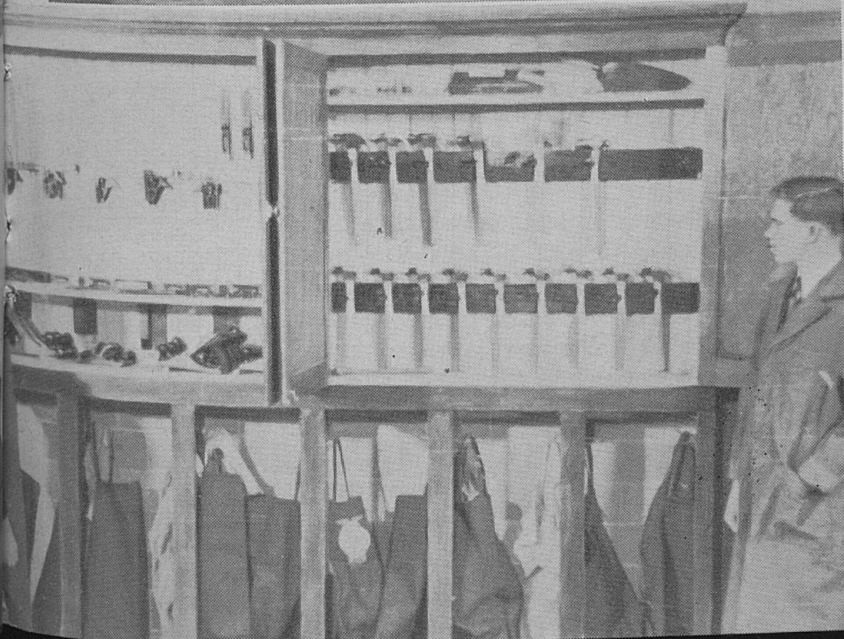


The standard department of vocational agriculture has a well-equipped farm shop. Farm boys are enthusiastic about the farm shop side of their agriculture training. Sharpening tools (center) and maintaining and repairing farm equipment is a vital part of farm shop work. In farm shop, the boys are taught good shop practices and techniques and to practice these in the building of useful farm and home appliances.





The picture at the top right shows typical arrangement of tables and chairs in a department of vocational agriculture. Many separate farm shop buildings similar to the one shown in the center have been built in Kentucky. Many of the new rural high schools have shop rooms in the building proper. Tool-storage cabinets with adequate provision for storing the pupil's personal belongings are standard equipment in farm shop rooms.





Evening schools for adult farmers were conducted in 152 Kentucky communities by teachers of vocational agriculture in 1938-39. The group of farmers in the top picture is a typical evening school group. The bottom pictures show part-time classes. Part-time classes for out-of-school farm boys between the ages of 16 and 25 were conducted in eighty-nine communities in the school year 1938-39. Some 1,700 out-of-school men were enrolled in the classes. These young men carry on supervised farming programs as they become established in farming.



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 ...mers in the
 ... show part-
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 ... ear 1938-39.
 ... young men
 ... farming.

Kentucky Future Farmers operated the educational booth shown at the top at the 1938 Kentucky State Fair. Local chapters of Future Farmers of America are organized in high schools having departments of vocational agriculture. Approximately 6,000 high school farm boys belong to these local chapters. A father-and-son banquet (lower left) is the high light of the year in many Future Farmer chapters. The Kentucky Association of Future Farmers owns a beautiful camp at Hardinsburg. Lower right is a scene at the edge of the camp lake.

TRADE AND INDUSTRIAL EDUCATION

Trade and industrial education, as the name implies, has to do with preparing people to engage in trades and industries. Trade and industrial education offers the following types of training or instruction :

1. Pre-employment training to persons 14 to 18 years old who expect to enter the field of trades and industries. This type of service to youth is known (1) as the all-day unit trade school or class; (2) as the all-day general industrial school or class.
2. Supplementary, preparatory, or cooperative part-time instruction to persons 14 to 18 years old who have entered upon employment. The three kinds of schools or classes in this division are: (1) the trade preparatory, (2) the trade-extension, (3) the general continuation school or class, the time being as small as 144 hours a year or as much as 540 hours a year, depending on the type of organization and type of setup. The latter is known as a cooperative part-time school or class.
3. Supplementary related information to employed persons 16 years old and over who may find it most convenient to seek such instruction in the evening or other hours when not at work.

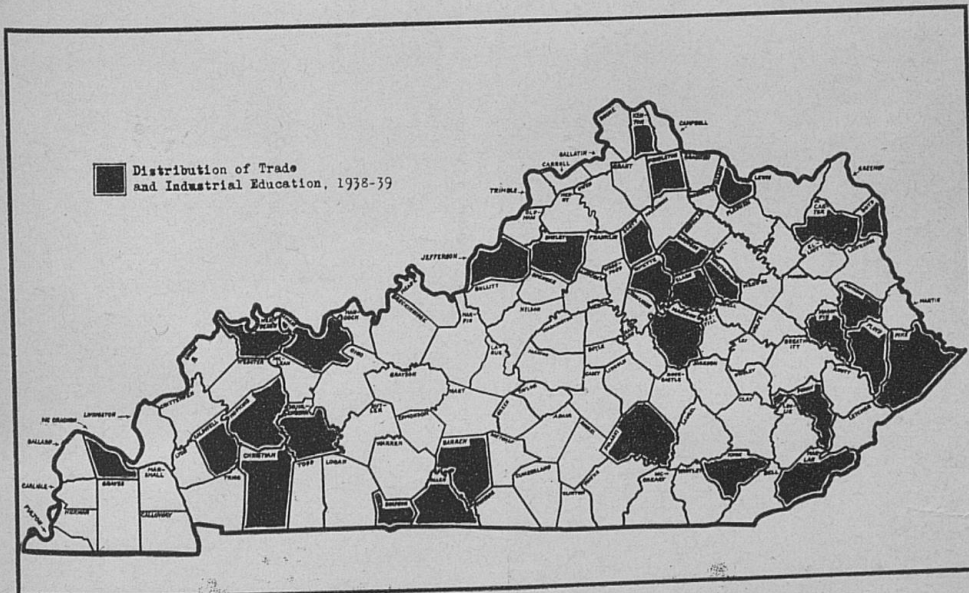
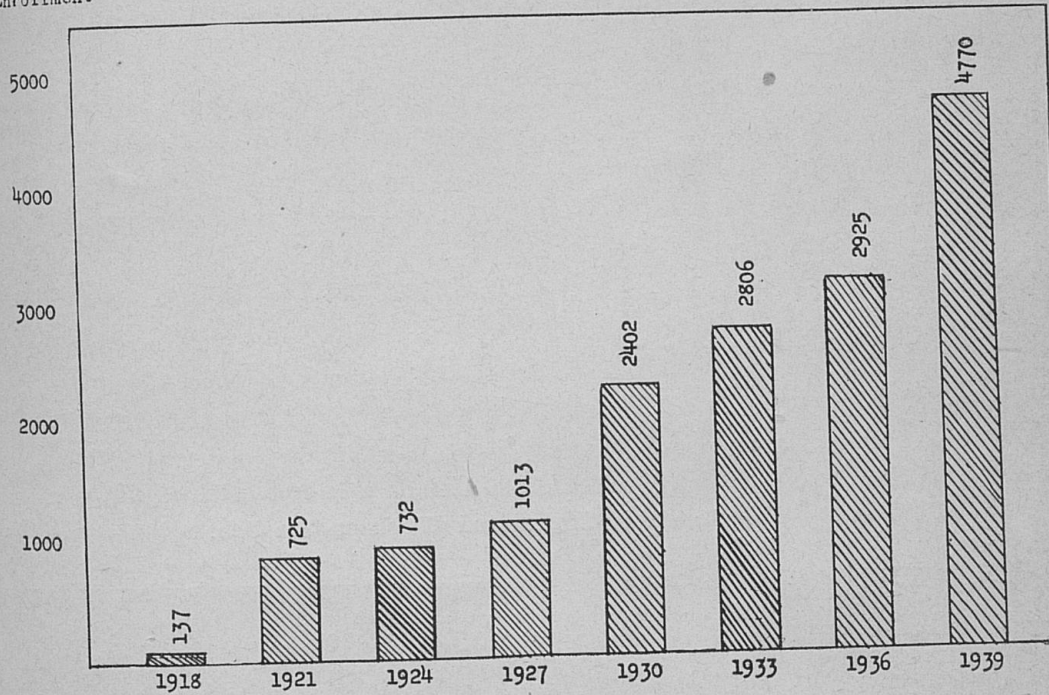
The industrial education program is governed by certain regulations set forth in a State Plan for Vocational Education. Under these regulations :

1. All classes are set up below college level.
2. They are under public supervision and control.
3. The courses of study are ample and practical for the purpose and types of instruction intended.
4. The local community shares in the cost of instruction.
5. The teacher is a practical person chosen from the industry.
6. Such teachers are trained for the job of teaching before or during the first years of service.

It is hoped that these statements and the pictures on the following pages will help give the public an idea of the types of service offered in trade and industrial education. The map and chart on the opposite page show the development in this field for the past twenty-two years. Further information on organization may be found in the recently published State Plan for Vocational Education.

GROWTH IN TRADE AND INDUSTRIAL EDUCATION IN KENTUCKY

Enrollment

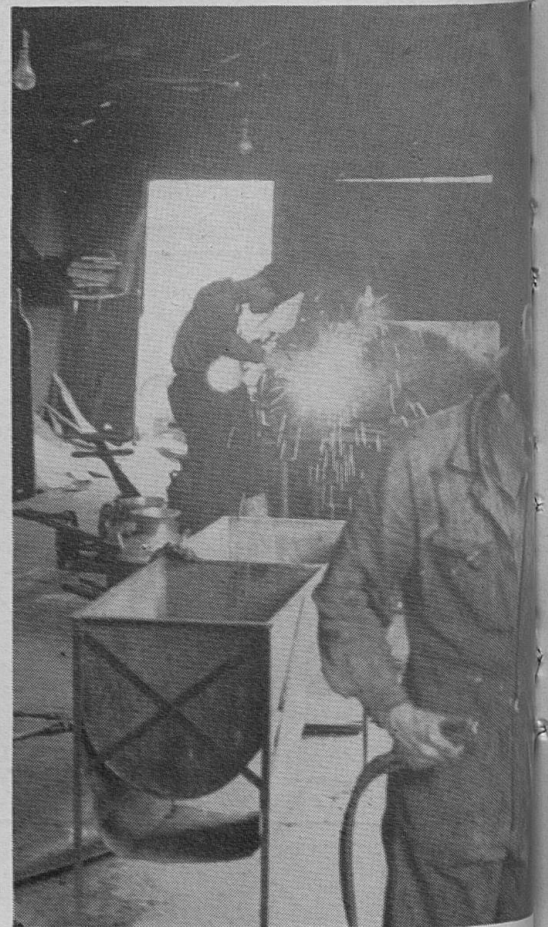




The Result of Supervised Work on the Job.

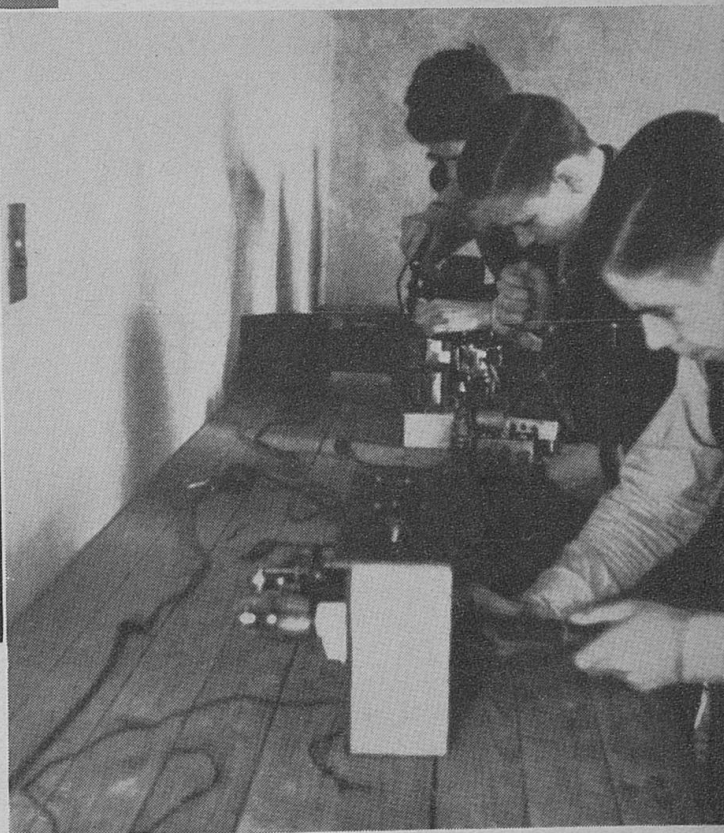
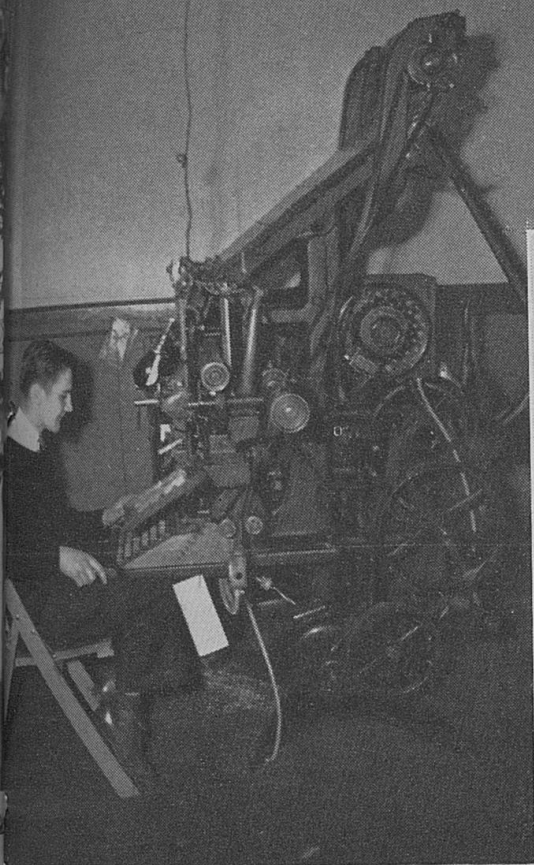


Learning to Use a Splitting Saw.



The Sparks of a Practical Welding S

Left, A Modern Gutenberg at Work at a Linotype.



Making Radios Talk Again.



Just the Right Amount of Heat for the Anvil.

Welding S

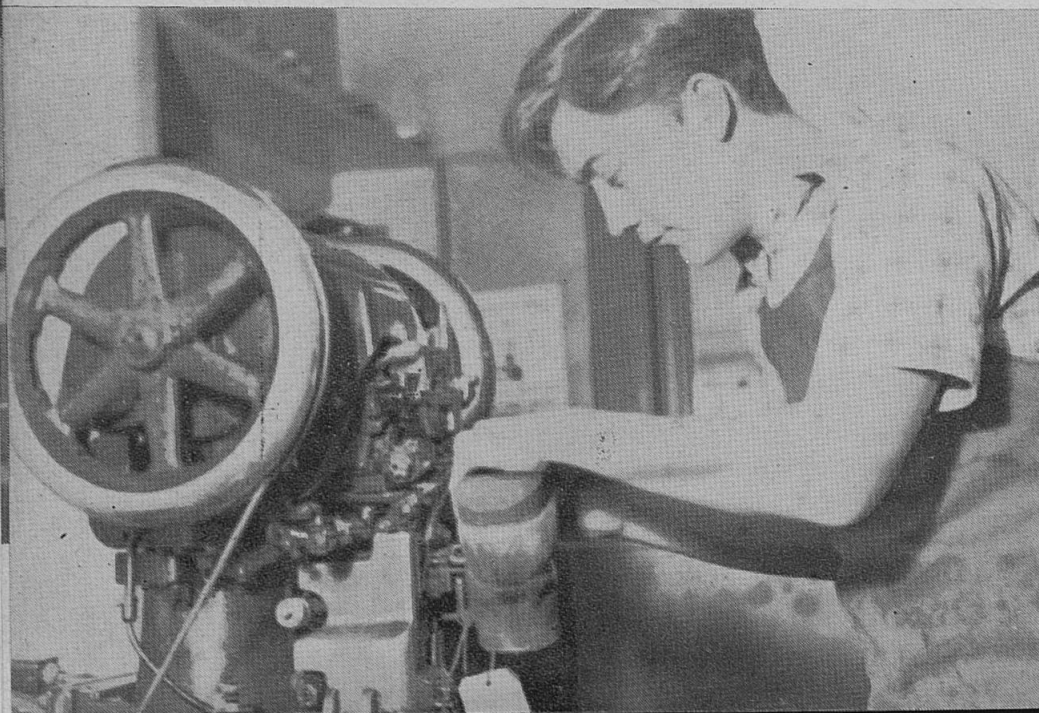


Above, Precision
in a Truck and
Tractor Repair De-
partment.

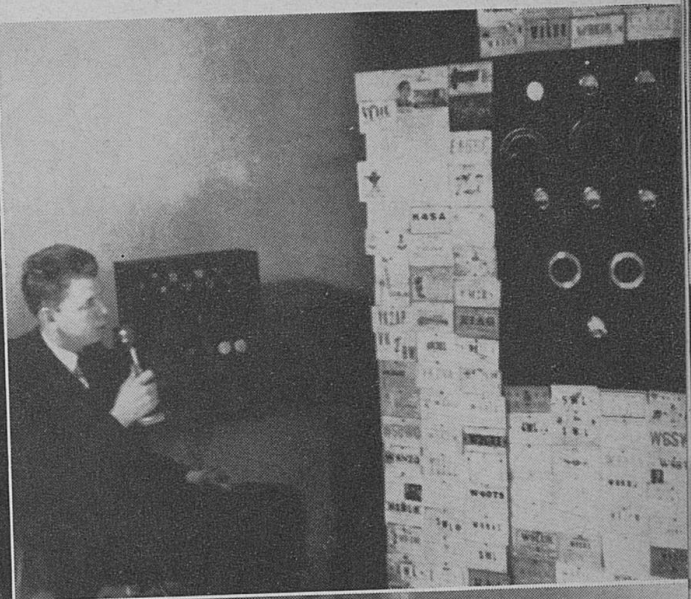
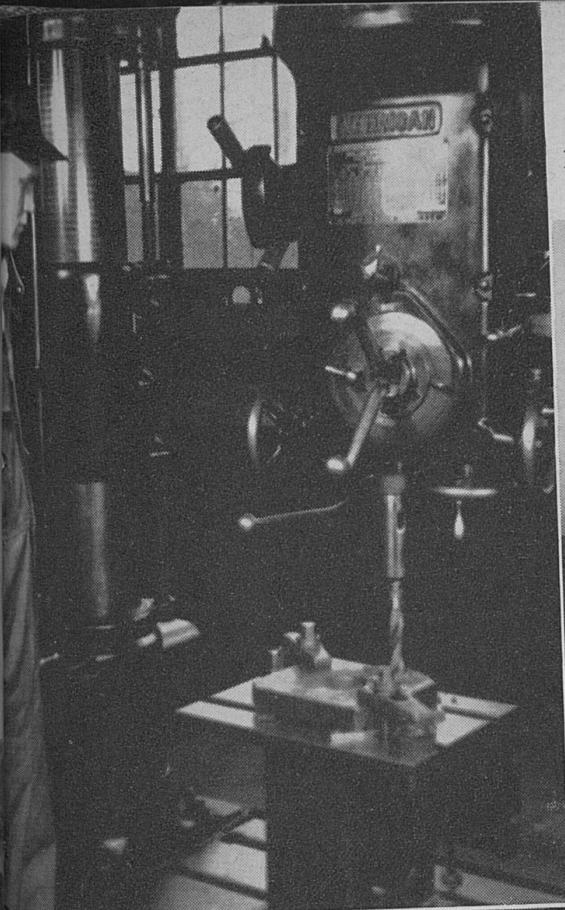


Right, Foundations
are essential for
both houses and
careers.

Below, Learning
to use a modern
shoe-stitching ma-
chine.



Left, As it is Done in Industry Under a Trained Eye.
Below, The Party Line that Encircles the Earth.



Cutting the Way Through a Tough Job.



Giving the Customer the Latest in Spring Styles.

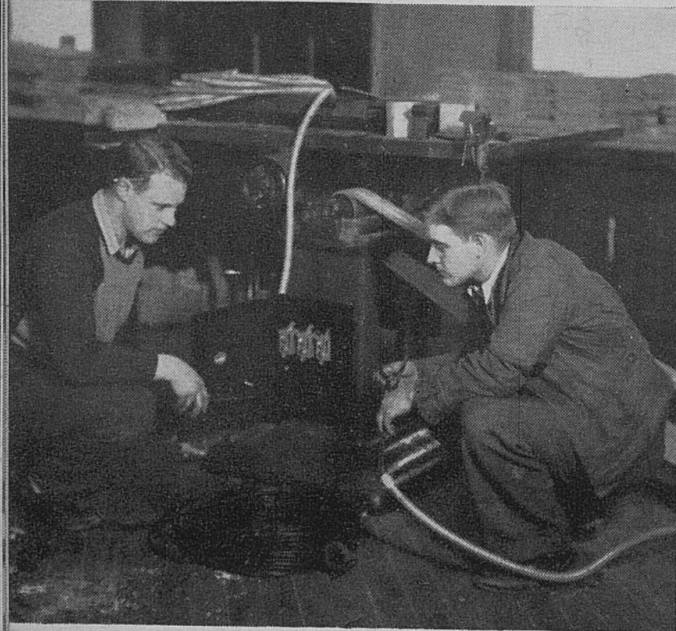
This young woman is a student in a trade and industrial miscellaneous program.



Processing Sheet Metal in a Modern Trade School Shop.



A Modern Welding Job with the Goggles on.



Learning How to Eliminate Darkness.



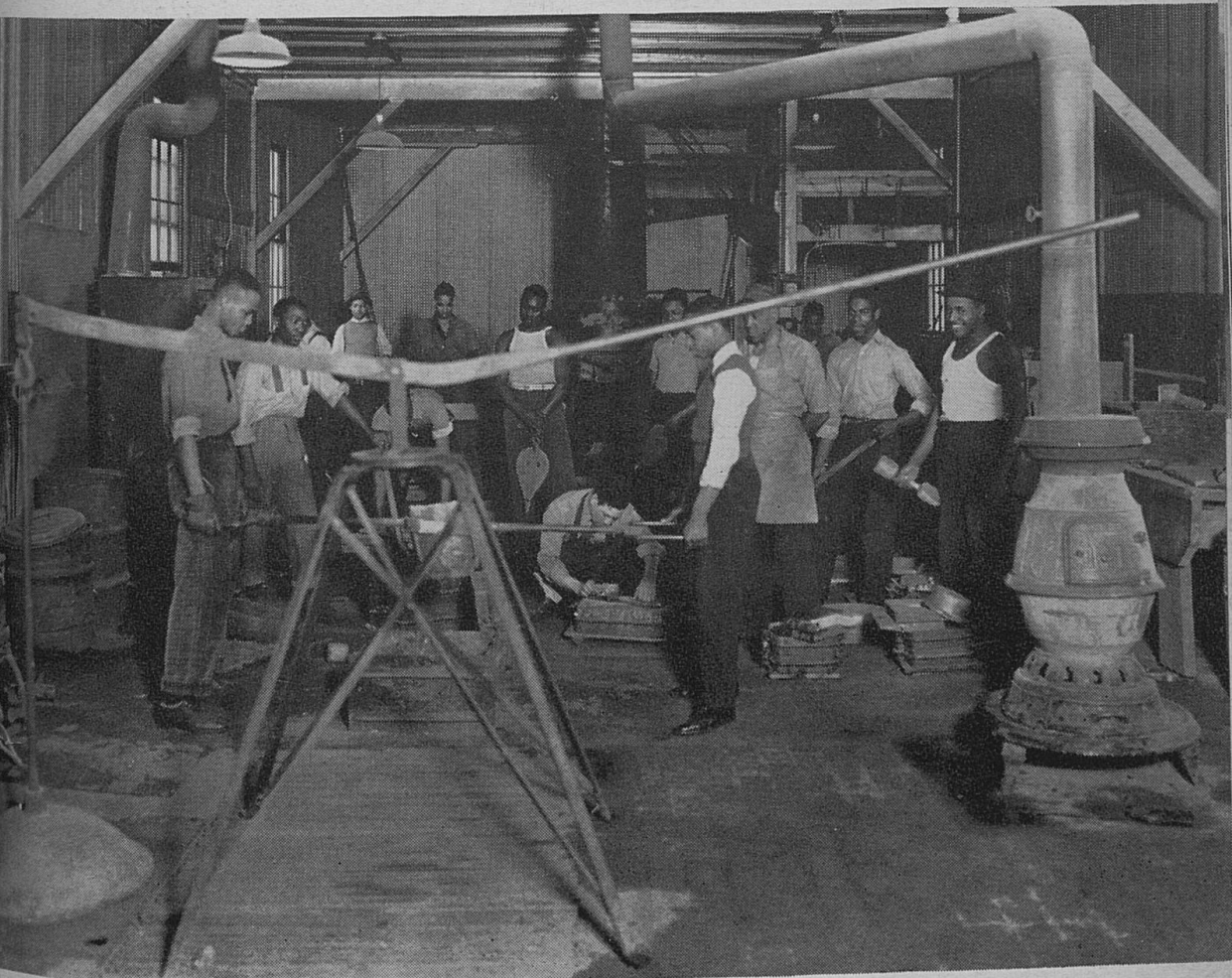
A Future Cabinet Maker Puts on the Finishing Touches.

bb with the



Cabinet Workers in the Making Under the Eye of the Master.

Puts on the
es.



A Demonstration of Foundry Practice in the Trade School Laboratory.

VOCATIONAL HOME ECONOMICS

The home is the most important single unit in society. Without homes there would be no schools, no churches, nor communities. The community cannot be better than its homes. In vocational home economics courses, an attempt is made to develop in the pupils an appreciation and understanding of the meaning of home and family life and to help them become better members of their home and family group.

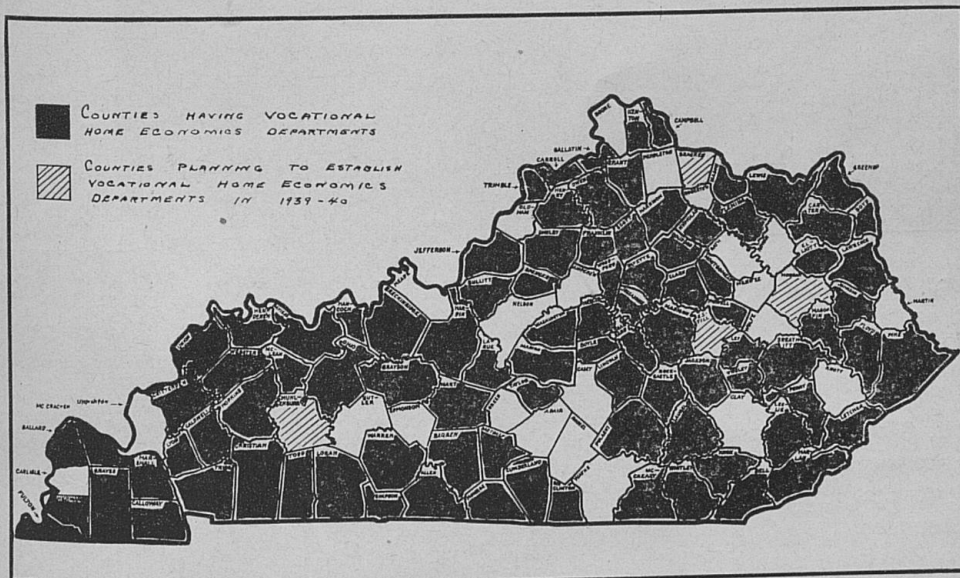
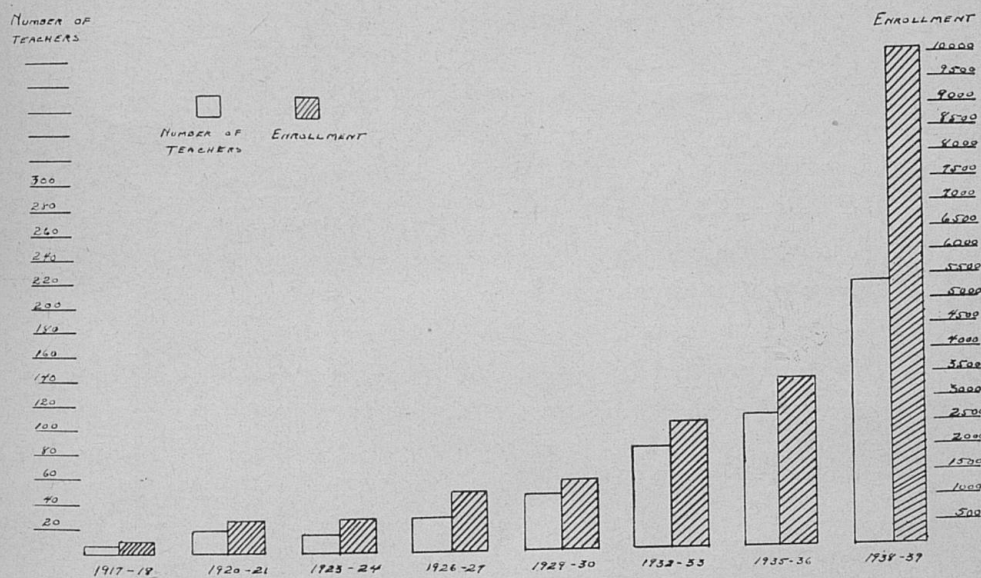
The needs, interests, and activities of the pupils are used as a basis in planning the courses in home economics. Home economics is attempting to teach pupils:

1. To promote good fellowship in the family group
2. To make plans for use of leisure time by having hobbies, avocations, and varied interests
3. To understand and deal wisely with children
4. To recognize the necessity for being an active influence in promoting worth while community activities
5. To appreciate the necessity for establishing and following good health habits
6. To select and buy nourishing food for the family at a minimum cost.
7. To prepare and serve wholesome meals in an attractive manner
8. To select ready-to-wear garments that will give satisfaction because of durability and design
9. To select and construct clothing of materials that will be satisfactory in cost, durability, and color
10. To renovate and care for clothing
11. To realize the importance of being well groomed
12. To make intelligent use of any money for which they may be responsible
13. To be conscious of the problems the consumer faces in selecting goods, such as advertising, salesmanship, and various plans of buying
14. To share in making the home more attractive, convenient, and sanitary.

Home economics is of value to the extent that it is used in everyday living. The home project is a means of applying, in the homes of the pupils under the guidance of the teacher and the parents, the principles developed in the homemaking courses.

The groups served by vocational home economics are day-school pupils (girls and boys), out-of-school youth, and adults. The work for each group is based on the needs and interests of the group as determined by careful surveys of homes and community.

GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION IN KENTUCKY





Upper, Studying the label is an important part of good buying.

Center, Girls get experience in preparing meals as a part of the home economics course.

Right, Girls learn to make slip covers in home economics class.

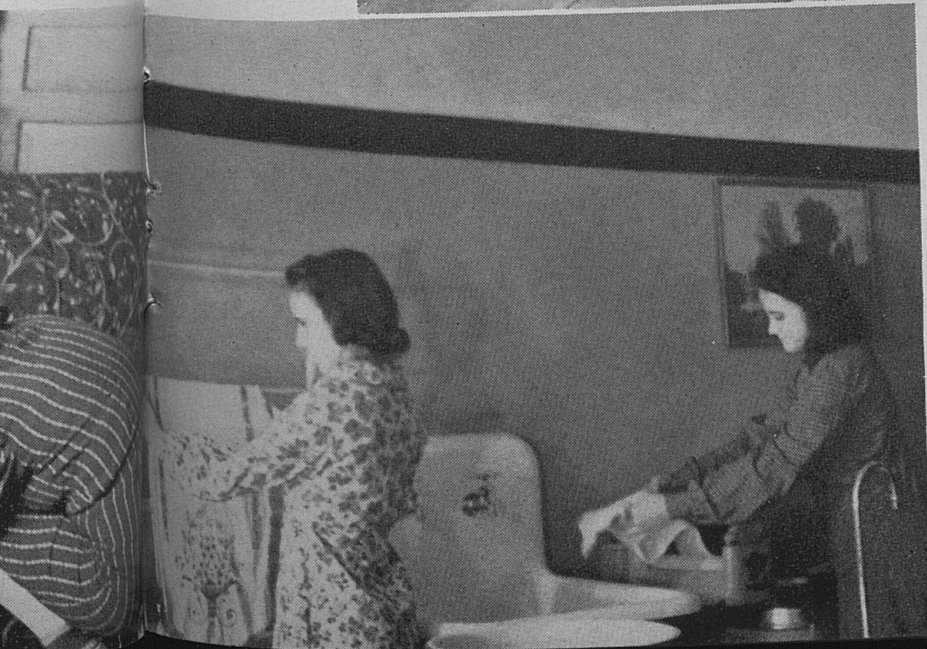




Upper, Making the child's clothes closet from an orange crate and teaching him to use it is a home project which grew out of the child development unit.

Center, Girls study books and magazines for suggestions on entertaining in the home.

Left, Learning to launder household articles is a practical phase of home economics.





Left, Serving family meals is part of the home economics training

Right, experiencing old look new ing an chair.



Left, Art principles are applied in arranging accessories in the home.

Right, is learning care fo



Right, Checking weight is a part of the health program.

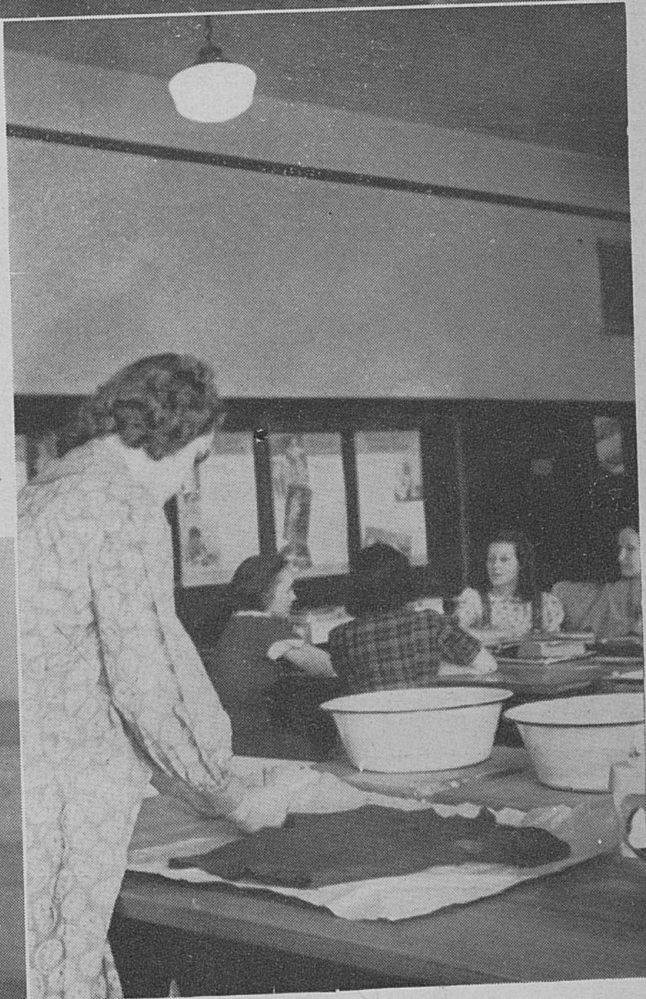
t, Serving
meals is
of the home
economics training

Right, Girls get
experience in mak-
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look new by cover-
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chair.



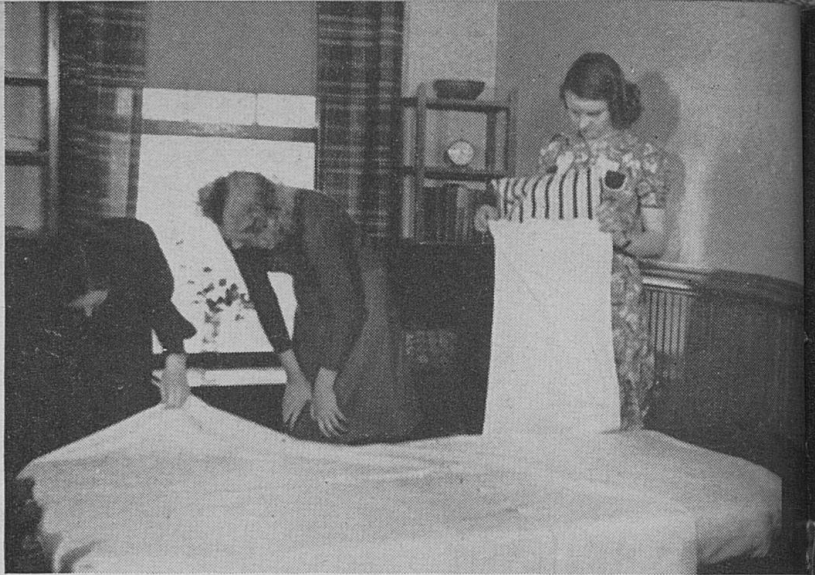
are applied
ies in the

Right, How to wash a sweater
is learned when studying how to
care for clothing.



Left, Housekeeping activities such as
washing windows and curtains are studied
by girls in home economics.

Right, Learning to get a room ready for a patient is part of the home nursing unit.



Left, Home projects are an important part of the vocational home economics program. Teacher and pupils discuss plans for a project.

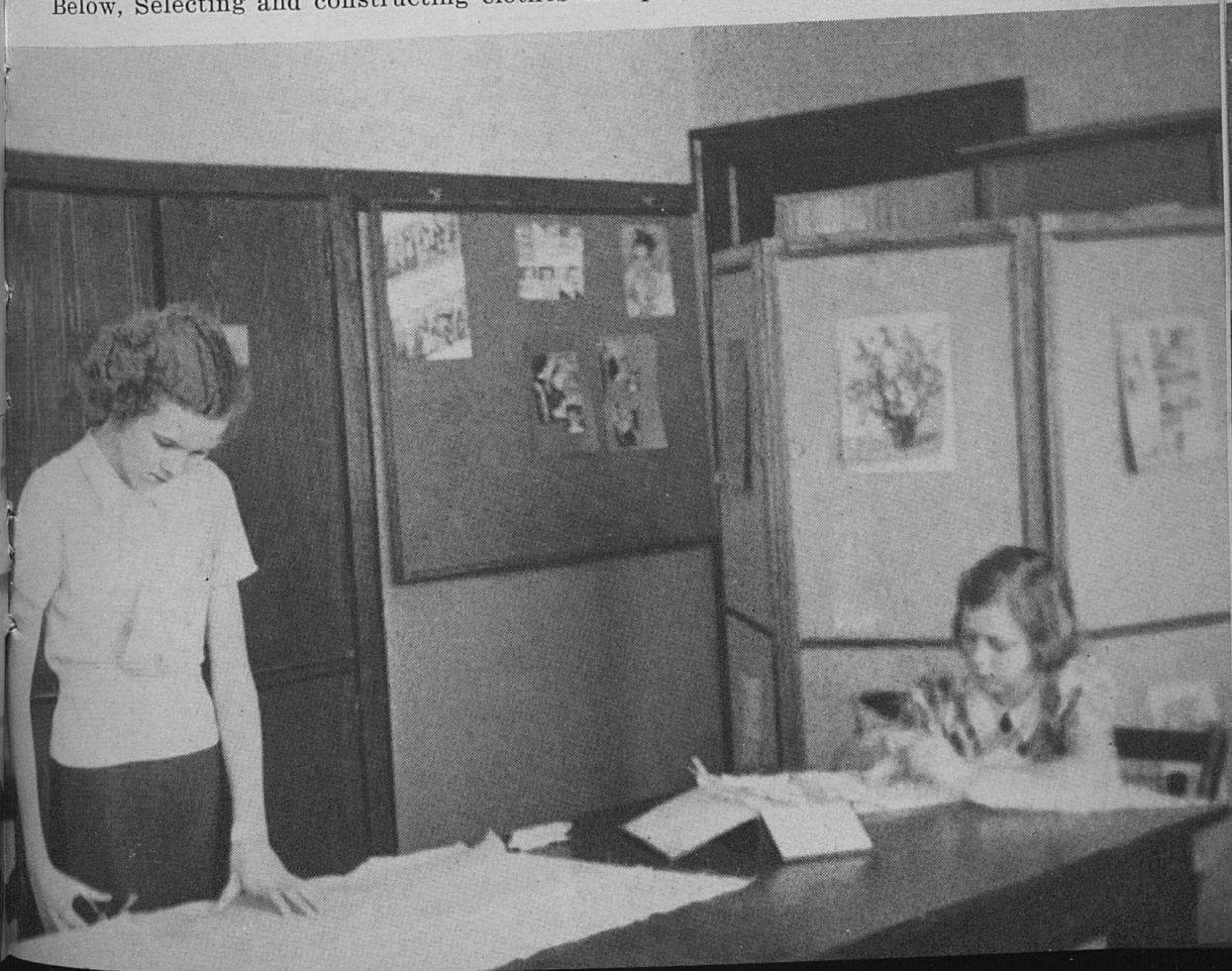
Right, Girls learn to care for furniture by taking care of furniture in home economics department.





Above, Young women in adult homemaking class judge meals for attractiveness, nutritive value, and inexpensiveness.

Below, Selecting and constructing clothes is a phase of home economics.



DISTRIBUTIVE OCCUPATIONS EDUCATION

Distributive occupations are the occupations followed by workers directly engaged in merchandising activities, or in direct contact with buyers and sellers when (a) distributing to consumers, retailers, jobbers, wholesalers, and others the products of farm and industry; (b) managing, operating, or conducting a commercial service or personal service business, or selling the services of such a business.

Education for those engaged in the distributive occupations is a new phase of Kentucky's program of vocational education. The plan was inaugurated after the beginning of the school year 1937-38, and with this late start only a few classes were organized that year. During 1938-39 more than 1,100 persons have been enrolled in classes in distributive occupations throughout the State.

The program is designed to meet the needs of two groups:

First, evening classes for adult workers in a retail or wholesale business

Second, cooperative day programs to train high school boys and girls for store service work

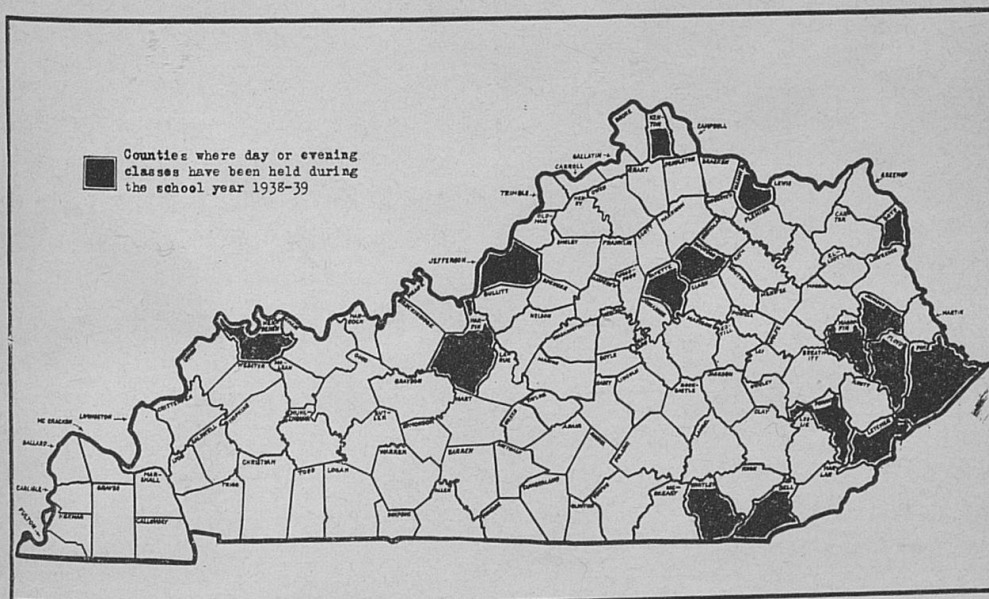
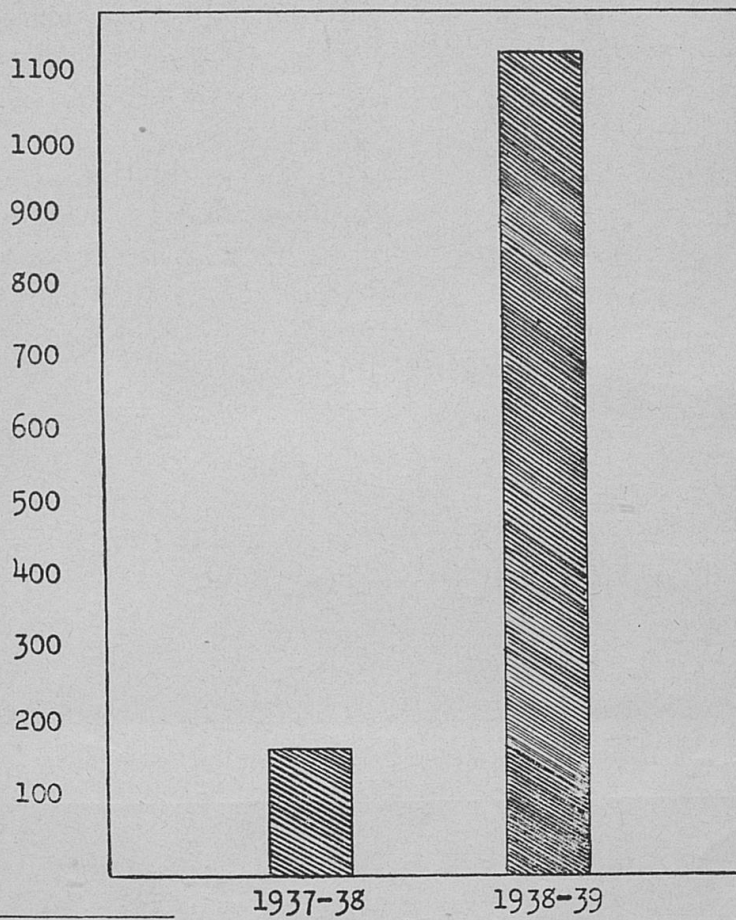
The evening program is designed to assist the 98,400 people in Kentucky who are engaged in the distributive trades. These classes are organized to meet definite needs of the workers, and include classes for both management and salespeople. Classes in grocery salesmanship, show card writing, salesmanship for retail bakery salesgirls, general salesmanship, business relations, retailing, textiles, color and line, fashion merchandising, and the like have been organized. The classes for salespeople have resulted, in many cases, in an improvement of the individuals on their present job and, in some instances, a promotion. The owners and managers in evening classes have benefited by improved merchandising practices.

The cooperative classes are designed to train boys and girls for store service jobs. There are 48,000 retail store employees in the State. The personnel turnover in this field and the number of new stores opened annually indicate that there are perhaps 10,000 openings each year in the retail field. The purpose of the cooperative program, is to educate for these positions.

In the cooperative plan the high school boys and girls receive special training in school to fit them for merchandising positions. This special training becomes a part of their regular high school education. In the afternoons the cooperative students receive practical training by working in retail stores. Thus, the training in the school is coordinated with the training in the store. These students receive instruction from the store managers and from the school. Students are paid for their services in the store.

DISTRIBUTIVE OCCUPATIONS EDUCATION IN KENTUCKY

Enrollment





Explaining Run-Stop Protection to Consumer.



Young Woman in Training as a Grocery Store Clerk.



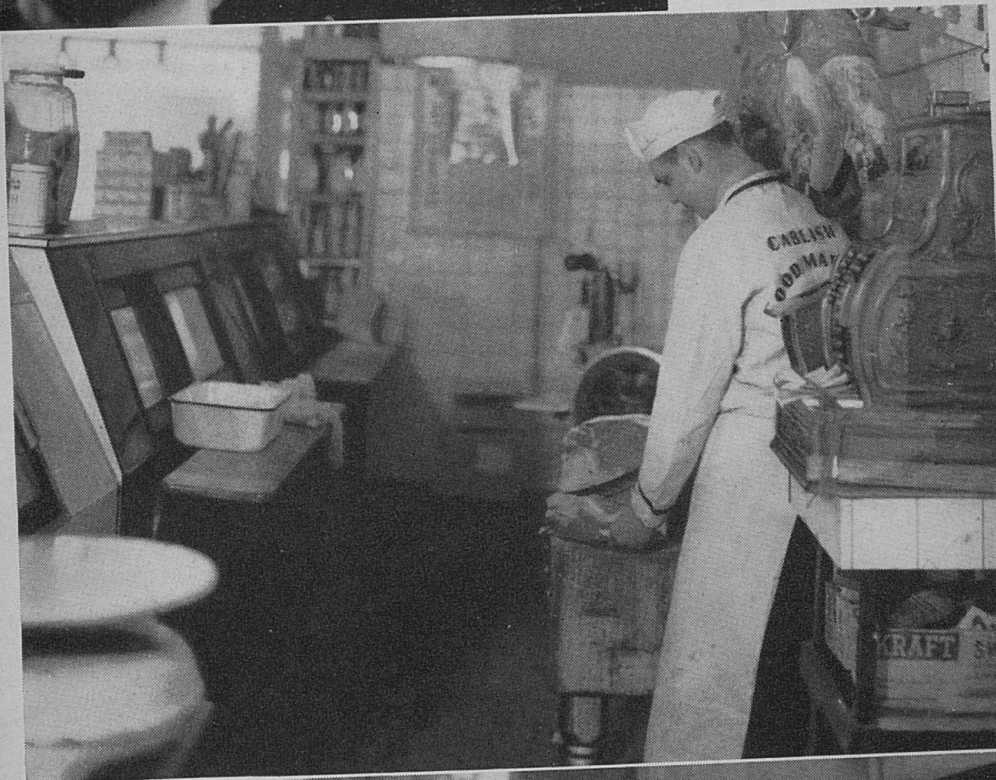
The Customer Gets the Facts.

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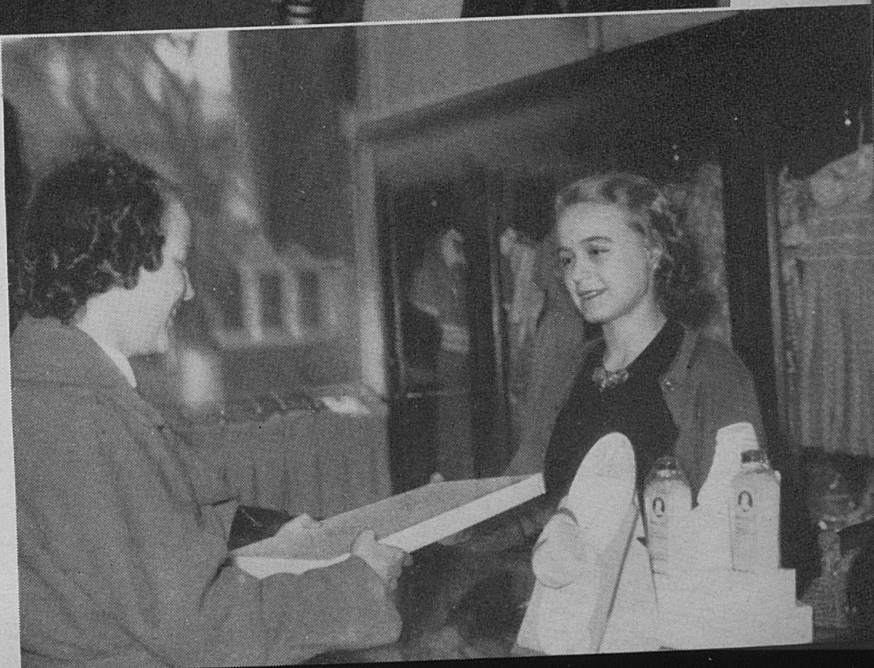


Left, Evening class in business relations for owners and managers.

Below, Learning to cut meat.



Right, A high school senior behind the counter in a specialty shop.



Facts.



Better Stores—Better Merchandising.
Employers and managers in evening classes (above and below).





Above, High School Senior Receives Instruction from Head of Yard Goods Department.
Below, A Sure Fit—Training in a Shoe Department.





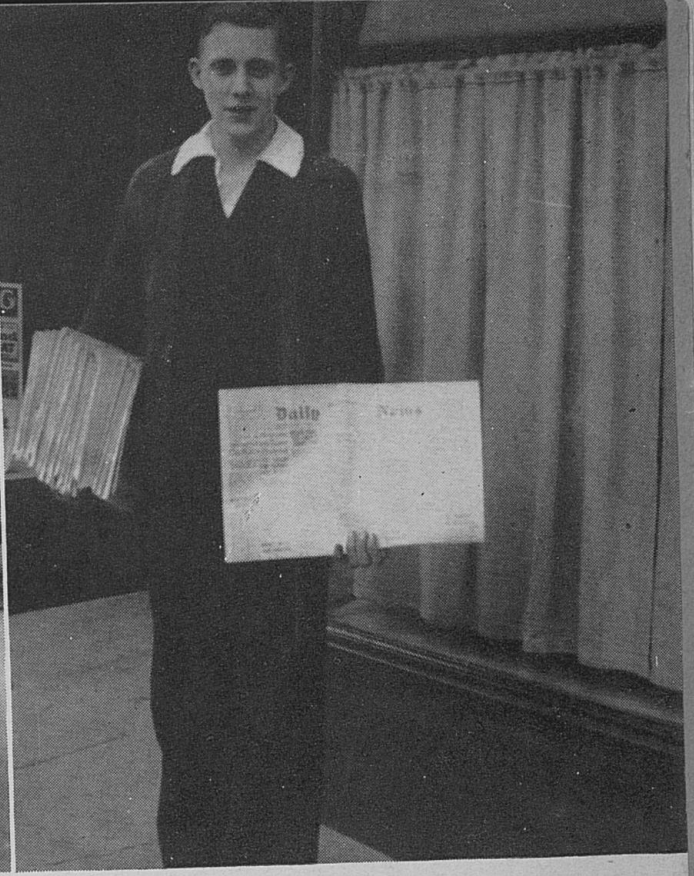
Left, Student learns to re-stock the shelves.
Below, Smiling as she demonstrates a new frock.



Right, A senior boy behind the vegetable counter.



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In Training as a Lumber Salesman. High School Senior Promoted to Circulation Manager of a Daily Paper.

Below, Three High School Misses in Training in the White Goods Department.



