

INSTRUCTION IN *Poultry*  
IN SECONDARY SCHOOLS

VOCATIONAL DIVISION LEAFLET NO. 6  
UNITED STATES DEPARTMENT OF THE INTERIOR  
« « « « OFFICE OF EDUCATION » » » »

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UNITED STATES  
DEPARTMENT OF THE INTERIOR  
Harold L. Ickes, Secretary  
  
OFFICE OF EDUCATION  
J. W. Studebaker, Commissioner

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## FOREWORD

THE NATIONAL VOCATIONAL EDUCATION ACT (Smith-Hughes), passed by Congress in 1917, and a supplementary act (George-Deen), passed in 1936, authorized the appropriation of Federal funds for the promotion of vocational education in public schools in the various States and insular possessions.

The program of vocational education provided for through the two acts includes vocational education in agriculture for individuals who have entered upon or are preparing to enter upon the work of the farm or the farm home. The instruction provided in connection with vocational education in agriculture is designed to meet the needs of three rather well-defined groups: (1) High-school students in day classes, (2) out-of-school young men in part-time classes, and (3) adult farmers in evening classes. This publication, which is largely pictorial in character, is presented in three parts to illustrate programs of vocational agriculture carried on for these three different groups. Such programs, which are intended to meet the specific needs in local communities in which they are conducted, must in each State be in harmony with standards set up by the State board for vocational education.

Local boards of education, State boards for vocational education, and the Office of Education cooperate in the program of vocational education in agriculture carried on under Federal grants. Local boards of education employ qualified teachers of vocational agriculture whose salaries are reimbursed in part from Federal or State funds, or both. State boards for vocational education have charge of the general administration of the program within the States. The Office of Education has general administration of the funds which are provided under Federal legislation.

J. C. WRIGHT,  
*Assistant Commissioner for Vocational Education.*

# INSTRUCTION IN POULTRY IN SECONDARY SCHOOLS

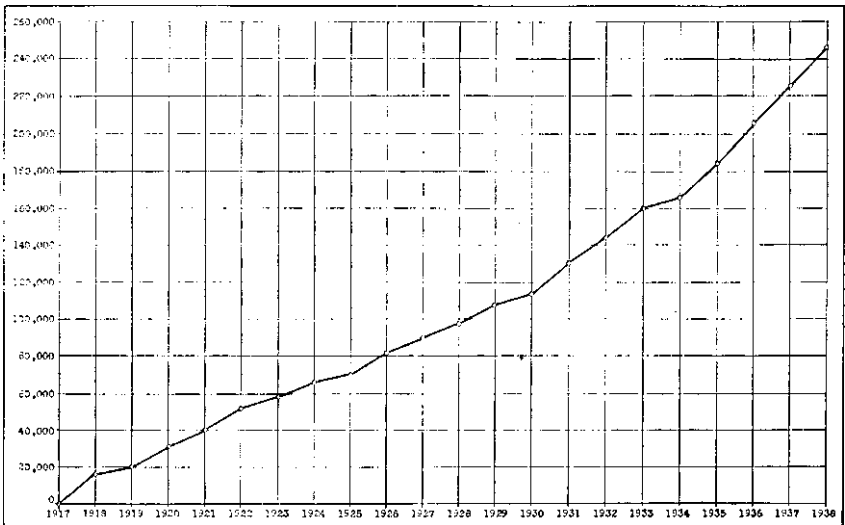
## High-School Students Preparing for Farming

HIGH-SCHOOL STUDENTS in public secondary schools who desire to prepare themselves for farming occupations enroll in day classes in vocational agriculture.

In 1938 approximately 246,000 boys (fig. 1) enrolled in the 7,008 departments of vocational agriculture in public secondary schools in the United States and its insular possessions. Schools in which these departments were located employed 7,061 qualified teachers of vocational agriculture.

Since poultry is produced in all communities where there are departments of vocational agriculture, most of the high-school students enrolled in these departments receive instruction in poultry raising.

FIGURE 1.—Enrollments in high school vocational agriculture departments by years, 1918-38.



Local communities, through their boards of education, provide classrooms for departments of vocational agriculture in rural high schools. Some of the departments are housed in special buildings such as the one illustrated in figure 2; others in the main school buildings. In any event, provision is usually made for a classroom, a laboratory, and a farm shop.

The national vocational education acts provide that agricultural students shall undertake a program of supervised or directed practice on a farm. Many students who are preparing for poultry farming, or a type of farming which includes poultry raising, engage in supervised or directed practice in poultry production.

The student's supervised or directed practice project becomes a basis of the classroom instruction provided for him and also for much of the instruction for the entire class. The supervised or directed practice program often includes a cooperative undertaking in which several individuals in a class, or the class as a whole, work together.

FIGURE 2.—A vocational agriculture department.

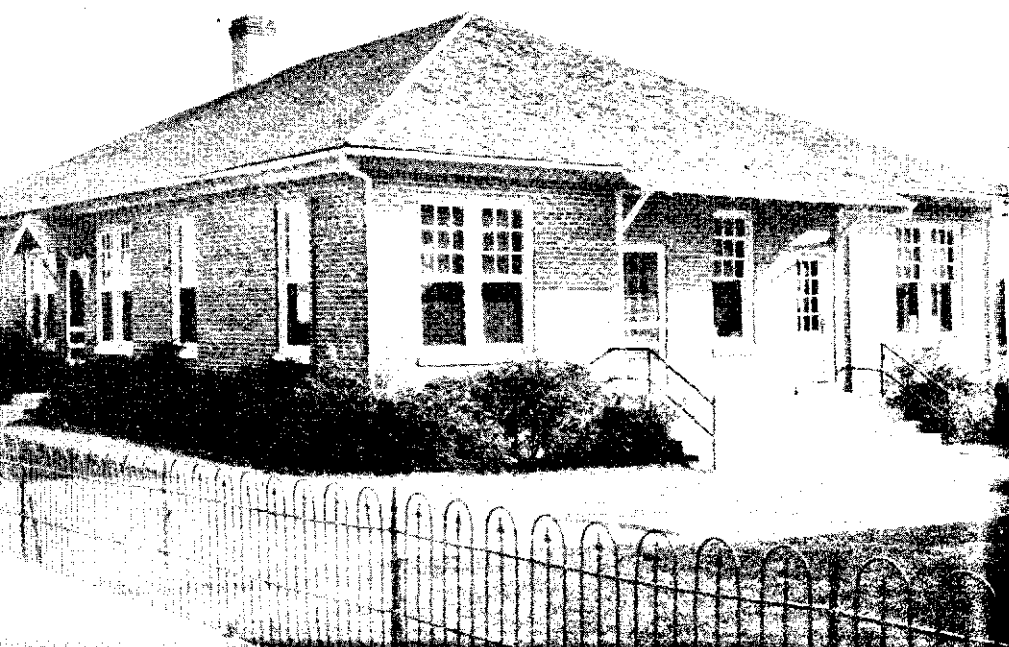


FIGURE 3. --  
Students  
develop poultry  
enterprises.



The development of a poultry enterprise (fig. 3), is often a part of the vocational agriculture student's farmer-training program. Through a poultry production project, the student is able to earn while learning and frequently to get started and eventually establish himself in farming.

Farm mechanics is a part of the instruction offered in most vocational agriculture departments. Courses in farm mechanics often include instruction in the making of poultry equipment (fig. 4). An entire class may go to a farm in the community and construct a poultry house.



FIGURE 4.—  
Student-  
constructed  
equipment.



FIGURE 5.-  
Feeding.

Students who engage in poultry raising as a part of their farming program receive instruction in feeding (fig. 5). They study feeds to determine which ones are most satisfactory for poultry. In many cases students produce a part of the feed used in their poultry enterprises. In some cases, they mix feed for their poultry cooperatively, and in a few cases make such mixed feeds available to other individuals in the community.

An important part of the instruction in vocational agriculture is given on farms in the local communities. Field study, which gives students experience in actually working with poultry (fig. 6) is important. It enables students to assist in solving actual problems in poultry raising met with by farmers in the community.

FIGURE 6. Field studies.

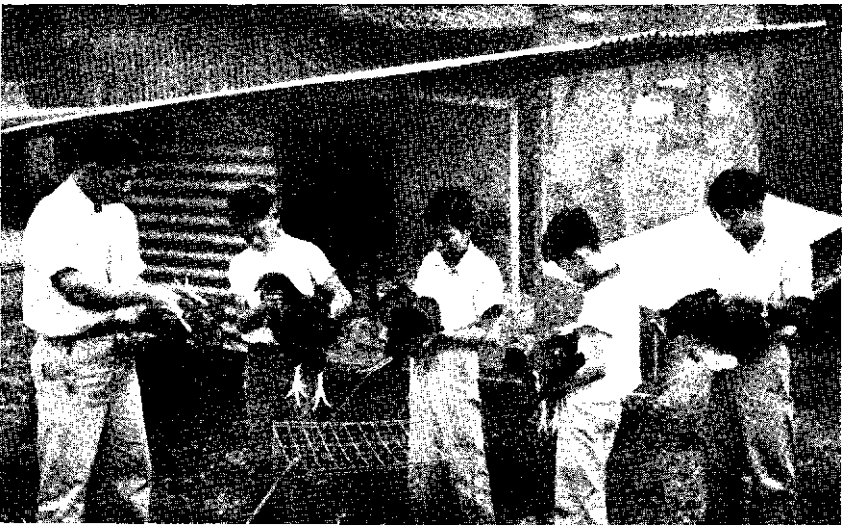
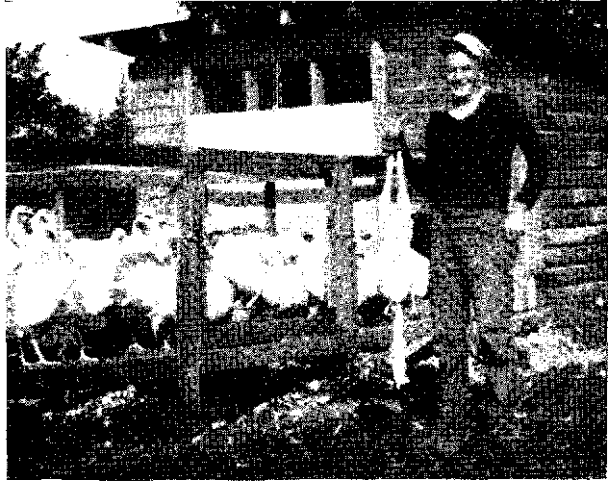




FIGURE 7.—  
Picking.



Students who market as dressed fowls (fig. 7) the birds they produce must become proficient in dressing poultry. Individual or class instruction in picking and dressing poultry is frequently a part of the course in poultry production.

Market demands have made the production of capons especially profitable in some areas. In some instances students working together develop markets for their capons. When there is a demand for capons raised by students they are trained to do their own caponizing (fig. 8).



FIGURE 8.—  
Caponizing.



FIGURE 9.— The "harvest."

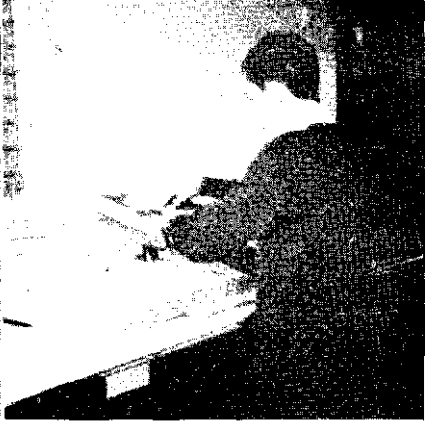


FIGURE 10.— Selecting eggs.

Eggs produced by the student (fig. 9) who engages in a poultry-raising enterprise in connection with his course in agriculture provide a continuous income. Whether he sells to consumers or to commercial hatcheries, it is to the student's interest to develop high-producing flocks.

In developing their individual poultry enterprises students either select eggs (fig. 10) from their own flocks or purchase eggs for hatching purposes. Instruction in the purchase and selection of eggs is given in farmer-training programs in vocational agriculture departments in high schools.

In order that they may develop outstanding poultry flocks either as individuals or as a group, students frequently receive instruction on pedigreeing baby chicks (fig. 11).

FIGURE 11. Pedigreeing chicks.



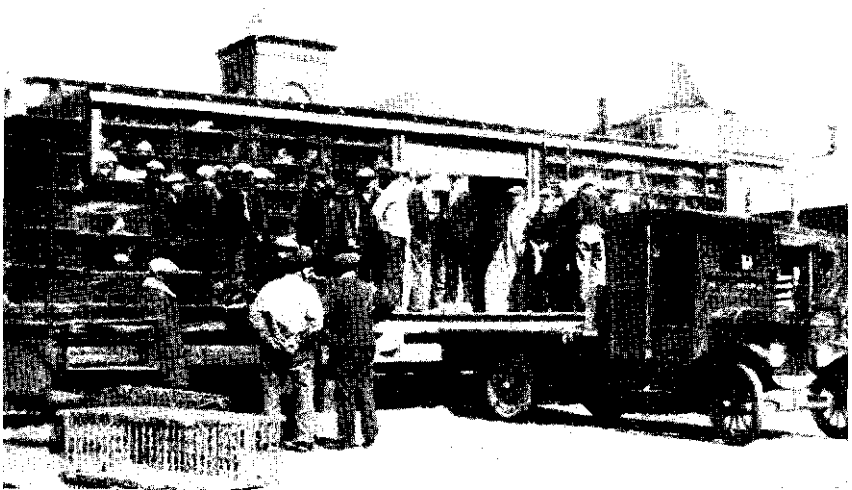


FIGURE 12.—Selecting poultry.

In practically all the States, district and State poultry contests are held for vocational agriculture students in order that they may get additional training in selecting birds (fig. 12) and in other phases of poultry raising. A national contest is held each year in which outstanding vocational agriculture students from the different States compete for honors.

In connection with courses in poultry raising, students receive instruction in marketing eggs, live fowls, and dressed poultry (fig. 13).

FIGURE 13.—Marketing.



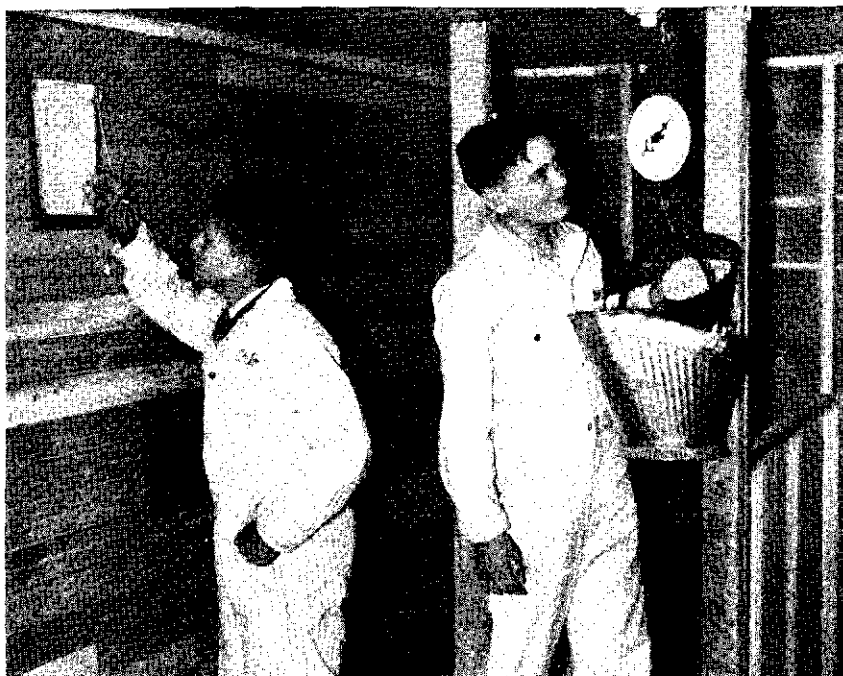


FIGURE 14.—Records.

Students keep records (fig. 14) of their poultry-raising enterprises when they start their first poultry project and continue to keep them throughout their high-school training period. This gives them fundamental training in making budgets and inventories, and in keeping such records as sales receipts, expenses, and egg production. Analysis of these records frequently shows students' needs for improvements in their poultry enterprises.

The Future Farmers of America, national organization of students of vocational agriculture, was founded in November 1928. Its constitution provides for a national organization, State associations, and local chapters. In 1938 this organization had approximately 6,000 local chapters and a membership of nearly 200,000. One of the twelve purposes of the organization is "to participate in worthy undertakings for the improvement of agriculture." Programs of work of local chapters often include special educational activities. Booths such as the one pictured (fig. 15), radio programs, the press, and other similar means are used to inform the public regarding the work of the organization.

The national organization of the Future Farmers of America holds a convention annually at Kansas City, Mo. During this convention,

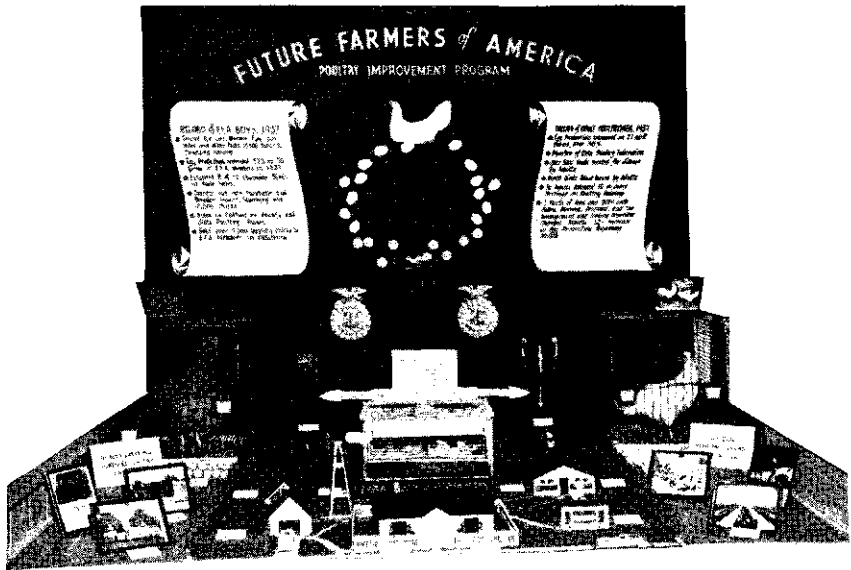


FIGURE 15.—A Future Farmer of America educational booth.

policies are formulated and programs are outlined, outstanding members of the organization are elected to the American Farmer Degree—the highest degree conferred by the organization—and officers are elected. National officers (fig. 16) meet from time to time during the year to transact the business of the organization and carry forward its program.

FIGURE 16. National officers (1939) Future Farmers of America.



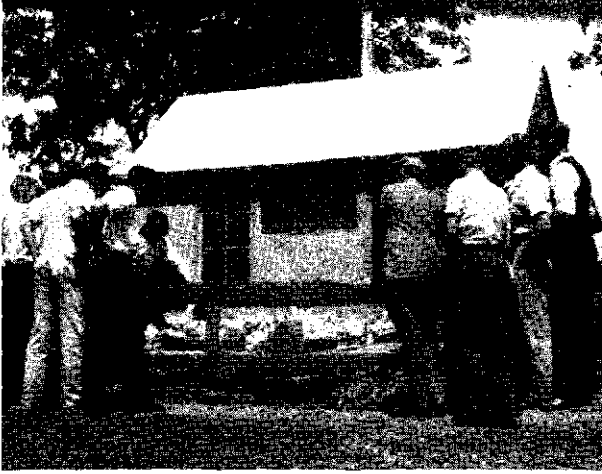


FIGURE 17.— A cooperative project.

Members of local chapters of Future Farmers of America work together in cooperative activities. They get experience in cooperation by organizing and carrying on such activities as poultry improvement associations, as subsidiaries of local F. F. A. chapters. A laying flock (fig. 17) may be owned by a chapter on a cooperative basis and the earnings from this flock used to pay part of the chapter expenses.

Members of a local chapter of Future Farmers of America who are engaged in poultry production projects as a part of their work in vocational agriculture in the local high school frequently purchase and mix their poultry feeds on a cooperative basis (fig. 18).

FIGURE 18.—  
Mixing feed.



## Out-of-School Young Men Becoming Established in Farming

YOUNG MEN, 16 to 25 years of age, who are out of school and are living on farms may enroll (fig. 19) in part-time classes. Instruction in this type of class is intended to meet the needs of young men who have had some training in vocational agriculture as high-school students and also those who have not had any systematic agricultural training.

Part-time classes in agriculture are usually taught by the regular vocational agriculture teacher and instruction is based upon the problems met with by young men who are becoming established in farming. For the benefit of those who are becoming established in poultry raising as a specialty or who are carrying on a poultry-production enterprise on a major or minor basis, instruction is given in the various phases of poultry raising.

FIGURE 19.—Enrollments in high school vocational agriculture departments by years, 1921-38.

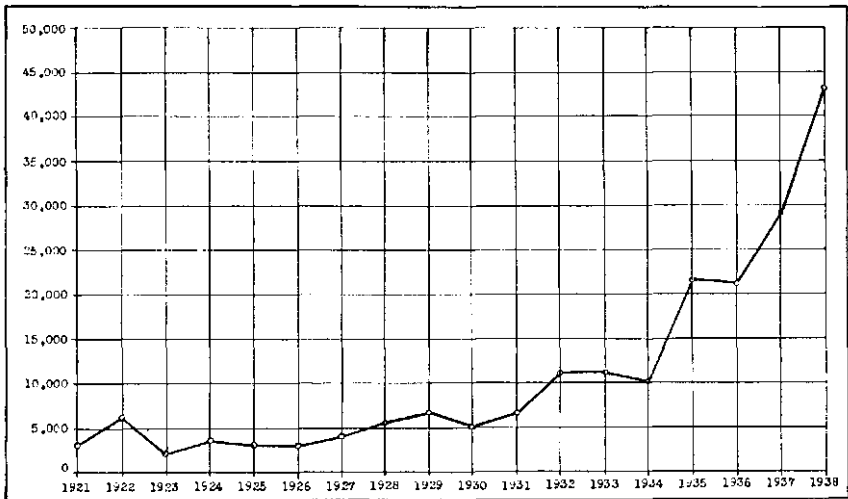




FIGURE 20.  
young farmers' class.

Young farmers who have not graduated from high school or who have completed the regular high-school course frequently enroll in part-time classes in agriculture where they receive instruction on specific problems with which they are confronted from time to time in their farming enterprises. Such groups meet either during the day or evening and at times of the year most convenient for them to attend class meetings. Many of these young men make a study of poultry raising (fig. 20) using the training thus acquired as an aid in establishing themselves in farming.

A number of young farmers who attend part-time classes in agriculture become established in farming as partners or sharers in the work and profits of the home farm. Those who do not remain on home farms frequently establish themselves in such farming enterprises as poultry raising (fig. 21) on their own farms or the farms of others.

Frequently brothers who are cooperating in the development of an extensive business on the home farm enroll in part-time classes. Oftentimes the teacher of agriculture assists young men in planning (fig. 22) partnership agreements with their parents or other individuals. Some of these young men ultimately become established in such farming enterprises as poultry raising.





FIGURE 21. A poultry business.

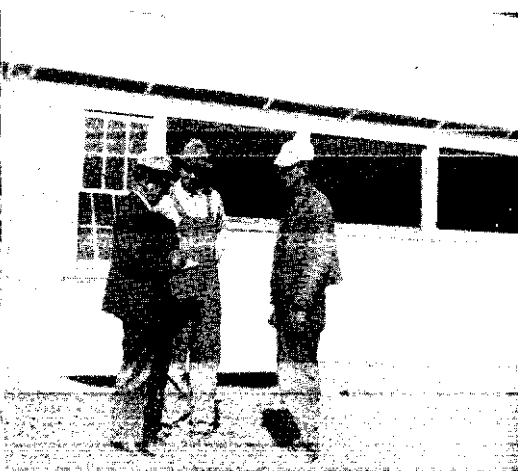


FIGURE 22. —Planning.

As a part of their training in poultry raising students are taught to construct brooder houses (fig. 23) and other poultry equipment on their home farms or on other farms in their communities.

FIGURE 23. — Construction experience.

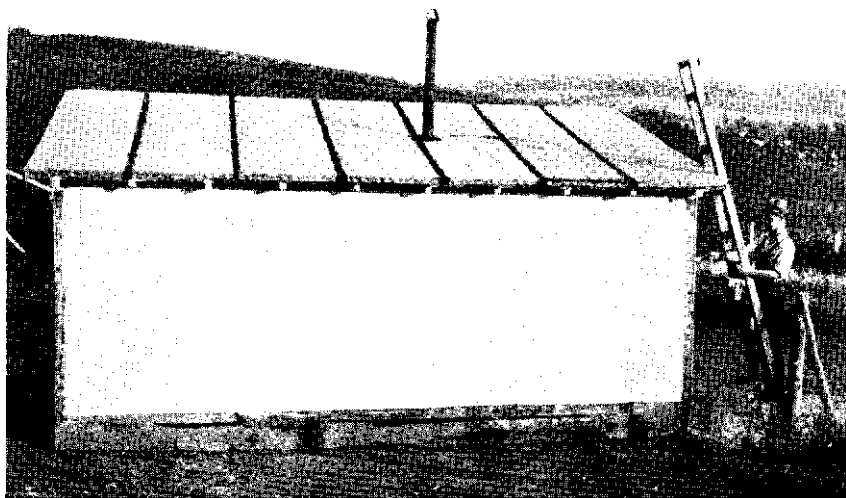


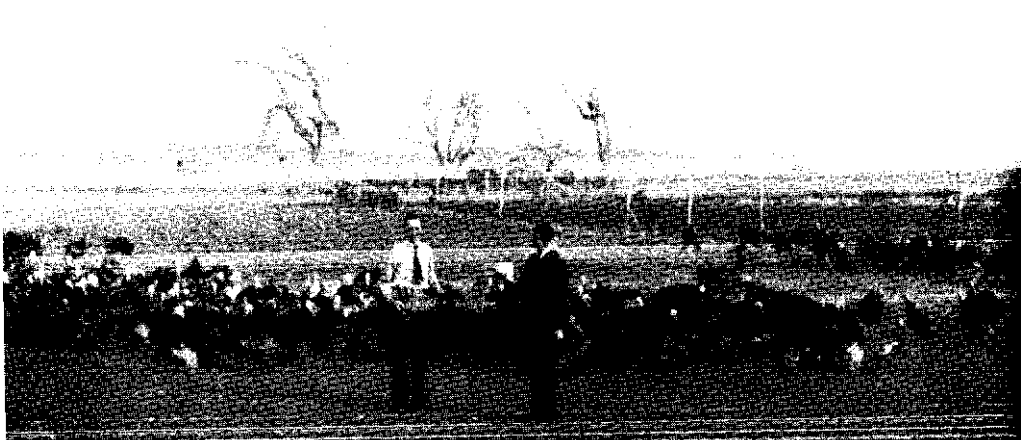


FIGURE 21.—A turkey enterprise.

A special effort is made by teachers of part-time vocational agriculture classes to base instruction upon the particular farming enterprises carried on by the students enrolled in these classes. Instruction in classes in poultry raising, for instance, places emphasis upon production, management, and marketing of specific kinds and breeds of poultry (fig. 24).

Instruction in part-time classes in agriculture is set up with the intention of giving young farmers training to help them in becoming established in farming, either as partners on the home farm or other farm, or on an independent basis. Many students establish themselves in the commercial poultry business, (fig. 24) especially those living in areas adapted to extensive poultry production.

FIGURE 25.—Established.



## Adult Farmers Enroll in Evening Classes To Increase Their Proficiency

ADULT FARMERS enroll in evening vocational agriculture classes in increasing numbers each year (fig. 26). Such classes usually meet during the evening at the local high school or at some other convenient and suitable place in the community. Local teachers of vocational agriculture serve as instructors for evening classes.

Like those enrolled in all-day and part-time vocational agriculture classes, individuals enrolled in evening classes carry on programs of supervised or directed practice on their farms. Many of the evening classes offer instruction on poultry-raising problems. Under the supervision and with the assistance of the teacher of vocational agriculture, farmers enrolled in evening classes in agriculture frequently carry out improved practices in poultry raising.

FIGURE 26. Enrollments in high school vocational agriculture departments by years, 1921-38 (evening).

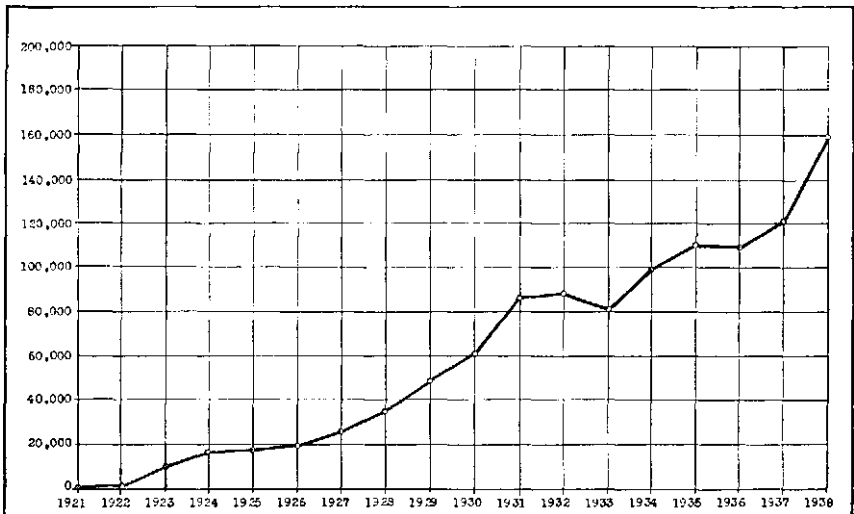




FIGURE 27.—An evening class of adult farmers.

Special emphasis is placed on the conference discussion procedure in presenting instruction in evening classes for farmers (fig. 27). The local teacher of vocational agriculture organizes the evening class for adult farmers and serves as a discussion leader. In this capacity he assumes responsibility for bringing to the group of adult farmers the latest scientific facts which have been developed by the agricultural experiment stations and other reliable agencies.

Farmers who enroll for instruction in poultry housing frequently get practical experience in this phase of poultry production by constructing on their own farms poultry houses suited to their particular needs (fig. 28).

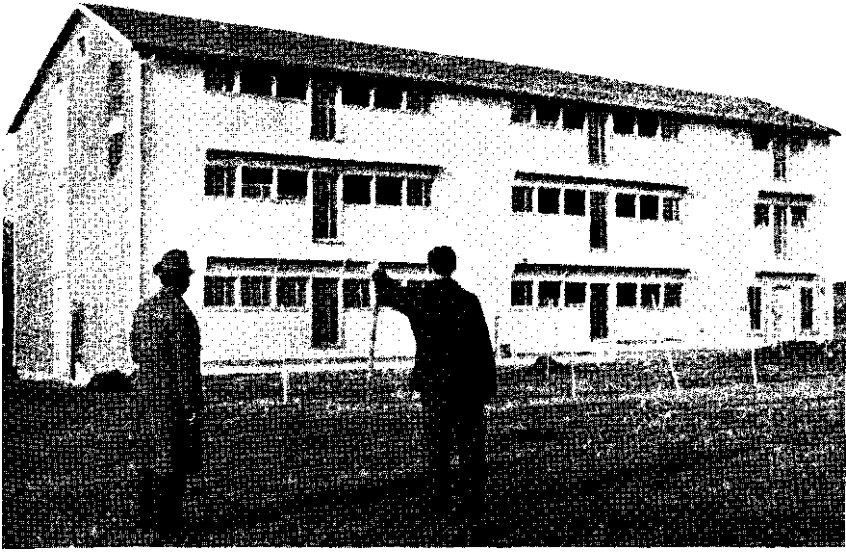


FIGURE 28.—An improved poultry house.

Frequently both men and women enroll in an evening class in vocational agriculture. It is not uncommon for two or more members of a farm family (fig. 29) to cooperate in a poultry-raising enterprise as a result of instruction received in the classroom.

FIGURE 29. A family enterprise.





FIGURE 30.-- A poultry business.

Those who attend evening classes in poultry raising are adult farmers who raise poultry as a major or minor enterprise or who specialize in poultry raising. Evening schools for adult farmers frequently continue from year to year in the same community with the same farmers enrolled. As a result of instruction in these classes farmers who have been engaging in poultry production as a minor enterprise sometimes enlarge this enterprise to the point where it becomes their major enterprise (fig. 30) or even turn to poultry raising as their specialty.