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DIRECTORS OF AGRICULTURE

REGULATIONS GOVERNING APPOINTMENT AND DUTIES

AUTHORIZATION

The Division of Agricultural and Industrial Education of The University of the State of New York is charged with the general supervision of vocational instruction and with the duty of gathering and making known all obtainable helpful information upon the subject.

Chapter 560 of the Education Law of 1917, as amended, provides for the employment of directors of agriculture in cities, towns and school districts not maintaining a school of agriculture, mechanic arts and homemaking. This bulletin furnishes information which will assist local authorities in employing the director of agriculture in accordance with the Education Law and the rules and regulations of the Commissioner of Education. The section of the law referring to the employment of a director of agriculture is quoted in the back of this pamphlet.

PURPOSE OF THE WORK

The purposes of this act are:

1 To make it possible for one or more country school districts not maintaining a school of agriculture, mechanic arts and homemaking to employ a person who shall devote his time to interesting young people in practical agriculture and to giving technical instruction accompanying their practical work.

2 To encourage cities and villages not maintaining a school of agriculture, mechanic arts and homemaking to employ supervisors for school, home and vacant lot gardening.

ORGANIZATION OF THE WORK

The law provides that any city, town or school district may employ or join in the employment of a director of agriculture.

The Commissioner of Education will apportion to each city, town or school district employing or joining in the employment of a director of agriculture a sum equal to one-half the salary paid to such director, not exceeding in each year the sum of six hundred dollars for each director employed. Where the apportionment is made on account of a director employed by two or more towns or districts, it shall be apportioned to such towns or districts in accordance with the proportionate amount paid by each of these towns or districts under the contract with such director. This bill does not provide for the employment of an assistant director or an additional director by a body which has already employed one director of agriculture.

UNIFORM REQUIREMENTS

1 The director of agriculture, in order to meet the requirements for state aid, shall devote his full time for the period of employment to the type of work prescribed on page 3.

2 The director of agriculture must possess the qualifications prescribed on page 2.

3 The body employing a director of agriculture shall at the time of making an appointment submit to the Commissioner of Education for his approval a plan of the proposed work for the ensuing year or terms of employment. This plan shall show: (a) term of employment, (b) salary to be paid, (c) body or bodies employing, (d) types of work to be undertaken, (e) provision made for transportation of director, (f) cooperating agencies.

4 The director of agriculture shall make such reports as shall be called for by the Commissioner of Education.

5 The body or bodies employing a director of agriculture shall report to the Commissioner of Education notice of such appointment within ten days of the time the appointment is made.

QUALIFICATIONS OF DIRECTORS

1 A director of agriculture should be thoroughly conversant through practical experience with the type of work which he is to supervise.

2 A director of agriculture must have completed a four-year high school course of standard grade or have had equivalent education.

3 A director of agriculture must have had at least two years of technical training in agriculture.

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Wherever possible, directors of agriculture should have the same qualifications as those set up for teachers of agriculture in vocational schools.

The above rules, however, permit a temporary certificate to be issued to a candidate who does not fully meet the foregoing requirements if he establishes to the satisfaction of the Commissioner of Education that he is qualified to do the work outlined in this bulletin.

SUGGESTED TYPES OF WORK

Junior home project work. The purpose of this work is to encourage boys and girls to undertake agricultural enterprises adapted to their home conditions. The projects may include poultry, pig and calf raising, growing a certain area of general garden or corn, potatoes or other farm crop. It is the aim to organize the home projects and related school work on such a basis as to enable the project workers to derive the maximum amount of pleasure and profit from their work and to experience the growth that results from directed play, supervised study and productive effort. Through the junior home project work it is hoped to give many of our country boys and girls such an interest in farm life and the farm business that more of them will be induced to take up farming as their life work. Those project workers who desire Regents credit for their work may secure such credit under the following conditions:

- 1 A boy or a girl may receive academic credit to the extent of one Regents count in any given year for the completion of a junior home project. Not more than two Regents counts, for the completion of two junior home projects, will be granted an individual.
- 2 The project worker shall be above the sixth grade in the public schools or twelve years of age or older. High school pupils who have enrolled in a vocational course in agriculture or homemaking may not undertake junior home project work for credit.
- 3 At least thirty-six periods of forty-five minutes each, or an equivalent amount of time, shall be devoted to the study of the junior home project under the direction of a person designated by the superintendent of schools.
- 4 The home project shall be visited or the work shall be inspected at least three times during the period the project is in progress (preferably at the beginning, during, and at the end of the work) by the superintendent of schools or some person designated by him.

5 A complete and accurate report, including the labor and cash record of the project, shall be presented to the superintendent of schools when the work is finished.

6 The home work must meet the minimum requirements prescribed for class B or C in the projects outlined in this pamphlet.

7 The Regents count granted for the completion of a junior home project will be credited on the official records when the project worker has actually been enrolled in a high school in New York State, on the certification of the superintendent of schools of the district wherein the work was done to the Commissioner of Education that such credit is due.

School, home, vacant lot and community gardens. The director of agriculture should arouse interest in and should supervise the making of school, home, vacant lot and community gardens in his territory. Through this work it is hoped to induce more people to raise a portion of their own food supply. After arousing interest in the work of garden making, the director of agriculture should be prepared to give definite directions in regard to the preparation of ground, selection of seed, planting, fertilizing and cultivating of garden vegetables.

Lectures and field trips in agriculture for teachers and pupils. When employed throughout the year or through the winter, the director of agriculture should organize courses in garden making, poultry raising and along the lines of other project work which should be correlated closely with the practical work which has been carried on during the preceding summer or which is to be carried on during the succeeding summer. During the summer the director of agriculture may also devote considerable time to the giving of lectures or demonstrations on various phases of the project or garden work. In many cases regular classes may be organized to study the theoretical side of gardening in order to make the practical work more effective. Field trips to adjoining farms or gardens may also be organized for the sake of inspecting interesting types of work and learning from the experiences of others.

School fairs or exhibits at county fairs. At the end of the growing season it is often advisable that the director of agriculture shall organize a fair or an exhibit where there can be shown some of the results of the summer's work. In some cases county fair associations have provided for a separate department for this work

and special prizes have been offered for the best project or the best gardens of the season. Such exhibits add much to the interest of the work and possess considerable educational value if carried out in the proper manner.

DESCRIPTION OF TYPES OF WORK CARRIED ON DURING THE SUMMER OF 1917

A number of communities in the State employed a director of agriculture during the summer of 1917. A description of the work carried on in a city and in a rural community is described below.

Work of the Director of Agriculture in the City of Troy for 1917

The gardening work at Troy during the summer of 1917 was confined within the city limits and was thus distinctive from other supervised gardening operations conducted over large rural areas. On April 20th lecturing work was begun and three lectures on the early work in the development of the garden were given in each of the twenty public schools and in the four parochial schools. This instruction was given to all children of the fourth grades and above who were interested in the garden work or who had signified their intention or desire to grow a garden. At these meetings mimeograph copies of sample garden plans and circulars containing directions for planning and planting home gardens were distributed to each pupil and the work thoroughly explained. Suggestions for neatness and economy in planting and as to what vegetables should be planted and the time of planting supplemented the printed information. These lectures were about half an hour in duration, after which ample time was given to a discussion of individual problems and to answering questions in regard to the work.

In all these talks the back yard or "home garden" was kept strictly in mind and the work based as closely as possible on the average conditions confronting the child in his own back yard. The most intensive methods of simple gardening were given, such as methods of intercropping and succession cropping in order to have the child realize the greatest benefit from the plot both from fresh vegetables and from vegetables for storage and canning for winter use. An illustrated lecture with views on school gardening as carried on in different parts of the State was given later in all the schools and suggestions were given as to how the various operations should be carried out in connection with the work at Troy.

Land was provided for children who had no back yards for garden purposes. Unused fields were divided into plots for this purpose and field demonstrations in planting were given at these plots. Two hundred dollars worth of government seed was secured through the efforts of two local papers and was parceled out free of charge to children who were unable to buy seeds. The greatest difficulty in the work was to secure proper assistant supervisors with sufficient garden knowledge and experience to aid the children in their actual work and also to act as judges of the gardens for the distribution of the \$170 in prizes offered by the Troy Record. Six part-time teachers as assistants, although appointed a little late in the season, placed the work on a firm basis of organization and contributed much to the success of the season's undertaking. All these assistants had had some previous gardening experience. They were given the registration cards representing gardens in the various districts over which they were to have supervision and were instructed to aid the children by advice, suggestion and encouragement. Each child was visited at least three times, although some of the assistants made as many as eight and ten visits to particular gardens and supervised as high as three hundred gardens each.

It was the duty of the director during the summer months to give seasonal advice to the assistants, visit gardens where additional aid was required, give advice to citizens as well as children, aid in the work at the various school plots, seek out gardens having indefinite addresses, accompanying the assistants on some of their visits and holding weekly meetings with them. These meetings were held each Wednesday morning at nine o'clock at the office of the superintendent of schools, when all difficulties were straightened out, discussions on the work held and advice and instruction given. Each of the assistants received \$50 for the season's work.

Following is a brief summary of the work:

Twenty-four city schools were represented. Sixteen hundred twenty-nine children registered and started gardens. Of this number, 1348 carried their gardens through to satisfactory completion and were considered in the awarding of prizes and honors. In addition to these children's gardens, it is estimated that fully two thousand adults grew gardens either in their own yards or in community gardens and received instruction and help from the director. Approximately 1500 bushels of potatoes were grown on vacant lots in the city, totaling an area of about 30 acres. The total area of garden plots within the city was estimated at 120 acres, 40 acres of

which had not been used previously. No figures are available for the total amounts of fresh vegetables, canned goods and winter supplies which were grown, but it is safe to say that at least the families of the participants secured the bulk of their vegetable supply in this way.

The school authorities of Troy are firmly convinced of the value of this undertaking and are making plans for the continuation and betterment of the work during the coming year. Competent assistants will again be provided and the director will give special attention to work with them in the way of demonstration work at some of the gardens. Voluntary outside aid was found to be of little use and this feature of the work has been discouraged.

Work of a Director of Agriculture in a Rural Community in Montgomery County

The work at Amsterdam during the summer of 1917 is a good example of an agricultural director's work in rural sections. The director supervised the work in five townships covering an area of 20 miles in diameter. The work was started in April by visiting each of the forty-six schools with outlines of the garden plans, seed tables and general instructions. The size of the gardens was placed at a minimum of 30 by 50 feet. Some were one-half of an acre or more in extent. Three hundred five children grew gardens. Approximately 36 acres of land were tilled. Four assistants (rural school teachers) were employed during July and August at a total expense of \$250. The director was employed from April 19th to October 19th at a salary of \$715, including the amount allowed for auto expenses. Six hundred visits were made by the assistants, seven hundred visits by the director, who traveled 2600 miles by auto, 150 miles by horse and 300 miles by rail. The value of the products from all the gardens was computed at \$3870.

These children's gardens were in most cases an addition to the family gardens. Considerable canning was done. It was estimated that only about \$500 worth of products would have been raised had this gardening movement not been started. A large display of garden products was made at the county fair.

This year all the work will be conducted on the junior home project basis. A variety of projects, such as pig raising and poultry, will be conducted in addition to the garden projects. The school study in connection with these projects is being directed by the various teachers. Six conferences of teachers are held during the

year by the district superintendent. At each of these conferences a definite amount of time is devoted by the director of agriculture to discussion of the project work and problems connected with it. The director and district superintendent have outlined thirty-six general lessons which include material on all the projects which are being undertaken. These lessons are printed and placed in the hands of each of the teachers. Each pupil keeps a notebook which the director inspects upon his visits to the school. With so many schools and so much traveling to be done, it was found necessary to have the teachers give the instructional work to the pupils. The director helps the teachers with any problems which arise in the course of their work. The plan of using teacher assistants during the summer is to be continued. The director will make at least one visit to each individual project, if possible, throughout the summer and will hold demonstration meetings wherever a group of assistants or a number of children can be assembled.

It is planned to have township fairs instead of sending the material to the county fair. This should encourage more children to make exhibits and it is believed to be a better basis of competition.

SUMMARY OF FOUR TYPE PROJECTS

Home garden project (Montgomery county)

The following products were raised in one garden having an area of 10,000 square feet:

3 bushels of tomatoes....	\$3.	6 bunches of onions.....	.15
200 heads of cabbage.....	14.	25 bunches of radishes....	.38
6 dozen ears of corn....	.90	30 bunches of beets.....	.90
60 bushels of potatoes....	75.	128 quarts of peas.....	9.73
80 quarts of string beans..	4.	15 dozen cucumbers	1.50
100 quarts of field beans...	5.		
50 bunches of turnips.....	1.50		
15 bushels of carrots.....	7.50		
			\$123.56

The total cost of the garden, including 100 hours of labor for the boy, 33 hours horse labor and one ton of hen manure was \$44.41, leaving a profit of \$79.15.

Pig project (Tioga county)

The pig cost \$5 and weighed 12½ pounds at the date of purchase. In 160 days the pig had gained 220½ pounds, having grown into a 233 pound hog in a little over five months with an average gain of 1.37 pounds a day. During this time the pig consumed

350 pounds of mill feed in addition to roughage. The total receipts from the dressed pork were \$34.25. The expense of feeding and labor totaled \$19.75, leaving a net gain of \$14.50.

Poultry project (Broome county)

The project consisted of raising chicks from four settings of eggs under hens. Records cover the period from April 13 to October 1, 1916. The boy spent 27 hours on his project, fed 314 pounds of feed, sold 13 broilers, and inventoried 10 pullets and 1 cock on October 1st. The charges totaled \$13.49; credits \$19.15; net profit \$5.66.

Bean project (Chautauqua county)

This project consisted of one-eighth of an acre of marrow beans. The boy spent 45 hours on the project himself and was assisted with three hours of man labor and two hours of horse labor in preparation of the ground. The total charges were \$9.05; receipts from three bushels of beans and bean fodder were \$38.50, leaving a net profit of \$29.45.

EDUCATION LAW RELATIVE TO DIRECTORS OF AGRICULTURE

Section 1 Sections 601 and 604 of chapter 21 of the Laws of 1909, entitled "An act relating to education, constituting chapter 16 of the Consolidated Laws," as amended by chapter 140 of the Laws of 1910 and chapter 747 of the Laws of 1913, are hereby amended to read as follows:

§ 601 **Establishment of such schools; directors of agriculture, mechanic arts and homemaking.** The board of education of any union free school district shall also establish, acquire and maintain such schools for like purposes whenever such schools shall be authorized by a district meeting. The trustees or board of trustees of a common school district may establish a school or a course in agriculture, mechanic arts and homemaking, when authorized by a district meeting. The board of education of a city, town or union free school district, not maintaining a school of agriculture, mechanic arts and homemaking, may employ a director of agriculture. The boards of education or trustees of two or more districts or towns may by joint contract employ such a director and determine in such contract as to the portion of the compensation which is to be paid by each district. The qualifications of a person employed as such

director shall be prescribed by the Commissioner of Education, as provided by law in respect to teachers employed in public schools of the State.

§ 604 **State aid for general industrial schools, trade schools, and schools of agriculture, mechanic arts and homemaking.**
 1 The Commissioner of Education in the annual apportionment of the state school moneys shall apportion therefrom to each city and union free school district for each general industrial school, trade school, part-time or continuation school or evening vocational school, maintained therein for thirty-six weeks during the school year and employing one teacher whose work is devoted exclusively to such school, and having an enrolment of at least fifteen pupils and maintaining an organization and a course of study, and conducted in a manner approved by him, a sum equal to two-thirds of the salary paid to such teacher, but not exceeding one thousand dollars.

2 He shall also apportion in like manner to each city, union free school district or common school district for each school of agriculture, mechanic arts and homemaking, maintained therein for thirty-six weeks during the school year, and employing one teacher whose work is devoted exclusively to such school, and having an enrolment of at least fifteen pupils and maintaining an organization and course of study and conducted in a manner approved by him, a sum equal to two-thirds of the salary paid to such teacher. Such teacher may be employed for the entire year, and during the time that the said school is not open shall be engaged in performing such educational services as may be required by the board of education or trustees, under regulations adopted by the Commissioner of Education. Where a contract is made with a teacher for the entire year and such teacher is employed for such period, as herein provided, the Commissioner of Education shall make an additional apportionment to such city or district of the sum of two hundred dollars. But the total amount apportioned in each year on account of such teacher shall not exceed one thousand dollars.

3 The Commissioner of Education shall also make an additional apportionment to each city and union free school district for each additional teacher employed exclusively in the schools mentioned in the preceding subdivisions of this section for thirty-six weeks during the school year, a sum equal to one-third of the salary paid to each such additional teacher, but not exceeding one thousand dollars for each teacher.

4 The Commissioner of Education shall also apportion in like manner to each city, town, and school district employing, or joining in the employment of, a director of agriculture, as authorized by section 601 of this chapter, and establishing, maintaining and conducting an organization and course of instruction in such subject, approved by the Commissioner of Education, a sum equal to one-half of the salary paid to such director by such city, town or district, or by two or more of such towns or districts, not exceeding in each year the sum of six hundred dollars for each director employed. Where the apportionment is made on account of a director employed by two or more towns or districts, it shall be apportioned to such towns or districts in accordance with the proportionate amount paid by each of such towns or districts under the contract made with such director.

5 The Commissioner of Education, in his discretion, may apportion to a district or city maintaining such schools or employing such teachers for a shorter time than thirty-six weeks, or for a less time than a regular school day, an amount pro rata to the time such schools are maintained or such teachers are employed. This section shall not be construed to entitle manual training high schools or other secondary schools maintaining manual training departments, to an apportionment of funds herein provided for.

Any person employed as teacher as provided herein may serve as principal of the school in which the said industrial or trade school or course, or school or course of agriculture, mechanic arts and homemaking, is maintained.

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