

The **AGRICULTURAL EDUCATION** *Magazine*

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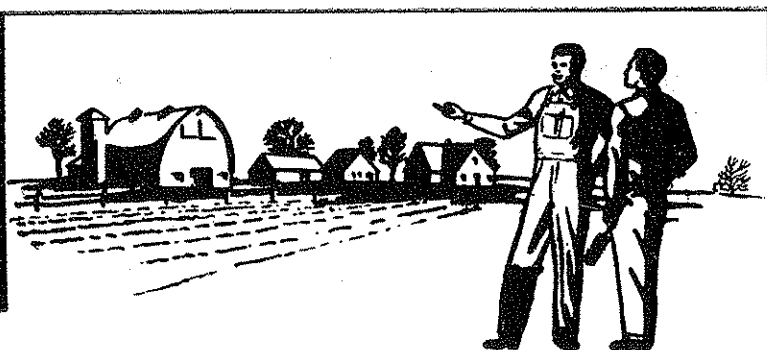
NUMBER 1

*Featuring - Improving
Public Relations*

Picture Legend, Page 8



The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

THE INTERSTATE  DANVILLE, ILL.

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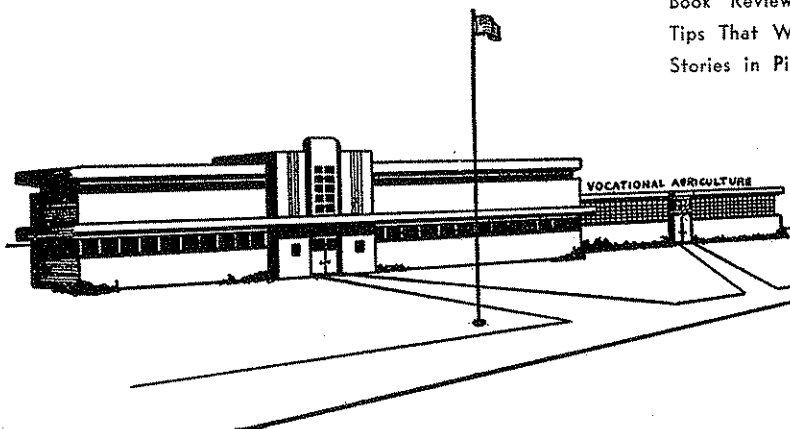
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Editorials

Guest Editorial

E. R. McINTYRE, Madison, Wis.*

Too few of us realize that in the vocational agriculture teaching and student field today we possess a new and additional power for good in agricultural extension work. It is a virile power of strategic importance. That's not just because the total number of vocational agriculture instructors in our high schools—regular, young farmer, and adult classes—is about twice that of the entire agricultural extension personnel services of the country. Numbers alone never answer problems.

Rather, it seems to me, the vitality of the vocational teaching program in agriculture is because it reaches and holds and directly influences older youth who are on the threshold of active careers in farming or related work. You say at this point—"And so what? So does 4-H club work."

But in saying that you forget that the quality of the instruction and the organized facilities of the high school as part of the rural community are bound to be considerably more effective and valuable than the sporadic efforts of volunteer club leadership. Even that is not all, either. The programs of Future Farmers, the instruction given to farm boys not in school, and the lessons for active adult farmers combine to give the vocational department a strong and vital hold on the attention and respect of older boys.

Moreover, vo-ag leaders associate daily with youth facing close to that critical age of 18 years—the time of decision as to which comes first and foremost—military training and incidental schooling thereto, or finishing high school and entering college. There are few groups of youth advisers today in our country communities who exert a stronger influence or have a chance to do so with youth at the crossroads than the vo-ag instructors. That's extension hooked up to a lifetime decision, and few teachers or rural leaders have such a responsibility and a privilege to guide and mold men who make the future.

It is not my desire to compare vocational agriculture with extension services in agriculture. Both occupy a place of trust and responsibility. As a rule locally these forces for welfare work well together as a united team. Hundreds of vocational teachers have gone into extension service careers and look back at their high school experiences for renewed confidence and courage.

But there is evidence around us that agricultural extension believes it must expand and grip problems better locally, meet and confer with individual farmers by townships and quarter sections, dig deeper and be more specific. Michigan, for one, has begun a test of the township county agent idea leading in that same direction.

Vocational agriculture has been doing just that more or less for many years. They are doing it with

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*Mr. McIntyre has been with the U.S.D.A. as Information Specialist. For 25 years he wrote the editorial item appearing each month in *Better Crops with Plant Food* under the pen name—Jeff McDermid. Upon retirement last December he became associated with *Agricultural Leaders' Digest*.—Ed.

Vo-Ag and General Agriculture Are Different

CHARLES E. KING, Graduate Student, Michigan State College

I read with great interest the guest editorial written by Herbert Schaller in the March issue of the *Agricultural Education Magazine* in which he presents three points as a challenge to vocational agriculture. I congratulate him on such a timely article—a part with which I agree and other parts with which I disagree.

No doubt he is justified in criticizing the emphasis that has been placed on "the dollar sign" in publicizing the FFA activities. We want good relationships with all people, people in industry as well as our own farm people. The best public relations that I know of consists of carrying out a well organized program of instruction for the out-of-school groups and the high school boys and involving the people in the community in this program in vocational agriculture. Necessarily, vocational agriculture teachers should continue to inform people through the various mass media, but why not publicize good farming programs, adoptions of approved practices, and changes in behavior of people as a result of instruction rather than "the dollar sign"?

I would further agree that the leadership training, participating experiences in democratic action, and many other activities would be advantageous to all boys and girls. Assuming that all of these activities and many others of the FFA would be advantageous to all high school students, what is to prevent local administrators from making them available to other students—not members of the FFA—through classroom and extracurricular activities? Certainly, the FFA has no monopoly on parliamentary procedure and committee training. In fact, most agricultural teachers would be glad to help organize such a program for the other students.

Perhaps, I have interpreted Mr. Schaller incorrectly, but I fear that we do not agree on the objective for vocational education in agriculture. Vocational agriculture was designed to offer *vocational* training in agriculture; not to present general agricultural information to all persons having an agricultural interest. My personal concept of the objectives as related to high school boys is "to direct the learning process of individuals to bring about a change in behavior that will lead to proficiency in farming and farm living." At the present time I do not know of any evidence which would make it desirable to change this objective. In fact, I recommend that instructors counsel each boy by explaining the purposes and objectives of the agricultural program in detail and be reasonably certain that he understands them prior to enrollment in vocational agriculture. This procedure will not eliminate the "town boy" from taking vocational agriculture if he has a vocational interest and can secure facilities for a supervised farming program which can be increased in scope annually.

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Public relations that count

You owe the community, the school, your pupils and yourself attention to public relations.

JOHN L. EATON, Graduate Assistant, Pennsylvania State University



John L. Eaton

THE things which count the most are the things you cannot count," declared a famous sociologist, and with those words he supplied a maxim valuable in public relations.

Sound ethics, and a sincere desire to serve the public are the first requisites of good public relations. There is great truth in the saying, "Public relations begin at home." In public relations work the institution and students are your product, and every successful salesman knows the futility of trying to sell shoddy merchandise.

As any family scrapbook will attest, people love to see their children's names in print. The interest in children, however, goes farther than that. Even people who have no children like to read stories about them. This fact is no secret to newspaper editors, and they are always ready to welcome stories about the newsworthy activities of children. What could be more perfect from the viewpoint of the school publicist?

Maintain a File

The instructor of vocational agriculture is called upon to do a great deal of public relations work. If he is "on the ball" he will have a file where he keeps clippings, bulletins, displays, and other public relations materials. Should the need arise for a radio script, television material, or a press release he can immediately dig out something appropriate that can be used as a guide. The teacher with files of "meaty" notes is able to produce acceptable material much more quickly and easily than the one who depends upon his memory and creativity alone.

The literary quality of the material must be up to the best standards of the profession of journalism. A press release should be typewritten or mimeographed on one side of the sheet only and double spaced for convenience of reading and editing. Start the release halfway down the page, the theory being that if it is written so that it can be printed with only minor editings, the editor will have room to write a headline above the story. It should also indicate *clearly* that it comes from the local vocational agriculture department.

Value of Visitations

The farm visitation provides the vocational agriculture teacher an opportunity for public relations that is not enjoyed by many of the other faculty members. This closer contact with the boy's parents gives him a wider and more intimate acquaintance with the community.

The more people he knows, who have had a favorable attitude toward him, the wider his sphere of influence and opportunity to interpret the school to the community and to promote better relationships between the school, the parents and the boys.

Many Avenues of Approach

The public relations program must sub-divide its appeal, and present it through the widest possible variety of avenues to the public. That these avenues must be existing avenues is both a limitation and an opportunity. The press, radio, farm shows and television are some of the most used avenues that reach the general public.

Radio presentations are good public relations. It requires much less effort to listen than it does to read. The human voice, too, has a dramatic appeal that no printed page can capture.

Simplicity is the essence of good radio script writing. A word or phrase which looks well on paper may sound silly or strained when it comes from a loud-speaker. The average person, when setting down his thoughts in writing, "sees" what he has said. An experienced radio writer, on the other hand, will tell you that he "hears" his copy as he writes it.

Television, which allows a person to see and hear events taking place in any part of the country, is, without a doubt, destined to be the greatest medium of communication yet devised. To the sound of the radio, it adds the eyes of the camera. It is exciting and attention compelling. Retention is multiplied. It is a well-known fact that a learning experience is much more meaningful if the learner is interested.

The vocational agriculture classes and the FFA can produce educational TV projects which are of educational value to the community but at the same time supply priceless public relations. TV displays what the boys are doing, what they are learning and what the objectives and purposes of the vocational agriculture program are. The effective use of television in education and public relations will be largely dependent upon the imaginative thinking of the vocational agriculture teacher.

These are only several among the many public relations devices that are in use by vocational agriculture departments. The Parents-Sons banquet, school assemblies, public speaking contests, participation in service clubs and many others are being used every day. Each activity may be focused on a separate public within a community.

Personal Qualities Are Important

The vocational agriculture teacher endowed with a winsome personality and a quick smile has a valuable public relations asset. Neatness of dress, speaking ability, a community "mixer" and a

mature philosophy of life are attributes of a successful vocational agriculture teacher. All these activities together work into the mosaic of an effective public relations program.

Publicity is important, but it should be sought and used for constructive educational purposes, never as an agency of personality projection or of student exploitation. An effective vocational agriculture public relations program is a functional activity, whereby the school is made aware of community conditions, needs and aspirations, and the means whereby the people are continuously informed of the purposes, value, conditions and needs of the vocational agriculture student in terms of his farming program and his eventual establishment in farming.

In a democratic, industrialized, interdependent civilization such as ours, the people's schools must prepare the people's children for more effective individual and collective living through focalized personal experience with the process of living. Public relations can and should be used as an educational means of acquainting the general public with the vocational agriculture program and to interpret fairly its whole philosophy as a part of the modern, life-centered school. □

Editorial - -

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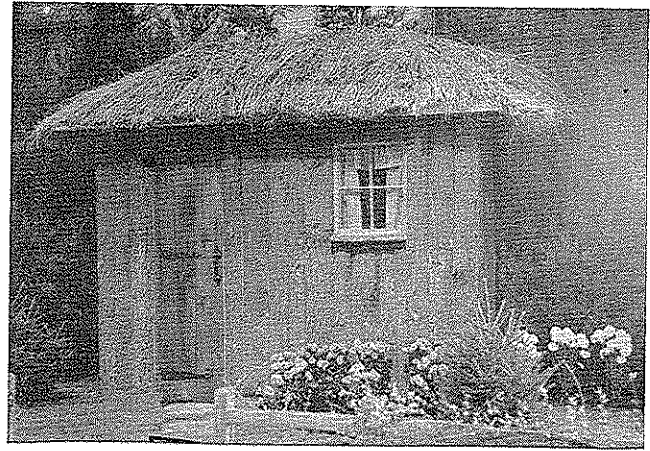
What is the solution to the criticism by Mr. Schaller as I understand it? One solution would be to provide training for the related farming occupations through a cooperative training program. Courses in General Agriculture or units in other courses of such length as is desirable to meet local needs would provide the necessary related information and understandings of Agriculture. This plan would permit direct training in the chosen occupations rather than the indirect training that would be provided by vocational agriculture courses. Also to place students with a general agriculture objective in a class with those having a vocational objective would be detrimental to both groups since their objectives and the types and intensity of participating experiences would differ. Individualized instruction would decrease because of numbers, and sufficient time to give this type of instruction has been one factor which has helped to improve the quality of the vocational agriculture program.

We in agricultural education have a responsibility to utilize our experiences and give our support in helping organize such courses for persons having a general agricultural interest. In Michigan the Curriculum Planning Committee for Agricultural Education is now studying the entire agricultural education program to devise plans and procedures for offering the best educational program to meet local needs whether it be the federally reimbursed program, a non-reimbursed program, or a general agricultural curriculum. □

Articles for the Magazine are due three months in advance of publication.



This first prize garden planned and prepared by Francis Almeida is being inspected by two students of the Bristol School.



This rustic garden arrangement won fourth prize for Carl Shepard in the student exhibit.

Flower show has public appeal

A County School reaches several thousand people through its annual exhibit

CHAS. F. OLIVER, Teacher Education, University of Massachusetts



Chas. F. Oliver

THE Annual Fall Flower Show put on by the Bristol County Agricultural School, Dighton, Massachusetts, for the past fourteen years has been an excellent means of bringing the work of the Floriculture and Ornamental Horticulture De-

partments of the School to the attention of the general public in that County. The event last fall was held on November 10, 11, 12, and in spite of some very bad weather, attracted 7,500 people.

The Show last fall covered 10,000 square feet and had 234 different exhibits divided into twenty-one classes. The first fourteen classes, with 205 exhibits, were for students of the School only with one class exclusively for Freshmen. The other classes were for com-

mercial florists and nurserymen, garden clubs, and their members, and other interested individuals. Many of the commercial men in the County are alumni of the School and give the Show their whole-hearted support.

Awards Are Made

Ribbons were awarded to the first four worthy entries in each class. In addition, sterling silver pieces, merchandise, and cash awards were made to thirty-six outstanding exhibits in the Show through the courtesy of the commercial concerns and garden clubs of the County. These prizes were valued at more than \$200. A Sweepstakes Award for the pupil receiving the highest number of points in the Show was a beautiful ten-inch Bronze Bowl which was awarded by The Bristol Chapter of The Future Farmers of America.

No general admission was charged, but three fund raising activities were carried on during the Show. The Bristol FFA Chapter operated a tea room and

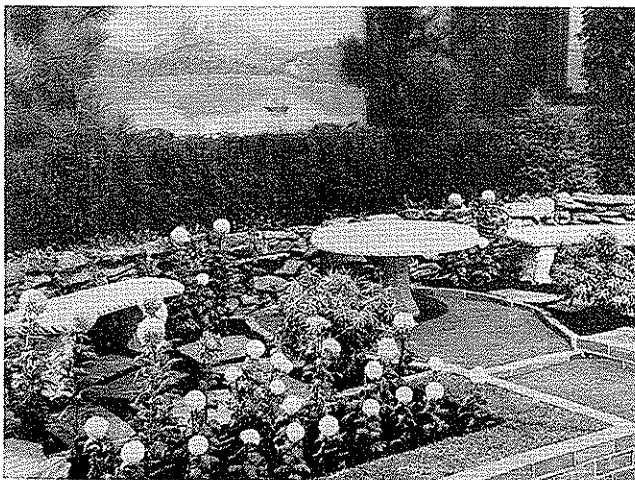
pop corn concession from which they realized a profit of \$188.39. The Senior class sold corsages, fall flowers, and potted plants on a concession basis which netted them \$187.27 for their class fund. A Scholarship Fund Box was set up in the main exhibition hall with a small sign explaining the purpose of the fund, and the general public deposited \$251.80 in the box on a voluntary basis.

Publicity Is Important

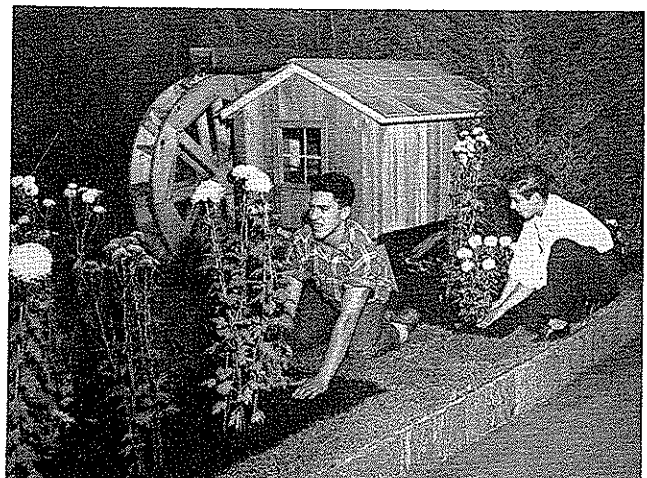
The publicity for the Show was well planned and executed which added much to its public relations value. Twelve hundred printed announcements of the Show were sent to Garden Clubs, Granges, Women's Clubs, Alumni, and State and County personnel. Four hundred posters were placed in strategic spots around the County. Three hundred and fifty bumper signs were attached to cars of students, faculty, alumni, and interested friends. Personal letters were sent to all commercial florists, dealers in horticultural supplies and nurserymen in the County. Starting two weeks before the Show, regular news releases were sent to the thirteen newspapers and eight radio stations in the County.

The Show was managed by Karl W. Stritter, Head of the Floriculture Department, but every member of the staff and all the boys in the School cooper-

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Much favorable comment resulted from this second prize arrangement made by Norman Gouvica.



This unusual garden scene was awarded a "Special Award." Two students of the school are putting on the finishing touches.

Your public relations are showing!

This is the conclusion reached by agriculture teachers in northwestern Pennsylvania

ROY C. BUCK, Ass't. Prof. of Rural Sociology, Pennsylvania State University, formerly Vo-Ag Instructor, Claysburg, Pa.

PUBLIC relations is not a new idea. However, it has only been since World War II that people have really become public relations conscious. In almost every firm, regardless of type or size, public relations is considered in the plan of operations. Courses are being offered in universities which emphasize the general area and every year graduates are being employed as public relations men. The idea, even more recently, is being taken up by the local community and the various agencies and institutions which go to make it up. Schools, churches, civic clubs, PTA's all have, or are developing, public relation programs.

What Does Public Relations Mean?

All those things which are deliberately planned to enlist public approval and support for a plan of operation developed by a person or organization may be considered public relations. In addition public relations means or involves the cooperation with other persons or organizations to the extent that there is mutual interest in each other's program and, no less important, mutual respect and approval. This is the planned part.

There is another level of public relations which often is not considered. Let us call this level unplanned public relations. Before we proceed further on this point it needs to be made clear that we don't have a public relations program today and none tomorrow. We can't say that we are going to start a program or that we have finished one. Public relations as it actually works out is a continuous process.

Each of us has a public relations program whether we want it or not or whether we realize it or not. Anyone who is in contact with other people is involved in and indeed has a public relation program. Other folks are continually evaluating our behavior and drawing conclusions; some favorable, others unfavorable. Do you see why we have to consider the unplanned aspect?

Thus public relations in its broadest sense is part of the day-to-day life of each person and group. It involves two general categories; those things which are more or less deliberately planned and those things which constitute the day-to-day routine of living.

Objectives and Public Relations

Another point which may not be evident at first is that public relations programs are directly related to the objectives of the person or group which is carrying out the program. It is important in planning public relations programs that objectives be explicitly spelled out in order to encompass them effectively in the program. The point of view, of

course, is that a public relations program should facilitate the attainment of goals and objectives. In fact, this is probably the basic motive behind the effort. Programs, no matter of what nature, need to be oriented to a set of objectives.

It is generally true that we do those things which we predict will support or enhance our position in society. We look for signs of group approval and adjust our behavior in order to elicit the kinds of responses which we think are necessary to our feeling of well being. This is also true on the organization level. Programs of activity are adjusted to evoke the approval and support of other groups and society as a whole.

Now, how does this all relate to public relations? The answer is simple. What we deliberately do by way of public relations is closely related to the objectives or ends we have in view. We may just as well be forthright and recognize that these objectives are not always altruistic. Inward facing, self centered persons and groups have public relations programs too!

Not One, But Many Publics

Essentially, the problem of public relations is involved in this question: "What do we want people to think about us or our organization?" We can substitute for people, words such as farmer, the church, the school, government, lodge, Republicans, Democrats, older folks, or any other group or category of persons which strike our fancy. We are interested, you see, not necessarily in terms of the general public, but in its components. It is not very practical to think of a generalized public. Public relations efforts are most effective when specific publics are planned for and included in program development.

This idea of breaking the public down into specific publics makes it easier to think more concretely about what ought to be done to enlist the support of specific groups or to enlist their cooperation. If, for example, we think of the farmer as a public, we might think through rather specifically just what we want farmers to think about the program of vocational agriculture. Once we have these objectives outlined, and objectives are just what they are, we are ready to consider the kinds of action which will most likely bring about the kinds of farmer responses we desire. What do we want business people to think about vocational agriculture? What do we want colleges and universities to think about vocational agriculture?

While it may not sound "nice," public relations program are problems in "engineering." Attitudes are to be al-

tered, reinforced, or done away with. Unfortunately, the public interest is not always benefitted. However, it is generally assumed that public relations programs are developed in a way that no one group will be served at a great expense or detriment to another.

The reader may conclude that we have contradicted ourselves in this section. We have not. But we do need a word of explanation. Once specific publics have been planned for, the whole needs to be integrated into a generalized program of effort which will maximize the public good and minimize selfish ends. "Lopsided" programs may get us into real trouble.

Further on this point, we need to make clear again that inherent in all public relations programs is a more or less selfish motive. We are interested in the welfare of the public to be sure. On the other hand, we are interested in securing our position within that public. The two points of emphasis are not separable in our day-to-day life. It is a matter of emphasis and the recognition that the emphasis may change as the situation changes or as time passes.

Change Is All Around Us

As time passes things change, especially things that are social. Within the framework of public relations we must be especially mindful of this. Some publics cease to be significant. New publics enter the picture. Public relations programs need to be sensitive to changes in the times. They need to be dynamic! The word, *dynamic*, is used with "poetic abandon" these days. Here we are using it to mean simply that it is a good idea to take the "public's pulse" with regard to our activity as agriculture teachers; then have the courage to do something about it if it doesn't "sound right."

Since the turn of the century we have experienced a tremendous revolution in agricultural technology. This is not only true at the production level but also in terms of processing and distributing. There is certainly no end in sight as to what the ultimate outcome will be. The old hoe farmer, like Scarlett O'Hara's civilization, is "Gone With the Wind." One of the most important facts to remember is that farming today is a *business*. The word *business* implies a lot. We won't take the time here to discuss it. But agriculture teachers need to keep this in mind when they develop programs of action to enhance public support.

Public Relations and Publicity Are Not The Same

It is generally wise to consider publicity a part of the public relations. Publicity is more strictly concerned with "sales and advertising" technique. It is an important aspect of public relations but not the whole effort.

In many cases vocational agriculture departments can publicize their accomplishments even more than at present. But do not enter into a publicity race with some other group. This approach may ruin what position you have in the eyes of the community. You see, you may not "come out on top."

Publicity, as suggested earlier, is one

Let the newspaper help you

A Newspaper Columnist offers practical advice on stimulating Public Relations.

TED TOWNSEND, Columnist and Farm Writer, Utica (N. Y.) Daily Press

DURING the past school year, over thirty Chapters of Future Farmers in Central New York, told the public the story of their activities. As a result the folks in the various communities have a much clearer picture of the Future Farmer organization and its individual members. Once a week, on each Monday, an article appeared describing a particular Chapter. A picture of officers or individuals working on projects appeared with each article.

Every Chapter had the same opportunity to tell of their organization and some accepted the challenge and really "went to town" in describing the work of both Chapter and individuals. Some of the material was just so-so and it was about the same with the pictures. We took whatever was suggested, and only one out of the entire group asked to have a picture of the entire membership.

We figured this series of articles would be of interest to parents and friends. Then we thought the folks in the School District would read them, and finally the business and professional men closely connected with agriculture and those in rural communities. When you get right down to it that's just about everybody and his brother.

What to Tell

We gave the opportunity for the secretary or reporter, assisted by the advisor, to tell just about anything. We suggested listing the officers and telling about their projects. For instance the President was carrying on a dairy project. He owned seven head of stock, with three milkers. He had three heifers, and was raising a pure bred bull. Milk was sold and he received his own milk check. He worked for Dad in the summer and out of school hours to pay for the feed used. A secretary had a poultry project. Each year he secured day-old mixed hybrids. Broilers were sold and he developed quite an egg business. He wants to operate a poultry farm on graduation.

We asked for the history of the group, and honors received. Where were the "alumni" or one-time FFA members? Were they farming it? There was opportunity to describe exhibits at fairs, to tell of showmanship awards, to describe demonstrations given by teams and members. They told of attendance at State and National sessions. The boys were asked to list any County and State officers, also degrees earned including the "American Farmer" award.

The "tie-up" with the community made good reading, such as the Banker's Calf awards, and the Kiwanis Club that gave day-old chicks. Some of the clubs held a "give-back" day when each boy who had 25 chicks brought back one all dressed, ready for the oven.

Pictures Add Interest

Then we pictured what boys made, such as brooder houses, wagon or truck boxes, a thirty-foot elevator, and silage carts. One Rotary Club gave awards for the best projects completed.

One Chapter holds a "Family Night," and with parents present, an award of an Honorary Membership is presented. That's fine publicity and the recipient doesn't forget that the local boys honored him. I know for I received an honorary membership, and I'd part with it about as soon as with my right arm.

There are certain steps that should be taken to make your community conscious of its Future Farmer Chapter. You have the medium of the newspaper and in most cases the editor is delighted to tell the world of your activities. Have someone, your reporter probably, contact the newspaper and find what individual will handle your news. Find how long an article he can use, whether you can send him pictures, or whether the newspaper will take them for you. Find out the "deadline" so that your material will reach the office on time. Also find out if one day is better than another for general material. Send in stories well in advance of your meetings you wish publicized. Then right after your meeting, send a complete story on the events as they happened.

Good stories can come from your members who receive honors; the out-of-the-ordinary projects; your school fairs; the election of officers, with pictures if possible. That calf presented to a member by the bank; your annual meeting and selection of honorary members all make news.

You publish your activities; that stirs up things so you have more activities. This all leads to a better Chapter; and your community learns of your efforts. And that makes toward a better relationship, and believe it or not, folks say, "A Live Future Farmer Group, over in our neck of the woods"

Your Public Relations—

(Continued from Page 6)

of the ingredients in a public relations program. Use it in a way that will most effectively gain the objectives your group has set for itself.

Public Relations Need Not Be Elaborate

The "big deal" approach to public relations is not always appropriate nor is it always effective. The FFA, for example, is supposed to teach, or give boys experience in leadership and responsibility. An English teacher may find that those boys who are active in FFA work are more at ease in front of her public speaking class than the other students. On the other hand, lessons in re-

sponsibility may show up in prompt and neatly done history papers. These may seem like little things, but aren't English and history teachers significant publics? Indeed they are.

Vocational Agriculture Has Some Special Advantages

The program of vocational agriculture has several advantages when considering special techniques of public relations. The supervised farming program is one very obvious area in which many things can be done to attract and gain the public's support. What can be better than creating a feeling of public responsibility in aiding young men to become established in farming?

The FFA has already been mentioned. This organization, probably more than any other in the rural high school, can serve the community by giving young men experience in organization participation and leadership. The FFA can teach organization "etiquette" and the meaning of the majority vote.

Farm shop has public relations value. The idea of creativity, boys making things with their hands, is valued by many people in our society.

Agriculture teachers need to be cautioned not to lean too heavily on these special attributes of the vocational agriculture program. There is, you see, a general education responsibility and numerous publics who value general education.

Supervised farming programs, FFA, and farm shop need to be considered "vehicles" or means for giving young people the kinds of experience necessary for them to take their place as valuable, contributing members of society. These activities cannot be thought of as ends in themselves. If they are, agricultural teachers become little "empire builders" within the broader educational framework. This does the young folks a real hurt as well as the profession of teaching—poor public relations!

This has been a rather sketchy survey of the public relations concept as it applies to the program of vocational agriculture. Much of what has been said applies to any agency or organization. The important thing to remember is that public relations, as well as other problems in human relationships, can be attacked rationally, and from a scientific point of view. We all need to develop the habit of approaching problems in human relations in this way. Effective living with our associates is underpinned with sound principles just as surely as our agricultural technology. We must bend every effort to search them out and use them to help in making living together a happy, rewarding experience. □

Theme for August

Preparation for Citizenship Through Vocational Agriculture

Some Pro's and Con's of the livestock show as a means of public relations, and the effect upon your program.

Why participate in large livestock shows?

ARNOLD FOSTER, Grad. Student, Sam Houston State Teachers College

SHOULD we as vocational agriculture instructors encourage students to secure projects for the purpose of participation in large livestock shows rather than for units with which to develop skills and improved practices under natural profit and loss conditions?

The larger shows at the present time have some conditions that need to be corrected before they can serve a purpose for the average boy. These shows have become very superficial in nature and are now serving the "money class" of people.

It is true that livestock shows have a place in our program. But we should be concerned mainly with small shows such as county fairs, club shows, etc. These bring together people who have a common interest in what is taking place within the community. Also, the smaller shows offer a truer picture of the animals as they actually exist on the farms, whereas, in larger shows you have animals in an unnatural condition. The local show also gives more students an

opportunity to participate than do the larger shows.

Consider the Values

Through small shows or without shows altogether you create a truer sense of values. When you buy expensive animals and incur large expenses in preparing them for the show you have to depend on certain people to buy the animals at a high price in order to keep the boy from losing money. This creates a false sense of values and tends to destroy our goal as instructors. This type of condition does not exist on the farm, so let's face realities instead of making every show project an insured profit before it is begun.

The vocational agriculture program has been set up for the purpose of teaching students better methods of farming along with helping them become established in agriculture. Therefore, when unnatural conditions are used as the basis for teaching farming methods, the student has been penalized more

than he has been helped. It is probably better in most cases for a student to sustain a loss under natural circumstances than for him to obtain a profit under synthetic conditions. In most instances the student will gain as much practical experience and stand a better chance of making a profit if he never enters a large show. An effort should be made on the part of agriculture teachers to have the students manage their projects as self-supporting enterprises.

Future Versus Immediate Ends

It would be much better for a boy to buy an animal or two as a foundation for the future than to buy a calf each year to sell at a show.

Another detrimental factor involved in the show project is the amount of time spent at the expense of other projects and supplementary farm practices.

Probably the greatest fault of the shows is that in many instances the show animals cannot measure up in production to the animals that never enter a show ring. Wouldn't you rather have animals that give production than those that only win show ribbons?

Our shows will be much better off when the animals are judged also on efficiency and amount of production rather than on looks altogether. Until this time comes, livestock shows are failing to fulfill the greatest goal of the producer which is more efficient production. □

Livestock shows can be improved

Are We Using Our Livestock Shows to Their Best Advantage?

BILLY M. ROBINSON, Grad. Student, Sam Houston State Teachers College

WHAT is happening to our self-respect and pride? All of us as Vocational Agriculture teachers realize the great need for improvement and showing of livestock. Should we buy beef calves to feed for the shows and expect high synthetic prices or spend more time on breeding livestock for the future and help our boys establish themselves in farming?

Without the show the early as well as the present day breeders would not have had any way of comparing individual animals with other animals of the same breed.

Let us look at some of the reasons why shows are necessary.

1. Shows bring breeds and breeders together to exchange ideas.
2. They provide a medium for advertising to the breeder.
3. The show gives the breeder and people of the community a desire to raise better livestock.

Some Needs for Improvement

These reasons are enough to warrant the continuation of livestock shows, but we would like to list some disadvantages that we think would justify improving our shows.

1. Clever fitting and showmanship can bring out strong points in a show ring.

2. Defects are sometimes remedied by artificial methods.
3. Show-winning animals often place an artificial set of values on themselves and their offspring.
4. Types in the show ring often change because of fads.
5. In the show ring there is no opportunity to praise the breeding value.
6. Too often fitting for the show demands a departure from the natural.

Our aim in teaching Vocational Agriculture is to establish boys in farming. Then our aim in developing livestock projects for the show should at the same time help the boy become established in livestock production.

We have let our shows become commercialized. In too many cases we cannot see the true value of an animal, because by artificial means the inherited characteristics have been covered up. We should strive to develop more projects in breeding stock and the baby beef projects should be judged more for dressing percentage, carcass quality, rate of gain, and economy of gain. In our opinion shows will be very valuable to the boy when animals are shown for true breed type and production qualities.

In judging projects we would like to see these points followed.

1. Do not demand over-fitting.
2. Do not demand over-finish.
3. Placings should be made on type and production records.
4. The judge should give oral reasons.
5. Provide more classes of finished meat animals for carcass judging.

In a situation similar to this the interest of the boys will develop toward a better livestock program. They will gain experience that will be of great help in establishing themselves in farming.

Guest Editorial - -

(Continued from Page 3)

their student and farm relationships and their adult instruction, plus the veteran training courses. Hence it is time to get a true picture of vocational agriculture departments in relation to farmers and their eagerness for new facts and formulas. Vocational teachers are indeed a mighty influence which has been a sound investment through the years. They stand on the first line of power in agricultural extension movements. □

Cover Picture

Desirable public relations are created by exhibits of well-groomed, quality animals. Lee Gleasman, former President of the FFA Chapter at Rockton, Illinois, is pretty serious about the clipping operation on his purebred milking shorthorn heifer to be shown in the Ag Fair. Picture by I. M. Huggins, Vo-Ag Instructor, Rockton, Illinois.

Cooperation improves public relations

Promoting public relations through an attractive cooperative community fair

WILLIAM W. MILES, Vo-Ag Instructor, Damascus, Maryland and
ARTHUR M. AHALT, Teacher Education, University of Maryland



Arthur M. Ahalt

The first public relation feature is that of sponsorship. The Fair is sponsored by the Future Farmers of America, the Parent-Teachers' Association and the Maryland State Fair Board. Each year the State Fair Board allots money to this Fair and the Parent-Teachers' Association accepts the responsibility for supplementing this amount to complete the finances of the project. As their share the FFA assumes the responsibility for planning and publicizing the Fair, taking care of entries, assisting the judges and awarding the prize money. Through this cooperative arrangement the patrons of the entire school become a part of the activity, which helps to stimulate interest and enthusiasm. By having the PTA work with the Vocational Department the event becomes what the name implies, a Community Fair.

Many Forms of Cooperation

The community cooperates in many ways to help make the fair possible as well as successful. The PTA allows a stipulated amount in their annual budget for the Community Fair and in addition raises funds by calling upon the various civic organizations, businesses, and professional people of the area for contributions and help. For instance, the local Electric Company provides the freezer for the refreshment stand, the lumber company lends materials to be used for display purposes, and other merchants donate products or services to be used as premium awards.

The Fair is recognized by the community as being an outgrowth of the educational program of the Vocational Agriculture Department. Classes are

provided for household and agricultural products, as well as hobbies and crafts. Rows and rows of chickens, guineas, turkeys, hay, grains, potatoes, apples, preserving, canning, baking, and sewing blend to give an atmosphere of a true county fair.



William W. Miles

provided for household and agricultural products, as well as hobbies and crafts. Rows and rows of chickens, guineas, turkeys, hay, grains, potatoes, apples, preserving, canning, baking, and sewing blend to give an atmosphere of a true county fair.

Decorations Are An Asset

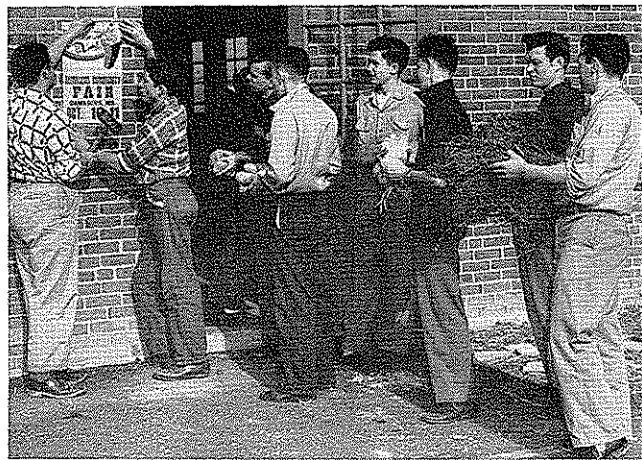
A feature that receives much consideration each year, and which plays a big part in public relations, is the scheme used by the FFA in decorating and arranging the exhibits. The fair is held in an attractive brick barn (obtained through the postwar surplus program) near the Vo-Ag building on the school grounds. The interior of the barn is decorated with building paper of different colors. For example, the FFA colors of blue and gold were used one year; another year the colors were green and yellow. These base colors are changed from one year to another to give variety, but are predominantly fall colors to harmonize with the season of the year.

Since the Damascus Community Fair reopened after the war, the FFA has gradually made, painted, and purchased attractive containers to suit the various classes of exhibits, such as chrome trays for corn and plates painted in different colors for fruits and vegetables. In placing the exhibits, the colors are arranged for a harmonizing effect, with the decorations and painted plates being arranged to provide color contrasts, such as red tomatoes on blue plates and green peppers on yellow plates.

Attract Attention

In arranging exhibits in the barn care is taken to see that all products are easily visible. A colorful eye-catcher is located fairly near the entrance and other eye-catchers are distributed throughout the building to encourage visitors to keep moving. All large exhibits are placed on the outside of the exhibit space and small exhibits in the center to keep the outside high and the center low.

When all racks and tables have been filled with the exhibits many sharp edges and blank spaces are to be found on the exhibit floor. These are hidden and smoothed out, or the harshness removed, by carefully placing small cedar trees, branches of fall leaves, corn fodder, and



Members of the Damascus Chapter, with some of the exhibit materials for the Fair, shown at the entrance of the Ag department building where the Community Fair is held.

similar decorations in the blank spaces. This latter procedure has been found very helpful in giving the fair a "finished look."

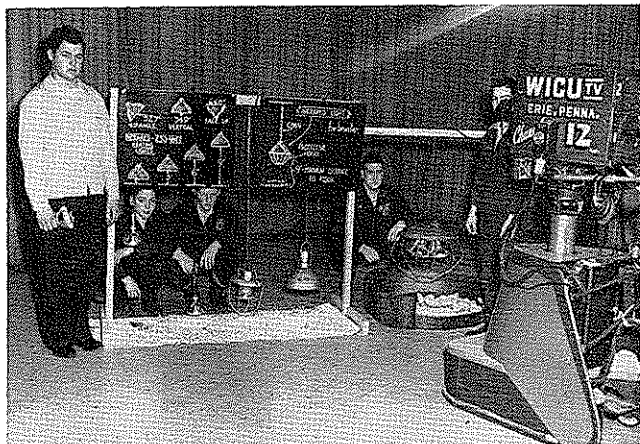
An important feature of the Fair is the "Court of Honor," a collection of the grand champions in a prominent place on the exhibit floor. It must be set up last, after the judges make their selections. Attention is directed to the "Court of Honor" by the use of strategically located spotlights. Smaller spotlights are used throughout the building to emphasize exhibits and increase the effectiveness of the color scheme.

Effectiveness Increases

As an indication of the effectiveness of the Damascus Community Fair as a public relations activity one needs only to take a look at the number of entries and visitors over the years. In the early years of the Fair there were only a few hundred entries, and a like number of visitors. Last fall there were approximately 1,600 entries and over 2,000 visitors.

A very important public relations activity is newspaper publicity. The Damascus Community Fair has received its share of such publicity. The community is served by the Washington and Baltimore daily papers and a write-up has always been found in a prominent place in these papers for several days in succession. In fact, the Fair has rated front page headline space and pictures on several occasions.

In summary, the Damascus Community Fair serves a dual purpose. First, it provides the boys of the Future Farmers of America studying Vocational Agriculture an opportunity to plan, organize, and accept responsibility as an outgrowth of their class room work. Second, it provides a means for the community to become aware of the program of the Vocational Agriculture Department. It should always be remembered that the essence of a good public relations program is a sound program of vocational agriculture. Damascus has always tried to conduct such a program, and the Community Fair is used as a major means of bringing this fact to the attention of the public. □



These Edinboro, Pennsylvania FFA members demonstrated the dangers of using infra-red heating lights. Lights were mounted at various distances from the floor. The first light 1 inch above the litter actually set fire to the litter during the show. The other lights 3 inches, 6 inches and 9 inches, did not set fire, although the 6 inch area charred the litter. The charts were used to illustrate. Note safety devices on lamps. Chicks were used to show safety when light is 16 inches high.



The "show-how" technique costs time and money. This huge potato grader requiring a 30-foot length of space to operate was taken into the studio by Vere Woods, a former Young Farmer member. He raises 60,000 bushels annually. The entire procedure was actually demonstrated. The camera followed the potatoes from the inlet to the sealed sacks on the floor. Each worker explained his duty along the grader. The studio help bought the 60 sacks of potatoes. This was a 15-minute show.

TV is show-business

The "emcee" should be a combination of producer and stage director who knows agriculture.

BIRON E. DECKER, Area Adviser, Pennsylvania



Biron E. Decker

THE Future Farmers of America in Erie County, Pennsylvania have completed over two years of regularly scheduled shows at the rate of 1 to 3 per week. The show is scheduled for each week at the same period.

A total of 109 shows have been presented and the subject matter has not been difficult to find.

It has become evident that one person must be responsible for organizing, producing (coaching) and coordinating the entire program. This same person must and can serve as "emcee" for the show to the ultimate advantage of the program. There is no other person who is familiar with the agricultural education program. For this reason, the matter of getting the best arrangement in the studio, the best camera shots and the most advantageous props (visual aids) must be executed by a person who has a thorough knowledge concerning the key points in the show. All of the presentations in television are "shows" in the TV world. In educational circles, we call them demonstrations, discussions, conferences, or lectures. Unless the directing engineer, the camera men and all staff members are familiar with the objective involved in each show, the key points will not receive proper attention. Studio staff members will cooperate. They want the show to be a complete success.

Plan The Program

The Erie County TV shows were or-

ganized for 12 schools, each to appear once every 12 weeks. By common agreement, subjects were selected and assigned to each school. This list was duplicated and copies mailed to people interested in the program. The Area Supervisor served as producer and "emcee" as well as coordinator. He writes 95% of the shows and suggests the necessary visual aids. The program assumes that whenever possible, regardless of the inconveniences, the "show-how" technique must predominate over the "tell-how" technique, i.e., use visual aids, real things and in real life size. Everything, including a load of hay drawn by a farm tractor, can be driven into the studio. Opportunity for a real lifelike show is unlimited in the WICU Channel 12, Erie, Pennsylvania, Station.

Arrange for Details

Although the FFA members are never allowed to read their script, they do receive a general outline which includes the key points of the show. On the left one-third of the sheet a cue is listed in the form of time. This column indicates the things that the audience will actually see. The camera man must have a guide and a cue for a close shot which is known as a "tight shot" and for an overall shot which does not reveal minute details but does give the audience a clear concept concerning the entire show. For example, a tractor on the TV screen would not reveal the spark plugs. A "tight" shot would reveal one or two spark plugs but the audience could not see where these plugs were located. Such details must be worked out with the engineers so as to be sure the camera will "dolly-up" close to the tractor and get an enlarged shot of the spark plug.

Rehearse the Action

The agriculture teacher and his entire class will develop the show. They rehearse the various angles and acquire all of the information needed to answer almost any question that one might ask concerning the show. Fortified with an overall knowledge of the subject, the producer (Area Adviser in this instance) visits the school and assists with the matter of eliminating every unnecessary action or word. The boys must be taught to work at any disadvantage that will favor the camera. It is customary for the boys to understand their job well, but to become expert in doing the job in such a manner that the TV audience can actually see the activity as well as the worker becomes a major objective. One rule is never to walk in front of the camera or of the work being done. Back out. Work slowly and give the camera man an opportunity to follow the action. Speedy movements will eliminate all possibility of getting a close shot of the action. Work on the TV show must be closely grouped. Unless there is a microphone "boom-man," the speaker must not wander away from the overhead microphone. If movement is essential, arrangements must be made to wear a chest mike. Sometimes it works well to converse with the boys while they are demonstrating. This technique seems to provide great confidence in the lads. It also eliminates the possibility of omitting important points. Numerous shows have been developed by merely starting with the logical sequence and carrying through to completion. Time is gauged and some of the action is omitted if the show includes too much detail.

An Example of Timing

Recently a telecast involved showing how bees are put into the hive and how they govern the colony. It is evident that this type of show could go on for several weeks and a separate phase of the life of the bee could be used each week. The boys had included too much material and too much discussion for the time allowed

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Use your local newspaper

People want local news and will respond favorably to a well-conducted Vo-Ag column in the local paper.

THEODORE H. BLUM, Vo-Ag Instructor, Bordentown, N. J.

LAST July at the New Jersey Vo-Ag teachers summer meetings, while talking with a newly wed teacher he casually mentioned the fact that his wife was a newspaper employee. I suggested that this must make for good public relations. He replied that it did and that he was also writing a column for the paper.

The revelation that another teacher was doing what I had been contemplating for some time gave me the courage to approach the editor of our weekly newspaper. I explained to him that I thought the newspaper was missing a large segment of the population by not having a complete farm page. Our area is all within a 25 mile radius of Trenton, a highly industrialized city. Bordentown itself is only eight miles from Trenton so, naturally, the agriculture of the area was forgotten in deference to the business of a suburb of the State Capitol. The tabloid sized paper carried, over one page, the heading "News About the Farm." Under this heading might be a picture of a Chinese coolie planting rice, an article on the size of California fruit crop, a release from the State extension service on picking apples, (this is predominately a dairy area), and a number of advertisements such as where to rent a dress suit or buy some furniture.

Editor Approves

After getting the editor's approval, I wrote out a sample column of about 750 words. As a result I have been doing this every week since September. The article contains the following types of news, written always in the first person under the title "Your Ag Teacher," and with my own byline.

- News of class activities
- News of boys projects
- News of FFA activities
- Acknowledgements of assistance
- Suggested reading
- Reminders of seasonal farm chores and jobs
- New Agricultural methods and old ones reviewed

The purposes of the articles are:

- To educate:
 - The public in what vocational agriculture and FFA are and what we hope to accomplish.
 - The farmer on recent advances in agriculture.
 - The public to the farmers problems and his side of the story.
 - The public to the job done outside of actual school hours by the Ag teacher.
- To give public recognition to:
 - Students who through their activities warrant such recognition.
 - Those farmers and agriculturists who have assisted in our Vo-Ag program.
 - Those in education who devote

great amounts of time and energy to help the student achieve his aim.

- To encourage assistance from local citizens:
 - In marketing student-produced commodities.
 - In helping boys start and carry through projects.
 - In helping accomplish our FFA program.
 - In securing work for students and graduates.
- To express personal beliefs and opinions and publicize those things the writer deems important. (Example: Report on college progress of former students, or questioning how boy can start a dairy enterprise with present dairy restrictions.)

If Pays

As for actual accomplishments, I feel the column has accomplished all the above purposes to some degree. The public has been told at various times about our classroom teaching; field trips, FFA projects, and, most important, the students' projects. By describing the boys' farm activities the boys seem to strive all the harder to gain recognition and are delighted when their names appear in print. Incidentally, each name in a newspaper sells a copy. This in turn sells the publisher on your Ag program and you.

Partially through frequent mention in the newspaper, the new activities of our Chapter have been well accepted by our community. With little other notice than what appeared in "Your Ag Teacher," our first Christmas Tree sale netted double what we expected. Our first Parents Open House and our first Father and Son Banquet were successes due in some part to the newspaper articles.

Farmers who have been made aware of our problems and needs have responded with help in solving these problems and supplying our needs. One of our students who was having difficulty in marketing his broilers at a profit was helped materially by mention of his "home grown broilers that he intends to retail from his father's farm on Route 130."

Articles Widely Read

This is of course not a one-way proposition. "Your Ag Teacher" has also helped the farmer by making his problems known to the local populace, who would not have normally been interested in farm problems, but read the article for the school news.

The article seems to be read by quite a large segment of our local newspaper buyers. The boys and their families seem interested in a report on Vo-Ag activities. Local farmers likewise are interested in the agricultural notes, and people associated with education have mentioned their interest in the article be-

cause it concerns our local school and education generally. The non-farmer parent of school children appreciates news of the school.

As an indication of the success of this endeavor the Farm page now carries advertisements for feed, farm machinery, and poultry for sale. □

TV Is Show-Business

(Continued from Page 10)

by the schedule. The instructor was undecided as to how we best could handle the show. The boys had learned all of the information. Actually, these particular boys were so well informed that subject matter was not important. It was only necessary to rehearse against time to learn what to omit. Three boys and the "emcee" surrounded the base of a bee hive mounted on two concrete blocks. Each section of the hive was placed in logical sequence and the other items such as deep and shallow frames with the starter mounted in place were added. The bees were emptied into the proper section of the hive, the new queen and her attendants were presented in the small pen provided. After explaining how the queen must eat the candy out of the hole before she emerges with the bees, she was placed in the proper section. Covers and bee trap were installed. Actually, it is clear now that all that took place was the simple and actual procedures that any bee keeper would follow. There was one exception. Each action was delayed until the person whom we assumed might be slow in grasping the situation had received a detailed explanation and reason for doing every step. In such a demonstration one must speak to the person who knows absolutely nothing about the subject. All people between the least informed and the expert on the subject will make up the audience. It is a common practice to talk over the heads of too many pupils in school work. This is an easy error to commit in TV. In closing, it must be evident to all the importance of minutes. "Time waits for no man," is an important thing to remember in the TV studio. □

American Institute on Cooperation

Farm youth sponsored by local cooperatives and State Councils of Farmer Cooperatives from every State in the nation will travel to the Cornell Campus "Far Above Cayuga's Waters" for the American Institute on Cooperation August 15-19th. Plans are being made to house, feed, train, and entertain approximately 1000 youth delegates who will attend and participate in sessions for youth.

Future Farmers and their advisers have made significant contributions to the success of the Institute Program for Youth in the past. The New York Association of Future Farmers is looking forward to entertaining Future Farmers from Washington to Puerto Rico and from Maine to Hawaii. □

Try a

Junior fair and community picnic

For Better Public Relations

R. F. HEMAUER, Vo-Ag Instructor, New Holstein, Wisc.

PROBABLY one of our most neglected areas of activity as a teacher of Vocational Agriculture has been the promotion of more and better public relations by the sponsorship of Junior Fairs and Community Picnics. Here is a plan that has strengthened my program and developed an extremely harmonious rural-urban relationship for me. Perhaps it will strike your fancy and be of some help.

At this writing, plans are developing for our fourth annual Junior Fair and picnic sponsored by our FFA Chapter along with the FHA and 4-H clubs in the surrounding community. The picnic and fair is a two-day event packed with various activities for all ages—including the kiddies up to grandpa and grandma. It's an opportunity for rural and urban people to come together and participate in various activities. Good-will and good fellowship are sure to result.

It has been with considerable enjoyment that I have worked in this school system for the past 10 years. Part of this feeling comes from the fact that the administration and board of educa-

tion are sympathetic to the Vocational Agriculture program and the need for better public relations; part comes from having an alert, active FFA Chapter; and part comes from having townspeople who are understanding and cooperative with regard to community activities of a worthy nature. Comments from businessmen are most flattering and numerous farmers volunteered that they thought it was a good idea and should most definitely be continued.

It is a two-day program running the last Saturday and Sunday of August.

The plowing contest as well as the Tractor Rodeo and Amateur contests are open on a junior and senior basis. The outstanding events of the two-day affair are the picnic lunch served on Sunday and the program from 7:00 to 8:00 p. m. on the athletic field. Besides the contests,



Tractors lined up for the start of the plowing contest at the community fair. The field of buckwheat stood 3 feet tall. Green manuring and clean plowing were demonstrated in the contest.

other activities for the kiddies are held such as pie eating, apple eating, etc. Grandpa and Grandma come in for their share of activity in a horse and buggy ride event that draws outstanding laughter and participation. Last year over 1,500 people witnessed this part of the program alone. Time and space do not permit me to go into detail on every event held but upon request the writer will send details of all events held with suggestions on how to conduct a successful community fair and picnic.

For a real service to the community, and an outstanding public relations program this event has been most valuable. Two days of informal fellowship with no speeches is really an invigorating activity! Try it! □

A community reacts favorably to—

Fertilizer test plots

A means of improving relationships

ELDEN WESTERGARD, Vo-Ag Instructor, Milan, Washington



Elden Westergard

FERTILIZER tests plots are very worthwhile in an agricultural education program. Through them the vocational agriculture department can render an important community service and improve public relations.

We have conducted such plots for several years in the community served by Riverside High School. In our earlier experiences many plots with many different kinds of fertilizers and fertilizer combinations were used. Observations have convinced us that a satisfactory story can be told to the community and that good results can be obtained from the use of fewer fertilizers and fewer plots.

Location of Plots

Farms of FFA members, key farmers,

and veteran students have been used for several test plots. Where possible the plots were located along main traveled roads so the community could see the results. In most cases the tests were located near fence lines so the marking stakes were out of the way of field operations. The stakes were less apt to be knocked down when protected by the fence line and fence posts often served as good markers.

Size of Plots

The most common size plots used were 1/100 of an acre (8-2/3 feet wide and 50 feet long) and 1/50 of an acre (8-2/3 feet wide and 100 feet long). Larger plots are nearer field conditions but the cost of the fertilizer is higher. An ideal way to conduct a fertilizer test is to apply a strip the entire length of the field with the spreader. Check-strips were used between plots.

Usually the fertilizer was broadcast by hand. However, when a small amount of fertilizer was applied, sand was mixed with it to make spreading easier and more uniform.

Have a Map

Make a map of each plot to show the exact location in respect to stumps, large posts, or other markers. Often the marker stakes become covered with brush growth or are knocked over by stock. The map will help to re-locate the tests when stakes are lost.

Ways to Show Results

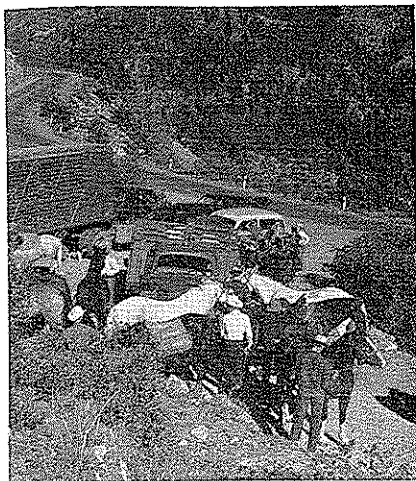
The plots often were visited on field trips or tours during the growing season. Sheaf materials from the plots were exhibited by the FFA at the Tri-County Fair to show the results. Many pictures were taken of sheaf materials from the plots. The white boards shown in the pictures were good for mounting sheaf material for photos. These boards were also used to good advantage in showing the height of crops grown on the fertilized area as compared to the check plot.

Values

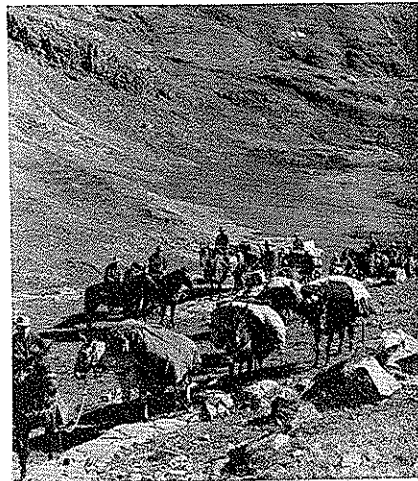
1. The response to some of the fertilizers was very remarkable, especially that of borax. This response to borax shows that a large portion of the alfalfa in northeastern Washington is in need of this fertilizer.

2. Colored slides of the results of tests are a valuable aid in the teaching of soil fertility. They have also been used in Grange meetings, at FFA banquets, and Agriculture teacher meetings.

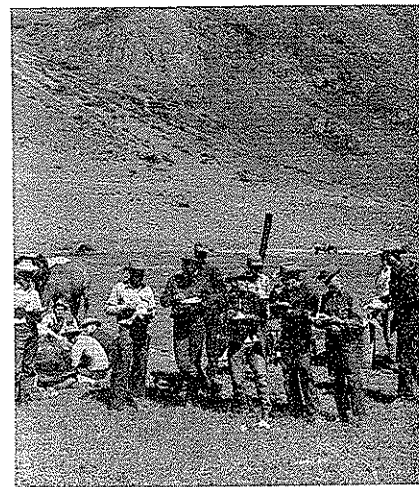
(Continued on Page 18)



Unloading the horses to start the trip



A short rest after climbing a steep trail



Lunch time on the trail is welcomed by all

FFA members sponsor pack-trip

Improved Public Relations result from an outing in the mountains

D. M. CLARK, Vo-Ag Instructor, Montrose, Colo.

THE recreational activities of The Future Farmers of America have included outings ranging from an over night trip to extensive trips covering thousands of miles, going into and through many states. These outings offer a variety of activities and certainly have an educational value.

The Montrose Chapter of The Future Farmers of America has sponsored a trip for each of the past five years which is quite different from many outings of The Future Farmers. This trip has worked quite satisfactorily for the group.

Montrose lies in a valley surrounded by high mountains. Part of the mountain area is forest land, part comes under the Taylor Grazing Service, and the other is privately owned. Nearly all of this area is used during the summer months to graze sheep or cattle. A large area of this public range is known as the

"high country," with some of the grazing land as much as 13,000 feet elevation and peaks towering over 1,000 feet above the range. Due to the fact that our group is located in this area, an outing into this high pasture and grazing land affords not only an opportunity for a good horseback trip, but a chance for men in the forest service and Taylor grazing, in education, and in business to make this ride into the high country with the Future Farmers of America. Many differences in ideas of how public lands are to be used in this area have been changed after the completion of this FFA activity.

Equipment Furnished

Saddle horses and riding equipment have to be furnished for each member making the trip. In addition, it requires two pack trains of five pack mules in each train to carry supplies for the trip.

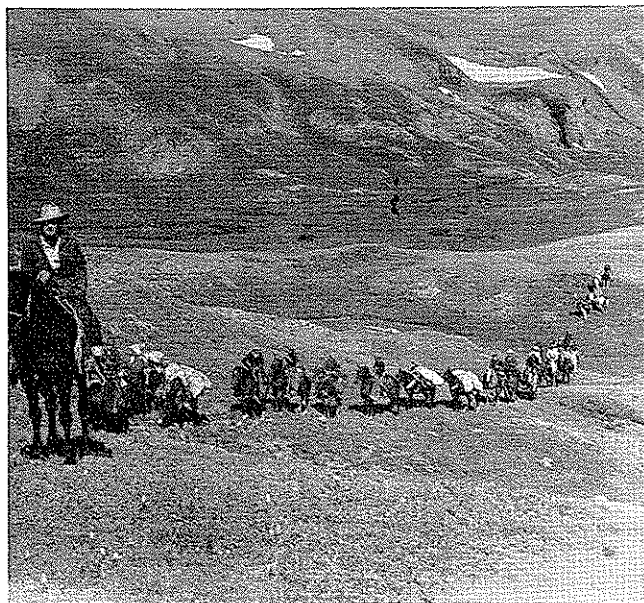
Starting from the old silver mining area above the small town of Silverton, the end of the road for motor vehicles, the horses and mules are assembled and packs are made ready and the ride starts. Gradually winding to the Continental Divide, more than 2,000 feet above timber line, where Alpine Grass and flowers are in abundance, horses and pack mules wade through snow banks that remain until new snow falls in September. The sky is very clear allowing the riders to see for hundreds of miles in any direction.

Find Common Interests

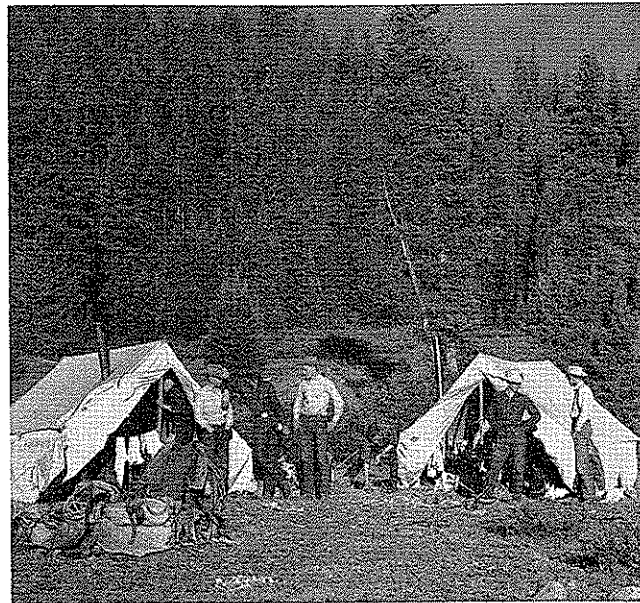
One way to get a group of men and boys to talk the same language is to find a high altitude lake, pitch a camp, and try the trout fishing. We have never failed to have more than is possible for the group to consume, necessitating a trip to a snow bank to pack some of these beauties in snow to bring back to the valley.

Around the campfire at night you will find the forest ranger, a sheep man, a cattle man, a potato and bean producer, a business man, and a group of Future Farmers, making quite a contrast in

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On the trail above timber-line. Distances are deceiving



Camp on the head of the Rio Grande River

Your FFA can benefit from "displays"

Your "public" will form whatever impressions you guide them to form. This will apply to the FFA.

KENNETH RITTER, Vo-Ag Instructor, Del Norte, Colorado



Kenneth Ritter

I DO not believe you will find very many people in the Vo-Ag field who would be out-and-out against FFA displays and publicity. We must remember we are in the same position as that of the grocer, the baker, the candlestick maker and the farm machinery manufacturer; each has a product to sell, each is promoting his product—why? It's good business. I believe it's good business for the Future Farmers of America to bring their name before the public and displays is one of several methods that can be used. Have you ever had anyone question the meaning of what you'd said when you say "Let's go get a coke"? This universal understanding that you mean let's go get a cold drink of some kind whether it be a coca cola or not was established by promotions of all kinds. Let's take stock of the methods used by business and see how we could apply them to the job of promoting the Future Farmers of America. If we can bring this thought to everyone's mind when they see the initials FFA—"That stands for Future Farmers of America which is a nation wide organization of farm boys who are going to be real leaders in their community and our producers of food and fiber," we can say we are making progress in promoting the FFA. Apply this thought to yourself—what is your interest and attitude toward something you know very little about?

Create the Right Impressions

Now, something about the value of FFA displays. One important measure of the value of displays to the boys in FFA and to the "Customer" is its honesty—does it truly represent the work and accomplishments of the group that put it up; also did the boys themselves plan and execute those plans into the finished display so the "customer" will have a better understanding and more confidence in the Future Farmers of America?

For further understanding, as I see it, of these values, let's itemize a few of them.

1. In the first place, anything done by individual FFA members or groups representing the FFA, whether it be displays or something else, promotes attitudes toward the Future Farmers of America. If they are favorable we have benefitted.

2. Displays are of value to the boys because of the experience of working together for a common cause, a feeling of pride that they are able to show someone what they have accomplished, either individually or as part of a group. Valuable experience is gained in the actual mechanics of planning and constructing such a project. The possibility of discovering valuable sources of creative ability for further development and noting individuals that show signs of leadership must not be overlooked. The value to the individual boy must be considered for some day he will be working with adult groups of various kinds in promoting agriculture in some way and the experience gained in FFA will serve him well.

3. As to the value to the people that view the display (our "customers") we might say to them "your life depends upon your knowledge and understanding of all phases of agriculture from soil conservation on up through production and marketing to the finished product as you find it on your table ready to be consumed." We can all think of dozens of reasons for saying this I am sure.

To summarize, let's say there is a three way benefit to be gained from a good FFA display whether it be a bulletin board in the halls of the high school building, a window display down town, an entry at the fair or booth at the State Fair. But keep in mind it must be the honest efforts of the boys themselves under the *guidance* of the adviser to reap the full benefit, whether it be displays or some other type of FFA publicity. □

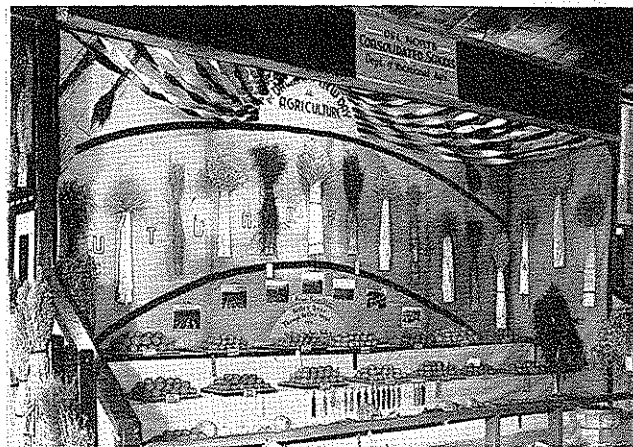
Pack-trip

(Continued from Page 17)

personalities. The discussion ranges from the biggest fish caught to what is best for sheep and cattle on these high altitude summer pastures. It will take a great deal of time to realize the benefits from a trip of this type, but certainly there should be more mutual understanding as to better use of forest and public grazing lands, not only for the benefit of Agriculture, but to all future America as well.

Various Trips Possible

Leaving the camp by a lake, from which a mountain stream originates, for usually two days at a time, allows the group to do what might interest them most. One group may head for the lake



This booth was erected several years ago by the Del Norte Ag class at the annual seed show. This type of display promotes understanding on the part of the general public who view it.

to fish, and others down stream to do the same. Another group may ride to the sheep camp on the horizon to visit with the shepherd. Some of the boys may ride to a patch of timber far below camp with the hope of seeing a buck deer or a bull elk. But each to his own desires, then back to camp at dusk for a meal of mountain trout and other food packed in by the mules. This will satisfy a hungry appetite. Then to the campfire, and to beds scattered over the mountain terrain, some in small tents, others in the open allowing an unspoiled view of a starlit sky.

On the return trip we visit several of the sheep camps and time is allowed for a check of the livestock, the vegetation and wild life. Such interesting small birds like the Ptarmigan, the Alpine Grouse, the noisy Rock Chuck, or Whistle Pig, the massive Elk, the fleet footed deer, or the inquisitive big horn sheep make an interesting study, both coming and going from the high country. After several days outing, the final part of the trip is getting animals and equipment sorted, and back to their owners.

When the trip is over, each man and boy goes back to his daily routine with a food memory of living and playing together in the high country of Western Colorado. □

Fertilizer Test Plots

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3. Many of the plots provided improvement practices for several FFA members.

4. Many of the soils in this area are poor; crop yields have been low. The use of fertilizer points the way to higher crop yields.

5. The Community is becoming more fertilizer conscious. □

To the New Teacher

This month marks the beginning of a teaching career for a goodly number of "new" teachers. The *Magazine* welcomes you and looks forward to serving you in the year ahead. □

Administration of any program is affected by such mechanical processes as filing materials.

How sharp are your files?

The summer period provides time for improving them.

E. M. WEBB, Teacher Education, State College of Washington



E. M. Webb

MR. Vocational Agricultural Instructor, how sharp are your files? Have you ever looked for hours through hundreds of pieces of mail, advertisements and other literature for a letter or bit of information which you know very well you received

only a few weeks or a month or so ago? Remember how, after each such experience, you vow up and down and by all that is right and tidy that you are going to fix yourself a filing system so you can find information quickly when you want and need it? Well, perhaps your eyes will chance to fall upon this article after one of those vexing experiences and you will welcome the combined thinking of a group of Vocational Agricultural Instructors in the state of Washington who, a few years ago, got together and decided they would devise a filing system that was simple and time saving. After working out a plan each went back to his school and put the system to work. After using the plan for several years, these same teachers were contacted and asked what changes they would suggest. Their suggestions have been taken into account by the author in preparing this article. We shall consider in this article the filing of correspondence, records and reports. No attempt will be made to indicate how bulletins, charts, other teaching aids and the like might be filed. These materials need to be indexed and stored, but due to space we will deal with only the items indicated.

The Necessary Equipment

In setting up a filing system of any kind, one needs some equipment. The following is a minimum list of equipment that one should have handy in the Vocational Agriculture office to establish the filing system that is being suggested.

1. *One-letter-size, four-drawer, steel filing cabinet with lock.* There should be such a filing cabinet for each Vocational Agricultural Instructor, and it should be kept in the Vocational Agricultural Department beside the instructor's desk. Some Vocational Agricultural Instructors have found that two, letter-size, two-drawer, steel cabinets of desk-top height placed beside their desk is preferable to the single four-drawer

type. Such an arrangement adds desk-top working space. Desk and office facilities will likely determine which arrangement will fit your needs best. The important thing is to have four drawers which may be locked.

2. *One single drawer or double drawer, letter-size, steel filing cabinet on casters for FFA material.* This FFA cabinet should not be equipped with a lock, and should be movable so that the cabinet may be moved about the classroom to various individuals of the Chapter who might have occasion to be working with FFA records and materials during odd moments of spare time. With this kind of arrangement there is no excuse for the FFA members having access to the departmental files. Student officers and committee chairmen may roll the FFA cabinet to their respective study station and take care of their particular FFA recording and return the cabinet to its original place upon completion of their FFA filing task. Such an arrangement lends incentive to better and more complete FFA records and accounts.

3. *Supplies necessary to set up suggested filing system:*
 - a. 100 pressboard guides with angular (40° or 45°), plain metal tags, 1/4-cut. Use to set apart in your file your large and important filing areas.
 - b. 600 1/4-cut, manila filing folders with expansion bottom. Use for grouping together closely related material.
 - c. 18 "out cards." Use to indicate a folder or other material which has been removed temporarily from file.
 - d. 7 sets of "A to Z" printed tab guides on heavy manila stock folders. Use as directed.
 - e. 1 set of month folders printed January to December (1/4-cut or 1/5-cut, letter-size) for pending file.
 - f. 1 set of day folders printed 1 to 31 (1/4-cut or 1/5-cut, letter-size) for pending file.
 - g. 3 rolls of plain color gummed, folder labels in three different colors, such as blue, pink, and



- | | | |
|------------------------|------------------|----------------------|
| 2 two-drawer files | D. A to Z sets | I. Rubber stamp |
| 1 FFA file | E. Month folder | J. Numbering machine |
| A. Press board guides | F. Day folder | K. Stamp pad |
| B. Manila file folders | G. Folder labels | L. Desk trays |
| C. Out Cards | H. Stapler | M. Paper punch |

(Photo courtesy of Washington State College Photo Dept.)

- orange, 1/4-cut if possible. For labeling file folders.
4. *Additional equipment which should be present in a well organized office.*
 - a. 1 stapler—preferably one that can be opened and used for stapling on bulletin boards and other flat surfaces.
 - b. 1 rubber stamp with "Vocational Agricultural Department" and the name of the particular high school concerned on it. This may be obtained from any office supply firm.
 - c. 1 numbering machine for numbering bulletins.
 - d. 1 stamp pad and ink for use with b and c.
 - e. 4 desk trays for (1) incoming material, (2) outgoing material, (3) material to be filed, (4) material for office helper.
 - f. 1 paper punch.

The above is not intended to be a complete list of supplies and equipment for a Vocational Agricultural Department. Only those items used in connection with filing of material have been mentioned.

Organizing the Files

The following is a suggested arrangement for materials used by a Vocational Agricultural Department. Each Vocational Agricultural Instructor may wish to make minor changes to fit his particular needs.

In organizing the four-drawer cabinet file and the FFA file, a list of the contents of each file drawer should be given on the tab holder attached to each file drawer.

The contents of each drawer in the four-drawer cabinet file and the FFA file cabinet may be organized as follows:

First Drawer

I. Administrative

- A. *Correspondence* (use 1 set of A to Z tab guides)

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1. General Correspondence
 2. Agricultural Teachers
 3. County Agents
 4. Fairs
 5. Livestock
 6. Registrations from Breed Associations
 7. State Board for Vocational Education
 8. U. S. Office of Education
 9. State College of Washington
 10. State Department of Agriculture
 11. U.S.D.A.
- B. Inventories**
1. Classroom
 - a. Books
 - Library
 - Research
 - Texts
 - b. Equipment
 - Fixtures
 - Laboratory
 - Visual Aids
 2. Farm Shop
 - a. Books
 - b. Tools
 - Donable
 - School
 3. Future Farmers of America (cross reference only)
 - a. Invoices
 - b. Equipment
 - c. Supplies
 - Classroom
 - Farm Shop
 - School Farm
- C. Registration Papers**
1. Beef
 - a. Shorthorn
 - b. Hereford
 - c. Angus
 2. Dairy
 - a. Jersey
 - b. Holstein
 - c. Ayrshire
 - d. Guernsey
 3. Sheep
 - a. Hampshire
 - b. Southdown
 4. Swine
 - a. Duroc
 - b. Chester White
 - c. Hampshire
- D. Reports**
1. Attendance
 2. FFA
 3. Mileage
 4. Night School
 5. Project
 6. School
 7. State
 8. I.O.F.T.
 9. Community Service
- E. Scholarship (cross reference with FFA file)**
1. Carl Raymond Gray
 2. Sears Roebuck
 3. Standard Oil
- F. FFA Awards (cross reference with FFA file)**
1. Local
 - a. Individual
 - (1) Public Speaking
 - (2) Star Chapter Farmer
 - (3) Star Chapter Dairy Farmer
 - (4) Local Foundation Awards
 - b. Chapter
 - (1) Parliamentary Procedure Team
 - (2) Demonstration Team
 2. District
 - a. Individual
 - (1) Public Speaking
 - (2) State Farmer Degree
 - (3) State Star Farmer
 - (4) State Star Dairy Farmer
 - (5) State Foundation Awards
 - b. Chapter
 - (1) State Chapter Contest
 - (2) Parliamentary Procedure Contest
 3. State
 - a. Individual
 - (1) Public Speaking
 - (2) State Farmer Degree
 - (3) State Star Farmer
 - (4) State Star Dairy Farmer
 - (5) State Foundation Awards
 - b. Chapter
 - (1) State Chapter Contest
 - (2) Parliamentary Procedure Contest
 4. National
 - a. Individual
 - (1) Public Speaking
 - (2) American Star Farmer
 - (3) American Star Dairy Farmer
 - (4) American Farmer Degree
 - (5) National FFA Foundation Awards
 - b. Chapter
 - (1) National Chapter Contests
 - (2) National Judging Contests
- G. Student Records**
1. All-day (use 1 set of A to Z tab guides)
 - a. Conferences
 - b. Grade Cards
 - c. Project Summaries
 - d. Visits
 2. Evening School (use 1 set of A to Z tab guides)
 3. Part-time (use 1 set of A to Z tab guides)
- H. Former Students (use 1 set of A to Z tab guides)**
- H. Veterans (I.O.F.T.)**
1. Veterans Training
 - a. Advisory Committee
 - b. General Information
 - c. News releases
 - d. Survey Forms
 2. Correspondence (use 1 set of A to Z tab guides)
 - a. General Correspondence
 - b. State Department of Agricultural Education
 - c. Veterans Administration
 3. Trainees
 - a. Active file (individual folder for each trainee enrolled)
 - b. Trainees having completed training
 - c. Veterans contacted.
 4. Course of Study
 - a. Units of work being taught
 - b. Daily attendance
 - c. Farm visits
 5. Vouchers
 - a. Vouchers submitted
 - b. Office expense
 6. Reports
 - a. Monthly reports to V.A.
 - b. Monthly reports to State Agricultural Education Office
 - c. Estimates of Costs
 - d. Actual Costs
- Second Drawer**
- II. Instructional**
- A. Courses of Study**
1. All-day
 2. Evening School
 3. Part-time
- B. Observation and Demonstration**
1. Field and/or plot work
- C. Farm Shop**
1. Job plans
 2. Shop Equipment Catalogs
 3. Prices of Shop Supplies
 4. Inventory
 - a. Tools
 - b. Equipment
 - c. Supplies
- D. Teaching Aids**
1. Animal Husbandry
 - a. Beef
 - b. Dairy
 - c. Feeds and Feeding
 - d. Horses
 - e. Sheep
 - f. Swine
 - g. Tests
 2. Crops and Soils
 - a. Cereals
 - b. Conservation
 - c. Forage
 - d. Forestry
 - e. Fruits
 - f. Gardening
 - g. Home
 - h. Landscaping
 - i. Truck Crops
 - j. Potatoes
 - k. Weeds
 - l. Tests
 3. Farm Management
 - a. Cooperatives
 - b. Drainage
 - c. Farm Credit
 - d. Land Clearing
 - e. Leases
 4. Farm Shop
 - a. Safety posters
 - b. Blue Prints
 - c. Job Breakdown Sheets
 - d. Manufacturers' Instruction Books
 - e. Irrigation
 - f. Rural Electricity
 - g. Shop rules and organization
- Third Drawer**
- III. Extra Curricular and Instructional**
- A. Contests**
1. Apples
 2. Co-operatives
 3. Dairy Cattle
 4. Dairy Products
 5. Farm Shop
 6. Field Crops
 7. Land Judging
 8. Livestock
 9. Parliamentary
 10. Potatoes
 11. Poultry
 12. Public Speaking
- B. Fairs and Shows**
1. Local
 - a. Contest Booths
 - b. Premiums
 - c. Score cards
 2. District
 3. State
 - a. Contest Booths
 - b. Premiums
 - c. Score cards
 4. Regional
 5. Miscellaneous
- C. Pending File**
1. Day Folders—1 to 31. File here by day any pending information needed for current month. Clear this file at end of each month.
 2. Month Folders—January to December. File here by month any pending information needed for current year. Clear this file at end of each year.
- Fourth Drawer**
- IV. Miscellaneous**
- A. Catalogs**
1. Livestock
 2. Vocational Agriculture Equipment
 3. Seed
 4. Farm Equipment
- B. Surplus (Government)**
- C. Transfer Files**
- File in safe place outside of filing cabinet*
- V. Archive Files (back for 5 years)**
- A. Old important correspondence**
- B. Old Reports**
- C. I.O.F.T. Files**
- D. Government Surplus Invoices**
- Portable File Cabinet**
- VI. Future Farmers of America**
- A. Applications**
1. Scholarships
 2. FFA Awards
 3. State Farmer and American Farmer Degrees
- B. Calendar of Events**
1. Contest Dates
 2. Due dates for FFA Activities
- C. Chapter Projects**
1. Service projects for school
 2. Service projects for community
 3. Chapter projects for members
 4. Farming activities for profit
- D. Clippings and pictures**
- E. Committees**
1. Folder for each committee, giving chairman and membership, assigned duties and reporting dates, record of all progress reports and final report.
- F. Correspondence**
1. Current (use one set of A to Z tab guides)
 2. Inactive
- G. Inventory**
1. Chapter equipment
 2. Farming equipment
 3. Livestock rings (include rules by which ring operates)
 4. Crops and/or livestock on hand at stated times.
- H. Officers**
1. Arrange a folder for each officer with his parts for various ceremonies and his responsibilities and duties clearly stated.
 2. Provide a place for him to keep current information pertinent to his office.
- I. Official Books**
1. FFA Secretary's records
 2. FFA Treasurer's records
 3. FFA Records of subsidiary organizations
 - a. Feed Buying Coop
 - b. Seed Selling Pools
- J. Parents and Son Banquet**
1. All pertinent information on banquet by year, such as committees, costs, etc.
- K. Proceedings**
1. Meetings and Conventions
 - a. District
 - b. State
 - c. National
- L. Programs of work**
1. Local
 2. District
 3. State
 4. National
- M. Reports**
1. List all reports with due dates
 2. File all important reports of local, district, state or national.
- N. Scholarships**
1. Keep record of scholarships available, amounts, how and when to apply.
- O. Supplies**
1. Record of supplies needed, costs, and how to order
- P. State FFA newspaper, also local chapter newspaper if there is one.**
- The above system is not infallible, nor is it complete. Certain of the above suggested items might well be omitted in some Chapters, and other items expanded upon. The author does feel that
- (Continued on Page 21)

A Summer Program may well include—

Your own Chapter fair

Its Advantages and the Factors to be considered.

JOHN W. STEWART, Vo-Ag Instructor, Coos Bay, Oregon

HOW many Future Farmer Chapters do you know of in your area or state that sponsor their own Chapter fairs? I'll bet not many. But why not? With a little work and organization you have a gold mine of opportunities at your command. Here is a chance for the small fry to enjoy the thrills of competition in the show ring. The knowledge of grooming and the preparation that a student must have in order to have the outstanding animal of the fair is tremendous as well as important. Your own Chapter offers a valuable tool with which you may help the students along these lines. It will enable you to make a better showing at the county and state fairs. It will help cement your Chapter into a smooth running organization. It will broaden and develop good relationship between your Chapter, school and community. The opportunity and responsibility is there; why not take it for all it's worth?

The first questions asked by instructors contemplating their own fair vary with the locality, but in the majority of cases they want to know:

1. How much will it cost?
2. Where is a good location?
3. How do you set up the various classes?
4. Who does the judging?
5. What time of year is best?
6. What about publicity?
7. Who is to be invited?

No doubt you will run into other questions appropriate to your particular location; however they should not hinder you from your goal.

How Much Will It Cost?

The expense you encounter will depend upon how extensive are your plans. Do you want outside help? Do you want local merchants to donate such things as ribbons and trophies? Many merchants are tickled pink to help out while others frown upon the idea. If you feel your fair should be strictly your own show maybe your Chapter treasury could well afford this expense. Ribbons may be secured for approximately five dollars per hundred and trophies for approximately five dollars each. If you wish to give cash premiums you of course will run into a larger financial problem. I feel that premiums for your own Chapter fair are not advisable, both from an educational and financial view. You will find more problems and difficulties than you bargained for; also many hurt feelings.

Our Chapter fair for example is financed by selling pop, ice cream, hot dogs, and candy during fair day.

Where Is a Good Location?

You should look for a location that can

offer parking space, shade, shelter, water, and if possible bleachers. A county fair grounds would be very good if by chance there is one close by. Your high school football stadium would also make a very good location. If need be you might try one of your students' farms. The location is usually not a hard thing to find; however it is one of the most important factors in a successful fair.

Setting Up Show Classes

Your own individual situation will no doubt be different from that of Chapters one hundred miles away. If you have a fair book from your local county fair it's a simple job to select from its classes to meet the needs of your local fair. Many times the county fair books have a division of classes just for FFA and these usually meet your individual needs. The main thing is to make available classes which will enable every boy in the Chapter to have his livestock and shop projects represented in the fair. If a few boys must leave their projects at home simply because there is no class set up for them, then you are losing the concept of a Chapter fair.

Who Does the Judging?

Many hard feelings may result from judging, especially if done by local judges. If at all possible have someone strange to the community do your judging yet someone familiar with the Future Farmer program. Men from your State College and FFA advisers from other Chapters make very good sources of judges. Avoid the same judge two years in a row and you will avoid any chance for prejudices and hard feelings to creep into your fair. If possible have separate judges for the farm machines projects and the livestock projects.

Best Time of the Year

Offhand I would say that spring is your best bet for a number of reasons. It gives you a chance to work with your boys before the county and state fairs. An early fair gives the boys an opportunity to have their animals in good shape and well trained for the bigger fairs to come. If you use the football stadium it usually is available at this time of year. And of course people get tired of fairs so if yours comes first you may have a better attendance.

Publicity

Talk to your local newspaper man. Ask him to run a couple of stories with pictures concerning the fair. Your local radio station might give you "plugs" if you contact it well in advance. By all means have a good story in your local high school paper.

For a "come-on" you might advertise a free horse-ride to all children under

six, that is if you have a horse available. You might have a contest within your Chapter to see who could make the best poster advertising your fair. Then distribute the posters around the town and school. Remember people will not come to a fair if they know nothing about it.

Whom Should You Invite?

Personally invite your school superintendent, principal, and fellow instructors. The personal touch means much more than reading an article in the newspaper. You or your students should invite all local merchants who have been connected with the Chapter. I feel that the parents deserve a personal invitation also. The more people present and interested in your Chapter fair the easier it is to put on a successful educational program for your Future Farmer Chapter.

The possibilities are unlimited for you in a community if you but give the children the educational opportunities they deserve. Many Chapter advisers let the Chapter fair idea slip through their fingers. Are you one of them?

How Sharp are your Files?

(Continued from Page 20)

if a system similar to the above one is established and proper filing of items is done currently, much time and effort will be saved and a more confident and business-like attitude will prevail with the Vocational Agricultural Instructor. The Vocational Agricultural Instructor is the key to the success of making any filing system work. It is he who will either practice and teach systematic filing and recording, or be satisfied to let things pile up around him and his students.

Why not sharpen up your files and make them work for you?

The Cairo, West Virginia, FFA Chapter built two picnic tables for a roadside park maintained by the local Women's Club

Christmas trees sold in front of the school netted \$170 for the Scappoose, Oregon, FFA Chapter.

ATTENTION!

Of potential interest to teachers in vocational agriculture is a recent booklet entitled—"Should Your Child be a Farmer?" This little publication is written by R. I. Throckmorton, former Dean of the Kansas State College of Agriculture, and published by the New York Life Insurance Company.

It is appropriate for distribution to parents, high school students and teachers and might well be made available through the Vo-Ag department and the Guidance Departments of schools.

Copies of this booklet can be obtained singly or in quantity without cost by sending a request to the Public Relations Department, New York Life Insurance Company, 51 Madison Ave., New York 10, N.Y.

A state emblem for Ohio Young Farmers

F. J. RUBLE, District Supervisor, Ohio



F. J. Ruble

THE YOUNG Farmer organization has been an integral part of the Ohio program of vocational agriculture since the early 1920's. Chapters operated on a local level without a state organization until 1948 when the first Young Farmer

The farmstead signifies rural home life—basic to our national life.

The school with the American Flag calls attention to the fact that continued learning and the development of democratic citizenship is essential if the farmer is to succeed.

The tractor represents science and technology, the power through which the farmer will accomplish much.

The operator of the tractor represents the Young Farmer serving his nation through his interests in tillage of the soil and his eagerness to improve through further learning and experience.

The letters, "Y-F-A," stand for Young Farmers Association, the name of the organization.

The words, "Vocational Agriculture," remind us that complete programs of vocational agriculture serve Young Farmers as well as high school boys and adults.

As you will note this emblem can very easily be adopted by other states by changing the name of the state across the top.

The Ohio Young Farmer Association has since adopted a charter. Local organizations proudly display their YFA Charter alongside the FFA Charter. Members feel a close bond of relationship with the older organization to

Convention was held at the Ohio State University. Progress has been made on a state level since that time in developing a program of activities, adopting a State Constitution and a State Emblem for the organization.

Chapters and members feel that a State Emblem gives them a closer working relationship with similar groups and a common interest in the Young Farmer program on both a state and local level. They believe a State Emblem will give all groups a unity of purpose and make for future growth and progress of the organization.

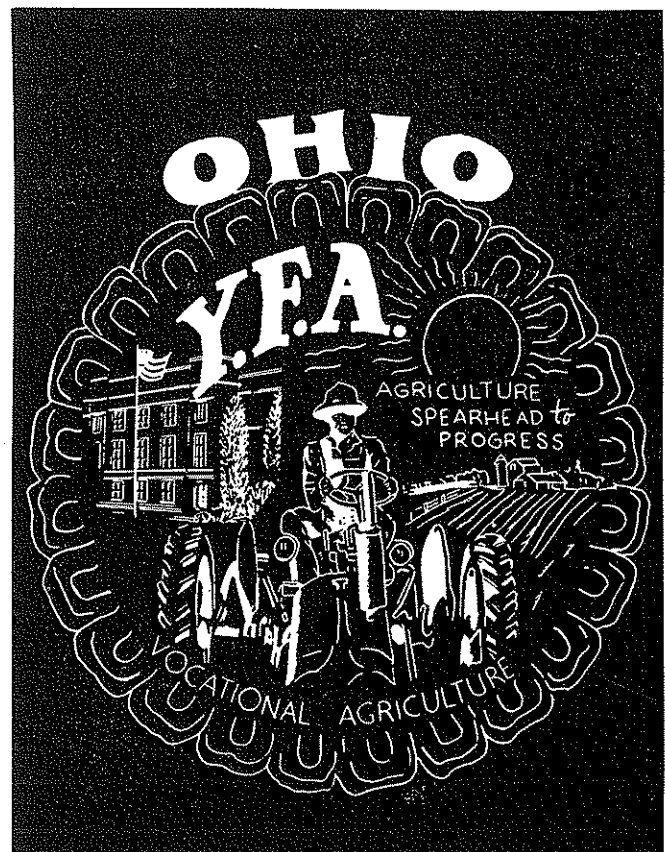
The emblem adopted by the Ohio Young Farmer Association consists of a farmstead, the risen sun, an American school, and a young man plowing with a tractor, pictured on a cross-section of an ear of corn. Atop the cross-section of the ear of corn are the letters "O-H-I-O" "Y-F-A" and the words "Vocational Agriculture."

Symbolism of the Emblem

The cross-section of the ear of corn represents common agricultural interests throughout the state and nation.

The state name—OHIO—denotes the specific location of this organization.

The risen sun indicates the advancement made as Young Farmers become established in farming.



which most of them belonged while in high school. The FFA introduced them to farming. The YFA offers an opportunity to continue their technical training in their chosen field. □

Send in pictures and explanatory legends for the *Stories in Pictures* page.

Flower Show has—

(Continued from Page 5)

ated to carry on this traditionally fine show. All the material used in the 205 student exhibits with the exception of two was grown in the School property. While the show was the main attraction, many of the visitors took the opportunity to visit the greenhouses and other departments of the School which helped to improve its entire public relations program. □



G. H. Griffith, Advisor to Westerville Y.F.A., looks on while Gerald Yarnell builds the State Emblem at the annual banquet held at Ohio State University.



Floyd J. Ruble, Advisor to the Ohio Young Farmer Association, meets the newly elected officers for a planning meeting at Ohio State University.

BOOK REVIEWS

CURIOUS CREATURES by Erna Pinner, 1st edition, pp. 256, illustrated, published by the Philosophical Library, Inc., New York. Price, \$4.75.

Curious Creatures contains brief discussions of the curious habits of a great variety of plants and animals. The author does not attempt to give a "life history" of the many creatures included, but rather discusses them in terms of various characteristics and activities necessary for living. Typical chapter headings are: The Struggle for Food, Nest Building, Nursing Fathers, Four-Footed Creatures that Fly, Living Upside Down, and Animal Camouflage. The concluding chapter is "A Parade of Curiosities" including such oddities as a bat which uses a bull frog as a resting place.

Teachers of vocational agriculture often seek interesting reading material which will contribute to a student's understanding of living things and, at the same time, stimulate interest in reading itself. This book should not only serve these purposes, but should also serve to stimulate the pupils to become more curious about the life of the many animals, plants, and insects found on their own farms.—A.H.K.

LAW AND THE FARMER by Jacob H. Beuscher, 1st edition, pp. 406, published by Springer Publishing Company, Inc., New York. Price, \$4.95.

Law and the Farmer is written in four parts. Part I deals with how law is made, including such topics as the courts as lawmakers and some important divisions of the law. Part II presents the legal problems confronted by a person in acquiring or transferring a farm. Contract law, real property law, farm leases, deeds, land descriptions and the recording systems are all discussed. Part III covers the legal aspects of transferring the family farm from one generation to the next. This includes such topics as father and son operating agreements, transfers when parents are alive, transfers by will and where there is no will, and gift and death taxes applying to farm transfers. Part IV deals with the legal problems connected with operating a farm. Taxation, regulation, secured and unsecured farm debts, boundaries, fences, water rights, trespassing, animals and strays are the major topics discussed.

The publication should be of help to teachers in their efforts to acquaint both high school pupils and adults with the kinds of legal problems they will face in acquiring and operating a farm. It is written in an interesting manner, using a great many illustrations for clarification of the legal technicalities involved. The language is quite simple and plain. Reference lists are provided for the person who wishes to read further about a particular problem.

...Tips that work...

I believe that we hit the millenium in community relations recently when we had the chairman of the Board of Selectmen, the Chief of Police, the Sup't. of Streets and Highways and the President of the Chamber of Commerce on a panel. They discussed the subject—"Projects which the FFA can undertake to improve our community." The strangest thing is the fact that this town of 12,000 is not a rural community—yet these distinguished citizens recognized the ability and community spirit of these boys. A real thrill to me!

The FFA has for the past several years sponsored on its own initiative several community betterment projects

The author, Jacob H. Beuscher, is Professor of Law and of Farm Law at the University of Wisconsin.—A.H.K.

R. W. Gregory

Dr. R. W. Gregory of the U. S. Office of Education died very unexpectedly on June 2. Dick, as he was known widely among workers in vocational education, began his career in vocational agriculture as a teacher in the Mooresville, Indiana, high school in 1919. He served in teacher training and supervision in Indiana from 1924 to 1936, at which time he became Specialist in the Vocational Division of the U. S. Office of Education for the out-of-school youth and adult program. During the war he had added responsibility in the various production training programs in operation within the Office of Education. In 1946 he was made Assistant U. S. Commissioner for Vocational Education.

Among the many achievements and services of Dr. Gregory in the field of vocational agriculture was the prominent part he played in the origin of the *Agricultural Education Magazine*. He was a member of the initial "Board of Editors" and played a very significant part in the early planning which culminated in the action in Des Moines, Iowa, at the annual meeting of the North Central Region in April, 1928, to bring before the professional people of the other Regions and the executive committee of the American Vocational Association the proposal for starting a professional monthly publication for workers in vocational agriculture. The favorable response obtained led to the publication of the first issue in January, 1929, of Volume I. Gregory was one of three Special Editors for Volume I and served on the Editing-Management Board for fifteen years.

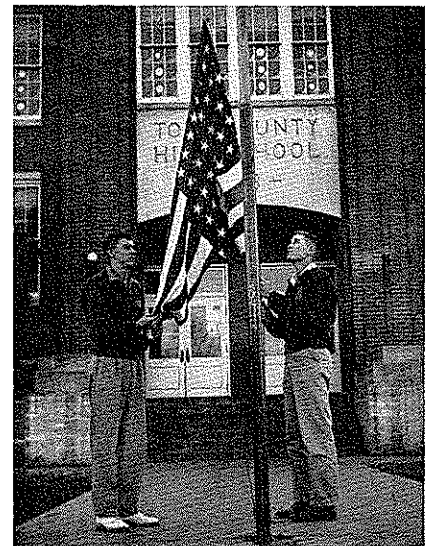
His death was untimely but his imprint upon the program of vocational education and vocational agriculture in particular is far greater than is likely to be attributed to many of us whose life-span of usefulness may exceed his.

including the farm rodent control program, the farm fire safety survey and a farm-safety program. Last year the FFA members placed safety tape on more than 600 farm and town vehicles and pieces of machinery. □

DAVE SKOLNICK,
Vo-Ag Instructor,
Agawam, Mass.

National FFA Week at the Todd County High, Elkton, Kentucky, was observed in a colorful way. At the January meeting of the Chapter, a committee was appointed to plan the activities for National FFA Week. The activities that were planned and carried out included the raising and lowering of the flag, window posters made and placed in the windows of businesses in the city of Elkton and various agricultural offices throughout the county. These posters were attractively made by FFA members and they described FFA activities in the local Chapter. The Chapter reporter wrote articles which were published in the local and county newspapers during the observance week and a radio program was given. The Chapter declared the week as clean-up week and beautification week of the school campus. The campus was cleared of all waste, rubbish, bottles, paper and dead limbs and leaves. The shade trees were pruned and the shrubbery was pruned and sprayed. The Chapter also painted all the play ground equipment. Other programs included Chapel program at local high school, the Rotary Club, Lions Club, and the Parent-Teachers Association. The highlight of the week's activities was a display up-town in the window of the Elkton Hardware Store, which exhibited farm-shop, classroom activity, secretary's record book, treasurer's record book, FFA Freshman initiation, fairs, shows, ribbons, pictures, and on-farm demonstrations. □

W. F. TOMPKINS, JR.
Vo-Ag Instructor, Elkton, Ky.

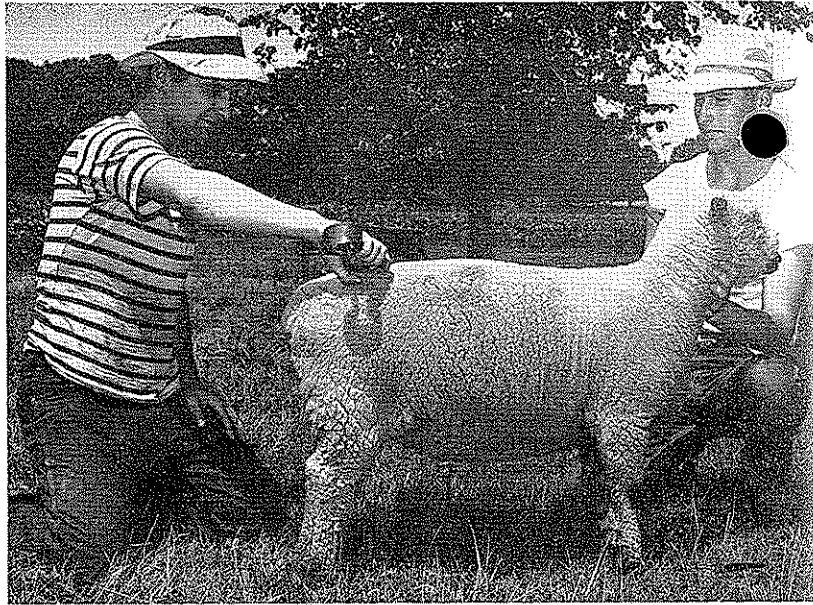


FFA officers raise the flag on school grounds during FFA Week, one of several activities which influence development of desirable citizenship.

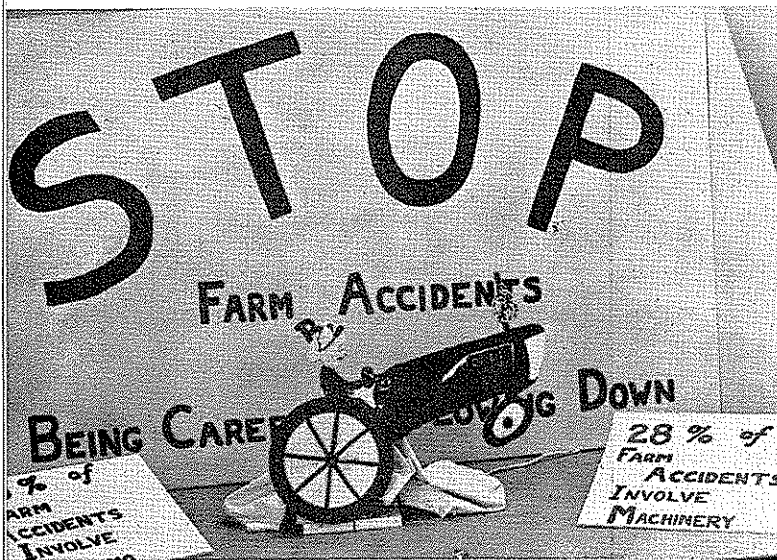
Stories In Pictures



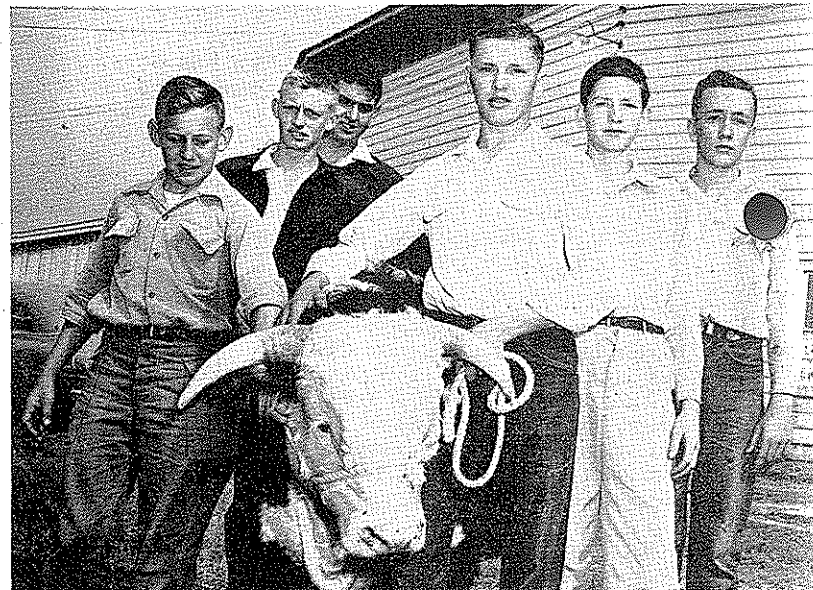
A Soil Conservation Field Day is one medium for improving public relations used by Vo-Ag departments in Winnebago County, Illinois. Boys shown in the picture were participants in the County Soil Judging contest. (Picture by I. M. Huggins, Vo-Ag Instructor, Rockton, Ill.)



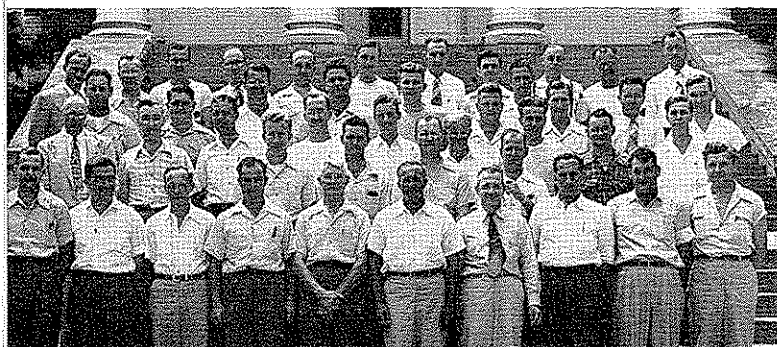
Preparation for the Fair. A former Vo-Ag student demonstrates "blocking" to his brother as the lamb is being groomed for the show-ring. (Picture by I. M. Huggins, Vo-Ag Instructor, Rockton, Ill.)



An exhibit developed by the Williamston, Mich., FFA Chapter and shown in the State contest conducted annually on the Michigan State College campus in connection with the agricultural contests for Vo-Ag boys.



Competition runs strong at the annual livestock shows throughout Mississippi. Here we have two teams at the Fort Gibson, Mississippi, livestock show which tied for first place in beef cattle judging. One team is shown to the left of the animal, and the other to the right.



One of the Workshop groups of Supervising Teachers and Teacher Trainers in the North Atlantic Region. These Workshops have been conducted periodically since 1948 for the purpose of improving the training experience provided for prospective teachers. This group met at the University of Maryland and represented Delaware, Maryland, New Jersey, New York, Pennsylvania and West Virginia.



Pictured above is a meeting of the Program and Policy Committee of the West Virginia Vo-Ag Teachers Association with officials of the State and regional fairs held annually in West Virginia. Eleven Vo-Ag teachers representing each of the eleven districts, the State President of the Vo-Ag Teachers Association, Teacher Trainers and Supervisors make up the Program and Policy Committee. The Secretaries of the State Fair, Southern West Virginia Fair and KYOWVA Fair are shown meeting with the State Planning Committee.