

The

AGRICULTURAL EDUCATION Magazine

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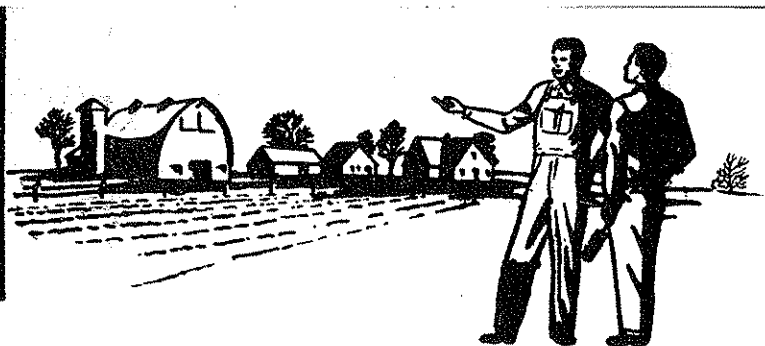
NUMBER 4



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Featuring— School and Community Relationships

The Agricultural Education Magazine



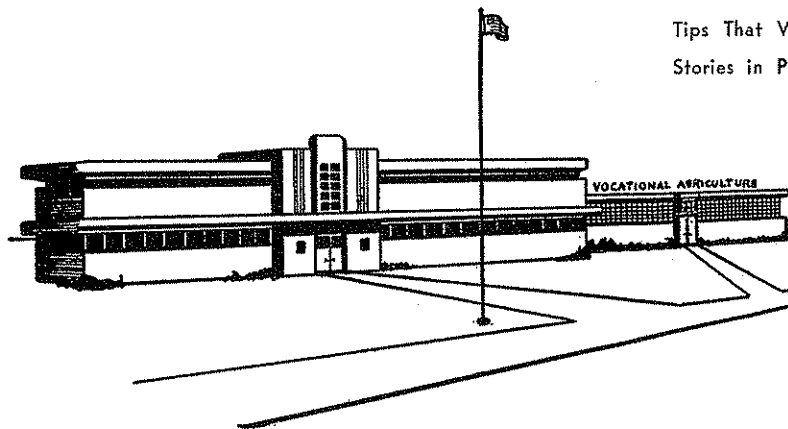
A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

THE INTERSTATE  DANVILLE, ILL.

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Guest Editorial

STANLEY ANDREWS, Project Director, National Project in Agricultural Communications, Michigan State College

Down in Arkansas one afternoon, one of our candidates for governor was standing in the back end of a truck pulled up before the courthouse on the town square making a political speech. A crowd was gathered around listening. After awhile, John said to Bill, "Who is that fellow and what's he talkin' about?" "He's runnin' for governor and he wants your vote for the office," said John, "But, he ain't said yit what he's talkin' about."

That incident may have a lesson for all of us as transitors and teachers in agriculture.

The candidate knew where he wanted to go. He wanted to become governor of Arkansas. He was failing to communicate his ambitions and desires clearly and convincingly enough to enlist the support of those who could help him get where he wanted to go. Few of us have the prestige or the great aura of scientific authority back of us to attract students or individuals in great numbers by the sheer force of our accomplishments. Most of us as teachers merely pass on what a great array of others have discovered and worked out. We must enlist others in communicating or teaching what has been accumulated in the form of knowledge. There are few real seekers after knowledge. There is a great passing through which merely glances at the "lamp of knowledge" as they pass by, bent on other pursuits. To fulfill our mission as teachers, we must attract, assist, and inspire youth to learn, to investigate and to explore. That is not easy.

In today's great welter of gadgets and gimmicks to attract attention, we have a double problem. We must be sure we know where we want to go. More, we must trim and tailor our story to break through normal indifference plus competition from a dozen other sources.

Rudy, in eighth grade geography in the one room country school which I taught years ago, still hangs vividly in my memory. While I pointed to the names of the capital cities of the World on a map and a part of the class studiously memorized the flora and fauna of the countries along with the mountain chains and principal rivers, Rudy squirmed and silently gazed out the window on the golden countryside of fall. I did not get through to him. Indeed, I got little geography over to the rest of the class. With just a little bit of imagination on my part, a decision to really teach geography to that class, perhaps I could have pulled Rudy out of his reverie of chasing rabbits that fall afternoon. Perhaps I could have engaged him with me and the rest of the class in the really exciting adventure geography can become.

It is trite and merely repeating the obvious when one states that now—1954—there are more interesting, helpful and thrilling facts to teach and communicate, more enticing doors to unlock, more paths leading to fascinating adventure in the pursuit of knowledge than ever before in the long history of mankind. By the same token, the sheer mechanical ability to transmit ideas and information from one person to another, or

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Our best exhibits

G. F. EKSTROM, Teacher Education, University of Missouri

We hear much these days about public relations as applied to our schools. We are told that the schools belong to and are operated by the people of our communities, and that anything which weakens the schools weakens democracy itself.

The federally aided program of vocational education is a form of public education designed to meet specific needs essential to the public welfare. It is dependent on the public for financial support and accountable to the public for programs produced. It is quite proper therefore that we who are identified with vocational education should be concerned with our "publics"—school people, parents, farm and business groups, civic and social organizations, and patrons generally.

Public relations in vocational education revolves about the planning and executing of sound programs involving the cooperation of students and related groups with whom we work. The effectiveness of public relations is conditioned by the degree to which programs are in themselves effective.

Public relations as applied to vocational education is more than publicity, sound as programs may be. It represents the "show window" through which the products of vocational education are viewed. It depicts the school as an agency of the community. Through it the teacher strives for community improvement. The students are evidences of his craftsmanship. He succeeds to the degree that his students make progress toward personal goals achieved through the training medium.

Changes in Students

The changes affected in students represent the major accomplishment of vocational education. The projects produced by the students are merely by-products contributing to this end. This applies to the different groups which receive training, but in the field of vocational agriculture it is conspicuous with all-day students.

In view of current delinquency problems the well mannered youth is looked upon with favor. As sections of our farm population, FFA and NFA members have an appeal. What greater thrill can come to parents, to the teacher, and to the public than the presentation of "free thinking, well nurtured youth" who have "those qualities of leadership which a member should possess."

Examples of accomplishments which contribute to the development of the boys and which also contribute to good public relations are without number. Well developed animals and good crops provide earnings, contribute to establishment in farming and are appreciated by the public. Farm and homestead improvements make for developments in farming and improved standards of living which react favorably with laymen. The repair and construction of shop projects call for the application of skills and qualities of workmanship which make for proficiencies and types of output that are appreciated.

• The organizations of students studying vocational

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Understanding is necessary

A successful program of vocational education in agriculture depends upon understanding and cooperation

PAUL M. HODGSON, Teacher Education, University of Delaware

UNDERSTANDING and Cooperation—could you develop a successful program involving other people if they did not understand what you were trying to do and were not in sympathy with the plan at least to the extent of passive cooperation? When you want the cooperation of an individual or a group in any activity, what approach do you use? One guess is that your first desire is to meet the individual or group face to face. Why? You have a story to tell—you want to develop an understanding of your idea—you want to sell something.

Did you ever stop to think that if you have a story to tell, an idea you want someone else to understand, something you want to sell, you had better know well not only your own interest field but also you should know that of the other person, at least well enough to be a good listener and ask intelligent questions about some of his problems, especially as they directly relate to your own field and about which you may be able to do something.

If you agree that the above is fundamentally true, then let us analyze the situation in which the final objective is a "Successful Program of Vocational Education in Agriculture" and try to see how this article may fit the title.

Know the Regulations

Federal and State laws are the basis upon which all of our Vocational Education Programs operate. References covering these complete laws should be in the hands of all persons concerned with planning and conducting the Vocational Education Program—teachers, principals, and school board members alike. The detailed guide for the operation of the program, within a state, is covered by an individual plan for the state (for example, "Your State's Plan for Vocational Education") and serves as the specific guide for the operation of the program within that state. Information such as that covered in federal and state laws and state plans should be condensed into readable, readily understood form for all of those persons concerned with the Vocational Program as a whole, in order that they have at least a working knowledge of their particular program. Special flyers might be prepared for different fields of Vocational Education—annotated publications relative to the topics should be made available.

Accepting the premise that all educational programs are based on the needs of students and that most of our students are in the secondary public schools of our country, let us look at these local schools where we find these students and endeavor to analyze situations in terms of the understandings necessary to get cooperation that will result in a successful program of Vocational Education in Agriculture.

Initiating Programs

Following the line of reasoning that our first responsibility is to develop "understanding," let us review what we understand to be the responsibility of not only the school and its personnel but also all persons from the state and national levels concerned with the success of a local program. As a starting point, let us assume that the school is planning for a new department of Vocational Agriculture and follow through the different steps up to its actual operation.

This calls for understanding, cooperation, and initiative on the part of the members of the local community through the leadership of the local school superintendent and his school board. The first actual step involves a written request to the State Department of Public Instruction for a Department of Vocational Agriculture in the district concerned. The State Department then directs the Supervisor of Vocational Education in Agriculture to make an inspection to determine whether or not the school meets or agrees to meet the requirements for a Department (students, budget, time, class room, farm shop, equipment, laboratory facilities, etc.). The supervisor in turn not only makes his analysis but also informs the local school district what the state can provide in the way of cooperation (amount of money for salary, travel, equipment, advice and supervision, information on certified teachers, etc.). He points out that the state will expect certain information such as: applications for approval, reports, reimbursement requests, etc.

People and Departments Involved

Assuming that the approval is given and a Department is started, who then becomes involved—who in the school needs "understanding"—both to understand and be understood—in order to get maximum "cooperation" for the successful program? Here are some of the people and departments—you may want to add others:

1. The *Vocational Agriculture Teacher* must see all angles of relationship and take the lead in developing the necessary understanding that the entire Agricultural Program is a vital part of the entire school. This must start with the mutual understanding of the school administrator (superintendent or principal) whose support, advice and approval must be obtained on all new activities. The administrator, in giving his approval, is also speaking for the local school board. The teacher must know about his agriculture budget—how much he can spend for supplies, equipment, etc.—in order to plan wisely and to purchase materials and have them ready for use at the time needed in his teaching. He must know district boundaries (have map clearly marked) and the school policy relative to these boundaries. He must know any special things about

the community which will have a bearing upon his activities within the area.

2. What help can he expect from the *School Secretary* in the typing of reports, notices, taking his phone calls, messages, keeping a record of where he can be reached when away from school, etc.? All depends upon the clearness with which the secretary understands what he (the teacher) is trying to do, what the Vocational Agriculture Program is.

3. How is the Agricultural Department related to the *other departments of the school*? What can other departments do for agriculture? What can agriculture do for other departments? How is agriculture related to the entire student body (assembly program, farm product shows, flower shows, etc.)? (Again we can say to the extent that the teachers and students understand the objectives.)

4. The special over-all nature of the agricultural students' activities including night meetings with refreshments, special parent and son dinners, Chapter food production and preservation programs, and the like make it necessary that the *cafeteria manager* be acquainted with the program in order to get the cooperation of that department.

5. The same applies to the *custodian* upon whom the agriculture teacher must depend for the physical facilities, general comfort of meeting place in the evening and at times when regular classes are not in session.

6. The *bus driver* falls in the same category since the Agriculture Department will be needing transportation not only in the community for field trips but also for out of community travel to county and state meetings and even out of state trips to special events, fairs, educational tours etc.

7. Another group whose understanding and cooperation is vital to the successful program is the *local agricultural advisory committee* to serve and advise with the instructor and help keep the program moving in the direction of effectively meeting community needs.

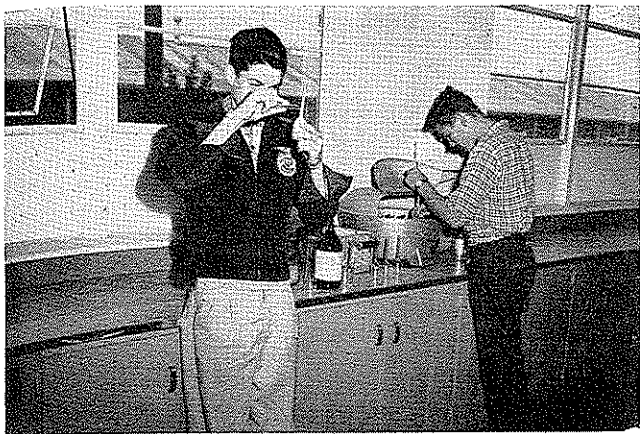
8. *All teachers within the school* must understand how the Vocational Agriculture classes differ from most of the traditional courses taught by most of the academic teachers. Field trips may require that a student miss several class periods involving other academic classes. The teachers must understand why this is a necessary part of the instructional program and be willing to make adjustments for the student concerned—before the trip, not after.

Agencies Outside the Community

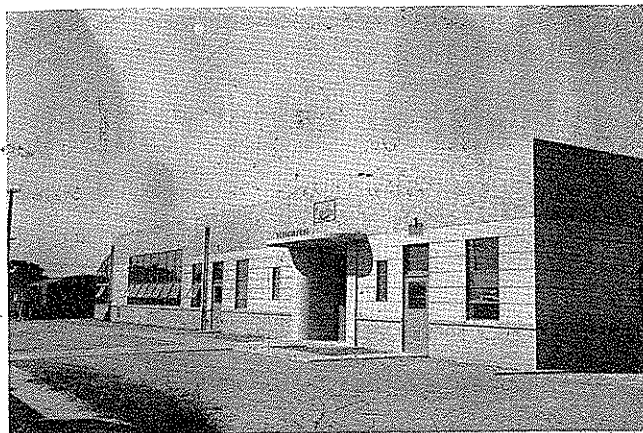
9. The *State Supervisor* cooperates with the local school administration and teacher by helping to guide the activities of the entire program and by visiting the classes and all activities of the Agricultural Department in order to assist in the developments and improvements of the whole Vocational Program.

10. The *Teacher Trainer* of the University where new students are training to become agricultural teachers has a place in the local school for not only do they provide the training but assist in the certification and placement and

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The livestock laboratory includes equipment for milk testing. Students test their own cows for practice.



New building at Stockton College provides classroom, laboratory and shop facilities for teaching six grades of vocational agriculture.

A New Community Agricultural School Provides Tangible Evidence of—

Public relations in action

H. F. CHAPPELL, Regional Supervisor, California

STOCKTON, California, in agriculturally rich San Joaquin County, gained a new facility for farm youth on November 9, 1953, when Stockton College dedicated its new agriculture building.

The new structure serves as a center of agricultural studies for farm boys from Stockton Unified School District and for Junior College students from San Joaquin and neighboring counties. Agricultural Education for Future Farmers in this entire area has been consolidated at Stockton College which now offers a six-year program of study for the first time in the history of farm education in the county. Students from the 9th through the 14th grades study agriculture at this center.

Space and Facilities

The building, which encompasses an overall area of 13,700 square feet and cost over \$150,000, is designed for the study of all phases of agriculture found in the community. The classrooms are equipped for the study of livestock, horticulture and crop enterprises. Each of these is provided with laboratory

benches with hot and cold water, electricity and gas outlets. Each of these rooms has an individual storage room for the keeping of supplies and materials.

The livestock room, an area 26 feet by 50 feet is arranged to provide space for milk testing and an area for the keeping of small laboratory animals for feeding trials and experiments.

A Future Farmer Chapter Room is formed by the opening of folding wooden doors between the agricultural library and the crops laboratory. A kitchen opens off of the Chapter room where meals for banquets can be prepared. The horticulture room has, in addition to the laboratory benches, storage bins for different soils under the benches. A practical idea has been used in this room by covering the benches with tin so that acids and other chemicals may be used in experiments.

A greenhouse adjacent to the horticulture laboratory is 12 feet by 29 feet in area and is heated by an automatic hot water boiler.

A feed mixing and grinding room occupies a space 25 feet by 50 feet and

is equipped with a one ton mixer, feed grinder and scales and has a storage area for either bulk or sacked grain. Students use this laboratory for preparing rations for all classes of project animals.

Adequate Shop Space

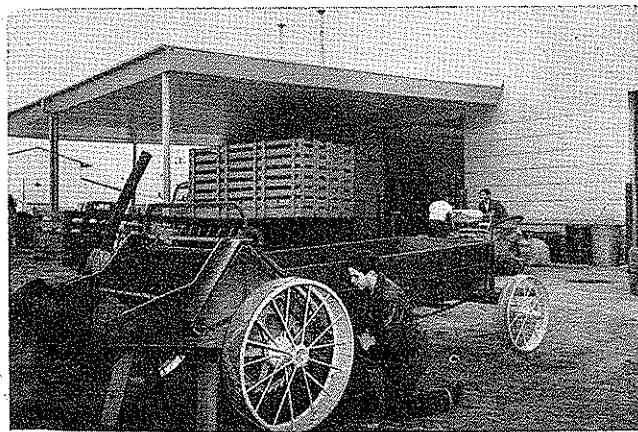
The farm mechanics shop is 56 feet by 75 feet and includes woodworking, metal working, welding and equipment overhaul areas. A lumber and iron storage room adjacent to the shop has sliding wire doors making the materials easily accessible. An outside covered area is serving as a very useful and practical extension to the farm mechanics shop. It is 30 feet by 48 feet and is covered with a roof high enough to permit any piece of machinery to pass under. This covered area serves nicely for forge work, as storage space for machinery in the rainy season, and as an outside working area.

The building was built at a cost of \$11.19 per square foot and has a saw tooth roof which permits daylight illumination of the entire shop area.

The dedication ceremonies consisted of an open house for the public to visit and inspect the building. Approximately 250 parents, farmers, business men and students attended the opening. Principal speakers during the dedication ceremony were: Byron J. McMahon, Chief of the State Bureau of Agriculture Education, and S. S. Sutherland, Teacher-Trainer, University of California, Davis. □



A modern greenhouse adjacent to an agriculture classroom provides facilities for plant propagation and laboratory practice.



A covered area outside adds floor space for farm mechanics and serves as a shady area in which to work during the warmer months.

Means for improving school-community relations should be included in

A calendar of public relations activities

HENRY S. BRUNNER, Teacher Education, The Pennsylvania State University



Henry S. Brunner

ONE of the most effective recent studies in the area of public relations for vocational agriculture was completed by Carl W. Blank, critic-teacher at Oley, (Berks County), Pennsylvania. The public relations activities of 60 Pennsylvania teachers were surveyed under three major headings: (1) in-school activities, (2) out-of-school activities, and (3) relationships with community organizations. The frequency of participation in different activities, as well as opinions of importance and effectiveness, were reported and summarized.

The summaries showed the following order of importance under the three headings:

IN-SCHOOL—

1. Reporting news regularly to school newspapers.

2. FFA Banquet.
3. Keystone (State) Farmer degree.

OUT-OF-SCHOOL—

1. Participation in State FFA Activities Week.
2. Knowing and working with key farmers.
3. Knowing and working with key business men.

COMMUNITY ORGANIZATIONS—

1. Living in the community.
2. Attending church in the community.
3. Participation in a community fair.

Finally, on the basis of general agreement that effective public relations are almost always the result of a definitely organized plan, suggested activities and procedures for carrying them out were put into the form of a "calendar" for each month of the year.

The examples suggested for July, October and April may serve as patterns in developing others for particular schools or communities. The calendars suggested for the other months can be had upon request.

Understanding Is - -

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follow-up of the students on their particular job. He also provides special in-service courses and assists with summer conferences, and develops instructional materials.

11. The *United States Office of Education* channels its services to local schools through state offices (Director of Vocational Education and Supervisor of Agricultural Education), but there are also other services such as bulletin materials, FFA supply services, etc., that the teacher or students may get direct.

The Local Level

12. Now to the understanding and cooperation in the *community*. As the individual teacher looks at his responsibility in the community, it is far reaching, for his contacts and those of his students reach all individuals. Of major importance is the understanding between *parent, teacher and student*. To analyze all of the groups specifically would be in each case to survey the particular community in terms of organizations and activities within the specific community. In a typical community, one would find a place for service and a place where he should develop an understanding and interest in his program with: business men, workers groups, Chamber of Commerce, Grange, Farm Bureau, Firemen's Organizations, Churches, Service Clubs, etc. These all offer the opportunity for participation and cooperation on the part of the community in the Vocational Agricultural Program and, with proper understanding, worthwhile results should be forthcoming.

13. The understanding and cooperation that takes place in the *county* will depend again upon the kind of set-up that exists administratively and otherwise. (In Delaware we would not be concerned with any county school system but from the standpoint of agricultural activities within the schools some would operate on a county basis.) It would be the responsibility of the individual teacher to become familiar with and give leadership to the program wherever possible. In all counties can be found County Agricultural Associations, including County Agents, Farm Credit groups, etc. These offer opportunities for service to the Vocational Agriculture Department and the boys enrolled. County meetings are held at which the agriculture teacher should be represented in order that he keep himself advised as to the programs of different groups and in order that he may keep them advised about the program within his school. Certain subdivisions of the State Government may operate on a county basis, such as the Levy Court; and since they are interested in the advancement of agriculture and make contributions to agricultural activities, they should be kept advised of the Vocational Agriculture Program.

Relations with Other Agencies

14. On the *State* level, the local teacher is responsible for reporting all of the activities to the State Supervisor's office in order that material may be compiled representing the activities of the

Annual Calendar of Public Relations Activities in Vocational Agriculture

School *Northwest High School* Year *1951* Teacher *C. B. White*
Month *October*

Activity	Procedure
<i>In-School</i>	
Monthly report	Submit monthly report to supervising principal and board of education.
News articles	Prepare news articles for school newspaper. Some subjects for articles are: <ol style="list-style-type: none"> 1. Project stories. 2. Fair activities. 3. Other FFA activities. 4. Advisory committee.
<i>Out-of-School</i>	
(1) Participation in local fairs	Encourage all boys to exhibit worthy projects.
(2) Farm Show demonstration	Continue planning.
(3) Window exhibits	Make improvements suggested when exhibit was judged last month. Set up exhibit locally—Russell Stine's Farm Implement Store, Lewis Ging's Garage, or George Lenhart's Hardware Store.
(4) Advisory committee	Complete appointments and call first meeting to discuss purpose and duties.
(5) Group project	Continuation.
(6) News articles	Write news articles for local publications. Subject for articles are listed above.
<i>Community organizations</i>	
Attendance at meeting of local organization	Attend meeting of local organizations when possible and if welcomed. Speak at Rotary Club October 21 at 6:30 p.m.

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Month April

Activity	Procedure
<i>In-School</i>	
Monthly report	Submit report to supervising principal and board of education.
News articles	Prepare news articles for school newspaper. Some subjects for articles are: 1. Group project. 2. Field trip by students. 3. Election of new officers in FFA. 4. Election of FFA Sweetheart. 5. Feature story of farmer graduate or Keystone Farmer.
<i>Out-of-School</i>	
(1) News articles	Prepare news articles for local news publications. Subjects for articles are listed above.
(2) Group projects	Continuation.
(3) Window exhibit	Continue construction of exhibit.
(4) FFA Week at State College	Select and begin training boys who will enter contests.
<i>Community organizations</i>	
Attendance at meetings of community organizations.	Speak at P.T.A. meeting this month on the vocational agriculture program.

Month July

Activity	Procedure
<i>In-School</i>	
Monthly report	Submit a complete report, including any information which should be known by the school administration, to supervising principal and the board of education for month of June.
Annual report	Summarize past year's reports and submit a complete annual report to supervising principal and board of education.
<i>Out-of-School</i>	
(1) News articles	Prepare news articles for local news publications and farm magazines. Submit some good pictures with the story. (This may be done through area adviser on a county-wide basis.) Some subjects for articles are: 1. Fair exhibits. 2. Outstanding projects. 3. New supplies and equipment purchased or to be purchased for the department. 4. FFA activities—meetings, tours, picnics, etc. 5. Complete report of past year's activities.
(2) Group project	Continuation of project.
(3) Contact prospective students and their parents	Visit each prospective student at his home. Make it a point to talk with parents. The names of these boys may be secured from the county superintendent of schools.
<i>Community organizations</i>	
Attendance at meetings of local organizations	Attend meetings of local organizations when possible and if welcomed.

Understanding Is - -

(Continued from Page 78)

entire State. This may come as a means of evaluating and improving not only individual departments but the State program as a whole. He must cooperate in State meetings both professional ones and those of the student groups (FFA, NFA, Boys' State, etc.)

15. The State Supervisor clears

through his office all of the administrative problems of finances, enrollment, etc. to the State Director of Vocational Education. The State Supervisor provides leadership and direction to all activities, serves not only as supervisor but as State advisor for the Future Farmers of America and the New Farmers of America. The State Supervisor must represent Vocational Agriculture at the state level in all organizations and

activities concerned with agriculture—just as the local teacher participates on the local county and community level. The State Supervisor works with an agricultural advisory committee on a state basis much the same as the teacher works with a local advisory committee on a community basis.

From the state level, the teacher trainer of the University should be responsible for providing in-service instruction, assisting with summer conferences, supplying teaching material for teachers on the job, and participating in and assisting the Supervisor with representation at State meetings.

16. The State Superintendent of Public Instruction is the Executive Officer of all free public education—both general and vocational; and with the cooperation and assistance of his entire staff, should provide leadership which will result in public understanding and support for a broad educational program which will meet the needs of all youth—whether they be in school or out.

17. The actual operation and administration of the program is vested in the State Director of Vocational Education, who sees all phases of Vocational Education and is responsible for the certification and allotment of funds. The State Treasurer is the custodian of said funds and makes payments as authorized.

18. Nationally the program of Vocational Education comes under the United States Department of Health, Education, and Welfare, Office of Education, through the assistant Commissioner for Vocational Education. It is the responsibility of the Commissioner to handle all questions on Vocational Education at the federal level. Working under the Assistant Commissioner for Vocational Education, one finds the Chief of the Agricultural Education Branch, who is responsible for the nationwide program of Agricultural Education. The Chief is also national advisor for the Future Farmers of America and the New Farmers of America. It is the responsibility of his office to administer the Agricultural Program on a national level from the preparation of the budget, approval of State plans for Agriculture to the cooperation with the States through special services in teacher training, research, agricultural engineering, bulletins, etc. For the purpose of administration, the United States is divided into four regions with one program specialist in Agricultural Education assigned to each region to assist States with any particular problems which may arise.

In Summary

This information, if further developed with all people in local, state, and national groups, should result in the kind of understanding which will develop maximum cooperation of all concerned and result in a successful program of Vocational Education which will serve the needs of boys and girls in the schools throughout the land. □

Do you have a story to tell in pictures? A single, clear, well-selected picture plus a concise explanatory legend can accomplish the purpose. The Magazine wants such pictures.

Many articles have been reported concerning

School and community relationships

It's Time to Summarize!

T. W. GANDY, Teacher Education, Alabama Polytechnic Institute

IF one should judge from the great number of articles appearing regularly in the *Agricultural Education Magazine* concerning the relationships of the teacher of vocational agriculture, he would conclude that maintaining effective relationships with the school and community is a continuous and pressing problem. The teacher of agriculture would be the first to admit that this is true.

In the words of Fife (4), "The teacher of vocational agriculture is in a peculiar situation. Few teachers have such favorable opportunities to exert a personal influence on the lives of youth." It must be remembered that many teachers have done excellent jobs of creating desirable relationships, and yet, there are those who have done less well.

Education in a democracy should be, and must be, a cooperative undertaking by all the people within that democracy. School administrators, teachers, and lay people all should have a voice in planning the type of program that will best fulfill the educational needs of the local community. Possibly the most comprehensive discussion of cooperative participation in this planning was presented by Hamlin (5) in 1952.

The teacher of vocational agriculture, by virtue of his position, will be considered a leader in this cooperative effort. As a leader he will need to know a great deal about working with others. The nature of his position places him in a situation requiring more than usual skill in dealing with others. He is confronted with the responsibility of developing favorable relationships with his supervisors, school administrators and faculty, students, parents of his students, young and adult farmers, other people in the community, related agricultural agencies, civic groups, and other groups which contribute to the betterment of education and of farming and farm life.

General Principles

Without exception the writers have agreed that developing and maintaining favorable relationships is an important phase of the vocational agriculture teacher's job. In reviewing the literature concerning the working relationships of the Vo-Ag teacher, several principles seem to be consistent with each article read, regardless of the group or individual involved.

1. The teacher of agriculture should avail himself of every opportunity to develop a better understanding of the aims and objectives of vocational agriculture on the part of every person in his community and county. Olson (9) has worded this principle as follows:

"As practical psychologists, teachers must know and apply the fundamental principles of successful public rela-

tions: If you want somebody to support your program, be sure that he fully comprehends its value and shares with personal satisfaction in its development. Thus you may build both passive consent and active support for that program."

Couper (1) and Loreen (7), among others, have listed many of the mediums of public relations available to the teacher and have discussed certain methods of publicity.

2. The teacher of vocational agriculture will insure more lasting and desirable relationships if he makes certain that the quality and standards of work covered are high. Poor teaching and work poorly done, whether in the classroom or on the farm, result in undesirable publicity.

3. The teacher should adopt desirable professional and personal ethical standards and make them a part of all his actions. The *NEA Code of Ethics for Teachers* (8) listed many principles of a professional nature which every teacher should know and understand. Hamlin (6) has listed and discussed 24 guiding principles for working with others. These principles would be useful as a "personal code of ethics" not only by teachers of vocational agriculture but by all teachers and professional workers.

4. The teacher must understand and respect the duties, responsibilities and rights of other teachers and agencies. Securing good relationships is a two-way proposition, according to Davenport (2).

5. The teacher must make his department a cooperating unit or integral part of the total school program.

6. The teacher must also cooperate with related agencies in promoting agriculture. According to Deems (3), the vocational agriculture instructor cannot promote a separate, isolated agricultural program.

Summary Statements

It seems evident that developing and maintaining good relationships is a constant problem not only of the beginning teacher but of all teachers. Since good relationships do not "just happen," certain questions arise: Are there certain techniques which teachers can use in maintaining good relationships? If so, could the teachers be taught more adequately concerning these techniques? Do we really know what makes good relationships? In the final analysis, do good relationships stem from the fact that people who like each other will have better relationships? Can one develop a better personality after he is mature? If a well-developed and balanced personality is such a necessary asset to teachers, could not more em-

phasis be given to selecting people with such personalities to do the teaching?"

We know that certain psychological and sociological principles aid a person in maintaining better relationships. Could not the teacher education departments spend more time within some class in developing these principles and in teaching that which we know about relationships? Why not add a course designed to teach techniques of developing and maintaining relationships? One might say that our curriculum is already overcrowded. However, is it not possible that by teaching people the art of working with others we would eliminate many of the problems we are now trying to help them solve in the classroom?

An additional possibility is indicated in this statement by Ritchie (10): "Previous studies indicate the pre-service program cannot prepare teachers adequately to meet all problems in a rapidly changing profession. An in-service program needs to be evaluated and planned to meet these changes."

In-service programs are being expanded. Why not give some time to the development of relationships? A workshop in which techniques of developing relationships could be discussed would be useful.

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The Cover Picture

We are indebted to the Glastonbury, Connecticut, high school department of Vocational Agriculture for the picture on the cover page. Exhibits such as the one shown provide an excellent device for improving relationships between the school and the community. In addition to the appeal to the pride of the community which a display of this kind provokes, the citizens are pleased to see the part played by their boys in creating and displaying such an exhibit. The display was prepared under the direction of a student teacher, Allen Baker, now employed as Vo-Ag instructor in Vancouver, Washington. The instructors in the Glastonbury department are Lloyd Wilhelm and L. L. Turner.

Let the community know!

Good relationships are not automatic

ELLIOTT JOHNSON, Vo-Ag Instructor, Phelps, N. Y.



Elliott Johnson

GOOD public relations are a *must* for every department of vocational agriculture. It is something we need whether we realize it or not.

Before we go any farther, just what do we mean by public relations. One definition might be the art of acquainting the public, school authorities, and various other agencies with the activities and accomplishments of your department of agriculture.

Many teachers feel that public relations are taken care of automatically. If you are doing an excellent job in your teaching the school authorities know about it and, you may believe, that is all you have to worry about. I found out early in my teaching that this is not enough. Just an example to prove my point. About twelve years ago I was doing the same thing that many teachers are still doing about public relations—nothing. One morning in early July I was down-town in the Post Office. One of the town's more prominent citizens stopped and asked me how I was enjoying my two-month vacation. He didn't realize that the teacher of vocational agriculture was busy twelve months out of the year, particularly during the summer. Other similar questions as to my activities and those of the agriculture department soon made me realize that there must be some way of informing the public as to my activities as well as those of the department.

Use Local Resources

My first thought was of the facilities that I might use. I immediately thought of the local weekly newspaper and some of the nearby dailies. I found, on contacting them, that they were more than willing to use any newsworthy activities which I might have. The next problem was, who would write the articles? Why not let the FFA reporter do the job? I finally decided that the reporter and myself would provide either the articles or the information. Thus my initial public relations program was started.

This has been developed over the years into our present program. Let us see what has happened. Our local FFA Chapter continues to be the focal point of most of our public relations. This enables all members to gain recognition for accomplishments as well as needed experience. In cooperation with a nearby radio station and other Chapters in the area, regular weekly broadcasts of activities are being made. This enables each Chapter to have at least two or more

broadcasts a year. Another feature of our public relations program is the annual Community Fair which is held on the school grounds. Although sponsored by the local Rotary Club and Merchants, for agricultural and home-making exhibits, the fair provides a wonderful opportunity for the general public to become acquainted with activities carried on by the agriculture department.

Each year the Chapter cooperates with local organizations in arranging programs for their groups. This may be a demonstration, a summary of activities, an exhibit or other type of program. This is helpful to the boys and certainly is an important part of public relations.

Seeing Is Believing

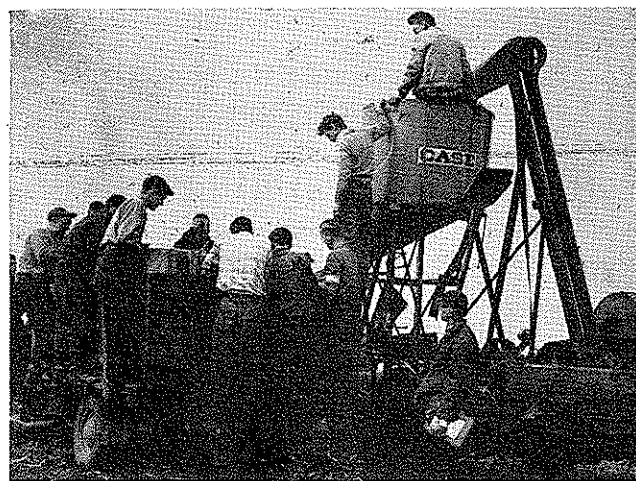
Another good activity is to have a display and open house as a part of a regular P.T.A. program or at a special time when the public is invited to attend. This can also be used on the program as a part of a Father and Son or Family Banquet. An open house after the banquet is an opportunity to show parents the types of activities carried on in the shop and classroom. The banquet is also a very good public relation activity. Our Chapter has an annual banquet free to all members and fathers at which time activities for the year are summarized and awards made for achievement.

One of the most effective public relations activities of the department should be the work done with the advisory board or council. I have found that a minimum of two regular meetings and additional special meetings during the year, are very important. Here I find that I can make a full report of activities to date and discuss problems which must be solved in the near future. If fully informed these members can be your ambassadors of information. They can very well answer many of the questions that may be asked by people in the area, which otherwise might never be answered.

Recognize School Authorities

Last but not least, be sure that your Principal and Superintendent are fully aware of department activities. Invite them to all special events, particularly advisory board meetings, banquets, and to other types of programs being presented.

Just a few "don'ts". Don't give articles to the press unless they are well written and newsworthy. Plan your radio broadcasts well in advance, don't try to adlib, particularly where boys are



Members of the Vo-Ag classes at Phelps take great interest in the results of their corn demonstration plot as the harvesting takes place.

involved. Don't have an open house or any activity where the public is invited unless it is well prepared. Don't expect the public to attend without special invitations or through press releases. Always feature the boys involved in any activity, not yourself. Parents and friends are interested in the boys awards and activities not yours.

An Example

The following is an activity which we carried on last year which illustrates one example of public relations promotion. The activity involved a Crop Demonstration Contest sponsored jointly by the Cooperative Grange League Exchange and the New York Association of Future Farmers of America.

From the time the Chapter voted to enter the contest on January 27, 1953 until the Chapter award was made during an assembly period on February 15, 1954, a wide variety of public relations activities was maintained. First the Chapter reporter, with my help, made regular progress reports available to local and area newspapers. The advisory board aided in making land available for the plot. The local G.L.F. store manager made seed, fertilizer and seed treatment and other materials available. A complete soil testing analysis was made by the county agent in cooperation with the New York State College of Agriculture. All agencies involved were promised summaries of results. A large sign was erected at the plot and smaller signs were placed throughout the plot to denote practices being compared. All groups were invited to visit the plot during the summer and fall. Black and white as well as colored pictures were taken throughout the season to be used for displays later on and for talks before service groups.

At harvest time complete results were made available in mimeographed form to farmers, the G.L.F. store manager, county agent, out of school groups and others. Results were also reviewed during a radio broadcast after harvest.

When the Chapter was notified that it was one of the state winners in early February, plans were made for a presentation of the award at a high school assembly. A representative from the

(Continued on Page 84)

The better we know—

The more we realize the importance of
community relationships

The amazing American public school

H. M. HAMLIN, Teacher Education, University of Illinois



H. M. Hamlin

WE in vocational education in agriculture are, happily, a part of the public school system. The future of our program depends on the future of the public schools.

No institution enlists the support of so many Americans as the public school.

All opinion polls, and they have included hundreds of thousands of people scattered over the country, show strong citizen support of the schools. Since 1900, the funds provided for the support of the public schools have increased from one-fifth billion dollars to six billion dollars, a 30-fold increase in dollars of their current worth, a 10-fold increase when allowance is made for the depreciation of the value of the dollar. Even the criticisms directed at the public schools indicate that the critics recognize their importance and are concerned about them.

We in agricultural education should understand the public schools as well as we can. We can do a great deal to help the public to understand its schools.

Some Facts the Public Needs to Understand

I want first to cite a few facts of great importance, which are not widely enough known, and which make a great difference in decisions about the public schools.

We can understand the present status of the public schools better if we realize that, for about two-thirds of the time white men have lived on this continent, education was generally considered to be a private affair. A public school system was introduced, community by community and state by state, into the North largely during the period from 1820-60; the South had few public schools until after the Civil War. One of the latest types of education to be considered a public function rather than a purely private one, is vocational education. We have traveled far in going from the concept that the public has no responsibility for education to the statement of the Supreme Court in its ruling on the recent segregation cases that: "Today education is perhaps the most important function of state and local governments."

Most people seem not to be aware that the federal government has been making important contributions to education in the states ever since it was organized. Its first act of this kind was passed in 1785, 169 years ago. The federal government set up the school systems in 35 states while they were yet territories. It is currently spending \$2.5

billion a year on public education; it has at times spent as much on education as the "public schools" have cost, nearly all of it outside the public schools.

It is easy to note the rising costs of the public schools but to forget that the national income has quadrupled since 1939. It is not widely known that the percentage of our national income going to public elementary and secondary schools has fallen from 3 to 2 since 1940.

Because school taxes are often two-thirds or more of local property taxes, it is easy to forget that the costs of the public elementary and secondary schools are only 8 to 9 percent of the total expenditures of the local, state, and federal government.

The public is not adequately prepared for the great increase in enrollment in secondary schools which lies immediately ahead of us. For the past 13 years, we have had a lower enrollment of secondary school pupils than we had in 1941. We shall not again reach the 1941 enrollment figure until 1956, but by 1966 the population of high school age will be 50 percent larger than it is now.

Enrollments of adults in the public schools have recently increased much more rapidly than people generally realize. The number of adults now enrolled is approximately the same as the number of high school students in grades 9 to 12. In the four years from 1948 to 1952 the enrollment of adults increased by two thirds.

It is not generally realized that citizen participation in public school affairs through advisory committees has become a normal procedure. During the past year, 54 percent of the unit districts in Illinois have had continuing advisory committees; 70 percent have had temporary committees. The National Citizens Commission for the Public Schools estimates that 9,000 school systems in the nation have citizens' committees.

Lippmann and Ruml on the Future of the Public Schools

The American public school is, first of all, a changing and evolving institution. I should like to quote from proposals for future changes which have been made by two very substantial Americans: Walter Lippmann and Beardsley Ruml.*

Lippmann said recently: "We have to do in the education system something very like what we have done in the military establishment during the past fifteen years. We have to make a break-through to a radically higher and broader conception of what is needed and what can be done. Our educational effort today, what we think we can afford, what we

* *Citizens and Their Schools*, Anniversary Issue, 1953, National Citizens Commission for the Public Schools, 2 W. 41th St., New York 36.

think we can do, how we feel we are entitled to treat our schools and our teachers is still in approximately the same position as was the military effort of this country before Pearl Harbor. In 1940 our forces were still at a level designed for a policy of isolation in this hemisphere and of neutrality in any war across the two oceans. Today the military establishment has been raised to a different and higher plateau, and the effort that goes into it is enormously greater than it was in 1940. Our educational effort, on the other hand, has not yet been raised to the plateau of the age we live in We have learned that we are quite rich enough to defend ourselves, whatever the cost. We must now learn that we are quite rich enough to educate ourselves as we need to be educated. There is an enormous margin of luxury in this country against which we can draw for our vital needs If, in the crucial years which are coming, our people remain as unprepared as they are for their responsibilities and their mission, they may not be equal to the challenge, and if they do not succeed, they may never have a second chance in order to try again."

Beardsley Ruml, originator of the pay-as-you-go income-tax payment plan, has estimated that \$4.5 billion of new money should be pumped annually into our public schools (Their current cost is about \$6 billion; he is suggesting a 75 percent increase.) He has predicted a gross national product of \$455 billion in 1960, an increase of \$91 billion over 1953. He has commented: "Certainly the needs of the schools do not look impractically large when projected against the tangible realities of increased national productivity. Our problem is how to allocate to the purpose of public school education a small percentage of the productivity increase." He has suggested that federal aid of \$30 to \$40 per pupil be provided at the outset and that federal aid should never go beyond an amount where the state or the community does not have a substantial financial stake in the public schools.

Implications for Agricultural Education

We in public school education in agriculture are in a going concern, the American public school. As we make our program a vital part of the public schools, we share in the support the public gives its schools.

We have not been "queer" in believing that the public schools could become institutions much more powerful and much more useful than they have been or in pioneering in arrangements for local-state-federal cooperation, in teaching adults, and involving citizens in policy-making and program-planning.

There has been a great awakening of the public to the importance and the needs of the public schools. Citizens want their ideas about public education clarified. Teachers of agriculture can help to clarify them.

Never sell the American public school short. It is an amazing institution. Each 50 years since 1800 the American people have remodeled it almost beyond recognition. There is reason to believe that the changes in the next 50 years will be as great as in any previous half-century. □



New pick-ups like this one are being loaned to agriculture departments and FFA Chapters by truck and auto dealers. (Pictures courtesy of George P. Couper.)



Chapter adviser, Chapter president, State Association president, and the dealer admire a shiny new pick-up which will be loaned to this department for two years.

Do you need a PICK-UP TRUCK for your department?

Cooperation provides transportation

An example of school-community relationships

MAX JOHNSON, Graduate Student, California State Polytechnic College



Max Johnson

A PICK-UP truck may be yours for the asking. That sounds unbelievable, yet it is almost that easy.

In California an increasing number of local auto and truck dealers have been loaning shiny new pick-ups to school districts exclusively for use by the agriculture department and the local Chapter.

The contracts are similar to those used in loaning driver-education trainer cars to schools, with which many of us may be familiar. The school's only expenses are those of maintenance and upkeep.

Every agriculture department needs a truck. This one is not shared with other departments of the school, and it may be used for FFA Chapter activities. The school board, the lending agency, and, most of all, the agriculture instructors are generally finding the plan very satisfactory. To top it off, you may receive a new model every year or two, although this is also entirely up to the local dealer. There is no national plan for loaning such vehicles.

Suggested Procedure

If you desire a "loan" pick-up you might put the proposition before your school board. Then consult with the auto and truck agencies in your community. Give them an illustration of what has been done in many other schools. The school board may work out the contract with the agency or it may allow you the freedom to do so. In either case, the procedure of drawing up the contract will be similar.

The contract is drawn up in agreement between the school board (representing the district), the Vo-Ag department head and Chapter adviser, and the agency loaning the vehicle. Here is a sample

contract which your dealer might follow in establishing such a plan:

(Auto Agency agrees to:)

1. Provide the school district, for the primary use of the agriculture department and FFA Chapter of the (name of school), a current model one-half ton pick-up truck properly licensed and equipped with heater and defroster for the period from September 1953 to August 1955.

The School District agrees to:

1. Assign the vehicle for primary use by the FFA Chapter and agriculture department of (name of school).
2. See that insurance coverage is provided for the protection of the District, the School, the FFA Chapter, (Auto Agency), the Instructor and others using the vehicle. The coverage must include at least: (A) 50/100 thousand dollars public liability, (B) 5 thousand dollars property damage, and (C) 50 dollars deductible collision. (Fire and theft insurance to be carried by (Agency). (Agency) is to be provided a certificate of insurance as a named assured.
3. Provide prominent lettering on sides of the vehicle identifying (Auto Agency) as the organization making it available.
4. Return the truck to (Auto Agency) at the expiration of the agreement period in (first class condition) and with all routine greasing, oil changes, etc., up to date. Upon the return of the vehicle, (Auto Agency) will sign a receiving notice accepting it and its condition for the protection of the parties concerned, when it has approved said condition.

5. Pay for any servicing or repairs necessary to put the vehicle in the same condition as received, except for normal wear and tear, when it is returned at the end of the agreement period.

6. Pay all maintenance and expenses incidental to the operation of the vehicle as outlined in the Owner's Manual, including especially the following items.

- A. Gasoline.
- B. Complete lubrication and oil change at each 1,000 mile speedometer reading.
- C. Use sufficient antifreeze of the best quality in the radiator during cold weather.
- D. Storage of vehicle in a safe garage at night when not in use.
- E. Truck inspection and tune-up at speedometer readings of 1,000, 3,000, and 7,000 miles by (Auto Agency) or by a garage approved by them.
- F. Report in case of truck damage, immediately to (Auto Agency).

7. See that operation of the vehicle is limited to those holding valid operators licenses.
8. Take every precaution to see that vehicle is kept in first class condition both as to operation and maintenance. This includes responsibility to see that every user is personally requested to keep the truck in good condition and is held responsible for any abuse.
9. See that vehicle is never rented or used for hauling for hire.

This agreement will take effect when signed by persons authorized to act for the organizations involved.

For the School District:

_____ Title _____ Date _____

For the FFA Chapter of the (High School):

_____ Title _____ Date _____

For the (Auto Agency):

_____ Title _____ Date _____

Some Precautions

Of course, there will be variations in different situations, but all contracts should at least carry the stipulations in the sample contract to prevent misunderstandings later on.

Notice that servicing, repairs, and maintenance will be paid for by the district and that the donor includes necessary maintenance items in the contract. Whether it is specified in the contract or not, the vehicle *should* be taken to the donor for repairs and servicing (Continued on Page 84)

The FFA parent-son banquet can be used to

Place your program on display

As a means of creating good school-community relationships

EDWIN THORESON, Vo-Ag Instructor, Estherville, Iowa



Edwin Thoreson

ARE FFA Parent-Son Banquets held primarily to provide something to eat or for some other reason? As a vocational agriculture instructor who has sponsored twenty such annual banquets, I would say that the primary purpose of such events is to promote good public relations. In this brief article I shall not attempt to tell others how they should conduct their parent-son banquets, but rather concentrate on how our FFA does the job.

First of all, the FFA Parent-Son Banquet is put on the school calendar a full year in advance. In recent years we have been able to schedule this event to occur during National FFA Week. In this way National FFA Week means more to the boys, and it also lends prestige to the banquet program.

Several years ago my high school superintendent made the statement just after his first FFA Parent-Son Banquet, "Why don't you get an outside speaker to present your banquet program for you?" I replied that parents would much rather hear their own son and their neighbor's son than listen to the average outside speaker. Also, by listening to these boys the parents and other guests would learn much more about the local vocational agriculture department and what it is trying to accomplish. In other words, the FFA members present most of the banquet program each year.

The Program

Of what does the banquet program consist? Usually the FFA officers present the opening ceremony after all of the boys, parents, and guests have found their places and have been seated. A local pastor usually asks the blessing. Somewhere on the program the father of one of the boys gives a brief talk on, "A Father's Viewpoint." A mother speaks on, "A Mother's Angle." These contributions from parents are usually very sincere and are fine testimonials for the work of the vocational agriculture department and the FFA.

The boys' talks are usually illustrated by a total of 150 to 200 colored slides. One boy, speaking on vocational agriculture field trips, introduces the subject by telling of the value of field trips and how they are conducted. He then speaks briefly about each trip as colored slides are projected on the screen. A boy from each class in turn gives an illustrated talk on the field trips taken by his class.

Another feature of the banquet program is a report on most of the productive projects of the boys. After the boy has told of the many values of these farming programs to him and to his fellow students he tells, with the aid of colored slides, what each boy has done.

Surely many parents have been thrilled to see pictures of their sons projected on the screen in full color. We have felt that the inspiration coming from the colored slides would motivate the boys and in some cases the parents, and would promote better parent cooperation.

One or two members present "other activities" so as to give the parents and guests a rather complete picture of the vocational agriculture department and FFA Chapter. Included in this presentation is a report on shop projects, various contests, conventions, and numerous other activities.

Still another part of the program consists in having one of the boys give an illustrated talk on the previous summer's annual tour. Many boys and parents rate this summer trip as one of the best things the FFA does for its members.

Awards Are Given

Although the vocational agriculture department participates in high school award day programs by presenting FFA letter awards toward the end of the school year, special awards are given at the FFA banquet. The winner of each award is first determined by an award committee. The presentation is made at the banquet by some FFA member, who usually gives a fine short talk extolling the virtues of the recipient of the award.

This year they presented the Future Farmers of America Foundation award medals for dairy farming, public speaking, farm mechanics, and Chapter star farmer. The Chapter furnished two additional medals for swine awards, one for the beef award, and one for the poultry award. A local banker gave five cash awards for the best supervised farming record books. In return the FFA officers conferred upon the banker the honorary Chapter farmer degree. The award part of the program is usually full of surprises, and most of the boys enjoy taking part in the program.

One of the most common remarks heard after any of these banquets is that the FFA members on the program were exceptionally good speakers and did not seem at all nervous or upset.

By this time you might be ready to ask, "What is the public relations angle? In what way does the banquet promote public relations?" The answer is this: many boys participate in the program; the boys are coached to do their best;

Let the Community - -

(Continued from Page 81)

main office of the G.L.F., and the local store manager were invited for the occasion. Chapter officers and crop committee members were presented the award on the stage. Press representatives were present to take pictures and make a report of proceedings.

I feel that this was one of the best public relations activities that we carried on during the past year. More farmers and others have spoken to me as well as Chapter members about the demonstration, than of any other activity carried on. □

Cooperation Provides - -

(Continued from Page 83)

(not done by the school) and *not* to some other agency. This is plainly a matter of courtesy and good relations.

It cannot be over-emphasized that the best of care should be given the vehicle and that the Owner's Manual be followed religiously. If students are to use the pick-up, they should be aware of the care and responsibility which they must take.

Obviously, the school district can show no partiality towards any make. At present, here in California, only two makes of cars are loaning to schools. However, it appears that one or two others may be available in the future.

To be nonpartial and properly distribute the manufacturers, a rotation system may be followed. For instance, you could accept a model from make "A" for two years and then from make "B" for two years. Districts which are also taking loans on driver-trainer cars may accept loans from make "A" for these cars and from make "B" for the Vo-Ag pickup, or they may alternate makes when they renew contracts. Whichever method is used, the district must be impartial.

Here in California, the vehicle loan idea has caught on fast and is ever-increasing. Ten out of eleven schools in one bi-county section now have them. So far, the author has heard of no complaints or serious problems, and everyone who has a loan pick-up seems to be in favor of the idea. □

the vocational agriculture department and the FFA are on display.

The guests include parents, high school principal, superintendent, members of the board of education, and some of the high school teachers. Also included are representatives of service clubs, feed manufacturers, farm implement dealers, bankers, Soil Conservation Service, extension service, Chamber of Commerce, Farm Bureau, and others.

We feel that the FFA Parent-Son Banquet promotes good public relations because frequently the people who attend have a good word to say for the vocational agriculture department and the Future Farmers of America. □

Relate your department to the community through an Advisory Council

The selection and use of advisory councils

A teacher speaks from his experience with councils

CHARLES WIGGINS, Vo-Ag Instructor, Tunkhannock, Pa.



Charles Wiggins

I plan to answer in this article some of the questions that are asked me by teachers of vocational agriculture concerning my experiences in working with advisory councils. I have taught vocational agriculture for thirteen years in three schools of Pennsylvania, and have worked with advisory councils in two of these schools. My opinions are based upon my experiences during the past ten years in selecting and using advisory councils in these two schools.

Why Have a Council?

One of the questions most frequently asked is why should an agriculture department have an advisory council? I believe that the correct answer to this is that there should not be a council unless the school board, supervising principal, and the vocational agriculture teacher believe in the value of a council and wish to work with one. I have found the following benefits from the councils that have assisted me.

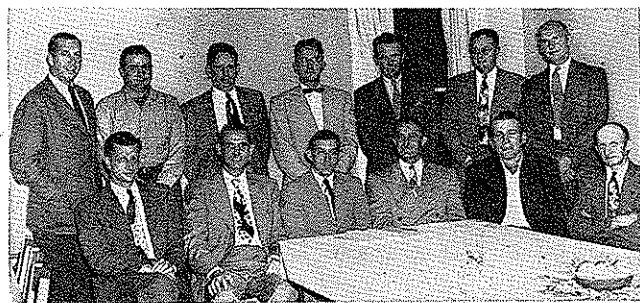
1. The council serves as an excellent public relations medium for our department. The council members know what the department is doing, or wishes to do, and speak about it with persons of our community.
2. The council helps to tie our department closely to our community since it is composed of members of the area.
3. It helps our department to better know the agricultural needs of the community, and help in formulating long term objectives.
4. Many problems of the department have been discussed in the regular meetings, and practical solutions found.
5. The boys in our vocational agriculture department feel that their work is very important when respected members of the community are interested enough in what they are doing to take time out to help them.
6. A council is helpful when the teacher leaves and a new teacher is employed. The new teacher can ask the council members about the past activities, objectives, and policies of the department, and thus enter into the work of the school with a minimum of confusion caused by the change of teachers.

7. The final reason that I am listing for having a council is one that no teacher anticipates happening, but if the agriculture department is severely criticized for no valid reason, the teacher has a group of citizens to aid in the defense of the department. It is too late to form a council when the department is in trouble: this must be done before it happens. If the teacher is in the wrong, the council will tell him so and explain their reasons for so believing. They will then help the teacher to correct the trouble. When the teacher is unjustly criticized, they will use their influence to aid him, and explain the school's policy to persons questioning it.

Obtaining a Council

Another question that is asked is how to start a council for a department? This is a problem that has no one correct answer since conditions vary from school to school, but the following method can be used in most schools.

1. The vocational agriculture teacher should first thoroughly study the matter to learn all he can about councils and decide that it is desirable to have a council.
2. He should next discuss it with his superiors in the school system to explain the idea and gain their approval. The school directors should be consulted and their approval obtained.
3. The next step is to list possible council members. Oftentimes, school officials will be helpful in suggesting possible members to the agriculture teacher.
4. The school directors should be asked to approve all suggested names before the teacher progresses any farther. The teacher then selects from those approved by the board those he believes will be most helpful to the department, and asks them if they will be members of the council.
5. Several principles should be observed in the final selection. (1) The members should live in the various parts of the area served by the department so that all or most areas are represented. (2) Membership should include persons representing various groups of the community such as business men, fathers of department members, school board members, etc. (3) Persons who are willing to do things should be chosen. These persons are often very busy, but council members who are not active in other



Members of the Advisory Council for the Tunkhannock Joint School Vo-Ag department. The agencies represented are identified through the persons appearing in the picture as follows, reading from left to right, seated: director of the Soil Conservation Service; the teacher; a poultryman and former manager of GLF mill; manager of NEPA artificial dairy breeding cooperative; a poultry and dairy farmer; dairy farmer father of pupil; the school director; standing: Supervising Principal of the school; a dairy farmer; the second teacher; the area Vo-Ag supervisor; dairy farmer father of a pupil and member of the school board; agricultural implement and automobile dealer; agricultural implement and farm supply dealer.

activities probably will not take an active part in an advisory council. Apply the old maxim of getting a busy person to do the job if you want it done. (4) The number of members in a council should be from three to twenty-one. Too large a group is unwieldy, and too few can not completely represent a community. I have found that a nine member council is very satisfactory.

Council Operation

The final question to be answered is composed of two parts. How does a council operate, and what does it do? The council should have a chairman, a vice chairman, and a secretary. These officers perform the duties commonly associated with their offices. The council should meet regularly at least four times a year and not more frequently than once per month. I have found it desirable to meet monthly with a newly established council, and once every two months after the members have become more familiar with vocational agriculture.

If possible, a new council should visit as one of its first meetings a neighboring community with an established advisory council to observe this council at work. Membership in the council should rotate with new members replacing members whose terms expire. I have found that a three year term with a nine member council is desirable since there are three new members and six older members serving at all times. The older members assist to continue department policies and explain the work to the newer members.

It must be emphasized that an advisory council is purely advisory, and in no way infringes upon or replaces the authority of the board of school directors. The council merely advises or recommends, and the agriculture teacher, school officials, and the school board may or may not follow their recommendations.

The agenda for the council meetings must be carefully prepared in advance to insure the efficient use of the members' time. There is no reason for meeting unless there is business to transact; and since good council members are busy men, they will lose interest in attending

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Participation in community and state-wide programs improves school-community relations.

The Ohio Future Farmer Conservation Philosophy . . . in relation to natural resources

A. W. SHORT, Supervisor of Conservation Education

MANY years ago someone said "Tell me what your attitude is towards God and nature and then I can better judge your future."

The 11,500 Ohio Future Farmers are thinking and acting wisely on these matters.

How many people know the facts underlying their own security? How deep in their hearts do they really love America? How complacent are certain organizations and individuals within our borders?

Do they really know the problems, facts and objectives relative to forest, rivers, lakes, soils, minerals and wildlife?

Has the term conservation often been accepted as piece-meal, as though it applied only to trees, fish and game, or the beauties of nature? Future Farmers in Ohio are being taught that land, water, vegetation and wildlife are interdependent. Without these primary elements in natural balance we can have neither water, fish nor game, soil nor trees, labor nor capital, nor sustaining habitat for human beings or wildlife.

Future Farmers know that to attempt to remedy the lack of fish in our streams, game on our uplands, or waterfowl and fur bearers in our marshes, without attacking the ailments of our land, water and vegetation, is like trying to cure tuberculosis with so many boxes of cough drops. Building thousands of new fish hatcheries will never restore the fish in our streams unless we first restore pure waters.

They have also learned that when water goes, vegetation goes. When vegetation departs, soil goes. When soil goes, man goes. Neither man nor wildlife can live without vegetation and vegetation cannot exist without water and soil.

The fundamental aspects of conservation have been, and are now, a blind spot in our social, economic and political vision. To continue to ignore them could lead towards social, economic and political bankruptcy.

The fundamental truth of the history of civilization is the rise and fall of empires through the squandering of natural resources. History, therefore, repeats herself and sends discontented people in search of better standards of living. Conservation is the job of managing our soils, forests, waters, minerals and wildlife so that man's search for food, water, and shelter shall not be in vain.

Future Farmers in Ohio now realize that if our resources are neglected and any considerable portion of the world's population searches in vain we shall have increasing poverty, social upheavals and

more wars instead of fewer, for wars are the spawn of empty stomachs, unbalanced diets, inflated prices and self aggrandized dictators.

Future Farmers see eroded fields, abandoned farms, dwindling mineral resources, dust bowls, polluted waters devoid of aquatic life, and wastelands. They know these are some of the termites that are gnawing at the foundations of our democracy. If this continues, millions will fight for bare necessities, the result will be an army of human derelicts wandering aimlessly without a goal.

Future Farmers know wealth will exist as long as our renewable and non-renewable resources yield in proportion to existing populations. In confusion, people blame the government, the president, wall street, capitalism, labor, or the party in power, and exhaust their vocabulary, but rarely blame themselves. Let us consider our own state of Ohio in light of these facts.

We have in Ohio 26,072,600 acres of land; 8,407,000 acres of land seriously eroded; 4,164,000 acres of land partially eroded; and a total of 12,571,000 acres eroded and economically affected.

Future Farmers of Ohio know that to be interested in our basic resource, the soil, is to also know that wildlife is a by-product of the soil.

Future Farmers of Ohio are learning that proper land use planning for the 250,000 farms of Ohio should provide a maximum return from all lands, and at the same time increase the value of the land, and provide a maximum recreational enjoyment over and above economic value. Future Farmers of Ohio realize that all outdoor resources are one integral whole. They also realize that restoration and perpetuation of wildlife is a public responsibility and a private trust. They also realize Ohio is the fourth thickest populated state in the union and has the largest number of large cities with 10,000 or over, of any state in the union and that the relationship between industry, agriculture and all basic conservation such as forestry, soil, water, minerals and wildlife has a direct relationship with human populations and existent and non-existent recreational facilities.

Encouragement is given organizations interested in sponsoring worthy Future Farmers to attend our annual summer FFA Conservation, Recreation and Leadership Camp and promoting scholarships for teachers to attend the Conservation Laboratory each summer at Camp Muskingum, Leesville Lake.

Some of the basic fundamentals

stressed in teaching conservation in our FFA Camp are: a realization that the soil is the ultimate source of most wealth; knowledge of the extent to which the soils of Ohio have been depleted, and an understanding of the causes and what is being done about it by the Soil Conservation Service; the relationship of soil conservation to other renewable resources; an understanding of the importance of our water resources and the relationship of water to people, crops, forests, wildlife and other products of the land; an understanding of our present forestry situation in Ohio and what is being recommended by the Ohio Division of Forestry to remedy any shortcomings, plus discussions concerning wildlife and its relationship to forest lands; have an understanding of the importance of birds to man; become acquainted with birds most common to their community; become acquainted with the factors that affect the welfare of birds; know some of the methods of which bird life can be restored and preserved; have a general knowledge of the principal kind of characteristics and adaption of mammals; to be familiar with the principles involved in the restoration, conservation and uses of mammals as practiced by the Division of Wildlife; have a general understanding of the characteristics and adaptations of fishes; know the important fishes of Ohio, become acquainted with the general principals of fish conservation; understand the relationship between fish restoration, erosion control, reforestation, and the many other practices related to wildlife management and land use; a realization that our supply of minerals is limited in amounts.

Concerning the Wildlife Division, the main points brought out as to program and policies and their relationship to the overall picture of conservation are: how to maintain already existing natural habitat for fish and game and how to create new habitat, where needed under natural conditions.

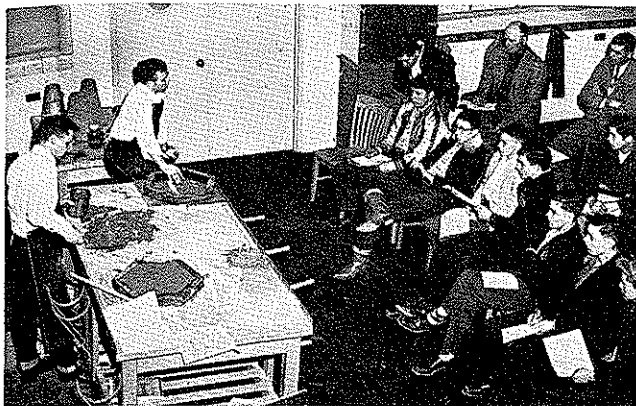
Field trips are planned for our FFA Chapters to forestry, soils, water and wildlife demonstration areas portraying good land practices and good wildlife habitat.

A continual use of magazine articles, movies, bulletins and slides has become important as teaching aids. Many conservation panels have been sponsored by the FFA throughout the state each year in order to show the inter-relationship of forestry, soil, water, minerals, and wildlife followed by questions from the audiences.

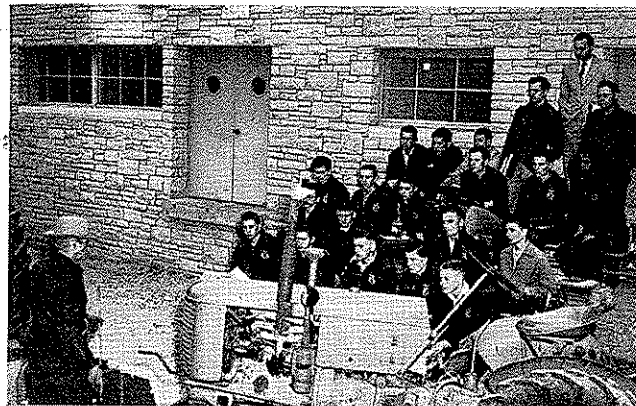
The Future Farmers of Ohio believe in four fundamental concepts:

1. Survival is the basic goal of life.
2. The permanency of Ohio can be measured by her ability to support indefinitely her share of the population of the United States on at least a level basis. This is the goal which every population must attain if it is to survive.
3. The maintenance of the population for an indefinite period is dependent primarily upon the conservation of the natural resources (resources such as sunlight, air, water, minerals, plants,

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Two prospective teachers from the teacher education class at the State College demonstrating the use and preparation of good concrete as part of the Farm Mechanics school for Vo-Ag boys.



A local implement company demonstrates tractor maintenance, repair and operation as one feature of the all-day demonstration school for boys and teachers in south-central Kansas.

What shall we do about contests?

A question relating to school-community relationships as well as to our total program.

IRA L. PLANK,* Vo-Ag Instructor, Winfield, Kansas

ARE contests in judging livestock, identification and judging of crops, soil judging, not to mention the thousand and one other contests such as meat and dairy judging, tractor driving, and all sorts of farm mechanics contests, an essential part of our vocational agriculture program? If they are not, then we are fooling away a lot of valuable time working on them. They tell me there are vocational agriculture schools giving one half or more of their entire time to work on these contests.

Now, granting that these contests are set up to include the most valuable teaching elements in the above category, there still remains the fact that the contest is state wide, at least the finals are, and broad preparation must be made if one is to have a winner. And every local school is a potential winner.

Rumor has gone the rounds that some boards of education employ their teachers on the basis of their contest winnings. This could be a very unfortunate situation.

From the beginning, vocational agriculture has been thought of as a situ-

*Mr. Plank has been teaching vocational agriculture for 36 years, 34 years in his present location.

ation involving local autonomy. That is why the boy's individual farming program came to be an almost universal idea from the start, and with little variation it is still the dominant idea.

Now we want boys who can pick out the right kind of livestock. We want them to possess a high degree of skill and knowledge in farm mechanics. We want them to know a lot about crops and soils, as well as to know their weeds, their sprays, and the world of insects and plant disease, but contests cause us to expand this thing into a whole college curriculum in agriculture. That's what it is. And that's what it takes, if you are to have high man in the State, to say nothing of the national contest.

It doesn't help too much to say, "Only the bright boys make the team." What about the rest of the class? I have known of their being sent to the school library or left with a student teacher while this so called team polished off for the contest.

Let's face this situation squarely. We are permitting a contest committee or our state college to dictate our local course of study in agriculture by setting up a contest program for us. Once set up, it goes on for years, usually with

very little change. Contest minded teachers will see to that!

State contests are always preceded by a series of local and district contests. These contests do not eliminate, but act as a sort of school for coaching the local teams.

Last year the South Central District of Kansas Vocational Agriculture Teachers asked our school to set up the district contest in farm mechanics. We agreed to do so only if we could have some freedom in managing the school. In fact, we made it a farm mechanics school. Each of the thirty-five schools in our district was invited to send its teacher and five boys to this school. We called a meeting of all our farm equipment houses, soil conservation people, and factory representatives and decided on the method of conducting the school.

The program was divided into seven parts:

1. Use, care, and conditioning of small tools
2. Farm power
3. Soil conservation
4. Concrete
5. Welding
6. Farm machinery
7. Farm carpentry

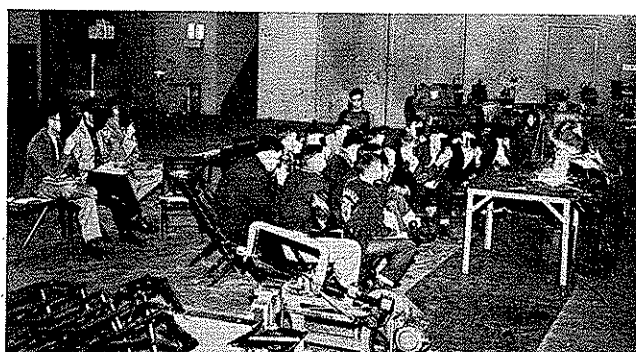
Now these items are the same as used in the Kansas State Contest in farm mechanics, only we didn't make a contest of it in our district. Instead, we made a demonstration school of it.

Thirty people, representing implement houses and farm equipment people put on the demonstrations. We had carpenters, lumber men, wholesale and

(Continued on Page 88)



Another local implement company representative demonstrates repair and operation of the grain drill. Boys and teachers rotated among the demonstrations.



One of the groups in the all-day Farm Mechanics school sees welding skills demonstrated by a representative of the Lincoln Welding Company.

Relationships are increased when you - -

Let your community friends know about your program

JOSEPH P. DERMODY, Vo-Ag Instructor, Elba, New York

AFTER teaching year after year in a community a teacher may wonder at times as I do, just "How am I doing?" "Is My course effective?", "How do the members of this community feel about Vocational Agriculture?"

The principal and state supervisor make their regular visits and make out related reports without much fanfare. An informed community together with the ambitions of wide awake FFA members should be supervision enough to keep any department headed in the right direction.

I have always felt that in any community there are many kind and co-operative people who are interested in their boys, or their neighbors' boys. There are also many who are anxious to become part of "something" in an unobtrusive manner.

The following methods have been used with considerable success in acquainting a community with the objectives of a Vo-Ag department:

Class Visits to Farms

Each class is taken to the home of each member once in the fall and once in the spring. This is a survey trip and is in addition to any special unit trips which may or may not occur on that particular farm. Such things as major enterprise developments, special items in the supervised program of the boy and recent mechanical and building changes are observed. Out of these survey trips it is almost always possible to obtain more teaching information and problems than there is time for. The parents look forward to these trips as is evidenced by the fact that if we should miss a farm they quite often remark "We didn't see you this spring."

Using Advisory Boards in an Advisory Capacity

Upon invitation recently our advisory board was asked to meet with the board of education to discuss various phases of the Vo-Ag program. Objectives of the teacher were outlined and discussed by the Advisory board members as well as the education board members. I feel that this joint meeting was very effective in bringing about a clear understanding of what we in Vocational Agriculture are trying to do.

This same board was called together at another time for the purpose of obtaining suggestions relative to the purchase of new tools and equipment for the new Vo-Ag shop.

Writing Personal Letters

As each event in our FFA calendar approaches, i.e., fall corn show, demonstration night or annual banquet, a letter is written to each of 75 to 100 members of the community. This friendly letter

written on our own letterhead by each member of the Chapter tells of the event and includes an invitation to attend. Quite often a registration book is available to record the names and comments of those attending. This method is as effective as any I know for getting interested parents and friends to visit the department. Quite often the farmer friend will ask for a certain FFA member, the purpose being to thank that boy personally for writing him that letter. This, of course, gives the boy great satisfaction.

Community Members Assist in Teaching

This is a device which will certainly keep the local course of study on a practical level. During a double period recently we visited a dairy farm and went over the whole herd from a farm management viewpoint. The next day, upon invitation, this farmer came to the classroom with his account books and went over his whole business. A double period was too short a time to hear of the many "ups and downs" of farming from a man in the field. One fact that was effectively taught was "You Can't Set Any Records If You Do Not Keep Any Records."

These few and simple methods for binding the community and Vo-Ag departments together are not new or especially unique. They do, however, have one characteristic in common and that is they do work for me.

I would be very happy to hear of the results obtained from anyone who has used these or similar methods in bringing about a very satisfactory relationship between the community and the objectives of the particular Vo-Ag department. □

The Selection and Use - -

(Continued from Page 85)

if little is accomplished at a meeting. The usual order of business would be the secretary's report of the previous meeting, a report of the department's activities by the teacher, and the discussion of new business and plans for future department activities. The usual meeting length would be about one and one half hours.

In conclusion I wish to state that I could not imagine teaching vocational agriculture without the help of a council, and suggest that teachers who have not already done so avail themselves of the assistance given by an advisory council. □

What Shall We Do - -

(Continued from Page 87)

retail equipment people, and specialized engineers, all with specific principles and items to demonstrate to these boys and their teachers. No boy went home with a prize or with a feeling that he had won, but he did go home with some very practical and timely ideas to think about and to report back to his class.

A list of seven 20-point tests was made up involving important facts under each of the seven divisions and these tests were given to each school so that they might use them in their review of subject material presented. They were also given mimeographed outlines of some of the events and a list of 20 well-selected problems covering the entire contest.

The local Chamber of Commerce furnished the dinner for the 200 visitors and provided an hour and a half of entertainment and fun at the noon hour.

Some of these schools drove as far as 150 miles to attend this event. Each teacher had been furnished with a detailed order of events for the day including a sketch of the building and rooms where the events were held. The demonstrations started promptly at nine o'clock and each teacher and his boys were at the station where they were to start at that time. There were twenty-five to the group, and with a schedule of forty minutes for each event they rotated throughout the day, finishing at 3:40 in the afternoon. The exhibits remained open until five o'clock and most schools stayed to review them.

Both teachers and boys were lavish in their praises of the event. Most teachers expressed their views that the event was far better than a contest.

Do we have to have contests to stimulate interest and effort in education? In the words of a noted sports announcer, "What do you think?" □

The Ohio Future Farmer Conservation

(Continued from Page 86)

domestic animals, the soil, wildlife, oil, coal and gas which nature provided); and secondarily upon the development of artificial resources (resources such as industry, business, commerce, and other undertakings which man develops through his own creative efforts in utilizing natural resources.)

4. There is a unity in all physical, chemical and biological phenomena. No resource, natural or artificial is totally independent of other resources.

If these four concepts are followed constantly the Future Farmers of Ohio honestly and humbly believe peace and prosperity will naturally follow. □

Theme for November

"Working with
Out-of-School Groups"

An evidence of the acceptance of vocational agriculture by the community is found in the increasing emphasis on - -

Multiple teacher departments of vocational agriculture

S. S. SUTHERLAND, Teacher Education, Univ. of California



S. S. Sutherland

THE past twenty years have seen the number of multiple - teacher departments of vocational agriculture in California grow from less than 20 in 1933-34 to nearly 75 during the current year. Nearly half of these—35—employ three or more teachers.

Many other states are experiencing or anticipating an increase in the number of departments employing more than one teacher, and some research studies are being initiated to determine suitable types of departmental organization. It is felt, therefore, that a review of the development of such departments, the various types of organization used, and a few observations as to guiding principles for their more effective organization and administration might be apropos.

A glance at the graph accompanying this article will show that the first significant increase in multiple man departments in California occurred in 1936-1937 when the state began throwing off the results of the depression of the early 30's. It shows further, that most of these were "converted" one-teacher departments, where an additional man, generally a teacher of farm mechanics, was added. Also, however, the number

of larger (three or more teacher) departments showed a like increase.

From 1935-36 to 1940-41, and the beginning of World War II, the number of two teacher and "multiple-teacher" departments remained about the same and the number of one-man departments increased sharply, reflecting the establishment of new departments mostly in smaller schools. Relatively little change occurred during the war years. Starting with 1946-47, however, the number of larger departments showed a steady increase, culminating in a sharp increase in 1953-54 and an attendant decrease in that year in the number of two-man departments.

The table below summarizes the change percentage-wise which has characterized the organization of California departments during the past two decades.

Type of Department	Percent	
	1933-1934	1953-1954
One man	86.4	64.0
Two man	10.4	20.8
Multiple man	3.2	15.2
	100.0	100.0

Thus while today the majority of departments employ only one teacher, those employing two or more make up

more than one-third (36%) of the total, and employ more than half of the total number of teachers. These larger departments have become, therefore, a significant factor in the state-wide program.

The dominant organization of two-man departments has been and still is that of one teacher devoting most or all of his time to "agriculture" and the other teaching farm mechanics. This, in spite of the fact that special credentials for teachers of farm mechanics were abandoned about 1930, and that during the next 10-year period the supervising and teacher training staffs stressed the importance of all teachers being trained to teach both the agricultural and the mechanical phases of vocational agriculture. Experience evidently has shown that only in rare instances does a department have two teachers who are equally capable of teaching both agriculture and farm shop work.

The types of organizations generally found in two-man departments, therefore, are these:

1. A director (head of the department) who teaches agriculture, acts as adviser of the FFA Chapter, and supervises the farming programs of about half of the all-day students, and a teacher of farm mechanics, trained as a teacher of agriculture, who supervises the rest of the farming programs and acts as assistant FFA adviser.

2. A director who teaches agriculture and does all or most of the supervising of farming programs and assumes nearly all of the responsibility for the FFA Chapter and a farm mechanics teacher who limits his supervision to matters dealing with farm mechanics, and assists with FFA activities, either as a regular assignment, or upon request.

3. Two teachers who share the entire work of the department, dividing the teaching of both the agriculture and the farm mechanics classes, the supervision of farming programs and the responsibility for FFA activities. One is designated as director and heads the department. Numerically, the types of organization found in two-man departments today are about in this order.

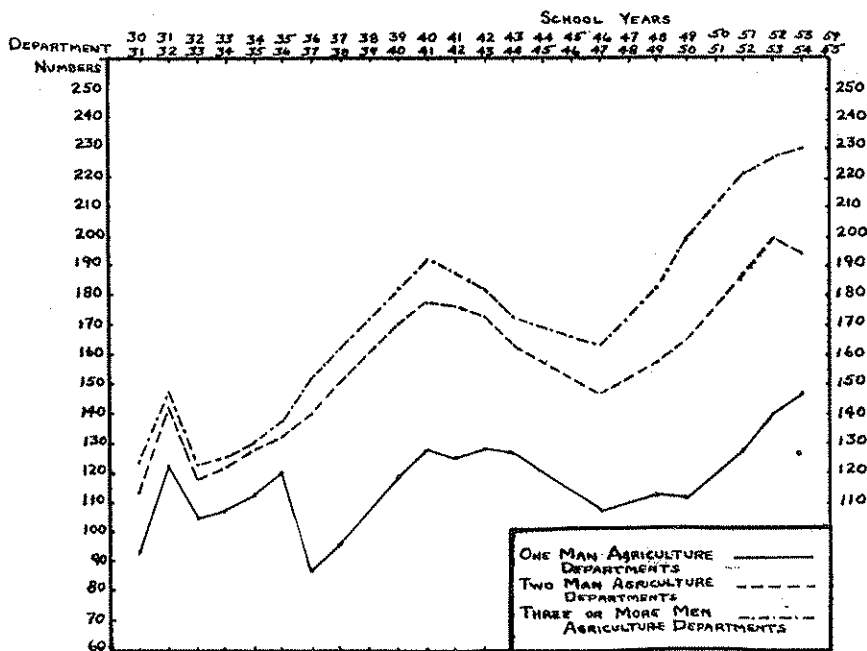
Actually, in both two-teacher and multiple-teacher departments there are two general types of organization—one in which the division of duties is on a student basis, and the other on a subject basis. In the former where two or more teachers are employed, each teacher, for the purposes of instruction and supervision, has the responsibility for a group of perhaps 40 pupils, teaching them both agriculture and farm mechanics and supervising their farming programs. In the latter, we may have one teacher specializing in livestock instruction and supervising livestock projects; another operating in the general area of crop production, and a third in the field of farm mechanics.

In multiple-man departments there are at least three different types of curricula as follows:

1. Three years of vocational agricul-

(Continued on Page 90)

NUMBER OF DEPARTMENTS OF VOCATIONAL AGRICULTURE IN CALIFORNIA
1930-31 -- 1953-54



How are your Public Relations? The teacher himself is quite likely to furnish the key to their improvement.

You and public relations

CHARLES H. DELANO, Vo-Ag Instructor, Gorham, Me.



Charles H. Delano

MANY schools through the United States have a great need for improved community-school relations. Everyone realizes that there are many barriers between the townspeople and the schools that make it impossible for an ideal relationship. To ease this situation, schools should set up some kind of a program that will create a mutual respect and greater understanding and cooperation between these two groups.

This kind of program should start with the teacher. He should show pride, loyalty and interest in his profession. He should start his public relations program in the classroom, because good teaching is good public relations. The teacher should give his all in ability, effort, guidance and in the advancement of the pupils' welfare which is often neglected. What a pupil usually thinks of his school, and the thoughts that he conveys to his parents and the public, is in reality a reflection on the teacher.

Many Means Available

The agricultural teacher, perhaps has one of the best opportunities in helping to promote better school-community relationship. He can be one of the best ambassadors of good will in any community. One of the best ways he can do this is by having an outstanding program. He should follow up on this program by conveying to the public some of the departments' outstanding accomplishments by the following methods.

1. Press releases to weekly or daily papers.
2. Magazine articles
 - a. Professional
 - b. Farm
3. Chapter publications
 - a. Newsletter
 - b. Page in school paper
 - c. School annual
4. Public programs
 - a. Radio
 - b. Civic
 - c. Farm Organizations
 - d. Television
 - e. High Schol Assemblies
 - f. Parent-Teachers' Association
 - g. National FFA week Program
 - h. Parent-Son Banquet
5. Exhibits and Demonstrations
 - a. Local
 - b. Fairs
6. Personal Contacts
 - a. Membership in various civic and farm organizations
 - b. Speak before organized groups

- c. Become acquainted with key men in the community
- d. Make well organized supervised farm visits
- e. Cooperate with other agricultural agencies
- f. Make worthwhile field trips with agricultural boys

Much Depends On The Teacher

The teacher in meeting the public should be neat in appearance, friendly and courteous. He should convey cheerfulness and enthusiasm.

Other important points to keep in mind in building good community-relations are as follows:

1. The teachers' conduct will be regarded as a sample of the quality of the profession.
2. Teacher should have belief in the job he is doing.
3. He should relay stories of good teaching done by others.
4. He should realize that false modesty is no benefit to the profession.
5. Avoid arguments based on conflicting opinions.
6. Curriculum should be built around community living.
7. The teacher should show fairness at all times.

The teacher should realize that he will run into many conflicting problems in his every day work. Practically all communities will be somewhat different regarding these problems. The teacher should try to do his best in solving these community relations and above all try not to get discouraged. □

Multiple Departments - -

(Continued from Page 89)

ture—the 10th, 11th, and 12th years. This is the traditional senior high school organization.

2. Four years of vocational agriculture covering the 9th, 10th, 11th, and 12th grades.

3. Six years of vocational agriculture—9th through the 14th grade. In California, the junior college by law is a secondary school, and most junior colleges are organized as an extension of the senior high school carrying instruction through the 14th grade.

While these are the typical organizations, there are variations within this structure. The San Jose organization involves the teaching of vocational agriculture in five junior high schools and three senior high schools. These departments enroll a total of 280 students, and four teachers are employed, one of whom handles a vocational program in a senior high school and acts as city supervisor of agriculture; a second teaches in three junior high schools, and each of the remaining two teaches in a senior high school and a junior high school.

Still another variation is represented by the Modesto school system where two four-year high schools and a separate junior college in that city employs some 11 teachers and serves between 300 and 400 students in vocational agriculture in six grades—9 through 14.

San Jose's organization operates with one man designated as a city supervisor of vocational agriculture. In Modesto, the heads of the three departments (two high schools and the junior college) serve as an informal executive or administrative council to coordinate the programs in the three schools.

Courses of Study

The cross-section approach to the course organization in the multiple-man department is difficult to maintain. In most multiple-man departments, a modified cross-section organization seems to serve best. It is probable, however, that any of the following four course organizations may be found in certain of the multiple-man departments in this state.

1. A cross-section organization for all four years providing a purely student-centered or farming-centered approach.
2. A cross-section organization for the first two years (9th and 10th grade), and an enterprise organization for the 11th and 12th grades.
3. A general orientation course for the first year with an enterprise organization in the 10th, 11th, and 12th grades.

In passing, it might be noted that in general, junior college courses of study are almost always subject-centered and taught on an enterprise basis.

Supervision of Farming Programs

At least four methods are in use in dividing the responsibility among teachers for this activity.

1. The supervision divided equally among all staff members with each teacher assuming the responsibility for a specified group of pupils—generally 40 to 50 in number.

2. Supervision divided among the teachers of agriculture on a basis similar to No. 1 above with the farm mechanics instructor visiting all pupils less frequently and supervising only the mechanical phases of farming programs.

3. Supervision done on an enterprise basis with one teacher supervising boys whose major projects are in livestock and dairying; one supervising pupils whose major projects are in crop production, etc.

4. A few schools have experimented with a procedure wherein all teachers assume responsibility for the supervision of all pupils. In this method, a file is developed for each student and a record is kept on a card of each visit made, the conditions found and the recommendations noted. (While this seems to have little to recommend it, this has been used successfully by two departments which have maintained gold medal FFA Chapters.)

Farm Mechanics Instruction

There is an obvious trend toward special teachers of farm mechanics in both two-man and multiple-man depart-

(Continued on Page 91)

Establishing and maintaining good public relations provides

One key to success...

FRED A. TUTHILL, JR., Vo-Ag Instructor, Waverly, N. Y.

ACCORDING to Webster, public relations means: "The kind of connection or feeling either perceived or imagined existing between two or more persons." On the basis of this definition, the term public relations, as it has to do with the teacher of agriculture, is the feeling that exists between the teacher and the parents of the pupils he has in school and the public in general.

The feeling, which is either perceived or imagined, must be a wholesome one before the teacher can hope to accomplish any of the goals he sets out to reach. A lack of good public relations will contribute more to one's downfall than any one other factor. Not only the pupils in your class must have confidence in you and your ability, but the parents and the public in general must share this same confidence to an even greater degree. It is easier to sell one's self to a class of young up-and-coming farm boys than it is to staid and set-in-their-ways farmers who are the parents of these boys. How hard it is to sell a new idea or method in farming that has been proven to be far superior to the method being used at the time on the home farm! The ability of the teacher to penetrate this barrier and secure the adoption of this new method has a great deal to do with the kind of public relations he has established and has been able to maintain. Teachers of agriculture are all too often labelled "book farmers." It is very difficult, at times, to get away from this stigma.

To maintain good public relations the teacher must work at it 24 hours a day, 365 days a year. There can be no relaxing of effort to maintain this very desirable and essential factor. A teacher of agriculture must remember that his every move and utterance is watched and analyzed. He must be sure of the grounds upon which he treads, and the statements he makes in any discussion, either in the classroom or on the farm. It is far wiser to say, "I don't know," "I'm not sure," or "I will check on it for you," than to offer some snap personal opinion that will be accepted as fact, only later to be proven unsound. You have seriously injured, in such a case, any confidence that has been built up. In some cases there could easily be financial losses involved in your lack of sound reasoning and good judgment.

Opportunities Are Abundant

There are many ways in which good public relations can be established. Probably the best way to establish this is through the supervised practice program. A supervised practice program, properly administered, brings you into contact with the pupil's home and enables you to talk with the parents in their own backyard on equal terms. It is surprising, though it shouldn't be, how much easier it is to talk with a parent or any farmer

of the area when in his own home. Many a pleasing conversation, though perhaps not always successful educationally nor along strictly agricultural lines, is had while a farmer is watching his milking machine operate or when you run across him on the street or at a public gathering. No time should be wasted at any public gathering by not cultivating new acquaintances. Harvest suppers in the area, Grange meetings, PTA meetings, public auctions, various social gatherings that are staged from time to time, and your local church are all excellent places to meet people and establish friendly relationships which are mutually beneficial. Meet on a common level and come to know each others problems. We all have them.

Use the Advisory Board

The advisory board of any department should be used to its maximum to promote good public relations and to maintain these same good feelings once established. The advisory board, being made up of successful and influential farmers of the area, can be used as a sounding board in addition to its many other duties. This board has the opportunity to meet with fellow farmers of the area and to acquaint them with the aims and purposes of the vocational agriculture program. They can, since they are successful, lend much weight and prestige to the department. The advisory board is not only essential from the standpoint of a requirement, but from the angle of good public relations.

Render Services

Good public relations can become firmer through your cooperation and by making your training and the facilities of your department available to the people in the area. The use of the agriculture farm shop as a repair center during the winter months has been an excellent means of creating good will. Soil testing service for the farmers of the area, especially under the 1954 agriculture conservation program; the testing and maintenance of DHIA records on herds of boys enrolled in vocational agriculture and the testing of dairy cows on farms of their neighbors; assisting farmers in the filing of their income tax reports; planting trees; being willing to participate in Grange programs; planning joint programs with the 4-H; taking an active part in local civic and fraternal organizations; conducting young farmer groups, and using available press and radio facilities to publicize the above mentioned activities will let the public know of your program. One good method of acquainting the public with your many activities is to publish at each year's end a summary of all that has been done by the agriculture department, giving special attention to outstanding accomplishments of the group and of individuals.

Multiple Departments - -

(Continued from Page 90)

ments. Experience seems to justify this sort of an organization even with its obvious drawbacks. It seems justified on the following bases:

1. Not all teachers have or seem to be able to develop the skill necessary to teach farm shop work.
2. Even though the necessary skill may be developed by training, not all teachers have mechanical interests or are interested in teaching this subject.
3. Poor teaching is more obvious to both supervisor and administrator in farm mechanics than in agriculture. This is not to say that poor teaching cannot be detected in agriculture classes, but it can be more easily hidden.

Adult and Young Farmer Classes

Typically, in multiple-man departments the director acts as the supervisor and generally the instructor of young farmer classes for out-of-school young men. Peculiarly enough, where adult classes are organized and taught, these are generally conducted by some teacher other than the director.

General Principles of Departmental Organization

Observation seems to justify consideration of the following principles in the organization of both two-man and multiple-man departments.

1. There must be a department head, a director who has the final responsibility for the organization and the program of the department, for making the necessary reports to the State office, preparing budgets, and carrying on the ordinary administrative routine.
2. The department head should not teach a full program of courses but should have some free time during the school day for administration and supervision, probably at least one period more than the other teachers in the department.
3. The director of the department should be the advisor of the local Future Farmer Chapter. Other teachers on the staff may be assigned to act as assistant advisors or as advisors of the more important standing committees.
4. Regularly scheduled weekly staff

(Continued on Page 92)

Keeping in contact with the public and keeping before them the fact that you are willing and able to assist them at any time is important. Invite the parents, not just the father, to a banquet each year at which time other guests are also present; such as, the board of education, your advisory board, the administrative group of the school and community, and the press. This latter group can do more to influence the public than any other single group.

Establishing and maintaining good public relations for the teacher and the department as a whole is a must. It is something without which we cannot hope to grow in stature or long exist. To ignore it would be a cardinal sin for which the teacher and the department would soon pay the penalty. □

They can be served

A supervised project program for Vo-Ag students with limited home facilities

KENNETH B. CUTLER, Regional Supervisor, California



Kenneth B. Cutler

IN many of our vo-ag departments today, we find boys interested in becoming farmers, or in entering a field related to farming, who do not have home facilities for the required supervised farming program. These types of vo-ag students are attempting to meet the project requirements by farm improvement or supplementary types of non-productive projects, farm experience for wages, limited projects on school farms, or by a minimum backyard project such as a small garden, a few rabbits, or a few chickens.

There is no real substitute for a strong home supervised farming program where the student has the facilities. But for those students without facilities, whose vocational interests are in agriculture, the following supervised project program may be practical.

A Proposed Plan

PURPOSES: The purpose of this plan is to answer the needs of students without home project facilities; to learn the cooperative method of production and marketing of farm crops and livestock; to join in the learning process with students of mutual interests for mutual benefits; and to satisfy the project requirements of a maximum number of students on a minimum facility.

PROCEDURES: Whenever possible, establish every student who has adequate home facilities with an individual home supervised farming program that is challenging. For the remaining students, organize into groups with mutual agricultural interests, i.e., those who want to raise beef, another group interested in poultry, another in crops, etc.

2. In class, study the purposes and organization of a cooperative. Discuss the proposed student-owned co-op farming program based upon the following outline:

a. *Financial.* Determine the amount of capital investment needed to get established. This fund to be used for foundation stock, equipment, seed, etc.

Estimate the operating capital needed to carry the project until income will at least meet expenses. To these two estimates, add a 10 to 15 per cent amount to cover contingencies.

Determine the value of shares of stock to be sold to the co-op members to cover the capital and operating costs. Each member must invest capital in the form of buying stock to participate. Be sure all shares of stock are sold to cover the estimated cost of the project.

b. *Organization.* Make up a co-op constitution and by-laws. Secure the forms and study the articles of incorporation. It will be educational to work up the co-op articles of incorporation, but it is not expected that these co-op student projects will apply for incorporation.

All members of the co-op should be elected to the board of directors and the teacher designated as the co-op manager.

Write into the constitution that each member of the co-op will do his share of the labor required to carry the project to completion.

c. *The Cooperative Operation.* Each member will own part of the co-op, the amount represented by the stock he has purchased. Board of directors' meetings should be called to set up *written policies* on how the co-op will operate. Among other items, the board of directors will want to consider: the plans for capital investment, and the feeding or cultural practices as the case may be.

Assign co-op members' labor contribution with a definite policy on what penalty will be made if he fails in his labor assignment. Payment of all funds should be made by the manager upon the consent of the majority of the board of directors. The board of directors should determine what fairs will be attended and make a plan of rotation so that as many members as possible will have an opportunity to exhibit the products of the co-op. Each member should keep a complete set of records on the costs and receipts of the co-op and each member should keep a complete set of labor records on his own time and the total time of all of the members.

d. *Revolving funds and final settlement.* When a member graduates or leaves the vo-ag class, the co-op should buy back his share(s) of stock, with or without interest, as the board of directors determines. Such shares of stock may be offered to the remaining co-op members or be offered to new vo-ag enrollees whose major interest is in the co-op project. In cases where the co-op is a continuous operation from year to year, a periodic financial statement should be made and a distribution made of earnings.

Upon completion of a cooperative project, the following steps are suggested: A complete financial statement to be made and distributed. Capital stock to be bought back at face value. The current rate of interest to be paid on capital invested. If earnings remain after the above two steps, then determine the labor income on all hours put in by all members and pay each member according to his own hours put into the co-op project.

This cooperative supervised farming program is based on the premise that a number of students can meet the pro-

Multiple Departments - -

(Continued from Page 91)
meetings are essential in order to keep the work of the teachers and the department coordinated.

5. The teaching and the supervision of farming programs should be divided on a boy basis for the best results.

6. In two-man and multiple-man departments, the average teacher load is about 40 students per teacher. In most two-man departments it runs slightly higher than this, and in most multiple-man departments, somewhat lower.

7. In spite of the apparent contradiction to the principles expressed in No. 5 above, a full-time teacher of farm mechanics or special teachers of this subject seem to be indicated. This is one area which cuts across all enterprises and is becoming so important in present-day farming that in some localities it may be important to have as many teachers specializing in the mechanical phases of agriculture as we have in the production and economic phases.

8. Secretarial help is an essential. Many schools have part-time employed secretaries; others utilize unpaid students from commercial departments who wish practical experience.

9. Some departments utilize students (FFA members) as receptionists with a different boy serving each period of the day during periods which are free from class assignments.

10. Teachers other than the head of the department should be assigned specific responsibilities. For example, the teacher of farm mechanics should be made responsible for inventorying and ordering shop equipment and supplies.

Adjustments Necessary

There are several areas of difficulty in the development of larger departments. Almost invariably there will be a time when a one-teacher department may have to serve from 60 to 75 pupils, which is too large a load for one man but not quite enough for two. Then, there may be a period when a second man is added, but there still is not quite enough work in the vocational program to justify the full time of two teachers even when adult and young farmer classes are added. Similarly, when the enrollments in two-man departments reach 100 to 125, there is another period where two teachers are over-worked until enrollment reaches the higher level and a third teacher may be justified.

As stated in the opening paragraphs of this article, this is intended to be only a factual report of the growth and the development of, and present practices in multiple-man departments in California, and to give an over view of common practices in their organization. It is hoped that this report may assist other states when multiple-teacher departments are becoming established. □

ject requirements on a minimum of space. It will be necessary for the agriculture teacher to provide the space facility either on a school farm or by renting or leasing the space. In most communities, fenced-in, irrigated pasture for livestock or an acreage for truck or field crops can be secured within the school district. □

Technical skills needed

By Teachers of Vocational Agriculture*

ARTHUR M. AHALT, Teacher Education, University of Maryland

TEACHERS of Vocational Agriculture, in performing their duties, are required to engage in a wide variety of activities of which the teaching of organized classes is generally considered the most important. The teachers need a broad understanding and knowledge of all phases of farming if they are to teach effectively. In addition they need ability to demonstrate many technical farming skills, the latter being too often neglected because of the effort involved and the feeling that teaching can be done just as well through the written and spoken word.

The project to identify technical skills, and to determine their relative importance, originated in a research conference of Agricultural Education personnel held in New York in 1947. Personnel from most of the twelve states of the North Atlantic Region have worked on the project by helping formulate guiding principles and determining the nature of the study. It was adopted as a regional research project at the Annual North Atlantic Regional Conference for Agricultural Education in 1950. This article presents the purposes, limitations, scope, procedure, and possible uses of results of the study. Subsequent articles will present the skills needed in the various agricultural subject-matter areas.

Purposes

The purposes of this study were to: (1) develop a list of technical skills required for effective teaching in the common agricultural subject-matter areas for the North Atlantic Region; (2) determine the extent different skills were used by teachers in actual practice; (3) discover the value these teachers placed on each skill in teaching; (4) learn where the teachers received their training to perform the skills; and (5) show the relative importance of the skills.

Limitations

While this study should be of considerable value to Agricultural Education personnel its limitations are definite and misinterpretations can easily be made, especially if the results are not studied carefully. A few of these limitations are presented here briefly.

First, technical skills were defined as "farm skills on a *doing level*, (largely manipulative) the learning of which depends on a planned demonstration." Furthermore, they were not to include skills which normally "are of ordinary routine," and which generally could be performed by those having a fair working knowledge of a particular enterprise.

Another difficulty was encountered in separating the technical skills from other information not obtained through giving or observing demonstrations and

/or practicing the skills. Much knowledge must come from the written word and/or from discussions. This treatise would be quite remiss if it relegated such learning to a place of little importance, and such is not its intent.

Closely related to the above, although much less important, was the difficulty of deciding when an item should be classified basically as a technical skill. After such a doubtful item was given due consideration an arbitrary decision was made by the person(s) making a particular phase of the study whether to include it or not. Just as some borderline items were included, some such items were omitted through the same process.

Finally, all phases of agriculture and farming are changing rapidly. Due to this phenomenon certain skills that are now emerging or that may emerge in the near future, do not appear in this study. As important new skills are recognized they must be incorporated into any use of these results.

Scope

The study was made in the twelve states that comprise the North Atlantic Region for Agricultural Education. Agricultural subject-matter areas included in the study were: (1) Livestock, (2) Farm Mechanics, (3) Field Crops and Soils, (4) Fruits, (5) Vegetables, (6) Soil and Water Conservation, and (7) Forestry.

Procedure

Individuals interested in the study accepted responsibility for each of the different subject matter areas. The first step for each of these persons was to prepare a tentative list of skills in the area selected. These lists were then submitted to the proper subject-matter specialists in the local College of Agriculture for criticism and suggestions, after which they were mailed to a teacher-trainer in each institution of the states in the region. The latter reviewed the lists with the appropriate specialists in their institutions and offered further suggestions which were incorporated into the final lists which were compiled for checking.

The list for a given subject-matter area was then mailed to approximately a 25 per cent random sample of teachers of Vocational Agriculture in the Region. The teachers were asked to check each skill as follows:

1. Whether they used the skill in teaching.
2. Where they received their training to perform the skill to a degree that they had confidence enough to put it on as a demonstration. The four possible places of training listed were: (1) on the farm as a boy, (2) in vocational agriculture classes, (3) in agricultural college classes, and (4) on the job as a teacher.

3. Whether they considered the skill high, low, or medium in value. Teachers were asked to give the value rating whether they used a skill or not.

Returns received from teachers were tabulated and compiled into tables. In the tables the skills were listed in the order of the greatest number of teachers using them, either for the enterprise as a whole, or from a major division (such as selecting seed or stock and marketing) within an enterprise. In general this might be considered the relative order of importance of the skills, although the value ratings should also be given consideration in deciding relative importance. In a few cases value ratings of a skill were high, even though a small number of teachers used the skill. In most instances these were newer skills and no doubt teachers had not had the opportunity to learn how to perform them, even though they realized their importance. In some cases such skills were difficult to perform and teachers probably did not have enough practice to demonstrate them with confidence, even though they considered them valuable.

Possible Uses of Results

The results of this study should be of value to those interested in Vocational Agriculture in a number of ways.

First—College instructors of technical agricultural courses offered to prospective teachers of vocational agriculture can study the results, see what skills are used widely by teachers, and decide more accurately what skills to include in their courses both from a demonstration approach and from a practicum (practice by students) approach. Presumably these instructors would review the stress they placed on skills which a large number of teachers indicated they had to learn on the job.

Second—State Supervisors of vocational agriculture can use the results as a guide to determine the content of short intensive in-service courses in technical agriculture. The results could be not only the basis for determining the areas in which such instruction is offered but also to help in choosing content for the course.

Third—Individual teachers of vocational agriculture can use the results as a guide for self-evaluation by checking their own capabilities in using demonstrations in classes against the results from the larger number of teachers who cooperated in the study.

Fourth—Teacher-Trainers can use the lists to show trainees what they need to know when they start to teach. This should stimulate the desire of the trainees to learn to perform the skills well when given as a part of a college course. It should also inspire the trainees to make a greater effort to gain important skills outside of class while they are on campus where specialists are readily available to help them.

Fifth—The results may show some highly important skills now being used infrequently by teachers. Specialists may be able to devise ways to emphasize the importance of such skills to teachers and to stimulate their use.

(Continued on Page 95)

*This is the first in a series of articles dealing with teachers' needs for technical skills. The second will appear in an early issue.

Professional and Teaching Aids

Class Instruction

Methods and Materials for Teaching Vocational Agriculture to High School Students, George P. Deyoe, Office of Field Services, College of Education, University of Illinois, Urbana, Illinois. 1954. 80 pages. \$1.00. 20% discount on orders for 10 or more.

Offers suggestions on the teaching-learning process, the planning of teaching, teaching procedures, and the choice and use of teaching aids. 41 illustrations.

Suggested Teaching Units in Vocational Agriculture. Agricultural Education Bulletin No. 17, Virginia Polytechnic Institute, Department of Vocational Education, Blacksburg. Twenty-five cents per copy. Revised, 1952. 95 pages.

A list of teaching units of most importance in Virginia with the major areas to teach stated under each unit.

Preparing Teaching Calendars for Vocational Agriculture Classes. Virginia Polytechnic Institute, Department of Vocational Education, Blacksburg. Single copy free to head teacher trainers. 1948. 29 pages.

Suggestions for the preparation of a course of study with an example of a teaching calendar for a department of vocational agriculture.

Unit Plans on Farm Safety. Monograph 45, University of Arkansas, Department of Vocational Teacher Education, Fayetteville. Single copy free to head teacher trainers. May, 1954. 24 pages.

A set of lesson plans on various aspects of farm safety.

An Analysis of Group Teaching Procedures, James E. Woodhull, Vocational Education Department, Colorado A & M College, Fort Collins, Colorado. Free. Ditto. 1 page.

Report of the 33rd Annual Conference of New Mexico Vocational Agriculture Instructors, Division of Agriculture, State Department of Vocational Education, State College, New Mexico. Limited Distribution. 48 pages.

A summary of approved practices and new technical information on beef cattle, sheep, dairy cattle, cotton, alfalfa, and irrigated pastures, fruits and vegetables, soil and water management. The material was developed in a work shop by vocational agriculture teachers and members of the New Mexico College of A. & M.A. staff.

Curriculum for First, Second, and Third Year Students of Vocational Agriculture in Deming High School, Merle Wallace and Leon Wagley, Instructors of Vocational Agriculture, supervised by Carl G. Howard, Teacher Trainer, New Mexico College of A. & M.A. Distribution not known (Carl Howard had left for Regional Conference when this was prepared.) 127 pages.

A publication developed primarily for

use as a guide for beginning teachers of vocational agriculture. It suggests areas and teaching units, the more essential content within each unit, time allotment and sequence for teaching the units, teaching-learning activities appropriate to the content, and references for the use of teacher and students.

School Forests—Their Educational Use, by Roy E. Skog, Extension Specialist in Forestry, Raymond Garner, Vocational Agriculture Teacher Trainer, and Burton K. Thorm, State Supervisor of Vocational Education.

This manual describes procedures for setting up and carrying out an educational program in school forests. Appropriate technical information relating to the operation of a school forest is included. This manual can be purchased for 50c from the Department of Forestry, Michigan State College, East Lansing.

Swine Manual. Vocational Agriculture Service, College of Agriculture, University of Illinois, 1954. 1-9 copies, \$1.35 each; 10-24 copies \$1.10 each; 25 or more copies, \$1.00 each.

This 8½" by 11" publication contains the following chapters:

The Swine Enterprise; Keeping and Using Records; Feeds and Feeding; Selecting and Purchasing Hogs; Systems of Breeding; Caring for the Herd During Breeding and Gestation; Caring for the Sow and Litter at Farrowing Time; Caring for Sows and Litters During Lactation; Caring for Growing-Fattening Swine; Hog Lot Equipment; External Parasites; Internal Parasites; Diseases; Selecting, Fitting and Show-ing; Marketing.

Problems Encountered by Beginning Teachers of Vocational Agriculture in Arkansas, D. B. Hutson, University of Arkansas Bulletin, Department of Vocational Teacher Education, Fayetteville. Single copies free to teacher trainers and state supervisors. 1954. 22 pages.

A presentation of Professional Problems encountered in Arkansas by Agricultural teachers during their first year of teaching.

Audio Visual Aids

Teaching Aid Evaluation, James E. Woodhull, Vocational Educational Department, Colorado A & M College, Fort Collins, Colorado. Free. Mimeo. 1 page.

A form for gathering information about teaching aids. Collects information under sixteen categories which includes a rating scale.

Teaching Aid Scheduling Form, James E. Woodhull, Vocational Education Department, Fort Collins, Colorado. Free. Ditto. 1 page.

A device to aid teachers in recording data concerning the scheduling of films, and other teaching aids.

Identification of Cuts of Meat. Vocational Agriculture Service, College of Agriculture, University of Illinois, 1953. Five double-frame slidefilms, \$10.00 per set.

A set of 5 double-frame slidefilms, in color, dealing with cuts of pork, beef, veal and lamb. The set contains 162 frames and was developed cooperatively with personnel from the Universities of Kentucky, Missouri, Ohio, Wisconsin, and Illinois.

Supervised Farming

Suggested Terminology for Vocational Agriculture Projects, R. W. Canada, Vocational Education Department, Colorado A & M College, Fort Collins, Colorado. Free. Mimeo. 4 pages.

A glossary of some of the terms used in connection with farming programs. The objectives providing a ready basis for understanding between boy and teacher in respect to eighty words and terms is met here.

Home Farm Visit Record, Paul Gray, Vocational Education Department, Colorado. Free. Ditto. 1 page.

A very adequate form for recording the important data of a farm visit. A tool designed to give more continuity to the farm instruction.

Colorado Vocational Agriculture Record Book, Colorado Vocational Agriculture Teachers, Supervisors and Teacher Trainers, Interstate Printers and Publishers, Inc. 19-27 North Jackson Street, Danville, Illinois. 30c a single copy. 24c in lots of ten or more.

This record book carries the enterprise through a sequence of planning, analysis, agreements, accounts, financial summary, success factors, diary and enterprise story.

Colorado Manual for Supervised Farming Programs, Paul Gray. Interstate Printers, 19-27 North Jackson Street, Danville, Illinois. Write publisher for price.

A handbook of valuable information on program planning, budgeting, yield estimation, machine costs, and approved practice lists.

The Nebraska Farming Program Manual, Nebraska, State Department of Vocational Education, 10th floor State Capitol Building, Lincoln 9, Nebraska. 54 pages. 75 cents. 1951. Printed.

The manual is designed to assist the student of vocational agriculture as he plans his supervised farming program. Thirteen chapters covering every phase of the farming program.

Production Goals and Standards, Joe W. Duck, Department of Agricultural Education, University of Missouri, Columbia, 32 pages, 8½" x 11", paper cover. Free single copies to each supervisory and teacher training office. Copies for sale at 25c each.

Six pages explain the meaning of production goals and standards and tell how to set up goals based on sound standards. Diction and organization adapted to high school level. □

BOOK REVIEWS

AGRICULTURAL POLICY, by Rainer Schickele, 1st edition, pp. 453, published by McGraw Hill Book Company, Inc., Price, \$6.50.

Agricultural Policy is written in five parts as follows:

Part I—The Problem: Policy Making in a Free Society.

Part II—The Approach: Evaluation of Ends, Means and Consequences of Agricultural Policy.

Part III—Programs for Improving Resource Allocation.

Part IV—Farm Price Policy.

Part V—Programs for Improving Income Distribution.

More specifically, the first two parts deal with theory and social action. Part III discusses farm programs and policies in the areas of production credit, soil conservation, and other land use policies. Part IV goes into the very complex area of farm price policy. Such topics as levels of support, export subsidies and price-deficiency payments, and the many problems arising from surplus farm production are discussed.

This publication is intended primarily as a basic text for college undergraduate courses in agricultural policy—a book for adults. The book is well written and is easily read. Tables and graphs are used effectively to help the reader understand certain aspects of the problems discussed. The main value of this publication to the teacher of vocational agriculture would be as a professional reference.

The author, Rainer Schickele, is chairman, Department of Agricultural Economics, North Dakota Agricultural College. —A.H.K.

KANSAS STATE BOARD OF AGRICULTURE—38TH BIENNIAL REPORT, Topeka, Kansas, pp. 416, illustrated.

This is a recording of the progress of Kansas agriculture for the years 1951-1952—people, crops, and livestock. Most of the publication is devoted to tables showing the county by county acreages, yields, and value of farm production. Of greatest interest to the non-Kansan are the first 150 pages which present in picture and in short well-written paragraphs, the highlights of Kansas agriculture. Of particular interest are the indications of changes in production practices which are planned for the future or which have already been put into operation.—A.H.K.

AUDIO-VISUAL METHODS IN TEACHING by Edgar Dale, revised edition, pp. 534, illustrated, published by the Dryden Press, New York, price \$6.25.

Audio-Visual Methods in Teaching was written for use by teachers—as an aid to teachers as they attempt to make more effective use of audio-visual materials in teaching. It is written in three parts; Part I presents a discussion of the theory of audio-visual instruction. Part II discusses the various materials which can be used. Part III is concerned with the classroom application of audio-visual methods.

The book is, of course, profusely and



These boys have a future in this mechanical age of farming. (Photo by I. M. Huggins, Rocton, Ill.)

Technical Skills - -

(Continued from Page 93)

No doubt other possible uses could be cited; perhaps the results could be of value to fellow workers in other agricultural services. While the study was made in, and is therefore particularly adapted to the North Atlantic Region, many of the findings would probably apply in other Agricultural Education Regions. Regardless of how the results are used, however, it must be realized that the study has its limitations and that the lists are probably not the final answer on what to emphasize in all situations due to the prevailing conditions in a particular state or area within a state. □

Guest Editorial

(Continued from Page 75)

part of the World to another, is well up with the atomic age.

Our job as teachers—take from this mine of facts and information communicate spread it to the common good and beneficial use of the common man. □

effectively illustrated throughout. Pictures, diagrams, charts, graphs—all have a place in each part of the publication. There are also listings of additional readings throughout, as well as lists of sources of the many kinds of audio-visual aids.

The audio-visual materials and techniques discussed include, in addition to those mentioned above, dramatized experiences, demonstrations, field trips, exhibits, educational television, motion pictures, radio, recordings, visual symbols, verbal symbols, and color as an aid in teaching.

This book was not designed for any one group of teachers. Vo-Ag teachers will, therefore, not find ready made materials for use—but the book is so written that they should be able to develop materials for vocational agriculture classes by applying the principles and techniques which are so ably described and illustrated. —A.H.K.

Tips that work...

When teaching jobs that deal with selecting and buying clothes or improving personal appearance, a visit to the haberdashery or department stores in your area will be of aid.

At these stores you may find pieces of cloth representing the various color combinations for the three basic colors of dress suits.

These color combinations representing suit, shirt, tie, handkerchief and socks can be stapled to a piece of binder board, labeled and filed in a manner similar to the opaque projector material which has been placed on binder board.

LEON D. HARDING,
Vo. Ag. Instructor,
West End High School,
Clarksville, Virginia

When I reached into my desk drawer for the gadget to scrape the end of the broken film it was gone. For a substitute I tried a rusty old file and found it was far better in removing the surface preparatory to joining the film ends than the article I originally sought. □

G. H. SALISBURY,
Vo-Ag Instructor, Sidney, N. Y.

Our Best Exhibits

(Continued from Page 75)

agriculture need no build-up as to their standing with the public. Abilities to handle meetings, to stage banquets, to make public appearances, and to discuss domestic issues are synonymous with good Chapter management. The carriage of the boys themselves is exhibit *Number One* in vocational agriculture. At a banquet of a state association of NFA every member wore a dinner jacket, dress shirt and tie. The impression given by FFA members at local functions and at state and national meetings is tremendous as witnessed by the support coming from the National Foundation and the publicity attendant to national conventions.

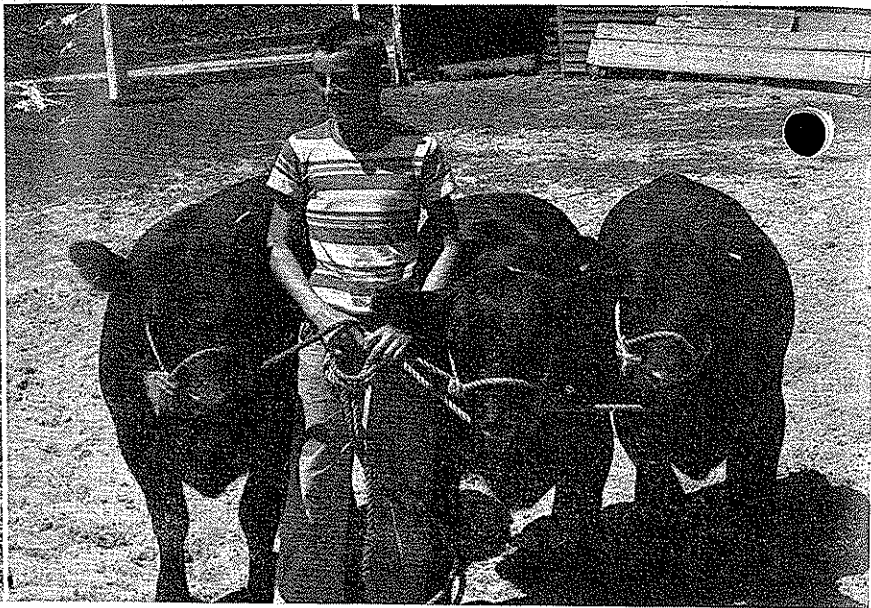
Perhaps a major concern of the teacher of vocational agriculture should be that of fulfilling public relations responsibilities without exploiting his students. This should not constitute a problem with well-trained students, and poorly trained students do not make for good public relations.

Contributions to the development of well-rounded individuals are evidences of successful teaching. For the boy to grow he must have proper guidance; he must acquire skills and develop problem solving abilities; he must be self reliant, tolerant and capable of working with others; he must have a proper concept of ethics and a degree of social competence. Teachers whose students bear such evidences of training need have no fear of exploitation. The products of their handiwork—the students—are in themselves good public relations. □

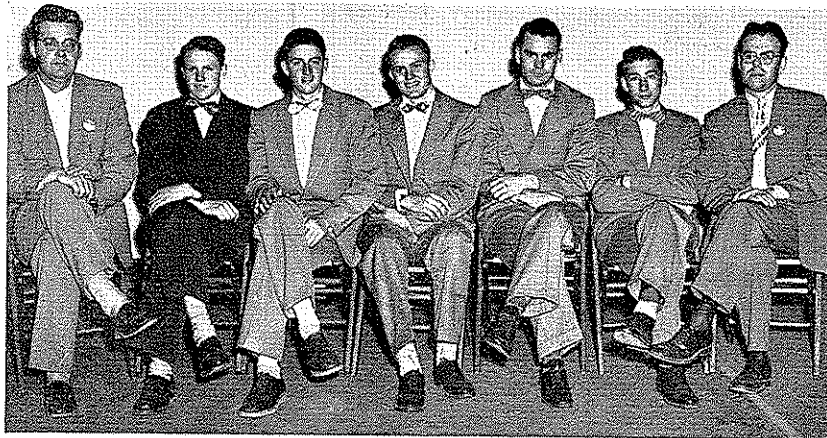
Stories In Pictures



Mississippi Future Farmers include forestry and conservation as part of their Chapter programs of work. The Centreville FFA members and their Vo-Ag teacher, G. H. Robertson, are shown here studying the results of mechanical tree planting of a reforested area.



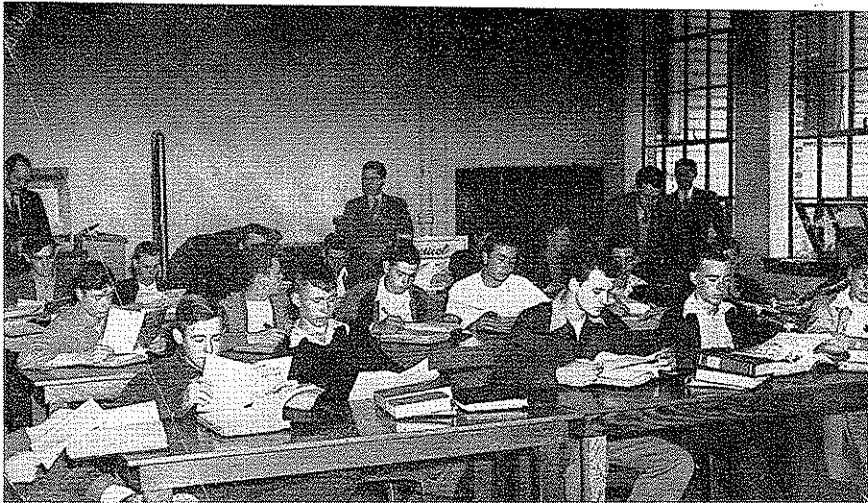
This Vo-Ag sophomore is proud of the Angus calves which make up a part of his farming program. He and his brother, also in Vo-Ag at Snow Hill High School in Maryland, share in a program which includes the cattle, swine and field corn.



Relationships between the community and its school get a real boost any time the boys or young men being served are placed on exhibit in any manner. Pictured above is the "radio skit" team and teachers from the Unionville, Mo., Vo-Ag department. Does anyone question the public relations value of bringing such a group to the attention of the community? (Photo by Joe Duck.)



Class-room management is an important phase of the instructional activities in agricultural education. Pictured above is a second-year class in vocational agriculture at Ripley High School, West Virginia, with the principal J. E. Harrison, in the center, and Dr. R. C. Butler, Teacher Trainer, West Virginia University, by the window. The two teachers of vocational agriculture are shown working with the Vo-Ag students. A proper environment for learning includes the presence of a helpful teacher.



A contestant in the plowing contest conducted as a part of the Soil Conservation Field Day for Winnebago County, Ill., Vo-Ag departments is taking his participation seriously. Such events build good school-community relationships. (Photo by I. M. Huggins.)

