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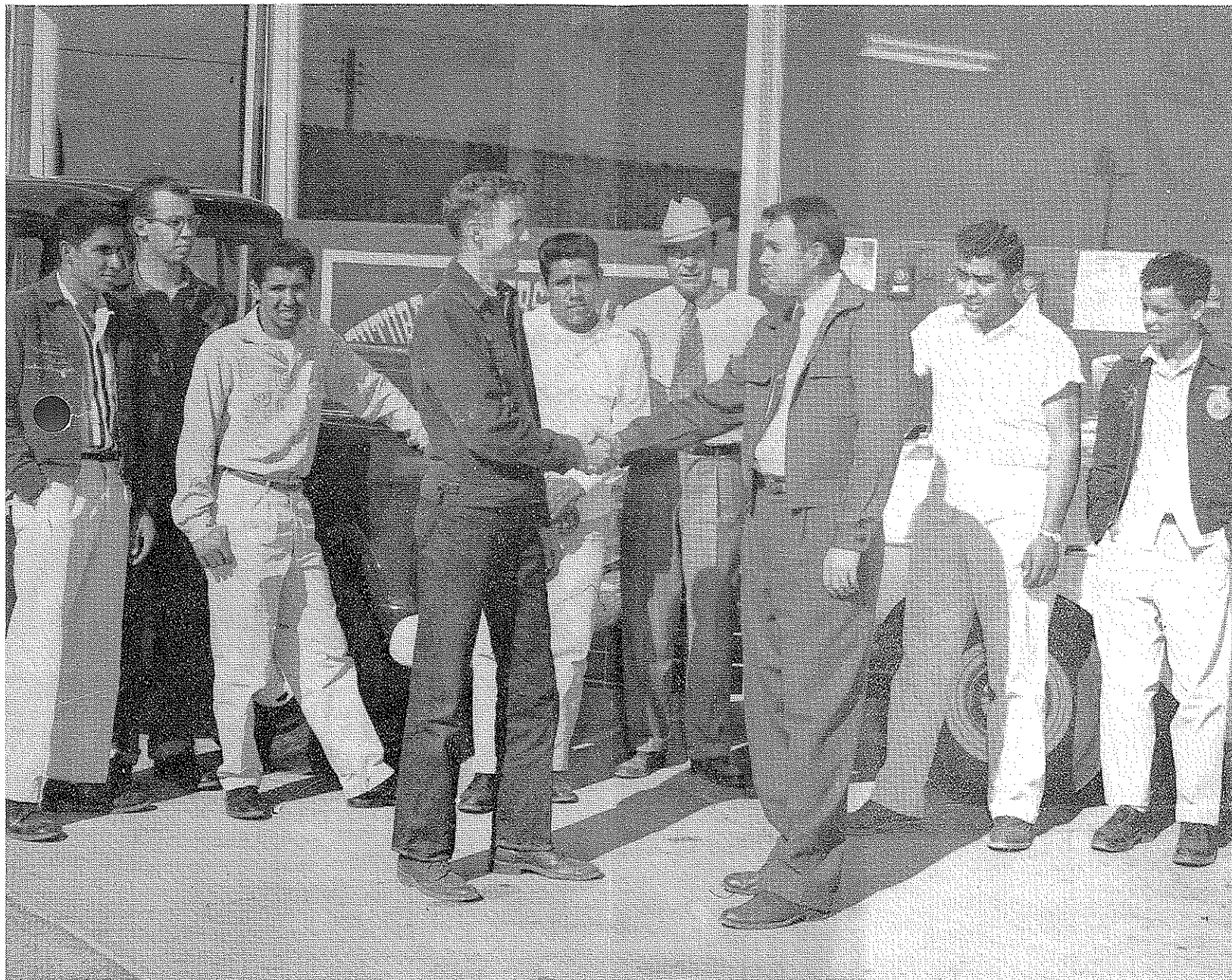
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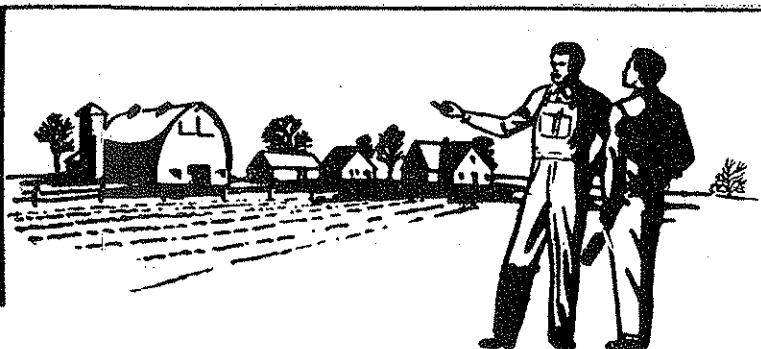
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Featuring— School-Community
Relationships

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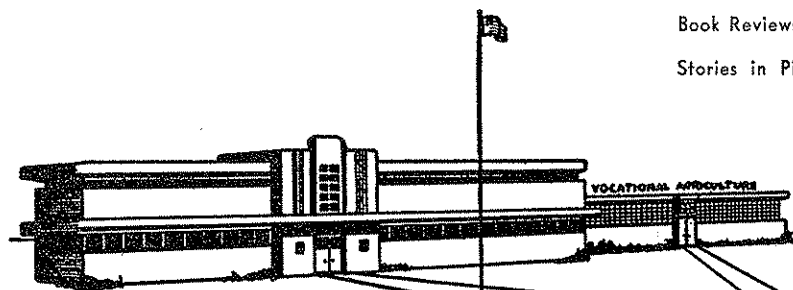
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Editorials

Let's Not Sell Ourselves Short *From the Editor's Desk . . .*

J. A. MARSHALL, Asst. Dir., Agricultural Education, Texas

Since Sputnik soared into space, American schools have been under a constant barrage of criticism. People have become more aware of the little red school house than at any time in our history. It is to be regretted that in expressing their sudden interest in education, our citizens have turned more to fault-finding than to constructive criticism.

Libraries and news-stands have become overloaded with publications denouncing our schools and pointing out our shortcomings and deficiencies. Comparing American scholastic requirements and achievements with those of European countries has suddenly become the popular thing to do. Almost anyone who has wanted to write and tell how poor our schools are has been able to get his opinions published.

Much of the criticism aimed at our schools has been true, and educators have been forced to face some unpleasant facts. It is time that we stop merely defending ourselves and take the offensive. We need to publicize the good qualities of our schools as well as the bad. We should also give the total picture of the systems used overseas.

The American educational framework is unique in modern society. Based upon democratic principles and heritage, our practices and needs in this country are peculiarly our own. Our philosophy of universal education has had tremendous influence upon our history and will continue to greatly affect our destiny. We do not have the perfect structure, but neither does any other country have all the answers. All countries can learn from one another, but we do not want to sell ourselves short by abandoning the American way for a pattern entirely unsuited to our particular needs. Let's not minimize the shortcomings in the other fellow's system.

American teachers are aware that our schools have weaknesses which must be eliminated by careful planning, expediency, and foresight. It is true that we need more scientists and mathematicians, but we also need more and better trained personnel in all our professions and industries. All our children are not potential scientists, but they are all potential citizens of democratic communities in a rapidly changing world.

Our communities need leaders with integrity and vision. They need people who feel the duties as well as the privileges of democracy. The American community has become aroused about its school situation and feels its obligations more keenly than ever before.

How It Happens

Each new problem creates its own group of "self-appointed experts," many of whom have had no experience in the area of the problem. These experts often have reasons of their own for providing advice—reasons largely unrelated to the welfare of those being advised. The prospective reduced enrollments in high school vocational agriculture have caused many agriculture teachers to listen to some of these new experts in agricultural education who feel that high school enrollments in vocational agriculture must be maintained at any cost.

Adding confusion to any consideration of the enrollment problem are articles in various magazines written in a style designed to attract maximum attention rather than to present any reasoned discussion of the issue. Illustrative of what I mean is a statement in a recent article indicating that of 18 boys in vocational agriculture, only three would farm. Now this is surely true in some schools in the United States, but studies of the present occupations of former vocational agriculture students clearly indicate that this is not true nation-wide. The same writer forecast that of the 18 students mentioned above, 12 would be working for businesses that process and market farm products. Where is the evidence to support such a forecast?

Our new experts also appear to be deliberately attempting to draw our attention away from our large potential in adult and young farmer education. Paradoxically, many agriculture teachers have, in the same breath, talked about declining high school enrollments and their inability to find time for adult classes.

Many problems receive the kind of treatment indicated above. It happened that way with the problem of declining enrollments in vocational agriculture. To avoid being forced to accept undesirable solutions to this problem, we need to provide the public with the facts regarding the situation as it exists in our own communities so that adjustments in programs will be tailored to needs. We need to lead the way in changing the emphasis from a fight to keep something from happening to a fight to make something happen. Specifically, we need to fight for increasing recognition at the community level of adult and young farmer work as a major part of the job of the vocational agriculture teacher. □

Public Relations

A professional responsibility - - -

JIM J. PICKREN, Vo-Ag Instructor, Lewisville, Arkansas

Actual studies conducted in recent years reveal that one of the main causes of failure in every line of work today is the inability of employers and employees to "get along with people." More than ever, men and women are aware of the fact that the success of an undertaking depends, to a large extent, on the ability of the personnel involved to create in the community as a whole a feeling of respect—of interest—and of wholehearted support for the activity being promoted.

Public relations is a comparatively recent concept; and, like many other new ideas, is frequently misused and misunderstood. It behooves us, therefore, to get the proper perspective on this matter and analyze the challenges we face in a sensible manner.

The public schools today are meeting a constant barrage of criticism from all sorts and conditions of people—university professors to whom "life adjustment" is educationist "jargon"; taxpayers who consider the new cafeteria, vocational agriculture building, music room, or library an extravagant "frill"; parents who resent the fact that their Susie can't spell "disestablishmentarianism"; patriotic groups who discover what they fear are subversive books in school book collections and who worry about undue emphasis on world citizenship, etc. In the light of this criticism I should like to discuss the fact that, since we are convinced that ours is a product that merits the "Good Housekeeping Seal of Approval," we have a real SELLING job to do—a real obligation in this business of public relations!

In my opinion, too many of our teachers expect to work some miracle that will accomplish the MAXIMUM in desired results with the MINIMUM expenditure of effort and time. I am sure that each of you can think of individuals whose chief display of energetic tendency is that of trying to find ways of GETTING OUT OF WORK. It is such attitudes that bring us adverse criticism.

Good public relations, as a 1957 teen-ager would put it, is "The MOST!" Today, large corporations are spending millions of dollars trying to effect such a healthy state.

Staff members are being added to universities, to churches, and to other institutions for the express purpose of promoting better understanding among people.

In our own state of Arkansas, the Governor's Advisory Council on Education offers an inspiring example of what can be done in getting ideas across to the people who have the power, influence, and money that will spell the success or doom of a particular project or effort. Information is being provided of a type, and in a way, that those who receive it may get the true picture and a sound understanding of the goal being sought. Pathways to public favor are being constructed.

Many definitions of "Public Relations" have been written. I like the definition given by an executive of General Motors who says, simply yet effectively, that "It is knowing how to get along with others—letting people know who you are, what you are, what you believe, and what you stand for. It is living right and getting credit for it."

Basically, good relations with the public depend upon understanding and appreciation. These can be brought about by working together with a common ideal in mind. We must be able to talk the same language and be able to visualize ourselves in the other fellow's shoes.

I have sufficient confidence in the public to believe that they will pay us for a job well done if they know the true facts and aims. It is imperative, then, that they be kept informed—and that our administrators know WHAT we are attempting and WHEN we are doing it. After all, the administrators are the ones who sign our pay checks. Leaving out all else but the SELFISH angle, it is to our interest to "let these people in" on what's taking place!

Teachers are a part of a mighty big business. In fact, we receive in salaries millions of dollars annually from the public. Can any one argue that we have no obligation to keep them well posted on the purposes of our work, the projects attempted, and the resulting outcomes?

The main purpose of the public schools is to help develop, to the

greatest extent, the human capabilities within our democracy which is ever called upon to make good on the promises of the democratic ideal and to give leadership to the liberty loving peoples of the world.

To assume our share of the responsibility, you and I must work for an increasingly effective program of education for all the people. And I am convinced that, to do this, we must—in the very beginning—get right with those about us. We should always work WITH our superintendents, our principals, and our fellow-teachers—and certainly not AGAINST them.

Oftentimes it is in the matter of seemingly unimportant things that we show our true colors in this regard. For example, I believe that an administrator is entitled to know where the agriculture teacher is going when he leaves school during school hours and what students are with him—even though he is out on school business. Furthermore, I find no justification for these attitudes that place agriculture instructors in an ivory tower where no extra responsibilities can dare be allowed to enter and contaminate the air! If we are members of the faculty with full faculty status, then we must share the load and accept hall duty, ticket duty at games, and the like, when the need arises.

School administrators have problems and budgets to tussle with; and we are definitely not fostering good public relations when we continually nurture antagonism toward those in authority.

I have worked with a number of superintendents of "assorted personalities," but I have found that every one of them has appreciated being asked to visit adult classes and student activities. They have wanted to know more about one of the departments for which they are responsible!

Have you ever stopped to think that the most miserable people in an organization are those that make a habit of complaining and fault-finding? Look a little further and you'll see that they are the very ones who are accomplishing nothing! Let's spend our valuable time building aggressive programs of which we can tell others with justifiable pride.

Moreover, it is our duty to use the summer months advantageously. Except for "legal vacations," we should avail ourselves of this opportunity to visit and work with FFA boys, ad-

Interpersonal Relations in the Communications Program

HAROLD M. BYRAM, Teacher Education, Michigan State University



Harold M. Byram

THE successful program of communications is one which makes effective use of all appropriate media that are available. In agricultural education much emphasis has been placed on the use of mass media such as the press, radio, television, news letters, group meetings, and the like. Among the advantages of these mass media is that of reaching many people at a given time. Their limitations include the lack of close personal contact with those to whom one wishes to communicate; difficulty in getting "play back," or two-way communication; and the unanswered question of who is listening to, watching, or reading these messages. No program of communications can be fully effective unless it provides for intimate, personal association that permits the sharing of ideas and information for the mutual benefit of all.

The teacher of agriculture is the representative of the school in the field of agricultural education. Therefore, the people must know him to be well informed in regard to the program. The writer recently had a conversation with a man newly elected to a state office in a farmers' organization. In the conversation it became evident that he was unaware of some of the objectives and phases of typical local programs in agricultural education. Two of these phases had been quite outstanding in the local program of the school in the man's home community. On questioning him, it was learned that he had not met the teacher of agriculture in that school although he had read articles in the local paper about the program, and was aware that the teacher had been in the community for two years.

Of course, it would have been equally important for the teacher to know this farmer representative, as well as many others in the community. No one can communicate with maximum effectiveness with a person

whom he does not know. Interpersonal relations must begin with personal acquaintanceship. The program of communications in agricultural education in any community must have a sound person-to-person base if it is to be effective to the maximum degree.

With Whom Should the Teacher Communicate?

Who are the persons one should keep in mind? While students and faculty are important, they will not be discussed here because of limited space and because daily contacts that the teacher has with them provide the person-to-person setting. Most people would place parents at the head of the list. It is probably safe to state that no teachers have been more effective than teachers of agriculture in their interpersonal relationships with parents of students assigned to them. Teachers of agriculture have learned that the development of farming programs and effective FFA activities, the guidance of farm youth, and the carrying out of other aspects of the program are dependent on full understanding on the part of parents. Most of them are vitally interested in the educational and vocational plans and progress of their children. But they can cooperate only on those activities which they know something about.

In placing the officers of farmers' organizations high on our list, let us hasten to point out the reasons. It is certainly not for the sake of association with a person of prestige, or to secure a stamp of approval. We must remember that a leader of this sort must know how the farmers of his constituent organization are thinking. This is important information for the teacher of agriculture. The farm leader is in a strategic position for communication, in the other direction, as well. If one is to get messages across to many people and also receive messages from them, he should certainly work with those persons who can relay such messages.

Of course there are farmers and others not categorized as institutional leaders, but who are informal leaders. These are exemplified by the members of the local advisory council

on agricultural education and others like them. Let us not forget, as well, those who have served on such a council in the past and those who would make good members in the future.

Another group in the community with which the teacher should become well acquainted is that of business and professional men in agricultural occupations other than farming. These persons, as well as bankers, lawyers, and retailers oftentimes become just as interested in the local program of agricultural education as the farmers, for obvious reasons. Teachers can learn a great deal from them also.

There is a group of "professional communicators" who could also be very high on the list of those whom the teacher of agriculture should know personally. These include the local newspaper man assigned to agricultural news and the man or woman assigned to school news; the director or manager of the local or nearby radio station or television; and others in similar positions.

Returning to the main clientele of the department of agricultural education, the farmers, let us take note of many who might tend to be overlooked. A program might well include interpersonal communication with all farmers who are parents of high-school students enrolled in agriculture, those who attend young-farmer and adult-farmer classes, and those who have been or are members of the local advisory council. But this leaves a residue of many other farmers. Included among them are the ones who do not have children in high school, in addition to those who do not attend classes and other meetings of farmers. It must also be recognized that some of these are the ones who do not usually read about the program in the newspaper or school news letters, nor learn about it through other mass media of communication.

There are many other persons in the community with whom the teacher of agriculture will ordinarily have social relationships. Many of these should be known professionally, as well. They include the taxpayers and patrons of the school who are civic-minded and interested in their school. Teachers should be particularly active in contacts with those of this group who are, themselves, communicative by nature. It would appear that the assistance of many

Interpersonal Relations - - -

(Continued from page 125)

persons in the community could be enlisted for communication in regard to the public-school program of agricultural education.

The Communications Process

With the identification of the kinds of persons important in the communications program in mind, we turn to an examination of the process. What should be emphasized in communications? When and how should teachers communicate person to person? How can two-way communication be promoted?

Experience has shown that emphasis in two-way, person-to-person communication should be placed on student activities and their objectives, and on current or emerging problems of importance in the local program of agricultural education. Stress should be placed on what students are doing or have done, not on activities of the teacher. Those activities should be emphasized that contribute most to the objectives of agricultural education and are closest to the hearts of the people. People who may know something about what students are accomplishing in farming programs or in the FFA might, on the other hand, know very little about the reasons behind these projects and activities. These purposes should be explained.

Many of the really important agricultural problems of the community, likewise, might not be understood by the teacher of agriculture without background information to be gained from talking with key persons in the community. Sometimes new problems, of which there might not be a previous awareness, come to light in unstructured conversations.

There probably is no one best time to carry on person-to-person communication. An effective teacher will make use of much informal visitation for this purpose. In addition, however, opportunities could be made. Persons with whom we wish to communicate could be invited to meetings of classes, meetings of the FFA, and other gatherings and activities where they could learn about some phases of the program of agricultural education. After all, seeing is believing. Those who see can report to others. As stated earlier, the people we inform could become our assistants in communicating to others. There are undoubtedly numerous occasions in which students, parents, members of the faculty, advisory council mem-

bers, and others could be asked to take some information to other persons with whom they come in contact. An example of this is the effective way in which teachers recruit enrollment in young-farmer classes as a result of personal contacts with prospective members by a membership committee.

One very important principle must not be overlooked at this point. It is only natural that much information that teachers desire to communicate would include those things which they believe people should know about the program. But it would be a serious mistake not to try to find out what people want to know. The results of research on general school public relations has been quite revealing on this point. Some of the kinds of newspaper stories about schools that have been given the greatest space have been found ranked in public opinion polls below other school news which the people of the press had tended to play down because of a mistaken impression that they were of less interest to the public. The principle to follow, then, is to be continually on the alert to note the kind of questions people are asking about the program, and other indications of desire for information on new subjects, or more explicit information on subjects only partially understood.

This introduces us to the idea of two-way communications, and the question of how they may be fostered. The purposes of two-way communications are to get reactions of people to objectives and activities; to get value judgments; to discover questions and problems; to get information; and to get suggestions for improvement. One of the more common practices is that of asking qualified people to serve as resource persons in a class discussion; a committee meeting; a tour; or a public discussion. Individuals who do this, of course, gain from the experience, but many things are also communicated to the teacher and those with whom he works.

Programs of agricultural education in which personal communications are good almost invariably are notable for frequent and effective farm visits. The farm setting is in many respects superior to others for informal visitation. Most teachers find the available time for such visits insufficient for all the contacts they would like to make. Those who have previously become acquainted some-

times save themselves time by use of the telephone where it is available.

Some teachers regularly consult with certain persons in the local community. For example, one teacher who has been unusually successful in program development and in getting a community-wide understanding of it, regularly makes the rounds to visit with persons in the community who make many contacts with farmers. One of these is the local manager of the farmers' elevator and feed supply service. The manager hears the questions farmers are asking about crops and livestock and the agricultural situation, as well as expressions of their attitudes toward what is going on in the community and their ideas on many other agricultural and educational topics. The teacher visits with him about these reactions and considers them when making changes in the program. He has a chance to pass on much information about the program, as well as to raise questions which may be passed on to farmers by the manager in his conversations with them. This teacher maintains that if one wishes to discover what farmers are thinking, one has to be where farmers are when they talk with one another. The teacher cannot be in such places very much during the school day because of the nature of his schedule. But he can visit with persons who are, and effectively carry on two-way communications in this way.

The committee or council advisory to the public school program of agricultural education is potentially the most effective single vehicle for two-way communication. It will be able to report the agricultural situation and the needs as it sees them. Its members are in a position to report to others what they are finding out about the program of agricultural education and its development. The selection and functioning of such a council calls for skillful use of techniques of person-to-person communication. Members on a citizens' committee should represent the thinking of the people in agriculture and have their confidence. They should be helped to communicate better with each other and to work as a group in analyzing needs, proposing solutions, and rendering evaluative judgments.

Evaluation

Evaluation of the local program of agricultural education should, of

(Continued on page 139)

LET'S

Cooperate with Industry

for More Effective Instruction

V. R. CARDOZIER, Teacher Education, Univ. of Tennessee



V. R. Cardozier

MOST of us are keenly aware of the vast changes that have occurred in farming in the last few years. Yet few people understand fully the nature of the changes that have taken place in businesses that serve agriculture.

To paraphrase a well-known statement, industries serving agriculture realize that "what is good for agriculture is good for industry." They now realize that if they are to succeed, farmers must succeed first. They have geared their thinking and operations to this. It is simply enlightened self-interest.

Although this concept has been growing for many years, its real impetus occurred in the years immediately following World War II. Agricultural industries took steps to help farmers make more profit—profit with which farmers could buy more agricultural goods and services. Although many companies work directly with farmers, they realized early that their most effective work would be through helping existing educational and research agencies to be more effective. They know that they can make only a dent through direct work with farmers themselves, that their most effective effort would be in helping vocational agriculture teachers and others concerned with farmer education to do better the job they are doing already. If they could help teachers to do a more effective job of teaching farmers improved practices in production, marketing and management, farming would be more profitable and their companies would share in this growth.

Various companies took several courses of action to implement this philosophy. One of the main ones was to employ technical specialists as consultants. Insecticide companies employed trained entomologists; fertilizer companies employed agronomists and chemists; farm equipment companies employed agricultural engineers; and banks employed people

who knew farm management. Most of these people were employed to work with farmers and educators to help bring about a progressive agricultural economy and to create demand for the goods or service each had to offer.

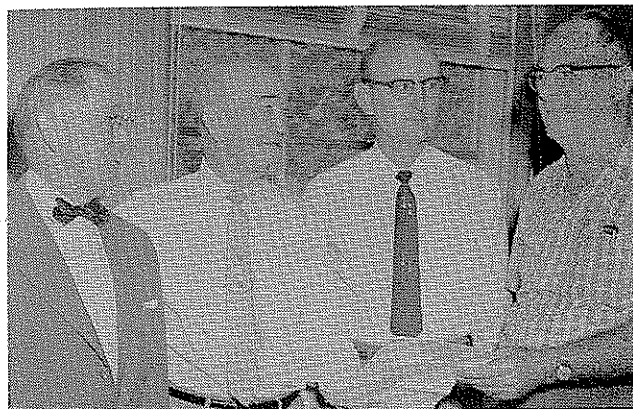
Older teachers remember well the time when we dared not invite a representative of a commercial company to address a farmer group because the individual would likely use the occasion to promote his own particular product or service. This was due largely to the fact that most such representatives of industry then were simply salesmen with little or no technical competence or training.

This picture has changed. Most industries serving agriculture today take the point of view that their technical staffs should help educate farmers to use practices that will make the most profit for them. One agronomist with a chemical company put it this way: "All I want to do is to convince farmers that they should use fertilizer at an economic level combined with other production practices that will make them the most profit. If I can do that, our salesmen will see to it that we get our share of the increased market."

Vo-Ag Specialists in Industry

A number of the larger companies have employed former teachers to work with vocational agriculture people. These men are not employed because of any special technical knowledge but because they know agriculture in general and vocational agriculture in particular. They are best qualified to help teachers of vocational agriculture do the best job of teaching on subjects related to the company's interests.

Although many businesses serving agriculture employ vo-ag specialists, most of them do not. They depend upon their technically trained staff to work with vo-ag teachers but more often than not these people do



Four of the speakers at the Fifth Annual Cotton Short Course for teachers of vocational agriculture at Texas Technological College. Left to right: Dean W. L. Stangel, School of Agriculture; Ray L. Chappelle, Head, Agricultural Education Department; the author, then Vo-Ag Specialist, National Cotton Council of America; and C. B. Spencer, Agricultural Director, Texas Cottonseed Crushers Association and formerly Vo-Ag teacher in Texas.

not know how to proceed to work most effectively with teachers. During my five years as vo-ag specialist with a national agricultural trade association, I was asked frequently by technical people in the agricultural chemical industry, farm equipment industry and other industries: "How do we go about working with vocational agriculture to help them do a better job in our area of interest?"

The point is this: Their services are available but vocational agriculture is going to have to take the lead in building the best relationships with industry and getting the most effective assistance from them.

Service of Industry Locally

It is frequently surprising to teachers to find that they can get an entomologist, an agronomist or some other technologist in industry to travel a long distance to appear before an adult farmer group. Having technical people appear as guest speakers is a common use of their services. Here's a tip on that. Don't be afraid to use them to the best advantage; they don't expect to take over your program when they come. They realize that you are the teacher and that they are there to provide certain technical information. If one is invited as the guest speaker, set the stage before he speaks so that what he has to say will fit into your previous discussions of the subject.

Use a panel of consultants on your program. Instead of inviting speakers, invite several technical representatives to act as a panel and let the group direct questions to them.

Field days and demonstrations can

Need educationally and legally sound - - -

Training for Farming and Agricultural Occupations Other than Farming

WARD P. BEARD, Assistant Director of Vocational Education,
U. S. Office of Education

The idea that the program of vocational agriculture should be expanded to include a new objective, namely, to train for occupations related to farming, has gained support from some professional people in agricultural education. Until recently, the benefits of training in vocational agriculture for those who entered related farm occupations was looked upon as a by-product and there was no thought of changing the program to provide special training for them.

As the number entering farming decreases and the number entering occupations related to farming increases, questions are raised as to why the vocational agriculture program should not be discontinued. It is easy in defending the program to fall back on the excuse that even though many former students of vocational agriculture do not enter farming, they profit by the fact that they will enter farm related occupations. In some instances the fact that large numbers of them go to agricultural colleges is advanced. Some seek to justify the continuation of a program on the basis that it is a good course irrespective of vocational objectives; i. e., it is good general education. Any of these are extremely dangerous positions to take, and if maintained, will lead to the sacrifice of sound training for the work of the farm and will jeopardize the eligibility of the program for reimbursement from Federal funds.

Various Proposals Need Careful Evaluation

Persons advocating that the program of vocational agriculture be modified to include training for occupations related to farming have overlooked certain provisions of the Federal Vocational Education Acts as well as basic principles of vocational education. Some have gone so far in attempting to implement training for related farm occupations as to propose to write into their state plans that the purpose of vocational agriculture would be, in addition to training present and future farmers,

to train for occupations related to farming. Some also urged that a similar interpretation be included in the revised policies for vocational education issued in February 1958. One argument put forward by these people was that their consciences annoyed them because students were enrolled in vocational agriculture who obviously would not become farmers but who might enter farm related occupations. It apparently did not occur to these people that the Office of Education is not free to interpret so liberally the specific provision in the Smith-Hughes Act "that such education shall . . . be designed to meet the needs of persons who have entered upon or who are preparing to enter upon the work of the farm or of the farm home." In view of such a specific provision in the Smith-Hughes Act the proposed revisions of policy and state plans are legally impossible. However, the Federal Vocational Education Acts do provide for training in related farm occupations through funds appropriated for other fields of vocational education, namely trade and industrial and distributive education. In those communities that now have programs of vocational agriculture and in which the farming opportunities have decreased markedly, the situation should be carefully studied to see if vocational agriculture should not be replaced by a trade and industrial, a distributive program or both.

Modern Farming Programs Provide Basis for Studying Current Farm Problems

In some instances, students of vocational agriculture have been allowed to meet the requirement for supervised farm practice by working in related occupations such as in a farm machinery business or a hatchery. Those responsible are reminded that the Smith-Hughes Act requires that schools shall provide for at least six months per year of supervised or directed practice in agriculture "on a farm." Under this specific provision, employment elsewhere than on a

farm cannot satisfy this requirement of the law. A well-organized program of placement for farm experience is in keeping with the acts.

Those who have been advocating distortion of the vocational agriculture program to include training for occupations related to farming have been supported by a group of people who have not understood the issue but who have been under the impression that policies prevent instruction in the problems of the farm. Since the Smith-Hughes Act states that the training shall be for the work of the farm, the content of the training program must shift with the changes in farming. For example, when farming changed from horse to mechanical power, the instruction was changed accordingly. Peculiarly some have argued that because farm butchering was taught in vocational agriculture when butchering was a common practice on most farms that we would be justified in continuing to teach this job on the grounds that some of the students might become butchers. It would be just as logical to continue the study of the care and use of horses because students might eventually have riding horses.

Present Program Incomplete

It should be recognized by those desiring to take on new responsibilities under the vocational agriculture program, that the law provides for training of young and adult farmers. Until it has been demonstrated that a program is doing the complete job it is illogical, even if it were legal, to attempt something of less importance which was not originally intended as a part of the program. If there are so few farmers in a community that a young or adult farmer class cannot be maintained, then it is highly questionable whether expenditures for the day classes can be justified.

Some have said that they would not change the content of the instruction in vocational agriculture but merely want to enroll some who definitely intend to enter related farming occupations. The Acts and policies provide two qualifications for enrollment in vocational agriculture: (1) that the person be 14 years of age or in the 9th grade and (2) that he carry on a supervised farming program for not less than 6 months per year *on a farm*. If a student can meet these standards, he is legally eligible to enroll. However, before the final

Training for - - -

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decision is made for such a student to enroll, it is the responsibility of the teacher to discuss with the student and his parents the pros and cons of such enrollment and possibly alert them to more advantageous alternatives. In fairness to other students enrolled, the teacher should assure himself that the attitude of the student who does not intend to farm will not interfere with the instruction of those who intend to farm.

Must Study Need for New Program

Before it is assumed that a program of training for occupations related to farming is needed, it would be necessary according to sound vocational education philosophy and procedure to determine where job openings would occur, the number of jobs in each category of occupations and many other facts. If a survey should point to the need, a training program serving several counties, an area program, might be set up in cooperation with an organization of farm machinery dealers who would employ the trainees both during and after the training period. Such programs might be set up jointly by vocational agricultural, distributive and trade and industrial personnel. Distributive funds could be used for the sales aspects of the program and trade and industrial funds for the mechanical aspects of the program. An agriculture teacher might serve the program in an advisory capacity.

If a vocational agriculture department in the public school system can no longer justify its existence by the fact that it is training a sufficient number who are entering farming but is trying to justify its existence by providing training for occupations for which it was neither set up to do nor is prepared to do, it is both educationally and legally unsound. □

Let's Not Sell - - -

(Continued from page 123)

People are anxious to know what they, as parents and citizens, can do to improve the education of their children. Many of these people are capable of constructive work for better schools, better salaries and more teachers. Alert educators are capitalizing upon these people by giving

them the information they need and encouraging them to actively participate in school activities.

At the present time, educators have an unparalleled opportunity for building wholesome and enduring ties between the schools and communities which they serve. Today we have the chance to get our communities to face their responsibilities to the schools. We must encourage patrons to think constructively and act vigorously for a new day in education which has already dawned upon us.

All teachers must assume roles of leadership. Good relationships cannot be maintained by administrators alone. Just as teachers are obligated to do their best for the community, the community is obligated to do its best for the schools. Most communities will get the kind of schools they want. It is the responsibility of teachers to see that they want the best. All of us will be failing both our profession and the children if we do not cooperate to develop our schools to the most successful and satisfying level possible. Educating the youth of America is everyone's job. □

Cooperate with - - -

(Continued from page 127)

be made much more effective with technical assistance. For instance, if you are having a field day or outdoor class to teach farmers how to identify certain insects and to recognize the damage they do to a crop, entomologists from your local chemical companies can be of great help.

It's a good bet that farm equipment dealers would welcome an opportunity to participate in a local power and equipment show or demonstration every few years. Have a field day and let each company in the area demonstrate all of its equipment doing the jobs it is designed to do.

Agricultural engineers from the Texas Power and Light Company have been helping teachers in Texas for several years with workshops for farmers on rural electrification problems. Power and electric companies and many other farm service organizations in every state have demonstrated a willingness to assist teachers when given the opportunity.

On the State Level

There are many more approaches to working with industry locally, but let's look now at what can be done on a widespread basis. This is

an increasing area of opportunity. Large companies having regional and national interests often cannot afford to provide personnel to assist with local programs but they can provide some outstanding assistance to teachers on a broad basis.

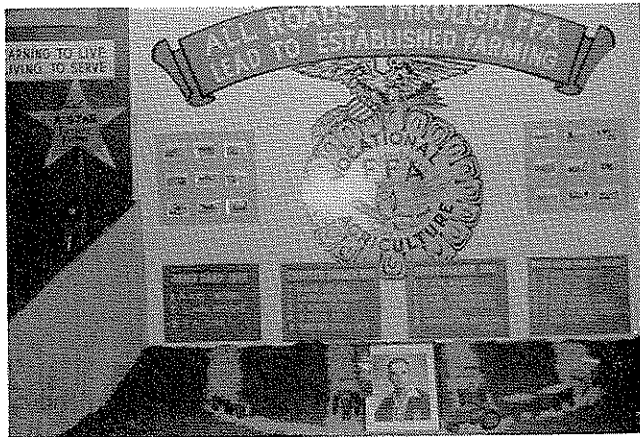
A growing number of teachers' meetings are using technologists from industry on their programs. For example, teachers in the High Plains area of west Texas have held a short course on cotton each summer for the past five years on the campus at Texas Technological College in Lubbock. Each year they include on the program representatives from industry in addition to people from the experiment station, college faculties and others. Dr. William O. Trogdon, agronomist for Mathieson Chemical Company, and a popular lecturer, has been invited back repeatedly to talk on soil and plant nutrients.

Teachers and state leaders should look more and more to industry for technical people to assist in their subject-matter conferences. Many of the technical people have worked previously for land-grant colleges in the extension service, in research, or college teaching and can be relied on not to take advantage of the situation to promote their product or service.

No state is able to supply vo-ag departments with all the reference materials they need. There are two main reasons for this. First is the lack of money to print them and second is the lack of technical personnel to prepare the publications. Teacher trainers, supervisors and state teachers' associations should make use of the assistance of industry to help fill this need.

Frequently industry has had qualified technical people prepare reference materials, print them and distribute them to teachers at no cost. They would not only permit, but would welcome, assistance from vo-ag leaders in designing layout, approaches to problems, treatment of material so that it can be most effectively used by teachers and the like. Because of the expense involved in writing and printing a publication specifically for use in vocational agriculture, a company usually cannot afford to do it for one state. When requesting such a publication from an industry, state leaders should first contact several nearby states and get their requests for the same

(Continued on page 142)



The booth is a popular means of informing the public at the school, fairs and in show windows.

Positive suggestions for - - -

Public Relations through Exhibits

J. C. ATHERTON, Teacher Education, Arkansas



J. C. Atherton

FORMAL education is concerned with the bringing about of desirable changes in human beings. To do this effectively, cooperation of parents, pupil, teacher, and community must be attained and maintained. This is especially true in the conduct of programs in vocational agriculture. The development of behavior patterns is a constant process. And, sufficient numbers of satisfactory learning experiences can be provided the learner more readily when a high degree of mutual respect and coordinated effort prevail.

The deepest urge in human nature, according to an outstanding philosopher, is the desire to be important, to be recognized by one's associates. The instructor who satisfies this desire in his students will be held in a position of high regard by most of them. The desire to feel important can be illustrated simply in this manner: The all-day boy enters several head of swine in the district pig show and is awarded an assortment of ribbons. These ribbons are taken home and arrayed on a background of white linen so they make a nice display. When friends come to visit, they are shown the ribbon display.

The purpose of a good public relations program is to enlist the aid of the public in developing a program of work and in keeping the public informed of its progress and accomplishments. Unless they have a clear understanding of the aims, goals, and achievements of vocational agriculture, the public cannot be expected to cooperate to the fullest extent in the conduct of this work. The teacher of vocational agriculture must accept the responsibility of developing his public relations program. However, he will be wise to accept assistance from his pupils, his administrator, the advisory council, and the people of the community. A good program should develop an understanding of the objectives of this educational activity. It should create good will as well as obtain the cooperation and support of the public. A feeling of need for such an undertaking will be created and in turn this will lead to a better overall program.

Recently, teachers of agriculture in Arkansas requested assistance in securing ideas that would be helpful to them in developing certain phases of their public relations program. They desired information about the experiences of their associates and especially ideas relating to themes of exhibits, type of exhibits which seemed to be successful, and teacher suggestions on the construction of exhibits. In response to this request, the teachers were surveyed and information



Having the grand champion bird of the show gives recognition to the student and prestige to the chapter.

was secured relative to exhibits and various other devices.

It is felt that the compilation of procedures used and teacher recommendations may be useful to others who prepare exhibits from time to time.

The evidence indicates that planning and constructing exhibits have proven to be worthwhile projects for departments of vocational agriculture. It seems desirable however, that before a department agrees to sponsor an exhibit the problems relating to such a project should be thoroughly discussed. These will include rules and regulations (if any), available space, cost of the exhibit, method of financing, possible awards, transportation available (if needed), purpose of exhibit, audience we wish to influence, availability of construction materials, amount of time required to collect materials and prepare the exhibit, and the value of the exhibit to the department, the school, and the community.

Value of Exhibits

Exhibits have proved valuable in several respects: (1) they provide opportunities for teaching; (2) they serve as good media for publicity; (3) they develop community spirit; (4) they stimulate farmers; (5) they provide some very valuable experience for boys in cooperative effort and in leadership development.

(Continued on page 132)

**Where to in agricultural education?
This teacher says - - -**

Tailor to Fit

PAUL J. EMERLING, Vo-Ag Instructor, Springville, N. Y.

How can an Ag teacher proclaim to the world that agriculture is a vibrant, changing thing while on the other hand steadfastly refusing to change his own 20 to 30 year old program which is supposed to serve that agriculture? In some respects, vocational agriculture can be compared to the job of tailoring a lady's suit. (1) The tailor must get exact vital measurements if his product is to fit. (2) The measurements *do* change, and so does the need for a change in the suit. (3) The customer must know that the suits are good or she won't continue to buy them.

The Situation

First, some measurements. The Springville school district covers a large area which includes a variety of soils from some of New York State's best (Chenengo gravel) to some of the worst (Erie clay). The school supports a few thousand acres of potatoes, beans, and strawberries,

but by far the most important farm income is milked from over 10,000 milking cows in the school district.

We enjoy the most concentrated cow population in the state and our soil provides all their roughage plus some of their grain.

The number of farms is going down. The size, quality and production of each remaining farm is going up. Buffalo, only 30 miles away, provides excellent alternative employment for farmers who are adjusting to part time or full employment off the farm. The starting process is tougher, and the requirements are higher for both the men and the land.

Finally, the boys leaving the farm can't just leave something. They leave to go *to* something. Our survey of local businessmen serving farmers



Paul Emerling (l) and Harland Kester (r) in one of their frequent conferences.

indicated that there are opportunities for boys with farm background. More training is needed for the people who would fill the jobs, and businessmen are willing to help provide that training.

Using these measurements, we found that our old suit didn't fit in a couple of places so four years ago we started retailoring.

The seventh, eighth, and ninth grades were found to be suitable for students to develop a basic understanding of agriculture for intelligent rural living including voting and purchasing, appreciation for resource conservation, and for some occupational guidance. Early start-

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The Colman Adult Education Advisory Council

RAY REIFF, Vo-Ag Instructor and Principal, Colman, S. Dak.

The Colman High School vocational agriculture department has used an adult education advisory council for the past six years. Those who have worked with the council are enthusiastic about its accomplishments and its possibilities.

The council was started in 1952 and consisted of seven men but later was increased to thirteen members, including three representatives of the Board of Education. New members were nominated by the agriculture teacher, with some help from the administration and later from the council. Members were selected with the intention of having various ages and interest groups represented on the advisory council.

The council members initiated their work by making a study of the agricultural community in which they lived. Agricultural and educational objectives were established for the

Department of Vocational Agriculture.

Many improvements in the Colman community can be traced directly or indirectly to the efforts and activities of the Adult Education Advisory Council.

The council meets about five times each year with an average attendance of 75 per cent. Twenty-five different members have served on this council since its beginning. This represents about 10 per cent of the farmers in the community. Each year one-third of the council members are replaced with new members who are appointed for a three-year period.

Serving on the council appears to



Seated—left to right: Kenneth Kansback, Art Thompson, John Voelker, Vincent Dobbs, Ernest Halter, John Hiller and Edwin Rudd. Standing—left to right: Tom Thompson, Ray Reiff, Vo-Ag Inst., Louis Hiller and Joe Broghammer. Not pictured, three Board of Education members: Donald Hilmoe, Sylvan Odegard, and Leo Heinricy.

be a very effective method of adult education for council members, as well as administrators, members of the Board of Education, and the agriculture teacher. The attitude of those individuals working with the council has been very favorable in most cases. Approximately 50 per cent of the adults in the community know about the work of the council and feel that it has benefited the Department of Vocational Agriculture and the entire community. □

Tailor to Fit - - -

(Continued from page 131)

ers receive individual encouragement in developing ownerships and responsibility on the farm.

Future Farmers Enroll in Vocational Agriculture

At the end of the ninth grade, we ask the question: "Do you have the interest, desire, ability and opportunity to become a farmer?" If a student says *and demonstrates* "yes," he enrolls in Ag. II, III, and IV. Nothing is changed here except that those classes are uncluttered with unwilling or incapable students, lacking opportunity to handle truly vocational training. *This exception, however, changes darkness to daylight!*

Those boys starting farming must have more intensive training and in this setup, with established goals, the hookup between classroom and home is clear and challenging and the boys see the reason why. The track is clear and the pace is satisfying.

A New Program for Those Who Do Not Plan to Farm

But what of the others? What happens to the boy who has an interest plus experience and background in farming but who can't or won't farm? We did some tailoring to fit his measurements. He takes a one period guidance and exploratory class to investigate his interest and opportunity in the fields related to farming. He spends six to seven weeks in each of five general work areas: farm power and machinery, horticulture, crops and livestock, food processing, and wild life and forestry. He studies the basics and tries his hand in activities common to employment in each section, hoping to discover which one (if any) holds promise for him. With finding the right job as a goal which is clear to the student, the school work and the reason for it are hooked up fairly and squarely. He knows that the suit fits his measurements, and he works with a purpose.

After a year of exploration, if the student selects one of the five general areas, he can study one period a day for one year in that area. In addition, his school schedule is arranged to permit his working $\frac{1}{2}$ of each day on the job in his selected field related to farming. This should really clinch his entering the occupation which is right for him, and permit him to start his training and experience in it. The alternative is to "go through school"

with no goal except to graduate with a performance just about commensurate with the goal.

Four years ago my co-worker, Harland Kester, and I started tailoring our program to fit the needs of the community. At that time (as now) we weren't good enough teachers to convince the student that he should learn something just because some day he may be better off knowing it. We couldn't sneak up behind the student and sell him something when he wasn't looking. It is too early to tell whether our new courses are worth the work we put into them, but early customer acceptance urges us on. □

Public Relations - - -

(Continued from page 130)

Good exhibits can tell their story only when people see them. Therefore, the exhibits should attract attention, be on a level with the eye, not lower than 20" above the floor, not higher than 7', and they must not have some parts partially concealed by other elements of the exhibit. Like things should be grouped together with space between each item. This will enable persons interested in one thing in particular to compare one product with another. The exhibit should be simple and easily understood. It is not desirable to crowd more into the space than you have room for. Legible place cards should be used explaining the story and these place cards should be placed where they can be easily seen. The exhibit should be arranged in an appropriate setting. Cheese cloth or crepe paper are inexpensive and can be used in the color pattern very well.

Where to Exhibit

An exhibit to be effective must be observed by the public one wishes to influence. This will be a deciding factor when the spot is selected to set up the display. Teachers reported that they had displayed exhibits in the following places:

1. County fair
2. District fair or livestock show
3. State livestock exposition
4. Mid-South Fair
5. Federation contest site
6. Store window on main street
7. Hardware store
8. Feed store
9. Drug store window
10. Local bank
11. High school building
12. High school library
13. Agriculture building

14. Forestry plot
15. Barbecue in community park

Three general types of exhibits were used, namely (a) the collective type; (B) the specialized type; (C) the combination type.

The collective type of exhibit includes a variety of materials with no definite emphasis being placed on any particular division. Some examples of this type of exhibit are field crops, truck crops, or Future Farmer displays.

The specialized type can be described as having for its theme one specific purpose with little or no deviation from this theme. The control of insects or soil erosion control are examples.

The combination type has for its theme one particular kind of material with supplementary materials of other kinds. It might have as its central theme a seed or crop display and include other supplemental information.

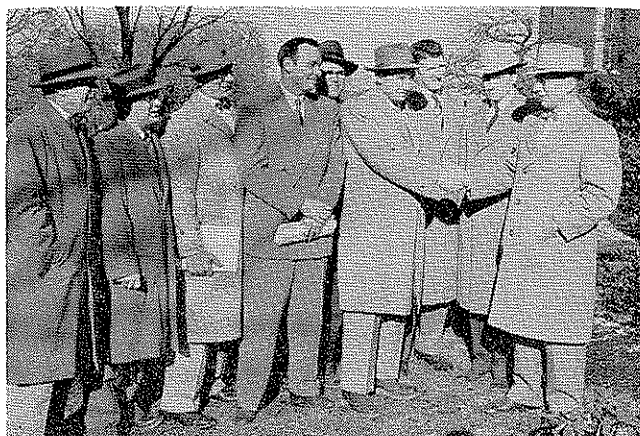
There are many kinds of exhibits that may be included in the above types. There are those with the educational theme such as insect control, soil conservation, seed exhibits, feed exhibits, fertilizer exhibits and forestry exhibits. Then there is the livestock exhibit which includes hogs, sheep, cattle, and poultry. We have the crops exhibits such as field crops, truck crops, or fruit crops, and our miscellaneous exhibits such as displays of articles made in farm shop, FFA activities or accomplishments in vocational agriculture.

Ideas for Exhibits

Teachers in Arkansas have displayed a variety of exhibits. The ones reported most frequently were: exhibition of livestock at fairs and shows, exhibition of field crops and truck crops at fairs; display of projects made in the farm shops; participation in parent day at the high school. A list of the exhibits or exhibit themes includes:

1. Display of farm shop projects.
2. Booth built around a timely agricultural topic as irrigation, fertilization, safety.
3. Exhibition of livestock and poultry.
4. Exhibition of field crops and truck crops.
5. Dressed poultry.
6. Ham, bacon, and eggs exhibit.
7. Exhibits built around FFA—
 - a. Display of recent FFA winnings.
 - b. Arrangement of paraphernalia for regular meeting.
 - c. Program of work outlined.

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The Advisory Committee should look beyond the boundaries of their home communities. This Teaching Aids Committee of Ohio Vo-Ag teachers are visiting the Ohio Agricultural Experimental Station. This committee has been in continuous and successful operation for ten years.



Public recognition should be given the Advisory Committee. This Ohio FFA Banquet provides such an opportunity.

Long-Time Advantages of the Advisory Committee

RALPH J. WOODIN, Teacher Education, Ohio State University



Ralph J. Woodin

"MY Advisory Committee didn't help much the first year. By its third year, I had decided that it had real value, but now, after five years, we are really getting some place."

That is one Ohio

Vo-Ag teacher's appraisal of the work of his Advisory Committee.

The major problem of using advisory committees in vocational agriculture does not seem to be one of organizing new committees, but rather one of continuing to use these committees effectively after they are organized. In all too many cases, teachers have enthusiastically organized advisory committees whose life expectancy has been only one to three years.

If data were available, it would be interesting to compare the extent of use of citizens committees by teachers of vocational agriculture with other groups of teachers. It seems likely, however, that the percentage of vocational agriculture teachers using advisory committees is smaller than the percentage of music teachers making use of "Music Booster" organizations, and the percentage of coaches making use of athletic clubs. Moreover, many of these organizations are still going strong after a

quarter of a century of operation. These observations suggest that the teacher who expects to take advantage of citizen participation in the planning and development of a vocational agriculture program must start not only with full confidence in the ability of lay people to make a contribution to the program of agricultural education but, also, with an appreciation for the increasing effectiveness of such lay counsel extending over a period of years.

Assuming that the teacher approaches the use of his advisory committee with enthusiasm for what it can accomplish and with unbounding faith in the use of democratic processes and group intelligence, he still needs a plan which can help him to guide the committee over a period of years, since most of the more important advantages of lay participation come through a planned and continuing program.

A committee of Ohio vocational agriculture teachers, working together for three weeks in a workshop on Program Planning at Ohio State University, came up with 11 specific suggestions for the continuing use of advisory committees after their initial organization. Their suggestions are as follows:

1. As new members are named to the advisory committee they must learn of the committee's objectives and functions as well as its limitations. Copies of a written constitution

and bylaws can be of assistance in this task.

2. Channels of communication between the Board of Education, the school administration and the advisory committee must be maintained through regular usage. Changes in personnel among all three groups suggest that the initial approval of school authorities, while important, must be followed by a constant exchange of information.

3. A growing understanding of the administrative framework of the school in which a department of vocational agriculture serves, and the policies under which vocational education programs operate at local, state and national levels, can serve to make the recommendations of the committee useful and practical.

4. Each year's work should be guided by a calendar of activities in order that members may direct their thinking toward future decisions which are to be made. As a further aid to making sound judgments an agenda for each meeting, together with factual information regarding the problem being deliberated, should be mailed to each member a few days in advance of regular meetings.

5. A sufficient number of meetings per year should be planned in order that an on-going program may be developed. While more meetings may be needed during certain periods, most teachers believe that less than six meetings per year tends to limit the long-term possibilities of an advisory committee.

6. The teacher must plan a continuing program of leadership training for the officers and members of the committee. For example, the teacher

We need to - - -

Let Our Light Shine

JOHN R. FISHER, Vo-Ag Instructor, Pearisburg, Virginia



John R. Fisher

Just how important is vocational education in agriculture?

Those of us who teach vocational agriculture have probably answered this question to our own satisfaction. But have we answered it to the satisfaction of others? Vocational education in agriculture, like other kinds of public education, is financed by public funds. Therefore, the public has a right to be informed of the importance of and the accomplishments of this program.

There are indications that too few people know that 40 per cent of the 60 million people employed in the United States are employed in agricultural business, agricultural industry, or agricultural production. Agricultural education workers cannot afford to allow the masses of the

population of this nation to be uninformed about this situation. It cannot be taken for granted that all people realize the importance of providing the education present and prospective farmers need, want and by which they can profit. We should remember that when farmers prosper the nation prospers. We must constantly remind the people of all occupations that farmers produce, with few exceptions, all the food people eat and the raw materials for clothing that are so essential for the welfare of the entire population.

There are still vast worlds to conquer in agricultural education. We are possibly reaching 10 per cent of the people we should serve in the communities where vocational agriculture is taught. According to some

authorities, we are teaching agriculture in few more than half the schools in the United States in which it should be taught. We cannot afford to grow complacent when we have only just begun to develop the kind of agricultural education we should have. We should be thinking about and trying out new ideas and concepts even more radical than those we have introduced. Agriculture is changing so fast that we are going to have to run hard to stay in the same place.

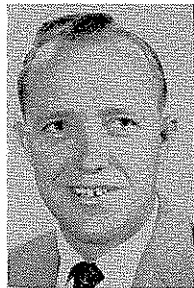
We have good men in the field of agricultural education with the foresight to look ahead and see the potentialities of vocational education in agriculture. They believe in what they are doing. The richest benefits of education are not realized by those who want smooth sailing or by those who merely want to earn a living or acquire wealth; they are realized by people who visualize the development of a stronger society through the fruits of their labors. There are many things that the American people want that can be brought about by vocational education in agriculture. Teachers who really provide the kind of

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Some tips for developing - - -

Effective Public Relations

EVERETT D. EDINGTON, Graduate Student, U. of Arizona



Everett D. Edington

A GREAT many activities are carried on in Vocational Agriculture Departments throughout the country with the purpose of being a means of good public relations for the department. It is amazing how numerous these activities are. Many teachers starting a public relations program for their departments have given up in despair when they see the large volume of activities which are performed in the name of public relations.

This situation interested me and when I started working on my Master's problem, I chose to find out what some of the top teachers were doing in their public relations programs. I surveyed the top ten per cent of the teachers in the Pacific Region, as determined by their state supervisors. The results of this study were very interesting. Many of the

teachers felt that many of the activities used resulted in poor public relations for the program of vocational agriculture rather than good. The majority indicated that it is essential that the teacher have a definite planned program of public relations for his department in the community and school.

By far the most effective means of public relations for vocational agriculture in a community is a sound, well planned instructional program. Most people in the community know that the primary purpose of the teacher of vocational agriculture is to give to the students an adequate instructional program in agriculture which will enable the high school graduates to take their place in the rural community. This instruction is of vital importance to good public relations. The department program should be well planned and organized, with members of the community helping to form this program. Field classes should be organized with each student knowing what is expected of him and the reason for

the field class. Nothing can do more harm to the department than destructive students who destroy property while the class is on a field trip. This instruction in vocational agriculture should give the students skills and abilities which they can put to use in their local community. People are constantly comparing graduates with vocational agriculture training to other farmers in the community. A good instructional program will pay large dividends in good will while a poor program may even destroy vocational agriculture in that school and community.

Another important phase in public relations for a department of vocational agriculture is within the school itself. The teacher should always strive to see that his department is part of the school and not separate from it. Because of the nature of our work it is sometimes easy to divorce ourselves from the rest of the school system and think in terms of our own small world. We should become acquainted with the other teachers and their problems and in turn acquaint them with our program. We should take our turn in school activities and not try to get out of them by using the excuse that we have the FFA to advise and therefore have no time

(Continued on page 140)

Public Relations - - -

(Continued from page 132)

- d. FFA motto as background with farm products on apron.
8. Themes built around safety—
 - a. "Only Cats Have Nine Lives"—a list of nine safety hazards with a black cat at each explaining the proper thing to do.
 - b. "Who's Next?"—a cemetery with ten tombstones and the cause of death on each.
 - c. "Take a Chance"—a cemetery with each tombstone indicating a death because of some unsafe condition.
 - d. Cartoons showing proper and improper use of tools and equipment and showing reasons for using appropriate electrical wiring.
9. Improved practices in farming—sodding, seeding, and erosion control.
10. Contrasting fertilized crops vs. those not fertilized.
11. "Good Soil Husbandry Pays"—soil testing plus proper fertilization results in good crop yields.
12. Contrasting use of quality seed vs. low quality seed—samples of good and poor quality seed with posters showing results of planting each type seed.
13. Display of hybrid corn and open pollinated corn.
14. "Farm Management Affects Income"—contrast well fruited stalk of cotton vs. a poorly fruited stalk and give reasons for the differences.
15. "Better Farming Methods"—a display in miniature of new and improved farming practices.
16. The future in farming—mechanization, irrigation, diversification.
17. Weed control practices.
18. "What Is My Future?"—a fortune teller gazing into a crystal ball. One of his hands is pointing toward good conservation practices; the other hand points toward poor conservation practices.
19. Conservation—self, soil, game. Live quail and pheasants in natural setting with placards explaining recommended practices.
20. Farm efficiency and management.
21. Contrast of improved practices in farming vs. the unimproved.
22. Display of handicrafts made in shop.
23. "Factors of Production"—irrigation, records, management, equipment, capital, labor and land with an illustration of each.
24. A model farm.
25. A model farm with the techniques for soil testing.
26. Soil testing techniques.
27. Results of using good hog lot equipment contrasted with results obtained from poor equipment.

28. Quality swine through selection.
29. Uses of wood.
30. Display of class and shop work.
31. "Which One Is Yours?"—mail boxes freshly painted and mounted upon pipe or concrete vs. badly weathered boxes mounted upon a leaning post which is rotten.

The study indicated that many teachers believe that the exhibit is a valuable public relations device. Through the use of color, movement, and simplicity it can be made attractive; and through proper placement, it can reach a large audience. □

Long-Time - - -

(Continued from page 133)

may need to help a new chairman to delegate various responsibilities to members, to see that praise and encouragement are given for worthwhile contributions and efforts, and to see that all members participate in committee discussion.

7. The committee must be given sufficient responsibility that they feel their work to be important. Committee recommendations must become a basis for action which will improve the local program. It is only as such action takes place that the efforts of the committee and the teacher can be justified. Individual members will find satisfaction only as they see desirable changes resulting from their deliberations.

8. A balance between long and short term goals should guide the work of the committee each year. Certain goals may require ten years for their accomplishment while others may be accomplished within a few weeks or months. While a long term goal such as developing a new livestock enterprise in the community may be of the greatest importance, a short term goal such as sponsoring a combine clinic may encourage the committee by its more immediate and visible results.

9. Evaluation and re-evaluation must be the continuing theme of committee deliberations. Such evaluation should consider the work of the department of vocational agriculture in total as well as each of its many aspects such as the high school program, the FFA and the Young Farmer program. When changes are made their results should be measured.

10. The committee should be encouraged to look beyond the borders of the school community for promising new developments in agricultural education. It is often desirable to

study the vocational agriculture programs of other communities. Visits made by the committee to other schools, departments, or communities may be helpful in this regard.

11. The school administration must be completely informed of all activities of the committee. This may be accomplished through having the superintendent or principal serve as an ex-officio member of the committee. In case school administrators are absent from meetings, it is important that copies of recommendations and written minutes be provided them, as well as supplemental explanation by the teacher. □

Let Our Light - - -

(Continued from page 134)

education in agriculture which results in better living standards are valuable and appreciated.

If we put our program before the people and keep them informed about what we are doing and the accomplishments we are making, they will realize the importance of our program and the individuals who are carrying it out. The urban people as well as the rural will better understand our program and will realize how important it is to train present and prospective farmers in agricultural education for the well being of the nation.

When informing the public about agricultural education we must realize that there are difficulties involved. Much more reading material is available to most every person than he can possibly read, and a majority of the population view television programs regularly. So much is communicated to the average person that it is difficult for him to distinguish the essential information from the unimportant. Such conditions increase the difficulty of the vocational agriculture worker's task of informing all persons, both rural and urban, of the importance of vocational education in agriculture. However, we must remember that the representatives of the urban as well as the rural people participate in making laws and formulating policies which affect the program of vocational education in agriculture.

Let's come out from under the "bushel" and LET OUR LIGHT SHINE on the public everywhere. We must sing our own praises until we get the people informed enough to do it for us. Let's show the public that our program plays an important role in the welfare of our nation. □

Central Library Records for the Departmental Agricultural Reference Collection

KENNETH I. TAYLOR,* Librarian, Franklin Park, Illinois

The development and maintenance of an adequate reference collection in the agricultural department is essential to a modern program of instruction. It is apparent that the availability of agricultural research from commercial and governmental agencies is of little importance if the material is not at hand for the teacher's use. It appears, however, in many schools, that the current trend toward centralized libraries is discouraging the development of departmental reference collections. At present, centralized libraries are being recommended in order to reduce duplication of materials and make them available to everyone in the schools. This is particularly important as departments broaden their instructional aims and frequently need similar reference materials, although their individual use of the materials may continue to vary.

The central library collection with adequate records need not, however, replace the departmental collection. In fact, it allows opportunities for the development of departmental collections that are adaptable and changing rather than static. In schools, in particular, where the central library has been established but is becoming too small to house all of its materials, the possibilities for developing departmental collections may be seriously considered. In many instances, it can be more important for the central library to maintain central records of materials used throughout the school, rather than house all of the materials in one location.

The question concerning the relationship of the departmental collection to the central library often arises in the agricultural department because the teacher of agriculture, frequently the most highly trained specialist on the faculty, is among the first to require reference materials for his classes. This article proposes to show how the departmental agricultural

reference collection can be developed as an integral part of a good school library program.

The following assumptions form the basis of the method proposed:

1. A reference collection is essen-

632 U. S. Department of Agriculture
U Insects; the yearbook of agriculture, 1952. U.S. Govt. Ptg. Off.
1952P
780 p. illus. 72 plates
copy 1
copy 2 *This copy is kept in the agricultural department, Room 12.* 632
4-20-56
The H. W. Wilson Company
(W)

tial to the agricultural department.

2. An adequate reference collection is continually changing. Some materials are needed in the department for a short time; others are needed indefinitely, perhaps permanently.

3. Agricultural reference materials will occasionally be needed by teachers and pupils outside the department. Loan of these materials, when not in use, should be encouraged.

4. The length of loan, whether for an hour, overnight, or for several days, should be left to the discretion of the teacher of agriculture.

5. Central library records of the materials in the department should be maintained.

6. All materials should be processed and classified uniformly in the central library before placement in the department.

The number of copies of reference materials and their locations can be entered in the card catalog of the school library for use by everyone in the school. One drawer of the card catalog, the first or the last, can be used as a public shelf list, similar in nature to the shelf list used by the librarian but only for those materials *not* housed in the library itself. In this drawer, there would be a card for each title. The number of copies of each title and their respective locations would be entered on the card for that title. The cards would be arranged by the call numbers of the materials.

For example, if a student needing information on insects finds that the

school owns a U. S. Department of Agriculture *Yearbook* on that subject, he would first look for the book on the library shelves by using the call number. If it should not be there, he could consult the shelf list for books not shelved in the library to see if another copy is kept elsewhere. He may find that another copy, for instance, is kept in the agricultural department and is available to him when not needed by the department for classroom instruction.

The shelf list card consulted by the student in this example would look like this:

This indicates that the school owns two copies, one in the library, the other, copy 2, in the agricultural department as long as the teacher desires. Permission for its loan must be obtained from the teacher, who would write in the book the time it was due. It would be returned to the department, not to the library. A gummed label indicating its location, placed in the pocket inside the book, would insure its return to the department if it should be returned to the library by mistake.

In like manner, teachers, of other subjects such as general science, botany, biology, chemistry, or even social studies might, at times, be able to use the same title for a short period. The teacher of agriculture should not fear, however, that he will become burdened with clerical work in checking out reference materials; for, if he should find a heavy demand for one of his copies, he would be in a position to place a well-founded recommendation for its duplication in the library.

The advantages of the reference collection to the agricultural department are apparent. The principal advantage to the rest of the school is that technical books would be kept in the department where students or teachers with reference problems can be assisted by the person who is best qualified in that subject. In addition, teachers of agriculture, who are frequently recognized for their interest in current ideas, can illustrate by this method how other departments can eventually develop their own collections with central library records. □

*Kenneth I. Taylor has had experience as librarian in two schools with strong agricultural departments at Frederic and Black River Falls, Wisconsin. Effective this fall, he will be librarian of a new school, West Leyden High School, in Franklin Park, Illinois, a suburb west of Chicago.



Calves that have been shown in dairy shows. These calves are from our dairy circle in high school. (Winnesboro)

The Development of the

Winnesboro Advisory Council

R. E. JOHNSON, Vo-Ag Instructor,
Winnesboro, Texas

First, I might say that I like my community, my town, and my job. I think it is my duty to do what I can to help both youth and adults, financially, socially, and educationally. I have been teaching vocational agriculture for a number of years and I have taught in several counties over the state. I find that all communities and their people are alike and need leadership in ways and means to maintain a desirable standard of living.

For the last 17 or 18 years I have been seeking some method or procedure by which to bring both rural and farm people together in one common cause: to work for the betterment of the community. I have always tried to help farmers of the community in which I taught. But it seems that I could never make any significant accomplishment. This work with adults always seemed hampered by some weakness which eventually brought it to practical failure.

I have held meeting after meeting in communities and have tried to organize a program by my own skill without any particular help and assistance from the groups concerned. For a long time I did not realize that there were men in my community as well trained as I. After I came to this realization and began to call on these people for assistance, I could identify some of the reasons for my failures and mistakes of the past.

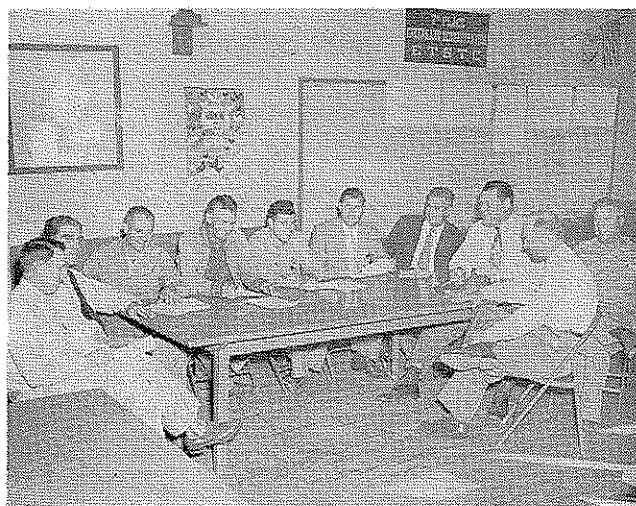
Council Formation Approved

Two years ago I drew up a sample constitution and by-laws for a united program to benefit all the rural people in my school district and through which the experiences and knowledge of all could be utilized. This organi-

zation was to be called the Winnesboro Agriculture Advisory Council. I had discussed the possibility of organizing a council on several occasions during 1951 and early 1952 with Superintendent Ferguson. Similar discussions were also held with several members of the school board and leading farmers and businessmen by both Mr. Ferguson and I. The consensus of opinion of these individuals was that an agricultural advisory council would contribute to the progress of both the school and the community. Therefore, Superintendent Ferguson submitted to the school board a proposal that such a council be organized. At the same time, he nominated a slate of three farmers, two grocerymen, an automobile dealer, a farm implement dealer and two bankers for membership on a council. This list had been previously screened by the teachers of vocational agriculture and the superintendent of schools. The men represented all communities in the Winnesboro Independent School District. The school board took action officially establishing the Agricultural Advisory Council and setting forth policies for its operation. Each of the nine nominees were voted, separately, to membership.

Organization Meeting

The first meeting of the Winnesboro Advisory Council was on Tuesday night January, 1952. Malvin Cain was elected President; Ted Winkle, Vice-President; and Tommy Thompson, Secretary of the group. Prior to the election of officers, I presented to the group the aims and purposes of an advisory council as recommended in professional literature. Upon discussion, these aims and purposes were accepted as guides for



The Winnesboro Advisory Council at work on some of the knotty problems that led to its information.

the plans and activities of the Winnesboro Advisory Council. This discussion served to get a uniform picture of the legitimate functions of the Council in the minds of all the members and to clarify the relationship between the Council, the school board and the administrative officials of the school. In addition to those elected to offices, the other original members of the council were Jim Herlocker, Q. B. Morris, Travis Irby, Basil Gibson, and Leroy Tidwell.

It is important that there be widespread knowledge of the purposes of an advisory council as it operates in a local community. Without such knowledge, a school board might consider a council a competitive body which would infringe on the responsibilities of the legally constituted board. In a like manner, the school superintendent might view a council as a possible pressure group operating in the interest of one department of the school. The teacher of vocational agriculture and the council members certainly need to study carefully the legitimate purposes of such a group in order to perform effectively and in cooperation with the policies of the school administration and school board. The specific listing of purposes that the Winnesboro Council discussed and accepted is as follows:

1. To make recommendations to the school administration on plans relating to vocational education in agriculture for in-school youth, young farmers, and adult farmers. These recommendations are to include matters pertaining to the organizations of these groups.
2. To secure the benefit of group thinking in reaching decisions

Winnsboro - - -

(Continued from page 137)

on the planning and development as well as the scope and objectives of both the annual and long-time programs in agricultural education. This is a systematic method by which the department secures counsel and thereby takes the public into its confidence.

3. To advise with the teacher in planning a well-rounded program which insures a proper subject-matter balance between farm mechanics, agricultural sciences, and management of the farm business. This procedure assists the teacher to discover and correct program weaknesses before they reach serious proportions.
4. To stimulate interest in the selection of suitable farming programs through discussions with students in classes, individually, and in meetings. The recognition by high school students that adult leaders in the community feel that good supervised farming programs are important and worth the effort to attain, acts as a considerable stimulant.
5. To assist in developing new adult leaders in agriculture and education in the community by delegating responsibilities to more persons and giving them an opportunity to function as group leaders.

Definite efforts were made to insure that these purposes were understood and accepted as those of the Winnsboro Agricultural Advisory Council. These efforts culminated in a radio program participated in by members of the Council and the superintendent of schools at which time some of the exact language given in the above listing was used to inform the people of the community of the purposes of the group.

The purposes of an advisory council should be those that would stimulate rather than lessen personal initiative of a teacher. The teacher of vocational agriculture must be considered as a professional authority and not merely as a figurehead when the community program in agricultural education is being developed. It is through combining the contributions of an advisory council and those of the teacher of vocational agriculture that a more worth-while program of

agricultural education will be planned and achieved in the community.

Council Activities

At the first meeting of the Winnsboro Advisory Council and immediately after the discussion of the aims and purposes and election of officers, the Council launched into plans for its first project. This was the sponsorship of the 1952 Tri-County Dairy Show. Officers and directors were appointed for the show and committees appointed to perform the necessary tasks in its operation. The second Tuesday night in each month was set as the regular meeting time of the Council. In addition, a discussion on the future of broiler production in the community, with Jim Herlocker in charge, was scheduled for the next regular meeting night.

The successful coordination which the Advisory Council gave to these first two tasks—the organization of the 1952 Tri-County Dairy Show and the promotion of broiler production in the community—was significant in assuring the success and continuation of the Council. Through its activities the Council aided the Department of Vocational Agriculture in bringing together bankers, equipment dealers, seed company representatives, hatcherymen, poultry specialists, representatives of poultry dressing plants, and farmers. The combination of adequate financing, good feed supplies, disease-free chicks bred for broiler production, technical knowledge, available markets, and farmers willing to engage in a new enterprise resulted in the construction of ten commercial broiler houses in the community during the first year of the Council's existence. In many cases it took combined financing by Sears and Roebuck, the local banks of Winnsboro, and feed companies to get these poultry enterprises started. For example, Mr. Taft Tinney, Winnsboro Purina Feed Dealer, financed all the feed, chicks, medicines, and other supplies as necessary for the first farmers going into broiler production. During 1952, the Department of Vocational Agriculture at Winnsboro High sponsored fifteen meetings of farmers interested in broiler production in order to make financial arrangements and discuss improved production practices. Without the influence and direction of the Agricultural Advisory Council, these meetings could not have been successfully held. The success of this

educational program and of the Council action is indicated by the fact that by the end of 1953 there were thirty-three commercial broiler houses; and broiler production was a new and added industry in the Winnsboro area, bringing an estimated annual income of \$250,000. Also, as a by-product of broiler production, five commercial laying houses had been built in the community for the purpose of providing eggs for hatcheries.

Stimulation and expansion of the production of Grade A milk is another area in which the Winnsboro Advisory Council has given the Department of Vocational Agriculture guidance and assistance. The liaison work on financing which had been done in connection with new broiler and laying houses for poultry bore fruit here, also, and five new Grade A dairy barns were constructed during the first year of the Council's operation. In all, seven new barns of this type had come to the community by the end of 1953. As a result of the support and guidance of the Advisory Council, the Department of Vocational Agriculture has been able to sponsor ten educational meetings of farmers interested in dairying during 1952 and 1953.

One of the major projects of the Winnsboro Advisory Council has been the development of a market for vegetable and truck products. With the assistance of Dr. S. A. Sarsen of the Agricultural and Mechanical College of Texas, I conducted a survey of vegetable marketing conditions in the community during 1953. Existing facilities and arrangements for selling vegetables were compared with other markets, and it was concluded that prices received in Winnsboro were about equal to those received at the Dallas market.

The Council concluded from this study that the present market organization is sound but that additional emphasis needs to be placed on proper grading of vegetables and truck crops. Steps are now being taken to strengthen this aspect of the marketing set-up. In addition, it was decided to attempt to add new crops to the list of those handled by the market. During 1954, it was the purpose of the Council and the Department of Vocational Agriculture to stimulate interest in sweet corn production in order to add this crop to the list of farm enterprises bringing income to the community.

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Winnsboro - - -

(Continued from page 138)

Council Activities Include High School Program

Although the Council was organized as an advisory body to the entire Department of Vocational Agriculture at Winnsboro High School and all the phases of its educational program, its greatest area of activity has been with adult farmers. However, as the value of the Council has been gradually demonstrated and its proper sphere of activity has become clearer in the minds of the members and all concerned with its operation, it has also taken on functions in connection with the high school program. The Junior Jersey Heifer Circle that had been organized previously came under the supervision of the Council during 1952. In this connection, the Council assisted the teachers of vocational agriculture in determining which vocational agriculture students would be awarded heifers and in making certain that heifers due the circle were returned to it.

The members of the Council helped in setting up special prizes for the junior division in the local dairy show. The Council also sponsored a program on selection of dairy cattle which members of the FFA Chapter presented to the local civic clubs. Live animals were used to instruct civic members on the conformation of a good dairy cow. The Council members have presented three radio programs over stations in Sulphur Springs and Mount Pleasant to inform the public on Future Farmer work, on the operation of an advisory council, and on the entire program of a Department of Vocational Agriculture.

The Program of Work of the Winnsboro Future Farmer Chapter has been reviewed by the Council each year and its members have given valuable assistance in its improvement and accomplishment. As a result of a recommendation from the Council, the School Board built and equipped a 3,000 capacity broiler house for the Chapter. This broiler house has provided a source of income for the FFA Chapter and has enabled boys without facilities for an adequate supervised farming program to gain valuable experience in poultry production. In addition, broilers produced by the Chapter have been served each year at the Father and Son Banquet. The operation of the broiler house by the Chapter has

helped to stimulate the broiler industry in the community.

Not the least of the value of the Council to the FFA Chapter has been the fact that the members have learned to understand its program better and, as a result, have given whole-hearted support to the Chapter as individual businessmen and farmers in the community. For example, the service clubs of Winnsboro now send an FFA member to the National Convention each year. Of course, the backing and approval of the Council has made the advisors of the Chapter feel more secure in carrying out such varied activities as the Annual FFA Tour and the expanded contest and degree advancement program. The Council helps plan the tour each year and individual members secure tour aids for Chapter use. The grocery operators sell food for the trip at cost and other individual members furnish equipment to be used on the trip.

The Council recommends to the Chapter men from the community for election to the Honorary Chapter Farmer Degree. On the basis of this recommendation, the Chapter elects two men each year. These degrees are conferred at the annual Father and Son Banquet and their acceptance by outstanding citizens has increased the prestige of the Chapter in the thinking of both boys and adults.

Results

Results brought about by the Winnsboro Advisory Council:

1. Better cooperation between town and community.
2. Increased income from the broiler business.
3. Increased income from sale of Grade A milk.
4. Introducing better dairy animals to the community.
5. Bringing the people in closer contact with the school.
6. Increasing the standard of living of rural people. □

Interpersonal Relations - - -

(Continued from page 126)

course, include an evaluation of the communications program. The effectiveness of interpersonal relationships in communications is in some respects more difficult to evaluate than the effectiveness of the use of mass media of communications. So much of it is of a very informal nature

that appraisal of its effect will tend to be quite subjective in nature. The idea that evaluation should be a continuous process applies particularly at this point. This being true, there are a number of questions that the teacher of agriculture and those who work closely with him should keep in mind.

The major question to consider is: Are the people becoming better informed? Some insight on this could be gained through informal contacts. Some answers could be supplied by students. The use of more formal inquiries such as opinion polls, check lists, and group discussions may also help. Since two-way communication is so important, the correlative question to raise is: Are the teacher of agriculture, the superintendent and principal, and the advisory council learning from the clientele of the department and other people of the community? This question could be answered in part through introspection and the resulting impressions as well as through information obtained and recorded periodically. A very successful minister was once asked, "How do you tell whether you are really getting across to your congregation?" The reply was, "That's easy, I know when I am starting to slip because they begin to give me the 'absent treatment'."

The crucial test of the effectiveness of two-way communications is: Do the people let the teacher know about the questions and problems they have to solve; the information he needs in order to be of greater service; and their suggestions for the improvement of the program. Perhaps this is too much to expect. But why should it be? After all, to whom does the local program of agricultural education belong? Not the teacher, surely; and not the school board. It belongs to all the people of the community. Why shouldn't the road be kept open, then, for a free and constant flow of ideas, questions, information and suggestions for its improvement?

A good program of communications does not just happen. It must be developed along several lines. One line of communication that must always be open is that between the people in the school and the people in the community through natural, warm, and fluid interpersonal relations. □

— Next Month —

"Planning the Farm Mechanics Program"



Pointing out the four stomachs with pieces of flannel cut to fit Susie's proportions.



Pointing out the steps in clipping a cow using Susie's blackboard side.

A Student Teacher Develops a Teaching Aid*

ROBERT LAKICS, Student Teacher, Owosso, Michigan

We have discussed many times how visual materials bring vitality to the classroom. We realize how important these materials are and the job they do when used correctly and at the right time.

It is the job of the teacher to create new materials when suitable ones are not available. Some people feel that the idea of creating new visual aids is beyond their scope and capability, but is it?

I feel sure that if one can write on the blackboard he has the ability to create the visual aids that are so necessary to improve the learning situation in vocational agriculture.

A little imagination will help, but let's see how it works. Suppose one planned to teach a dairy judging unit and that he is stumped for visual aids to use except for the usual routine charts and pictures. He can't very well bring a cow into the classroom and it takes time to journey out to a student's farm, yet he wants something to use that will create interest, that will provide motivation, and most of all that will cause learning to take place. I came up with Susie; she is my classroom cow.

It didn't take much to build Susie to her present size. A piece of plywood or hardboard will do. I found

a pattern and put it in the opaque projector, blew it up to the size I wanted and then traced her outline on the wood and cut her out. One side was painted with blackboard paint and the other side was covered with flannel.

Now I had an effective, yet inexpensive aid that would enable me to bring realism and learning into the classroom. She will continue to produce as long as I treat her right!

Another good and effective aid is the flannel board itself. It takes only minutes to cut something out of a magazine or something out of flannel to illustrate a point or to supplement a class discussion. The students enjoy watching one convey an idea by use of pictures or cutouts. Little tricks may be used such as cutting out the process of germination and making the seed develop into a plant right before their eyes.

What About the Student's Imaginative Ability?

I found out by making visual aids that I learned quite a lot about the subject I was trying to illustrate. Was I cheating some student of the knowledge I was gaining? I decided to find out.

I asked a freshman student if he would like to make something for the flannel board to illustrate some rules to follow in spraying. He did all the suggesting and all the work, in fact

he taught the class with his flannel board display.

This student learned nearly as much in preparing this lesson as I would have had I prepared it. In addition, he had the experience of leading the class through an effective learning situation.

Teaching agriculture today is a big job if we are going to do it effectively and efficiently. We must find new and better methods for teaching. I'm on my way, are you? □

Effective Public - - - (Continued from page 134)

for other activities. It is also important that the other students in the school get to know the vocational agriculture teacher and the department program so that they may better realize what their fellow students in agriculture are doing. Another very important aspect of public relations in the school is to see that the administration is kept well informed. The administrator should be consulted in setting up and carrying out the entire program. He should be informed of all accomplishments and, above all, no information should be released to public press, radio or television without his knowledge and approval. We must remember that we are directly responsible to him and that he expects us to work for and with him.

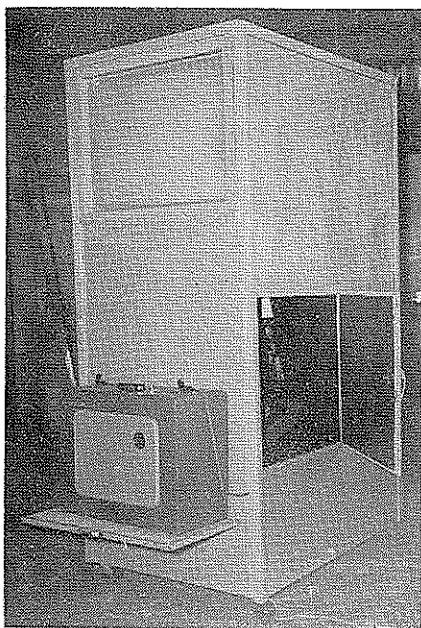
Effective public relations for a department of vocational agriculture is best achieved by doing a good job of teaching in the school and community. We must remember that we are teachers and our primary responsibility is teaching those people who are in our classes. □

*This report was prepared under the direction of Henry Kennedy, Michigan State University and Raymond Hill, supervising teacher, Owosso.

A Daylight Projection Booth

M. D. FEDERER, Vo-Ag Instructor, Saratoga, Wyoming

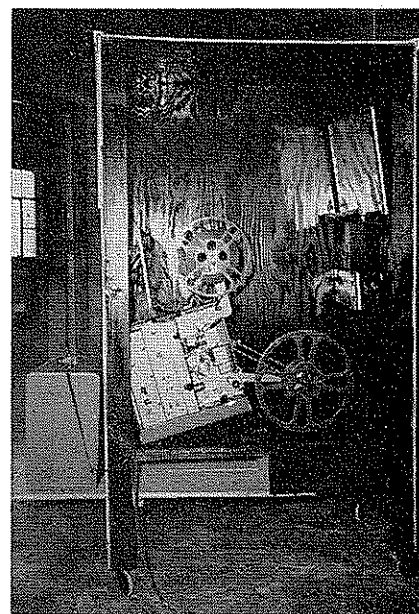
Do you have a classroom that is not easily darkened? Is it quite a bother getting a screen and setting up a movie projector every time you want to show a movie? Are you one of the teachers that has to take his class to an audio-visual room each time you want to show a movie? If you answer most of these questions in the affirmative then you may want to build this portable projection booth. The materials required are: four sheets $\frac{3}{8}$ -inch plywood, $\frac{1}{2}$ -sheet $\frac{3}{8}$ -inch plywood, 4 castors, a 5" x 23 $\frac{3}{4}$ " mirror, a 10" x 23 $\frac{3}{4}$ " mirror, a 14" x 23 $\frac{3}{4}$ " mirror and a frosted glass 18 $\frac{1}{2}$ " by 24 $\frac{1}{2}$ ". You will also need finishing materials such as corner moulding, paint and varnish.



One of the first things I did was cut the plywood to size: two pieces 5'-

6 $\frac{1}{2}$ " long and 41" wide, and 2 pieces 5'-6 $\frac{1}{8}$ " long and 27 $\frac{1}{8}$ " wide. These four pieces form the sides and were cut from $\frac{3}{8}$ " plywood. The top is a piece of plywood 41" by 27 $\frac{1}{8}$ ". Next I cut four planed 2 x 4's, 5'-6 $\frac{1}{8}$ " long and ripped them to a width of three inches. I then ripped enough more 2 x 4's to make seven cross pieces 27 $\frac{1}{8}$ " long. By means of small finishing nails, I then fastened three of the sides to the vertical pieces. This left one of the wide sides open and permitted easy entrance to the booth. Next the cross members were put in place. A hole 24 $\frac{1}{8}$ " by 18 $\frac{1}{8}$ " was then cut into the front panel. A hole was also cut into the side panel large enough for the projector that the school uses. It wouldn't hurt to cut it larger if you want a little more room to manipulate the projector and the mirrors. This last piece can be hinged and used for the door or a door can be cut from a thicker piece of plywood. I used a $\frac{1}{2}$ " piece rabbeting it in $\frac{1}{8}$ " and used $\frac{3}{8}$ " offset hinges. The floor is offset and made of $\frac{3}{8}$ " plywood. Next I cut two pieces, one 22" by 27 $\frac{1}{8}$ ", the other 18" by 27 $\frac{1}{8}$ ". These were fastened together by bolting them to a piece 1 $\frac{1}{2}$ " x 3" with a bolt. A shelf, which may be pulled out for the speaker to sit on, may be made of $\frac{3}{4}$ " or $\frac{5}{8}$ " plywood by cutting a piece 24" x 41". A hole in the front panel will have to be cut to accommodate the pull-out shelf. This hole should be $\frac{3}{8}$ " by 24".

The mirrors were installed on the cross pieces by means of brackets attached to them. If you cannot get them at the same place you order the



mirrors you may have to make them. I had the company sending the mirrors drill four holes in the mirrors which were then bolted to a piece of plywood the same size as the mirror. The bracket was bolted to the plywood. To absorb shock, a piece of rubber was put between the mirror and the plywood. You will find that it does not take too long to adjust the mirrors with the projector on.

Drill holes, install the castors, saw the sides out around the legs and you are ready to finish your projection booth. I used warm gray paint which was applied with a brush then wiped off with a dry cloth. This emphasizes the grain. Then varnish was put over the stained wood. Corner molding applied before finishing enhances the appearance of the booth. □

Credits: Plans—Training Division,
Warren Air Force Base
Idea—Rex Cadwallader,
Supt.
Pictures—Richard Perue

Public Relations - - -

(Continued from page 124)

wise adult farmers, and improve conditions around the Vo-Ag building. The public has a right to get full value for the investments made in our summer salaries!

Earlier I spoke of our definite obligation to our administrators. Paralleling that is the importance of our not developing a "feeling of superiority" over our co-workers in other departments. For the most part, teachers are happy to cooperate with us IF we do not become guilty of taking advantage of their good natures.

Civic clubs, TV stations, radio, newspapers, and school publications offer fine opportunities for you and me to show the public that we are fulfilling the responsibilities in our field. Let's use them to the utmost!

May I close my remarks by calling upon the professional responsibility of each member to accomplish the mission of the vocational agriculture field. Let's re-examine the implications of professional responsibility as applied to vocational agriculture teachers. To accept the challenges that we find will result in renewed respect for, and devotion to, our vocation; a pledge to continue our training and character development;

promise to ourselves to cultivate a DISCONTENT with simply occupying a slot on an organization chart; and a keen desire to foster a spirit of unity with other staff members, overcoming personal feelings in pursuit of an end beyond personalities.

Let us be proud and not apologetic for our profession, knowing that its returns are not measured in annual financial statements, but in permanent effects on people, oneself included.

We have a high calling and a worthy one. We dishonor it and ourselves if we evade the professional

News and Views of the Profession

Raplus Accepts Position in Honduras



Dr. Harry E. Raplus

Dr. Harry E. Raplus, vocational agriculture instructor at Elgin High School for the past sixteen years and a leader in Future Farmers of America movement in Illinois, has resigned his position at EHS to accept a college professorship in Animal Husbandry at the Escuela Agricola Panamericana in Tegucigalpa, Honduras, Central America.

Raplus holds a Bachelor of Science degree from Iowa State College, an M.S. at the University of Kentucky, an M.S. at Northern Illinois University, an M.A. and a Ph.D. from Northwestern University

The Pan American School of Agriculture is one of the best known colleges in Latin America. Students are selected on the basis of competitive examinations and personal interviews, and undergo a comprehensive and complete course of study. All students attend on a full scholarship. At the present time there are 167 students from 12 countries attending the college. The school's faculty represents nine nationalities.

Dr. Raplus will teach courses in Animal Husbandry and be in charge of the extensive livestock breeding program. In addition, he will be Assistant Dean of the Faculty. □

Graeber Appointed State Director in Iowa

Mr. Boyd H. Graeber was appointed to the position of State Director of Vocational Education in Iowa on September 1, 1958, by the State Board of Public Instruction. He received a B.S. degree from Iowa State Teachers College and an M.S. degree from the University of Iowa. Mr. Graeber became a member of the staff of the Department of Public Instruction on July 1, 1955, as a Regional Consultant with a special assignment to work with the Junior Colleges of the state. For a period of thirty-one years Mr. Graeber served as a teacher, high school principal and superintendent in Iowa public schools. During a period of twenty-four years as superintendent of schools at Guttenberg, Postville and Waukon, Mr. Graeber maintained vocational agriculture and vocational homemaking departments. The department of vocational agriculture at Waukon developed into one of the largest in the state with two instructors during Mr. Graeber's tenure there. Also at Waukon, the Vet-

erans Institutional On-Farm Training Program was conducted.

As Director, Mr. Graeber will have under his supervision Vocational Agricultural Education, including Veterans Institutional On-Farm Training Program; Vocational Homemaking Education; Distributive Education; Guidance Education; Trade and Industry Education; and the Practical Nurses Training Program. □

Stewart Completes Assignment at Colorado State



Dr. W. F. Stewart

A position was open on the Colorado State University staff by the leave of absence of Dr. R. W. Canada who accepted a foreign assignment. The University was fortunate to learn that Dr. W. F. Stewart was free from responsibilities at that time and would be able to come to Colorado to assist with the teaching assignments. Arrangements were made for Dr. Stewart to stay not only for the college year but for the first term of summer session, which gave him classroom contact with undergraduates as well as graduate students. The major responsibilities that Dr. Stewart had while at the University were classroom instruction in methods of teaching and a statewide evaluation of Vocational Agriculture in Colorado. In the first assignment Dr. Stewart brought his many, many years of experience to the classroom and was able to exert a great influence on the minds of the young men who were preparing for the work of the teacher of agriculture. In the second assignment Dr. Stewart visited for a full day each a large sample of high schools where vocational agriculture is taught and there he made a candid evaluation of the classroom techniques, facilities, and administrative relationships. From notes made in a daily ledger, Dr. Stewart prepared a comprehensive evaluation of the program in Colorado. Much help has come through this report to the supervisory staff and the teacher training staff in the improvement of the program in this state.

Through active, daily participation in the teacher training program at Colorado State University and through participation at the Pacific Regional conference, Dr. Stewart made a significant contribution to the improvement of instruction in our Western states. Although Dr. Stewart has reached retirement, his service to Agricultural Education has not stopped nor has his enthusiasm for good teaching

slackened. Those in Colorado who came in direct contact with Dr. Stewart were inspired by the vitality and energy that Dr. Stewart is able to put into his work, and all appreciated the opportunity of working with him. Our good wishes go with him. □

Cooperate with - - -

(Continued from page 129)

publication. If the company knows that the publication will go into several states, it will look more kindly on spending the money required to produce it.

We should not overlook, too, the assistance we can get from industry in the form of slides, filmstrips, movies, charts and other visual aids. Several states now have plans whereby industries place in their state vo-ag film library copies of films and filmstrips on a loan basis.

Among the things that can be done to help utilize the services of industry better is to establish an Industrial Relations Committee in the state vo-ag teachers' association. This committee would do much of the same thing that the Teaching Materials and Public Relations Committees do but specifically with industries which are interested in the work of vocational agriculture. The Industrial Relations Committee should have close liaison with these other two committees.

The Industrial Relations Committee would be charged with seeking assistance from industry and would also constitute a group representing teachers with which industry could work. Such a committee could relieve the state supervisor of considerable work and at the same time make his work with industrial people more effective. □

The Cover Picture

Pictured here is the occasion of the presentation of a pick-up truck to the Gadsden High School FFA Chapter President. In the picture are, from left to right: Paul Telley, Chapter Vice-President; Billy Hallas, Chapter Secretary; Luis Llaney, Chapter Reporter; A. J. Bogart, Chapter President; L. C. Dalton, State Supervisor of Vocational Agriculture for New Mexico; George Cragin, owner of the Cragin Chevrolet Company of Anthony; Enrique Acosta, Chapter Parliamentarian; and Eugene Romero, Chapter Treasurer. □



A TEXTBOOK OF DAIRY CHEMISTRY (Vol. I—Theoretical) Third Edition Revised by Edgar R. Ling, Published by the Philosophical Library, Inc., 15 East 40th Street, New York 16, New York, 227 p., \$12.00 per set of Vol. I and Vol. II.

This book is the first volume of a set of two volumes on Dairy Chemistry. Volume I deals with the theoretical aspects of dairy chemistry; Volume II deals with the practical side.

Chapters are included on the Constituents of Milk; Milk Acidity and Some Physical Properties of Milk; The Composition of Milk; The Effects of Heat on Milk and the Action of Milk on Metals, Dairy Detergents, Chlorine Sterilization; Cream, Butter and Margarine; Cheese, Anatto, and Soft Curd Milk; Condensed Milk and Milk Powder; and Dairy By-Products and Miscellaneous Subjects. A rather thorough knowledge of Chemistry would be needed in order to understand, appreciate, and use the book. It would likely not be of great use to high school boys and most farmers due to the advanced chemistry involved. Some teachers, particularly those interested in dairy technology, might be interested in it as a reference.

Dr. Ling is located at the Nottingham University School of Agriculture, Sutton Bonington, Loughborough.

—GBJ

VETERINARY HANDBOOK FOR CATTLEMEN (Second Edition) by J. W. Bailey, Springer Publishing Co., Inc., 44 East 23rd Street, New York 10, N. Y. 389 p. Illustrated. Price \$5.00.

The second edition of the *Veterinary Handbook for Cattlemen* appears to be an up-to-date guide for farmers and high school boys. Diseases are included which were not known when the first edition was released in 1952. Also many diseases are treated more fully as additional information has been learned. The book contains two introductory chapters on Practical Pointers for Owners and From a Veterinarian's Standpoint. The remaining 10 chapters are devoted to cattle diseases and troubles. They are grouped according to Digestive Troubles, Contagious Diseases, Mammary Troubles, Respiratory Troubles, Skin Troubles, Nervous Troubles, Urinary Troubles, Reproductive Troubles, and Calf Troubles. Discussion of various diseases is subdivided under: cause, symptoms, diagnosis, treatment, and prevention.

The book is recommended for addition to vocational agriculture department

libraries where cattle are of commercial importance.

Dr. Bailey is a practicing veterinarian in Fort Atkinson, Wisconsin.

—CBJ

MINERAL NUTRITION AND THE BALANCE OF LIFE by Frank A. Gilbert, University of Oklahoma Press, Norman, Oklahoma. 350 p., illustrated. Price \$5.95.

In this book each of the essential mineral elements is considered in a separate chapter: Nitrogen, Phosphorous, Potassium, Calcium, Magnesium, Sulfur, Iron, Manganese, Copper, Zinc, Boron, Molybdenum, Sodium and Chlorine, Iodine, Cobalt, Vanadium, Aluminum, Silicon, Flourine, Selenium, Arsenic and Lead, and other elements. The book is excellently organized. For example, the chapter on Phosphorous has sections on: Phosphorous in Plants, Phosphorous in Animals, Phosphorous in Soils, Phosphorous Deficiency in Plants, and Phosphorous Deficiency in Animals. The history, soil relationships, value to plants and animals, deficiency symptoms and regions of deficiency of each element are discussed. Information is included on analytical methods, and on the enzymes, hormones, and vitamins intimately associated with nutrition. A final chapter on human nutrition analyzes the relation of soils and fertilizers to our national health.

This book is a recommended addition for the library of all departments of vocational agriculture.

Dr. Gilbert has been associated with the Battelle Memorial Institute, Columbus, Ohio, since 1945. Prior to 1945 he was plant pathologist with the U. S. Department of Agriculture and Professor of Botany in Marshall College, West Virginia.

—GBJ

PRUNING MADE EASY by Edwin F. Steffek. Published by Henry Holt and Company, 383 Madison Avenue, New York 17, N. Y. 120 p., illustrated. 1958. Price \$2.75.

This book deals with pruning. Chapters are included on: Why We Prune; What Plants Are Like—and What Happens When We Prune; The Tools for the Job; The Young Tree; What to Do with Shrubs; How to Handle Evergreens; Hedges; Roses; The Small Fruits; Large Ornamental Trees; How to Handle Fruit Trees, . . . and Nut Trees; Dwarfs and Special Forms; Grapes: Table, Preserving, Wine, and Pruning Ornamental Vines.

Whether you prune to increase flowering and fruiting or to remove an injury or disease, the book tells *how*, *what*, and *when* to prune in order to be successful. Several chapters contain sections which serve as a guide to pruning, by kinds. For example the chapter on pruning shrubs lists over 100 shrubs with a description of each, its uses, and care needed in

pruning.

The book should prove to be an excellent reference in departments of vocational agriculture.

Mr. Steffek is horticultural editor of *Popular Gardening* and is the author of *The Plant Buyer's Guide* and *Wildflowers and How to Grow Them*.

—GBJ

SHOP TOOLS—CARE AND REPAIR by DeWitt Hunt. Published by D. Vann Nostrand Co., Inc., Princeton, New Jersey. 252 p., illustrated. 1958.

The book is divided into 108 units which are presented in 14 sections: Preventive Maintenance on Hand Tools; Sharpening Hand Tools and Household Equipment; Tool Handles; Sharpening Hand Saws; Marking Tools for Identification; Selection, Use and Maintenance of Abrasive Equipment; Problems of Electrical Maintenance; General Machine Maintenance; Lubrication as a Factor in Maintenance; Band Saw Maintenance; Circular Saw Maintenance; Care and Upkeep of Jointers; Surfaces and Shapers; and Miscellaneous Maintenance Tasks.

The book is excellently organized and presented with well over 300 pictures and drawings. It is recommended for all departments of vocational agriculture, and should be useful in home libraries on farms where farm shops are maintained.

Mr. Hunt has taught a college course entitled "Care of Shop Equipment" for many years at Oklahoma State University.

—GBJ

COMMERCIAL FRUIT AND VEGETABLE PRODUCTS (Fourth Edition) by W. V. Cruess. Published by McGraw-Hill Book Co., Inc., 330 West 42nd St., New York 36, N. Y. 884 p., illustrated. 1958. Price \$15.00.

This book is the fourth edition of the widely known *Commercial Fruit and Vegetable Products*. The application of the fundamental sciences to the preparation and processing of fruit and vegetable products has been given equal prominence to that of the strictly practical phases. It gives the "why" as well as the "how" of processing and preservation procedures. Information is included concerning present-day operations in the production of frozen fruits, vegetables, and concentrates. There are descriptions of new techniques in the sealing and processing of cans, and the sterilization of canned and glass-packed foods by heat.

New materials in the fourth edition include: aseptic canning, steam-flow closure of cans, "liquid sugar," new products from surplus fruits, sterilization by irradiation, high-temperature—short-time sterilization, low-temperature vacuum concentration of fruit juices, and the reuse of water in canneries.

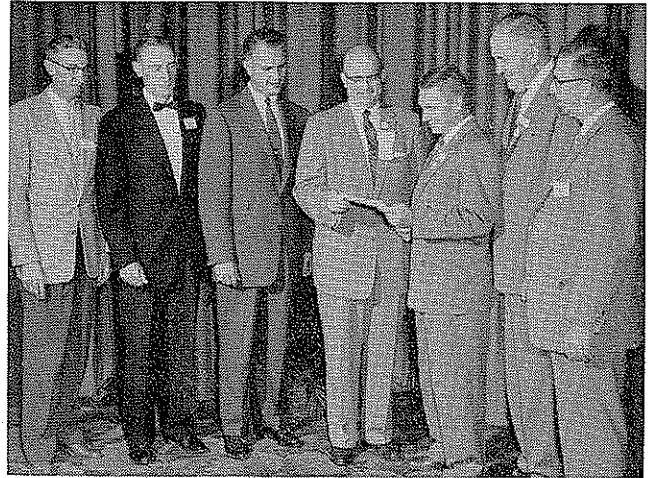
Mr. Cruess is Professor Emeritus of Food Technology and Chemistry in the Experiment Station, University of California at Berkeley.

—GBJ

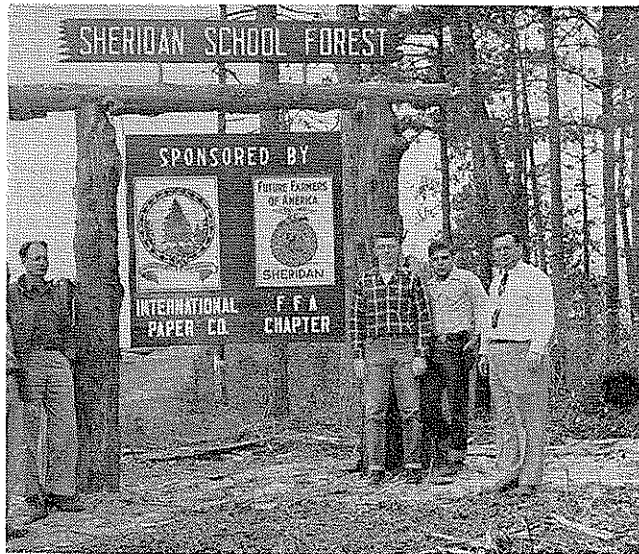
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Left to Right: Student Bruce Goodson watches as Leon Hagan (kneeling) and Melvin Sligh arrange the exhibit. (Winter Garden, Florida)



The American Vocational Association Agricultural Education Scholarship of \$500 sponsored by book publisher Prentice-Hall, Inc., being presented to LeRoy Pulliam, Corvallis, Oregon, by Carl M. Humphrey, Missouri State Director of Agricultural Education and Vice President of American Vocational Association. Looking on, from left to right, are: Dr. T. J. Horne of Virginia Polytechnic Institute, a contest judge; Dr. Charles W. Hill, Chairman of Agricultural Education at Cornell University (also a judge); John G. Powers, President Prentice-Hall, Inc.; Mr. Humphrey; Mr. Pulliam; Mr. O. I. Paulson, Oregon State Director of Vocational Education; and Dr. Paul M. Hodgson, a contest judge and Head Agricultural Teacher-Trainer for the State of Delaware. (Presentation took place during American Vocational Association Meeting in Buffalo on August 14.)



A neat sign properly placed informs the public of a Vo-Ag activity.

Stories In Pictures

Teachers of vocational agriculture observe automation in hog production as provided by a pilot setup at the University of Illinois. Note: This plant is still in the experimental stage. 1. Feed mixing and grinding machine with blower to hog pen. 2. Feeding trough with auger from storage hopper at end. Automatic waterer in foreground. 3. Rotating flushing system, with timing mechanism, for main pen.

Photos by George P. Deyoe, University of Illinois.

