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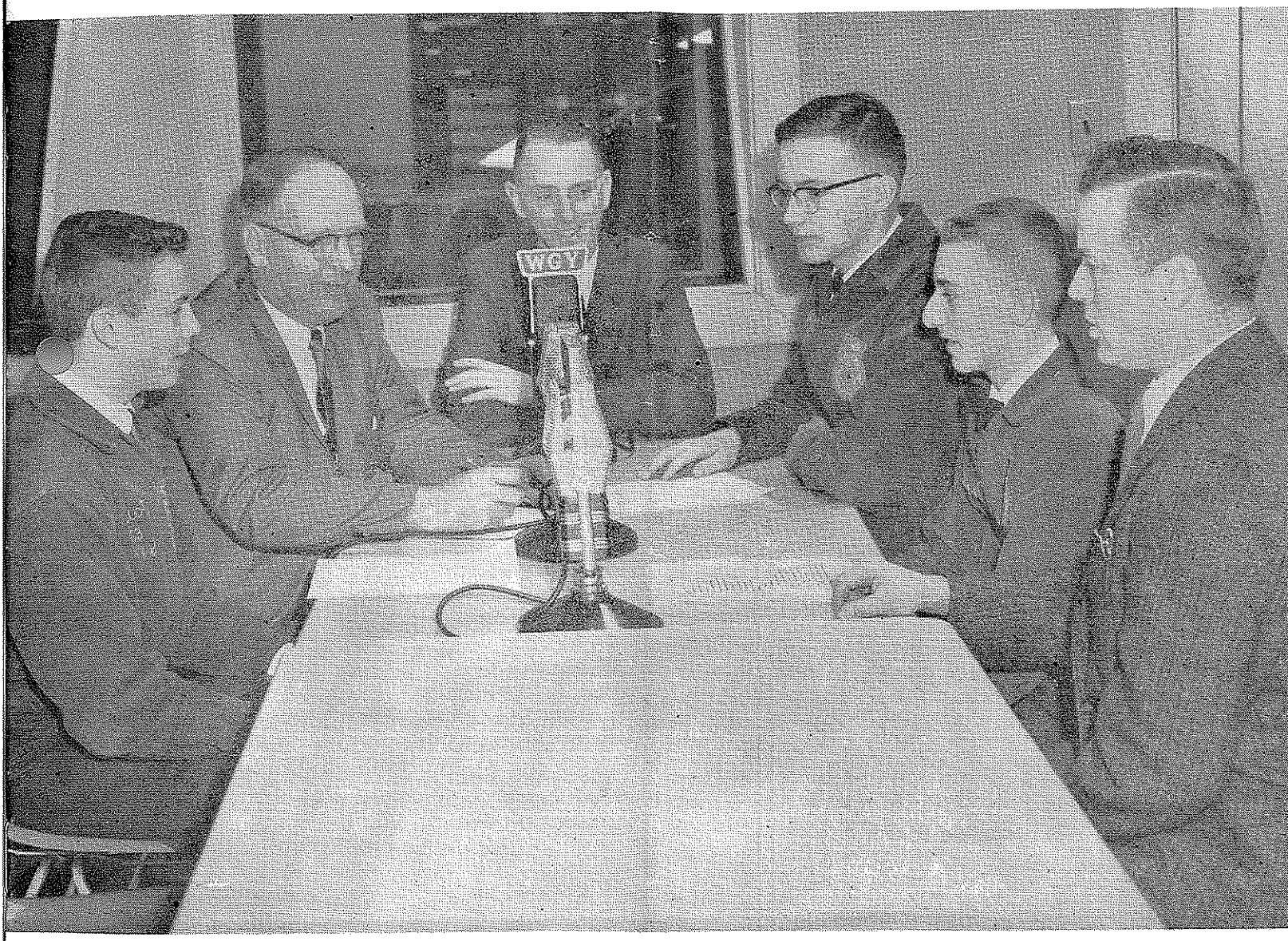

Featuring—Better Public Relations

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The AGricultural EDucation Magazine

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IN THIS ISSUE

THE COVER PICTURE: Students in vocational agriculture can gain valuable experience and tell their story to the public by presenting radio programs through the facilities of local radio stations. James Rose, right, teacher of vocational agriculture at Cherry Valley, New York and three of his students discuss the activities of their FFA chapter with Don Tuttle, center, WGY Farm Director and Dr. Harold L. Noakes, second from left, Associate in the Bureau of Agricultural Education in New York. (WGY Photo)

Editorials

Guest Editorial

What Kind of an Image?

S. S. SUTHERLAND, Teacher Education, University of California, Davis

We hear much these days about "creating the right kind of an image." It has become a part of the present day jargon of those who are concerned with public relations and with gaining public acceptance of a product, a program, or an agency. It is an overworked term, but one which is quite descriptive of a major task of vocational agriculture today.

We hear some teachers complain bitterly that school counselors do not assign the right kind of boys to their vocational agriculture classes—that bright, college-bound pupils are counselled out and only the jugheads and dumbbells counselled in. Well, so what? Suppose it be true. Whose fault is it? What kind of an image have these teachers given their counselors of their programs and of the kind of students who would profit from their instruction?

We hear other teachers say, "My principal (or superintendent) is opposed to vocational agriculture. He doesn't seem to understand what I'm trying to do and isn't sympathetic to my program." Perhaps in some cases that might be true. But if it is true, again whose fault is it? The chances are that the background and education of most school administrators was far afield from farming and agriculture. What have these teachers done to give him a true image of what vocational agriculture instruction is, what it does, and what it is supposed to accomplish?

Certainly we can rationalize and say that the counselor, the principal, the superintendent have a responsibility to find these things out for themselves, but do they? After all, their interest is a secondary one. We are the ones who have the primary stake in this work. What have we done to build this image, to keep it from being distorted, from being clear?

Dr. E. M. Juergenson of my staff has a favorite question which goes something like this: "Are you helping to solve the problem, or are you part of it?" In our public and professional relations, we might all of us ask ourselves this question. If the people with whom we work—counselors, administrators, parents, people of the community—have the wrong image of vocational agriculture, what have we done and what are we doing to correct it? In other words, are we not basically a part of the problem?

In the whole continuum of vocational education in agriculture all of us—teachers in local districts, supervisors and teacher educators at the state level, and our leadership in the federal office—all have been and continue to be woefully weak in our

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From the Editor's Desk

PUBLIC RELATIONS DURING THE NEXT DECADE

The program of agricultural education in 1970 will depend to a great extent upon public relations activities carried out prior to that time. New and promising directions for such activities are given in this issue but to be most effective, they must be a part of a coordinated long term plan. Such a strategy of public relations will require the effort of teachers, of state staffs, and of our national offices and organizations. There is no doubt that the policies under which we operate in 1970 will be a reflection of public attitudes which, in turn, will depend upon public understanding and appreciation of our work.

Our strategy for public relations must recognize the changing situation in which we will be working. We can expect to represent a smaller but more efficient segment of the population, more competition from other groups for public recognition, and more searching questions as to our contributions to education and to society. We can expect also to be dealing with more sophisticated and better educated consumers of our educational products. More means of mass communication will be available to us but competition for space and time to tell our story will be more intense.

In view of the importance of the public relations job which confronts us, and the situation in which we must work, the following strategy is proposed:

Local programs of agricultural education must result in the maximum development of our individual students. This has been a hallmark of vocational agriculture. Parents, in particular, have been appreciative of the fact that their sons have not only learned agriculture, but in so doing, have developed qualities of initiative, responsibility, thrift, and leadership. Such development is much more important than any particular course of study, method of teaching, or type of subject matter.

Teachers must maximize personal contacts in their own communities. The teacher with a good local program has by far the greatest opportunity for those personal contacts which represent the most effective means of communication.

Negative public relations must be avoided. Perhaps the most damage to our public image comes from the ineffective local programs. Professional organizations need to assume their share of responsibility in recruiting the best possible future teachers and in developing higher professional standards for those in service.

More use must be made of the most appropriate mass media by teachers. Since a smaller minority of the public will be engaged in agriculture, teachers must be selective in the media used. In the past we have too often "talked to ourselves."

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What Kind of an Image? . . .

public relations and public information programs. In the first place we do not give it much of our time and effort. We just don't do much about it. Second, when we do tell our story, we frequently tell it to the wrong people. Our publicity stories, when and if they are written, appear in the agricultural section of the newspaper, read by farmers and people already interested in agriculture—not by the general public. Finally our publicity, in my opinion, often high lights the wrong things and gives a distorted picture of our activities. Instead of emphasizing success stories of our graduates in farming, agricultural work, and college; instead of releases dealing with supervised farming and work experience activities of our students, our publicity is made up largely of stories of winning judging contests, public speaking, parliamentary procedure, fairs and shows, field days, etc. The activities of the Future Farmers of America are unquestionably valuable and provide an ever ready source of news stories, but why not high light some of the values of other phases of vocational agriculture once in a while?

Is it any wonder that the public gains a distorted image?

Public relations is fundamentally public information. In order to give the public a true image of our program, we should strive first for understanding. This in turn is based upon factual information. It might come as a rude shock to teachers and supervisors to find out how little their professional associates and friends really know about the work in which they are engaged. Some teachers have ventured to question the local banker, hardware dealer, leading farmers and others to find out just what kind of an image these people had of vocational agriculture. To their amazement and chagrin, the ignorance of these people was appalling.

Our information programs should be pointed toward accomplishing two ends—understanding and acceptance. Fundamental to acceptance is a knowledge of, and agreement with, our basic objectives and purposes.

Each of us engaged in this work should, therefore, be able to put into words which are clearly understood by the layman just what it is we are trying to accomplish in vocational agriculture. I'm not sure that we do this very well. What are these purposes? What is the end product of our program? True, we are going through a period of change when objections are being subjected to scrutiny and question; but, as long as our image of our purposes is unclear, just that long will our attempts to paint the right picture be futile.

So, let's get our own thoughts straight on what we're trying to do; quit talking only to ourselves and our friends; base our public information on the real basic values and outcomes of vocational education in agriculture and perhaps we may emerge from being part of the problem to the place where we're helping to solve it. □

Public Relations . . .

County and regional groups of teachers will need to supplement individual efforts with more cooperative effort in public relations. As an example a television program which reaches five counties should portray the agricultural education in this area.

State and national public relations efforts must be expanded. While state and national public relations activities can at best only supplement local public relations, this supplement is often of unique value. Certain personal contacts can be made most effectively at these levels and the same is also true for selected uses of mass media. While the FFA story has been effectively told in the past, at these levels the total story of vocational agriculture must also be portrayed.

This strategy of public relations built upon our present sound foundations of public understanding can assure us of a growing and dynamic program in the years ahead. There's a responsibility in it for each of us in the profession.

Ralph J. Woodin

LETTERS

Sir:

Let me compliment you on the editorial "Developing Desirable School Relationships in the Larger Rural School." It is both timely and important. I have found the problem of improving public relations with the administration and other teachers to be very much as described in your editorial. The personal contact is the most important way to develop good relations as you have stated. There are many other ways to work at good public relations. One other group approach is to invite other teachers to attend the FFA banquet where they may have a chance to see a report of the total FFA program.

Desirable school relations are important. I have witnessed teachers in school with very bad relations that have quit teaching and in some instances the department has closed. The vo-ag teachers work and attitude is very important to the success of his public relations and the success of his program. The success of each school is important to the total image of all vocational agriculture in an area and a state.

Sincerely yours,
JAMES E. HAMILTON
Vo-Ag Teacher

Audubon, Iowa

Sir:

At the Region IV N.V.A.T.A. Meeting at Duluth, June 18 and 19 we discussed the increase in the subscription rate of the magazine and I believe each state plans to continue the support of the magazine; in fact, I think some of the states are going to do more or at least try harder to get more subscriptions and support it better.

HAROLD R. CRAWFORD

Sac City, Iowa

Sir:

I am quite in agreement with the suggestions pertaining to student teaching which were offered by Professor Harold Byram of Michigan in the August-September issue. In reflecting upon college activities, the trainees invariably indicate experiences in teaching centers exceed expectations and constitute a most vital part of the training program.

It would seem that the structuring of the program would regulate the amount of direct supervision required of the resident staff. Ideally, supervising teachers are in themselves successful instructors. They should hold appointments as part-time instructors of the sponsoring institutions. In this capacity they attend special workshops and are quite familiar with the content of the teacher-education curriculum. The trainees are responsible to the university through the medium of the local school. Thus, the function of the visiting supervisor is largely a matter of observation, with implications for follow-up work on campus.

Most trainees agree that student teaching periods are too short, regardless of the time allocation. From the practical standpoint it would appear that one half of a semester or a full quarter is about as much time as can be justified considering total certification requirements. I believe the ideal arrangement would be that of having access to a nearby department for observation purposes during one term, followed by full-time participation for a designated period in an outlying center during a following term. Obviously, some contacts with teacher activities during the summer months is essential.

It is quite obvious that in-service training should be provided for beginning teachers to complement the previous experience. Problems become realistic as precedents and teaching habits are established during early tenure. Thus, much assistance can be rendered through a

Letters (Continued)

program of systematic follow-up instruction. New teachers are cognizant as to the need for adjusting pre-planned teaching materials and for laying the foundation for long-time programs. They need assistance at this stage of their experience.

GEORGE F. EKSTROM
Columbia, Missouri

Sir:

My purpose is to call your attention to a real service that the MAGAZINE can perform.

Suggestion: That the January or February issue, annually, list all of the graduate assistantships and fellowships available during the coming academic year around the country for graduate study in agricultural education. Some ten years or so ago when I was pursuing graduate study, there was a scarcity of such aid. Now, there is an abundance of it, but the information does not reach around the country in any organized manner. It would seem useful to make sure that all teachers who might be interested were informed about the many possibilities.

I realize that in doing so each institution will receive many applications, some with little real interest. At the same time, I feel sure that the listing will be of service to teachers and stimulate their interest in graduate study.

I would think that a note to department heads in September would bring an announcement of what is available. You, of course, would have to edit out all of the glowing comments we all would write and list only the bare minimum to be able to accommodate all of the listings. And, I would assume that such listings would include only those assistantships and fellowships which are open to anyone, regardless of state.

Will be interested to know your thoughts on the idea.

V. R. CORDOZIER
Teacher Education
College Park, Maryland

Sir:

It is a good thing that Cordos major authority, Klausmeier, suggests that a portion of each class period be devoted to whole-class activities. Complete individualization of instruction worships method rather than learning outcomes. Individualization of instruction is an old idea. Some teachers can perform brilliantly with any method—but the majority of teachers as well as students do better with a variety of methods.

Good student study outlines and good teacher preparation are essential in any teacher-learning situation. The classroom situation is best which involves both individual and group processes. Any vastly new method of teaching should be based on research and practice. We are still thankful to Cordos for his emphasis on the need for the best possible teacher preparation.

Leo L. Knuti
Montana

Sir:

I have reviewed with a great deal of interest the guest editorial by Dr. V. R. Cardozier, in the August-Sept. issue on the subject "Securing Community Support for the Vocational Agriculture Department." No doubt everyone will agree this is an essential part of all good vocational agriculture programs.

I would like to propose that we not wait until a part, maybe a very important part, of the community has decided vocational agriculture has served its purpose before securing community support. A good community public relations program which would include adequate publicity about the department program and achievements of the boys enrolled, as well as providing a good adult education program for the community will secure community support. Personally I would be skeptical of a mass meeting to secure support or to develop policy. Experience has shown that one individual who has "an ax to grind" can swing the opinion of the entire group. No doubt the vocational agriculture instructor as chairman of the meeting, as suggested, could exert important influence on the trend of the opinions developed. However, he would find himself in the position that many of us in agricultural education have been at one time or another, i.e., he would have to be guided by the facts of the case where many who want to be heard in mass meetings already have their minds made up and do not intend to be influenced by the facts and are unable to distinguish truths from falsehoods.

The idea expressed in the article is good, but proceed with caution. My opinion would be to provide a sound program of instruction in vocational agriculture and develop a good FFA activity program, secure adequate publicity for the achievements and stick to an advisory committee of farmers and business leaders for the membership of the local advisory committee to help develop the agricultural education program for the local community—the local board of education will still develop "policy" for any school program.

Carl M. Humphrey
Missouri

Sir:

You said something about a picture to go with the biography I recently sent you. I didn't have one at the time but I do now.

Perhaps you would like to keep this for all those articles I'm "going to write." Ha!

GENE LOVE
College Park, Pennsylvania

Sir:

Mr. Juan has well stated the importance of a knowledge of students to effective teaching.

It might also be said, that knowledge of his students is really the great advantage that the instructor in vocational agriculture has over all the other members of the high school staff.

Through his visits to the homes, he has the opportunity to become personally acquainted with his students, their families and the surroundings in which they live and work.

Furthermore, if vocational agricultural instruction is to based upon the farming programs of the students, the only place where the instructor can get accurate information for the basis of his teaching is on the farms and in the homes of his pupils.

As Mr. Juan has indicated, this knowledge of the students "is a prime essential to effective teaching in any subject." Since the instructor in vocational agriculture has a better opportunity than any one else on the staff, in almost all schools, to really know his students—and their brothers and sisters—he can and should be of effective help to the rest of the staff in their evaluation of the students' activities.

Sincerely,
Louis M. Sasman
Cable Lake, Wisconsin

Sir:

I realize fully that editors have deadlines and regret that prospective contributors are irresponsible. Thus, feel free to deposit the attached notations in the round file if you are so inclined.

Seriously, I am somewhat aware of the problems with which you are confronted as editor of the magazine. With the help of my wife, I spent approximately four hours each month in organizing copy for each issue and a similar amount of time in making the paste up from the galleys—in other words the magazine had priority two week ends every month. Of course you are more efficient and have office help to do the unofficial work. At any rate, you are off to a good start.

Regards and condolences.
G. F. Ekstrom
Columbia, Missouri

Thirty Years Ago in the Agricultural Education Magazine

Announcement was made that "Dr. Ray Lyman Wilbur, formerly president of the Leland Stanford Jr. University and now secretary of interior under President Hoover, has recently put into action an advisory committee on education of 46 persons prominent in educational circles in this country."

In a recent statement on federal participation in education, Dr. Wilbur said: "It seems to me that there is a distinct menace in the centralization in the national government of any large educational scheme with extensive financial resources available. Abnormal power to mold and standardize and crystallize education, which would go with the dollars, would be more damaging to local government, local aspiration and self-respect and to state government and state self-respect than any assistance that might come from the funds—the place of the national government is not that of supplying funds in large amounts for carrying on the administrative functions of education in the communities but to develop methods, ideals and procedures and to present them to be taken on their merits." □

A Farm Editor Looks at Public Relations for Vocational Agriculture

OVID BAY,[1] Associate Editor—Farm Journal

I am assuming you want me to do more than hand out bouquets. We will probably accomplish more if we take a hard look at some of your problems and what I think would help your public relations program. If some of those statements seem critical, it is meant as "constructive criticism" from one of your own members, because that is the way I feel toward what the Vo-Ag and FFA movement has done for agriculture in general and for me specifically. It was being on an FFA judging team and Public Speaking Contestant from the chapter at Trenton, Missouri, that introduced me to the University of Missouri College of Agriculture and eventually to agricultural journalism.

Make Maximum Use of Local Media

Now, we will assume each of you has a local program that you can be proud to have the public mirror look out through the keyhole. If I put myself in your chair.

Where would I start?
What would I emphasize?
How would I do it?

I would start today by making maximum use of all the local communications media in your area. I would make a master list of the newspapers, radio and television stations with the name and address of the key person to call or send information to . . . keep one copy on my desk and give out one to the secretary.

I would rate the local communications media as the best opportunity you have for effective public relations. About all you have to do is make your copy have a news angle and it will be used about 100% by these local media—for free.

With some planned effort *you can enter almost every home in your county* in your state with the right kind of a news release sent out to the local media who are always looking for something to use. And they prefer local news about local people and local programs to national and international news—*they are tailor-made for your public relations program.*

That is where I would start, you can add your state farm magazine to your list for news releases you think significant enough to interest them and perhaps your own professional journals . . . but, I would put 99% of my effort out in the county and keep my own house in order and let the state office take care of the state, regional and national magazines. And the odds in getting material used would be in about the same 99% ratio in favor of the local media!

Emphasize the Positive

Perhaps this is obvious in any public relations program—but, first of all you *emphasize the positive.* The press is full of negative public relations for agriculture . . . surpluses . . . excessive cost of the farm programs . . . farmers feeding at the public trough . . . farm youth not going back to the farm . . . do we need vocational agriculture any more . . . these I call *"advance obituary releases"* which try to kill agriculture as a profession before it is dead!

Here are some specific clippings from newspapers to point up your overall problems:

"Minority of Farm Students Enter Careers On the Land" says this 3-column head in the Bloomington (Illinois) Pantagraph, March 13, 1961, right in the heart of some of the best agricultural land in the world. It reports that out of the 1950 classes of Vo-Ag in McLean County, Ill., about 47% are farming in the county now according to a sample survey. When they added those farming in some other county or working in farm-related occupations, the figure jumped to 68%—but that is apparently one of our PR problems—the city and metroplitan press seems to delight in accentuating the negative when talking about any phase of agriculture.

"Few Central Illinois Seniors Choosing Farming For Career" says the headline on May 9 issue of the same daily paper. It reports a survey from 55 of 65 high schools graduating a total of 2,323 seniors (boys and girls and *just 32 of the male students picked farming as a career.*

But, in all fairness to the boys who did not choose farming, *have we brainwashed and scared them out of farming with negative public relations*—both in the press and perhaps in some of the Vo-Ag classrooms by emphasizing the farm problem?

In case you do not believe you really have an overall public relations problem, consider this direct quote I received from one journalist I contacted on a state paper in the Corn Belt, regarding items such as the above and he replied: "This points up a situation that is troubling some of our more alert school superintendents. They are thinking that our Smith-Hughes agriculture program, which was once very beneficial, is now ineffective and sometimes a drag on the school curriculum. These classes gather in students who are looking for mechanical training. Most of them never expect to go to the farm, but the school cannot afford both programs. The problem these superintendents are facing is how to tell a school board, with some farmer members, *that the Vo-Ag program is not useful.*"

If what this man and others like him say and think is not true, it is past time that a Vo-Ag teacher took the time and a dime to buy this man a cup of coffee and tell him about the job the Vo-Ag program is doing for his community and his state. Local and state newspapers that reach thousands every day and every week can undo more positive

[1]Ovid Bay is field editor for Farm Journal. Born on a 370 acre Missouri farm, he studied vocational agriculture and was a state farmer in 1937. Mr. Bay graduated from the University of Missouri with a degree in agricultural journalism and later received a Masters degree in extension methods. In addition to serving as Agricultural Editor of the University of Missouri, Mr. Bay edited Food Age Magazine before joining Farm Journal.

public relations in one day that you can build up in weeks and months.

Publicize Your Entire Program

And this brings me to another clipping—this one is from a Kansas paper telling about a judging contest. I scan several local papers all the time and some days I wonder if the public image of Vo-Ag must not be that Junior is enrolled in a "series of judging contests and livestock shows" and that when he gets through Vo-Ag he may know how to win a contest or show livestock, but he sure won't know how to raise it, feed it, or market it on a practical farm!

What have you done in your community to show the public your whole vocational agriculture educational program? Have you helped with any farm test plots on insecticides, herbicides, fertilizers or new production methods such as minimum tillage or mulch farming? Did you give all the local media a copy of the results and some photos? Do you have a good camera?

If one of your FFA boys gets a good job in an ag-related industry, did you give this news item to *all* the local news media and put in the release that his *Vo-Ag training was of value to him on this job?*

Have you got students doing production testing of livestock? Does your local public know this and that you are educating the farmers of tomorrow to keep records and analyze costs and run a farm business?

We all need to stress to the boys and to the community that there is a future in agriculture . . . farming is still our biggest single industry and it is getting bigger, not smaller. Farmers' gross income comes to around $46 billion a year.

We must keep reminding city people that agriculture is a respectable business . . . that farmers buy half as much steel every year as the whole automobile industry uses . . . they buy more petroleum than any single industry . . . they buy an average of 46 tires per farm . . . they use more electric power than Baltimore, Boston, Chicago, Detroit and Houston combined. Does this sound like an industry that is sick or should be plagued at every turn with negative public relations? No, and that's why we all have to work harder to get this side of agriculture turned before the public. It is difficult because of the appeal of the negative and the sensational to the metropolitan news media. We must use every opportunity to counteract it.

Telling the public about some facets of your program is not as easy as reporting a judging contest or the winners at a livestock show and it will take more effort on your part to pull this other information out of project reports and your activities. We must have more of this type of reporting about your program to give the community the whole picture and at the same time improve your Vo-Ag public relations.

Perhaps the most urgent thing you can do is join with others in a vigorous push in building an adequate and balanced vocational program in America's rural high schools. It would be in the public interest, in the children's interest, and in your interest. This way you could get off the spot of being the duck on the rock with the critics throwing the stones at you.

There is no denying the merits of a broader vocational program. Your own surveys as well as one that Farm Journal ran last fall shows a large percentage of boys who would recommend Vo-Ag again and others who left the farm and would recommend some other vocational training. Our survey of FFA alumni from a dozen high schools scattered over the country had 62 replies. Nine of them are full-time farmers—3 farm part time; 10 are in agribusiness fields; 36 are in jobs with no relation to agriculture; and 4 could not be classified.

Of the 62, total of 54 said they were glad they took Vo-Ag. They felt it had helped them in some way. However, only 36 said they would recommend Vo-Ag today to a boys who doesn't have much chance to farm.

You would be interested to know how they answered the question on how to improve Vo-Ag for them? Well, 37, the largest number who mentioned any one thing, said by giving them *more on business management,* whether farm business or otherwise.

Of the 62, 59 were glad they were required to have a project that gave them a "feeling of accomplishment" and "a sense of being in business."

These things are important to any boy no matter what he does when he takes a job. Does your community know that your Vo-Ag program is making it possible for a lot of boys to have this kind of an experience. Do you mention this in talking to men and women running your local newspapers and radio stations?

The bulk of the Public Relations done by and for Vo-Ag will have to be done by you at the local level.

The role Vo-Ag plays in the long pull ahead will be determined to a large degree *not* by directives from your federal and state officials but by each of you doing a better job and then taking the time and effort to get credit for it at the local level.

Public Relations Training

You may say, "I don't have any training in writing or public relations. I need some help."

When I was in agricultural extension information work, we held communications work shops for county agents as well as sending them suggestions and information aids continually. The same plan for Vo-Ag teachers would make sense to me. Some states staffs are now doing this in various degrees.

Herbert R. Damisch, chief of agricultural education in Illinois, tells me: "An individual has been recently employed in Illinois to do public information work in vocational agriculture. Communications work shops are held each year for FFA reporters. A short course is offered in communications for agriculture teachers at the Annual Conference.

John Farrar, director of FFA Public Relations and Information, points out that Oklahoma does more than most states to promote the vocational agriculture program. The State FFA Executive Secretary and his assistant both are trained journalists. They do a lot of direct work with newspapers, radio stations and television stations. In addition, they spend quite a lot of time conducting work shops for the teachers showing them how to go about getting publicity. They even have their own sound-on-film movie camera for developing television programs.

You can get some help from studying and reading. We must be on a timely subject— your own *Agricultural Education* magazine devoted the entire June 1961 issue to several articles on public relations for vocational agriculture.

I would like to leave you with this parting thought:

People follow you not because it's you, but because of what you can do for them. When you serve better then you will succeed . . . its the torch the people follow whoever the bearer be!

Let's use your public relations opportunities more to get the Vo-Ag torch up where all the community, state and nation can see it! □

Co-ordination Counts in Public Relations

LEON W. BOUCHER, Teacher Education, The Ohio State University

Keeping the public informed is not a one-man show but takes the combined efforts of interested people in the field. There are numerous possibilities in vocational agriculture for conducting a co-ordinated program of public relations.

A problem has been developing for a number of years and is presently at the frontier of vocational agriculture. America's mobile changing population from the farm to urban areas magnifies the situation of lack of understanding of the people concerning agriculture and agricultural agencies. We in vocational agriculture are blessed with the opportunity of having agricultural facts as well as the educational techniques for disseminating the information.

Developing a Joint Effort in Public Relations

The development of joint efforts in public relations has been part of the Ohio program for the last decade. There has been a state public relations committee in vocational agriculture encompassing both teacher and staff. The teachers within each county elects a county public relations chairman. In-service training meetings have been held each and every year since the program was initiated in 1950. Ideas have been identified through 10 years experience in co-ordinating public relations work in vocational agriculture.

1. *A changed attitude on the part of teachers is necessary.* The fear of "tooting your own horn" is only an invisible image created by lack of participation in public relations activities. Teachers who plan and practice public relations are convinced of their value. A communication workshop might be initiated by a teacher training institution during summer sessions with follow-up in area meetings throughout the year.

2. *A co-ordinated plan is necessary to develop an effective program of public relations.* This plan might include:

- ☐ Every county should have a teacher designated as public relations co-ordinator. His responsibilities would be to:
  - Call planning meetings with teachers of the county 3 or 4 times a year to summarize what is being done and to build an annual program of public relations activities.
  - Place responsibility for activities with specific teachers and follow-up to see that they are carried to completion.
  - Contact news media that cover more than one vocational agriculture area such as radio, newspapers, and television stations.
  - Maintain favorable working relations with newspaper, radio, television and farm organization people of their area and keep them informed as to "what's going on" in vocational agriculture.
  - Express appreciation and plan recognition for those who help get our story told.
  - Encourage local advisors and FFA reporters to prepare a monthly summer news sheet to send to chapter members, farmers, school people, and news people.
- ☐ Each district chairman should be responsible for one or two articles per year from teachers in his district. These articles would be written for magazines and publications having state-wide circulation. The same program could be extended to *Agricultural Education* magazine.
- ☐ Prints of all pictures taken by state staff of vocational agricultural activities should be sent to teachers for use in their local communities.
- ☐ A speakers bureau should be established listing vocational agriculture teachers who would be willing to appear on service club and other organization programs. This list should include at least one teacher per county.
- ☐ A vo-ag teachers public relations committee should delegate responsibility for preparation and distribution of fill-in articles on a monthly basis to teachers.

3. Teachers need to learn the basic techniques necessary in a public relations program. These techniques might be classified as:

- Personal public relations—telephone calls, letters, cooperation with farm and community organizations.
- School public relations—participation in general school activities, superintendent agricultural teacher banquet on a county or area basis.
- Community public relations—FFA banquets, appearances on programs, exhibiting at fairs.
- Newspaper and magazine publicity—knowing the editors, news writing, training FFA reporters, building a year's calendar of news items.

Four vo-ag teachers from a county conferring with the newspaper editor concerning types of articles, deadlines, pictures, etc.

- Photography—taking pictures, using pictures to tell the story, using the services of a newspaper photographer.
- Radio-Television—planning and preparing programs, writing spot announcements, preparing a series of programs with other teachers.

☐ Many state public relations programs can be summed up as "too little, too seldom, too late." This situation need not exist if the initiative is taken to appoint a state public relations committee consisting of teachers and staff. This committee should identify the program and provide opportunity for in-service training for the county or area; public relations chairman must then delegate authority and assign responsibility to other teachers in the county or area.

☐ Establish Desirable Goals

"Hitch your wagon to a star, hold your seat and there you are" is an appropriate saying for the public relations committee which must determine some goals for the year. Such goals might include the number of radio programs concerning vocational agriculture, number of TV appearances, number of articles in state-wide publications, the number of people hearing the vo-ag story (service clubs), the number of teachers involved in the public relations program, the number of articles in professional magazines, etc.

An in-service public relations workshop group of county vo-ag public relations coordinators. These workshops are conducted by supervisors and teacher trainers who also enlist the help of radio broadcasters, television program directors and newspaper farm editors.

☐ Provide Recognition

An appropriate certificate should be presented at annual conference time to those teachers contributing the most to furthering vocational agriculture.

The above suggestions are more than one man can carry out; therefore, organized effort is necessary. The co-ordination is initiated when various county groups are organized. Co-ordination in public relations is possible and has been profitable, based upon 11 years experience in Ohio.

Summary:

Teacher effort within a state must be co-ordinated to have a sound public relations structure. Three changes need to be made in most state programs.

1. A changed attitude on the part of teachers is necessary for effective public relations.
2. A co-ordinated plan of public relations is necessary.
3. Teachers need to learn the basic techniques necessary in a public relations program. ☐

The Basis for the PR Program . . .

The "Public" Image

JAMES D. THOMAS, Secondary Education, Butler University[1]

What does the vocational agriculture program look like to the different "publics" in a given school district? What are the images presented by the different phases of the vocational agriculture program to a school's various "publics"? These images, valid or otherwise, if held in common by a sufficiently large number of people, may help or hinder the present vocational agriculture program and, also, future vocational agriculture programs in a given school district.

If an individual wants to know what he personally looks like, he consults his mirror. Similarly, if a person wishes to discern the image of the vocational agriculture program held by the various "publics," he uses an instrument which reflects the image. In other words, he uses procedures which will provide an accurate picture.

Identifying our PR Target

In order to initiate the discovery procedures, it is necessary first to identify all of the "publics" having relationship with the vocational agriculture program, regardless of the remoteness of this relationship. Too often school people have tended to identify only those "publics" directly involved with specific phases of the school program. In reality, the lives of all people in the community are affected by each segment of the school and its program. Because of the pervasive influence of the school, because the role of agriculture in our society is changing, and because the cost of operation of the schools is increasing, it would appear most essential in the future that information be obtained from all of the people served by the school and all the people who help to support the school and its educational program. The "publics" to be identified in the course of program evaluation might include the following: school administrators; other staff members; day school students; members of the young farmer and adult farmer classes; advisory committee members; school board

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members; other adult citizens; civic, business and professional groups, and other organized groups in the community.

After the "publics" have been identified, it is important to find out as much as possible about the nature of those publics—their membership, their characteristics, and the extent and nature of their relationships with the vocational agriculture program. Such information may be obtained through a community survey; a written questionnaire; a polling procedure; or informal data in departmental files, such as newspaper clippings preserved in the FFA Chapter scrapbook.

Different Groups Have Different Images

The information obtained about the identified "publics" then must be analyzed to determine the problem areas or points of conflict which may have affected the structure of the image of the vocational agriculture program held by each of the "publics." Since each of the "publics" will have had a different experience background and perhaps a different level of involvement, it is expected that the images held will vary greatly. Therefore, an image held can be considered valid and appropriate only for the specific "public" concerned.

It is only as an awareness of what individuals and specific "publics" in the community are thinking about the vocational agriculture program is created that objectives for an effective PR program can be formulated. From this reference source, information can then be provided which will serve as a basis for plans to strengthen a desirable existing image or instill a new image more in agreement with that deemed desirable by vocational agriculture personnel. With the development of complete understanding, confidence will be strengthened, indifference will be curbed, and antagonisms will be mitigated.

We Must Find the Time

Time spent in studying the community, and the numerous "publics" of which it is composed, will be very rewarding to school personnel as they prepare for vocational education during the remainder of the 1960's and beyond. If adequate progress in program change and development is to be achieved, knowledge of the "publics" of the school community must come first. □

More "Public" in Public Relations

HOWARD R. CARTER, Associate Editor, The National Future Farmer

Too much of our public relations rain falls on that portion of the public which is already irrigated with information and giving support to our program. Keeping this interested group informed and increasing their support is important, but new ground must be broken and new acres of good will must be cultivated.

One of the 1960-61 National FFA Officers reported an incident that happened to him on the National Officer's good will tour. At a large hotel in an eastern city, a man, having no awareness at all of the FFA, entered the lobby and handed his suitcase to this blue-jacketed national officer thinking he was a bellhop. An amusing, isolated example that could happen only in a large city? Not by a long shot. You can find people on main street in your town who are just as unaware of vocational agriculture and the FFA as the gentleman mentioned above, and we kid ourselves when we think we can't.

Little importance has been attached to these larger "publics" who are unaware of our program. Their indifference and unawareness hasn't been recognized as a potential danger.

Let's look at some examples of public relations and public information activities that are good as far as they go, but fail to reach the uninformed segments of a community. FFA radio and TV programs on farm show broadcasts are good examples. The audiences for these shows are almost exclusively agriculturally oriented and probably with few exceptions are already aware of and supporting Vocational Agriculture and the FFA.

Certainly, these programs should be continued and even expanded, but we also need to hit the radio and TV feature programs and news programs that have larger urban audiences as well. The same can be said for articles and stories in farm magazines and on the agricultural page or pages of newspapers . . . again, a farm audience.

Annual parent and son banquet, long recognized as a top public relations activity for a chapter, is another example. Most of the people eating the chicken and ham are already long-time avid supporters of FFA. Continue the banquets, sure, but enlarge the guest list, making special efforts to widen the spectrum of awareness in the community.

It has been said that those who are against the vo-ag and FFA program don't know the program. For this reason, much attention in the past has been focused on legislators, school administrators and influential lay-leaders in education.

The special groups, of course, require our best efforts in keeping them fully informed on developments, innovations and achievements in our program. But, perhaps more important are the general publics within the spheres of influence of these special groups. There is action and counteraction which we should recognize. A legislator is attuned to his constituents, a school administrator to his patrons, and lay-leaders to their friends and neighbors in all walks of life. The counteraction from their general publics may influence these special groups more than anything we can do direct.

All of this seems to call for expansion of public information and public relations activities that reach the more general publics. There are many FFA and vo-ag public relations activities that truly haven't received their needed share of our attention. Consider for a moment, as a partial list, the following activities and the vast and varied audiences which they reach: FFA welcome signs at city limits, FFA member signs at home farms, FFA good will tours to reach nonagriculture audiences, National FFA Week promotions, civic club programs, displays in downtown store windows, Official FFA Calendars hanging in public places, FFA children's barnyards at fairs or set up in metropolitan shopping center parking lots, farm-city week promotions, and, of course, adequate publicity

for all activities. These are all designed to acquaint the more general public with at least the existence of vo-ag education and the FFA organization.

Activities such as these cannot be expected to individually tell our complete story. They can collectively, however, help develop a more general public awareness and familiarity with our programs. This awareness, however slight, serves as a foundation on which we can build greater support for Vocational Agriculture Education and the FFA. □

Adapting Instruction to Individual Ability In Vocational Agriculture

ARNOLD B. CORDOS, Teacher of Vocational Agriculture, Eau Claire, Wisconsin

In many high schools today ability grouping of students is being practiced in all classes where it can be justified on the basis of sufficient numbers to make up a group for special classroom attention. Not all subjects offered in the high school can therefore be taught in this manner; vocational agriculture is one of those subjects.

Many Vo-Ag departments in Wisconsin have enrollments of about 75 students; about 25 in ninth grade Vo-Ag; 20 in tenth grade; 15 in eleventh grade; and 15 in twelfth grade. Obviously, in each class the enrollment is just enough for a normal-sized class and could not be further reduced into ability groups. On ability tests, a range of the so-called I.Q. scores will probably range from a low of 80 to a high of 130. Yet these students are in the same class and must be taught together. Usually the level of instruction is aimed at the "upper middle" of the class ability range, hoping that the lower-ability students will make progress in learning in proportion to their ability, and the more capable students, too, will develop up to their potential. The problem as discussed here deals with the full range of ability existent in these students. How must the course of instruction, the learning activities, and the classroom techniques differ from those classes where students are largely in the same level of ability, if maximum student learning and development are to be achieved in this situation?

Motivation and Individual Ability

Much has been written over the years on the problems of teaching within the public schools of America, the recognition of individual differences in students, the motivation of students to work up to their potential, regardless of their level of ability, and the classroom techniques that facilitate learning. The more heterogeneous the group, the more ingenious must be the teacher who seeks to direct the learning activities within the classroom group.

Klausmeier (1) say that "the need to achieve is so prevalent in American society that it can be used effectively in classroom motivation." Motivation definitely, then, can be considered a major factor in learning.

What, however, is involved in motivation? Havighurst (2) describes it simply as "making schoolwork more interesting and rewarding." He points out, too, that some teachers make their curriculum so interesting that they win students and encourage them to live a life of study and learning. Klausmeier (1) envisions motivation as consisting of eight basic and distinct principles that contribute to the process of learning:

1. Focus pupil attention toward desired learning outcome.
2. Utilize curiosity and encourage its development.
3. Utilize existing interests and develop others.
4. Provide concrete and symbolic incentives, if necessary.
5. Arrange learning tasks appropriate to the abilities of the learner.
6. Provide for realistic goal-setting.
7. Aid learners in evaluating progress toward goals.
8. Recognize that too high tension produces disorganization and inefficiency.

These eight principles of motivation place emphasis on the teacher-guided selection of well-chosen activities which are appropriate to the student, his interests, his abilities, his drives, in relation to the desired outcomes or goals for the student.

Transfer of Learning and Individualized Teaching

If these principles of motivation as a means to learning are to be effective classroom techniques, attention must be focused on another important goal of education—the mental transfer of learning or training by the student to experiences which will arise later. Hand (3) points out that five things must be done to insure the likelihood of the transfer of training:

1. The possibility of transfer must be pointed out to the students so that they will realize that what they are learning now will be useful in later life.
2. Teachers must use varied materials which involve actual samples of life's situations as similar as possible to those to which it is hoped the learning in question will transfer.
3. Teachers must help their students develop meaningful generalizations by enabling them to see each classroom topic as an illustration of a broad principle which is applicable to situations far beyond the classroom, and they must be certain these generalizations are thoroughly understood, not merely verbalized, by the students.
4. Students must be given guided practice in varied new situations in applying to real problems the generalizations they have learned.
5. Teachers must evaluate the accomplishments of their students on the basis of what they do in the kinds of new situations to which their learning is intended to apply.

Providing for Individual Differences

If, then, motivation and transfer of learning are prime requisites in teaching any group, how is this accomplished in a group where wide variations of ability exist? Klausmeier (1) has some simple guidelines for providing for individual differences. He

states: 'the principal means for providing for pupils of varying ability and levels of achievement is through individualization and various forms of grouping." If grouping is not possible, then his eight points still hold. They suggest that: the teacher must

1. Know the abilities of each student.
2. The teacher must work out the entire class program for the year in mimeographed assignments.
3. Assignments at the beginning should be easy, but gradually become more difficult.
4. Each student should estimate his own rate and confer on it with teacher.
5. The teacher works with each individual.
6. A portion of each class is devoted to whole-class activities.
7. Each student works independently and proceeds at his own rate.
8. At the end of the unit students will have had different assignments and will have been proceeding at different rates. Library work provides for further individualization.

This, then, is the classroom technique for working with groups of students varying quite broadly in the level of their abilities. Some examples of how these principles of motivation for learning, how the theories of teaching for transfer of learning, and how the individualization of instruction in the teaching of vocational agriculture work effectively, are illustrated in the next section.

Teaching Vocational Agriculture Based on Individual Abilities

If classroom instruction is to be individualized on the basis of each student's ability, the unit of instruction should be outlined completely, mimeographed, and made available to each student. The sheet should also list the student learning activities to be associated with this unit of instruction. Students should be encouraged to do as many of the learning activities as possible. Emphasis should be given to the application of these learning activities to life's situations—in this case, on the farm. Students of average ability will complete more activities than their below-average classmates. The most capable students will make the greatest progress.

The topic selected for illustration is a unit taught in all Wisconsin high school Vo-Ag departments: Farm Accounts and Records, and Income Tax. The outline of this unit as it might be taught follows:

Farm Accounts, Records, and Income Tax

I. Farm Accounts and Records
  A. Subject and Problem Areas
  1. Importance of farm accounts and records to farmer
  2. Some common terms used in accounting
  3. Kinds of records to be kept
  4. Importance and value of farm inventories
  5. Determining appraisal value of inventory items
    a. Farm personal property
    b. Farm real estate
  6. Methods of computing depreciation
  7. Recording items of income and expense
  8. Summarizing record-book at close of year
  9. Preparing a Net Worth statement
  10. How to use information record-book contains
  B. Learning Activities
  1. Take a complete farm inventory and assign values to items
  2. Compute depreciation scale by three common methods on selected items
  3. Set up depreciation record for depreciable farm inventory items, using an appropriate method for that item as determined in item two above.
  4. Keep a farm account book of income and expense items
  5. Summarize the record book at end of year
  6. Student prepare a Net Worth statement on himself
  7. Student prepare a Net Worth statement on farm owner
  8. Make an analysis of the farm business operation based on the information obtainable from account book

Students participating in these learning activities should be encouraged to complete all of the items suggested of which they are capable. Some students may not be capable of mastering all of the activities in their entirety, but will go on to learn some of the other items suggested.

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FFA Sponsored Hunter Safety Programs

CHARLES L. BECKLEY, Teacher of Vocational Agriculture, Bend, Oregon

C. L. BECKLEY

Amendment two of the Constitution of the United States of America, states that, "A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed." This "right" stood fast by our pioneers and is still a freedom which our present generations can enjoy. But, with a rapidly increasing population, there is less space in which to enjoy the handling of firearms and with the trend of urbanization, there is less opportunity to develop competency in such a sport. These facts have produced a problem in safety and as a result, a large number of firearm accidents occur each year.

Our members of the FFA live upon the land which supports the game

pursued by sportsmen from all walks of life. The FFA is an ideal group to initiate classes of hunter safety training in their school for their own benefit, and through their leadership, the rest of the school as well. Displays placed in trophy cases of the school's main hall and articles in school papers will arouse sufficient interest to get the program going.

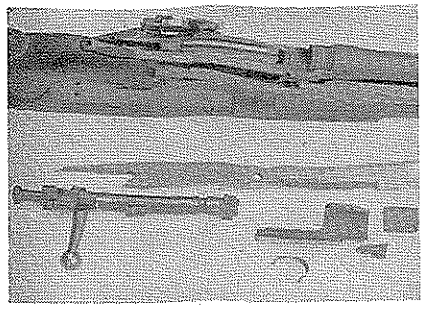
Instructors of vocational agriculture can become certified instructors or they can administer the program and bring in certified instructors. It can be included as a short unit in day school classes or held after school hours and in the evening.

A good introduction as to why the course is taught is very important. Many state game departments compile a resume of the gun accidents that occur each year. A study of these facts will show how silly a large number of these accidents are and how they could be eliminated by adherence to certain basic rules of safety.

An aid in setting the mood is the display of posters about the room. The Sporting Arms and Ammunition Manufacturers Institute[1] provides one entitled "Watch That Muzzle." They also print a leaflet called the "10 Commandments of Safety." The American Optometric Association puts out one on protective clothing color. By being alert, many posters of this kind can be collected to make an attractive and educational display.

The arms and ammunition companies put out good charts and diagrams of different types of firearms and loaded rounds of ammunition. Certainly it would be better to exhibit the actual weapons themselves but this isn't always possible for everyone. An old damascus, twist or laminated steel double or single barrel shotgun can usually be secured very cheaply to illustrate a dangerous type with modern ammunition. It can also be used, if in 12 gauge, to demonstrate how easy it is to chamber a loaded round of ammunition behind a 20 gauge round that was accidentally inserted. With a break type action, this can be safely demonstrated without actually closing the action on a loaded round. Removing the firing pin or using dummy ammunition should be a common practice when making demonstrations before a group inside the classroom.

[1]The Sporting Arms and Ammunition Manufacturers Institute, New York 17, New York.



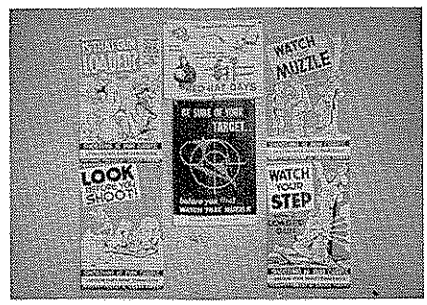
An unsafe practice may turn loose a tremendous amount of power as evidenced by the above rifle in which a double charge of the wrong kind of powder in a handload was used.

An easy way to illustrate rifling is to pass around short pieces of barrel. They are easy to see though, simple to store and can be secured from a gunsmith if you ask him to save them for you. A full metal case bullet like our military 30-06 can be fired into a soft dirt bank or other suitable material and recovered in a relatively undamaged condition to illustrate the effect of rifling upon the bullet.

A handloader in your community will more than likely be glad to help you construct a display board showing the component parts of ammunition. Drill a fired primer, bullet and case and put the powder in a glass vial and they can be wired to the board. Both rifle and shotgun ammunition can be displayed in this way.

Another display board can be prepared with different rounds of rifle and shotgun ammunition. This very vividly shows the differences in various calibers and gauges as well as different primers, cases, bullet types and weights.

Pictures of blown up firearms or the actual gun itself creates a lasting impression of the tremendous power potential contained and results when an unsafe practice is followed. On the other hand, handloading, an increasingly popular hobby, can be demonstrated as an entirely safe procedure when proper practices and precautions are followed.



Types of posters that can be collected to teach safety in an entertaining and interesting way. Though not all still available, similar ones can be found from time to time.

A rejected Springfield military stock makes an excellent demonstration mock rifle when reassembled. It is of particular value when you want to demonstrate how easy it is for a firearm to slip, slide or be knocked over when improperly leaned against some object such as a car fender. It can also be used to safely demonstrate firearm carries.

Clippings from newspapers reporting hunting accidents can be collected and posted upon a bulletin board. These are more common during the big game hunting seasons when a majority of the accidents usually occur. If saved, they can be used at any time of the year. Underline the lines of the story in red which show a probable cause of the accidents and a large number of them can be used to illustrate causes of accidents in just a few minutes time. In almost all cases, some part of the story will indicate that a basic safety rule was broken.

Any one who seeks certification as a safety instructor will receive from the sponsoring state agency, or from the NRA[2] if one is lacking in the state, a packet of material containing an instructors manual, students manual, references, film list, etc., to make a complete program.

Safety cannot be stressed without emphasis upon good sportsmanship, the moral obligations of a sportsman and the need for the development of a philosophy which will help mankind perpetuate this heritage of hunting. For he who has no regard for the rights of his fellow man, the regulations of organized game management or the opportunities of future generations is more likely to be careless. It should be the goal of every sportsman to see that hunting and the handling of firearms shall be a sport enjoyed by future generations. That hunting shall be more than just pounds of meat for the larder, but in addition, moments of pleasure to be long remembered—moments where each man respects the rights of others, and above all, moments that were safe and free from the pain and anguish of a firearms accident. □

[2]National Rifle Association, Washington, D. C.

A man always has two reasons for doing anything—a good reason and the real reason. —J. P. Morgan

"Our Ag Man Has a Light Load" This Research Study Says No!

J. T. HORNER Teacher Education—University of Nebraska

We have all heard expressions to the effect that, "our Ag man has a light load—only 35 pupils." Perhaps your superintendent, other teachers and community accept that thought. However, we know that pupil-teacher ratio alone is not an adequate measure of the work of a good instructor of Vocational Agriculture. All too often classroom teaching load and total teacher load are thought of as being synonomous.

Teaching load applies to those assignments related to the actual classroom instruction and directly related activities such as lesson planning and testing. On the other hand, the teacher load, according to Good's *Dictionary of Education*, includes teaching load plus activities incident to all assigned duties of the teacher.

The total teacher load is deserving of a great deal more understanding on the part of patrons and consideration and adjustment by administrators. Since teacher load is now understood to mean more than merely pupil-teacher ratio and periods per week, the total scope of the teacher's day to day responsibilities, including all activities which take time of the teacher and which are related directly or indirectly to professional responsibilities, must be analyzed.

Specifically, it would be advantageous for Vocational educators in Agriculture to become familiar with and capitalize upon a more nearly accurate and objective approach to measuring teacher load.

Of course, some voluntary participation of teachers in community activities is expected by both teachers and community. Unassigned voluntary activities are not included in teacher load. However, when the activity such as teachers' associations, youth groups, community work and other activities are so encouraged that teachers feel pressure to participate, an appropriate amount of time is included. These legitimate, job related nonteaching duties are referred to as cooperative load.

Computing Teacher Load

Recognizing that the teacher load problem is crucial in terms of recruiting and maintaining an adequate supply of teachers and quality teaching, four doctoral candidates in School Administration at the University of Nebraska conducted extensive investigations to ascertain teacher load in Nebraska high schools.* They applied the comprehensive formula developed by Dr. Harl Douglass, former Professor of Education, University of Colorado. It is an effective instrument for measuring in actual operation, teacher load in terms of comparable units.

The "Douglass Unit" reflects time-effort expended by the typical teacher in preparation and instruction of an average class of 25 students for a 50 minute period. (e.g., A teacher teaching a ninth grade English class of 25 for five 50 minute periods per week is carrying a 5 Douglass Unit teaching load.)

Obviously some subjects require more preparation time than others. Therefore, in computing teacher load, subject areas should be weighted according to the teacher time required. To get at this, Subject-Grade Coefficients were developed by Dr. Christan Jung after studying 5,643 teachers and 26,104 classes to learn the time spent daily on various phases of teachers' responsibilities. Coefficients, so derived and shown in Table I, were inserted in the Douglass formula along with class length and size, number of class meetings per week, number of students, and whether or not the class was double or duplicate section.

No doubt the (SGC) is higher for Agriculture because of the following factors: Rapid developments in science and technology cause the nature of content to change constantly; furthermore, application and interpretations must be made locally in light of local conditions; planning and arrangements for practical laboratory and field exercises and on-farm follow up instruction on an individual problem basis requires considerable time.

*"A Synthesis of the Findings of Four Doctoral Dissertations" (under the direction of Dr. L. L. Chisholm) on Teacher Load in Nebraska High Schools (Prel.) formulated by Nebr. State Education Assn. Director of Research, Dr. Archer Burnham.

TABLE I
Subject-Grade Coefficient (SGC)

Subject	*Subject Grade Coefficient (Senior high school)*
Agriculture	1.3
Commercial	1.0
English	1.1
Health	1.2
Home Economics	1.1
Industrial Arts	1.0
Mathematics	1.0
Music	1.0
Physical Education	.9
Science	1.1
Social Studies	1.1

A Comparison of Nebraska Teachers

In the Nebraska studies, the Douglass formula was applied to data furnished by teachers on a questionnaire. The teach*ing* load, cooperative load, and total *teacher* load were ascertained and are presented in part, in Table II, according to size of school.

The "teaching load" of the teachers of agriculture in group A schools averaged 29.89 Douglass Units (first line, column 2). The same teachers carried on the average, a "cooperative load" of 8.96 Douglass Units (fifth line, column 2) making a total average "teacher load" of 38.85 Douglass Units (ninth line, column 2) for teachers of agriculture in group A schools. The "teacher load" for all teachers in group A average 29.88 Douglass Units (ninth line, column 12). The average load for the group B teachers was 31.80; for group C, 31.59; and group D, 29.69 Douglass Units respectively (*last three lines, column 12*). The rest of the table reads similarly.

Although the cooperative load of teachers of agriculture is a bit heavier in smaller schools, both teach*ing* load and total *teacher* load, are heavier in larger schools. These differentiations

in teacher load by size group of schools and by All-Teachers in contrast with teachers of Agriculture, is shown in Figure 2 (below).

Note: The graph shows that in every size group of school the teacher of agriculture carries a heavier *teacher* load than the average of All other teachers. A range in load differentiation, approximately 10% in group C schools to about 25% in the larger group A schools, is revealed.

In addition to this comparison with all teachers, and in the shadow of the oft-heard statement, "Our Ag man has a light load," it is enlightening to compare the average Ag teach er's load with teachers in any other subject. None approach his *teaching* load. Nor do any approach his total *teacher* load in any size of school.

We have thought, for years, that the instructor of vocational agriculture conducts more adult education, does more community work, and other activities than most teachers. Our belief seems to be well founded. Only physical education and social science teachers in certain sizes of schools reported that they spend a greater amount of time per week in legitimate school duties other than teaching.

Teacher Load and Salaries

Interesting as these data may be for contrasting teacher load in agriculture with those in other subjects, they are of limited value unless they reflect to administrators, board members and the public, a projection in terms of the length of teachers' work week and earnings. The Douglass Unit does not relate hours of work—it assumes 34 minutes of additional time for activities directly related to the teaching of a class, such as planning and arrangements, counselling students and correcting papers. Assuming that it takes only 34 minutes per hour of classroom instruction, and that the teacher of agriculture teaches five hours per day, an additional 14 hours would be added to his work week. This would reflect a work week of 48.5 hours in small schools and 52.9 hours in larger schools.

Certainly teachers are content to work long hours, but they would like to feel that they are being equitably compensated. How then, do earnings for teachers working 48 to 52 hours per week compare with those in other professions requiring similar qualifications? A salary survey shows the average Nebraska vo-ag teacher received in 1960-61 for 12 month employment, with one month vacation, $5,439. Pay for adult class instruction is not included. This $453 per month average salary, including both new and experienced teachers, is less than the starting salaries ($458) in all fields as reported by Endicott.* (See Table III)

Bold inequities seem apparent when one views these data in light of the length of teachers' work week plus the fact that the *average* of all Vo-Ag teachers' salaries is being compared (and unfavorably) with *beginning* salaries in other fields requiring comparable professional preparation. Further, it has been reported that in pri-

*Endicott, Frank S., Trends in the Employment of College and University Graduates in Business and Industry, 1960, Fourteenth Annual Report, Northwestern University, (MIMEO) Evanston, Ill. December 1959.

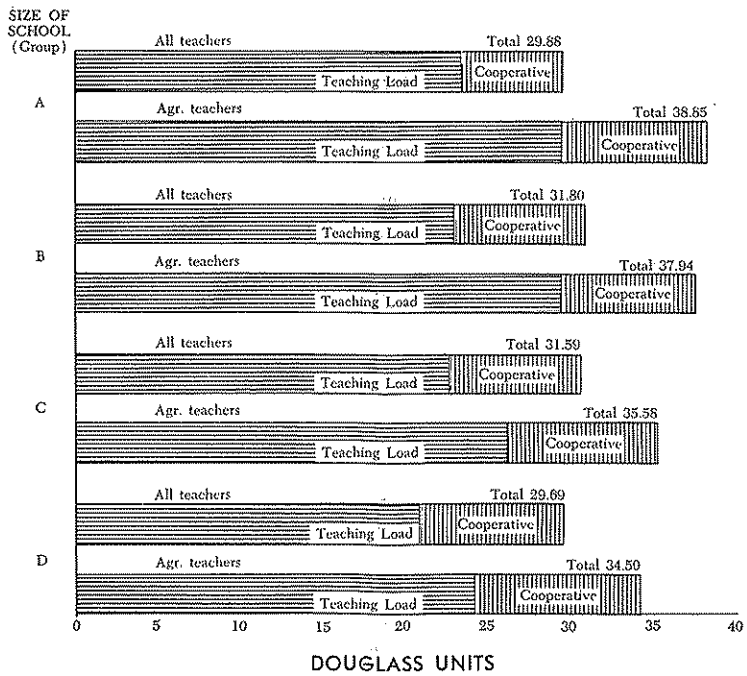


FIGURE I

Teaching Load, Cooperative Load, and Total Teacher Load
All Teachers Contrasted With Teachers of Agriculture by School Size.

TABLE II

Average Teacher Load by Major Subject and School Size

SIZE OF SCHOOL**	MAJOR SUBJECT* Agriculture	Commercial	English	Home Economics	Industrial Arts	Mathematics	Music	Physical Education	Science	Social Studies	All Teachers
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
(Group)	*Teaching* Load										
A	29.89	23.56	24.29	25.61	22.15	23.28	24.12	23.60	24.63	24.74	24.48
B	29.89	24.10	26.00	24.11	22.20	23.55	24.46	20.24	24.60	24.49	24.21
C	25.83	23.55	23.34	21.09	21.67	23.29	24.10	18.46	24.39	23.47	22.98
D	24.65	20.33	21.62	17.73	19.07	21.40	14.74	——	21.36	19.89	20.48
	Cooperative Load										
A	8.96	4.66	5.35	3.97	4.37	4.12	6.06	8.51	6.18	6.78	5.40
B	8.05	5.86	6.88	7.84	7.67	6.62	6.67	11.26	7.56	10.02	7.59
C	9.75	5.81	8.52	9.28	8.39	6.14	8.46	15.08	7.46	8.94	8.61
D	9.84	7.97	7.27	8.57	8.16	7.40	8.88	——	8.57	11.62	9.21
	Teacher (Total) Load										
A	38.85	28.23	29.64	29.58	26.52	27.41	30.19	32.11	30.81	31.52	29.88
B	37.94	29.96	32.88	31.95	29.87	30.17	31.13	31.50	32.16	34.51	31.80
C	35.58	29.35	31.86	30.37	30.06	29.53	32.55	33.54	31.85	32.41	31.59
D	34.50	28.30	28.89	26.30	27.23	28.80	23.62	——	29.93	31.51	29.69

*Teachers who devoted all or major positions (¾) of their time to one subject were included.

**Group A includes schools located in cities of more than 100,000 population (1950 census). Group B 5,000 to 25,000; Group C, 1,000 to 5,000; Group D, less than 1,000.

vate industry, professional salaries may be expected to double the first ten years of employment while those of teachers increase only half (less in Nebraska). This is not to mention the unique nature and values to society of the teachers' work.

More Facts on Teacher Load Are Needed

The foregoing statistical facts speak for themselves. They should make it possible for teachers, administrators and supervisors to make better comparisons of individual teacher loads—an important first step in an objective attempt toward equality of teacher assignments and compensations for work done. No claim of being sufficiently substantiated by research is made for this article. Rather it is presented for its implications and to stimulate further consideration of teachers, administrators and patrons. Perhaps the instruments and references disclosed will enhance further and more rigorous analysis in other states and in local communities. Such will ultimately upgrade Vocational Education in Agriculture. □

TABLE III

Average Monthly Starting Salaries for College Graduates (Men) as Reported By 196 Companies*

Field	*Number of Companies*	*Average Starting Salary* (1960)
Engineering	141	$504
Accounting	100	444
Sales	74	434
General Business (trainees)	104	424
Other fields	35	457
Average Starting Salary, all fields		458
Average Nebraska Vo-Ag Teacher Salary (1960-61)		453

Note: Other includes economics, chemistry, and other liberal arts majors.

Themes for Future Issues —

Articles must be mailed three months prior to publication

March—Using Supervisory Assistance
April—Today's Teaching Aids
May—Planning Graduate Programs
June—Studying Your Community

Teaching Farm Management by Plane in Montana

by

DEAN ROBERTSON, Teacher of Vocational Agriculture, Malta, Montana

Vocational Agriculture students at Malta, Montana, had the opportunity to observe some of the things they had learned in the classroom from a trip by air over the wide open spaces of Phillips County one morning in May of 1962. The "Flying Classroom" came about through a cooperative effort between Max L. Amberson, Supervisor of Agricultural Education, the Aviation Education Supervisor, the State Department of Public Instruction, the Montana Aeronautics Commission, and the local Vo-Ag Instructor, Dean Robertson.

As is true throughout many of the western states, Phillips County covers a large area. It is over 50 miles wide and 150 miles long. Malta High School has the only agriculture department in the County, so to provide the students with an opportunity to observe good and poor farming and ranching practices would require much loss of time from school, considerable expense, and limited points of observation. Such was not the case when 20 of my junior and senior vo-ag students took to the air in airplanes to gain further knowledge about the importance and care of the soil. In an area which receives less than 13 inches of annual precipitation, proper management of soil and water is of extreme importance.

Preparation for the Plane Trip

Prior to the flight by the students, Mr. Amberson and I flew over the area to study the land. I was then able to set up a dozen check points which would help bring out the value of wise farm and rangeland practices. The students also spent two weeks of intensive study on soils and proper conservation practices in the area. Included in the study was the importance and value of aircraft in modern day farming and ranching. The local airport operator, who is also a school board member, discussed with the group the many uses he makes of the airplane in agriculture—weed control, applying insecticides, reseeding, and fertilization were but a few of the important jobs done by airplane throughout the area. Since it is not uncommon to find several sections of land making up a farm or ranch of 2000 or more acres in size in Montana, many ranchers are turning to the airplane as a quick, dependable source of travel from one part of the ranch to another or between ranches and towns. As one rancher put it, "The airplane is today what the saddle horse was 30 years ago!"

Instruction in the Air

During the flight by the students, radio communication was maintained between all planes so each student could hear me discuss things covered back at the classroom. The students observed land which had been reseeded and fertilized by airplane. They were able to see the value of contour water-spreading dikes which are used extensively in a large area south of Malta. These dikes make otherwise dry, unproductive land produce good hay and grass by slowing up and spreading moisture that previously ran off, causing erosion and flooding of streams.

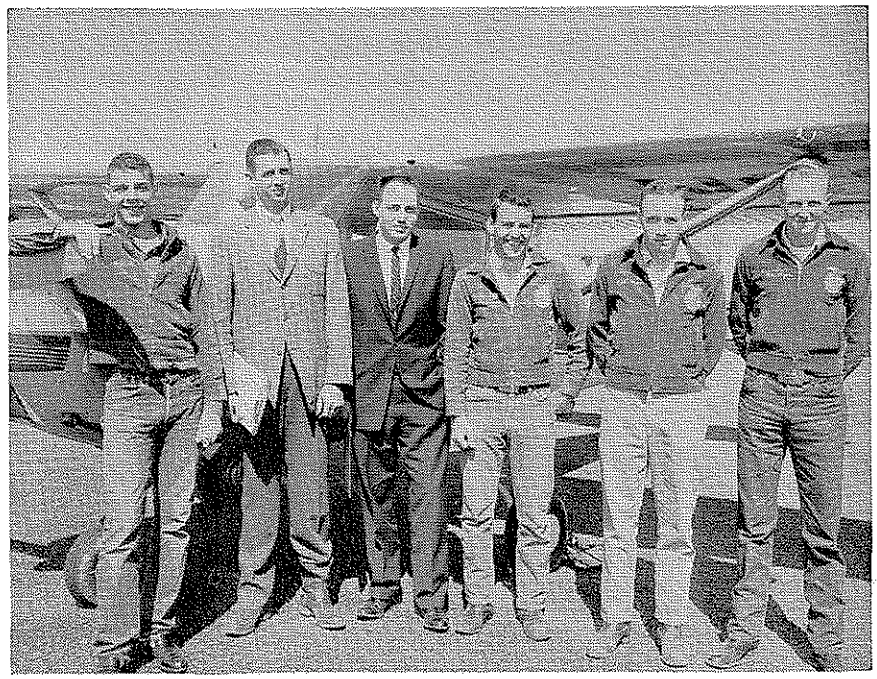
Because more than half of the area is rangeland, stock water development is of the utmost importance. Students could observe how proper spacing of stock dams makes it possible to fully utilize range grass over a wide area.

Agricultural practices such as strip cropping, block farming, stubble mulching, clean tillage, disc implements versus sub-tillage implements, and the use of hedge strips were practices observed by the students as methods of conserving topsoil from wind erosion and excessive moisture evaporation. Several established shelterbelts were observed so students could study their location, type, and general layout and evaluate their utility as well as the added attractiveness to a farm or ranch.

Flight Followup

Following the flight, the students spent two more class periods comparing notes and reviewing the overall values of good management which were so vividly brought out from the air.

In evaluating this type of a program, I believe it is one that would merit consideration by similar departments throughout the western region. The interest shown by the students during the study was very high and we would welcome the opportunity to have the "Flying Classroom" back in two years for my next group. □



Vo-ag instructor, Dean Robertson, second from left and Max Amberson, State supervisor of agricultural education, with some of the students who took part in the "Flying Classroom."

Can Vo-Ag Serve the Boy with Limited Opportunity?

F. L. MILLER, Teacher of Vocational Agriculture,
Firelands High School, Oberlin, Ohio

"Can I sign up for Vo-Ag next year? I know we haven't got much of a place for projects but my Dad said if it's okay with you, he will try to help me out some way."

The teacher's thoughts went back over the years. Twenty-seven other boys had asked the same question—and had been accepted. Not all of them had gone into farming, of course, but many had found employment in related industries. Here were some ingredients for success in Vo-Ag: an interested boy and an interested parent.

And what happened to Bobby? During his first two years he carried vegetable and strawberry projects at home. In his junior and senior years, he worked out an agreement with a commercial vegetable grower in the neighborhood to carry on a larger program. In his senior year, he was elected president of the FFA Chapter and received the outstanding senior award. After graduation, he served two years in the Army. When he returned home, he went to work for the newly organized county metropolitan park system. Today, he is the chief ranger and one of his important duties is to give talks on the conservation of our natural resources to school children who visit the park. Did Vo-Ag serve this boy? You be the judge.

Farming Status of Ohio Students of Vocational Agriculture

In an effort to determine the nature and the scope of this problem in Ohio and procedures used by teachers to assist students to develop farming programs with cooperating farmers, the writer made a study of fifty selected students and their programs.*

A preliminary survey was made of 327 teachers of vocational agriculture.

Of the 327 requests made, 233 teachers responded, a return of 71.2 per cent. Of the 11,690 students enrolled in vocational agriculture in Ohio in 1959-60, 67.5 per cent or 7,892 students were included in the response. Table I indicates the results of this preliminary survey.

This survey indicated that 12.6 per cent of the students conducted all or part of their supervised farming programs on other farms. The responses showed that in an average department of 33 students, 6.7 of them had either no home facilities or inadequate facilities for farming programs. It was further indicated that the 233 departments averaged 4.2 boys each from urban or rural residences. Since the survey results included less than three-fourths of the total departments in the state, it would seem reasonable to assume that the total number of students with limited opportunities would be somewhat higher.

From the preliminary survey, fifty teachers were selected to furnish information on one student and one cooperating farmer in each of their respective departments. This survey included the student's home situation, farming program, evaluation of the student, attitude of the cooperating farmer, difficulties encountered by teachers and procedures found to be helpful in assisting the student to work out a satisfactory farming program.

The Student and His Farming Situation

Of the fifty students included in the study, 25 were from rural residences, 8 from urban residences, 9 from part-time farms and 7 from full-time farms. Eighty-six per cent were from part-time or nonfarm situations.

Thirty-four of the parents were classed as rural or urban residents. Nine families received 75-100 per cent of their income from farming while 35 families received 10 per cent or less. Twelve families lived on farms of 100 or more acres. Thirty-three lived on farms of less than 10 acres or on rural or urban homesites. Twenty-eight of the families had no machinery available for farming operations.

During 1959-60, the 50 students completed a total of 107 production projects; 61 crop and 46 livestock. Twenty per cent of the crop projects and 40 per cent of the livestock projects were conducted at home. Three-fourths of all projects conducted on other farms were within 3 miles of the students' homes.

The Cooperating Farmer and His Farming Situation

The range in ages of cooperating farmers was from 23 to 67 years,

TABLE I

Number and Per Cent of Vocational Agriculture Students from Full-Time Part-Time, and Nonfarm Homes and Their Supervised Farming Program Facilities

	Number	*Per cent*
Students from full-time farms	3761	47.5
Students from part-time farms	3137	39.7
Students from urban or rural residences	994	12.5
Students with no home facilities for supervised farming programs	527	6.6
Students with inadequate facilities for supervised farming programs	1055	13.3
Students conducting all of their supervised farming programs on other farms	487	6.1
Students conducting part of their supervised farming programs on other farms	518	6.5

*Francis L. Miller, "Farming Programs for High School Vocational Agriculture Students with Limited Farming Opportunities," Thesis, M. Sc., The Ohio State University, Columbus, 1961. 139 p.

with an average of 47.8 years. This was approximately 3 years less than the average of 50.9 years for all Ohio farmers. Sixty per cent of the cooperating farmers were classed as "neighbors" while 28 per cent were related to the students.

Thirty of the 50 cooperating farmers were part-time operators. Their farms ranged in size from 15 to 883 acres. Thirty-three of their farms were under 200 acres. The majority of the cooperating farmers indicated there would be no competition for project facilities from members of their own families. Opportunities for students to conduct crop projects were rated as "Good" in comparison to "Fair" for livestock projects.

Over one-half of the cooperating farmers indicated that students would have a "Good" opportunity to conduct four-year farming programs on their farms. When asked about opportunities for students after graduation, 16 indicated a willingness to develop share agreements while 6 said they would like to have the graduates as farm managers. Fourteen indicated there would be no opportunity for boys after graduation.

Teachers' Evaluations of Students and Farming Programs

In evaluating the overall success of the 50 students included in the study, teachers rated them on the average as "Good" in terms of efficiency of production, use of improved practices, record keeping, financial participation, managing experiences and interest. Teachers also indicated these students were "Good" in such personal characteristics as initiative, dependability, cooperative attitude, personality and reputation.

Teachers' Evaluations of Cooperating Farmers

Responding teachers were asked to evaluate specific characteristics of cooperating farmers. Using a rating of "Excellent," "Good," "Fair" and "Unsatisfactory," the majority of teachers classed farmers as "Excellent" or "Good" in terms of: personality, leadership, integrity, cooperation, fair-mindedness, patience, knowledge of farming and interest in the program.

Cooperating Farmers' Evaluations of Students

When securing the reactions of cooperating farmers, teachers were asked to use an "open end" type of response based on "Strong Points" and "Weak Points" in evaluating students. Among the "Strong Points" were: students carried out instructions; were cooperative, safety-minded and willing to learn; had good personalities; shared responsibilities and assisted with other farm work; and showed initiative.

The following "Weak Points" were indicated: students unwilling to devote necessary time to projects; failed to carry out instructions; kept poor records; were careless with machinery. As an indication of the general satisfaction expressed by a majority of these farmers, 139 responses were given under "Good Points" and only 9 under "Weak Points."

Cooperating Farmers' Evaluations of Farming Programs

Nearly all of the cooperating farmers expressed personal satisfaction in being able to help students meet project requirements. Other favorable comments included being able to pass on their knowledge of farming, assistance given by students, cooperation with parents and the good judgment of the teacher in selecting the student.

Cooperating farmers were critical of: lack of opportunity for students to expand farming programs; failure to understand the program; lack of interest and experience of students; too much time required to supervise student; competition for time needed for studies and school activities; seasonal nature of farm work; and record keeping.

Procedures Found Helpful by Teachers

Eleven teachers indicated they had not given any substantial assistance to students, preferring to let them develop initiative and responsibility "on their own." The majority, however, were of the opinion that visiting cooperating farmers and assisting with agreements and other details had been quite helpful. Visits with parents, classroom discussions and careful selection of students and cooperating farmers were also useful procedures.

TABLE II

Procedures recommended by teachers to assist students conducting supervised farming programs on other farms

Procedure	*Number of responses*
Complete understanding of the program by parents, teachers, cooperating farmers	17
Making appropriate contacts to plan and arrange farming programs	15
Guidance and counselling of student	4

Procedures Recommended by Teachers to Assist Students

The writer believed it desirable in the study to secure from cooperating teachers their recommendations of procedures which might be used in working out farming programs. Responses are indicated in Table II.

It is interesting to note that only 4 teachers specified guidance and counselling as a separate procedure. It should be remembered, however, that responding teachers emphasized close personal contacts with parents, students and cooperating farmers to achieve success with this type of program.

Can Vo-Ag serve the boy with limited opportunity? Perhaps the question should be restated: Should it? The writer believes that many Ohio Vo-Ag teachers have already supplied the answers. Like Bob, the park ranger, many boys have been given the valuable training that has helped them become happy and successful in many farm-related occupations. Should we turn down the plea of the interested boy simply because it means extra effort on our part to help him meet Vo-Ag requirements? This writer is of the opinion that such a boy deserves our help and will profit by it. □

Our readers may be interested in our new publication titled "Agricultura," published in Europe. This magazine popularizes the research in agricultural buildings from 19 countries in Europe. An important function of its existence is as a "market place of ideas" for the common market countries. It is an organization of which both the United States and Canada are members.

GORDON I. SWANSON
St. Paul, Minnesota

The Status of Kansas High School Graduates Who Majored in Vocational Agriculture

HOWARD R. BRADLEY, Teacher Education, Kansas State University

The Department of Education, Kansas State University initiated a continuing five year study in 1959 concerning the occupational status of 869 Kansas high school graduates majoring in vocational agriculture. Three years after leaving high school over one-third (35.5 per cent) were in farming or farm related occupations; approximately one-fourth were in universities and colleges (23.6 per cent); over one-fifth in nonfarm related occupations (23.4 per cent); one-sixth in the armed forces (17.1 per cent) and less than one per cent (0.5 per cent) in trade and business schools.

The following facts were discovered about the married students. 1. The married graduates were attending institutions of higher learning and going into armed services at lower rates than the single men. 2. The married men entered farm related occupations at a higher rate than single men. 3. There were twice as many married graduates in nonfarm related occupations as there were single graduates. 4. A considerably larger per cent of the married graduates were engaged in actual farming than their single counterpart. Prior to this year there had been no significant differences. It now appears that marital status may be one of the determining factors in young men choosing farming as an occupation.

Those who have married are less apt to be found continuing their education or serving in the armed services. Of the 869 young men in the group being studied, 202 are now in college. □

A MARITAL-OCCUPATIONAL STATUS COMPARISON OF THE 1959 GRADUATES HAVING FOUR OR MORE UNITS OF VOCATIONAL AGRICULTURE

	Year	Marital Status		Univ. and College Students		Trade and Business Schools		Farming		Farm Related		Non Farm Related		Armed Forces		Deceased	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Single																	
State	1960	818	94.1	285	34.8	32	3.9	225	31.2	52	6.3	100	12.2	93	11.4	1	0.12
of	1961	746	85.8	229	30.7	10	1.3	213	28.5	54	7.2	133	17.9	106	14.3	1	0.12
Kansas	1962	635	74.2	180	28.3	3	0.5	152	23.9	58	9.2	116	18.3	125	20.0	1	0.12
Married																	
State	1960	51	6.1	5	9.8	2	3.9	16	31.4	8	15.7	17	33.3	3	5.9	0	0.0
of	1961	123	14.2	8	6.5	1	0.81	33	26.8	21	17.1	50	40.6	10	8.1	0	0.0
Kansas	1962	220	25.8	22	10.0	1	0.45	66	30.0	26	11.8	83	37.7	22	10.0	0	0.0

Total State of Kansas Year	No.															
1960	869		290	33.3	34	3.9	271	31.0	60	6.9	117	13.4	96	11.3	1	0.11
1961	869		237	27.7	11	1.2	246	28.3	75	8.6	183	21.0	116	13.2	1	0.11
1962	855		202	23.6	4	0.5	218	25.5	84	10.0	199	23.4	147	17.1	1	0.11

TIPS THAT WORK

A Portable Visual Aid Center

by John J. Cragun,
Teacher of Vocational Agriculture
Ellinwood, Kansas

This visual aid center is very versatile in that it can be used any place in the building. It can be used as a chalkboard, tackboard, flannelboard, magnetic board, used for displaying charts and includes a screen for showing films. One side is a

chalkboard and has hooks for hanging charts. These charts are fastened together in subject matter groups and filed and stored so they are correlated with the various lessons and may be readily used as needed. The other side of the visual aid center is arranged so one-third is tackboard, two-thirds of it is covered with galvanized iron for a magnetic board and the entire area is covered with gray flannel for a flannelboard. This side is also framed with a 6" frame and the inside is painted dull black. This makes it possible to show film on the attached screen in a semi-darkened room.

A Banquet Gift for Mothers

Effective on-farm instruction depends upon the full cooperation of both parents and the student in carrying out a sound planned farming program. On some farms it is difficult to bring the FFA member's mother into the discussions. To build good relations and to give the Vo-Ag teacher an opening with the mother the following idea is presented.

Give each mother a 6" potted tomato plant as a favor at the FFA banquet. Pot the plant in a 7 or 9 oz. waxed FFA cup. Start the tomatoes about 7 weeks before the banquet date. Use excellent quality tomatoes such as dependable hybrids. Healthy 6" tomato plants placed in FFA cups can make attractive favors for the banquet. Mothers appreciate these "early tomatoes" and will tell neighbors and friends about them and the FFA banquet. Crops students have an added incentive to learn more of plant growth. It may also provide a talking point for the "new" vo-ag teacher or an opening for an experienced teacher with a family new to the community. This idea was secured from Rudy Engstrom, Lake City, N. W.

J. E. Hamilton
Audubon

A Welding Contest for Your Fair

by Verne H. Knecht,
Vocational Agriculture Teacher
Washington, Iowa

"Learning by Doing" was the objective upon which the Southeast Iowa District F.F.A. arc welding contest at the Washington Iowa County Fair was established.

To provide favorable publicity for the members and chapters that participated in the contest, the advisors asked their local papers to print articles about their teams and the welded projects that the boys had entered in the contest. The local paper carried an article and had a picture of the judge, Professor V.J. Morford, pointing out to Jerry Magdefrau at Mt. Union the merits of his welding. We received many favorable comments by observers who watched the boys at work while at the fair.

Plans for administering the contest were simple and practical. The welded projects that the students had made during the school year included such entries as an anvil stand, air compressor, farm gate, carryall, wagon, loading chute and harrow carrier.

A welding contestant receives final instructions.

Arc welding that the fair goers could see was featured in one contest. Three boys made up a team. Three welding booths were set up so that three schools had one member participating at a time. The boys drew lots to see which project they welded, so when a school team had completed they had a shelf bracket, a foot scraper, and a pair of gate hinges. The plans for these projects were sent to the instructors in advance, but the boys didn't see the plans until they entered the contest. Contestants were given 15 minutes before the contest to become familiar with the welding machines, rods, equipment and the plans before they started the contest. Contestants were given one hour to complete their project for individual and team awards.

We secured splendid cooperation from the welding supply dealers, welding shops, local utility company and the Washington County Fair Board.

The rules and score card for the arc welding contest were as follows:

1. Three members will compose a team.
2. Score cards will be used for all placings.
3. Contestants will compete as individuals and as a team.
4. Judges will be from Iowa State University or Thor Foundation.
5. Teams and individuals will be rated on gold, silver and bronze basis and awards will be presented.

Score Card:

Use of tools	15
Ability to follow plan	10
Preparation of metal	15
Workmanship of exercise (Completion of project on time)	335
Safety practiced while welding	25
TOTAL	100

□

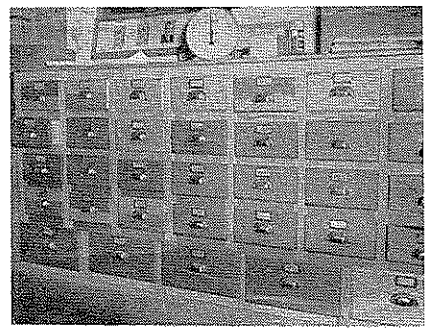
Is Storage a Problem in Your Shop?

by G. W. McMaster
Teacher of Vocational Agriculture,
Lodi, California

My shop is a virtual hardware store. In recent inventories I have estimated the value of materials and supplies at well over $5,000.

When one considers the supplies necessary to maintain one line of equipment alone the space requirements and organizational problems are immense. The example I have in mind is gas welding equipment. We have two portable rigs and a twin stationary one. We have two cutting torches and three welding bodies and two sets of tips. In order to teach it, I must have available twenty-four goggles and I maintain ten throughout the year. To have on hand and maintain this equipment requires four separate drawers.

Here is how I solved all these problems. I have the students build cabinets. Does this have educational value? In my ten years of experience I have found no other project that has so many desirable qualities and so few criticisms. I have found no other project that all students can work on at the same time that is as useful, teaches as many machine and hand tool techniques.

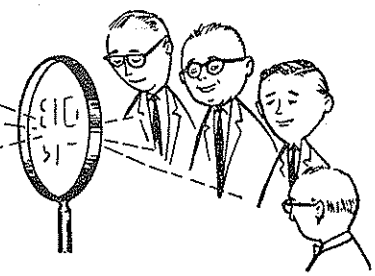


One of the greatest satisfactions that many of my students have enjoyed was in later years finding their drawer with their name still on the inside serving the school and themselves.

This has also led a few students, who had the need and desire, to build whole cabinets and drawers for themselves. Especially after explaining the ease of organizing the drawer construction on a mass production basis.

I am so sold on this plan that now I have all the drawer cabinets I have space for. I have built several for other shops and classrooms and have even made a couple for outsiders. □

BOOK REVIEWS



THE FFA AND YOU by R. E. Bender, R. M. Clark, and R. E. Taylor, published by The Interstate, Danville, Illinois, 494 pp., illustrated. 1962.

R. E. Bender, R. M. Clark, and R. E. Taylor have put the "you" into their new book, THE FFA AND YOU, with special emphasis. It is the newest FFA reference on the market.

Opening with a familiar "Hi there!", the book does not depart from this theme even when it summarizes the history and the potential of the FFA organization in the last pages.

Written to help FFA members make their experience in the organization more purposeful and beneficial, the book will inspire those who turn through its 494 pages, including over 200 selected pictures of FFA activities across the nation. "Newspaper fresh" illustrations give life to each of the book's 20 chapters. Although written to inspire and inform Future Farmers, THE FFA AND YOU will reach many more people. Chapter advisors, staff personnel, and also "John Q. Citizen" can find entertaining as well as informative facts between its covers.

Essentially the book is a "how-to-do-it" publication that is inspirational in tone. Although the authors recognize in their preface, "no book can provide answers to all questions," they have come so close that it cannot be counted anything other than a bullseye. Dealing with the FFA, its purposes, goals, and activities, the authors have included suggestions and principles which will serve as guides to action in a broad range of circumstances.

Beginning in the first chapter with the purpose of the FFA, the authors develop the program in successive chapters to include the selection and training of officers, cooperating with others, community service, scholarship improvement, financing FFA programs, and understanding the state and national organizations.

The publishers (Interstate) say, "THE FFA AND YOU is the most complete and comprehensive reference ever written concerning the Future Farmers of America."

This book is not one that is likely to be placed on the shelf and forgotten. It will be valuable as a reference or a text book, but its greatest value is the inspiration for FFA work that it gives its readers. Many teachers will want additional copies of this book for student use.

Teachers should welcome this book since it is designed to aid the busy teacher in helping FFA members and officers plan, conduct, and evaluate FFA activities.

T. L. Faulkner, State Supervisor
Vocational Agricultural Education
State Department of Education
Montgomery, Alabama

FARM BUSINESS MANAGEMENT by Emery Castle and Manning Becker, Published by the Macmillan Company, 60 Fifth Avenue, New York 11, New York, 411 pp., 1962, Price $6.

This book is divided into five parts which deals with the following phases of farm business management:

I. The Decision Making Process and the Occupation of Farming
II. The Tools of Decision Making
III. Acquisition and Organization of the Factors of Production
IV. Managing the Organized Farm
V. Influence of Change on Farm Organization and Management

Much of the material is concerned with the management and operation of commercially operated family farms. Problems throughout the book are treated in the sequence usually faced by the farm manager.

The text is written primarily on the level of freshman and sophomore college students; however, it is well adapted for use by teachers of vocational agriculture for senior high school students and young farmers who are operating farms. The book would be an asset to have in high school vocational agriculture libraries for use as a reference for specific problems in farm management.

Emery Castle is on the staff at Oregon State University and has served as an agricultural economist with the Federal Reserve Bank at Kansas City. Manning Becker is on the staff at Oregon State University and is a member of the Western Farm Management Extension Committee.

William Judge, Supervisor
Agricultural Education
Kentucky

MANUAL OF THE TREES OF NORTH AMERICA by Charles Sprague Sargent, Published by the Dover Publications, Inc., 180 Varick Street, New York 14, New York. vii plus 433 pages, illustrated. Republished 1962 from an original manuscript, first published by Houghton Mifflin Co., in 1905, republished in 1922, and republished in paperback edition in 1961. Price: $2.00 for each of two volumes.

This two volume paperback manual describes, illustrates and keys all of the native tree species in the United States, Canada and Alaska. The manual incorporates many years of research work done at the Arnold Arboretum at Harvard University where Mr. Sargent was director until his death in 1927. The text covers 185 genera and 717 species of trees and many shrubs. The book is well illustrated with line drawings illustrating leaves, flowers and fruits. Students and teachers of botany, forestry, conservation and horticulture will find this a very valuable reference.

The two volume book on trees of North America will be found a valuable edition to libraries of vocational agriculture departments where students may be concerned with principles of identification and characteristics of many different forest and horticultural plants. The book should be purchased for these departments, primarily as a reference book for use of teachers and students and finding material related to their respective programs.

Raymond M. Clark,
Associate Professor
Agricultural Education
Michigan State University

The heights by great men reach
and kept
Were not attained by sudden flight,
But they, while their companions
slept
Were toiling upward in the night.
(From Longfellow's, The Ladder of
St. Augustine)

News and Views of the Profession

Center Site Selected

The American Vocational Association Committee on A National Center for Advanced Study and Research in Agricultural Education has announced the selection of the Ohio State University as the site institution for this Center. The purpose of this Center is to develop competent personnel who will provide leadership and conduct research related to the further development of agricultural education. The program will be designed to meet the professional needs of persons concerned with administration and supervision, teacher education, the development of curriculum and instruction materials, the direction of research and special studies, and educational service in foreign countries. It will not only supplement the work of departments of agricultural education throughout the 50 states, but will provide a program that could not otherwise be provided by any one department or state.

Opportunities will be provided for graduate study on a year-round basis, postdoctoral study, noncredit conferences, seminars, and workshops of varying duration. Some of this activity will be conducted in various states. It is likewise proposed that the Center coordinate research undertakings among the states and initiate research, when needed.

Dr. Robert E. Taylor, Associate Professor of Agricultural Education at The Ohio State University and former State Supervisor in Arizona, has been named Acting Director. In cooperation with a committee of the American Vocational Association, he will devote considerable time and effort to securing funds to finance the program through a Foundation or by other means. Present plans call for the start of a program at The Ohio State University during the summer of 1963. The program, which had been outlined by an AVA Committee, calls for a budget that would provide assistantships and scholarships to state leaders in agricultural education, or persons who are preparing for such positions.

Many of the details of the Center will be planned by an Executive group of the AVA Committee. Personnel includes, George O'Kelley, University of Georgia; R. C. S. Sutliff, Chief, Bureau of Agricultural Education, State Department of New York; and Walter Bjoraker, University of Wisconsin. Other members of the AVA Committee which was responsible for selecting the site include:

A. G. Bullard, State Supervisor, North Carolina, G. R. Cochran, State Supervisor, Minnesota, L. C. Dalton, State Supervisor, New Mexico, H. E. Edwards, State Supervisor, West Virginia, C. W. Hill, Teacher Education, Cornell University, S. S. Sutherland, Teacher Education, University of California, Albert E. Jochen, Assistant Commissioner of Education, New Jersey, A. W. Tenney, Director, Agricultural Education Branch, U.S. Office of Education, and C. C. Scarborough, Teacher Education, North Carolina State College (representing the Land-Grant College Association).

W. Lyle Mowlds (left), retiring State Director of Agricultural Education of Delaware, receiving the Southern States Agricultural Leadership Award for his many years of service to the youth of Delaware. C. E. McCauley (right) is making the award. Also in the picture are Eddie Moore (left), 1961-62 State FFA President, and Wayne Currey (right), 1961-62 FFA Vice-President. Mr. Mowlds has been connected with Vocational Agriculture for 40 years.

N.V.A.T.A. News

from
James Wall
Executive Secretary

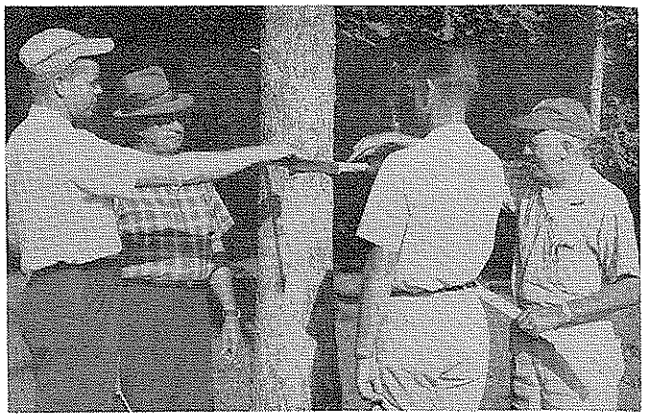
November NVATA News

Some of the following thoughts should improve the vo-ag teachers work. In fact, they may be of more importance than a new lesson plan or a new piece of equipment.

1. Check last week's written agenda for items still undone—and if you don't have an agenda, make one. Then check off the jobs as you do them.
2. Refuse to fool around getting started in the morning—take time to plan but don't waste a lot of "getting-going" time.
3. Try that unpleasant job early in the day—start with the one you put off yesterday.
4. Concentrate on the job today—forget the bills, yesterday's headaches, and other personal matters.
5. Give quick answers to people when possible—don't say, I'll let you know, "unless you must delay."
6. Listen to young men—invite a group to see your work.
7. Go visiting—see another ag teacher you don't know and let him dominate the conversation.
8. Protect your health—have the peace of mind of a recent physical examination.
9. Sleep tonight—at least 8 hours so you can work effectively.
10. Like your work—if you can't make a list of good things at least a page long, look for something else.
11. Smile—it is the one universal language. We are told that it takes only 13 muscles to smile, 60 to frown.
12. Be honest in your work—close your eyes for two minutes each week and think of your professional ethics.
13. Broaden your vision—read material outside the vo-ag field for at least 2 hours this week and again next.
14. Be positive—encourage, reprimand as little as possible.
15. Show interest in others—ask others about their family.

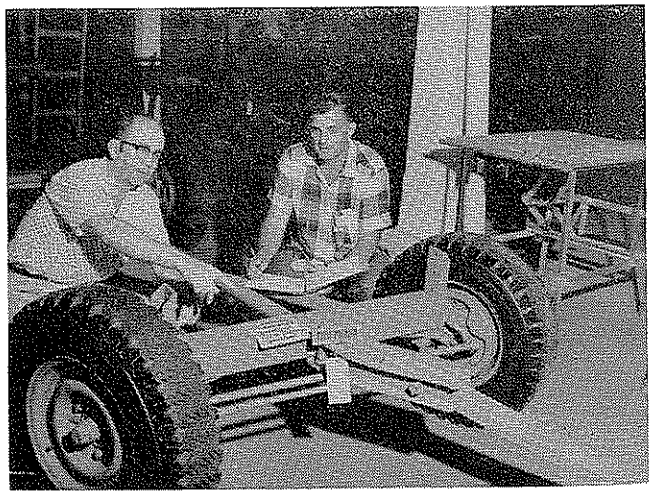
The above thoughts were adapted by James Hamilton, NVATA President, from an article by Dick Hanson, Editor, Successful Farming Magazine.

Stories in Pictures



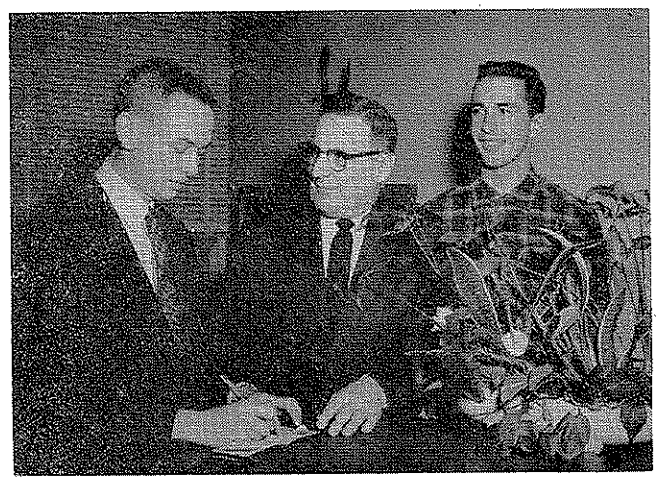
Three Tennessee teachers learn how to use the timber stick during a one week forestry training program sponsored by the state forest service. During the week teachers lived at a camp at Fall Creek Falls State Park near Pikeville, Tennessee.
Left to right are: W. G. Calton, Centerville High School; John Oakes, Newbern High School; Howard Smith, Johnson County High School; and Foster Cowan, Assistant State Forester.

Summer "pow-wow" of the Kickapoo Valley Association of Vocational Agricultural Instructors, held at Richland Center, Wisconsin. They say: "This is the largest, strongest, oldest, most democratic, voluntary agricultural educator's association in the United States." Among the 40 attending the "pow-wow" were Fred Mercer, instructor in Agriculture, Burlington, Wis., and R. A. Power, Viroqua, two of the men who founded the organization over 30 years ago. Meetings of the association, of which over 20 instructors are active members, are held monthly during the school year.

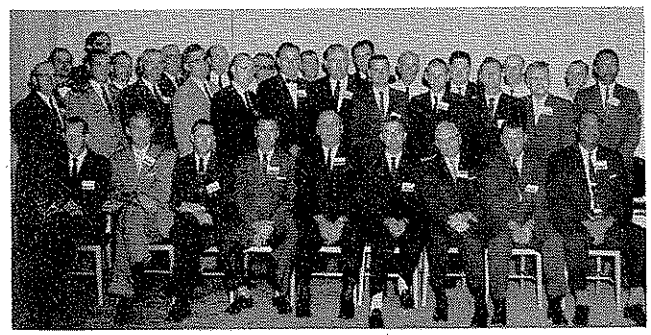


Farm mechanics exhibits are an important part of the F.F.A. show at The Ohio State Fair. Carlton Johnson of the Ohio State University Agricultural Engineering Department discusses one of the exhibits with vo-ag teacher, Alfred Cramton of Lynchburg.

Although Kentucky is noted as a tobacco producing state, its livestock enterprises are very important to its agricultural economy. Forage crops play an important role in efficient livestock production. This picture shows a teacher of agriculture, Merle Johnson, Adairville; the area vocational agriculture supervisor, H. O. Williams; and a vocational agriculture student, Thomas Stinson, looking over a field of alfalfa and barley. The student's supervised farming program includes registered Guernsey cattle, Duroc Jersey hogs, Hereford cattle, tobacco, corn, oats, alfalfa, and barley. Photo by W. C. Montgomery



Undergraduate students in Agricultural Education at Ohio State University have sponsored a scholarship fund for majors in the department for several years. With a principal of $3,000, interest is used to award their first $150.00 scholarship. Left to right are Lowell Moser, Treasurer; Dr. W. H. Wolf, Adviser; and Max Mitchell, President.



The NVATA Regional Conference was held in Dallas, June 21-22, 1962. The group met on June 21, with six states represented. A tour was conducted of the Safeway Distribution Center for the Southwest and after which the Texas Research Foundation in Renner was toured by the group and then they returned for a tour of the State Fair of Texas facilities and dinner on the fairgrounds. This was provided by business people in Dallas. The group got into their business session on Friday which was attended by the representatives from the various states as well as the some twenty teachers from Texas.