

AGricultural EDucation

Featuring—Better Communication—

FEBRUARY 1964



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The Cover Picture

Television offers an effective means of communicating with the public about vocational agriculture and the FFA. Students can gain valuable leadership experiences in planning and presenting programs over local television stations. Reginald Cochran and Roger Legendre, members of the Danville FFA Chapter, demonstrated Firearms Safety prior to the opening of the fall hunting seasons in Vermont. This was one of a series of monthly 12-minute programs on vocational agriculture and the FFA which are presented on WCAX-TV, Channel 3, Burlington, Vermont, by various departments and chapters in the state.

Photo courtesy "WCAX-TV," Al Hamelin

Guest Editorial

Teachers Must Communicate

H. E. EDWARDS, State Supervisor,
Charleston, West Virginia

This is an era of change—continuous, rapid, in many cases unpredictable change. The public education program is in the midst of this change. For many years we have talked about education in a changing society and now are beginning to do something about it.

The problems of agricultural education become increasingly complex as we move to a more urbanized society. The present mobility of people, the rapid advancement of technology and the specialization within occupations add to the complexity.

Legislative and lay leaders have charted a new and expanded role for vocational education in agriculture for this changing pattern of agricultural occupations. Most of us agree with this new role. However, the future of each individual local department lies in the skills and abilities of its current teacher.

It will be the challenge and task of this teacher to prove the value of his role with both youth and adults—with his students and his peers.

Establishing a department of vocational agriculture in a school system is easier than maintaining it. Providing continuous proof of the needs for vocational education in agriculture and the values of it is dependent on skillful communications. Communicating information and ideas to others is not an easy task.

A basic problem is the increasing diversity and number of groups with which we must work. The facts, figures and techniques used for a group of farm people is not the same as must be used in communicating with nonfarming agricultural groups or with urban oriented people.

As individual teachers of vocational agriculture we must first of all study and improve our communication skills. We must learn the proper methods of communicating ideas and information to others.

We must obtain the facts as to the agricultural education needs in our community. We must provide the type of program that does, in fact, meet these recognized needs. We must continue to tie all agricultural occupations to the fact that farming is the production of agricultural commodities and therefore the maker of wealth, of jobs, and of gross national product. We must graduate competent people to fill the jobs available.

We must decorate our sales package so that it will sell, then we must get out into the community as well as into the other segments of our educational profession and do a real job of selling.

Better communications is our challenge. It must be an individual challenge and an opportunity to each teacher of vocational agriculture if we are to accomplish our new and inspiring goal. □

From the Editor's Desk

Communication in Agriculture Education

Communication may be defined as a two way process whose purpose is the exchange of meaning between two or more people. A nationwide interest in communications began developing in the 50's and today, a considerable body of research and literature is available regarding this process. Both state and local programs of agriculture education should make maximum use of new developments in this field.

Many avenues of communication are open to teachers of vocational agriculture. Personal contacts involving farm visits, office calls, and person to person contacts are an important and effective means of communication. Personal contacts are enlarged through group meetings, classes, and similar activities. Another important aspect of communication involves advisory and other lay committees. Radio, television, and newspapers are useful media for communication with mass audiences. Closely allied to these media are audio visual materials. Still another aspect of communication in agriculture education is through the written word which includes personal and circular letters, newsletters, and reports.

The problem of communication in agriculture education of the local level becomes increasingly complex as we move to a more urbanized society. While we work with fewer farm families their need to keep abreast with technological change increases and at the same time additional needs of part-time farmers, rural and urban residence, must be met. If vocational agriculture is to remain important and vital, it must not only serve rural people but it must be understood and supported by the 92% of the population who are not engaged in farming.

Many important advantages come to the teacher who makes efficient use of the communication process. Effective communication is not an additional component of a program but is involved in all parts of the program. The teacher who understands and uses the communication process evaluates his every effort in terms of how efficient he may be in promoting exchange of meanings and ideas with those whom he works. These advantages come to the teacher who is an effective communicator.

1. He makes more efficient use of his professional time.
2. He more effectively utilizes the time with whom he communicates.
3. He makes the teaching learning process more challenging and interesting.
4. He shortens the adoption time required for bringing about changes in farming and in agriculture.

Communication

5. He involves a larger number of participants in his program.
6. He brings about greater total improvement in farm family living within his area in a given period of time.
7. He secures the understanding and support of a larger proportion of the community.

The test of effective communication as well as effective teaching is the extent to which socially desirable

changes of human behavior are brought about through the exchange of meaning from one person to another. Agricultural education can make its maximum contribution to contemporary society through taking advantage of new concepts of communication as a means of educating the next generation of agricultural workers. □

Ralph J. Woodin

JOHN F. KENNEDY AND VOCATIONAL EDUCATION

The shock of President John F. Kennedy's untimely death has caused people all over the world to reassess his impact upon this nation and the world and particularly upon their own specific endeavors.

Before attempting to estimate President Kennedy's influence on vocational education, and agricultural education in particular, we need to look at the broader picture of his ideals and philosophy and the kind of nation and world which he believed we should achieve. Some of his own words best convey his deep and fundamental belief in the dignity and potential of all free men living in a world of peace.

President Kennedy said: "I believe in an America that is on the march—an America respected by all nations, friends and foes alike—an America that is moving, choosing, doing, dreaming—a strong America in a world of peace."

He said: "The fundamental call to greatness is coming not from any party or any person but from history and the hard logic of events."

He also said: "Our purpose is not to buy friends or hire allies. Our purpose is to defeat poverty. . . . Our goal is to again influence history instead of merely observing it."

Speaking of education he said: "If this nation is to grow in wisdom and strength, then every high school graduate should have the opportunity to develop his talents. . . . this nation cannot afford to maintain its military power and neglect its brainpower."

President Kennedy's public support for vocational education began when, as a candidate for the presidency in 1960, he stated that growing national needs required further expansion of vocational education and full authorization of funds as provided in existing legislation.

After his election, the President kept his campaign pledge. One of his first acts was to appoint the Panel of Consultants for Vocational Education. After the completion of nearly a year's work the panel presented the report to the President in person. Most of the recommendations of the panel report appeared shortly in an administration supported bill for the improvement and expansion of vocational education. The passage of the national Vocational Education Act of 1963 represents a great milestone in vocational education. Through its provisions vocational education will be made available to more people in a more complex world of work.

This act could well become one of President Kennedy's most significant legislative achievements—if we can translate its ideals into action.

As we in agricultural education undertake new and challenging responsibilities, we are reassured by the smooth transition of leadership to President Johnson. In signing H.R. 4955, he has completed this aspect of the work of his predecessor. At the same time, we should undertake our new responsibilities in the spirit of John F. Kennedy when he said at his inaugural address: "I do not believe any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can light the world."

Editor.

Letters

Sir:

I am sending to you a clipping from an Indian newspaper containing two poems on the death of President Kennedy. They reflect the sentiments of millions of Indians, who like the rest of the world, had come to admire the late President.

We were simply horrified at the news of President Kennedy's assassination and to this day find it difficult to bring ourselves to believe that it is true. We keep wondering why a man of that stature should have been killed so brutally. He was a good man among great men and a great man among good men. Our heart felt condolences, although belated, to everyone, upon this great loss.

J. CHRISTOPHER KALANGI
Dornakal, Warangal District,
A.P. India

Dear Sir:

The article by Mr. J. C. Atherton on "Securing Faculty Support," hit the nail on the head. We must make our Ag. program dovetail into the whole school program or we will sink.

Too many of our Ag. departments are separated physically from the rest of the school but this should never give us the idea that we are a separate department.

Oftentimes we Ag. teachers get wrapped up in our work so thoroughly we forget we could help the other teachers and they in turn can certainly help us in many ways, if given the chance.

G. O. IRVINE
Teacher of Vocational
Agriculture
Tonica, Illinois

Sir:

I agree wholeheartedly with Dr. Bender's article, "Recruitment Responsibilities." We have slipped many places along the line of responsibility.

As long as the number of teaching positions is greater than the number of teachers, departments will either have to be closed or staffed with inadequate persons. Some have felt that a shortage of teachers would help keep salaries up. This might have some truth, but we must also consider the fact that this may cause many schools to close the vocational agriculture department.

People are more apt to air their "gripes" than to mention the pleasant phases of their work and as Dr. Bender stated, "Attitudes are caught, not taught." If we would mention some of the rewards which we receive in our work, it would have an influence on our students, the logical group from which we should be recruiting.

Certain pitfalls are hampering our recruitment efforts. In my 19 years of teaching, I have had 24 students who have gone to college. Although many have had teaching in mind when they started college only one has entered teaching of vocational agriculture. The emphasis on science and math, the stigma attached to anything vocational, and then the lure of high potential salary from industry and other competitive areas of employment have prevented the other 23 from teaching.

(Continued on page 189)

The Radio-Television Farm Director . . . Your Public Relations Counsel, and Your Friend

BRUCE DAVIES, Farm Service Director, KFAB, Omaha, Nebraska



Of all the professionals in agriculture, the Vo-Ag teacher rates among the highest in esteem by television and radio farm directors today. This is no mere accident. Many of us

in the field of agricultural communications owe a debt of gratitude to the man who taught us "practical farming"; one who assumed the many faces of a Vo-Ag instructor, from that of a school bus driver early in the morning to that who took his position "by the Owl" in FFA ritual. To many of us, the Vo-Ag teacher gave the needed boost and push to faltering hopes for the future. To some, he was the one who talked to our parents about that raw material that needed polishing, and with their help and approval, he saw to it that the gangly kid was assigned greater responsibility in the Chapter and classroom.

Vocational agriculture instructors have played a most important part in my life. I recall my own; George Berkemeier, of Independence, Missouri, still guiding young men to a better life at the Andrew Drumm Institute . . . a most remarkable man. My first boss in farm broadcasting was a grizzled Texan, C. W. "Jack" Jackson, who taught in the lean years of the late 30s and early 40s. If he worked as hard teaching as he did broadcasting, his pupils would have achieved success anywhere, for Jack acquired a reputation for integrity and interest in any job he undertook, and his zeal was contagious.

It's interesting to note that many of the members of the National Association of Television and Radio Farm Directors are former teachers of vocational agriculture. Quite a few of

The author, Bruce Davies, KFAB, Omaha, Nebraska, is a former Missouri FFA State Farmer and officer, who believes in the things Vo Ag teachers are doing for the farm youth of America.

our Associate members are full-time Vo-Ag teachers who do a weekly program on the local station. I have visited with many FFA Chapter members who have expressed a desire to enter the field of teaching or in the field of farm broadcasting and telecasting. And, they attach equal emphasis to both.

What Editors Want from Teachers

This business of communicating in the agricultural community is really a two-way street. As reporters and commentators of agribusiness, we need constant sources of information to provide program information and at the same time we can offer prestige and public relations to those who are really trying to get things done with People and Things.

We asked Wally Erickson, Farm Service Director of KFRE, Fresno, California, to express some ideas he had about establishing a close relationship between the farm director and the Vo-Ag teacher. Erickson was most emphatic.

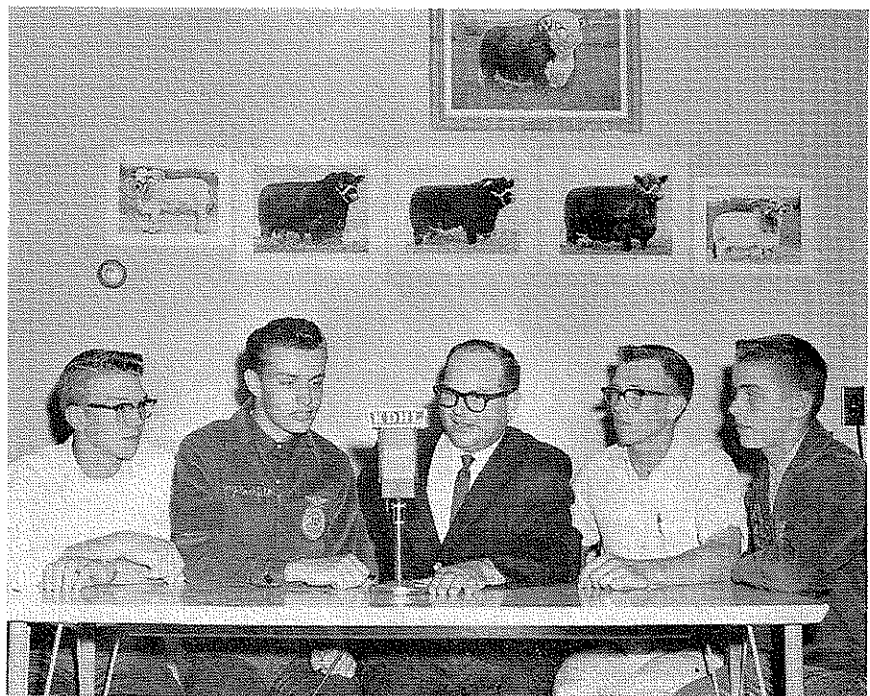
"We constantly need information from the Vo-Ag teacher about class

and Chapter activities. These boys are just one step removed from running the agribusiness show, so we think it's important to report on what they are doing now . . . and, perhaps selfishly, orient their thinking to radio and TV farm programming so they will rely on us as their primary source of information when they are calling the shots." As you see, Erickson is a practical showman.

Most press releases are deadly in their dullness. Most of them are written for the printed medium and we prefer a telephone call or even a post card addressed to us concerning activities of FFA and the classroom. We are only human, and we like the casual approach. We want to know about you and your boys. When something interesting is going on in the FFA Chapter, Vo-Ag classroom, shop or school farm, give us a call so we can do a story on it or perhaps pay a visit and make a tape.

News of Adult Classes Needed

George Stephens, Farm Service Director at KCMO Radio and TV in Kansas City, thinks Vo-Ag teachers



Dean Curtiss, TRFD at KDHL, Faribault, Minnesota, broadcasts from the Vo-Ag Classroom.



Wally Erickson, TRFD at KFRE, Fresno, California, receives the FFA Distinguished Service Award for his help in telling the FFA and Vo-Ag Story.

should be more explicit about activities in their adult education classes.

"We like to know what these young farmers are doing to improve their lot just as much as we want to know what the FFA members are doing. Somehow, the instructors think news of adult farmer classes are not as glamorous, or something."

Stephens is also of the impression that vocational agriculture instructors can play a greater part as reporters in the community as far as crops and weather conditions are concerned.

Our radio and television sponsors are also very interested in local high school Vo-Ag functions. Often they sponsor such things as range judging contests, tractor rodeos, hybrid corn growing contests and special calf-feeding projects. One midwest feed company attracts hundreds of would-be calf and hog producers every year by a unique auction in which the junior livestock raiser buys stock by bidding the greatest number of trademarks taken from the feed bag. Here's a wealth of local publicity that the instructor can supply to farm communications.

A Minnesota Taped Program

Dean Curtiss, Farm Director at KDHL, Faribault, Minnesota, says he has found that local sponsors are always happy to buy special programs that feature FFA members. He often tapes programs right in the classroom, and he has had good cooperation from the Advisors and members. Dean works with a number of Chapters in South Central and Eastern Minnesota, and during FFA Week, he schedules a different Chapter every day for a quarter hour

program. Curtiss likes to follow the Vo-Ag classes to the local county fairs, to the State Fair, and the National FFA Convention and KDHL has covered this meeting for many years.

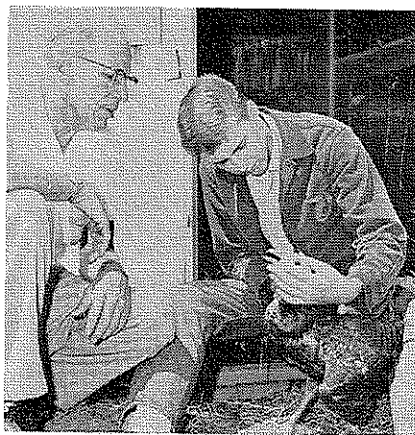
The boys seem to get a special kick taping programs in the classroom. They say it helps to train them to think quickly and overcome shyness, and they co-operate willingly whenever they see the station farm car drive up.

Obviously, here is a situation enjoyed by all those involved; Curtiss knows he'll get the help of the Vo-Ag teacher in making contact with the farm youth; the Chapter gets a great deal of publicity, and the boys receive a good deal of professional experience and training in communications and good public relations. Curtiss considers these contacts helpful to him and his sponsors, too.

Personal Relationships Needed

If I were a newly-established vo-ag teacher in the community, I would be sure to include the phone number and address of the television and radio farm director. He is your friend. I would see that he was invited to parent-son banquets of the FFA Chapter; I would call on him to help judge speaking and parliamentary contests, and in general, keep him informed of FFA and adult education activities. He will not only publicize these events, but he'll pitch in and help with a great deal of enthusiasm.

I would call him to inform the general public of "slave auctions"; special farm-city projects you and your chapter members are doing; special soil and water conservation activities . . . anything that will make your classes and students shine in the public eye (and indirectly, improve your own image with local school officials, in the process).



George Berkemeier, Drumm Institute, Independence, Missouri, still working with young men. He is the author's former Vo-Ag teacher.

Because the television and radio farm director respects your judgement and knowledge, he will also appreciate your dropping him a line concerning the condition of local corn fields after a quick freeze; unusual infestations and diseases affecting livestock or crops he might not know of, and if you have a rain gauge near your farm shop . . . give him a call after a hard rain, and tell him how much rainfall there was at the school . . . it brings local interest to his farm programs, and he'll thank you for it. And, if you want your chapter stock to rise 100%, when he asks for participants on his radio or television show, be sure and pick the best boys for the presentation.

No Place for Super Modesty

When it's all said and done, you have to promote your young people, by making news of class and chapter activities available to the farm reporter. Chances are, he's eager to help, but he cannot read your mind, and *super-modesty has no place* in modern agriculture. News is competitive like everything else these days, and we have little respect for the vocational agriculture instructor who complains about the "publicity breaks" some other teacher is getting, while he hasn't even bothered to introduce himself to an interested local news-gatherer . . . the television or radio farm service director in the community. □

From Former Issues

In July, 1942, H. W. Sanders wrote: "Adjusting ourselves as teachers, teacher trainers and supervisors to the conditions imposed upon us by a nation and a world at war, is a necessity. Those who cannot make the adjustment quickly and effectively will find themselves in a position of those who were "too late with too little." They will have to adjourn in favor of the ones who are "on time with what it takes." This is the time for the thoughtful teacher to put first things first and to give his undivided effort and attention to those first things. In so doing, he will not only enjoy the satisfaction of knowing he has done his bit for democracy, but he will also find that he will be in a better position to make a contribution to the winning of the peace."

"It is much easier to be critical than to be correct." Benjamin Disraeli.



Who Will Do the Public Relations Job?

JOHN HOLCOMB, Agricultural Education, Texas A & M University, College Station, Texas

ALTON D. ICE, Executive Secretary, Vocational Agriculture Teachers Association of Texas, Austin, Texas



"But who will bell the cat?" asked a thinking mouse in a fairy tale written long ago.

Representatives of agricultural education agree to the necessity for an accurate program image. All are aware of the validity of agriculture's claim to public support. "Dynamic"—"Basic"—"Model of Efficiency"—"The envy of our enemies"—all are applied to agriculture by members of the profession. The contribution of agricultural education to that industry is seldom questioned.

It is not enough that we know of our merits. We agree that the future of agricultural education is dependent upon the understanding and support of consumers and legislators, school administrators and merchants—the general public. The story must be told.

Teachers Are Organized for the Job

But who will do the job? How shall it be done?

In Texas, one vocational agriculture teacher in each of 53 districts has specific responsibility for public relations. The teacher is entrusted with the following general responsibilities by his fellow teachers: (1) Stimulating vocational agriculture teachers in their districts to increase public relations efforts. (2) Serving as the public relations officer for district vocational agriculture activities. (3) Preparing evidence for the Association public relations awards program and stimulating entries for the individual teacher public relations awards.

HOW SHALL IT BE DONE was the concern of a state-wide committee formed some ten years ago to explore the area of Public Relations, and the District Public Relations Chairman system was established. To stimulate the chairmen, the Vocational Agriculture Teachers Association of Texas established an awards program for the chairmen and for the individual teacher for his work with newspaper, radio and television.

The effectiveness of the program over the period of years has varied

considerably. It was apparent that some of the inactivity is due to lack of understanding, by the elected chairman, of his responsibilities and the HOW of getting the job done.

A Workshop on Public Relations

"How shall it be done" was the subject of a workshop held in Texas in August 1963 for the public relations chairmen. Leading agricultural journalists of the state served as consultants. Representatives of the Vocational Agriculture Teachers Association, the state staff of agricultural education and the teacher training departments were on hand. All had suggestions for improving the vocational agriculture program image.

Here are some typical workshop developments: Johnny Watkins, Farm Director, KWTX-TV, Waco, said, "You know why you eat chicken eggs instead of duck eggs? It's because the chicken cackles and lets you know about it. The duck just walks away without a sound. Too many of you are like ducks." Johnny further pointed out, "To get a story on television, select a boy or a farmer in your area who is doing something really unique. The subject should apply to a large area, not just one locality."

Doyle Gougler, Department of Information, Texas A & M University, formerly Agriculture Editor of the Houston Post, said, "For the metropolitan daily, get acquainted with

your local correspondent. Give him facts and figures, and let him write the story. He knows what the paper wants, he will write it that way, and he will be paid for the story."

George Roesner, Farm Director, KPRC Radio, Houston, challenged the chairmen to "tell the intangible stories in Vocational Agriculture. Many have achieved success because of confidence, ability to speak and other leadership qualities received in vocational agriculture. I know this to be true, I'm one of them."

Bud Fichte, Progressive Farmer Magazine, outlined unique requirements for the general farm magazine. He suggested, "The magazine article must have wide application, concerning those things resulting in a better life for the farmer and rancher. The District Public Relations Chairman can serve effectively by letting us know a story exists, and we will carry it from there."

Joe L. Tatum, of Fredericksburg, President of Vocational Agriculture Teachers Association of Texas, pointed out, "Doing a good job in our communities is vital to our program, but we MUST also tell our story."

For Better Pictures

L. I. Samuel, Dean of Area Supervisors, has been using his camera ever since the present generation can remember, had these pertinent points on pictures, "Boys are interesting, but have them doing something. The



Carl Wendler, Vo-Ag Teacher at Brenham, Texas, explains the duties of the District Public Relations Chairmen to the newly elected chairmen. Wendler shared with the group the techniques he has used as a District Public Relations Chairman. The effectiveness of his work is evidenced by the number of times he has won the top award of the Association for his work.

teacher and parents belong in the picture. Identify the picture with the FFA."

John Holcomb, Texas A & M University, Agricultural Education Department, covered extensively the National Cotton Council of America material "Public Relations or Peasantry" by Ed Lipscomb.

Alton D. Ice, Executive Secretary of the Vo-Ag Teachers Association of Texas, reviewed the state-wide publicity and public relations activities. He pointed out that Publicity and Public Relations in Vocational Agriculture in Texas is a cooperative effort

of the Vo-Ag Teachers Association, State Staff, Teacher Trainers and Teachers. The Association office maintains addressograph plates for all newspapers, radio and television facilities in the state. A list of SPECIAL EDITORS is maintained of all Radio and Television Directors and Farm Editors of newspapers and other publications. The special editors receive news releases on special activities. For FFA Week publicity every news media is mailed a package of material for the week. Special publicity is also conducted for the State FFA Convention, State Young Farmer Con-

vention, National FFA Convention activities related to the state, major livestock shows and FFA Contests, and publicity in connection with the Vocational Agriculture Teachers Conference and Association activities. District chairmen work with district and local media in coordinating the state-wide efforts.

The Workshop Summary is available, as long as the supply lasts, by writing: Alton D. Ice, Executive Secretary, Vocational Agriculture Teachers Association of Texas, Suite 3-D, Page Building, Austin, Texas 78701. □

Better Communications Through Better Correspondence

WILSON W. CARNES, Editor, The National Future Farmer

The growth of civilization has been paced by man's ability to communicate with one another. As his methods of communication improved, the rate of progress began to advance

more rapidly. Just think for a few minutes about the changes that have come about in your lifetime and the part communications have played in these advances of mankind. How much of this could have been accomplished without the complicated communication systems that have been developed to spread knowledge throughout the world?

Right now a lot of changes are being discussed in our own program of agricultural education. And unless we keep our system of communications updated, both within the program and with the general public, a lot of confusion will result and we will not be able to move forward in a united effort.

Communications is a big label. Much of your teaching is communicating, and most of the work you do in public relations can be classified as communications—news articles, radio and TV programs, newsletters, booklets, brochures, complimentary copies of vo-ag and FFA publications, just to name a few. And to successfully car-



ry out your program, you communicate with several groups and individuals such as your students, parents, school faculty and administrators, clubs, organizations, community leaders, and the general public in your community.

Certain tools are available to help you in doing this. It does, however, take some effort and planning on the part of the teacher to do the job successfully. At times you will want to communicate with different groups. So essentially it is a matter of deciding which groups you need to communicate with, how best to reach them, and then finding the necessary time to do it.

Correspondence a Key to Communication

There is one area of communications often overlooked by many ag teachers—correspondence. So I will make a plug for better communications through better correspondence; or perhaps it should be stated, more correspondence.

Many teachers do an excellent job of letter writing, and in view of their busy schedule, are to be highly commended for it. Others, as well as editors, could make better use of this practice.

Unfortunately, correspondence is one thing that can be put off another day until finally there is no longer a need for it. So, for the busy teacher, it becomes a question of time—some-

thing the ag teacher never seems to have enough of. You may find it best to set aside a definite time once or twice a week for this chore; or you may want to keep up-to-date by catching a few minutes in your daily routine. This is mainly a matter of personal preference.

Here are some suggestions which should make the job easier:

At the beginning of the school year, get an adequate supply of post cards, stamps, envelopes, and stationery and make them readily available. If the supplies are on hand, it is a simple task to take pen in hand and dash off a message.

Typed letters on appropriate stationery are better of course, but not many ag teachers type or can easily get a letter typed. Most of the people you correspond with know this, so don't hesitate to put it in longhand—just so it is legible. I'm always impressed by the advisor who will dash off a reply on the bottom of the letter he has received and shoot it right back. Many advisors have been effectively using this technique for years.

Suppose you just don't have the time; what then? Why not use the secretary of your FFA chapter? It is good training for the secretary, and he will usually do a good job of it if you will give him some idea of the type of answer or correspondence required and check his letter before it is mailed.

Desirable Form Letters

There will be times when you need to send a message to a number of people, and an individual letter is not practical. Perhaps a reminder to your adult group telling them when the evening class will meet and the topic to be discussed. Here the form letter or post card is usually the answer. The entire message can be mimeographed or space may be left to be filled in with the necessary details. Though form letters are never as good as personal letters, they do get the message out to the people you need to communicate with and are much better than no letter at all.

When writing letters, keep in mind that the cold word on paper is not always the same as when we say it. A

friendly personal style is best, but don't color it up to the point that the reader will miss the point. There is nothing more frustrating than to receive a letter and wonder just what the writer had in mind.

This need for better communications through better correspondence is well illustrated in the circulation department of *The National FUTURE FARMER*. At teacher conferences and conventions, we are sometimes told by an advisor that a Future Farmer in his chapter has not been receiving his copy of the FFA magazine. Since the magazine was supposed to have been returned to us by the post office department if not delivered, we naturally assume that it was being delivered to the subscriber. A short note from the advisor, the chapter secretary, or the

Future Farmer himself would have let us know that a problem exists. Once this is known, a check of our mailing list and the original order will tell us if the problem is in our office or the local post office. Action to remedy the situation can be taken and assures the Future Farmer of getting future copies of his magazine without difficulty. A simple problem when we communicate. You'll find this to be the case a lot of times. With your state office, your teacher association, and fellow teachers—a short note will often clear up a lot of misunderstanding.

To borrow a trite old expression from radio, "Let's keep those cards and letters coming"—or going—which ever the need may be. □

Using the Press for Better P R

J. C. ATHERTON, Teacher Education, University of Arkansas



Public relations may be defined as doing the appropriate thing in the proper manner and informing others about it. We as agricultural educators should be interested in a department which has a future. And we should have an organized program prepared to communicate the message about our activities in vocational agriculture to the public.

Since many people in the community are not gullible, it is imperative that the public relations program be grounded on real interest, sincerity, and integrity. A lack of these essentials will soon become apparent to the general public and then their esteem of the teacher and of the program of agricultural education will diminish.

The press can assist the teacher of agriculture materially in reaching large audiences as the newspaper goes into most of the homes in the school community. It has one distinct advantage over many other public relations media in that it can be held over for reading at times convenient to the reader. The teacher should take advantage of the opportunities afforded by the press to give wider recognition to individuals and groups and to keep the community better informed.

Advance Stories

The teacher has the responsibility

for being alert to news about the vocational agriculture program and the department. Most major items on the department calendar are good for one or more *advance* news stories. Often by sending news stories of activities before they happen the interest in the event is increased. It may increase attendance for some occasions also.

Many stories can be prepared in advance, especially those announcing coming events. This requires prior planning which is essential so that less will be overlooked. Also it helps the teacher allot time for the preparation of each article. The plan for the news calendar may contain items such as these scheduled on a week by week basis for the entire year.

September

1st week—Adult Welding Class
2nd week—Number Enrolled in Vo-Ag
3rd week—County Fair Participation
4th week—County Fair Winners
5th week—Greenhand Initiation

October

1st week—State Livestock Show
2nd week—National FFA Convention
3rd week—Federation Meeting
4th week—Sweetheart Contest

November

1st week—Foundation Contest Winners
2nd week—Future Farmer of Month
3rd week—Federation Meeting
4th week—Chapter Rating

December

1st week—Local Program of Work
2nd week—Need for Vocational Education
3rd week—Chapter Safety Winner
4th week—Chapter Christmas Party
5th week—Sears Pig Chain

January

1st week—Adult Class in Animal Diseases
2nd week—Future Farmer of the Month
3rd week—State Recognition Banquet
4th week—Parent-Son Banquet

February

1st week—Future Farmer of the Month
2nd week—Federation Elimination Contests

3rd week—National FFA Week
4th week—Civic Club Program

March

1st week—Area Judging Program
2nd week—Future Farmer of the Month
3rd week—District Judging Contest
4th week—Agriculture Opportunities
5th week—Results of District Judging Contest

April

1st week—District Leadership Contest
2nd week—Future Farmer of the Month
3rd week—What is the FFA?
4th week—Adult Education in Voc-Agriculture

May

1st week—State FFA Judging Contest
2nd week—Follow-up on State Contests
3rd week—State Farmers Degree
4th week—FFA Delegation for State FFA Convention.

June

1st week—Junior Dairy Show
2nd week—Forestry Camp
3rd week—Cooperative Camp

4th week—Voc. Teachers Workshop
 5th week—Camp for FFA Members
July
 1st week—Summer Activities of Teacher
 2nd week—Future Farmer of Month
 3rd week—Achievements of Local FFA Chapter
 4th week—Feature Article on "Needs of Young Men in Agriculture"
August
 1st week—Feature Article on "What Vocational Agriculture Offers the Community"
 2nd week—Future Farmer of the Month
 3rd week—State Vocational Conference
 4th week—The Vo-Ag Shop Program
 5th week—Adult Class in Welding

In several instances more than one article is devoted to the same event. It is possible to derive three or more good articles on an important activity. The first one would appear usually two or more weeks prior to the event

and tell about the event, the time and place of it, and possibly other general information. The second news story would feature some particulars of the occasion while the third story would be a follow-up item. It should be understood also that the publicity schedule is flexible and may be changed whenever the situation so dictates.

Reader Interest in Agriculture

There are certain universal interests on which the teacher may capitalize. For example many readers will like news relative to projected trips, reports on trips taken, success stories, special programs for certain groups, new facilities and improvements, hobbies, projects, and human interest stories. With the many opportunities to tell about the program, it seems

that when a department is not in the news that the problem is very likely a lack of news reporting or a case of poor relationships with the local editor.

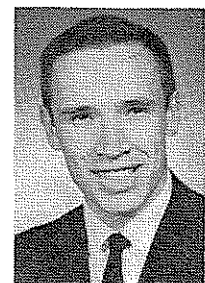
The basic tools of publicity include words and visual illustrations. Words alone cannot do the job as effectively as words and pictures. It is recognized that the number of pictures the news media will print is usually limited, but this should not be a deterrent to searching for appealing photos that tell a story. The impact on the reader is increased considerably when the script is supplemented with photos.

To win public support and then maintain it, the teacher of vocational agriculture should develop a community program that is worth telling about and then tell it. □



Acquaint the Community With the Vocational Agriculture Program

JACK ANDERSON and ROSS BEACH, Teachers of Vocational Agriculture,
 Marshall, Michigan



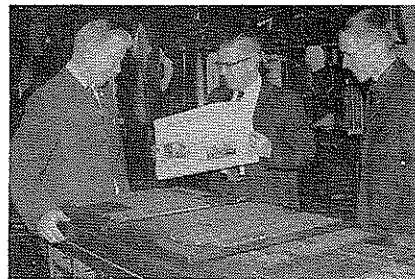
TIME magazine recently stated that agriculture had changed more in the last twenty years than in the previous two centuries. Many persons in a community believe that they are familiar with vocational agriculture and the F.F.A. because at one time they were enrolled in the program. Most of these persons were in the program years ago and many other persons have had no exposure or knowledge of today's program in vocational agriculture. In light of such facts, it behooves those of us responsible for such programs to acquaint the general public with today's programs of vocational agriculture.

Let's apply the story of the blindfolded Indian and the elephant to a community's understanding of its vocational agriculture program. People living in the area where vocational agriculture is offered may think they are familiar with the program, but too often their understanding is erroneous.

We become aware of the problem while visiting with businessmen, parents, school teachers and even some school administrators. What can we do? How can the teacher of vocational agriculture promote a better understanding of the program?

Correcting Public Misunderstanding

The first step toward improved pro-



The two Marshall, Michigan, teachers of vocational agriculture are "right at home" in conferring with the local newspaper editor (center).

gram understanding is to recognize the real problem. Have you ever heard someone make these comments: "Why is vocational agriculture offered when farming is declining?" "You mean you are employed during the summer too?" "Is the F.F.A. open to only farm kids?" These and like questions are familiar to all of us. They point out the fact that the program in vocational agriculture is not understood by many.

Media used to inform the public differ depending on the situation. Various devices are used to develop understanding of the total educational program here at Marshall. School reports are mailed to each household in the district 4 times a year. These reports contain definite "plans and doings" of the various curricular areas. In-service training programs for par-

ents are also conducted. In-service activities might include coffee hours, banquets and get-togethers of each department, information conferences, parent back to school nights, exhibits, work with service clubs, business-industry-education days and programs, parent-teacher association activities, regular use of the radio, newspapers, and the like.

Superintendent Bruce Gray of Marshall, Michigan says, "The important thing is to have a steady flow of accurate and meaningful information about the curriculum and extra-curricular of all departments within the school. This is a never ending process."

Gray states further, "persons in vocational agriculture have close rapport with students and parents. They are alert to today's changing patterns of needs and use sound techniques to explain their program. They cooperate fully with the faculty and administration in developing understanding not only of their own vocational agriculture program, but of other programs in the total school."

Planning for Press and Radio

A carefully made plan of action must first evolve. Such a plan must be carefully explained, understood and have the blessing and full support of the administration and faculty. After

complete "family" understanding, the next step for us was to solicit the support of the local radio station and the local newspaper. The plan was carefully unfolded to personnel involved, so they had complete understanding of our objectives.

The local newspaper, a daily, co-operated fully by offering us a weekly column for the vocational agriculture department to present a series of articles explaining the program. In addition, the editor welcomed every article concerning the program that we could furnish for him. Full coverage of all activities in the vocational agriculture were given in prominent spaces from front to rear of the paper.

A five minute weekly radio program was also developed and carried out to develop understanding of the program in vocational agriculture. Many students in vocational agriculture were given this experience in communication.

The prime objective of this informational series was to acquaint the people with their program of vocational agriculture. The following format was followed, both in the newspaper as well as in radio.

1. Program of instruction in the classroom.
 - A. Four year program—cross sectional.
 - B. Explanation of each years work.
 - (1) Areas of instruction.
 - (2) Agricultural mechanics unit for sophomores.
2. Introduction to the F.F.A.
 - A. Organization of the F.F.A.
 - B. Scope.
 - C. Membership.
 - D. Aims and purposes.
3. Relationship of the F.F.A. to the vocational agriculture program.
 - A. Farming program activities.
 - B. Records of farming activities.
 - C. Contests and other teaching devices.
4. Marshall F.F.A. activities.
 - A. National Convention.
 - B. M.S.U. Farmer's week program.
 - C. Banquets.
 - D. Leadership Camp.
 - E. Livestock school and sale.
 - F. Local and other contests.
5. Land Laboratory (introduction).
 - A. History.
 - B. Location.
 - C. Size.
 - D. Program involved.
6. Land laboratory as an educational aid.
 - A. Explanation of how it relates to classroom instruction.
 - B. Supplemental to units of instruction.
7. Agricultural mechanics area if instruction.
 - A. Purpose of agricultural mechanics.
 - B. Relationship to classwork.
 - C. Relationship to home farm operation.



Vocational Agriculture news rates a good share of the front page in the Marshall, Michigan, daily newspaper.

8. Areas of instruction in agricultural Mechanics.
 - A. Classes offered.
 - B. Topics of instruction.
 - C. Application to classroom instruction.

Results in Marshall Community

Fifty-three newspaper articles and twenty-five radio programs were presented during the year. It is difficult to access the total value of these efforts. Many values that might accrue are of a long range nature. The administration has voiced its approval. Others in the school system have commented on how they had developed better understanding of the program. A few parents expressed the feeling that they had a better concept of the work that their sons were engaged in.

Informing the community of what is being offered in their vocational agriculture program will create an enlightened citizenship. We feel greater cooperation and understanding is offered by the community in return. □

"Wit makes its own welcome, and levels all distinctions." Ralph Waldo Emerson.



C. E. Bundy, professor of Agricultural Education of Iowa State University of Science and Technology of Ames, Iowa, delivering an address on, "The Importance of Agriculture in Today's Economy," at the annual Administrators-Vocational Agriculture Instructors dinner meeting of the Waterloo Sub-district of the Northeast district of Iowa Vo-Ag Instructors. This is the 10th year that such an event has been held. We feel that is a very fine record and that the meetings do serve the purpose of getting administrative staff, guidance people and others interested in Vocational Agriculture together for a close look at some of the problems of one phase of this important industry.

Improving Relationships with County Extension Agents

AHMED M. OMAR, Graduate Student, Michigan State University



Education in the second half of the twentieth century has come to include more than the specialized function of the school. Educative efforts of other institutions and agencies are now regarded and considered. The outcome of this development is that all institutions and agencies which devote their efforts to education now have inclusive responsibility to individuals, community and nation in which they serve.

County extension agents and teachers of vocational agriculture are the first line faced with the challenge of a new agriculture. They are the top reference groups to whom local people turn for educational programs in agriculture. Many times they work with the same clientele, in the same area of subjects.

Harmonious working relationships, cooperation and coordination have been encouraged throughout the history by state and national leaders. However activities and factors involved in their working relationships have rarely been studied.

With this background in mind the writer launched a study in Michigan with the aim that clear knowledge of present working relationships between the two professional groups as well as identification of the desirable activities in working relationships—as they view it—should contribute to the development of effective educational programs in agriculture for local communities.

Sources of information. The population of the study consisted of all Michigan teachers of vocational agriculture who have been employed for at least one year and county extension agents in the counties where the vocational agricultural departments were located. The agents included were all county extension directors, agents for agriculture, and agents for 4-H club work who supervised agricultural projects for boys and girls. All the agents included had been employed for at least one year.

A mail survey check list was used for collecting information.

Major Findings

Activities and factors involved in working relationships:

The extent of carrying out the thirty activities in working relationships varied among the three groups of agents and the teachers. The respondents also varied in their opinions with regard to the degree of involvement of the factors in their working relationships.

Desirability of carrying out activities in working relationships:

Opinions of the teachers and the agents differed significantly with regard to cooperation between 4-H club and FFA. The proportion of the agents who indicated that carrying out the activity is desirable was more than that of the teachers.

The teachers and the agents differed in opinions with regard to arranging for educational meetings for farmers. The proportion of the teachers who indicated carrying out the activity is desirable was more than that of the agents.

Opinions of the agents and the teachers did not differ significantly concerning the remaining activities.

Effect of factors involved in working relationships:

A significant difference was found in the opinions of the two professional groups with regard to the effect of the following factors:

1. The other's personality.
2. Degree of academic education.
3. Similarity of education specialization.
4. Similarity of in-service training in technical subject matter.
5. Difference of in-service training in technical subject matter.
6. Similarity of in-service training in teaching methods.

7. The other's experience in working with rural people.
8. The other's experience in the field of agriculture
9. One's experience in the field of agriculture.

In their responses the teachers considered the above nine factors as having greater positive effect on educational programs than did the agents.

A significant difference was found between opinions of the teachers and the agents with regard to the relationships between school administrators and county extension staff. The percentage of the agents who indicated the positive effect of the factor on educational programs was approximately three times as great as that of the teachers. With regard to the remaining factors, the opinions of the teachers and the agents did not differ significantly.

In general the direction of responses tended to indicate positive or neutral effects of all areas of factors, except for the area of intraorganizational requirements. The direction of responses regarding this area was mostly toward a negative effect.

Background characteristics and opinions regarding working relationships:

Responses to activities of implementing educational programs in agriculture, and to intraorganizational factors revealed that the majority of the older agents (above 35 years), those who achieved higher college degrees and those who had longer experience seemed to perceive the merit of having teachers and agents serve as consultants on each other's advisory committees to a greater degree than the remaining agents did. The older agents seemed to have consensus in their opinions regarding the provisions of the Smith-Lever and the Smith-Hughes acts. On the other hand, the younger agents (less than 35 years) seemed to be divided in their opinions with respect to their perception of the two acts. Moreover, a relationship was found between degrees achieved by the agents and their

This article is based on the writer's Ph.D. dissertation titled: "Working Relationships of County Extension Agents and Teachers of Vocational Agriculture in Michigan." College of Education, Michigan, 1963.

opinions with regard to the effect of 'difficulty of scheduling' on educational programs. Those with higher degrees, more than those with no graduate studies seemed to see that difficulty of scheduling has a negative effect on educational programs.

No significant relationship was found between the three background characteristics of the teachers and their opinions regarding activities of cooperative implementation of educational programs in agriculture and regarding intraorganizational factors.

Implications for Improved Relationships

The following conclusions and implications were developed:

County extension agents and teachers of vocational agriculture, through their responses to the inquiry seemed very much in favor of close working relationships. They indicated that the cooperative activities between the two groups contribute to effective planning and implementation of educational programs in agriculture for local communities. Even though there were significant differences in their opinions with regard to two of these activities yet high percentages of both groups considered the activities desirable. Teachers and agents indicated that their communication is important, their roles are complementary, and welfare of the people is motivating their working relationships.

These close agreements in opinions about the importance of working relationships suggest the following implications:

1. Provisions are needed to help the agents and the teachers put into effect the activities they considered desirable.
2. Planning and implementing educational programs in agriculture for local communities should be carried out cooperatively.
3. Coordination of educational activities through individual roles should be encouraged by local and state administrators of the Cooperative Extension Service and of the public schools.
4. State-wide conferences should be encouraged and supported financially and administratively, in which county extension agents and teachers of vocational agriculture could discuss affairs of mutual concern and develop closer working relationships.
5. As a support for close working relationships for professional

- workers in the field, leaders of Cooperative Extension and of vocational education in agriculture should meet periodically for coordination of policies and develop means of cooperation.
6. Provisions should be made at local level to adopt a policy of eliminating over-identification of the agents and of the teachers.
7. The public should be informed about the cooperation that exists between county extension agents and teachers of vocational agriculture.
8. County extension agents and teachers of vocational agriculture should be encouraged and helped by their respective administrators to work out a schedule of "get together" sessions for discussions and consultations.
9. Professional county agricultural councils should be encouraged and supported wholeheartedly by leaders and administrative teams of both groups at the local and state levels. Participants in these councils should be rewarded.
10. New Federal interpretation and policies for administration based on a new look at the expected future of extension and vocational education are essential for clarification of functions and for elimination of whatever misunderstanding, overlapping or separation was caused by the Smith-Lever and the Smith-Hughes acts.
11. The public and the professionals concerned, depending on their experience with the acts, should suggest whatever amendments are needed for clarification of functions and for Federal support.
12. School administrators should support by every possible means close working relationships between the teachers and the agents.
13. Sociology of interaction should be required as an important part in the courses of study for preparation of county extension agents and teachers of vocational agriculture.
14. Concepts and aspects of cooperation between both groups should be discussed in in-service seminars. The basis of the discussion should be mutual understanding of functions, potential and limitations.

15. In-service training in the field of agriculture for both groups should continue and attendance should be rewarded.
16. Cooperative training projects for county extension agents and teachers of vocational agriculture should be developed, especially in the new phases of agriculture in such a way that the aspects of cooperation in the new development could be conceived from the very start.
17. Programs for preparing or training teachers of vocational agriculture should emphasize cooperation and benefiting from related agencies in the school community. □

The State F.F.A. Convention—Who Should Attend

EUGENE COWDEN, Teacher of Vocational Agriculture, Halfway, Oregon

Each year along about March we are all faced with the problem of selecting which boys will represent the State F.F.A. Convention.



It is the duty of each chapter to send at least the required voting delegates plus any boys entered in a State Contest or boys who are trying for a State Office. The major problem is who should go as the voting delegates. Many instructors feel that Freshmen and Sophomores are not yet mature enough to make the right decisions—to vote as they should on items that are brought up at the convention. This then leaves only the Juniors and Seniors as possible voting delegates. Yet some teachers feel that the State Convention is the place where boys are stimulated to strive for higher degrees and honor. Therefore, if a boy must wait until he is a Junior or Senior before he can attend the convention, then in most cases it is too late for him to start working toward higher degrees and honors.

I personally feel that the convention should be for all boys. For the past five years all the members of the Halfway Chapter who meet all the qualifications have attended the Oregon State Convention. It has been my experience that after each conven-

tion all the boys who attended the convention have a better understanding of their organization and a deeper appreciation that the FFA is an organization of, by, and for farm boys. Also I have yet to find anything or anyway to instill the enthusiasm in FFA members that the State Convention does. The trip to and from the convention can be very educational since the convention is held in a different part of the state each year. If a boy attends the convention each year, he will have seen nearly every type of agriculture in the entire state. I feel that every time a boy meets and visits with boys from other towns, it speeds his maturity and development.

Consider the qualifications the mem-

bers of our chapter must meet in order to attend the convention. A member must not miss more than one chapter meeting. He must participate in all fund raising activities, accept and carry out all committee and work assignments, maintain at least a 2.00 scholastic grade average or have not lower than a "B" in effort grade in every class. He must agree to attend all sessions of the convention and conduct himself in a manner befitting an FFA member at all times or be barred from all chapter activities for a period of one year.

The Halfway Chapter has had a membership of from 25 to 30 members with a delegation of from 22 to 28 members in attendance at the State Convention for the last 5 years.

So far we have not had to reprimand any boy for his actions and we have been asked back to each motel in which we have stayed.

How do we handle finances? The chapter pays all the transportation and lodging costs and one-half of the meals. Each boy then has to pay for approximately 6 meals. I know of nothing that a chapter could better spend its money for.

I am sure that you can find many reasons why you should not send a large delegation to the state convention, but I challenge you to look at this problem from a positive point of view and see how many reasons you can find in favor of all members attending your state convention. □



Profit Is the Goal of Adult Farmer Teaching

MILO J. PETERSON, Teacher Education, University of Minnesota

A concomitant of decreased manpower requirements on farms has been the dramatic emergence of new occupations closely integrated and interdependent with agriculture. In truth, the entire meaning and concept of agriculture has advanced to a new stage in its metamorphosis. Where "farming" and "agriculture" were once synonymous they now assume a different relationship to each other. Today it is sometimes difficult to isolate clearly specific areas of agriculture from other areas of business, commerce, industry, and technology. The technological revolution of our century precipitated a merging of space and time, of field, and factory, of laboratory and husbandry, of experimental investigation and practical application, and of mass media of communication and farm marketing schedules. Indeed, it is by no means easy to tell who is the farmer and who is something else.

The multitude of new businesses and occupations that have evolved are ripe with opportunity. Consider the fact that for every farmer today there are from six to eight distributors, technicians, processors, suppliers, and servicemen. Agricultural education can direct and shape the education needed. If we fail to do so other influences will, and agriculture will not then be as well served as farm people

have a right to expect of our public schools.

Basic to the development of occupational opportunity of agribusiness is the scope and quality of the farming business. Even as the number of opportunities to enter farming decline, the entrance requirements and the quality of opportunity incline upwards. This has application in adult education as management of a high order becomes the hallmark of success in farming. There are fewer farmers; they are better farmers. They need and want more and better education.

Reorganization of School Districts

Because educational opportunity in agriculture is best provided through our public schools, it is necessary to take cognizance of developments in school district reorganization. The school district, as the unit of self-government closest to the people, describes the arena in which we do battle.

There are presently about 42,-

000 school districts in the United States. Continuous programs of realignment of resources and subsequent adjustments in district boundaries are in progress. About 10,000 school districts in the entire nation may be the outcome. We must be alert to adjust our program in terms of the emerging problems and opportunities that accrue.

Certain factors can be readily identified. There is the constant danger of failure to recognize our total clientele. I doubt if five per cent of the agriculture teachers in the United States



Ralph Palan, left, teacher of vocational agriculture at Faribault, Minnesota, discusses last month's records with Mr. and Mrs. Charles Samman.

know how many farms or farmers are included in the patronage area of their schools. High school enrollment is the criterion by which we all too often judge the scope or the potential of a program. Thus the fact that there may be two, three, or five hundred adult farmers in a school patronage area is subject, in many cases, to a 100 per cent discount. The danger of submerging adult education in agriculture becomes more prevalent as school districts become larger with subsequent growth in high school enrollment.

The docile manner in which responsible leaders in agricultural education have accepted one-teacher departments as standard is nothing short of appalling. In truth, however, the one-teacher department is as outmoded as the one-teacher school.

A third factor associated with school district reorganization is the function of the area vocational technical school. Such a school serving anywhere from four to fourteen counties should function as an intermediate unit in agricultural education serving as a regional center for farm business analysis, specialist help in subject areas such as farm management and marketing, crops and soils, the animal sciences, and mechanized agriculture. It should assist local departments by providing teaching materials and professional aids. A major contribution should be in adult education.

Teacher Education and Supervision

There can be no minimizing the influence of teacher educators and supervisors on the development (or lack thereof) of adult education in agriculture. Perhaps here is the most significant clue of all to the future of adult education for farmers. Certainly, the present meager development of adult education can be laid at this door. Those who choose to avoid or evade a commitment to adult education as a major function of vocational agriculture perform a disservice to farm people.

Leadership at the state level is essential to agricultural education at all levels, but for adult education it is of supreme importance.

Progress in adult education in agriculture through the public schools has been slow. But perhaps we should bear in mind that you don't help matters much by shooting a horse out from under a man if it's his only means of transportation. The point is to move from the horse to the jet age.

In doing this recognition must be given to the other agencies with which we must relate and communicate. At the local level there are several agencies, public and private, governmental and quasi-governmental, eleemosynary and profit-making, all trying to "help" the farmer. The F.H.A., S.C.S.,

Agricultural Extension Service, N.F.L.A., the rural bookmobile, the Watkins man, and the Chevrolet dealer illustrate the range. It is a function of an agriculture department in the public school to coordinate all educational resources for maximum benefit of the rural community. In fact it is well-nigh impossible to conduct an appropriate adult program without achieving at least a degree of coordination.

At the state and national levels the problem of relationships with other agencies must likewise be dealt with. Here questions are raised of "vested interest," claims to "prior rights," and "our" program versus "your" program as though farm people were mere pawns in a political gambit. Let us now, always, and forever take the position that whatever best serves farm people has our support. Our philosophy must be a professional one. Our interest must be to serve the educational needs of farm people through the most effective utilization of available resources at all levels. Let us not prejudice the future of adult education in agriculture by entering into "memorandums of agreement" where educational responsibility and opportunity are sliced up after the manner of industrial cartels. A bold new effort in adult education is due. And nothing is as powerful as an idea when the time is ripe for its birth.

Tradition, Habits, and Inertia

Men are creatures of habit, subject to the universal law of inertia. Tradition endows certain practices and attitudes with the hallowed sanctity of longevity. Things are accepted as right and proper for no other reason than that they have been around for a long time. These three closely



On this cold, snowy night Teacher Ralph Palan had a good turnout of husbands and wives in his farm and home business analysis class.

allied forces of tradition, habit, and inertia exercise the beneficial function of insuring gradual, rather than radical, social change. On the other side of the equation are resistance to new ideas, blind spots in thought and attitude, and the drag of status quo. Thus in vocational agriculture the concept of adult education as a minor adjunct of the total program has become a habit—a bad habit. Teachers, supervisors, and teacher trainers alike have all too commonly thought of adult work as an *extra* chore. It is done in the same way as "pumping water for the hogs while you rest at noon."

It is time to scrape the moss from aged concepts of adult education and take a sharp look. Periodic evaluation is good for the soul and, more pertinent here, it is necessary if agricultural education is to avoid consignment to limbo. If we worship at the shrine of the sacred cow of tradition, it is time we got a new "religion."

The Needs of Farmers

It is axiomatic to say that adult education in agriculture should be based on the needs of farmers. We have always said this and, to a degree, have held to it. Farm people need the same basic education as any other group of folks in America. But they need more than that and it is here that vocational agriculture finds its prime function.

If we assume that farmers are in business to make a profit we can at once begin to identify specific areas of need and assign educational priorities. What are the factors influencing profits from farming? Six of the major factors are universally recognized. They are price relationships, size of business, rates of production of crops and animals, labor efficiency, combi-

nation of enterprises, and capital efficiency. An understanding of, and the ability to manage these factors are essential if a farmer is to increase his efficiency and raise his level of living. Thus from the needs of farmers we derive the prime objective of adult education in agriculture.

When a farmer reaches the point of decision he must apply the findings of research, outlook information and price trends, new developments in mechanization, and all other pertinent information to his *individual farming business*. Averages, the neighbor's experience, general principles, all must be adjusted and adapted to a situation that is different from any other situation just as a farmer is different from any other farm operator. And unless we have equipped him for this decision-making process we have not brought the learning-teaching process to its culmination. Without adequate farm records and accounts a farmer must make the crucial management decisions "by guess and by gosh." He is flying by the seat of his pants.

What are the returns per hour of labor from the various enterprises? How about returns over feed cost from livestock? What did it cost to produce a hundred pounds of pork? or milk? or unit of feed? or to operate the tractors and other machinery? Which enterprise yielded the highest net return? What was the change in net worth? These are the kinds of questions a farmer must answer in planning and operating a farm business. And the answers must come from analysis of carefully kept records and accounts. This is the heart of adult education for farmers that pumps profit-making knowledge into the system. There is no other way to get the facts.

Philosophy, Purpose, and Practice

In summary three things seem certain if adult education in agriculture is to assume its rightful place. First, there must be a common philosophy shared by all who labor in the vineyard. Such a philosophy will embrace adult education in vocational agriculture with the management approach

based on records and accounts as being at once a vehicle for identifying as well as solving problems. Careful and complete farm records are the means by which adult education becomes individualized and meaningful to "my farm" and "my problems."

Secondly, there must be a recognition of a common purpose, a principal objective of adult education. However it may be expressed, this purpose must in essence direct the teaching toward increasing the efficiency of the *individual* farming operation and raising the level of living.

Finally, it must be recognized that there will be diversity in the practices employed in working toward an identical objective. This is desirable, even necessary, if experimentation is to lead to more effective means of accomplishing a purpose.

In any event, at all costs, and under whatever circumstances the task is begun, one thing is certain: adult education must grow if we are to shape, rather than submit, to the future. □



Conference Reports on the Future of Adult and Young Farmer Education

ALLEN BJERGO, Graduate Assistant, Teacher Education, New Mexico State University

"A Focus on the Future" was the theme for the Southwestern Young and Adult Farmer and Rancher Education Conference sponsored by the College of Teacher Education of New Mexico State University in August, 1963. Educators from three states and two foreign countries were in attendance.

Major considerations of the workshop included: identifying the present situation, presentation of some promising ideas for young and adult farmer education programs, projecting program needs into 1970, and a formulation of recommendations for the development and conduct of adult education programs. A 78 page report of the conference was published in November.

Conference members considered who should be served by adult and young farmer education programs, methods and organization of educational programs and some procedures for evaluating needs. Periods of the conference program were devoted to:

on-farm visits, the use of planning committees, organizing young farmer chapters and coordinating county-wide programs of adult education.

Anticipated trends which would have an impact upon young and adult farmer education programs were identified. Trends cited were:

1. Opportunities for adults to obtain post-high school vocational education within the public school system will be greatly expanded.
2. Future adult agricultural education programs will involve more coordinated efforts and more intensive participation by a number of agricultural agencies, to serve both the farming and non-farming rural public.
3. There will be more systematic and sophisticated instruction offered, better suited to local needs and offered over longer spans of time.
4. Less emphasis will be placed upon traditional aspects of agricultural education, such as preparing all clientele for farm ownership and production skills. There will be greater emphasis upon the broad spectrum of agriculture and its related fields.
5. Greater involvement in planning, execution and evaluation of adult programs upon the part of those served by such program is to be expected.
6. There will be greater pressure for teachers of vocational agriculture to serve as coordinators for adult short courses, courses offered by specialists and for county-wide adult education programs.
7. There will be more intensive use of electronic data processing, specialist personnel and modern educational philosophies in assisting adults toward their educational goals.

Resource personnel included representatives from: The Department of Agricultural Economics and the Cooperative Extension Service of New Mexico State University, the New Mexico Legislature, the New Mexico Cattlemen's Association and the New Mexico Wool Growers, Texas Young Farmers, New Mexico school administrators, State Supervision in Agricultural Education and others. Dr. Ralph J. Woodin of Ohio State served as

(Continued on next page)

Bill of Rights Aids Indiana Administrators and Vo-Ag Teachers

W. S. WEAVER, Teacher of Vocational Agriculture, Delphi, Indiana



The 1962-63 Professional Improvement Committee of the Indiana Vocational Agriculture Teachers' Association established as one of its goals, that of the development of a "Bill of Rights" for Vocational Agriculture. This Committee was well aware of the fact that a thorough understanding between the administrators and the vocational agriculture teachers is of vital importance.

We feel as though the administrator has the right to expect the vocational agriculture teacher to measure up to certain specifics and to be conscious of these administrator's rights. In turn the vocational agriculture teacher has the right to expect definite concessions from the administrator and the community if the vocational agriculture department is to function properly.

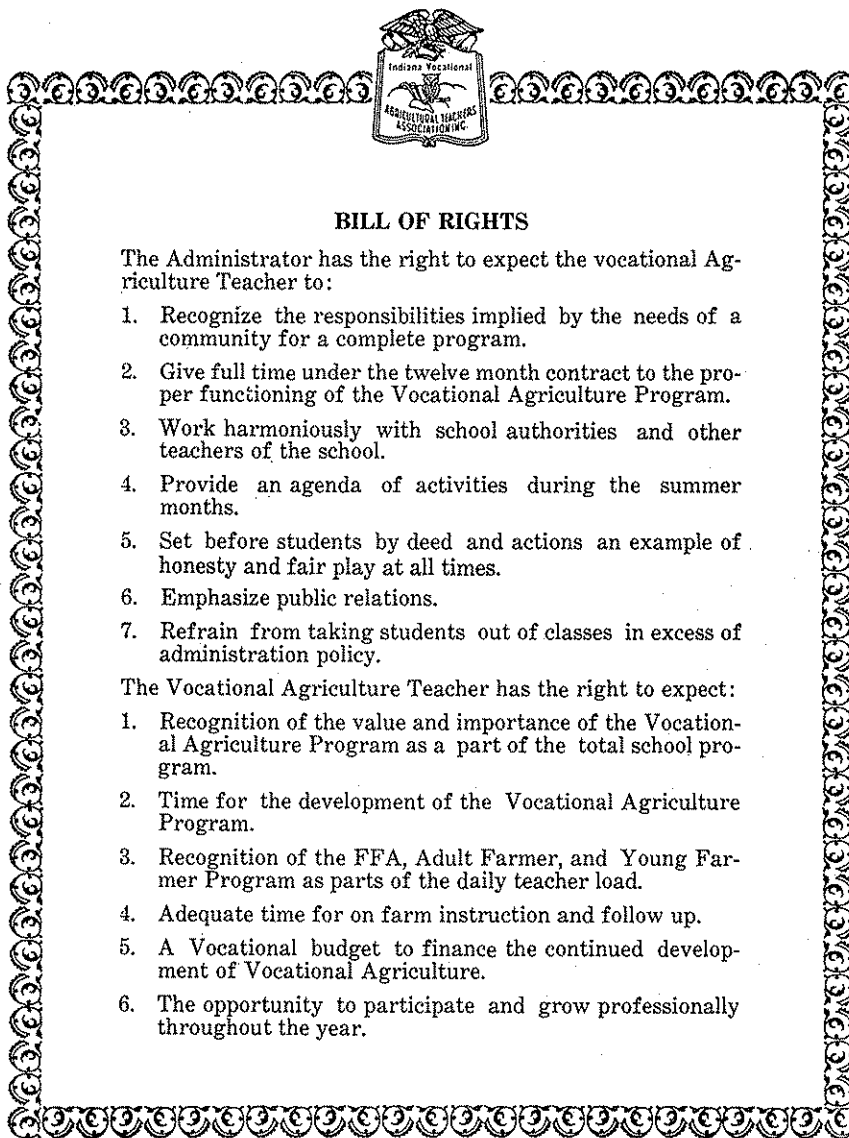
This "Bill of Rights" was developed by the Committee after much study and consultation with teachers, administrators, teacher trainers, and state supervisors.

During the July 1963 Indiana Convention, each Vocational Agriculture Teacher received three copies of the "Bill of Rights"—one for himself—one for his principal—and one for his superintendent. We indeed hope that this action may act as a catalyst to activate a better understanding between administrators and vocational agriculture teachers.

The Board of Control of the Indiana Vocational Agriculture Teachers' Association has made plans to have a Brainstorming Session with the Officers of the Indiana Administrators. We have invited them to a dinner party as our guests and plan to use the "Bill of Rights" as a basis of our discussion.

The various State Officers attending the National Vocational Agriculture Teachers' Association had the opportunity to have a copy of our "Bill of Rights." We in Indiana hope that this may in some way be of value to the profession throughout our land.

Those of the Professional Commit-



BILL OF RIGHTS

The Administrator has the right to expect the vocational Agriculture Teacher to:

1. Recognize the responsibilities implied by the needs of a community for a complete program.
2. Give full time under the twelve month contract to the proper functioning of the Vocational Agriculture Program.
3. Work harmoniously with school authorities and other teachers of the school.
4. Provide an agenda of activities during the summer months.
5. Set before students by deed and actions an example of honesty and fair play at all times.
6. Emphasize public relations.
7. Refrain from taking students out of classes in excess of administration policy.

The Vocational Agriculture Teacher has the right to expect:

1. Recognition of the value and importance of the Vocational Agriculture Program as a part of the total school program.
2. Time for the development of the Vocational Agriculture Program.
3. Recognition of the FFA, Adult Farmer, and Young Farmer Program as parts of the daily teacher load.
4. Adequate time for on farm instruction and follow up.
5. A Vocational budget to finance the continued development of Vocational Agriculture.
6. The opportunity to participate and grow professionally throughout the year.

tee responsible for the development of the "Bill of Rights" included:—

Noble W. Ross, Chairman and 1963-64 President of Indiana Vocational Agriculture Teachers' Association, Sheridan

W. S. Weaver, Secretary of Indiana Vocational Agriculture Teachers' Association, Delphi

Ronald Rich, Vocational Agriculture Teacher, Eastern

Charles Hendrix, Vocational Agriculture Teacher, Galveston

Maurice Croxton, Vocational Agriculture Teacher, Clinton-Prairie

Robert Brinson, Vocational Agriculture Teacher, Clinton-Central
Dr. John Coster, Teacher Trainer, Purdue University □

Future Adult Education

conference director and was assisted by Jacob Tejada, New Mexico State University Extension Training Officer. Dr. J. D. McComas, Agricultural Education, NMSU, served as conference coordinator. □

"Outside show is a poor substitute for inner worth." Aesop.



Using Sociometric Data in Improving the FFA Chapter

BERT BRYANT, Teacher of Vocational Agriculture, Oilton, Oklahoma

If an FFA Chapter is to function at its optimum level, it must utilize the forces within the "group." Within each chapter (group) there are ever present "subgroups." These subgroups may consist of a varying number of boys who operate within a close-knit organization. No matter what job they are given, they will visit back and forth with each other and perhaps actually not communicate with others more than is absolutely necessary.

Some of these subgroups are easily discerned. Others are less pronounced. The purpose of this article is to present a technique to be used by vocational agriculture teachers in analyzing chapter structure and the relation of one boy to another and to the chapter as a whole. With this analysis complete, the adviser should be better able to determine the causes of student actions, committee failures, etc., and attack the problem with greater possibility of success.

We might ask the question: "Why does one committee fail to function while another functions perfectly?" Investigation of the social relationships of the chapter may reveal the answer.

Dr. Wartens says "organizing or reorganizing a group on the basis of sociometric data improves the emotional climate and helps to create the harmonious, satisfying type of group life that aids release of strengths and development of potentialities. Sociometric grouping also increases and improves interpersonal and intergroup communication, understanding and appreciation, shifts the emphasis from rivalry to teamwork, and motivates individuals to put their aptitudes to work to help achieve group objectives."¹

Making a Sociogram

A sociogram is very easily constructed, and is quite valuable. Actu-

ally an adviser may not need to make a sociogram of his entire chapter. He may break it down by classes. There are certain steps or precautions which should be taken. For the criterion collected from the students to have reality value, the boys should understand that they will be grouped in committees later on the basis of their choices and that each will be placed on a committee with at least one of his preferences.

The question for collecting data may be worded like this: "We are going to need to select committees to work on our banquet. There are always certain people in our groups with whom we especially like to work. Please write down the numbers 1, 2, and 3. Beside the number 1, write your own name. Beside the number 2, write the name of the boy with whom you most like to work. Beside the number 3, write your second choice. These choices will be used so that everyone will be on a committee with one or both of the boys named or with boys who chose you."

We may use more than two choices. Three to five choices are usually mentioned by the authors of guidance literature. Wartens states "research shows that allowing an unlimited number of choices does not change the relative position of the individual member."²

The boys should be assured that the information will be kept completely confidential. If a boy is forced to choose between two close friends and the friend not chosen finds out about it, it may offend and disrupt their friendship.

Don't Start Too Soon

The sociometric test should not be used until the chapter has been together long enough to develop ties among the boys and good rapport with the adviser. In some cases this may mean a goodly portion of the first semester must pass before the system may be used. This is especially

FIGURE 1

First and Second Choice Selections

Student Making Choice	1st Choice	2nd Choice
1	11	4
2	3	7
3	7	4
4	6	7
5	7	4
6	4	13
7	3	4
8	3	1
9	14	15
10	14	15
11	6	14
12	7	4
13	6	4
14	15	9
15	14	12

true with the Freshman class.

The data should be assembled in the best way possible to meet the needs of the chapter adviser. There are several methods suggested by guidance specialists. The sociogram suggested here has been used successfully in the Oilton Chapter.

A Sophomore Class as an Example

Figure 1 shows the first step in arranging the data collected from the students in the sophomore class. There are fifteen boys and they are numbered 1-15. The first choice is then listed in the column next to the student's number and the second choice proceeding across the page. From this grouping we go directly to our sociogram.

Figure 2 is the completed sociogram of the class. It was used for committee assignments as suggested by the previous question. Notice there are three subgroups suggested by the plotting of the first choice data. When the second choice data are plotted, two of the subgroups blend together. The small subgroup composed of 9, 10, and 15 are a very close-knit organization. There is very little interaction between this subgroup and the larger subgroup composed of 2, 3, 5, 7, 8, and 12.

If only one or two small commit-

¹Jane Wartens, *Group Guidance Principles and Practices*, McGraw-Hill Book Company Inc. 1960. p-94.

²*Ibid.*

tees are needed, it may be enough just to plot the first choice data on the sociogram.

When interpreting a sociogram there are a few questions one might ask:

What are the personality characteristics of isolates and stars?

Notice in Figure 2 the boys numbered 2, 5, 8, and 10 are isolates—not chosen by the other boys while number 4 has been chosen once as first choice and six times as second choice. Number 7 was chosen three times as first choice and twice as second.

The adviser, knowing the boys as he will, can readily see the personality characteristics that make the difference. The sociogram is a graphic representation of inner group relations and should be used *only* as a supplement to other methods. Thus the above observations mean nothing to a person who does not know the group involved. The adviser can identify these characteristics after he sees their evidence in the sociogram and he is then in a better position to work with the boys.

What seems to account for the students receiving many or few votes?

The adviser's concern here lies in an appraisal of the following questions. "Am I doing anything as adviser that may account for the pattern?" Too much attention to one

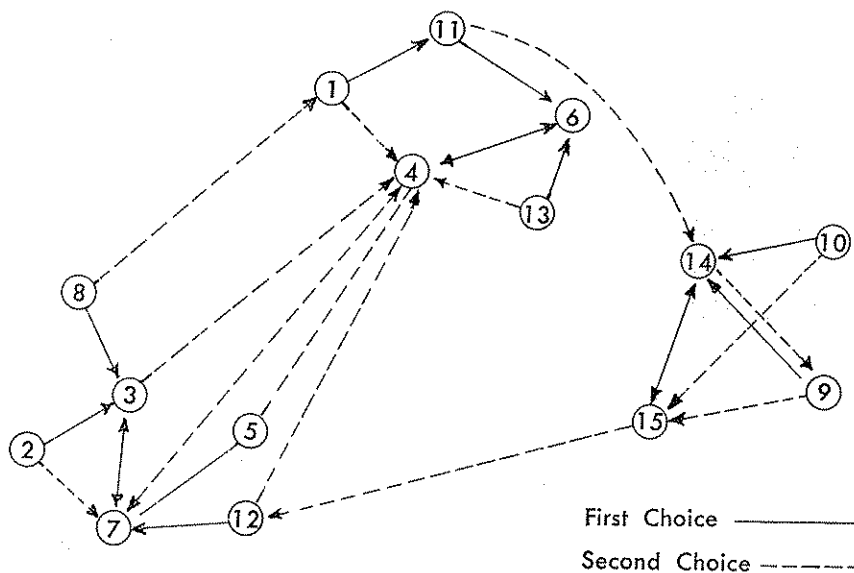


FIGURE 2

student may cause that student to be rejected.

Classroom routine may be responsible for the pattern. Proximity of living condition may enter the picture as it does here with numbers 9, 10, 14, and 15 who all ride the same bus. Unity of religion is also a factor in many cases. In this case numbers 4, 6, 7, 12, and 13 all attend the same church. This may be the unifying factor but may not be the cause.

These are only two of the several questions which might be asked and answered either in part or in whole

in relation to a given sociogram. The point made here is merely in relation to grouping boys together who will work effectively as a group. With this in mind we may find that committees appointed by using this method function to a higher degree of acceptability.

The use made of the sociogram and other tools of the educator are limited only by the lack of understanding of their application. We must constantly re-evaluate our own understandings and standards of educability if we are to meet the challenge placed upon us to educate our farm youth. □

A Study of the Participating Experiences of Student Teachers of Vocational Agriculture

JAMES H. HUTCHINSON Supervisor, Louisiana

Student teaching is recognized by leaders in teacher education as the most vital professional experience in the life of the prospective teacher. The quality more than the quantity of experience is apt to be the determining factor in making it probable for the student teacher to develop into an exceptional rather than a mediocre member of the teaching profession.

Permanent learnings resulting from student teaching experiences in vocational agriculture depend upon two complementary and necessary elements: (1) challenging teaching

situations, and (2) a well-trained, dedicated, and efficient supervising teacher. These are the two fundamental sources of early professional growth.

The purpose of this study was to present a summation of the opinions of teacher trainers throughout the country as to the relative merit of participation experiences of student teachers in vocational agriculture.

The questionnaires were sent to teacher trainers in fifty institutions, one to each of the forty-nine states of the United States offering college credit in vocational agricultural edu-

cation, and Puerto Rico. Of the fifty questionnaires mailed, forty-three usable replies were received.

There were 881 student teachers who received their student teaching experiences as a requirement of the forty-three teacher training institutions. The average length of student teaching was 10.5 weeks, with two students assigned to a high school vocational agriculture teaching center, and an average of eleven of these centers for each institution. Only twenty-nine of the forty-three universities or colleges paid stipends to their cooperating teachers of voca-

tional agriculture, and less than one-half of these institutions required graduate credits of these high school teachers of vocational agriculture, serving as student teacher supervisors.

As to participating activities concerned with the organization and use of advisory councils, the teacher trainers reacted by rating those activities involved in the selection of a functional advisory council above those dealing with the regularity of council meetings, and the actual use of the council.

The most significant findings in regard to the evaluations expressed relative to student teacher experiences in teaching all-day classes were the extremely high ratings given this area by the teacher trainers. Only 4 per cent of the responses to the 36 activities listed were rated as mere optional or unnecessary. This seems to indicate quite clearly the very high regard held by teacher trainers as to the extreme necessity of a great deal of student teacher participation in this area.

It seems apparent from the information on Advising the F.F.A. Chapter that the teacher trainers who evaluated these participating experiences felt that these activities were of considerably less importance than all other areas of the overall program of vocational agriculture except one—

promoting and publicizing the program. This is substantiated by the fact that only 28 per cent of the total evaluations were rated as essential. Participating activities dealing with the supervised farming programs of the school pupils, were evaluated as 54 per cent essential.

Young farmer and adult class participation was evaluated as essential by nearly two-thirds of the teacher trainers, whereas only 14 per cent of the promotional and publicizing activities were considered essential.

The following conclusions drawn from the data submitted in this study are presented with a reasonable certainty of their logic.

1. It is the opinion of the author that the added duties and responsibilities of teachers of vocational agriculture who are selected to serve as supervising teachers entitle them to a stipend and status as a part-time employee of the teacher training institution.

2. Teacher trainers are more concerned with the teaching record established by teachers being considered as supervising teachers than they are with minimum degree requirements.

3. It is questionable if any teacher training institution could justify placing more than two student teachers in a single high school at the same time.

4. The longer periods of student teaching enable prospective teachers of vocational agriculture the advantage of having a greater number of participating experiences.

5. Many teacher trainers feel that under their existing circumstances they are not able to allot enough time for direct supervision of their student teachers.

6. More institutions should consider the feasibility of initiating a five-year program of teacher training whereby the fifth year would be available for a full year of apprentice teaching with pay.

7. Everything possible should be accomplished to insure that student teachers are introduced to an ever increasing number of high quality participating activities. Many potentially good teachers of vocational agriculture are "broken" during their early years of teaching because of frustration and feelings of inadequacy to meet the tremendous demands made upon them by their positions. These preservice activities provide a wonderful opportunity to "bridge the gap" between theory and practice, and to impart a feeling of self-confidence among these prospective "vo-ag" graduates which will launch them into their profession with a minimum of confusion and uncertainty. □

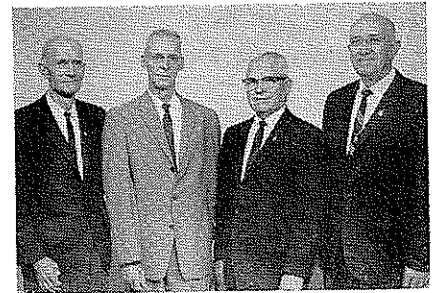
200 Attend Kansas Vocational Agriculture Reunion

J. D. ADAMS, Vocational Agriculture Teacher (Retired), Garden City, Kansas

An unusual reunion was held in Garden City, Kansas by former members of a vocational agriculture department and I as their instructor; I was the instructor from 1924 to 38. In attendance at the reunion there were over 50 former students and their families which totaled near 200. The day was spent renewing old acquaintances and reviewing the many activities which took place over this 14 year period. Those attending from a distance came from California, Iowa, Missouri, Colorado, and ten communities in Kansas.

In checking the list, I found there had been a total of 216 students who attended my classes. Eighteen of these are deceased. A number sent regrets

giving various reasons why they could not attend. In checking the addresses, I found that 80 or more of the original 216 members have the address of Garden City or towns in adjoining counties. There are approximately 60 directly involved in the business of farming. Data received from 40 of those farming show they are handling an average of 1500 acres of land and an average of 275 head of livestock. This is a very commendable record. Many of the remaining number are connected with employment closely related to agriculture including: salesmen for feeds, seeds, farm chemicals, fertilizer, and farm machinery companies. Some are associated with insurance and oil companies. Some have



Former Garden City Vo-Ag teachers, left to right—Ralph Kersey, J. D. Adams, A. E. Cook, Kenneth Henderson.

been vocational agriculture teachers, county agents, and university professors.

I am going to boast of the fact that I believe the Garden City De-

partment has set a record which would be hard for any vocational agriculture department to duplicate in that over the 46 years, there have been only five teachers in the department and four of these men still live in Garden City. All four are Honorary Chapter Farmers in the local FFA chapter. The former instructors living in Garden City are: Ralph Kersey, 1917-22; J. D. Adams, 1924-38; A. E. Cook, 1938-42; and Kenneth Henderson, 1942-63. Earl Burke, Hammond, Louisiana, 1922-24, was not in attendance.

C. C. Eustace, State Supervisor of Vocational Agriculture from Topeka, presented Mr. Henderson with a National Safety Award which had been won by his FFA chapter for the school year 1962-63. Ira Mann, the incoming instructor replacing Mr. Henderson who retired July 1, 1963, was present and was given a resume of the past 46 years of vocational agriculture at Garden City and received some fatherly advice from the "old

Letters—continued

We should meet the challenge and perpetuate our profession rather than let it decay because someone shirks his responsibility.

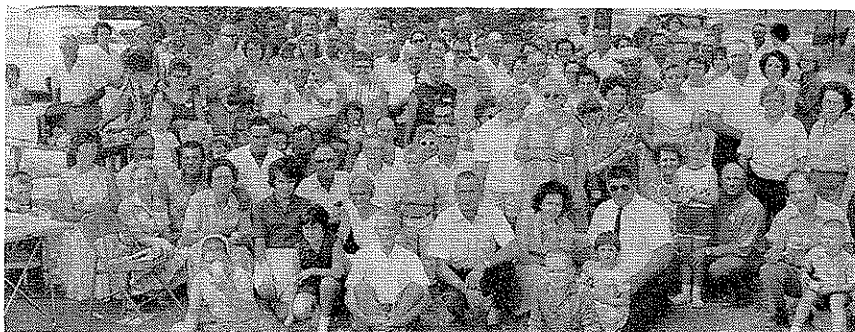
WALTER L. BOMELI
Teacher of Vocational Agriculture
Bangor, Michigan

Sir:

The article, "Five Ways to a New Era in Adult Education," presented some of the basic mistakes that have been made that have contributed to the failure of vocational agricultural education providing adequate training for young and adult farmers of respective communities throughout the nation. However, I do not agree that it is a mistake to divide people who need instruction into groups based on age level, and farming status. I recognize that in-school youth, young farmers, and adult farmers have many common educational problems, but there are economic and social differences that demand attention. Their problems can be solved more efficiently by organizing and conducting education programs for each group.

If we are to have a new era in adult education it will not be as a result of our deciding that learning is a life long process. It will be a result of the public recognizing the importance of such training, and willing to finance the program. If we are to meet the challenge we must, through administrative procedure, encourage local school administrators to accept the responsibility for providing this phase of education as an integral part of the total education program of the local school.

Many teachers need assistance in organizing young and adult farmers into groups in order that they may determine the areas of instruction that would be of most value to them. In addition, teachers need highly trained specialists to assist



46 years of Vocational Agriculture are represented by these graduates and their families.

heads" on the future of the department.

Soon after the passage of the Smith-Hughes Act, the Garden City school board received the approval for a vocational agriculture department. During my tenure, I pioneered and conducted some of the first adult evening schools in the State. A report of these classes was printed in the National Vocational Education Magazine in the early 30's. Garden City tied with 11 other schools in receiving the first

them in providing latest scientific information that farmers and ranchers demand for successful operation of their business. I am convinced that a vocational agriculture teacher can conduct successful young and adult farmer education programs if instruction is provided, under the supervision of vocational agriculture teacher, by specialists on current needs that have been determined by each group. Successful young and adult farmers are seeking information from research that will assist in solving their problems. A vocational agriculture teacher is doomed for failure if he assumes the responsibility of providing all information needed by young and adult farmers. He must have access to highly trained specialists and resource personnel to assist him.

Austin, Texas

GEORGE HURT

Sir:

I suggest other "ifs" be added to those mentioned by S. S. Sutherland in his article, "Junior Colleges Pioneer in Training Agricultural Technicians." "If" all teachers of agriculture will work closely with their guidance counselors to keep them informed of the many opportunities in off-farm occupations in agriculture.

Many high school counselors are selling agriculture short. To them agriculture is farming only. This is likewise the understanding of many school faculty members, especially teachers in the 7th and 8th grades. These teachers have a great influence on the future plans of boys and girls during the pre-high school formative years.

The teacher of agriculture is in the best position of any one in his community and school to inform those about him who are in positions of influence. The new publication, "Agriculture is more than Farming" is well organized for use by an agricultural teacher in

FFA charter in Kansas. Twelve were issued under the same date in 1929.

We were honored to have the first president, Elvin Murphy, present at the reunion, as well as our first State Farmer, Harry Lightner. It is interesting to note that Harry Lightner was FFA president two successive years and about 30 years later his son, David, concluded two years as president, as well as being a State Farmer and engaging in many other school activities. □

giving other teachers a perspective of agriculture in its broadest sense. Junior high school teachers having this information along with supplemental facts on specific agricultural occupations can be very helpful in working with their pupils. At least it should result in a positive attitude toward taking some agriculture in high school when the time comes for making out programs.

Once pupils are enrolled in agriculture in high school, a reasonable share of them should be encouraged to prepare for off-farm agricultural occupations. Not all the farm youth can hope to return to farming. There just isn't room on the farm for one thing while there are a host of agricultural positions in which they could work with farmers in off-farm situations. Failure to direct many toward the junior college agricultural technician courses can result in there being "no takers" or at least too few to keep them going.

So I would add a second "if," that of working closely in our high school programs with the two-year colleges in maintaining enrollments. In New York State among the six two-year Agricultural and Technical Institutes there is already considerable agitation for a shift to the four-year college program.

This is largely a response to the ever increasing number who have the ability and can afford to take four years of college work. However, a step-up in strong applications for the two-year agricultural technician courses would tend to forestall this possible shift. With agricultural colleges facing an alarming shortage of graduates to place in agricultural leadership and technician jobs, agricultural teachers are in a strong position to help overcome this shortage.

Sincerely yours,
ERNEST F. NOHLE,
State Education Department
Albany, New York

News and Views of the Profession



The organized safety work of the Audubon FFA chapter has taken FFA members to every farm in the Audubon Community School district two or more times and to most of them six times in the last six years. Particularly emphasized targets for this safety work has been the corn harvest and farm power use program. The numbers of accidents dropped during the corn harvest season to zero in 1961 and there were only the ends of two fingers lost in the 1962 and 1960 seasons. Other accidents have dropped accordingly in farm power use and in other farm work areas. The chapter has annually written 20 to 25 safety articles, prepared 10 to 15 radio programs and some years giving a safety demonstration on television. FFA members have spoken before adult farmers schools, high school assemblies, county Farm Bureau meetings, 4-H Club meetings, women's groups and other meetings.—James Hamilton, Audubon, Iowa.

The Teacher

By Louis Ginsberg

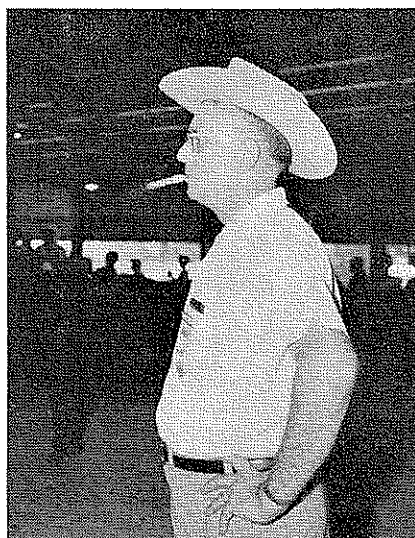
He opens waiting doors of Truth.
He aims the aimlessness of youth;
Till they unlock themselves to free
Their hidden, true identity.
He kindles minds of youth to zest
Of holding audience with the best.
He helps amazement light their days
With his incendiary phrase.
He startles them with the surprise
Of vistas ambushed in their eyes.
On students' hearts, he sheds a wonder
That all their lives they brighten under
To dower this heritage some morn
On generations yet unborn.

Ralph Guthrie has been named by the Office of Public Instruction as the new Chief of Agricultural Education in Illinois.

Orville Holt has retired from his supervisory responsibilities with the State Board of Vocational Education. He completed 35 years of dedicated service to the vocational agriculture program in Illinois.

I view education as the most important subject which we as a people are engaged in . . . —Abraham Lincoln

Beware the feather-brained man who also has lead in his bottom—he has to be unbalanced. —Hal Boyle



Jim Wail, NVATA Executive Secretary, is caught with a new cigar and his big western hat while doing a fine job judging the Beef Showmanship in the FFA Division at the Nebraska State Fair, Lincoln, Nebraska. I am not sure whether the satisfaction on his face is from the effects of the cigar or a job well done.—V. D. Rice.

Schroder Named Iowa's "Rural Teacher of the Year"

The September 7 issue of *Wallaces Farmer* features on its cover three pictures of Harry R. Schroder of Cresco, Iowa who was named "Iowa's Rural Teacher of the Year." A full page account of Mr. Schroder's activities were carried in an article in this issue. According to the article, Schroder has taught two generations of vocational agriculture students in Cresco where he has taught for 33 years. Schroder started teaching in the early days of the depression. He has seen schools consolidate and later reorganize. He has helped advise farmers through good years and bad. His students and co-workers say that Harry kept pace with changes in



This picture of Harry R. Schroder appeared on the front cover of *Wallaces Farmer* when he was named outstanding rural teacher of Iowa. (Photo by *Wallaces Farmer*.)

farming but he always has up-to-date information on farming and the community situation. Asked why he liked teaching Schroder replied, "I like working out real problems with a boy and his dad. I am not limited to text book situations." Since the Cresco Chapter of Future Farmers of America was chartered in 1934, 25 members have been awarded the Iowa Farmer Degree and this year a member was made Star Farmer from the Northeast District of the state. H. G. Hall, State Supervisor of Iowa, says that Mr. Schroder is a master teacher who has developed an outstanding program which is recognized by everyone in Agricultural Education in the state.



From the left, Leo, John and Pius Scheuber, brothers, all of whom will be teaching vo-ag this fall within about a 25-mile radius in California.

Three Brothers Teaching in California

This year, California will have among its high school vocational agriculture teachers, three brothers.

The three, Pius, Leo and John Scheuber, have a lot in common. All three were outstanding members of the Future Farmers of America in Modesto high school, where Pius is now head of the agriculture department. All three won the State Farmer degree, two of the three are teaching in Stanislaus county and the other just two miles over the boundary.

Pius attended the University of California at Davis; Leo and John attended California State Polytechnic college at San Luis Obispo.

Two of California's quota of three entries in the National Chapter Award contest last year were signed by Scheubers. Pius coached a state championship dairy judging team last year which won a national gold emblem at Waterloo, Iowa, and all three boys won individual gold medals. His Modesto boys had the champion chapter group of dairy cattle at the 1963 Cow Palace. □

George P. Couper
San Luis Obispo, Calif.



TRACTORS AND THEIR POWER UNITS by E. L. Barger, J. B. Liljedahl, W. M. Carleton, and E. G. McKibben, published by John Wiley and Sons, Inc., New York, Second Edition, 1963. pp XVII plus 524. \$14.00.

This book is designed as a text for college agricultural engineering courses. Emphasis is on the farm tractor and those design features that distinguish it from other vehicles.

The latest technical information and developments in tractors are presented in the book. It is designed to be of special value to the teacher and student of agricultural engineering as well as to be a valuable source for the practicing agricultural engineer in the farm equipment industry and related fields. Because of the technical nature of the book, it would have limited use at the secondary level in vocational agriculture.

E. L. Barger is General Product Planning Manager, Massey-Ferguson Limited; L. B. Liljedahl is Professor, Agricultural Engineering Department, Purdue University; W. M. Carleton is Associate Director, Agricultural Engineering Research Division, ARS, United States Department of Agriculture and E. G. McKibben is Director, Agricultural Engineering Research Division, ARS, United States Department of Agriculture.

—Guy E. Timmons
Michigan State University

Allen, Herman R., "Open Door to Learning," *The Land Grant System Enters its Second Century*, University of Illinois Press, Urbana, 1963, pages xv-193.

This book is essentially a report of the Land Grant College System on the centennial of the system in 1962. The book presents the philosophy of the Land Grant College System together with some of its achievements during its first century. However, emphasis throughout the book is placed on a look to the future and an application of the land grant college philosophy to new problems, new areas, and a changing social structure from that which was prevalent in the earlier century. Considerable space is devoted to the question of extension programs to foreign students, both in this coun-

try and in overseas programs. Development of graduate work, education of teachers, and education of Americans for service overseas are discussed.

The book will have value for some advanced high school students and should have a great deal of value for teachers and others interested in education at either the secondary or the college level.

Raymond M. Clark
Michigan State University

CAREERS IN CONSERVATION, by Henry Clepper. Published by The Ronald Press Company, 15 East 26th Street, New York 10, New York. 141 p., illustrated; 1963. Price \$3.75.

This is an informative guide to career opportunities for young persons interested in conservation. Various jobs available and specific educational requirements are discussed by specialists in soil conservation, wildlife and fishery management, forestry, range management, watershed management, and park development. Topics covered include recent technological advances, work of federal and state agencies, relative degrees of compensation, and personal qualifications. Lists of colleges and universities approved by leading conservation organizations are given. Teachers should find this book a helpful reference.

Mr. Clepper is Executive Secretary of the Society of American Foresters and managing editor of the *Journal of Forestry*.

Denver B. Hutson
University of Arkansas

ABOUT NUTS, Russell, Solveig Paulson, Melmont Publishers, Chicago, Illinois. 1963, pp. 32, price \$2.50.

THE RAIN AND US, Shannon, Terry, **ABOUT THE LAND**, Melmont Publishers, Chicago 7, Illinois. 1963, pp. 32. price \$2.50.

These two books offer an excellent opportunity for those who are interested in developing understanding of agriculture at the elementary level. The book about nuts describes many kinds and the plants on which they are produced.

Soil conservation and of the food cycle are included in the book, "About the Land, the Rain and Us."

Both books are very well illustrated and should be a welcome addition to libraries for elementary children.

Raymond M. Clark
Michigan State University



N.V.A.T.A. News

James Wall
Executive
Secretary

Walter Bomeli of Bangor, Michigan was elected president of NVATA at the recent national convention held in Atlantic City, New Jersey. Walter served on the executive committee of NVATA for the past two years and as secretary-treasurer, vice president and president of the Michigan Association. He has taught vocational agriculture at Bangor for the past 18 years.

Harold L. Crawford of Sac City, Iowa was elected to a 3 year term on the executive committee as vice president representing Region III. Harold has served as alternate vice president for the past 3 years and as district chairman, vice president and president of the Iowa Association.

Elvin Walker of Norman Park, Georgia is the new vice president for Region V. Mr. Walker has served his state organization as vice president and president.

Sam Stenzel of Russell, Kansas was named to complete the unexpired term of T. J. Honeycutt who has resigned to join the teacher education staff at Huntsville, Texas. He has served as alternate vice president of Region II and has held the offices of vice president and president of his state association.

Winnie Weaver was elected to complete the unexpired term of Walter Bomeli. Mr. Weaver had completed the term of George Buchanan of Kentucky and has served as secretary and president of the Indiana Association.

Bob Howey of Sycamore, Illinois was elected treasurer, a post which he has held since November of 1958 and Jim Wall who has served as executive secretary for the past 5 years was appointed to another 3 year term.

On the Editing Managing Board of the Ag Ed Magazine Walter Bomeli will replace Wenroy Smith, and W. S. Weaver will also serve. Robert Howey will continue as Special Editor.

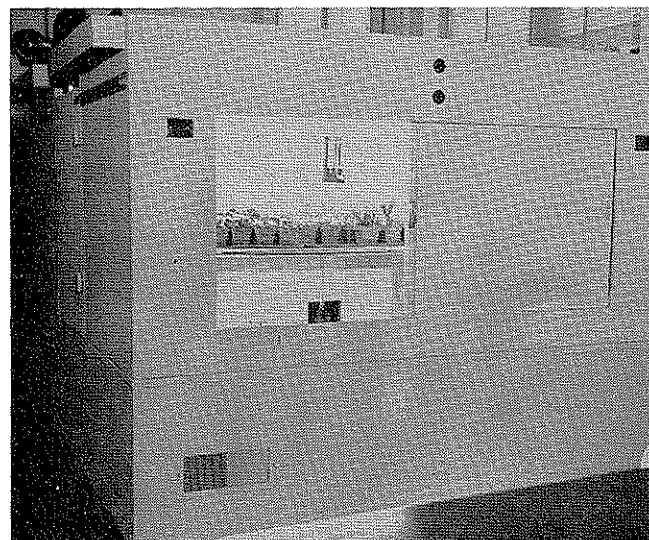
Winners in the Exchange of Ideas contest at the convention included: James E. Lewis, Cascade, Mont.; Don W. Brock, Topeka, Kans.; Mike Cullen, Willmar, Minn.; Walter Penrode, North Manchester, Ind.; James Smartt, Cordell, Ga.; Charles Drawbaugh, Dover, Penn.



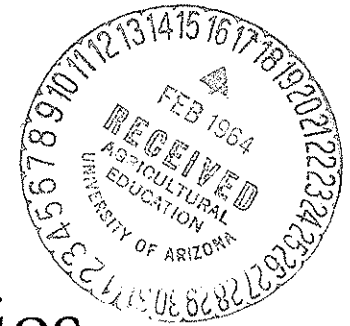
"In or Out?" Vo-Ag Teachers Tom Strakka of Kent and Stan Omdahl of Sedro Wooley, use prisms in cruising work in a teacher training short course in forestry, at Arlington, Washington, while Kieth Sarkesien of Arlington uses a tape to measure a tree in background. Photo by R. D. Walen, Carnation, Washington.



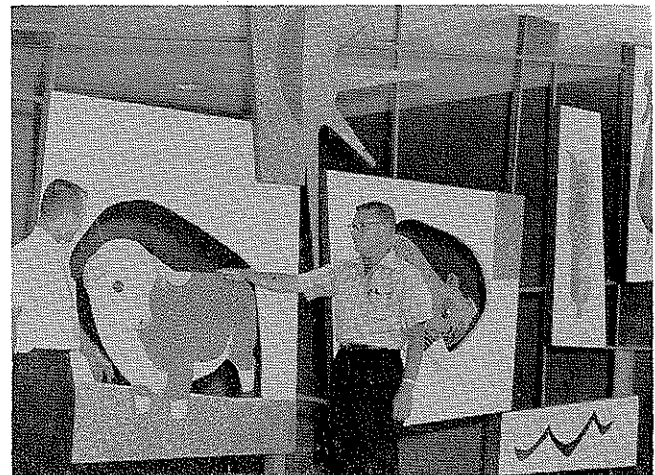
Prof. Donald Jones, Acting Chairman of the Agricultural Division of the Agricultural and Technical Institute at Alfred, New York, gives special explanation to high school vocational agriculture pupils during one of the Seminar Day sessions.



INEXPENSIVE ARTIFICIAL LIGHT GROWTH CHAMBERS built at Kansas State University on a "do it yourself" basis have proved so practical that the university is receiving requests for information from such places as Hungary, Africa, Australia and England. The chambers, which are simple enough so that high school industrial arts classes could build them, were designed by Dr. Charles Hall of K-State's horticultural staff.



Stories in Pictures



Dale R. Gibson (right), Superintendent of Florence, Arizona High School explains to David Parks, a beginning teacher of agriculture, the art work at the entrance of the new agriculture building. Mr. Gibson was formerly teacher of vocational agriculture in the school and a supervising teacher in Agricultural Education for the University of Arizona. (Photo by R. W. Cline)



Leon Boucher of the Department of Agricultural Education at Ohio State University is assisting Ohio U. Ag teachers in the teaching of farm management. Here he secures information in family goals from a young farmer and his wife, Mr. and Mrs. Ted Kaltenbach of Hilliards, Ohio.