Pictures of the month...
A contest open to all teachers of Vocational Agriculture and farm veterans

"IT'S CLOVER, BOYS"  FIRST PLACE
John H. Klopstein, Teacher
Weasoo, Wisconsin
Camera: 4 x 5 Speed Graphic
F. 32 (back lighting with one flash)

"DOCKING LAMBS"
This photo, "Docking Lambs," was selected as the best of the monthly entries in the PICTURES OF THE MONTH CONTEST. It was contributed by John H. Klopstein, Teacher of Agriculture, Weasoo, Wisconsin. (See April issue, 1952.) An award of fifty dollars will be made to Klopstein for his first place in the contest.

"F.F.A. BOYS LEARN FIRST AID"
Fred L. Bibb, Teacher
Morgantown, West Virginia

"FUTURE FARMER WELDER"
Gerald Van Sengel, Teacher
Hudsonville, Michigan

"THE PRESIDENT LEADS"
Claye L. Aultman, Teacher
Danville, Virginia

an F.F.A. Leadership Training Camp-site

Featuring...
Promoting Public Relations—Writing, Photography and Radio
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Guest Editorial
Robert L. Schaller, Editor, Citizen Farming Methods

Volume Twenty-five
Agricultural Education Magazine starts its silver anniversary year. We pay tribute first to those leaders in Vocational Education in Agriculture who vision and professionals have contributed to the launching of the Magazine. If there be further order of merit for contributions of public and private who have served in the capacity of Managing Editors, E:

Managing, Special Editors and Special Editors who have served faithfully and well in the period of the quarter-century. There have been difficult periods, yet no break in the record of publication. But no magazine could survive without readers and we may take pride as a group of professionals in the very high percentage of American Education who have supported the Magazine. Without such support there would be no uninterrupted record to date.

Volume Twenty-Five will bring no great change. This is a decision to recent editorial and make-up policy. It's a change is needed or desired, we expect you to tell us so, but until that time we hope to maintain standard... existing. The few innovations which we will include a Guest Editorial for each issue, possibly a somewhat greater adherence to the idea of a theme for each issue, a space to be devoted to such as the National Vocational Agriculture Teachers Association may care to make of it, and a new "colunm" for "Tips That Work." Just a word about the last. The idea is predicated upon these facts: (1) that teachers are very busy persons and haven't the time or inclination to write for the Magazine at all length, (2) that teachers and tested, useful ideas which deserve to be passed on to others, and (3) that they will respond to the opportunity to tell others the ideas if they may do so in about a hundred words. The opportunity is provided. We are now awaiting the response.

In the June issue of Volume Twenty-Five you may have noted the list of themes for the twelve issues of the current Volume. We hope they make sufficient appeal to you that you will want to read each issue as it reaches you and, also be stimulated to contribute from time to time on subjects appropriate to those themes. Please bear in mind that copy must reach the Editor by the first of the third month preceding the publication date. Perhaps some of you can make a contribution through photographs if not through typed copy. Just remember that pictures will continue to appear in the Magazine to the extent that a supply exists from which your Editor can draw. Pictures to illustrate articles submitted are always welcomed.

Don't overlook the announcement that the picture contest is being continued. There has been a slight change in the rules for Volume Twenty-Five. Pictures, like stories, must be submitted three months in advance of the issue in which the award of the month is made. If you like Volume Twenty-Five tell others. If you don't, tell your Editor.

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Public relations in vocational agriculture

Agricultural education with emphasis on vocational agriculture teaching naturally divides into three areas: (1) the vocational agricultural teaching situation, (2) state wide relations, and (3) community relations.

The emphasis on agricultural education should be on improving first of all, the vocational agricultural teaching situation. Obviously, this is the work of the State College of Agriculture. Many small schools today are seeking certification of their graduates by respective state departments of education to teach vocational agriculture in high schools. Obviously they are out not so well trained in agriculture, and they cannot perform the community service in agriculture, nor do they teach agriculture so efficiently in the high school as do those graduated from land grant schools.

Public Relations at State Level

We consider the supervisors of vocational education and vocational agriculture in the State Department of Education, along with the Department of Agricultural Education in the University, as the leaders, the teacher-trainers, supervisors, the vocational agricultural teachers in high school as an integral part of the state program for development of agricultural education. Others include the Extension Service of the College of Agriculture, the research stations of the Agricultural Experiment Station, the specialists and county agents in the Extension Service, the teachers in the training colleges, etc. To add the staff of the State Department of Agriculture, the Agricultural Experiment Station, the Agricultural Education in the University, and the Agricultural Extension Service is the core of a network necessary to promote the vocational agricultural program in the state.

1. I would actively cultivate all the agricultural educational agencies, including boarding schools, experiment stations, extension specialists, 4-H club, leader, state director of vocational agriculture, state commissioner.
2. The annual meetings of teachers would be held by boards of vocational agriculture, or state colleges, and I would use the dean, the director of the college, the director of agriculture at times on programs.

Tel: Ohio 62% of our county agents were majors in agricultural education in college and 56% were majors in vocational agriculture. We have specialists in counties in extension, administration in the college, those who were vocational agriculture teachers.

3. I would cultivate a few of the political leaders but at the same time keep my skirts clear. For example, at various times invite the Governor, State Director of Education, State Finance Director, Chairman of the Appropriations Committee to JEA conventions and other events where these men get together, first hand impressions of vocational agricultural achievements. Local representations and senteas should be invited to JEA conventions.

4. I would keep the "bus" on my program too. That is the State Director of Education, invite him to meetings to speak at banquets or conventions or state judging contests, and in view state fair exhibits, even take him out on field trips to see superintendents.

5. I would cultivate state farm organization teachers, the editors of state farm organization journals, the companies who produce farm equipment, etc.

6. Often some good farm boys can be used as "ambassadors" to the school.

7. I would fill a barn or two at the state fair with the equipment, and farmers and livestock that filled the eyes of the thousands of visitors.

8. I would try to link up every teacher with the leader that he is not just another teacher, that he is a front face representative of agricultural education, that he is in business, helps his customers, and that he should hold his chin high for he is a vital part of a great agricultural strategy.

Public Relations in the Community

Next I was to have a vocational agriculture teacher I would consider a type of program in public relations:

1. It is possible in teaching—day and night, with young students, etc. On the occasions showing the real value of the two sale promotion is possible with a good program.

2. In the minds of my students, I would cultivate friendship and confidence of them which can be brought to the field.

3. I would belong to at least one or two community organizations, as PTA, FFA, Farm Bureau, Rotary or Kiwanis, Chambers of Commerce and I would be an active part of these. (Continued on Page 3)

The Ohio State staffs of vocational agriculture and agricultural education is one of their main sources. It is a well-known fact that the average agricultural education teacher is the most active member of the faculty, helping to carry on all the other activities. Vocational education teachers are often the most active members of the faculty, helping to carry on all the other activities. Vocational education teachers are often the most active members of the faculty, helping to carry on all the other activities.

Selling agricultural education with TV

How will you convince the average agricultural education teacher that TV is the answer? Here is your chance to show the things that can be done by TV, and that it is possible to talk about the work of the teacher and the work of the school with action. There are great possibilities in TV. Untold new fields of work in teaching vocational agriculture with television.

Planning Programs

Many of you have appeared on radio programs, you have listened to your fellow teachers and students on radio, you have tried to talk to your radio fanatics in many ways and no one has all the answers. Television is not like radio, the effect is multiplied or magnified by the audience of both the subject and the program. There may be a very interesting program but perhaps the viewer is watching the speaker's "I don't get this" face. A speaker may say "I want you to listen" and the listener is not interested. Television can make this "I want you to listen" face more effective. Audiovisuals, slides, graphs, drawings, any visual aid can be used as a basis for program. Do not use models, slides, film, or other visual aids unless they do the job of selling your story. On rare occasions you may have to use models, but several of these aids may help to break the monotony of a repetitive lecture. Some studio movies have interesting movies, particularly the movies that can be brought into the studio, such as a soil conservation film.

Script Writing

The writing of a TV script for your show begins with ideas. Choose a simple theme which can be interestingly told. Then explore all the possible ways of telling it. Use the best ideas only. Develop the idea to show them to your viewers, but keep the action exciting. Always be careful of the audience's interest. Good script is a chance to make sure your audience is interested. What you say makes the script simpler. It can be written in two columns, an idea to be paralleled is this: The state always makes sure the script is in mind the producer's perspective.

Producing "Selling Agricultural Education"

The production of the 15 minute TV program which had as its primary objective to improve the salesmanship of prospective college students took a lot of hard work and many minutes to produce. This show was the first of the series to be produced. The show which went on the air over the Ohio State University radio station, "program summer" grew out of a committee of agricultural education faculty and graduate students at Ohio State, cooperating with specialists in the Division of Extension of the College of Agriculture.

This committee was composed of a total of 15 members who were potential participants as a TV producer. None of the committee had had experience as a TV producer. The first formal meeting of the committee was spent for the development of approach for selling the story of the Agricultural Education for the Iowa State College of Agriculture and opportunities for employment.

At the second meeting the ideas were reviewed and some possibilities presented. There was a general agreement that the show should be made so that it might be acceptable to a total high school graduate visiting the college on a college tour with an Education Curriculum and how to enter (Continued on Page 3)
Some Do's and Don’ts in photography

E. S. PHILLIPS, Assoc. Prof., Department of Teaching and Information, Cornell Univ.

Of all the questions that are asked about my work, the most common is "How can I possibly take a good picture?" To the person who asks this question, undoubtedly the answer appears to be an easy one. The answer should be given just as easily as water would roll off a duck's back. Actually, there is more to it. It's true that when the person means an attractive picture shot, free from its composition and light, will cause persons to evaluate over its excellence, or whether the picture is to portray a story-telling device that is not meant to explain the action shot. The ear notching was about all there was time for so the other items were discussed

The sequence of classroom activities was interrupted at the point, and the scene changed to the agricultural education committee's office where the study of an attractive home economics student added further interest to the story. The home economics student came to the room to fill the assignment as a commentator concerning an agricultural education and home economics education party. The prospecting student introduced to the cord and it was suggested that a covey student might have an opportunity to serve on a committee for a party. This was a logical way of bringing in the social aspects of college life which also often appeal to a prospective student who would be viewing this TV show.

Agricultural Engineering Scope

The prospecting student next suggested an interest in farm shop and the scene shifts to the agricultural engineering department. A different method of presenting information on TV was shown. The student in the agricultural engineering demonstration through the use of a machine, a perfectly constructed variable range of precision, or the Forestry building was used to point out the use of such an instrument like graph for strengthening critical joints. Two log jointed, one with nails and the other with glue, were also shown labeled to include the 1,000 pounds of stress strength for a 2" x 4" x 6" joint with 8 3/4" 6/4" nails. The labels were made by the use of a black chalk crayon or a heavy white card. The labels were fastened to the models with modeling paste.

A welding demonstration was suggested for the agricultural engineering sequence. However, due to the limited space in the TV studio, the fire hazard, and the problem of preventing damage to the TV camera from the bright light of the torch, the same was not done. The use of glue was chosen instead. The demonstration showing the use of glue was about 1/45

(Continued on Page 10)
Photography for vocational agriculture teachers

STURE B. PEARSON, Va-Ag Instructor, Belleville, Illinois

To DO a better job of teaching vocational agriculture teachers, many teachers are using photog-raphics and transparencies to illustrate students' proj-ect work and good farming practices. As a result, some teachers become excused photo fans and develop skills in taking and developing photographs. The purpose of this article is to help beginners develop good technique or picture-taking sense and to select and purchase equipment.

An agriculture department or a high school can afford to own a camera for proper recording and plan for use. While most educational leaders will recommend expensive equipment, it is not the only useful equipment and the choice will be up to the school and the teacher's preference.

Purchase your equipment in the median price class. From fifty to a hundred dollars, these cameras usually have good lenses, constant shutter speeds, and double exposure prevention devices. It is also wise to have flash synchronization built into the shutter mechanism. A camera with interchangeable lenses and filters will filter in better pictures.

Rules to be Followed

To make consistently good photographs, several rules should be understood and followed.

1. Understand what a camera does. It is only a means for storing a small part of what the eye sees. Use the view-finder to frame your picture and move it to close-eliminate unimportant and get only the needed elements in the photograph.

2. Understand that a camera is a mechanical instrument. Pianists and musicians must control mistakes must be exercised over the camera to get good results. The film openings and shutter speed relationship can be learned more with a sound of an exposure meter, for it gives you the variable and film opening with proper shutter speed for properly exposed negatives. Get your equipment exposure guide. While not an accurate as a meter, it will serve its purpose well.

3. Learn the mechanisms of exposure by flash. This can be done early by using the index of the flashlight battery. Merely divide the distance into the flashlight factor which gives the less opening or 1/5 step for that shutter speed. The flashlight factor is found by knowing the square of the film speed and the shutter speed. A range on the camera helps find the distance needed. A practice to remember is to never use the indoor light for flash for an equal speed for flash for 1/5 to 1/5 second.

4. Practice makes perfect. Professional photographers make excellent photographs because they practice constantly. How can you become an expert without practice? Don't blame all your poor quality photos on the camera.

5. If you don't understand these techniques well, try reading the book or getting an experienced photographer to teach you.

When time is available, use a tripod. A hand-held camera will result in more than not "jiggle" ever so slightly but enough to make an otherwise good photo too "blur" to salvage picture successfully. When purchasing a tripod table to get a good sub-filter and use its purpose to hold the camera steady and one that will rock or be too flimsy to hold the camera's weight is a waste of money.

The purchase of a flood reflector and a flood lamp for use in copying work and clos-ups is desirable. To photo-graph an instrument or tool for classroom teaching, a flood will serve the purpose and be more economical than flash. You may wonder why only one reflector and bulb. If you will develop the technique of using flood light, only one light is necessary. Set your shutter on time and stop down the lens. Light the subject, if a fixed object, on one side for half the exposure time then move the light on the other side for the other half of the exposure and other areas. This technique can be used to copy and photograph interior that are fixed or anywhere that motion is not involved. Since it is a fixed exposure, remember to use a cable release and to have a long enough exposure to permit painting.

After purchasing new equipment don't be afraid to use several rolls of film. Practice makes. It may seem a waste of money, but becoming familiar with camera and equipment is most important. Take your time, not less than about 30 seconds. Then focus on the center of the subject. Your first photographic tourists is unnecessary to discuss hyperfocal distance or "hype". Interested person can easily find such information.

The use of a lampshade is just like a hat or cap on your head out in the sun.

Equipment in photograph. Light to right, exposure meter, film camera, cable release, tripod and filters and lens. The slide can be made of these elements.

The completed Chapter Emblem as it appeared on F.F.A. float in the Dairy celebration parade. Note the use of the emblems purchased.

From photographic negatives to display materials

A. B. FOSTER, Va-Ag Instructor, Washington College, Tennessee

Boys with artistic ability are scarce in nearly any F.F.A. chapter, but we have found a method of sign making which requires no artistic ability on the part of the boys or the teacher. In planning our F.F.A. float this year for the annual State Dairy Celebration in Johnson City, we conceived the idea of having two large F.F.A. emblems to frame the float, but had no artists in either the F.F.A. or the school who could do such a job. Since we had just established a chapter photographic darkroom, it became apparent that the job might be accomplished by projection of a photograph, a negative in this case. Consequently, we photographed the emblem on one of the official F.F.A. metal road signs, then measured the negative between two pieces of glass to make a 3x5" by 4x6" slide and projected the image with our projector onto two sheets of insenslate in a darkroom. Since it was a pro-

ject of the negative the dark lines of the emblems projected in light lines and could be painted by anyone who would be able to follow lines accurately and prevent running of the paint.

The most desirable camera for such a job is one with ground glass focusing and with a lens of sufficient focal length to bring a large image into sharp focus. Some other type cameras would be satisfactory, depending on the sharpness of the desired and the degree of enlargement required in the resultant. Illumination by floodlight or sunlight without shadows is most desirable even securing a good negative in that spots of glare can be detected before causing the film, which would not be possible in the use of these cameras. The reflected light from a negative in a photographic darkroom is helpful in this stage glare can be removed from the negative. This floodlight or sunlight assists a sharp negative due to accuracy of focusing. floodlight or sunlight directed at the object to be copied can be moved about until the proper negative is found to achieve uniform illumination and minimizing of glare. A lightmeter is better than any other means for determining the negative size of the negative. 35mm negatives larger size can be used by planning the image of the photo is to be made in the camera and by trimming the negative down to the proper dimension.

There is no business, no invention whatever, which will not permit a man who has the imagination to give a little time every day to study. —Daniel Wynttuch
What makes a picture effective?

ROBERT F. COFFIN, Graduate Student, University of Vermont

To answer the question, what makes a picture effective, let's first try to study the excellent pictures shown on the back cover of this issue of the magazine. A Picture of the North Country under the direction of J. P. Coffin, College of Agriculture in Vermont, has brought forth pictures from teachers of agriculture and farm veterans which tell stories relating to their work and which exhibit high standards in the field of photography.

For the purpose of explanation examine the photo on this page which appeared in the November, 1951 issue of Agricultural Education Magazine. This photo was chosen at random and not with the intent to infer that other content entries are inferior.

The first glance we may say that the photographer followed the first and most important rule of picture-taking—simplicity—just an ordinary F.P.A. boy, and not to portray the form "Testing For Martins". The essentials were not extra or distracting the viewer or hiding the theme. The use of a simple setting (the dairy barn) gives the picture a nature which adds to its effectiveness.

The second time the picture's context is applied to this picture, it passes with honors. To give the text to this picture (or one of your own), simply use a picture frame, give place to picture and line out its perimeter. Remove and shade, then tighten the side and bring into square or quadrants. Place over picture in original position and observe. Another line or two lines will add the interest of the center. As a rule, the geometric center of the picture should not be centered in the center of interest. See Fig. 1.

With the center of interest established, what pictures with the viewer's "snatching the interest area"? First of all, the F.P.A. youth is looking intently at the picture. How does the picture make by his arms and left leg lead you to the person. Even the cow's tail and right hind leg have contributory effects in this respect. These lines emphasize the cow's tail as a curving road or a winding brook does in an outdoor setting. Thus the cow redounds on the other hand, or channelizes the viewer's interest.

It almost goes without saying that the center of interest in any picture should be the point of view. The common error, the uncurved line of sight by any object in the picture. In this photo, the cow's head is the right side of the photo. There are no shadows or twilight areas. The white reflectors, white hats, and white portions of the cow's head legs, plus the light completely illuminate the subject. Thus the contrast in light lessened the contrast in the cow's head. The contrast in light increased the contrast in the cow's head. The cow's head, as a rule, should be more important in the cow's head. The cow's head, as a rule, should be more important in the whole scene.

Testing for Martins

Photo Courtesy of D. M. Nimmers, Teacher of Agriculture, Ashwaub, N.D.

If one person is all that is needed in the picture, use one only. If two are needed, use two.

Be sure the person "stays" in the picture. Is it looking at the center of interest?

The center of interest should be well lighted, at least lighter than the surrounding combinations. Thus the contrast in light is decreased, making the cow's head more important in the cow's head. The cow's head, as a rule, should be more important in the whole scene.

Know the limits of your camera. Be close enough to your subject so that the subject doesn't have to guess at its size.

The angle of your shot may make or break your picture. A few general considerations to keep in mind are:

1. Animals are popular subjects for any picture.
2. An animal interests touch steps most of us.
3. The competition of action across interest.
4. Be satisfied with nothing less than a picture that your camera a chance by knowing what to look for.
5. Never lose a place in picture taking if properly taken.

One of the best ways to get a new idea is to read what someone else is doing. This certainly is true in the field of vocational agriculture. Teachers share problems and experiences.

The one big problem, though, is to make sure that the "crossing the line" is a true way of language. Someone has to contribute an idea before the others can read about it and live from it. Chances are that you will develop many new concepts, new techniques and new methods in your experiences; yet, too often, you neglect to write a story or an article on your experiences. For some reason, you are afraid of the only article that you can recall that writing is writing or an article is a pretty tough job. Just like you talk, you write. But if you wrote it, it might be helpful to take a look at some of the simple methods for writing a good, informative story or article which your colleagues would like to read.

Article Writing is the Selling Writing

Whether you think so now or not, an article is a product which you and I can do. A magazine story or article can exist without a lot of fancy words or phrases, a certain amount of effort, a letter, an essay or a report. It is easy because it means just doing what comes naturally. It means putting words on paper the things you have to say about the subject and making it worth a person on the street to get.

Getting your ideas across, just as any other kind of good writing. These are the points we want to keep in mind:

1. Organize your material. Make your writing logical and clear.
2. Give your name and address and present your points in a logical order.
3. (It's often a good idea to write an outline of the article before you begin.)
4. Good writing means using words people understand.
5. Good writing means using a variety of sentences, most of them short.
6. Good writing is writing that sounds like you.

When you have filled all that space, it seemed about as much as you could do. So we do not. Do not write or make a reading list. We do not write or make a reading list. We do not write or make a reading list. We do not write or make a reading list. We do not write or make a reading list. We do not write or make a reading list.

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Write Like a Proverb

The best advice on how to write anything—writing a kind of good writing for that matter—is to simply say, "Write like a proverb." That means that the people you are trying to reach talk, you write like a proverb by using words and phrases people normally use when they talk to each other.

After you have written your story, go back and draw a circle around every word that you think it is necessary to know that the people you are trying to reach see if there are any unnecessary words that you could cut out. If you can't, then you are trying to talk like a proverb, and if you can't do that, you are trying to talk like a proverb.

If you cannot win, make the winner break the window.

—Author Unknown
Preparing for effective radio presentation

DENNIS R. HUNTER, Teacher Education, University of Arizona

There is a great deal of information in this issue of the magazine that is relevant to the development of radio classroom projects. The topics of vocational radio programs, the types of radio programs that are being developed for local community programs, and the various ways in which these programs can be used to enhance classroom instruction are all covered in this issue. The articles in this issue provide valuable insights for teachers who are interested in developing radio projects for their students.

Prepared Program in Brief

Some teachers, who experimented with radio, prefer not to write scripts, but simply prepare an outline of the material to be presented. Some station managers request that they prepare a script and have a copy of it. There is no question that a script is needed in this type of situation. However, there are other teachers and station managers who prefer to prepare a fully prepared script.

It is the opinion of the writer, as a result of having produced a number of radio programs, that radio broadcasts with students of vocational agriculture that are most effective are those programs, a prepared script should be used. Students gain valuable experience in preparing the script for use in producing a radio program. Too, there is a greater chance for better listener participation and a decreased chance for "dead spots" in the broadcast.

Program Must Have Purpose

We should keep in mind that preparing a good radio script is not merely a matter of teaching a lesson or a subject, but also a matter of teaching a lesson. It should begin with a purpose, a clear objective that effect upon the listeners will create, is an appropriate question. It is possible that a goal for a program may be multiple, but some primary target must be obvious. Once the desired objective of the broadcast has been determined, it is the time to turn to the program, the form, and the content.

Plan to best Attention

We should keep in mind that writing the script is one of the many things that come into play in writing from the eye to the ear. The eye, for instance, is the medium in which the radio script is read or written. Attention on radio must be secured. There is a great deal of subject matter that lacks attention in this type of situation. The written story must be found and caught.

Perhaps the key radio good writing is faithfulness to common everyday speech. Often the subject and the situations to which the voiceless medium seem to possess this "look" that the teacher must remember to make adequate use of in writing or talking. The program needs to be friendly and natural. It needs to be in a natural personal. This doesn't mean casual or sloppy. We must hear in mind that oral speech is like this, clear, clear; the simpler it is, the more they will understand. Short words and short sentences should be used, and elaborate phrases, long clauses, and sentences that are often referred to as "sentimental literary style" should be avoided. Only the clear meaning of the words should be used anywhere should be used in preparing a script. Talking the script in simple, but not shallow, informal, but not slang language cannot be ignored. One further word—we should not attempt to tell the listener what to think, but rather to express the results of our intelligence in a way that is understandable to the listener.

Public relations in education

(Continued from Page 4)

The column carries accounts of FPA. P. B. A. projects where good planning and good work are outstanding. Here was a chance to contact 200 rural families every four months, to show the food in the growing farmer's market. Here was a chance to talk to these men about the use of vocational agricultural programs, F.P.A. P. C. meetings and activities, and play up the value of this added farmer program to the community. Here was a chance to get better publicity for the school.

Keep Contact Timely

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Write a farm column

KEMPETH R. WILSON, Ya-Pi-Instructor, Columbus, 0. H.

The editor of our local newspaper was concerned with the idea of having a regular column that would highlight the progress of a weekly farm column in the paper. This column would provide our readers with a regular reminder of the importance of our local agricultural communities. Here was a chance to contact 200 rural families every four months, to show the food in the growing farmer's market. Here was a chance to talk to these men about the use of vocational agricultural programs, F.P.A. P. C. meetings and activities, and play up the value of this added farmer program to the community. Here was a chance to get better publicity for the school.

9. I would like to have a local newspaper editor along on that fishing trip too, and get his insights, but I cannot. So I will have to stick with my own experiences, both past and present. I have seen many ways of living in the woods, and I know that our lives are not always easy. But I am still inspired by the beauty of nature that I see around me. I hope that our students will be inspired too, and will see the value in living in the woods.
Pennsylvania points to public relations

Pennsylvania points to public relations

H. M. Sharp, Graduate Architect, The Pennsylvania State College

A RECENT study in Pennsylvania indicates that the relative success of a local department of vocational agriculture is largely determined by the effectiveness of its public relations program. The survey of the 133 departments in the state showed that those departments which were most effective in public relations were also the ones which had better products to sell. In fact, the survey indicated that the effectiveness of the public relations program was directly related to the success of the department.

The survey also indicated that the most effective public relations programs were those which were well planned, organized, and well executed. These programs included the use of such devices as public speaking, public relations, and public relations literature.

In summary, it can be said that the effectiveness of the public relations program is directly related to the success of the department. Therefore, it is essential that the department of vocational agriculture in Pennsylvania continue to strengthen its public relations program in order to maintain its position as the most successful in the state.
The Vo-Ag newsletter... A Future Farmer Activity

Olin F. Adams, Vo-Ag Instructor, Waterford High School, Waterford, W.

A CHARTER newsletter...to publish articles on activities and to encourage our members to write about them... I think it will undoubtedly come to the attention of new members who are interested in learning more about the method of this type of culture. In some way, each one of us must get more of our activities into the hands of parents and farmers in a form that they will readily see.

The newsletter service appears to be greater in a small community. People are more interested in agricultural activities and have more time to write articles, and more time to reason to critics. When they know the facts, many more people will often be the same help.

With these facts in mind and the redress enthusiasm of a first-year team, we plowed ahead with the project and have made good progress.

Chapter publications serve their purpose

DON L. BIBLE, Superintending Teacher, University High School, Morgantown, W. Va.

H ave you ever considered publishing your chapter? Here is a timely opportunity in your chapter. The State Farm Bureau, chapter president, and chapter wide are sponsoring a newspaper, which is not intended to be a news story. The remainder of the chapter is written for you. The past 3 years we have used the multiple mailer.

Procedure Followed

The organization of members to perform the various jobs in producing the publication is simple. Normally, the chapter's program of activities will include the goal, "chapter publish newsletter." At a chapter meeting 6 weeks before the publication date, the members elect an editor, assistant editor, art editor, and a business manager. We have always found that it takes a paper that could do the work. Make it part of your routine to see the chapter and add the new sharpening of the various forms of lettering, which make the paper more readable and interesting. The of letters serves as an excellent and a very useful device for the chapter. Such items as supervised farming programs are an excellent source of material for such activities as judging contests, state and national conventions, local and federal activities. We encourage the use of the P.F.A. newsletter.

In the past year several more chapter publications have been considered. The chapter's annual newsletter is an excellent and a very useful device for the chapter. Such items as supervised farming programs are an excellent source of material for such activities as judging contests, state and national conventions, local and federal activities. We encourage the use of the P.F.A. newsletter.

New farm sound available

Photographed in Eastern United States, this film "Taeemers of Longing," is designed to encourage farmers and their families to buy more local produce and to use more local producers to market more local produce. It is designed to inform consumers about the importance of local produce and to help them find local producers to buy more local produce. It is designed to inform consumers about the importance of local produce and to help them find local producers to buy more local produce. It is designed to inform consumers about the importance of local produce and to help them find local producers to buy more local produce. It is designed to inform consumers about the importance of local produce and to help them find local producers to buy more local produce.
Promote with pictures

JOHN R. GABRIEL, Yo-Ag. Instructor, Loveland, Nevada

PHOTOGRAPHS of all forms and types are the most effective means of bringing recognition of the value of the agricultural programs at the Loveland Farmer's High School, organizing the school as a whole to the community. They are effective, however, only insofar as they tell the story they are intended to tell.

In a newspaper, particularly small community publications, attention is quickly centered upon the pictures. Even in larger newspapers, it is the pictures that accompany any article. Any story is many times more effective (if it is not actually more so) as a focal point. Pictures used in newspapers are of particular value when we are dealing with people or with people as shown at the center of their attention by the pictures. Virtually anyone, a picture of a tractor will draw little attention, but a picture of a group of farmers being identified by several boys will be noticed by all. In the small community farm, where the boys are the picture in the community.

Any person who has had some experience in vocational agriculture will agree that the school program must be not only to the public before it can be considered as having any measure of success. Most people maintain that it must be kept before the people constantly if it is to have any measure of success in a community. The activities of the athletic program in the community is a most obvious means of promotion. Any of the farmers who are members of a community cannot witness can be promoted through the athletic program.

These pictures show what is going on "behind the scenes."

Farm machinery activities.

The picture accompanying this article of a farm shop, although appearing cluttered, provides a means of telling of the value of the various activities that can be carried on at one time in a school farm shop. The type of activity, the public seldom has an opportunity to observe and yet these are the most important phases of our work in agriculture. When pictures of these activities are used it helps to give the public a complete picture of vocational agriculture that we are better able to promote.

A fine animal interest in an agricultural department is a collection of color slides which can be used in the service club or other community group. Slides of FFA activities, work in the department, or some of the educational work will tell a better story than any prepared speech or program. These slides must be selected carefully. Each must tell a complete story and provide enough information to hold the interest of the school as it is illustrates. An example of this is in the accompanying picture of the FFA boys and a roll of fried potatoes. The picture gives an explanation of the basic preparation of fried potato and a demonstration of good practice. This picture brings out the value of the boys farm experience in a safety campaign field trip.

One of our problems in vocational agricultural work is creating an interest among students in giving and FFA work. A group of color slides was in eighth grade can help to create this interest. There the boys can actually see the type of work they will be doing. Slides showing older boys where they work, is an effective way of developing their interest.

It has been emphasized that in all these local pictures and slides of school and community and people are of greatest value. The agricultural teacher is in an excellent position to obtain pictures of this type. If each agricultural teacher carries his camera with him during his daily

Pictures such as this are useful in promoting a Farm Safety Campaign. These two pictures of the Loveland, Nevada FFA-Chapter provide a background for a program as part of the Chapter's recent campaign.

Improving relationships with parents

A Key to Improving the FFA Chapter

E. H. Fier, Yo-AG. Instructor, New Ulm, Minnesota

Good teachers of agriculture recognize a good FFA chapter as being essential to successful teaching of vocational agriculture. Some teachers are more successful than others in developing an extreme high-quality FFA program of activities with their students. One of the major keys to successful FFA programs is PARENTAL COOPERATION. Probably, the teachers depend too much upon the student to explain to his parents the purposes of and techniques followed in an FFA program of activities. An inadequate explanation by the student may leave the parents with erroneous ideas of the purposes of the FFA activities. Parental cooperation and support are crucial. Students especially must have more information about the objectives and activities of the FFA chapters as they get from their school authorities. It requires a period of social development to develop an understanding of the FFA programs on the part of the parents, and they cannot get the proper conception in the discussion of the relationship of the visits with the visiting chapter advisor.

It must be recognized that the development of the student depends upon the parent as well as the student. Many local principals have set up a camera in such a way that it can record the students as they pass through the gallery of the school. The picture was taken in the attic of the building. In this picture the students have the opportunity to develop a relationship. The picture gives the students an opportunity to develop their relationship with their parents.

It is obvious by the above discussion that the students the parents never fully understand the opportunity that would be possible with parental cooperation in FFA activities. Activities provide for the development of their own parents. Students are interested in the development of FFA activities. It is easier to give the students an opportunity for leadership and responsibility in the development of FFA activities.

The annual parent-teacher conference of the parents. At the meeting the total FFA program of activities in the county is outlined. The chapter is reviewed to the parents a clear understanding and appreciation of all the FFA activities. The principal of the school and the FFA advisor should be present at the conference. The purpose of this banquet is to tell the parents the various activities that are sponsored by the FFA chapter. It is a great opportunity for agricultural teachers and the FFA advisor to develop a close relationship with the parents of the students. It is a great opportunity for the agricultural teacher and the FFA advisor to develop a close relationship with the parents of the students.

Vocational agricultural instructors and FFA advisors must realize that the key to the development of a chapter's successful activities is PARENTAL COOPERATION. Some FFA chapters make effective teaching possible. The success of the chapter is dependent upon the willingness of the parents to cooperate. Teachers and advisors must realize that the key to the development of a chapter's successful activities is PARENTAL COOPERATION. Some FFA chapters make effective teaching possible.
June grade of a year ago

J. A. JAMES, Teacher Education, University of Wisconsin

In this unsettled time, where the average student faces increasing competition for service, what is the function of the vocational agricultural-boys who are preparing for college? What is the role of the vocational agricultural schools in college preparation for these young men of 1951? It is with these questions that this study of the teachers of 200 high school vocational agriculture departments in Wisconsin returned a significant 92.2% of those young men as of October 31, 1951.

There were 208 graduates in vocational agriculture from these 203 high schools, with one or more vocational agriculture courses offered in each of the various academic programs. Seventy-two (35.6%) had one year, one in ten, or more than one year of vocational agriculture.

The remaining 66.6% with less than three years of vocational agriculture were mostly in schools with re-

A summary of the location of these students:

- **Agricultural work**
  - Number of Persons
  - Per cent
  - on home farm
  - 98.0%
  - On other farms
  - 138
  - 6.67
  - Related to agriculture
  - 136
  - 68.0%
  - Total vocational agriculture
  - 276
  - 132.0%

- **Non-agricultural work**
  - Armed forces
  - 193
  - 65.63
  - Non-agricultural work
  - 313
  - 22.70
  - Total vocational agriculture
  - 506
  - 100.00

Of the boys working on the home farm, 98.0% were on the home farm at the time of the survey. A total of 1.7% were engaged in non-agricultural work, and 0.3% were in the armed forces. Only 92.2% of the students had homes in Wisconsin, with 6.8% of the students having homes in other states or countries.

**Selling with TV**

(Continued from Page 4)

- **Part I**: Developing and Evaluating TV Programs
- **Part II**: Developing TV Programs Using Long-Term Techniques
- **Part III**: Developing TV Programs Using Short-Term Techniques
- **Part IV**: Planning and Program Procedures
- **Part V**: Instruction of High School TV Educators
- **Part VI**: Vocational Education in Agricultural Departments
- **Part VII**: Providing a Full-Time Program for Adult Farmers
- **Part VIII**: Providing a Full-Time Program for All Day School Pupils, Young Farmers, and the General Public

The Handbook for Farm Managers and Extension Agents

**Some Don’ts and Some Do’s**

(Continued from Page 18)

- **Part IX**: Providing TV Programs Using Long-Term Techniques
- **Part X**: Providing TV Programs Using Short-Term Techniques
- **Part XI**: Developing TV Programs for Partially Backlog TV Programs

- **TIPS THAT WORK**

- **Planning the use of TV in the classroom**
- **Preparing the teacher to use TV in the classroom**
- **Preparing the students to use TV in the classroom**
- **Preventing problems with TV in the classroom**

- **Conclusion**: The impact of TV on educational programs and the need for careful planning and preparation before using TV in the classroom.
Picture of the Month Contest

A PICTURE of the Month Contest for teachers of vocational agriculture and veterinary medicine will continue with its June issue of The Agricultural Education Magazine. The purpose of the contest is to stimulate more interest in better pictures to tell stories relating to work in Agricultural Education. The “Picture of the Month” will be run along with the runners-up in a full pictorial page of each issue.

Following are some suggestions and conditions for initiating the contest:

1. Only teachers of vocational agriculture and teachers of World War II veterans are eligible to enter pictures in this contest.
2. The teacher submitting the winning picture of the month will receive a $10.00 check from the magazine. The picture is to be published immediately after the picture is published, provided no teacher shall receive more than one first place award after a year.
3. The best picture of the fiscal year will be selected in July, 1953, from the twelve winning monthly awards. A check of $50.00 will be paid to the teacher whose picture is adjudged the best picture of the year.
4. All pictures must relate to some farm life activity or work in Agricultural Education.
5. All black and white photographs submitted must be printed on glossy, surface photographic paper, and should be enlarged to either 5" x 7" or 8" x 10" in size. No color transparency will be accepted.
6. No photographs printed by the magazine will be returned to the owner. However, such pictures will not be used after publication without permission of the owner.

Data To Be Furnished With Each Picture

1. The following data should be furnished with each photograph entered in the contest:
   - Name of Contestant
   - Address
   - School
   - Teacher
   - Camera Used
   - Film Used
   - Exposure
   - Lens opening
   - Shutter speed
   - Title of Picture
2. All pictures should be mailed to J. K. Coggin, State College Station, Raleigh, North Carolina, to be received by the first of the month.

J. K. Coggin, Teacher Education
North Carolina State College

Fourth, take pride in your chosen field, agriculture. I’ve heard vo-ag teachers say that they “will play the field until something better comes along.” My, oh, my! What long lasting friends and companionship such statements create for agriculture.

Be enthusiastic about your work. Feel proud of your field. Don’t feel superior to others in different occupations, but don’t feel inferior either.

You will never contribute much to your profession or the field as a whole if your attitude toward it is one of indifference.

Good public relations is relatively simple. It is easy to attain. Of course, the reverse is true, too.

Just remember this: Everything you do, everything you say concerning agriculture influences somebody’s opinion of you and the field. If they like you, they tend to like the field of agriculture, and you have good public relations.

If you choose the wrong words, or your action makes people dislike you, then bad public relations will exist.

Agriculture gets a black eye.

Go to all the conventions you like, listen to as many speakers, vote in favor of so many resolutions, urge your teacher organizations to stress it, but remember one thing: Public relations, good or bad, skills down to you, the local vo-ag teacher. You help make or break agriculture in your community. You are it.

It is as simple as that.