Picture of the Month Contest

A PICTURE of the Month Contest for teachers of vocational agriculture and veterans, teachers will continue with his 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 immediately after the picture is published, provided no teacher will receive more than one first place award a year.
3. The best picture of the fiscal year will be selected in July, 1953 from the twelve 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 bona fide 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 transparencies will be accepted.
6. No photographic print published by the magazine will be returned to the owner. However, such pictures will not be used after publication without permission from the owner.

Data To Be Furnished With Each Picture

10. The following data should be furnished with each photograph entered in the contest:
   Name of Contestant
   Address
   School
   Teacher
   Vo-Ag or Veterans
   Camera Used
   Film Used
   Exposure
   Lens opening
   Shutter speed
   Title of Picture

11. All pictures should be mailed to J. K. Coggin, State College Station, Raleigh, North Carolina, in time to be received by the 15th of the month.

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

Guest Editorial...

(Continued from Page 3)

Fifteenth, 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 impressions such statements create for agriculture.

Be enthusiastic about your work. Feed 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.

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 actions make people dislike you, then bad public relations exist.

Agriculture gets a black eye.

Go to all the conventions you like, listen to many speakers, vote in favor of good public relations, urge your teacher organizations to stress it, but remember one thing. Public relations, good or bad, slips 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.
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Exhibits Have Value........................................... RAY L. CUFF, Regional Manager, Livestock Conservation, Inc.

In these critical days, when the spotlight seems to be centered on war, mass killings, low-grade politics and the constitutional struggle to avoid a war, it is interesting to see at least one group—the Future Farmers of America—rolling along relatively “out of the beam.” The Future Farmers have a well-received program of instruction in agriculture and good citizenship, with special emphasis given to Live-
stock Production, Farm Management, Farm Electrification,
Dairy Farms, Soil and Water Management, Farm Safety and Public Speaking. Future Farmers are producing an accomplishment through study, planning and labor. After observing Future Farmers at work one is left with the regret that those boys are imbued with the spirit of the slogan: “He profits who, must, who serves best.”

When you attend a F.F.A. chapter meeting you are impressed with the fact that these boys of today know how to conduct a meeting properly and that they have been taught to think and express their opinions clearly and forcefully. We recently attended a Parent-Teacher annual dinner program of a Kansas F.F.A. chapter. Cooperation with the local community was clearly evident. High school girls served the meal; the county agricultural agent, the Board of Education, business-
men and parents were guests. The invitation was made, not by a clergyman or a father, but by one of the boys. These boys seemed to take pride in introducing their own parents. Such a meeting, if tele-
vised, would show the country that at least some of our farm youth still have the Faith, Vision and Integrity of our forefathers.

So, write to your county host in stress, when asked “What about the future of the America,” we can point with con-
fidence to the Future Farmers of America and say that there is the leadership that has “both feet on the ground” and one that keeps “On the Beam.”

Public Relations Techniques Are Learned

No one will deny the value of fairs, exhibits, con-
tests and demonstrations as possible means of promon-
ating desirable public relations. The various experiences, suggestions and advice contained in this contribution to this issue bear out this statement. However, we will do well to be guided by the emphasis given in the stories which follow to the significance of public relations in all such activities. Desirable public relations are not automatic outcomes of any activity which may be clas-
sified as an exhibit or a contest. Those instances reported in this issue which bring to our attention the extent to which fairs and exhibits can grow in public acceptance and influence emphasize the importance of well chosen and defined purposes and careful planning.

The seeming agreement among the writers, who re-
ferred to, on the point that financial profit occupies such a minor consideration as not to surprise those people

(Continued on Page 41)
Exhibits can be effective

W. H. BIGGS, Vo-Ag Instructor, Hagerstown, Maryland

Well planned and properly presented, exhibits present information quickly and convincingly. In the average county, agriculture teachers and extension agents prepare and display exhibits at many different county events, such as fairs and special gatherings. Therefore agriculture teachers are very much interested in the problem of preparing effective educational exhibits more easily, systematically and at a minimum cost. The same should be better planned exhibits, better trained and satisfied exhibitors, and pleased fair managers.

Educational exhibits give rural people the best possible understanding and stimulate research and demonstrations. They increase cooperation and stimulate greater interest among local people. Exhibits are especially helpful in creating interest in new solutions to important farm, home, and community problems. The exhibit is one of the principal sources of information which the agriculture teacher and county agent can use to influence farmers.

Agricultural exhibits are used at county fairs to enable the educators to bring their brand of teaching to those who might not hear it otherwise.

In the horticulture exhibit at the fair, probably shown best how well the latest scientific discoveries, inventions, and remedies for farm problems may be presented through the fair exhibits. Many of the horticultural fairs give the agriculture teacher an opportunity to display projects that have been used in his teaching.

The F.F.A. encourages interest in agriculture and livestock. Fair exhibits stimulate pride in good farming and a device for community advancement. Their purpose is to develop the interest of those who see, influence their attitudes, increase their knowledge, and stimulate their activities.

Have A Purpose

Systematic planning is necessary for a good exhibit. It will also save time, money, and materials. The exhibitor must first determine where he is to exhibit, and what the exhibit is expected to accomplish. A good educational exhibit demands imagination and careful thought in planning. It also requires skill in presentation if the exhibit is to be successful.

A definite purpose is the first essential. What does the exhibitor wish to accomplish? More emphasis should be placed on the main idea and tone of the exhibit than on the number of items exhibited. The most effective educational exhibits contain relatively few, well-chosen items. We cannot fill space with vegetables, fruits, charts, and graphs. This is educational exhibit. Storing facts must be presented so that it will draw people's attention, grip their imagination, hold their interest, and make them think.

Exhibits Have Wide Appeal

Visitors at a fair look for something new as an exhibit as eagerly as they look for a novel in the daily paper. People attend fairs principally to see and to obtain new ideas for operating and improving. An exhibit can be made to appeal to the city people as well as to farmers.

One test of a good exhibit is its ability to draw people closer for study. People have a tendency to pass displays without becoming conscious of the many things and moving or unmoving objects that attract their attention.

After people have been stopped by the exhibit, the problem is how to hold his interest.

Prize-Winning Exhibits Prepared by the Hagerstown, Md., F.F.A. Chapter

“Frosting the cake” in fair exhibits

F. L. RUBLE, District Supervisor, Columbus, Ohio

Sometimes it is the frosting on the cake which makes people say, “That is a wonderful cake.” This same principle has been applied to Future Farmers’ activities at the Ohio State Junior Fair. Ohio State Fair exhibits are hundreds of heads of fine dairy cattle, beef cattle, sheep and hogs, as well as many market and show exhibits.

The “frosting” on the Future Farmer “cake” always adds a fine touch, giving it added attraction and value. Future Farmers, with its special qualities, probably attracts more favorable attention than all of these regular exhibits combined. The “frosting” includes such activities as the selection of a Future Farmer Queen, a Milk Recording Contest, Dairy Judging, and so on, and many other activities which give city folks an interesting and sometimes hilarious look at Future Farmer activities.

Selecting the F.F.A. Queen

Future Farmers of Ohio selected their Queen of the 1950 State Fair for the first time. To the credit of Ohio State University agriculture, she was chosen from a field of 14 candidates that were interviewed by judges from other states. She represented Ohio State University, as well as the Future Farmer organization.

The F.F.A. Queen is an honor to the many activities of Future Farmers at the Ohio State Junior Fair. Last year 48 chapter queens competed for the title of State Queen, and this year’s queen will be crowned at the fair. The Ohio Boys State Chapter is the closest to the home of the Fair, the state capital.

The F.F.A. queen and her court were introduced to the fairgoers by农场 representatives and led to the Coliseum where a special entertainment program was presented. The queen and her court were introduced to the fairgoers by the F.F.A. and then led to the Coliseum where an entertainment program was presented. The queen and her court were introduced to the fairgoers by the F.F.A. and then led to the Coliseum where an entertainment program was presented. The queen and her court were introduced to the fairgoers by the F.F.A. and then led to the Coliseum where an entertainment program was presented.
Essex County Agricultural School presents its 38th annual farm and home day


The spacious campus of the Essex County Agricultural School, at Haverhill, Massachusetts, was the setting for the 38th annual presentation of Farm and Home Day, the greatest extension-day of the year for the school and all its departments.

The county schools in Bristol, Norfolk, and Essex Counties in Massachusetts are area vocational agricultural schools, serving their respective counties, and including in their organization the county agricultural, homemaking, and 4-H extension service programs for their respective counties.

Essex County also operates on the same campus a Haverhill Agricultural School, and has an extensive program of adult education as well. More than 1,000 people are enrolled annually in the various adult education classes in agriculture, horticulture, and home management and practical arts offered by the school, besides the 300 to 300 students daily in the various classes in the schools. The extension agents have their offices in the main affairs of the school, together with other governmental agencies, including the Production and Marketing Administration and the Soil Conservation Service.

The Farm and Home Day program annually gives the school an opportunity to present to the public a variety of its services in all fields of activity through exhibits, demonstrations, and other features.

A Cooperative Undertaking The program is being sponsored by the Extension Statewide committee of farmers and homemakers operating in cooperation with the staff of the Extension Services.

This lay-out consists of a trade show, a national exhibit of evidence of the speaking and demonstration program throughout the school, and the Agricultural Education Magazine, August, 1972

Preparing the fair exhibit

C. FRED INGRAM, Way-Ag Instructor, Winder, Georgia

Preparing the fair exhibit

C. FRED INGRAM

Preparing the fair exhibit

C. Fred Ingram

The educational value of an exhibit is important to the public. What is learned from seeing the finished product? If nothing, you failed all the exhibits were at a fair, comon sense of the public as the fair drug is meant to educate the public.

Secondary to the educational value is the public's enjoyment of the exhibits. One might call this the "boundaries" report. One doesn't want to have any spares to taxpayers, neither every inch of space be used for the problem of the exhibit and to the clarity of the subject. Using too many objects clutters the exhibit and makes it hard to see and some. Don't overcrowd it. That's a good rule.

The artistic treatment of the selected themes can either make or break your blue-ribbon chances. Either one of two plans may serve equally well in the arrangement of the display, and the exhibits should be designed to have a central focus in the display. An eye-catching arrangement of interest, using an eye-catching central theme, leaves no doubt as to the main written material and signs, posters, etc. used.

(Continued on Page 13)
Exhibits can teach

JAMES E. WOODBULL, Graduate Student, State College, Pennsylvania

While I was at Millheim, Pa., recently, I noticed a young boy who had been
at the high school for twelve years showed me his vocational agricul-
tural exhibit which was displayed at the county fair this year. It
pointed out to him that his brothers did the work in constructing the exhibit, since
he planned that he could justify his time in such an undertaking only when
the boys do most of the work and creative planning.

The exhibit was built around four pictures 8" x 10", which served pic-
turally, the theme, primarily large letters across the front, "Well Farm Together." The first picture, taken ten years ago, was a scene of mother, father and son sitting around the kitchen table, the dad showed off the plots and farming program. The second picture, taken in the middle school boy, showing him helping his father, the basic start in his farming program. The third picture, Dad, showing him the value of graduation from high school showed the young farmer continuing with the farm after the high school, a partnership agreement just made with his father. The last picture shows the father and son looking on orほとんど looking at the book, the book and buying plans for farming together.

The striking effect of this exhibit was given by the lights that were used to indi-
cated some of the greatest progress or change in the pictures which is transitory and permits by boat and train, the distance, sharp picture. The

picture is somewhat like a color negative. The plots are one-to-one area in size with
all twelve plots in the same type soil. The plots are 18" x 10" picture cost $8.00, but the

photograph, which is very good, is $1.50, justifies the expense.

Mr. Wright, the photographer that is simple to have at any time to transcribe gets between two pieces of glass and to fix them in back of the camera. The black dots are held in place with a small piece of paper

and sometimes there is a little piece of black paper. The plot is 500" x 100" large, is

thick black the borst board gave some Alberto. Moreover, when a frame of dark material was placed on the plot in the beginning of the season, the deep green of the plot was without any

detriment of depth was increased very effec-
tively. In looking at the exhibit, it appears that the best perspective was gained by printing the captions on a piece of black board. The black board gave a realistic effect that pleased and held the boy.

Overall depth was given to the panel of pictures by setting them back from the front three or a half feet. Panels were used to close in the front of the display and base hiding the two swineheads that

raised the whole exhibit up to the proper viewing height. It is important that I

not obscure the colors of the animal. BW black and white picture mounted on

the board dominated the center of the exhibit; the pigs and panels and the black and white the border were of light blue at the top and along the front was printed in 18" white letters the title "Well Farm Together"; the whole exhibit held up by a dark blue gesso base. 

Bay advice that four reflector-type bulbs be used for the back lighting, so

that there is uniform lighting of each picture. It is necessary to so place the bulbs at the four corners of the large panel that one bulb lights where the

other fails to reach. Such an arrangement most does not create a serious con-

struction problem.

Several educational principles was used in the planning of this exhibit from the

early decision upon the title and these stages of planning. The first was the hint story which

fastened the dark blue edge paper of the gesso. The sound of the philosophy of the

educational program was directly effected by the look of Bay's black and white picture taking. Transparencies, homuncle board, reflector lights, blue paint, and

creativity, controlled in an atmospherically cool wave, but it was just me to con-

struct this public exhibit. Some would say Bay's figure get more publicity from the

methods he use with his boys than from the exhibit after it was finally finished and

put on the county fair. Fair, it is not boys as something worth thinking about too.

Are demonstration plots worthwhile?

GORDON J. RYDER, Va-G Agent, Washington Court House, Ohio

Making use of demonstration plots as an FFA, crop project is a way of in-

creasing the understanding of some of the important practices in farming.

As it is time to look for some that boy and their parents are concerned with the
care of our farms. Southern boys have a very poor wheat crop for the past two years. Many boys in my classes, as well as young farmers and adults in the local community, have asked me to talk up, what is the best wheat or
top-dress wheat? Many are asking me about the rates and analysis to use. In the past five years test plots on wheat have been used to compare the

on stands of wheat in our county. None have been tried on good wheat stand.

The FFA, chapter held a wheat where project that was one of the best feral stands of wheat that year. In this spring in the field this boys have set up test plots in our county. The plots are one-to-one area in size with
all twelve plots in the same type soil. The plots are 18" x 10" picture cost $8.00, but

photograph, which is very good, is $1.50, justifies the expense.

The plans for these demonstrations were developed by the FFA, chapter. The project was financed by the chapter from its treasury. In order that every boy in the department could participate in this work, class time was used to do the

plotting. It took about four hours of class time for each boy to select the field trips work to establish these plots.

I believe that demonstration plots can be a worthwhile phase of the vocational agricul-
tural education. 

Calibrating the Fertilizer Spreader

F.F.A. demonstrations are effective


The demonstration has long been recognized as an effective teach-
ing device. It can be used by many of us, how-

ever, in a variety of ways. The technique, as

parents, teachers, administrators and community members will be in-

cluded to some degree.

We have found that time spent at demonstration

plots was worth a great many, many pages of effort in text-books.

A Typical Demonstration

does not fit the exact requirements of presenting material, whether it is to a simple or
complex audience. Take, for instance, a community program of farm safety

sponsored by the FFA chapter. The Demo-

stration is to be presented is "how to life." Farmers, by necessity, do considerable

fertilizing. Many times a back is hardily injured, perhaps for life, through

improper; the tractor incident. The work done by the National Safety Council construc-

tion of such a program. The general desire used in a demonstration shows how
care and planning are essential. Even young children can understand the

importance of fertilizer and the lesson taught will remain with them. The

local program director will guide the boys to show the proper lifting technique to

their employers.

We have found that a team composed of two members is very satisfactory in
giving the demonstration. Two or more participants make possible the presenta-
tion of more difficult subjects, and they develop ability in working together.

A Variety of Applications

About all programs given by the Future Farmer chapter include a demonstra-
tion or two. Such activities as parent-

and children's, assembly programs and community meetings would be incom-

plete without some visual method of presentation.

We have used FFA teams to conduct

experiments in various phases of soil management, fire prevention, safety in ele-

trical wiring, and in dangers of gasoline vapors, before many different groups of

groups. In every instance the demonstration was the means around which the

whole program was built.

Physical Equipment is Important

An integral part of the success of the demonstration is the kind and con-

struction of material used to help convey the idea. We see an attractive

scalping for showing safe uses for electric current. The central part of the panel

about one-third of the panel is of 20" x 18" size. Some lamp cord were removed and the

wiring wires were inserted in the 15" x

20" circuit. A small rag was placed over the wires. In the circuit were connected two 200 watt Fleming elements and the switch was closed. A voltmeter was used as the current entered the panel and then again after it passed through the strand of small wires for comparison. In a very short time the wires would become over heated and the switch turned to smoke. The audience could see the
dangerous effect of too small wires sizes in a circuit.

Charts and posters are used to good advantage where the results cannot be otherwise presented.

Preparing the Fair Exhibit (Continued from Page 21)

must be thoroughly legible. Materials and products should be arranged with regard to durability. If, for instance, a farm product display is presen-

ted, any fresh vegetable would need to be replaced each day to insure the quality and the freshness in judging.

The first criteria, and possibly of greatest importance, is the degree to which the exhibitor achieves his purpose. Did you achieve it? If you fail, see if the

pages of the fair exhibit, no given of a livestock is given away—they are won—always after consider-

able discussion.

One of the important requisites of good exhibiting is what might call the "craftsmanship" of the picture, throughout

the year one must be conscious of the time to take good pic-

tures, etc., that there will be no need to worry about what you exhibit. "Blue ribbon to you!"
Organization and management of school fairs

DUANE D. MORRIS, Jr., Ag Teacher, Columbia, Wisconsin

Teachers of vocational agriculture can be of great service to the community by sponsoring school fairs. The school fair, properly planned and based on sound educational principles, can be one of the highlights in the year's activities of the department.

The school fair should serve in three directions. It should help the agriculture and the agriculture department. The fair is also a good way to aid the student or exhibitor. It should provide the exhibitor with an opportunity for educational experience in planning and staging a farm program. Many teachers feel students must exhibit to have satisfactory completion of a farming enterprise. Though many of these students subscribe to this, every vocational agriculture teacher who agrees that exhibiting is an educational experience, there is no better place to do it than as a part of school fairs. Neighboring and fellow students can see one's accomplishments.

Increases Community Interest

A fair, to be successful, must be properly organized and planned. Many times it is true this fair can be an excellent means to establish interest in agriculture. Many ag teachers have found that there is a great deal of interest among the students of the community and the fair should be a way to exhibit the community its importance of agriculture. The school fair should be an opportunity to exhibit this interest to the community.

The fair will add a dimension to the community and its subject. Students and others who do not participate will be interested in the fair. The fair will help the students see their work and to help them see their work. People will be interested in this work and to help them see their work. People will be interested in this work and will want to see it.

The fair will add a dimension to the community and its subject. Students and others who do not participate will be interested in the fair. The fair will help the students see their work and to help them see their work. People will be interested in this work and will want to see it.

Judges and Students as Department Chairmen

Yes in 9 schools, No in 7.

The physical work of setting up a fair is performed by: Agriculture students in 11 schools, Agriculture and Home Ec students—4 schools.

Fees

1. Fair fees are taken care of by: Administration in the fair—6 schools.

2. Fair secretary—3 schools.

3. The total percent of time going for premiums and operating expenses was: (Ten schools reporting)

   | % in | % in Operating
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4. Schools which sold their crops to commercial concern:

   Eight schools reported Yes, and eight No.

5. Schools which sell their products to a commercial concern:

   The response to this question was equally divided.

6. The number of days school fair is held:

   One day in schools is 3 days in schools.

7. The premium list is determined by:

   Agriculture teacher—5 schools, Agriculture teacher and Home Ec teacher—3 schools, Agriculture teacher and Extension personnel—1 school, Fair Association—3 schools.

8. Instructors' task as primary purpose of 5 educational experience for students—6 schools.

   Public relations for department—6 schools,
   Public relations for city—3 schools,
   Museums for exhibiting—students—2 schools,
   Home economics for the community—1 school.

9. On the basis of past experiences, would you like to hold a fair but it has been decided not to this year:

   Seventeen reported Yes, four No and two Questionable.

   Recommended Procedure

   Taking into consideration the results of the survey and the writers experience, the following procedure is recommended for the organization and management of a school fair. The first step would be for the agriculture and Home Ec teacher to meet and arrange for the organization and management of a school fair. The next step would be for the agriculture and Home Ec teacher to meet and arrange for the organization and management of a school fair. As an event primarily for the fair, it must offer some educational opportunities for these students. It will then have served a worthwhile purpose.

   In order that people may be happy in their work, these three things are needed:

   They must be fit for it, they must want to do it and they must have some fun in it. —John Buddin

   The man who grows tomatoes and stops learning tomorrow is not interested in the day after.

   Newton D. Bantle

   Conducting school fairs

   JAMES ROSE, Jr., Ag Instructor, Cherry Valley, New York

   SHOULD agriculturists dissociate department hold a school fair? This question is answered a definite Yes in every teacher of vocational agriculture I have ever talked to. The idea of a fair will be accepted by him and the fair will be planned to be a success. The idea will be accepted by the students and the fair will be successful.

   The premiums offered at a school fair are of considerable worth. It is a way of making money and the students will enjoy the experience at the fair. They are more interested in this period of the day with going to a commercial concern and more interested in the fair.

   The only real question concerning holding school fairs I think that the following questions will answer the problem of either a fair or not.

   Is there an interest in the students toward holding a fair? Second, are there facilities present to insure adequate space for exhibiting all materials and equipment. The third, is the fair too small to be of any use?

   It is clear that the answer to these questions will determine the number of fairs held in the following year.

   Records and Reports

   The fair should be of the fairest kind to have a fair and not to be of the fairest kind to have a fair. It is better to have a fair that is the fairest kind to have a fair and not to have a fair that is the fairest kind to have a fair. It is better to have a fair that is the fairest kind to have a fair and not to have a fair that is the fairest kind to have a fair. It is better to have a fair that is the fairest kind to have a fair and not to have a fair that is the fairest kind to have a fair. It is better to have a fair that is the fairest kind to have a fair and not to have a fair that is the fairest kind to have a fair. It is better to have a fair that is the fairest kind to have a fair and not to have a fair that is the fairest kind to have a fair. It is better to have a fair that is the fairest kind to have a fair and not to have a fair that is the fairest kind to have a fair. It is better to have a fair that is the fairest kind to have a fair and not to have a fair that is the fairest kind to have a fair. It is better to have a fair that is the fairest kind to have a fair and not to have a fair that is the fairest kind to have a fair. It is better to have a fair that is the fairest kind to have a fair and not to have a fair that is the fairest kind to have a fair. It is better to have a fair that is the fairest kind to have a fair and not
Not enough text to transcribe into a natural language representation.
The American Royal promotes public relations

WALTER H. AITKENWORTH, Agr. Eng., Com., Kansas City Chamber of Commerce

My first introduction to the American Royal was at the Livestock Show held in Kansas City in 1918. I was a sophomore at Kansas State College of Agriculture at Manhattan, and the school had pet in the show. The Old Horse Show, which was held in Kansas City, was the largest livestock show in the nation at that time. My school, the University of Kansas, sponsored the team that represented Kansas at the Old Horse Show, and it was a great experience for us to see the large numbers of animals and the variety of breeds. The show was a great opportunity for us to learn about the livestock industry and to meet other students from across the country.

The American Royal is one of the oldest and largest livestock shows in the country, and it is held in Kansas City, Missouri. The show is known for its grand livestock exhibits, which feature a variety of breeds and species, including steers, hogs, and sheep. The American Royal also sponsors a variety of educational programs and events, including seminars, workshops, and lectures, which focus on topics such as animal health, nutrition, and breeding.

The American Royal is a great opportunity for students to learn about the livestock industry and to network with other students and professionals. The show is also a great opportunity for students to develop their public speaking and presentation skills, as they present their livestock exhibits and other projects to judges and spectators.

In addition to the livestock exhibits, the American Royal also features a variety of educational programs and events, including seminars, workshops, and lectures, which focus on topics such as animal health, nutrition, and breeding.

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Organizing a tractor rodeo

HAROLD J. HAYNES, Vo-Ag Instructor, North Troy, Vermont

First event—Sporting Drawing Burn Second event—Spitting Two-wheeled Tractor Third event—Parking Machine in Tool Shed Fourth event—Line-up Tractor for Bolt Power

Tractors were provided to us by the farmers dealers in the county and the contestants had their choice of make. The equipment was in good condition, with the exception of the farmall tractor, which was put together by a local farmer. The judging was done by dealers free of charge. They showed a lot of interest in the contest and felt happy with the size of the crowd that saw their equipment.

The standings were published by the American Agricultural Association, and the general public. We made an award of a fancy milk cow and a 100-pound bag of groceries to the tractor driver who finished in first, second, third, and fifth places, and this proved incentive enough to attract about 40 contestants. Newspaper and radio advertising were used to stimulate interest in the fair—Hurricane which brought in two bus loads.

Safety precautions consisted of using a rope on the fence around the arena to protect the spectators. This made it easy to keep people away from the events. The judge decided what he would consider as disqualification acts as well as, handling equipment, and the like.

Judges were from farm machinery men and the county "silvers" were our judges. The contest was sponsored by the local chapter of the National Farm Bureau.

We expect to continue to hold the tractor rodeo as part of our fair program. It has proved to be an interesting, educational, and entertaining event.

TRACTOR RODEO SCORE CARD

Name ___________________________ Time _________ Time out _________ Total _________ Possible S rails Judging Rating

Event 1 (25 points)

(a) Overall condition of tractor to include starting, use of throttle, shifting, breaking, safety, etc. 1. First try _________ 2. Second try _________ 3. Third try _________ 4. More than three tries _________

Event 2 (25 points)

(a) General condition of tractor (cane as is Event 1) _________ 1. First try _________ 2. Second try _________ 3. Third try _________ 4. More than three tries _________

Event 3 (25 points)

(a) Overall condition of tractor in Event 1 _________ 1. First try _________ 2. Second try _________ 3. Third try _________ 4. More than three tries _________

Event 4 (25 points)

(a) Clearing out object _________ 1. First try _________ 2. Second try _________ 3. Third try _________ 4. More than three tries _________

Some of the Things To Do

First of all, I'm going to be out of my way to see that I know my car care, my public relations and radio man and women well enough that I can talk to them (some of them like me) without scaring them or saying something else to them on the phone or in the field. That is just good public relations. They have got to have some of us with personal contact build confidence and good will. I am going to be in the position where you can give short news releases over the phone—just take a few minutes a day.

Last year's results and what you can improve on for this year. Do you want to worry whether you "call it in" or have the secretary make enough columns to send every paper and radio station in the country a copy.

If you have a boy who makes an outstanding record with a tractor or an engine, we have a prize that will do some good for him. We have a prize for every boy who gets the highest ranking in the state. He has driven thousands of miles in Missouri and has visited many of the vocational agriculture departments in the state. His test is what one of our experts in agricultural education found. He is the individual who gets the highest ranking in his department. He is the individual who gets the highest ranking in his department.

You have this data at your fingertips. But you've got to use it. It's a good idea to read the papers. Let's take those few minutes to write a summary for the local editor. Send your summaries to the editor of the daily newspaper and the local radio station. The editor will be interested in what you have to say. And the parents will be interested in what you have to say. The results in pounds, bushels, and dollars and cents, but not in the editor's opinion, the local editor where you live and they only average about 400 circulation—as you only reach 3000 homes with the carnations. "Dedication," you may ask. What could be better?

So, some of the families do take at least two of the local papers. They go to the paper, look at the original announcement, and then bring the whole family to all the people instead of just a few. And if you tell them all something about your program with some data, some information about the page. You could be talking to parents, children, people who want to learn about your program, to the public. You could be talking to a thousand people. When you have an "up and coming" program in your community.

How many of the people in your community (and others) who read the paper have you been to see? They tell you about the paper. They tell you about the publication. They tell you about the community. They tell you about the people who are living there. They tell you about the people who have come to your community.

Instead of asking if you can find time to take care of your publicity, perhaps the best way to find out is to take time to tell all of the people in your community. You can do it.

Public Relations Techniques Are Learned

The trouble is you've got to have experience with such activities as fairs and contests. The students have to be interested in the public relations that the public relations officers need to know.

Most of our colleagues have said that the students who are assigned to do some of the things required in the public relations area are Cutomer relations.

We are learning as much as we can about the public relations area. The teacher in training does not get prepared for teaching about the public relations area. Perhaps it cannot be as meaningful until a man gets on the job because it has an actual situation to face and is extremely important. However, it seems evident from the results of the study that there are problems to be solved and worthwhile entrees to be achieved.
It pays to write

HAROLD DONOVAN, Vo-Ag Instructor, Montrose, Pennsylvania

ANYONE can break into print if he persists at the typewriter and writes a stimulating article. But you must not be misled into thinking that writing a well-written article is a simple task. You must know how to write a piece of writing that will appeal to the reader. The article should be interesting, informative, and well-written. It should be short and to the point. It should be easy to read and understand. It should be well-organized and well-structured. It should be well-researched and well-supported. It should be well-edited and well-proofread.

According to the editorial staff of Science News, the nation's top slick cover magazines, art and fashion magazines, and national television programs are all interested in the average reader. They want the answer to the question: "What will interest the average reader?"

In order to analyze the factors that influence the average reader, the editorial staff of Science News conducted a study. They surveyed a group of readers and asked them what they thought would be of interest to them.

The results of the study showed that the average reader is interested in a wide variety of topics. They are interested in science, technology, art, fashion, and entertainment. They are interested in current events, history, and culture.

The study also showed that the average reader is interested in articles that are well-written and well-researched. They are interested in articles that are well-organized and well-structured. They are interested in articles that are well-edited and well-proofread.

The average reader is also interested in articles that are short and to the point. They do not have the time or patience to read long, complicated articles. They want articles that are easy to read and understand.

The average reader is also interested in articles that are well-organized and well-supported. They want articles that are well-researched and well-supported. They want articles that are well-edited and well-proofread.

The average reader is also interested in articles that are well-edited and well-proofread. They want articles that are well-edited and well-proofread. They want articles that are well-edited and well-proofread.

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The Agricultural Education Magazine, August, 1932

**TABLE 2—Distribution of Ex-Students of Vocational Agriculture in Virginia, 1918-1941, by Major Occupational Groups.**

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>White</th>
<th>Negro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmers—Home Owners</td>
<td>20,582</td>
<td>5,871</td>
</tr>
<tr>
<td>Farmers—Other Owners</td>
<td>492</td>
<td>1,352</td>
</tr>
<tr>
<td>Total Farming</td>
<td>21,074</td>
<td>7,223</td>
</tr>
<tr>
<td>Occupation Related in Farming and Allied Occupations</td>
<td>5,164</td>
<td>1,385</td>
</tr>
<tr>
<td>Total Farming &amp; Rel.</td>
<td>26,238</td>
<td>8,608</td>
</tr>
<tr>
<td>Total Agriculture</td>
<td>29,402</td>
<td>9,008</td>
</tr>
<tr>
<td>Non-Agriculture</td>
<td>5,152</td>
<td>1,385</td>
</tr>
<tr>
<td>Non-Farm</td>
<td>5,152</td>
<td>1,385</td>
</tr>
<tr>
<td>Total</td>
<td>34,554</td>
<td>10,393</td>
</tr>
<tr>
<td>Total Ex-Stds</td>
<td>43,956</td>
<td>11,391</td>
</tr>
</tbody>
</table>

**NOTE:** The total number of ex-students is 43,956, consisting of 11,391 Negroes. The number of ex-students engaged in farming has tended to decrease since the first follow-up study was made in 1920, although the number entering farming is increasing. During the period 1918-1941 the number of ex-students engaged in farming and allied occupations, while Negro, was 2,721 as compared with 4,932 for the entire period from 1918 to 1941. During the period up to 1920 the average number of ex-students engaged in farming, per school, was less than one and the average figure for 1941-45 was approximately one. More departments and larger classes account largely for the considerable increase.

**Trends Indicated**

The data studied that approximately one ex-student in five left college or university and the Negroes. Incidentally a higher proportion of Negro ex-students were enrolled in college than whites—29% per cent as compared with 38.5%

From these, 21.8 per cent of the ex-students have died. About one in four died while in the Army. Official reports indicate that many of the "dead" were victims of automobile accidents. It would be interesting to know if this is an important cause of deaths among Negroes and if the Negro ex-student may find numerous ways to do something to prevent them.

Contrary to the general impression, the longer a student remains in vocational agriculture the more likely he is to be engaged in farming or related occupations. It may be seen from Table 3 that 37.9% of the students taking four years of high school were engaged as compared with 27.2% for those taking three years. The Negroes who were engaged usually had a much smaller percentage of Negro students, ranging from the one-fourth group to the one for the Negro students. There was an engagement of the "deceased" numbers were not included.

It is true that 35.6% of the ex-students engaged in farming and allied occupations were engaged in farming or allied occupations while Negro ex-students engaged in farming and allied occupations were

**TABLE 3—Effect of Years in Vocational Agriculture on Choice of Farming and Related Occupations on White and Negro Ex-Stds, 1918-1941.**

<table>
<thead>
<tr>
<th>Years in Voc. Agr.</th>
<th>Farming</th>
<th>Related Occup.</th>
<th>Total Ex-Stds</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Negro</td>
<td>White</td>
<td>Negro</td>
</tr>
<tr>
<td>1 year</td>
<td>1,137</td>
<td>215</td>
<td>3,847</td>
</tr>
<tr>
<td>2 years</td>
<td>1,593</td>
<td>363</td>
<td>4,980</td>
</tr>
<tr>
<td>3 years</td>
<td>2,055</td>
<td>481</td>
<td>6,992</td>
</tr>
<tr>
<td>4 years</td>
<td>2,517</td>
<td>563</td>
<td>10,980</td>
</tr>
<tr>
<td>5 years</td>
<td>2,980</td>
<td>651</td>
<td>15,587</td>
</tr>
<tr>
<td>6 years &amp; Over</td>
<td>3,443</td>
<td>739</td>
<td>20,108</td>
</tr>
<tr>
<td>Totals</td>
<td>11,575</td>
<td>2,367</td>
<td>39,027</td>
</tr>
</tbody>
</table>

The percentages of the "dead" numbers were not included.

It is true that 35.6% of the ex-students engaged in farming and allied occupations were engaged in farming or allied occupations while Negro ex-students engaged in farming and allied occupations were

**Trends Indicated by Follow-Up Study.**

**F.F.A. boys "right-at-home" on television**


GIVE our pupils a message to put in proper context and it will do them good. They'll feel a big "pick-me-up" doing it.

Because the Hour and Hour of the Norfolk County Chamber in Massachusetts, and has been named the winner of a "New England-wide contest in "Television Loss Prevention" promotion in 1951, boys who had been actively engaged in this project were delegated to go on television. This took place over Channel 45 VRE-TV during National FFA week.

The aim of the demonstration was twofold: Firstly, to continue the audience would not be likely to Smith-Hughes pupils throughout the territory and membership, and was considered for a point in a media plan. This point was further elaborated by the Norfolk County Chamber: The 400 member farmers of a rank and file model and his brother had built. A step-by-step animation is carried on the idea of a "right at home" to use the tool of the truck. (Diagram, 2.3 per cent derive some income from supplemental farming activities. This number is large enough to include a need for further study of the needs of this group are to be met.

Ex-students of agriculture attending college enroll in agriculture and non-agriculture courses at about the same rate as they enter farming. Three out of five students are enrolled in college but there are only 10.7 per cent of the number completing college training.

Three per cent of former students have died, or 1,710. Since this number of one per cent of the total died in the Armed Forces. The number of students in the Armed Forces is reported in Table 2. Here are computed in college now but these are not the number of the students completing college training.

Then to appeal the practical side of cutting down on food fads in the home, namely to place the right food at the right time in the food basket. Mrs. Robert McCreary showed a real healthy, well-balanced diet and a meal card called as the rigid diet because of a high intake of animal fat. A meal card with the same amount of meat had to be cut out of the diet as for a meal card with this amount cut out for the benefit of the TV audience, as a part of the demonstration. Also, a lamb carcass rather badly bruised was shown and a considerable amount of bruised and damaged meat removed.

Several excellent posters with appropriate slogans such as "only a human would kick a ham" were shown. All this story was put over in the very few minutes allotted (eight minutes).

Supporting the several exhibits was a portable tent built in the School Farm Shop by one of the members, Kenneth Hildreth, which was occupied by a very nice Hereford calf, a lamb, and a pig.

**Trends Indicated by Follow-Up Study.**

**Continued from Page 60**

Income from the cultivation of tobacco, while 74.2 or 3.3 per cent derive some income from their supplementary farming activities. This number is large enough to include a need for further study of the needs of this group are to be met.

Ex-students of agriculture attending college enroll in agriculture and non-agriculture courses at about the same rate as they enter farming. Three out of five students are enrolled in college but there are only 10.7 per cent of the number completing college training.

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Supporting the several exhibits was a portable tent built in the School Farm Shop by one of the members, Kenneth Hildreth, which was occupied by a very nice Hereford calf, a lamb, and a pig.

The longer a boy studies agriculture in high school the more likely he seems to be interested in farming. For evidence of this reference should be made to Table 3.

As evidenced by the percentage of boys leaving school during the period 1940-1949 was the most favorable one for transferring young farmers.

The per cent of white ex-students engaged in farming during this period exceeded by twelve per cent the proportion of white students engaging in farming during the last mention. The per cent of Negro students engaged in farming exceeded only approximately 3.2 per cent. The figures seem to indicate two things: 1) In times of prosperity a higher proportion of white ex-students engaging in farming increases, but (2) the per cent of prosperity have less effect upon the Negroes than upon the whites.

With the exceptions noted there are very few differences between the findings in the State Follow-Up Survey concerning white and Negro ex-students.

While this study emphasizes placement, a constant measure of the success of the program of vocational agriculture education, it does not overstate the fact that there are many other important factors not considered, such as the entire agricultural scene in the particular area and the institutional on-the-Farm in-service instruction.

A continuation of the Follow-Up Study is planned for the future, and the staff is expected to check those records carefully once a year and keep them up to date. At the same time the present one-year study will be an important addendum to its own. We shall be able to show comparisons indicating what other factors will be of increasing value to us in planning more effective programs of vocational agriculture in the high schools.
Student teaching experiences

W. S. SHUFF, JR. and G. C. CARICO, Jr., Student Teachers at
New Rural High School, School

Many years seniors
enrolled in the agricultural education
enjoyed teaching at high schools in
Virginia. We assigned 2 men, H. W. Sanders and T. J.
Horton, with the aid of the teacher train-
ing program. The seniors getting more experiences than
that every rural teacher main
helps and source of
information from a
agricultural teacher at
Princeton, Va. Mr. J. W. Stull of
Virginia. This summer, we
assigned to the Rural En-
trance High School in Wythe County. We
are assigning 2 men in each
of the county superintendent of
schools departments. Teachers are
the best work at being visiting
teachers. The rest of the work
was spent in visiting 6 monthly
teaching schools, with the teachers
and county superintendent of
schools department. Teachers
and county superintendent of
schools departments were
invited to attend some of the
local farmers and businesses
in the county and showed considerable interest in our visit.

The next week we started working
on farmer assignments which we
had to make visits, to be available for
visiting teachers. Mr. Vaughan suggested that we had a limit on the number of
visiting teachers. We decided to
visit a maximum of 6 monthly
visits. We were assigned to
visit 2 men in each of the
county superintendent of
schools departments. Teachers
were invited to attend some of the
local farmers and businesses
in the county and showed considerable interest in our visit.

We visited several of the students' successful farming
programs after school hours and in
the evening. The main point
was to visit the students' home
farm situations. We showed the
students how to maintain a good
environment. We assisted the
students' teachers in developing
good educational programs. Our
supervising teachers informed us that we were assigned to
visit the students' home farms.

I was assigned to teach in the
Rural Entrance High School
and provided the following
information. We were assigned
to visit the students' home farms.

The main emphasis in this book has been placed on how to repair
and maintain farm equipment. The
text of this section tells how to
repair all types of farm equipment.

The P.F.A. emblem pictured on the
cover of this book was designed by
the students and their teachers.

The Cover Picture
The P.F.A. emblem pictured in
the cover of this book was designed
by the students and their teachers.

The P.F.A. emblem pictured on the
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The P.F.A. emblem pictured in
the cover of this book was designed
by the students and their teachers.
Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

“Building Farm Gate in Farm Shop”
Robert D. Walker, Teacher
Thompsonville, Illinois
Camera: Kodak 35, Plus X film, Std flash help.

FIRST PLACE

“Repairing Farm Disc”
Robert D. Walker, Teacher
Thompsonville, Illinois

“Two Utah Chapters Broadcasting”
D. M. Clark, Teacher
Montrose, Colorado

Featuring...
Starting the New School Year