Stories in Pictures

ROBERT W. WALKER
University of Illinois

Troy Freeberg (center), a junior in agricultural education at the University of Wyoming, and Jim Durpee (left), Teacher of Vocational Agriculture, accept a tractor engine for the Department of Vocational Education and University High School, University of Wyoming, from Lee Cook, Ford Motor Tractor Division. (University of Wyoming photo — Powell)

Tom Johnson (center), Central Region National FFA Vice President, and Don Lehman (right), President of the Illinois Association FFA told with Lloyd Green, Farm Director for WCIA-TV, Champaign, Illinois, about vocational agriculture and the FFA. (Photo by Ronald Scherer, University of Illinois)

Agricultural Education

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PUBLIC INFORMATION PROGRAMS
From the Editor...

How Others View Vocational Agriculture

"One-half of all shop students in the United States are struggling away at home economics and agriculture—hardly critical crafts..." (July 15, 1946). This comment by a writer in a well-known magazine indicates the image of vocational agriculture and vocational education held by a writer for a prestigious weekly newspaper. We in agricultural education claim that such a statement describes outdated and outmoded concepts of vocational education in general and agricultural education in particular.

Yet, the understanding of vocational agriculture portrayed by this statement is not greatly different from what others have to say about our program. For example, note how an economist questions the degree of emphasis given agricultural education in the total program of vocational education.

In 1942... vocational agriculture accounted for roughly a third of the enrollment in and expenditure (as federally supported vocational education programs) for home economics. In view of the fact that agricultural employment has been declining, not only relatively but absolutely, for a long time this degree of emphasis on farming for agricultural jobs hardly seems rational. (Alice M. Rhim, Critical Issues in the Development of Vocational Education, The Brookings Institution, Washington, D.C.)

Another economist admits that vocational education in agriculture is changing, but he finds that the percentage decline in enrollment in agriculture relative to other offerings in vocational education,

The critic notes with alarm that the absolute enrollments in home economics and agriculture continue to expand... Others can take comfort in the ingenuity of their thinking about agriculture relative to other program offerings. The decline in agricultural enrollment... may be construed to be especially heartening.

But... it is regrettable to note that... there is an increasing concentration in such programs as "in-service education," and "career counseling," and "agribusiness," departing substantively from the traditional farm orientation. However, while this may concern one, one can understand the wish of educational specialists to maintain a role for their traditional domain. (Joseph S. Seigle, "The Response of Vocational Education to Labor Market Changes," Vocational Education, a supplement to the Journal of Human Resources, Volume III, 1965."

(Continued on next page)
From the Editor . . .

Still other economists, noting that vocational agriculture has been so successful, feel that the findings of an analysis of 1960 data still exist.

. . . a reasonable question is whether the decline in farm occupations has been accompanied by changes in the number of young persons enrolled in vocational programs that provide training for farm occupations.

In 1963 these requirements were modified to permit greater flexibility in the content of vocational agriculture education. Although the scope of the program has been broadened, we believe the basic relationship shown in the 1952-56 data is still valid: that enrollment in vocational agriculture was not particularly sensitive to fluctuations in the labor market. The data still show that a public information coordinator should be placed, organized, staffed, coordinated, budgeted, and evaluated. A challenge is as strong as its weakest link. Which link of the program is missing or in need of repair?

Many states have been successful in staffing a position of public information coordinator. This work requires progress in many of the other functions of a program. Teachers are where the action is; they are the key to the program. The public relations program cannot reach the many publics without some organized and coordinated efforts.

Every state director of vocational education should have a public information officer on the staff. This person could coordinate the efforts of the information specialists of each of the state's educational services in the state. The public information specialist should be appointed by the state supervisor of the service and would be allowed sufficient time for the important aspect of the total program.

The effectiveness of each vocational service could secure through the teachers organization of that service service representatives to serve on a public information committee. The teachers organization could be responsible for identifying, organizing, and implementing a public information program for the state for that particular service with the help of the public information officer and public information specialists.

Some suggestions for public information activities for vocational agriculture include:

- A monthly newsletter to teachers, administrators, legislators, government agencies, and other state supervisors and teacher-educators.
- A speakers bureau composed of one or more teachers per county to speak on local service club programs. One state reported over 30,000 persons hearing the stories of vocational agriculture through the speakers bureau.
- Develop promotional brochures needed for explaining opportunities in expanded programs.
- Arrange for radio, television, and news coverage of special events such as the state FFA banquet, state teacher education conference, state FFA Week, and awards presented within the service.
- Plan and conduct an evaluation program. Secure public opinion in order to measure the effectiveness of the public information programs.

The Cover Picture

Television programs are an important public information activity in Mississippi. Bobby Stokes, Jerry Alexander, and Louis Hogan of the Mississippi State University Cooperative Extension Service, show the educational value of the available data and information about vocational agriculture in Mississippi.

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Guest Editorial . . .

grants of vocational agriculture to meet the needs in the several phases of education. Whatever the present image of vocational agriculture, persons in the program have made it so. Is vocational agriculture getting in the right place to public opinion? What is being said is directly proportional to what is known about the program.

A public information program should be planned, organized, staffed, coordinated, budgeted, and evaluated. A challenge is as strong as its weakest link. Which link of the program is missing or in need of repair?

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WHAT DO YOU ALL SUMMER?

DELMAR JOHNSON and AVERY GRAY
Superintend, Indiana Department of Public Instruction

How many of your fellow teachers, your administrators, or people in your community ask, "Well, what did you do all summer?" How do you answer the question? Do you really have a clear picture of what you should accomplish? Do you have a plan? Do you evaluate the success of your summer program?

Perhaps the key question is: What are you doing to inform the community about your summer program? Perhaps too many teachers are just "visiting." WHY THE SUMMER PROGRAM?

A teacher of vocational agriculture is employed to plan and evaluate the summer program while the need for instruction the year around. The summer program is an important part of a phase of vocational agriculture. It offers many opportunities for a teacher to do an effective job of supervision and teaching in the farm, on school land laboratories, in the school greenhouse, or on the job in local business firms. Everyone affected by the summer program should help in planning the program. In reality, however, the teacher with the help of the advisory council and the school administrators must complete the final plans.

WHAT IS PLANNED?

A well-planned and executed plan of work for the summer provides a basis for an effective instructional program for high school students, young farmers, and adults. Summer is also the time to visit prospective students and their parents, state FFA officers, secure and file new reference materials, revise long-time programs, prepare course calendars, and make lesson plans and agriculture mechanics laboratory plans. The teacher also secures needed equipment and supplies and orders books and records. In order for a vocational agriculture teacher to perform these and the many other duties, it becomes necessary for him to do a good job of planning the summer program.

GUIDELINES FOR PLANNING

We find the following list of activities helpful to teachers in planning and evaluating the summer program of work. For each of the activities listed, the teacher should record what is planned and what is accomplished. For example, for the activity "visiting regularly enrolled high school vocational students," the following information should be recorded: number of students enrolled, proposed number of visits per student, total number of teaching visits, approximate length of each teaching visit, approximate total hours required, and number of days needed for on-farm teaching.

Directing the High School Phase of Vocational Agriculture

- Visiting regularly enrolled high school vocational students
- Visiting prospective high school students
- Meeting with and preparing for the advisory council
- Directing the activities of the FFA

Directing the Adult Phase of Vocational Agriculture

- Visiting enrolled adult or young farmers
- Visiting prospective adult or young farmers

Preparation for Teaching High School and Adult Classes

- Preparing lesson plans
- Preparing teaching aids
- Preparing courses of study
- Collecting materials
- Checking, repairing, and inventoring equipment

Vocation

- Number of days for vocation
- Percentage of total time for vocation

Bill McFly, [left], teacher of agriculture at South Whitley, Indiana, instructs a farmer in these testing during the summer.

Lawford Mott [right], vocational agriculture teacher at Morganan, Indiana, checks the results prepared by a student during the summer.
A New Approach to an Old Image Problem

ALFRED H. KREBS, Teacher Education
Virginia Polytechnic Institute

We love to talk about "the good old days" when we were teachers of agriculture, we knew all the school board members and the towns all the local vocation agriculture. Our public relations efforts in those "good old days" were highly successful largely because they were underwritten by an excellent program which touched the lives of a high percentage of our students.

The problems of vocational agriculture today should be even greater, but that a new day has dawned. A new approach to the public relations task is essential. Under the leadership of A/V/A Agricultural Education Division President Ralph Bunder, and with the active support and assistance of the entire A/V/A staff, that needed new approach has been born.

A New Approach

The new approach focuses on public information rather than on public relations. It is based on the premise that there is no better time to be convinced of the value of the vocation agriculture programs, that hard facts about the agricultural programs are needed to convince those who "just don't know" that the program is valuable. We believe the public information effort must be a continuing effort and that the effort is too expensive and will need to "buy" from the standpoint of the public. We in agricultural education will have to do it ourselves.

To tackle this task, President Bunder appointed a working committee of three persons representing the vocational agriculture teacher (NVATA), the state supervisors (NASEA), and teacher educators (AAATEA), plus several consultants. The task of the committee was defined as follows:

To provide leadership and coordination in securing, preparing, and disseminating information regarding agriculture education.

The program originated out loud was modest. The committee planned to promote the preparation and dissemination of various kinds of information about vocational agriculture and to attempt the compiling and dissemination of hard data about the vocational agriculture programs. It is the second idea that has received the greatest attention to date. It appears to contain the promise of providing for vocational agriculture a service of far greater importance than ever dreamed of while the committee was formed.

VO-Ag Facts

Basically, the "VO-Ag Facts" idea is extremely simple in design and execution. Each state has been asked to designate a public information committee with the chairman responsible for working with the national committee. The state committees, under the guidance of the national committee, are to assemble and send to the national committee various facts about the state vocational agriculture programs. The national committee is to process the facts received, duplicate them in the form of a fact sheet, and mail the fact sheet to the states. The state committees then mail the facts sheets, containing information about the home state and other states, to those interested in having them. This is a great step forward in publicizing the hard data about agricultural education in all states. The "VO-Ag Facts" idea is a new approach to an old image problem.

Team Effort

Although the vo-ag facts idea is simplicity itself in design with a far-reaching value potential, it can succeed only if teachers, supervisors, and teacher educators work as a team with the state public information committees to provide the information and to duplicate and disseminate the "VO-Ag Facts" to persons in their states. At the project grows, financial support beyond that provided by the A/V/A will be needed. If properly supported, the project can generate a kind of up-to-date data bank about the vocation agriculture programs never before available on a national scale. The result would be a far greater understanding and appreciation for the vocational agriculture program and a general greening of the educational profession.

Although the vo-ag facts idea is the project revision of the new approach from the Public Information Committee of the A/V/A Agricultural Education Division, its effect is to acquaint non-agricultural educators with agricultural education. The expenditure of the project will create an informed public. The test is national in scope and it requires all agricultural educators to be successful. State committees will be doing all agricultural education for the state.

This new approach to the public image problem of agricultural education is to fit the changing socio-economic and educational scene is long overdue. With just a little effort by all, agricultural education remains an important part of public education.

ARTICLES ABOUT VOCATIONAL AGRICULTURE

The Christian Science Monitor recently published a series of articles describing the broadened program of vocational education. The series of articles appeared in the ten consecutive Saturday editions beginning on January 4, 1969. The articles under the general title, "Farm Boy Quit the Farm?" were written by Dorothy Kuhn Bull, staff writer for The Christian Science Monitor. Topics of the ten articles are:

- A new crop of skills
- Vocational courses open doors for farm youth
- Farm is farm boys' classroom
- Conservation taught from a plane
- But more teachers are needed
- Vocational needs skills
- Hawaii updates vo-ag courses
- Urban youth study agriculture
- Practice farm work leads to city
- Work's message: Young man, the land still needs you.

VO-AG FACTS*

Of the 105,250 students completing high school agricultural vocational programs in the United States in 1966, 38 cents per cent were placed in programs of continuing education, 13 per cent entered the armed forces, 42.5 per cent were placed in jobs, 5 per cent were not classified, and only 1.5 per cent were unemployed.

During 1966-67 there were 153,255 high school and post-secondary students preparing for employment in off-farm agricultural occupations. Enrollment of high school students in programs leading to employment in off-farm agricultural occupations in 1964-65 and 1966-67 are as follows:

- Off-Farm Agriculture: 1964-65 1966-67
  - Agriculture: 7,096 7,060
  - Agriculture Products (Processing): 8,194 8,197
  - Ornamental Horticulture: 8,027 8,027
  - Agriculture Resources: 6,297 6,297
  - Forestry: 2,304 2,304
  - Other Agriculture: 6,590 6,591
  - Total: 35,811 35,810

New programs to train off-farm occupations are underway in approximately 40 per cent of the 8,700 schools offering vocational agriculture in the United States.

*Prepared by the Public Information Committee, Agricultural Education Division, American Vocational Association.

Themes for Future Issues

- July
- August
- September
- October
- November

Policy and Development in Agricultural Education
Guidance in Agricultural Education
Instructional Programs in Agricultural Education
Instructional Programs in Ornamental Horticulture
Instructional Programs in Agricultural Supplies
SUMMER ACTIVITIES OF TEACHERS

EARL WINTENBERGER, Supervisor
Kansas State Board for Vocational Education

The value of summer program activities of vocational agriculture teachers has long been recognized. However, the increased demand on the vocational agriculture teacher's time during the summer has created many problems including a general concern as to how to provide the best vocational agriculture program during the summer months. In some schools the summer months have been poorly used or even abused by teachers. In these situations administrators question the value of summer employment of vocational agriculture teachers. Consequently, agricultural education is justifiedly being asked to clarify the importance of summer programs of vocational education in agriculture.

Features of Summer Programs

I undertook a study to identify the summer program activities of vocational agriculture teachers that were associated with the characteristics of the total vocational agriculture program. Vocational agriculture teachers from fifty-four Kansas schools who conducted at least a two-month summer program and who had been at their present location for at least five years participated in the study.

Summer program activities which were found to be associated with the characteristics of the total vocational agriculture program included:

- Preparing for an agriculture mechanics exhibit at a state exhibit.
- Attendance at summer vocational agriculture teachers' conference.
- Number of summer newswires published.
- The following characteristics of the total vocational agriculture program were found to be significantly related to the summer program activities of teachers:
  - Number of summer supervisory visits per high school student.
  - Number of summer supervisory visits of high school students with occupational experience programs.
  - Summer farm experience program tour.
  - Number of summer FFA chapter meetings.
  - Number of summer FFA officer meetings.
  - Attendance at state FFA camp.
  - Exhibiting a local agriculture mechanics exhibit.

Characteristics Not Related to Summer Programs

The summer program activities conducted by teachers were found to be independent of the following characteristics of teachers and schools:

- Number of years of experience of the vocational agriculture teacher.
- Salary of the vocational agriculture teacher.
- Farm experience program worth of high school students.
- Area of the state.
- Full or part-time department.
- Percentage of vocational agriculture graduates entering post-high school educational institutions.
- Graduating institution of the vocational agriculture teacher.

One of the most valuable yet one of the most underused programs in secondary high schools across the nation is the program of vocational education in agriculture. We know its value and continually extoll its many virtues. To whom do we extoll its many virtues? Usually to ourselves or to our course, the agriculturists of America. We know that this is an ever diminishing number and yet we continue to talk to ourselves.

At conventions and major meetings we feature outstanding agriculturists; we put our publications in the hands of other agriculturists. We seek help from others and involve the people we know and can depend on most, those who already understand our program. In short, much of our public information program is a closed circuit mutual education society.

New Audiences

In California, we are expanding our public information program by applying the old technique of maximum involvement with new ideas to reach new audiences. With all the new communication media available, nothing has replaced the oldest and most efficient method — word of mouth. The idea is to get more people talking about a worthwhile educational program. We find that the best way to start them talking is to get them personally involved.

In an effort to capture the attention of any audience and start them talking, it is fair to use every modern and sophisticated method available. It is fair to draw on the talents of every person willing and able to help. It is fair to use every technique possible to keep costs at a reasonable figure. It is fair to hitch a ride on any idea that will evoke a favorable reaction. It is fair to involve everyone possible to implement your public information program. Involvement is the golden key.

Using the technique of public involvement last year, friends of our program attended our State Fair FFA Awards Breakfast. They had budgeted for TV time and had a public relations man on their staff. The result was a video-taped eight-minute program on fifteen TV stations around the state. Involving programmers for one of the major networks, we were able to get students of vocational agriculture in thirty TV appearances with an estimated audience of 7,000,000 people. Work is currently being done on a half-hour movie involving student projects and their relationship to establishment in farming. The budget and talent necessary to develop the movie will again be supplied by people involved with our program.

Involvement of People

The use of TV, video-tapes, and movies is good but only second best to actual person-to-person contacts. The major thrust of a public information program should be toward involvement of people. We have several programs designed specifically for this purpose. One of the best examples is our project competition.

We have long realized the value of student projects in programs of vocational agriculture. The value of the instructional program reflected in the student project requirement is an easy one to communicate to the public and consequently a natural for a program of public information. Using the student project as a basis for involving the public with our program, we have

(Jerry T. Davis & Assistant State FF-A Advisor, Bureau of Agricultural Education, California Department of Education, Sacramento.

JERRY T. DAVIS, Supervisor
California Department of Education

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The display at the San Francisco International Airport is viewed by an estimated 15,000 persons each day.

(Continued on page 293)
THE OVERHEAD PROJECTOR: A TIME-SAVER FOR TEACHERS

DONALD S. HEANLEY
California State Polytechnic College

Audio-visual aids can help reduce the teacher's load and contribute to better, more worthwhile educational experiences for the student. The overhead projector is not a new audio-visual device. The armed forces used the overhead projector extraneously during World War II. Recently it was discovered by educators and is becoming a very useful device.

The overhead projector may be considered as an extension of the chalkboard. All of the drawings, charts, definitions, and outlines a teacher uses during the year which is put on the chalkboard can be preserved on acetate transparencies and used again and again. Material added can be removed by erasing with a cloth. The use of the grease pencil, translucent pen, and pencils make this possible. It can be adapted to almost any situation arising in the classroom.

A Versatile Teaching Aid
By making a master to be used with the many different types of thermal copy machines a transparency can be transferred and then the masters stored for future reference, thus a lot of teacher preparation time is released to be used elsewhere. Instead of recreating on the chalkboard each time, the material taught can be put on masters and transparencies made to be used with the overhead projector. The overhead transparency is one of the audio-visual material in the classroom. It is a tool which the teacher can use to increase his ability. The teacher has the opportunity to teach the way he thinks. The teacher uses the vocabulary best suited for the situation. He writes or draws an explanation to drive home his idea. Since audio-visual aids are so versatile, the teacher can use his creativity. The teacher has the opportunity to teach the way he thinks, the vocabulary best suited for the situation. He writes or draws an explanation to drive home his idea.

Donald S. Heanley demonstrates the use of the overhead projector in the classroom. Mr. Heanley is Agricultural Education Media Consultant, California State Polytechnic College, San Luis Obispo, California.

Using the Overhead Projector
What are some ways in which the overhead projector can be used? You can supplement lectures, slides, movies, charts, filmstrips, or other audio-visual materials with the overhead just as you do with the chalkboard. However, the overhead has many advantages over the chalkboard. You face the classroom at all times, you can use color to reinforce your point, you can erase the material that has been filled in leaving the blank picture or diagrams to be filled in again, and you can control the students' attention. It is possible to supply motion by using a polarized wheel that is in the projector. Many teachers who use the lecture method record their lectures on rolls of acetate and then reinforce their voice visually by showing the class the manuscript word by word on the overhead projector. The student is then able to copy down what he may have missed. The rolls can also be used with sequential diagrams, charts, or whatever you want to be included in your lesson plans. They can be stored, revised, and used with other classes or on other years.

The overhead projector is also known for its versatility. Some of the best types are made for magazines, newspapers, and other media. There are basically the same types of overhead projector available in the classroom, the school, and the library. They can be made to fit any budget, and the teacher can adapt the projector to his needs.

A State Program of Public Information
In 1966 as part of their training in a leadership workshop, campanu. 1. be Frecon regional officers wrote to his State Senator and Assemblyman and invited them to attend a luncheon with them. On the day of the luncheon, the officers visited the capital and observed the legislators. The Speaker of the FFA president spoke to the legislators and received a joint resolution from the Senate and Assembly commemorating the FFA. At the luncheon, the officers had an opportunity to visit with members of the House of Representatives in their own district and acquaint them with the program of vocational education in agriculture and other services to FFA. The speaker was honored by FFA of our program.

A recent effort in our program of public information is to achieve maximum exposure for the state officers. They make a mid-year tour of the state to visit friends of the FFA and put on special programs when requested. They travel extensively around the state speaking at parent and son banquets and conducting leadership workshops for chapter officers. Travel expense to chapter functions is paid for the requesting chapter.

Conventional methods to teach and involve the public in our educational programs are used too. At the San Francisco International Airport, a display of our program and their relationships to agriculture. The display is viewed by an estimated 10,000 people daily. The cost of the display is carried by friends of our program.

The idea of involvement of people to increase their understanding of the vocational agriculture program is the same idea that all successful local schools are using. It works equally well on a state level. People like to be identified with the fine youth we have in vocational agriculture. A little cooperation and guidance on our part can make a public information program that is effective. To measure the effectiveness of your state program of public information by the number of people who are actually involved.
RECRUITMENT EFFORTS SHOW RESULTS

RALPH J. WOODIN
The Ohio State University

The supply and demand for teachers of vocational agriculture in 1968 could cause a politician to "point with pride," but at the same time he might also "view with alarm." He could point with pride to a 26 per cent increase in the number of teachers qualified during 1968 as compared to 1965, but he would be forced to view with alarm the fact that the number of teaching positions during the past four years has increased more rapidly than the supply of teachers.

The table accompanying the article provides information regarding the supply and demand of teachers for the 1960 school year in comparison to the previous four years. Some records were set in 1968 in number of positions in teaching vocational agriculture and the number of persons qualified. The number of new positions added during the year was the highest of any previous year. An encouraging note was that fewer replacements were required during the year, resulting in the lowest percentage of turnover of teachers than in any of the previous years.

Dr. Louis M. Thyng of Iowa State University reported that during the four-year period from 1963 to 1966 enrollments in baccalaureate programs in Colleges of Agriculture in State Universities and Land Grant Colleges increased from 4,757 in 1963 to 50,718 in 1968, representing a 21.5 per cent increase in enrollment. During this period of time, the number of students majoring in agricultural education increased even more. Agricultural education enrollments were up more than 26 per cent.

Sources of Information

The data presented in the table were obtained from state supervisors and teacher educators in each state. Each state reported giving the number of teaching positions in the state, the number of replacements needed, the number of new and additional positions which had developed during the year, and an estimate of the number of teachers which would be needed in 1970. Teacher educators reported the number of graduates qualified for teaching and the first positions assumed by those qualified. Replies were received from 50 states and from 76 different teacher education institutions. The survey was made as of August 1, 1968, at which time most teachers had signed contracts for the coming school year.

A complete report of the survey "The Supply and Demand for Teachers of Vocational Agriculture" is available from the Department of Agricultural Education at The Ohio State University.

Supply and Demand in 1968

An indication of the persistent teacher shortage is shown by the fact that in August 1 there were 141 teachers needed but not available. At that time 45 departments could not open because of shortages of teachers. Several supervisors indicated that there would be a larger increase in the number of new departments of vocational agriculture in their states had teachers been available.

The number of persons qualified to teach vocational agriculture grew from 1,038 in 1965 to 1,518 in 1968. This is an increase of 27%. This suggests that the recruitment effect if the past few years is beginning to pay off. A significant increase in the per cent, however, should show up in 1969.

Summary

This year's survey indicates that there is no question but that a shortage of teachers still exists and that continued efforts in recruitment must be made. The goal for recruitment should be about 1,200 teachers qualified per year as compared to 1,314 in 1968. This would provide a supply of teachers sufficient to meet the current shortage and permit some selection of those who would teach. To meet such a goal requires continued effort on the part of all segments of the agricultural education profession.

INNOVATIVE PROGRAMS IN AGRICULTURAL EDUCATION

Innovative Programs in Agricultural Education describes new programs in agricultural education throughout the United States. High school programs in horticulture, agricultural mechanics, forestry and conservation, agriculture and distribution, and cooperative education in agricultural education as well as programs in area vocational schools are described. Innovative programs are also described pertaining to programs for persons with special needs, post-high school and adult programs, and teacher education.

The publication was prepared by the Publications Committee of the Agricultural Education Division of the American Vocational Association. Copies are available at 55 cents each (10 per cent off on orders of ten or more) from the American Vocational Association, 1510 H Street, N. W., Washington, D. C. 20005.

Ralph J. Wooldin is Chairman of the Professional Personnel Recruitment Committee of the Agricultural Education Division, American Vocational Association. Dr. Wooldin is Professor of Agricultural Education, The Ohio State University.
DO WE HEAR WHAT THE PUBLIC HAS TO SAY?

J. C. Atherton, Teacher Educator
Louisiana State University

It seems that we are destined to spend the remainder of our lives in an age of overeating, continually accelerating technical progress. This is not news; but what is new is the realization that the public is not as aware of these developments as we might think. The problem is that we often fail to communicate effectively with the public about these issues.

The Community Speaks

The community speaks in a variety of ways and through the actions of those who make up the group. Some of the more common of these are:
- Public: Enrollment in vocational agriculture, degree of participation in educational activities, encouragement given their children to enroll in vocational agriculture, enthusiasm for the program, cooperation with the department and its activities, arrangements for children to secure supervised experiences, and the providing of facilities for use in teaching certain aspects of agriculture.
- Community: The community speaks in many ways including the verbalized crony, the printed word, general attitude, law enforcement records, employment of former pupils, church attendance, follow-up records of former students, public health records, and similar factors.

A healthy program of education in vocational agriculture takes into account the attitudes and needs of those who are instrumental in providing for its operation. How well the community accepts the "extra" duties given the teacher is expressions of the views of one's associates.

Parents: Parents express their views in a variety of ways in addition to the verbal. These include degree of encouragement given their children to enroll in vocational agriculture, enthusiasm for the program, cooperation with the department and its activities, arrangements for children to secure supervised experiences, and the building of strong and viable programs of vocational agriculture.

Recognize and Act

Perhaps we have said too often that we cannot follow the whims and desires of all with whom he comes into contact. But, all of these messages are not urgent. Many are lost because of the ease with which they are rendered. If possible, our "wireless" has been turned off or tuned to the air channel? This is a present and real danger. A danger we can ill afford to overlook. Icebergs may be floating freely in the lanes of travel followed by the vocational educator. It is quite likely that some of these may be unobtrusive, to be ignored as much as the one which caused the vast destruction in this North Atlantic several decades ago. Sensitivity to the desires and interests of others is an ever-present and vital need of those who serve the public.

A teacher tells us that success depends upon one keeping an ear to the ground, a shoulder to the wheel, and his nose on the griddle. While it is largely impossible to accomplish these three feats simultaneously, there is no excuse in this ancient saying. It tells us that three elements are involved in progress—industry, persistence and the sensitivity to those around about us. Each is vital in the operation of educational programs in the community.

There is some wisdom in the observation that it is on rare occasions that a man will trip over a given nut while strolling with his head in a cloud of wishful thinking. It is much more profitable to watch where one is stepping not only at this moment but also what is coming up in the immediate future as well as to observe the more distant future. Some of the pitfalls may become more obvious if one's ears and eyes are attuned to those around him.

If a parent comes into your classroom or laboratory can they tell what is taught in vocational agriculture? Why should blank walls greet students and visitors in the agricultural mechanics laboratory? Instead, we should see the space to post interesting displays which tell a story about your program.

An example of this is the electrical distribution system installed in cooperation with the Wright County REC at the Belmond (Iowa) High School. Four large pictures painted by the high school art class depict different areas of a modern farmhouse. These were attached to the walls in the agricultural mechanics laboratory. Wires were used to symbolize the lines which illustrate how the electrical current reaches the farm buildings. Wires were painted to show their attachment to the corners of the building. The meter loop in turn was wired to a discarded transformer hung in the center of the room from a roof support pole.

What are the advantages of this display? Gray walls are no longer greeted by visitors to the laboratory. Their attention is caught by the colorful display of a modern farmhouse. In addition the unit on electrical safety now contains a training aid that easily illustrates how and what happens to electricity as it comes to the farm.

Only your imagination limits how you can make the laboratory more interesting and educational. How many square feet of dull walls are in your agricultural mechanics laboratory?
Modern Programs Demand
Modern Public Information Activities

LARRY H. ESPEDALING
Kansas State University

Larry H. Espedaling is a former teacher of vocational agriculture at Newton, Kansas. In 1967 he served as agricultural information manager for the National Future Farmer. Mr. Espedaling began graduate work at Kansas State University in 1968. Presently he teaches agricultural mechanics in the Department of Agricultural Engineering, Kansas State University.

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**Students Present Public Programs**

**PAGE BAKARICH**
Teacher of Vocational Agriculture
Wilcox, Arizona

One of the most effective public information activities that I use is a public program where several students present to a group, usually a service club, a program depicting some phase of vocational agriculture or the FFA. The primary objective of this public relations activity is to portray the vocational agriculture student as a highly competent individual who is rapidly developing the professional skills and interest in his community.

**Organizing Programs**

The organization of the committee responsible for public programs includes a general chairman who sends out a letter to each of the organizations in the community explaining the program and soliciting a date. In addition there is one committee chairman for each program to follow up the letter by phone or in person. It is then the student's responsibility to develop and present the program. Motivation for participation is enhanced by a leadership awards program that requires each winner to participate in a minimum of three public appearances. Students enthusiastically accept the responsibility and competition is keen to win the chairmanship of a program committee. Many students who assign themselves on their own by influencing parents or relatives who are members of groups overlooked by the general chairman.

Early in the school year each student develops a presentation for use in a program. Freshmen work around the creed, motto, aim and purposes, the emblem, and short essays on other phases of the FFA. Sophomores develop parliamentary demonstrations and explain the supervised work experience program. Juniors and seniors prepare speeches up to six minutes in length and occasionally use them in the chapter public speaking contest.

All groups emphasize topics that are currently being studied in vocational agriculture. A typical program would include the following components:

- **Presenting Programs**

Using several boys with short, snappy presentations promotes interest. Using audio-visuals provides interest and using students of different ages shows a normal progression and development. Everybody loves a freshman, "they're so cute," and one or two older students lend quiet confidence and tend to pull the show together.

The department has nearly two thousand color slides, a host of filmstrips, and an 8 mm film, "The Wilcox FFA in Action." The students are taught to use all the projects including the overhead projector for their presentations. Although rehearsal is a must, programs have been presented at the drop of a hat. A service club called at 10:30 a.m. for a luncheon program. When a radio program the superintendent had planned failed to materialize, he asked at 8:30 a.m. for a thirty minute radio program at 9:30. At 9:30 the program was on the air and the superintendent was well pleased.

This public information activity has a tendency to expand. A local homeowner's club so enjoyed the parliamentary procedure demonstration they asked the students to present it at their annual county meeting. The public information officer for the local RFA was impressed by one film presentation and asked to use the film series on his television program.

The students participating in this activity have a tremendous impact on interpreting the program to the community. In addition they are gaining public experience in public speaking.

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**Modern Programs Demand Modern Public Information Activities**

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**Question:** What are the five most critical public relations problems confronting vocational agriculture departments today? The most frequently mentioned problems were:

- lack of support by the administration
- people believe agriculture only means farming
- people believe agriculture is a dying industry
- other high school teachers object to the large number of contests
- we need more financial support

The teachers indicated that the following factors have tended to cause these public relations problems.

- lack of time to prepare information for press, radio, and TV
- vocational agriculture programs need to be more visible
- the needs of the community
- the name "vocational agriculture" has an unpleasant connotation for many people.

**Critical Problems:**

If we are to have an organized and efficient public relations program, we need to attack problems such as these.

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**Public Information Activities**

After determining which public or public relations problems the community needed the most help with, we organized an informational program to capitalize on their special interests.

**What were the most successful public relations activities?**

The responding teachers submitted the following list of public relations activities that have been successful.

- newspaper articles
- annual banquet
- fair entries
- radio programs
- advisory councils
- window displays
- FFA contests
- Dad's and Mom's night
- open houses
- Greenwood initiation
- personal contact with local businesses
- programs for local organizations
- chapter farm
- chapter good will tour
- newsletter

A closer look at these activities reveals that each contains one or two elements required to make any public information activity successful. The activities present one or more and provide for involvement by a certain public. People in the community who know the story and are involved will promote the program because they are an integral part of it.

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One teacher put it this way, "Our main support comes from the agriculturally oriented businesses on Main Street."
COMMERCIAL FLOWER FORCING by Alice L. Haminger. 245 p., 20 illus., 10 line illus., 3 maps. New York: McGraw-Hill, 1968. Seventh Edition, 414 pp. $14.75. This is an up-to-date edition of a book that was first printed in 1936. Commercial Flower Forcing has been an important reference book to all phases of the floriculture industry for over thirty years. Many universities, junior colleges, and vocational schools have used this book as a basic text for introducing the student to the producing and marketing of flowers, plants, and plant grown in greenhouses. In the new edition of Commercial Flower Forcing the authors have thoroughly brought all the latest methods of producing and marketing flowers and plants grown in greenhouses in relation to the practices and techniques used to the scientific principles involved. The book provides the professional relationship of principles, concept, and practice in regard to the following aspects of greenhouse construction and housing: air-conditioning and plastics; soil; greenhouse ill; major commercial crops; minor commercial crops; bulbs, corms, and tubers; flowering pot plants; foliage plants; wholesale marketing and cost of production.

Commercial Flower Forcing is an excellent book as text from high school to college. The content is clear, concise, and easy to follow. It is a valuable reference book for commercial greenhouse operators. Garden club members would find this an excellent book for basic study.

Alexa Dore

Dorabill (Ithaca) Junior College

Modern Programs Demand Modern Public Information Activities

(Continued from page 301)

Street. Businessmen such as the bank representatives, livestock buyers, cooper managers, banks, and many others have helped our program tremendously by passing their observations to students. I feel that you have sold your program locally to key men who will in turn do the job for you. However, they must be kept well informed.

Although professional organizations and institutions cannot organize a complete public relations program for the local teacher, these organizations can provide helpful information and assistance. The chairman of the board of directors indicated that they use information or materials from the following agencies: Office of Education. National FFA, teacher education institutions, state staff for vocational agriculture, National Vocational Agricultural Teachers’ Association, and the Kansas Vocational Agriculture Teachers’ Association.

I propose the following six essentials for the development of an effective public relations program.

1. A well-organized vocational agriculture program that meets the needs of the community.

2. A well-organized vocational agriculture program that meets the needs of the community.

3. Identify the characteristics, interests, and problems of the public.

4. Organize your public relations program to capitalize on the specific characteristics of your public.

5. Work with the publics most important to your cause. They will help sell your program to other publics.

6. Continue to analyze your publics and their attitudes toward your program and act before problems arise.

The accompanying picture explains modern better than words. When we moved into our new Mountain Regional High School, the town of a greenhouse for plant science instruction was evident. In twenty years we had changed from an animal science department to an emphasis on plant science in order to meet the needs of the area. The FFA offered to contribute one thousand dollars toward the cost of a greenhouse. The school administration found the cost of a new greenhouse too high. The Agriculture Department and the FFA decided to build its own facility. The local livestock sales and an $10,000,000 greenhouse already taken down for $200. With the help of friends, we rusticated an old barn (shown at the left in the picture) and prepared an area for the greenhouse. We appropriated $200 for the greenhouse. The former vocational agriculture student and FFA President in 1946, hired the old without charge. That is one example of the contributions people in the area have made. These contributions include money, materials, and services from individuals, businesses, and service clubs.

James L. Collins, the plant science teacher in our department, was in charge of the construction. He did tremendous work and deserves much credit. The students showed much enthusiasm for the project. In some cases, students have been dragging their feet for three years suddenly came to life and acted like men. These boys know it is their greenhouse; it was not handed to them.

The entire foundation is in place. As the picture indicates a half of the greenhouse has been enclosed.
YOUNG FARMERS: A DILEMMA ... A NEW DIRECTION

E. M. JUERGENSON, Teacher Education University of California, Davis

The need for and development of young farmers' groups, post-secondary classes, alumni clubs, and similar organizations over the past quarter century is well known to persons familiar with vocational agriculture in this country. Each state has its own idea of how to meet the needs of out-of-school rural young people and has made efforts to set up organizations to do so with varying degrees of success.

Without a doubt, educational agencies need to maintain contact with former vocational agriculture students and FFA alumni. In fact, we need to maintain contact with all young men in a community interested in agriculture and the educational process.

These persons are often adept during one of the more critical and formative periods of their lives, especially in regard to vocational choice or establishment in an occupation.

Have Organizations Failed?

In this matrix, Young Farmers' groups was born to "bridge the gap" between the above-mentioned segments of young persons as well as between young men just out of high school and adults found in a wide variety of agricultural organizations, agencies, and agricultural industries.

In different parts of the state, various organizational patterns have developed to meet the needs of out-of-school youth ranging from FFA effort to small groups in an assortment of agricultural groups loosely organized and often clustered around a night course taught by an agriculture teacher.

While the need seems apparent, and the cliche to "bridge the gap" so adequately fits, by and large the groups have failed as organizations. A need of great proportions has not been filled. The vast majority of rural youth have no rallying point from which to plan and develop their future.

It is true that among Young Farmers' chapters there are a few glowing exceptions from the standpoint of both growth of membership and imaginative programs. However, the overall picture leaves much to be desired. Rather than an increase in members and chapters, there are decreases or at best only a static situation. For example, there are over 200 communities in California offering agriculture in secondary schools, yet there are less than 50 Young Farmers' chapters.

Many of these are only of token value. In junior colleges the picture is brighter, although with a captive audience the group tends to function more as a department club rather than to "bridge the gap." The reason cannot be for lack of effort or genius on the part of either members, teachers, or state staff supervision.

New Purposes

The trouble rests more aptly in the basic concept of the movement. While the major reason given for organizing is education, the record shows that success is found where the group is generally linked to filling a social need for its members. This need of rural youth can be just as much a responsibility as the regular and designated sponsor, godfather, or perhaps even advisory council to the FFA in high school. The Young Farmers then become a service club in agriculture designed especially for rural youth.

In developing objectives, formal education in Young Farmers' chapters need not be neglected but held as a secondary goal to a more important objective that reaches all rural youth.
ADVISORY COMMITTEE

Agricultural Education Division, AVA

Members of the Advisory Committee of the Agricultural Education Division of the American Vocational Association met in Washington, D. C., on March 5-6, 1969. The meeting, which was in cooperation with the Policy and Planning Committee of the Agricultural Education Division, gave emphasis to a review of developments and trends in agricultural education. Implications for additions and revisions to programs in vocational agriculture were considered. Members of the committee are:

Alexander Nunn, Lockenporia, Oklahoma
Parke Bradley, President, National Agricultural Chemical Association, Washington, D. C.

Jesse A. Stitt, Research and Development Manager, Universal Chemical, Home Show, New York City
Hervey DeGriff, President, American Meat Institute, Chicago, Illinois
George W. Koch, President, Grocery Manufacturers of America, Inc., New York, New York
D. N. McDonald, Secretary of Agriculture, State of Wisconsin, Madison, Wisconsin
Charles Dean Bennett, Special Consultant, Foundation for American Agriculture, Washington, D. C.

Roger D. Goetsch, President, New Mexico State University, University Park, New Mexico
Douglas Hewitt, Executive Secretary, Farm and Industrial Equipment Institute, Chicago, Illinois
J. K. Kent, American Institute of Cooperation, Washington, D. C.

Terry L. Dechant, National Farmers Union, Denver, Colorado
Clyde Goodrow, Director of Public Relations, The Septs Food Cooperaion Foundation, Atlanta, Georgia

Carroll Streeter, Vice President and Education Director, Farm Journal, Philadelphia, Pennsylvania
Louis H. Wilcox, Vice President for Information, National Plant Food Institute, Washington, D. C.

The Advisory Committee approved the accompanying resolution requesting that recently adopted policy of the U. S. Office of Education pertaining to youth organizations be rescinded.

RESOLUTION

WHEREAS, the Division of Vocational Education in the U. S. Office of Education has been reorganized several times in recent years, and this reorganization has adversely affected the leadership role of the U. S. Office of Education in developing and improving agricultural education, and

WHEREAS, one-half of the time of only one person in the U. S. Office of Education is devoted to leadership in agricultural education, and

WHEREAS, agricultural education continues to serve a great need in the preparation of people for occupations in the nation's economy, and

WHEREAS, the Future Farmers of America is an integral part of the inter

The NVATA has been quite successful in enrolling members in the organization and probably attains a high or higher percentage of its potential membership than most organizations. This success can be attributed in several factors, the chief of which is active state organizations. The State with the most active state organizations are those where a very close working relationship has been developed between supervisors, teachers, and students. In most instances state supervisors have taken the lead in organizing state associations and in the promotion of their activities. They have not only consulted with teacher educators in developing state plans and state conference programs but have also provided adequate time at the state conference for teachers to teach the business of the organization.

The NVATA has always encouraged the three groups within vocational agricultural education to work together not only at the state level but also at the national level. A close working relationship does exist and this can be most helpful during times such as presently exist when vocational education in agriculture and the FFA is being challenged from many angles.

The following state associations have attained 100 percent membership in NVATA for fiscal 1968-1969: Montana, Nevada, Utah, Wyoming, Oklahoma, Nebraska, North Dakota, South Dakota, Missouri, Ohio, Alabama, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, Rhode Island, and Virginia.

Here are a few of the methods used by these associations to attain 100 percent membership:

Present service awards at the annual conference on the basis of state membership at the years as a member instead of the years taught.
Collect dues by regions or districts and use committees of two or more neighboring teachers to urge the last few to pay their dues.
Provide badges for those that have paid dues at the conference.
Collect dues of all in attendance at the annual conference.
Recognize regions or districts for being 100 percent in membership.

Hold meetings with student trainees to acquaint them with the advantages of working in the work of their professional organizations.
Use the "package plan" of collecting dues.

Hold a panel at the state conference on the importance of paying dues and supporting state and national association.

Always be available to answer the professional reasons for supporting the program.

Present all teachers with information on the state association and NVATA purposes and accomplishments.
Students studying vocational horticulture in Connecticut learn the latest practices in greenhouse and plant management. (Photo by L. L. Turner, Connecticut Department of Education)

Robert W. Walker
University of Illinois

Richard fingerprint (right), an officer of the University of Minnesota's collegiate FFA Chapter, distributes tree seedlings to elementary school students as a part of the Minnesota FFA's tree seeding program. (Photo by Midwest Coоперatives, Inc.)

Featuring —

THE FUTURE OF AGRICULTURAL EDUCATION