

A SURVEY OF PUBLIC RELATIONS PROGRAMS USED BY
VOCATIONAL AGRICULTURE TEACHERS IN ALLEGHANY,
SURRY, AND YADKIN COUNTIES IN NORTH CAROLINA

by

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CHAPTER I

INTRODUCTION

The public relations program, as carried out by the teacher of vocational agriculture, is considered to be of great importance in determining the support which he will get in his community for carrying out his educational program.

Teachers of vocational agriculture are advised by teacher trainers in the colleges to keep the public informed as to what they are doing, and to get the support of the community.

It was the old philosophy of vocational agriculture teachers that doing a good job in the class room and in the community was all that was needed, that the people in the community would find out all that they should know about the agriculture teacher's program and give it their support. This attitude does not hold true today. The people in the community must be sold the program just as any other program is sold, if it is to be effective to its fullest degree. To be effective all or nearly all of the people in a community need to know what the vocational agriculture program has to offer. If a vocational agriculture teacher followed the old philosophy and contacted just the parents of his all-day students and his adult group, he might miss one-half of the population in some communities.

Recommendations on how to carry out a public relations program are varied, with each teacher having a different idea as to what method will be the best. As far as can be determined by the writer there have been no previous organized attempts to study this problem.

The problems met in teaching vocational agriculture are much different from those to be found in the regular high school curriculum. Many of the academic subjects are required while vocational agriculture is elective. The academic courses have been in the curriculum for a long time and the people realize their importance. Agriculture, on the other hand, is a relatively new subject, and many of the people do not realize its importance. Vocational agriculture requires home visitation by the teacher and also supervision of the boys' farming program. This results in a better acquaintance between teacher and parents, and enables the teacher to carry his instructional program to the boys through these supervising visitation periods during the summer months.

Purposes of the Study

This study was conducted for the following purposes:

1. To determine what methods the teachers of vocational agriculture use to keep the public informed of the work done by their departments.
2. To determine to what extent a public relations program affects the length of tenure of the teacher.
3. To determine the training the teachers of vocational agriculture have had to prepare them for conducting a good public relations program.
4. To determine the training the vocational agriculture teachers feel they should have in order to carry on a good public relations program.

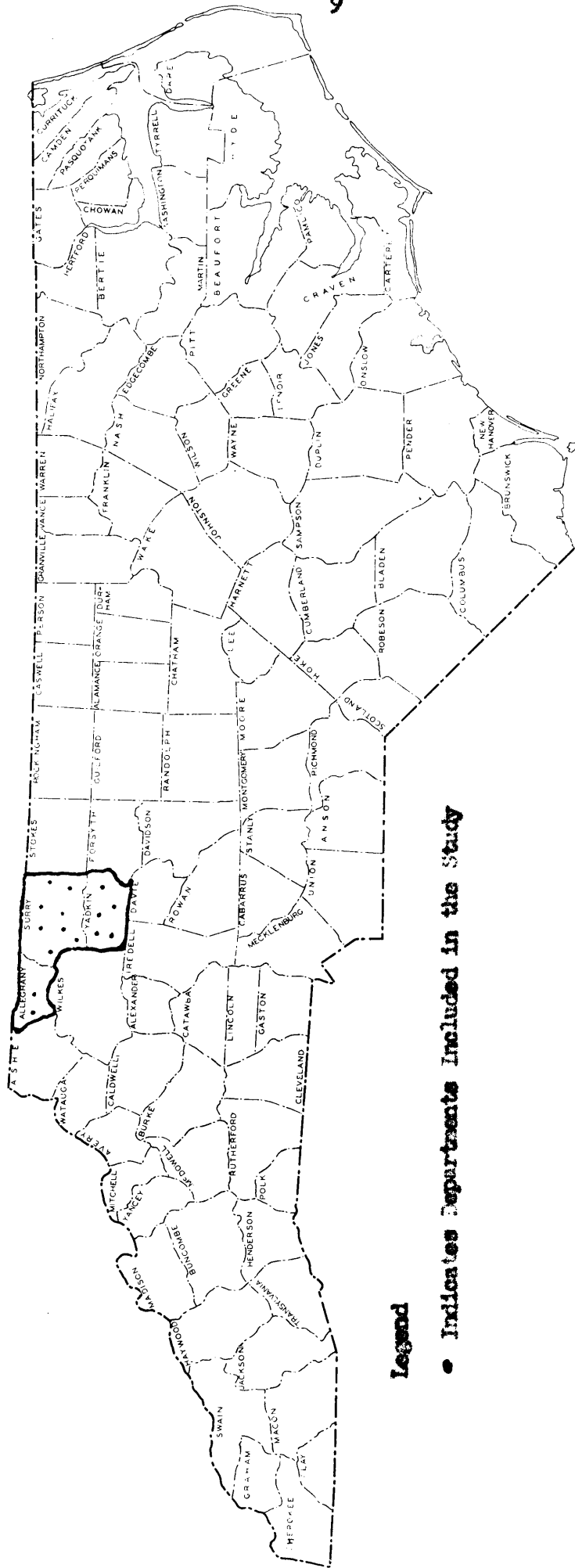
Limitations of the Study

This study includes the schools in Alleghany, Surry, and Yadkin Counties of North Carolina, that have vocational agriculture departments. (See Figure 1 on page 9).

Definitions of Terms

A Public Relations Program is anything that the teacher of vocational agriculture does to explain or to keep his program before the public; to cause the public to better understand the responsibilities and the work of the vocational agriculture department in a community.

A Civic Club is any club or organization of or pertaining to a city or other municipality or rural community, relating to citizenship of man as a member of society, or to civil affairs.



Legend

• Indicates Departments Included in the Study

Figure 1. Locations of Departments of Vocational Agriculture Participating in the Study.

CHAPTER II
REVIEW OF LITERATURE

There is very little literature available for teachers of vocational agriculture on the subject of public relations program. As far as the writer was able to determine there has been no organized research done in this field.

Cook¹ suggests several methods that the vocational agriculture teacher can use in keeping the public informed as to what he is doing in his program. Also Cook suggests the following list of objectives as desirable in a public relations program:

1. To develop understandings of the objectives of the program in vocational agriculture.
2. To inform the public of the achievement of the program.
3. To create good will and desirable relationships.
4. To obtain the cooperation and support of the public, including all agricultural organizations and other agencies interested in vocational agriculture.
5. To interest a large number of students to enroll in all-day, young farmer, and adult classes.
6. To develop a comprehensive total program in vocational agriculture in the community on a permanent basis.
7. To create a feeling of need for the program in vocational agriculture including all-day, young farmer, and adult farmer classes.

1. Cook, Glen C., A Handbook on Teaching Vocational Agriculture, page 60, The Interstate, Danville, Illinois, 1947.

Hamlin² seems to think the teacher of agriculture has the best chance of anyone connected with the school of informing the public of what the school is doing. This is because he visits in the home of each of his students several times each year and becomes well acquainted with the parents. Some of the ways by which the teacher can inform the public of what he is doing are:

1. Newspaper articles and radio programs.
2. Influencing students to inform people with whom they come in contact.
3. Influencing advisory council members to inform persons they contact.
4. Face to face contacts.
5. Being helpful in the community without expectation of rewards or public attention.

Farrar³ states that proper publicity for a good program of vocational agriculture makes the difference between a program backed by all the people and one that is merely accepted.

It is news if as many as ten per cent of the people are interested in it. Too often the teacher thinks an activity must be very outstanding to be news worthy. This is not true. Simple stories about people in the community interests the average person.

The public who pays for the program in tax money has a right to know what the program is doing. Publicity often causes better understanding

2. Hamlin, Herbert M., Agricultural Education in Community Schools, page 152, The Interstate, Danville, Illinois, 1949.

3. Farrar, John, "Publicity for Future Farmers", The Agricultural Education Magazine, Volume 19, page 64, October 1946.

between the boys and their parents. The parents are proud of seeing their children's names in the paper, and in many cases will aid them in some project so that their children will get credit for it in some newspaper.

Knight⁴ writing on a study carried out in Tennessee, where 30 teachers and 19 newspaper editors were questioned, states that the following points seemed to stand out:

1. Teacher-training courses should include participation instruction in news writing, photography, and giving radio programs.
2. Men already in the field need training in carrying out a publicity program.
3. There is a demand for handbooks on newspaper writing.
4. That occasions and devices that can be used for publicity are numerous.
5. Up to the present time, the local weekly newspaper has been most widely used as a publicity media.
6. Each State should have a publicity man to conduct the publicity from a state level and aid teachers in their local situations.

Loreen⁵ states that the public is definitely interested in vocational agriculture and is entitled to be informed of the importance, objectives, and activities of the school and the vocational agriculture department.

The teacher will take greater pride in his work and do a better job

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4. Knight, E. B., "Publicity for Vocational Agriculture in Tennessee", The Agricultural Education Magazine, Volume 19, page 196, April 1947.
 5. Loreen, Oscar W., "A Public Relations Program for Instructors of Vocational Agriculture", The Agricultural Education Magazine, Volume 21, page 128, December 1948.

if he knows the public is informed of what he is doing.

Methods available for use by the vocational agriculture teacher in improving his relations are:

1. Clear and full understanding of his program by the administration.
2. Making use of students to publicize the program in the home and with other people where ever they go. It is true, the way the students feel toward the teacher influences the parents to feel the same way.
3. The important part played by the advisory council.
4. Home visits are very important. The teacher has a chance to become acquainted and friendly with the parents on these visits.
5. Parents' meetings.
6. Local service clubs will aid if they have been sold on the program and if their aid is solicited.
7. Newspapers welcome stories that are of real interest to their readers.
8. Radio programs are becoming more important, as the radio is being used more as an educational device.

Eaton⁶ makes the statement that the publicity of Future Farmers of America is still not being well done. Many people do not know what F.F.A. stands for.

One of the better ways of giving publicity is to acquaint local farmers with the program. This can be done through visits, meetings with far-

6. Eaton, Edward O., "Giving Your F.F.A. Chapter More Publicity", The Agricultural Education Magazine, Volume 21, page 269, June 1949.

mers, and motion pictures.

It is easier for chapter members to go ahead with projects if they are somewhat assured of success because of local support.

Bristol⁷ states that many teachers of vocational agriculture do not realize the importance of publicity for their departments. Interest in the local program is often lacking because the people in the community are not informed. In order to keep people backing and cooperating with our program they must be informed of what is happening in the department. Every teacher of vocational agriculture does worthwhile things and the public wants to hear about them.

Dodd⁸ states that to increase the interest of the administrators in the agricultural program, that during the agriculture teacher's conference, California has arranged to have a special "Administrators Day". The teachers of agriculture invite all of the principals to attend on this day. Much is also being done at the local level to improve the relationships with other teacher groups and those groups in allied fields such as Farm Bureau and Grange.

Spraggs⁹ suggests that writing news articles and publicizing F.F.A. activities is good training for high school boys. All boys should be given an opportunity to receive training and experiences in preparing publicity articles.

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7. Bristol, Ben, "Public Relations in the Department of Vocational Agriculture", The Agricultural Education Magazine, Volume 20, page 53, September 1947.
 8. Dodd, L. M., "How to Sell Your Program", The Agricultural Education Magazine, Volume 23, Page 158, January 1951.
 9. Spraggs, Paul F., "Informing the Local Community", The Agricultural Education Magazine, Volume 24, Page 201, March 1952.

Training and experience that will help boys:

1. To determine what is news.
2. To write acceptable releases.
3. To write good news stories.

Crabbe¹⁰ states that he takes for granted that all of us working in vocational agriculture are aware of a need for a more aggressive program of public relations.

The Ohio program calls for:

1. Forming a speakers' bureau from the ranks of the teachers.
2. Certain feature articles assigned to local teachers.
3. A county chairman to coordinate news in the county.
4. Providing pictures for publication.
5. A three man public relations committee at the state level to assist teachers committees.

10. Crabbe, L. F., "The Ohio Plan of Public Relations in Vocational Agriculture", The Agricultural Education Magazine, Volume 24, page 268, June 1952.

CHAPTER III
THE INVESTIGATION

Method of Procedure

This study was made by personal interviews, in which a survey form was used. By using this method the writer could explain any question that was not clear. This helped in getting the information wanted and in classifying it in the desired form.

The survey form was formulated and tried on a number of college students in vocational agriculture, and on some teachers of vocational agriculture who were doing graduate work. The form was then revised with some questions being added and a few left out in order to make it contribute to the objectives of the study.

As a final step in the preparation of this form it was checked by two of the teacher trainers at Virginia Polytechnic Institute. A few changes were made.

After this form was revised, and completed, permission was secured from the necessary school authorities to contact the teachers of vocational agriculture to get their cooperation in getting the forms filled out. This was done by personal contact at the Surry Federation meeting and in Alleghany and Yadkin by letters and by meetings with the teachers. In most cases a specific time was set for individual interviews, with a summary of the findings promised to each teacher interviewed when this study was completed.

Summarizing and Tabulating Results

Interviews were conducted with each of the 15 teachers of vocational

agriculture in Alleghany, Surry, and Yadkin Counties of North Carolina.

Table 1 presents the academic preparation of these teachers.

Table 1. Academic Preparation.

Education	Number of Years			
	1	2	3	4
High School	0	0	0	15
General College	2	1	1	1
Agricultural College	1	1	2	11
Graduate Work in Agriculture	2	1	0	0

Of the 15 teachers interviewed all of them had completed four years of high school work. Two had gone to a general college for one year before changing to a course of vocational agriculture, one had two years in a general college before changing, one had three years before changing, and one had graduated from a general college. The one who had graduated from a general college before changing to agriculture had taught English in high school for six years before he did his work in agricultural education. The two who had one year of graduate study had Master of Science Degrees in vocational agriculture.

The teacher who had done two years of graduate work, had a Master's Degree in vocational agriculture and had also done one year's work in Veterinary Medicine.

Table 2. Experience in Teaching.

Experience	Number of Years					
	1-2	3-6	7-9	10-15	16-19	20 and over
Teaching agriculture	4	2	4	2	0	3
Teaching other fields	0	1	0	1	0	0
In present position	7	2	3	1	0	2

The teaching experience listed in Table 2 varies from one to 27 years, with only two teachers having taught in other fields. The three teachers who had taught 20 or more years had done all of their teaching in the field of agriculture. Of these three teachers, one had taught 27 years in only two schools. The one who had taught 26 years had worked in six schools, and the one who had taught 22 years had worked in only one school.

It is interesting to note that the teacher who had taught 27 years in two schools and the teacher who had taught 22 years in one school both had very active community canneries. There was only one other cannery in schools where teachers were interviewed. The teacher in this school had been there only two years, but his predecessor had been there for a long time and had to retire on account of his health.

Of the seven teachers who had been in their present positions either one or two years, four of them were beginning teachers who had only been teaching one or two years. The other three had made a change of schools within that time.

Table 3. Period of Tenure and Public Relations Activities Conducted by Teachers of Vocational Agriculture.

Tenure		Public Relations Activities			
Tenure in Years	Number of Teachers	Explained Vocational Agriculture to groups	Used Radio and Newspaper	Participated in Civic Organizations	Kept the Community Informed by Other Means
1-2	7	5	6	5	4
3-6	2	1	2	1	0
7-9	3	2	3	3	3
10-15	1	1	1	0	1
16-19	0	0	0	0	0
20-Over	2	2	2	2	2

It is worthy of note that the two teachers who had been in the same school for over twenty years carried out each activity listed in Table 3. Even though no other group did this, in all cases some of the first and second year teachers participated in all the activities. This is not enough cases to base a conclusion on as several of these young teachers may not be able to stay in one position that long if they should want to.

Table 4. Pre-Service Training in Public Speaking, News Writing, and Extra-Curricular Activities.

Training Activity	Taken in College	
	Yes	No
Public Speaking	13	2
Writing News Items	6	9
Sponsoring extra-curricular activities	7	8

The training activities listed in Table 4 are closely related to the public relations program in vocational agriculture because every teacher participates in all of these activities many times during the year. Public speaking and news writing were offered as elective subjects, but all of the 15 teachers did not see the need for taking them while in college. Some of the reasons stated by the teachers for this were:

1. A greater need for some other subject.
2. Poor guidance on the part of teacher trainers.
3. Old philosophy of teacher training departments - do a good job and the public will know about it.
4. The reluctance of vocational agriculture teachers to participate in the total school program.
5. The average student will put off speaking before an audience just as long as he can.

Table 5. School Connected Groups to Which Teachers Explained the All-day Program in Vocational Agriculture.

Kind of Group	Number of Teachers Who Explained Program to Group	Number of Teachers Who Did Not Explain Program to Group	Number of Schools Where Such Group Was Not Functioning
Adult class	1	5	9
Veterans' class	10	4	1
Parent-Teacher	6	2	7

It may be seen in Table 5 that of the 15 teachers interviewed, only

six had an adult class or young farmer class and only one of these six had gone to the trouble to explain his all-day program to this group. It seems they either took the attitude that these groups should already know about the work done by the all-day students, or that it was not important enough to spend the time necessary to give this explanation.

Fourteen of the 15 teachers had a veterans' class with 10 of these having done something toward explaining his all-day program to this group. One teacher made the statement that there was no need to explain his all-day program to his veterans' group because most of the veterans in his group had taken agriculture under him some years before. Another of this group of teachers said that he never met with his veterans group, leaving all decisions, and the supervision up to his veterans' instructors. The other two who did not explain their programs to the veterans' class seemed to think it unnecessary or not worth the time it would take.

In the 15 schools there were only eight Parent-Teacher Associations. The teacher of vocational agriculture met with this organization in every case, but only six took an active part in the meetings. The other two took the attitude of "Let some one else do it, I have too much work to do anyway". They attended the meetings because the school administration required it, or because the school was involved and they wanted to show the patrons of the school that they were interested in all school activities.

Apparently these teachers failed to recognize the very favorable opportunity they had of informing this group of the work they were doing. Here again they had an excellent means of selling their program to a rather large group of patrons that form the "backbone" of the support of many of the schools.

Table 6. Future Farmers of America Activities and Participation.

Future Farmers of America Activities	Participation	
	Yes	No
Publicize chapter by:		
Putting on exhibits at a fair	9	6
Having a community fair	3	12
Using posters to advertise work	10	5
Train student demonstration teams	7	8
Members appear before:		
Adult classes	1	6
School groups	6	1
Civic groups	2	5
Have a father and son banquet	3	12
Banquet is served by Home Economics Dept.	2	1
Invite farmers to attend F. F. A. meetings	1	14
Business men talk before F. F. A. group	2	13
Train members in public speaking	15	0
Members appear before:		
School assemblies	12	3
Parent-Teacher group	3	12
Other groups	5	10
Members give demonstration meetings before:		
School assemblies	9	6
Parent-Teacher Association	1	14
Other organizations	3	12

Table 6. Continued

Future Farmers of America Activities	Participation	
	Yes	No
Take Future Farmers of America to:		
Rally	15	0
Camp	12	3
Picnic	13	2
State Fair	13	2
Other meetings	2	13

Of the nine teachers who put on exhibits at a county fair within the last year, the number of exhibits ranged from one to 20. One teacher put on just one exhibit. Three teachers put on four exhibits each, one teacher put on six exhibits, and one teacher put on eight exhibits. Two teachers put on 15 exhibits each, while one teacher put on 20 exhibits. The other six teachers did not put on any exhibits, although they had the same opportunity to do so if they could have sold the idea to their students, or had they been willing or able to exercise the leadership required to initiate this activity with their vocational agriculture students.

An exhibit put on at a county fair or a community fair is generally recognized as an excellent way of showing what various students are doing in the supervised farming program. This is also educational for the students as well as others in the community. It gives the students experience in showing their products as well as in the selection of the products they

intend to show, and in many cases it will stimulate them to do a better job and to have a better exhibit the next year. Such public relations activities are also educational.

Of the seven teachers training demonstration teams, the number of teams ranged from one to four. Of this group three had teams in parliamentary procedure, two in visual aids, two in castrating livestock, two in pruning, one in sheep shearing, one in operating a cannery, one in culling hens, and one in showing calves. Of these seven schools having demonstration teams only one appeared before an adult class, with two appearing before civic groups, and six appearing before school groups. Apparently a teaching opportunity is being missed by the majority of these teams.

One of the greatest educational opportunities in vocational agriculture is the training of Future Farmers of America in the demonstration of some approved practice, and then letting them appear before different groups of people to teach them the practices being demonstrated. In this way the student profits by learning and too by teaching, to a limited extent he becomes more of an expert on the subject than he would otherwise. The people in the community receive instruction in some of the practices that they need to know more about and also in watching these students perform these demonstrations they become much more aware of the work the vocational agriculture department is carrying on in its educational program.

Of the 15 teachers interviewed, 10 used posters and other materials on the school bulletin board to advertise their work. This is an opportunity that could be used to an advantage by all teachers of vocational agriculture. It will reach not only the students and teachers in the school,

but many visitors and patrons of the school will see these posters and become better acquainted with the vocational agriculture department.

One of the teachers interviewed said that he used his bulletin board to advertise produce the students had for sale, and in this way caused many of his boys to get a quick sale of calves, pigs, and other products of the farm. In fact, he said, one produce dealer made a regular weekly visit to his bulletin board to see what was for sale.

One surprising thing, to the writer, was that only three of the 15 teachers interviewed had a father and son banquet, and that only one teacher invited farmers to attend Future Farmers of America meetings.

Two of the teachers interviewed invited business men to talk before their Future Farmer groups. Here the teacher has a good chance to give the program variety and at the same time give the students instruction in various fields that would otherwise be left out. For instance, a banker could give advice on the benefits of starting a savings account, while a merchant might talk on salesmanship or dealing with the public.

Even though all 15 teachers interviewed trained students in public speaking, only 12 had them to appear before school assemblies, and only three had them to appear before the Parent-Teachers Association. Five had their speakers to appear before other organizations such as Farm Bureau, Lions Club, etc.

Interviews with teachers revealed that they believe that appearing before an audience is one of the most important training situations that can be placed before a student. This is true because the person that cannot make a talk before an audience will more than likely be in the background all through life, while the person who can stand before an audience

and give his ideas to them in logical order will get most of the better jobs and will be one of the leaders in his community. Leadership begins when people are influenced.

Table 7. Newspaper and Radio Publicity.

How Used	Participated	
	Yes	No
Write or have students to write articles for school newspaper	11	4
Write articles for local paper	9	6
Write articles for daily paper	3	12
Have a radio program	9	6
Send in announcements and other items to newspaper	9	6
Send in announcements and other items to radio	3	12

In Table 7 it is evident that the school newspaper was most widely used in getting out stories and announcements to the patrons of the school. In most cases these stories were written by the Future Farmers of America reporters. This has several advantages over the teacher's writing the article himself, such as:

1. Giving the student who does the writing some valuable training.
2. Giving a good impression to the patrons.
3. Creating greater student interest and participation.
4. Saving the teacher some work, although this may be questioned, because the teacher will probably need to edit the students' work very carefully.

Nine of the 15 teachers questioned wrote articles for local papers, which were, in every case, weeklies. They wrote from two to twelve articles per year, with an average of four articles per year per teacher.

In explaining why fewer teachers wrote for daily papers, the statement was made by several teachers that the local papers were more widely read in their communities than were the dailies. Many of the patrons did not take a daily paper while nearly all of them subscribed to the local weekly. Another reason given was that it was much harder to get an article printed in the daily paper that was of interest to just one community.

Of the six teachers who did not have a radio program two of the main reasons given were:

1. That preparation would require too much work.
2. That they had no training in this type of work and were afraid to try doing it.

Table 8. Civic and Other Community Organizations.

Teacher Activities	Participated	
	Yes	No
Member of a civic group	8	7
Meets with Farm Bureau or Grange	10	5
Attends church in community	14	1
Teaches Sunday School	8	7
Takes part in other church activities	9	6
On good terms with county agent	14	1
Sponsors youth organizations other than Future Farmers of America	0	15
Have an advisory council	13	2

There was no civic organization in the communities where seven of the teachers worked; therefore, they did not belong to any civic group. Of the eight teachers who were members of a civic group, there were four memberships in the Lions Club, two Masons, and four members of the Veterans of Foreign Wars organization.

Of the ten members meeting with the Farm Bureau and Grange all of them seemed to take an active part, with all of them making at least one talk each during the past year, and two making twelve talks each within that time. It appears these last two teachers were very active as they made a talk at every meeting held during the year by these organizations. The reason for these two teachers appearing on the program at each meeting during the year was not determined by this study.

The one teacher who did not attend church in the community in which he worked, attended church in his wife's home community, which was about eight miles away.

Of the eight teachers who taught Sunday School seven of them had a young peoples class and the eighth taught an adult class. All eight seemed to think that it was well worth the effort it cost them in that it created a better community relationship. For the ones who had some of their all-day students in their Sunday School class, it gave them a chance to show the boys that they knew something about and were interested in spiritual training as well as agriculture.

Nine of the 15 teachers said they took part in other church activities such as: youth fellowship, B. T. U., bible schools, picnics, membership drives, and church associations.

Of the 15 teachers 13 had an advisory council ranging in number from three to seven, with an average of about four members per school. These council members were composed of the following representatives: 12 principals, 10 school board members, 11 farmers, two businessmen, one county auditor, one banker, one Master of the Grange (a farmer), one veterinarian, one soil conservation representative.

One of these councils met monthly, two met four times per year, one met three times per year, two met two times per year, and seven met at odd times when called for some specific reason.

So far as could be determined by the data gathered in this study, no special effort was made by these advisory councils to further public relations. In each case the council was used to take the pressure off of the teacher of agriculture when selecting veterans for the Institutional On-Farm Training Program.

According to Hamlin¹¹ one of the things a person remembers over a period of years from working with adults is the friends he makes. It seems reasonable to assume that the members of an advisory council have many friends among farmers in the community whom they influence, and in this way would aid in a public relations program.

11. Hamlin, Herbert M., Agricultural Education in Community Schools, page 133, The Interstate, Danville, Illinois, 1949.

Table 9. Frequency of Participation in School Activities.

Teacher Activity	Participated	
	Yes	No
Solicits the cooperation of other teachers	15	0
Aids other teachers on projects	15	0
Asks other teachers for aid	14	1
Gets along well with other teachers	15	0
Makes effort to acquaint teachers with agriculture program	14	1
Participates in all staff activities	15	0
Participates in extra-curricular activities	9	6
Upholds other teachers before students	14	1
Does regular share of school duties	14	1
Confers frequently with principal	14	1
Has supervisor to confer with principal	6	9

Table 9 lists the extent to which the 15 teachers take part in school activities. While all 15 teachers of agriculture aided the other teachers in some project in their room or on the school grounds, only 14 asked the other teachers for help.

Twelve teachers of agriculture secured assistance, from other teachers in the school, in training speakers. Six teachers of agriculture secured aid in correcting speeches. Four teachers of agriculture used other teachers in his school in judging contests put on in his department. Four teachers of agriculture had their mimeographing done by the teacher in the busi-

ness department. One teacher of agriculture asked the aid of the home economics teacher in planning the menu for his father and son banquet.

The 14 vocational agriculture teachers who made an effort to acquaint the other teachers in their schools with their programs used the following methods:

1. Thirteen of the teachers of agriculture contacted the other teachers personally at different times and used these opportunities to explain their programs in agriculture.
2. Two teachers of agriculture made talks before school assemblies explaining the program in agriculture.
3. Two of the teachers wrote articles for the school paper explaining the agriculture program.
4. Two teachers of agriculture made talks before the faculty explaining their program.
5. One teacher informed his principal thoroughly on his program and expected the principal to explain to the other teachers anything about his agriculture program which the principal thought they should know.
6. One of the teachers of agriculture invited the other teachers in his school to visit his department.

Seven of the teachers used more than one of the above techniques in trying to show the other teachers just what the vocational agriculture department was doing for the community.

In answering the question of participation in extra-curricular activities eight participated in athletics, some coaching while others only

trained teams for field day events or supervised a play period; two took part in faculty plays, one in a Hallowe'en carnival, and one said that he took part in all school activities. One teacher thought that Future Farmers of America activities were extra-curricular while the other 14 considered them as just a part of regular school activities.

Table 10. Other Ways of Keeping the Public Informed.

Means of Information	Participation	
	Yes	No
Showing film strips and slides of departmental activities to farm and Parent-Teacher groups	8	7
Use of telephone to keep farm leaders informed	2	13
Use of letters, post cards, to keep farm leaders informed	8	7
Visits to homes other than students	11	4

Eight of the 15 teachers interviewed used film strips or slides to show adult groups some of the activities carried on by their department. In most cases these were slides or film strips made by the teacher of programs or activities in the community, while a few were prepared by some company, showing Future Farmers of America activities.

It will be noted in the preceding table that only two of the 15 teachers used the telephone to keep their farm leaders informed. This is necessarily true because at this time very few of the communities have a rural telephone system. When this survey was being made there was a movement in Surry and Yadkin Counties to get a telephone system into all the rural

communities in these two counties. The teachers of vocational agriculture were very anxious for this project to be completed so that they would have another means of communication.

All of the eight teachers who used post cards and letters to inform the public and their farm leaders, said that they did this on special occasions. Since this seemed to work satisfactorily for the more important meetings it might be a procedure that could be followed regularly to an advantage. Adult and young farmer classes especially could be notified of the activities of the department at regular intervals. Other leaders in the community would also be kept up to date on school activities if regular notices were given farm leaders on meetings.

Table 11. Media Teachers Reported as the Most Effective Means of Publicity for Their Programs of Vocational Agriculture.

Publicity Media	Number of Teachers Reporting
Personal contact through visitation	5
Let work speak for itself	4
Newspaper	3
Personal service	2
Giving demonstrations	1

In rating the value of publicity media, five of the teachers thought that if they visited the people on their farms and actually carried out the visits as they should be carried out, that it was the best method of getting

their programs to the public. There are a few limitations to this method, such as:

1. The teacher does not have time to visit all of the farms in his community and at the same time do his job in the school as it should be done in satisfactorily conducting his supervised farming program with all students of the department.
2. There are usually many supporters or patrons of the school who are not farmers. They may be local business or professional people whose support of the school is of great importance.
3. The political and financial leaders of the community might be left out if this method of publicity is followed to the exclusion of all other methods.

According to the teachers interviewed the next most effective method was letting the work speak for itself. This is going back to the old philosophy that if you do a good job the public will find it out. We know now that doing a good job is important, but that a small percentage of people will know about it unless we give publicity of some sort to the program. Letting the job speak for itself meant different things to the various teachers. The following are some of the interpretations given by those teachers responding to this section of the interview:

1. The boys having outstanding projects and then calling the attention of the public to these supervised farming programs.
2. Carrying on a wide and varied program with all-day students, young farmer, and adult groups.
3. Personal service given to all farmers by the agriculture teacher,

such as, doctoring livestock, surveying terraces and contour strips, and building ridge ventilators in tobacco barns.

4. One teacher thought that this meant his all-day students winning a large number of Federation Contests.

Three of the teachers interviewed thought that articles in local newspapers were the most effective means of publicity for a vocational agriculture program. The reason given for this was that nearly all farmers subscribed to the local paper and many of them not getting a daily paper would spend considerable time reading the local paper. It is only natural for the average person to be interested in what is happening in his local community, because he probably knows personally most of the people that he reads about. This seems a logical conclusion that these teachers made concerning the local paper, and certainly should be kept in mind by every teacher of vocational agriculture when planning his public relations program.

In this study the writer found that the percentage of high school boys enrolled in vocational agriculture ranged from 50 to 98 per cent, with the average being about 75 per cent. If 50 per cent of the homes had boys in high school and only 75 per cent of these were in vocational agriculture, the teacher would only have $37\frac{1}{2}$ per cent of the homes in the community represented in his classes. A good public relations program would help the teacher reach the patrons of the remaining $62\frac{1}{2}$ per cent of the homes of the community with timely agricultural information, thereby increasing his usefulness in the community.

Table 12. Assistance in Public Relations From College Training.

Course or Training	Number of Responses	
	Helped	No Help or Not Taken
Public Speaking	7	8
Extra-curricular Activities	7	8
Sociology	3	12
Methods of Teaching	2	13
Vocational Education Courses	2	13
Psychology	2	13
Short Story Writing	1	14
Public Relations	1	14
Human Relations	1	1

Table 12 is a tabulation of answers given when teachers were asked what specific course they had in college that aided in their public relations program. Seven answered that public speaking aided them greatly, because they were continually having to make public appearances before adult groups. The places they used their training in public speaking were before adult classes, civic clubs, church and Sunday school groups, Parent-Teacher Association, and farm groups such as Farm Bureau and Grange. Six of the teachers interviewed said they had no course in college that aided them in their public relations program. Of these six, four of them had public speaking while the other two did not. It is difficult to understand how any teacher could have public speaking without being helped in his pub-

lic relations program. The only explanation the writer is able to make of these answers is that the teachers did not consider appearing before a group to make a talk as being a part of his public relations program. While this may be true in some cases, it is the opinion of the majority of those who had taken public speaking in college that the teacher of vocational agriculture is missing one of his best opportunities to get his program before the public, if he does not take advantage of each occasion that presents itself to speak before different groups. He does not have to make his whole talk on his program, but in almost every instance he could say something, give some example, or tell some story that would better acquaint his audience with his vocational agriculture program.

The responses from three teachers were that a course in Sociology they had in college aided their program, while one teacher thought a course in Public Relations was of some help.

When asked what other training they had in college which aided them in public relations, six again said none, while seven said extra-curricular activities such as athletics, Young Mens Christian Association activities, literary societies, clubs in their fields, and "bull sessions" with other students; two said methods of teaching, two vocational education courses, two psychology, and one a course in human relations.

Table 13 deals with the courses that the teacher did not have in college, which they considered would have been beneficial to them. Most of the teachers had a chance to take a large percentage of these courses, but for one reason or another did not.

Table 13. Teacher Recommendations For Additional Public Relations Training.

Recommended Course	Frequency
Newspaper writing	6
Problem course to solve by contacting people	5
Public speaking	4
Course in public relations	3
Course in psychology	1
Radio speaking	1
Technical writing	1
Printing	1
More training in shop	1
Recreational activities	1
Photography	1
Study of various organizations such as: Farm Bureau, Grange, and civic clubs	1

Apparently some of these courses that are needed the most should be required in the agricultural education curriculum, and there should be some guidance, at the college level, in getting students into some of the other courses.

It is worthy of note that 13 of the 15 teachers interviewed had a course in Public Speaking and four said that they needed public speaking. This apparent discrepancy is explained by the fact that two of them wanted

more than one course in public speaking. In their opinion they should have had an advanced course in public speaking, which would have given them more experience and practice in this field.

If the problem course to solve by contacting people and a course in public relations were combined, it would make a total of eight who thought this should be offered.

CONCLUSIONS

Based on information secured by interviews it is possible to reach the following conclusions of practices followed by teachers in Alleghany, Surry, and Yadkin Counties in North Carolina:

1. That only one out of six teachers spends any time in discussing his total program with his adult groups.
2. That all teachers of vocational agriculture included in the study have some Future Farmers of America activities which train teams in different areas of work, yet only a small number have these teams appear before groups of the community to teach others the approved practices or to explain their program of activities.
3. A majority of the teachers write articles for local weekly papers, while for various reasons few write or have articles written for daily papers, and none write articles for professional magazines.
4. Nine out of the 15 teachers have a radio program, but only three used the radio for announcements of departmental activities other than at the time of their own programs.
5. Every teacher who had a chance to belong to a civic group did so, but all of them had a chance to meet with either the Farm Bureau or Grange

and only 10 of the 15 did so.

6. All but one teacher attended church in the community and over one-half taught Sunday School.

7. None of the teachers questioned sponsored any youth organization except the Future Farmers of America.

8. Thirteen had an advisory council ranging from three to seven members, yet none of them participated in an organized public relations program.

9. All of the teachers solicited the cooperation of other teachers in the school.

10. All of the teachers did their share of regular school duties.

11. Public speaking was ranked first by the teachers as being the college subject most useful to them in carrying out their public relations program.

12. Six of the 15 teachers said they had no specific course in college that was of value in carrying on a public relations program.

13. Extra-curricular activities were of value to teachers in conducting a public relations program.

14. Teachers recommended that additional training be provided at the college level in:

- a. Newspaper writing.
- b. Contacting people.
- c. Public speaking.
- d. Public relations.
- e. Radio writing and speaking.
- f. Technical writing, printing and photography.

15. There was no relationship between the extent of the public relations program as covered in this study and the tenure of teachers of vocational agriculture.

16. A majority of the public relations programs studied seemed to be inadequately planned.

RECOMMENDATIONS

Recommend that:

I. During pre-service training:

1. Every prospective teacher of vocational agriculture take such courses in college as public speaking, news writing, public relations, radio writing, and photography.
2. Every prospective teacher of vocational agriculture take advantage, while in college, of literary clubs, recreational activities, and professional societies, as participating in such groups will be valuable preparation for conducting a public relations program.

II. During in-service training:

1. Each teacher of vocational agriculture plan his public relations program a year in advance. He should consider every means possible to publicize his program and start putting it into effect as soon as possible.
2. The public relations program of each teacher of vocational agriculture include the following activities:
 - a. Explaining the local vocational agriculture program at school assemblies, Parent-Teacher Association meetings, and

at a meeting of each civic club in the community.

- b. Writing articles and news items for newspapers.
- c. Belonging to and taking an active part in the Farm Bureau or Grange.
- d. Having programs over local radio.
- e. Attending church in his community.
- f. Performing his full share of school duties.
- g. Soliciting the aid of other teachers, while helping them in return.
- h. Training and having demonstration teams appear before various groups in the community.
- i. Taking an active part in a civic group in the community.
- j. Putting on exhibits at a fair.
- k. Using posters on bulletin boards.

The teacher should carry on as wide and varied a program as possible without stressing any one means so much that it may become noticeable and cause criticism in his community.

3. Teachers should secure assistance in conducting their public relations from groups such as:

- a. All-day students.
- b. Young and adult farmer groups.
- c. Advisory council.
- d. Civic clubs.
- e. Newspaper editors and writers.
- f. Farm program radio announcers.

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APPENDIX

A SURVEY OF PUBLIC RELATIONS PROGRAMS USED BY
 VOCATIONAL AGRICULTURE TEACHERS IN ALLEGHANY,
 SURRY, AND YADKIN COUNTIES IN NORTH CAROLINA

Name of Teacher _____

Address _____

School _____

I. Qualifications.

1. Education or training.

a. High school number of years _____

b. College, general number of years _____

c. Agricultural College, number of years _____

2. Experience in teaching agriculture _____ yr.

3. Experience in teaching in other fields _____ yr.

4. In how many schools have you taught? _____

5. How many years in present position? _____

6. Have you had college training in:

a. Public speaking? _____

b. Writing news items? _____

c. Sponsoring extra-curricular activities? _____ What? _____

7. What specific course did you have in college that aids you in
 your public relations program? _____

8. What other type of training did you have in college that aids
 in your public relations program? _____

9. What training do you think that you should have had to have pre-

pared you for carrying on a good public relations program?

II. Adult classes and parent-teacher groups.

1. Do you have an adult class? _____
2. How many enrolled in this group? _____
3. Have you explained your all-day program to this group? _____
4. Do you have a veterans class? _____
5. Do you appear before this group enough to have them familiar with you all-day program? _____
6. Do you meet with the Parent Teachers Association? _____
7. Do you have an active part in these meetings? _____
8. Do you use film strips and slides of activities to present information to farm groups and parent-teacher groups? _____
9. Do you visit the homes, other than students, to acquaint them with your program? _____
10. Do you use the telephone to keep your farm leaders up to date on the events of your program? _____
11. Do you use letters, post cards, etc. to keep the public informed? _____
12. Is this done regularly or just on special occasions? _____
13. Do you have open house for such courses as farm machinery and food preservation? _____
14. Do you conduct tours of farming programs and invite:
 - a. School officials? _____
 - b. Representatives of farm organizations? _____
 - c. Representatives of civic organizations? _____
 - d. All of the farmers in your community? _____

III. Newspaper and Radio.

1. Do you write articles for the school newspaper? _____
2. Do you write articles for the local newspapers? _____
3. How many have you written within the last year? _____
4. Do you write articles for a daily paper? _____ How often? _____
5. Do you have a radio program? _____ How often? _____
6. Do you send in news items to newspaper? _____ Radio? _____

IV. Civic and other community organizations.

1. To what civic group do you belong? _____
2. Do you take advantage of these meetings to publicize your program? _____
3. Do you make talks before farm organizations such as the Farm Bureau or Grange? _____ How many were made within the last year? _____
4. Do you attend church in your community? _____
5. Do you teach Sunday School? _____
6. Do you take part in other church activities in your community?
_____ What? _____
7. Are you on good terms with your county agent? _____
8. Do you sponsor any youth organization? _____ What? _____
9. Do you have an advisory council? _____ How many members? _____
10. How often do they meet? _____ Who is represented on this committee? _____

V. F.F.A. Activities.

1. Do you use fairs as a means of showing what your program is

- doing? _____ How many exhibits did you have last year? _____
2. Do you have a community fair? _____
 3. Do you use posters, etc. on bulletin board to advertise your department's work? _____
 4. Do you develop or train student demonstration teams? _____
In what fields? _____
 5. Do these appear before:
 - a. Adult classes? _____
 - b. Civic groups? _____
 - c. School assemblies? _____
 6. Do you have a father and son banquet? _____ Do you have any other form of get-together? _____ What? _____
 7. Do you get the Home Economics department to serve this meal?
_____ Who does serve it? _____
 8. Do you invite farmers to attend F.F.A. meetings? _____
 9. Do you invite others in the community to attend F.F.A. meetings? _____ Who? _____
 10. Do you have business men in the community to talk before F.F.A. group? _____
 11. Do you train F.F.A. members in public speaking? _____
 - a. Do they appear before school assemblies? _____
 - b. Do they appear before the PTA? _____
 - c. Do they appear before other organizations? _____
What? _____

12. Has your F.F.A. ever given a demonstration meeting before:
- School assembly? _____
 - P.T.A.? _____
 - Others? _____
13. Do you take F.F.A. members to:
- Rally or convention? _____
 - Camp? _____
 - Picnics or barbecue? _____
 - Others? _____
14. Do you have an F.F.A. string band? _____ Do they appear at:
- School programs? _____
 - P.T.A. meetings? _____
 - On radio programs? _____
15. What percentage of high school boys are enrolled in agriculture? _____
16. Are all agriculture students F.F.A. members? _____ % _____

VI. School Activities.

- Do you solicit the cooperation of other teachers? _____
- How do you make an effort to acquaint the other teachers with your program? _____
- Do you aid other teachers in doing some job about their room or on the school ground? _____
- In what ways do you in turn ask them to aid in your program?

5. Do you get along well with the other teachers? _____
6. Do you participate in all staff functions? _____
7. In what extra-curricular activities do you participate?

8. Do you always uphold other teachers before the students?

9. Do you do your share of regular school duties? _____
10. Do you confer frequently with your principal? _____
11. Do you have your supervisor to confer with your principal?

What means of publicity do you consider most effective in your program?

How do you account for this?