

T H E S I S

PUBLICITY METHODS IN THE TEACHING
OF
VOCATIONAL AGRICULTURE

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Submitted By
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PUBLICITY METHODS IN THE TEACHING OF
VOCATIONAL AGRICULTURE

I N T R O D U C T I O N

(General Introduction)

Back in the days when vocational agriculture was just beginning to get a good start in this state; when much of the pedagogical method used was still crude and unscientific; when the schools presenting vocational agriculture were far fewer and more scattered than they are today; when the esprit de corps and morale of the teachers were lower than they are now, and agriculture was still taught on the old M.O.andT.job basis, mostly from text books, - and Job Analysis had scarcely started to be considered as a means of presenting agriculture to prospective farmers; - back in those seemingly ancient days of 1920, the author entered upon the teaching of vocational agriculture in this state. Only three men besides the author are now teaching vocational agriculture in this state who were teaching it then, and the present State Supervisor of Vocational Agriculture did not enter upon his duties until the month following the author's beginning as an agricultural teacher.

Step by step the author has seen vocational agriculture build up into one of the great teaching professions of the state,- and what is more important, slowly come to take

its rightfully important place in the community where it is taught. During that time, the author has seen some men increase not only in ability as teachers but also in their ability to "sell" themselves (to use the advertising expression) and their work to the community. During the same period of time, he has seen some men, apparently just as capable, prove to be much less successful and finally leave the field, to be replaced by other men who could deliver the goods.

Being of an introspective nature, it early became a more or less fascinating diversion with him to attempt to analyze the reasons for, - first of all - his own successes and failures as an agricultural teacher, - and then carrying it one step farther, - the reasons for the successes and failures of the other teachers in the same field.

These mental gyrations finally came to a head during the summer term of 1923, while the author was pursuing a Seminar in Agricultural Education under Dean James of the University of Wisconsin, who was conducting the course here that summer. Searching for a minor subject and mentioning his interest in the Psychology of Salesmanship to Dean James, he was encouraged to take for his seminar investigation the topic of "Publicity Methods in the Teaching of Smith-Hughes Agriculture."

The end of the term found the author even more interested in the topic; the more he studied and became aware of

the fact that he had just begun to get a good start on the investigation of it, he determined to carry it farther in a thesis for his Master of Science degree.

Statement Of The Problem.

As I continued my investigations, the problem resolved itself, in my thinking, into two distinct phases: first, What is the importance of Publicity Methods in the teaching of Smith-Hughes agriculture; and second, What are the most important and valuable Methods of Selling oneself and one's work to the Community, the School authorities, the Pupils, the Pupils' parents; and their neighbors? As my investigation advanced and my interest and information in the field of the Psychology of Salesmanship also advanced, I found myself more and more analyzing the various publicity methods employed in teaching vocational agriculture in the light of their correctness from the standpoint of the accepted findings of Salesmanship and Sales Psychology.

Because of this interest and at the suggestion of Dr. G. T. Avery and Supervisor L. R. Davies, I have taken as a second problem the Analysis of the Present Publicity Methods, and Suggestions for new ones, in the light of the Psychology of Salesmanship and Advertising.

Importance of the Problem

It is a commonly accepted fact that "It Pays to Advertise." The history of merchandising and big business has shown conclusively that without considerable quantities of sane, scientifically organized advertising, the business never achieves success, and that once successful, continuous and costly advertising is an absolute necessity to keep the business successful. The history of merchandising is plentifully supplied with spectacular examples of this law. The widow of the manufacturer of St. Jacobs Oil, in and for his day a large advertiser, accepted her banker's advice and discontinued advertising after her husband's death. Result: No one ever hears of or buys the product today. Sapolio - brought to an enormous sale by the "Spotless Town" series of ads, has nearly been driven from the market by other liberally advertised substitutes since the discontinuance of the series. Who ever hears of, or buys, "Force", once a leading breakfast food, since the discontinuance of the "Sunny Jim" ads, which raised its sale to enormous proportions? If time permitted, hundreds of examples might be quoted to show the enormous amounts of money which Big Business has found it a wise investment to spend on Publicity.

As teachers of agriculture, I think we are all pretty well "sold" as to the value and important of our work; but all of us have, I believe, often felt and still feel that it is

hard to get the community as a whole, to say nothing of the School Board and School Superintendent and Principal, to realize its value. Vocational work is the newest member of the curricular family, seeking to make its entry into and hold its own in a school system supervised by, and patronized by a body of supervisors and adult tax-payers steeped in the tradition that the primary function of a school system is cultural rather than practical and vocational, a hang-over from the day when the high school was considered to be solely a training ground for the professions and for those who expected to attend college. To listen to such individuals one would think that such so-called cultural subjects had always been a part of the curriculum, and yet we find that vocational education is passing thru exactly the same stages that other studies have gone thru when the first attempts to introduce them in the curriculum were made.

Locke's proposal to place mathematics in the school curriculum of his day was met with such arguments as this: that it was "heathen education," "materialistic education," "too practical," "did not minister to culture," "did not feed the soul," "life education which did not make a gentleman."^{*}(31) Even pure and applied science, law, dentistry, nursing engineering, and professional training for education had a

* Numbers accompanying a citation refer to the similar number in the bibliography.

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terrible time getting into Western universities. On the campus of a certain Western university, when a college of agriculture was proposed, a certain mathematics professor is reported to have said that he had taught for thirty years, and he thanked God that he had never yet taught anything useful and practical or utilitarian. The universities are now pretty well "sold" on vocational education, however, so the fight has swung back to the field of secondary education.

Such being the case, we who teach vocational work, usually confront not only the task of teaching it well, but also of justifying it to a skeptical and critical body of supervisors and tax payers who see the cost, but fail to realize how much of that cost comes from other than local funds and how much of the cost is returned to the community in the increased vocational ability of those trained. They fail to see what a great banker like Frank Vanderlip of New York, saw when he made the statement recently that "we are a nation of economic illiterates" (6) and that the money expended on vocational training is returned many times to the community in increased earning ability.

It, therefore, becomes necessary for the vocational teacher to do the thing which no English, History or Mathematics teacher has to do - justify the presence of his work and himself in the school. The teacher of cultural subjects can "get by", to use the present expression, with a world of

poor and antiquated instruction, while the teacher of vocational subjects must be eternally "on his toes."

I trust that none of our vocational agriculture teachers will prove guilty of harboring an exaggerated or egotistical idea of the importance of their work, but I believe it becomes equally evident from what I have stated above that it is not only perfectly legitimate but vitally necessary that we get a knowledge of ourselves and the work we are doing before the "powers that be," and the local community. And the doing of this becomes, in my estimation, very largely a problem in correct Publicity Methods and Salesmanship. My observation and experience make me increasingly sure that more agriculture teachers fail because of inability to "sell" themselves to their pupils, supervisors, patrons of the school and their constituency than thru inability to teach the subject matter of the course. And every time a man fails to "sell" vocational education to a community it makes it very much more difficult, if not impossible, for another man to go into that location and sell the work. If this be true, and I believe that most supervisors agree that it is, then an analysis of Correct Publicity Methods becomes a problem of major importance in the teaching of agriculture.

Perhaps the clearest and most valuable statement of the whole problem may be found in the following quotations from two great leaders in the field of vocational education;

the first is a statement made by C. A. Prosser of Dunwoody Institute in the first issue of the Vocational Education Magazine (1) - when, speaking of the outlook for vocational education, he said:

"When any legislation is gained, particularly social legislation, three distinct groups of citizens need to be recognized. There is first the actuating group, the sponsors of the new law, a very small minority usually of the voters. An opposing group resents its passage and constantly lies in wait for a renewal of the attack when opportunity affords. This is an even smaller group. There is a third or neutral group, the vast majority of the citizenship of the state or nation, that knows nothing about what has been done or what it is all about. When the law has been passed, the individuals and organizations, loosely or hastily drawn together to secure the reform, break apart, and turn to other questions and interests, too often leaving those charged with the administration of the measure to work out their salvation unaided. The opposing group becomes quiescent, waiting the opportune time, when encouraged by poor or disappointing results, it may strike at the work of the law. The neutral group takes the position that the law and the program for putting it into effect shall have a fair chance and a reasonable time to succeed.

"Only qualities of leadership on the part of the supervisor of vocational education can meet the situation ----.

Perhaps the greatest weakness of the work in some localities is the failure of the vocational educator (agriculture instructor) to realize that his problem needs this leadership more than it does his meticulous administration of details---- As a leader he has the problem of the salesmanship of the program on his hands. He must believe in his goods. This he cannot do if he is a time server, or an opportunist or has failed to grasp the deep social significance of the move in which he is engaged.----- The question today is - whether the schools seeing their duty and opportunities, will develop the vision, the leadership, the cooperative spirit, the grasp of the situation and needs, necessary for the successful performance of the public part in this social service to those who toil."

The second statement is that of David Snedden, who in the same issue (2), says:

"The advocates and practitioners of vocational education are not yet a large, united, or self-confident band. They feel the weight of their experimental ventures, are perhaps a little timid, and often too modest. Nevertheless, they are fore-runners in a mighty movement and as such, they have responsibilities beyond those of the day's work. Speaking in the popular figurative language of the day, it is their business to "sell" vocational education and keep on selling it. They are missionaries commissioned to propagate a new faith. Above all we must "sell" vocational

education to the public, which in the final analysis, must pay for it, and must expect to realize its benefits -----.

Those who 'sell' must above all have an intense faith in that which they are selling."

"The future of any form of vocational education thru schools, depends primarily upon public recognition of its work,- first of all to the individuals trained, then to collective society, or the state, and finally to those directing representatives of society, whom we call the employers."

Work By Others

At the time I started work on this thesis, I could find little material to indicate that anyone had done, or was doing any constructive work on this exact problem.

Since that time, the Vocational Education Magazine has contained considerable numbers of articles, setting forth practical examples of good publicity and many of the editorial utterances in the same magazine show that more and more thought is being placed on this phase of the work by our leading thinkers in the field of vocational education as well as by many of the state supervisors and progressive agriculture teachers.

Perhaps the most complete work done to date on the problem, as far as I can find out, is that of Paul W. Chapman,

State Supervisor of Agricultural Education for the State of Georgia, whose investigations in this field have been published within the past few months by the Federal Board for Vocational Education, as bulletin No. 97, Agricultural Series No. 21 of their publications. However, he has only treated three of the fifteen or twenty methods given by myself. Other than this, I have been able to find very little published work on the problem and his is rather incomplete.

On the second phase of the problem I claim to be more or less in a new field. So far as I can find, no one has definitely analyzed the activities of the agricultural teacher in the light of Correct Advertising and Sales Psychology. If there are others working on a definite problem in this field it has not come to my attention; so that the findings I arrive at in this thesis and the applications of the principles which I make are, of necessity, strictly my own and constitute the main original research of the thesis.

Material And Methods Used.

The author has tried to use as many different methods of arriving at a complete survey as possible.

First of all, as great an array of books, magazines, bulletins, papers, etc. as possible have been reviewed, and copious notes and quotations taken therefrom. It had been

his original intention to send a questionnaire to all agricultural teachers in the state, and perhaps to some in other states, asking their opinion as to the most valuable Publicity Methods. In fact, a few were sent out, but he found that the questionnaire has been so desperately overdone, that very few replies can be secured in that way any more. Following the advice of several of those directing his efforts in the investigation, he tried the method of interviewing personally all the agricultural teachers and outside speakers who attended the summer conference and Colorado Education Association meeting, and feels sure that far better results were secured in this way than would have resulted from the questionnaire alone, first, because only the more progressive and successful teachers attend the summer conference, those whose opinions and experience are most worth while; and secondly, because much more explicit and valuable information could be secured from them while in actual conversation than they would have given or could have given in writing. Many of them so far cooperated with the author in the investigation as to fill out the answers to the queries in the questionnaire as well as give verbal information. Although most of the interviews were collected during one summer conference, all the findings on the value of the various Publicity Methods, as they appear in this thesis, are really the boiled down essence of my own

experience, plus all that I have gained from the other teachers on the job during six summer conferences, a like number of sectional meetings at the State Teachers Convention, and four summers of graduate work.

On the second phase of my problem, the method of procedure has had to consist largely of as wide a reading as possible of books, magazine articles, and other reference material on Psychology of Advertising and Salesmanship and a two weeks summer course in the subject taken, from which certain fundamental principles were gained, and applied to the teaching of agriculture; some new departures have been suggested in the light of these findings, and certain mistakes commonly made criticised. Wherever possible, practical applications have been thought out where the principles laid down could be made use of by the agriculture teacher.

D I S C U S S I O N

P A R T O N E

P U B L I C I T Y M E T H O D S .

Introduction

As was brought out in the introduction, the teaching of vocational agriculture in high schools is still more or less in the trial stage. True, in many places, the community has been thoroughly sold, but those are usually the communities where an exceptional man has put across an unusually worth-while program; and in almost every case, analysis of the situation will show that usually, unconsciously he has made use of some valuable publicity method.

The world, and the community usually take you and your work very largely at your own estimate of yourself and your work. If you are apologetic about your abilities and your job,- suffering from a bad case of "inferiority complex", tho you may be an able instructor of vocational agriculture, it is a pretty safe guess that the agricultural work will never flourish during your regime. In the last analysis, the personality of the teacher is the most powerful publicity agency of all, permeating and making vital all the publicity devices. Without the proper personality, no teacher can make a great success of selling himself and the work.

Much as we fight against it, in the ordinary good, sized farming community where a vocational agricultural course is started in the high school, a good proportion of the farmers in the community do not know there is an agricultural department in the high school, or an agricultural man in the community, for a year. Worse yet, even if they do know he is there, the great majority of the farmers do not think the agricultural work will be practical, or that the agricultural man can teach them anything. As a class, the farmers have to be "shown" regarding these things, and that is the function of well organized publicity. As a rule, try tho he may, a teacher's first year is more or less a time of finding himself, getting acquainted, and sizing up the field. In most cases, he cannot, or at least should not embark on too much or too varied a publicity program immediately on entering upon his duties, but should start in on a sane basis, working up and expanding his program as time goes on.

It is very well for the agricultural teacher to have one or two other points rather clearly in mind, as he approaches this problem of selling his work. One of these is that one of the big ultimate aims of his work should be the improvement of the farm practice of his community. This objective is one that cannot be hurried, for by attempting to overturn the entire farming practice of the community at the start, the instructor will defeat his own end, and often arouse the

antagonism of the farmers to such an extent that they cannot be won to his campaign as long as he is in the community. Yet, in his own thinking, he should have it as a major objective to improve the farming practice of his community as rapidly as possible. We will consider this more at length later under Project Work.

A second general objective often overlooked, and in many respects one of the most fundamental objectives in conducting the right type of publicity work, is the thing which I have referred to, in my own thinking, as the "missionary type" of objective. It perhaps may best be stated by saying that in addition to interesting the community,--more especially the farmers,--in your own course, the vocational education program sells them on the high school as a whole and especially the idea of higher education for their boys. Because of its practical nature, many a dad has been influenced to let his son come into high school to take vocational agriculture, with the result that the boy, once started, has been permitted to go on and complete a high school course. It is on the basis of its impractical nature that many of the middle class have objected to higher education for their children. It was to meet this criticism of secondary education that the Smith-Hughes Law was passed. It would be well for every vocational agricultural man, as he plans his program, to have before him very clearly the now famous Report of the National Education

Association Commission on the "Cardinal Principles of Secondary Education", which reads in part as follows: (3)

"Education in the United States should be guided by a clear conception of the meaning of a Democracy ----- . The purpose of a Democracy is so to organize society that every member may develop his personality thru activities designated for the well-being of his fellow-members and of society as a whole.----- Consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits and powers whereby he will find his place, and use that place to shape both himself and society toward ever nobler ends. ----- The main objectives of education are: to train for worthy home membership; to train for a vocation; to train for good citizenship; to train for a worthy use of leisure; for building good health; to gain command of the fundamental processes; and to build up an ethical character."

Every agricultural man should have these objectives of secondary education before him as he sets out to plan his campaign and sell his work and himself to the farming community.

Personal Visitation

Turning now from the general principles to specific methods, let us first consider the different phases of personal visitation as a sales method. Perhaps here, as in no other method, the personality of the instructor enters in to

hinder or to help.

It may be stated as a fundamental concept thus early in this thesis, that the primary selling which the instructor must do is to first of all and above all else, sell himself to his boys, both on these early visits and later, thru careful planning and preparation, and by showing them that he has something to show them that is of benefit. The proper spirit of friendliness and interest in the boys must somehow be developed. The work given must be "peppy", interesting, new and worth-while. The teacher who sells himself to his boys, has gone a long way in selling his program.

Personal visitation, as I see it, might well be divided into two classes on the basis of the time of the year the visitation is conducted. In the first class, one might well consider the visitations made before school starts. It is a noteworthy fact that in the last several years, the regulations in this state have been that an instructor, entering upon a new position, should go on the job with pay, not later than August 1st, if possible. No wiser regulation was ever made for at no time is the personal visitation work done more important than in the few weeks before school starts.

This is especially important since the Job Analysis Method, based on the type of farming, became the accepted method of teaching agriculture for this state. These are the visits on which the prospective instructor sizes up farming conditions in his constituency, starts the work of

making surveys on which to base his instruction, and similar work.

The importance of this factor cannot be over emphasized, for without a doubt, much of the future success of the agricultural teacher in selling his program to the community, depends on the type of material he includes in his course of study. So important have leaders in the field of education felt this to be, that even Professor Bobbitt - perhaps our leading student of curriculum construction and revision - has the following to say: (5)

"The curriculum discoverer wishes to draw up a course of training for agriculture - he will go out into the practical world of agriculture as the only place which can reveal the objectives of agricultural education. He will start out without pre-judgment as to the specific objectives. He will observe the work of farmers; he will talk with them about all the aspects of their work; and he will read reliable accounts which give insight into their activities. From these sources, he will discover the particular thing that the farmers do in carrying on each piece of work; the specific knowledge which the farmers employ in planning and performing each specific task; the kinds of judgments at which they must arrive; the types of problems they must solve; the habits and skills demanded by the task; the attitudes of mind, appreciations; valuations, ambitions and desires which

motivate and exercise general control."

Turning to the testimony of a different type of man,- State Supervisor A. K. Getman, of New York State, considered by many the most able State Supervisor of Vocational Agricultural Education in the United States,- we find him with the following to say regarding the vital importance to the agricultural man of this type of curriculum building (27):

"The objectives of a course in Vocational Agriculture must be set up on the basis of the life activities and needs of the community in which it is taught, and of those who will go thru the course and out into that life. It must teach the abilities which the farmer must have in life. It must be based on the local type of farming, its farm enterprises and jobs. The organization of instruction on the job analysis basis makes the work function and is a big item in selling the work to the community. If a survey is made, the teacher not only gets the needed information, but gets acquainted while making it."

If time and space were available, other leaders of vocational education might be quoted as to the importance of the agricultural teacher becoming thoroughly acquainted with the practices and needs of his local community if he is to organize a salable program.

Then is also the time to visit, interview, and interest prospective pupils in the agricultural course at the

high school, and this work may be materially helped if lists of all the 8th Grade graduates of the previous spring can be secured from the local and county superintendents,- those living on farms within the patronage area of the school constituting the ones which should be given special attention. If you can persuade the Superintendent of Schools to accompany you on these trips to secure students, it often gives the appeal an added force, as well as helping sell the Superintendent on the agricultural work.

Even tho not all of those visited are persuaded to enroll, the very fact that the agricultural man was sufficiently interested in the boy to stop and interview him creates a kindly feeling toward the instructor and the course on the part of the boy and the parents, which may lead to the boy's enrollment at a later date, or to the father or older brother becoming interested in part-time or evening school work. At least, it establishes friendly relations, and advertises the fact that the high school has an agricultural department, and it is wide awake.

The second type of visitations I have grouped under the heading of personal visitations made either before or after the start of school. True, many of them may be made before school starts just as well and often are, but in the case of the new man especially, the type of activities I have listed above will probably consume most of his time until the start of school, and they are typically visitations

which must, or should be, made before school starts.

In this second group are included a large share of the types of personal visitation which should be made. Here belong the visits made during the school year to interest boys in the next year's course, and here belong most of the visitations to prepare the ground for part-time and evening work.

Here also belong that important type of personal visits,- those made to establish contacts with any especially progressive, successful and wide-awake farmers of the community. Primarily, of course, such a visit is to interest them in the vocational agricultural work and sell the value of it to them. Much as we like to deny it most of us are susceptible to flattery, and remarkably successful results will often be found to result from asking such outstanding farmers to aid the teacher in making the work of the agricultural department a success.

This is essentially the principle of the Advisory Board or Committee, which has proved so successful in New York State (17), where the Advisory Agricultural Board is appointed by the regular School Board with the recommendation of teachers.

In Kansas (12), an interested banker and a progressive farm mother are often included on the Board,- the latter suggestion appealing to the author as being an especially

practical one, since the farm mother could exercise a powerful influence in selling the work to other farm mothers. Their functions are merely advisory, but chosen as they usually are from among the leading successful practicing farmers of their community, they have a great deal more influence with the other farmers of their community than the agricultural teacher can have at first, and lend a prestige to the agricultural department and its teacher which it is hard for them to gain in any other way. The Advisory Board often helps in organizing a practical course of study and suggesting desirable material to teach. Very frequently, one or more of them accompany the teacher on his project visitations. One New Jersey teacher (33) took three men from different parts of his district, members of his evening class, and had each work up an outline for what they considered an ideal course of study. Then all three discussed the matter together with the teacher, and from this, made out a joint outline for a course of study.

They also are particularly valuable in recruiting new pupils, especially when it comes to persuading refractory parents of the advisability of having their boys take the work.

Going one step farther, there might be cases where a live wire Superintendent of Schools would make a desirable member of the Advisory Board, tho this would not always be wise. Where the right type of superintendent is on the job,

however, this might be one of the leading methods of selling the course to him. Frequently they furnish very desirable farms upon which to conduct field trips and demonstrations, especially if the owner is a recognized authority on some phase of farming, in which case the teacher can have him talk to the boys and conduct demonstrations, thus increasing the teaching value of the trip, and at the same time, pleasing the owner.

Although the other states have not developed and used the Advisory Board in the way that New York has, still there is no reason why the agriculture teacher cannot use successful farmers in the ways that have been indicated, to the mutual advantage of his instructional work and the "selling" of himself and his department.

In addition to enlisting the assistance of these outstanding farmers in the work, it often proves wise psychology to offer the resources and assistance of yourself and the Agricultural Department to him in helping solve his problems, which indirectly lays before him what those resources are, under the guise of altruism.

Nor should the personal visitation campaign of the agriculture teacher confine itself entirely to the influential and successful farmer. The more personal contacts can be established, the more successful all community campaigns and schools will be. Also, on the basis of the reasoning of

another great teacher, that a "physician comes not to heal the well but the sick", it is often the less successful farmer who needs the help and guidance of the Vocational Agricultural Department the most, and will derive the greatest benefit from it. In visiting here, the "helpfulness" motive can be stressed more strongly than is wise in first approaching the more successful man - the ordinary farmer usually feels the need of help more keenly. Of course, this is not always true, for many of the successful men are successful mainly because they are willing to take advice and learn while many of the unsuccessful are unsuccessful mainly because of the opposite attitude.

Summer Activities

Along the same line, and growing out of what has been said, comes the matter of the Summer activities of the agriculture teacher as a Publicity Method.

The agriculture teacher is usually in a somewhat peculiar situation with relation to the remainder of the teachers in the system, and the community at large. He is usually drawing considerably more money than the remainder of the teachers in the system, and often more than the high school principal, many of whom have often been in the system for years, and have often had more teaching experience than the agriculture teacher.

Inevitably, this leads to jealousy and antagonism on the part of some of the teaching corps, which usually reacts to make the agriculture teacher's task of selling his work and himself harder than it would otherwise be. Even more serious, word as to the salary he receives soon permeates the tax paying body, either thru disgruntled teachers or other sources, and they, too, take up the popular refrain.

The thing they fail to realize is that the agriculture man is paid on the basis of a year 'round service basis, while the other teachers are paid for only nine months of service. Unfortunately, too many agriculture men have failed to realize this fact themselves, and have felt that the close of school in June ended their teaching responsibility until the opening of school the following September. Such a man has justified the complaints of the community, and at the same time overlooked one of the most valuable means of selling his work, - that of Summer Activities.

Tied up with school-room activities and all too often with athletic coaching, and because of the weather conditions over a good part of the winter, the average agriculture teacher finds it hard to get out among the patrons as much as he should during the school year. However, he has no such excuse during the summer, and it is part of every well organized publicity campaign to spend as much time as possible on the job during the summer season. Then is the time to practice "teaching on the job",

and "teaching on the project", especially with boys who are conducting crops projects. In addition to the summer visitation of prospective pupils mentioned earlier, a host of other summer activities can and should fill up his time.

This is the time to gather all sorts of crops material for the next year's instruction, as well as samples of soil types. This is also the time when he must collect almost all of the specimens of insects and diseased material for his next year's study, as well as samples of weeds and weed seeds. And, of course, this is the time when much of the best cooperative work with farm bureaus, county agents, and other farm service organizations can be done. Under the discussion of Project Work, several practical examples of special summer project activities will also be given.

Cooperation With Smith-Lever Agents

In the estimation of the author, this is one of the most important and successful means of selling the agricultural program, and the one that has been least made use of in the past. There are, perhaps, a number of reasons for this, the outstanding one being an inability of the supervisors of the Smith-Lever work to agree with the supervisors of the Smith-Hughes work as to just what the relation between their respective agents should be. This is, and has been, one of the factors which has kept back the proper program of selling

scientific agriculture to the farmer.

Assuming that the Smith-Hughes man is allowed to do so by his superiors, it appeals to the author that one of the first steps he should take when entering on his duties in a new community is to visit the County Agent of his county, if there is one employed, assure him of the hearty cooperation of the vocational agriculture teacher, and enlist his assistance in putting over a worth-while program in the local school. Determine his special capabilities and interests, if possible, and the lines of work he is undertaking, so that you will not infringe upon or duplicate his work, for the field is plenty broad enough in most communities to furnish the agriculture teacher with some other worth-while campaign in addition to those already inaugurated by the County Agent. Determine from him when possible, the major needs of the community, and ask his advice on what special lines of work or community enterprises, you can best take up or what problems in the community need investigation which you are especially capable of working upon. While doing the latter, it is perfectly logical and proper that you let him know what your special capabilities are and if he is the correct type of County Agent, he will welcome knowing that he can call on you to be of assistance to him along the line of your specialty. Most of the counties, at least in this state, are so large that a live County Agent should welcome knowing that he could have your assistance in putting across his program in your community.

If he is agreeable and capable, there is no reason why the County Agent could not be of great assistance to the agriculture teacher in putting over Part-time and Evening Schools, both as an instructor, if he is qualified, and the county lies so far from the State College that the instructors from there are hard to secure, and also in suggesting names of leaders in the community and prospects among the men and out-of-school boys, as well as talking it up among the farmers as he goes about the county. So far as I have been able to determine, little has been done on this basis but it would seem logical to believe that the evening and part-time school might well be a cooperative affair between both Smith-Hughes and Smith-Lever agents, if the present barriers could but be broken down.

Another very valuable type of information which can be secured from the County Agent, especially if he has been in the county for some time, is the names of progressive and successful farmers, and also merchants and bankers interested in seeing scientific agricultural practice introduced - if there are such in the community - with whom the agriculture man can and should work, as well as a list of those who would best be left alone, at least on the start.

Along the same line, he may secure from the County Agent the names of breeders of pure-bred stock and pedigreed seed, who would not only be valuable men to have cooperating with him in his program, but would also be the logical men

to interview first regarding locations for field trips and demonstration work.

Finally, it would be well for the agriculture man to tactfully determine the status of Boys' and Girls' Club work in his special district; what type is being carried on; and the names of members, if possible. Here has been the "ticklish" part of the relationships between the two agencies, and here the agriculture teacher must proceed with great care, for the reason that in most places there has been no clear distinction as to where the Boys' Club activities should cease to compete with the Project work of the Smith-Hughes program, and vice versa. Out of the dissension, however, certain truisms seem to have pretty surely emerged at the present time. It has been found best, at least in this state, for the agriculture instructors not to act as Boys' Club leaders. Assisting with the promotional and instructional work is not only good publicity but good business, because of the contacts it gives with prospective students and the community, but poor success has resulted from the agriculture instructor acting as Club leader. Suffice it to say under this topic that the wise Smith-Hughes man, seeking to cooperate with the County Agent, will secure a clear idea of the type and nature of Boys' Club work being done in his community and an equally clear understanding as to his relationship to it.

County Agents are not, of course, the only Smith-Lever agents with which the Smith-Hughes man can and should cooperate.

Farm Management Specialists and the various Extension Agents need and should have the help of the local agriculture teacher when working in his district. Such work is or should be mutually helpful to both parties and the work should prove of assistance in doing what the agriculture teacher wants to do,- improve the farm practice of his community,-and if the Extension Agent is capable, appreciation of the farmers for any valuable information he may be able to impart will partially attach itself to the agriculture teacher who assisted him in the work.

That such a cooperative enterprise can be conducted to the mutual benefit of both types of agent has recently been proven in Franklin County, Massachusetts, (45) where the College Farm Management Specialist recently completed a survey of twenty-four farms in the county with the help of the agriculture instructors and both are using the data so collected, copies of which and charts of the survey are being furnished the agriculture instructors for their use. The boys in several of the departments are starting complete cost accounting records on their home farms which the Smith-Lever people will include in their next publication. Monthly poultry production figures for the State are being furnished agriculture instructors, just as they are in this state. There was no written contract covering "relationships" - just common sense.

Lastly, whenever it is possible to assist professors or instructors from the college to hold meetings or do extension or research work in the community, it is good publicity as well as good sportsmanship to do so. Especially is this true if the agriculture man is known to have been instrumental in securing his presence in the community.

In closing this section, it might be summed up by saying that only a small caliber man fears his co-laborers. A truly big man welcomes assistance.

Project Work

More and more, as time goes on, the literature and thinking on the subject of vocational education is concerning itself with the value of project work in teaching this type of work. It is my purpose in this section to discuss it only as it serves as a means of selling vocational agriculture, and it might be well in starting to state that authorities are becoming more and more of the opinion that good supervised practice work, or Project Work, as it has come to be called, is perhaps the most powerful single publicity agency in vocational agricultural teaching today.

First of all, what do we mean by Project Work, as applied to vocational agriculture. When the Smith-Hughes Law was passed, a section was placed in it making it absolutely necessary that the student who was taking the work should perform "at least six months of supervised practice

work in Agriculture", and that the instruction should be such as would "fit for useful employment on a farm." They realized as Stimson has put it that "Agriculture is more than a vocation - it is a mode of life." (3).

To meet the Federal requirements, all states accepting Federal aid have incorporated in their program some type of so-called "Project Work." They may be of a great variety of types, as long as they are "problematic acts carved to completion in their natural setting." (3). They usually may be classified under the heading of (1), Productive; (2) Trial; (3) Improvement; or (4) Management projects (3), but in every case they should be vocational, man-sized, and calculated to challenge the interest and ambition of the boy. They should not be doing farm chores, or keeping track of some phase of the farm herds or flocks, as so many of them are, (75) mere makeshifts to "get by" the project requirement. Needless to say, such projects never help much to "sell" vocational agriculture to anybody.

Really good supervised practice cannot stop with the supervision by the instructor of one small piece of work continuing for only six months. If it is to register as a real agency in affecting community practice, it must be a year round and truly vocational supervision of all the boy's farm activities. There are no end to the types of supervision that the true agriculture teacher can and should do. The boy's supervised practice might well include (21) :

(1) minor projects, or a series of farm jobs in relation to instruction; (2) improvement work growing out of the previous year's supervised practice; (3) Farm mechanics or shop jobs, which are definitely related to the shop instruction at school; (4) check up on farm skills and jobs related to the course, but not in the major project; (5) with second and third year pupils, the continuation of the practices learned in the previous projects.

When the Smith-Hughes Law first went into effect, many of the instructors taking up the work looked upon the projectwork as a necessary evil to be borne up under just as one would bear up under other afflictions, and made the best of it. Today, live agriculture teachers are making the project work not only a major teaching device, but also a major talking point in their community publicity campaign. Let us analyze the project as a Publicity Device, and see why it is so valuable.

It is a truism more or less generally accepted that one of the quickest ways to a man's heart is thru his pocket-book. It is equally true that one of the quickest ways to convince a farmer of the value of vocational agriculture education for his son is thru showing him a nice financial gain on his boy's project, not that the financial ideal should be the only one set before the father and the boy, but it is one of the strongest talking points. By the same token the reverse is just as true,- a project showing a

needless financial loss is one of the worst advertisements imaginable for the agricultural course.

Although the theory of "motor-minded" individuals is more or less discredited at the present, still it is true that the average boy of high school age is in the period when things to do, -activity, - make a great appeal to him. Excepting the lazy-lounge-lizard, who occasionally drifts into the agriculture courses hunting a soft snap, most boys like to be doing something and the project furnishes an outlet for that activity.

As a publicity agency, the project may be that of from several angles. First of all, once he gets embarked on it, the boy usually gets interested in it, especially if it shows a financial return, which the boy is getting for himself. The boy seldom gets thrilled over his project if he is doing the work and dad pockets the money, and such types of projects should be avoided whenever possible.

As the financially favorable project develops, the boy not only becomes more sold on and interested in the agricultural course, but also more sold on agriculture as a profession. In this period of agricultural depression, one of the hardest problems which the agriculture teacher has to meet in persuading farm boys to take the course is the fact that both the father and the boy are often discouraged with farming as a profession, and both are anxious that the boy get out of it. If the agriculture teacher can point to

boys who are demonstrating that money can still be made in farming when it is conducted properly, thru successful man-sized projects, it is one of his strongest talking points in selling the boy and his dad on the course.

More than this, once the boy is in the work, and begins making money on his project, he takes a greater interest in the class work and in agriculture as an occupational future, which should be one of the major objectives of the course.

Another and perhaps even more important function served by the successful project as a publicity agency is the effect that a successful project has in selling the practical value of the agricultural course to other farmers and the community as a whole. It proves to them that the course in vocational agriculture is practical and not "book farming" as the older courses in agriculture used to be considered.

More and more agricultural men and supervisors are setting up as an objective for themselves that the total net project profits should equal the salary of the agriculture teacher. This is open to the criticism that the money made on the project is not the only criterion of the value of a project,- the final criterion is the amount of permanent improvement of practices and new skills learned. However, it is a very excellent talking point for the instructor and the supervisor if the net project profits

equal the teacher's salary (67).

More important still, it convinces the father and the other progressive farmers that the methods taught and demonstrated by the agricultural department will deliver better results than the methods already prevalent in the community.

This latter is, without much doubt, the strongest single phase of the project as a publicity agency. It is the proof that the agriculture instructor is able to give his boys something practical and better than that already possessed by the other farmers in the community. The man who successfully accomplishes this has not only made a long step forward in selling himself and his work, but has achieved one of the major objectives set up by leading authorities for vocational agriculture,- that of improving the farm practice of the community.

Mr. C. V. Williams, of the Kansas Agricultural College has summed up this phase of the relationship of the teacher of vocational agriculture to his community very well when he says (12)

"The teacher's problems reach out to the community itself, agriculturally, socially and economically. His function differs from that of the County Agent in that the latter seeks immediate returns, while the Smigh-Hughes teacher seeks more ultimate and educative returns. ----- He must initiate, thru the activities of his own boys,

productive practices that will speak for themselves, and because of proved worth-whileness, come to influence farming practices of the community which must be reached thru the boys and their projects and farm activities.----- The vocational teacher, if he hopes to sell his department to his community and keep it sold, must see his classroom teaching carried over to the community by the vocational boys in such form that the farmers of the community will try out and put into practice the helpful things in crops and livestock improvement which have been demonstrated by the teacher and the boys."

Mr. R. B. Smith, of Little Rock, Arkansas, (73), for instance, figured out several years ago that the average farmer in Arkansas produced 15.5 bushels of corn and ninety-seven pounds of lint cotton per acre, while the vocational agricultural students in the State of Arkansas averaged 29.4 bushels of corn and 199 pounds of lint per acre, or nearly 100 per cent increase in the state, while evening school class pupils averaged 258 pounds, or over three hundred per cent. It is such figures as these that make the ordinary farmer begin to respect the information that the agricultural department is putting out, leading to such a situation as that of the farmer in Freehold, New Jersey, who said "that he wasn't getting into a rut, as other farmers are, because his boy, a recent graduate of the high school agricultural course, was keeping him out." (14).

One of the most practical ways of accomplishing this last objective, that of improving the farm practice of the community, is thru what is known as the "group" or "class project." By this is meant some agricultural enterprise undertaken by the agriculture teacher and a number of his boys on a cooperative basis, all the boys affected being interested in the project financially, sharing the labor and profits accruing from it. The project is usually called a "group project" unless the whole class is interested in it. Sometimes the teacher is financially interested in the project himself; sometimes his interest is merely supervisory. In any case, much of the responsibility for its success or failure necessarily rests upon the agriculture teacher. From the teacher's standpoint, perhaps one of the most useful purposes served by the class project is that of supplying a method of meeting the project requirements by interested town boys, who want agriculture but cannot very well arrange a project because of home conditions. Sometimes, it is not town boys only who can be served in this way by the class project,- the reactionary farm father who refuses to give the boy a chance to do a worth-while project is all too common. Finally the farm boy who goes to school too far from the home farm to live at home, and who is forced to board in town, can very nicely be handled by this type of project.

Perhaps a word of caution should be given before going farther. The class project should never be attempted unless there are a group of interested boys, who are anxious to help put it across. At best, it is hard enough to keep a group of boys interested and working. Nothing can fall flatter and be worse publicity, than a disastrous class project, giving the knockers and skeptics a chance to adopt the "I told you so" attitude and make good their claims that the work in vocational agriculture is impractical; and that the instructor cannot practice what he preaches. A class project should never be undertaken without the most careful preparation and planning, together with a strong assurance of success. As a rule, it will not prove successful unless undertaken along a line in which the agriculture instructor is more or less expert, and in which his knowledge surpasses that of the rank and file of the community. It is very well not to say much about the class project until you know it is going to be a financial success. A little later we will give examples of successful class projects which served as valuable publicity for the agricultural work.

Thus far, we have referred to the regular senior project. In many states, there has arisen a very valuable type of work with considerable publicity value, which is known as the Junior Project work. Summed up briefly, this consists of getting 8th grade boys who are interested in and sold on vocational agriculture to the extent that they have

signified their intention of entering the work the next fall, to start their projects in the winter, spring and summer preceding their entrance into high school. As a publicity measure, this finds its greatest value in the fact that it keeps the prospects for the agricultural work in line, thus swelling the numbers who take the course in high school. Many a boy who starts a Junior Project becomes interested in further work and goes on into high school, who otherwise would drop out of school. It also obviates the difficulty with fourth year projects in schools where four years of the vocational agricultural work is given. In addition to the above, the Junior Project may accomplish the same, or greater benefits as those listed under the Senior projects, in the way of interesting fathers, improving farm practice, and advertising the Agricultural Department.

The greatest difficulty at the present time in the way of Senior Project work is the danger of conflict with the Boys' Club work of the Extension Service, where this is already organized. If it is impossible to organize the work without this conflict, perhaps the best thing to do is to cooperate with the club people, and seek to make the club boys feel that they will naturally graduate into Smith-Hughes work and the project when they enter high school (56). The greatest field of the Senior Project is in the areas where the club work is not functioning.

Before going on with a discussion of some outstanding successes in the field of projects used as publicity agencies, it seems desirable to discuss the matter of the relation of good project supervision by the instructor to the selling of the work. It is the opinion of the author, drawn from some years of experience in project supervision, and from reading and talking with other instructors, that most men pass by one of the most fruitful sources of selling the work to the parents because of faulty psychology in supervising the projects.

Good supervision does not consist of driving up to the boy's farm every so often, hurriedly looking over the project, glancing over the records, giving a few directions, and then rushing off to the next place. Some of the most valuable supervision may be done on visits when the boy is not even there.

Every boy's parents should be visited early in the year, even tho the project is not to be started for some time and the whole need and value of project work laid before them. "It is of prime importance in project work to invite the parents' good will and help. Give the parents the idea of the value of the supervised home project to the boy; sell the supervised home project idea to them before saying much to the boy himself, in many cases. Give parents considerable responsibility in supervising the project, at least to the extent that they will back the teacher in

seeing that it is done right." (24)

And in this work, do not forget the mother. In many families, the success of having the boy kept on the job, attending to details and keeping adequate project records, devolves largely upon the mother with her sexual characteristic of greater facility in attending to detail. Nor is it an unknown proposition for home opposition to the project to develop largely from the mother.

The good instructor avoids the appearance of hurry while supervising the project, (39) no matter what his inward feeling may be along this line. In addition to talking the project over with the boy, he has time to look over other livestock and crops, and to give advice. Above all, he must feel as well as exhibit an interest in these things, (43) acting as collaborator and counselor. If he is married, he sometimes takes his wife along to get acquainted with the mothers and give him her advice. The names of livestock and vital statistics regarding them are remembered from visit to visit and their well-being asked about. Once in a while, time may even be taken to go fishing or hunting with the father and the boys. Younger boys are interested by the instructor in taking the work when they grow big enough (62). In a thousand and one ways, the project supervision becomes one of the biggest and best agencies in selling the work, if the instructor is friendly and capable. It is sometimes remarkable to see

how much more the boy himself thinks of the agriculture instructor and the value of his project after he finds that his parents like and admire the instructor, and are interested in the project.

The project, then, is not only a method of fulfilling the requirements of the Smith-Hughes Law but properly utilized, becomes both a valuable teaching device and one of the most important publicity methods. The good agriculture instructor will remember that 95 per cent of the parents have to be sold on the value of the course - the boy is not usually in the course because his parents urged him to take it. A recent survey in Oregon showed only one boy enrolled in vocational agriculture courses in the state who said that his father had induced him to enroll in the course (50).

Having discussed the general possibilities of the project as a device in selling vocational agriculture, there seems to be no better way of proving it than by illustrating how the project has actually been used by some wide awake teachers of agriculture for this purpose, especially the Class or Group Project. Only a few examples can be given of the many which could be found, but these should give an idea of how the device may be used.

Take the case of Jerome Henry, who entered a class in agriculture in a certain high school, not caring much about farming, or intending to follow it as an occupation. Finding he had to do a project, he decided to "raise pigs."

He bought a pure-bred Hampshire gilt, which produced a litter of pigs. Exhibiting at the County Fair brought him one ribbon, a fourth place, which encouraged him to do better the next year. He sold the boars of the litter for \$133.00, and kept three gilts, each producing a litter the next spring. Five of these, shown at both County and State Fair, brought him twenty-one ribbons; six of them being firsts, five seconds; and two thirds; and \$162 cash premiums besides which, he sold several pigs at fancy prices. He invested in a sow and a boar, the former a winner at the National Swine Show, and in his third year again cleaned up a number of ribbons and prizes, in open competition against some of the best hog men in several states. Not only that, but he sold \$650 worth of stock. So successful was he that he was interviewed and written up in Hoard's Dairyman (January 23, 1925), in which interview he gives main credit to vocational agriculture and to his instructor and the latter's help. It should be needless to say that as a means of selling the course and the teacher, this project was a decided success.

Along the same line, the author might mention the records of several of his boys. One of them buying a crippled Duroc sow for \$1 when a few days old, nursed her to health and strength, and from the litter she bore him last spring, cleaned up seven ribbons and twenty-eight dollars in prizes in open competition at the County Fair

last fall.

Another boy went in with an older man in the purchase of a large incubator last spring, hatched 150 White Leghorn chicks and with the care he had learned to give them, partly in the agricultural class, he saved practically all of them. He culled out and sold fifty of the cock birds as broilers in the summer and turned his money and a little additional back into fifty more young pullets. Altogether, he entered the fall with about 150 young pullets. This winter, when none of the farmers or poultrymen locally were getting scarcely an egg, he was delivering a case and more every few days to local groceries at a fancy price. Altho carried as a side-line, while helping his father on a large farm, he had cleared over \$250 by March of this year, and was going stronger every day. These are the kind of records which make leading farmers begin to take notice of the vocational agricultural work.

Another outstanding example of such work in this state was that of two boys in the class of L.D. Klemmedson, at the Sargent Consolidated School in the San Luis Valley. The first boy went to the National Western Stock Show in Denver and purchased a bull for \$800. At the same show a prominent local cattle breeder considered an especial judge of cattle paid \$1500 for a bull of the same breed, and about the same age. Both exhibited in the Annual H.O.G. Show at Monte Vista, Colorado the following spring

where the boy showed he not only was a better chooser of stock, but also better in caring for his stock and fitting it for the show, because he took all the prizes in his class with his bull in competition with the breeder's \$1500 bull!

Another boy in the same class took a young bull from his father's stuff, and by good care and management groomed and fitted him until he took \$152 in prizes with him. Needless to say, the vocational agricultural class and its instructor come in for some valuable publicity among the breeders of the community on projects like these. As will be indicated later, under Newspaper Publicity, this sort of thing makes the very finest kind of material for write-ups in local and school newspapers.

Turning to the use of group and class projects as a sales device, here again a few examples will have to suffice.

Some of the best work along this line has been done by the agricultural club (13) of the St. Clairsville (Ohio) High School. Several years ago, the boys in the club separate from and in addition to the boys' individual home projects, contracted for 6,000 baby chicks, each boy taking 500 home. The feed was contracted for at the same time, and the chickens marketed cooperatively in the fall, the cockerels and broilers in Wheeling, West Virginia, at \$1.25 apiece, and every pullet at six months, for \$1.50 - one thousand pullets being sold in Hamilton, Ohio. The total

investment was \$2400, which was borrowed. The brooders, chicks, and coal cost about \$100 per boy, and the feed another \$100 apiece. An average of 80 per cent of the chicks were raised; a total return of \$400 apiece per boy being realized on the venture, or a profit of \$200 per boy. Encouraged by this success, they tried the same venture again the next year, and averaged \$203 apiece on the investment. As was indicated before, altho it was not necessary in this case, this would give an agriculture teacher an opportunity to take care of the project work for a group of boys, as well as teach them a practical lesson of great value in cooperation. Incidentally, the venture was so successful that it was written up in the Vocational Education Magazine and in addition to local publicity, it achieved publicity of a national scope.

Another type of successful class project in Poultry Husbandry was conducted by R. E. Bruner, at Lynnville, Tennessee, (63). Regarding it he says, himself, that it "got more community attention than anything else ever done by the Agricultural Department." The work was done and the records kept by the class, under the supervision of the teacher. The project was conducted on the school campus, where all the students could see it, and drew a great deal of attention from other students as well as the public, thus interesting more students of the school in the agricultural course.

The eggs were secured February 1st, hatched in early March, the boys constructing and managing everything including the mixing of the feeds. In addition to the chicks hatched, the boys paid twenty-eight dollars (\$28) for twenty-five day old chicks from the Ferris 265-300 egg strain, a proceeding which attracted more attention than anything else from the community. One of the pullets from this Ferris strain began laying at four months and ten days old, a thing unheard of before in the community. Two trios from these prize chicks were exhibited at the Community Fair, taking first and second prize and attracting still more attention, especially from the County Agent.

Early in the fall, the boys started trap nesting the pullets to see whether the theories regarding bodily conformation and culling were borne out in practice. Electric lights were installed in the house the boys had built and beginning December 1st, the lights were turned on at 4:00 A.M.,- again a practice never before heard of in the community. While the neighbors were only getting one or two eggs from a flock of two hundred pullets during the cold weather, the seventy pullets of the class flock averaged a sixty per cent lay thru the winter, returning a profit of \$30 to \$45 per month. Farmers began driving in as the winter advanced to get the ration formula, and see the house and equipment. As Mr. Bruner sagely remarks, "get the farmers coming to you for information and you'll get

ten times the results you would get by going to them, to give it to them. ----- More than that, the class project can be carried on as the teacher wants it, without having to buck skeptical parents."

Two good class projects along the line of orcharding the latter as much a class demonstration as a class project, illustrate the value of Horticulture as a field for this type of work. In the first, carried on by M. L. Jordan at Bloomville, Ohio (66), the boys in the Agricultural class leased a small apple and peach orchard. The owner and the boys bore the expenses of fertilizer and spray poison cooperatively. The boys did the work,- some working class hours, and some working on the outside, the latter being paid by the hour. The profits were not large the first year, but the boys learned a lot and a sign on the fence, telling who was handling the work, aroused much interest. The second year nitrate of soda was used on the orchard, with the result that \$150 worth of peaches were sold locally, proving the practical value of the fertilizer to local orchardists.

The second example in the field of Horticulture - one with even greater publicity values, altho more of a class demonstration than a class project - comes from Reserve, Louisiana (70). When the Vocational agriculture teacher took over the work here, his survey showed him that one of the biggest needs in changing community

practices lay in the improvement of orchard practice. The trees were unpruned, diseased, and insect ridden, so he immediately centered his class instruction on these jobs of pruning, controlling diseases and insect pests, etc. He kept a few paragraphs in the local paper about his work nearly every day and soon local interest began to be aroused, with the result that the boys soon organized a Horticultural Labor Squad, which agreed to prune, spray and renovate the trees of local orchards for from \$2.00 to \$7.50 per day.

Not content with this start, the teacher and the class next tackled the job of wiping out hog cholera, the boys organizing into squads which inoculated the farmers' hogs for a stipulated price. Thus, the boys gained valuable experience and made considerable money, while the community learned improved farm practices and more important still, became "sold" to the idea that the Agricultural Department had something of value to teach them. Seeing that he had the farmers coming to him for assistance, the agriculture instructor rounded out his campaign by conducting a number of demonstration plots in the use of nitrate of soda as a fertilizer, with the result that five carloads of the fertilizer were used in the community, where none had been used before. Of course, this piece of work is really a mixture of the class project and the demonstration,--perhaps more of the latter than the former-- but it is an example of remarkably valuable community improvement and publicity work.

Turning to a different type of class project, we find several good examples in the field of cattle, both dairy and beef. One of the most successful class projects recorded in dairying is that conducted by C.A. McGinness (20). In this case the Board bought a block of ground near the school and erected buildings,-this example is an especially interesting one because of the cooperation of the School Board with the teacher in making it a success. In most cases the teacher has to put the class project over either against a skeptical or a neutral school board and school supervisors.

The project was one in milk production for home consumption. A company was formed, each boy paying part of the cost of the cows and equipment, for which he received a share in the company, and a proportional part of the proceeds. The boys divided into three shifts to do the labor. At the end of each week, the proceeds were divided among the stockholders, and at the end of the year, the surplus was divided. The work was done before and after school, the work being divided into feeding, milking, bottling and delivering. After a class discussion of the breeds, the boys and teacher selected Holsteins as the breed they would use. The proper care and handling of the dairy was thoroughly discussed in the class work, before the need arose. During the nine months the project ran, a profit of \$800 was realized. The main problems which the teacher had to handle

in running the project were careless waste and breakage of equipment, coupled with dissension among the boys who believed that some were doing more work than others. The instructor solved the problems by a system of fines which were assessed against any offenders,- a system which seemed to work very satisfactorily. So successful was this project that a class poultry project, much on the lines of the second one previously mentioned, was very successfully conducted the next year, giving a new group of skills to practice on. Both projects proved very valuable to the boys as well as attracting the attention of a large number of town people, who came to visit the projects from time to time. It also proved of great value in interesting other students in the school in the agricultural course, thus materially increasing the enrollment.

One of the best class projects reported in the enterprise of beef-cattle, was conducted by Mr. Burger, Agricultural teacher at Sterling, Colorado, several years ago. On March 22, 1922, the boys in his class, under his supervision, purchased twenty-six pure-bred Hereford steers to be raised and fattened as a class project. The steers weighed from 350-400 pounds when purchased, and were kept until the next January. They were exhibited at the Logan County Fair in the fall, where they took the prize for the Grand Champion beef cattle. Encouraged by the success, the boys took them to the National Western Stock Show in Denver, where in

competition with the best breeders and feeders of the West, the steers won the prize as Reserve Champion for a carload lot of steers. During the progress of the project, the boys studied feeds, care, and fitting as they never had before. Not only did the boys realize a nice profit on the steers, but it was an object lesson to the breeders of the community which did more to sell the work in Vocational Agriculture to the Logan County community than several years of good instructional work could have done. It proved that the course was practical and that the agricultural instructor could teach the feeders something they did not already know. Even further, the State Supervisor of Agricultural Education says that it helped "sell" the work in agriculture to other school men in the state, as well as to prominent breeders.

If time and space permitted, dozens of other examples might be quoted illustrating the remarkable value of the project and project supervision in the "selling" of Vocational Agriculture. No other single agency, rightly used, is more powerful or more successful. In the author's mind, the full value of the class or group project as an agency along this line has never been half appreciated, and the next few years should see it more and more used as a means of convincing communities of the practical and valuable nature of vocational agriculture. Examples of only a few of the possible types have been described here, but a wide-awake teacher will think of any number of possibilities

along this line.

Demonstrational Work

The discussion on class and group projects leads naturally to the next and closely related publicity method, that of demonstrations and exhibits. It seems to the author that there is a rather clear distinction between these two methods,- both as to technique and value,- for which reason they shall be taken up as separate methods altho many authors speak of them as one agency.

As was noticed above, under the topic of Class Projects, many of the latter grade almost imperceptably into, and are hard to distinguish from, the demonstration. In fact, most successful class projects properly conducted, serve unconsciously as a demonstration in how some farm skill or skills in the local community could be improved. However, the true demonstration differs from the class project in that it usually is carried on primarily to educate, assist, convert, or prove to the local farmers the fact that there is a better way of performing some agricultural job or enterprise than the one they are now using, or else to assist them in solving some farm problem, or acquiring some skill which they desire assistance in securing. The demonstration may be one conducted by the instructor himself; by some expert procured by him; or by members of his agricultural class. It may meet some

already recognized need, or, as more frequently happens, the need for it has to be proven to those profiting by it, or more rarely, it may demonstrate the proficiency of the class in some farm skills.

The mode of procedure in putting on the demonstration is perhaps one that would differ in some degree with every location and every instructor, but there are certain truisms which apply to successful demonstrations almost anywhere.

First of all, demonstrations are never advisable unless a real need for them exists; or unless the instructor has thoroughly surveyed the farm practices and enterprises common in his community. Before any attempt is made to conduct demonstrations, the agricultural instructor should have thoroughly analyzed the needs of the community, determining from this survey just where demonstrations can be used to better the farm practice. In other words, there must be a need before a demonstration is attempted. The only place where this does not apply is in the case of a demonstration of the ability of class members in performing some farm skill in which case, the demonstration may serve to show that all the boys have attained to the successful accomplishment of a skill usually possessed by only a few of the most progressive or accomplished members of the community with regard to that special skill. Even here, it is far more successful publicity if the demonstration is of a skill needed in the community, but possessed by very

few members. Of course, it goes without saying that the instructor must be very certain of the ability of his boys or himself to perform the skill before he attempts a demonstration.

The latter caution applies to all demonstrations, however, and should be especially emphasized. The instructor should never attempt to demonstrate a skill of which he, himself, is not the master, for it is better to refuse to demonstrate a skill than to attempt it and make a failure of it. Usually the instructor is more of a specialist along some one line than along any others. If at all possible, demonstrations should be arranged in those fields.

While demonstrations may be along a large variety of lines, those along the line of farm skills are usually better than those along the lines of technical knowledge. They may be along the lines of farmstead improvement; also the humanizing of farm life is a fertile field for some valuable demonstrations and successful publicity.

The demonstration may be given at the school, but it is usually far more successful and better attended, if given on the farm, unless it is held in connection with a school fair or exhibit. Occasionally, it may be given at some central place in the town. Experience has shown that it is usually considerably harder to get a group of farmers to come to the school house than it is to secure their attendance at a centrally located farm. More than this, many demonstrations cannot well be given except in the farm environment,

where the material with which to work is close at hand.

If the demonstration is one which aims to show the value of an improved strain or variety of seed, it may be conducted on a plot near the school, but will get more publicity if it is on the farm of some well-known and respected farmer. In this case, a sign or other advertising device stating what the demonstration aims to show may often be placed on the fence beside it where passers-by can see it. The Smith-Lever agents make excellent use of this method practically all the time.

No matter what the type of demonstration, it seldom will attain much publicity value unless it is carefully and widely advertised, in advance,- in the case of a meeting; and before it is started; during its progress and on its completion, in the case of a seed or crop demonstration. One of the most successful times at which to give a demonstration is at the county fair, or sometimes at a community fair in which case you often get in touch with and present your demonstration to people you could not get to attend an ordinary demonstration, and who would not read the attendance notices of it; but even in this case, judicious advertising in advance usually increases the attendance and interest. It is a pretty safe rule to follow that the more previous and subsequent advertising you can use, the more valuable will be the demonstration. More than this, it gives you a chance to have something about which to write,- a

logical excuse for keeping yourself before the public, which is, as we will show later, one of the fundamentals of much of our best advertising practice among the big business firms.

Many schools have carried the demonstration idea so far as to organize definite demonstration teams of one or more boys who become quite adept at putting on their special demonstration and often arouse quite a demand for their services in appearing before various clubs and farm organizations. The publicity values of this sort of thing are, of course, especially satisfactory and it warrants a larger trial than it has been given in the past. This will be discussed again under the section on Extension Work, especially with regard to work among the rural schools and in connection with securing pupils for the agricultural department. In case a demonstration team is sent out, however, it should always be remembered that the previous preparation must be extremely careful and thorough. Some authorities have also felt that there was a tendency, where they are used, for the instructor to spend time in training the team which might better be spent on other work out of proportion to the value derived. More than this, it often causes some ill feeling among those not chosen for the team; and in a few cases opposition has arisen from parents who objected to having their boys away from home on these trips, and who found the trips taken were becoming expensive

Even with these drawbacks, however, the demonstration team is a valuable publicity method if properly used.

Here again, just as under the discussion of the class project, much practical value can be derived from a study of some outstanding examples of good demonstrational work, analyzing the valuable publicity methods it illustrates, and showing how these principles apply to the work that can be done in any community along this line. Under the description of the activities undertaken at Reserve, Louisiana, we indicated that much of the work done by this group was, perhaps, as much a class demonstration as it was a group or class project. The same may be said of almost all the class projects, they really serve not only as projects, but also as demonstrations. Time will permit us here only to indicate just a few of the practical ways of conducting demonstrational work; the wide-~~awake~~ agricultural instructor may constantly think up new ones.

Mr. C. V. Williams, of Kansas Agricultural College, (12) has suggested that if a group of the boys in the Animal Husbandry class can be trained by classroom and laboratory work to be expert at culling and caponizing chickens, they might go out in squads of two or three to demonstrate to interested farmers how the skill is performed; and when they become quite proficient, a small fee might be charged for performing this type of service. The same author suggests a unique method of conducting a demonstrational

poultry farm at the school, the plan being to have the boys build a chicken-house during the farm shop period as a class farm shop project. Then have as many boys as possible bring in two or three hens from the home flock, and with the hens so gathered, conduct a demonstration in the care and selection of poultry. The boys can, and should do most of the work, and keep accurate records; the instructor's part being to guide and direct the work and see that the attention of the community is drawn to it if it succeeds. A demonstration dairy can be run in the same way, but it is harder to handle. In Winfield, Kansas, (12) a community cow-testing association was formed by the boys in the agricultural class,- eight in number,- to demonstrate the possibilities of this type of work, with the result that the average production of the cows in the association was increased thirty-three per cent - a mighty fine demonstration to the community of the value of cow-testing.

One of the best examples of the use of a demonstration as a means of selling the work to the community that the author has come across is that of the agriculture teacher at Gordonsville, Tennessee - James H. Moore (59) who found it almost impossible to secure community interest in the work when he entered upon it. After surveying the situation, he decided to make use of a poultry demonstration to awaken the interest. Accordingly, he secured a tract

of land facing the main road on the edge of town, upon which he built a model poultry house. Pure-bred White Rock chickens were secured, everything kept in perfect order, and every up-to-date appliance installed. Before long, people began coming to see the house and in a short time a number of the women began dropping in to ask advice.

Mr. Moore's first evening class was organized in poultry keeping about this time, the enrollment being mainly secured by mailing post cards to people known to be raising poultry. Thirty-three women enrolled for the first class, ten meetings being held. Meetings were held once each week for an hour and a half. As a result of this class and the demonstration, thirty-seven hundred pure-bred hatching eggs were purchased in the community, three fine breeding pens were formed, fourteen new poultry houses were built, and nearly all the flocks were culled.

About this time, the men began to observe what was being done by the women with the poultry, and so well "sold" were they that they came and requested the agriculture teacher to conduct an evening class in livestock improvement. As a result of this class, a pure-bred livestock association was formed, one hundred and twenty-five purebred Herefords were purchased, several flocks of Hampshire sheep were started, fifty registered Duroc Jersey sows were brought into the community, and a registered Duroc Jersey boar,- a winner at the International,- was purchased and located at a central

point in the community where as many of the breeders as possible could use him. And all this grew out of a poultry demonstration, a truly remarkable record in selling agricultural instruction to a community.

Part of the publicity value in the above demonstration lay in the fact that the instructor not only demonstrated some new and improved farm practice, but also demonstrated that the theories he advocated would actually work in practice. More and more, instructors of vocational agriculture are buying small tracts of land where they demonstrate their ability to practice what they preach. One of the most successful Smith-Hughes instructors in this state is a man who has for some years been in partnership with a brother in owning and managing a good sized ranch in the community where he teaches. Part of his success is no doubt due to the fact that he is, himself, one of the big farmers in the community, and the things he advocates are accepted because he can demonstrate that they have been tried and found practical. This farmer-teacher combination is a very desirable one, and probably destined to become even more popular as time goes on.

One of the best examples of an instructor who practically reformed the farm practices in a community by this method is that of Mr. Arney (64), who took the agricultural position at Ava, Missouri, several years ago. The farm practice, especially the poultry practice was terribly behind the times, modern poultry houses were practically

unknown, most of the scrub chickens which were kept roosted in trees. Mr. Arney bought a plot of ground, built an up-to-date poultry house, purchased some fine chickens and proceeded to show how it could and should be done. By means of demonstrations and well supervised projects, he soon began to radically change the farm practice of the community, until now modern poultry houses are the rule in the community. He, himself, maintained an 1800 egg hatchery, and sold some of his poultry products as far away as Saint Louis, and even as far away as New York City. Some of the farmers claim that they now make more on their poultry than they had previously made on their whole farm.

In the field of Dairy Husbandry, one of the most successful demonstrational activities recorded is that of the boys of the Richmond (Illinois) High School under the direction of Walter L. Payne (71). In this case, the boys in the Animal Husbandry class formed a free cow testing association. Each farm included was visited twice a month, the boys assisting in the taking of the milk samples, testing the milk, and entering the records in the record books. Once a month the boy went over the books with the owner of the cows, suggesting changes. Each student had at least one, and some of them two, herds to oversee. The local school board cooperated with the agricultural department in the work by furnishing an electric Babcock tester and the equipment for testing.

The results were surely a real demonstration of the

need of this type of work in the community. One herd book showed five "star boarders" which were weeded out from a herd of eighteen. Another herd showed an increase in milk production from 503 pounds per month to 1195 pounds per month, due to feeding a better balanced ration. As a result of the demonstration, eighteen farmers asked for an evening class the first year and thirty-six asked for an evening class the second year, showing how thoroughly the demonstration "sold" them on the value of the material to be gained from the Agricultural Department of the high school.

Most of the previous examples have been in the field of Animal Husbandry. Equally valuable demonstrational work may be done in the field of pointing out the need for and values of improved strains and varieties of farm crops. One or two examples here will serve to show what may be done in this line.

The first example cited will be that of the organization of the Winterville (Georgia) Pure Seed Association (57), because it illustrates so well the methods which may be employed in demonstrating the need for such an association, with any crop or crops; and second it is rather an outstanding example of good publicity work, in this field, by an instructor in agriculture.

The demonstration work which lead to the formation of the Association really had its beginning in the survey conducted by the instructor and his day class in the Winterville

(Georgia) High School, which showed that no less than twenty-four varieties of cotton were being raised in the community, in an effort to combat the ravages of the boll-weevil. Almost every one of these varieties was of inferior quality, being grown merely because the owner fancied that it was less susceptible to boll-weevil injury than other varieties. The instructor decided that only one variety should be raised, and that there must be some one good all-round strain for that locality. He accordingly started an investigation into varieties which might be recommended, and found that the Georgia State College of Agriculture had developed a strain, known as College I, which seemed better than any of those then grown in the community. He accordingly secured seed of this strain for the boys in his classes who were raising cotton projects, with the result that the project yields doubled the average for the community, and in most cases were far better than those of the boys' fathers. These facts were placed before the community during a community fair, and also at a meeting of farmers in the school-house after the project results began to lead a number of the farmers to inquire why the fields of project cotton showed up so well.

The result of these meetings was the formation of the Winterville Pure Seed Association, with a stated purpose of "studying plant breeding, promoting the use of better seed in the community, and distributing such improved seed

to its members." The officers elected were all active farmers, with the exception of the agriculture teacher, who was elected secretary-treasurer and executive officer. A pool was formed to sell the excess seed produced, eighty per cent of it being disposed of through other agriculture teachers. One of the first actions of the association was to ask the teacher and the school to organize evening classes to teach them how to raise pure seed in a more successful manner. The Georgia State College cooperated by sending experts to help out in the instruction of these classes. The results were not only improved cotton locally, but also the introduction of many pedigreed seed plots, and the production of a large amount of fine seed which was sold at fancy prices.

Altho this special example applies to cotton, the publicity principles involved would apply to any crop or community where the need for introducing a better variety of seed for any crop prevailed. The method of procedure, first class survey - then the selection of improved seed for projects - the increased yields - the awakened interest on the part of growers, followed by action - and better yields, not only applies but can almost be guaranteed to "sell" any crop improvement demonstrational activity as well as the teacher and his department.

Along somewhat the same line, but involving a slightly different approach, was the crop improvement demonstration of the Sparta (Virginia) Agricultural instructor

Mr. F. B. Cole (60). Seeing the need and value of introducing an improved strain of soybeans into the community, he secured a small amount of fine seed from the U. S. Department of Agriculture. This was planted and sufficient seed saved to give one-half bushel apiece to each of several boys, who planted it on their home farms the next spring, with their fathers help in planning the location and planting the plot. So successful were these demonstration plots that considerable interest was aroused in the community regarding them, with the result that both boys and farmers planted a larger acreage of them the next year. To help market this increased crop, a County Soybean Growers' Association was organized by a few of the boys and a number of the farmers, the memberships soon swelling to about fifty. The association formed is a non-profit cooperative organization using a five-year contract. The members meet at the high school and discuss the raising of pure soybean seed. The association purchased two bean threshers and a bean harvester as well as sufficient power cleaning machinery to handle the crops of all members. The number of farmers growing pure seed doubled in two years in the community, and all the seed raised passed the Government test. It should be mentioned that the County Agent assisted the agriculture teacher in this enterprise, which is the proper situation of affairs.

These two are but samples of dozens which might

be cited where agriculture teachers have made use of the crop seed demonstration to improve community practices and sell their work. One teacher (36) followed out a hill-selection and seed plot demonstration on potatoes for three years, with the cooperation of growers,- a very practical type of work for this state,- reporting that he found it a remarkable "selling" agency for his work. The Casey (Illinois) Agricultural Boys' Club built a seed scarifier to serve the community at a nominal cost; (13) also a Chinch Bug Corn Club to combat that pest, and other clubs of a like nature. The Bristol (West Virginia) Vocational Agricultural Club (13) undertook a demonstration in cooperative marketing and its values, by marketing the surplus cockerels from their home farms and those of their neighbors. The local price was twenty-cents per pound but the boys sold them to a hotel in Clarksburg at thirty cents a pound, clearing eight and eight-tenths cents per pound and securing a standing order for more chickens from the hotel.

The above examples are but suggestions of what has and can be done in the line of demonstrational work as a means of securing the right kind of publicity. Every teacher can, if he is wide awake, find dozens of enterprises in his community on which he can give demonstrations, either thru separate plots and project plots, or thru talks at designated gathering places. Seed testing, seed inoculation, treating seed for diseases, cleaning seed, pruning and spraying

orchards, milk testing, culling poultry, testing soil, etc.; these and dozens of others can be used as suitable fields for demonstration work.

In the field of using teams of students for demonstrations, perhaps the most highly developed and organized work recorded is that of Luther Dubois, instructor at Woodland, California (65). Mr. Dubois states that "to make Vocational Agriculture a success I must not only give the best possible course, based on the agriculture of the community, but that the value of the course must be brought to the attention of the farmers at large, as well as the student body." He not only employed students to give a number of demonstrations and talks, but he made sure they were thoroughly prepared and he also saw to it that their talks got into the paper. Two boys were usually employed on one program, each speaking for from fifteen to twenty minutes, and whenever possible the boys were supplied with charts. Talks are often given in the assembly on phases of the agricultural work and good projects; and sometimes stunts of various kinds and recitations were given. Rope work demonstrations are given frequently at farm bureau meetings, farmers gatherings, and similar places. Most boys learn a lot by hearing the other boys give their talks. They should not be allowed to learn their talks, but should be trained to talk from a carefully prepared outline. The farm shop class often does large construction projects in the community and the advanced course

boys give talks on farm management, cooperative marketing and the like. With regard to the former, it might be well to issue the warning that the instructor must be very sure that the Farm Shop class has the ability to do a skillful job of construction before they are sent out. One instructor in this state practically lost his position because of a chicken house he attempted to build when neither he nor his boys possessed the necessary skill. Demonstrations may backfire and give just as much or more undesirable publicity than desirable, if improperly executed.

In closing this section, the author is tempted to mention a piece of demonstration that is being done in Alabama by a group of negroes, and which it appeals to him, might be made use of by a live agriculture instructor, at least in part. These negroes have organized and equipped what they call the "Booker T. Washington School on Wheels", and given it to the extension service where it makes regular trips thru the farming districts of that section of Alabama. The van is equipped with a motion picture machine, phonograph and samples of the latest and most approved agricultural mechanical equipment. I see no reason why an agriculture instructor might not arrange some such appliance and use it in giving demonstrations de luxe thru his community.

Of course, as was mentioned earlier, the booths at fairs are an excellent place for demonstrations along with the exhibits. An excellent example of this sort of

publicity is the program of exhibits put on by the Missouri vocational agricultural people in their booth at the State Fair. The same demonstration was put on twice each day - once at 10:00 o'clock each morning and once at 3:00 o'clock each afternoon. Such demonstrations were used as - Making rope; Splicing, and Making rope halters; Corn judging; Spraying; and a demonstration of the corn plant. The demonstration was different for each day (195).

If the Fair is local, teams of the students can put on a program of different activities each hour of the day, for the duration of the fair. Such demonstrations as - Rope splicing, Milk testing, Culling, Testing soils, Treating grain, Saw filing, etc., may be used. Each day's set of demonstrations should differ from those of the preceding day (195).

Exhibits

Very closely related to and often associated with the use of demonstrations is the use of exhibits of various kinds as a means of securing the right kind of publicity.

When one comes to realize that material we get thru sensory impulses is visual, with most people; and that only a small percentage of the things we learn, or regarding which we gain impressions, is auditory, kinaesthetic or motor, it at once becomes evident how important visual material becomes in teaching or demonstrating anything we wish to

have remembered.

Exhibits, like many other things, differ somewhat in their nature, purpose, and efficiency with the type of exhibit and the place of exhibition.

First of all, we might consider the use of exhibits at a county fair. There are very few counties in good agricultural districts that do not have a county fair, and this is a wonderfully successful place in which to make use of exhibits.

Even at a small county fair, exhibits may be made use of in various ways. Quite often, products raised by the boys as a part of their project work may be exhibited, either in open class, in competition with other farmers of the community, or else in a special Smith-Hughes class, against the products of the other Smith-Hughes project workers of the county. Not many county fairs have the special class for Smith-Hughes boys, but where it occurs much excellent publicity can be gained thru the successful exhibition of the boys' products in it.

If the boy's product is as good as it should be, however, it ought to be able to make a showing in competition with other farmers, and if it is, it will give the boy and the instructor as well as the work in vocational agriculture far more favorable publicity to win in the open class than it would to win in a special school class. If the product is good enough to win, it should always be seen to that a well

constructed sign or poster indicates that the product exhibited, and the boy exhibiting, represent the work of the Vocational Agricultural Department of the high school.

In addition to individual exhibits of products, a booth may often be built or obtained, in which an exhibit of some of the best products of a number of the projects may be displayed, or an exhibit of note-books, shop work and other class enterprises shown. The county fair is an excellent place for the giving of demonstrations, as was indicated above, and often a demonstration team from among the boys can be trained to give some excellent work, which has great publicity value. Lists of new bulletins or books and illustrative material from the classroom may be placed on display and much other helpful material which will bring the agricultural department, and how it may be beneficial to the farmers, before them.

The author investigated by means of a questionnaire, the opinion of many of the leading teachers in this state, and some of the teachers from other states who attended summer school here, on the value of various publicity devices in teaching agriculture. One of the questions had to do with their opinion as to the value of exhibits. I found the opinions varying somewhat but many of the men gave tangible suggestions and advice regarding the use and arrangement of exhibits. One teacher stated that he had found the main value of the exhibit was in the demonstration,-

without that, he believed that it lost much of its value.

Another teacher, this one from Texas, wrote that he had found the putting on of exhibits at the county fair very successful. He said that he had found exhibits of farm shop work, milk testing, and trap-nesting especially interesting to farmers; and he also drew a lot of attention with a picture of two animals, one showing the effects of balanced and the other the effects of unbalanced rations.

Another Colorado teacher mentioned the successful use of exhibits at the county fair, and suggested that he had included in the exhibit, in addition to the things mentioned above, the exhibition of good project record books, and pictures of good projects, also pictures of the classroom and and of the class in operation. A capomizing exhibit was also used with great publicity value by this man.

The supervisor of vocational education of another state wrote in this connection that in his observation local, school, and community fairs gave an opportunity for some excellent exhibit work, but that county fairs were of slight value and State fairs practically none. Perhaps the most logical criticism of the exhibition at fairs which I obtained was one from a Colorado teacher of agriculture, who said that in his estimation "exhibits are not as successful as they appear on the surface. The whole is not shown, and the thinking farmer will know that you have picked only a small part of the work." Altho the exhibition of material seem

to have considerable publicity value, the place where exhibits find their greatest publicity is at the local community or school fair.

Since we will discuss the community fair and its organization in another topic, we will not go into the nature of the fair here, but merely indicate that here is the greatest of all opportunities for exhibit and demonstration work. Exhibits here may take a number of forms. There may be certain contests where only project products are exhibited; other exhibits may be open to all school students; others may be open to the whole community; occasionally, an exhibit might be arranged where only the Agricultural Department boys and their fathers will compete.

In any of the above cases, the great publicity value of the exhibit lies in its selling the products and accomplishments of the boys of the department and the teacher who instructed them, to the very people you want to reach. Its advertising value is the same as that of the local newspaper in the regular advertising field, - it is concentrated and reaches only the people you especially need to get hold of, - the patrons of the local school. The County and State fair exhibits sell vocational work in general to a large number of people, but they may not reach the people you wish to reach locally. The exhibit at the local school and community fair secures results of which you reap practically all the results.

The types of exhibits and demonstrations may be much the same as at the county fair, and the same general rules apply. Be sure to see that if the fair is a community one, all products that come from your department and the boys in it are plainly labeled so that no one can fail to give them the credit.

One form of local exhibit which is coming into greater and greater favor with most agriculture teachers, is the annual Project Fair, or Project Exhibit, which is usually held at the school some time in the fall. At this time, the best products from all the projects are placed on exhibition, and there usually are some contests and prizes arranged so that the boys have an incentive to make their exhibits as good as they can possibly make them. Of course, the whole community is invited to come in and view the exhibits, and see what results the boys are securing. Where practiced, this idea of the Project Fair is becoming very popular and proves one of the very best publicity methods.

Many of the best exhibits at the county fair are often taken on to the State Fair each year. Most authorities feel that the publicity value of the State Fair is much less than that of the local and county fairs, altho if a boy's product is good enough to win at the State Fair, it makes valuable publicity material to use in local publicity and advertising. Of course, exhibits may be erected at the State Fair to advertise vocational work in general. For this

purpose, it is quite valuable but as a means of selling the local work, it has not much significance. The State of New Jersey holds a state-wide agricultural convention (28) of their own each January which seems to take the place of exhibiting at State Fairs, to some extent, with much better results,- more regarding it and the nature of the exhibits at it, will be discussed more fully in the next section.

One of the best pieces of publicity for vocational agriculture as a state program, which has been put on at a State Fair was that staged in Connecticut several years since. (41). The last week in January, the Connecticut (State) Fair and Exposition was held in the State Armory at Hartford. The Vocational Agricultural Section set up an exact miniature of a real Connecticut Valley farm, From one to four agriculture teachers remained with it all the time, to meet and talk with interested people about the exhibit and the work of vocational agricultural departments. A sign above the exhibit read: "This is a model of a Connecticut farm. If it were yours, what would you do with it? When would you do it? Where would you do it? How and why would you do it?" About five hundred mimeographed Farm Management questions, made out by teachers who had visited the farm, were passed out. Teachers explained that students were taken out to farms for actual practical discussion of such problems in their natural setting, and the practical nature of the instruction given in Smith-Hughes courses was emphasized. City business men were

especially interested, since many of them seemed to get for the first time, a little inkling from the business standpoint of the complexity of managing a modern farm. One business man from Springfield, Massachusetts, said, after looking over the questions - "I couldn't answer five per cent of those questions, - any city man who would buy a farm and attempt to run it without training, after reading that set of questions, would be a fool." This type of exhibit probably has a remarkably helpful effect and is publicity material of first rank for selling the need for vocational training as a whole, especially in agriculture.

The exhibit idea, however, does not find its entire use in connection with exhibiting at fairs. One of the most valuable uses to which this method may be put is in the field of window display. Especially in the smaller communities a good exhibit of farm shop work, some especially successful project product, especially fruits and grains, - or even exhibits of the type spoken of above as desirable to use in the booths at fairs, may be used here. Exhibits of the stages in the life history and control of insects and diseases affecting farm crops, especially if they are causing considerable damage to crops in the community, make especially desirable displays. If possible, exhibits should be changed every few weeks. Hardware stores, banks, real-estate offices and the like make especially good places for such exhibits. If any cups or banners are won, these should be displayed in some downtown

window.

Probably the most seriously neglected field of publicity in the line of exhibits is the agricultural room itself. Any live teacher can obtain from breed associations, magazines, Government publications, packing and implement companies and the like, a large number of pictures and charts along agricultural lines. Tastefully and neatly arranged, these serve a number of purposes. They tell the visitors and other students of the school that the room is an agricultural laboratory, a place where agriculture is taught and practiced. It increases the morale of the boys, interests other students in the work, and often helps hold the enrollment. When parents and other farmers come to the room, they are often interested by these decorations. Home-made and printed charts and exhibits of rope-tying and splicing, as well as other farm shop skills, often serve especially well to do this. Too many agriculture teachers overlook this method of achieving a remarkable amount of silent publicity. No one should ever doubt, when entering, what is taught in the vocational agricultural room. In fact, some of the same types of exhibits and posters which were used at fairs can be made a permanent feature of the agricultural room, and for much the same purposes,-visual education, and attracting attention, Especially are these and other like exhibits valuable to have on display if the school puts on an annual Patrons Visiting Day, often accompanied by demonstrational work.

Before closing this section on exhibits, it might be well to give a summary of the principles involved in organizing good educational exhibits, from findings of Paul W. Chapman, State Supervisor of Vocational Agriculture for the State of Georgia, who has made quite a study of this subject. (76).

In addition to the various fairs and gatherings mentioned above, this author suggests that educational exhibits in agriculture can be used to good advantage in selling the need and importance of vocational education at conventions of educators, such as state and county conventions, a very good suggestion it seems to me.

Mr. Chapman feels that every good exhibit should tell a story, and in general that story falls into one of three headings: The need for agricultural education; the plan of conducting the work; or the accomplishment of the department; the latter being the most important from the teacher's publicity standpoint. The central theme of most exhibits should be that agricultural education pays, as evidenced by the larger yields produced by those who have received the benefits of it, - especially the boys locally enrolled in projects. The main thing to bring out then is the comparison between the yield of vocational pupils and average yield of the community, the state, or the nation. Usually this may be shown graphically by miniature piles or boxes of the product in question. Back of these piles, charts telling

of the farm practices leading to these results may be displayed as well as charts of comparative costs of production, farm skills involved, etc., and often these exhibits can be accompanied with actual samples of good and poor plants or products.

Since exhibits depend mainly on telling a visual story, they must first of all attract attention, should be on a level with the eye, as far as possible, and must not have some parts concealed by others. They must center, and not scatter the attention, and should be simple and easily understood. Where possible, demonstrations should accompany exhibits and a corps of "explainers" should be with it all the time.

The Community Fair

Among the methods of obtaining publicity for the vocational work, the local or community fair is rapidly coming to be recognized as one of the most valuable. Two-thirds of the schools in Kansas hold them every year. Really an outgrowth of the project and school exhibit, it has in many cases, become quite a large affair. When carefully planned and managed, there is perhaps no single sales agency more valuable, altho comparatively few reach their fullest size and usefulness.

There is no better way to show what may be done with the community fair than to cite examples of the origin,

growth, and present methods of control of several successful ones, showing wherein lies their great value.

Take for example the work done by S.V. Perritte (at Wallis, Texas) several year ago (54). This community is largely composed of German and Bohemian settlers of the most "hide-bound" and backward type. Every other method of arousing their interest and cooperation having failed, the teacher decided to start a community fair. Working against the derision and ridicule of the entire community, he managed to start the enterprise in a small way. The affair went off so well that it became an annual affair and four years later, 4,000 people were in attendance. Five adjoining schools took part, there were 400 school children in the parade,- which was a mile long, and which had a band and thirty floats from farmers, schools and business men. The magnitude of it may be realized, when it is mentioned that there were over 500 exhibits in the various lines of farm activity; the stores closed all day; and the crowds surged about the school grounds far into the night. It will be noted that the fair was held on the school ground, and one can imagine the publicity value to the Agricultural Department and the teacher of having these 4,000 people at the school for an agricultural fair. Educational farm plays, such as "The Brown Mouse" "Old-fashioned Roses", "Back to the Farm" and the like are given in the school in the evening of the community fair day each year, with large crowds in attendance.

To show that the fair has had real value in selling the work, we have the instructor's statement that several evening classes and a part-time class have grown up, at the request of the farmers after the fair has been held, and that it has lead to his being called on to cull poultry flocks in three counties, and organize an egg circle. This is real salesmanship of agriculture and the teacher of agriculture, and gives a good example of how the fair acts as a selling agency.

Another outstanding example of the Community Fair as a publicity agency in selling the agricultural work, is to be found in the Harvard Community High School, (Harvard, Illinois) under the direction of Mr. S. B. Adams (15). Mr. Adams holds that the community fair is "the most successful means of meeting any objections to costly school buildings because (1) it makes the school building useful to farmers; (2) stimulates community feeling and neighborliness; (3) encourages the production and exhibition of good types of crops and stock, of cookery and needlework; (4) offers educational features as well as entertainments; (5) interests country children in the fair, and acquaints them with the high school, making them feel at home there."

"Interest in the fair may be aroused through - (1) the whole-hearted support of the entire faculty and student body; (2) space in the local papers; (3) posters by the art class; (4) mimeographed premium lists and form letters, struck

off by the commercial class; (5) personal visits and telephoning; (6) a banner contested for by the neighboring country schools, the first place being awarded on the basis of points won in educational exhibits, premiums in all the departments of the fair, athletic contests, and horse-shoe pitching. The presentation of the banner is made the big event of the day."

"No charge is made for the entry of exhibits, or admission. No soliciting or concessions are allowed on the grounds. Silk ribbons are given as prizes and the cost of the whole affair, about fifty dollars, is borne by the school. A program along the lines of agriculture and home-making is presented, with speakers from the State University. The school nurse is available all day, weighing babies and advising mothers. Hot coffee is served free at noon, and check room and nursery rooms are maintained."

I have quoted rather at length from Mr. Adam's article, because I think he sums up remarkably well the activities and methods of promoting an excellent community fair. Here, as in the previous instance, there is no doubt of the remarkable publicity value of the community fair in selling the vocational work to a community.

Illinois seems to be especially strong in the use of the community fair, for another of the best examples of this work comes from Richmond, Illinois. Here the community fair is sponsored by the Agricultural Club of the high school, the committee on arrangements being equally divided between

the boys, the farmers, farm wives and towns-people. The boys always have a vocational agricultural exhibit and there are usually several hundred crop exhibits. That the work has been "sold" to the community is shown by the fact that some old farmers called in boys to help them pick their exhibits for the fair. As in the previous case, there is nothing to sell, and no games of chance are allowed. The Agricultural Club provides speakers, music and athletic contests. A fifty page printed catalog is gotten out, paid for by advertising among the merchants, the latter also having a room at the fair to exhibit their wares. A big poultry tent is paid for by twenty-five cent admissions, the printing, ribbons, etc. for the rest of the show being taken from the general gate receipts.

The Richmond Fair is also unique in the care which has been taken to get as many classes as possible in the community represented on the committee arranging for it. It includes one merchant, one farmer, one school director, and the agriculture teacher; and each department of the fair is headed by either a farmer or a farmer's wife. Wide publicity is given the **affair** thru the local press. Speakers of state-wide reputation are secured to assist in the educational features. The county agent, the county nurse, and the county home bureau make exhibits; and each rural school exhibits specimens of their work in competition for a prize banner. The county superintendent cooperated by giving

the rural schools a holiday to attend. Altho the town of Richmond has a population of only 550, and the high school an enrollment of only seventy, eleven hundred people attended, there were 763 exhibits, 215 of them being fine poultry, and 100 took part in the athletic contests. Thirty-two babies were entered in the baby show, sponsored by the county nurse. Both the Agricultural Department and the Home Economics Department gave demonstrations practically all day (58).

I have given the details of this fair thus at length, because it seems to have been worked out more completely than almost any other example of which I can find a record given.

A very valuable form of the same type of thing in a more limited way is represented by the vocational fairs held in Crawford County (Pennsylvania) every fall (53). Ten of these fairs are held at different large rural high schools with exhibits in vocational, junior and adult classes. The one room rural schools are especially urged to send in exhibits. Some schools get out programs and premium lists, paying for the printing with advertisements, which help to interest the merchants. On November 1st, they hold the County Round-up Judging Contest, to select teams for the annual Farm Products Show Contests held at Harrisburg.

These are but samples of some of the many large community fairs sponsored by vocational departments. Many

schools hold them in more or less extensive manner and practically all of them report them as very successful.

A question asked in the questionnaire sent by myself lead to a number of enthusiastic replies regarding the use of this device. One state supervisor of vocational agriculture stated that he had seen some very successful mid-winter fairs and exhibits put on in connection with evening class work. In this state, perhaps one of the most successful local fairs is the Annual Corn, Grain and Potato Show, put on every year at Olathe, Colorado, under the direction of the teacher, Mr. Ralph Wilson, and has become one of the big annual events in his community. Prizes are offered and competition is usually keen. The show is handled by the boys in the agricultural classes and usually runs for at least two days, the first being given over to the judging of the exhibits and the second to a sort of institute on the growing of these crops.

As a general thing, in organizing a community fair, experience has shown that it is well to have it last only one day and have it so well organized that the day shall be packed full from dawn to midnight. About eight committees are usually recognized as being necessary (76); agricultural exhibits, women's work exhibits; school exhibits; premium lists, special features, publicity finances, and grounds and arrangements.

Vocational Contests

Among the agencies which are receiving considerable attention as a means of publicity at the present time are judging contests for vocational students.

These may be of several sorts, but the principles involved are much the same in each type. One of the commonest types is the judging contest involving two or three schools. The judging may be of livestock, or of grains, potatoes, or other farm products. Enlarged somewhat, it has developed at least in our own state into the district judging contests. These usually culminate in a state-wide judging contest in most states. Occasionally, a county fair will organize a judging contest for students of vocational schools.

Outside of the instructional value of such contests, they have a considerable publicity value, which has in many cases lead to their being over-emphasized. Just as in athletics, most communities judge a coach's ability by whether he has a winning team, regardless of material; there has come to be a tendency in some communities to judge an agriculture teacher's ability by his ability to win some vocational contest. Altho this is unfair, it often leads the instructor to put more time on preparing teams for such contests than he should, often slighting other more worth-while instruction and the remaining members of the class.

Altho preparing for contests should not be over-emphasized, there is no doubt that any banners, cups, etc., which can be won, as well as the advertisement incident to winning, have a remarkable publicity value, so that if one is able to win any prizes at such contest, they should be prominently displayed in the agricultural room, and the fact of getting them prominently advertised in the papers and by other agencies.

Where local contests are held, the same spirit of rivalry which makes athletics so popular enters into the vocational contest, with the result that special publicity value and interest attaches itself to the winning in such contests. The same, even in a more pronounced degree, is true of contests involving adjoining rural schools, and the like.

Altho Colorado has developed a strong state-wide contest for vocational students, perhaps the largest development of this idea is in the State of New Jersey, where the contests are not limited to high school students. A state-wide Agricultural Convention is held in Trenton every January, the State high school judging contest being held at that time as part of the celebration. In addition to this, the boys products may be entered in a regular state exhibit which is held at that time. A display is staged at the convention every year to let the public know something of the work in vocational agriculture in the high schools of the

state. The teams that are sent in to represent their schools in the judging finance the trips by various means plays, benefit movies, work for farmers, etc. The teachers find the boys are very much interested, and that it helps to hold interest and motivate the work.

The news-letter sent out by the State Supervisor of Agriculture for New Jersey has always had a remarkably successful reception and is widely used by the newspapers of the state. At the time of the convention, the role of High School Vocational Agriculture in the convention and in the agriculture of the state is played up at length, and especial mention is made of any students who win on entries entered in open competition, as well as the names and schools represented by winning judging teams. Altho we really have more classes of farm products judged in our own state contest, we do not get nearly the newspaper publicity throughout the state regarding it that the New-Jersey news-letter secures.

In addition to the judging contests and agricultural exhibits, the State Department of Public Instruction cooperates by every publicity device possible to sell vocational education to the farmers attending. Booths, posters, exhibits, slides, radio and educational displays are used. The New Jersey State Agricultural Convention thus gives us an example of remarkable cooperation between the State Department of Education, the Vocational Education teacher,

and the Vocational Education Department of the State, both working to "sell" Vocational Education to the people of the state.

Rural School Extension

Closely allied to some of the demonstrational work, and growing out of the topic of personal visitation, is the matter of rural school visitation and extension work in the rural schools tributary to the high school.

This may take several forms, but almost any of them have publicity values which make them well worth undertaking. Much of this work has been done by some teachers in the form of a weekly, or semi-weekly circuit and this type has perhaps the greatest value, if time permits it.

The first type of circuit is really a form of evening school, in some cases, and because of this fact, has been replaced by the latter in some places. However, it need not necessarily replace or be replaced by the evening school, because the two fill a different need,- in many cases it might serve as a means of advertising the evening school and increasing the enrollment in it.

The true rural school evening circuit usually differs from the evening class in the greater diversity of topics covered and general organization of subject matter. Some of the most successful ones have been organized in the form of weekly or semi-weekly, or even monthly meetings, in a series of rural school houses. Live problems of special

interest to the farmer and his wife and family are taken up, and the aim should be to get as many of the farm boys out as possible. If equipment is available, discussions may be illustrated with lantern slides. The program may take any number of forms but the primary requisite is that they must be interesting, short, and make those present want to come again. If possible illustrated talks with charts should be used. The work given must be practical, and fill a real need. Sometimes boys from the Agricultural Department may accompany the teacher and assist him in the demonstrational work and talks. This becomes especially valuable as a publicity agency if the boys are members of the rural district where the demonstration is being given. Sometimes a team of Home Economics girls may accompany the agricultural boys demonstration team and put on a demonstration for the farm wives. In a few cases a live Superintendent of Schools has accompanied the agriculture teacher and given a talk.

The visits should be on a certain night each time, be regular, and the teacher should never fail to appear if possible to get there at all. The asking of questions should be encouraged and the "lecture method" avoided, whenever possible. If at all possible, make each meeting end with some form of social get-together, which will increase the enjoyment and interest of those attending, and give the instructor a better chance to get acquainted with the elders, and sell himself, his department, his program, and any

special work he wants to advertise. It also gives him a chance to interest boys attending the rural school in coming into the high school work in agriculture. It is a remarkably fine place to get in touch with boys who have dropped out of school for either part-time or full time work.

Another very successful type of rural school extension has been in the form of Friday afternoon meetings in rural school houses. Here the primary purpose may be to draw in farmers much as in the evening work, but usually these meetings are to demonstrate improved methods in agriculture, interest the boys in studying agriculture; securing new scholars for next year's classes; starting Junior Projects and the like. Here, too, demonstration teams from the Agricultural Department can often accompany the teacher especially in their home district.

Another and perhaps a more successful method of interesting the rural school boys in the Vocational Agricultural Department at the high school is the one followed in **Lowville, New York**. Here the Agricultural Department holds a Rural School Visiting Day (52) for boys in the upper grades of the rural schools, located in the surrounding country. Names of such boys are secured, often from the County Superintendent, and personal letters are sent them, giving full plans for the day. Special write-ups were also supplied the local papers which carried them very prominently. One hundred and two boys from seven townships came in to visit the

school on that day. They were taken and registered by the boys in the regular agricultural classes as fast as they arrived. Three demonstrations were held in the morning, one in waxing harness thread, one in milk testing, and one on soldering. Directly after dinner, a group picture was taken, after which they were entertained by a set of lantern slides on producing clean milk. The next entertainment was a demonstration in rope work,- knot tying, whipping ends, and crowning. Following this, the principal of the high school gave a talk urging them all to attend high school. To finish the afternoon, the agriculture teacher explained Junior Project work to them, gave them mimeographed outlines of some good ones, set a day for further study of Junior Project work, urged the boys to register with him to start a Junior Project, and if possible attend the day classes. This seems an excellent idea, and should it be possible to combine this day with a circuit of afternoon meetings in the school houses, many recruits should be obtained for the Agricultural Department as well as much interest aroused among the people in the local district. In some places,- notably in a few districts in Texas,- where the tuition to attend the local high school makes it hard for some rural boys to find the funds to come, one or two free scholarships to the high school for the first year are given to boys who would not otherwise get to come and who have shown especial promise in their Junior Project work, or other forms of

agricultural work. This is a fine investment and after they have had one year, the better boys and their fathers should be so "sold" on the work that they will be glad to spend the money to pay the tuition which will enable him to continue in high school.

Talks and Lectures

Only slightly differentiated from the above type of extension work is the giving of talks and lectures when called upon, and wherever and whenever a possibility presents itself to do so without seeming to intrude.

Very frequently the Agriculture teacher is called upon to give talks at various gatherings. Sometimes these are not along the line of his work, but if he has the ability to do the thing asked of him, he should not refuse, even tho it is not strictly along his line. Every chance to meet people and make new contacts and acquaintances is valuable in securing the desired publicity. People often think more of and admire more the all-around instructor who knows something beside his own speciality. Primarily, however, the talks asked for and given will be and should be along the lines of some phase of his work.

Frequently the teacher is called upon to talk at Grange meetings, farmers picnics, and other farm gatherings. These are all valuable places to "sell" oneself and the work, and such chances should be welcomed. It might be mentioned that the agriculture teacher should cultivate the

ability to become a smooth, fluent, forceful and pleasing speaker more than any other type of teacher, because upon this ability does his success in addressing groups depend. Talks should be brief, as a rule, carefully outlined, original, free from all grammatical errors, and usually introduced by and relieved by, a few well-told, new, and apt stories, and illustrated by slides or charts. Never prolong a talk after you see that your crowd has lost interest for it is a waste of time as well as being negative publicity.

In addition to **meeting and addressing farmers'** gatherings, the teacher might well seek an opportunity to talk before local Commercial Clubs, Boosters Clubs, Lions Clubs, and the like, explaining the work of the agricultural department, **showing** its value to the community and the business of the town, and making it clear that good farming methods mean more money to be spent with the merchants in the city. If the teacher is about to put on some special drive, or meeting, or fair, it should be laid before this type of clubs if at all possible.

Many times opportunities come to address other clubs besides the ones of a strictly business nature, and here too no available opportunity should be overlooked, even tho the instructor is not asked to talk on his own special line. All of these contacts serve to get the patrons acquainted with him, and indirectly with his work.

Especially in the smaller schools, opportunities often present themselves of talking to the Parent Teachers Associations and this is a very valuable place to get before the patrons. If possible, take charge of one P.T.A. program and have students as well as yourself give talks and demonstrations. The Parent Teachers Association often becomes more of a hindrance than a help to some schools, but where it is properly organized, it is a helpful organization. Talks before this group give an excellent opportunity for the agricultural man to drop judicious hints regarding the needs of his department.

Neither should chances to talk to clubs in the high school be refused. Hi Y Clubs, and other organizations give special opportunities for selling yourself to the other students of the high school. The latter affect may also be accomplished by acting as faculty sponsor for one of the high school classes, and helping them with their affairs. No logical opportunity of selling oneself to the other students, increasing contacts, and helping to enlarge enrollments, should be overlooked. This is especially true of the Hi Y which has special value because its membership is all boys. Of course, this makes it especially valuable as a publicity agency, but there are many other clubs in high school which may be addressed with valuable results. This is where the personality of the teacher finds an opportunity to make itself felt in publicity work. No doubt, many other clubs

and gatherings, both in and out of high school, could be mentioned where talks and lectures can be given to good advantage, but these should suggest themselves to the live agriculture teacher as occasion arises.

Lodge and Club Affiliations

As an outgrowth of the type of publicity mentioned in the last section, that of talking to various organizations, comes the even stronger publicity device of belonging to some of these organizations.

Undoubtedly, the personal contacts of meeting the various people who are members of these organizations will go a long way toward establishing the agriculture teacher in the community. They help him get acquainted when he first arrives. They enlist a friendly feeling toward him, on the part of the members of the organization. More than almost any other type of teacher, the good agriculture teacher must be a good mixer, and have some personality. He must be able to meet people.

Altho it is never either good business or good sense to join too many organizations, there are a few that are certainly worth while. The teacher should undoubtedly be an active member of the Parent-Teachers' Association,-- or the Congress of Parents and Teachers, as it is now called. He should probably join the local Farm Bureau, and the local Grange, for here he will meet and come to know intimately

more farmers than he could meet in any other way and become well acquainted with in a much longer time. It gives the farmers a feeling that the agriculture teacher is one of them, and not trying to "high-brow" them. More than that, it gives a chance to keep in touch with the farmers' problems and reactions; gives a better chance to advertise any meetings or demonstrations the Agricultural Department may be putting on; and in many small ways, helps the teacher sell himself and his campaign. In the case of the Farm Bureau, especially, it gives him a chance to become a leader in guiding the thought and planning of the best farmers of the community.

The instructor will find great benefit growing out of belonging to the Commercial Club, the Lions Club, or like "boosters" organizations. It stamps him as being a "live-wire" and interested in his community. In addition to belonging to them, he should welcome the opportunity to assist them in putting across any sort of community "drives", community service, etc., which they may wish to undertake. If he has time and money to belong to other of the service clubs, such as the Kiwanis, Rotarians, etc., it is very desirable. All these contacts help sell the teacher and his work to the community, even tho he doesn't actually mention it a great deal.

Belonging to the right type of lodge often proves of great help in selling the instructor, helping him get acquainted, and establishing the correct type of bonds,-

especially is this true when he is first going into a new community. If his wife is an active and interested member of the lodge auxiliaries, often her friendship with the wives of the best patrons of the district is of distinct service to the husband. Altho one should not join a lodge primarily for business reasons, it undoubtedly does help in selling oneself to the right people in a school district when one belongs.

Many other types of clubs might be mentioned, but these are sufficient to illustrate the publicity value of such organizations.

The same thing might be said of church membership as was said of lodges. Altho one does not join a church primarily for business or publicity purposes, active membership in a church often goes far toward selling the personality of a man in a community. And the reverse is also true in many communities - the day is past when a man can afford to ignore the chances for self-improvement and service, to say nothing of the religious helpfulness of the live church. The contacts made in Sunday-school classes, Brotherhoods, and church gatherings are some of the most valuable made, and are often a very potent means of influencing a community in favor of an agriculture teacher. The reverse is just as true, - refusal to take part in church work often prejudices the very people with whom the agriculture man wishes to become friendly, against him,

Agricultural Clubs

Another device which has been very successful in many places has been the Agricultural Club. These clubs may be of various types, and with a variety of membership, but all of them have proven their value as a sales agency. They may be either of local, state or national scope, and the type of membership and needs of the community would probably decide which would be the most desirable sort to organize. They should have definite meeting nights, at stated intervals, and all members should be urged to keep this night open for the meetings.

The simplest and commonest type of Agricultural Club is the one made primarily of interested boys in your agricultural class. These usually are definitely organized, have elected officers, and regular nights or afternoons, upon which to meet outside of school hours. In some districts where the boys are quite scattered, it is often well to have the meetings in the afternoon after the close of school, unless the boys have to go out for other activities, such as athletics, or have to go home in the school bus.

Altho the regular membership is usually made up of students taking agriculture or who have taken it at some previous time, any school student and other faculty members should be urged to attend the meetings. Often other students become interested, and decide to take the work, because of

attending such club meetings, and other faculty members, - especially refractory supervisors, - are sold to vocational work by such contacts.

The meetings are often announced in assembly, notices placed in the newspapers, sometimes mimeographed invitations may be sent out. All the boys should be urged to bring their fathers to the meetings, as well as other students, boys out of school and interested in agriculture, neighbors etc.

Each meeting should have a definite program, usually arranged by a program committee, and definite topics should be assigned for study and discussion by various members of the club at each meeting. Quite often, parents, successful farmers, men who have succeeded in some special line, and outside talent may be secured to address the club. If recent numbers of farm periodicals or other magazines have valuable topics, they may be assigned to students as special reports. The main thing is to keep variety and interest in the programs.

As a rule, if some form of social gathering with "eats" can be arranged for the end of each meeting, the enrollment will be far better. Sometimes slight dues are charged to cover the expense of the refreshments, - usually a committee is appointed to care for this phase of the meeting, and in some clubs the boys take turns furnishing the eats; while in others, the same committee serves each

time, and the expense is pro-rated.

The club usually undertakes at least one, sometimes more, big projects for the year. Sometimes it is a community fair, sometimes it is a demonstration, sometimes a project in community improvement. Usually at least one big party is held each year, outside of school fairs and exhibits, and in most cases - at least in this state - this banquet and program has taken the form of an Agricultural Club Father and Son Banquet, usually served at the school, and frequently followed by a program arranged by and participated in by the boys,- often with demonstrations and contests in farm skills, such as rope tying, and sometimes with a play or musical program. A recent Agricultural Father and Son Banquet held by the Agricultural Club in Brush (Colorado) was made especially valuable as a publicity device for the department by having the Superintendent and Principal as well as some of the board members present. The Superintendent even acted as toast-master.

In at least one case in this state, at Olathe, the Agricultural Club frames a trip to the mountains for the week in July or August, which seems to be one of the big events of the year with these boys, and one which helps influence more boys to take agriculture, and become members of the club. This same club usually holds three or four meetings during the summer besides the outing. In the fall, they usually serve up a lamb roast and in April they sponsor

an egg show, following which they put on an annual "Ham and --- Banquet." This club enrolls Eighth graders, as a feeder for the agricultural class; and they keep the boys as members of the club even after graduation, if they have had two years or more of agriculture.

Endicott, New York, furnishes us with another excellent example of a highly organized high school Agricultural Club. This organization, which has existed for some years, assists in teaching boys and also in helping the farmers of the community. The club has officers, follows rules of order, and meets twice a month. Permanent standing committees are appointed at the first of the year, consisting of committees on (1) Sales and Purchasing; (2) Poultry; (3) Fruit; (4) Farm crops; (5) Dairy; (6) Social; (7) Scholarship; (8) and Finance and Auditing. Other special committees are appointed as needed. Meetings are usually followed by refreshments; and in the spring picnics and "wiener-roasts" are held. A field day is held during the summer, with a ball game and a feed. The boys learn cooperation, business methods, buying and selling in large quantities (fertilizer, and other farm supplies). The club has its own checking account, and pays the expenses of stock judging teams, constructing exhibits at fairs, etc., from this fund. An alumni branch, with three meetings a year is organized for the boys who have graduated and the fathers are also organized, all three groups working together.

Another type of Agricultural Club which has proven very successful in selling the work to the community is the club composed of older boys and farmers. Very frequently this grows from and is a continuation of the Part-time and Evening class work, but some times they are organized among the farmers without this preliminary step. The general type of organization mentioned under the discussion of the more strictly under-graduate club also apply here, with the exception that it is not possible to assign topics so readily upon which to read and report, and the activities are more practical farm demonstrations and problems and less promotional. Even here, however, the social side and the "eats" should not be neglected, and wives or feminine friends might be invited to accompany the men to the meeting and help with the social side. Parties might be given as well as banquets from time to time. The primary object, tho, is to improve the farming activities of the members and the community thru the action of the club.

Several examples of what may be accomplished by this type of club may be chosen from the many which exist, illustrating their value as a publicity agency.

One of the most successful ones is the "Young Farmers Association", of Presque Isle, Aroostock County, Maine, which grows and markets certified seed potatoes, under the direction of the agriculture instructor of the high school, Mr. Wilkins. (13). The twenty members of the club grew and marketed

sixty-four and one-half acres of potatoes, yielding 8387 barrels and giving members an average income of \$539.22 on this enterprise. One member averaged 175 barrels to the acre on five acres, receiving \$3.00 per barrel for them and realizing \$1,829.80 income on the endeavor.

In concluding this section, I will describe one of the best organized clubs of which I found record; a community club, organized under the direction of the agriculture teacher in Five Points, Alabama. (63). This differs from the former types mainly in the fact that it is more of a community club, taking in the activities of the wives as well as the husbands, and directing community social activities. The club has a president, a secretary, a treasurer, and five vice-presidents, each with a committee of three to help them and each having direct charge of five different club activities which are: Agriculture; Woman's work; Public Health; General Education; and Social-religious activities. The Agriculture Department planned as their first year's activities - the encouragement of better livestock; more and better fruit, with better care of the home orchard; winter cover crops for soil building; and securing speakers of state-wide scope to address the club. The club also put on entertainments to help finance the interests of the school, arranged for social meetings with refreshments, helped the needy, and encouraged Sunday school and other religious meetings.

Part-time and Evening Work

One of the most important trends which has characterized the field of vocational education in the last two or three years has been the increased importance which most of the states are putting on Part-time and Evening work, and the remarkable increase in the numbers of classes in this type of work which are being held.

It is not the function of this thesis to discuss the technique of teaching such a class, nor to expound at any great length on the type of work given, except as the items have a relation to publicity values, and selling agriculture. We shall be forced to limit this discussion mainly to publicity methods which may be employed in securing members for such classes, in advertising them, in holding attendance, and in publishing the fact of their being held to the community at large. We also shall discuss briefly their relation to selling the agricultural program and the instructor to the community.

It has become generally accepted usage to distinguish between part-time and evening classes mainly on the basis of the age of the individual served, rather than on the time of holding the meeting. An evening class, for instance, might be held in the afternoon, if it is held for the correct group and still be classed as an evening class.

It is common, at the present time, to refer to

classes for the younger out-of-school boys, usually from fourteen years up to as high as twenty-five years of age, as Part-time classes; while the Evening School, no matter when held, refers to the work with the older adult farmers. We will deal with the Part-time first, and then discuss the Evening school, except as the two interlap or have similar publicity features.

The work with Part-time classes is a field that has long been almost totally neglected in most states by the vocational agricultural people, altho an important part of the Trade and Industrial work. The last meeting of the National Vocational Education Association devoted considerable attention to the problem, as it applies to agriculture, and several states showed that they had a program well started, to meet the educational needs of farm boys, mainly concentrating on the ages from sixteen to twenty-one years, altho some states extend the limits downward to fourteen, and upward to twenty-four or twenty-five years. Several states have a permanent program with a three or four year course outlined along this line.

Perhaps a word as to the need for and theory of Part-time work, should be inserted here because it throws some light on the publicity value and method of attack in this work. There is little doubt that it is just the group touched by Part-time work which the framers of the Smith-Hughes Law intended to give vocational training. These are

certainly the "boys over fourteen years of age who have entered upon, or are about to enter upon the work of the farm." They certainly come nearer to filling those specifications than most of our secondary school pupils,- many of whom have no intention of ever farming. The chances are that it is the group served by part-time work who will really enter farming as a profession (61).

Let us first see who makes up this group that is to be served by the Part-time work. These are the boys who, for one reason or another, have dropped out of school. These are not necessarily boys with a low I.Q. Some of them have keen minds, and have dropped out because the school has failed to furnish them with the work they want. Others have dropped out because they had to work on the home farm, and could not arrange to attend the long session of school. Many of them have been driven from school by unwise handling and are on the outside because they will not tolerate being squeezed into the goose-step rut of abstract minded supervisors.

Perhaps this explains why there is usually the strong prejudice against the school on the part of the out-of-school boys which makes it more difficult to get them in for Part-time work. If this was a small group which the schools were failing to touch, the matter would not be so serious, but on the contrary, figures show that there are more boys on the outside than are being served by the school. Statistics

show that of one thousand boys entering the first grade, only 630 will complete the Seventh grade; 490 the Eighth grade; ninety-five the Twelfth, and ten will complete college.

Perhaps this terrible drop between the number completing the Seventh and Eighth grades might help explain why in New York State in the year 1918, there were 45,000 boys between the ages of sixteen and eighteen employed on farms with a median of only 7.8 grades completed so that the majority of this great group could not avail themselves of the regular high school classes in vocational agriculture, even if they wanted to do so, because they have not completed the Eighth grade. At the same time, there were only 1,011 boys enrolled in high school agricultural courses in the state out of the 15,000 boys of the same ages living on farms in the state (4). In the same year, in Nebraska there were 1800 rural boys, between the ages of fourteen and twenty in school, and 21,000 out of school (47). While C. H. Lane estimated in September, 1923, that there were 1,302,135 farm boys out of school in the United States, between the ages of fourteen and twenty years (40).

From the above figures, which apply in about the same proportion in any state, it becomes evident that the greater part of the boys between the ages of fourteen and twenty-one are not in school, and these are the very ones who will probably follow agriculture as a profession, and

so need the vocational training the worst. Granted that these boys need the work, the next question is how to get them and what kind of a course to give them even after you have persuaded them to attend school.

The first problem then is to secure the attendance of the boys and in doing this, no method has proven so successful as personal visitation. These boys are usually "down" on the school and on schooling in general, so the first problem is to sell yourself to them, and persuade them that you have something which will be interesting, practical, and worth taking. Often the Advisory Board can suggest names of prospects and often they can either accompany the instructor as he visits them, or see some of the boys he knows personally. Often they can persuade the boy's father of the value of the work and get him to let the boy off for several weeks in the winter to attend the class.

In addition to members of the Advisory Board, farmers who have been sold on the Evening Class often will accompany the teacher or see some prospective pupils themselves. In addition to securing names of prospects from these men, the school census will often give the names of boys who should be in school at these ages, and are not. A form letter, with a return card, advertising the time, place and nature of the meeting and urging the boys attendance has been used in some places, the boy being urged to sign and return the card if he will come. Even tho he doesn't return the card, he

frequently will come.

Many of the boys in the agricultural class have older brothers and relatives whose names they suggest, and upon whom the teacher might call,- or the boy himself may urge the claims of the class for the teacher. If the newspapers are friendly, as much space as possible should be filled with write-ups of the time, place, and nature of the meetings. In fact, all the devices which may be used to increase the day school enrollment may be used to increase the Part-time but the personal visitation is the most satisfactory.

As to the time of meeting, character of work given, and length of course, considerable divergence of practice is found. The part-time usually differs from the evening class in most of these respects, at least to some extent. Especially in the type of work given does it differ. These classes are primarily for the out-of-school boy, who recognizes too late for the regular school to reach him in most cases, the need of further schooling. Frequently they are the educational misfits (8) whose confidence the teacher must first of all secure. The part-time class is primarily a school class to give the boy the thing he sees the need of, and wants,- unlike the day school student, attendance is not compulsory, and you can't cram anything into him because it is in the course of study,- if he loses interest, he will quit.

The result has been that in developing a part-time course, the teacher must discover the individual needs of

the part-time pupils, and evolve ways and means of meeting these needs in terms of courses of study. He must determine the requirements of the agricultural occupations in which they are employed, and evolve a teaching technique which shall adequately solve problems of instruction peculiar to the needs and limitations of meeting such requirements thru part-time education. (48).

The first part-time school to ever be put on in the state of Colorado was held this winter by Mr. Elmer Hicks, of Loveland. Due to the heavy schedule he carries, it was necessary to put the school in the evening from 7:30 to 9:00 o'clock. The boys were mostly Russian-American, and had mostly quit school from the Sixth to the Eighth grade. The school ran for nine evenings, the main course being on Sheep and Cattle Feeding, with one afternoon field trip on cattle and sheep feeding, which Mr. Hicks arranged by holding this school during Christmas vacation, when his day school activities would allow him to get away.

Eighteen boys enrolled, and an average of twelve attended. The course ran for an hour and a half each night, the first hour being spent on phases of the main topic, the last thirty minutes being spent on a related course in Business Practice for the farmer,- including such topics as Business letter-writing,(which was tied in with the feeding job), choosing a bank, loaning and borrowing money, Farm bookkeeping and accountings (two evenings spent

on this) Insurance (all kinds) Contracts and Mortgages, Bills of Sale, Abstracts, and Measures (all kinds). This related course proved very popular with the boys and they wanted more of it.

In order to take care of the entertainment end, which should always be a part of any part-time and evening class work, if the enrollment is to be kept up, Mr. Hicks secured the use of the high school gymnasium and let them play basket ball one night and the next night he had them bring a towel so they could play and then take a shower. To these boys, many of whom had never had the privilege of playing basketball, this was a real treat. Further than this, he told them early in the course that any boy who attended more than four nights would be his guest at a regular high-school basketball game at the close of the school.

The school proved of the greatest interest to the boys, and they seem to be "sold" on coming again for another course next year,- more than this they are "sold" on the agricultural department, and will come to it for assistance when they need it. Mr. Hicks suggests that another year he might try to hold a full-half day course for two weeks, during Christmas vacation since he felt that these boys took hold of and enjoyed the instruction in a way that the day-school pupils do not always do, and he suggests that one-half hour a night for a week might be given on rope

work another year.

This represents the only good examples of this work in Colorado, but many other states have handled classes in part-time work, many of them on a somewhat different plan. New York, which has done perhaps the most work along this line, reaches this group thru short courses of two weeks duration, five to six hours a day, and five days a week. Recruits are gained mainly thru the work of the Advisory Board members with the fathers of boys and boys themselves that they feel should attend, altho the other devices mentioned before are also used.

Often the regular instruction in the Agricultural Department is discontinued for this two weeks period in mid-winter, while the part-time work is being put on; in other cases, it is given for a half day, or several times a week, and sometimes in the evening tho they have found this less successful. Since there are many different interests represented, each boy is usually supplies with a set of Job Instruction Sheets and set to work, the teacher working with first one group and then another, those with whom he is not working doing their study during that time. They find that in order to hold them, they must be kept interested and satisfied.

In Bridgeton, New Jersey, (18), we find another arrangement. The School Board of the Hopewell Township School near there, allows farm boys to attend for four and

one-half months in the winter with appropriate credit. They are allowed to either spend one-half day in agriculture and then return home, or else to remain and spend the other half day in non-vocational work at the school, or else to spend one-fourth day in vocational classes and one-fourth day in non-vocational work. Where one finds a Board willing to do this, part-time work will flourish.

Another instructor, who has been very successful in Part-time work in Illinois, gives a three months day part-time class each winter, teaching both agriculture and related subjects in arithmetic and English. If the boys attend these classes for four years, the teacher has a special graduation exercise for them. Many of the part-time classes are giving work in these related subjects now which is one important respect in which they differ from evening classes. Many classes in part-time work are even giving civics as a related subject, in an effort to make the boys better citizens as well as better farmers.

All the examples mentioned thus far have been of part-time classes held at the school. In several states, however, strong emphasis is being put on the fact that the part-time course can be put on almost anywhere you can get a group together. In Nebraska, classes in part-time work are even being held in farmers' houses either with a separate instructor for each group, or in a circuit where the same instructor handles three or four separate groups (32).

In the sand hills of North Carolina (38) a part-time Farm Life School has been organized on much the same basis to study community problems and develop a business-like method. The meetings are held every Thursday night, the instructor being present for discussion.

In summing up Part-time work as regards publicity value, it becomes rather evident that if this type of work is pushed, we are "selling" the boys who will be the farmers of the community ten years hence on the value and importance, not only of agriculture as a profession, but more important still, on the value of the Agricultural Department to them. The Part-time work has undoubtedly come to stay, the probable tendency being toward a number of short unit courses, the individual taking those that he wants, and receiving appropriate credit for them (40). With this "cafeteria" method of instruction, the Part-time work should become a growing thing.

Closely related to Part-time work is the work of Evening Classes. As was indicated above, evening class work is now confined to the adult farmer, and may be held in the evening or the afternoon, either one. The evening class work really seems to be an outgrowth of the older winter short course, but it differs from the latter in several important respects. First of all, the successful evening class is usually run more on the conference basis than was the short course, the latter being more in the form of a

series of lectures by some outside expert. In the case of the evening class, the preliminary publicity is usually almost entirely handled by the local agriculture teacher, and even if he brings in an outside expert, the function of the latter is or should be, more to lead the discussion and answer questions than it is to lecture, altho a few of the outsiders brought in to handle the discussion at an evening class still cling to the old short course method of doing too much talking themselves, and letting the farmers do too little.

Where the local instructor in agriculture can handle his own evening class, the publicity value especially to himself, is usually considerably more than if he depends on bringing in an outsider, altho if he puts across a successful class under the latter method, some of the value reflects back to him because he engineered the school. The more active he is in the organization and conducting of the school the more valuable it is to him from a publicity standpoint.

Most authorities today seem to agree that the success or failure of a good evening class school depends quite largely on how well it has been advertised. No legitimate means of getting it before the public should be overlooked. Some of the most successful methods have been thru personal visitation,- always the most potent means,- the work of members of the Advisory Board, leading farmers in the community,

those who have attended previous evening classes, telephone calls, urging of fathers to attend by the boys in the day school classes, form letters with a return card, posters, signs on the sidewalks, slides at the moving picture theater, signs carried on the backs of autos, articles in the newspaper, announcements in the school assembly, securing cooperation of the County Agent by advertising it, etc. The live agriculture teacher will think of many not listed here, but these will give an idea of some of the most important ones..

The evening class should not be attempted unless there is a need for the type of school which it is proposed to give. It should be along the lines of some major enterprise or some enterprise which it is felt should be but is not a major one in the community. It is well to ask as many farmers as possible what type of school they wish, and follow the wishes of the majority if possible. A good enrollment can seldom be secured unless one chooses an enterprise for the school in this way. It is also very well to find out the wishes of a majority of the prospective members of the class as to the time and place of holding the class. All these items must be taken account of in order that the farmers be made to feel that it is their class, and not something handed or forced down to them from above.

Perhaps the best introduction to the type of work which should be taught in an evening school would be to

define an evening school in terms of what the Federal Board for Vocational Education considers it should be. They define evening school work as "instruction for persons over sixteen years of age, who have entered upon the work of the farm, and who return to school for short unit courses which will supplement their daily employment, or lead to promotion or advancement in the work, and who do at least six months of supervised practice work." This statement, taken from the Fifth Annual Report of the Federal Board, page 55, tells us very concisely what the work should be and gives us several hints as to what it should not be. It should be given in the most convenient center, which may not be the high school in every case. Frequently, they are held in rural schools, in which case they become closely related to the rural extension work.

The subject matter is, or should be, of the short unit type, organized on the farm job basis, just as we are doing in our day school work. It is customary to determine the subject matter, the units, and the order of presentation with the group at their first meeting. A blackboard is almost a necessity in presenting the work in this method, so that outlines of jobs may be placed on the board, and problems assigned for the next lesson. If possible, it would be well to assign problems for the next lesson, which they may take home to study on, together with an outline of the points in it which the instructor wishes discussed at

the next lesson. The blackboard should also be used copiously for putting on material during the lesson, because especially in a group of this kind which is not used to taking notes, material which the instructor wishes them to carry with them should be written on the board, as well as lists of bulletins, etc. which the class may send for (49).

Recitation should be of the informal group discussion type, with the problem attacked from both the practical and scientific viewpoint. The function of the teacher should be largely one of directing the thought processes of the group and supplying supplementary data, where possible. Much of the value of the course to the farmers will come from the group discussion and the exchange of ideas,- each member being encouraged to add his experience and thinking to the solution of the particular problems under discussion. As one author has aptly put it "an idea has the paradoxical property of multiplying by division. You have a dollar, and so have I, and we trade,- but neither of us are any better off than we were before. But if you have an idea and I have an idea, and we trade, now you have the two ideas,- your own and mine,- and I also have two ideas so that both of us are richer for the experience. " (7).

There are so many devices to keep up the interest and attendance in the course that it is hard to list them at all completely in the scope of this necessarily limited discussion. Many instructors make a considerable use of the

contest idea, giving true-false tests on the material given, contests as to the most reading done, best plans submitted, and so forth. Encourage special reports on the articles read that may of value to the entire group, and have members report applications of materials learned, during the course. Follow-up work is, of course, of the greatest importance and in many cases the place where the best results of the majority of the class from a publicity standpoint are realized. The farmers in this class of work usually need an especial amount of follow-up work and should usually be given lots of reading matter to assist them. Any blanks given them to fill out must be simple, since one has not the "club" of school-credit to hold over these students, as is used on day-school pupils, to secure elaborate reports (49).

Most of the men who have put across successful evening school campaigns, as has been indicated before, have given a great deal of attention to the preliminary promotional campaign of publicity to secure the attendance; and also the entertainment features to hold the interest of the farmers attending. Perhaps this might be further illustrated by some examples of how various Colorado teachers have put across evening classes,- examples of how theory has worked out in practice.

The first one is from the report of a class in Farm Dairying, put on by Mr. Paul Franke, of Mancos (Colorado) (177). The fact that this class ran for ten days with an

average attendance of fifty-one in an isolated community where farms are quite scattered, shows that his results were successful, especially since there were two snow storms during the course of the school. Mr. Franke reports the following devices used by him to promote the enrollment: (1) started a publicity program about a month and a half before the class started; (2) gave several talks at meetings of a Grange; (3) had auctioneers make announcements of the class at several sales; (4) ran a slide at the picture show for a month before the class started; (5) arranged with editor of the local newspaper to publish everything that instructor could give him about the class; (6) made six large posters, which were placed in conspicuous places about town, such as in the post office, bank, pool room, etc.; (7) sent out 200 letters to farmers containing self-addressed stamped post cards, receiving 100 replies from the 200 letters; (8) had the boys in the all-day class assist by talking up the course wherever possible.

In order to keep the interest of those in attendance, the following entertainment program was used as the course progressed: (1) Ladies quartette during a ten-minute intermission between the first and second hour; (2) applying sodium fluoride to poultry,- a demonstration by the agricultural I class; (3) a milk testing demonstration by the Agricultural III class; (4) a 'cello and piano solo; (5) Poultry culling demonstration by two boys in the agricultural I class; (6) chalk talk by two boys on

"I love my scrub cow"; (7) Demonstration by girls of the Home Economics class; (8) Demonstration on the care and repair of farm harness, by the boys of the Agriculture III class; (9) Banquet staged in the auditorium by the P.T.A. the last night. Mr. Franke reported that the farmers were especially interested in any form of demonstration by the boys of the day school class, and this is the very finest of advertising for the instructor and the department. He also reported that he had especially desirable cooperation from cream stations, creameries, buyers of agricultural products, and bankers. As an after-effect of the school a cow testing association was formed, and plans were formed to purchase several pure-bred sires. Here, indeed, is a fine example of an evening class which should give the instructor and the community some valuable publicity.

Other men have found the special stunt valuable, too, and some of them have had excellent success with contests between the members of the school, - one man reports that any kind of a feed gave the best results of all, and stated that "another year he'd spend more money on grub, and less on hiring outside experts to talk."

Another very successful school which illustrates some additional publicity and entertainment devices was the evening school in Sheep Feeding put on by Mr. Aspinwall, of Windsor (Colorado) this past winter. In addition to other previously listed promotional devices, a community club got

behind the class and helped to put it across. The committee from the community club even put their names on the letters sent out to advertise the class. A list of prominent feeders was secured from the bank and the Sugar Beet Factory, to whom letters were sent. Pictures were run first each evening when they could be secured, then the talks by an expert from the college, followed by the entertainment feature of the evening,- Glee clubs, vocal and instrumental solos, a mouth organ solo by one of the boys, a rope tying demonstration by the Agriculture I class, (announcers standing in front of each row to tell what knots were being tied, and pass back the samples to the farmers in their row) a smokeless smoker (with boxing and wrestling bouts, etc), and the last night a banquet put on by the Home Economics Department. The class not only drew the attention of the farmers, but one of the Field Men from the Sugar factory.

Another of the very successful evening classes in this state was that held by Mr. Carl Beck, of Del Norte, (Colorado). He used many of the same devices which have been previously mentioned, his technique differing somewhat in the greater thoroughness he exhibited in conducting a painstaking preliminary survey of the community to determine its needs and what jobs should be taught. Both banks were asked to cooperate in making the school a success. The community club was asked to hold its monthly meeting at one session of the evening class, and their support was requested in helping put the whole school over. The leading poultry men of the

community were asked to actively support the school and all the business houses in Del Norte were informed of the school, and asked to cooperate by telling their farmer-customers about it. The only promotional device used that has not already been mentioned was the arrangement of a large window-display in a down-town window advertising the school. Among the entertainment features used which have not been mentioned was a pillow-fight between two small freshman boys, a cornet duel and a girl's chorus. The banquet put on the last night featured Poultry and Poultry Products and it was agreed at the start that only those who had attended fifty per cent or more of the classes were eligible to attend and bring their wives. The Superintendent of Schools and the Board were actively behind the school, as well as the business men, and an especially valuable testimony as to the sales value of the course is the fact that the members attending framed a set of resolutions thanking the instructor for his work, and the excellence of the course. Similar testimonials came from the community club and the bank, while the Superintendent of Schools and at least seven of those in attendance wrote letters testifying to the value of the course. Since both the working plans of Mr. Frank's and Mr. Beck's courses have been printed and sent out as a bulletin from the office of the Colorado State Board for Vocational Education, it may be easily seen that the publicity value of these classes to the men themselves was quite appreciable.

The literature on Vocational Education is so full of

examples of successful evening schools that time will only allow us to mention a few, which exhibit differing features. One of the most interesting of these was in Freehold, New Jersey, where twenty-two graduates of the high school Agricultural Department organized a short unit course which met each week from December to April to study Farm Management. Under the leadership of the high school agriculture teacher and the county agent, they organized into a Young Farmers Club, securing prominent farmers to give them talks along the line of their special successes. (14)

At Bath, New York, an evening class was put on with the course planned by: (1) a Grange committee; (2) the Farm and Home Bureau managers; (3) the Home-making teacher; (4) and the agriculture teacher assisted by a second committee of young farmers from different neighborhoods, who aided in planning the course and in getting registrants. The teacher assisted in instruction, aided by local farmers. This is an excellent example of community cooperation which should have enabled the teaching of an excellent evening class (34).

In Oregon, some high schools are giving a short unit course in "country life problems" to deal with questions of vital importance to the farmer today,- such as taxation, cooperation, marketing, good roads, schools, social organizations, etc. Properly handled, such a course should prove remarkably popular in most communities (39).

There has been a remarkably important after effect of the evening class work all over the country, which has

great possibilities as a publicity agency,-the tendency for evening class members to organize a farmers club or organization, to help carry out the lessons learned. This is the type of thing which shows that the work is really functioning. Whenever the evening class students carry away and put into practice on the home farm the principles studied, it is excellent advertising for the course.

In Sea-Board, North Carolina, for instance, six of the farmers who had attended a short unit course the winter before,-where they studied the feeding and care of swine under the direction of the high school instructor,- started a cooperative buying, feeding and selling association among the farmers under the guidance of the high school instructor, as an outgrowth of the work they had in the evening class. The organization functioned not only on swine, but also on poultry, cattle and seed. The neighborhood became greatly interested to see the results, especially when the hogs fed by the club topped the market. More than that, the boys from these homes are coming into the high school agricultural class, and five of the boys are entering the Agricultural College; and all this publicity is an outgrowth of an evening class.

It is an especially valuable means of selling the services of the agricultural department when evening class students carry away and put into practice the principles studied in an evening class - it proves the benefits of the instruction, and serves as excellent advertisement.

When those attending carry the work one step farther and form clubs and organizations to continue the work as was described in the example given above, the value is still greater. It is pleasing to note that there seems to be a growing tendency for that sort of thing to happen at many places in our own state as an after-effect of evening classes.

Regarding the effects of a dairy school in the Crook (Colorado) school this winter, the instructor says that "our agricultural work has received some remarkable advertising among the farmers," and he also reports the organization of a cow testing association, including about nine farms as an after-effect of the school, which shows he secured some farmers that believed he had something they wanted. Another class in Farm Dairying, put on by Earl Kelly, at Manassa, Colorado, this winter lead to the building of three silos and many improved practices. These are they types of results which prove that the agriculture man is selling himself and his information to the community.

Another important result is brought out by a teacher in another state who draws attention to the fact that all-day pupils do better work where their fathers and older brothers are attending evening and part-time classes, since it shows them that the grown-ups believe the work given in the Smith-Hughes Department is valuable. The same man also draws attention to the important fact that almost invariably, statistics show that persons attending evening classes one year ask for another class the following year (22).

Perhaps before closing this section, a few of the more important factors could be driven home most forcefully by a few quotations from Mr. R. W. Foard, the Specialist on this type of work in Colorado and an authority who is achieving national notice as an expert in this field. The following statements are from a bulletin by him on this subject: (78)

"With the exception of highly specialized communities, experience has proven that more lasting results can be obtained when the local teacher of vocational agriculture instructs the evening class than when an outside instructor is secured. The local teacher knows the needs of the community, he knows the farmers, and he is on the job twelve months in the year to do the follow-up work."

"The survey for determining the opportunities and possibilities for an evening class should consist largely of interviews by the instructor with the leading farmers and other 'key men' in the community to determine the extent to which such individuals can be depended on to support an evening class program, and to determine the enterprise in which the class will most likely be interested."

"The County Agent should be a willing worker for an evening class program. The instructor of vocational agriculture and the county agent should so plan their program that the enterprise which is made the basis of instruction in the evening class is also one of the major projects

in the county agent's program of work."

"Farmers' organizations, such as the Grange, Farmers' Union, dairy associations, poultry associations and marketing organizations ----- should prove most helpful in putting it over."

"The support of community organizations and commercial clubs is also important and these often appoint a committee to help in promoting the class. In some communities, industrial organizations such as the railroads and sugar beet companies render special assistance thru the cooperation of their agricultural specialist."

"It is not usually difficult to get sufficient space in the local paper providing copy is furnished. It is frequently difficult to get the editor to write this himself. Editorials supporting the program are highly desirable."

"The bankers have proven a most helpful agency. In a rural community, the banker is a man of influence among the farmers. He is usually a progressive type of man who will be readily impressed with the value of an evening class.----- One banker set up a liberal method for financing the purchasing of dairy cows during a course in dairying. In a number of instances he has used his contact with farmers as a means of promoting the class. In a few instances, he has bought bulletins for distribution to members of the class."

"The members of the Board should be made familiar with

the program, and their support obtained. Of course, it is essential that the superintendent of schools be thoroughly convinced of the value of evening class work, and be actively engaged in promoting the program."

"The teachers and students of other school departments can often contribute to the success of the class. Their greatest service will probably come thru their cooperation in providing entertainment during the regular intermission.

"Wherever farmers are gathered together, announcements should be made. The instructor will find it to his benefit to attend farmers meetings and see that the evening class is presented in the proper manner. The talk ---- can frequently be done more effectively by some one other than the instructor."

From all that has been said, it becomes evident that the evening class is one of our most potent publicity agencies when properly used.

Short Courses

As was indicated in the last section, the evening class is really a type of Short Course, and has largely replaced the latter. There are occasions, however, when types of Short Courses which would hardly be classed as part-time or evening work can be made use of in a community.

Such a case, for instance, is that of the traveling tractor school, which was put on in California several years ago in thirty-six farm centers. Each school ran for

three weeks, six hours a day and with about two and one-fourth hours evening instruction. Those in attendance first learned the parts of the gas-engine. Then the instructors did various things to the tractors to put them out of commission and it was the job of the farmers attending to locate the trouble, do "trouble-shooting", and see if they could find the cause of the difficulty. Some men came 150 to 300 miles to attend the school. The local district paid half the instructor's salary, the state the other half, plus the traveling and maintenance expenses. One hundred dollars of the freight on the tractors was paid locally, and the remainder by the state. In all, 2,309 farmers were trained in the school.

While this could not be classed exactly as part-time or evening class work, it would have a considerable publicity value, if the local agriculture man could bring such a school to his community. Even tho he is not the instructor, if he handles the preliminary publicity and is active during the school, much of the value coming from it will indirectly be credited to him by the farmers.

In the same class, would come the demonstrations put on by the International Harvester Company, and the many types of demonstrational Short Courses put on by the Extension Service. The wide-awake agriculture teacher will take part in these, and accumulate what sales value he can from them.

Newspapers and Local Publications

Mention has been made in the discussion of previous topics as to the need for getting newspaper publicity. It would seem well at this point to indicate some of the ways that the newspaper can be made use of and some of the general principles of preparing material for the paper.

Newspaper publicity need not be confined merely to one paper. If there are several papers in a town, each of them should be given a chance to print material. Nor is the newspaper the only source of getting before the public. Many high schools publish a school paper, and this is an excellent medium.

There is perhaps no more potent means of obtaining publicity for any course than the newspaper, and yet many good agriculture teachers rarely make use of it. There is more free publicity for vocational agriculture lost in the failure to make use of newspaper articles than in almost any other way.

It has been truly said that "Be a cause ever so worthy, a project ever so great, its success may be measured by the interest and support of the press." Quite a large percentage of farmers today read the local paper thru rather closely, and almost all town dwellers do the same, in fact most of us get our opinions on most topics from what we read in the paper.

There are many ways in which the paper can be made

use of, if the agriculture man is awake to its possibilities. The editor of the local paper is one of the very first men who should be visited, when a new man is entering a community. If it is at all possible, he should be sold on your work, on you, personally, and on the fact that you can give him material which will be of the greatest interest to his subscribers. As you visit among the farmers, if any of the influential ones can be persuaded to drop a hint to the editor that they would appreciate seeing him publish your articles, it would undoubtedly help. And later, if they can be brought to tell him that they enjoyed reading your write-ups, this will also help.

When the instructor first enters the community, a notice inserted in the local paper is often of the greatest publicity value. It should be written in the third person and unsigned, as a rule, and should outline the aims and scope of the work which will be undertaken, the ways in which the Agricultural Department hopes to be of use to the community, should contain an appeal for cooperation on the part of the farmers, in making the work better, and some of the practical activities which it is hoped the department can take up. Indicate the willingness of the teacher to assist farmers by doing a reasonable amount of saw-filing, harness repair, machinery repair, and the like, as well as to give demonstrations of how this work is done so that the farmer may do it for himself. Offer the assistance of the department in supplying information, bulletins, reference books, and the

like, and urge farmers to make use of the same. Also make a preliminary appeal for farm boys to take the work and describe what the nature of the work will be and what courses will be given.

The following is a copy of a notice inserted in the local newspaper of a town where the author was entering on the work several years ago. Due to the nature of the appeal, the article was signed, tho it might have been better if written in the third person. The article appeared in the paper close to the beginning of school and was intended to draw a number of boys who had not completed their elementary education, but would be interested in the vocational agriculture course. If doing it again, I would precede this by an article written by myself, but placed in the third person as if written by the editor, telling who I was and what practical training I had received. I would follow it by a second article along the lines previously mentioned, setting forth the character of the work given, and projects to be undertaken, then follow with this appeal for enrollment, which would serve as a fore-runner to my campaign of personal visitation. The article was as follows:

AGRICULTURAL DEPARTMENT OF THE HIGH SCHOOL
OPEN TO ALL FARMERS.

Are you engaged in farming, or interested in becoming engaged in farming? No matter how old you may be the Agricultural Department of the Garfield County High

School would be more than glad to have you enroll in the classes. Unlike those registering for the regular High School courses, it is not even necessary for those registering for the agricultural work to be graduates of the Eighth Grade. They must be interested in agriculture as a vocation, and they must be able to carry the work of the department. Such students need not take the other studies pursued by those taking the work for credit toward High School graduation, unless they are qualified and desire to do so. The Government regulation under which this work is introduced into the High Schools of this and other states reads as follows:

"The school shall admit to the classes in vocational agriculture any student qualified for admission to the High School. The school may also admit to classes in vocational agriculture boys and girls sixteen years of age or over if qualified by experience to carry the work, even if they are not qualified to pursue the ordinary academic studies. Such persons may be allowed to take more than the normal amount of work in agriculture, and may omit some of the usual academic studies."

It is our hope this year to reach a large number of boys and men scattered thru Garfield County, who were either unable to finish the Eighth Grade or who finished the Eighth Grade and dropped out of school for one reason or another, and who are now engaged in some phase of agriculture. We

feel sure that we can give you some practical instruction and training along agricultural lines that will be of great benefit. Altho it would be far better to enter as soon as possible, still an effort will be made to arrange worthwhile courses for those who cannot enter until after the harvest season. If you can see your way to let us be of service to you, will you not write or 'phone to the Agriculture Department of the High School, or to the Superintendent of Schools at Glenwood Springs, and let us know that you would like to enroll, or let us give you further information if you are interested and desire it. Don't put it off. This is the day of the specialized and highly trained farmer. Prepare yourself to keep up with the times. Age is no bar to further schooling.

Another way that the Agriculture Department wishes to be of service to the outlying districts is as an advisor. Garfield County employs no County Agricultural Agent at present, and it is the desire of the Agriculture Department to help in filling this need. Let us know of your problems and let us help you solve them. Thus we can both be of benefit to each other.

R. Bruce McKeown - Agricultural Instructor
Garfield County High School

What has been said above regarding the undesirability of signed articles applies to practically everything

that is written for publication in the local paper, since people will read as news a write-up of almost any sort, but to many of them a signed article smacks of trying to "show off" or blow your own horn. The other implies that the editor thought the information sufficiently interesting to write it up as news. In this connection, Mr. Foard (78) has the following to say with regard to write-ups of evening classes:

"It will usually be necessary for the instructor to write the newspaper stories covering the class. These should be written as "special" stories and run as news. It takes much from their selling power if the instructor signs his name to them."

After the preliminary write-ups, there is no end to the things which can be profitably and interestingly written up. These write-ups serve the double purpose of imparting interesting and worth-while information and at the same time keep the department and its activities before the public, which is the primary purpose of much advertising in the business world.

Every live instructor can think of something new to publish whenever he can find time to write it, and the paper to publish it. Some of the commonest topics for newspaper write-ups include - items as to class activities; field trips (giving name of farm); lists of new bulletins and books, with information as to where and how to get

them; notices of evening class and part-time meetings; notices of demonstrations and farmers meetings, both before they are held and the result of the meetings after they are held; timely information regarding time to spray, treat grain, prune, cull poultry, and the like - often with information as to how it should be done; project stories and write-ups of especially successful projects; write-ups of new crops or new methods of performing a farm skill; descriptions of labor saving devices; write-ups of local agricultural club meetings, Father and Son banquets, and the like; reports of special meetings, or the talks of special speakers at meetings; community services rendered by class and instructor; results of class projects, surveys; reports of winning teams in contests with prizes won; results of local demonstrations and announcements of community fairs, exhibits, etc.

These are just a few of the more common topics,- many more might be given. The instructor should constantly be considering whether there are not activities going on which would make interesting write-ups for the paper. Bulletin 97, of the Federal Board for Vocational Education, gives an extensive list, which should be consulted by the instructor for suggestions (76).

Newspaper "stories" are of two types,- the news story and the feature story. The first is the straight forward account of some recent happening, or some projected

happening, while the feature story is a more elaborate write-up in a more literary style, of something to interest the reader - the type of thing the "special" reporter is looking for - some out-of-the ordinary happening of special interest. Most of the write-ups from the Agriculture Department are, because of the nature of the subject, news stories rather than feature stories.

The rules of writing a good news story are contrary to some of our rules for ordinary writing. The first paragraph or "lead" should contain all the important facts in the story, the subsequent paragraphs merely adding detail to the general information stated in the lead. Frequently the first sentence should contain all the important facts. The reasons for this are two-fold: in the first place, the reader may hurriedly read the beginning of a story and thus will get all the salient facts if he reads no farther. In the second place, it may be necessary to cut the article, in which case the first paragraph must be capable of telling the whole story. News stories must be clear, concise, accurate, and free from statements of personal opinion. New Jersey seems to lead the vocational education departments of the country in preparing and sending out from the state office mimeographed news stories of the vocational work in the state in such good form that the newspapers of the state are glad to publish them. (10).

The feature story has no hard and fast regulations

as has the news story. Here the writer has a chance to develop a style of his own. The main essential is that it should be interesting. Such stories often are accepted by large neighboring dailies and for Sunday feature supplements if they are well done, giving them a wide publicity value. The headline or title should be arresting, and if it is possible should be illustrated. Especially successful projects and evening contests make good topics for this type of story.

From a promotional standpoint, the country weekly is perhaps of more interest and value to the teacher of agriculture than the city daily since it is read clear thru by practically all the patrons of the school. The editor of this type of paper usually is more anxious to get written copy of this sort than the city editor, with his town news and Associated Press material.

Articles should be typewritten if possible, pages not crowded and with wide margins. It is not well to write the headlines to a news story for a city paper, but a feature story should always be given a title.

The live agriculture teacher need not confine his writing to local papers. Special articles can be written and sold to farm journals of state and national scope. In addition to the money which may be secured from any articles accepted, there is the more important item of securing wide publicity for the teacher, the

school and vocational education in general. Not much of this sort of thing has been done and it offers a remarkable field for some valuable publicity.

In schools where a school paper is published, this furnishes some of the best means for securing publicity in the school and among the students and the patrons. For the past two years, I have handled the agricultural work in a school which publishes an exceptionally fine school paper every two weeks. An arrangement is made that a reporter is to come to the Agriculture Department for news each issue, and he is either given the facts or a written article is given him - sometimes two or three of them - on the activities of the Agriculture Department. In this way, both students and some patrons are kept in touch with the activities of the department. Especially valuable is the dissemination of information regarding the judging contests in which the boys take part. It might perhaps be possible to establish a regular agricultural column in such a school paper to which such articles could be contributed each issue.

In addition to write-ups on strictly agricultural topics, I have often given the paper articles of general interest about myself, my work, where and how I spent my summers, any interesting experiences and trips I have taken and such topics. Altho not strictly agricultural, they assist in selling the teacher to the pupils of the school, the patrons and the other departments, and help in the job of constantly keeping the department in mind.

This type of publicity is often used by many large commercial firms to keep before the public. I have found that these articles are read by students who do not read the Agricultural articles, and serve as good publicity.

In case the newspaper is to be used as a selling device for meetings, fairs, part-time and evening classes, and exhibits, the stories should start about a month in advance of the beginning of the course, or the date for the gathering, if the paper used is a weekly. Where there is a daily paper, it is not necessary to start regular material that far in advance (78).

Some times valuable results can be obtained by letting the boys write articles for publication in both school and local papers instead of having the teacher write them all. If this is done, however, the teacher should go over them and see that they are correctly written, and that there are no mistakes in English or spelling. Some departments have secured permission to have a special Agriculture Department column in the local paper, to which both the teacher and the boys can contribute articles. This is an especially valuable thing, for if the column is made interesting readers will get in the habit of looking for it and reading it regularly. Sometimes an agricultural class reporter is elected, whose job it is to write up the department news for the paper.

Several of the larger vocational agricultural

departments are publishing their own news-letter or paper made up of articles by the teacher and the boys on department activities; reprints copied from other papers, etc.; articles on timely topics; project stories, and write-ups; farm-shop notes; notices of classes, fairs and meetings; and whatever else may seem timely and interesting. Often leading farmers, supervisors, etc. are asked to contribute. The paper is usually typed or mimeographed and sent out to the local paper and the patrons of the district. This would seem to be a very valuable publicity device where funds are available to publish it. The articles sent to the patrons should have a much higher attention value in this type of display than when competing with the scandal and murders in the daily paper for the reader's attention. However, this is really a type of form letter.

As was indicated before, many states, of which New Jersey seems to be an outstanding example, have the men send in all this material possible to the State Office, which acts as a clearing house, writing up and sending out news and feature stories to the newspapers of the state. This seems to be a very valuable supplement to, but could not well take the place of local articles written and inserted in the local paper by the local department, with regard to local matters.

The keynote of most of the local newspaper publicity should be to advertise the local department as a clearing house for agricultural information, to which all

those interested should come for help. If it can do this, newspaper publicity has proved of the greatest value.

Form Letters and Duplicated Matter

In this division, we can consider the value of typed material, especially form letters, as a publicity device.

Probably the place in which this type of material, especially the form letter, has an advantage over newspaper write-ups is in its more personal touch. Any personal appeal has a stranger drawing power than a group appeal - it brings it down to a matter of personal responsibility.

Many of the types of publicity which have been mentioned above can be sent out in this form. The form letter, however, has been found to get better results as a method of following up some other publicity agency than when relied on to deliver the message alone (78).

As was indicated under Evening and Part-time Class Work, the form letter with a return card has been used with considerable success to interest prospective members in the school. The form letter is an excellent means of sending out notices of meetings, fairs, exhibits, prize lists, Father and Son banquets, lists of new bulletins, and the like, where a more personal touch is desired than can be given thru the newspaper or where you are afraid the proper people might not see the newspaper notice.

In the same school where I made use of the newspaper notice previously described, I also made use of the form

letter to interest prospective day-school students in the agricultural course. The letter was written, signed by both the agriculture teacher and the Superintendent of Schools, and sent to all the Eighth Grade graduates within the patronage area of the school. The letter was accompanied by a return form of a type figured out by myself, which would enable them to indicate whether they were interested in the work or whether they had further questions they wished to ask about it. These were mailed during the summer to all the prospects. The mistake made was in not accompanying the letter by a self-addressed return envelop, or else placing the questions on a postal card which could have been easily returned without additional cost. The letter and form were as follows:

Glenwood Springs, Colorado,
July 15, 1921.

To The Garfield County Farm Boys:-

In a few weeks the schools of the county will be opening for another year. You have completed the Eighth Grade, but you undoubtedly feel, as you should, that for you the Eighth Grade graduation should be but the preparation for bigger and better things along the lines of education for your life work. Are you planning to let your County High School satisfy your ambitions and furnish you with that preparation?

The Garfield County High School is YOUR High School. It has been equipped with a complete Agricultural Laboratory, Recitation room, and Farm Shop, and a special teacher of agriculture employed to devote practically his whole time to the teaching of agriculture in all its phases. Classes are being given, or will be given, in practically every important division of practical

and theoretical agriculture, special attention being directed to field trips and the study of agricultural problems on the farm.

Altho the Garfield County High School is located at the County Seat, Glenwood Springs, these classes were inserted into the high school course of study not primarily for the boys of Glenwood Springs, but rather for the accommodation of the farm boys of Garfield County, whom the High School desires to serve. In past years, however, the enrollment of students from the outlying farm communities of the county has been far below what it should be.

We feel that we have something to offer you which you, as wide-awake farm boys, need and should have, and that the loss is yours as well as ours. No matter in what phase of agriculture you may be interested, we feel sure that we can give you something beneficial along your special line. Can you not arrange to attend the Garfield County High School this winter, and make one of our classes in agriculture?

If you are interested, and have any questions regarding the course of study, or other questions relative to the agricultural work, we would be more than glad to hear from you and to answer your questions promptly. We are enclosing a form which you can sign and return if you have already decided to come or if you desire more information. Space is left at the bottom where you may indicate any special questions you wish answered.

Trusting that we may hear from you in the near future, or better still enroll you in one of our agricultural courses this fall, we remain,

Very truly yours,

R. Bruce McKeown, Agricultural
Instructor.

W. D. Blaine Superintendent
of Schools.

Return Form

Mr. R. Bruce McKeown,
Garfield County High School,
Glenwood Springs, Colorado.

- I. I am expecting to attend the Garfield County High School and you may count on my taking the agricultural course of study.

_____ Student's Signature

- II. I am interested in the Agricultural course at the Garfield County High School, and would like more information concerning it.

_____ Student's Signature

- III. Special questions.

Another very common use which has been made of the form letter has been in enlisting the aid of the patrons in supplying repair jobs for the Farm Shop boys. This type of publicity, usually known as the Farm Shop letter, will be discussed more at length under the section on Farm Shop work as a publicity agency.

In the field of printed material, it is quite common to send home with the boys who enroll a leaflet on what vocational agriculture is, what it aims to teach, what the project is, and is not, and the responsibility of the parent in the work.

Perhaps the best piece of printed publicity which has come to my attention is a circular sent out by the instructor, at Douglas, Wyoming, Mr. Frank L. Fleming,

to prospective students, parents, patrons, etc. It is such an excellent piece of work that I am inserting a copy of it, which the author kindly furnished me.

The Telephone

No device can successfully take the place of the personal visit, especially in extending invitations, and advertising meetings. However, if it is not possible to make a personal visit, the next best device, in many cases, is the use of the telephone, because it gives a personal touch not achieved by any other device except the personal visit.

The telephone can be used to advertise almost any of the activities which the agriculture department may have on foot. It is especially valuable in extending invitations to attend clubs, farmers' meetings, Part-Time and Evening Classes, demonstrations, exhibits, and fairs. It may also be used to the very greatest advantage in making arrangements for field trips, and demonstrational tours.

The telephone has several advantages over even the personal visitation - those of quickness, cheapness, and time-saving. The instructor can sit down at his phone in stormy weather, or in the evenings, when personal visitations would be almost out of the question as well as disagreeable and time consuming, and in a few minutes time talk to more farmers than he could visit in a half-day or a day. More than this, it can be used as a valuable supplement to the printed devices, - a list of the most desirable prospects can be called up just before the event to which you wish their attention called, and each of them

reminded of the event, and their attendance urged. The telephone has a great deal of value as a publicity device which has never been made full use of in the past.

Posters, Hand-bills, and Signs

As has been indicated before, most of what we perceive and remember is due to stimuli received visually. Big manufacturing firms have learned long since the cumulative value of posters and display advertising in impressing anything on the mind of the prospective buyer.

The same principle holds true in advertising agricultural activities. The posters are especially valuable when placed in public places, - such as banks, post-offices, stores, on posts and poles at prominent cross-roads, in fact in as many places as possible. The value of the poster lies mainly in its attention value, in arresting the attention of the prospect at first, and in holding the attention long enough to let the message be read and implanted in the mind, after this, each additional time the prospect reads this or another poster, although he may not consciously notice it, the message registers in his sub-conscious mind, becoming all the firmer with each additional exposure.

For this reason, posters and signs advertising the various events should be as numerous as possible. They find their greatest usefulness in advertising meetings, fairs, demonstrations, exhibits, Part-Time and Evening Classes, and like activities, the date and nature of which is to be kept

before the public. Signs placed on the sidewalk have a remarkably great attention value, if put on and kept on just before and during the days that the activities that you wish to advertise are taking place.

The value of hand-bills is somewhat doubtful. If clever, they may have considerable value, but the hand-bill has been used so much that its value has become more or less questionable, in many cases. If used, they should be distributed, fastened up, and sent out close to the time the meeting advertised is to occur, for their value is as a temporary spur to the memory or the will. The value of hand-bills, however, is somewhat of a question.

In addition to advertising the above type of agricultural activities, signs have another type of publicity value in connection with the work. Whenever possible, class projects, or demonstrational activities carried on under the supervision of the department, should be labeled with a sign conspicuously announcing that fact. The agricultural teacher's car should bear a painted sign advertising the fact that it is part of the equipment of the agricultural department. In fact, if there is anything which it would be to the advantage of the work for the public to know about, it is good publicity to advertise that fact by a sign. Permanent signs, advertising the activities of the department, can often be placed at cross-roads and in other conspicuous places with considerable value.

Another valuable type of publicity which has grown up in the last few years, with the growth of the automobile is the sign to put on the back of the car. These printed or painted signs which can be fastened on the back of the car are a valuable means of advertising the various meetings and classes which were mentioned under the posters. These signs are comparatively cheap and have a rather high attention value.

If the school is located in a town large enough to have a street car, signs much like those used on the backs of autos may be placed on the sides of cars. However, the car company usually wants rather more for this space than returns would warrant, since the people who would see the sign are not many of them patrons who would be interested in the meetings and activities of the agricultural department. Perhaps a more valuable place for signs would be the street car card racks inside, - the value of car cards as an advertising device will be discussed in Part II of this thesis. Their attention value is good, but they are likely open to the same criticism as the signs on the outside, - the expenditure is hardly warranted, because it does not come to the attention of many of the correct type of patrons.

Another type of poster which may be used to good advantage is the printed window-card. This might be used in much the same way and for the same purposes as the posters, but because of the greater ease of making, - altho greater

cost, - they can be more widely used, thus increasing the spread of the information.

Signs, posters, and hand-bills can be used very widely and with great effect if funds are available.

As an outgrowth of the use of signs has come the use of the slides in the moving picture show. This has proved a very successful means of advertising the activities of the agricultural department if funds are available. Sometimes arrangements may be made to do this rather cheaply, and if so, this is a good means of reaching the patrons. In these days of autos, many of the farmers are patrons of the moving picture theatres, so this gives a good means of reaching many of them.

All of these visual means of obtaining publicity are exceptionally successful if they are not too costly and reach the right people, the use of posters and signs probably being preferable to the others.

Farm Shop Work

It is not our function in this discussion to discuss the technique of teaching Farm Shop, but rather to show what a valuable device it may be made in selling the Smith-Hughes work in agriculture to the community.

The aims and purposes of the course in Farm Shop have been very comprehensively set forth to be:

- (1) "To teach each boy to select wisely, to use and to care for all tools necessary to do simple farm

construction and repair work."

- (2) "To develop in each boy, through study, contact and experience, good judgment in the selection, operation and maintenance of farm machinery and appliances.
- (3) "To teach the reading of plans and drawings of farm buildings, appliances, and machinery; and to teach such farm drawings as will prove profitable or useful to the farmer.
- (4) "To have a well-equipped and arranged farm shop at the home of each boy." (95)

If one were to teach farm shop so as to fulfill these aims, there would be no more potent selling or publicity agency in the whole agricultural course. It is on this side of his training that the ordinary farmer is most deficient. He knows the skills of farming, but is woefully lacking in the construction and repair work of the farm.

For this reason, the boy who can go home and do a wood-working construction or repair job, tie a knot his father cannot, and for which there is a use, repair some piece of farm machinery, or splice a stacker rope, has done more to sell his father on the value and practical nature of the course than could easily be done in any other way.

More than this, farm shop training prepares the boys with the material to give the most interesting kind of demonstrations. Experience shows that a rope tying or

splicing, a soldering, saw-fitting, or harness repair demonstration seldom fails to hold the attention of a farmer. By the same token, rightly taught farm shop helps hold the interest of the boys in the course, and keeps them contented. Most boys of this age want to make or do something. It also is a potent agency in selling the course to other students in the school, and increasing the enrollment in the department.

Care must be taken to make the work new and interesting. Too many Farm Shop courses spend most of their time on jobs the boy already knows. Arrangement should be made to let the boy progress to new jobs as fast as he demonstrates his mastery of the one he is on. Many a boy has come from a farm where he has already learned the simple farm shop skills, and there is no sales value to him in doing them over again. The same boy, and his father, might be firmly sold on the value of the department if he might be allowed to learn something of sewage disposal, drainage, farm lighting and heating, cost estimating, designing farm buildings, farm power and transmission, - in other words, more farm engineering, and less farm shop would probably increase the instructional and publicity value of the course in many cases(29). There seems to be an insistent call for farm boys of a mechanical turn, and an insistent call for boys trained along the lines of Agricultural Engineering. In the state of Minnesota, for instance, there are over 14,000 tractors from 120 companies, and of 204 models. More than

this, there are over 60,000 other engines in use on general farm work, - 3000 trucks are being run and 70 types of farm lighting systems are found (30). The teaching of the care and repair of this type of material is the type of job which would have remarkable selling value for the course with most farmers.

One of the vexing problems with regard to farm shop has always been what to do with the boy who had no money to buy material with which to work. Many teachers are now solving this problem and at the same time advertising the shop work by having regular sales of shop products at regular intervals, either at downtown stores, or at an auction in some prominent downtown location. This not only helps solve the financial problem, but also possesses strong publicity value. Of course, the material made for sale must be carefully constructed, or it will furnish negative publicity.

Mention was made earlier of the class project in farm shop, - building a chicken house, laying concrete, and the like. If done well, these projects have remarkable publicity value, but they must be very carefully supervised.

One of the most common, as well as the most valuable, methods of using the farm shop as a publicity device, has been along the line of offering to repair farm equipment in the shop and inviting the community to send in their repair jobs. Such jobs as fitting handles, replacing glass, fitting

saws, repairing furniture, soldering, fixing electrical equipment, etc., are the most common jobs undertaken. Often this solves the problem of securing sufficient repair work for the shop boys. Sometimes these repair jobs are brought in by the boys, sometimes by patrons of the school. Quite frequently, an article is placed in the paper offering to do such work, and asking that the repair jobs be brought in or that the instructor be informed of them, so that he may have boys call and get them. When the patron can be persuaded to bring them, this has the added advantage of giving the instructor a chance to show them the shop, and explain it while they are there. Sometimes a form letter is sent out, urging patrons to send in such material.

One danger has to be avoided in this sort of activity, however, - it should not be continued until it has become a burden. The patrons must understand that only a certain number of repair jobs in each division can be undertaken, and it is neither fair, nor good pedagogy to keep the boys on doing these jobs for the community after they have lost all their instructional value for the student (95). Superintendents frequently have to be politely informed that the Farm Shop is not the repair shop for all the furniture in school. However, with the limitation that it be not ever-done, this type of community service has a high publicity value. Even the superintendent is sometimes "sold" on the practical value of the department by such activities.

Surveys

As was indicated earlier in this discussion, one of the first activities of the agricultural teacher after entering on his duties should be the making of a thorough survey of his community. This is usually supplemented by other surveys, usually with the help of the class.

Too many surveys are made and never really used it would seem. Even at that, there is considerable publicity value in the taking of the survey, - both in the personal contacts established with farmers while collecting the data, and in the impression created that the agricultural department is really doing something of value to the community.

Perhaps an even greater publicity value would result, however, if a judicious publication of the results of the survey were made when the data has been digested, both through press articles and mimeographed material, and in talks to groups of farmers.

Cooperation With Supervisory

Officers

Part of the sales campaign of any Vocational Agricultural teacher must be to sell himself and his work to the superintendent of schools. In some cases this is not difficult, - in other cases, it is quite hard. Personality, tact, cooperative spirit, obedience to orders, and a constant campaign to show him the value of your work to the school, and to him, are necessary. When possible, take him with you

on some of your trips, have him meet farmers and observe the type of work you do. Have him see any especially good projects you may have running.

Ask his cooperation in enlisting new pupils for the department, both by personal visits with you to interview parents and boys, and by signing form letters and the like. "Sell" him on the Part-Time and Evening Class program and enlist his active support in putting it over. There are, in fact, a thousand and one ways in which the wide-awake Smith-Hughes man will work with and seek to line up the superintendent of schools.

The same applies to the principals if they are not the same person as the superintendent. In some schools he is the individual on whom most effort must be spent, - frequently he is not receiving as much salary as the agriculture man, and jealousy must be overcome. Here again, the same psychology and salesmanship must be applied as in selling the superintendent.

Another supervisor that is all too frequently overlooked is the county superintendent of schools. The wise teacher of agriculture will make it a point to get in touch with this person early in his stay, get her (or him) well acquainted with the purposes and possibilities of the work in Vocational Agriculture, indicate the types of work which will be undertaken and ask her (or him) to advertise the work among the rural schools, distribute literature to them

when visiting them, dismiss rural students for community fairs and visiting days and the like. A good time to make this contact is when securing the names of rural school graduates to visit, when you first enter on the job. One Texas teacher carried this cooperative spirit so far that he married the county superintendent! However, not all our agriculture teachers can hope to "sell" themselves to her so successfully!

Acting as Superintendent
of Schools or Principal

There has been a strong movement in this state, Nebraska, and several other agricultural states to make the Smith-Hughes man the superintendent of schools, letting him serve as both instructor of agriculture and superintendent. The man in question has usually gone into the school as an agricultural teacher, and because of exceptional personality and community activity has so sold himself to the patrons that he was elected to the superintendency when the position became vacant. This is a very logical development if the agriculture man is rural-minded and has received adequate preparation in Education to supervise and administer the school. The instructor of agriculture gets out in the community more largely than other teachers, gets before more of the patrons, and gets to know most of the influential citizens, in a consolidated school, the ones who are most likely to be on the school board (44).

This is a valuable thing in some ways, and has its drawbacks in others. Because of his usual rural-mindedness and usual training in rural problems, he is the most logical type of teacher to administer a consolidated school. More than this, it gives him a wonderful opportunity to push the work in Vocational Agriculture in a way that can rarely be done by a mere instructor. More than this, it gives him a chance to sell the whole school to the patrons as he gets out in the community. The fact that he is the superintendent gives him a prestige not possessed by the ordinary teacher, and makes it easier for him to push his work and that of the rest of the school.

The only danger lies in the fact that not all teachers of agriculture possess the necessary technical knowledge or the ability to administer a school with its many delicate problems of policy, discipline and finance. There is always the possibility of a successful agriculture teacher making a failure as superintendent of schools. However, this does not seem to have been the result practically anywhere in this state. The agriculture teacher has uniformly flourished and been successful in the new position.

The other danger in this arrangement has been that the duties of the superintendent's office have so far usurped the time and energy of instructor that he could not do justice to his work in agriculture. This has more or less occurred in a few places, and has sometimes led to the necessity for the

hiring of another man to teach agriculture under the superintendent's supervision. This has proved an especially satisfactory arrangement for the agricultural teacher can usually be sure of the help, assistance and cooperation of a supervisor who is favorable to and interested in the vocational work. All in all, the combination has been a very favorable one for the selling of vocational agriculture.

The same thing applies to a less extent where the agriculture man is acting as principal of the high school, a combination which occurs in many places also. The best thing about this is the fact that it frequently eliminates a principal who hinders the work of a higher paid agriculture man because of jealousy. In most consolidated schools the duties of the principal are mainly honorary and not onerous, so that the work of agriculture man is not usually hindered by heavy supervisory activities. In fact, it really gives the school board a method of eliminating a high salaried principal or a lower salaried jealous one and allows them to pay the agriculture man a better salary than would otherwise be possible. Of course, this arrangement does not give him the freedom to push his work nor the prestige which come with being the superintendent, but it allows more freedom than if he were under another principal and seems a rather desirable arrangement if he gets under a superintendent that can be sold on the work and assists in its success.

Cooperation with Other Departments

Perhaps one of the most unfortunate situations with regard to vocational agriculture work in many schools is the fact that the instructor is more or less of an outsider in the faculty family. To some of the teachers of so-called "cultural" subjects, the agricultural teacher is necessarily a "low-brow" and lacking in the finer sensibilities reserved for them! Unfortunately, the agricultural teacher seldom makes any special effort to change this opinion or get into the general activities of the faculty.

One of the first things the teacher should do is to sell the rest of the faculty on himself and show them that his work is interesting, worthwhile and not necessarily crude and coarse.

Several methods may be used to help this along. Of course, the personality of the teacher is the main item in this selling campaign. But there are several other things which may help in this work.

The first of these is the supplying of the assembly programs occasionally by talks and demonstrations either by the instructor or by students. If these are made sufficiently interesting, they not only help sell the students on the work but also frequently sell the other members of the faculty.

Another method which has not been used hardly at all, as yet, is to invite and persuade other members of the faculty to attend meetings of the agricultural club. Mr. J. C. Dykes, vocational teacher at Stephenville, Texas, has

carried out one of the best campaigns that has come to my attention along this line. In his department one of the agriculture classes will entertain the other class and the faculty in the agriculture room. Lantern slides are shown, picture contests are held, demonstrations given along agricultural lines and last of all refreshments are served. These parties have helped a great deal in his school to make the faculty appreciate the vocational work.

Having managed to build up a fairly receptive attitude toward the vocational work, another very helpful step which can be followed is to secure the cooperation of the other departments in presenting the related work for agriculture students in a vocational way. The English teacher can assign them themes along the line of their agricultural work and the examples and stress of special work can be along these lines in science, mathematics, and the like. This not only is more interesting for the boy, but it also helps bring the importance and interest of this work to the teacher who grades the work.

Every effort should be made to cooperate with and get the cooperation of the other members of the faculty and the other departments so that they may be led to see the importance of the vocational work and to give the related work for these boys a vocational slant.

Pictures and Slides

One of the best methods of obtaining the right sort

of publicity for some types of the activities of the agricultural department is by taking pictures. Like other forms of visual advertising, pictures are high in attention value and teach a lesson easily understood.

Pictures taken of the agriculture class in action while judging livestock, conducting community service of various kinds, or putting on demonstrations make excellent publicity material to put up in the agriculture room or paste on cards to use in posters and exhibits.

Pictures taken at the beginning and end of individual projects as well as of project products, also make valuable material to use in the same way. Such material may be used to send in to the state office, giving them an idea of the good points of your work and furnishing them with material to use in getting up state exhibits.

The negatives of these same pictures can often be used to excellent advantage in making slides which may be used with a stereopticon machine to illustrate talks and lectures and in evening class work.

Then, as was mentioned earlier, slides thrown on the screen at the moving picture show are an excellent publicity device in advertising meetings and other activities of the agriculture department as well as demonstrations and community work.

Activities at Sectional and State Meetings

Although having little or no local publicity value,

the value of the Smith-Hughes man is often considerably increased in the eyes of his supervisors if he is asked to talk at regional conferences, sectional meetings of the agriculture teachers, and sectional meetings of the State Teachers Association. The value of this sort of publicity is made even greater if the teacher is elected an officer at such meetings.

The same is true of the activities of the teacher at the summer conference of agriculture teachers. All the activities and positions given the teacher at these gatherings should not only be brought to the attention of the superintendent, but write-ups of the same should find their way into the local paper, couched in the third person.

It might also be said that attendance at these meetings, especially the state conference, and participation in the discussions and activities of the same helps to "sell" the teacher to the authorities in the state office with very helpful results to the teacher in advancing into better and better locations for giving the work.

Preparation of Job Outlines

Especially in Colorado it has been the custom of the Vocational Education Department to have mimeographed and distributed, not only to the teachers of this state but to the Vocational Education Departments of other states, copies of especially desirable job outlines and other pieces of work produced by the various teachers.

This not only helps sell the individual teacher to

the other teachers of the state and lead them to improve their work, but it has a national publicity value. The author prepared a job outline of the enterprise of fruit production about a year ago, which was thus sent out. Several months later, he received a letter from an agricultural instructor in a consolidated school in Illinois asking for more copies of the same and stating that it had been on display at their state conference where it had attracted considerable favorable attention. Needless to remark, it was plain that not only the author, but also the work in Vocational Education in this state had received considerable favorable publicity through this agency.

Coaching Athletics

It is not a pleasant thing to admit, but many of our agriculture teachers have sold themselves to the community and the school mainly because they were able to turn out winning athletic teams. Sadly enough, this often had to be done at the expense of spending sufficient time on their agriculture work to put across a good program.

Although it is not right that Federal funds be spent to finance good coaches, but poor vocational work, it is nevertheless true that the man who can coach strong athletic teams finds the boys coming in larger numbers to his department and is "sold" to many of the younger patrons of his school.

Miscellaneous Community Activities

The successful agriculture teacher must learn early in his stay that he often "sells" himself to his patrons as much by outside community activities as by strictly agricultural activities. In fact, in discussing these miscellaneous methods we might consider them as falling under these two heads.

Among the more strictly outside activities might be mentioned work in the church and Sunday School. As was stated earlier, outside of its value to the man himself, this type of work often goes far toward selling him to his community.

If the teacher possesses any musical ability, he will find that this will quickly aid him in getting before the public, not only in church work but also in other types of social gatherings. Many of the agriculture teachers in this state have made use of musical talents to "sell" themselves with marked success.

Often the agriculture teacher can secure a remarkable hold on the friendship of the boys by acting as Scoutmaster for a Boy Scout troop, or sponsor for a Hi-Y group. Not infrequently, if the teacher is athletically inclined, he can establish a contact with the older out-of-school group which make excellent material for a part-time class, through becoming a member of a community (or town) basketball, baseball, or other type of athletic team. If he is a "real fellow", this gives him an opportunity to show it.

Turning to community activities more closely connected with agricultural practice, we find a number of the teachers serving as secretary or in other capacities on the board of the local or county fair. Very frequently, they are serving as judges at these fairs which gives them considerable publicity. Less frequently, they assist in the arrangement of floats, the direction of the parade, etc., at these fairs. Almost any of these activities give the teacher some valuable advertising.

As has been suggested in different sections, the agriculture teacher should be ready to perform any type of community service he is called upon to do if he has the necessary skill, and can find the time. Usually he will need to watch out that he does not become the "community hired man", called on to do all the dirty work that the farmer does not feel like or know how to do. One good demonstration of a skill for a farmer should be sufficient unless the teacher has lots of time and wants to secure for himself the practice in performing this skill. In most communities there is often at least one farmer who will over-work the teacher if he is allowed to do so. This is not the function of the agriculture teacher in a community and though he should not refuse any reasonable demands, he is not supposed to take the place of the county agent, nor be a free veterinary surgeon for the community.

However, in addition to assisting farmers with their

problems whenever possible there are a number of community agricultural activities in which he may take a leading part or even be the organizer of them. He should take an interested part in the forming of and assisting with cow-testing associations, seed testing associations and the like (13). Many teachers have helped organize and manage farmers cooperative organizations, to buy eggs, seed, fertilizer and the like, or to sell chickens and other farm products, or to purchase pure-bred sires for cooperative use. Several men who had horticultural training gained considerable favor by building and managing a community hotbed or cold frame where the patrons could secure plants at cost and the boys in the class who helped with it gained valuable experience.

Several men have organized an annual auto tour for farmers, held sometime in the summer at which time those accompanying the teacher are taken to see the best projects of the boys, any demonstrations of seed or animal improvement being carried on and the particularly valuable practices being followed on any individual farms.

Several men have obtained considerable favorable publicity in their communities by landscaping the school grounds and the grounds of some of the other public buildings or community parks.

Miscellaneous Devices

As was indicated earlier under project work, many teachers have had remarkable success in selling the work

to the boys and interesting new students in the course thru summer outings and hikes with the project boys. Often a summer outing is taken in late July or early August when the teacher and the boys camp out and fish, hunt, swim, play games and have a good time generally. It has done a great deal to make the boys like the instructor and to encourage other boys to take the work.

Often one day hikes or trips can be framed for the group at other times of the year with much the same purpose and results. Many teachers have also arranged an all day project tour for their boys from time to time when all the boys spend the day visiting the projects of the other boys. This has proved very valuable as well as being good publicity.

Another device that has been used by some schools to raise funds for teams to go on judging trips and to finance other activities of the agriculture club, has been the giving of "Farm Plays". There are a number such plays in the market with a rural setting and a lesson in rural-mindedness. They are not "rube" plays, in fact the idea of most of them is to show farm life as something worth while, rather than to picture farm people as mentally and socially inferior.

Such plays may also be presented in school assemblies and at other gatherings where the aim is to arouse interest in agriculture as a mode of life and in the agriculture

department, thus increasing the enrollment.

Another very excellent device to secure some rather desirable publicity and increase the prestige of the teacher and the work is by the use of letter-head stationary and envelopes.

If there is already school letter-head stationary, sometimes the agriculture teacher may secure this and have an additional agriculture department letter-head added giving the instructors name and other data.

By far the better method, however, is to have his own stationary and envelopes printed with a strictly agricultural department letter-head both on the paper and on the envelope. It gives the department a prestige which is more than worth the cost.

The best piece of work the author has seen done thus far along this line was that done last summer by Mr. Hubert Eldridge, who had special stationary printed as soon as he entered upon his duties as agricultural instructor at Greeley, Colorado. In addition to having a regular letter-head printed, he mapped out his tentative program of activities for the year 1925-26 with the dates for each and printed this on the left hand side of the envelope, below the return letter-head advertising. This not only showed he had a year's program well planned but should have served to give his department and his work a good deal of excellent publicity.

In Erie, Pennsylvania, the seniors in high school go

down and give talks to the members of the 8th grade on the various vocations. It appeals to the author that the students in advanced agriculture classes might do the same thing with regard to that vocation, the testimony of the high school boys, perhaps, giving a little different appeal in enlisting enrollments for the agriculture classes than the talks of the instructor himself (96).

In cases where the instructor in agriculture also teaches other classes in the high school, this is an excellent opportunity to sell himself to the other students and the school authorities. It helps to show them that an agriculture teacher need not necessarily be a boor and uncultured. It also brings him in contact with other students who would not ordinarily register for agriculture, but who become interested in it through carefully framed examples of the interesting phases of agriculture dropped in these other classes, especially science classes. I have in mind one boy who registered with me this year for a course in general science. He has been somewhat of a problem to other teachers who have had him. However, I managed to interest him in the course and got him to liking me personally with the result that he stands out as one of the brightest students in the class and has registered for agriculture next year.

I am not listing the Radio as a major device, because as yet it has not been used to any extent by the agriculture teacher as a publicity device, because of the diffi-

culty of arranging the sending end, most of the schools being somewhat removed from the broadcasting stations.

However, if the agriculture teacher could become sufficiently proficient as an operator to secure a sender's license and broadcast material himself, this would become one of the big publicity devices, for there is practically no limit to the amount of material he could send out. Perhaps such use will become an accomplished fact in the near future.

At the present time, some use is made of the Radio in this state as a means of selling certain phases of vocational agriculture on a wider basis by means of periodical talks given over the large general electric station, K.O.A., in Denver, by certain of the state supervisors of the work.

Plans are on foot whereby it is possible that some school which is near a broadcasting station might broadcast an agricultural Father and Son Banquet next year. If this could be done without an exorbitant cost, it would be remarkable publicity for the department putting it on and for Vocational Agriculture in general.

The only school I have been able to learn about which has made use of the Radio thus far, is one in the middle-west which put on over the Radio a "Trial of the Scrub-Bull" with remarkably gratifying results.

Although it has not been used much as yet, the Radio probably offers great possibilities as an agricultural pub-

licity device of the future.

The last special device I have listed is one that, as near as I can discover, has never been tried in the agricultural field, though it has in other fields, by a local teacher of agriculture. This would be the arrangement of a series of correspondence courses in agriculture for the local community to be sent out to farmers and worked on at their leisure, and then returned to the teacher for correction and supervision. This is the principle made use of by a large number of extension courses and correspondence schools. In fact, there is one large national institute of agriculture, which is doing this especially in the field of cooperative associations, selling, etc.

Several of the large colleges, notably Cornell, have a series of Reading Circle courses which they send out to farmers. The instructors course might be framed somewhat along this line or perhaps like that which the International Harvester Company is putting out.

The teacher could have mimeographed copies of the job outlines he uses for his day school pupils on the various jobs with the references and send them out to farmers who could work out the answers and return; or, if the references were not readily available, a set of question sheets could be made out so that the answers could be found in one or two books. Perhaps this sort of thing could be worked out for Part-Time students, especially, so that high school

credit could be given for the work done.

Of course this is merely theoretical, but I see no reason why it could not be done.

Opinions of Successful Agriculture Teachers

As was mentioned earlier, the author sent a questionnaire to a number of agriculture teachers, secured answers to the questions asked in it first hand from some others, at conferences and conventions, and also secured expressions from supervisors and Federal Agents of state and national scope, and at conferences and in summer school.

Some of these seemed so pertinent, coming as the result of actual experience, that I felt a few of them could well be inserted here as a summary of the opinions of those who have had considerable chance to try the thing out in practice as to their practicability and value.

The answers to the third question were summed up under the section on Fairs and the one on Exhibits. The two questions whose answers are given here were as follows:

(1) "What, in your estimation, is the best and most successful method which may be used to gain the right kind of publicity for the high school teacher of agriculture, and the Smith-Hughes course,- the one which will sell him and his work most successfully to his community?"

(2) "What special original methods have you developed and used which proved successful as a method of selling yourself or the course?"

The answers to these questions will both be given together for each individual answering, when both questions were answered. Some only answered one of the questions. The numbers (1) and (2) in the quotations refer to which question the answer applies to. The name and position of each person quoted will be given before the quotation. At the end of the section a table will be given summarizing the findings of these answers taken from the questionnaires.

Ralph Wilson (teacher of agriculture at Olathe, Colorado): (1) "I think the best (publicity) method can be worked out through evening class work." (2) "An annual show (described earlier in this thesis) put over by the agriculture students."

Guy Stewart (formerly instructor of agriculture in Fort Collins, Colo.): (1) "Successful projects, accurately and well reported. Also, personal contacts and service or help that may be given leading farmers of the community in order to secure their backing." (2) "A comedy demonstration of stock judging before the student assembly. Four very small pigs were used, and the boys performed antics and exaggerated motions in looking over the 'ring', also recited on absurd parts of the animal's anatomy in giving reasons, such as giving squeal a value of 25 points because of its value in making phonograph records, and telling when radio was in tune, etc."

G. A. Amidon (instructor in Brighton High School):

(1) "Articles in local papers, for general publicity, written by the instructor for the paper. Personal visits and making personal acquaintances among leading farmers is very helpful."

(2) "By an annual high school exhibit, putting on an exhibit of the agriculture department and farm shop work, in connection with a good exhibit of junior high manual training which work I also teach."

Elmer Hicks (instructor at Loveland, Colo.): (1)
 "Get in good with the editor and have him shoot the thunder. Don't offer advice to the farmers unless asked, nor push yourself forward too fast. They will think more of you."

L. Klemmedson (instructor at Sargent Consolidated School): (1) "A real intimate acquaintance with as many farmers as possible. Never do a poor job of teaching, for boys carry news home. Have your agriculture rooms and shop permeated with the spirit of agriculture, by having a good display of illustrative material up at all times and change these often. Enter as many community activities as is consistent with good teaching. Use newspapers often. Never miss an opportunity to show patrons what you are doing."

(2) "Whenever you do a really practical piece of work, get it before the public by discussing it in the paper, or inviting people to watch your boys do it. If laying a concrete floor, let some farmers watch you do it. Throw your agriculture room open for the use of farmers on evenings when there is something else doing at the school. I have

used school picture shows to advantage. I run an agricultural film in with the regular show and advertise meetings and special features on the screen. I also make talks before the Parent-Teachers Club on the importance of project work and what cooperation you expect from parents. The mother is a very important factor in your success for if you lose her confidence or antagonize her your goose is cooked."

Mr. McMurdo (instructor at Hochne, Colo.): (1)

"Mixing with the farmers socially, and as an opportunity offers demonstrate that you know your line. I believe mixing is more important than anything else. Membership in granges, boosting chautauquas, helping with good roads programs, attending important sales, going to neighborhood entertainments, visiting influential farmers and to a certain extent join with popular community enterprises, churches, etc."

R. J. Hill (formerly agriculture instructor at Greeley, Colo.): (1) "Feature the work of the students' projects, observations, and results, always subordinating the teacher's part in the enterprises reported. Stock judging contests at local fairs, and news stories, also - (2) "The evening class taught by the teacher proves the genuineness of your interest in real farmers and tests the effectiveness of your ability. Help the county agent and the county - wide culling campaign, lead local poultry association and plan jobs. I planned and worked a livestock breeder's demonstration tour, also operated a baby chick plant to solve the incubation and brooding problems of the local

community."

Felix Veverka (now instructor at Pierce, Colorado):

(1) "Not too much "talky-talky" but much "worky-worky".

If the teacher does not naturally possess a common touch with rural folks, he should develop it 'right now'. Work with farm organizations, and discuss your plans and ideas with leaders in the community. Work with all the local organizations to promote the welfare of the community."

Mr. Harry Dotson (instructor at Longmont, Colorado):

(1) "A well organized course in agriculture and keen interest in that work. Talk agriculture on the streets and of course to farmers. Make exhibits of project and shop products at school exhibits and fairs. Write interesting articles on agriculture in connection with project and publish in local papers." (2) "The starting of an agricultural library, of bulletins and books. The promoting of agricultural picnics."

Mr. Carl S. Beck (instructor at Del Norte, Colorado):

(1) "Conscientious and efficient work by the teacher. Cooperation with school authorities, having agriculture on the same basis as other studies, and having outstanding accomplishments announced and published in school news notes or school paper. Establish friendly relations with the local newspaper editor." (2) "Agricultural clubs and community butchering."

Mr. Fauber (instructor at Rocky Ford, Colorado):

(1) "The personality of the instructor, and his tact. Effec-

tive class work, good projects, newspaper articles, (if the instructor has anything to blow about), demonstrations, exhibits, effective shop work, personal visits to farms, and getting acquainted with the owners, and general cooperation."

(2) "The agricultural club holds one night meeting a month to which parents and others are invited. The clubs put on a program which is both social and instructive. This is a very good means to advertise."

Mr. Charles McClain (superintendent of the Timnath Consolidated School and instructor in Agriculture): "Personal contacts, visits, etc. Mainly the personality of the teacher."

Mr. Francis Jordan (superintendent of the Cache La Poudre Consolidated School, at Laporte, Colorado, and instructor in agriculture). "Personal contacts, but especially the boys themselves, and what they take home."

Mr. J. M. Wilson (instructor at Marlin, Texas): (1) "Use all the means you can to keep before the public serve them in any way you can and get all the publicity you can." (2) "I give two free scholarships each year, worth \$54.00 each, to some boy in the county who would not otherwise get to attend school."

Mr. Boykin (instructor in a Texas high school): (1) "First sell the work to the boy and if he is wholly sold, the work will receive recognition through his interest in repeating the jobs learned at home, and in volunteering help on exhibits etc., at fairs and community functions. Feature articles,

newspaper write-ups, and editorials in the town paper get your work before the community." (2) "Get in line with about two or three progressive farmers, test their milk, figure their rations, and almost anything they want done, at the same time making the man an advertisement for you. If you handle him right, he will spread the news that you are the real thing."

J. C. Dykes (instructor at Stephenville, Texas):

(1) Real service in teaching and community work will give all the publicity needed. Newspaper, part-time, and evening work all assist." (2) "The agriculture club, made up of members of the two vocational classes and other farm boys and girls published a monthly agricultural paper, which was distributed to high school students, rural schools, farmers in the county, and to all other vocational schools in the state."

Mr. Reynolds (instructor at Silverton, Texas):

"I get very good results with a circular letter with a rather personal aspect, sent out to patrons, asking them to check items they thought were important along with some other items. Another good method of putting work over is to put out judging teams that rank well in county, district, and state contests, and don't forget to advertise these results. Keep busy, don't be seen loitering around too much.

Professor G. A. Schmidt (Professor Agricultural Education, Colo. Agricultural College): (1) "Have results of

project work prove that it pays well to study agriculture. Have a booth at the county fair, showing good exhibits and have a half dozen good demonstrations by boys every day during the fair. Compare the boys results with the average for the county and publish these results in local paper." (2) "Publish in local papers summaries of successful home projects. Have a good evening class on a phase of agriculture in which you know you can make a good showing, and a real demonstration."

Professor Roy Fcard (Itinerant Teacher Trainer for Colorado): (1) "Do his job so well that it will attract the attention of the community by teaching agriculture on a really vocational basis, working and cooperating with every possible agency in the community and the school, rendering community service by lending active support to worthwhile movements and personal service to farmers. Tell the community through every available publicity agency of the work of the agriculture department." (2) "Activity in general education meetings, for selling program to these people; activity in athletics."

L. R. Davies (State Supervisor of Vocational Agriculture for Colorado): (1) "A lot depends on the personality of the teacher, and his faith in himself and his job. Personal contact with influential citizens and some public service work possibly. One man is a Scoutmaster, another sings in a choir, etc. News items in local papers." (2) "Demonstrations and

exhibits in school and before the school and farm organizations, also window displays.

Mr. Louis Wermelskirchen (State Supervisor of Vocational Agriculture for Iowa): (1) "The first effort for publicity should come by working through the vocational pupils to their respective parents. From parents of pupils progress toward other patrons and members of the community. Don't publish only that which you intend to do, but what you actually accomplish - results count. Center the newspaper articles around something personal as, "How Tom Brown fed his steers". Choose a wife who can meet farmers' wives on a common ground." (2) "To sell your course show that it helps to keep boys interested in farming; that it does increase the value of a high school course; that the greater per cent. of the pupils are trained for the professions rather than for the vocations; that problems the boys will meet will differ from those Dad is now meeting; that the only other similar place to get such training is to attend an agricultural college, and that only a small per cent. of pupils ever get to college."

Mr. A. P. Williams (Agent for the Federal Board for Vocational Education, Atlantic Seaboard): "Talk strongly in terms of things done or accomplished rather than what you are going to do. Search for and play upon the greatest interest of the community. Fairs, contests, meetings, talks, and demonstrations are good if they bring to "Dad's" attention

the achievements of the agricultural department."

These opinions of actual workers in the field, are summarized in the following table.

Table I

Summary - Questionnaire Findings On Publicity
Methods and Special Devices

Individual's	Position	Devices and Special Methods
Name		Considered Most Successful
Wilson, Ralph	Ag. Teacher	Evening Classes - Annual Show
Stewart, Guy L.	" "	Successful Projects Service to leading farmers Assembly demonstration
Amidon, G. A.	" "	Write-ups in local paper Personal visits Annual Agriculture exhibit at H.S.
Hicks, Elmer	" "	Friendship with local editor
Klemmedson, L.	" "	Personal acquaintance with farmers Good teaching Agriculture atmosphere in department rooms Community activities Newspaper write-ups Practical demonstrations Urge farmers use Agr. rooms as headquarters when at school School movie show

			Talks at P.T.A. and other meetings
			Friendship with boys' mothers
McMurdo, G.	Ag. Teacher		Mixing with farmers
			Interest in farmers' clubs and community enterprises
Hill, R. J.	"	"	Good project work
			Judging contests
			Newspaper write-ups
			Evening classes
			Culling and other A.H. demonstrations
Veverka, Felix	"	"	Be long on work and light on talk
			Develop common touch with rural people
			Work with local farm and community organizations
			Talk work with leading farmers
Dotson, Harry	"	"	Well taught courses
			Interest in work
			Talking to farmers
			Exhibits
			Newspaper write-ups
Beck, Carl G.	"	"	Good teaching and community work
			Evening classes

		Write-ups in school and town newspapers (be friends with editor)
		Cooperation with other school authorities
		Agricultural clubs
		Community Service
Fauber, Henry	Ag. Teacher	Personality and tact
		Good project and class work
		Newspaper write-ups
		Demonstrations and exhibits
		Effective shop work
		Personal visitation to farms
		Agricultural clubs
McClain, Charles	" "	Teacher's personality
	and supt.	Personal visits and contacts
	of schools	
Jordan, Francis	Ag. Teacher	What the boys take home
	and supt.	Personal contacts
	of schools	
Wilson, J. M.	Ag. Teacher	Service to community
		Any legitimate publicity to keep before public
Boykin, G. L.	" "	Sell work to the boy
		Fairs and exhibits
		Assistance at community functions

		Feature articles and write-ups in local papers
		Service for leading farmers
Dykes, J. C.	Ag. Teacher	Community service
		Good teaching
		Part-Time and Evening classes
		Newspaper write-ups
		Agr. Dept. paper
Reynolds, Mr.	" "	Agr. Dept. circular letter
		Good judging teams
		Keep busy
Schmidt, G. A.	Professor	Successful projects
	Agr. Educ.	Demonstrations and exhibits at county and local fairs
		Newspaper write-up comparing project results with average for community
		Evening Class in your best line
Feard, Roy A.	Itinerant	Successful teaching
	Teacher	Community service, especially
	Trainer and	to farmers
	Evening Class	Cooperation with school and
	Specialist	outside agencies
		Make use of every available publicity agency
		Activity in general education

		meetings
Davies, L. R.	State Super- visor Agr. Ed- ucation(Colo.)	Teacher's personality Faith in himself and the job Personal contacts with farmers News items in paper Service as Scout-master, in church choir, etc. Demonstrations and exhibits Window displays
Wermelskir- chen, Louis	State Super- visor Agr. Ed- ucation(Iowa)	Work through pupils to parents, thence to leading patrons Publish actual results with personal touch Choose wife who can meet farm wives and mothers Present reasons why boys should take vocational agriculture
Williams, A.P.	Fed. Agent, Fed. Board for Voc. Education	Talk in terms of things done or accomplished Play upon greatest interest in community Fairs Contests Meetings Talks Demonstrations

Summary

(1) From what has been said it becomes fairly evident that the strongest factor among the publicity agencies which are available for "selling" Vocational Agriculture is the personality of the instructor himself and his ability to meet people on their own level, understand their problems and their needs and win their confidence. The success of every other agency depends primarily on the personality of the teacher.

(2) It becomes rather evident that he must know something which the farmers need to know and be able to get this information not only to his students but also to the patrons of his district, by fairs, exhibits, demonstrations and the boys themselves.

(3) He must be able to sell himself and the course to his pupils and the other school authorities and teachers by good teaching, clubs, social activities, service, and general publicity.

(4) He must know how to write newspaper material, get on good terms with the editor and keep a steady series of write-ups going through the columns of the local and school papers.

(5) He must put across worthwhile projects which demonstrate the fact that the boys are learning improved farm practices and publish the desirable results of these whenever possible. More than that, he must supervise these

projects carefully and make his supervisory visits such that they will help him sell himself to the parents.

(6) By means of carefully planned and executed evening and part-time classes he must reach the great group of out-of-school older farmers that need the work and make up so large a proportion of the patronage of the school.

(7) In season and out of season he must mix with the patrons, assist them in their community activities, making them feel his interest in their enterprises and his wish to cooperate with them.

(8) He must attempt to cooperate with Smith-Lever agents and all other agencies seeking to build up the community agricultural practices.

(9) He must attempt to train teams to represent the community in local and state contests creditably and publish the success of such efforts judiciously.

(10) He must make use of posters, signs, and all other illustrative material which advertising experts have proved give the most satisfactory results.

(11) Finally, the teaching of vocational agriculture is not a matter of working only during school hours. It is a full-time occupation and the successful teacher must constantly have his mind alert to plan and execute new devices to "sell" himself and his work to the community at all times.

P A R T T W O
THE PSYCHOLOGY OF ADVERTISING AND SELLING
APPLIED TO PUBLICITY METHODS IN SELLING AGRICULTURE

Introduction

Having tabulated and discussed in the first part the publicity methods which are available for the use of the agriculture teacher in selling himself and his work, it shall be the objective of this section to analyze these methods in the light of accepted practice in the field of salesmanship and the psychology of advertising, discovering wherein they agree, with the best thought of the experts in this field and suggesting applications of the principles drawn out to the field of "selling" agriculture.

As was indicated in the introduction to the thesis, this phase of the investigation is strictly my own. So far as I have been able to discover, no one has made a specific application of these principles to the field of advertising and selling vocational agriculture in a community. Necessarily, the introspections and applications must be my own and the examples cited to illustrate uses for the principles drawn out must be such as have come to my attention or which appeal to me as being in line with the psychology involved. It is my hope that this analysis may prove a thought-provoking and helpful contribution to the science of "selling" vocational agriculture.

Definition of Terms

First of all, what do we mean by psychology? It is somewhat difficult to choose one from the many definitions to be found, but for the purposes of this discussion, that of Kitson seems to suit the situation the best: "Psychology is the science which aims to describe and explain the conduct of living creatures"(80). If we are to accept this definition, it once becomes evident that this is a science which any successful agriculture teacher must understand if he is to deal successfully with people.

When we come to a definition for advertising, we find more confusion among authorities. Strictly speaking, advertising is the making known of a product while the disposal of the product, usually by personal effort, is really salesmanship. However, many authorities consider both of these phases as advertising. Starch sums it up well for this group when he says (91): "Advertising may be thought of as the making known of a product; or as this plus selling or helping sell the product. It aims to create a desire or a demand for the product. It may also be defined as selling, either orally or through print, the former usually, individual, and the latter group or mass selling. In a broader sense it may be looked upon as presenting a proposition to people in such a way as to induce them to act, and in this sense may be applied to other fields beside mere buying and selling. It also includes the so-called 'good-

will' advertising, which does not seek to sell directly'".

Turning to the ranks of those who define advertising as something distinct from salesmanship, we find the definitions of such men as Adams who defines advertising as, "making yourself and your commodity known to the public" (86).

While many others might be given, these sum up the most recent statements along the line of definitions, practically all the recent authorities seeming to agree rather closely in defining the terms much as above.

General Applications to Agriculture

The underlining in the above quotations are my own because the parts indicated apply so vitally to the teaching of agriculture. The latter definition of advertising "making yourself and your commodity known to the public," is an accurate statement of the work of the agriculture teacher in a community - in fact, that is just what all publicity methods in agriculture aim to do.

Most of the authorities on advertising are beginning to realize that the principles of advertising apply to other fields beside the sale of commercial, material products. After defining advertising as above, Adams (86) goes on to say, "the preacher whose sermon appears in the daily paper, the doctor whose daring and brilliant operation features in the daily press, the author whose books and stories appear in the magazine, - all these may be said to be advertising too, altho the latter kind is not making

use of paid space, not controllable, and not usually thought of as advertising."

Pursuing the same line of thought, Mahin says that "The finished work of the advertiser is not a material substance which can be seen with eyes and touched with the hands, but a definite, positive, impression in the minds of the possible buyer which is reflected in the voluntary purchase of the goods which the advertiser wishes to sell" (86).

And Richardson, (*The Power of Advertising*, pages 19 to 20), follows out the same thought when he says: "Publicity work should be conducted on educational lines, aiming to make the name and merit of a commodity familiar to buyers throughout the advertiser's 'get-at-able' territory or seeking to keep them fresh in the buyer's mind. It is the gradual process of applying layer after layer of facts relative to quality and value to the public mind, so that step by step the impression of goodness is strengthened and a confidence wall built around the product."

Had the above quotations been written especially to describe the publicity campaign of the agriculture teacher, they could not fit it better. These are just the things the publicity work aims to do, to build up confidence in the teacher, the department, and the worthwhileness of the work among the patrons in the 'get-at-able' territory adjacent to the school; to make its value familiar to them; and keep it fresh in their minds. Thus, it becomes evident that the

good agriculture teacher is really making use of the fundamental purposes of advertising as set forth by experts in this field. And since advertising is generally conceded to be necessary to the perpetuation of any successful business, so must judicious advertising be used in perpetuating this enterprise.

We have seen that the advertising man thoroughly realizes that the principles of advertising apply almost equally well to other fields beside the actual selling of material goods.

Looking at it from the other side, we find some of the forward-looking teachers of agriculture themselves realizing that selling agriculture involves the same principles as selling merchandise. In the first part of this thesis we described the outstanding publicity work of Mr. W. L. Payne agricultural instructor at Richmond, Illinois. That his success was largely based on his realization that he must use these principles, is shown by the fact that he has the following to say about the work he has done (58):

"A new vocational agriculture department must be sold to the people and the factors determining whether a community will buy are the same factors as in any merchandising business, namely: you must have something to sell; you must educate the people to want the product; you must display the product; you must advertise your goods; and you must follow each activity with something bigger and better."

Fundamental Problems of Selling

Turning to the technique of selling the agriculture work, we find that here, as in the field of selling almost any commodity or service there are five fundamental problems of selling(91):

- (1) To whom can the commodity be sold;
- (2) By what appeals can it be sold;
- (3) How may these appeals be presented most effectively;
- (4) By what mediums may the appeal be presented; and
- (5) What is a reasonable expenditure for the advertising.

The problem thus becomes partly a psychological one, partly an economic one; much of the solution is based on a knowledge of human nature, its likes and dislikes, instincts and behavior, and on how to affect the mind of the buyer to effect a sale. Each of the above factors will be discussed as it relates to agriculture, in this part of the thesis, and the problems of the agriculture teacher as an advertiser and a salesman will be related to them.

Distinctions Between True Advertising and Salesmanship

As was indicated earlier, although in its broader sense advertising also includes selling as the terms are usually used, the two are really different phases of the campaign. True advertising" is without personal solicitation, the latter being one of the primary distinctions of salesmanship." The salesman usually sells to one customer

at a time while advertising reaches many people at the same time, some of them being people that the salesman can reach only with great difficulty. Frequently the salesman is preceded and assisted in his work by advertising which presents its appeal time after time to the same person.

It will be plain that the agriculture teacher makes use of both means, but in most cases the salesmanship method has been used by him far more than the advertising method for gaining publicity. Since the personality of the agriculture teacher and his ability to mix with people meet them and sell himself and his "wares", are considered the largest factor in his success, an understanding of the technique of the successful salesman and the application of these principles to his work are almost an essential with the successful Smith-Hughes man.

However, in the past, not enough attention has been paid to the principles of good advertising by agriculture men. Very frequently good newspaper write-ups, form letters, visual material and like agencies could reach a larger proportion of the patrons than the teacher could possibly see personally, and in many cases it would so prepare the ground that his personal work would bear greater fruits. It shall be my purpose in this section to set forth the fundamental principles of salesmanship as they may be applied by the agricultural instructor, then to draw attention to the more important fundamentals of advertising which should be observed in the field of Vocational Agricultural Education.

Fundamentals of Salesmanship

As it has been developed by experts in the field of commercial enterprise, salesmanship has been reduced to an exact science and an art. As he approaches the job of selling himself and his work to the patrons, there are certain fundamentals of salesmanship which the instructor should observe.

First of all, he must secure the attention of the prospect and inspire his confidence in him. Until he has done this, he can never create the desire for the product in the mind of the patron. We instinctively are antagonistic to strangers until they inspire our confidence. We will speak of these two factors more at length later.

Second, he must be a keen enough psychologist and character analyst with a sufficient knowledge of human nature and human types to size up each "prospect" and locate him in a given type. Having done so, he must proceed to use the special and distinct method which is best adapted to that type for salesmen have found that the tactics, arguments and approach for each type, should be different(93).

For instance, the method of approach one would use on the college bred town banker should be considerably different than that used on an old, self-made, successful feeder of hogs. The first should be impressed with the fact that the teacher is a person of some breeding and culture, as well as a thorough knowledge of his work.

Careful personal appearance would probably have considerable weight with him. In the second case, the instructor should go dressed neatly, but serviceably, so that he might, if necessity arose, assist in performing some farm skill. Practical knowledge of the subject of hog raising rather than careful dressing and erudition should be the order of the day. However, in both cases, the cultivated voice, neat and attractive personal appearance, pleasing and courteous manners, and some elements of poise and dignity should be the rule. Although he may not have them himself, few farmers will fail to think more of the instructor who possesses these as long as no suspicion of patronage or "high-browling" creeps in because of them.

A third fundamental of salesmanship which should be adhered to by the instructor is that of overwhelming confidence in his own ability and in the proposition he presents. His faith and interest must be so intense that he forgets himself and vibrates it to the "customer", inspiring confidence and interest in the mind of the latter. He should have a knowledge of the power of suggestion and the working of the sub-conscious mind, so that he may be able to read his "prospect's" mind, and plant or transplant the thoughts he desires there. This faculty of thought transference is one of the chief assets of the successful salesman and should be cultivated by every one who aspires to "sell" any product - including agriculture.

Considerable effort has been exerted by those who seek to analyze salesmen and sales methods, to determine what factors go to make up a pleasing personality, for upon this depends much of the success of the salesman. Experts have come to distinguish certain positive factors which they feel lead to a pleasing personality and successful selling, and likewise certain negative factors which lead to the opposite type of personality and failure. For greater ease in tabulating and contrasting these, I have listed in Table II conflicting pairs of traits, as sales experts see them, which bring about these results.

Table II
Success and Failure Factors in Salesmanship

Positive Factors Leading to Success	Negative Factors Leading to Failure
Good Health	Poor Health
Knowledge	Ignorance
Temperance	Intemperance
Honesty	Dishonesty
Industry	Indolence
Enthusiasm	Gloom
Loyalty	Disloyalty
Optimism	Pessimism
Self Control	Lack of Self Control
Affability	Gruffness

Positive Factors	(Cont'd)	Negative Factors
Leading to Success		Leading to Failure
Concentration		Lack of Concentration
Interest		Indifference
Authority		Laxity
Carefulness		Carelessness
Chastity		Immorality
Good Grammar		Poor Grammar

It will be noted that leading the list the authorities place good health with the store of vibrant energy which it releases for the task. It would also be well for agriculture teachers to notice the last negative factor - poor grammar - for this is one item which many agriculture teachers are entirely too careless about. It will also be noted that with the exception of the first item, perhaps, the other factors in a pleasing personality are all ones which can be cultivated. The agriculture teacher would do well to note these factors carefully and try to cultivate the positive ones if he does not already possess them, in order that he may develop the pleasing personality necessary for success in his work (93).

The good salesman must take stock of himself quite frequently, also. No one who is afraid to analyze his strong and weak points gets far in the selling game, in agriculture as well as in big business. Too many agriculture teachers are held back by ignorance of self, of human nature and types,

and of the value of time. Self knowledge may be gained by introspection or by the aid of supervisors if one is really anxious to strengthen his ability. Often the words and actions of friends, acquaintances, enemies and competitors will tell one much about himself. Only with the cultivation of judgment, will power, persistency and patience can the ambitious agriculture instructor hope to become a good salesman of himself and his work (93).

Though many others might be mentioned these seem to be the most fundamental principles of good salesmanship as they apply to the work of the agricultural instructor.

Determining the Market

Before any sales campaign is put on the salesman must size up the field and try to discover the number and distribution of users and possible buyers of his product, where they live, how many there are of them, how great and how large is their need, how much they may be expected to buy, and whether they are likely to have any likes or dislikes with reference to the needs your commodity supplies. Remember, also, that all users are not always buyers of your product (91).

The need for determining these factors with regard to his possible field of endeavor is just as great in the case of the new Smith-Hughes instructor sizing up his patronage area with a view to organizing his publicity campaign, as it is for the advertising manager planning his campaign

to sell a commercial product. Each must know the nature of the material on which he is to work. It seems to me that the last statement in the above paragraph is especially applicable to the field of vocational agriculture,- just because there are many farmers among the patrons of the school (users of the product), is no sure sign that they will accept vocational agriculture (become buyers of your product) unless it is first sold to them.

Sales practice usually recognizes two general methods of obtaining the necessary data on the above topics. The first is from published material and reports and is a desk research. From the agriculture man's standpoint, this would include consulting school census reports, school attendance reports and the files of the county and school superintendent. This data gives a working basis, but is not always up-to-date, exact, or authentic. Neither does it tell many of the facts about the location of the farm, the financial status of the patrons, and much other material. It is valuable as a starter, however.

The second method of securing the data along this line is by direct, first-hand research, gathering personal data, usually through questionnaires to customers or prospective customers with specific, and easily answered questions (91). Here the best thinkers in vocational agriculture are really in advance of the advertising men, since the method indicated is really the survey used by the good agricultural

instructor combined with the campaign of personal visitation.

Here, too, the findings of the advertising man coincide with those of the Smith-Hughes man,-statistics in the possession of the former go to show that while information gained through the mail (return form of the agriculture teacher) is the cheapest, it is not so sure nor is the sampling usually so fair, since such a small number of responses are received; and those answering are not typical individuals but the intelligent, interested, progressive group. However, in the case of the agriculture teacher the opinions of those so answering may be used to indicate the reaction of the better element to any proposition from whose number he may expect to obtain the nucleus for any movement he wishes to put across. So that these returns are perhaps more valuable in his case than in the case of a commercial advertising campaign.

One thing of importance to the instructor which may be gained from the experience and investigations of the advertising men is with regard to the method of using the questionnaire in case the data is to be obtained by a personal interview. This would especially apply to the use of a blank in taking a Farm Survey. It has been found that the best results are obtained if the questionnaire is not seen, but filled out afterward from information obtained by the "sounding" method. Of course, this often leads to error unless the investigator has a remarkable memory. Sometimes

the interview may be started as a personal one and the survey blank produced casually and used with tact after cordial relations have been established.

The Distinction Between the Use of Reason

And the Use of Suggestion in Salesmanship

Before taking up the technique of the steps to follow in making a sale and an analysis of possible methods of making an appeal, it seems well to investigate what has been found out regarding how people arrive at a decision, how the mind works during this step, and how the salesman or the advertiser shall make use of these facts in deciding what method shall be used in influencing the "prospect" to make a favorable decision. Though we frequently do not realize it, the successful salesman is following through a definitely planned, psychologically sound, method when he is attempting to influence us to buy his product. The agricultural instructor would meet with more success in his personal visitation if he too would follow these plans more closely.

"Business success today in any line is largely dependent on the ability to influence men rather than handle things." (79) So says one of great national authorities on the science of advertising. If this be so, the success of the agriculture teacher might easily depend more on his ability to meet and influence men rather than on his knowledge of classroom and Farm Shop skills.

Practically all methods for influencing men may be classified as either argument, or suggestion. While both methods are used the latter seems by far the most subtle force and usually works better, partly because the one influenced thinks that the idea really came from himself rather than having been implanted there by the salesman. For this reason, there is no antagonism to, or fighting against the course of action desired.

The argumentative type of selling is based on the assumption that man is essentially a reasoning and logical animal which is basing the campaign on a fallacy, since psychological tests conclusively show that he is nothing of the sort, that he seldom weighs evidence and rarely buys a product on the basis of a reasoned conclusion. One of the greatest students of the human mind assures us that most persons never perform an act of pure reasoning, that all our acts are the result of imitations, habit, suggestion, and the like (79). Great orators, generals, and leaders never reason with their subordinates.

Because of this fact, the instructor who depends upon "reason - why" copy for his advertising or upon presenting reasons and arguments for his course, seldom gets the success that he expects and hopes. Logical arguments usually appeal to us as compelling if we are already convinced. All too often, they compel assent, rather than win approval. You can present a farmer with a dozen logical reasons why he

should send his boy to high school to take vocational agriculture or why he, himself, should attend Evening Classes, demonstrations etc., but unless he is interested and a desire for the course for himself or the boy is aroused, he will seldom come nor allow or urge the boy to come.

Most of we men love to poke fun at the womens' "because", but if the truth is admitted, the actions of most men are dependent more on feelings and emotions than on reason. Conviction and execution frequently result without deliberation and may be held to even when attacked by argument and deliberative logic, though deliberative conviction often gives a feeling of satisfaction. The wise agriculture teacher, like the successful advertiser, should know what mental processes are awakened in the minds of others by different arguments, when to resort to arguments, and how to construct them so skillfully as to almost disguise the fact that they are really arguments.

The most powerful method, in most cases, is suggestion. "By suggestion is meant a great class of phenomena typified by an abrupt entrance from without into consciousness of an idea or image, which becomes a part of the stream of thought and tends to produce muscular and volitional efforts which ordinarily follow upon its presence..... The idea is to insert the object into the mental stream with as little ado as possible, where it finds elements of past experience which are akin to it and absorb it." (80)

The fundamental of suggestion, then, is the inserting of a thought in the mind of another. It gains its remarkable power as a sales agency largely because of the dynamic nature of thought. Every idea tends to produce the action associated with the idea, the external expression of this fact being found in the slight movements that result, which constitute the main clues made use of by the skillful salesman in deciding when and how to press the sale. Many of these are facial and constitute, more than we know, the basis of our actions and decisions with regard to other people.

The strength of suggestion is tied up inextricably with the concept of the sub-conscious. Laugh as we may at Mesmer and his animal magnetism which preceded the present ideas of hypnosis and the hypnotic state, many agriculture teachers have sold themselves quite largely through sheer animal magnetism. The magnetic individual exerts a powerful influence over others, especially those of weaker personality. Here lies the secret of why some teachers are so much more successful in holding their boys than others and why some seem to sell themselves to their constituency without making half the effort expended by some other less successful teacher.

In fact, Braid, Liebeaut, Bernheim and others have pretty conclusively proved that hypnosis is partly due to suggestion and partly due to ideas in the subject's own mind. A strong personality, they hold, may induce hypnotic action through a hypnotic suggestion which the subject does

not know has been given (79). Even more valuable, from the salesman's standpoint, is the fact that in the hypnotic state every idea presented is held as true, no contradictory or inhibitory idea arising to work against it. (80) Thus, it becomes evident that the transference of thoughts through mental suggestion constitutes a powerful source of securing desired action which should be cultivated and utilized by the agricultural instructor wherever possible.

It is a common fallacy to conceive of ideas as being formal, inert reasons, requiring the activity of the will before they will take action. In reality, ideas are the liveliest thing in the universe; "every idea of an action will result in that action unless hindered by an impeding idea or a physical impediment," (79) and "every idea of a situation tends to produce movements calculated to handle that situation" (90). Herein lies much of the strength of suggestion as a means of influencing those about us.

Another factor in the use of suggestion which should be clearly understood by the teacher is that most of the faiths, beliefs, and convictions held by those they work with are not the result of reason but of suggestion. If an idea is presented frequently enough, it usually culminates in belief even though the idea is more noted sub-consciously than attended to. Herein lies the value of the agriculture column in the paper, and the constant stream of write-ups. Even though the ordinary farmer may not be deeply interested in the actual material

presented, the implied idea of the importance and value of the agriculture department developed by this publicity material gradually builds up in his mind a conviction that the department and its work as well as its instructor are valuable.

Another practical application of the principles of suggestion is found in the greater ease of "selling" some types of agricultural work to a crowd than to one individual. The "crowd mind" is much like that of a person under hypnosis. When in that state the subject does anything which it is suggested to him to do, because conflicting ideas are kept out. Crowds frequently accept as true absurd suggestions which would be rejected individually as being absurd. If sold at all, there is an alacrity of response and an immediate carrying out of every suggested action, which is not met with when individuals are interviewed separately. Thus, the initiation of some new agricultural enterprise, evening class, community fair, or like activity, is best set in motion at a meeting, where the ideas suggested by the instructor are often put into action and the group feel that they have originated the idea and put it into execution. Almost anything which a clever chairman suggests should be done will be put through by the crowd and the chairman's place in its inception nearly forgotten.

Suggestions are usually given by external objects - usually by other persons and result in similar or imitative acts. Imitation may be either voluntary or non-voluntary, group living tends to induce a group psychology to do as

others do, if the instructor can secure one farmer or one boy, it is much easier to secure his neighbor and the instructor should make use of this device if he has previously secured other individuals. As a group, we are rather credulous and the belief of one person is likely to be adopted as the belief of the group.

The same principle carries over into the reading of ads - we believe what we read in the ad partly because we think it is being read and believed by others. The wise agriculture teacher will suggest in the copy of his ad that such is the case.

Some of the most valuable suggestion, however, comes from the non-voluntary suggestion of things, as well as the voluntary suggestion of persons. In this class belong such devices as return postcards and envelopes, money cards, return coupons, dotted lines, etc., which suggest that we are going to answer and in a large percentage of the cases the suggestion leads to action, some such return device ought always to be included in all form letters and like publicity material. In carrying out such suggestions we do not feel forced as we do in reasoning or argumentative material. We deceive ourselves into thinking that it is the natural thing and that we are doing it voluntarily.

A suggestion usually leads to no comparison or criticism as in the case of argumentative or "reason why" copy. Most people are very suggestible and accept suggestions un-

critically and without deliberation. Occasionally we find persons who are critical of a spoken suggestion and such people are always out of place in any cooperative endeavor. These are the type the Smith-Hughes man wants to avoid in organizing evening classes, advisory boards, and other activities requiring committee action. However, it is well to remember that practically all people are suggestible under the right circumstances and at the proper time, if properly approached. The good salesman of agriculture gives careful consideration to just when is the correct time to make the approach and the most psychological method of making it as well. The farmer who is in a hurry to do something else or is in the midst of an important farm job is usually not in the mood for suggestion. However, there are few times when unspoken suggestion cannot be used effectively.

Another advantage of suggestion is its ability to secure direct response without delay. As will be indicated later under the Section of Steps in the Sale, the prospect who is allowed to hesitate and deliberate too long is usually lost. This is one of the main weaknesses of using argumentative or reasoning material, the fact that it usually causes a delay for weighing alternatives with the consequent critical attitude and the strong likelihood of no action, for "he who hesitates is lost". In suggestion, the impulsive nature of the idea takes its course to an immediate action. Even in the case of an action which cannot be completed until some

future time, such as joining a class or attending a meeting, the act is really begun at once. Consent due to suggestion is usually followed through without deliberation when the time arrives.

Methods of Reaching a Decision

Before taking up the consideration of just when it is best to use argument and when suggestion, it is wise to consider the methods people use in reaching a decision. Most authorities agree that these are about five in number (79).

The first method is the one which is best known as that proposed by Benjamin Franklin and is characterized by pure logical reasoning. The pros are balanced against the cons, often on paper, so as to get both together. When the attempt is made to balance them mentally, it is hard to keep them in mind and vacillation often results. After all the factors are balanced, opposing factors are cancelled out by weight from each side to determine on which side the final balance lies. Very few people except those of the very highest and most logical mental type are able to carry out this method which accounts for the fact that pure "reason-why" selling is no more successful. Most of us, finding ourselves unable to reach a decision by this method, refer the problem finally to a general type class, upon the reaction to which our minds are already made up as to the proper action. This gives rise to a deliberation involving comparison and a decision free from effort, as soon as the evidence is all in.

In every day life we have large numbers of these type problems to which we have decided upon a solution, thus saving ourselves numberless troubling deliberations in every day life.

The agriculture teacher will not have to deal with many of the type who solve problems by the balance of pure logical reasoning. For these he must have some "reason-why" ammunition. In the case of those referring the problem to a type solution, his business is to see that it is presented in such a way that it will be referred to a correct type upon which a favorable reaction may be expected.

The second method of reaching a decision is even rarer than the first. This is usually known as the Reason-Authority or Bismarckian method and differs only slightly from the first. This method is used when the balance of reasoning seems not to be in favor of either side so that the decision has to be made by an effort of will after deliberation has been exhausted without reaching a decision. Since reason alone is inadequate the authority of the individual is needed. Both alternatives are held in mind, but one is finally vanquished by an effort of the will, the subject realizing that ~~which~~ he is giving up in the alternative vanquished. It will be noted one alternative never secures exclusive attention in this method. It is not as common as the first method and is most valuable in a crisis, where quick action is necessary.

The instructor will seldom run across individuals

resorting to this type of reasoning. It demands an iron will and is more typical of big business men, generals, statesmen and administrators than of the general run of the patrons of a district. Such individuals might be valuable in an administrative position such as on the advisory board if he is not dictatorial. It is likely to be found in the big cattle feeder or successful farmer, but is rather rare even here. He would be "sold" much as in the first type, but allowance should be made for the strong will in handling him.

The third method of reaching a decision is known as the Emotional method, and is very characteristic of most women. Here insufficient time is given to the deliberation or difficulty is found in classifying the problem. The deliberation is interrupted by an extreme feeling of value attaching itself to one or the other of the alternatives, feeling and sentiment rushing in to take the place of sophisticated reason. Thus, in this type a sudden rush of feeling or a rise of sentiment towards one alternative cuts short the deliberation and settles the matter, though the evidence is not all in. Reason is influenced by intuitive feelings or "hunches."

With this type the agriculture teacher will undoubtedly have to deal and with these, suggestion will usually supplant "reason-why" material to a large extent. These emotions and feelings are largely sub-conscious and may arise from suggestions implanted directly or mentally. Most people resort to

this method more or less to make most of their decision.

The fourth method of reaching a decision is the type often known as the "Flipped Coin" method. It differs from the preceding mainly in that here external, accidental stimuli, freed from reason or internal emotion determines the decision. The impasse is solved by chance and is thus a far weaker method than that of solving it by will as in the Bismarckian method. Here a chance suggestion may take the place of reasoning the problem through to a conclusion. This type of arriving at a decision is far commoner than we should like to think. Most of our acts are not done for logical reasons - in fact, the man who determines his actions entirely by reason is often unpopular. Many questions do not admit of a logical determination so that they present a ready opportunity for suggestion as supplementary to reason.

The instructor will deal with many individuals of this type also. Here is the chance for suggestion since the decision is so frequently made because of chance suggestions. This is a weaker type and one more easily led than these dealt with in the previous types. It is an undependable type since some other chance suggestion may again change the prospects mind after the first decision is made.

The fifth and last method of arriving at a decision is the "Weather-vane method". Here there is no reasoning or deliberation, the decision comes from following suggestion

purely without stopping to reason and without any special hesitation.

This is, of course, the lowest type and the one where suggestion is far the most potent method of securing the decision. It is surprising how many customers in the field of commerce are held spell-bound and sold goods because of the personal magnetism of the salesman, without stopping to reason. Hypnotists have their greatest success with the weaker willed and suggestible people and in the same way the instructor will find that the weaker willed and more suggestible people will be the easiest to bring to a decision by suggestion rather than reason.

Most people use all of these methods at one time or another, and the successful salesman must be able to diagnose his "prospect", and decide which method will be the most satisfactory with the individual in question under the circumstance in question. There can be no hard and fast rule. The good salesman analyzes his prospect and changes method as he sees the necessity of it.

When to Use Argument

From the above discussion it becomes evident that there are times when argument or reason should be used in selling and other times when suggestion is the best method.

Advertising and Salesmanship experts have been engaged for some years in correlating results to find out just when each is the accepted method and from this they

have drawn out some pretty definite findings with regard to this subject. We will state these in a condensed form and show where and how these apply to the task of selling vocational agriculture.

First of all, it seems to be agreed that argument is to be preferred in exploiting any new thing, and that an educational campaign must be put on in starting any new movement or putting any new article before the public. In doing this sort of work the arguments should be devoted to the new points and features of the thing, even if the product as a whole is to be sold by suggestion. This certainly has an important application to the work of the agriculture man, for it means that in entering a new community or whenever starting a new type of work, the selling campaign must start with the use of "reason-why" material and copy, emphasizing the new points and new features of the thing. To a certain extent this would apply to the type of approach used in making personal visits to patrons for the first time or in selling the project idea to parents. The pioneer work in any phase of the agricultural sales campaign must thus be of the argument type.

Argument is also the preferred method in securing relatively important acts and is the only effective means of inducing men to perform actions of importance. It takes more than suggestion to make a man embark on some important community farming enterprise such as the organization of cooperative organizations or the purchase of costly breeding

stock or equipment. This latter leads to another commonly accepted finding which is that the power of suggestion decreases directly as the proportion of the cost of the purchase to the total wealth of the purchaser increases. Men must be presented a reason for the expenditure of large sums of money.

Argument is usually found necessary in persuading men to change their customs and habits or to enter unknown fields of activity. Both of these are types of activities which the agriculture teacher has to sell a great deal. Almost all the work toward establishing an improved farm practice really consists of trying to persuade men to change their customs and habits. In most of the work toward trying to persuade farmers to raise new crops or varieties not previously found in the community or new types or breeds of livestock, or the purchase of pure-bred stock, the teacher is trying to induce men to enter unknown fields of activity. In selling all this type of work the use of "reason-why" material is to be preferred.

Argument is also the preferred method where the thing to be exploited has unusual or clearly superior talking points, or to bring the uninterested possible customer to overcome his indifference and see why it is to his interest to "purchase" the product, especially when he has not been previously predisposed by other agencies (friends, advertising, previous sales, imitation, or the like) or where advertising

is the exclusive form of selling. The last two of these situations are especially important from the agricultural standpoint. Especially when going into a new community most of his selling has to be done to indifferent "customers". The same is often true when trying to interest farmers in meetings, evening or part-time classes, and the like. In most of such cases the securing of enrollment in his classes must be started through reasons and arguments. The last situation is not likely to develop except in the advertising of clubs, meetings, and classes in the dead of winter, when advertising through papers, circulars, and visual material is the only method of getting any publicity and personal work is out of the question, here argument copy is necessary. Copy for form letters and circulars may contain implied suggestions, but the main part of the copy must be "reason-why" material.

With the less intelligent and logical type of patron and with the ignorant, argument gains in effectiveness because it is an effective form of flattery. Such people like to think they are reasoning even if they cannot understand the arguments and terms used. It implies that you think they have the equipment to understand reasoning. Even with better educated and more logical people, reason why copy often is most successful because they demand an argument to allay suspicion, even when their decision comes not as the result of argument, but of suggestion. The very

presence of the argument disguises the fact that we are using suggestion to obtain a decision.

This type of salesmanship is exceptionally common and successful with the work in agriculture. Most of the patrons with whom the instructor deals are of a class which may be flattered by "reason-why" arguments, or demand them to allay suspicion. As a class, the farmer has been fooled so often that he is suspicious so that even though suggestion is used as the basis of securing the decision, reasons why and strong arguments for the thing in question should be presented. Most of us like to think we are acting because of good and sufficient reasons.

In general, argument is found more successful in selling articles whose use is impersonal and utilitarian, such as tools, etc., because this type of article has little sentiment attached to it or is unlikely to arouse emotions and feeling. Cold facts are most likely to influence the patron in such a case. Things such as farm shop improvements, new methods of tilling the soil, etc., which are strictly utilitarian usually have to be sold by argument.

The famous business magazine, "System" (74) sums up the most important uses of argument in advertising by saying that such copy is "fitted for advertisements inducing an unintended expenditure of money, or a radical change in a man's usual way of buying or an innovation in his habits."

When to Use Suggestion

Turning now to the types of selling where suggestion has proved to be the most desirable method, we find the experts equally agreed as to certain situations where it is capable of giving the best results.

The first of these is where inadequate time is given for arguments. Few people take time to read all the arguments in an advertisement. The average reader merely glances through a few advertisements and rarely reads them all. For this reason suggestive headlines and illustrations should be used in all printed material, posters, handbills, write-ups, etc. These things also have an attention value, as we will note later, in addition to their suggestibility. The question here is not which would be more valuable if the arguments were read. Long arguments are read by a few and they are impressed. Short arguments are read by many, but they are little effected by them; the effect produced by reading an advertisement increases directly with the size of the copy and the time consumed in reading it.

Thus, it becomes evident that in presenting written material when there is a doubt as to its all being read, suggestive headlines and illustrative material should be used. In writing the headline for an article announcing an evening class, it would be better to say "Farmers of County to Attend Evening Class," than to say "Evening Class to be Held at High School". The first carries an implied suggestion that all will attend, which should produce some ac-

tion even though the remainder of the article were not read.

A second, and very important type of use for suggestion, is in cases where it is desired to secure action following conviction. In this case, the thing to be sold is well known, so that arguments should be unnecessary. In most cases the technique of influencing people to take action consists in getting them to do what they already know they should do, or are convinced of the value in doing. The suggestion needs to be frequently repeated, the cumulative effect of repeated suggestions being stronger than lengthy or diverse arguments.

Much of the selling work carried on by the established teacher of agriculture comes under this head. Although argument may be necessary when he first enters on the job, after he is well established and has proved the value of his services, his department and his ideas, suggestion should often replace argument as an agency. After the first successful evening school has been held in a community or after the worthwhileness of the courses in vocational agriculture for farm boys has been proved, it is better psychology to assume in your advertising that the value of these things is known to all progressive and intelligent farmers, the suggestion being that the reader, as of course belonging in that class, already knows the value. Although this is one form of "begging the question" it is still good advertising.

The same principle applies to copy regarding the

advisability of raising improved varieties of crops and livestock. If the suggestion is repeated sufficiently often, it is accepted as fact without argument. Of course, this type of advertising is more effective after the conviction has already been formed to secure action with respect to any of the activities of the department.

With regard to the illustrative material and posters, the same principle applies. The headlines and pictures in such cases should suggest that the person reading is going to avail himself of the acknowledged opportunity rather than state the fact of the meeting.

One of the most subtle uses of suggestion is found in most commercial advertising and the same principle should be applied in the agricultural work. The people pictured as using the product are always the type of people we would like to be - wealthy, handsome, cultured, and in perfect health. The implied assumption is that they are that way because of using the product, or that they use the product because they possess these superior and desirable qualities. In choosing pictures for posters, etc., choose one of a prosperous farmer - the implied suggestion is that this is the type which realizes the value of your work, or that he is prosperous because he followed the teachings of your department.

Growing out of this is a third finding with regard to the use of suggestion, which is that it is frequently

used mainly as a supplementary method of convincing. Much illustrative material such as posters, signs, and the pictorial portion of newspaper advertising is not meant to sell directly, but to get the purchaser in a favorable attitude, leaving the actual sale to be made by a personal visit of the salesman. To some extent, form letters, circulars, and newspaper write-ups accomplish the same purpose. Their function is to prepare the way for personal visitation. This is an important use of suggestion in the agricultural sales campaign, where it aims to get the prospect sufficiently interested to listen to the arguments advanced during a later personal visit and increases the chances that the latter will be successful.

While "reason-why" material is a necessity with the expert or professional, the general public is largely sold by suggestion. Deliberation is exhausting and the general purchaser does not rise to such heights. Logical reasoning may be used at the start, but skillful suggestions usually cut short the process, quite frequently changing threatened defeat into a sale. We will discuss this more later under the "psychological moment". Most people follow the actions of others with more confidence than the findings of their own deliberations, which helps account for the value of showing that the prospect's neighbor has done "so and so".

Suggestion is also preferred for securing immediate action. It seems to be a peculiarity of suggestion that action follows immediately, while with deliberation we get

attendant hesitation. Especially in getting a desired result at farmers' meetings, evening class groups, and the like, suggestion should be used to get immediate action. A skillful chairman can secure almost any desired result from a meeting. Having suggested what he considers would be a desirable action, the chances are that if he asks whether any one "cares to make a motion to that effect", the motion will be forth-coming and the desired action will be taken, while if time were taken for argument and deliberation, such results would not be obtained. Suggestion of immediate response is used to get "signatures on the dotted line", and all such actions which depend upon getting the desired result at the time, or probably losing it.

It will be remembered that argument was preferred in selling utilitarian objects like tools and other things to which little sentiment or emotion attaches itself. Things involving the latter are best sold by suggestion.

Presentation of Appeals

Especially in the field of advertising, a great deal of thought and attention has been devoted to the presentation of the appeals, how and where it should be done. This is a logical outgrowth of our discussion regarding the relative values of argument and suggestion, and the same idea will be carried farther in applying it to the presentation of appeals since most appeals are of one type or the other.

In determining what appeals to use, the first step

is to determine all the possible appeals and from these try to select the most effective (91). In determining the value of appeals, one should analyze human nature and remember that the most obvious points about a product are not always the strongest selling points. Man seeks to satisfy inherited, or acquired needs, desires, and wants, which explains why psychology is such a valuable assistance to the salesman and advertiser. Selling must work with and not against these motives, for they are extremely powerful and their value lies partly in that very fact, since one may be reasonably sure that the same appeal which will influence one person if it is psychologically sound, is likely to influence other people. If one can arrange an appeal to run along the path of an instinct, it usually needs little or no thought, often acts contrary to good sense and other repressions of wisdom and judgement, but usually arrives at an unchanging goal.

If one cannot be sure of the value of a given type of appeal, it often becomes necessary to buy different ones and discover which are the best by trial and error. Unfortunately, there is not always a high correlation between how advertising experts rank appeals and how the public actually ranks them, in fact, the correlation is rarely over .36 to .65 between the two rankings (91).

Better than the field questionnaire and the trial and error method is the laboratory test to determine the appeal value of an advertising device. Unfortunately, this method is not often open to the agriculture man, but when

possible, it is a valuable device having a correlation value of around .8 with the actual rankings by the public (91).

Recent investigations show that women play a larger part in buying articles and helping the men make decisions than they had been given credit for in the past, so that most good advertising, even for products usually thought of as being decided upon by men, tries to include copy which will appeal also to women. This is very true of ads entering the farm home, and the vocational agriculture man must take account of it in preparing his appeals.

Before taking up some of the more technical questions with regard to appeals, it would be well to consider the argumentative and suggestive method in the light of their appeal value, and how they should be presented to secure the greatest results.

If it is to have a satisfactory appeal value, the argumentative type of ad should lead the reader through the three steps in making a decision - recognition, comparison and a seeking of means and the decision. From the standpoint of the agriculture teacher, this means that the publicity should lead him to see that he has a need or a problem, bring him to cast about for ways and means of solving the same, and lead him to the decision that it is through the Smith-Hughes Department that the need or problem can best be solved, and that he will avail himself of that need. The first step is the one most frequently overlooked in agricultural publicity.

In order to secure these steps, the argumentative copy brings out the desirability or need for the article, the arguments for and against it, the means of securing the article, and of carrying out the decision. It should produce action through persuasion, emphasize the strong points of the commodity, be specific, relevant, and not only true, but giving the impression of truth. Where possible, it should use concrete illustrations and facts, human interest expressions or incidents and cite specific evidence. These factors may be taken care of in our case by giving illustrations of results drawn from the local community, mentioning names, which tie the copy up with local conditions. If the copy is used in an advertisement, often the ad may be "keyed" with a coupon which makes a reply easy if one is desired, but such a coupon must not cover more than one-fourth of the ad, because of the postal regulations.

The material used should arouse definite mental pictures and ideas, and cause the reader to think. The words used should be simple and dignified and so picked as to appeal to the proper sense for that ad.

Another authority has suggested that argument, to be effective, must cause those effected to do five things (79). The first of these is to give effective data, so that they may have an adequate idea of the thing we are attempting to persuade them to choose or do. We must give the farmer all the data regarding the evening class, or the boy all the

data about the classes in agriculture, for example. Further than this, they must be given a clear idea just what they must do in order to carry out the thing proposed. This can very clearly be set forth in the copy or the letter, or in personal conversation, if that be the method used.

They must be led to attach some value to the offer, see why the things we have to offer will be of value to them in their work. They must be led to consciously weight the evidence we have presented in comparison with the reasons for selecting other things, or not acting at all. It is this last feature - the disposition to just drift and do nothing - which we have to combat most strongly in selling the agricultural activities. The hardest thing we have to do is to get them to act on the thing they have been brought to see is worth their while.

Advertising experts have spent considerable time on trying to discover just what are the dominant primary appeals by which people can be reached and touched. Although each expert has his own list, they all agree in certain respects. Shryer (79) states that the primary appeals in order of their value are: Pride, acquisitiveness, health, and utility, followed by cleanliness, caution, taste, ease, beauty, sentiment and pleasure. The first, second and fourth of these are especially appealed to by vocational agriculture teachers in our arguments for better stock, better varieties, surpassing the neighboring farmers, etc.

Hollingsworth (91) gives a long list of appeals, some of those standing high on the list being: health, science, time saving, efficiency, safety, durability, quality, modernity and reputation. Here the dominant appeals are more utilitarian than sentimental and this is perhaps an excellent thing for the agricultural teacher to remember in framing his appeals - the farmer usually wants to see some utility and money value in the work which he is urged to take and changes which he is urged to make.

High in the rank of appeals according to Adams (86) are: durability, sanitation, efficiency, time saving, value, scientific application, ambition, family affection, and parental love. He finds that appeals to the description of the article, its worth and value, or its personal appeal are the most powerful. It will be noted that an appeal to scientific truth is in both of the last two lists, showing that it is a good talking point to mention and even though the person is uneducated, it has a strong appeal. He found that family appeals are strong with men. Perhaps this might be used in persuading a father to send his boy to take the agriculture work for the good of the boy's future.

The how may often supplement the why in an argument. Show how the desired act may be accomplished. The prospect is not usually convinced until he has figured out a way to carry out the desired act. He should be led to form a mental image of himself performing the act. Give

accurate directions as to where to get the desired thing and the steps to be gone through. Be sure to show farmers, or describe to them, just where the agriculture department is located, how to get there, how to get in touch with the teacher, etc. He should be led to imagine himself as actually performing these acts - this really leads into suggestion as a device.

Too many agriculture teachers overlook the place of feeling and sentiment in presenting their arguments. The feelings and emotions are much more powerful forces in producing desired acts than the will power, logic, and reasoning faculties. The arguments presented to a farmer or a farm boy should not only make him feel that he ought to attend demonstrations, evening or day school classes, as the case may be, but the matter should be so presented as to make him want to attend. The dictates of reason and conscience may be resisted, but not the promptings of sentiment and emotion. We put off the things we ought to do, but not usually those we want to do. In fact, the urge of desire often makes us feel that we ought to do the thing. If the judgement is convinced, but no desire is aroused, the result is procrastination. The matter should be presented in such a way as to work on one of the powerful instinctive appeals mentioned above - frequently those of social prestige, wealth, or approval - so as to awaken desire. The most convincing arguments are those that most adequately describe

the merchandise, most skillfully appeal to fundamentals in human nature, and are clothed in the most artistic forms, so that a sentimental value attaches itself to the goods advertised. The patron or the boy must be made to want to take advantage of the opportunity offered. Desire is fundamental.

Turning now to methods of presenting suggestive material so as to make it possess the proper appeal, we find that here, too, advertising men have arrived at some pretty definite findings. They have come to the conclusion that the main function of suggestion, in the field of advertising, is to secure favorable attention and develop a favorable fringe or atmosphere of attention, usually by frequent repetition. The name is there when the need for the product arises, often sub-consciously, thus making possible the short-circuiting of the conviction and proof steps in making the sale (91).

Translated into terms of advertising the vocational agriculture department, this means that the presence of the teacher, the department, and its possibilities must be kept always before the farmer so that when a need arises, he will unconsciously and without further deliberation turn to these agencies for its solution.

In advertising remember always to put some illustrative material with the reading matter if possible, for we are dealing with two types - one who wants information and constructs his own visual images, and the one who must gain most of his information from illustrative material. Most

advertising copy for agriculture lacks this latter factor. When it is possible to take pictures of successful work and have them used in illustrating copy, it improves the write-up considerably. Feature stories, especially, should be illustrated. Charts, lantern slides, and posters are good places for the application of this principle too, and should always be a part of the campaign.

The pictures inserted should imply or suggest mass approval of the product - group pictures of a large group of farmers attending evening class, or boys in all day classes - might be used in this connection, and should avoid stirring up competing ideas or obstacles or any suggestion of doubt, suspicion, or unfavorable comparison with regard to the thing you wish to sell.

One reason why pictorial material is so much more successful than the written description is because it creates a more definite perception. Few people construct good visual images. Carrying the same idea farther, seeing the actual object is better than seeing a picture. Where possible, the group should actually see the fine animal or the improved crop, or the demonstration rather than see pictures or read descriptions.

In suggestion, we implant the idea and trust to its dynamic nature to carry it through to the desired result. Always remember that positive ideas are more dynamic than negative and that we respond better to single than to

multiple suggestions - to the concrete rather than the abstract.

Sympathetic helpfulness is the keynote in most modern sales campaigns, and it should be the keynote of the campaign carried on by the Smith-Hughes worker. You must first convince the man or boy that you are his friend.

Much of the success of suggestion is due to imitation. If it can be suggested that you or someone holding the same views you are setting forth, such as a leading farmer or member of the Advisory Board, can qualify as an authority, the suggestion has far greater weight and is far more likely to be followed out. Most of us are "hero-worshippers", and the slightest suggestion from one we look up to or consider an authority is likely to be followed.

Properly implanted suggestion should exclude comparison with other alternatives or criticism. The spirit of frankness and openness should always characterize the one seeking to implant the suggestion, since this allays suspicion, and increases the susceptibility to suggestion. As long as the prospect is on guard, there is little chance to suggest any line of procedure.

The salesman must be "sold" on his wares himself before he attempts to suggest their sale to a prospect. When he has a mental reservation regarding them himself, he will seldom be able to implant a suggestion, for the suggestion must be backed with a strong mental belief on the part of

the salesman. The agriculture man who is not sold on his job seldom is able to "sell" any of his patrons. This is a fundamental necessity for the vocational instructor - he must believe in his work.

As will be indicated later, under Steps in the Sale, suggestion is used a great deal to overcome procrastination and complete the sale. Filling in the purchase order, suggestions to the prospect to "sign here", premiums for immediate action - these are all devices to suggest that the prospect's mind is made up. The agriculture teacher, too, can often make use of the same devices, suggesting that the patron's mind is made up and proceeding to act on that assumption to discuss ways and means (79).

Having decided on whether argument or suggestion shall be used in making the appeal, several other items may be considered in determining the best method of presenting the appeal to secure action.

The first has to do with the headlines used in write-ups, ads, and other visual material. Ninety per cent. of the readers never get farther than that unless they are arresting and arouse curiosity which the remainder of the ad must be read to satisfy. The letter should be large, of but few words, say 4 or 5, so that they can be grasped at one setting of the eye. It should say something vital about the article to be sold, be truthful, believable, easily grasped, and pleasing. It should lead the reader to read more. A command is often

a good type of headline and the question type is also good. Of these findings regarding headlines, the agriculture teacher should take careful note.

The matter of selection of mediums is not one which need bother the agriculture man much in advertising his work. Newspapers, posters, signs, lantern slides, form letters, street car cards, - these are about all the media that are made use of. Since the agriculture teacher usually has little money to spend, he must as a rule depend on the free write-ups and other forms of free advertising. Some few factors which apply to the work of the vocational instructor with regard to these media will be discussed under Getting Attention, and elsewhere in the section on Steps in the Sale.

Two mediums that have not been used by the agriculture man I would like to mention here, with a suggestion as to their publicity value and possible use. The first of these is the street car card. In towns where there are street cars, it is found that a car card is valuable advertising because people read them over and over as they go to and from work. They seem to register quite deeply on the subconscious mind and have quite a strong suggestive value. Whether they would be seen by many of those to whom the instructor wants to get his message is a question, but if so, they should have considerable value.

The other medium is the use of the electric sign. It appeals to the writer that a small electric sign could

be used along main roads or over the door of the agriculture department rooms to excellent advantage if the cost was not too great. The appeal value of the electric sign is very great if a practical application could be found for it in this connection without too much cost.

Making the Steps in the Sale

The last factor in advertising and sales psychology which we wish to apply here is the steps to be followed in making the sale. Inasmuch as many of the factors in these steps have been previously touched on, an outline of only the main fundamentals as they apply to selling agriculture will be given.

Many authorities have attacked this problem, but the general findings of all - both psychologists and sales managers - seem to agree on certain steps through which the prospect must be taken to consummate the sale. Although the exact order of the steps may differ and in some cases two or more steps may be consolidated or sometimes one or more steps left out, the sale is usually thought to go through the following steps (80):

- (1) Securing Attention
- (2) Securing Interest
- (3) Securing Desire
- (4) Securing Confidence
- (5) Securing Decision
- (6) Securing Action
- (7) Securing Satisfaction

Practically all authorities agree that the first step in any selling whether by salesman or by advertisement is to secure the attention of the customer. In personal selling the first effort of the salesman is always to get the latter to lay aside all other matters and give undivided attention (93). The agriculture teacher would do well to remember this as he goes about his personal visitation. If the "prospect" is busy or has his mind on other matters, it would be better not to even open the campaign, for it is almost certain that no results will be obtained.

The mind of the buyer must be thought of not as a static thing, but as an ever-moving stream of thoughts. Only one idea can hold the center of the stream at one time, although the idea in the center may constantly be changing. Ideas on the outskirts of the stream, or peripheral ideas, do not get the attention of the "customer" and have little power to influence the mind toward the sale. The easiest time to force your special idea into the current, and force it toward the center, or focus of attention, is when the stream is flowing sluggishly or when no special thought is at the center or focus as when the customer has little on his mind. When the prospects mind is busy with some other idea, the stream not only flows with vehemence, so that the new idea is hard to force into it, but also the new idea is hard to force through the rapidly moving stream to the center. If the contents of the stream are mostly foreign to the com-

modity you wish to sell, the mind has to be prepared before any other steps are taken. The farmer who is engaged in scraping a hog is not in shape to listen to the reason for attending evening class until his mind has been prepared by careful steps, and the scraping process well under way or completed.

Attention may be gained by a number of methods, some of them more important than others. In direct selling the salesman usually seeks to introduce the sale and get the attention by some statement which he is sure will appeal to one of the primary instincts, such as acquisitiveness, curiosity, surprise, or the like.

In advertising any number of devices or methods may be used, some of these having proved to be more valuable as attention getters than others. One of the most successful of these is Intensity or strength. Strong or loud stimuli, bright colors, and other things stronger than surrounding stimuli, all have the effect of drawing the attention.

Another factor which draws the attention is Extensity or size. The mind pays more attention to large things and reads into the object so displayed qualities of superiority. Big signs and full page ads draw their attention value quite largely from that source.

Two other factors which may be used in getting attention are change and movement. No one thing can hold the center of attention for more than 3 or 4 seconds, and move-

ment helps bring the desired stimulus back to the center of attention again. Use may be made by the agriculture man of this principle mainly in illustrative material, where an illustration simulating movement gets the attention far better than one which is seemingly still.

Another important factor in the task of getting attention is the use of color. Unfortunately, much of the use of this factor is closed to Smith -Hughes men, because they do not use media, as a rule, which print in color; and also because color plate work is usually expensive. However, in posters and signs he can make use of color and when it is possible, it has a far greater drawing power and attention value than black and white, for several reasons. In the first place, color waves travel farther than blacks, whites, and grays, and they hold attention as well as draw it. In the second place, they arouse pleasurable feelings and emotions which are transferred to the thing to be sold.

The whole matter of preferred colors is a vexed question upon which authorities do not altogether agree. When one comes to realize that over 700 shades of gray and 30,000 shades of color are recognized, he begins to realize what a problem it becomes, especially when these shades of color are considered in the light of their saturation and brightness. Out of the extensive work which has been done on color preferences, a few factors emerge which seem sufficiently proved to be worth the agriculture man's observing

in the work he does with color.

Investigation seems to show that with adults, red is the preferred color with most women and blue with most men, the second choices being just the reverse. Red and black seem to have the greatest attention value according to some authors (91), while others include orange and blue as having greater attention value than black (86). Artists usually place orange and yellow high in their scale of preferences, but they are not usually so placed by the public. Complementary colors - blue and yellow, red and blue-green, or black and white - set each other off and are pleasing together. Most consumers seem to prefer colors of low brightness and high saturation. Violet and orange are very variable. (100) Green, though well liked in nature, does not rank so high in color preferences as either blue or red, in fact, it goes to the bottom on some lists (101).

For the guidance and interest of the agriculture teacher who is interested in, and wishes to make use of, color, I have inserted Table III, which deals with the findings of various experimenters and advertising experts with regard to color preferences and the use of color in advertising. Wherever two authorities absolutely disagreed on a point, I have left this out. The table sums up the general opinion with regard to color, trying to avoid disputed points when possible. Even then, a number of places are found where the results of different authorities are not in agreement.

Table III

Findings of Various Experimenters With Regard
To Color Preferences and the Use of Color In
Advertising

Authority	Group	Findings with regard to color preferences and its use
Micheals, G.M. (100)	Boys-6 yrs. " 7 " " 14 " " 15 " All groups	Rank Preference: Y,R,G,V,Blue,Or. " " Blue,R,G,Or,V,Y " " Blue,R,Or,Y,V,G " " Blue,G,R,Y,V,Or " " Blue, R,V,Or,Y,G
Starch, Daniel (91)	Adult men " women Adults of both sexes	Color Preference: 1st choice, Blue; 2nd choice, Red Color Preference: 1st choice, Red; 2nd choice, Blue Preference: Colors of low brightness and high saturation
Washburn, Miss (113)	Adults	Rank preference for colors: Red,-green, blue, orange-red, violet, or. yellow and blue violet (same), violet-blue and blue (same), red-violet, y, or, and bl.-green (same), yellow, red-violet and gr.-orange (same), Y-green, G-yellow. Tints and shades more pleasing than sat. colors. Blue most pleasing light tint Yellow-green most pleasing dark tint, followed by blue
Adams, H. A. (86)	Adults	Recall value colors, rank: Y,R,V,Blue, light Gr,Or,Bl,Gr. On black background, Y,Or., and blue best colors, in order named. On large white background, blue most pleasing, followed by

		Gr. and Red, Y. and Vi. least pleasing
		All colors except Gr. preferred in circles, best colors, in circles, being Or, Vi, and Y
		Gr. preferred in vertical triangle, followed by Or and Blue
		In perpendicular ellipses, R and Vi. preferred
		In horizontal ellipses, Gr. and Blue preferred
		Women prefer tints, men sat. colors.
	Children and Savages	Prefer bright colors, especially at red-yellow end of spectrum
	Adults and more cultured races	Prefer colors toward blue end of spectrum
	Adults	If color tone is of reduced sat., large areas permissible; if color tone very saturated, smaller areas are necessary
Jastrow, J. (86)	Adults	Preferred color combinations are: Red and Violet, Red and Blue, and Blue and Violet, in order named
University of Toronto Students (114)	Adults	With saturated colors, most pleasing Color combinations are in the direction of complementary colors, usually falling one side or the other. In tints and shades together, or with saturated colors, there is tendency for reds and greens combine well with other colors, while yellows and blues harmonize better with degrees of themselves and neighboring hues.

Another factor in securing and holding attention is Repetition. Often stimuli not in themselves sufficient to penetrate to the center of the stream of thought may cumulate until powerful enough to do so. Repetition often acts to keep a stimulus in the fringe of the stream, ready to slip in to the center when wanted, or there is a call for that product. This is the principle mentioned before which keeps the agriculture department at hand to come to the farmer's attention when need or want arises.

Strange as it may seem, Fashion often bears a powerful relation to our sales campaign. Fashion is very nearly universal and it may be made just as much the fashion in a community to attend an evening school each winter, as for certain brands of food or clothes to be purchased. It usually starts with the desire of some individual or individuals to become marked off from the rest. The farmer may be convinced that the raising of improved stock or a new breed or variety of either stock or crops will set him off from others and make him the leader in his social group. This is the "fashion instinct" applied to the farmer.

Since the agriculture man does not use magazine advertising, the effect of size and position of ad is of less importance to him. A few general principles might be mentioned, however. Statistics seem to indicate that the large ad used less frequently gets more attention and better results than the small ad used oftener, the full

page is more than twice as effective as the half page. This is really an application of the principle of extensivity.

As to position of ad, here again authorities do not seem to altogether agree. However most of them find that the right hand page is more valuable than the left in getting the readers attention, but the left side of the page seems to draw most attention in many cases. However, most authorities hedge this statement by saying that the outside edges of the page have the best attention value. The upper half of the page seems to have more attention than the lower half in most cases unless the page is divided into two horizontal sections, when the eye often travels from the left bottom corner to the top right hand corner. In the case of a newspaper it makes a difference whether the paper is held in the hand or laid on the table to be read - the top being the best in the latter. All these findings are merely tendencies, the best established one being of the superiority of the right over the left page (86). If it is possible to have a choice, the agricultural teacher should take note of these facts in choosing a position for his copy or write-ups.

To get and hold the attention, the factor of newness proves valuable, probably because new things arouse the instincts of curiosity and love of change. The new stimuli should be linked up with the old, however, and should merge into the second step - interest. Isolation and contrast also enter in to help get and hold attention, both giving

a better focus of attention to the idea to be sold.

Time and space permit of going into the shape of ads or posters but little here; however, a few fundamentals may be stated for the guidance of the agriculture man in laying out such work. It is found that the perfect square, due to optical illusion, never looks perfectly square to the observer, and does not appear pleasing. The best shape, as far as dimensions are concerned is the one in which the axes are in the ratio of 1 : 1.5 to each other. This applies to both horizontal and vertical sections and ellipses. So desirable is this combination that advertising men use it almost universally and refer to it as the "Golden Section".

Even the nature of lines used seems to have some bearing on the value of the advertisement. Gray lines suggest delicacy of texture; a fine black line, precision and hardness; a broad rough line, homeliness and solidity; a broad black line, distinctness and independence. Horizontal lines give the impression of ease and repose or relaxation, as well as stability and immovability. Vertical lines give the effect of severity, rigor, effort, and loftiness. Diagonal lines give the effect of action and movement while curved lines give the effect of something graceful and pleasing. (86).

The triangle, if used, should rest on its base, with dimensions in the ratio of 1 to 1:5. The triangle gives an effect of liveliness, incisiveness, and balance. In fact,

in all ads, the idea of a heavier base should be used. If a large mass is to be balanced against a small mass on the page, the small mass should be near the center of the page and the smaller more distant. The interesting object should be nearer the center of the page than the uninteresting and more of the objects should be below the center line in the ad than above. Never place heavy objects near the top of an ad, light objects such as clouds or flowers may be placed there (86).

These are just a few of the things the agriculture teacher should observe in laying out his ads, posters, charts, and illustrative material if he would draw favorable attention to the display, and hold it long enough to accomplish the next step in the sale - Interest.

Because these factors help him present his appeal in a pleasing way, they not only help carry the prospect over from attention to interest, but assist in making the latter a favorable and pleasurable interest, which is very important, since the awakening of feelings of pleasantness toward the object is one of the first and most important steps in making the sale.

Interest - the second step in the sale - should be more rapt, deeper, and warmer than attention. It should involve the identification of the purchaser with the commodity so that he makes an imaginary "purchase" which should lead to the real action. It often is created by giving information

information about the thing to be sold. In the case of the Smith-Hughes man, this might take the form of data about the courses and their content, the teacher himself, the success of the boys, the equipment, etc.

In arousing interest, proceed from the old to the new appealing first to inborn, instinctive interests, connected with the natural environment and tie these up later with the object you wish to instil. Try to make the appeal to permanent rather than passing or temporary interests in the "customer." The use of the commodity is usually found to be the strongest talking point in arousing interest.

The second law of interest is: "In order to create interest in a thing, arouse activity toward it." (80) This has a number of practical applications in selling agriculture. Placing farmers on the Advisory Board; enlisting the aid of farm boys, and members in the class when putting across some campaign; securing the aid of the farmer, the superintendent of schools, and other teachers; offering prizes for the best article or the best results; and like devices. When some activity is aroused toward the thing, interest is thereby secured.

The third law of interest has already been hinted at under Attention when we indicated that certain things in addition to securing attention also aroused feelings of pleasantness in the subject. It is a fundamental fact in accomplishing a successful sale, that good feeling and

pleasantness must accompany the sale. Wide-spread bodily actions accompany feelings of pleasantness and unpleasantness and although we have learned to repress our outward manifestations, profound inner and subconscious effects accompany feelings. Pleasant feelings liberate much potential nervous energy, often shown in expansiveness, which the seller can make react to his advantage. The patron approached should always be gotten in a good humor if possible before seeking to arouse his interest in your proposition. Sometimes pleasurable feelings attached by the subject to old experiences may be skillfully attached to the new object in which you seek to interest him.

Although this is really a factor in the last step, Satisfaction, the final step in pleasantness is the satisfaction which must accompany the completion of the sale. More will be said regarding this in the section on Satisfaction.

A very vital part of the salesman's task in arousing interest, lies in the calling up of proper images in the "buyers" mind. Although visual images are the most common, the image may concern any of the senses. Try to create as vivid images as possible in the prospect's mind, by strongly descriptive language, or good illustrations. Sometimes people have a "complex" against a certain type of image - the good salesman at once senses this, and tries to avoid these.

The third step in the sale should be Desire. This is an outgrowth of interest, which has persisted long enough to develop into something deeper. The farmer or the boy has been led to give attention, become interested, create

images of himself in relation to the object and to the future: Perhaps he has been led to see himself raising better livestock or crops, or becoming a leader in his community. These images being pleasant, he desires the thing and is led to make movements toward it, the stronger the movement the greater the desire. If these movements are blocked, a feeling of unpleasantness results. The blocks may be mental, such as stubbornness, or physical, financial, etc. It is the duty of the salesman to remove these obstacles, or blocks, so that the buyer may move toward the attainment of the desired object. Suggestion, reason, and other mental aids may be used in removing these blocks, and bringing the feeling of pleasantness which accompanies decision.

However, before the step of decision can be reached, confidence or good-will must be built up. The new teacher in a community will find that this is the first thing he must build up before he can hope to sell himself very fully. Primitive credulity has usually given away to skepticism in most individuals, especially farmers. The new teacher will have to sell himself to the members of his class too - they must come to believe he knows agriculture and have confidence in his judgement, or his success will be very limited. Once established, the confidence of a community is a very stable thing, but very fragile, as well, - one thing will upset it. Repetition helps to build it up and it must be accompanied by pleasant feelings - you can't argue anyone into confidence

by all the facts in the world.

Having created the desire, smoothed out any blocks in the path of satisfying it, and established confidence, the teacher is ready to push the sale into the most important steps - those of Decision, followed by Action. Frequently these two steps come almost together. This is the "Psychological Moment" when all the batteries of reason, instinct, and suggestion come in most vitally. The statement that "the good seller must know more about the buyer's business than he does himself" surely applies to the agriculture teacher's job.

In order to secure the decision and desired action, most salesmen calculate that the buyer must be carried through the four steps in reasoning: (1) the presence of a difficulty; (2) the location of the difficulty; (3) the search for a solution; and (4) the finding of a solution (80). It is at step (3) that the best arguments must be marshaled to overcome objections, lack of confidence, and the like. The seller must be loaded and prepared to meet all arguments. The good Smith-Hughes man has all the possible objections to attendance on classes, improvement of farm practice, etc., all at his tongue's end, ready to meet any emergency.

The seller must avoid the prospect's wandering away from the point at this juncture, and skillfully suggests reasons to help the buyer justify the decision the seller assumes (verbally) the buyer has made. Most of us

want reasons to justify our decisions, even if the latter are mainly based on feeling rather than logic. Whenever possible, he makes suggestions which will tie up the decision with some powerful instinct in the buyer. He should keep the buyer from introspection or from thinking of the unpleasant consequences of his action. Work for immediate action, never let the decision be put off if it can be avoided. Make the action seem to be inevitable, and perfectly natural and matter-of-fact.

For people with weak wills, the direct suggestion is the best in obtaining the decision; for stronger willed people, the indirect suggestion is preferable, lest they be antagonized by a seeming effort to "railroad" them and to intimate that they do not know their own mind. Occasionally, on "bull-headed" patrons a counter suggestion works, but this should seldom be attempted.

It is at this "psychological moment" that most salesmen fall down. Many of them can bring the sale to this point, but fail to bring the sale to actual consumation and action. It is even harder for the agriculture teacher to secure action than for the ordinary salesman, because he seldom has any legal contract to have the buyer sign, or any way to hold him. There is too much time afterward to think and bring in other ideas. Whenever the teacher can evolve something to have signed, it helps to clinch the "sale".

In bringing decision and action, always attempt to

mention only the positive suggestion you wish to have acted on - don't knock other contingencies, for this rouses antagonism and keeps the other alternative in mind. Expert sales managers find that most salesmen fail at the "psychological moment", either because they press too hard, and try to force the decision too soon or else they delay too long don't strike at the correct time, thus letting other ideas creep in. The ability to recognize the psychological moment when it arrives is largely intuition, though certain facial and motor movements sometimes indicate it, if one is skilled in detecting them. There must be no interruption or delay at that time, everything should be handy and the suggestion or assumption that the sale is completed should be made before you are really sure that it is finished, in many cases. Many buyers like to be talked to, have their choice justified, and the pleasant results of their decision brought to mind after they have really made up their mind. All these factors the skillful agriculture teacher will take note of and try to press every "sale" through the stage of decision and action.

The last step in the sale - one which never used to be considered part of the sale, but now is considered a very vital part, is the stage of satisfaction with the sale. This is one of the most vital parts of the sale in any commodity, but especially so with the agriculture work. More and more, we come to realize that no sale is completed until

the customer is satisfied. If the promises we made regarding the day school, part-time or evening class fail to come true, if the values and interests we predicted fail to materialize, it is the poorest kind of a sale. The sale is not completed until the buyer is satisfied. This is the final form of pleasantness which should accompany every sale.

Just as in the business world, the major objective in agricultural selling is to have the buyer repeat the purchase. The first year class boys should be so sold on the course that they will want to take the second year work. The farmers who register for evening classes one year should want to come back the next year for another class, and the same should be true of part-time work. The idea should be here, as it is in business, to give the buyer as much as possible, rather than as little as possible. The idea is not to sell the product and dismiss the sale as completed, but to keep the commodity sold and the purchaser satisfied and anxious to buy more. Service is the motto of present day selling in agriculture as well as in commerce.

Summary

Agriculture teaching may be viewed as a business, and as such is subject to the same laws which apply to the field of merchandising. Just as no commercial enterprise will succeed without proper advertising, and the application of the principles of good salesmanship, just so must these same principles be applied to the selling of vocational agriculture

to a community if it is to be a success and the really vital factor in the community which it should be.

The selling of the teacher and the work to the community must make use of both salesmanship and advertising - the former covering the more personal efforts in selling while the latter includes the use of media, and the construction of visual and other material not making use of the personal solicitation.

It is found that practically every rule with regard to the fundamental principles of salesmanship: when to use argumentation or "reason-why", and when to use suggestion in making the sale; what appeals to present, and how to present them so as to accomplish the best results; and how to determine the possible market to which the product should and can be sold; - these factors may each find a practical application in the field of selling agriculture, and the agricultural instructor.

More than this, analysis of the problem shows that the farmer, or the farm boy, uses the same methods to reach a decision regarding whether he will accept the findings of and become a part of the work carried out by the department as he does when he decides what suit to buy, or which brand of peas is the most desirable. For this reason, the same steps which are recognized by the commercial experts as necessary in making a sale are the steps the agriculture teacher must follow in selling his work and himself.

Just as in the commercial field the customer must be satisfied and return to buy again, or induce his friends, neighbors and relatives to do so, just so, the patrons and the scholars must be satisfied with the sale or the work will not long function or flourish. Confidence in the instructor and the program must be thoroughly sold as a first step if the activities of the department are to function in the community.

The vocational agriculture teacher, then, must be a student of human nature, a psychologist, an advertising expert, and a salesman, able to apply the accepted principles of these fields to the selling of himself and his department to his community.

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