

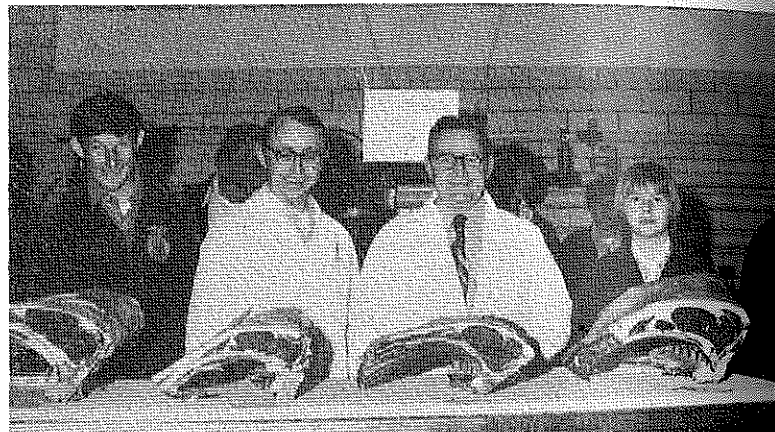
USING RESOURCES IN A SCHOOL LABORATORY—Students enrolled at Miami (Florida) Agricultural School are shown receiving practical experience in handling livestock. (Photo from H. Quentin Duff, Miami Agricultural School)



USING RESOURCES OF BUSINESS—Agriculture students at Linn (Missouri) High School observe Mrs. Linda Jost demonstrating the microfilm procedure used with records by Three Rivers Electric Cooperative. (Photo from James A. Bailey, Missouri State Department of Education)

Stories in Pictures

by Jasper S. Lee

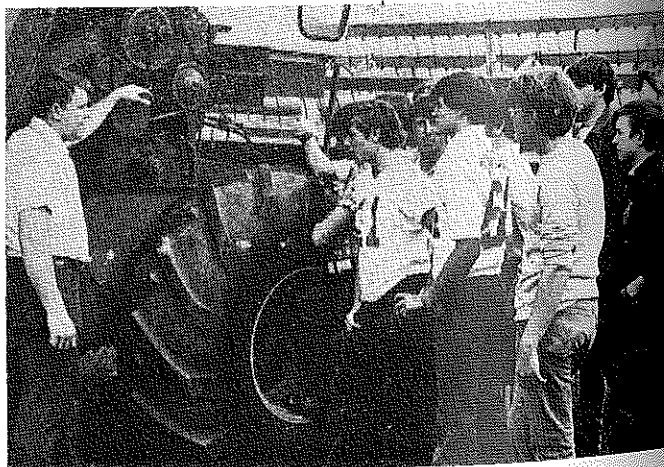


USING RESOURCES OF HIGHER EDUCATION—Universities have facilities and personnel helpful to Agricultural Education. Here personnel in the Animal Science Department, University of Georgia, assist in setting up and conducting the State FFA Meats Judging Contest. (Photo from Georgia State Department of Education)

USING NATIONAL SUPPORT—Ray Tomberlin of Merck and Company, Inc., is shown presenting a check for \$10,000 to Alpha Trivette, National FFA President. The contribution was made to sponsor the development and distribution of a new "FFA Advisor's Handbook." Looking on are Vanik Eaddy, Auburn University, Don Erickson, North Dakota, and James P. Clouse, Virginia Polytechnic Institute and State University. (Photo from Dan Reuwee, National FFA Center)



USING LOCAL DEALER EQUIPMENT—Students at North Shelby (Missouri) learn the adjustment and operation of farm machinery on equipment made available by the local implement dealers. (Photo from James A. Bailey, Missouri State Department of Education)

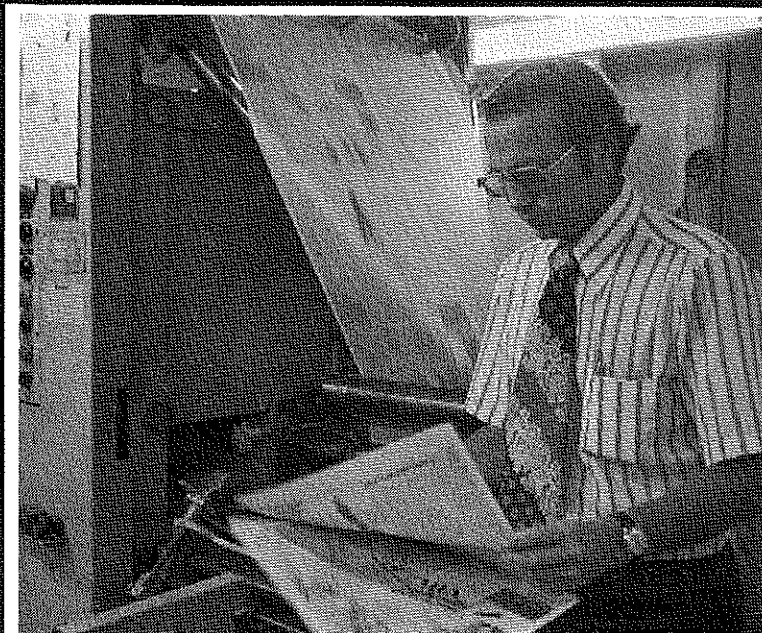
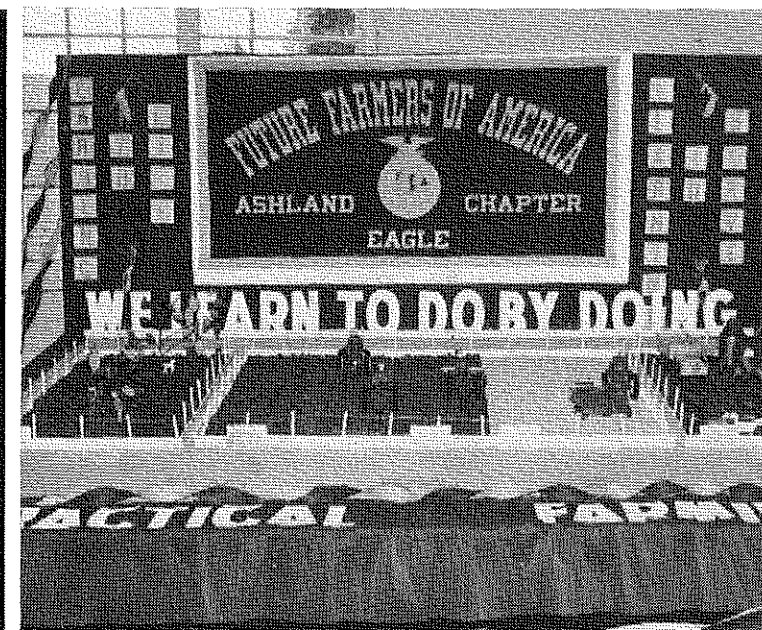
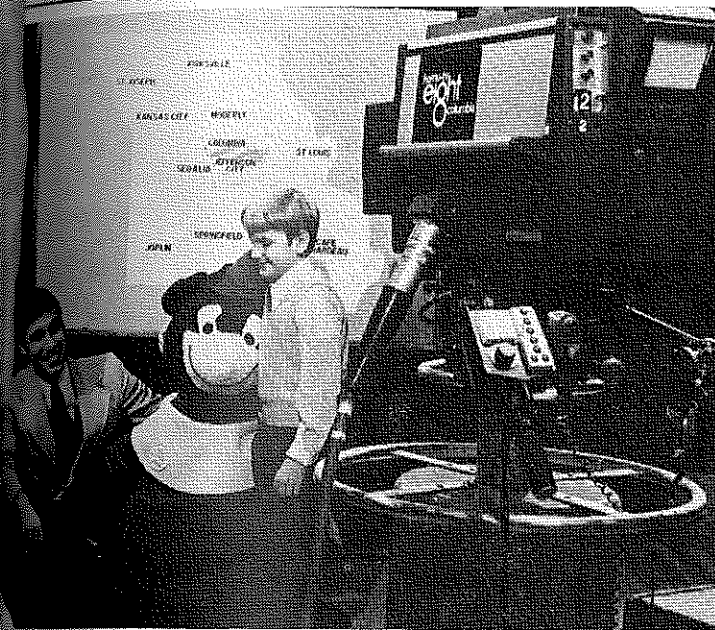


Volume 47

Agricultural Education

April 1975

Number 10



Theme—**INFORMING
THE PUBLIC**

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The
**Agricultural
Education**
Magazine



Vol. 47 April 1975 No. 10

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This publication is the monthly professional journal of agricultural education. The journal is published by THE AGRICULTURAL EDUCATION MAGAZINE, INC., and is printed at the Lawhead Press, Inc., 900 East State Street, Athens, Ohio 45701.

SUBSCRIPTION PRICE: \$5 per year. Foreign subscriptions \$6. Student subscriptions in groups (one address), \$2 for October-May. Single copies and back issues 50 cents. In submitting subscriptions, designate **new** or **renewal** and address including ZIP code. Send all subscriptions and requests for back issues to Harlan E. Ridenour, Business Manager, AGRICULTURAL EDUCATION MAGAZINE, Box 14343, Columbus, Ohio 43214.

Second-class postage paid at Athens, Ohio.

Send articles and pictures to the Editor or to the appropriate Special Editor.

COVER PHOTO:

Various media can be used in informing the public about Agricultural Education. The cover photographs show the use of television, displays, newspapers, and radio in informing the public. (Photographs from James A. McLean and Gene Love, University of Missouri)



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Editorials

From Your Editor . . . **Aggies, the PR Wizards**



Martin B. McMillion

Other vocational services think we are experts at publicizing, advertising, informing the public, lobbying, public relations, community relations, and customer relations. They think that from the very beginning we have obtained more than our share of the money and attention. They know that the FFA was the first and is the strongest of the youth groups. They know that FFA was incorporated by a specific Act of Congress, P. L. 740.

Those who had any doubts about the PR prowess of agriculture felt they had to "hand it to us" after the biggest inform-the-public boon ever for Vocational Agriculture and the FFA when President Ford gave his live, nationally televised speech at the 1974 National FFA Convention. The millions of people watching prime time television in October were obliged to look at all the blue jackets, banners, and FFA members.

The number and the content of articles contributed this month by local teachers, supervisors, teacher educators, and others for the "Inform the Public" theme indicates to me that people in those other vocational services indeed have identified one of our strengths. If you feel that you are not one of the wizards at PR, I suggest that you read every article on the theme in this issue.

Teachers of agriculture, I feel, do a commendable job of informing the public within their school districts. Lack of information about vocational agriculture is prevalent in the school districts not having vocational agriculture teachers. We cannot expect the teacher, as an individual,

to assume responsibility for informing the public beyond his/her school district. As a state association or the NVATA, teachers do have the broader responsibility. Area supervisors, state supervisors, and teacher educators are responsible for filling the gaps where agriculture is not taught, and the national staff has a similar national responsibility. How many state supervisors do you know who have personally used television, radio, or newspapers to inform the public? I think it is necessary that they do so in cities and school districts where there are no agricultural departments.

The experts at informing the public are in agriculture, but the expertise did not originate in agriculture education. Our close association with a group that relies heavily upon mass communication for teaching is partly responsible. Our association with colleges of agriculture in land-grant universities whose job it is to reach and serve the public is also partly responsible. We do not use state prepared news releases with blanks to fill in for local use, but we have learned much about mass communication from the Agricultural Extension Service.

I read a newspaper editorial in a large city newspaper that referred to "when President Ford spoke to the National 4-H in Kansas City." I also heard the FFA confused with 4-H on a national news program. Perhaps the 4-H is sometimes erroneously called FFA, but I have never heard it.

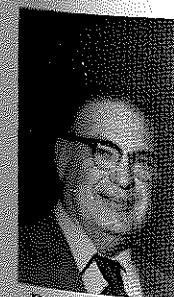
All the aggies should carry on the tradition. All of us need to strengthen the relationship of our programs with the public, the community and the customer and remain the PR wizards in the eyes of the people in other vocational services.

MBM

Guest Editorial . . .

Tell the Story

Donald N. McDowell, *Executive Director*
National FFA Foundation Sponsoring Committee
Madison, Wisconsin



Don McDowell

man on earth are food, fiber, and shelter. That's what our agriculture/agribusiness education story is all about.

There is an old gospel hymn known to ever so many of us that really "tells it like it is"—"We've a Story to Tell to the Nations." Yes, and we who are associated with Vocational Agriculture/Agribusiness—FFA also have a story to tell. While these two stories are different, they still have much in common. Certainly, the spiritual comes first and foremost, but turning to earthly matters, the first three needs, yes demands, of

We have several audiences or publics who must hear our story for three main reasons. First, the importance of food and fiber in the world today demands our number one attention. Second, we must attract, motivate, and educate the best of young America to stay in, or get into, the field of agriculture. Third, we must develop a sense of confidence and appreciation for training American agriculturalists.

Our publics are generally three-fold: first, the persons already in or entering this great, broad profession; second, those who need, use, and demand food, fiber, and renewable natural resources, (the consumer); and third and most

(Concluded on next page)

Guest Editorial . . .

difficult to reach, are those persons assigned the responsibility of decision-making to provide the best and adequate climate, facilities, and techniques possible to continually expand the growing needs for agricultural education. This last group needs our constant attention and our understanding of their problems as well.

The first question which could very well be asked of ourselves, and of our colleagues is, "Why is this public information (yes, public relations) so all-important and necessary?"

Simply, the FFA/Vocational Agriculture classroom is your showroom. We ourselves know the importance of food and fiber . . . yes, food from farm to consumer, and all of the allied agribusiness necessities. But do our publics know? We talk to ourselves and assume that the other man knows the story and importance the same as we. So let's really tell this essential story.

Beginning right within the school itself, our fellow teachers and administrators may not fully understand the absolute essential needs of our field trips, of the laboratory exercises outside the classroom. It is hard for them to understand why longer hours are demanded and that it must be carried out over a twelve-month period. Vocational Agriculture is definitely a twelve-month effort and mandatory in order that we do the full basic job. We cannot turn on or shut off the production and handling facilities of food and fiber. This involvement historically has never known clock or calendar. Just for some of these reasons, our colleagues, ever so well-meaning, often cannot understand why the salary scale and the working hours must be greater for the agricultural instructor. This is a story we must tell with all the diplomacy and tact at our disposal. Every one of us must assume a responsible role in getting the job done, beginning right here with each of us as an individual with dedication, creativity, and thoroughness of purpose.

We must initiate and maintain ties with every form of the media—newsprint, radio, television, and the platform. This is not easy; it requires steady work and effort. Be honest, objective, thorough, but of course, brief as possible. Use pictures and examples of success stories to do the job. In fact, we should all set a goal of at least one media contact every week of the year. We must be imagin-

One of the greatest ways to accent our public informing process is to live it, love it, and tell it.

ative and creative, and maintain regular information to all our co-workers and superiors. We must of course remember that there is a point beyond which we can become pests, and thus nullify all of our good intentions.

Use students, young and adults, to convey the message and importance of Vocational Agriculture/Agribusiness and FFA. We must remember the great asset of "demonstration", be it a plot of ground, a sign, a verbal presentation, but put it together so all the community can see, hear, and understand.

There are many types of informational stories that can get the job done. Human interest with a flair for the unusual is always an attention-getter. Every vocational ag department in the country has many proficiency project success stories. They are newsworthy to the public. Get out and dust off your camera. Just think of the FFA activities! Make sure that all our publics know that the FFA is an integral and inseparable part of the vocational ag curriculum.

How about an invited field trip inspection? Ask your school administrators, your board of education members, the mayor, other businessmen from the community, and give them this first-hand observation. It's an on-the-spot, hands-on inspection. Show both the good and the needy. Everyone knows that we have two sides of every activity. We must prove beyond doubt that a strong, full, identifiable Agriculture/Agribusiness—FFA program is essential for the welfare of the community. Bring right into your classrooms the Boards of Directors of your farm organizations, and other officials. Have them come into an FFA meeting, meet with your Young Farmers, or take them on a field trip. And then of course, make sure that their presence is known, and their interest told through the media.

One of the greatest ways to accent our public informing process is to live it, love it, and tell it.

We have a story to tell about vocational agriculture/agribusiness education and FFA, and it's up to every single one of us who has any part in this field to do our part. Let's all put out together to do the job. We'll be happy and make others happy at the same time. ♦♦♦

Themes For Future Issues

May — Teaching the Disadvantaged and Handicapped

June — Women in Agricultural Education

July — The FFA

August — Serving Out-of-School Groups

September — Guidance, Counseling and Placement

October — International Agricultural Education

November — Cooperative Education in Agriculture

December — Agricultural Mechanics

Ag Mechanics Education Gets a Boost from Operation PFI



Jasper Lee

Jasper S. Lee
Virginia Polytechnic Institute and State University
and
Raymond Brown
Mississippi State Department of Education



Ray Brown

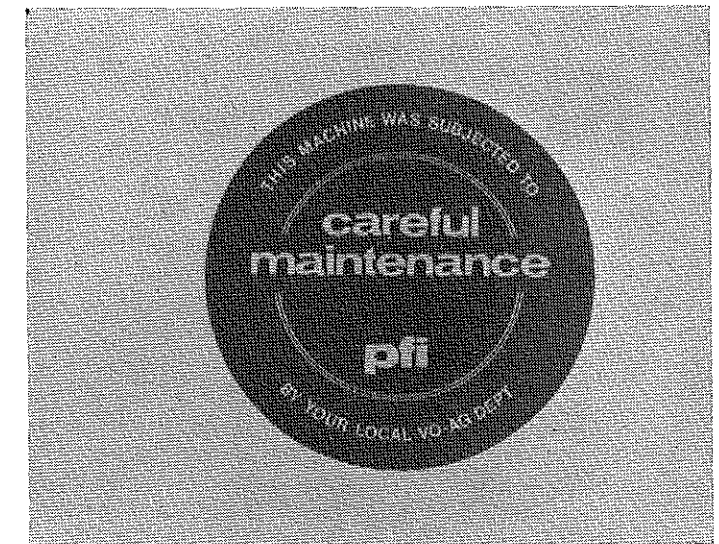
A unique program to stimulate instruction in agricultural mechanics and promote public awareness of agricultural mechanics education was launched in Mississippi in 1973 under the name of "Operation PFI." The results of the program are now becoming known, and it has been deemed highly successful. The program has been publicized to a very limited extent outside the State. The purpose of this article is to describe the program, how it was implemented, and the results after one year of trial.

BACKGROUND INFORMATION

The role of mechanical methods in agriculture today is quite extensive. The need for increased instruction in the operation and maintenance of agricultural equipment has been very evident to the leaders in agricultural education in Mississippi. Farmers in the State have invested more than one billion dollars in farm machinery and equipment. Maintaining and protecting this investment is not an easy task, nor one that can be left to chance. The increased cost of machinery has made maintenance even more important. This concern for proper machinery maintenance prompted an intensive study of the role of agricultural education and the FFA in helping farmers protect their investments. Contact was made with nearly all teachers of agriculture in the State to discuss what was needed. An agricultural mechanics committee was appointed to study the problem. A statewide contest among teachers was held in an attempt to develop a slogan, emblem, and name for the needed program. After all of this had been done, "Operation PFI" was conceived. As the initials indicate, "Operation PFI" focuses on "Protecting Farmer's Investments." The program is administered by agricultural education personnel in the Division of Vocational and Technical Education, Mississippi State Department of Education. Assistance in implementing Operation PFI was provided by agricultural education staff members at Mississippi State University.

COMPONENTS OF OPERATION PFI

Operational PFI is composed of a number of different efforts in agricultural mechanics education. The major components are:

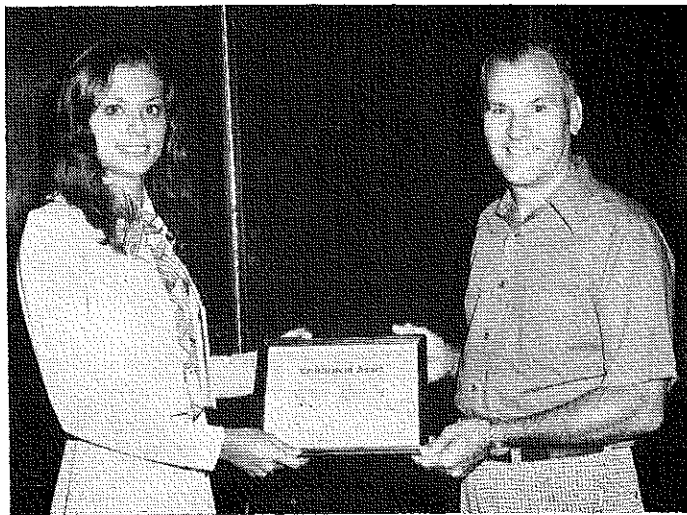


Decal used in Operation PFI to identify machinery repaired by students enrolled in agricultural mechanics education classes.

1. The promotion of proper maintenance and repair of farm equipment through various news media was a significant effort to develop public awareness. A booklet was developed which contained newspaper releases in which the local teacher could insert his name and other local information. The releases were dated and focused on topics of primary concern for the intended time of release to the local newspapers. Each article emphasized increasing profit through the proper maintenance of machinery.
2. The expansion of instruction in the proper maintenance and repair of farm machinery was a major part of Operation PFI. This was accomplished by establishing goals for each school to achieve in agricultural mechanics education. A contest was established on a federation, area, and state basis to aid in recognizing outstanding agricultural mechanics education programs.

(Concluded on next page)

(Lee and Brown from previous page)



Mississippi Farm Machinery Queen, Sable Burt, is shown presenting a Certificate of Award to Clayton Poole, teacher of agriculture at West Lauderdale High School for his work with agricultural mechanics education and Operation PFI.

3. The identification of educational activities completed by local agricultural education programs was undertaken. Special decals were printed that could be attached to tractors, implements, and other items which were painted and repaired by agricultural students. A quantity of decals was supplied to the teachers in each school in the State.
4. A program for recognizing teachers who made outstanding contributions in the area of farm equipment preventive maintenance and repair was initiated. The teacher recognized as most outstanding in each federation and area and at the State level was recognized as "Mr. Operation PFI." Certificates and other awards were used.
5. The selection of a Farm Machinery Queen was used to stimulate interest in agricultural mechanics education. Each local FFA chapter could select a young lady as the local queen. The local queens competed during the State FFA Convention for the title of State Queen. The farm equipment dealers provided approximately four thousand dollars in awards for the State Farm Machinery Queen. The current queen has traveled extensively in the State and made several out-of-state trips. She has made numerous television and radio appearances and is in great demand for personal appearances on behalf of agricultural mechanics education.

STANDARDS FOR LOCAL PROGRAMS

Local programs in agricultural education could qualify for a certificate of award for participation in Operation PFI. To qualify, a local program had to meet three criteria:

1. Clean, paint, and place an official Operation PFI decal on one tractor and two or more pieces of farm machinery.
2. Tune and service at least one tractor, making needed minor repairs so that the tractor was fully field worthy.
3. Submit photographs and news articles on numbers 1 and 2, above, to a local newspaper.

Every local agricultural education program could qualify for an award if the above three criteria were met. Of course, local programs were encouraged to accomplish much more than the minimum for the certificate of award.

FEDERATION, AREA, AND STATE PROGRAMS

A special bonus score sheet was developed in order to determine federation, area, and State Operation PFI winners. This score sheet provided a point determination based on the activities conducted in agricultural mechanics education. Some of the activities to be included were the conduct of farm machinery safety field days at the local level, agricultural mechanics classes for adults, newspaper articles on machinery maintenance and operation, and professional activities of the teacher.

RESULTS OF OPERATION PFI

Operation PFI has become a significant part of many local programs in agricultural education. In general, tractors and equipment are now maintained and operated more efficiently in communities where Operation PFI was implemented. An awareness of the importance of agricultural machinery and agricultural mechanics education on the part of the public has also been developed.

The extent of participation in Operation PFI varied with the nature of agriculture in a school district and the extent of mechanization involved. Using the newspaper articles stimulated considerable interest in many communities. In some cases, adult classes resulted from the publicity provided by the articles.

Placing decals on each piece of machinery repaired and/or repainted by agricultural mechanics education classes was popular. Students experienced a feeling of pride for the work they had done when they saw a decal on a piece of machinery. Teachers felt that the decals were effective in public relations. School patrons also viewed the decals favorably and felt that this was a good way to show their support of the local program of agricultural mechanics education.

SUMMARY

Statewide programs to stimulate instruction in agricultural education can be effective. Through Operation PFI, agricultural mechanics instruction received a big boost in Mississippi. The key to the acceptance of such a program rests in thorough planning, including the involvement of teachers who will carry out the program. Another factor in the acceptance of Operation PFI was the fact that it was a multi-faceted program. A local school could implement the entire program or only a portion of it. It is safe to say that the impact of Operation PFI will be felt for a long time by agriculture in Mississippi. ♦♦♦

Creative Imagery -- Useful But Not Necessary

Jim R. Turnbough
Agricultural Education Department
Clovis Senior High School
Clovis, New Mexico



J. R. Turnbough

"If a man makes a better mousetrap, the world will make a beaten path to his door"—*provided*, may I add, Mr. Emerson, that he tell the world of his accomplishment, and he use every possible medium of communication in doing so.

Today, informing the public is the name of the game, and we need to invoke all the strategy available in seeking to produce a high degree of visibility for our segment of the profession.

This is the heyday of the public relations man. At a time when so many new vocational programs are vying with the established agricultural programs for public interest and monies, we should use the most pervasive and lucrative methodology for our own use in obtaining favorable public exposure.

As in any undertaking, we start with precise standards; we lay out clear objectives; we formulate ways of reaching them; and we assign people who can get the job done. But first of all and most importantly in relation to public relations, we need to *do* something in our Agricultural Education departments that is newsworthy, that appeals to the interests, the needs, and the imagination of the students and the people of our communities.

We need innovative activities, not necessarily at loggerheads with the traditional but not bound by the norm either. Like it or not, the majority of us are caught in a more or less hum-

drum, controlled classroom situation. Nevertheless, we can, to some extent, obviate this circumstance by occasionally using something with clout. Granted, it takes a great deal of conscious effort to insert the extra stimuli to existing courses, but the momentum thus generated is usually enough to spark the interest of the newspapers, radio, television and the community at large; and the resulting public impact is well worth the effort expended.

Actually, once you have caught the eye and interest of the newscaster in any media, you have set the publicity wheels in motion, and these people are constantly alert for copy. If you make it interesting, unique or innovative, they will carry the ball for you all the way and keep coming back for more.

It need not all be high-level imagery; however, divergence from the norm is good for openers. It must fit into the "worthwhile" category because we're working with young people, and if it is "public service"—all the better. It should be presented while it's current and it is always most effective if you make it people-oriented and you zero in on realities.

"I'm writing as an ag teacher, and I'm fully aware that each individual's approach to the job of informing the public will be determined to some degree by various factors peculiar to his locale and/or environment. Unfortunately, there is no universal blueprint that will work promotional miracles for everyone; the roots are at each local level and each one of us in the agricultural education field must work out his own strategy of approach—be

it ambitious or simplistic.

I do not agree with those who attempt to make a case that PR is most difficult, if not impossible, in smaller communities where local news media are few or non-existent. I believe it is short-sighted to write off informing the public on this belief because in the small community the school is usually the center of interest and activity and, consequently, a greater percentage of the people are involved; so you have your audience readymade without conscious effort to create it. As Bliss Perry aptly puts it: "Hitch your wagon to the old horse if no star is handy." Make the most of every opportunity to inform and publicize, no matter the size of the audience nor the dimensions of the screen.

To promote the over-all interests of our Agricultural Education programs we need of course to reach the broader audience, to make the public aware of the hard facts about the practical things we teach. We need to let the broader audience know that we are conditioning our young people for the necessary work of our society, for realistic expectations in the world beyond the classroom. We need to reach the *Opinion Leaders*; they are the cheerleaders for our ideas.

If we truly believe in what we are doing, we become better salesmen for our product; and if we expend the necessary time and effort to originate and maintain agricultural education programs that best meet the needs of our youth, they in turn will ultimately be our finest media for informing the public. ♦♦♦

DEVELOPING A PUBLIC RELATIONS PROGRAM

David K. Mellor
Student Teacher
Marshall, Michigan

As long as Vocational Agriculture in the United States is supported by tax dollars, the Ag Instructor, as its chief agent, will be faced with the perplexing problem of public relations. Progress in education is something which cannot be overlooked by the modern Vo-Ag teacher. Past examples have proven that the more completely the public understands its schools, the more likely it is to support it financially, and become involved in its improvement.

A prerequisite to an effective public relations program is a strong, well organized, program of instruction which is tailored to the current needs of the community. Without this vital foundation, the time that would be consumed in developing a PR program would be more wisely spent in improving an ailing Vo-Ag program. A substandard program of instruction will limit the scope and achievements of your students; and a PR program in such a situation will reflect the weaknesses to the public. It is easier to develop an effective PR program in a school that has a good Vo-Ag program than it is in a school that has a bad program.

A FACT FILE

One of the most overlooked steps in developing a PR program is that of establishing a fact file. Locate, arrange, and analyze information pertinent to your department and the FFA. Organize these materials into a fact file of easily accessible resources. This will prove invaluable when you are confronted with an immediate need for information. Your fact file will serve as a source from which to draw ideas for special projects, reports, exhibits, publications, and background information for speeches. Have your FFA chapter select a Chapter Historian to aid you in this task.

DEFINING THE PROBLEM AND THE PUBLICS

Identify your publics. Each one has different characteristics, needs, and interests. Some of your publics include: parents, school administrators, local businessmen, prospective students, and other organizations in your community. The ag department and its activities are interpreted differently by each public according to their filter of attitudes and opinions, and because of the environments in which they function and live.

List each public, its characteristics and interests. Determine what misunderstanding might exist and what idea you want to communicate to each. Design your news releases and activities to appeal to the specific publics you have identified. Try to enlist the aid of someone in your community who works at a local newspaper, radio or television station as a member of your advisory council. The

member will be able to serve as a key resource person in planning and maintaining an up to date PR program. First, tackle the problems you have with the publics most important to your cause. Then, they will help sell your message to your other publics.

TELL YOUR STORY

Now more than ever, the ag teacher is faced with the problem of how to tell the story. Develop a list of the various mass media available in your community. These would include: newspapers, periodicals, radio, CATV, and TV stations, to name a few. You will be able to reach your target publics more efficiently by matching their characteristics with the characteristics of each media.

Example:

Message: John Jones has been awarded the American Farmer Degree. (plus details)

Specific Public Chosen: Area Farmers

Choice of Media: A pre-taped interview with Jones aired during the early morning "Farm Hour" when market prices are given over the local radio station.

A detailed news release which includes several pictures of Jones' enterprises for publication in the county-wide "Farmer's Advance" or local Grange newsletter

PUBLIC INFORMATION ACTIVITIES

Perhaps the most effective way of getting the message out is that of public information activities. Because this method of presentation is keyed to specific publics and the information is passed by direct involvement, the resulting desired effect may tend to last longer that it would if the same information were communicated via the mass media. This personal touch is highly desirable and should be integrated into your PR program. However, it must be noted that in order to be truly effective, public information activities must include a great deal of planning. The following are some activities that have proven effective.

- Greenhand initiation
- Banquets and award programs
- Advisory councils
- Chapter newsletter
- Demonstration programs for local organizations
- Window displays
- Open house and Parents' Nights
- Fair exhibits
- Floats in parades

An informed, involved public is your best advertisement. They will help to sell your program to others because they are a vital part of your program and are proud of it. ◆◆◆

RECRUITMENT REQUIRES AN INFORMED PUBLIC



Leon Boucher

Leon Boucher
Teacher Education
Ohio State University

The demand for qualified teachers of vocational agriculture appears to be increasing while the public is being told there is a surplus of teachers in the nation. Every state is asking, "What can we do to provide an adequate supply of qualified vocational agriculture teachers?"

ONE ANSWER—A RECRUITMENT COMMISSION

In 1968, the Ohio Vocational Agriculture Teachers Association adopted a constitutional amendment for creating a Recruitment Commission for Agricultural Education. A budget of \$250 was provided by the teacher association. The Ohio FFA Association and the Agricultural Education Society at the University also contributed to the commission budget.

The purposes of the commission are:

- a. To develop plans and procedures for acquainting teachers of vocational agriculture with the needs for interested, capable high school students for preparing for the profession.
- b. To cooperate with all other agencies including the College of Agriculture in recruitment of capable high school students for careers in agriculture, including agricultural education.
- c. To develop and disseminate information on the supply and demand for teachers of vocational agriculture.
- d. To recognize the efforts of teachers who are successful in recruitment activities.
- e. To distribute information and materials which will assist teachers in recruitment activities.

THE MEMBERSHIP

The commission members are appointed by the OVATA Executive Committee for three year terms with two teachers appointed each year.

The membership consists of:

- A. Six teachers of vocational agriculture
- B. Two faculty members in teacher education
- C. One representative from the supervisory staff
- D. One representative from the Dean's office of the College of Agriculture
- E. Two undergraduate majors in agricultural education

ACTIVITIES AND RESPONSIBILITIES

Each year, the Agricultural Education Society—the student organization—prepares and presents a twenty minute program at each of the FFA officer training meetings in Ohio. Approximately 1,500 FFA officers attend. Names, addresses, and year in school are secured from those in attendance who indicate an interest in attending Ohio State University. The Dean's office provides the magnetic card typewriter for producing the original letter to each student.

The teacher educators assemble the mailing lists alphabetically by year in high school and in October they write a personal letter to each student. Students are informed of the teaching opportunities in agricultural education and the need to take the ACT test and request an application for admission to the university. Another letter is sent in January to the students that did not request admission applications. They are urged to hurry as deadlines or applications for scholarship assistance terminate February 15. The third letter is mailed in May, indicating, "Its too late," but if you are still interested in Ohio State University, enrollment can be arranged for a subsequent quarter.

RESULTS

The Department of Agricultural Education has a mailing list of over five hundred high school juniors and seniors interested in attending the College of Agriculture.

A five hundred percent increase in attendance at department visitation days has occurred since the personal letter has been used.

There is an increased parent interest in having their son or daughter attending a large university because of the personal attention.

The recruitment efforts helped make Ohio State's College of Agriculture number one in the nation in enrollment on a single campus.

Agricultural Education is securing more majors in the department because of the total increase of students in the college and the personal interest shown the student by staff in Agricultural Education.

Effective communication requires a personal interest approach. ◆◆◆

First, Have Something to Publicize

William P. Power
Public Relations Officer
Office of Vo-Ed
South Carolina Department
of Education

Have you ever noticed how some vo-ag programs, much like old soldiers, seem to never die—they just fade away? In deference to that goodly number of vo-ag teachers already telling themselves, "Well, it hasn't happened to me," I ask one little question—has it? Maybe you'd prefer to skirt the issue by recounting all the vital life signs of your program: The superintendent or principal (dean, etc.) likes it; enrollments and placements have marked steady increases since you took over; funding is adequate-to-good; and nobody—but no nobody—tries to tell you that you aren't doing your job.

If you can credit your program with all of the above vital life signs, then I say, "Congratulations, you've convinced me that your program is indeed 'alive'." However, it remains to be seen whether your program is indeed "well," and that its prognosis should be something other than "guarded."

At this point you are probably convinced that I'm either trying to be difficult or I've unearthed some secret formula for prolonging and enriching vo-ag programs. Neither is the case.

I would like to advance a studied opinion that too many such programs, exhibiting only those vital signs I have cited, are fading away or marking time in an obscure niche within the overall curriculum. Why? . . . because they really are not meeting a vital public need, they are not informing the public that they are meeting such a need, or both.

That's too easy, you say? So you think "a vital public need" is such a broad, nebulous yardstick that just about any program can measure up? Well, let's analyze it for a moment.

First of all, to get technical about

it, programs don't meet public needs, anyway—people do. Likewise, public needs are no more nor less than a composite of individual needs. People (vo-ag teachers, administrators, teacher educators, etc.) design vo-ag programs. And, to determine whether these programs meet vital public needs is to determine if they meet the needs of individuals.

In this context, I would like to ask all vo-ag teachers concerned about the health of their program this question. What have you done for your graduates? Where are they now, and where are they going? Are they employed in agriculture or a related field, or better able now (through your program) to pursue higher education? If they are fortunate enough to launch their own farming operation, have you readied them for the almost awesome economic and managerial challenges which will confront them?

You are probably asking yourself at this point why a public relations person is raising all this hoopla about your programs "meeting a vital public need." I can just hear you asking yourself, "What does this have to do with informing the public about vo-ag programs?" The answer is that it has everything to do with it.

In my humble experience, you see, I have not found that behind every good vo-ag program is a good vo-ag PR effort; rather, behind every good vo-ag PR effort is a solid vo-ag program.

Now, there are any number of lessons to be gleaned from this logic, not the least of which is: don't try to publicize your program until you have one. Neither the press nor the public is fooled very long when this is attempted.

In another perspective, don't expect your program to endure too long unless it is publicized, and the public is informed not only that you are meeting vital needs, but which needs and how they are being met.

Briefly, let me address myself to the mechanics of implementing a vo-ag PR program. I have yet to find a vo-ag teacher who is getting the PR job done by accident. It is always a planned, integral part of his/her total program.

This imports that teachers develop a well-oiled delivery system for getting worthy vo-ag news to the media. More specifically, this means that the teacher either personally writes the appropriate newspaper article, or arranges for it to be done by another member of his staff, a capable student, his school's professional PR staff, or the newspaper staff itself.

It is this same delivery system which produces whatever other PR products are essential to a meaningful vo-ag PR program. And the vo-ag teacher is always the one who follows through to be sure that his program gets its deserved PR support.

Further, though others may take exception to the notion, I have observed no mechanism more potent and promising for vo-ag PR than the FFA and the Young Farmers organizations. Where these programs exist, they virtually provide carte blanche access to media display. Those teachers who haven't discovered this are missing a good opportunity. The only caution I would inject is to properly relate such group activities, in all news releases, to their base which is the instructional program and the students in it.

Finally, I will not be so naive as to tell ag educators that they are entering the age of accountability. That age has been with these educators since their programs took inception at the beginning of this century. I would lift up, however, what I recently heard a veteran South Carolina vo-ag teacher say—"when things get tough in America, we get back to basics."

Solid vo-ag educational programs have been "basic" to our educational system. And basic to these programs has always been a dedicated, competent breed of instructors who consider good PR basic to their programs. It's a very good combination—one that is going to be in even greater demand from now on. ♦♦♦

Publicize American Farmers

J. C. Simmons
Area Supervisor
Louisiana



J. C. Simmons

Throughout the nation in almost every community where Vocational Agriculture has been taught for any length of time, one or more successful recipients of the State Farmer Degree or the American Farmer Degree can be found. These former students of Vocational Agriculture offer an excellent opportunity for teachers of vocational agriculture to inform the public on what their program in Vocational Agriculture Education has contributed toward the success of these high school vocational agriculture graduates.

In most situations, very little effort need be accomplished to obtain an interesting and informative story for the local news media. The step-by-step achievements of these American Farmer Degree recipients in most cases easily lend themselves to very good success stories.

An example of this recently occurred in a department when the new teacher of vocational agriculture made a routine supervisory visit to the farm of one of his students. While visiting the student's project, he met his older brother who told him about being a former student of vocational agriculture in the department and that he had also received the State Farmer Degree and the American Farmer Degree. It was very obvious to the teacher that this young man was now a successful farmer and that he gave credit for much of his success to the instruction he received as a former high school student of vocational agriculture. After further discussion, he mentioned the possibility of doing a follow-up story on the achievements of the young farmer as he became established in farming. This met with the approval of the former student. A reporter from the local



Ronald Jones, right, former vocational agriculture student and FFA member at Thomas (La.) High School, discusses his dairy operation with his former Vocational Agriculture teacher, Billy Ray Crain. Ronald holds the American Farmer Degree.

paper was then contacted and a date was set on which the farm could be visited for the purpose of obtaining pictures and information needed for the news story. The story with pictures was featured in the local paper and received many excellent comments. It was noted that renewed interest relative to the vocational agriculture program in the high school resulted from the news article not only among the adults in the community but also from the present students and the local administrators. As a result, the teacher has now contacted a graduate of the department who received his American Farmer Degree on the basis of his agribusiness record and is now successfully involved in the type of agri-related work that assisted him in being awarded the degree. A news story is now being prepared relative to his achievements. The teacher plans to select one past recipient of the American Farmer Degree or other former student success-

ful in agriculture each year for the same purpose. Similar situations can be duplicated many times throughout the communities where former students of vocational agriculture live and work. Teachers who have been in a department for a number of years would have no problem in selecting former students whose accomplishments and activities would be excellent subjects for this type of publicity. In the case of new teachers in an established department, they should search the files left by the former teachers and then visit the prospective subjects.

For the purpose of informing and up-dating the public, relative to the contributions of the local programs of vocational agriculture education, follow-up news stories on the achievements of American Farmer Degree recipients and others who have advanced in agriculture should certainly be considered. ♦♦♦

COMMUNITY RELATIONS - - A TOOL IN YOUR PROGRAM'S SUCCESS

Scott Redington
Agriculture Instructor
Sheridan College, Sheridan, Wyoming



Scott Redington

A solid community relations program can be set up, carried out and continued with a limited amount of effort on the part of one person and with little out-of-the-treasury or out-of-budget expense.

The prime-requisite is that an advisor sees the need for a good program, is willing to set up a program with its objectives clearly in mind, and is willing to see that these objectives are carried out. Like anything else, if one recognizes and appreciates the value of something and has the desire to see it through, it will usually be a success.

Public Relations is the art or science of developing reciprocal understanding and good will. No one will deny its value, but the question is, how is it set up and carried out? One of the keys to success is to get the students to think public relations, public awareness, and public support, not once or twice a year, but on a continuous basis. The easiest and perhaps the most effective way of gaining public attention is to wear the official FFA jacket, each time that a class, either as a group or individuals, is in front of the public. Purchase of an official jacket is mandatory in many chapters and there is nothing more impressive than to see a group of well-groomed young men and women all wearing their jackets. The personal pride that a student takes in his jacket and his organization will dictate to a large extent how he will act when wearing the jacket in public. Hopefully, we can look to our upper classmen for this guidance. Of course, it helps if we as teachers have *community relations* on our mind continually and instill the idea of its benefit to our members.

A second thing that should be done is to plan a specific program centered

around getting the chapter name called to the attention of the public. This takes some planning and thought to get started but after it is once set up, it can be updated and carried on from year to year with few changes. Set it up in conjunction with your regular activities calendar which already contains dates of such things as conventions, sales, winter fairs, and your annual banquet.

In setting up the formal program, an agriculture teacher should list his goals and objectives on a separate list. Write down all of the community relations items you hope to accomplish.

When your community relations activity list is completed to your satisfaction, walk out to your desk calendar and enter the dates when these activities will be carried out. I find that it is a good plan to write down the date when something is due, and then go back on my calendar about five days and remind myself to get it on my mind. That way, for me at least, it prevents things from building up and then getting shoved aside or forgotten.

That is the "why" of the public relations aspect of your community relations program.

It is not enough that you take yourselves to the public, you must invite the public to come to you. There are several ways that this can be worked to your advantage. To start with, you should pick programs that have worked to your advantage. To start with, you should pick programs that have worked for you or your school in the past. Don't try something that has not worked before.

Open houses per se are received by varying degrees of success in various communities. In some areas people will turn out for anything, while in other communities, open houses are not that successful. If people are likely to visit your facilities when an open invitation is offered, extend to the public an in-

itation to see your facilities and projects.

You might extend an invitation to various groups to hold one of their meetings in your classroom facilities. This might include the executive board of the local farm organizations, the county weed or pest control committee, or any other farm oriented board or committee. If you have an active newcomers club in your area, invite them. They like to move their meetings from place to place and this would be an excellent opportunity to show them your facilities.

PUBLICITY

Publicity, the formal written portion of your community relations program and one of your most valuable tools, takes a bit of planning. The first step in carrying out a publicity campaign is to design an attractive, inexpensive and eye-catching letterhead upon which you can send out your releases. Something simple like "NEWS RELEASE FROM THE UPTOWN FFA CHAPTER" is all it takes. This will make it a bit more appealing and more apt to be picked up and used. The use of a suitable letterhead will let the media know that you are serious about news releases and that they will be forthcoming and more on a regular basis.

Timing of a news release is important and will tend to keep all of the local media happy. They all hate to be scooped, so the time the news release arrives at the news editor's desk is most critical. Local news releases should not be mailed because it is quite likely they will arrive too late for at least some of the media to release the story for that day's edition or news program. News stories should be hand-carried to the media and be programmed to arrive when all media can release them at approximately the same time.

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PRINCIPLES OF PUBLIC RELATIONS

James P. Clouse
Teacher Education
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James P. Clouse

"I See A Hill."
"One small step for man and one giant leap for mankind." How many times have you heard this statement since our astronauts landed on the moon? You probably cannot count the times you have read or heard these words. Maybe the most significant of all the things said on the moon was not this line about the giant leap for mankind, but instead was a little-noticed remark that came moments after touchdown when one of the astronauts reported, "I see a hill." The exclamation "I see a Hill," held an imagination of unseen possibilities, an urge to see what was beyond held a vision of what might be. It held a challenge to mankind and a promise of more challenges to meet and dreams to dream.

In publicizing the local agricultural education department it can always be said, "I see a hill," for there is always the opportunity to keep working, to do a better job of telling the story of agricultural education.

Frequently, we are too close to the program of agricultural education to understand or appreciate the need for a good public relations program.

There are a number of principles appropriate to a good public relations program in agricultural education. I will identify and explore eight of these principles.

1. *Agricultural education does have a public.* As the population in this country, particularly non rural, grows and as food becomes more important, both at home and overseas, the public concern for agricultural education becomes more critical. Our publics are out there. We must determine what they are and make the best possible approach to them.

Recognize and mention your public and audience and give them credit for their efforts.

2. *Agricultural Education does have a public relations program.* Every individual and every group does have public relations and a public relations program. Good public relations result in a good impression made by an organization and its members. Good public relations are the result of people knowing about an organization, believing in the organization, and supporting the organization.

All members of an organization have a responsibility in that organization's public relations program. A good program results in support, both tangible and intangible, and motivates members to continually work harder and accomplish more, individually and as a group.

3. *The individual or organization public relations program is well planned.* Agricultural teachers, FFA members, FFA Alumni members, teacher educators and others as individuals and groups must plan well and plan well in advance if their program is to be successful. Plan the public relations program to tell about the regular program, the things that are happening to your organization and its program.

4. *The public relations program should be "person" oriented.* As you plan the public relations program be sure that proper mention is made of people as individuals and as groups. The program must stress and be built around the solid accomplishments and achievements of people. Stress what people are doing, mention names, dates, places, and activities. Recognize and mention your public and audience and give them credit for their efforts.

Plan a positive approach and point out how the individual or organization has contributed to agriculture, education, leadership, citizenship or cooperation.

5. *The public relations program should be built around specific purposes or themes.* Always keep in mind your purposes and themes. Be sure the program contributes to and supports that central idea. Repeat themes as appropriate. The FFA provides an excellent opportunity for doing this. For example, each year during National FFA Week is an excellent time to publicize the accomplishments of the chapter.

6. *The public relations program should have balance.* Plan the total public relations program so that all facets of the member activities are publicized. For example, the local FFA Alumni affiliate should stress activities, accomplishments, plans and support provided the local FFA chapter. Of course, honestly tell the story and provide the facts necessary for the public to best appreciate and understand what your organization is doing.

7. *The public relations program should be continuous.* Public relations is something that you do all of the time. It becomes a part of your personal or group development program. One story about a vo-ag department activity is fine as a start, but a series of articles, radio or TV programs, or special programs is much better. Consistency of effort pays off both in the number of people who know about your program or organization and the number actively supporting your efforts.

8. *The public relations program should be continuously evaluated.* Measures should be made concerning the effectiveness of your program. Are you reaching the right people? Is your public relations program leading to increased knowledge and understanding

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Reaching Your Public

Alfred J. Mannebach
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and

Barbara V. Lownds
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University of Connecticut

Successful teachers of vocational agriculture know the importance of a good public image. They want the public to know about the purposes, activities, and accomplishments of their programs. Many activities within a vocational agriculture center are worthy of notice, and frequently public recognition is received for various accomplishments. The program provides numerous opportunities for publicity and the alert teacher will capitalize on the potential for keeping the program in the public eye.

When informing the public, we, as teachers, must keep these questions in mind: Whom are we attempting to serve? What message are we presenting to the public? What message is the public getting? How is it being received and interpreted? Is the approach we are using providing us with the most desirable results? Are we getting feedback which indicates that our message is being received by the right people and that they are responding positively in a way which will improve, benefit, or promote the vocational agriculture program?

Answers to some of these questions were found by Connecticut teachers of vocational agriculture who participated in a statewide survey of farmers and agribusinessmen. The primary purpose of the survey was to collect employment opportunity and community resource data through personal interviews. However, participation in the survey provided the teachers the opportunity to visit places of business and, in an interview situation, to collect needed information, discuss mutual problems and concerns, inform employers of the basic purposes of the vocational agriculture program, and determine what the business could do for the vocational agriculture program and what the program could do for the farmer or agribusinessman.

Each teacher completed approximately twenty interviews with farmers

and agribusinessmen. The interviews were conducted during the summer and fall of 1974. The survey was supported by the Division of Vocational Education, Connecticut State Department of Education, and was directed by teacher education personnel at the University of Connecticut.

While conducting the interviews on farms and in places of business, the vocational agriculture teachers presented three kinds of information to the employers. First, they informed the employers of what they could do on their farms or in their businesses to help promote or enrich the program of vocational agriculture. Second, they related to the farmers and agribusinessmen what the program of vocational agriculture could do for them. Third, the teachers presented each employer a brochure which described more fully the program of vocational agriculture offered in Connecticut.

How did the farmers and agribusinessmen respond to being informed about their potential involvement in the program of vocational agriculture? The answer depends upon the kind of information provided and the way it was presented.

For example, teachers explained to employers that they could help the vocational agriculture program by hiring qualified vocational agriculture graduates. Many employers were unaware that the program is a source of trained and qualified personnel. They were also unaware of the mutual benefits to be derived from a cooperative student-placement and employment effort.

Employers were pleased that young people were being prepared to work in the diverse areas of farm and non-farm agriculture. Many expressed an interest in someday hiring qualified graduates of the vocational agriculture program.

Employers were also made aware of the opportunity to hire students on a part-time basis for supervised occupa-

tional experience. Many farmers and agribusinessmen were already involved as cooperating employers, but to others the program was new. Conducting the interviews gave the teachers an excellent opportunity to meet more farmers and agribusinessmen in their regions and to acquaint them with the program.

The employers were asked if they would be willing to serve as resource persons in the classroom, to provide demonstrations at school or in the business, to permit students or classes to observe business operations, or to help the school in any other way. Many employers welcomed the opportunity to become involved in these activities and to assist with the vocational agriculture program.

The farmers and agribusinessmen were also told what the program of vocational agriculture could do for them. The teachers explained that the program could provide access to selected educational resources and information about agricultural subjects, and it could sponsor workshops or seminars on current agricultural issues. Employers were informed that almost any area of adult education in agriculture could be offered through the vocational agriculture centers and that the program would be open to them and their employees. Again, many employers were aware of adult education programs, however, they had not thought of adult education as a means of upgrading or undating themselves and their employees.

At the end of the interview, the teacher left a brochure with the farmer or agribusinessman. The brochure served several purposes, among which were to acquaint the interviewee with regional vocational agriculture programs, the centers where programs are offered, instructional areas in which training is available, and the person

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to contact for information. Information was provided on current programs of vocational agriculture instruction designed to prepare persons for entry into and advancement in agricultural occupations, both on a high school and adult level. In addition, national and state statistics were provided. A description of the FFA, its composition, opportunities, and emphasis were also

(Redington—from page 228)

Some media will respect a "Release Time Heading" and some will not, so you will have to learn the ethical habits of your local papers and radio stations before you can use them with any degree of assurance. Suppose your chapter has made their selection of those students and adults who will receive awards at your annual banquet but the announcement will not be made until the night of the banquet. It is possible to write the news release in advance and deliver it with a memorandum at the top which indicates the date and time it is to be released. This method will allow you to write your release in advance, have it out of the way a day or two early and will assure you that the release will be made as soon as the awards have been presented.

Follow-up stories are as important as the pre-release that told about what was going to happen. The public is often more interested in the post-event release than in the pre-event release. Suppose you have a news story that reports that your judging team will compete in the state contest. This will be of interest to those involved, their families, and those closely associated with the organization. However, a picture of the winning team and successful individuals along with mention of the trip you will be making to national competition will interest the entire community.

Live or taped radio programs are very effective and every station budgets

(Clouse—from page 229)

about the program? Do you get enough information as a result of your public relations program to properly revise and update your program?

A good public relations program can and should be a tool resulting in change for the better in your personal or group program.

included.

The opportunity to interview farmers and agribusinessmen on a systematic basis served as an excellent way to inform the public about the program of vocational agriculture in Connecticut. As a result of the person-to-person interviews, the teachers have a greater understanding of the needs of farmers and agribusinessmen, the qualifications required by agricultural workers, and the resources available to the program

a certain amount of time during their broadcast week to community service programming. Often they do not have material to fill these program slots. It is usually yours for the asking and will give your chapter members valuable training as well as act as a valuable promotional tool.

ADVERTISING

The advertising portion of your community relations program has a two-fold objective. First, it informs the public of money-making activities you are undertaking and gives an open invitation to participate financially, and secondly, it does aid in keeping the chapter's name and activities in front of the public.

Most advertising is paid for by someone, either the chapter or a sponsoring organization but on the other hand, much of your advertising can be received free in the form of news stories and releases. Most radio stations and newspapers have a policy that if advertising time or space is purchased, they will run associated stories as a news item. In this way, your chapter can get double coverage of one event or activity.

Timeliness of paid advertising is important, as an advertisement or radio commercial that is run too far in advance may be forgotten. On the other hand, it must give those people who plan to attend time to make plans. You must also consider how newspapers in your area are distributed. If most

In a "Public Relations Program" as in solar exploration we must continue to look for the hills and beyond. Good public relations hold a challenge for all of us in Agricultural Education. Our efforts may be in behalf of teacher education, state supervision, the local vo-ag department, the FFA chapter or

of vocational agriculture. In addition, the farmers and agribusiness persons have a better understanding of what the program of vocational agriculture can do for them and what they can do for it. The mutual benefits being derived from the face-to-face interaction, both by the teachers and the employers, are instrumental in keeping the program of vocational agriculture current with the changing needs of farmers and agribusinessmen. ◆◆◆

rural areas get their daily paper by mail they may be a day late in receiving each paper. A newspaper advertisement run on the day of the activity may not be read by the rural community until the date after the activity has taken place.

After the completion of your activity, it is important that a newspaper follow-up advertisement is run. It should take the form of a public thank-you and in it you should thank those who attended, as well as list those firms and merchants who may have directly participated. It is common to list those people who donated time or merchandise to the project, and express public appreciation. One pitfall that must be avoided is that it is easy to forget the name of one of the contributors. The list of names must be carefully put together and checked with a great deal of care. Advertising, although an expense, is necessary to draw a paying public.

Publicity, advertising, radio programs, public appearance; they all add up to one thing: Community Relations—A Tool To Your Program's Success. It is not enough that we use only one of these tools or use them only occasionally during our activities year. By and large, the success of our agriculture and FFA program depends on the public knowledge of the program and their acceptance of it. Use those tools which are available to build a stronger more productive chapter. The rewards are many. ◆◆◆

the FFA Alumni affiliate. The world needs people in agriculture who have a program based on production, service and personal development. That is what Agricultural Education is all about. May we always continue to keep our program strong and then strongly publicize our program. ◆◆◆

Tips on Writing News Articles

Shannon White
Vo-Ag Instructor
Bradford, Ohio



Shannon White

The vocational agriculture teacher may use newspaper articles in several ways; usually to announce meetings, tours, or field trips to acquaint the public with different aspects of the program or to give recognition to members of his classes. Newspaper articles can help pass along many facts and make the public more aware of the overall vocational agricultural program.

In writing a news story, the teacher should follow accepted journalism rules so that the copy will be in its most useful form when it reaches the editor.

Each news story of any consequence is told three times in a newspaper: in the headline, in the lead, and in the body of the story.

The headline should tell what the story is about. The lead is the first paragraph or two, or perhaps even three containing the gist of the story. The body of a news story gives additional information on the news item.

The lead must answer the "Who? What? When? Where? and Why?" concerning the facts. If the lead answers these "Five W's," it will be complete.

Example of Five W's in a Lead

"John Jones (Who) of rural Smithsville (Where) was selected as outstanding (What) member of the Boone County Young Farmer Chapter at its regular meeting Thursday, January 15th (When). Jones has been active in the YFA (Why) for 10 years and has served in a number of offices and committees."

In writing about the vocational agriculture program the teacher must remember to localize the story. References to local people, organizations and

events will hold the reader's interest. People like to read about themselves or their friends.

The key facts of the story should be included in the lead. Additional information in the body should be ar-

ranged in order of importance of these facts.

Each paragraph in a news story is ordinarily more important than the one below it. Arranging a story in this manner makes the reading easy.

Figure 1. Format of a News Release

<p>John Smith, Teacher of Vo-Ag, Smithville, 264-3000 Boone County Times</p> <p>Release Jan. 15, 1975</p> <p>Jones Named Outstanding Young Farmer</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;">--more--</p>	<ul style="list-style-type: none"> - Writer's Name and Address - Telephone Number - Recipient - Release Date - "slug" (or suggested headline) telling what the story is about - double-spaced typed copy
<p>Notation showing that the article continues on other pages.</p>	<p>Jones named...p. 2.</p> <hr/> <hr/> <hr/> <hr/>
<p>Signifies the end of the article.</p>	<p style="text-align: center;">-30-</p>

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Choice of Tests in Evaluation

Jay P. Grimes
Teacher Education
Texas A&M University



Jay P. Grimes

Evaluation of students is probably one of the most difficult and least enjoyable responsibilities assigned to the teaching profession. This chore, however distasteful to teachers and students, is still essential to the functioning of our existing educational system. In addition, evaluation which provides grade book entries also can tell much about the quality of learning and the quality of teaching that has taken place. Unfortunately, in meeting the system's need for grades, a teacher perhaps does not select the evaluation technique that will also indicate the teaching and learning quality.

Even though most teachers are familiar with a variety of evaluation techniques, all too often they forget to use or are uncertain about the appropriateness of the available alternatives. To overcome this tendency, and at the same time increase the effectiveness of his or her instruction, the teacher needs to do two things. First, he needs to refamiliarize himself with the characteristics of the basic evaluation techniques. Then, as he develops student objectives, the teacher can match those characteristics with the kinds of performance he really wants his students to master. Realistic objectives stated in terms of specific student performance will indicate the appropriate evaluation technique or techniques to be used for measuring the progress students make. Student evaluation then becomes simply a matter of applying the chosen techniques.

Although the evaluation techniques may be known by a variety of names, observation, oral questions, written tests, procedure ratings, and product tests are basic evaluation techniques of

particular value to the vocational agriculture teacher. Each of these five techniques possesses distinctive characteristics that makes it especially useful for measurement of particular kinds of performance. Familiarity with these characteristics and consideration of examples of technique application can help any teacher become more effective in evaluating his students.

OBSERVATION

Observation is probably the most commonly used evaluation technique. It involves watching and listening to student behavior under normal non-testing conditions. Observation is especially appropriate in evaluating lesson objectives that involve attitudes. Since formal observation can only provide a general impression or a sample of usual behavior, considerable time is required to gain enough information through observation for making the value judgment. In addition there is always the danger of misinterpreting student behavior.

An example of applying observation might be as follows: One of the lesson objectives for a cooperative part-time training program is for students to demonstrate an understanding of the importance of punctuality. For three weeks after that lesson, Billy, a regular late-comer, arrives at his work station on time. By intentionally observing Billy's behavior the teacher receives the impression that Billy's attitude about promptness has improved. Even though a precise measure of Billy's promptness was made, only a general indication of his attitude can be gained. This indication would probably be more accurate, however, than an evaluation of Billy's answer to an oral or written question about promptness.

ORAL QUESTIONING

Oral questioning, a second common-

ly used evaluation technique, is especially useful when lesson objectives call for remembering factual information and expressing facts or ideas *orally*. While this technique is capable of providing a fairly accurate measure of the amount of information retained and the ability to express that information, oral questioning usually provides only a limited sampling of an individual's capabilities or knowledge, especially in larger classes. Oral questioning is most appropriate for short-term evaluation and can be used at virtually any point during a lesson. Care must be taken, however, to phrase questions carefully, distribute questions equally throughout the class, and not misinterpret low ability or dislike for oral expression as a lack of knowledge.

In preparing senior students for placement, teachers sometimes use role playing to stimulate job interviews. A lesson objective for this type activity might call for students to answer questions concerning their agricultural training. This objective calls for oral questioning as an appropriate technique for evaluating student ability to recall and express information orally.

WRITTEN TESTING

Written testing, the most commonly recognized evaluation technique, uses written questions that require students to use memory, reasoning, judgment, or creative thinking. They provide a sampling of *each* student's capacity to retain information and ability to express that information in writing. Written tests are of particular value when students need to exhibit the ability to recognize or remember words or symbols. Since written tests are more formal and comprehensive, they lend themselves to "terminal" evaluation at the completion of a lesson, unit, or course. Inaccurate evaluations can re-

(Continued on page 237)

Leaders in Ag. Ed. - - Past and Present

Clarence Bundy
Historical Editor and
Professor Emeritus
Iowa State University



Clarence Bundy

Many individuals have contributed greatly to agricultural education since the passage of the Smith-Hughes Act in 1917, and some had much to do with the teaching of agriculture at the secondary level previous to 1917. The *Agricultural Education Magazine* has through the years provided an opportunity to recognize the contribution of a large number of educators. In Volume 1, a section of the magazine was entitled "Our Leaders in Agricultural Education." Early issues also carried articles describing the accomplishments of master teachers in individual states. In later volumes recognition was given to "pioneers," "contributors," and "leaders" in agricultural education.

Dr. Harry Kitts in 1971 prevailed upon Dr. Oscar Loreen of Washington State University to serve as a special editor of a section of the Magazine and during the next two years twenty pioneers in agricultural education were

recognized. The series of articles has been greatly appreciated. It has provided an historical background of the development of agricultural education, and has provided an opportunity for younger professional workers to become acquainted with the individuals whose footsteps they are following.

Dr. Loreen and his contributors did a marvelous job and we hope that the historical section of the Magazine will continue to be an interesting, informative, and motivational part of the Magazine. The new special editor of the historical section would like to title the section "Leaders in Agricultural Education." The change in title will permit recognition of current as well as pioneer leaders in our profession. To some the term pioneer refers only to those who were active during the formative, early years of agricultural education. Others are of the opinion that we are pioneers in many areas of agricultural education at the present time. The new title of the section will permit us to recognize teachers in local independent school districts, area vocational-technical schools and community colleges, administrative and supervisory

personnel at all levels, and members of teacher education staffs.

While the special editor will be contacting individuals to obtain articles recognizing specific individuals, it is hoped that personnel in the individual states will prepare appropriate articles and forward them to him. There are a large number of individuals who have devoted 20 to 45 years to the improvement of agricultural education. Many are living and active, others are deceased. There are others who have made very valuable contributions in much shorter periods of time.

Our goal is to recognize one leader each month. It is suggested that the articles include three typed pages, double spaced. A picture of the leader and one of the author are needed. The readers will be interested in family and educational backgrounds of the honorees, as well as a summary of their professional accomplishments and contributions to agricultural education. The series of leaders begins with Mark Nichols in this issue. The next two leaders featured will be Carsie Hammonds and Warren Weiler. ♦♦♦

(White—from page 232)

A news release should be typed, double-spaced, on white or yellow paper. In the upper right-hand corner the writer's name, address and telephone number plus the recipient (reporter or editor and name of the newspaper) and release date. Three inches of space should be left at the top of the first sheet; two inches are sufficient for succeeding pages. A one inch margin should be left at the sides and bottom. When more than one sheet is used "more" should be typed at the bottom of each sheet to show that additional copy follows. At the end of the article the number "30" is written.

The teacher should be sure to make a copy for the Department's file. A sample format is shown in Figure I.

Good action pictures improve the release and help insure that it will be used. Glossy black and white photographs having a caption attached to the back with adhesive tape should be provided.

In many cases, the local newspaper will have a person who will take pictures and even write the copy for articles. In a situation like this, the teacher should work to develop a good relationship, keeping this person informed about departmental activities and providing the information needed for good articles.

The newspaper is still one of the most desirable forms of reaching people. The good vocational agriculture teacher should make use of the newspaper in reporting his programs. ♦♦

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Leader in Agricultural Education:

MARK NICHOLS

by Elvin Downs*



Mark Nichols is affectionately known throughout Utah as "Mr. Vocational Education." It just might be that you know him, too, by this respected title. His footprints not only extend throughout our nation but into foreign countries, including Russia.

It all began on a small general farm in 1901 in Brigham City, Utah. Mark was born of good pioneer stock and learned early in life the full meaning of the word "work." He graduated from Box Elder High School in 1920, having enrolled in the first class of vocational agriculture offered at the high school the fall of 1918. Little did he know that this class marked the beginning of a life-long career in vocational education.

Mark graduated from Utah State University in 1924 with majors in agronomy and animal science. As a student at Utah State, he was active in student affairs and participated in musicals of all kinds. As a member of the University male quartet, he toured Utah and nearby states singing for high school and community groups. In 1940, he completed his master's degree in Agricultural Education, also from Utah State University.

Mark's first teaching experience came in the fall of 1924 at Weston High School in Weston, Idaho, where he taught agriculture, biology, and did a bit of coaching. For a little extra-curricular excitement, he organized his own dance band and played throughout all of Cache Valley. They were

known as the Nichol's Rythum Rustlers. In 1927, he moved to Bear River High School in Garland, Utah, where he taught vocational agriculture for ten years in a two-man department. It was in this assignment that Mark's abilities really became recognized. His FFA chapter placed among the top ten in the nation. His students exhibited fat and breeding livestock throughout Utah, and on several occasions, took carlots of cattle to the Cow Palace in San Francisco, California, and to Portland, Oregon. His public speakers were state winners, placed high in regional competition and on at least one occasion, participated for national honors. He still speaks of the "ton litter" of pork produced by one of his vo-ag students in a state contest. Accurate follow-up records were kept on each of his students. Though most of his vo-ag teaching was done some 40 to 50 years ago, he did the very things that we are encouraging young teachers to do today. He scored extremely high on such things as: (1) Advising the local FFA chapter, (2) supervising occupational experience programs, (3) student accountability, (4) individualized instruction, and (5) project record keeping. Yes, Mark did it all in the vo-ag classroom and in the field and he did it well.

With reluctance, Mark left the classroom in 1937 and became State Supervisor of Agricultural Education for the



Elvin Downs

*Elvin Downs is State Specialist in Agricultural Education in Utah.

State of Utah and moved from beautiful Bear River Valley to Salt Lake City. He occupied this position until 1958 when he was asked to devote full time to his part-time assignment as State Director of Vocational Education. This position he held until his retirement in 1968.

Mark received a leave of absence during 1948 and served as director of youth education for the American Institute of Cooperation, Washington, D. C. During the year, he traveled more than 50,000 miles, visited some 38 universities, and also visited 30 state departments of public instruction. In 1958, Mark served on a two-man commission and made an agricultural education survey of Alaska for the University of Alaska. Once again, his greatness was recognized in 1960 when he was chosen a member of a three-man commission to observe vocational-technical programs in Russian schools. This commission was appointed by the A.V.A. and the U.S. Office of Education. Upon their return, Mr. Nichols made a comprehensive report of his observations to the *U.S. News and World Report* magazine.

Mark has always stepped forward when a job was to be done and volunteered his services. His professional assignments are almost too numerous to mention, but let's name a few. He is a life member of both the Utah Vocational Association and the American Vocational Association. He is a member of the Alpha Sigma Nu, Phi Kappa Phi, and the Alpha Tau Alpha fraternities. He served on the National FFA Advisory Council in 1946-48 representing the Pacific Region. His sincere and dedicated interest in young farmers placed him on the National Young Farmers Advisory Committee in 1950 until 1952. During the same year, he served as a member of a National Committee for the Improvement and Further Development of Vocational Education (composed of four

(Concluded on page 238)

AN ADEQUATE CURRICULUM IN PREPARING TEACHERS OF VOCATIONAL AGRICULTURE HAS MANY FEATURES



Ralph Bender

One of the most important and challenging aspects in the development of effective programs in vocational education in agriculture is the provision of an adequate curriculum through which teachers are prepared. The curriculum includes meeting the needs of teaching personnel in each of the taxonomy areas including practical, technical, and professional training and sufficient general education to enable the teacher to relate teaching education to school and societal goals and problems. Methods and techniques in carrying out the curriculum are an integral and basic part in the development of the prospective teacher's competence. A pre-service program is only sufficient to help assure a successful start in teaching. Continuous in-service education is necessary in such a dynamic area as agricultural education.

The following is a brief description of the various features of the pre-service curriculum at The Ohio State University to meet the many needs of teachers of vocational agriculture.

Preparation for Each Taxonomy Area

In Ohio since June 1, 1972 the Teacher Education and Certification Division of the State Department of Education has had standards whereby each teacher of vocational agriculture must be certified in the specific taxonomy area in which he is teaching. This resulted in the development of curriculums at The Ohio State University for separate certification in Agricultural Business Supplies and Services, Agricultural-Industrial Equipment and Service, Agricultural Products Processing, Horticulture, Agricultural Resources Conservation, and Forestry in addition to Production Agriculture which has some special programs in Small Animal Care and Farm Business Management. All of these preparation programs are similar in terms of demanding at least 60

Ralph E. Bender and L. H. Newcomb
Department of Agricultural Education
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quarter hours of agriculture, 33 quarter hours of professional work, general education courses, and at least one year of occupational experience in the specific taxonomy area.

In each taxonomy area, a minimum of 24 hours of specialized courses is specified. For example, in the Agricultural Business Supplies and Services, it is necessary for such teachers to have course work in agricultural business management, marketing, and agricultural finance. In addition, suggested areas for preparation include the application of the computer to agricultural management decisions, management concepts in agricultural business, cooperation in business, principles of accounting, legal environment of business, and staff personnel management. The certification requirements specify the areas without naming specific course titles in order to facilitate a reciprocal program for those who have some or all of their training from an institution other than Ohio State. At Ohio State, however, specific courses for most of the 24 hours of specialized work are indicated.

The very capable students with superior academic ability may participate in the honors program which provides more flexibility so far as having strict regard to prerequisites and class standing. Some of the students in the honors program participate in the agriculture-graduate program which enables them to shorten the time required to attain the Bachelor of Science and Master's degrees. In all of the curriculums, students have a number of free electives to better meet individual interests and needs.

A recent development in agricultural education at Ohio State has been the development of a dual major program in cooperation with the Departments of Agricultural Economics, Agronomy, Animal Science, Dairy Science, Poultry

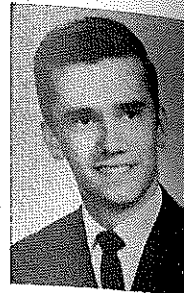
Science, and Horticulture. Students meet the requirements for a major in both departments. The program was developed to provide increased occupational choices, a broader scope of preparation, and a higher degree of technical knowledge in a subject matter department. It is being well received by the students.

Professional Features of the Curriculum

As a prospective teacher develops his technical expertise, he must also develop the ability to convey concepts and skills in his area of specialization. If the profession is to improve, it is essential that candidates not suited for teaching be allowed to discover that fact early. Therefore, it is crucial that teaching candidates have early and continuous field based experience.

Regularly prepared Ohio State agricultural education students enroll in the first agricultural education course the third quarter of their freshman year or shortly thereafter. The first course is a survey of the agricultural education profession. While in this class each student is required to spend at least two one-half days in local departments making selected observations to better acquaint them with the operation of local programs. As a part of the requirements of the course, a number of students spend additional time in local schools becoming more familiar with FFA, adult programs, or other facets of the program, depending on their previous levels of competency. Students also do some micro-teaching using instant video replay.

During the September immediately after enrolling in the first course, each student is involved in a three to four week period of observation and participation in a selected local department. Emphasis is given in this and succeeding courses to developing competencies necessary for success in teach-



L. H. Newcomb

(Bender—from page 236)
ing vocational agriculture. Depending upon the students' needs and when he/she plans to do student teaching, another field experience may be arranged.

Two quarters before student teaching each student is assigned to the school where he/she will do student teaching. Soon after the time of assignment each student visits the department and determines some of the units he/she will teach and learns some of the details concerning teaching materials and facilities available, agriculture of the community, schedule, school policy, and philosophy of his cooperator. Then, the quarter preceding student teaching the prospective student teacher enrolls in a methods course where, among other instruction, lessons for student teaching are planned. Students teach segments of the lessons they planned for student teaching in lab each week. These lessons are videotaped, replayed, and analyzed with the class. Students have the opportunity to view the tapes additionally at their convenience. During the course, the class spends additional time in local departments and vocational centers.

Students participate in the activities of the Agricultural Education Society to better prepare themselves as future teachers of vocational agriculture. The professional activities of the Society are very helpful in developing specific competencies needed by advisers of youth organizations. Participation in such activities as planning an awards banquet, providing a party for retarded students, attending the National FFA Convention, and conducting money raising projects as a model for activities these students will supervise as

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sult from the use of written tests if questions are poorly phrased or students have low reading or writing ability. Also, accuracy of evaluation can be reduced when students are highly susceptible to "test pressure."

A written test that required students to list names of parts needed for a specific job and then look up the corresponding numbers would be highly realistic for students completing a tractor mechanics program. In this example the test evaluates remembering, reading, and writing skills of a type that could be expected on the job.

future FFA advisers.

The professional experience of undergraduates is capped off with a full quarter of student teaching for 15 hours credit. This experience is conducted cooperatively by the Department of Agricultural Education and the local teacher who is specifically trained for the task and remunerated for his efforts. Students are placed in cooperating schools throughout the state that meet minimum criteria agreed upon by state supervisors and teacher educators. In addition to close supervision from the local vocational agriculture instructor and the University faculty member, students also attend four or five seminars during the quarter and complete a number of written assignments.

To supplement the inadequate supply of regularly trained teachers of vocational agriculture in Ohio, persons with a rich background of approved on-the-job experience and prospects of becoming an effective teacher may be hired on a one-year certificate. Ohio State has provided professional training for approximately forty such new teachers each of the last two years. Their level of formal education ranges from a high school diploma to the Doctor of Philosophy degree.

The industry-recruited teachers enroll in six quarter hours of pre-service professional course work in August. They are then visited twice each month and return to campus for a two-week workshop the following June. They complete course work for their four-year certificate by participating in the bi-monthly visitation program again the second year on the job. Most of these teachers are employed in the specialized programs, such as Agricul-

tural-Industrial Equipment and Service, offered at the vocational centers.

Internships in Agriculture

In order to develop more occupational competence on the part of the prospective teacher, the Department of Agricultural Education is developing a program of internships in agriculture. At the time of this writing the department has generally agreed upon the general provisions to be included in the program. In the production agriculture area, for example, students will be placed with efficient commercial farmers who have need for additional manpower and interested in helping to develop a good educational experience for the students. Placement on the farms will be facilitated by cooperating teachers of vocational agriculture who have either strong young farmer programs and/or are involved in conducting farm business planning and analysis programs. A training program developed with the student and in cooperation with the farmer becomes the guide for the experiences to be provided over a period of a few weeks or as long as six months as is desired. The training program is based upon the tasks to be performed and competencies needed in the taxonomy area. The student receives wages that are cooperatively contracted. University credit is given for this experience.

In some cases it will be possible for a student to spend as much as six months time with student teaching and practical experience coordinated by the cooperating teacher and the University supervisor. The various forms of participating in practical experience will be available in each of the taxonomy areas. ◆◆◆

PROCEDURE RATINGS

Procedure ratings, which involve formal observation of student performance, are especially valuable for evaluation of abilities that combine to make up a skill. By evaluating the ability of the individual student to actually perform specific aspects of a process or procedure, procedure ratings lend themselves to evaluation of shop work and field experiences. They can provide a wide range of information from general impressions to specific and accurate measures of skill efficiency. The lesson objectives, group size, and

time available help to determine the kind of information gained. This evaluation technique is especially valuable during skill development and practice to increase speed and accuracy.

Students learning to arc weld must combine the abilities of striking an arc, maintaining that arc, and controlling the angle and movement of the electrode. As the overall skill of arc welding is being acquired, rating of these abilities, rather than evaluation of the final product, is most appropriate. This technique allows the teacher to spot "problems" or prevent development of
(Concluded on next page)

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state superintendents and four state directors of vocational education) appointed by the U. S. Commissioner of Education. In 1946-47, Mark served as national chairman of the Agricultural Section Program Committee of A.V.A. His real opportunity to serve came in 1951 when he was elected vice president of the A.V.A. representing agriculture, and in 1953 he was chosen president of the American Vocational Association, perhaps the highlight of his illustrious career. Once again in 1963, he was called to serve his fellowmen as president of the National Association of State Directors of Vocational Education.

Mark has always had a keen interest in the *Agricultural Education Magazine* and has written profusely on timely topics in the broad field of agricultural education. During 1947, he served as national chairman of the Agricultural Education Managing and Editing Board and as a business manager of the magazine during 1949 until 1952. His book, *Young Farmers—Their Problems*, published by the Interstate Printers and Publishing Company, Danville, Illinois, has been widely acclaimed by young farmers and leaders in agricultural education.

As a resource person, Mark Nichols has conducted workshops, summer sessions, and leadership seminars on the campuses of many of our great land grant institutions. He was a visiting instructor in agricultural education at Clemson College, South Carolina, in 1949. He served as conference leader in agricultural education of the Nevada

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habits that might reduce overall performance.

PRODUCT TESTING

The fifth technique, *product testing*, uses measurements of the product of skill performance. This type of "terminal evaluation" is especially valuable when lesson objectives concern production of a quality product. A product test based on actual job requirements can provide a highly accurate assessment of the student's skill accuracy.

An example of product testing for arc welding is the bend test. A primary requirement of most welding is that the point where metals are joined be

Vo-Ag Teachers Association, Carson City, Nevada, 1950. Mark was the director of a 1955 workshop at Ohio State University for state supervisors of agricultural education from 15 states. He was the visiting instructor in agricultural education, University of Illinois, Urbana, Illinois, in the summer of 1952, and performed the same assignment at Pennsylvania State University in the summer of 1957. Again in 1960, he traveled to Carbondale, Illinois, and conducted a leadership conference for agricultural educators at the University of Southern Illinois. He served most effectively as a member of the Advisory Committee to the National Vocational-Technical Education Research Center, Ohio State University, 1964 to 1968.

Numerous special and distinguished service awards have been presented to Mark. They include the following: (1) The Distinguished Service Award from Utah State University, 1967, (2) the Distinguished Service Award from the Utah Manufacturers Association, 1969, and (3) the Distinguished Service Award from the Utah Vocational Association, 1970.

In addition to his busy and productive career in the field of agricultural education, Mark has given freely of his time, effort, and means in the interest of his church and community. While a vo-ag teacher, he served as president of the Garland Lion's Club. He served as Bishop of the Garland L.D.S. Ward for four years, 1934-37. He has been a member of the Executive Committee, Salt Lake Council of the Boy Scouts of America for more than 35 years. He

strong and resist breaking. A bend test takes a welded joint constructed by the student and subjects that product to a bending stress equal to or greater than expected under normal job conditions.

SUMMARY

By having clearly in mind what his students should be able to do and remembering the characteristics of the five evaluation techniques discussed, a teacher can readily select the appropriate technique or combination of techniques for evaluating a lesson, a unit, or a course of instruction. If, in the job situation, students will be expected to exhibit certain attitudes, then observation will probably provide the

was duly recognized in 1960 for his leadership in the Scouting program when he received the coveted Silver Beaver Award. For two years, 1966-67, Mark served as Governor of the Utah Society of Mayflower Descendants.

Mark married his college sweetheart, Josephine Burningham, in 1926 and she has distinguished herself in the field of home economics to the same degree that her illustrious husband has gained renown in agricultural education. Two lovely daughters were born to Mark and Josephine—Marilyn and Joan. They are married and have presented the Nichols with six grandchildren.

Though Mark officially retired from his position as director of Vocational Education in 1968, he is still going strong. He directed a special vocational program known as "Project Success" for three years, 1968-71, in several of Utah's large high schools. In 1969, he was employed on a part-time basis by the American Vocational Association as Western Regional Staff Representative, a position he holds today. For relaxation, he still plays the piano and writes a bit of music.

It was my distinct pleasure to sit arm to arm with this good man for 18 years in a small office in Utah's State Capitol Building. I know him to have been an honest, hardworking man not satisfied with ordinary performance. He truly deserves the title "Mr. Vocational Education" given him by Utah educators and business associates. Utah, and yes the nation, enjoy an improved vocational image because of the efforts of this great man. Hats off to Mark Nichols! ♦♦♦

most fruitful evaluation. When the ability to react to oral questions is called for by lesson objectives, either directly or implied, evaluate with *oral questioning*. Evaluate with *written tests* when students can realistically be expected to read, remember, and write verbal or symbol information. When skills are being developed use *procedure ratings* to "sharpen" ability and when skills should have reached the necessary level of efficiency apply the appropriate product test. By matching objectives and evaluation techniques, the teacher can not only provide the most equitable means for judging his students, but also introduces a high degree of relevance and realism to his teaching. ♦♦♦

BOOK REVIEWS

WORLD PROTEIN RESOURCES, by Allen Jones. New York: John Wiley & Sons, 1974, 381 pp., \$17.50

The timeliness of Mr. Jones' book is reinforced daily as we are besieged by headlines warning of worldwide famine and by newsphotos of children suffering from kwashiorkor. Though the United States is preoccupied with energy resources, much of the rest of the world is more concerned with protein resources. We are fortunate in this country that our protein crisis is still limited to finding a substitute for beefsteak at Sunday dinner. In Africa and Asia, the expense and scarcity of protein results in death, or perhaps a fate even more cruel: the doom of generations of undernourished children to mental incompetency. Allen Jones is well-qualified to have written a book on this important subject. He is a food technology consultant currently serving as an advisor to the United Nations Industrial Development Organization and has written extensively about food sources.

In his introductory chapters, Jones briefly discusses protein chemistry, the necessity of proteins in the human diet, vitamins, minerals, and the preservation of foods. This introduction is followed by an authoritative and definitive study of protein sources. He divides world protein resources into three classifications: animal, vegetable, and microbial proteins. His treatment of the latter category involves a fascinating discussion of the possibilities of algae, fungi, yeasts, bacteria, and even oil as food or protein sources. Jones' experience as a food technologist is readily apparent as he expertly discusses the technological problems presented when producing, harvesting, transporting, and storing proteins.

The concluding section of the book is devoted to protein economics. Though we often approach the question of food supply from a strictly humanitarian point of view, economics cannot be ignored. As Jones points out, protein production is a business which is dependent upon supply and demand, capital, and efficient management and marketing procedures. One chapter deals with selected individual countries and analyzes their economic and agricultural situations. In the last chapter Mr. Jones leaves us with a glimpse of the future and lists trends in the production of proteins that he foresees. One of his many interesting suggestions is that the world discard unreasonable social attitudes and investigate unfamiliar animals as potential food sources, particularly those which attack crops such as rodents, insect grubs, and birds.

The layman realizes that there is a protein crisis in the world today but is limited by news and television accounts to a scant and superficial knowledge of the problem. Mr. Jones' book is an invaluable resource for the teacher or student who wishes to understand more fully proteins and their role in man's existence. The book is written at an intermediate level and is an excellent reference suitable for high schools, colleges, and the general public. It would also be a fine text for a protein unit in a human nutrition course.

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FUNDAMENTALS OF MACHINE OPERATION: TRACTORS, by Donald E. Borgman, Everette Hainline and Melvin E. Long. Moline, Illinois: Deere & Company, 1974, 296 pp., \$6.95

The text introduces various aspects of tractor engine and power trains. It also covers operation and maintenance, controls and instruments, operations safety—including the attaching and removing of equipment, field operations, and implement transportation.

The introduction is excellent. A well developed history of tractors from their inception to the latest, large, articulated tractors is presented in chronological order. One should find it very easy to follow the development of the modern agricultural tractor.

The unit on engines is an undated and revised version of an earlier John Deere Publication, *Fundamentals of Service: Engines*. Many schematic drawings and illustrations are presented, as well as photographs of the actual components in cut-away views.

The power train unit introduces hydro-

static drives—explained in more detail in the following unit on hydraulics. Basic hydraulic principles are introduced, many of which were explained and illustrated in greater detail in the earlier John Deere publication on hydraulics, *Fundamentals of Service: Hydraulics*.

The text is well organized, well written, and contains excellent illustrations and photographs of representative components. *Tractors* should be very useful at the post-secondary training level where instruction is offered in agricultural power and/or machinery.

The authors' systematic approach to learning is well defined. Each unit is presented in a well organized manner, is well summarized, and good review questions recap each unit of study.

The text is strongly recommended as a supplement for post-secondary agricultural power and/or machinery courses. Also, in specialized secondary-level courses in agricultural power and/or machinery, this text would be valuable reference source.

Charley J. Jones
East Texas State University
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NOTICE

Some theme articles have arrived too late for the issue for which they were intended. Manuscripts must reach the editor nine (9) weeks prior to the beginning of the month in which they are to appear.

From the Book Review Editor's Desk . . .

BOOKS TO BE REVIEWED

SMALL ENGINES, Volume 2, 3rd Edition

Edited by J. Howard Turner
American Association for Vocational Instructional Materials (1974)

GROUNDS KEEPING EQUIPMENT, Volume 1

By Thomas S. Colvin
American Association for Vocational Instructional Materials (1974)

HYDRAULICS: Inspecting & Testing, Volume 2

Edited by J. Howard Turner
American Association for Vocational Instructional Materials (1974)

HYDRAULICS: Care & Operation, Volume 1

Edited by J. Howard Turner
American Association for Vocational Instructional Materials (1974)

MAINTAINING THE LIGHTING & WIRING SYSTEM

Edited by J. Howard Turner
American Association for Vocational Instructional Materials (1974)

UNDERSTANDING ELECTRICITY & ELECTRICAL TERMS

Edited by J. Howard Turner
American Association for Vocational Instructional Materials (1974)

SHOP PLANNING

Revised by Thomas S. Colvin
American Association for Vocational Instructional Materials (1975)

UTILITY BUILDINGS

Revised by Thomas S. Colvin
American Association for Vocational Instructional Materials (1974)

A GEOGRAPHY OF WORLD ECONOMY, 2nd Edition

By Hans Boesch
Halsted Press (1974)

If you feel qualified to review one of these books and desire to do so, write the Book Review Editor and he will send the book for review. Once reviewed, the book becomes the property of the reviewer.—James P. Key, Book Review Editor, Agricultural Education Department, Oklahoma State University, Stillwater, Oklahoma 74074



NVATA EXECUTIVE COMMITTEE—Members of the NVATA Executive Committee are shown here at the conclusion of the AVA Convention in New Orleans in December, 1974. Seated (left to right) are Sam Stenzel, Assistant to the Executive Secretary, Nebraska; Bill Harrison, Past President, Oklahoma; Luther Lalum, President, Montana; and James Wall, Executive Secretary, Nebraska. Standing are John Mundt, Idaho; Richard Weber, Louisiana; John Murray, Minnesota; Jim Gullinger, Illinois; H. I. Jones, Georgia; and Richard Strangeway, New York—all regional Vice Presidents. (Photo from NVATA)



Agricultural Education

May 1975

Number 11

Stories in Pictures by Jasper S. Lee



NVATA SPECIAL CITATIONS—Bill Harrison, President, NVATA, is shown at the AVA Convention awarding Special Citations to (left to right) Gordon Galbraith, Oregon; Cleo Collins, Oklahoma; and Paul Day, Minnesota. (Photo from NVATA)



VIP AWARDS—Julian Campbell, State Supervisor, Virginia, is shown presenting FFA VIP Awards to H. W. Sanders (center) and Walter Newman, (right) both pioneers in founding the FFA organization. Sanders and Newman, now retired, make their home in Blacksburg, Virginia. (Photo by Jasper S. Lee)



STUDYING THE COMMUNITY—Donald Cook, teacher, E. O. Smith High School, Storrs, Connecticut, is shown interviewing agribusinessman David Potts to collect employment data and provide information about vocational agriculture in the State. Potts is demonstrating a snowmobile. (Photo from Alfred Mannebach and University of Connecticut Photographic Laboratory)



NVATA HONORARY LIFE MEMBERSHIP AWARDS—NVATA President, Bill Harrison, (left) is shown presenting honorary life memberships in the NVATA (left to right) to Kenneth E. James, Illinois; C. D. Bennett, Foundation for American Agriculture, Washington, D.C.; and John Scott, Master, National Grange, Washington, D.C. (Photo from NVATA)



“COMPLIMENTARY
COPY FROM THE
EDITOR”

**Theme—TEACHING THE DISADVANTAGED
AND THE HANDICAPPED**

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