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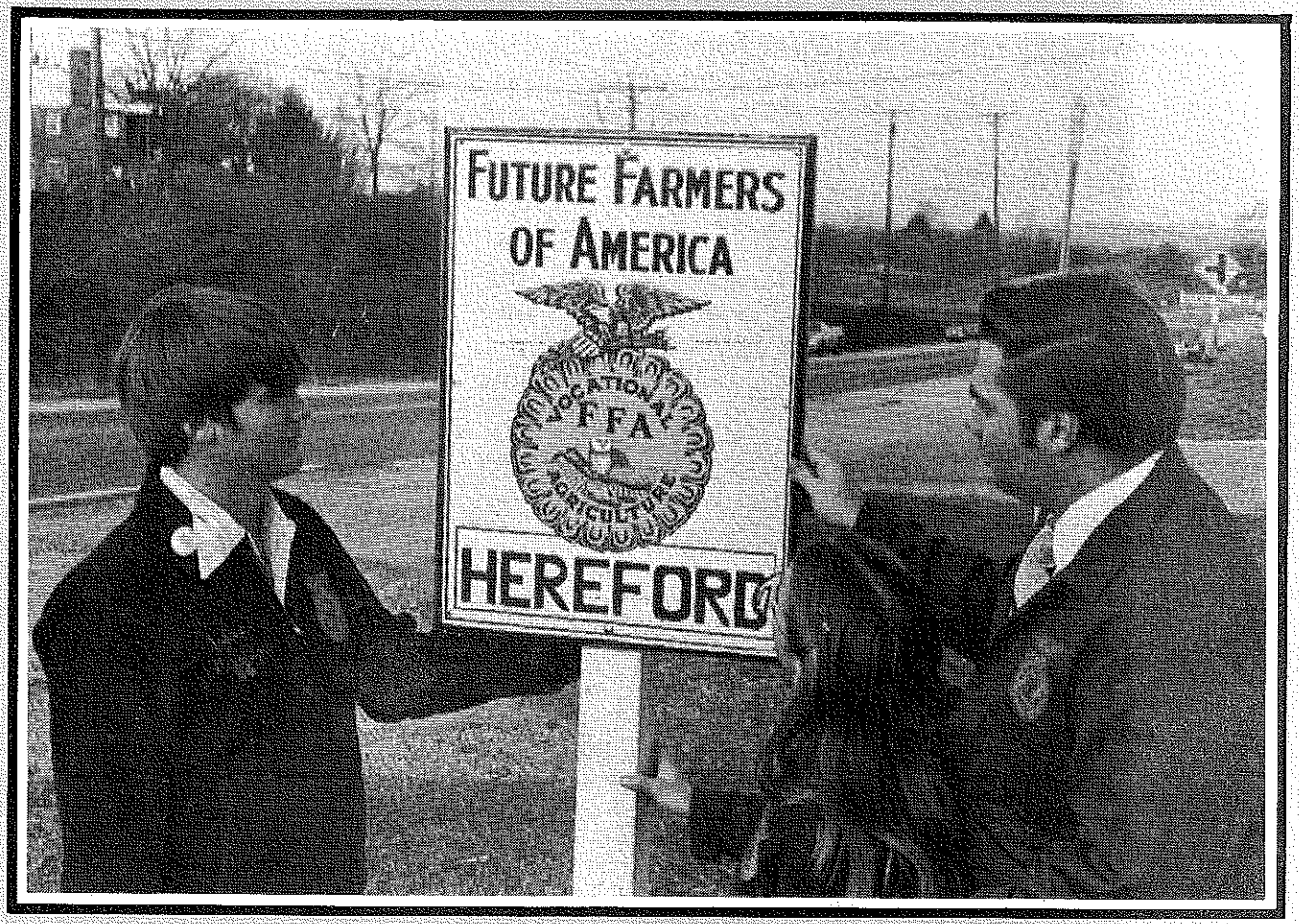

THEME: Image Building

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EDITOR'S PAGE

Image Building: Quality at All Levels

The image of vocational-technical education is the impression members of the public have of it. Further, this impression is a result of the practices and characteristics of the people who are involved with it. Is the image that is held by the public of vocational-technical agricultural education the one we want? If not, we can do some things to favorably impact the image, known as "image building."

Program Quality at All Levels

Any effort in image building must be based on a quality program that exceeds minimum standards. Without a good educational program, efforts in image building will be merely whitewash. Trying to conceal faults or defects is superficial image building because a false appearance is presented.

Substantive image building involves beginning with the composition of the vocational-technical agricultural education program. It includes local, state, and national levels of program input. It includes teaching, supervision, and teacher education. The real test of image is at the local level but the other levels have considerable input. For example, the characteristics of state supervision and the individuals involved in it have strong impacts on many influential groups, including legislators, leaders of farm organizations and agribusinesses, and officials of agricultural and educational agencies. The same can be said for national-level administration.

Further, the image held by other university faculty and administrators of agricultural teacher education influences their image of vocational agriculture. How agricultural teacher education is perceived by others (especially faculty members in agriculture and education) is part of the total image. In many universities, agricultural teacher educators need to work on improving their image. How can agricultural teacher educators prepare teachers for image building when they may have image problems of their own?

Questions on Image

The subject of image building is one which probes to the very heart of vocational-technical agricultural education. It raises some very cogent questions. Some of the questions are:

What should be the mission of vocational-technical agricultural education?
What should be the components of the program?
What is the effect of the expertise of teachers, teacher educators, and supervisors on image?
What is the influence of the vocational education generalists on vocational-technical agricultural education?
What is the best location for secondary programs (vocational centers or comprehensive high schools)?

The list of questions is almost endless. Regardless, the need is for agriculture teachers to be competent agricultural educators. The same can be said for supervisors and teacher educators.

JASPER S. LEE, EDITOR
(The Editor also serves as Professor and Head, Department of Agricultural and Extension Education, Mississippi State University.)

This Issue

The theme for this issue of THE MAGAZINE is "Image Building." L.H. Newcomb of The Ohio State University has served as Theme Editor. The articles he has compiled present several important areas and considerations in image building.

Helping Students Prepare for Preparation

Most young students need help in how to prepare for learning. This may sometimes be called "study skills." Vocational-technical agriculture teachers are often in favorable situations to help students develop study skills. And when we help students learn study skills, we help them learn skills needed for succees! The book, **Teaching Study Skills,** by Thomas G. Devine is an excellent reference for teachers.

The educational achievement of youngsters is related to how well they have mastered certain study skills. Among these, according to Devine's book, are outlining, note-taking, summarizing, using memory devices, reading and listening, writing, and using library resources. Frequently, students enrolled in vocational-technical agricultural education tend to be weak in English, history, science, and other so-called academic areas. What the students probably need is instruction in how to study.

It would be well worth the time to review Devine's book. Not only will it help in understanding the importance of study skills to the success of students, it will help teachers to teach with students in mind. The book is **Teaching Study Skills** by Thomas G. Devine, published (1981) by Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210.

THEME

What Evidence is Used in Image Building?

By L.H. Newcomb, Theme Editor
Editor's Note: Dr. Newcomb is Professor, Department of Agricultural Education, The Ohio State University, Columbus, Ohio 43210.

Emerson has said, "Your actions speak so loud, I can't hear a word you say." This may clearly be the situation with the case of the image of vocational agriculture. As all of us seek to develop favorable images of our programs, we must keep in mind that people will develop an image of us based more on our actions which they observe than on what we tell them our image is, or is supposed to be. This writer believes that the image of a vocational agriculture program is generally based on about three types of evidence.

Hear-Say Evidence

The first type of evidence is hear-say evidence. This includes word of mouth reports and what people read about a program and hear about it on radio and/or television. When agricultural educators are seeking to create an image of their program through these media, they have to realize that the competition is tough. People only have so much time to read about local happenings. Very often, unless they are already friends of vocational agriculture, we are apt not to capture their attention, especially when we are competing with life and death headline stories, politics, economics, and local gossip. Therefore, we must use the print and broadcast media with expertise. (Be sure to study what Blannie Bowen has to suggest in his article in this issue!)

Direct Observation

The local citizenry also develops ideas about what vocational agriculture is all about based on their personal observations of vocational agriculture in operation. This occurs on the part of those who witness local recognition banquets; view projects at fair booths; and observe vocational agriculture classrooms, laboratories, bulletin boards, and laboratory projects completed by students. In such situations teachers must not take lightly the opportunity to create and/or sustain the image they want for their program. The message which is delivered is controlled to a great degree by the local teacher and students who participate in full view of the public.

We need to strive to have our students conduct themselves as well educated youth. They must be capable of inheriting and successfully discharging the leadership responsibilities which will be theirs.

Students need to act with decisiveness produced by careful preparation. They need to speak "the king's English." They need to demonstrate tact, humility, graciousness, and enthusiasm. They need to be kind to one another. In so doing, students create a definite image of vocational agriculture; and one that we all desire to have projected.

When observers see awards presented, these awards need to be based on honest accomplishment and measure up to minimum standards that are relevant to current achievements in the agricultural industry.

Projects which are displayed at fairs need to reflect sound agricultural accomplishments. Students must have done their own work and be conversant in the whats, whys, and hows of their accomplishments. Their crop projects must be a product of their own labor and management. Their mechanics projects must be relevant and reflect a high level of workmanship.

When members of the public view vocational agriculture classrooms, they ought to look like a place where learning is likely to occur. Classrooms need to be orderly, neat, and organized. Each vocational agriculture classroom should look like a room in which agriculture is learned, which means it contains agricultural pictures, posters, displays, and books.

The vocational agriculture laboratory needs to contain modern machines, equipment, student projects, and supplies. There needs to be evidence of organized progression of skill development. The lab ought to be orderly, and yet show evidence of productivity. It should deliver the image that this is a place in which students are majoring in "vocational agriculture" — not "vacational agriculture."

As Portrayed in the Caliber of the Product

This is the evidence which is observed every time anyone has the occasion to see current or former students of vocational agriculture in action. While this is the ultimate measure, it is also the most contaminated. Too often, we in vocational agriculture like to take the credit for a great performance or are saddled with the blame for a miserable performance. It must be remembered that the student who is being observed has benefited from as many as twelve years of schooling; the teaching of parents, relatives, employers, and churches; and participation in numerous other organizations. Nevertheless, at least some of the image of vocational agriculture will be created as a result of how current and former students conduct themselves at work, in their communities, clubs, and churches. In particular, the image of vocational agriculture will be formulated based on the agricultural knowledge, skill, attitudes, and values of current and former students.

In the final analysis, the image of vocational agriculture will be congruent with the impression current and former students convey with respect to their competence in agriculture and in leadership and personal development. However, the manipulation which is possible through news releases, radio and television broadcasts, and staged banquets must give way to the total picture of our program represented by the combined proficiency of all our enrollees. This, in fact, is probably a rather true-to-life picture; and it is on this canvas which we all paint, whether we want to or not. This is the canvas on which the most complete image of our program comes into focus.

Summary

If we accept the fact that there are at least three types of evidence (hear-say evidence, direct observation, and the performance of our students), then let's not be guilty of only working to improve the first two types. We must work at the business of being outstanding teachers of agriculture in the fullest sense of the word.

The Cover

The FFA road sign is commonly used by FFA Chapters to inform the public of the FFA and vo-ag program. (Photograph courtesy of John Nicholson, Hereford FFA Chapter Reporter, Parkton, Maryland 21120.)

THEME

Creating a Positive Public Image

By O. Beverly Roller
Editor's Note: Mr. Roller is Supervisor of Agricultural Education, Virginia Department of Education, Richmond, Virginia 23216.

Wouldn't it be great if every instructor, supervisor, and teacher educator in agricultural education was involved in a program with a positive public image? The attitudes, abilities, and goals of the individual largely determine the image which will be projected. One's image may be good or positive, fair or neutral, poor or negative. Regardless, we are labeled with an image that will be either beneficial or detrimental in our career as a professional agricultural educator.

Characteristics of Programs With Positive Public Images

Experience has shown the best way to define a program with a positive public image is to relate it directly to two primary objectives. The first is the quality of the program in preparing youth and adults with the competencies needed for successful employment in agricultural occupations. Positive programs do not just happen — they are developed through dedication and hard work.

This forestry judging team from James Wood High School in Virginia portrays a positive image. They are neat and are confident in their own worth.

Secondly, the favorable support of and confidence in the program by the taxpayers are very important. Public approval is achieved when people look with favor on the program because they appreciate it, they like it, they believe in it, and they request it. People talk about it with pride and the community demands more of the same program. Civic and school leaders soon get the word. They, too, are complimentary and supportive of the program to the extent they are willing to support it with additional funding.

It is sad to observe local programs generating a negative public image by doing little of what they were designed to do. In fact, the final results may lead to discontinuing the program. Very few quality programs of vocational agriculture have ever been abolished. It is generally those inferior programs with weak teachers that have been "laid to rest."

Areas of Concern of Those Who Judge Our Programs

In my responsibilities as Supervisor, I have observed that school administrators and community leaders are most concerned about three areas as they evaluate the vocational agriculture teacher and program. These were also quite evident to me when I was an instructor.

The Instructional Program. The first area of concern,

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Creating A Positive Public Image

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and certainly our major responsibility, is the instructional program. Hundreds of books and articles have been written and untold speeches have been made on instruction, but we are far from motivating many instructors to really perform to the best of their capabilities. Apathetic and indifferent teachers, satisfied with the minimum, do not have the desire, ability, or knowledge to develop quality instructional programs. The ultimate results are minimal. This should be a real concern to educational leaders. Of course, we have more individuals in the middle or average group who are content with mediocrity or ordinary programs. This is better than the first group, but certainly not meeting the standards we have set forth for vocational agriculture. Being aware in the teaching profession is absolutely not good enough!

There is also the group which excels. They deserve commendations because of their interest and concern. They often go far above the call of duty and give willingly of their time and talents in developing some of the finest positive programs ever enjoyed in vocational agriculture. They are the instructors who teach and demonstrate the best our profession has to offer. They strive for excellence in instruction and related activities. They develop their student's personal, leadership, and citizenship traits as well as provide realistic training for the world of work. A quality program of vocational agriculture under the guidance of a dedicated, hard working teacher is practically absolute assurance of a positive public image.

Departmental Housekeeping. A second consideration most often mentioned by school officials is departmental housekeeping. Those with superior programs are generally good housekeepers. They have planned and managed well the general orderliness and cleanliness of the departmental facilities, including the classroom, office, laboratories, and storage space. Students help to keep it this way as a part of their learning experiences. The organization of teaching materials and visual aids is definitely a vital part of good housekeeping. Some feel we are there to teach, not to keep house. We must remember (and plan accordingly) that good housekeeping is a prerequisite to quality instruction and effective learning.

Involvement of Teachers in the Program of the Total School. The third attribute most frequently discussed by educational leaders is the involvement of teachers in other school activities not related to their specific position. These assignments are often thought to be beyond the call of duty in the general school operation. Like it or not, far too often teachers of agriculture are partially rated by the additional projects they perform.

The duties of the teachers in our profession are more numerous than those of a majority of our other colleagues in education. It would seem our teachers should be exempt from the extra obligations. However, this is not the way it works.

Instructors with a positive public image go far beyond their designated tasks. They give willingly of their time and talents in caring for others by participating in school and civic activities. All of this is good, but in no way should the program of vocational agriculture be jeopardized for the purpose of accepting other school duties. To develop the proper image and a sound program of public relations, it is well for teachers to be supportive of the total school program.

The Need to Involve the Public

Community support is helpful in developing programs with a positive image. Involving people motivates appreciation and interest. The local advisory council can be extremely valuable in studying and evaluating both individual and community needs. Also, a functioning and informed council, made up of civic and educational leaders, can serve as a stimulus to generate community support. Do not neglect other important sources of local support — the parents, alumni, and students who have been directly or indirectly involved with the program. Far too many teachers make little use of the human resources in their community.

The Impact of the Personal Characteristics of the Teacher

Being well liked and respected does not assure a teacher of having a department with a positive public image or winning a popularity contest, but it surely helps. Liking and showing an interest in people can have a direct influence on positive relationships between the teacher and student. Those whom you teach soon learn your personality, attitude, and character. It is disheartening to hear teachers comment that they dislike someone because of race, sex, attitudes, or behavior. Although it may not be realistic, some students enroll in a course "to get the teacher" rather than to fulfill a need in acquiring certain learning experiences on a particular subject.

Possessing a character of high ideas and ideals is a real asset in being respected in a community. People appreciate educators of integrity and appropriate moral values. These in turn create a positive public image for both the teacher and the program because one cannot be separated from the other.

Being a professional is closely correlated to a positive public image. Professionalism deals with our relationship with others, our attitudes in the classroom as well as out of the classroom, and doing the best we can in one of the most noble professions in our society. Our accountability is judged by the quality of instruction and influence we have had upon the youth and adults whom we taught. Our professional status is important. A professional educator will accept every opportunity to improve personally as well as professionally. The professional is one who cares about doing the best job he or she knows how to do and cares about people.

Summary: Program Quality

Creating a positive public image is and must be directly related to a quality program of vocational agriculture. Suggestions on how to actively and constructively shape the image of your program have been given in this article. It is worth repeating — a positive public image does not just happen! It has been said many times, and rightly so, the teacher is the program of vocational agriculture because no other program in education is so dependent upon the individual. The teachers in the local programs are the most important persons in our profession. What an honor and even a greater responsibility we possess!

Enthusiastic, dedicated, committed teachers are excellent teachers. Excellent teachers develop outstanding programs. Outstanding programs are the basis for a positive public image. There is no other way!

Those in our ranks who enjoy a positive public image can be justly proud of their worthy achievements. Teachers associated with inferior programs destroy the good image of vocational agriculture. The reputation and results of our profession and program are the best in this nation. In most schools, we enjoy a positive public image. Let us keep it that way — and strive to do even better!

THEME

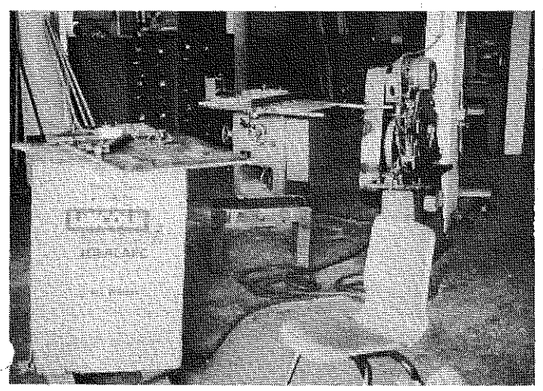
Creating a Positive Image Through Effective Laboratory Teaching

By Joe A. Gliem
Editor's Note: Dr. Gliem is Assistant Professor of Agricultural Engineering and Agricultural Education, The Ohio State University, Columbus, Ohio 43210.

When people outside of agricultural education walk into your vocational agriculture laboratory, what do they observe? Do they see a modern, clean, well-kept, bright, up-to-date laboratory where all students are productively engaged in planned, organized, and directed learning? If so, you no doubt get a feeling of pride and enthusiasm for being associated with an outstanding program that is preparing today's young people to be tomorrow's agricultural leaders. This emotional feeling can serve as a tremendous motivating force for you.

On the other hand, could it be that visitors observe a dirty, run-down, cluttered, drab, obsolete laboratory where they can't help but question if productive learning is taking place? Is their first impulse to turn away and run? If such is the case, perhaps you immediately begin to rationalize to provide justification for conditions being as they are. However, you should immediately realize that no type of justification or rationalization can be used for such a condition. Thus, you see your visitors head for the door and leave as quickly as possible.

Stop, look, listen, and think: What is your laboratory saying to others? What does it say to students, administrators, other teachers, parents, alumni, friends in the agricultural community, and prospective employers. If there is even the slightest hint of the latter condition, you need to take immediate action to correct the image such conditions leave.



A cluttered, unorganized vocational agriculture laboratory creates a negative image of the program.

Consider the following laboratory management strategies in order to portray a positive image and improve learning.

Housekeeping

Have you critically examined and evaluated your housekeeping? Too few laboratories have adequate storage space, but do not use this as an excuse for poor leadership and management on your part as a teacher. This is an area that requires no large output of time nor money, but rather a commitment and dedication on your part to see that the laboratory is kept clean and functional. Imagine your feelings and thoughts if you walked into a florist shop where the floors were dirty, towels were overflowing from the wastebasket onto the floor, floral arrangements were dusty and disarrayed, ribbons and other floral design supplies were laying on the table, and you were then greeted by an unkept individual in dirty clothing. Chances are you wouldn't buy any flowers or go back. Is the impression created by the housekeeping practices in your laboratory the same as in the case of the dirty florist shop?

Housekeeping also affects the image your program portrays in other areas. This includes how attitude affects quality of work, safety, and the efficiency with which a task is completed. When a laboratory is in constant disarray, cluttered, dirty and looks like many home shops in

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Creating a Positive Image Through Effective Laboratory Teaching

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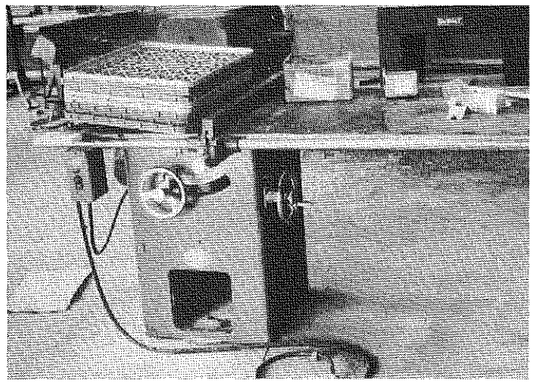
back of the barn, it tends to foster an "I don't care" attitude. The pride that students normally strive to achieve is lowered and they do poor quality work. This attitude will most certainly be carried to their first place of employment. Hence, employers become hesitant about hiring graduates from programs with poor housekeeping practices because the students are already in the habit of practicing poor housekeeping and workmanship.



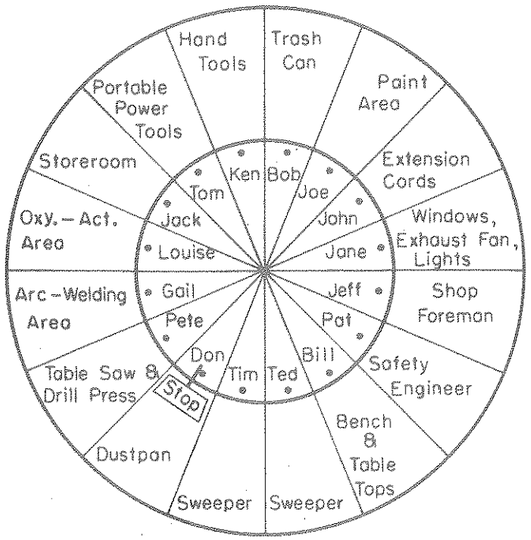
Housekeeping practices that promote poor attitudes toward safety and safety education. (Photo by Joe Gliam)

Poor housekeeping can also lead to situations where the safety of the student and the facility itself is seriously and grossly neglected. Have you allowed students with oily, greasy coveralls to work in the welding area? Have you allowed flammable materials to be stored near the welding area? Have you allowed students to use broken duplex receptacles, faulty switches, faulty extension cords, or ungrounded power tools? Are chemicals sometimes stored improperly and not labeled? If you can answer yes or even a qualified maybe to any of these questions, you are asking for trouble. Why cause yourself extra grief — and possibly a liability suit — when a little time spent on housekeeping and maintenance will correct most poor situations. In addition, the positive image portrayed by good housekeeping will be worth the extra effort many times over.

Not being able to locate tools, equipment, or supplies needed because of poor housekeeping practices wastes time and consequently the efficiency of completing various tasks and skills. Likewise, not knowing how and where tools and equipment are to be stored will increase the chance of such items being stored improperly and damaged or stolen. The result is loss of time for instruction or no instruction at all. Such a situation robs the student of maximum learning activities and causes people to question if you are performing as a professional teacher should.

Safety Program

Have you critically examined and evaluated your safety program? Do you teach safety and practice it or is it just



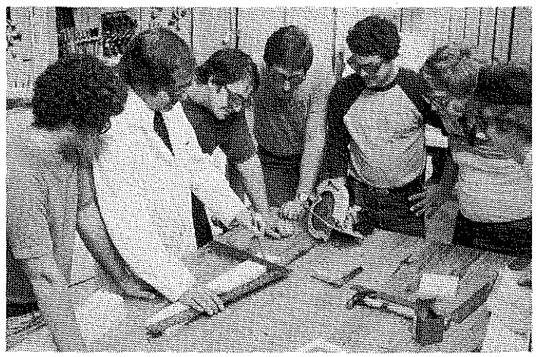
A clean-up schedule involving all students in laboratory clean-up activities. (Courtesy of Hobar Publications)

something that has to be done and you try to do it the fastest way possible? Business and industry spend millions of dollars a year developing and implementing safety policies, procedures, practices, and programs and place a high value on them. They are looking for students who have been trained in safety and have an appreciation for the safety and well being of themselves and others. According to the National Safety Council, agriculture is the most hazardous industry in America. Our responsibility for teaching and practicing safety and seeing that students practice safety cannot be transferred to someone else.

When someone walks into your laboratory, is there a positive safety image portrayed or does safety appear to be an area in which your students were never instructed? Do you require all students to wear industrial quality eye protection when in the laboratory? Do you require the use of face shields in addition to eyewear when students are working with the grinder, drill press, portable circular saw, and other equipment? Do you require students to wear personal protective equipment such as rubber gloves, aprons, overshoes, and respirators when working with certain herbicides, insecticides, and fungicides? When working in the mechanics area, are students required to wear hard-toed shoes? Are all machines color coded? Does the laboratory have proper lighting and ventilation? Are all machines and tools maintained and kept in good operating condition? Are all guards kept in place? Is all power equipment properly grounded? Do you require students to demonstrate proficiency in operating power equipment before allowing them to use it? If you can answer no or a qualified maybe to any of these questions, you are not teaching nor practicing the safety instruction expected by employers or required by students. Teachers have a moral as well as legal obligation in the area of safety. Anything less than the best safety instruction is inexcusable and certainly does not portray a positive image.

Instructional Strategies

Have you critically examined and evaluated the instructional strategies practiced in the vocational agriculture laboratory? Do you use management or rotation schedules to keep all students productively engaged in a learning activity or do students just do what they want with some students actually being able to graduate from your program without completing all required skills and activities? By using rotation schedules, limited resources can be utilized in the most effective and efficient way possible while assuring all students the opportunity for participation in planned learning activities. Education should be a series of planned, organized, and directed activities. Students



Students and instructor properly attired with industrial quality eyewear, creates and promotes a positive image of the vocational agriculture program.

should then be able to sequentially and effectively experience such activities rather than having to follow a hit-and-miss type of organization. The "job-shop" approach to teaching should not be tolerated in your program and most certainly does not lend itself to the systematic education of the student. Too many times this approach leads to instruction which is dictated by the materials, projects, and jobs that are readily available to the program without consideration of what is needed by the student. Teachers find themselves teaching so as to keep the students busy rather than teaching for students to gain new competencies.

Without the use of rotation or management schedules, students do not know where they are to be or what they are to be doing. They may roam the laboratory trying to appear busy. They are not efficiently learning new skills. With just a little effort, you can develop a rotation schedule which will allow all students to maximize their learning. It will also impress upon them the importance of planning and organizing their time. The appearance created by a laboratory where all students are productively engaged in the learning process will greatly enhance your image as well as that of your department and school.

Evaluating System

Have you critically assessed your evaluation system? As you identify learning activities with the many associated skills and select those which are to be formally evaluated, do you explain thoroughly to your students the criteria which will be used in evaluating a particular activity or do you just assign a grade without fully explaining why? Teachers should use some type of evaluation form to show the student the criteria being used in evaluating each activity and the importance of the criteria in the overall evaluation. It is also important to evaluate an individual's performance in his or her presence. If you believe that evaluation is a part of the learning process and that learning is an active (not passive) experience, then why not evaluate with the student? During the process of evaluating in the presence of the student, he or she has the opportunity to clearly see why a particular grade or score was given and to ask questions for additional learning. It takes no additional time, and often less time, to evaluate with the student than it does to set aside all projects and evaluate them without the student present.

It is essential that quality standards of workmanship be established and enforced. By setting high standards, students are encouraged to strive for perfection. This demanding of quality work and the enforcement of high standards will become part of the image that students and others have of vocational agriculture. Employers are constantly looking for students who take pride in what they do, for they already have too many people trying to cut corners and get by with the least possible amount of work.

You need to remember that one poor quality product leaving your program does more harm to your image than anything else and that it may take years of top quality work to get people to where they are willing to trust you enough to start over. Imagine your feelings if after loaning a piece of equipment to a department of vocational agriculture, the equipment was returned in a condition worse than when you loaned it. You would not be very happy and most other people would not be either. Thus, why not prevent these problems by routinely demanding high standards and quality workmanship.

Technology Used

Have you critically examined and evaluated the technology used in your program? With the rapid growth in new technology, the complexity and sophistication associated with modern agriculture has tremendously increased. It is imperative that you continually strive to keep your equipment up to date. By using obsolete equipment you are cheating the students and their employers will begin asking questions about the effectiveness and appropriateness of your instructional program. Employers will not be overjoyed at having to spend money to retrain or upgrade a student's skills.

As money to support education becomes tight and most school districts are faced with financial restraints, it will be more important than ever that you are prepared just in case additional funds do become available. Do you have a current, prioritized listing of needed supplies and equipment which you can give to the administration upon request or when asked about your needs do you reply, "I'm sure there is something I could use, but let me think for a few minutes." Such a reply certainly does not justify spending additional funds for your program.

As an educator, you are responsible for teaching basic principles, but you dare not let technology pass you in this

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Creating a Positive Image Through Effective Laboratory Teaching

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endeavor. If you do, students will immediately quit listening and learning before you even begin. For example, assume you are teaching the basic principles of hitching the moldboard plow. The horse-drawn walking plow is probably one of the best teaching aids available for this purpose for if it is not hitched correctly there is no way that it will properly operate. However, can you imagine the reaction of your students to a walking plow? Technology has long since passed this era. As a consequence, students will not pay attention and learn the basic principles you are trying to teach. Remember, principles can be taught on modern equipment as well as obsolete equipment, but students are much more inclined to pay attention and learn if we use modern, up-to-date technology. If you do not keep your program up-to-date with modern equipment and yourself up-to-date technically and professional, your program and your students suffer. You cannot allow this to happen.

The Image

In summary, many things are going to effect your image and the image portrayed by your department. Housekeeping, safety, rotation schedules, evaluation, and technology will have a major influence on creating a positive image of your program. The ultimate reward is that you can have a profound influence on your program's image if you will take the extra time and provide the necessary leadership to see that these areas are given the priority they deserve. That extra effort is all that stands between creating an outstanding image and having a mediocre image. Hopefully, you will not be satisfied with being mediocre and, will set the example for agriculture in your community by striving to be the best possible. The choice is yours. Will you assume the responsibility?

UNIT AREAS AND ACTIVITIES REQUIRED / STUDENTS	ARC WELDING			OXY-ACETYLENE		METALS	
	Arc Beads Pad	Butt Weld Tee Weld	Lap Weld Arc Cutting	Melt Strip Corner Weld Butt Weld	Brazing Steel Cutting	Eyebolt	Tool Gage Drill Bit
Jack	9-1	9-8	9-15	9-22	9-29	10-5	10-12
Bill	9-22	9-29	10-5	9-15	10-12	9-1	9-8
Bob	9-1	9-8	9-16	9-22	9-29	10-5	10-12
Jeff	9-22	9-29	10-5	9-15	10-12	9-1	9-8
Jo Ellen	9-1	9-8	9-15	9-22	9-29	10-5	10-12
Herb	9-22	9-29	10-5	9-1	9-8	9-15	10-12
Louise	9-1	9-8	9-15	9-22	9-29	10-5	10-12
Don	9-29	10-5	10-12	9-1	9-8	9-15	9-22
Jim	9-29	10-5	10-12	9-1	9-8	9-15	9-22
Harold	9-22	9-29	10-5	9-1	9-8	9-15	10-12
Tom	9-29	10-5	10-12	9-15	9-22	9-15	9-22
	9-22	9-29	10-5	9-15	10-12	9-1	9-8

A laboratory rotation or management schedule showing students where they are to be working on a weekly basis. (Courtesy of Hobar Publications)

Evaluation Score Sheet:

Item	Points Possible	Points Earned
1. Cutting lip angle 59°	20	
2. Cutting lips equal length	15	
3. Lip clearance 12-15°	15	
4. Correct angle between dead center and cutting lip, chisel edge angle, 120-135°	10	
5. Smoothness of grinding surface, lip to heel	5	
6. Bit cuts spiral chips	10	
7. Hole drilled is correct size	10	
8. Work habits and attitude	15	
Total Points	100	

An evaluation score sheet showing students how they will be evaluated on sharpening a twist drill

BOOK REVIEW

THE FARM AND THE CITY: RIVALS OR ALLIES?, edited by Archibald M. Woodruff. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1980, 186 pp. $5.95 paperback, $12.95 hardback.

This book is a collection of eight background papers written for a conference on "The Farm and the City" held in April of 1980 under the sponsorship of Columbia University's American Assembly.

The assembly has held some sixty conferences during the last thirty years to study important issues in American society and government. The eight papers summarize information and arguments in the area of loss of farmland to urban uses. The conference was not intended to come up with answers to the problem, but rather to "clarify questions."

The book includes a discussion of some policies and actions used by other nations. (The Netherlands, Israel, Sweden, Taiwan, and West Germany) to attempt to preserve farmland. The authors, all from eastern universities, include professors and researchers in such fields as urban planning, economics, ecology, and agronomy.

A good summary of the problem of disappearing farmland is provided by this book. The viewpoints are balanced, and the problem is certainly worthy of consideration, since about 3 million acres of American farmland are being converted to urban uses annually.

This book is aimed at persons who might have some role in policy making. Few students are likely to be interested in the subject matter. The book, however, does provide good background information about the problem. Anyone with a special interest in this area, or who is involved in research of the problem, would find the book of value.

Jack Harrison
Ag Communications
Oklahoma State University
Stillwater, Oklahoma

THEME

Using Newspapers in Image Building

BY BLANNIE E. BOWEN
Editor's Note: Dr. Bowen is Assistant Professor, Department of Agricultural and Extension Education, Mississippi State University, Mississippi State, Mississippi 39762.

Newspapers serve the informational needs of a particular circulation area, such as a county, town, or region. The information may be about current events, entertainment, business, agricultural industry, personal achievements, and other related topics including maintaining the home environment. Items in a newspaper are accepted by Americans as "the facts" because of the freedom granted newspapers through the First Amendment to the U.S. Constitution.[1] Newspapers should be used to help build the image of vocational agriculture programs.

Characteristics of Newspapers

A newspaper is merely a collection of stories that occur from one edition of a paper to the next. This indicates that news must be current, not old. Exactly what makes news? Names, money, progress, conflict, humor, and prominence are words that are used in describing newsy items. Another measure relates to what is known as proximity or the area served by a newspaper. This is more appropriately known as the local slant, flavor, or angle.

To illustrate this idea, the BLADEN JOURNAL newspaper in Elizabethtown, North Carolina, would not be interested in printing a story and accompanying photograph about the Carthage (Mississippi) FFA Chapter officers. The East Bladen FFA Chapter in Elizabethtown should have little difficulty getting a story and photographs printed in this newspaper. The same idea holds true when discussing the purposes and audiences served by daily and weekly newspapers.

Most newspapers that print at least four times per week consider themselves dailies. The dailies normally serve larger audiences and are more selective than weekly newspapers in terms of what gets printed. Dailies tend to print more "hard and fast" news while weeklies include more feature stories and local events not carried by dailies. The extent that vocational agriculture programs get coverage in either the dailies or weeklies depends upon the quality of the program and the relationship established with newspaper reporters and editors.

Working With Newspaper Professionals

Newspaper editors and reporters are very much like vocational agriculture teachers. Both have rigid time schedules that must be followed. The time schedule for teachers involves classes that must be met and taught at specified times. Newspaper professionals refer to their schedules as deadlines. Just like not showing up to teach a class at the appointed hour causes problems for teachers, missing a deadline will have the same effect for newspaper professionals.

Since two groups share the same respect for rigid time constraints, it should be easy for them to work in a cooperative manner. From a realistic viewpoint, a vocational agriculture teacher has a vested interest in initiating and maintaining a good relationship with the press since most teachers have limited experience in journalism and photography.

One of the best ways of initiating a good relationship is to visit editors and reporters on their turf. This initiative shows a high degree of eagerness and desire to cooperate. During this meeting, explain what constitutes a total vocational agricultural program: classroom and laboratory instruction, the FFA, adult education activities, and supervised occupational experience.

This initial meeting should answer several questions, such as what stories the newspaper will print, who should write them and in what format, and what deadlines the paper follows. Also, the teacher should leave this meeting with a time arranged for the reporter to visit the vocational agriculture program. A teacher who fails to take this initiative is gambling that newspaper professionals will somehow learn what goes on and why the program exists. A gamble of this type guarantees poor newspaper coverage. This type of logic resembles a deer hunter who sits at home on the front porch and expects to bag that prized buck.

Who Should Write About the Program?

It is unwise to expect a professional reporter to have the time or desire to write every article a vocational agriculture teacher wants or needs printed. Most articles that need to be written follow journalistic routine and can be prepared with limited effort, consequently, many of the articles should be written by the teacher. Also, the FFA chapter reporter should be of valuable assistance as a writer.

The reporter is elected by the chapter to perform this function and the vocational agriculture teacher has responsibility for seeing that the job is properly completed. A word of caution must be exercised because whatever is printed not only represents the vocational agriculture teacher, but the vocational agriculture program and the school system as a whole. An English teacher at the school should be able to offer excellent assistance in this area because all articles submitted for publication should be in letter-perfect form. These articles should also present a positive yet accurate image of the program.

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Using Newspapers in Image Building

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The safest avenue to follow would be to call a newspaper reporter and have this person prepare the article. This idea appears sound on the surface. However, quantity as well as quality of coverage should be sought. A newspaper reporter should be asked to cover the more important activities while the routine activities or stories of lesser significance can be handled by the teacher or the FFA chapter reporter.

What Should Be Written About the Program?

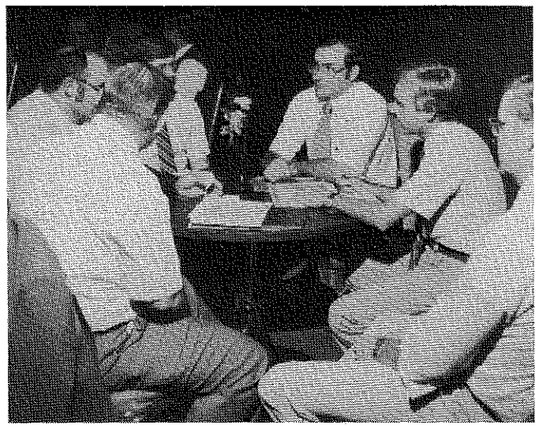
The image projected about a vocational agriculture program should be balanced in that all four components are covered. The FFA coverage will be more extensive because of the newsworthy events resulting from the large contest and awards program of the organization. Excellent stories, however, are hidden in the other areas and are not as easy to locate. Some ideas for articles that the vocational agriculture teacher may wish to see used are described here.

Adult Instruction. Innovative methods being tried by local farmers, unique activities with which an adult class may be involved, a feature on an outstanding young or adult farmer, farm safety week, or outstanding guest speakers for an adult class may be used.

Classroom-Laboratory Instruction. Benefits of vocational agriculture to the community, what students do after graduation, what is vocational agriculture, unique methods of teaching, connections between classroom and laboratory instruction, and successful former students who now have professional careers in agriculture are a few examples.

FFA. Contest and award winners, officers, guest speakers for meetings, banquets, FFA week, special projects, FFA alumni officers and their activities, and state and national conventions are several examples.

Supervised Occupational Experience. Definition of and benefits from supervised occupational experience programs, earning potential and experiences gained, unique experience programs, how the program connects with the total vocational agriculture program, where are students placed and how do cooperating stations enjoy the students, and a feature on very successful programs are places to begin.



This group of vocational agriculture leaders in Ohio takes great pride in their professional organization and meets regularly to promote vocational education in agriculture. Active, interested members plan and conduct meaningful programs. (Photograph by Leon Boucher, The Ohio State University)

Selecting and Using Photographs

A good, clear photograph will show what a newspaper article is written to tell. An excellent story, however, will be ruined by a poor photograph. It is best to let a story stand alone if a quality photograph is not available. Editors prefer good black and white, glossy photographs that are 5" by 7" or larger. Color photographs do not print well in newspapers. Besides, black and white film costs about one-half as much as color.

Action and posed shots are the types of photographs used in newspapers. Most photographs used by vocational agriculture teachers will be posed because of timing, luck, and photographic skills needed to get excellent action shots. Good posed shots also require skill and advance preparation if the "grin and grab syndrome" is to be avoided. For example, the chapter president grins and grabs the hand of the star greenhand and click — the shot is made. All too often, the grin and the handshake are as fake as a dollar bill that has a picture of the advisor on it! Every effort should be made so all shots look genuine and sincere.[2]

Another major consideration requiring special note relates to the clarity and composition of photographs. A blurred and poorly composed shot quickly loses its purpose and fails to communicate. The camera should not bear the blame since it shoots what it sees. Foregrounds of photographs are relatively easy to arrange, but backgrounds must also be prepared so boxes, broken chairs, junk, and other background clutter does not tarnish the image of the vocational agriculture program.

Final Preparation of Newspaper Articles

Articles submitted to newspapers should be double-spaced and typewritten on department or FFA chapter letterhead that has a telephone number so the editor can contact the teacher if some important information is inadequate or incorrect. As the editor reviews articles and photographs, several items are being carefully scrutinized and questioned.[3]

Questions being asked include: Are words correctly spelled? Is correct grammar being used, including generous use of action rather than passive verbs? Are numbers zero through nine spelled out and numbers 10 and over written as numbers? Does the story start about one-third of the way down on the first page? Are questions such as who, what, when, where, why, and how answered in the first paragraph according to the inverted pyramid writing style? Are all persons correctly identified in the photographs? And does the story flow, make sense, and is it easy to understand?[4]

Tell It In Newspapers

The image building process does not end when the vocational agriculture program story is told through newspapers. The story must be constantly retold since the program and agriculture are not stagnant, but constantly changing. This means that reporters and editors must be kept informed of these changes so the story is told as accurately and completely as possible.

One way to be certain this happens is to get to know reporters on a first-name basis. Another way is to invite reporters to meal functions such as banquets, cook-outs, and picnics even though nothing newsworthy is planned. No matter what strategies are used, vocational agriculture teachers have ultimate responsibility for the image the general public has about vocational agriculture programs. That image just might be very favorable and positive if a little effort is put forth to make effective use of newspapers.

References

[1]See the Bill of Rights that was declared in force December 15, 1791, as part of the U.S. Constitution.

[2]AAACE. Communications Handbook. Danville, IL: The Interstate Printers and Publishers, Inc., 1976.

[3]Ask the editor for a copy of the style manual used by the newspaper. Most follow either the Associated Press or United Press International syles.

[4]Marks, Joseph J. Instant Writing Course: News and Feature Stories. Danville, IL: The Interstate Printers and Publishers, Inc., n.d.

THEME

Using the FFA Reporter in Image Building

By Gary W. Bauer

Editor's Note: Mr. Bauer is County Agent (Agriculture), Cooperative Extension Service, in Sandusky, Ohio 44870. He previously taught vocational agriculture at Big Walnut High School and Monroeville High School in Ohio.

The news media can be used by the FFA Chapter Reporter to help create the appropriate image for the FFA in the community. Careful planning is important to get the right program which the Reporter will be willing to carry out and the media will be interested in printing. The plan should include the use of daily, weekly, and farm newspapers, newsletters, magazines, and the state and national FFA publications. In many situations, the FFA is the "show window" for vocational agriculture. It is through the FFA that the activities in vocational agriculture are often shown to the public.

Objective

The objective of publicity is to create a desirable image of the FFA in the community. In order to accomplish this, one must adhere to the following guidelines.

1. Feature the projects of students.
2. Publish articles on activities of students and the results of their work.
3. Highlight the good deeds of young people through the FFA projects and programs.
4. Conduct a well-rounded program.
5. Display a belief in the basic good of youth in America.
6. Show that the FFA has a sound influence in the community.
7. Realize that community support is there and can be encouraged and developed.

Planning

If the reporter is going to be effective, the chapter must have an active, well-balanced program of activities. Each committee must have planned activities which keep the members interested and involved. The program of activities should be planned annually and receive input from all chapter members. The news media and the public like to see people doing things and this should be kept in mind when planning the program of activities.

The public relations committee should receive special attention when planning the program of activities. The program for the public relations committee should be very structured to include all activities for which the reporter is responsible and the dates on which each activity is to be accomplished. The following information should be included in this section of the program of activities:

1. Articles each month to local media
2. Pictures each month to local media
3. Articles to FFA publications
4. Articles to magazines
5. Newsletters and dates of publication
6. Radio programs
7. TV programs
8. FFA Week activities

The reporter should be chairperson of the public relations committee. The assistant reporter should also serve on this committee. These members should be willing to exhibit leadership and work the hours necessary to carry out the activities of their committee.

Reporter Qualifications

While advisors may have very little to say in who is elected as reporter, they can encourage members to elect someone who is enthusiastic and has reasonably good command of writing skills, especially spelling and gram-

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Using the FFA Reporter in Image Building

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mar. He or she should be observant in reading publications and should keep the scrapbook up to date and attractive. Also the person elected as reporter should not be a procrastinator. This person should attend most events so he/she has first hand knowledge about the subject matter for articles and can promptly write them.

The reporter should also receive training in the job of reporting. This may be in the form of district officer training, working with a reporter from a local newspaper, or an "in-school" officer training program.

Working With the Media

When the reporter first starts, the advisor may want to edit the articles before they are typed and then have the reporter check the copy against the edited version. The reporter, the advisor, a school secretary, or a friend or other person must be a willing typist. The chapter should have a subscription to all publications to which it submits articles.

When developing a working relationship with the news media, the advisor and reporter should personally know someone who works for each publication. They should meet with these people to discuss how they want articles submitted, what kind of information they want, what they prefer in photography, and the deadlines they must meet. Many times it is helpful to have a farm editor assist in training the reporter. This may be on an individual basis or as a part of an officer training program. This can make the newspaper representatives more receptive to the chapter's articles and help the reporter to become familiar with that paper's writing style. Some areas have a reporter's contest which may involve the local media as judges.

The reporter should realize that most newspapers prefer articles which emphasize the names of people of their immediate readership area. Articles should be concise and include the names of members and their parents. They must be submitted promptly after the activity.

Strategies

The strategy which we have followed to accomplish a successful public relations program is to give each individual newspaper what it wants. Certain papers want certain types of material. Examples of this in our area are:

1. The Norwalk Reflector prefers to print articles with names of those who have a Norwalk address.
2. The Firelands Farmer will print group photographs.
3. The Monroeville Spectator likes to print photographs of children.
4. The Voice will print a variety of items.
5. The Sandusky Register rarely prints a photograph.

We also make sure all newspaper editors know what is coming well in advance and that they are welcomed to attend. We will aim certain stories at certain newspapers even though we send copy to all publications. We try to send articles out on Monday or Tuesday, depending on what best meets deadlines for the weekly papers and the city paper's farm editor. We always try to include an "eye opener" in the first paragraph or two.

Whenever possible we include all area schools in an article about contest results. We never criticize a newspaper because its editors make decisions as to what to print and there is no sense in antagonizing them. We also follow up at the local banquet with some kind of recognition for the media.

Accomplishing significant goals through FFA activities creates image. This photograph shows work of the Monroeville FFA on its BOAC project.

Special Projects

A good item for county-wide publicity is the Building Our American Communities (BOAC) project. An example of this would be the Huron County (Ohio) Heritage project which received national attention when the Monroeville FFA Chapter won the National BOAC Award. The project is located at the Huron County Fairgrounds and involves many groups in addition to the FFA in building an 1880's farmstead. The FFA members moved two buildings to the fairgrounds and worked on these buildings during the Huron County Fair. Members of the media were interested in running feature articles and photographs. When our reporter would send a news release she would invite the media to contact her for additional information.

Other good projects would be the visit of a national FFA officer, the parent-member banquet, and a community recreational activity. Some of these activities can be built into a good program of activities.

Newsletters

Another valuable tool for the reporter to use is the chapter newsletter. Newsletters should be published on a regular basis, possibly quarterly. The Monroeville FFA Chapter also publishes a four page tabloid supplement to the local newspaper for National FFA Week. Some suggestions for newsletters include:

1. Use a lot of names.
2. Have several different members write articles and use by-lines.
3. Design the letterhead for the individual chapter.
4. Utilize the bulk mail permit of the school for posting letters.
5. Include dates to remember — it helps parents and members to plan ahead.
6. Send copies to news media, alumni, graduate members, honorary chapter farmers, state farmers, agribusinesses, school board members and state and national FFA magazines.
7. Give copies to faculty and school administrators.
8. Have the public relations committee copy, assemble, fold, and address the newsletter.

Many times the news media and the state and national magazines pick up articles from newsletters quicker than from official news releases. The newsletter is the best way of reaching the local "FFA family."

FFA Week

Another major activity of the reporter is planning and carrying out a diversified National FFA Week Campaign. This event should include activities which are interesting to students and pertinent to school patrons. Some of the events in our area which have proven effective are:

1. Billboards
2. Newspaper supplements
3. Placemats in restaurants
4. Posters in store windows
5. Bulletin boards
6. Display cases
7. Window displays
8. Newspaper advertisements and articles
9. School assemblies
10. Speaking to civic groups
11. Student exchange visits
12. Radio and television spots

The week of activities should involve the entire public relations committee and other FFA members as well.

The Key Person

The FFA reporter is the key person to plan and carry out a public relations program which can use the positive aspects of vocational agriculture in an attempt to create the appropriate image in the community. The reporter must be the leader of the public relations committee and the FFA in publicity activities. Such a program must involve all members of the chapter if possible. It is also a cooperative effort of the shcool and news media. Many times neighboring FFA Chapters can be involved as well.

Such a program must be supported by a well-rounded program of activities. And make no mistake about it — none of this is possible without the support, encouragement, and drive of the vocational agriculture teacher.

THEME

The LaGrange Approach to Image Building

By Ned H. Stump

Editor's Note: Mr. Stump is Vocational Agriculture Teacher, Prairie Heights High School, LaGrange, Indiana 46761.

Several years ago, Jim Clouse, as head agricultural teacher trainer at Purdue University, admonished the beginning teacher to "work hard doing worthwhile activities half the time and spend the other half telling people what you've been doing." His advice can provide the beginning for creating a solid public image for vocational agriculture and the teacher as well. The effort of creating a positive image takes time.

Dr. Clouse also stated that "it takes four years in the community for the teacher to really learn the people, responsibilities, and become effective." It takes only a short time to ruin that image if some aspect of the local program goes awry.

The task is one of attaining and maintaining a positive program image within the community. The teacher needs to have patience and persistence, yet never become complacent with the progress of the program.

The opportunity to initiate a program of vocational agriculture allows the teacher the opportunity to establish the image that is deemed appropriate. In the case of a teacher moving into a bad situation, he or she must seek to overcome past impressions and create the desired new image. Whatever the starting point, the teacher needs to inventory the image building resources which are available and make wise decisions in using them to attain program goals. Key resources include local news media, area correspondents, radio and television, and school media. The best image builders a program can have are satisfied students, parents, administrators, and local community leaders. Working effectively and cooperatively with these clientele will likely produce support for the program.

The PEP Concept

A few years back, a group of Northeast Indiana vocational agriculture teachers, created what was termed a Public Education Program (PEP). It was later expanded and made available for the entire state. The PEP concept used pre-written captions on news releases which could be filled in with local information and used weekly in local newspapers. They were to be supplemented with photographs. This method has worked well in our chapter. We are located on a county line about 10-12 miles from the county seat and news office. Editors have frequently indicated a need for current news, but have lacked the time

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The LaGrange Approach To Image Building

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and personnel to collect it. This program requires effort and encouragement by the local teacher in order to effectively utilize the FFA chapter reporter.

As programs grow and communities see their value, newspaper reporters will be more willing to cover important events and achievements. Taking a little extra time to cooperate with them can greatly enrich the overall program image.

There must be a well rounded vocational agriculture program if the appropriate image of the program is to be developed. In as much as all activities (whether contests, community service, or some other activity) demand the scarce time of the teacher, wise choices of activities to be conducted must be made. Once the momentum of a program is established, the program can be strengthened greatly by the alumni and students. Still, the teacher needs to provide the appropriate guidance and direction.

Activities Which Create A Proper Image

Activities our vo-ag department uses which strengthen the image of the program center on the operation of a 230-acre school farm. Each year 1500 visitors — kindergarten through adult — take wagon tours of the farm, trek the two mile nature trail, and visit the wildlife area with its buffalo, deer, and wild burros. Each October, a Sunday afternoon fall festival serves as the chapter's annual community open house. This year 2000 visitors took wagon tours and visited the Farmstead Park Festival. Steam engines, antique tractors, apple butter, cracklins, and mountain men were among the features.

Frequently adult field days are held at the farm, such as a full scale forage day complete with specialists who are at the discussion stops. The new community center built by the FFA members at the farmstead near the farm museum has been the site of many school gatherings and reunions. The chapter has operated as a tree seedling source and has planted seedlings for many years. This past year 35,000 trees were brought to the community and planted. All 5th graders are given two seedlings with planting instructions on Arbor Day. Each day the chapter completes the U.S. Weather Bureau observation from the school farm site and reports it to Indianapolis.

An annual chapter-sponsored Canadian acheivement trip honors members and local adults who have contributed to the current farm and chapter program. These activities have been successful in helping our program gain and maintain the good favor of our community.

Vocational agriculture teachers who create a positive image usually become a part of other community organizations and activities. Unselfish involvement in a Lions Club, church, or other community organizations frequently provides an opportunity to informally identify human and natural resources which can be used to improve the local vocational agriculture program.

A local advisory committee is an excellent ambassador group for the local program. A recent timber sale by our school provided some extra funds. The local school board challenged the agriculture advisory committee to suggest projects that would benefit the entire community. The agriculture advisory committee accepted the challenge. We now have a new 48′ x 56′ community center and wildlife ponds on the school farm. Just as importantly, we also have a deeply involved local committee.

A Teacher's Actions Influence Image

To be totally successful, the vocational agriculture teacher must work in cooperative harmony with associated teachers and departments, promoting unity throughout the total school program. This goal may be accomplished through combined cooperative activities, projects, and a sharing of common concerns to maintain open lines of communication.

The vocational agriculture teacher may encounter situations requiring alignment on issues of controversy. Taking a stand on divided issues may be difficult, but it is sometimes necessary to maintain the image of the local program and convictions of the teacher.

Without a doubt, the most essential positive ingredient will be the teacher(s). The genuine dedication of the teacher(s) is fundamental to success. This needs to be accompanied by a supportive and understanding family, a positive far-reaching vision, untiring enthusiasm for people and challenges, and a firm faith in a force beyond human limits.

BOOK REVIEW

COLLECTING MODEL FARM TOYS OF THE WORLD, by Raymond E. Crilley and Charles E. Burkholder, Tucson, Arizona: AZTEC Corporation, 1979, 320 pp., $17.95.

Farm power enthusiasts will enjoy the 200 pages of quality pictures showing, in miniature, the history of agricultural mechanization. Nostalgic recollections of generations of tractor operators will bridge the age gap as child and adult search together for "one like I had as a child."

The vocational area of education is well served by this information packed, paper bound book. Some psychologists believe toys are a child's introduction to the world of work. The worthy use of leisure time has been a goal of agricultural educators for decades.

COLLECTING MODEL FARM TOYS combines an appreciation for educational toys with an economic interest in their increasing value.

Information on collecting, manufacturing, refinishing, customizing, and mini-tractor pulling are covered in the text. There are 724 illustrations plus a directory of terms, collector's check list, and a price guide.

Authors are Ray Crilley, production agriculture instructor in the Albion, Pennsylvania Schools, and Chuck Burkholder, agriculture mechanics teacher at Lenawee VOTEC Center in Michigan. Their volume will contribute to many pleasurable moments of personal reading

John H. Avery
Richland Community College
Decatur, Illinois

THEME

Using Professional Dress in Image Building

BY PHIL BURIAK AND JOE HARPER

Editor's Note: Mr. Buriak and Mr. Harper are graduate teaching assistants in the Department of Agricultural Engineering at The Ohio State University, Columbus, Ohio 43210. They are pursuing doctoral degrees with specializations in agricultural mechanization.

Recall those times when you have had contact with a professional working person, such as a physician, veterinarian, or attorney. What was the basis of your first impression? Did they act like a professional? Did they look professional? How important was the professional image they portrayed to you? Would you, as a user of their service, have felt as secure and comfortable with them had they not impressed you with their professional image? The image they portrayed was an important aspect of their profession. As an educator, you should also recognize the importance of the image you portray to your students, other faculty members, parents, and community members.

Everyday life styles are now more liberal. Educators have tended to follow this trend, not only in teaching, but in dress and overall appearance. The professional image created by appropriate dress and appearance has been altered and, in some cases, eliminated. Further, the importance of professional image on the teaching-learning process and the entire educational professional has long been overlooked.

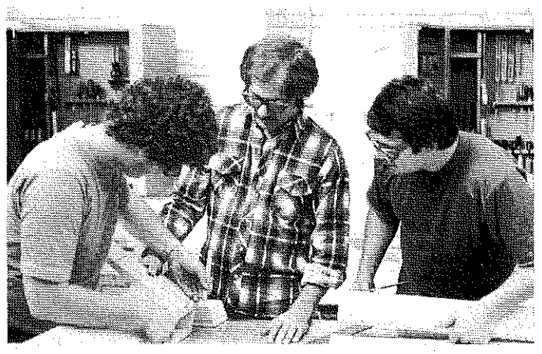
Establishing a Learning Environment

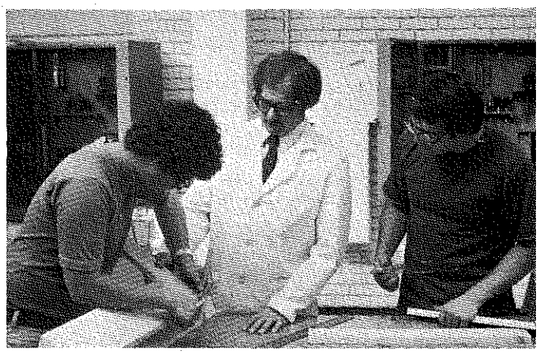
The teacher of vocational agriculture is the most important component in the formation, maintenance, and control of the classroom environment. Research has shown that classroom environment, or climate, does have an effect on learning as measured by student achievement (Dunkin and Biddle, 1974). It should be obvious that by being the catalyst of the climate in the classroom, the teacher sets a mood conducive to learning with the professional image created by dress. For effective student learning, create the appropriate climate for it by dressing professionally.

Have you ever gone to a banquet, dinner, or party where it was requested that you be dressed formally? How did the participants behave? What was the mood of the affair? Is it not also conceivable that our teaching behaviors may be affected similarly by the way we dress for classroom or laboratory teaching? In fact, the portrayal of a more professional image may enhance our own instructional presentations. The environment set by appropriate attire will not only be conducive to more effective learning, but also conducive to more effective teaching. *Teachers who feel good about the way they look will transfer that feeling for a more effective teaching environment.*

Student management is an important aspect of the classroom environment. The image we portray to students influences the manner in which students behave. If teachers do not present a respectable, professional image in the classroom, laboratory, and community, students will tend to disregard the teacher as an effective disciplinarian. Imagine a teacher dressed in jeans and a flannel shirt. Can you really expect the students to treat the teacher like a professional when he/she does not appear to be one? The beginning teacher of vocational agriculture may achieve added advantages from dressing to project a positive professional image. Professional attire will afford beginning teachers an effective means for establishing and maintaining the "professional distance" which is necessary for pro-

(Continued on Page 18)





Teacher effectiveness is enhanced by the image portrayed by the teacher. Observe the obvious effect that professional attire has upon the images of the instructor in the two situations. In which instance do you believe that the teaching-learning process is enhanced?

Using Professional Dress In Image Building

(Continued from Page 17)

viding effective instruction. Students are not looking to be taught by an instructor who dresses like and appears to be another student. Students will respect a teacher who portrays the ideal teacher image, not the ideal student image.

Shaping Attitudes

Effective benefits, although many times unseen and unmeasureable, will result from the appearance projected by the instructor. Specific positive attitudes may be encouraged by the professionalism displayed through the instructor's attire. This may include simply the awareness of students that they are now a part of an educational setting and not at home or with a group of friends. More specifically, the attitudes of students about career choices in a technical area of agriculture may be influenced by dress. For example, imagine two instructors in a meat processing laboratory. The first is dressed in jeans and a flannel shirt. The other is in a white laboratory coat, hard hat, and appropriate eye protection. Which instructor projects a more positive image about meat processing occupations? Obviously the instructor who is dressed professionally sets the best example. This image will affect students' attitudes regarding professionalism. Such attitudes will also be taken by students to their first employment opportunity.

Rosenshine and Furst (1971), in a noteable review of research on teacher effectiveness, listed task-orientation and/or businesslike behaviors as having positive effects on student achievement. The image created by dressing professionally will promote this businesslike atmosphere. A business-like atmosphere will in turn encourage business-like behavior by students and the instructor's time will be spent actively involved in learning tasks. Rosenshine and Berliner (1977) linked this "time-spent-on-task" to positive gains in student achievement.

Safety instruction is greatly influenced by the appearance of the instructor. Can you expect students to follow safe practices when the instructor does not? Instructors should wear personal protective attire while in the laboratory. We often overlook the importance of laboratory attire. An appropriate example for our students must always be demonstrated. While in the laboratory, we must be safe as well as appearing professional. The addition of a laboratory coat will enhance the professional image. Too many times, instructors will dress down when going from the classroom to the laboratory. The learning environment in the laboratory is as important as it is in the classroom. Teachers must never lose sight of this fact if they expect their laboratories to possess the same professional environment as the classrooms. Proper appearance is a key to effective safety instruction and instructors can best display this appearance by their professional protective attire.

The Obligation

We must not forget the importance of professional attire in the teaching-learning process. Teachers of vocational agriculture have an obligation to the students, fellow teachers, supervisors, and communities for providing the optimum learning environment. This includes portraying a professional image through our professional attire.

References

Dunkin, Michael & Biddle, Bruce. THE STUDY OF TEACHING. New York; Holt, Rinehart and Winston, Inc., 1974.

Rosenshine, Barak and Berline, David C. "Academic Engaged Time," BRITISH JOURNAL OF TEACHER EDUCATION. January, 1978, Vol. 4, No. 1, pp. 3-16.

Rosenshine, Barak and Furst, Norma, "Research on Teacher Performance Criteria" in RESEARCH IN TEACHER EDUCATION, Smith, B.O. (ed), Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.

THEME

Using A Mirror in Image Building

BY KENNETH A. PARKER

Editor's Note: Dr. Parker is Assistant Professor of Agricultural/Occupational Education, University of Massachusetts, Amherst, Massachusetts 01003.

Mirrors allow us to see how we appear to others. One of the problems that we see as we stand and look into a mirror is that the closer we stand to the mirror, the less we are able to see of our surroundings. In some respects, looking into a mirror can create a case of tunnel vision. We, in agricultural education, and agriculture in general, need to step back from our mirrors now and then, to see what is going on around us. Is the image we see in the mirror the same one that is seen by those who are not necessarily engaged in agricultural pursuits? The answer to this question is unequivocally NO. Let's look at a few examples of how our agricultural image is seen by those who are not agriculturally oriented.

As We Are Seen by Others

Each year, many students from across the nation are given, as a matter of course, interest tests to try to determine what area they might best specialize in as they go through high school. Many of the sources of the tests have programmed computers write out reports, based on only two factors: (1) what the student expressed a desire to study and (2) the results of the aptitude tests. At least one such company has programmed its computer to suggest to students that if their aptitude scores are lower than average for their chosen area of interest they should consider enrolling in agriculture and forestry. The computer is also programmed to suggest to students interested in agriculture that if their aptitude scores are high they might well consider another field of study other than agriculture. The implication here is that at least one firm which supplies interest survey tests to junior and senior high school students has an image of agriculture that suggests that agriculture is a good field of study for students with limited academic abilities.

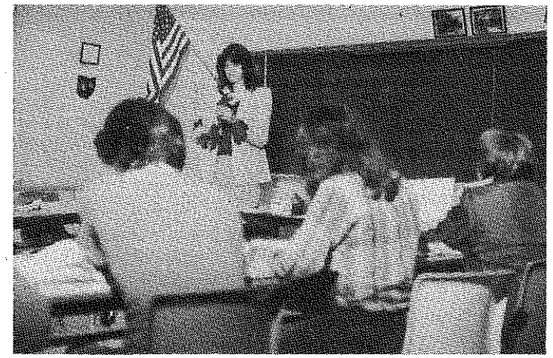
A second source of interest and aptitude tests for junior and senior high school students presents a slightly different picture. In their explanatory material about the test, an example is shown where a student has an interest in agriculture and mechanics. Those of us involved in agricultural education would immediately recommend that the student enroll in agricultural mechanics. The test, however, suggests that the student will have to make a choice between an agricultural or a mechanical area of study.

The previous two examples are not meant to ridicule the aptitude tests. The point to be made is that the image of agriculture is not always the same as we see it in our mirrors.

Many people in highly urbanized areas have an image that says that agriculture is cows and farmers, and horticulture is flowers. Our urban dwellers do not always take the time to understand that their food, pets, landscapes, clothes, housing, and other aspects of their daily lives are directly related to or part of the agricultural industry.

Telling Our Story to All the People

Agricultural educators have for decades taken great pride in the programs offered to millions of people over the years. We have, as the FFA Creed states, ". . . believed in the future of farming, with a faith born not of words but of deeds . . ." The deeds we have accomplished have been tremendous. American agriculture is second to none in the world. Much of the credit for this accomplishment must go to agricultural education. The time has come, however, for everyone concerned with the future of agriculture to step back from the mirror and get a wider perspective on that which is around us. We must begin to combine "words" with our "deeds." We need to begin to tell the story to everyone, not just to those we know who are already willing to listen. Dr. Sam E. Curl, Dean of the College of Agricultural Sciences of Texas Tech University, made this point in his keynote address to the 30th Southern Research Conference in Agricultural Education, on July 21, 1981. Dr. Curl, when commenting on the need to increase communication, stated, "We have a tremendous story to tell. Are we doing a first-rate job of telling it and getting our point across? I think not. Surely we can do a better job than we have done and are now doing. The future rests largely upon you and upon all of us who represent the field of agriculture. We must all be better salesmen for agriculture!"



Sandra Maurer, a student teacher in Ohio, takes pride in a neat and attractive classroom where she is teaching plant identification. (Photograph by Leon Boucher, The Ohio State University)

Look Away

Each of us should begin now to look away from our mirrors to see what we can do to spread the word. There are many images we can see in a mirror if we will just change the position from which we view the mirror. The future image of agricultural education, and agriculture in general, is going to depend on a commitment from each of us to "sell" agriculture to everyone, not just to those who are already willing to listen.

References

Curl, Sam E. "Importance of Research to Agricultural Education," Keynote address during the 30th Southern Research Conference in Agricultural Education, Texas Tech University, Lubbock, July 21, 1981.

BOOK REVIEW

VEGETABLE GROWING HANDBOOK, by Walter E. Splittstoesser. Westport, Connecticut: AVI Publishing Company, Inc., 1979, 298 pages, $12.50.

The VEGETABLE GROWING HANDBOOK provides basic information for beginning vegetable gardeners. It is written in simple non-technical terminology.

Chapters one and two deal with planning and planting the garden. Tables in these chapters provide useful information on planting dates, yields of vegetables, and dates of killing frost. Nutrition and pest control management are addressed in chapters three and four. General information on storage and preservation of vegetables is covered in chapter five. The sixth chapter makes up approximately one-third of the book. Chapter six deals with the plant characteristics, culture, harvest, and common problems associated with individual vegetable plants. Sixty-three plants commonly grown in a vegetable garden are discussed. Growing herbs is discussed in the final chapter.

The appendix provides listings of additional sources of information on vegetable gardening. Tables of measurements, nutritional values, and vitamin content are included.

The author, Dr. Walter W. Splittstoesser, is professor of plant physiology in horticulture at the University of Illinois, Urbana, Illinois. He has conducted research with both tropical and temperate vegetable crops.

The VEGETABLE GROWING HANDBOOK is written on a high school level. The principles and practices of growing vegetables, as outlined in this book, would be useful to the teacher and students in vocational agriculture.

Fred W. Reneau
Southern Illinois University
Carbondale, Illinois

1982-83 Report . . .

Assistantships and Fellowships in Agricultural Education

By
Richard F. Welton
Editor's Note: Dr. Welton is Coordinator of Agricultural Education at Kansas State University, Manhattan, Kansas 66506. The article is based on a survey he carried out for the Publications Committee of the American Association of Teacher Educators in Agriculture.

The 1982-83 survey by the Publications Committee of the American Association of Teacher Educators in Agriculture of assistantships and fellowships in agricultural education reflects the reporting of 26 institutions. The findings are published to help prospective graduate students select institutions for study and obtain financial assistance.

Key to Understanding

The information is provided in the following order: Nature of assistantships (number available); number of months available during year; beginning month of employment; amount of work expected; monthly remuneration and other considerations, such as remission of fees; whether aid is for master's, advanced graduate program or doctoral students; source of funds; the 1982 deadline for application; and the person to be contacted. Slight variations in this pattern are due to the nature of the data provided by reporting institutions.

Clemson University

Assistantship (1); 12 months; January; one-half time; $310 per month, reduced fees; John H. Rodgers, Professor and Head, Department of Agricultural Education, College of Education, Clemson University, Clemson, South Carolina 29631.

Colorado State University

Assistantship (6-8); 9-12 months; August 20; 15-20 hours/week; $450-$600 per month, waiver of tuition; master's and Ph.D.; university, contracts and grants; May 1, 1982; Dr. B. Harold Anderson, Head, Department of Vocational Education, Colorado State University, Fort Collins, Colorado 80523.

Cornell University

Internship (1); 12 months; June or September; 15 hours/week; $6,037 annually* and waiver of tuition and fees; doctoral; State funding; April 15, 1982.

Teaching Assistantship (2); 9 or 12 months; June or September; 15 hours/week; $4,300 for 9 months*; $5,900 for 12 months*; waiver of tuition and fees; master's and doctoral; State line funding; April 15, 1982.

Research Assistantship (3); 9 or 12 months; June or September; 15 hours/week; $4,300 for 9 months*; $5,900 for 12 months*; waiver of tuition and fees; master's and doctoral; Hatch Act research funds; April 15, 1982.

*Remuneration listed is amount currently being paid; this will increase an estimated 10% for the 1982-83 year.

Contact William E. Drake, 205 Stone Hall, Cornell University, Ithaca, New York 14853; telephone (607) 256-2197.

University of Florida, Institute of Food and Agricultural Sciences

Assistantships available for teaching, research, extension, curriculum development and coordination of inservice educational activities (10); 9-12 months; September; 13 to 20 hours/week; $400 per month, out-of-state fees waived; priority given to students working on Master of Science degrees; College of Agriculture, Cooperative Extension Service, Experiment Station, Florida Department of Education; March 1982; Dr. Carl E. Beeman, Professor and Chairman, Department of Agricultural and Extension Education, 305 Rolfs Hall, University of Florida, Gainesville, Florida 32611.

University of Illinois at Urbana-Champaign

Teaching assistantship (2); 9 months; late August; 50% time; $575 per month, waiver of tuition and fees; doctoral; March 15, 1982; Paul E. Hemp, Division of Agricultural Education, 357 Education Building, 1310 South Sixth St., University of Illinois, Champaign, Illinois 61820.

Research assistantship (2-4); 9 months; late August; 25% or 50% time; $275-$540 per month, waiver of tuition and fees; advanced certificate or master's; March 15, 1982; contact same as above.

Southern Illinois University at Carbondale

Teaching and/or research assistantship (3) in agricultural education; 9 to 12 months; August 1; 20 hours/week; $531 per month, tuition waived; master's and doctoral; April 1, 1982; Dr. Thomas R. Stitt, Department of Agricultural Education and Mechanization, Southern Illinois University, Carbondale, Illinois 62901.

Teaching and/or research assistantships (1-2) in agricultural education and mechanization; 9-12 months; August 1; 20 hours/week; $531 per month, tuition waived; master's; April 1, 1982; contact same as above.

Research assistantship (1-8) in agricultural education and mechanization vocational education; August 1 (dependent on available funds); 20 hours/week; $531 per month, tuition waived; master's and doctoral; April 1; contact same as above.

Fellowship (1); August 1; $410 to $440 per month; tuition waived; master's or doctoral; February 1, 1982; contact same as above.

Iowa State University

Instructorship (1); 12 months; July or September; 30 hours/week; $850 per month; master's or doctoral; Agricultural Experiment Station and special projects funded by state and federal agencies; March 1, 1982; Dr. Harold R. Crawford, Head, Department of Agricultural Education, Iowa State University, Ames, Iowa 50011.

Research assistantship (2); 12 months; July or September; 20 hours/week; $500 per month, fee reduction; master's or doctoral; source of funds same as above; March 1, 1982; contact same as above.

Fellowship (2): 12 months; September; 20 hours/week; $600 per month, full fees paid; funded through USOE for minorities and women, double major or major/minor program in agricultural education and a selected technical agricultural area; March 1, 1982; contact same as above.

Kansas State University

Teaching assistantship (1); 9 months, academic year; August 25; 16 hours/week; $435 per month, out-of-state fees waived, reduced in-state fees for both master's and doctoral program; March 15, 1982; Dr. Ralph Field, Head, Department of Adult and Occupational Education, Kansas State University, Manhattan, Kansas 66506.

University of Massachusetts

Teaching assistantship (1); 9 months; September; 20 hours/week; $498 per month, tuition waived; master's degree, teaching certificate, minimum of three years successful experience as a teacher of vocational agriculture, desire to enter an advanced graduate or doctoral program in occupational (vocational) education, qualified for admission to graduate school; university; March 1, 1982; Dr. William L. Thuemmel, Head, Agricultural Education, 431 Hills House North, University of Massachusetts, Amherst, Massachusetts 01003; telephone (413) 545-2731.

Mississippi State University

Research assistantship (3); 10 or 12 months; July or August; 50% time; $500 per month minimum, out-of-state fees waived; master's educational specialist or doctoral; March 1, 1982; Jasper S. Lee, Department of Agricultural and Extension Education, Mississippi State University, P.O. Drawer AV, Mississippi State, Mississippi 39762; telephone (601) 325-3326.

Teaching assistantship (1); 9 months; August; 50% time; $500 per month, out-of-state fees waived; doctoral; March 1, 1982; contact same as above.

University of Missouri-Columbia

Research assistantship (4); 9 to 12 months; July 1 and September 1; 20 hours/week; $500 per month, out-of-state fees waived; doctoral; May 1, 1982; Dr. Curtis R. Weston, Coordinator, Agricultural Education, 435 General Classroom Building, University of Missouri-Columbia, Columbia, Missouri 62511.

Teaching assistantship (2); 9 to 12 months; July 1 to September 1; 20 hours/week; $500 per month, out-of-state fees waived; doctoral; May 1, 1982; contact same as above.

Montana State University

Teaching assistantship (approximately 3 depending on funds available); 9 months; September 15; 12 hours/week; $444.44 per month, fees waived; master's; Office of Public Instruction, Agricultural Experiment Station; June 1982; Max L. Amberson, Agricultural and Industrial Education, Montana State University, Cheever Hall, Bozeman, Montana 59717; telephone (406) 994-3201.

University of Nebraska-Lincoln

Teaching/research assistant (1-2); 9 or 12 months; January or July; 20 hours/week; $500-$600 per month, fees waived for 9 to 12 hours per semester, master's or Ph.D.; departmental allocation; December 1, 1981 or May 15, 1982; O.S. Gilbertson, Department Head, Agricultural Education Department, 302 Agricultural Hall, East Campus, Lincoln, Nebraska 68583-0709; telephone (402) 472-2807.

Assistant instructor (1); 12 months; January; 20 hours/week; $900-$1100 per month; Ph.D. preferred; departmental allocation; November 15, 1981; contact same as above.

University of New Hampshire

New Hampshire State FFA executive secretary assistantship (1); 12 months; 20 hours/week; $505 per month, remission of fees; master's; May 14, 1982; Dr. William H. Annis, Professor and Chairperson, University of New Hampshire, Occupational Education Department, Palmer House, Durham, New Hampshire 03824.

New Mexico State University

Teaching assistantship (1); 9 months; September 1; one-half time; $600 per month, out-of-state tuition waived; master's; March 15, 1982; Dr. Leon Wagley, Professor and Head, Department of Agriculture and Extension Education, New Mexico State University, Box 3501, Las Cruces, New Mexico 88003.

North Carolina Agricultural and Technical State University

Teaching and research assistantship (2); 9 months; August; 10 hours/week; $200 per month; master's; June 30, 1982; Arthur P. Bell, Head, Department of Agricultural Education or Albert W. Spruill, Dean, Graduate School, North Carolina Agricultural and Technical State University; Greensboro, North Carolina 27411; telephone 379-7711.

The Ohio State University

Teaching associateship (1-2); 12 months; July 1 or later; 50% time, $525-$600 per month, fees waived; doctoral; February 1; Dr. J. Robert Warmbrod, Chairman, Department of Agricultural Education, The Ohio State University, Agricultural Administration Building, 2120 Fyffe Road, Columbus, Ohio 43210-1099.

Research associateship (3-4); 9 to 12 months; July 1 or later; 50% time; $450-$600 per month, doctoral; $450 per month, master's; fees waived; February 1 (will accept applications year round); Dr. Robert E. Taylor, Executive Director, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Oklahoma State University Stillwater

Teaching assistantships (2) for teaching undergraduate professional courses, working with state vocational-technical staff, assisting with undergraduate student advisement; 10 months; September 1; 20 hours/week; $585-$620 per month; out-of-state fees waived, possibility of partial fee waiver scholarships; doctoral; University funds; August 1, 1982; Dr. Robert Terry, Professor and Head, Department of Agricultural Education, 235 Agriculture Hall, Oklahoma State University, Stillwater, Oklahoma 74078; telephone (405) 624-5129.

Teaching assistantship (1) for operation, maintenance, and scheduling of video-tape and other type of audio-visual equipment for both the department and the Division of Agriculture faculty; 12 months; September 1; 20 hours/week; $585-$620 per month; out-of-state fees waived, possibility of partial fee waiver scholarships; doctoral, University funds, August 1, 1982; contact same as above.

Teaching assistantship (1) for assisting with introductory and advanced Ag Mech classes; 10 months; September 1; 20 hours/week; $585-$620 per month; out-of-state fees waived, possibility of partial fee waiver; master's or doctoral; Agricultural Mechanics funds; August 1, 1982; Professor George Cook, Department of Agricultural Engineering, 109 Agriculture Hall, Oklahoma State University, Stillwater, Oklahoma 74078; telephone (405) 624-5129.

Research assistantship (1) for assisting in computer programming and ERIC searches, writing RFP's development of literature reviews for staff research and possibly assisting in teaching research design course in Agricultural Education; 10 months; September 1; 20 hours/week; $585-$620 per month, out-of-state fees waived, possibility of partial fee waiver scholarship; doctoral; Experiment Station funds; August 1, 1982; Dr. Robert Terry, Professor and Head, Department of Agricultural Education, 235 Agriculture Hall, Oklahoma State University, Stillwater, Oklahoma 74078; telephone (405) 624-5129.

Pennsylvania State University

Teaching and research assistantships (?); 20 hours/week; $1824 per 10-week term, remission of fees; master's and doctoral; Dr. Samuel M. Curtis, Head, Department of Agricultural and Extension Education, 102 Armsby Building, University Park, Pennyslvania 16802.

Texas A & M University

Teaching assistantship (2); 9 to 12 months; September or January; 20 hours/week; $400-$600 per month, out-of-state tuition waived; master's or doctoral; May 1, 1982; Dr. Earl H. Knebel, Head, Department of Agricultural Education, Texas A & M University, College Station, Texas 77843.

Non-teaching assistantship (2); 9 to 12 months; September or January; 20 hours/week; $400-$600 per month; out-of-state tuition waived; master's or doctoral; May 1, 1982; contact same as above.

Research assistantship (1); 9 to 12 months; September or January; 20 hours/week; $400-$600 per month, out-of-state tuition waived, master's or doctoral; May 1, 1982; contact same as above.

East Texas State University

Assistantship (2-4); 9 and/or 12 months; September 1; 20 hours/week; $400-$500 per month; out-of-state tuition waived; master's or doctoral; July 1, 1982 or until suitable candidate can be selected; Dr. Charley Jones, Professor and Head, Department of Agriculture, East Texas State University, Commerce, Texas 75428; telephone (214) 886-5350.

Utah State University

Teaching assistantship (1); 9 months; September; 16 hours/week; $525 per month; waivers for out-of-state students; master's; February 15, 1982; Dr. Gilbert A. Long, Head, Agricultural Education, Utah State University, UMC 48, Logan, Utah 84322; telephone (801) 750-2230.

University of Vermont

Research fellowship (1); 9 months; September 1; half-time; $4,400; remission of tuition; master's; Agricultural Experiment Station and Graduate College; June 1, 1982; Professor Gerald R. Fuller, Chairperson, Vocational Education and Technology, College of Agriculture, Agricultural Engineering Building, Burlington, Vermont 05405.

Virginia Polytechnic Institute and State University

Instructor (2); 12 months; July 1; 20 hours/week; $900 per month; doctoral, with three years experience with at least two years teaching agricultural education; university funds; March 1; Dr. John Crunkilton, Agricultural Education, Room 222 Lane Hall, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

Assistant (1); 9 months; September 16; 20 hours/week; $560-$670 per month; master's or advanced graduate student; university funds; March 1, 1982; contact same as above.

University of Wisconsin Platteville

Assistantship (1 for two semesters or 2 for one semester each); 10 months; September; 15 to 20 hours/week; $360 per month; out-of-state fees waived; master of science in agricultural industries, bachelor of science in agricultural education, teaching experience desirable; April 1, 1982; Dr. Charles DeNure, Dean, College of Agriculture, 210 Ullrich Hall, UW-Platteville, Platteville, Wisconsin 53818.

University of Wisconsin River Falls

Assistantship (4); 9 months; September; 12-15 hours/week; $3,700 per year, remission of out-of-state fees; master's; February 1, 1982; Dr. Marvin D. Thompson, Chairman, Department of Agricultural Education, University of Wisconsin, River Falls, Wisconsin 54022.

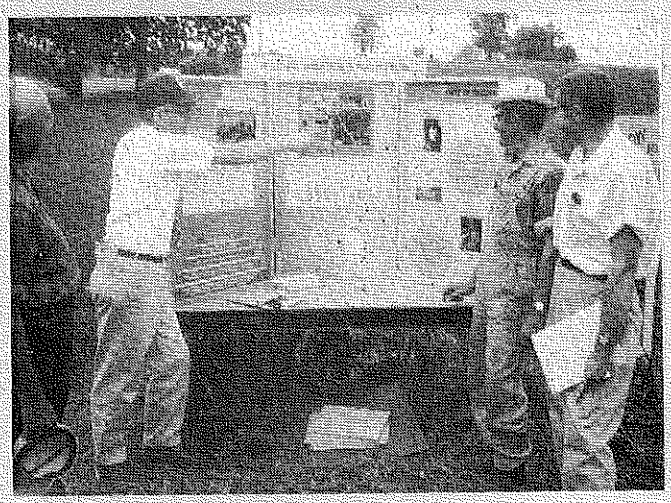
FFA PAGE

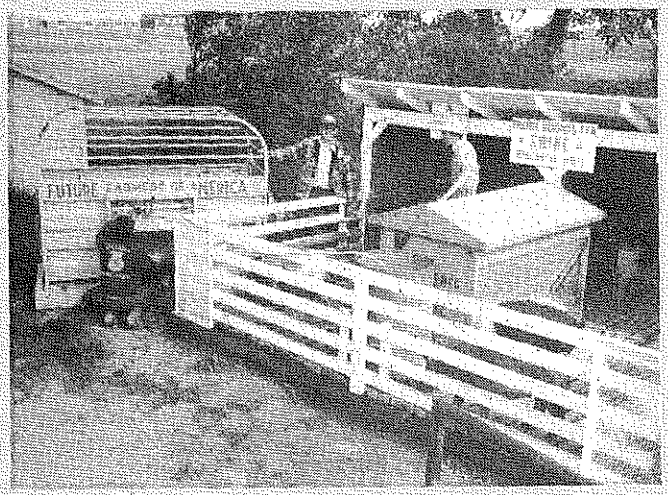
The FFA elected new National Officers at the last National FFA Convention in Kansas City, Missouri. The six were selected at the 54th National FFA Convention and will lead the organization for a year.

The officers are:
Front Row (left to right)
Scott Neasham, 20, of Newton, Iowa, National President
John Pope, 20, of Maiden, North Carolina, National Secretary

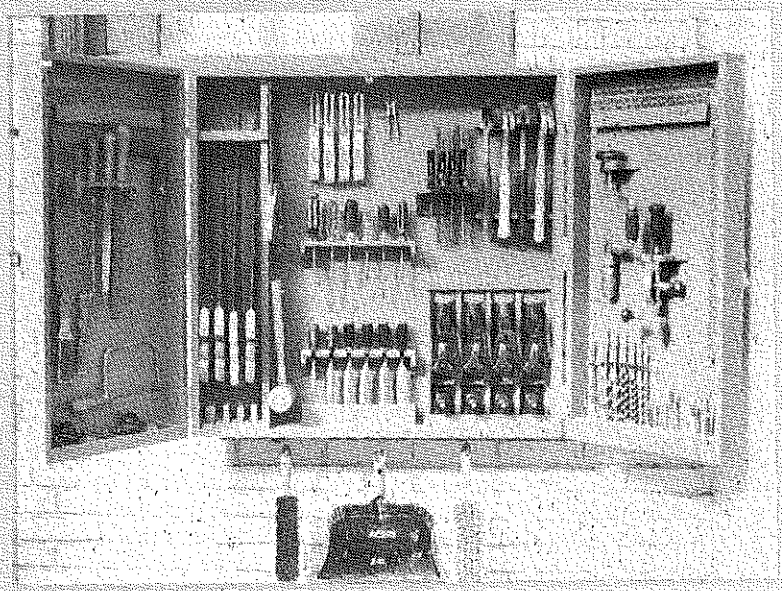
Second Row (left to right)
R. Scott Watson, 20, of Gallatin, Missouri, National Vice President Central Region
Melanie J. Burgess, 20, of Harrisonburg, Virginia, National Vice President Eastern Region
Jack Stewart, 21 of Douglas, Wyoming, National Vice President Western Region
Randy Hedge, 20, of Grannis, Arkansas, National Vice President Southern Region

Stories in Pictures





The Prairie Heights (Indiana) vocational agriculture program uses a number of resources in image building. The left photograph shows a discussion during a field day hosted on the school farm. The photograph on the right shows a hog trial facility used during the field day. (Photographs courtesy of Ned Stump, LaGrange, Indiana.)



A wall cabinet showing storage of woodworking hand tools and clean-up supplies helps to promote good housekeeping and build image for the program. (Photograph by Joe Gliem, The Ohio State University.)