Stories in Pictures
by Jasper S. Lee

Using Resources in a School Laboratory—Students enrolled at Miami (Florida) Agricultural School are shown receiving practical experience in handling livestock. (Photo from R. Quintin Duff, Miami Agricultural School)

Using Resources of Business—Agriculture students at Linn (Missouri) High School observe Mr. Linda Joel demonstrate the inspection procedure used with cattle by the Three Rivers Livestock Cooperative. (Photo from James A. Bailey, Missouri State Department of Education)

Using Resources of Higher Education—University bee facilities and personnel helped to Agricultural Education. Here personnel in the Animal Science Department, University of Georgia, are in setting up and conducting the State Bee Queen Judging Contest. (Photo from Georgia State Department of Education)

Using National Support—Ray Tomberlin of Merchandising Company, Inc., is shown presenting a check for $10,000 to Alpha Gamma Delta, National FFA President. The contribution was made to sponsor the development and distribution of a new "FFA Advisor's Handbook," looking at the Vanas Lashley, Auburn University, Don Ericksen, North Dakota, and James G. Cleland, Virginia Polytechnic Institute and State University. (Photo from Don Ericksen, National FFA Center)

Using Local Dealer Equipment—Student at North State (Missouri) from the installment and operation of farm equipment. (Photo from James A. Bailey, Missouri State Department of Education)

Theme—Informing the Public
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THEME—INFORMING THE PUBLIC

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Cover Photo: Various media can be used in informing the public about Agricultural Education. The chart photographs show the use of television, displays, newspapers, and radio in informing the public. (Photographs by James A. McLean and Gene Love, University of Minnesota) 218

Guest Editorial... Tell the Story

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

There is an old gospel hymn known to ever so many of us that really tells it like it should be told to the Nation. Yes, and we who are associated with Vocational Agriculture/ Agribusiness—FFA also have a story to tell. While these two stories are different, they still have much in common. Certainly, the spiritual comes first and foremost, but turning to earthly matters, the first three needs, yes demands, of industry and agriculture is education story is all about.

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

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

(Concluded on next page)
Guest Editorial...

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

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

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

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

We must initiate and maintain ties with every form of the media—newspaper, radio, television, and the platform. This is not easy: it requires steady work and effort. Be honest, objective, thorough, but, of course, brief as possible. Use pictures and examples of success stories to do the job. In fact, we should always set a goal of at least one media contact every week of the year. We must be imaginative and creative, and maintain regular information to our co-workers and superiors. We must of course remember that there is a point beyond which we can become pests, and thus nullify all of our good intentions.

Use students, young and adults, to convey the general and importance of Vocational Agriculture and FFA. We must remember the great asset of "demonstrations" be it a plot of ground, a shop, a verbal presentation. This is important to all the community can see, hear, understand.

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

How about an invited field trip invitation? Ask your school administrator, your board of education members, municipalities, other businesses from the community, and give them this first-hand observation. Even though back-end inspection, show both the good and the new. Everyone knows that we have two sides of every activity. We may prove beyond doubt that a strong, full, identifiable Agriculture FFA program is essential for the welfare of the community. Bring right into your classrooms the Board of Directors of your Farm organizations, and other leaders and officials. Have them come into an FFA meeting, meet with your Young Farmers, or take them on a field trip. And then of course, make sure that their presence is known and their interest told through the media.

One of the greatest ways to accent our public information process is to live it, look it, and talk it. Do the job! Have a story to tell about vocational agriculture, agronomy education and FFA, and it’s up to every one of us who has any part in this field to do just that. Let’s all put our together to do the job. We’ll be busy and we’ll be happy at the same time.

Themes For Future Issues

May — Teaching the Disadvantaged and Handicapped
June — Women in Agricultural Education
July — The FFA
August — Serving Out-of-School Groups

September — Guidance, Counselling and Placement
October — International Agricultural Education
November — Cooperative Education in Agriculture
December — Agricultural Mechanics

Ag Mechanics Education Gets a Boost from Operation PFI

Ray Brown
Virginia Polytechnic Institute and State University
Raymond Brown
Mississippi State Department of Education

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

BACKGROUND INFORMATION

The role of mechanical methods in agriculture today is quite extensive. The need for increased instruction in the operation and maintenance of agricultural equipment has been very evident to the leaders in agricultural education in Mississippi. Farmers in the State have invested more than one billion dollars in farm machinery and equipment. Maintaining and protecting this investment is not an easy task that can be left to chance. The increased cost of machinery has made maintenance even more important.

In order to prepare machinery, maintenance was given an intensive study of the role of agricultural education and the FFA in helping farmers protect their investments. Contact was made with nearly all teachers of agriculture in the State to discuss what was needed. An agricultural mechanics committee was appointed to study the problem. A statewide contest among teachers was held in an attempt to develop a slogan, emblem, and name for the needed program. After all of this had been done, "Operation PFI" was conceived. As the name indicates, "Operation PFI" focuses on "Protecting Farmer's Investments." The program is administered by agricultural educators personnel in the Division of Vocational and Technical Education, Mississippi State Department of Education. Assistance in implementing Operation PFI was provided by agricultural education staff members at Mississippi State University.

COMPONENTS OF OPERATION PFI

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

1. The promotion of proper maintenance and repair of farm equipment through various news media was a significant effort to develop public awareness. A booklet was developed which contained newspaper releases in which the local teacher could insert his name and other local information. The releases were dated and focused on topics of primary concern for the intended release of the local newspapers. Each article emphasized increasing profit through the proper maintenance of machinery.

2. The expansion of instruction in the proper maintenance and repair of farm machinery was a major part of Operation PFI. This was accomplished by establishing goals for each school to achieve in agricultural mechanics education. A contest was established on a federation, area, and state basis to aid in recognizing outstanding agricultural mechanics education programs. (Concluded on next page)
Mississippi Farm Machinery Queen, Sable Burt, is shown presenting a Certificate of Award to Chrissy Fowles, teacher of agricultural mechanics education and Operation PF.

3. The identification of educational activities conducted by local agricultural education programs was undertaken. Special decals were printed that could be attached to tractors, implements, and other items which were painted and repaired by agricultural students. A quantity of decals was supplied to the teachers in each school in the State.

4. A program for recognizing teachers who made outstanding contributions in the area of farm equipment preventive maintenance and repair was initiated. The teacher recognized as most outstanding in each federation and area and at the State level was recognized as the “M. Operation PF” Certificate and other awards were used.

5. The selection of a Farm Machinery Queen was used to stimulate interest in agricultural mechanics education. Each local FFA chapter could select a young lady as the local queen. The local queen competed during the State FFA Convention for the title of State Queen. The farm equipment dealers provided approximately four thousand dollars in the form of scholarships for the State Farm Machinery Queen. The current queen has traveled extensively in the State and made several out-of-state trips. She has made numerous television and radio appearances and is in great demand for personal appearances on behalf of agricultural mechanics education.

STANDARDS FOR LOCAL PROGRAMS

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

1. Clean, paint, and place an official Operation PF decal on one tractor and two or more pieces of farm machinery.
2. Turn in at least one tracing indicating needed minor repairs so that the tractor was fully field worthy.
3. Submit photographs and five articles on machinery and operation, and professional activities of the teacher.

RESULTS OF OPERATION PF

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

To assure that the Operation PF varis with the nature of agriculture in a school district and the extent of mechanization involved. The nature of the newspaper and the need to include all the strategy available in setting to produce a high degree of visibility for our segment of the population. The idea of the byplay of the public relations man. At a time when so many regional programs are in danger of being submerged, the established agricultural program for public interest and visitors, we should use the most persuasive and instructive method of our audience in drawing favorable public exposure. In any undertaking, we start with a sound basis; we lay out clear objectives; we formulate ways of reaching our goal; and we assign people who can get the job done. But first of all and most importantly in relation to public relations. We learn who we are and what we are.’ In our agricultural education departments that is necessary, that applies to the interests, the needs, and the influence of the students and the people of our communities.

We need innovative activities, not necessarily at logheads with the traditional but not bound by the norm. To say the least, the interest will be for a long time by agricultural in Mississippi.

SUMMARY

Statewide programs to stimulate instruction in agricultural education can be effective. Through Operation PF, agricultural mechanics instruction received a big boost in Mississippi. This program exists in the belief that FFA chapters are the key to the future of agriculture education. The key point is the fact that it was a multi-faceted program. A local school could implement the entire program or only a portion of it. It is to say that the interest will be for a long time. Operation PF was developed to increase the visibility of agricultural education programs across the state.

"If a man makes a better mousetrap, the public will make a beaten path to his door” — Emerson, that he tells the world of his accomplishments, and he uses every possible means of communication in doing so. Today, informing the public is the name of the game, and we need to include all the strategy available in setting to produce a high degree of visibility for our segment of the public. The idea of the byplay of the public relations man. At a time when so many regional programs are in danger of being submerged, the established agricultural program for public interest and visitors, we should use the most persuasive and instructive method of our audience in drawing favorable public exposure. In any undertaking, we start with a sound basis; we lay out clear objectives; we formulate ways of reaching our goal; and we assign people who can get the job done. But first of all and most importantly in relation to public relations. We learn who we are and what we are. In our agricultural education departments that is necessary, that applies to the interests, the needs, and the influence of the students and the people of our communities.

We need innovative activities, not necessarily at logheads with the traditional but not bound by the norm. To say the least, the interest will be for a long time. Operation PF was developed to increase the visibility of agricultural education programs across the state.
DEVELOPING A PUBLIC RELATIONS PROGRAM

David K. Meller
Student Teacher
Marshall, Michigan

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

A teacher is in a position to help in the public relations program of the school. By being aware of the problems of the students, the teacher can help solve them. Many students are not aware of the opportunities available in their community. These problems should be tackled, and the solutions presented.

TELL YOUR STORY

Now more than ever, the ag teacher is faced with the problem of how to tell the story. Develop a PR program that is both effective and efficient. A well planned and executed program will result in more people knowing about the careers in agriculture.

A FACT FILE

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

DEFINING THE PROBLEM AND THE PUBLICS

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

List each public, its characteristics and interests. Determine what misunderstanding might exist and what ideas you want to communicate to each. Design your news releases and activities to appeal to the specific public you have identified. Try to elicit the aid of someone in your community who works at a local newspaper, radio or television station as a member of your advisory council. The number will be able to serve as a key resource person in planning and maintaining an up-to-date PR program to tackle the problems you have with the public most important to your cause. Then, they will help sell your message to your other publics.

RECRUITMENT REQUIRES AN INFORMED PUBLIC

Leon Bouker
Teacher Educator
Ohio State University

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

ONE ANSWER—A RECRUITMENT COMMISSION

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

The purposes of the commission are:

a. To develop plans and procedures for acquainting teaching of vocational agriculture with the need for interested, capable high school students for preparing for the profession.

b. To cooperate with other agencies of the College of Agriculture in recruiting of capable high school students for careers in agriculture, including agricultural education.

c. To develop and disseminate information on the supply and demand for teachers of vocational agriculture.

d. To recognize the efforts of teachers who are successful in recruitment activities.

The membership of the commission includes:

A. Six teachers of vocational agriculture

B. Two faculty members in teacher education

C. One representative from the supervisory staff

D. One representative from the Dean's office of the College of Agriculture

E. Two undergraduate majors in agricultural education

ACTIVITIES AND RESPONSIBILITIES

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

The teacher educators assemble the mailing lists alphabetically by year in high school and in October they write to each student with a letter of introduction. Another letter is sent in January to the students that did not request admission applications. They are urged to hurry as deadlines or applications for scholarship assistance terminate February 15. The third letter is mailed in May, indicating, "It's too late," but if you are still interested in Ohio State University, enrollment can be arranged for a subsequent quarter.

RESULTS

The Department of Agricultural Education has a mailing list of over five hundred high school juniors and seniors interested in attending the College of Agriculture. A five hundred percent increase in attendance at departmental visits has occurred since the personal letter has been used.

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

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

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

Effective communication requires a personal interest approach.
First, Have Something to Publicize

William P. Powers
Public Relations Officer
Office of Voc-Ed, South Carolina Department of Education

Have you ever noticed how some voice programs, much like old soldiers, seem to never die—they just fade away? In deference to that goodly number of voice programs, the public, in general, just talks about them, judges them,niaiing themselves, "Well, it hasn't happened to me; I talk little questions—but it may be that you'd prefer to skirt the issue by recounting all the vital life signs of your program: The superintendent or principal, dean, etc., likes it; enrollment and placements have marked steady increases since you took over; funding is adequate-to-good; and nobody—but no nobody—tries to tell you that you aren't doing your job. You can credit yourself for all of the above vital life signs, then I say, "Congratulations, you've convinced me that your program is indeed "alive."" However, it remains to be seen whether your program is indeed "alive," and that its progress could be something other than "guarded."

At this point you are probably convinced that I've either tried to prove something difficult or I've unearthed some secret formula for prolonging and enriching voice programs. Neither is the case. I would like to advance a studied opinion that too many such programs, exhibiting only those vital signs I have cited, are fading away or marking time in an obscure niche within the overall curriculum of the educational system. Many really are not meeting a vital public need; they are not informing the public that they are meeting such a need, or both.

That's too easy, you say? So you think "I'm a voice teacher, Fergie, and I know all about this logic, not the least of which is: don't try to publicize your program until you have one. Well, let's analyze it for a moment.

First of all, to get technical about it, programs don't merit public needs, anyway—people do. Likewise, public needs are no more nor less than a composite of individual needs. People (voiced teachers, administrators, supervisors, educators, etc.) design voice-programs. And, to determine whether these programs meet vital public needs is to determine if they meet the needs of individuals.

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

You are probably asking yourself at this point, "What about all those rifle programs raising all these hoopla about your programs "meeting a vital public need."

I can hear you asking yourself, "Why does this have to be the rhetoric of a public voice program?" The answer is that it has to be everything it does to do with it.

In my humble opinion, you are, of course, right. I have not found that bettering a voice good program is a good voice program effort; rather, behind every good voice program effort is a solid voice program.

Now, here are any number of lessons to be learned from this logic, not the least of which is: don't try to publicize your program until you have one. A point made is even greater ground from now on.}

Publicize American Farmers

J. C. Simmons
Area Supervisor
Louisiana

Throughout the nation in every community where Vocational Agriculture has been taught for any length of time, one or more successful recipients of the State Farmer Degree can be found. These former students of Vocational Agriculture offer an excellent opportunity for teachers of vocational agriculture to inform the public about the vocal role of vocational agriculture in the education system of today. This step-by-step achievements of these American Farmer Degree recipients in most cases truly lend themselves to very good success stories.

An example of this recent occurrence was at a department in the new teacher of vocational agriculture made up a successful visit to the homes of his students. While visiting the student's project, he met his older brother, who had told him about being a former recipient of the State Farmer Degree and the American Farmer Degree. It was very obvious to the teacher that this was a success story and that he could credit the success to his support of vocational education and the American Farmer Degree. This led to the development of the story and the desire for the school to be visited by a former teacher and to receive an American Farmer Degree.

The American Farmer Degree is awarded to those students who have completed the program in vocational agriculture and have achieved a high school diploma. The American Farmer Degree is a prestigious award that recognizes the achievements of students in the field of vocational agriculture.

Ronald Jones, a former vocational agriculture student and FFA member at Thomas Day High School, recently had a similar experience with his former Vocational Agriculture teacher, Billy Cox. Ronald received the American Farmer Degree.

In conclusion, it is important to note that the success stories of these former students of Vocational Agriculture can be used to publicize the achievements of the students and the success of the program. These stories provide an excellent opportunity for teachers of vocational agriculture to inform the public about the vocal role of vocational agriculture in the education system.
COMMUNITY RELATIONS - A TOOL IN YOUR PROGRAM'S SUCCESS

Scott Redington
Instructor
Sheridan College, Sheridan, Wyoming

A solid community relations program can be set up and carried out, and continued at a limited amount of expense. The prime requisite is that no advisor sees the need for a good program, is willing to set up a program with its objectives clearly in mind, and is willing to see that these objectives are carried out. Like anything else, if one recognizes and appreciates the value of something and has the desire to see it through, it will usually be a success.

Public Relations is the art or science of developing reciprocal understanding and goodwill. No one will deny its value, but the question is, how is it set up and carried out? One of the keys to success is to get the students to thank public relations, public awareness, public support. That is the path an advisor is on when he or she has a good program. If you have an official FFA jacket, each tie that you wear is a group or individuals, and it is in front of the public. Purchase an official jacket and have your name on it. If you have a guarantee, ask men and women to wear your jackets. The personal pride that a student takes in his jacket and his organization will dictate to a large extent how he will act when wearing the jacket in public. Hopefully, we can look to our upper degrees of success in various communities. In some areas people will turn out for anything, while in other areas they will pay to see it. The support that you receive is the key to success. If people are going to support your facilities when an open invitation is offered, extend to the public an invitation to see your facilities and projects.

You might extend an invitation to a group of friends, to a group in your community. Start by putting together a package that will be of interest to your local organizations, the group weed or pest control committee, or any other organization or group that might be interested. If you have an active recreation center, what place to put things on and how would you like to see them. This would be an excellent opportunity to show them your facilities.

When your community relations activity is completed, you have a nice Alternative to the public. The first step in carrying out your public relations campaign is to design an attractive, inexpensive and eye-catching letterhead upon which you can send out your releases. Something simple like "NEWS RELEASE FROM THE UPTOWN FFA" will work and it will go much further than trying to say it all in one line. It will make a bit more appealing and more apt to be picked up and used. The use of a suitable letterhead will get the media to know that you are serious about news releases and that they will be forthcoming and more on a regular basis.

Timing of a news release is important and that you keep all of the media happy. They are all just as, or a little higher than the other. If you are not ready, make sure you pick up your releases for your school or for your school in the past. Don't try anything that has not worked before.

Close your house per se are received by the media, degree of success in various communities. In some areas people will turn out for anything, while in other areas they will pay to see it. The support that you receive is the key to success. If people are going to support your facilities when an open invitation is offered, extend to the public an invitation to see your facilities and projects.

I am not a small step for what is a small group loop for mankind. How many times have you heard this statement since our astronauts landed on the moon? Probably not a small number of things and the moon was not this line about the plant loop for mankind, but instead was a little remarked that care moments after touchdown when one of the astronauts reported, "I see a bug!" The excitement was held in an imagination of unforeseen possibilities or to see what was beyond the fold of what might be. It held a challenge to mankind and a promise of more challenges to meet and dream.

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

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

There are many of principles applicable to a good public relations program in agricultural education. I would like to explore eight of these principles.

1. Agricultural education is a public program. As the population in this country, particularly non-rural, grows and is food becomes more important, look at home and overseas, the public interest in agricultural education begins to mount. If people are going to support your facilities when an open invitation is offered, extend to the public an invitation to see your facilities and projects.

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

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

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

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

5. The public relations program should be continuous. Public relations must be continuous, even though you do all of the time. It becomes a part of your personal or group development program. One story about a 4-H extension department is that a real active activity is fine as a start, but a series of articles, radio or TV programs, or special programs is much better. Consistency of effort pays off both in the number of people who know about the program and the number actively supporting your efforts.

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

(Concluded on page 231)
Reaching Your Public

Alfred J. Mannbach
Associate Professor
University of Connecticut

Barbara V. Loindo
Research Associate

The opportunity to interview farmers and agriculturists was a unique experience in reaching a large audience. The interviews were conducted during the summer and fall of 1974. The survey was funded by the Division of Vocational Education, Connecticut State Department of Education, and was directed by a teacher education personnel at the University of Connecticut.

While conducting the interviews on farms and in places of business, the vocational agriculture teachers presented information in a variety of educational settings to the public. First, they informed the employers of what they could do on their farms or in their businesses to help promote or enrich the program of vocational agriculture. Second, they related to the farmers and agriculturists what the program of vocational agriculture could do for them. Third, they also related to the farmers and agriculturists what the program of vocational agriculture could do for them. Lastly, they informed the public that their participation in the program is essential for its success.

The public responded positively to the information provided by the teachers. They were interested in the program and wanted more information about it. They were also interested in the vocational agriculture program and the importance of it to their community.

In conclusion, the interviews were successful in reaching the public and providing them with information about the program of vocational agriculture. The teachers were pleased with the response from the public and are looking forward to conducting more interviews in the future.

(Continued on next page)
**Tips on Writing News Articles**

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

In writing a news story, the teacher should follow accepted journalistic rules so that the copy will be in its most useful form when it reaches the editor. Each news story of any consequence is told three times in a newspaper: in the headline, in the lead, and in the body of the story.

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

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

Example of Five W's in a Lead:

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

In writing about the vocational agriculture program the teacher must remember to localize the story. References to local people, organizations and events will hold the reader's interest. People like to read about themselves or friends.

The key facts of the story should be included in the lead. Additional information in the body should be arranged in order of importance of those facts.

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

![Figure 1: Forest of a News Balance](Image)

**Choice of Tests in Evaluation**

**Evaluation of Students**

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

Even though most teachers are familiar with a variety of evaluation techniques, all too often they forget which or are uncertain about the appropriateness of the available alternatives. To overcome this tendency, and at the same time increase the effectiveness of his or her instruction, the teacher needs to do two things. First, he needs to familiarize himself with the characteristics of the basic evaluation techniques. Then, as he develops student objectives, the teacher can match those characteristics with the kinds of performance he really wants his students to master. Reticent objectives stated in terms of specific student performance will lead (What) member of the Boone County Young Farmer Chapter at its regular meeting Thursday, January 15th (When). Jones has been active in the YFA (Why) for 10 years and has served in a number of offices and committees.

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Leaders in Ag. Ed.—Past and Present

Clarence Bandy
Historical Editor and
Professor Emeritus
Missouri State University

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

Dr. Harry Kitto in 1971 prevailed upon Dr. Oscar Lorenzen of Washington State University to serve as a special editor of a section of the Magazine during the next two years. Twenty pioneers in agricultural education were recognized. The series of articles has been greatly appreciated. It has provided a historical background of the development of agricultural education, and has provided an opportunity for younger professional workers to become acquainted with the individuals whose footsteps they are following.

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

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

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

Mark Nichols is affectionately known throughout Utah as "Mr. Vocational Education." It just might be that you know him, too, by this respected title. His footsteps not only extend throughout our nation but also to foreign countries, including Russia. (It all began on a small farm in 1931 in Brigham City, Utah. Mark was born of good pioneer stock and learned early in life the full meaning of the word "work." He graduated from Rex Elder High School in 1950, having enrolled in the first class of vocational agriculture offered at the high school the fall of 1948. Little did he know that this class marked the beginning of a life-long career in vocational education.

Mark graduated from Utah State University in 1949 with majors in animal and plant science. As a student at Utah State, he was active in student affairs and participated in events of all kinds. As a member of the University omale quartet, he toured Utah and nearby states singing for high school and community groups. In 1949, he attended the 1946-47 represeting the American Field Service, (Agricultural Education), also from Utah State University.

Mark's first teaching experience came in the fall of 1949 at Westmont High School in Westmont, Idaho, where he taught agricultural education, and did a lot of coaching. For a little extra-curricular excitement, he organized his own dance band and played throughout all of Cache Valley. They were known as the Nichols' Rythym Busters. In 1957, he moved to Bear River High School in Garland, Utah, where he taught vocational agriculture for ten years in a two-man department, or "classroom." It was in this assignment that Mark's abilities really became recognized. His FFA chapter placed among the top ten in the nation. His students exhibited fat and breeding livestock throughout Utah, and on several occasions, took places at the Cow Palace in San Francisco, California, and to Portland, Oregon. His public speaker were state winners, placed high in regional competition and on at least one occasion, participated for national honors. He still speaks of the "ten litter" of pork produced by one of his vo-ag students in a state contest. Accurate follow-up records were kept on each of his students. Though most of his vo-ag teaching was done during this period, he did the very things that we are encouraging young teachers to do today. He scored extremely high on all things: (1) Advising the local FFA chapter, (2) supervising occupational experience programs, (3) student accountability, (4) individualized instruction, and (5) project record keeping. Yes, Mark did it all in the vo-ag classroom and in the field and he did it well.

With reluctance, Mark left the classroom in 1972 and became State Supervisor of Agricultural Education for the State of Utah and moved from beautify Fruitland to Salt Lake City. He occupied this position until 1976 when he was asked to devote full time to his part time assignment as State Director of Vocational Education. This position he held until his retirement in 1980.

Mark received a leave of absence during 1948 and served as director of youth education for the American Institute of Cooperative Extension, D. C. During the war, he traveled more than 10,000 miles on his part time assignment as Director of Vocational Education. This position he held until his retirement in 1948. Mark served on a two-man commission and made an agricultural education survey of Alaska for the University of Alaska. Once again, his greatness was recognized in 1960 when he was chosen a member of a three-man commission to observe vocational-technical programs in Russian schools. This commission was appointed by the National and the U.S. Office of Education. Upon their return, Mr. Nichols made a comprehensive report of his observations to the U.S. News and World Report magazine.

Mark has always stepped forward when a job was to be done and volunteered his services. His professional assignments are almost too numerous to mention, but let's name a few. He has been a member of both the Utah Vocational Association and the American Vocational Association. He is a member of the Alpha Sigma Nu, Phi Kappa Phi, and the Alpha Tau Omega fraternity. He served on the National FFA Advisory Committee representing the Pacific Region. His sincere and dedicated interest in young farmers placed him on the National Young Farmers Advisory Committee in 1950 until 1952. During the same period, he was also a member of a National Committee for the Improvement and Further Development of Vocational Education (composed of four state educational directors). (Concluded on page 258)

(White— from page 232)

A news release should be typed, double-spaced, on white or yellow paper. In the upper right-hand corner the writer's name, the date, and telephone number plus the recipient's name (reporter or editor and name of the newspaper) should be typed. Two inches of space should be left at the top of the first sheet; two inches are sufficient for succeeding pages. A six inch margin should be left at the sides and bottom. When more than one sheet is used "more" should be typed at the bottom of each sheet to show that additional copy follows. At the end of the article the number "00" is written.

The teacher should be sure to make a copy of the Department's file. A sample form is shown in Figure I. Good action pictures improve the release and help insure that it is "in the paper." A good color picture, black and white photograph having a caption attached to the back with adhesive tape should be provided.

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

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

SELECTED REFERENCES:
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THE AGRICULTURAL EDUCATION MAGAZINE

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*Elton Downum is State Specialist in Vocational Education in Utah.

Elton Downum

Elton Downum is State Specialist in Vocational Education in Utah.
An Adequate Curriculum in Preparing Teachers of Vocational Agriculture has many factors.

Ralph E. Bender and L. H. Newcomb
Department of Agricultural Education
The Ohio State University

L. H. Newcomb

One of the most important and challenging tasks for educators is the development of effective programs in vocational education in agriculture is the preparation of adequate curricula to train those who teach. The curriculum includes meeting the needs of teaching personnel in each of the taxonomic areas including practical, technical, and professional training and also the needs of society to be met by the teacher to relate teaching education to school and societal goals and problems. Methods and techniques in carrying out the curriculum are an integral and basic part in the development of the prospective work experience. A pre-service program is only sufficient to help ensure a successful start in teaching. Continuous in-service education is necessary in such a dynamic area as educational agriculture.

Preparation for Each Taxonomy Area

In Ohio since June 1, 1972 the Teacher Education and Certification Division of the State Department of Education has had standards whereby each teacher of vocational education must be certified in the specific taxonomy area in which he is teaching. This resulted in the development of curricula for each major area. Ohio State University for separate certification in Agricultural Business Supplies and Services, Agricultural Education, Equipment and Service, Agricultural Products Processing, Horticulture, Agricultural Resources Conservation, and Forestry in addition to Production Agriculture which has some special programs in Animal Science and Farm Business Management. All of these preparation programs are similar in terms of demands at least 60 quarter hours in agriculture, 33 quarter hours in general education courses, and at least one year of occupational experience in the specific taxonomy area.

In each taxononomy area, a minimum of 24 hours of specialized courses is specified. For example, in the Agricultural Business Supplies and Services, it is necessary for such teachers to have coursework in accounts, marketing, and agricultural finance. In addition, suggested areas for preparation include the application of the computer to agricultural management concepts, decision-making in business, principles of accounting, legal environment of business, and staff personnel management.

Professional Features of the Curriculum

As a prospective teacher develops his technical expertise, he must also develop his ability to organize county and skills in his area of specialization. If the profession is to be improved, it is essential that candidates not satisfied with teaching be allowed to discover the fact early. Therefore, it is crucial that teaching candidates enter early and continuously field based experience.

Regularly prepared Ohio State agriculture education students enroll in the first agriculture education course in the third quarter of their freshman year or shortly thereafter. The first course is a survey of the agriculture education profession. While in the class each student is required to spend at least two one-half days in local departments making selected observations to better acquaint them with the local programs. As part of the requirements of the course, a number of students spend additional time in the local schools becoming more familiar with FFA, adult programs, or other facets of the program, depending on their previous level of engagement and their degree. In all of the curriculums, students have a number of free electives to be chosen to meet individual interests and needs.

A recent development in railroad education at The Ohio State University that has received wide acceptance in cooperation with the Departments of Agricultural Economics, Agrometry, Animal Science, Dairy Science, Poultry Science, and Horticulture. Students meet the requirements for a major in these two disciplines in both departments. The program was developed to provide increased occupa-

future FFA advisers.

The professional experience of under-
graduates is capped off with a full quarter of student teaching in the fall hours credit. This experience is con-ducted cooperatively by the Depart-
ment of Agricultural Education and the local teacher who is specifically trained for the task and, much more importantly, is a cooperative effort. Students take at least one course in in-service education.

In addition to classroom supervision of the local vocational agriculture teacher, the student and the cooperating teacher are evaluated by the institution student members, who can also be used for classroom teacher, and for cooperating teachers. Students interested in the program and the advisor can find in-service training at the University.

To supplement the initial experience of regular teachers of vocational agriculture in Ohio, persons with a background of approved on-the-job experience may apply for in-service training, with about an effective teacher be permitted at a price of $25.

Ohio State teachers have provided professional training for approximately forty such new teachers each of the last two years. Their level of formal education can vary from a high school diploma to a Doctor of Philosophy degree.

The industry-recruited teachers en-
ter in six quarter hours of pre-service professional course work in August. They are then visited twice each month and return to campus for a two-week workshop the following June. They complete a complete course of study to receive a four-year certificate by participating in the bi-monthly visitation program again in the following August. These teachers are employed in the specialized programs, such as Agricultural Indus-trial Equipment and Service, offered at the vocational centers. In addition, there is an opportunity to gain additional credit by enrolling in a five-week program of in-service education at the University.

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NVATA EXECUTIVE COMMITTEE—Members of the NVATA Executive Committee are shown here at the conclusion of the AYA Convention held in New Orleans in December, 1974. Seated (left to right) are: President; Bill Harrison, Nevada; H. W. Sanders, Idaho; Presidnet; Monty Swift, Iowa; J. L. Lamb, Texas; and Charles W. Statis, Secretary-Treasurer, Nevada. Standing are: John Mendenhall, Idaho; Jim Georgia; and Richard Synder, Iowa. (Photo from NVATA)

STORIES IN PICTURES by Jasper S. Lee

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

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

STUDYING THE COMMUNITY—Donald Cook, teacher, O. G. Smith High School, Fort Smith, Arkansas, is shown interviewing students in an agricultural unit visit. (Photo from NVATA)

NVATA HONORARY LIFE MEMBERSHIP AWARDS—NVATA President, Bill Harrison, (left) is shown presenting honorary life membership to NVATA (left to right) to Kenneth E. Jones, Illinois; R. D. Loomis, Foundation for American Agriculture, Washington, D.C.; and John Nott, National Association of Agricultural Educators, Washington, D.C. (Photo from NVATA)

Agricultural Education

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Theme—TEACHING THE DISADVANTAGED AND THE HANDICAPPED

COPY FROM THE COMPLIMENTARY EDITOR