STORIES IN PICTURES

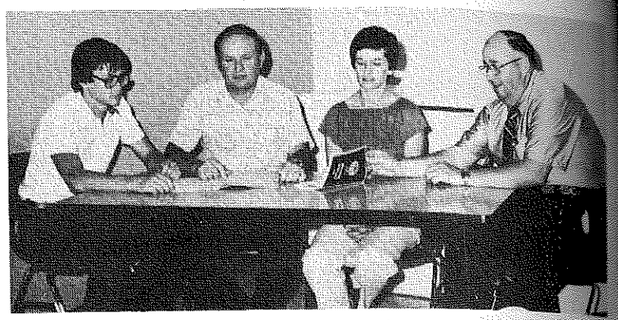
by

Joe

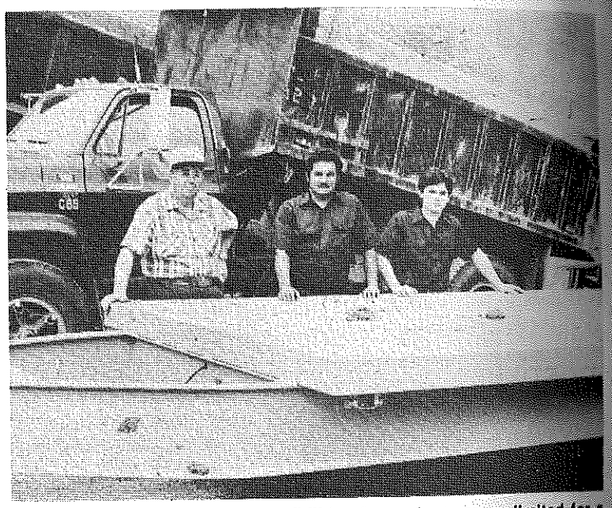
Sabol

COMMUNITY RELATIONS — Keeping the community informed of the activities of the FFA Chapter and Vo-Ag program is vital for a strong program. Lisa Byerley is getting the darkroom in order at the Vo-Ag Department at Maynardville, TN.

FFA — Untold opportunities for leadership development abound in the FFA. This group of freshmen Vo-Ag students at Horace Maynard H.S., Maynardville, TN, look forward to those opportunities as they study the emblem. (Photos courtesy Paul Byerley, Vo-Ag Instructor, Maynardville, TN and John Todd, Univ. of TN).



RECRUITMENT — Opportunities for the student and the program are enhanced by a good recruitment program. Paul Byerley, Vo-Ag Instructor at Horace Maynard H.S., Maynardville, TN, explains the program to Rodney Norris and his parents prior to his enrollment in Vo-Ag.



FARM SHOP PROJECTS — Possibilities for projects are unlimited for a new school year. Randy Merritt, third year ag mechanics student, proudly shows his father and Vo-Ag Instructor the heavy duty trailer he built in the home farm shop during summer vacation. Randy, with the help of his father, also built the dump truck body on the truck shown immediately behind the group.

SUPERVISED EXPERIENCE RECORDS — Good records maintained throughout the new school year generate untold opportunities for management and competition. These Vo-Ag students at Horace Maynard H.S. start their year off right by keeping their record books up-to-date.

AGRICULTURAL EDUCATION

Volume 52 Number 4

October 1979

FEATURING —

LEGISLATORS' RELATIONS
ADVISORY COMMITTEES
LEARNING BY DOING
INDIVIDUALIZED AG MECHANICS
INTERNATIONAL AG. ED.
GRANDFATHER'S COLLECTION

Theme — Our Grassroots Community Relations — Parents, Advisory Committee, Administration, Legislators

October 1979 Volume 52 Number 4

AGRICULTURAL EDUCATION

THEME — Our Grassroots Community Relations — Parents, Advisory Committee, Administration, Legislators

COVER PHOTOS

Top Photo — *The parent and member banquet is an important part of any Future Farmer year. It is at this banquet appreciation is expressed to parents and friends of the FFA and also members. (Booker FFA — Booker, Texas)*

Center Photo — *Texas State FFA Officers visited Reagan Brown, Commissioner of Agriculture during their meeting held in Austin. They were accompanied by G.G. Scroggins, Assistant Director, Agricultural Education.*

Bottom Photo — *Advisory committees are very important from the local through the national level. Pictured is a planning committee for the Texas State FFA convention, held in Lubbock last July. (Photos courtesy of Marvin Cepica, Texas Tech. University, Lubbock, Texas.)*

AGRICULTURAL EDUCATION (ISSN 0002-144x) is the monthly professional journal of agricultural education. The journal is published by THE AGRICULTURAL EDUCATION MAGAZINE, INC., and is printed at M & D Printing Co., 616 Second Street, Henry, IL 61537.

Second-class postage paid at Henry, IL.

POSTMASTERS: Send Form 3579 to Glenn A. Anderson, Business Manager, 1803 Rural Point Road, Mechanicsville, Virginia 23111.

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

SUBSCRIPTION PRICE: $7 per year. Foreign subscriptions $10 surface mail, $20 air mail (except Canada). Student subscriptions in groups (one address) $4 for eight issues. Single copies and back issues less than ten years old are available at $1 each. All back issues are available on microfilm from Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. In submitting subscriptions, designate new or renewal and address including ZIP code. Send all subscriptions and requests for hardcopy back issues to the business manager; Glenn A. Anderson, Business Manager, 1803 Rural Pt. Rd., Mechanicsville, VA 23111.

GUEST EDITORIAL —

OUR PUBLIC — ONE KEY TO THE SUCCESS OF OUR PROGRAMS

By Alan W. Myers, Asso. Prof. SUNY, Agricultural and Technical College, Alfred, NY

Our public is the source of our students, the job market for our students, a source of support in the form of teaching materials and equipment, and the political clout needed to advance the requirements of our programs past bureaucratic and legislative bodies. Who is our public? It includes almost everyone in our program, and those with whom we come in contact. Some examples that come to mind include parents, advisory committees, industry leaders, the school board or college trustees, employers, our colleagues, alumni, and in our case, high school teachers of agriculture.

CONFLICTING NEEDS

Each of these groups has its own needs and requirements. These often seem to conflict with each other. Parents are looking for happiness and financial well-being for their children. Many students are also looking for these two important factors in life. However, all too many young people are looking for the easy way out. Advisory committees and employers want quality programs that produce 20-year-old graduates with 20 years of experience and with the conservative attitudes and work habits of a man in his forties. On the other hand, administrators, school boards, college trustees, and legislative bodies want programs that attract many students, which can be operated at a minimum cost per student.

How does it feel to be a semi-professional juggler? Do you sometimes feel that all of the plates that you have in the air are about to be broken? If you said no, you have not really thought about the whole problem of "Our Grassroots Community Relations."

When I was asked to write this article, because apparently some feel I have had some success in this area, I said that it would be an almost impossible task. Our relations with our "Grassroots" are a combination of many little things, not significant specific things, that we do. Then, after several months, the answer hit me and I agreed to write the article.

ATTITUDE

The whole answer to effective "Grassroots" relationships can be summed up in one of the most important words in the English language, ATTITUDE. *By this, I mean that we must constantly be thinking about the needs of "our public" and what we can be doing to meet those needs as completely as possible. Don't just think about your public's needs in relation to your particular program. How can you meet their needs in other ways? You won't develop this skill overnight. It must become part of your being, a strong habit.*

EXAMPLE

I can give some examples of how this has worked here at Alfred. For some time, we have noticed that many of the manufacturers of machinery had inadequate facilities in which to hold service schools at their branches in the Northeast. Usually, they had to clear a small area in their parts warehouse, in the middle of January. Then, with propane heaters blaring and fork lifts roaring by, they tried to hold service schools. Usually, they had inadequate blackboards and there was too much light to make adequate use of slides or overhead projectors.

Seeing their need, we offered the use of our classrooms and laboratories during the January and summer vacation periods. The response was good. Now, one of our sister institutions, the Agricultural and Technical College at Cobleskill, is participating in the program. As a result, we find that when those manufacturers are looking for a place to donate equipment, they look even more favorably upon us than previously.

Showing thoughtfulness for manufacturers has cut our equipment budget needs by thousands of dollars annually. Similar efforts with dealers have resulted in more offers of equipment loans, for use in class, than we can really use. This decreases the need for supply and expense funds to operate the program.

RESULTS

The above budget decreasing results have definitely not made the college administration, the university and its trustees, or the New York State government unhappy. It also allows the operation of a much more satisfactory program than would be possible relying on state funds alone.

Another area that helps to decrease budgets is through the use of some of the grants that are available through the National Science Foundation and the Vocational Education Act. Once again, a little effort on our part can have good results in dealing with the bureaucracy involved with approving grant applications.

ANOTHER EXAMPLE

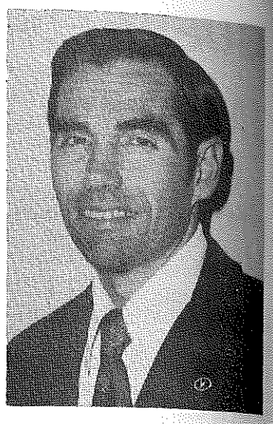
Last fall, the State Education Department held a series of informational meetings for vo-ag teachers in various locations around the state. At one of these meetings, I learned that we in agriculture were not

(Concluded on Page 78)

GRASSROOTS COMMUNITY RELATIONS

FROM YOUR EDITOR

James P. Key



The most important community relations foundation for agricultural education in the United States is the community relations established by each ag teacher in that local community. The way the ag program is designed around the local community needs; the way the ag teacher works with local groups such as parents, advisory committees, administrators and others; and the way students represent the quality of the program through achievement in agriculture and on the job, ultimately determines the grassroots community relations and the relations from there up.

If the "homework" is done in the local community, this will form the support foundation for state legislation and action at the state department level because state legislators and departmental personnel are generally attuned to requests and suggestions from local communities, especially if there is consensus among those communities. Likewise our U.S. Senators and Representatives and U.S. Office personnel are also attuned to the local community's suggestions and requests.

Therefore, those things which are important for our agricultural education programs must first be recognized as important in our local communities. If having an ag teacher for 12 months is important they must recognize the need and support of the idea. If it is important that the ag teacher have a maximum number of students and have time allotted so he can visit supervised experience programs, the community must support the idea. If any part of the ag program is important, the community must know about it and support it.

If the community is to know about and support our ag programs, we as ag teachers have to sell the important parts of our program to our community by making them aware of the components of our programs and our needs. This can be done through our students, parents, advisory groups, adult groups and others. If we as teachers let these groups know what is going on in our programs — the important components and needs — we can help coordinate their efforts of support.

Once we have the local community support, then we can work together as teachers across the state to marshall statewide support for the legislation and state departmental action we need. It works the same way at the national level through the coordination and help of NVATA and AVA. But, the whole operation depends on that initial foundation — the local community relations support.

Several articles in this issue have mentioned ways of organizing and using advisory groups. Although similar, each gives some unique suggestions. As you read these you will need to determine what suggestions fit your local situation best.

Also several articles address the idea of establishing and maintaining those local community relations. Again you will need to select ideas to fit your community. Then, there are a couple of articles on legislation which should give us all some good ideas for becoming more involved in the legislative process seeking support for agricultural education. I hope you find many ideas you can put into action. — Ed.

SEND ALL ARTICLES TO THE NEW EDITOR — DR. JASPER S. LEE,
Head, Agricultural and Extension Education Department,
P.O. Drawer AV, Mississippi State, MS 39762

COMING ISSUES COMING ISSUES COMING ISSUES

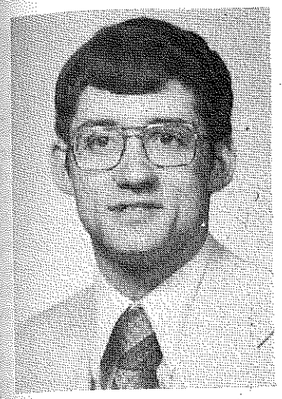
COMING ISSUES

(Please submit 2 copies of your article, 2½ months in advance of Theme to allow publication time.)

NOVEMBER — Adult Education in Agriculture - An Extension of our Vo-Ag Program
DECEMBER — Horticulture Occupations - Learning to Beautify
JANUARY — The New Decade
FEBRUARY — Funding the Local Program
MARCH — Making Vo-Ag Relevant to the Needs of Agricultural Industry
APRIL — Basic Competency Programs
MAY — Experiential Programs
JUNE — Summer Programs
JULY — Technology in Agricultural Industry
AUGUST — Using Realia in Instruction
SEPTEMBER — Safety Education
OCTOBER — Programs in Animal Agriculture

COMING ISSUES

Have You Communicated With Your Legislator Lately?



Rick Foster

By
Rick Foster
Teacher Education
University of Idaho
Moscow, Idaho

Much has been said about the importance of a comprehensive public relations program for vocational agriculture departments. Although administrators, faculty, students, community businessmen and program supporters tend to be the traditional audiences, one important group continues to be neglected: state and federal legislators. Lawmakers have a tremendous impact on the future funding and direction of vocational agriculture and yet, at times, have to make these important decisions without the benefit of information from the grassroots vo-ag programs.

Never before has it been as important to keep congressmen informed of the value and benefit of vocational agriculture programs. Tax reform initiatives across the country are mandating that states trim their budgets and become more accountable for expenditures of public funds. The public school programs that are most effective and can best tell their story will stand the best chances of being continued and expanded.

It is sometimes easy for vocational agriculture instructors to take the attitude that their professional organizations can take care of politicking "for the cause". Members of the AVA and NVATA must realize they are the profession. Letters or personal contacts from professional lobbyists may have some influence with congressmen, but such contacts are commonplace and even expected by lawmakers. A letter or contact from a "real live" voter about a very real concern will generally make a legislator sit up and listen.

Professional organizations do play a very major role in protecting the interests of vocational agriculture. However, it must be realized that the individual member carries clout as well.

The influence a local vocational agriculture instructor can exert is considerable when public relations activities concerning proposed legislation and congressmen are carefully planned and implemented. Federal representatives are, of course, somewhat harder to approach than the more available state congressmen. Although communications with U.S. senators and representatives are vitally important, making vo-ag supporters of state legislators can have a more immediate impact on local programs.

It is surprising how much impact a vocational agriculture instructor can have by simply becoming aware of the legislative process and contacting the appropriate legislators.

Gaining Personal Awareness

Being a major influence on elected officials is highly unlikely until vo-ag instructors make themselves aware of what is going on in legislative circles. Becoming personally aware involves knowing who the elected representatives are, including addresses and telephone numbers; and what bills affecting vocational agriculture have been introduced, the current status of each; and the procedures necessary for a bill to become a law.

Getting to know state legislators personally is easily accomplished. Most state legislators represent a specific geographic area within the state, so the lawmaker representing your area shouldn't live too far away. It is usually a simple case of taking the initiative to contact and become acquainted with the legislator, who probably would like to know about your vo-ag program as well.

Being up-to-date regarding the status of key legislation may be accomplished by requesting your name be placed on a legislator's mailing list for newsletters and special reports. Important bills will be featured long before they are voted on in order for the representative to obtain input from voters.

Contacting Your Legislator

Traditional methods of communicating with lawmakers are letters and personal contacts. When letters are used, be sure that letters praising accomplishments are sent as well as those that question decision and/or provide information. Singling out a particular praiseworthy action will ensure that your letter will be read.

When writing and providing information about vocational agriculture, some special attention could be given to the following items:

1. Describe the effectiveness of vo-ag programs in your community and state.
2. Emphasize new areas that are needed in vocational agriculture.
3. Provide information about job placement rates and opportunities in agricultural industries.
4. List what you believe are the greatest needs for improving your program.

Can one letter really make a difference? In a recent article, Rep. Morris Udall of Arizona responds,

"There have been many instances where a well-worded and persuasive letter either changed my mind or caused me to review my opinion."

He advised: *"Be brief. Letters have a much better chance of being answered fully and promptly if they are short and legible . . . write your own opinion. A personal letter is far better than a form letter or a signature on a petition . . . state why you are taking a stand . . . be constructive . . . share your expertise . . . don't threaten . . . don't demand an immediate commitment."*

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CONTINUED

GUEST EDITORIAL

getting our fair share of Vocational Education Act funds. The problem was described as a lack of sufficient employment data in agriculture. It seems that most agricultural employment is by word of mouth, not through the State Employment offices. This is not true for most other areas of vocational education. As a result, the Vocational Education Act bureaucrats decided that there were very few agricultural jobs in New York.

Seeing a need, we conducted a survey of all of the major machinery manufacturers and several distributors who serve New York. We asked for an estimate of the number of dealers that they had in New York, the average number of employees per dealer, and the expected employee needs in the next year and in five years. They were also asked to break down the number of employees per dealer into numbers of employees per job category.

RESULTS

About one-half of the companies surveyed responded. The results were astounding. I had not dreamed that there were the number of dealers or employees that we documented. Several of the largest companies have yet to reply. The results, once tabulated, were sent on to the Agricultural Education Bureau at the State Education Department, so they could be used by other college and high school agricultural programs. I believe this is why I was asked to author this article.

Several months later, we decided to write our own Voc-Ed grant proposal for about $50,000 worth of equipment. It was recently approved. I firmly believe that our efforts to obtain data to help others aided the travel of that proposal through the bureaucratic maze.

QUALITY PROGRAM

Finally, probably the most effective effort you can make to improve the "Grassroots" relations of your program is to make sure that it is a top quality program that is preparing young people for good jobs that really exist in sufficient quantities to give your graduates a choice.

I will discuss the concept of quality programs first. Make good use of a carefully selected advisory committee in setting up your program. Advisory committees are too often made up of those who are willing to perform the function, rather than those who are best qualified for the job. The person who already is very busy is often the best qualified. You may have to be a real salesman to sell these people on your need for them.

Once you have obtained top quality members for your advisory committee, I am sure that they will point out the importance of mathematics and science in all fields of agriculture. Agriculture today is a science, and it is becoming much more complex every day. A young person with no background in these two fields will be at an extreme disadvantage in the future. Please stress this fact to your students. Nothing will hurt your program more than the failure of your students, several years from now, due to a lack of a background in the basic academic skills. I know that many of us are handicapped by guidance counselors who do not understand the relationship between agriculture and science, so we must prove to them that there is a strong relationship. Use your committee to aid you in this educational effort.

We will also soon find that we have a "grassroots relations" problem if our students cannot find good jobs in the field that they were trained for. For example, look at what happened to the enrollments in teachers' colleges since the early 1970's as public school enrollments began to decline. The same thing will happen to your program if there is not a sufficient demand for your graduates. A curriculum that is offered only because it is popular with students will be in real trouble about five years later, because the word will get passed around by unhappy alumni.

For example, in our Agricultural Power and Machinery curriculum, we have had the pleasure of having our freshmen enrollment increase by about 50% since the early 1970's. This has not been because we bent to the wishes of those students who are looking for the easy way out. That type of student doesn't stay here long. It has been because the program produces a real quality graduate in a field where there are many good employment opportunities. Five years ago, we could say that we averaged four job openings per student. In 1979, this figure increased to ten or more openings per graduate. A number of these openings offered starting salaries over $15,000 per year. In fact, two graduates did start at $18,000 to $20,000. This kind of word gets around too. It will attract the quality students that we want. It can do the same for you.

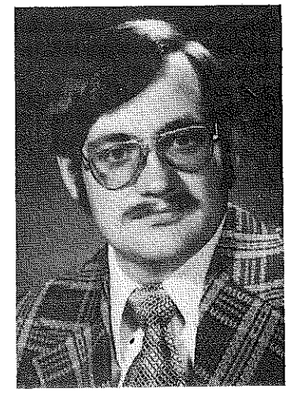
SUMMARY

In summary, the most important factor in "grassroots relations" is your ATTITUDE. With a good one, you will be successful. Try to make a habit of thinking and doing what you can to meet the needs of your "grassroots". It will pay you dividends many times over. Don't forget that there are probably many ways that you can aid your grassroots, other than by meeting their needs through your academic program. Work at it until it becomes a habit. Then it will seem easy. Good luck.

★ ★ ★ **NOTE — NEW ADDRESS FOR BUSINESS MANAGER** ★ ★ ★
GLENN ANDERSON, 1803 Rural Pt. Rd., Mechanicsville, VA 23111

THE "NATURAL" PUBLIC RELATIONS — OUR COMMUNITY

By
Thomas B. Daugherty,
Vo-Ag Instructor
Maconaquah High School
Bunker Hill, IN



Thomas B. Daugherty

In this time of "getting back to nature", people are trying to get back to natural, simple living. They are looking to their past experiences for answers to many complex questions. We as agriculture teachers need to get "back to nature" with our Public Relations Program. We spend so much time in trying to get on radio, television, and in large newspapers, we often overlook a very natural public relations program — our parents, advisory committee, and community.

PARENTS

How can parents help our program? The parents of our students are undoubtedly our most important tool. They are the closest to our program and have immediate access to what is going on in the vocational agriculture classroom. They are genuinely concerned about the program because of their own children. Most parents want the best for their children and will try to help in whatever way they can. If we as agriculture teachers keep them informed as to what we are doing, they will spread the news about our program.

How can this be accomplished? Many times we are faced with the chore of needing chaperones for our trips. Take a parent to fulfill this need. They will see firsthand what you and your Department are doing. You can also involve them in chapter banquets, judging contests, and FFA Week activities.

ADVISORY COMMITTEE

Advisory committees are most commonly used only for consulting on important changes within your department. Many advisory committees may meet only two or three times per year. Realize your natural tool here. Depending upon your selection procedures, your advisory committee should contain people from a variety of agricultural careers. The public with which these people come in contact in only one day greatly multiplies your "public". If you sell these few people on your program then you can quickly sell large numbers of people from all walks of the agricultural community.

How should you "sell" your program to your advisory committee? This can be done in all phases of the committee; selection, meetings, and recognition. Your established constitution should spell out selection procedures such as number of members per township, or members per agricultural occupation. When filling these requirements, select people from all walks of the agricultural community and those people who are interested in your department.

When meeting times come, be organized and ask for their help on problems of your department. Discuss and analyze each of their suggestions. Have the administration join the advisory committee to help decide issues. Once decisions have been made, keep each member of the committee informed as to the success or failure of each problem undertaken. Remember to keep the communication channels open to this valuable "natural public relations resource".

Recognition of their work will result in their being a valuable asset to your department. Your advisory committee has worked hard for you, so in return show your appreciation in thanking them. This may be accomplished at the local FFA Awards Banquet with the presentation of a plaque or Certificate of Appreciation. Be kind to these people, and the kindness and publicity returned to your department will be multiplied many times over. The Advisory Committee is a valuable natural resource to your public relation program.

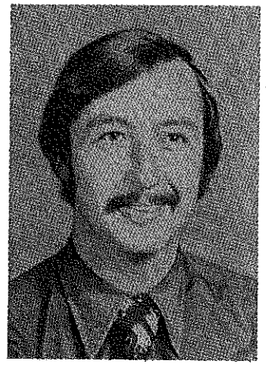
COMMUNITY

Another natural public relations resource is the community. Do you use the community to your advantage? Just as with the advisory committee, the first step in obtaining public relations help from your community is to keep them informed to what you are doing. If you successfully use your parents and advisory committee to spread your story, you have a good start. These people will talk about your program at the local feed store, elevator, hardware, or flower shop, if, and only if, they are informed. You may also invite community leaders to your activities to see you in action. Start a speakers bureau of outstanding members to spread your story to civic organizations, help at community functions as ushers, or act as a courtesy corps. In short, make your department visible to the general public. The community is an important natural asset to your overall public relations program. Effectively develop it and you can win unlimited support of many, many people around you.

SUMMARY

Publicizing on radio, television, and in the newspapers are important public relations tools. However, do not overlook your natural public relations tools — your parents, advisory committee and community. If we keep them involved and informed about our department, they will help you whenever possible. Do not be afraid to use these people. They come from all walks of life and want your agriculture department to succeed. They realize we also possess a natural resource, the dynamic leaders of tomorrow's agriculture.

COMMUNITY INVOLVEMENT AND THE INSTRUCTIONAL PROGRAM



Dean Sutphin

By
Dean Sutphin
Grad. Student, Ohio State Univ.
Former Hort. Instructor
Carroll Co. High School, VA

The expense of educational programs continues to rise. Agricultural programs along with other vocational areas continue to receive a greater impact from "tight revenues" than general education. Due to the additional needs of the program, such as equipment, expendable materials, and expenses incurred from the general operation of the program, local departments of agricultural education may begin to be significantly affected. Particular problems may arise when trying to equip newly organized programs. An even greater problem exists for those departments initiating new options.

THE SITUATION

This was exactly the problem faced at Carroll County High School when the Horticulture Option became the third option to be offered in conjunction with the previous offerings of Production Agriculture and Natural Resources Management. Due to limited budgets, very little money was authorized for the establishment of this third option. Although receiving the full support of the administration and enjoying an initial enrollment of approximately sixty students, facilities, equipment, and supplies were very limited.

To supplement the limited facilities, the school grounds and learning stations in the community were identified to accommodate the needs of the students. These experiences included field experience in pruning of ornamental and fruit trees; preparation and seeding of lawns and ball fields; planting shrubbery and fruit trees, fertilizing; liming and maintenance of turf grass, green house crop production, and other related experiences.

In the second year of the program, with the assistance of the schoool adminsitration, VPI & SU Extension Horticulture specialists, and members of the Agricultural Education State Supervisory Staff, plans were submitted for the construction of a small gothic greenhouse to be constructed by the horticulture students. The plan was approved and approximately seven hundred dollars appropriated for raw materials to be used in the construction and for basic equipment such as plumbing, electrical wiring, a mist system, and ventilation equipment. The project was completed by the horticulture students with assistance on the masonry work from the high school building trades class.

Although a valuable asset, the 12' x 20' greenhouse did not provide the necessary learning experiences for the approximately eighty-five students enrolled by the third year of the program. The support of members of the community were continually solicited in providing learning experience in off-the-school-grounds laboratory sessions. In addition to these experiences, a cooperative experience program where students were released from school one-half day to receive on-the-job training was provided.

FORMALIZED PLAN

With the Horticulture IV and V classes a more formalized plan was initiated involving the community. An agreement was reached with a local greenhouse grower such that the two classes involved were scheduled for a four-hour weekly laboratory period alternating on a weekly basis. Meaningful learning experiences were to be provided under the supervision of the owner and the agriculture instructor. Significant ramifications in the program were as follows:

Students learned skills under the same conditions and in the same environment for the occupation itself.

Students were able to assume an employer-employee relationship.

Crops, growing practices, and maintenance procedures were observed by students from planting stage to the production of a saleable product.

Actual working conditions of the occupation were experienced by the students.

Industry equipment and facilities were observed and utilized contingent on proper safety practices.

Student performance was evaluated by actual inspection of the finished product.

Specific learning objectives, along with hours allotted for the learning activity, were identified cooperatively by the agricultural instructor and the owner. Where speed was essential, students were timed and the finished product evaluated. This was done individually and by work teams in order to more realistically simulate team work and the importance of employee relations. Plans for the laboratory sessions were written on a weekly basis by the agriculture instructor and greenhouse owner. The instrument utilized to record this information also provided for an evaluation to measure the effectiveness of the program as well as to identify the specific desirable learning activities. An example of this instrument is provided on the next page.

At the end of the year students were asked specific questions regarding the program in an evaluation procedure. The following observations were indicated concerning the program.

(Concluded on the Next Page)

CONTINUED

COMMUNITY INVOLVEMENT . . .

Through the program, they as students, had a better understanding of the relationship of an employer and an employee in an agricultural business.

As students they learned specific skills through actual work experience they would not have otherwise learned.

Each student indicated that he or she has a better understanding of greenhouse operation.

Students recommend continuation of the program.

When asked about the major weakness of the program they indicated that they would like to see more lab sessions scheduled.

The owner of the greenhouse operation expressed the following observations in evaluating the program:

Overall the program was a success.

Student work and participation in activities was most meaningful because it was indicative of the "real world."

Students learned to take pride in their work.

It was worthwhile for students to have extended time to work in a laboratory situation.

The time span between sessions was too long.

CARROLL COUNTY HIGH SCHOOL HORTICULTURE LAB EVALUATION

ACTIVITIES	HOURS ALLOTTED	BEGINNING EVALUATION	ENDING EVALUATION	COMMENTS
1. Develop a knowledge of the process of producing a crop of carnations.	15 min.	1	2	a. Classroom instruction was given on how carnations are produced. b. Students viewed 17 greenhouses in full production of carnations. c. Students viewed cutting and storage operation. d. Greenhouse owner explained the procedure he used in producing and marketing carnations.
2. Develop knowlege and skill necessary to disbud carnations	2 hrs	1	5	a. Students were instructed on proper procedure for disbuding. b. Students were divided in groups of 2. Disbuding was performed for 2 hrs. c. Supervision was given by Mr. Martin, Mr. Sutphin, Marlene Burcham (co-op student placed at Martins Greenhouse).
3. Develop an appreciation for and an understanding of greenhouse operation.	30 min.	2	2	a. Many crops were observed in the total greenhouse operation. Ex.-numerous house plants, standard mums, poinsetta, pompoms, roses, etc.

Key:
(1) have not performed; (2) have observed; (3) performed with supervision; (4) performed without supervision; (5) performed well enough to instruct others.

OUTGROWTHS OF THE PROGRAM

The support of adminstrators, supervisors, fellow teachers, and the community were essential in initiating and conducting non-traditional learning experiences. Their willingness to participate in these activities was instrumental in the developing process of a horticulture program at Carroll County High School, which was limited in terms of budget and facilities.

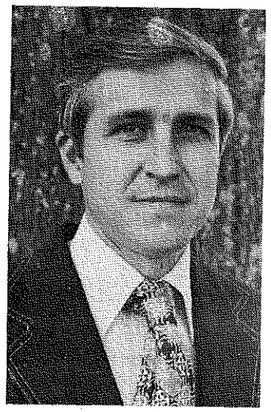
Not only were valuable learning experiences derived from the program, but the program and students were repaid in other ways. Since the owner was also receiving a source of labor, plants and plant material were provided by the greenhouse owner for use in the instructional program at the high school. As a result of student performance, approximately 12 students obtained weekend employment working in the greenhouse under little or no supervision from the employer. Of course, the students were reimbursed for this time on an hourly rate. Opportunities were also made available for after school employment and summer employment.

CURRENT STATUS OF THE HORTICULTURE PROGRAM

As a result of support by the school administration, school board, state agriculture supervisory staff and the advisory council, a greenhouse has been purchased and is in the process of being erected. Of particular significance was support from the high school vocational advisory council composed of across-the-board representation of the community. Members of the council supported the program through recommendations to the school board. With their assistance and the cooperation of the other people previously mentioned, an adequate horticulture facility is becoming a reality at Carroll County High School. Without the help of the community resources utilized this facility would have never been possible.

STATE LEGISLATION FOR VOCATIONAL AGRICULTURE IN MISSISSIPPI

By
Jasper S. Lee
Teacher Education
Mississippi State University



Jasper S. Lee

Quality programs of vocational education in agriculture/agri-business require the commitment of support in the forms of financial resources, administrative policies, and other ways. When such support is lacking, it is impossible to carry out educational programs which are accountable to the needs of agricultural industry and the clientele of vocational agriculture. In recent years, there has been considerable discussion about reducing programs to less than 12 months; eliminating "cornerstones" of the program, such as adult education and supervised occupational experience; and curtailing the effectiveness of programs in various ways, including reduction or elimination of local travel funds.

The purpose of this article is to describe an effort that was initiated in the State of Mississippi to improve the status of vocational education in agriculture/agri-business through legislation. The focus is on how agricultural educators have secured favorable state legislation.

THE NEED FOR STATE LEGISLATION

Efforts to reduce programs of vocational agriculture/agri-business to less than 12 months have received considerable attention throughout the United States in recent years. In 1976, a small number of local Mississippi school systems had reduced or were planning to reduce the programs to less than 12 months. Some of these school systems had superintendents who were quite verbal and articulate in the movement, but who obviously lacked knowledge of what was required for a quality program. In 1977, they appeared to be gaining momentum in their efforts. It appeared that many school systems would go in the direction of less than 12-month programs if nothing were done to curtail it.

State supervisory personnel in vocational agriculture, leaders among the vocational agriculture teachers, and teacher educators assessed what could be done to maintain 12-month programs of vocational agriculture. The first strategy was to attempt to obtain written policy at the state level. It was felt that good written policy could prevent the erosion of 12-month programs. Efforts to secure such policy at the state level were unsuccessful. The next move, difficult to make because of possible political repercussions, involved going to the State Legislature and requesting the enactment of a law to require local programs of vocational agriculture to be conducted on a 12-month basis.

STRATEGIES IN OBTAINING LEGISLATION

Once the decision to seek favorable state legislation was made, strategies for being successful were developed.

These included:

1. Assessing the members of the State Senate and House to see where possible support and opposition could be found. (Members who could draft and introduce the needed legislation were identified.)

2. Contacting key agricultural groups in the State to secure their support and advice. (The State Farm Bureau, a powerful group in Mississippi, was supportive of the effort and very instrumental in formulating strategies as well as helping make the decision about what should be done.)

3. Contacting other key groups to secure reactions and possible support. (The primary group among these was the State Supervisors Association. In Mississippi, county government is operated by a five-member board of supervisors. The association at the state level exercises considerable influence in the Legislature.)

4. Gaining commitment and establishing espirit de corps among vocational agriculture teachers, supervisory staff, and teacher educators. (This included establishing county chairpersons at the local level to coordinate contacts with members of the Legislature.)

In early February, 1978, Senate Bill Number 2610 was quietly introduced into the Mississippi Senate. This bill provided that no State funds could go to local school systems to support vocational agriculture programs of less than 12 months. It further provided that the summer months would be used by teachers to carry out supervised occupational experience programs, conduct adult education programs for farmers and agri-business persons, and provide leadership training and other activities through the FFA. It was referred to the Senate Education Committee for review and action. Through wise strategy on the part of its authors, the bill was passed unanimously by the Senate and sent to the House. Once this happened, the bill received low-level publicity in the news media and became the target of several groups.

Opposition to the bill came from the School Boards Association, School Superintendents Association, Mississippi Association of Educators, the professional teacher organization affiliated with the National Education Association. The Mississippi Association of Vocational Educators took a low-key position and remained out of the picture, taking no active part in attempting to gain passage of the Bill. The

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Mississippi Association of Vocational Agriculture Teachers mounted an aggressive campaign at this point. The State Farm Bureau and Supervisors Association were its primary allies. Hundreds of telephone calls, letters, personal contacts, and other efforts were made to gain support for the bill. Private individuals from all sectors of agricultural industry helped in making contacts with key members of the House. When the vote was taken in the House, the Bill was passed by a margin of approximately three-to-one. The bill was signed by the Governor, and there are no programs of vocational agriculture of less than 12 months in Mississippi. This was a significant victory for vocational agriculture in the State.

SUGGESTIONS FOR GAINING STATE LEGISLATIVE ACTION

The experience of achieving a legislative victory has taught vocational agriculture supervisors, teachers, and teacher educators quite a bit about influencing legislation. Future efforts will not be easy but will be based on a better understanding of the legislative process. Several suggestions on the basis of these experiences are:

1. Group commitment and solidarity must be established. A united effort on the part of all members of the profession is essential. And all members must be willing to get involved and be aggressive in securing support!

2. An assessment of support and opposition needs to be made early. This assessment includes groups affiliated with agricultural industry as well as other groups; members of the legislature, with special attention to powerful key members; board, commissions, and elected officials; and professional organizations in education. An important factor here is to distinguish between "verbal" and "real" support. There are those who verbalize support but never translate this into action. Such persons are occasionally even found among agricultural educators!

3. A plan of strategy needs to be prepared. The leaders in agricultural education who are promoting legislation need to know what they want, why they want it, and develop effective strategies for achieving their goals. It is well to develop a tentative written strategy so that all who are trying to provide leadership will know what is to be done. The plan should probably not be widely distributed and should be revised as situations change. It should include identification of who will tentatively author and introduce the legislation; a list of local personnel, what their responsibilities are, and whom they are to contact.

4. An organizational structure needs to be established to facilitate communications and action. The support of key individuals alone is not adequate. Support at the grassroots level is essential. To make this happen, there needs to be someone or a small group at the state level to see that grassroots involvement is obtained. Local chairpersons on a county- or other geographic-level are needed. Communication must be fast and direct. Local people need to know the nature and status of legislation at any particular time. If they don't, they will not know how to communicate effectively with legislators. Local people need to understand what a particular piece of legislation will do and the philosophy behind it. A feedback mechanism to make sure the grassroots people are actually being reached must exist.

5. Use key people to "make things happen." People who are close to legislation for agricultural education must often assume a low-key role because of their employment by state agencies, with other persons being more aggressive. Lobbyists and leaders from supportive groups can be utilized to make essential contacts. Private business people will often provide assistance in making key contacts. (It has been observed that legislators tend to be more inclined to listen to business people in their local districts than to teachers. Therefore, teachers often need to work through the key business people in making contacts.) FFA and FFA Alumni members are also key people in contacting legislators at the local level.

6. An understanding of the legislative process is needed. In order to be effective with legislation, it is important to know who has the "power", such as chairpersons of committees; deadline dates for bills to move through the legislature; and what happens when action is or is not taken. A key member in both the senate and house who can be trusted is needed for advice to avoid being caught by deadlines and trick legislative maneuvers.

7. Good public relations is essential. Members of the legislature are often swayed by their observations of vocational agriculture programs in their local communities. Those from areas where the public schools are strong and vocational agriculture is a viable and visible entity are more likely to be supportive of legislation.

SUMMARY

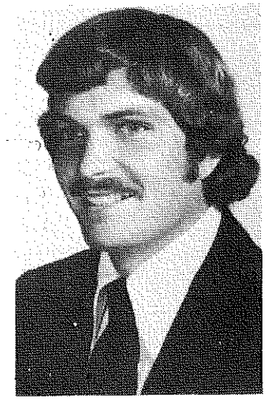
Agricultural educators in Mississippi have found that they can get legislation enacted which will improve local programs of vocational agriculture. Initiative, planning, and justifiable reasons for the requested legislation are required, however. A strong case for the proposed legislation must be developed. Good public relations at all program levels, especially the local level, will make the job significantly easier.

One caution is in order. It is preferable to avoid going to the legislature with requests. Good, written policies on the conduct of vocational agriculture programs, well-educated administrators who understand the program, and supervisory personnel who have the authority to act will reduce the need for legislation. Legislation can be restrictive, and there are certain undesirable restrictive elements in the new law in Mississippi. Getting laws enacted causes groups to polarize and reduces later spontaneous cooperation from certain individuals and groups.

Passage of needed legislation may be difficult even when effective strategies have been developed. There comes a time when risks must be taken if favorable legislation is to be obtained at the state level. It is well worth the effort when programs preparing workers for today's agricultural industry are improved.

FEATURING: LEARNING BY DOING

By
Kim Havens
George S. Parker Sr. H.S.
Janesville, WI



Kim Havens

When I received the message to write an article based on this idea, I couldn't help but think of the story which is about a Man vs. The Barrel of Bricks. The story goes something like this:

When I got to the building, I found that the hurricane had knocked some bricks off the top. So I rigged up a beam with a pulley at the top of the building and hoisted up a couple of barrels of bricks.

When I had fixed the building, there were a lot of bricks left over. I hoisted the barrel back up again and secured the line at the bottom, and then went up and filled the barrel with the extra bricks. Then I went down to the bottom and cast off the line. Unfortunately the barrel of bricks was heavier than I was and before I knew what had happened, that barrel started down, jerking me up off the ground. I decided to hang on, and halfway up I met the barrel coming down and received a severe blow on the shoulder. I then continued on to the top, banging my head against the beam and getting my fingers jammed in the pulley. When the barrel hit the ground it burst its bottom, allowing the bricks to spill out. I was now heavier than the barrel, so I started down again at high speed. Halfway down I met the barrel coming up and received severe injuries to the shins. When I hit the ground I landed on the bricks, getting several painful cuts from the sharp edges. At this point, I must have lost my presence of mind because I let go of the line. The barrel then came down, gave me another heavy blow on the head and put me in the hospital. I respectfully requested sick leave.

Needless to say, this is learning by doing.

There are times, I'm sure, when many of us as agri-business/agriculture instructors have felt like requesting sick leave when things weren't going so well. And yet I'm always reminded at such times that failure is evidence that somebody tried. At Janesville-Parker we make a point of trying to keep on trying.

THE PROGRAM

Before I explain our supervised occupational experience program, I feel that I had better share with you a few facts and figures about our total program at Janesville-Parker.

For instance:

— we have three agri-business instructors, all on 11½ month contracts at Parker.

— we serve 280 students in agri-business classes, grades 9-12.

— 90% of our students are urban students.

— 40% of our students are girls.

— the classes we offer are as follows:

9th grade - Agri-business Career Survey, year-long course.

10th grade - Biological Agriculture, year-long course

11th grade and 12th grades combined - Horticulture (year-long course),

Conservation (year-long course), Animal Science (year-long course),

Crops (semester course), and Soils (semester course).

Because the students we serve are primarily urban, developing worthwhile student occupational experience projects for all students was a problem. Granted, some students can and do develop their own projects, such as working for agri-businesses in town, such as feed mills, machinery dealerships, and horticulturists. A few others have found work experience by working on farms. But, many students have difficulty developing meaningful agri-business work experience projects.

ORCHARD — GARDEN — GREENHOUSE

In an effort to solve some of these problems, we at Parker High School have strived to develop activities in which the students can gain year round job type experiences. Thus over the years we have developed a 400 apple tree orchard, a five-acre garden area, and a 32' by 50' greenhouse.

ORCHARD

First the apple orchard. Our orchard project has been in operation for the last ten years and is operated on a rental agreement with a landowner who is about one-half mile from school. The landowner provides the land - we provide the labor and equipment - and we split the profits 50-50. Any improvement costs such as new tree plantings, tree staking, and fencing are also split 50-50.

The orchard consists of about 400 apple bearing, standard and semi-dwarf trees, consisting of about ten different varieties of apples. Year-round orchard activities include pruning and piling brush in the winter, planting and staking new trees in the spring and fall, spraying and mowing through the spring and summer, and picking, sorting, bagging and selling apples throughout the fall.

Parker FFA students using the washing-sorting-polishing-bagging machine to prepare apples for sale in local supermarkets. The students picked these apples in their 400-tree orchard.

All of these activities together have involved an average of 125 different students each year, totaling about 350 hours of work annually.

Over the years we have sold an average of about 800-1000 bushels of apples, primarily Red Delicious and Cortland varieties. Most of the apples are bagged in three-pound bags and sold wholesale under the Parker FFA label to our community food stores such as Sentry, Piggly Wiggly, and Super Valu. We also sell a number of apples by the bushel to individual customers. Income from the apple sales this year was about $4,000. From this income the expenses are paid; such as for pesticides, baskets, bags, and equipment. In the line of equipment, we have purchased over the years a pickup truck, an apple washing-sorting-polishing-bagging machine, and an assortment of picking bags, pruning loppers, and ladders.

ACCOUNTING

After these expenses we then take half of the remaining money and give that to the landowner for rent. The remaining half of the money we then divide and give to the students for their hours of labor. For example, assume we had only $1000 of total income. This is how we break it down:

$1,000 - total income
- 500 - expenses

500 - left over
- 250 - for landowner

equals $250 - for students

As you can see, none of the money from the orchard project (likewise the greenhouse and gardens) is kept in the FFA. Whatever is left over, goes back to the students. By the way, the students are guaranteed $1.50 per hour for their labor. If we have a poor year in production, the landowner has agreed to take a lower rental payment.

To encourage better work habits from our students, each student has a work card that is graded every time that student works. When the student works, we (the advisors) rate that student on seven different factors that help to determine how much money the student will receive when he/she is paid. These seven different items are as follows: hours worked, quality of work, speed of work, student's financial need, job responsibility, job cooperation, and job safety. Other than hours worked, the highest possible rating a student can receive in each category is a three, the lowest is a one.

PAY-RATING CARD

For instance, assume a student has worked a couple of different times. The card's entry would look like this:

Pool, Todd

Date	Orchard	Operation	Hours	Quality	Speed	Need	Resp.	Coop.	Safety
1/15/79	Austin	Prune	2.0	1-2-3	1-2-3	1-2	1-2-3	1-2-3	1-2
1/18/79	Greenhouse	Transplant	3.0	1-2-3	1-2-3	1-2	1-2-3	1-2-3	1-2

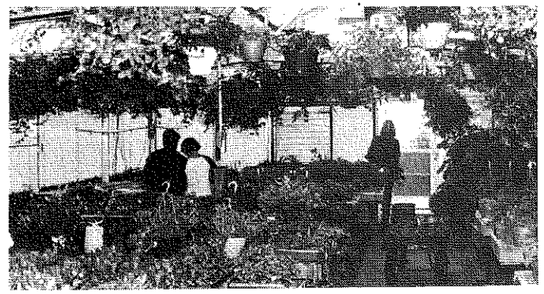
Once each year, we then total up all the student's hours and points, put the information into the below formula, and then pay the student accordingly. Remember, our base pay is $1.50 per hour. As can also be seen, the highest possible rating a student can get is 15. However, over the years, we have found that our students average a 10 rating. Because of this, we simply take the ratings and multiply as follows: Taking the above example, date 1/15/79; first add up the ratings which total 11, convert this to 1.1 and then multiply as follows: 2.0 hours times 1.1 times $1.50 per hour equals $3.30. If for instance a student has worked several times, as in the example above, we first add up all the ratings (equals 24), divide by the number of times worked (2), and get the answer of average ratings which is 12, converted to 1.2. Plugged into the formula, it all looks like this - 5.0 hours times 1.2 times $1.50 equals $9.00.

As you can see, those students that are rated higher may receive more money per hour than the base pay, and those students that haven't achieved quite as high might receive a lower hourly wage.

GREENHOUSE

Next the greenhouse project. The greenhouse is a 32' by 50' fiberglass structure that we had built four years ago. Parker FFA borrowed $12,000 on a ten-year loan from the Janesville School Board to build the greenhouse, and we are currently paying back yearly installments.

Once the greenhouse structure, wiring, heating, and plumbing were intact, the students took over, building all of the benches and raising the plants.



Parker FFA students transplanting plants in their greenhouse.

CONTINUED

LEARNING BY DOING

A BUSINESS

As with the orchard, we strive to run the greenhouse not only as an experiment station, but also like a business. We definitely feel that if the students are to develop business skills they need to be exposed to operations that are business-like. Therefore, we keep the greenhouse just as full as we can year round. To do this we emphasize major seasonal crops such as Christmas poinsettias and Christmas cherries, spring bedding crops (including cabbages, tomatoes, and lettuces), and finally summer succulents.

The greenhouse project has provided annually about 1200 hours of student occupational experience with an operating budget of $5,000.

Once again, each time students work, they are rated on the work card and are paid income left over after all other expenses. All plants that are raised are sold wholesale to our community retail businesses.

In regard to the sale of the greenhouse plants, some of you may be wondering how the horticulture businesses in Janesville view our FFA being in the market. When first deciding to build the greenhouse, each of the business managers was contacted and ideas were shared. The overall final reaction was that the increased benefit of students achieving education appreciation, and understanding of this segment of horticulture would help future sales and marketing more than it would be hurt by the availability of more plants on the market.

As a result, we have had tremendous support from area businessmen and have placed a number of our students on part-time and full-time jobs in the horticulture field with these businesses.

GARDEN

Our third major supervised occupational experience program for student involvement is our FFA garden area. Each year for the last eight years Parker FFA has rented five acres of land. Part of the land is then divided into 100 - 30' by 30' garden plots which are then rented out to students and community citizens for $8 a plot. The rest of the land is then planted in field corn and harvested by a former FFA member.

In regard to the garden plots, two of the 30' by 30' plots are put together to make an FFA garden test plot. Students then plant about 100 different varieties of vegetables emphasizing different maturity dates, disease resistances, and weed control practices.

FIELD DAY

Every other year we then hold a garden field day which is open to the public so that they might learn more about gardening. This field day is conducted in cooperation with our county extension agents and UW-Madison specialists.

The Parker FFA garden test plot which is a part of the 5-acre community garden project.

As long as I'm mentioning field days, I should point out that this gardening field day that is held every other year is really just an addition to a series of seven horticulture clinics that are held each year for interested community citizens. All of the clinics are conducted by FFA members, advisors, county extension agents and horticulture store managers, Topics covered include items like tree pruning (takes place in our orchard), lawn care, landscaping, and house plant care. We have averaged over 900 people per year over the last eight years in which the clinics have been held.

SKILL DEVELOPMENT

Finally, in all three of these projects — the orchard, the gardens, and the greenhouse — we make a point to teach as many of the skills in class as we can. However, once each student has learned the skill, improvement in the proficiency of the use of that skill is usually just a matter of repetition.

Therefore, much of the student work involved with these activities is done either after school or on weekends. Because we always insist on having an instructor present when students are working (insurance reasons) it does mean more hours for the vocational agri-business instructors.

Hopefully, this article helps to explain our program here at Janesville-Parker and how we strive to help students learn by doing. We do encourage anyone who has questions to feel free to write, call, or visit us in Janesville. We would be more than happy to lend assistance.

ADVISORY COMMITTEE — A KEY TO PROGRAM SUCCESS

By
John Rodgers
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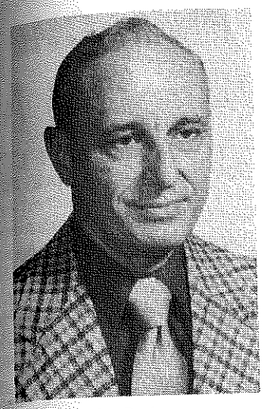

John Rodgers

The advisory committee becomes a prime vehicle for maintaining communications between the school, the vo-ag program, and the community, including businesses and industries concerned with agriculture. The need for a public information program to enhance public understanding of educational programs is well documented. The advisory committee performs this function in a vastly improved manner over any other approach being used.

The influence of the advisory committee on program development is another bonanza for the teacher of agriculture and his students. This group of interested and influential citizens will take a careful and penetrating look at all aspects of a program and make realistic recommendations based upon what they see as compared to what they perceive as needed for that community. They will literally rejuvenate a stagnant program. The committee can assist in getting consummable supplies — through purchase or gifts from local industries — essential equipment, local expertise to help the teacher better accomplish his objectives and other program support.

THE PROJECT

During the past year the author was privileged to work with a number of teachers of agriculture in two supervisory districts in South Carolina for the purpose of organizing and using advisory committees. In each district a workshop was held consisting of five three-hour sessions. The teachers were thoroughly grounded on the benefits to be derived from using an advisory committee. The major functions of the advisory committee were covered and discussed. Step-by-step procedures were followed in selecting prospective members, appointing members and organizing the functioning advisory committee. At each organizational meeting, with the author in attendance, officers were elected and a constitution was adopted.

THE CONSTITUTION

The constitution provides written guidelines by which the advisory committee functions. It specifies the length of terms of members, their responsibilities, the number of meetings to be held on a regular basis each year and detailed operational procedures. The teacher works closely with the committee chairman, but has no vote on matters being considered. Administrators and board members are invited to all meetings but also have no votes. The committee represents all major segments of agribusiness and production agriculture associated with the program. Minutes of all meetings are duplicated and made available to all committee members, agriculture teacher(s), administrators, and school board members. In most schools, six members serve on the committee. A few schools have nine members serving.

MEMBER ENTHUSIASM

Committee members welcome the opportunity to provide input into the public education programs. They are anxious to help teachers and the school administrators develop the best possible program for the community. They take the opportunity to serve the school and vo-ag program seriously and get to work in earnest fashion. It is rewarding to see plans made at the organizational meeting for the placement of graduating students and providing work experiences for younger students.

The committee members are astute in observing program deficiencies and in giving suggestions for involvement of businesses, organizations, farmers and others in the community to correct the deficiencies. Many times members volunteer to make contacts on behalf of the vo-ag program and report on the response at the next meeting. Such activity leads to increased program support and the kind of community involvement needed for program prestige and success.

SOME OBSERVATIONS

Although the author has had experience with advisory committees for over twenty-five years, these observations were made during the past academic year. One committee observed a ceiling in the classroom that was in very bad condition and had been so for years. Repeated requests for repairs and painting had brought no results until the committee made a routine recommendation that attention be given this matter. A new ceiling was promptly installed and greatly enhanced the attractiveness of the classroom. This same committee is focusing attention on the establishment of a stable market for a fairly new crop that is expanding in acreage in the school district. This activity will greatly influence the adult education phase of the vo-ag program.

Another committee is focusing primary attention on contacting businesses and farmers to aid in placing students who are graduating. They are also interested in providing work experiences for younger students with businesses and farmers. This can prove to be mutually beneficial to all who are involved.

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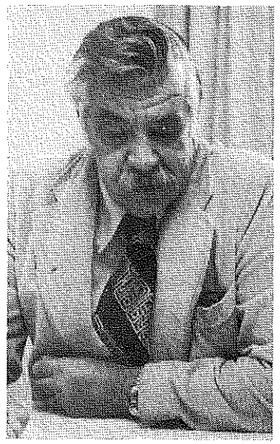
A GRASSROOTS APPROACH THAT REALLY WORKS



Harold Engelking

By
Harold Engelking
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THE ADVISORY COUNCIL

"Why don't you try teaching with the help of a general advisory council?" These words were written thirty-two years ago by a young vocational agriculture teacher who is now in his late 50s. *(My Experience With a General Agriculture Advisory Council"*, **Agriculture Education Magazine**, April 1947). During these thirty-two years agriculture education has not remained static. The leaders in agriculture education of the 40's and 50's such as Hamlin (Illinois), Stewart (Ohio), Sutherland (California), Ekstrom (Missouri), Hammonds and Tabb (Kentucky), Hill (Illinois), Byram (Michigan) and many others have long since been replaced by today's agriculture education leaders whose names will appear in tomorrow's history books.

In looking back over thirty-two years (an exercise fraught with danger because memory becomes hazy and the total picture becomes blurred) several things stand out quite clearly. First, the basic principles of organizing and working with an advisory council as stated by Dr. H. M. Hamlin and other early advisory council advocates are as applicable today as in the past. Any changes would appear to be one of degree rather than substance. Some things thought to be of lesser importance in the 40's have moved up to the front.

Perhaps this can be illustrated by setting forth "A Recipe for a Successful Advisory Council" which includes "Major Ingredients" and "Added Ingredients". The "Added Ingredients" relate to actions to take to increase the effectiveness of the council or to help a teacher having advisory council problems.

Major Ingredients:

(1) Members should represent all segments of the community as well as provide a good representation geographically.

(2) Members should be respected citizens. This does not necessarily mean "office holders."

(3) The advisory council members should develop a written policy for the advisory council and inform members of their responsibility in relation to the school administration and school board.

(4) The council members should elect their own officers, (i.e. chairperson, vice-chairperson, and secretary.) The teacher, school administrator, and representative of the board should sit with the council but not hold membership on the council or be an officer of the council.

(5) To insure continuity and an "active" council, regular meetings should be scheduled. It is doubtful if annual or even quarterly meetings are indicative of a truly "active" council. Minutes of council meetings should be prepared and copies distributed to the membership and school administration and others directly concerned.

(6) It is important that council members have a sense of worth and accomplishment during the first meetings of the council. This can be accomplished if the teacher, in cooperation with the chairperson, will make a listing of some honest-to-goodness problems needing solutions. The chairperson can then present this list for the council members' deliberation. It is hoped the teacher and school administration will accept the recommendations with an open mind and implement them whenever possible.

(7) The teacher should organize an advisory council during the first year on the job. Developing an active FFA chapter, establishing a good supervised experience program, and having an active advisory council should be some of the objectives of the first year teacher. The poets have written, "On the plains of hesitation rests the bones of countless millions who upon the dawn of victory sat down to rest and resting died." My eleven years as a supervisor of vocational agriculture convinced me the teacher who didn't have council the first year probably wouldn't the second or third and so on. Thus, the concept of an effective advisory council was dead or nearly so for this Department of Vocational Agriculture.

(8) The unemployment rate for the recent high school graduate is unusually high. Advisory council members can survey the job opportunities and give assistance to the placement of graduates.

(9) Supervised occupational experience is one of the cornerstones of vocational education. "Learning by doing" is a standard operating procedure used by vocational teachers. Advisory council members can be helpful in locating places to enable students to have good supervised experience programs.

OTHER INGREDIENTS:

(1) Many teachers (and administrators) do not know how to use an advisory council effectively. Thus they try organizing one and if unsuccessful, quit, never to try again. In these cases they should probably follow the well known saying, "If at first you don't succeed, try, try again." However, in the meantime. . .

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★ ★ ★ THIS WORKED FOR ME! ★ ★ ★

A SYSTEM OF INDIVIDUALIZED INSTRUCTION TO DEVELOP BASIC SKILLS IN AG MECHANICS

by
Glen Clark
and
Walter D. Geiszler
Vo-Ag Instructors
Beulah, N.D.

During the fall of 1978-79, we decided to try individualizing Ag. Mechanics instruction in the Vo-Ag I and II classes. Miss Eugenia Stoltz, student teacher, was responsible for developing and implementing this system during her student teaching at Beulah.

A unit on Basic Hand Tools and Carpentry was individualized. The first step in the process was to develop a student handbook that contained an outline of all jobs to be completed, all instructions regarding references to be studied, worksheets to be completed, and a list of the relative values of each test that would be taken at the end of each job.

Upon completion of the study portions of the unit, the students move to the shop and complete at least one required project. After the required project, the student can move on to a project of his own choosing.

To facilitate the movement from class to shop, the necessary demonstrations are done periodically by the instructor and completed by the time the students are ready to start working with tools. Student Assistants (upper-class) are also utilized to correct worksheets and tests, so that a student has immediate reinforcement when a test is passed.

EVALUATION

Continued evaluation of all teaching activities is important. Each situation has its own unique characteristics, but here are some of the pros that we saw with this method in the Beulah Vo-Ag Department:

1. The students were able to learn at their own rate.
2. The above or below average student was not bored or frustrated at the pace in the classroom.
3. Students have the opportunity to practice budgeting their time.

Some of the areas that we felt were real challenges for both teacher and student included:

1. The process of self study can be difficult for students with reading problems.
2. Students found it difficult to budget their time. Several students tended to "flounder".
3. More time needs to be allotted to a unit of this nature (to allow points 1 and 2 to be taken care of).
4. The workload of the teacher is such that some assistance (students assists, etc.) is almost mandatory.

SUMMARY

Individualized study can be an effective method teaching Basic Skills in Ag Mechanics. There are some considerations that must be dealt with when deciding to start or continue this method of teaching. Some of these are:

1. Will the needs of the students be met?
2. What can be done to meet the needs of those students who have difficulty reading instructions?
3. Is it better for students to take longer and learn a few skills well, or be exposed to many skills?
4. Can arrangements be made to meet the additional demands on the instructor?

Individualized instruction is not the ultimate answer to all situations. It is however, an alternative that bears consideration when teaching Basic Skills.

CONTINUED

A GRASSROOTS APPROACH . . .

a. Enroll in a course dealing with advisory councils at the university or seek out a professor with advisory council expertise.

b. Seek out the help of a fellow teacher who has had a long time history of success with advisory councils. A member of the State Supervisory Staff with expertise in advisory councils can also be very helpful.

c. Spend time at the university library reading about advisory councils.

(2) Develop a positive mental attitude toward your advisory council. Look on advisory council members as some of the best friends you have. If you do this, you'll automatically do some if not all of the following:

a. A teacher who realizes that many of his advisory council members are wiser, stronger, more progressive, and more capable than the person they counsel, has gone a long way toward developing a positive mental attitude toward his work.

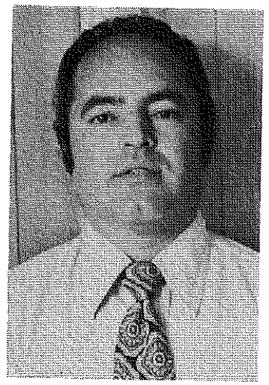
b. Display a picture of the council in a prominent place in the vocational department.

c. Recognize birthdays and special accomplishments of advisory council members.

d. Award members a certificate of appreciation.

e. Keep in mind that to advisory council members their family is of most importance. With this knowledge you will recognize the importance of maintaining a meaningful relationship with the council members' spouse and children.

In conclusion, I will close by adding a few word to the sentence written thirty-two years ago, "Why Don't Your Try Teaching With the Help of a General Advisory Council ***and your rewards will be great."***



Richard A. Rogers

Your Advisory Committee — Your Partner in Agricultural Education

By
Richard A. Rogers
Teacher Education
California State University,
Fresno, CA

Vocational Education is an essential part of a community's total educational system. As such, it should reflect the occupational opportunities of that community.

Vocational Agriculture teachers have long recognized the need for continuous input from the agricultural community in order to keep their programs up to date and relevant. Yet, many secondary agriculture departments do not have an active, well-organized advisory committee. This may be due to the belief held by some teachers that establishing a departmental advisory committee will just add to their already staggering work load. Quite the contrary! A properly constituted and organized advisory committee can actually make the job of the vocational agriculture teacher easier.

How can an advisory committee ease your work load?

1. Help you determine the most appropriate agricultural education program for your community or school district.

2. Assist you in locating student work stations both on and off the farm.

3. Serve as a valuable public relations instrument for your program.

4. Assist you in evaluating the effectiveness of your vocational agriculture program.

5. Assist you in planning and equipping the agricultural laboratory facilities.

6. Serve as resource people for such purposes as contest judges and guest speakers for your classes and banquets.

7. Sponsor or help obtain sponsors for awards programs for vo-ag students and F.F.A. activities.

8. Help obtain support for legislation or appropriations involving agricultural education.

In general, an advisory committee can help the vocational agriculture teacher make more efficient and effective use of his time regardless of the task involved. Vocational agriculture teachers should not feel guilty about sharing their planning and decision making tasks with an advisory committee. "Community involvement" is a high priority objective in education today. Most of the agricultural leaders in your community want to be involved in agricultural education and they will not shy away from serving on your advisory committees. In fact, they will enjoy doing so, as long as they believe their input or advice is being utilized by the program they serve.

What are some key points in maintaining an effective advisory committee?

1. The committee should consist of leaders in each of the major segments of your community's agriculture.

2. The scope and limits of the advisory committee's responsibilities should be clearly delineated and understood by all committee members.

3. Committee members should serve staggered appointments to provide continuity. (At the first meeting, members may wish to draw numbers for 1,2, or 3 year appointments.)

4. A minimum number of regular meetings should be scheduled at a time agreeable to all members.

5. A well-planned agenda should be sent out to members in advance of the meetings.

6. Members should elect a chairman from their group and the agricultural teacher should serve as recording secretary.

7. The establishment of the advisory committee should be approved by the school administration with formal appointments made by the school board.

8. Advisory committee members should receive recognition for their service through the presentation of awards, certificates, honorary membership in the FFA, etc.

9. The vocational agriculture teacher must be prepared to accept constructive criticism from the advisory committee regarding the curriculum and the agricultural education program in general.

10. Advisory committee's should not be used as a pressure group by the agriculture teacher. Their recommendations, as a committee, will receive due consideration by the administration and the school board without any outside "politicking".

Both new and experienced teachers need advisory committees. If your department doesn't have an active advisory committee then you should make the establishment of such a committee your number one priority. Most states have detailed guidelines for creating and maintaining vocational agriculture advisory committees. These guidelines can be obtained from your state supervisor or agricultural consultant.

For the sake of your students, your program, and your own job satisfaction, start or reactivate your departmental advisory committee today.

Leader in Agricultural Education

ROBERT E. TAYLOR

By
*N.L. McCaslin**

Whether astride his favorite Appaloosa, Chief, at the Ox Bow Ranch near Delaware, Ohio, or behind the "reigns" of the National Center for Research in Vocational Education in Columbus, Ohio, Dr. Robert E. Taylor is an oustanding agricultural educator. He is recognized as a scholar, effective administrator and master teacher.

Since first enrolling in vocational agriculture at Grants Pass High School in Oregon, Dr. Taylor has been actively involved in nearly every facet of agricultural education. Among the various positions Dr. Taylor has held are those of: instructor, state FFA executive secretary, assistant state supervisor, state supervisor, teaching associate, professor, associate dean and executive director. His career has taken him from Oregon to Arizona, Texas and Ohio. Additionally, his travels have taken him throughout the world.

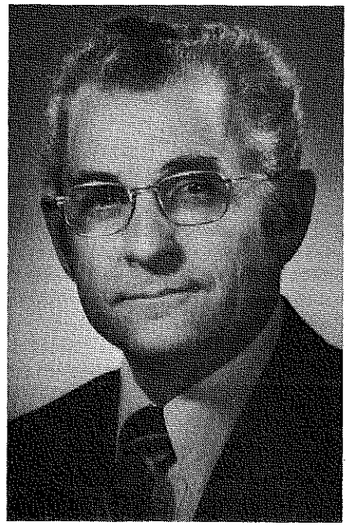
He was active in the local FFA chapter as a high school vocational agriculture student and subsequently served as state president and a national officer. Dr. Taylor attended the University of Arizona where he received the Bachelor of Science (with distinction) in 1951 and the Master of Science in 1953. After serving with the U.S. Army in Texas, Dr. Taylor was appointed to the state staff in the Arizona Department of Education in 1955 as the executive secretary of the FFA. He subsequently served as assistant supervisor and state supervisor of agricultural education. While serving in the Arizona State Department, Dr. Taylor was instrumental in establishing several innovative activities such as the State Alumni Award, Star State Greenhand Award, and the designation of the man of the year in Arizona agriculture by the Future Farmers. He also originated and conducted a state awards luncheon where the entire state legislature were guests.

In 1959, he was appointed as a teaching associate in agricultural education at The Ohio State University where he began his doctoral program. Upon completion of his Ph. D. in 1961, Dr. Taylor was appointed to the staff of the Department of Agricultural Education at The Ohio State University.

Dr. Taylor initiated a proposal to the U.S. Office of Education for a National Center for Advanced Study and Research in Agricultural Education and served as its Director from 1962 to 1964. One of the significant accomplishments of The Center, in addition to several national seminars such as the design for the future in agricultural education, was the coordination of 28 state studies in needs of off-farm agriculture, the development of prototype curricula, pilot programs in each of these areas and regional conferences on implementation.

N.L. McCaslin

**Asso. Dir., National Center for Research in Vo. Ed. and Asso. Prof. Dept of Ag. Ed. The Ohio State University Columbus, OH*



The Center for Vocational Education evolved in 1965 and he served as its Director. Under his leadership a number of exciting developments occurred. In 1966, the Center was selected as the first ERIC Clearinghouse. This Clearinghouse pioneered many of the existing systems and now includes information on vocational, adult and career education. The Center was also selected by the U.S. Office of Education as the prime contractor to direct the national Comprehensive Career Education Model (school-based) in 1971. The Alliance for Career and Vocational Education was established by the Center in 1973. The Alliance consists of a consortium of local school districts nationally concerned with the implementation of vocational and career education programs.

Since 1977, Dr. Taylor has been the Executive Director of the National Center for Research in Vocational Education. This organization has a full-time interdisciplinary staff of more than 350 individuals. He also serves as an associate dean in both the colleges of agriculture and education.

Dr. Taylor has maintained an active interest in the FFA and has received the honorary American Farmer Degree. His service to the FFA includes serving as a member of the National Board of Directors

(Concluded on Page 94)

Exemplary Programs to Train Teachers and Extension Agents to Increase Food Production

by
Burton E. Swanson
International Agricultural Education
University of Illinois

Rapid population growth and food shortages are largely problems of less developed countries. To adequately feed their people these nations must develop and modernize their agricultural sector. One essential element in this process is to educate and train people at all levels — from farmer to agricultural scientist. But, education is expensive and educational resources are very limited. The success of a nation in modernizing its agricultural sector may depend in part on how it spends its educational resources.

In the past, technical assistance programs tended to focus on building universities for high level technical training in agriculture and on building national extension systems to disseminate improved technology to farmers. Less attention has been given to the intermediate schools of agriculture that prepare most agriculture teachers and field level extensionists who are the key link to farmers and future farmers.

"Empirical evidence has shown that in most developing countries, the training of technicians at the lower and middle levels of agricultural education is probably the most urgently needed, often the least developed, and yet one which countries can best afford in terms of training and employment costs."[1] This paper briefly examines some of the exemplary features of two such agricultural education institutions.

GUYANA SCHOOL OF AGRICULTURE

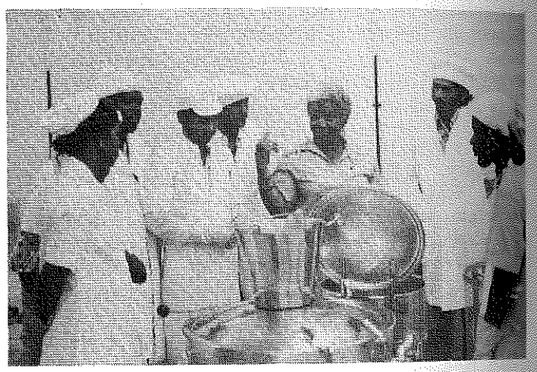
The Guyana School of Agriculture (GSA) was founded in 1963, and in a short period of time, with limited resources and virtually no external assistance, has developed a quality educational program in agriculture that is founded on the concept of "learning by doing."

The GSA offers a two year diploma program which is designed to train agriculture teachers and field extension agents, and a two year certificate program for young people who will enter farming.

The school has 180 acres of land and maintains a highly productive school farm which operates on a semi-commercial basis. In fact, during the last two years the school has met more than 50% of its total operating costs (including housing and feeding the 185 students who are enrolled) from the output of the school farm. The school has a well-developed livestock farm, including poultry (broilers and layers), swine and dairy units, so the school is largely self-sufficient in producing its own meat, milk, and eggs. In addition, the school has a 47 acre rice farm, a vegetable farm on campus and an 80 acre farm, located 36 miles from the campus, which supplies most of the vegetables and fruits used in the food processing unit.

A unique feature of the GSA is its association with the Burnham Agricultural Institute, a farmer training center in the interior of the country. This institute trains young people for careers in farming and is part of a government resettlement program to develop the agricultural potential of the interior.

The GSA is in charge of this farmer training center and there are current plans to establish six of these centers throughout the interior. Thus, there will be considerable potential to use these centers as part of an internship program to provide students with on-the-job experience in both teaching and extension work. Furthermore, the school's agricultural education graduates will eventually staff these centers.



Mayleen Cumberbatch, head of the Food Processing Unit at the Guyana School of Agriculture, makes a point with agriculture students who, in addition to their training in production agriculture, also learn how to process and store food products.

JAMAICA SCHOOL OF AGRICULTURE

The Jamaica School of Agriculture (JSA) is the oldest, largest, and probably best known post-secondary agricultural education institution in the West Indies. Established in 1910, it currently has about 500 students, and this year graduated approximately 120 students.

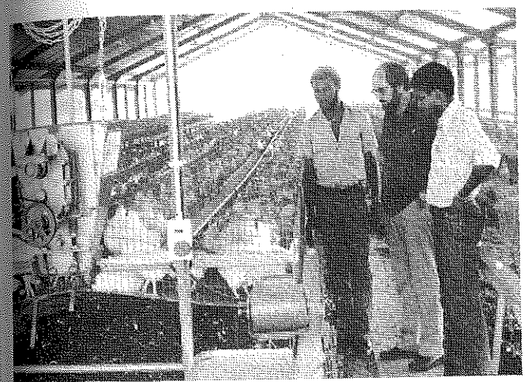
The school recently shifted from a two to a three year course of study. Students can pursue either a diploma program in agriculture or home economics, with the option of also obtaining a teacher certificate; or pursue an associateship science degree in either agriculture or consumer education.

Practical training on JSA's 70 acre farm is an integral part of the agriculture curriculum. Students are up early in the morning feeding and caring for the poultry, swine, dairy and small stock in the livestock units. These units produce much of the meat, milk and eggs used in the school's cafeteria, as is the case at the GSA. Unfortunately the limited size of the school farm restricts the amount of practical training and experience that can be accomplished growing field, vegetable and orchard crops. In spite of these constraints, students do get some "hands-on" experience in this area.

(Concluded on Next Page)

Another method that the JSA is currently using to provide practical training and experience is in an internship program. This program is designed to provide on-the-job work experience in agriculture for students and corresponds to the supervised occupational experience program that is common in many community colleges in the United States.

Outreach and community service are other important features of JSA's overall program. Students work in nearby communities assisting adults with backyard gardens and working with youth in local 4-H clubs.



Leon Brooks (L) and Desmond Burnett (R), instructors at the Jamaica School of Agriculture, explain the caged layer operation to Lewis Tyler, Regional Director of the Latin American Scholarship Program of American Universities.

In the West Indies, most food crops are produced by women. Therefore in both Jamaica and Guyana, the Schools of Agriculture are preparing young women for careers in agriculture extension and teaching.

While the school gains economically from the farm, the primary purpose is to give on-the-job experience in all aspects of production agriculture. In addition, students gain "hands-on" experience processing and storing food from the farm in the new food processing unit. These food products are both consumed in the school cafeteria and retailed locally.

CONCLUSION

The need for well-trained field level extension agents and agriculture teachers is becoming increasingly important in helping young and adult farmers understand and utilize new agricultural technology and thereby increase food output. To meet this growing need for intermediate level personnel, post-secondary schools of agriculture in Guyana and Jamaica are expanding the size and improving the quality of their programs.

One aspect of quality is to insure that graduates are technically competent. To do this, both schools emphasize an appropriate balance between classroom and practical skill training. The Guyana School of Agriculture's production farm appears to be an exemplary model of providing realistic practical training and experience for students while reducing educational costs.

A second aspect of quality is to develop each student's professional skills through well organized internship programs. Both schools currently have ongoing practice teaching programs. A counterpart program in extension methods, that would provide students with on-the-job experience working side by side with a competent extension worker, seems equally important. The potential of organizing such extension internships as part of a school outreach program (such as the GSA's involvement with farmer training centers) appears to be an effective way of developing students' professional skills.

FOOTNOTES AND REFERENCES

[1]Davidson, W.A., "Principals Report," Guyana School of Agriculture, 1970.
Davidson, W.A., "Principals Report," Guyana School of Agriculture, 1977 & 1978.
Jamaica School of Agriculture, Annual Report, 1978-79.

Students at the Jamaica School of Agriculture receive "hands-on" technical training working on the school farm.

CONTINUED

HAVE YOU COMMUNICATED WITH YOUR LEGISLATOR LATELY?

Udall pointed out that each legislator votes on hundreds of issues each year. *"You can influence votes. Your ballot box isn't far away. It . . . has 'U.S. Mail' written on it."*

Personal contacts with lawmakers can be even more effective than letter writing. It is not only important to know your legislators personally, but to have them know firsthand about your program. One excellent way is to invite them to visit your vocational agriculture program and school system.

Some suggestions for implementing such a visit include:

Issue a personal invitation. Legislative sessions often begin in January, so select a time of the year that is appropriate for the congressman. It is also wise to provide a complete outline of the activities to be completed during the visit. Remember, time is a very valuable commodity to a legislator. He has to be assured that the time will be well spent.

2. ***Involve other vocational program areas.*** School administrators and other vocational programs in the school have vested interests in sharing program goals and activities with their legislator. Providing a more comprehensive visit will also help in justifying taking the time to make the visit and allow the legislator to gain a more complete picture.

3. ***Plan a lunch during the visit.*** Lunch with interested faculty, administrators and parents can provide in informal atmosphere where questions can be asked and answered.

4. ***Use vocational students and FFA members.*** The leadership exhibited by FFA chapter officers can be impressive. Using vo-ag students to discuss facilities, projects and activities with visiting legislators exhibits the total pride students have in the vo-ag program.

5. ***Be specific about your concerns.*** Visiting about unimportant events and activities is a waste of everyone's time. Do your homework and be prepared to discuss program goals, objectives, services provided and items needed to provide a quality program of vocational agriculture. Be knowledgeable about bills in progress that may effect your program and be able to discuss them regarding the consequences to your program.

6. ***Follow-up the visitation.*** A thank you letter should include any additional information you promised as well as a summary of the visit. An invitation to come back will help to portray the idea that your program is "open for inspection" at anytime and not just "by appointment."

Maintaining contact with legislators doesn't require that vo-ag teachers know every technical detail of the legislative process or of the agriculture industry. All it requires is a personal desire to safeguard the program you now have and provide input for continued improvement in vocational agriculture. Teachers must be willing to give some of the personal time it takes to plan and implement one of the most important aspects of the vocational agriculture public relations program — that of gaining legislative support.'

Now, more than ever before, vocational agriculture needs friends in key places.

Go ahead. Contact your legislator today!

CONTINUED

LEADER . . .

and Trustee of the National Foundation. For the last several years he has also served as a judge at the National FFA Convention and is a lifetime member of the FFA Alumni.

Numerous books, publications, papers, and articles bear his name. One of his books, **The FFA and You,** is used in most vocational agriculture departments. Additionally, a number of his photographs have appeared on the cover of the FFA Magazine and in the national FFA calendar.

Dr. Taylor is listed in the fourth and fifth editions of **Leaders in Education** and in the **National Register of Educational Researchers.** Additionally, he has served on the Committee on Vocational Education Research and Development, National Academy of Sciences of the National Research Council, and as consultant to such organizations as the U.S. Office of Education, regional educational laboratories, state departments of education, colleges of education, Education Commission of the States, Science Research Associates, and Batelle Memorial Institute. In January, 1976, Dr. Taylor was invited by the U.S. State Department to participate as one of five nationally-known educational leaders to tour the vocational and technical education programs and facilities in the Soviet Union. He is currently serving his second term as chairman of the Council on Educational Development and Research (CEDAR). Among his professional affiliations are the following: Alpha Tau Alpha, Alpha Zeta, Gamma Sigma Delta, Phi Delta Kappa, and Phi Kappa Phi.

Robert Taylor and his wife, Celianna, live on and operate a farm where they raise registered Appaloosa horses and commercial cattle. He employs a vocational agriculture student on the farm and one of these students received the local chapter award for outstanding farm placement.

Anyone who has had the opportunity to know Dr. Taylor recognizes his dynamic and effective leadership and respects him for his ability to quickly analyze problems and to propose active solutions. This farsighted vision has enabled research to be considered as a regular part of ongoing activities in a nation-wide system for the delivery of agricultural education for the youth and adults of the United States.

GRANDFATHER'S COLLECTION

By Lee Pitts

Things are really popping around home lately. Last week our town got a brand new fire truck, complete with blaring siren, new buckets and an electric ignition. Never one to waste anything the city council of sorts discussed how to get rid of the old fire wagon. They decided so as to not wear out the new one so fast they'd keep the old one for false alarms. Sounds like something our city cousins might do.

Grandpa was put in charge of interviewing young men for the newly formed fire department. One young city slicker type applicant went over to the cafe with Grandpa for his interview. He seated himself at Grandpa's right hand. To his surprise he watched as Gramps took his coffee cup, poured the greater portion of its contents into a deep saucer, and liesurely added a bit of cream and sugar. The young man was so disconcerted that he completely lost his head. With a panicky feeling that it was incumbent upon him to do as his interviewer did, he hastily decanted his own coffee into his saucer and followed suit. He almost fell off his chair when Grandpa took his own saucer and placed it on the floor for the cat.

Now Grandpa wanted to hire a very serious minded young man for the job so he decided to put this young man to the test.

"What would you do with a million dollars?" he asked.

"Oh, I'll have to think about that a moment", the applicant replied. "I wasn't expecting quite that much".

The interview digressed from there until Grandpa could take it no longer. "You know son", he said, "when I was a little boy I worked real hard so I could buy a horse. But I couldn't afford a horse so I bought a donkey instead. Now a donkey...well it's not a horse, so I guess you could say I didn't treat it with the respect it was due. My mom always said that if I kept treating it terrible like I had, that some day that dumb jackass would come back to haunt me. You know son, until I met you I didn't think she was right.

Until next time...

Keep up the good work

CONTINUED

ADVISORY COMMITTEE — A KEY TO PROGRAM SUCCESS

Other committees have made recommendations leading to program modification and expansion, including the addition of another teacher. Help has been identified and provided in teaching some technical operations involved in the new curriculum. Hence, the teacher is no longer concerned that his expertise does not encompass some of the program elements recommended by the committee. Committee recommendations have brought speedy services in several school districts where previous requests had been routinely filed and the problem continued to exist.

Other responses to committee deliberations have led to broader participation in FFA activities. The establishment of a young farmer chapter with the attendant educational program became an item of discussion at one meeting. One teacher, whose contract was not renewed at a school where he previously taught, confided that had he known how to organize an effective advisory committee in that community his career in teaching would be much different. Some teachers are working with committees to develop programs which necessitate twelve-month employment. The committee, in turn, recommends that the teacher be given such a contract.

CONCLUSIONS

In conclusion, it has been observed that community involvment through the selection and appointment of an advisory committee representing agriculture and agribusiness is the most effective approach to improving a vo-ag program. Also it has been observed that no teacher with an effective, functioning advisory committee would think of operating a program without this vital influence.

Teachers need help in organizing and initiating the work of effective committees. There is no more important aspect of inservice education for teachers than providing the instruction and leadership needed to get our vo-ag programs more responsive to community needs. This venture takes time and effort to a greater degree than some workshops; however the results are well worth the effort and gratifying to all who are involved.

SCIENTIFIC FARM ANIMAL PRODUCTION, by Ralph Bogart. Minneapolis, Minnesota: Burgess Publishing Company, 1977, 420 pp., $15.95.

This book does a good job of covering the many areas involved in livestock production and management. Not only can it be used for instruction about the major classes of livestock, but it can easily be utilized as a text for classes on poultry and small animal production. It is nice having a book that includes all classes of livestock so that an extensive library does not have to be maintained by the instructor or a large number of textbooks purchased for use by classes in various programs of livestock production and/or management.

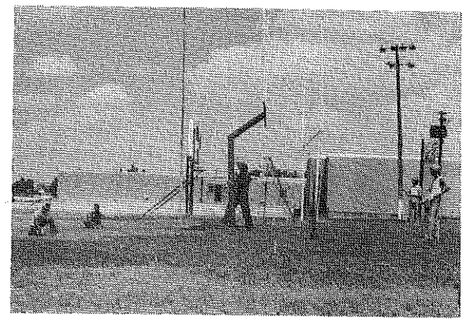
The author serves on the faculty in the Department of Animal Science at Oregon State University. He had contributing authors do chapters for the areas in which he felt he did not have enough background. Dr. Fred F. McKenzie (Professor Emeritus of Animal Science at Oregon State University) did the chapters on Livestock and World Needs, Reproduction and How It Works, and Artificial Insemination (A.I.): Fad or Fixture. Dr. Daniel C. Hutto (Associate Professor in the Department of Animal Science at the University of Wyoming) did the chapters on The Poultry Industry and Managing Poultry.

William Hatfield
Yamhill-Carlton Union High School
Yamhill, OR

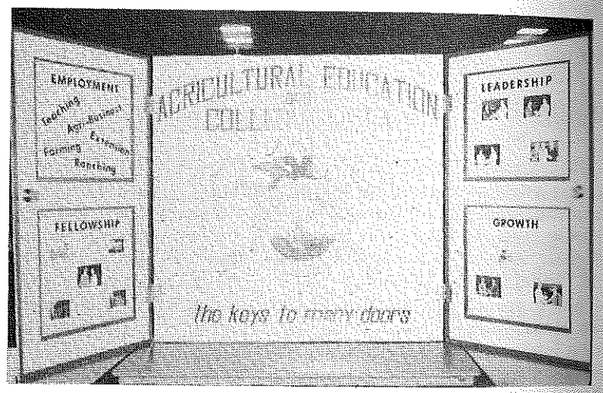
STORIES IN PICTURES

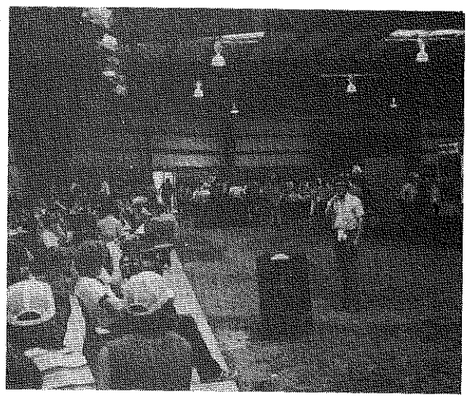
by Joe Sabol

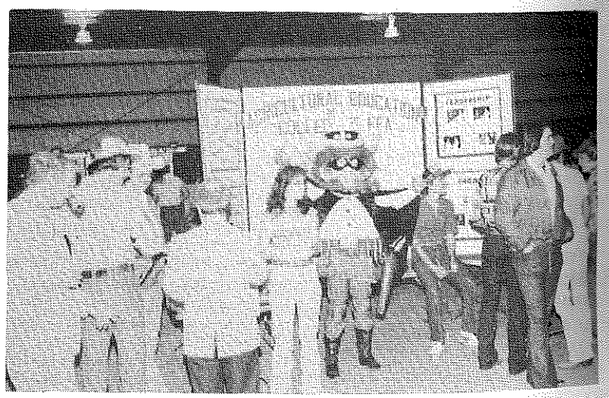
Mark Baker, State FFA President from Texas, accepts signed proclamation from Governor Bill Clements proclaiming National FFA Week as Mr. J. A. Marshall, Director, Agricultural Education, looks on.



The BOAC Program, as well as other individual chapter projects, provide many FFA chapters the opportunity to "give back" part of what so many individuals and communities have given to the FFA. Pictured above are members of Booker FFA Chapter, Booker, Texas, setting up playground equipment.







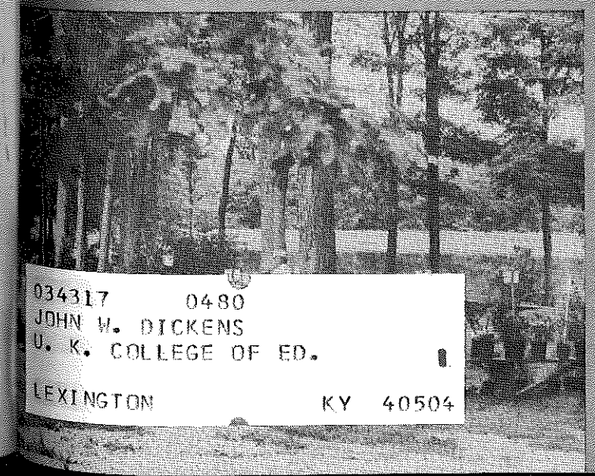
Universities must become involved at the grass roots level also. Pictured are photos of a free hamburger feed for FFA members, parents, vo-ag teachers, administrators, and other friends who are attending the Texas Tech. University Judging Contest in Land, Range & Pasture, Cotton, Meats, Livestock, Dairy Cattle, Milk Quality, Wool, and Agricultural Mechanics. Over 2,000 hamburgers were fed while visitors were invited to visit booths arranged by each club in agriculture and to visit with faculty and college students. (All photos courtesy of Marvin Cepica, Texas Tech., Lubbock, Texas.)

FEATURING —
- GIRLS IN THE PROGRAM
- URBAN POSTSECONDARY AG
- SPECIAL NEEDS TEACHER ED
- INTERNATIONAL OPPORTUNITIES
- SHORT METAL STORAGE
- FLEXIBLE RECORD-KEEPING
- GRANDATHER'S COLLECTION

AGRICULTURAL EDUCATION

Volume 52 Number 5

November 1979



Theme — Adult Education In Agriculture - An Extension Of Our Vo-Ag Program