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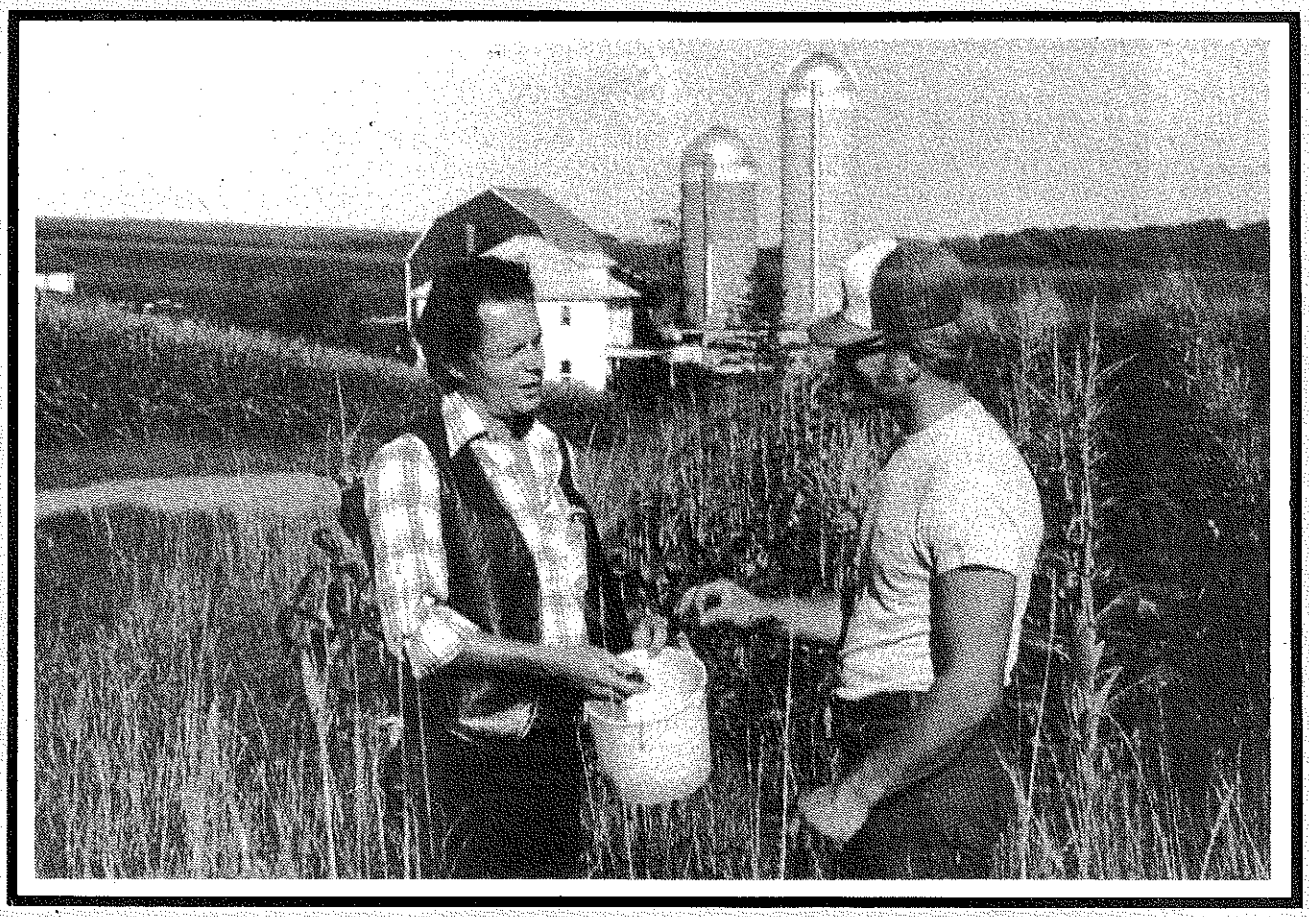

THEME: Community-Based Programs

THE
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ARTICLE SUBMISSION

Articles and photographs should be submitted to the Editor, Regional Editors, or Special Editors. Items to be considered for publication should be submitted at least 90 days prior to the date of issue intended for the article or photograph. All submissions will be acknowledged by the Editor. No items are returned unless accompanied by a written request. Articles should be typed, double-spaced, and include information about the author(s). Two copies of articles should be submitted. A recent photograph should accompany an article unless one is on file with the Editor.

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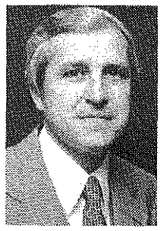
EDITOR'S PAGE

Where Do We Stand on Community-Based Programs?



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

Vocational agriculture/agribusiness has traditionally been concerned with improving the quality of life in the United States. Its leaders have assumed important roles in improving the social and economic well being of the people served. It has been a program of education carried out on the basis of local community needs.

When first established, vo-ag was primarily located in the rural communities of the United States. The vo-ag programs which were of greatest benefit to people were often in the small schools. The teacher was almost automatically a community leader by virtue of being a vo-ag teacher. The vo-ag teacher was the college-prepared person who cared about people. Home visits, personal knowledge of community citizens, and a deep interest in helping people better themselves were characteristics of earlier vo-ag teachers. Times have changed, and so have vo-ag programs!

The vo-ag program of today is to provide for the development of specific job competencies needed for entering and advancing in gainful agricultural occupations. The stress is largely on getting students ready to take jobs. Today's programs may be described as mechanical in nature. It is feared that less attention is given to personal and community needs than in previous years. Is it possible that the "competency approach" has caused vocational agriculture educators to develop callous attitudes toward community conditions? The community (school district) in which a vo-ag program is located can contribute to and derive benefits from the program.

Community Resources

Every community has resources which can contribute to the instructional program in vocational agriculture. If it is said that no such resources exist, there is no need for the vo-ag program because of a "mirror" relationship. Simply stated, a vo-ag program is to provide for the agricultural needs of the community. Principles of program planning mandate programs which are based on the needs of the individuals served.

Most communities have many instructional resources which can contribute to all components of a vo-ag program: classroom/laboratory instruction, supervised occupational experience, FFA, and adult/young adult instruction. Every community has individuals who will volunteer their services, often in very specialized areas. A vo-ag teacher needs to identify and ask for their help.

Community Improvement

Vocational agriculture educators need to assess how current day vo-ag programs can make increased contributions to community improvement. Many changes have taken place in vocational education in the past two decades. Comprehensive vocational education centers have been established. To a large extent, these centers lack orientation to community needs. Both students and teachers may travel out of their local home communities to these schools. This has contributed to a loss of specific community identity and needs.

Ways need to be sought which would renew community awareness and concerns. The need exists to seek ways for vo-ag to participate in community improvement activities on a broader base. The ties students have to their home communities need to be used in improving the larger school district community.

The Building Our American Communities (BOAC) program has served to focus on community needs. BOAC was initiated in the early 1970's by the National FFA Center in conjunction with the Farmers Home Administration and gifts from private corporate foundations. Increasingly, local vo-ag programs should participate in what BOAC has to offer.

Personnel Orientation

The key to community-based programs is held by the teachers and other individuals responsible for the vo-ag programs. If they value community participation, the programs will likely reflect community needs and improvements. Professionally-trained teachers with at least some background in community needs and processes are needed. Professionally-trained teachers who can utilize advisory committees and volunteer resources are needed. All agricultural educators need to seek ways of increasingly helping the people (our clientele), and the communities from which they come, improve on the quality of their lives.

February, 1981

The theme for this issue of the MAGAZINE is Community-Based Programs. Theme Editor Maynard Iverson of Auburn University has compiled several theme articles which address different ways of obtaining community-based programs in various educational settings. The Editor expresses appreciation to Dr. Iverson for his work.

Community-Based Programs

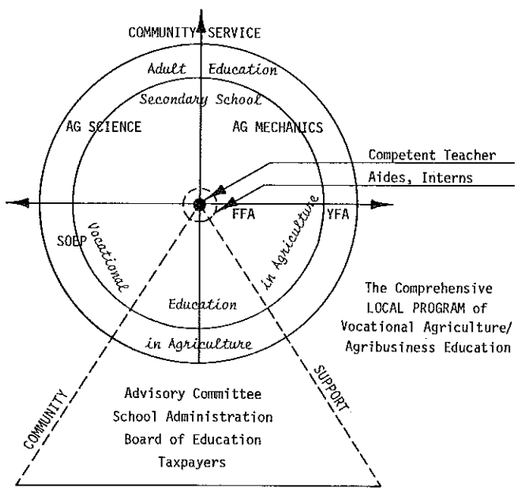
The concept of "community" has permeated agricultural education since its inception. Our early teachers, supervisors, and teacher educators had a sharp sense of community — of the program's role in and obligation to the local scene. Vocational agriculture continues today as essentially — and strongly — a local, community-based program.

Much has been written about the comprehensive local program of vocational agriculture/agribusiness. Conceptually, the program may be viewed as a wheel, supported by and radiating benefits to the community it serves. At the center or heart of the structure is the local teacher, assisted by aides, clerical and other staff and, often, student teachers/interns.

The four parts of the program form a balanced offering: classroom-centered agricultural science, laboratory activities in agricultural mechanics and/or other applied practice areas, the supervised occupational experience program, and leadership development through the FFA. When an appropriate adult/young farmer program is added, it can be seen that community support broadens, bringing new potential resources and responsibilities.

The cost of a comprehensive local program is often high, in terms of time, effort, and financial resources. The benefits, however, are many, long range, diverse, and probably incalculable. For what is the value of getting entire generations of a community's young people on the correct path to a useful career — especially one which keeps them close to the land and to their families?

The theme of this issue — community-based programs — gives us the opportunity to reflect on the basic strengths of the vocational agriculture program. The articles which are contained herein were written from a wide range of perspectives by professionals having a wealth of background and experience.



By Maynard J. Iverson, Theme Editor
(Editor's Note: Dr. Iverson is Associate Professor of Vocational and Adult Education, Auburn University, Auburn, Alabama 36830.)

Mr. Mahlon Richburg describes a unique program for junior high school students in a small town system;

Dr. Jacquelyn Cole explains the role of advisory councils in the development of strong, community-based programs, and the components for their organization and operation;

Mr. James (Luther) Hammer emphasizes the strengths offered in a rural vocational school setting;

Mr. Marion (Bud) Riviere details the successful development and values of a comprehensive high school/post-secondary agribusiness center in a large urban center;

Mr. Reuben Roehl describes adult programs in north central, Wisconsin, which are specially designed to serve recent high school graduates, low income farmers, and established farmers;

Mr. Jerry Greer points out how a multiple teacher department based in a county high school system can organize to serve the community; and

Duane Kaas, William Nelson and Nancy Ryan describe how a university-affiliated technical college utilizes three community-based programs to better serve the people in their area of Minnesota.

Dr. Albert Einstein said, "Everything that the human race has done and thought is concerned with the satisfaction of deeply felt needs . . ."[1] Let us in agricultural education re-dedicate ourselves to serving the needs of our local communities — the strength of our nation.

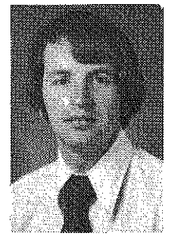
Reference

[1]"Religion and Science" New York Times Magazine. November, 1930, in The Great Quotations compiled by George Seldes, Secaucus, New Jersey: Castle Books, 1977, p. 221.

The Cover

Community-based programs require teachers to use all of the farms, agribusinesses, and other community resources for instruction. The cover photograph shows the Farm Training Instructor from North Central Technical Institute, Wausau, Wisconsin, discussing soil sampling during a tour of the student's farm. (Photograph courtesy of Reuben Roehl, North Central Technical Institute, Wausau, Wisconsin.)

A Community-Based Junior High School Agribusiness Program



By G. Mahlon Richburg
(Editor's Note: Mr. Richburg is Vocational Agribusiness Teacher at Auburn Junior High School, Auburn, Alabama 36830.)

On September 1, 1973, the Auburn, Alabama, City Board of Education employed me just out of college as an agribusiness teacher. My job was to teach agribusiness to seventh and eighth graders, all of whom lived inside the city limits of Auburn. Most of these students had spent their entire lives near Auburn University. This area is not a strong agricultural section of Alabama so most students knew very little about crop or livestock production. Up to the time of my employment, students did a great deal of shop work, some classroom work, but little practical study of agriculture. Motivation was missing and discipline problems were frequent.

Developing the School Garden — A Solution

A visit by Mr. Paul Holley, my district supervisor, sparked an idea for solving the motivation and interest problems. One rainy autumn afternoon while we were trying to find a way to reach these youngsters, Mr. Holley mentioned that he had observed students working in small garden plots during his travels in other states. The idea of a garden as a means to help motivate some of the students in the Auburn Junior High program was studied. A detailed plan was developed.

Behind the agribusiness building was an open area of about one-half acre in size and with good fertile soil. A dense cover of kudzu and an over-grown fence row made this plot an unlikely spot for a garden. However, it was decided to clear this spot for a school garden. I knew the task ahead was going to be difficult because kudzu is a very tough, persistent plant to eradicate, especially without the use of chemicals.

Before any actual land work could begin, we presented the land laboratory-garden concept to Dr. Norman Messina, Junior High Principal, and Dr. Wayne Teague, Superintendent of Auburn City Schools. Both agreed to the merit of the concept and gave approval to begin work. The continual cooperation and support of these administrators aided the success of the land laboratory.

Our students like to be outside, and go outside they did! Every non-rainy day for two months, students could be seen digging away at that land-hungry, tree-choking pest, kudzu! Money was in short supply, so the only tools the students had to work with were Army surplus tools — primarily short back-pack picks.

At first, the students seemed to be fighting a hopeless battle, but not all the work had gone for naught. The superintendent, who watched from his office window at the dilligent work of the students, arranged — without the teacher's knowledge — to have a bulldozer come in and finish cleaning some bad spots, along with the old fence row. Having cleared the land, the next step was to get the new ground plowed. The kudzu patch was beginning to look like a garden!

Operating The Garden Program

In mid-January of each year a soil testing unit is taught in class. The students learn how to take a soil sample, as well as how to fill out a soil sample information sheet. Then, students are divided into groups of twos and threes and actually take a soil sample from the garden area. Since soil test recommendations are followed very carefully in the gardening program, the samples are sent to the Auburn University Soil Testing Laboratory to be analyzed.

Each spring — as soon after mid-January as possible — the gardens are turned with a mold-board plow. The next step is to stake off the garden area into individual garden plots. The "my garden" concept (rather than "our garden") instills pride and motivation. The number of garden plots available and the size of the plots may vary with the total student enrollment in agribusiness. In 1974, the first year for the gardens, 72 students each had a 9 foot x 9 foot garden. As enrollment in the program increased, so did the need for additional land. Consequently, each year a little more of the kudzu was cleared. In 1979, 115 students each had a 13 foot x 13 foot gardening space.

The actual planting of the gardens begins about mid-February. Students may plant any vegetable of their choice. However, they are encouraged to plant cool season crops and/or early maturing crops, such as corn, snap beans, cucumbers and squash. Summer crops such as tomatoes are recommended for home planting, since school is out in early June.

The first crop to be planted is usually Irish potatoes, followed by turnips, radishes, and mustard. Onion, lettuce, and cabbage plants are set out as soon as plants are available and the danger of a killing frost is past. By early March — and no later than the spring holidays — warm season crops are planted. This provides about an 80 to 90 day growing season for these crops before school is out.

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A Community-Based Junior High School Agribusiness Program

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In conjunction with the gardening work outside, the students study gardening in the classroom. Topics such as site selection, seedbed preparation, seed planting depth and spacing, fertilization, weeding and cultivation, and insect control are studied in a home gardening unit. The students can then take this information and put it into use both in their gardens at school and at home. Class demonstrations are often done on individual gardens at school.

From planting time until school is out in June, students must keep their gardens free of seeds and grass and keep the insects under control. At least one day a week is set aside as a gardening day to allow students to work in their gardens. One of the best ways for students to learn insect identification is to see them eating on their garden plants. Not only do they learn to identify the insects, but also how to control them.

Results of the Garden Program

Parent involvement in the gardening program has been excellent. In the afternoons, while parents are waiting for school to dismiss, they often stroll down through the gardens to check on their son's and daughter's vegetables. The individual gardens have also inspired the parents of students not in the program to encourage their children to seriously consider enrolling. Also, gardens provide an excellent medium for educating parents about the agriculture/agribusiness program, including supervised occupational experience.

Students keep and carry home any and all vegetables they produce on their plots. Not only do the vegetables provide a savings in the family grocery bill, but they provide the student with the enjoyment and pride of growing them. Surprisingly, as much as fourteen pounds of potatoes have been produced on two ten-foot rows in a school garden plot.

Students harvesting greens grown in the Auburn Junior High School garden plot.

Not only do the students keep the vegetables they grow, they also receive things that are far more valuable. For most of the students, this is the only supervised occupational experience program they are able to have — city students and apartment dwellers often have very little opportunity to have SOE at home. Thus, the school land laboratory affords them this opportunity under the direct supervision of their agribusiness teacher.

Every agribusiness student at Auburn Junior High School has gardening as one of his or her productive projects. The production expenses and income are recorded in the individual student's agribusiness record book. This gardening project has provided several students with the basis for the Chapter Farmer and State Farmer degrees in later years. Little things do add up!

For some students, the school land laboratory offers a "scientific laboratory" situation. They often experiment with and have demonstrations in their school gardens. Then they go home and put this practical experience to work in their home gardens. Vegetable plants are grown by the students in the school greenhouse and are then transferred to home gardens. Approximately 150 dozen vegetable plants are grown each year just for students' home gardens.

Future Expansion — A School Farm

The school land laboratory has been a real "shot in the arm" for the agribusiness program at Auburn Junior High School. As a result of this new interest in agriculture, a few students have begun other supervised occupational experience programs that require a different type of laboratory. Consequently, a great deal of interest has been created in the department's swine program.

In 1978, six students carried out market hog projects and two conducted purebred swine projects. A number of other students had the desire and money to carry out such a project; however, they did not have a suitable location or the facilities for a swine project. Again, we have turned to the idea of a school-owned laboratory where the students will be able to carry out individual livestock projects at the facility.

In 1979, Dr. Allen Cleveland, School Superintendent, and the Auburn City Board of Education unanimously authorized the search for a suitable piece of property on which to locate a livestock facility. In August of 1979, a 15.68 acre tract of land was purchased. This agribusiness farm will be used by the junior high and senior high school agribusiness programs in Auburn. The farm will be ready for occupancy in early 1981.

Facilities will include a feeding-finishing floor for swine projects, a six crate farrowing house, a pig nursery, a 30' x 60' feed storage/office building, an equipment shed, facilities to feed steers, and open pastures for both swine and beef cattle. This facility should complement the current agribusiness programs and enhance the overall system-wide program.

A Base for Occupational Preparation

Agribusiness has changed drastically during the last twenty years, and so have the locations in which people live. Today's population seems to live in cities and suburbs. At Auburn, it is felt that to be successful in teaching agriculture and agribusiness, a school-owned laboratory facility is essential. This hands-on experience with the many facets of agriculture — soils, plants, pest control, swine production, beef cattle production, and gardening — has given our junior high students knowledge that will transfer to the occupations they will select during occupational preparation in the upper grades.

THEME

A Key to Community-Based Programs — Advisory Committees in Agricultural Education

By Jacquelyn M. Cole
(Editor's Note: Dr. Cole is Assistant Research Scientist in Agricultural and Extension Education at the University of Florida, Gainesville, Florida 32601.)

Advisory committees have long been recognized as effective vehicles for community participation in the educational process. Teachers who use such committees are really helping themselves, for they are insuring that local needs and priorities are at the core of agricultural education programs. In addition, such committees assist agriculture teachers in carrying the message of successful programs to the community on a continuing rather than a sporadic basis.

The advisory committee concept not only affords opportunities for involving other people to make the job easier for the educator, but also, advisory committees can enhance the relevancy of agricultural programs for students. Thus, by utilizing advisory committees, benefits accrue to (1) the students, through relevancy; (2) the teacher, through advice for relevancy, currency, and ease in instructional developments; and (3) the community, through continued awareness of educational programs and needs within the community.[1]

A wealth of valuable material relative to advisory committees may be discovered by anyone who has the time and incentive to dig it out. Less obvious, however, is a method of organizing the material or a basic framework into which it may be plugged. As a result, advisory committee training and information tends to be piecemeal and unrelated, at every level in the system.[2]

One way to organize advisory committee information and training is through identification of the generic components present in any organized committee. Such an identification might serve in several capacities: (1) for a new committee in generating awareness of the components which must be addressed within a committee; (2) in the establishing of short-term and long-term goals for becoming more effective; (3) by an already existing committee in evaluating strengths and weaknesses of the committee; and (4) for inservice training related to identified needs within the committee.[3]

In an article which first appeared in the **Journal of Extension,**[4] a model (see Figure 1) was suggested as one means of organizing the components at work in an advisory committee.

As explained in the article, the model is divided into three parts: (1) Structural Components, (2) Programming Skill Components, and (3) Group Process Skill Components. It is proposed that an absence of or weakness in either of the three areas would result in a less than effective committee.

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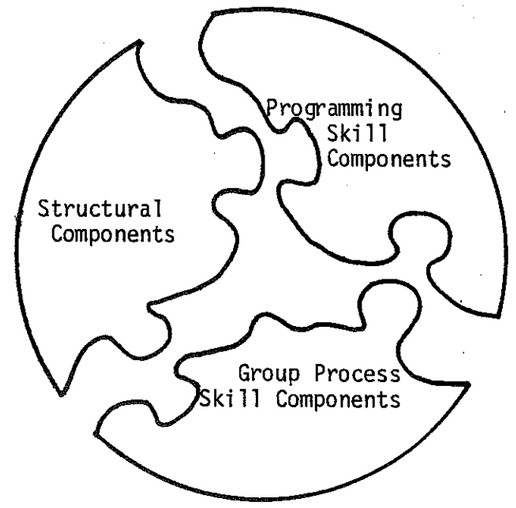

Figure 1. Model of generic components in an organized council.

Advisory Committees in Agricultural Education

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Structural Components

The structural components section refers to the general framework within which the committee functions — the legalities as well as the technicalities. In order for committees to function effectively, consideration should be given to each of the following structural components:

A. General context of committee within total system (includes mandate, philosophy, legitimation, overall organizational structure, etc.)
B. Purpose and policy (includes role and function)
C. Power and limitations (parameters)
D. Bylaws
E. Membership
   1. Selection
   2. Tenure
   3. Retention
   4. Committee size
F. Officers
   1. Selection
   2. Tenure
   3. Duties
G. Meetings
   1. Agenda
   2. Time
   3. Place
   4. Frequency
   5. Notification
   6. Minutes
   7. Follow-up and dissemination
   8. Parliamentary procedure

Programming Skill Components

Programming skill components refer to the actual work of the committee. It is necessary that committee members be knowledgeable about programming in order to effectively do what they are organized to do. It is through intervention in this area that agricultural advisory committees help insure that the needs of students and community are being met by the educational system. Committees can provide the liason and the organizational framework necessary in linking programs to needs, and it is here that community-based programming can best be assured.

Programming skill components include:

A. Conducting needs assessments
B. Setting goals and objectives
C. Planning appropriate tasks
D. Evaluating

Group Process Skills

The third area, and one which is often overlooked in expecting people to function effectively as a committee, is group process skills. Productive individuals do not necessarily make for a productive group just by virtue of the fact that they are all seated in the same room. Careful attention must be given to the development of the following kinds of skills if advisory committees are to be effective:

A. Listening
B. Speaking
C. Feedback
D. Trust and openness
E. Influencing
F. Productivity
G. Problem-solving
H. Group maintenance
I. Understanding roles
J. Membership

The specifics for the individual components identified under each of the three major areas should be developed by each committee according to its own needs. These results might even be compiled into a handbook which could serve as an information/training guide for both new and old committees. But the main purpose of the model is to provide a framework for addressing advisory committee needs in a systematic, organized way so that efforts are not piecemeal and unrelated.

Advisory committees are based on the premise that those affected by a program should have a part, directly or indirectly, in formulating the program. Every teacher in agriculture can profit from such a committee, but the payoff comes only after deliberate attention is given to the development of informed, well-trained committees.

Footnotes

1. Dieffenderfer, R.A., Kopp L. and Cap, Orest. Advisory Committees, Handbook Section #2. Columbus: The Center for Vocational Education, The Ohio State University, 1977.
2. Cole, J.M. and Cole, M.F. Advisory Councils in the Cooperative Extension Service: A Theoretical and Practical Guide. Gainesville: Department of Agricultural and Extension Education, University of Florida, 1980.
3. Cole, J.M. "Developing Effective Advisory Councils," Journal of Extension, Vol. XVIII (July/August, 1980), pp. 9-13.
4. *Ibid.*

Themes For 1981
The Agricultural Education Magazine

Keeping Up To Date	March
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THEME

A Community-Based Rural Program

By James L. Hammer
(Editor's Note: Mr. Hammer is Vocational Agriculture Teacher, Franklin-Simpson High School, Franklin, Kentucky 42134.)

For 33 years, I have taught vocational agriculture at the same school. The third facility for vocational agriculture in the history of the school has recently been constructed. For the past five years, I have been happily teamed up with a young teacher who is 27 years old, David Duncan. Mr. Duncan represents a different generation of teaching and has ideas different from mine. We have found that we are very compatable as a teaching team.

The new vocational building was designed and constructed to provide the facility our program needed. We conferred with the architect on planning the classrooms, shop area, and offices. These were designed and built with the needs of our community in mind. The facilities seem to add to the instructional program and to the total pride of the student body. The shop area has 5,200 square feet, including individual welding booths, paint rooms, tool storage rooms, a paved outside area, and a fenced-in area for equipment. There are also two 16' x 20' overhead doors which lead into the shop area.

There are approximately 120 students in the high school program, 70 young farmers, and 100 adult farmers. Our high school offerings would be classified as being conventional for a farming community with corn, wheat, soybeans, beef cattle, swine, and dairying. A 70-acre school farm is used in the program.

The Curriculum

The agriculture curriculum includes a variety of instructional areas. These are clustered into four years of instruction, as follows:

Freshman
Safety woodworking (basic skills)
General beef cattle and swine
Tractor safety
Crop production
FFA parliamentary procedure
Seed identification
FFA quiz contest
Creed contest
Plant growth

Sophomore
Woodworking
Agriculture math
Parliamentary procedure
Reproduction systems — farm animals
Nutrition
Meats
FFA

Junior
Welding, including project construction
Public and Impromptu Speaking
Parliamentary procedure
Record keeping
Soils
Land judging

Senior
Farm electricity
Farm management
Work records
Financial records
Gasoline engines
Diesel engines
Improvement project
Machinery maintenance and repair
Painting tractors and trucks
Parliamentary procedure
Advanced crop production

The FFA chapter has approximately 100 activities in its program of work, with 30 supporting sponsors from the business community. The FFA budget is supplied with funds earned through the sale of poinsettias at Christmas.

As time passes, we move into a new era when procedures are adjusted to meet the needs of society. There is a tendency to hold to policies of the past and to say, "We've never done it like this before." When students are seen leaving the campus at noon, they are often asked, "Why aren't you in school?" The answer of students at Franklin-Simpson would be, "We are extending our learning day to home labs where we are supervised periodically by our agriculture instructor and will receive extra hours of credit for these experiences." This program has been in progress for the past three years, with 18 seniors participating in the 1980-81 school year. The Board of Education is now requiring 20 credits for graduation and is permitting only those in cooperative programs to leave school early, under the supervision of one of the vocational programs.

More emphasis has been placed on training for occupations in vocational programs. This cooperative program strengthens the agriculture department in several ways. Some are:

1. It encourages record keeping and the development of better programs; freshmen are informed early in their agriculture classes of the opportunities afforded them if records are kept and programs developed. If at the end of their junior year they have a program with a minimum of 500 working hours, they may enter the two-credit program. They are expected to end their senior year with 1,000 or more hours in their supervised occupational experience programs.

2. It encourages young people to seek out off-season tasks that need to be done during inclement weather, such as maintenance and repair of farm machinery and repair of fences and buildings.

3. It increases the size of farming programs and income of students during their senior year and should result in greater earning power during their formative years.

4. It boosts the morale of underclassmen and gives them a new outlook, knowing that teachers and administrators are interested in their becoming established in farming or other related fields.

In the future, we expect this program to develop more fully and to set a trend for others. As we are one of the first in Kentucky, many inquiries are made relative to the details of this program.

Young Farmers

Because of the concentration of tractors on farms, we have diesel tractor workshops for our young farmers. We are fortunate to have four young farmers who have gradu-

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A Community-Based Rural Program

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ated from diesel schools, and are using them as group instructors for overhauling four different makes of tractors, thus giving the membership a choice of experiences.

Some of the activities of our Y.F.A. Chapter — which was picked as the 1979 winner of the State Chapter Contest — are: sponsor of the Franklin-Simpson Young Farmer Tractor Pull (two nights, sanctioned and local), sponsor of the Annual FFA Parent-Member Banquet, send two FFA senior officers to the National Convention in Kansas City, and provide a $500 annual scholarship to some deserving senior FFA member. Our chapter is also host for the 1981 State Y.F.A. Convention. One of our members, Jack Wade, is State President for 1980-81. The young farmer's wives are a very active group who help with the activities; without them, many programs would not function. The activities of the Franklin-Simpson Young Farmers group have been guided by a sound philosophy.

Philosophy of the Franklin-Simpson Agriculture Department

We believe that the philosophy of agricultural education should be clearly stated so as to insure understanding on the part of all those involved in the Department of Vocational Agriculture at Franklin-Simpson High School.

We believe that we should continue to search for methods to improve the teaching and learning process so that individuals, through their own activities, may become changed in behavior.

We believe that the Department of Vocational Agriculture should follow a curriculum to provide training in areas most needed by our farm youth so that they will be more proficient in their agricultural pursuits.

We believe in leadership from ourselves and respect from others. We believe in developing leadership through public speaking, parliamentary procedure, and committee work to better prepare our students for adult life.

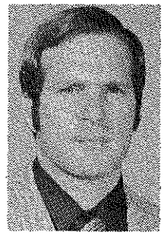
We believe that the responsibility of the community is to provide adequate buildings and facilities for our students.

We believe that the student must be the center of all decisions made while fully realizing the dignity and worth of each individual.

We believe that there should be a cooperative effort on behalf of agriculture teachers, administrators, guidance counselors and advisory committees to develop programs to train our students to be useful, happy people who are adjusting to become good citizens in a democratic society.

THEME

A Community-Based City Program



By Marion Riviere

(Editor's Note: Mr. Riviere is Principal of the Gainesville Agribusiness Center, Gainesville, Florida 32601.)

The Gainesville Agribusiness Center is a community-based, secondary and postsecondary agribusiness education school under the direction of the School Board of Alachua County, Florida. Located near the University of Florida, the center is unique due to the fact that it is a separate school campus, has a highly specialized program, and offers adult education programs, as well as a two-year Associate in Science Degree in agribusiness through the local community college. In March of 1979, a new school plant was completed and occupied, representing a million dollar investment in agribusiness education for Alachua County.

The Center serves four high schools within urban Gainesville. Students from these schools come to the Center daily in two and one-half hour time blocks (i.e. three regular class periods), and participate in specialized programs of community-based agribusiness education. Secondary students come either in the morning (7:30-10:00 a.m.) or the afternoon (12:00-2:30 p.m.). Ninth-grade students are provided with a year-long, general agriculture program in which basic and applied principles of agricultural occupations are taught. In this program, beginning students obtain a broad knowledge of the importance of agriculture in the economy, while learning about related career opportunities. They also become familiar with the advanced agribusiness programs which will be available to them as tenth, eleventh, and twelfth graders.

The Advanced Curriculum

Advanced programs in agribusiness education for senior high students are also community-based, and are offered in five areas of instruction which are chosen by careful scrutiny of surveys made by the school staff and administration, school advisory council, and district personnel. Educational opportunities at the Agribusiness Center are a direct reflection of the job opportunities in the agriculture of the surrounding community.

Ornamental horticulture provides valuable training in ornamental plant production, floriculture, greenhouse management, and related activities. Students take advantage of the new, ultra-modern combination classroom/laboratory for their formal instruction. Learning-by-doing then takes place in the adjacent head house, two greenhouses, florist shop (with a walk-in cooler), and large shade house.

Students performing agricultural mechanics skill-development activities.

Agricultural mechanics involves two program areas. The first, agricultural machinery and equipment operation and maintenance, is designed to make the student a more proficient operator and maintenance specialist of agricultural equipment. In this program, students develop skills such as gas and electric welding, small gasoline engine repair and maintenance, sandblasting, steamcleaning, troubleshooting, servicing, and safety.

The other area of agricultural mechanics is agricultural machinery and tractor mechanics. This area is highly specialized and includes set-up, inspection, diagnosis, and repair of farm tractors and machinery. Students completing the program have the skills and competencies necessary to obtain jobs in tractor and equipment dealerships.

The Center's livestock production program introduces students to theory and hands-on experiences with beef cattle, horses, poultry, and swine. The program also offers instruction in horse breeding and training and in the basics of trimming and shoeing horses. Students have the opportunity in this program, as in all others, to develop individual livestock projects using the school's 176 acres of land and its equipment and facilities.

In crop production, students gain experience from growing a variety of vegetable and field crops. Major emphasis is on food and feed crops. Students also learn of the relationship of bee keeping to crop yield. Practical experience is gained in operating machinery, soil preparation, seed selection, pest control, and cultivation and harvest techniques.

Forest ecology and wildlife conservation is also an important part of the Agribusiness Center's curriculum. The program utilizes the 94-acre forest on the school campus and is designed to develop an understanding of the career opportunities and educational needs in forestry and wildlife conservation. Instruction is concerned with plant and soil science, tree anatomy, forest management, timber marketing and the establishment of a forest nursery. Wildlife students study the principles of wildlife and game management, fish farming, ecology, and conservation. Instruction takes place in the classroom, laboratory, school forest, and on field trips.

Adult Education at the Center

In addition to the Center's five major high school programs of instruction, there is also a program for physically and mentally handicapped adults. Horticulture therapy and training offers vocational experiences in all aspects of commercial greenhouse, crop, and nursery plant production, as well as landscape maintenance practices. Emphasis is on skill development in soil preparation, plant propagation, growing, pruning and grounds maintenance.

The program grew out of the need to serve handicapped adults. Clients in this program are bused to the Center daily for five-hour blocks of time from private homes or group homes within the community. The curriculum is based upon individual instruction in work-oriented horticultural projects, with special attention given to the interests and abilities of each participant.

In January, 1979, the Agribusiness Center started its two-year, Associate in Science Degree program in agribusiness. Through a cooperative agreement with Santa Fe Community College, the Center offers programs in ornamental horticulture and animal science to college students seeking the A.S. Degree. Agriculture classes are taught at the Agribusiness Center while academic classes are held on the Santa Fe Community College campus. Classes begin each day in the afternoon and evenings, following dismissal of the high school program. Additional programs now being planned for high school students and adults are in the areas of horseshoeing, concrete block masonry, welding and small gasoline engines.

Factors Affecting Success

The Agribusiness Center is proof that in order to be successful as a viable community program, the agriculture department must have total support from top-level district administrators, support staff, the school's advisory council, and teachers. It must also make its work known to the community through a well-organized and managed public relations program. As recently as six years ago, the Center served as a "dumping ground" for students with discipline problems and learning disabilities of various types. It was also the place where those individuals who were "not college material" were sent.

The Center had no recognition from the community,

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FFA members study the Chapter Guide to FFA Activities.

A Community-Based City Program

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largely because the community did not know that such an agribusiness school existed; and to a lesser degree, because those who were aware of its existence were also aware of the poor quality of its programs. There was no coordination between community needs and program offerings. Leadership training through the FFA was almost nonexistent. Teacher and student morale was quite low, to say the very least. Instructional programs were often little more than so much time wasted.

The first step toward reaching the Center's tremendous potential was to inform and involve the community in what the Center was all about. To accomplish this, the curriculum was aligned with job opportunities in the community. Strict disciplinary policies were developed and followed. Students who were not serious about agricultural education at the Center either failed, changed their schedules, or had their schedules changed for them so that they did not attend the Agribusiness Center at all. Thus, the entire situation drastically improved! Teacher and student morale began to rise as leadership activities through the FFA were implemented into the curriculum. Winning the state "Building Our American Communities" award was the one, main activity that provided momentum for the school.

Any community-based agricultural program needs an advisory council. The school utilizes a very functional, informed council composed primarily of representatives of the various agribusiness program areas taught at the Center. Allowing the people who hire students to have input in curriculum matters was an indispensible asset to the program. The council carries on fund raising activities for the FFA chapter and constantly bolsters the school's community image.

Conclusion

There is probably no one, single factor that can be discerned when developing a good community-based agricultural education program. It is, rather, a combination of several "common sense" issues that contribute to the success of the program. Factors such as the image of the teacher in the community; the FFA chapter's involvement in community beautification and improvement; support from school administrators; and proper funding for the teaching program, are a few vital characteristics. A good BOAC or Chapter Safety program in the community may pay off many-fold in support when compared to the time and effort programs of this nature take to conduct. A long-range plan for agricultural education in the community with goals and specific objectives is also of vital importance. These things, coupled with involved teachers who are genuinely dedicated to strengthening the character and leadership of young people will most surely result in a meaningful community-based agricultural education program.

THEME

Community-Based Programs for Adult Farmers

Providing relevant vocational agriculture programs in a multiple-county district is a challenge. Providing these programs where they are **accessible** to students is a double challenge. It means departing from traditional methods and surroundings for no longer can teaching be confined to the comfortable, on-campus classroom. To make the programs accessible to students, it is necessary to locate facilities in the various communities. In many instances, this may be a village hall, town hall, or church basement. Seldom is the facility designed as a classroom, requiring the instructor to carry along visual aid equipment, extra lamps, extension cords, teaching materials, and any other paraphernalia which may be needed for the class. If the class is the only group using the building, the teacher may be required to arrive early to see that it is heated. The instructor will generally operate out of a large briefcase and the back seat of an automobile.

By Reuben Roehl

(Editor's Note: Mr. Roehl is Agriculture Outreach Coordinator at North Central Technical Institute, Wausau, Wisconsin 54401.)

Determining Program Needs

To justify starting a program in any community, a needs and interest assessment must be made. This may be done by means of a survey by school personnel, or by calling in an advisory committee made up of interested persons in that community. Many communities have a ready made group of people who may serve as an Ad Hoc Advisory Committee. This could be the advisory committee for the local high school vocational agriculture program or the FFA Alumni. These groups are very much attuned to agriculture program needs in their communities. They can provide reliable input into curriculum and assist in its promotion.

Population to be Served

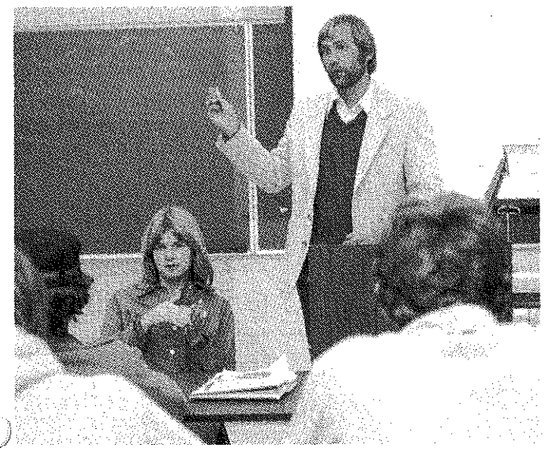
The kind of program that will be offered will depend upon the age of potential students in that community and their status in farming, or where they are on the management ladder. They could be recent high school graduates who are working for their parents or in partnership with their parents. They could be managers of their own farm, but with no experience (perhaps due to age or having recently moved from another state). They could be low income farmers (for a variety of reasons), or they could be the well-established farmer who is doing a commendable job of managing his business.

The question arises as to whether all of these prospective students can be placed in the same program. If not, which groups should be served, or are there a sufficient number of prospects that would justify more than one program in the community?

Recent High School Graduates

A survey of high school seniors along with data gathered from high school vocational agriculture instructors in North Central Wisconsin indicated that there would be a sufficient number of students in some communities who planned to remain on the farm to justify a program for this group. Characteristically, group members are not making the major management decisions, but are giving serious thought about the future of that farm. They are becoming quite involved in the work load; consequently, they are not interested in attending a full-time program five days a week. They are interested in further education, but they are not concerned about earning another diploma in one year. They are interested in education that can be applied to their farming operation **now.**

As a result of the information gained, the author initiated a one-year Farm Operations Program which operated one day per week in three different communities. Since these communities are separated by some distance, it became necessary for the instructor to familiarize himself with the differences he will have to contend with in preparation for teaching. Consideration was given to such items as growing-degree days, soil types, cropping practices, and enterprises. Much of this information was gleaned by the instructor during student recruitment. Seeking out resource persons from such agencies as the Soil Conservation Service, Agricultural Stabilization and Conservation Service, Forest Service, and Breed Associations also assisted greatly in orienting the instructor to that community.



The author is shown instructing a class in production agriculture with the assistance of an interpreter for the benefit of a hearing impaired student.

At this stage of curriculum development, the instructor realized that the curriculum suggested in the original program proposal was only a guide. To be effective he had to be attuned to the needs of each community in which he taught and have the flexibility to adapt to those needs.

Low Income and Inexperienced Managers

Using local data on crop production, milk production, and cash income, it was possible to identify farm operators who were operating their farming businesses at less than average levels. This group averaged almost 2000 lbs. less milk per cow than the average of all farms analyzed through the school's computer-run farm analysis. Crop value per crop acre was 16% less, net farm income averaged 54% of all farm operators enrolled at the school. Good feeding practices, crop and soil management, cash flow and financial planning seemed to be lacking.

These findings led to the initiation of a program called Developing Rural Agriculture (DRA). This is a two-year program designed to assist students in developing management goals and skills which are important to successful farming. Since the whole family is struggling, the farm wife is encouraged to enroll so that management decisions may be made jointly. Ten class sessions and two field trips are scheduled during the period of August to May. Topics deal with all aspects of farm management and are based on seasonal constraints and student needs.

Forty-five hours of on-farm instruction are provided per student each year. Ten to twelve hours are provided by the instructor, who deals primarily with the financial aspects of the business. An additional 35 hours of on-farm instruction are provided by the teacher aide or technician, who deals with the production and machinery-maintenance aspects. The teacher aide may be an individual who retired early but has had some degree of success while in the business. He must also have a great deal of empathy for his students.

Economic growth and adoption of approved farming practices was significant by the end of the second year. Milk production averaged 403 lbs. more per cow. Crop value per acre increased 22%. Net cash operating income increased 165%! In addition, 86% of the students tested their soil, 71% completed crop and fertilizer plans, 80% sampled forage, and 89% fed balanced rations. As another proof of value, 90 percent of the DRA program completers have enrolled in the five-year Farm Training Program offered by the school.

Established Farmers

A third group of farmers identified in the North Central Vocational District range in age from 30 to 35 years. They are managing their own farms, and for the most part, are making the management decisions. They have not reached their full potential and look to education as a means of reaching that goal.

Based on the continued interest in past years, it appears that the five-year Farm Training Program meets the needs of this group. It consisted of 40 hours of class instruction and 13-20 hours of on-farm instruction. The classroom sessions are usually held during the slack season of the year

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Community-Based Programs For Adult Farmers

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while the on-farm instruction is carried on throughout the year.

The general topics are:

First Year — Dairy Nutrition
Second Year — Crops and Soils
Third Year — Dairy Management
Fourth Year — Farm Law
Fifth Year — Farm Buildings

Class topics are determined by input from the Advisory Committee, made up of three members from each class plus a representative of The Cooperative Extension Service, a farm loan agency, and the local high school instructor. Time is allowed during the sessions for topics of current interest. A "feeding update" is requested by the students each year as they begin feeding this seasons crops. A "fertilizer and farm chemical update" is a part of the program each spring.

An integral part of this program is the farm analysis which is processed through the school's computer. This analysis gives the student the opportunity to study the financial aspects of his operation and compare his business with average statistics from his own community. The computer farm analysis will show, among other items, size of business, production of livestock and crops, operating income and expenses, capital investment, and net worth. The analysis provides the instructor with the best teaching tool available for pointing out the strengths and weaknesses of the student's farming operation.

Accessability

Making programs accessible to students in the communities where they live requires extra time and effort, but the results — as seen in Central Wisconsin — are well worth it.

THEME

A County-Wide Community-Based Program

By Jerry Greer
(Editor's Note: Mr. Greer is Coordinator of Vocational Agriculture at Barren County High School in Glasgow, Kentucky 42141.)

The Barren County High School Vocational Agriculture Department, Glasgow, Kentucky, has been organized around the agricultural needs of the county. Barren County's economic base is divided almost equally between farming, industry, and tourism. Consequently, the vocational agriculture program serves farming, off-farm agribusiness and tourism.

The Course of Study

Course offerings at Barren County High School include Agribusiness I and Agribusiness II for freshmen and sophomore students. These two courses are one hour in length and are designed as introductory courses and prerequisites for upper-level courses. Students are taught the basic sciences of soils, crops, and livestock, development of occupational experience programs, FFA and leadership, woodworking, welding, and small engine maintenance.

Junior and senior students can choose one of four courses, each of which is of two years duration. The courses are Production Agriculture, Sales and Services, Agricultural Mechanics, and Agricultural Natural Resources. Job-entry-level skills are taught in these courses which are offered two hours each day. One Production Agriculture course is taught one hour and a few Sales and Services students are enrolled in only one hour of the two-hour course. Although the one hour courses are not as effective as two hour courses, they are necessary because of scheduling problems for some students. Two hour courses are more effective because students have time for individual study. In addition, teachers can cover the units in more depth, field trips can be taken during class periods, and students have more time for laboratory activities.

Staffing

There are four high school teachers of vocational agriculture, each of whom teaches four hours of high school classes each day. Mr. Jewell Colliver teaches one two-hour class of Natural Resources and two one-hour classes of Agribusiness I; Mr. Frank Rowland teaches one two-hour class of Agricultural Mechanics and two one-hour classes of AgribusinessI; Mr. James Bailey teaches one two-hour class of Sales and Services and two one-hour classes of Agribusiness II; while the author teaches one two-hour class of Production Agriculture and one one-hour class of Agribusiness II.

By mutual agreement, other areas of the department's work load are divided up among the four teachers. Mr. Colliver is in charge of maintaining the department's library; Mr. Rowland is in charge of maintaining the department's shop; Mr. Bailey is the head FFA advisor; and I am in charge of coordinating the department's activities, including filing reports.

Each of the four teachers has more than ten years experience in teaching vocational agriculture and each has earned the Rank I educational level (Master's degree plus thirty hours). Each teaches an adult farmer class. The adult classes are held at the elementary schools scattered throughout the county.

A fifth teacher, Mr. Julius Myatt, is a full-time teacher of adults in vocational agriculture. He teaches four adult classes in the county.

The teachers receive input from the community through the Barren County Vocational Agriculture Advisory Committee and the Barren County FFA Alumni Chapter. The advisory committee is composed of six lay members, the county school superintendent, the high school principal, and the vocational agriculture teachers. The advisory committee meets once a year. Additional meetings are called by the chairman when they are needed.

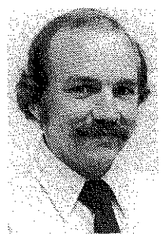
Also connected with the department is the Barren County FFA Alumni Chapter which has 54 members. The chapter has its own written program of activities including judging FFA contests, sponsoring a Barren County FFA Field Day, and social and recreational activities for alumni members.

Working Together

Much of the success of the Barren County Vocational Agriculture Department in meeting the needs of its diverse community can be attributed to the cordial, cooperative working relationships established among our staff members. By assuming responsibility for the major parts of our program, we are able to do together what would not be possible separately.

THEME

A Community-Based Technical Agriculture Program



By Duane A. Kaas, William Nelson, and Nancy Ryan
(Editor's Note: The authors are with the University of Minnesota Technical College at Waseca, Minnesota 56093. Mr. Kaas is Assistant Coordinator of Pre-Occupational Preparation. Mr. Nelson is Coordinator of part-time students. Ms. Ryan is Chairperson of Home and Family Services Division and Director of the Rural Family Life Center.)

Providing for the educational needs of people in rural Minnesota has been an inherent goal of the University of Minnesota Technical College, Waseca (UMW), since its beginning in 1971. Enrollment increases each year point out the value of a two-year program in technical education for young people seeking a career in production agriculture or agribusiness. The job opportunities for these individuals are many and varied.

What is being done for the non-traditional student and those who cannot attend classes held at the college? Also, how is the college maintaining contact with the agricultural community made up of the many agribusinesses and farms? To address these and other concerns, UMW has developed three programs that serve rural communities: Rural Outreach, the Pre-Occupational Preparation program, and the Rural Family Life Center. Programs that are targeted to other audiences are also available at the college. However, it is through these that UMW provides a community-based approach to education.

Rural Outreach Program

The University of Minnesota Technical College, Waseca, initiated a Rural Outreach program in 1975, with assistance from the Governor's Rural Development Council. The program was designed to extend the Campus to rural communities by offering one course each year in a community, then adding courses and communities in subsequent years. Courses in agribusiness were offered over a three-year period in each community. After this initial series of courses, participants selected additional courses in following years.

To initiate the program, college representatives contacted local education, civic, and county leaders to determine initial interest, to make course arrangements, and to inform potential students about proposed courses. The target audience of farmers and agribusiness employees was drawn from a 30 mile radius of each community.

Since all of UMW's courses or minicourses are offered for credit, regular tuition was charged. During the first three years, funding for full tuition scholarships was provided by the Governor's Rural Development Council to first-time UMW students who enrolled in the Agricultural Commodity Marketing course. During the fourth and fifth years, funding was provided for a limited number of scholarships through a college development fund, and in

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A Community-Based Technical Agriculture Program

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the fifth year, an informal survey of the students in the course indicated that the scholarship made no significant difference on whether or not students enrolled (of the 69 who were enrolled, 40 received scholarships). In the sixth year no tuition assistance was offered, and enrollment had to be curtailed after the first 58 students registered because of limited facilities.

Region 9
South Central

While tuition assistance played a role in the initiation of the program, several other factors were important to the success of this outreach effort. Anyone interested in starting such a program should be aware of these factors, because not only do they suggest that such a program could succeed without additional institutional funds, but they also suggest what can and should be done.

The community-based approach to technical education has been successful where local leaders have become involved and have participated in the effort. Key individuals include adult vocational agriculture instructors, Cooperative Agricultural Extension staff at the county and state levels, local bankers, agricultural loan officers, and other community-minded individuals. The supportive encouragement of these key people has been instrumental in the success of the subsequent courses in the communities. The community contacts serve informally as advisors and coordinators of other educational opportunities through their usual professional roles in their communities. The addition of a part-time student coordinator at UMW provides an opportunity for development of well-planned, balanced, interesting educational programs for students who could eventually complete a degree program.

Willingness, openness, and flexibility of the sponsoring institution is a necessity to insure a successful community-based approach. UMW has been able to incorporate the schedules and needs of the part-time student into its regular course offerings, its schedules, and its mission. Faculty for the off-campus courses include these courses as part of their regular workload, bringing their expertise as well as the resources of the college to the community. Part-time faculty are drawn from industry and from the community to teach both on- and off-campus.

Advantages of the program are:

1. Local leaders know the educational needs of their communities better than anyone else. Local leadership will determine success.

2. Education is likely to get more expensive, with the increased costs to be borne directly by the individual. Non-traditional students must recognize the economic value of knowledge and other things such as how to use tax deductions and use financial aid programs.

3. While long-range planning is more difficult in today's rapidly changing society, the problem of handling rapid change can be offset somewhat by increased emphasis on the development of personal, professional, or enterprise goals.

4. People in institutions can benefit by working together. Interinstitutional cooperation provides for maximum effectiveness.

5. Non-traditional students and community-based programs will need knowledgeable advocates. We must try to reach the life-long learner in his or her own community. Community leaders and institutional representatives can work together to meet the needs of the part-time student.

6. Education is changing both in method and content. Community-based programs can offer opportunities to meet the needs of life-long learners, if we are willing to lead in this exciting endeavor.

Cooperative Education/Internship Program

UMW promotes a philosophy of working within the community with its Cooperative Education/Internship program conducted for students enrolled at the college. The program is unique in that it is a requirement for graduation, students enroll for college credit, and the community is actively involved in the educational process. The elements of the program lend themselves to a diversity of experience, yet they have a single purpose. Employers of student interns range from large international manufacturers to family-owned and operated farms. However, the underlying objectives for each of these students are similar: To gain applicable technical skills in career fields, to identify the relevance of formal education in order that their studies can complement their future occupations, and to clarify career goals they may be formulating or changing at this stage in their education.

Because the community with which the Waseca campus interacts is the State of Minnesota as well as a number of contiguous states, the coordinators of the internship program must be familiar with a variety of occupations dealing with the agricultural industry, the largest industry in Minnesota.

An ongoing assessment of needs of agricultural industry is a must in order for students with the right background preparation and interests to be available where and when they are needed. The means most frequently used to monitor jobs available in industry is the telephone. Over 1,500 phone calls are made annually to employers in the process of helping students locate relevant job experiences.

The coordinator occasionally encounters students who are considered to be short-sighted in career planning — who pass up job experiences available to them. They do not consider the entire state as a "community" offering potential job opportunities. These students feel the need to be located near their home, regardless of how few opportunities this community has to offer. An attempt must be made to overcome their feelings of insecurity, if this is the source of their unwillingness to locate in new surroundings, and to encourage them to take advantage of job opportunities that will advance their career plans. However, the final decision regarding placement must be one that is satisfactory to the student.

Finding the "right employer" is the key to providing a successful internship experience for the student. The employer must understand the student's reasons for being there and be willing to integrate the student's learning goals and objectives into his or her overall agribusiness operation. The student's work should be planned around these activities as much as is feasible, in order that they can be accomplished during the internship period.

By maintaining an employer base of over 1,200 agribusinesses and farms, UMW, through its internship program, has become an important part of the agricultural community in Minnesota. At the same time, students have had the opportunity to integrate formal education with practical experience, clarify career goals, and gain new skills in their occupational field. Blending technical education with community involvement provides distinct advantages to both students and employers.

Rural Family Life Centers

The University of Minnesota Technical College, Waseca, has recognized several needs of rural women in southern Minnesota. Many non-traditional women students previously enrolled at the college expressed the need to make education more readily available, and more psychologically accessible to women. In a time of social and economic change, women are articulating the need to function more effectively within the home, on the farm, and outside the home.

As a result of a survey, the Rural Family Life Center (RFLC), was established as a service and resource unit of the College. The UMW campus functions as the center of operations. The intention is to reach rural women and families by offering college credit classes on campus and in communities where sufficient interest is indicated. The Rural Family Life Center extends services, courses, faculty, and facilities to rural areas in southern Minnesota. Through this center, UMW hopes to demonstrate the role that an agricultural college can play in improving rural life. The goal of the Rural Family Life Center is to become a model for meeting the education needs of rural women.

An advisory committee for the Center was established and placed in operation in 1979. The members of this committee represent farm women and men, County Extension Services, school boards, other educational institutions, and people from small communities (8,000 and under). The objectives of this committee include providing support for rural women, input in planning and evaluating the courses and services sponsored by the RFLC, as well as promoting the activities of the center in the member's respective communities.

The activities of the Center are designed to address the concerns of the rural farm family through university credit courses in such areas as farm management and technical operations, generation to generation farming, the social and economic impact of farming, as well as family concerns throughout life, including parenting and raising families in later years.

The goal of the RFLC is to serve rural farm families, primarily women, by:

1) offering courses for credit in their communities and on campus,

2) providing a referral and education counseling service for individuals, families, and groups, and

3) coordinating and disseminating information on career options, financial assistance, educational information, and state and community resources available to rural families.

An underlying assumption is that whenever even one member of a family is served through the Center, the entire family will benefit.

The staff of the Center is assigned to carry out various responsibilities. The Project Director provides administrative guidance and helps to facilitate various activities. A Project Coordinator serves as a liaison of the program. It is this person's responsibility to carry out the various activities and develop the mechanism by which they can be accomplished. Within the university a key responsibility is the achievement of cooperation and coordination between the Rural Family Life Center, extension and continuing education personnel, and the activities of each of these groups. The Rural Family Life Center staff must communicate effectively UMW's mission, the purpose and direction of the Rural Family Life Center, and the UMW outreach effort as a whole.

The Rural Family Life Center enables rural women and family members to increase their competence in home and farm skills, and to improve their educational level by providing the opportunity to take one or more courses with other women who are experiencing similar needs and lifestyles. These courses can be taken independently or can lead to an Associate in Applied Science Degree. All efforts of the Rural Family Life Center are within the college's mission to prepare individuals for semiprofessional, midmanagement positions in the broad fields related to agriculture, as well as in services to rural homes and communities.

A Little Imagination

All that is required to get a viable community-based program is a little imagination. Once the ideas are available, hard work is needed to carry them out. UMW has had both — thanks to an effective team effort!

1981-82 Report . . .

Assistantships and Fellowships in Agricultural Education

A summary of the survey by the Publications Committee of the American Association of Teacher Educators in Agriculture of assistantships and fellowships in agricultural education found 23 institutions with financial assistance available. The findings are published to help prospective graduate students select institutions for study and obtain financial assistance.

By
Richard F. Welton

(Editor's Note: Dr. Welton is Coordinator of Agricultural Education at Kansas State University, Manhattan, Kansas 66506.

The article is based on a survey he carried out for the Publications Committee of the American Association of Teacher Educators in Agriculture.)

Key to Understanding

The information is provided in the following order: Nature of assistantships (number available); number of months available during year; beginning month of employment; amount of work expected; monthly remuneration and other considerations, such as remission of fees; whether aid is for master's, advanced graduate program, or doctoral students; source of funds; the 1981 deadline for application, and the person to be contacted. Slight variations in this pattern are due to the nature of the information provided by reporting institutions.

Alabama Agricultural and Mechanical University

Research assistantships (2); 9 months; September; no less than 20 hours per week; Master's; State funds; 1 month before the beginning of semester; Dr. Prince Preyer, Jr., Chairman, Dept. of Agribusiness Education, Alabama Agricultural and Mechanical University, Normal, Alabama 35762.

University of California, Davis

Teaching assistantship (1); 9 months; October; 50% time; $765 per month, out-of-state tuition generally waived; June 1, 1981; James Leising, Department of Applied Behavioral Sciences, University of California, Davis, California 95616.

Colorado State University

Research assistantships (5 to 8), Teaching assistantships (3); 9 months; September; 20 hours per week; $400 to $600 per month, tuition waiver for GTA's; Masters and doctoral; University, and Contracts and Grants; April 15, 1981; B. Harold Anderson, Ph.D. and Head, Department of Vocational Education, Colorado State University, Fort Collins, CO 80523.

Cornell University

Internship (1); June or September; 20 hours per week; $6,037 annually; waiver of tuition and fees; doctoral; State funding; March 14, 1981; William E. Drake, 204 Stone Hall, Cornell University, Ithaca, NY 14853; Telephone: (607) 256-2197.

Teaching assistantships (2); June or September; 15 hours per week; $3,900 for 9 months, $5,351 for 12 months; waiver of tuition and fees; master's and doctoral; State line funding; March 14, 1981; Contact same as above.

Research Assistantships (2); 9 or 12 months, June or September; 15 hours per week; $3,900 for 9 months, $5,351 for 12 months; waiver of tuition and fees; master's and doctoral; Hatch Act research funds; March 14, 1981; Contact same as above.

University of Florida

Assistantships available for teaching, research, curriculum development, and in-service education coordination (approx. 7); 12 months; July, August or September; 14 hours per week; $400 per month and out-of-state fees waived, preference given to students pursuing a M.S. (thesis) degree; Institute of Food and Agricultural Science; April 1, 1981; Dr. Carl E. Beeman, Professor and Chairman, Dept. of Agricultural and Extension Education, 305 Rolf Hall, University of Florida, Gainesville, FL 32611.

University of Illinois at Urbana-Champaign

Teaching assistantships (2); 9 months; late August; 50% time; $550 per month and waiver of tuition and fees; doctoral level; March 15; Paul E. Hemp, Chairman, Division of Agricultural Education; University of Illinois at Urbana, 357 Education Building, Urbana, IL 61801.

Research assistantships (2); 9 or 12 months; late August; 50% time; $500 to $550 per month and waiver of tuition and fees; doctoral or advanced certificate level; March 15; Contact same as above.

Iowa State University

Instructorships, 3/4 time (2); 12 months; July or September; 30 hours per week; $850 per month; master's or doctoral; Agricultural Experiment Station and special projects funded by state and federal agencies; March 1, 1981; Dr. Harold R. Crawford, Head, Dept. of Agricultural Education, Iowa State University, Ames, IA 50011.

Research assistantships, 1/2 time (4); 12 months; July or September; 20 hours per week; $500 per month plus fee reduction; masters or doctoral; Agricultural Experiment Station and special projects funded by state and federal agencies; March 1, 1981; Contact same as above.

Fellowships (4); 12 months; September; 20 hours per week; $594 plus full fees paid; master's or doctoral; USOE for Minorities and Women, for a double major or major/minor program — Ag Ed and a selected technical agricultural area; Contact same as above.

Kansas State University

Teaching assistantship (1); 9 months, academic year; August 25; 16 hours per week; $350 per month; out-of-state fees waived, reduced in-state for both master's and doctoral program; March 15, 1981; Dr. Ralph Field, Head, Dept. of Adult and Occupational Education, Kansas State University, Manhattan, Kansas 66506.

Louisiana State University

Research assistantships (3); 9 months; August; 20 hours per week; tuition waived; master's and doctoral; Dr. Charlie M. Curtis, Associate Dean, College of Agriculture, and Director, School of Vocational Education, Louisiana State University, Baton Rouge, LA 70803.

University of Massachusetts

Teaching assistantship (1); 9 months, academic year; September 1, 1981; 20 hours per week; $444 per month ($4,000 per 9 mos.) plus waiver of tuition; master's or doctoral, requiring minimum of 3 years successful experience as a teacher of vocational agriculture; University funds; March 1, 1981; Dr. William L. Thuemmel, Head, Agricultural Education, 431 Hills House North, University of Massachusetts, Amherst, MA 01003, Telephone: (413) 545-2731.

Mississippi State University

Research assistantships (3); 10 or 12 months; August 15; 50% time; $500 per month minimum; master's educational specialist, or doctoral students; out-of-state fees waived; March 1, 1981; Jasper S. Lee, Dept. of Agricultural and Extension Education, Mississippi State University, P.O. Drawer AV, Mississippi State, MS 39762, Telephone: (601) 325-3326.

Teaching assistantship (1); 9 months; August 15; 50% time; $500 per month, plus out-of-state fees waived; doctoral student; March 1, 1981; Jasper S. Lee, Dept. of Agricultural and Extension Education, Mississippi State University, P.O. Drawer AV, Mississippi State, MS 39762, Telephone: (601) 325-3326.

University of Missouri-Columbia

Research assistantships (4); 9 to 12 months; July 1 and September 1; 20 hours per week; $500 per month and waiver of out-of-state fees; doctoral students; May 1, 1981; Dr. Curtis R. Weston, Coordinator, Agricultural Education, 435 General Classroom Building, University of Missouri-Columbia, Columbia, MO 65211.

Teaching assistantships (2); 9 to 12 months; July 1 and September 1; 20 hours per week; $500 per month and waiver of out-of-state fees; doctoral students; May 1, 1981; Contact same as above.

Montana State University

Assistantships (2); 9 months; September 15, 1981; 10 to 12 hours per week; $4000 total, fee waiver available; master's; June 30, 1981; Dr. Max L. Amberson, Ag & Industrial Education, Montana State University, Bozeman, MT 59717. Telephone: (406) 994-3201.

University of New Hampshire

NH State FFA Exec. Secretary assistantship (1); 12 months; 20 hours per week; $490 per month and remission of graduate school fees; master's; May 15, 1981; Dr. William H. Annis, Prof. and Chairperson, University of New Hampshire, Occupational Education Department, Palmer House, Durham, NH 03824.

New Mexico State University

Teaching assistantship (1); 9 months; September 1; 50% time; $445 per month and out-of-state tuition waived; master's; March 15; Dr. Leon Wagley, Prof. and Head, Dept. of Agriculture and Extension Education, New Mexico State University, Box 3501, Las Cruces, NM 88003.

North Dakota State University

Research assistantship (1); 12 months; July 1, 1981; 50% time; $475 per month; master's; North Dakota State Board for Vocational Education; march 1, 1981; Dr. Donald Priebe, North Dakota State University, Agricultural Education, Fargo, North Dakota 58102.

The Ohio State University

Teaching associateships (1-2) in Agricultural Education; 12 months; July 1 or later; 50% time; $525-600 per month, in- and out-of-state fees waived; doctoral students; March 15; Dr. J. Robert Warmbrod, Chairman, Dept. of Agricultural Education, The Ohio State University, Agricultural Administration Building, 2120 Fyffe Road, Columbus, OH 43210.

Research associateships (3-4) in Agricultural Education; 9 to 12 months; July 1 or later; 50% time; $390-$600 per month; master's or doctoral; March 15; Dr. J. Robert Warmbrod, Chairman, Dept. of Agricultural Education, The Ohio State University, Agricultural Administration Building, 2120 Fyffe Road, Columbus, OH 43210.

Research associateships (12-15) in Vocational Education; July 1 or later; 50% time; $570 per month, doctoral; $390 per month, master's; in- and out-of-state fees waived; February 1 (will accept applications year round); Dr. Robert E. Taylor, Executive Director, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

The Pennsylvania State University

Research and teaching assistantships (4); 9 or 12 months; June 1 or September 1; 20 hours per week; $1656 per ten-week term plus remission of fees; master's or doctoral (doctoral candidates given preference); state funds; May 1, 1981; Dr. Samuel M. Curtis, Prof. and Interim Head, Dept. of Agricultural Education, 102 Armsby Building, The Pennsylvania State University, University Park, PA 16802.

Purdue University

Teaching and research assistantships (2); 9 to 12 months; August 1; 50% time; $490 per month plus waiver of all fees except $70; doctoral candidates preferred; Gary E. Moore, F-15, South Campus Courts, West Lafayette, IN 47907.

(Continued on Page 20)

Texas Tech University

Teaching and/or research assistantships (3-4); 12 months; September 1, 1981; 50% time; $400 per month, out-of-state tuition waived; master's; April 1, 1981; Dr. Jerry D. Stockton, Chairperson, Dept. of Agricultural Education, P.O. Box 4169, Texas Tech University, Lubbock, TX 79409. Telephone: (806) 742-2816.

Virginia Polytechnic Institute and State University

Assistantships (4); 9-12 months; July 1 and September 1; 20 hours per week; $525-$625 per month, out-of-state tuition waived; master's or doctoral; grants and contracts; March 1, 1981; Dr. John R. Crunkilton, Program Area Leader, Ag Ed, 106 Lane Hall, VPI & SU, Blacksburg, VA 24060.

University of Wisconsin-River Falls

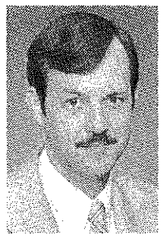
Assistantships (4); 9 months; September; 12 to 15 hours per week; $3500 per academic year plus remission of out-of-state fees; master's; February 1, 1981; Dr. Marvin D. Thompson, Chairman, Dept. of Agricultural Education, University of Wisconsin, River Falls, WI 54022.

ARTICLE

Thinking about Graduate Study?

Answers to Common Questions About Graduate School

Since completion of an advanced graduate degree at The Ohio State University and returning to my home state of Mississippi, I have been bombarded with questions about graduate school and graduate school life. Although questions from family and friends seem to be spurred by curiosity, questions from employees of the Cooperative Extension Service and teachers of vocational agriculture have a more probing nature. Agents and teachers want first-hand information to help make career decisions of their own. Each has unique questions, yet similarities in these questions exist. A bulk of these questions are inquiries about the selection of the curriculum, the selection of the university, and matters of personal finance. In light of these broad similarities, the following questions and answers are listed to provide information to individuals who are considering graduate study.



By David L. Kittrell

(Editor's Note: Dr. Kittrell is Assistant Professor of Agricultural and Extension Education at Mississippi State University, Mississippi State, Mississippi 39762.)

Why Did You Leave Your Home State for Graduate Study?

Although the position I had with the Mississippi Cooperative Extension Service was important to me, I cherished the knowledge, wisdom, and experience that other individuals acquired while in graduae school. The move to Ohio helped me to view programs for different perspectives. Although the environment was new, the identity with the university and social interaction with other students made the move much easier. Full-time study was my major goal, with part-time employment secondary. The decision to move out of state was to gain academic training and observe new program situations. Also, I had learned that employers tend to place lower value on employees who had all of their degrees from the same institution.

How Did You Select a Curriculum Area Where You Felt Comfortable?

Select a curriculum which will prepare you for what you want to do. A quick measure of curriculum diversity in acquiring positions is to simply observe where graduates are employed, then decide if you want similar employment.

Graduate school, unlike undergraduate study, has a great deal of curriculum flexibility at most institutions. Often you can build a graduate program that is reflective of your interests and experiences. Since my interests were in Agricultural and Extension Education, the programs at several land-grant institutions were reviewed. After the general decision on the type of school and curriculum was made, the field of possibilities began to narrow.

Will An Advanced Degree Help You Get A Higher Position Or Will It Limit Job Possibilities?

Doctoral or masters degrees will not guarantee positions. You should investigate position requirements where you would like to work, and where an advanced degree could be of future value. Your findings should dictate the advantages of an advanced degree. Many graduate students limit themselves to one or two types of jobs. If they had planned their graduate program a little more carefully, they could have had a graduate program that would have enabled them to work at several levels. A graduate program should be planned to maximize your educational experiences and future employment eligibility.

How Did You Select A Specific Department and University?

This question is the easiest. Since departments and universities are made up of professional staff and faculty, many of which have impressive credentials and have knowledgeable reputations in their fields, simply select one or more departments/universities with faculty that can provide you with the type of sources and experiences that are needed to help you advance in your field. I found the best way to identify these faculty is to attend professional conferences and review professional journals. It is usually easy to identify many leaders in the field from which knowledge as well as positive learning experiences can be gained.

After selecting the leaders with whom you would like to study, investigate their departments and universities. Once your possibilities have been narrowed, a personal visit to two or three universities can help you make a final decision.

How Do You Get The Needed Finances?

From almost any perspective, graduate school is a costly venture and one should not plan on financial gains while attending. The amount of financial disparity among students will fluctuate because of the thought and planning they have given to the venture, and because of various experiences they have acquired during their careers which enable them to find suitable employment during the process.

Many universities have various types of quarter-, half-, and three-quarter time jobs that are intended to help graduate students finance their education. These jobs, usually called assistantships, are offered on competitive bases. The type of work to be performed on an assistantship may include teaching, research activities, writing, and other duties. The responsibility of a teaching assistant may be to teach or assist in teaching basic introductory undergraduate courses; a research assistant may work as an assistant to a researcher on a funded research project or staff study; and an administrative assistantship includes assisting a department or college administrator.

Other vehicles of financial support include the fellowship and sabbatical leave. These types of support are broader than the assistantships and will vary in type, amount, and length of support. The fellowship is more of a grant (usually no work) for academic study and is usually offered by departments, colleges, or schools within a university while a sabbatical is a type of leave from an organization for professional improvement. Inquiries to the school and college which you plan to attend are likely sources of information on fellowships.

The sabbatical leave, unlike annual leave or leave without pay, is often a formal agreement with the employer granting the employee some type of professional improvement leave and often has a stipend attached. The agreement usually specifies that the employee will return to work once the improvement venture is completed. If the organization you represent has a sabbatical leave program you can usually obtain information through formal administrative channels.

Availability of each of these vehicles of support will vary depending on your field of study and the policies of the organization you represent. Do not overlook possible combinations of one or more of these vehicles. You may qualify for more than one at a time.

Focus on Goals

If you are considering graduate study, focus on your career goals. Identify an institution you like whose graduates achieve career goals similar to yours. Investigate entrance requirements, program requirements, and opportunities for funding. Set your goal and implement definite steps which lead to its accomplishment.

BOOK REVIEW

The Backpocket Guide To Ornamental Plants, 3rd ed., by E. Wesley Conner, San Luis Obispo, California; Vocational Education Productions; 1979, 313 pp. $8.95.

The Backpocket Guide To Ornamental Plants is a durable, handy size, paperback book designed to be used as a guide in the identification of selected woody and herbacious plants. Organized alphabetically by genus, the 272 plants in the book are described in a concise manner, though somewhat oriented to Western U.S. cultural practices. A clear, accurate black and white illustration accompanies each description. In addition to a close-up drawing of part of the plant, each illustration depicts a profile of the entire plant along with a human figure or a garden trowel for size comparison. Each botanical name is, in addition, phonetically spelled to assist in correct pronunciation, and more acurate oral communication. Reference is also made to two systems used to indicate plant "hardiness".

The author is a Professor of Ornamental Horticulture at California Polytechnic State University and a licensed landscape architect. His extensive travels have provided him the opportunity to observe and study ornamental plants in a variety of settings and to select for this book those with the most universal appeal and use.

As a supplementary reference book for high school horticulture students or others who desire a general guide to some of the more common ornamental plants, this book would be quite useful. While appropriate for use throughout the United States, it would be of particular value in California and other western states.

Peter Wotowiec
Medina County Vocational Center
Medina, Ohio

Photographs for the Magazine

The Agricultural Education Magazine needs quality photographs depicting the activities of agricultural educators, their students, and their programs. These photographs will be considered for use on the front cover, Stories in Pictures section, and to enrich articles.

Clear, well composed, 5x7 black and white photographs should be sent to the Editor. A complete statement of explanation should be attached to each photograph. (No photographs will be returned without a specific request.)

Books to be Reviewed

The following books are available for review:

Introduction to Agribusiness, by N. Omri Rawlins.

Chemical Equilibria in Soils, by Willard L. Lindsay.

Farm Accounting and Business Analysis, 2nd Edition, by Sydney James and Everett Stoneberg.

Silent Partners, by Wilson G. Pond.

Agribusiness Procedures and Records, by Delene W. Lee and Jasper S. Lee.

Handbook of Livestock Equipment, 2nd Edition, by Elwood M. Juergenson.

An Introduction to Seed Technology, by J.R. Thomson.

Approved Practices in Swine Production, by James K. Baker and E.M. Quarles.

Year Book of Agricultural Co-Operation 1978, by the Plunkett Foundation.

Animal Reproduction, The Beltsville Agricultural Research Center.

Soil Processes, by Brian Knapp.

Cooperatives — People with a Purpose, by American Insitute of Cooperation.

Edwin G Nourse — Economist for the People, by Joseph G. Knapp.

Marketing of Agricultural Products, by Richard Kohls and Joseph Uhl.

Annual Cropping Systems in the Tropics, by M.J.T. Norman.

Elements of Human Geography, by Charles Whynne-Hammond.

Vegetable Growing Handbook, by W.E. Splittstoesser.

Soils and Other Growth Media, by A.W. Flegmann and Raymond A.T. George.

Field Crop and Diseases Handbook, Robert F. Nyvall.

Breeding Field Crops, by John Milton Poehlman.

Greenhouse Management, 2nd Edition, by C.S. Barnard and J.S. Nix.

Farm Planning and Control, 2nd Edition, by C.S. Barnard and J.S. Nix.

Dairy Cattle Science, 2nd Edition, by M.E. Ensminger.

Plant Breeding and Genetics in Horticulture, by C. North.

Principles of Dairy Science, by G.H. Schmidt and L.D. Van Vleck.

All About Yogurt, by William Helferich and Dennis Westhoff.

Greenhouse Operation and Management, by Paul V. Nelson.

Profitable Garden Center Management, by Louis Berninger.

Producing Vegetable Crops, 3rd Edition, by George W. Ware and J.P. McCollum.

Agricultural Finance, An Introduction to Micro and Macro Concepts, by John B. Penson, Jr., and David Lins.

Western Fertilizer Handbook, 6th Edition, by the Soil Improvement Committee, California Fertilizer Association.

Handbook on Agricultural Education in Public Schools, 4th Edition, by Lloyd J. Phipps.

Landscape Operations: Management, Methods, and Materials, by Leroy G. Hannebaum.

Applied Animal Reproduction, by H. Joe Bearden and John W. Fuquay.

Turfgrass Management, by A.J. Turgeon.

Natural Resource Conservation, 3rd Edition, by Oliver S. Owen.

Horticulture Science, 3rd Edition, by Jules Janick.

The Why and How of Home Horticulture, by D.R. Bienz.

Agricultural Finance, 7th Edition, by Warren F. Lee, Michael D. Boehlje, and Aaron G. Nelson, and William G. Murray.

Computer Modeling in Agriculture, by N.R. Brockington.

Poultry Science, 2nd Edition, by M.E. Ensminger.

Raising Your Own Livestock, by Claudia Weisburd.

Exploring Agribusiness, 3rd Edition, by E.P. Roy.

Careers in Agribusiness, 3rd Edition, by Archie and Marcella Stone and Harold Gulvin.

Collecting Model Farm Toys of the World, by Raymond Crilley and Charles E. Burkholder.

Plant Propagation and Cultivation, by William A. Hutchinson.

Seed Production, by P.D. Hebblethwaite.

Careers in Conservation, by Ada and Frank Graham.

The Geography of Famine, by William A. Dando.

Growth in Animals, by T.L.J. Lawrence.

Mineral Nutrition of Fruit Trees, by D. Atkinson, J.E. Jackson, R.O. Sharples, and W.M. Waller.

Management for Retail Florists, by Gleen Sullivan, Jerry Robertson, and George Staby.

Soil and Water Conservation, by Frederick Iroeh, J. Author Hobbs, and Roy L. Donahue.

Educators Guide to Free Films, compiled and edited by John C. Diffor.

Educators Guide to Free Audio and Video Materials, compiled and edited by James L. Berger.

Educators Guide to Free Filmstrips, compiled and edited by John Diffor.

Farming Systems in the Tropics, by Hans Ruthenberg.

Soil Geography and Land Use, by Henry Foth and John Schafer.

Knott's Handbook for Vegetable Growers, 2nd Edition, by Oscar A. Lorenz and Donald N. Maynard.

If you are interested in reviewing one of these books, write to the Book Review Editor and indicate which title is of interest to you. The address of the Book Review Editor is:

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California State Polytechnic University
3801 West Temple Avenue
Pomona, CA 91766

New National FFA Officers Elected

Six new National FFA Officers were elected at the last National FFA Convention held in Kansas City. The leadership of these young people is important to the continuing success of the FFA. One of their leadership roles involves serving on the National Board of Student Officers.

The officers are:

Front row (left to right): Mark Herndon, 20, of Oklahoma City, Oklahoma, National President, and Bob Quick, 20, of Bement, Illinois, National Secretary.

Back row (left to right): David Pearce, 20, of Warrensburg, Missouri, Central Region Vice President; Glenn Caves, 20, of Laurel, Mississippi, Southern Region Vice President; Susie Barrett, 20, of Vincent, Ohio, Eastern Region Vice President; and David R. Alders, 19, of Nacogdoches, Texas, Western Region Vice President.

NVATA BOARD OF DIRECTORS

The National Vocational Agricultural Teachers' Association (NVATA), an American Vocational Association (AVA) affiliated organization of agricultural educators within the AVA Agriculture Education Division, began their 33rd year of professional service and leadership with the conclusion of the 74th AVA Convention in New Orleans, Louisiana, December 9, 1980.

Pictured are the members who will served on the 1980-81 NVATA Board of Directors.

Seated (left to right): Sam Stenzel, Executive Director, Alexandria, Virginia; Tom Jones, President, Marana, Arizona; Albert Timmerman, Jr., Past President, Rockdale, Texas.

Standing (left to right): Walter Schuh, Vice President NVATA Region I, Bow, Washington; Robert J. Tuttle, Vice President NVATA Region II, Eckert, Colorado; Layton G. Peters, Vice President NVATA Region III, New Ulm, Minnesota; Dale Butcher, Vice President NVATA Region IV, West Lafayette, Indiana; Ross H. Smith, Vice President NVATA Region V, Athens, Alabama; Arthur P. Ives, Vice President NVATA Region VI, Oxford, New York.

(Photograph courtesy of Sam Stenzel, Executive Director, The National Vocational Agricultural Teachers' Association, Alexandria, Virginia.)