SMALL ENGINE WORKSHOP — Fred Wimmerlich from Birmingham Electric and Battery Company, Horace J. W. Miller, Centreville, and Charles Thrall, Agriculture, in crate of small engine, teaching "hand-on" experience in trouble shooting, disassembly, repair and reassembly of 2- and 4-cycle engines. (Photo from Cecil Smith, Alabama State Department.)

Alpha Tau Alpha Wiera Organizes and meets regularly at the University of Nebraska. The purpose is to fellowship, and instilling a greater insight into the role of an agriculturist farmer’s wife in a rural community. Mrs. Roy Dilson, wife of the ATA Advisor, is the faculty sponsor. One program was “What The Community Expects of the Vocational Teacher and His Wife.” (Photo by Richard Douglass)

This 37 foot long mobile welding trailer, owned by the Southeast Wisconsin Vocational-Technical School, is transported to various locations in the five-county district. The trailer can accommodate right side and oxy-acetylene welders and four O.D.E.S. and T.O.C. welders simultaneously. Inside the mobile welding unit, a Production Agriculture student is busy practicing his-certificate welding techniques. The trailer contains six oxy-propane, cutting gear, and grinding and Rustoleum tools. (Photo from John W. McIntosh, Supervisor of Production Agriculture, Franklin, Wisconsin.)

Stories in Pictures

by Richard Douglass

Theme—CAREER EDUCATION: Articulation Among Local, Area, and State Programs
The problem of articulating programs of agricultural education within a complex system is difficult to grasp, probably because there is likely to be a wide variation in public policy regarding permission and operation of various levels of educational programs.

The problem is further complicated by the fact that the individual, who as he makes a choice of post-high school is often, for example, might select one within commuting distance from his home. This school might, however, be in a neighboring state. The student may, on the other hand, decide to go further away for his higher education. In either case, the student expects and deserves a continuous educational program that does not unnecessarily duplicate the secondary school program but that will provide the needed expanded competencies to enable him to complete his educational goal.

Educational policy makers and program planners who are serving the clientele mentioned above have only one choice: to work together for the purpose of articulating or "stair-stepping" courses content. The classroom teacher needs to be broadly involved, for it is he or she who should help decide how to "step the content."

The information needed is in the articulation planning process data in which students enroll from, so that clientele groups can be identified, and so teachers and educational leaders from the school systems in these geographical areas can be involved.

State Departments of Education and Teacher Education Staffs should take the leadership in planning articulation conferences, for it is these groups who have the best vision of the state, area or regional need.

The problem of articulation has been hard to handle because many secondary schools have "forgotten" about their graduates, and post-high schools have enrolled students not knowing enough specifics about the educational programs from which the students came. Accurate follow-up data is needed by program planners in the articulation planning meetings and programs, to make the student, and will be getting his educational moneys worth.

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**A PRACTICAL APPROACH TO ARTICULATION**

For several years we have recognized the need for articulation between our rapidly developing community colleges and our expanding secondary schools. The major problem we faced was determining what specifically was to be articulated and how it was to be accomplished.

Since ornamental horticulture is the fastest growing industry in Oregon we have focused considerable effort in developing programs on both levels to accommodate the need for trained workers. While many of our urban programs in vocational agriculture have included both integrated units and specialized courses, the community colleges have also initiated basic and specialized instruction in ornamental horticulture. It became apparent after several vo-ag graduates enrolled in the community college programs that too much duplication was being encountered to maintain the interest of students who were eager to move on.

The challenge to minimize needless repetition between these programs was met with enthusiasm by 19 instructors representing high schools, area schools, community colleges and the university. This group of teachers met one evening per month for nine months to develop an articulated program in ornamental horticulture. The first step was to determine the criteria for selecting the common core of instruction. This core would serve as the foundation for all horticultural programs from which subsequent preparation and/or specialization could be developed. The instructor group agreed that the core should contain the components common to most common horticultural occupations. A study completed recently identifying those knowledge and skills needed most by ornamental horticultural workers most in Oregon was accepted as the basis for the curricular selection. At the completion of the study, the 19 instructors met to select the common core of instruction from the study's findings.

(Continued on next page)
The challenges was facing were immediate.

The first product was a basic curriculum guide for ornamental horticulture including "student outcomes," "suggested learning activities," and "selected references." The time allowed for the completion of instruction modules was one to two years per program. The unquantifiable value of the program came through the conscientious involvement of the group which discovered the difference between what they are teaching and what they agreed they ought to be teaching. This was the first time some of the educators, including educators in different countries and even within the same city. 

BOOK REVIEW

"DRAINAGE OF AGRICULTURAL LAND, by Officials of Soil Conserva-
tion and Drainage Divisions of the USDA A.R.S. Published by Water Information Cen-

This book is a comprehensive guide to drainage issues and provides detailed information on the processes and techniques involved in drainage projects. It is a valuable resource for professionals in the field of agricultural drainage.

**DRAINAGE OF AGRICULTURAL LAND, by Officials of Soil Conservation and Drainage Divisions of the USDA A.R.S.**


This is a Handbook not a text. It is written for use in all 50 states. It is a must for all those interested in drainage. It is definitely a must for the library of any soil conservation district. The charts and tables make it easy to follow and understand. This book would be an aid to many in the field of water management. It is a comprehensive resource for those involved in drainage projects.

<table>
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<th>Title</th>
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**The Implications of Career Education for Agricultural Mechanics Instruction**

Frank Anthony

Agricultural Education Department
The Pennsylvania State University

Sidney P. Marshall, U.S. Commissioner of Education, is promoting career education to keep the world of work top priority. The U.S.O.E. sees career education as a comprehensive K-12 Program which introduces every child to the world of work and prepares him for a place in it. It is asserted in the Agricultural Education and Agricultural Mechanics by the U.S.O.E. in the Agricultural Education and Agricultural Mechanics to serve agriculture.

Lest we forget, the agricultural mechanics program has been recommend in the Agricultural Education and Agricultural Mechanics by the U.S.O.E. to diversify courses in agricultural mechanics at the secondary and post-secondary levels.

It should be evident that the course offerings have increased from the five courses in the "Preparatory Work" to 1,600 courses in secondary schools (2). Would like to ask the question, "What is agricultural mechanics?" System of instruction in five divisions areas of training—namely, Farm Power and Machine Mechanics, Farm Electric Power and Process Devices, Soil and Water Management, Electric Power and Process Devices, and Agricultural Construction and Maintenance.

Traditionally, since 1917, the importance of career education in vocational agriculture was primarily concerned with Agricultural Production. The development of machine tools in production agriculture and the development of mechanics phase followed the five courses in the "Preparatory Work" to 1,600 courses in secondary schools.

If a student is interested in gasoline engines, he should be permitted to take a course in gasoline engines. If he is interested in mechanics, he should be permitted to take a course in mechanics. However, the school that is interested in gasoline engines should be permitted to take a course in gasoline engines. If he is interested in mechanics, he should be permitted to take a course in mechanics.

The students who are interested in gasoline engines and mechanics should be permitted to take courses in both.

*** (Conclusion on page 59)
COMMUNITY RECONSTRUCTION THROUGH SCHOOL OPERATIONS

HAROLD V. PARKE
Assuming Professor of Education
Auburn, Alabama

While feeding programs, racial inte-
racial integration, public aid to parochial
schools and other developments draw
consideration on nation-wide educational
developments, the local community is
the natural center of interest.

This article emphasizes that point
through activities in a rural Georgia
community.

1. The Bogart Story. In 1936, Bog-
art served a 45 square-mile area of
about 1600 persons, disproportionately
women and old people. There was a
post office, general store, cotton gin,
blacksmith shop, general store and
railway station. The village had
several empty buildings. Many houses
lacked paint and several had holes in
their wooden porches and steps.

The few community organizations
had memberships of less than 25
members. There were about 18
memberships, typically had five or
six attenders meeting monthly to
hear children sing at recitals, and one
eached a "spaghetti dinner" twice a year
to raise money for library books, etc.

The town, where there was a school,
was to try to maintain Sunday Schools.
The average preacher received about $12
per year. Teachers' salaries in 1935 to
supply teachers of whom there were
declined as one-inch, action as if
watered with guns, fire and drought in
the community, and in the school's
library.

A Mockingbird Festival, sponsored
by the school, improved the interest
of a few children in school. The school
in the spring of 1940, when second-
class books were replaced by first-
class books, and a small group of the
students were transferred to another
school.

Along with and apart from the
school, the community was in need of
teaching and vocational guidance.

In growing recognition of the school's
importance and its need for facilities,
several of whom saw one another for
the first time in the spring of 1939.

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importance and its need for facilities,
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the first time in the spring of 1939.
The Williamsport Area Community College

ARTICULATING SECONDARY AND POST-SECONDARY PROGRAMS

The Williamsport Water Authority. Here the students get experience in major phases of timber management including harvesting, silvicultural practices, silviculture, and reforestation. This laboratory is located ten miles from our home base and is used in addition to our forest woodland within stone's throw of our classroom. Forest recreation, wildlife management and conservation are included in this program.

2. Vocational Agriculture is taught on a specialized farm with a well equipped modern shop and classroom. Approximately 15 acres of land is available to be used as an agriculture land laboratory where modern farming practices can be practiced with special emphasis on conservation.

3. The third course, Vocational Horticulture, is starting its third year. Part of a 25' x 25' greenhouse and attached landscaped area is included in this addition to a laboratory classroom designed for the teaching of specialized skills in agriculture. This course, an unlimited amount of outdoor laboratory work is available that will be for several years while we are developing our facilities.

The Two Year Post-Secondary School Programs

Three programs are included in the college curriculum of the department. Forest Technology and Horticulture Technology are both associate degree programs.

Service and Operation of Heavy Equipment is a certificate program.

Forest Technology

Forest Technology is a two-year program of study in the applied phases of forestry. It includes sufficient general academic courses and specialist forestry courses to prepare the student to occupy a position between the skilled forest worker and the professional forester. Field trips, laboratory work and activities are taught the first year, the second year of work.

Horticulture Technology

High school students in agriculture as well as agriculture students at The Pennsylvania State University have been challenged to perform the following duties:

1. Survey each school district to determine the kinds of Agricultural Engineering activities that are going on in the schools;
2. Write course material for short courses in Agricultural Mechanics which will include occupational information;
3. Plan facilities to teach the various courses;
4. Develop cooperative education programs with industry.
needed—a new design for state-level leadership

Charles J. Law, Jr., State Director Division of Vocational Education North Carolina

Introduction

Probable the most widely heard change directed at state departments of education in the recent years has been the "Division of Vocational Education, and in most specifically the Vocational Education Section, tries to dictate local programs from the State level." As Dr. Earl E. C. Law, Jr. recently stated, "It makes no difference whether this kind of statement is true or not, if those who say it are believed to be true; it is just as bad." To me, this means that quite often novices are made by State Directors of Vocational Agriculture are misinterpreted by administrators at the local level, and not only is the impact hot but in addition negative feelings begin to build and thus inhibit future relationships which would be possible.

Evolution of the Problem

If one were to look historically at the reason behind such a statement, I think it would be found that due to Smith-Hughes legislation there has been a much larger number of teachers working in the areas of science, mathematics, business, and agriculture. This creates two main concerns. For one, the job of the teacher is not being done as efficiently and effectively as it could be. The other concern is the impact this has on the students and the future of the state. In the past few years, the problems have been both highly qualified and quite often vocal in their support for improvement of vocational education. Perhaps if the some aggressive demand for improvement had been made, the situation would have been more normal. The absence of such partnership in leadership, one could only expect the aggravation of the situation to continue. This is not to say that the state level now appears to be the authority of our expertise. The understanding philosophy supporting this approach can be enumerated in the following points:

1. State leadership in vocational agriculture and vocational education has been staffed by individuals who were chosen on the basis of their having been good teachers.

2. If leadership is to be exercised in the field of curriculum and teaching from the state office, then it follows that those who exert the leadership must exemplify these same characteristics of being good teachers.

3. It is becoming apparent that if flexibility and creativity are going to exist in the vocational classroom, leadership in the one of two reasons: One, because state leadership encourages and practices this same flexibility and creativity, or two, in spite of state-level leadership which operates in the opposite manner.

In short, it is impossible for state leadership to dictate that there will be flexibility. Perhaps it is the role of "teacher of teachers." If a state agency is to be productive in its leadership in vocational education, then each individual exercising such leadership must play the well-defined role of "teacher of teachers." The only possible impact a state director of vocational education can have on what happens in the classroom is to exemplify his every relationship with others (especially his immediate staff) to the extent that he wishes to exist in the classroom and then ask each one to do the same in their relationships. The only possible impact a state director of vocational education can have on what happens in the classroom is to exemplify his every relationship with others (especially his immediate staff) to the extent that he wishes to exist in the classroom and then ask each one to do the same in their relationships. The only possible impact a state director of vocational education can have on what happens in the classroom is to exemplify his every relationship with others (especially his immediate staff) to the extent that he wishes to exist in the classroom and then ask each one to do the same in their relationships.

There are many teachers of vocational agriculture across this Nation who proudly display on their walls the certificate entitled "Teacher of Teachers." If a state agency is to be productive in its leadership in vocational education, then each individual exercising such leadership must play the well-defined role of "teacher of teachers." The only possible impact a state director of vocational education can have on what happens in the classroom is to exemplify his every relationship with others (especially his immediate staff) to the extent that he wishes to exist in the classroom and then ask each one to do the same in their relationships. The only possible impact a state director of vocational education can have on what happens in the classroom is to exemplify his every relationship with others (especially his immediate staff) to the extent that he wishes to exist in the classroom and then ask each one to do the same in their relationships. The only possible impact a state director of vocational education can have on what happens in the classroom is to exemplify his every relationship with others (especially his immediate staff) to the extent that he wishes to exist in the classroom and then ask each one to do the same in their relationships.


NEEDED—A NEW DESIGN FOR STATE-LEVEL LEADERSHIP

Charles J. Law, Jr., State Director Division of Vocational Education North Carolina

BOOK REVIEW

FUNDAMENTALS OF SERVICE ENGINES, by John Deere Service Publication Company, John Deere Road, Moline, Illinois 61265.

This basic text has been expanded and updated to cover new models and development in power mechanics.

The prime application of "Engine" is

in this publication is directed toward the production of work on the farm or commercial applications. The prime application of this publication is to train a person so he can service, repair, and service engines and service engines with speed and skill. How these engines work, how they work, and how they work is the subject of "Engine." The book is illustrated in the book with an adequate number of illustrations of pictures, drawings, and cutaway views. Color is used extensively, and the illustrations are of high quality to provide a good learning experience for high school and post-high school courses in power mechanics.

Three types of internal combustion engines are covered in the book: Gasoline and Diesel. Other areas covered are Basic engine lines, engine design, engine performance, engine quality, engine parts, fuel systems, engine controls, engine troubleshooting, engine repair, engine maintenance, engine testing, engine modification, engine service, engine repair, engine diagnosis, and engine testing.

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UNESCO, in Agricultural Education

R. J. Agan, Professor
Coordinator of Vocational Education
Sam Houston State University
Huntsville, Texas

Agricultural Education activities have sprung up in many areas of the world, thanks in large part to UNESCO. In the Division of Education and Science, the University of Harry Scott, Director-General for Education, Mr. Ahmadou M’Bo, Director of the Division of Education and Science, was instrumental in promoting agricultural education and the development of agricultural education programs in developing countries. UNESCO includes agricultural education as one of its major priorities.

UNESCO, through member countries, is stimulating the implementation of vocational education in agriculture at several levels.

In Palau, Columbia, the National Agricultural University is a member of UNESCO. It is a small institution with a limited budget, but it has made significant progress in recent years. The University has implemented a number of educational programs to promote agricultural education and training.

UNESCO, through its member countries, is stimulating the implementation of vocational education in agriculture at several levels.

The past ten years have seen great many changes in agricultural education and philosophy, primarily due to liberalizing effects of federal legislation. Among these changes have been the increased attention given to programs involving cooperative efforts of school and community in preparing youth for the world of work. Because of the impressive achievement record of cooperative education programs, the 1968 Amendments to the Vocational Education Act of 1963 earmarked $194,505 for further expansion and improvement. As a result, cooperative programs are now offered in all areas of vocational education.

The high school school should accept greater responsibility for guiding students into appropriate career decisions.

A recent study of employment and educational experiences of Louisiana high school graduates who had participated in cooperative programs, as a basis for evaluation and subsequent improvement of these programs to more effectively assist student needs. Information was obtained from questionnaires, classroom observations, and interviews with students and teachers. A follow-up interview by telephone verified validity of data received.

Summary
Cooperative vocational education participants achieved as well or better than other graduates in their schools, with 56.5 percent in the upper half of their graduating classes. Approximately three-fourths of the home economics and office training were in the upper two quintiles of their classes, whereas only one-third of the agricultural and nearly one-half of the home economics participants were in that category. Academic information was obtained from high school principals.

More than 54 percent of the respondents were employed full time a year after high school graduation. Another 13 percent were employed part time; 8 percent were housewives but otherwise employed; 9 percent were in military service; and 4.9 percent were unemployed. Nearly three fifths of them were attending some type of post-high school institution, of which technical schools, 44.5 percent; colleges, 28.5 percent; and trade schools, 26.5 percent. It is not surprising then that 22.5 percent of the respondents had attended a two-year college or university for full time, 26 percent were unemployed. The employment of these graduates was skewed towards the middle and upper classes. The average age of the graduates was 25 years.

Over 60 percent of the employed respondents had obtained their first full-time job within one month after high school graduation. By the end of the year, nearly 80 percent were employed. Very little change was observed in the number of respondents between fall of 1972 and fall of 1973.

The most important factor in determining the type of employment was the availability of a job in the community. The second most important factor was the availability of a job in the community. The third most important factor was the availability of a job in the community.

Percentages of graduates employed in their occupational training fields ranged as follows: agriculture, 21.2 percent; home economics, 49.5 percent; and office work, 89.9 percent. Most of the graduates were employed in agriculture, with 49.5 percent in agriculture, 21.2 percent in home economics, and 89.9 percent in office work. The most common occupations were farming, farming, farming, and farming.

L. D. Lawrence
Department of Agricultural Education
West Virginia University
Morgantown

In Palau, Columbia, there is a Institute of Rural Education which has been made possible by the support of UNESCO, education between UNESCO, the Food and Agricultural Organization (FAO), Rome, and the International Labor Organization (ILO, Geneva). One highlight of the three agency cooperation manifested itself in the 1970 FAO/UNESCO/ILO World Conference in Agricultural Education and training. There is also an FAO/UNESCO/ILO Inter-Secretary General Working Group (ISWG), which includes in its secretarial headquarters, the FAO, UNESCO, and ILO, on the inter-agency activities in agricultural education and training. The ISWG is a primary action oriented inter-agency body which the JAC is an agency body bringing experience and knowledge from outside specialists.

One example of an activity that may be possible by the cooperation of these three agencies is the International course on Vocational Education and Training in Palau held each two years at the International Center for Agricultural Studies in Berne Switzerland. The five-week course, traveled simultaneously in three languages, brings together world wide representatives, discussion and training related to important issues concerning Agricultural Education around the world. The Ninth such course sponsored by the UNESCO is the course on the United Nations.

(Concluded on page 64)

Layla D. Lawrence
Department of Agricultural Education
West Virginia University
Morgantown

Locating suitable job openings was rated the problem area of greatest difficulty since graduation by respondents of all programs. Other major problems included "basic job skills and techniques," "business English usage," and "preparing reports." Of all respondents, 36.8 percent were attending some type of post-high school institution. More than half of those were enrolled in curricula related to the students' vocational training programs, and nearly half were employed on a full-time or part-time basis. Nearly one-third of the students were employed in post-high school institutions.

(Concluded on page 64)
A PRIMER FOR ORGANIZING AND OPERATING POST-SECONDARY AG STUDENT CLUBS

Maynard J. Isserv
College of Education
Lexington, Kentucky

All of us have a real need to belong, to be a part of something we feel is worthwhile. Whether it be a church, an athletic event, or a social club—the feeling of participation is a normal, human response.

The focus of this article is on agricultural activities at community colleges, junior colleges, technical institutes and other institutions offering post-secondary education. The article is based upon conclusions drawn from these facts. The major guidelines from which this article was written are approved by the presidents and directors of the Agricultural Education Programs at institutions having post-secondary agricultural clubs. The following ideas and experiences are aimed at benefiting those who may be starting clubs or are considering starting such a group in their post-secondary program.

The Guidelines:

DECIDING THE ROLE OF YOUR CLUB

In deciding just what place your club should have in the school, you must examine the total picture. School goals and policies and experiences with clubs, plus the attitude of the teachers, administrators, students, and members of the community, all have a bearing on your organization.

Seek a continuation plan—one that is no less club is accomplishment. Make the club of, and for students, extra-curricular (operating mostly outside of school time), but recognized by the school. The attitude of the teachers, administrators, students, and members of the community, all have a bearing on your organization.

How To Organize Your Group

Industry usually has a "flexibility" study made to determine alternatives before a project is started. You can do the same by involving all interested parties—students, instructors, parents, and community members. Deliberations by this group might include:

- Develop a "student school" student club in high school and/or college
- A "flexible study" of the department and at agricultural education at the University.
- Ball has six years' experience, four years of which have been spent in U.S. AID in the Philippines and the Saipan. He is presently chairman of the National Association of College Teachers of Agriculture. 

THE AGRICULTURAL EDUCATION MAGAZINE

SEPTEMBER, 1973

Wilbur Ball On Overseas Assignment

Wilbur P. Ball, Professor of International Agriculture and Education at the University of Missouri-Columbia. Wilbur Ball went on a three-month assignment to the South Pacific, New Guinea, Australia, New Zealand, and Hong Kong as part of a team of agricultural educators. He will be in the South Pacific area for the next three months. 

(Continued on next page)
CAREER AWARENESS IN THE ELEMENTARY SCHOOL

Amy M. Ellison
Second Grade Teacher
Gilbert-L氐 Elementary School
Blackburg, Va.

Amy M. Ellison

Too often young people pursue a career by chance rather than by assessing their abilities and interests and the opportunities available to them. In the past children saw their parents and other relatives as role models for them. These experiences gave the children an opportunity to develop skills and understandings of the world of work around them. Today's youth do not have the same opportunity to develop their knowledge of the world of work.

Educators have become aware that more appropriate curricula must be developed, validated, installed, and used realistically if students are to be informed and prepared for the world of work. Children need to have an educational program which integrates learning and doing. They need a program which makes their worlds of the school and the home, but those of the community and the world, available to them.

Children will still learn how to read, write, and compute as they did under the "traditional" program. The students can still study history, languages, and the physical and social sciences. However, integrated into these studies will be the opportunity to explore the world of work around them.

The U.S. Office of Education divided the world of work into fifteen career clusters. These clusters are not additional career subjects but offer students the opportunity to become aware of many careers available in each of the clusters and how careers are related to them and society.

How can career education be implemented functionally? This topic will be considered in the future. Implementation must begin by changing two misconceptions. Many of the personnel in the elementary schools consider career education just another name for vocational education, thus it is only for the vocationally oriented students in junior or senior high school. These same persons have a serious misconception of educational agriculture. 'Too many of them consider agriculture to be farming; the names of farms and farmers are declines clearly, students should not consider agriculture as a career.'

The second step in implementation is orienting the elementary personnel to the many possibilities of career education for the elementary classroom. As previously mentioned, a move to career education is not adding another subject in the already crowded school day, but rather it would be changing the emphasis of the present subjects to better meet the needs of the children.

Leadership for implementing career education should come from within a school system. All school personnel need to participate in planning for the implementation of career education within the elementary schools. It would seem to be (Concluded on page 70)

Books in a learning center give elementary students the opportunity to read about the many and varied occupations.
PLANNING FOR AGRICULTURE PROGRAMS IN COMMUNITY COLLEGES

A different approach to the teaching of agriculture in our colleges is needed today. The word agriculture still means to many people that "agriculture is farming." In order to put education in its proper perspective, both students and faculty are beginning to incorporate other programs in our agriculture college curriculum.

Some very important questions need to be answered about the programs in agriculture today.

1. Why do innovative programs differ from the regular or conventional programs being offered?
2. Whether and how should they be tried in the community college and how should they be implemented?
3. Where is the true need of agriculture with the proper experience and education for community college students?

The above questions were considered as the educational aims of the agriculture program was planned. A brief history of the agriculture program at Shawnee College will explain the need of education and how it has grown.

In 1960, when the college was formed, our administration accepted the need to emphasize agriculture, since it was the predominant occupation in Southern Illinois. Some of the faculty included all the facets of agriculture, not just production agriculture, and emphasized programs that meet the needs of the people engaged in agriculture so that have an interest in it that live in the area. As the college grew, a broad-based program has naturally evolved with potted courses which provide a basic understanding of agriculture.

The terms we use with this broad-based program are not new, but when they are implemented it will meet the needs and interests of all the students. We feel that the students need to learn about agriculture in such courses as soils, conservation of our natural resources and plant science. An agriculture education should continue to grow great quantities of food in this country unless we stop mining our soil, reduce erosion and also the pollution.

We offer five programs in agricultural education: pre-agriculture, agriculture resources, agriculture production, agriculture sales and service, and agriculture recreation and park management.

We strive to give the student the academic background necessary to succeed in the four-year college. It offers the student the first two years of study toward a baccalaureate degree.

A placement service finds available jobs for the students. The success of a two-year comprehensive college can be measured by the number of students that find employment upon graduation. Our experience reveals that opportunities do exist for the student that properly prepares himself for that employment.

An advisory committee that has interested and concerned members of the community provides tremendous help in planning programs, suggesting ways to improve programs, and provides assistance in the placement of students; both for the experience and internship programs and for initial employment.

In the two-year terminal program, we feel it is vital that all students gain worthwhile experiences in their area of interest. All of our students must complete a summer experience program. All of our students must complete an internship program which is one quarter in length, that the student gained the experience as a learning phase of the program and as an intern as they prepared them for initial employment.

One area of interest to us has been why students enroll in the Agricultural Resources program since about two-thirds of the students are enrolled in it. To meet this need, we used an occupational questionnaire to gather information from the graduating seniors. Some of the areas include:

1. Why they chose their area of study.
2. Why they chose this particular occupational objective.
3. The jobs they considered important.
4. The amount of their accomplishments.

The study brought out the following:

The students who have enrolled in this program have found that BOAC committee to learn the basic techniques of outdoor recreation, nature interpretation, management of parks and memorials, etc. This rapidly expanding program is attracting many students who are interested in meeting people in outdoor setting.

We are working to give the student the academic background necessary to succeed in the four-year college. It offers the student the first two years of study toward a baccalaureate degree.

The Congress and the President of the United States have said, "A rural-urban balance is so essential to the peace, prosperity, and welfare of all of our citizens that the highest priority must be given to the revitalization and development of rural areas." It is for this reason that our nation is committed to working out a sound balance between rural and urban America through the Agricultural Act of 1970.

The BOAC project is a total national effort to strengthen communities and to design a program to motivate students in the fundamentals of community development.

The purpose of the BOAC Building Our American Communities Program is to (1) develop active, experienced, and knowledgeable community leaders and citizens; (2) develop a rural-urban balance by the creation of job opportunities, community services, and a better quality of living in rural communities, (3) improve their social and physical environment in the cities, towns, villages, and farms communities of rural America.

It is the major objective, ideally, to have 100 percent involvement of chapter members in planning, understanding, and implementing various BOAC projects.

As an advisor I know it is nearly impossible to have 100 percent of the membership actively involved in a BOAC project. However, I think it is possible to have all of the members involved, when a chapter has more than one BOAC activity planned for the year. If I were to list possible BOAC projects it would consume a considerable amount of time.

One of the first steps taken in a chapter BOAC project is to establish a BOAC committee in which a chairman is selected to act as a liaison between the executive committee and the chapter members. This chairman has the responsibility of meeting to determine community needs in order to establish priorities for the chapter. A BOAC chairman should become involved with first.

Last year our chapter at Evansville sent our FFA officers to a leadership camp for four days where we appointed a BOAC Committee, and BOAC Chairman. We discussed various project ideas that we felt were of value and need but choices of an officer group of students. Some of these projects have yet to be completed, however; they are scheduled to be completed by mid-June. All of the BOAC committee and BOAC projects in which we will be involved year after year.

Enrollment in the Evansville FFA Chapter are working on or have completed are:

(1) A city welcome sign built on the outer limits of Evansville having the words "Evansville Welcomes You" engraved on it. This sign has initiated concern and support from four community organizations and other persons both in and out of our immediate community. As of this writing these have been more than 150 chapter members and adult citizens who have contributed help in some way to the success of this project. The structure has also consumed 1000 man hours of work.

(2) An upstream plan, which was started by our city Jaycees, has allowed our chapter to offer support and become involved. Federal funds amounting to $12,000 have been allocated for the project.

(3) A community building and parking equipment for the school outdoor picnic area, reorganized students to the fields of structural design.
The adults and other genuinely interested persons make the evening enroll- ment. Constant readmission of programs necessary to enable the students enrolled in the comprehensive community college to be experiencing a shift toward more career education. At the present time, over one-half of our students are enrolled in career programs. One problem facing emerging career-oriented comprehensive colleges is finding teachers with adequate background in education and experience. Persons who have a fundamental understanding of community college philosophy and understand the objectives of their college and will prepare themselves for this kind of education will find a truly rewarding challenge in teaching in the comprehensive community college.
Stories in Pictures
by Richard Douglass

"GETTING READY FOR SCHOOL"

Theme—CAREER EDUCATION:
Are You Meeting The Adult’s Needs In Your Community?